Inside the Primary school leadership team:
An investigation into Primary school leadership practice and development
as an integrated process.

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	List of Appendices for the fieldwork	
Number	**Description**	**Page**
1	Letter to all Primary Headteachers in the Local Authority requesting involvement in my Research Project	185
2	Headteacher information form	186
3	Letter to Heads with agenda for first meeting	188
4	Letter to SLT member for pre-interview information	189
5	Questions for first Headteacher's interview	190
6	Questions for first interview with other SLT members	192
7	Pro-forma for SLT profiles in meeting observations	193
8	Pro-forma for responses following the SLT meeting	194
9	Staff questionnaire	195
10	Letter to participant for second interview	198
11	Questions for second interview with all SLT members	199
12	Chart for analysis of organisational categories in the second SLT meeting	200
13	The processes for selecting the schools	201
14	Time-table of interviews and observations	205
15	Developing the data analysis framework	206
16	An explanation of the process for integrating the five themes of leadership	210
17	Findings from the research programme-presentation to schools	214
18	School chart for professional consultations	218
19	List of accessed documents	219

Abstract

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This thesis makes a conceptual contribution to the field of school leadership studies with a descriptive and analytical representation of the current practice and development of leaders in English Primary schools. The aim of the research is to investigate the development of nineteen school leaders, nesting their own vivid descriptions of their leadership development within a professional researcher enquiry for new knowledge and understanding. An extensive literature review locates the argument in a historical and cultural context, directed by the first research question: 'What are the knowledge claims about the changes to school leadership and management in the policy and research literature in the last twenty-five years?' The second research question asks: 'What are the knowledge claims of the practice of school leadership in Primary schools as found in the official and research literature?' Findings from the literature provide knowledge of the official expectations and advice given to school leaders in the implementation of their work. The literature also provides knowledge of leadership practice associated with issues of power, micro-politics, social and moral frames used by leaders as social agents in interpreting their leadership. Research questions three and four direct the field-research asking: 'How are leadership roles practised and developed in Primary schools?' and 'What are the empirical findings that build knowledge of Primary school leadership practice and development?' A case-study methodology structured the field-work, with qualitative research conducted in four Primary schools in North-West England during one academic year, 2008-2009. The empirical data for the case was primarily collected from nineteen members of four Senior Leadership Teams (SLT) through semi-structured interviews and observations of SLT meetings. The analysis of the full research findings is presented in an original construction of leadership, conceptualised as the PIVOT. This framework presents the key findings as integrated factors in a holistic frame around a central point, the PIVOT of leadership, which is explained as the Purpose, the Identity, the Values, the Options and the Trust, presenting wider issues for educational leadership decisions. The final research question five asks: 'What recommendations can be made for policy and practice regarding school leadership development in Primary schools?' Findings from the case-study make a contribution to knowledge about current school leadership practice and development, explained as a holistic, integrated approach underpinned by a wider, educative rationale, identified in the PIVOT framework. This raises issues for policy-makers and school practitioners in the development of Primary school leaders as educational leaders and provides a resource for further research enquiry by academic researchers with an interest in developing Primary school leaders.

Declaration

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Copyright Statement

Acknowledgements

	List of abbreviations
APP	Assessing Pupil Progress
AH	Assistant Headteacher
CPD	Continuing Professional Development
DH	Deputy Headteacher
EI	Emotional Intelligence
EYFS	Early Years/Foundation Stage, organisational system for pre-school children and rising 5s, previously known as Reception.
G and T Kitemark	Gifted and Talented, a standard for assessing provision for identified Gifted and Talented children.
HLTA	Higher Level Teaching Assistant
HT	Headteacher
ICT	Information, Communication and Technology
KS1, KS2	Key Stages in Primary schools, organisational systems for children aged 5-7 and 7-11, previously known as Infants and Juniors.
LA	Local Authority
MSc/ MA	Master of Science, Master of Arts, post-graduate degrees.
MDAs	Mid-day Assistants
NQT	Newly Qualified Teacher
PM	Performance Management
PPA	Preparation, Planning and Assessment
RE	Religious Education
SATs	Standard Assessment Tasks/Tests
SEF	School Self-Evaluation Form
SENCo	Special Educational Needs Co-ordinator
SIP / SDP	School Improvement Plan / School Development Plan
SIT	School Improvement Team
SLT / SMT	Senior Leadership Team also known as Senior Management Team
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility post

1.1   Introduction

The focus for this thesis is a research enquiry into the development of school leaders in the enactment of their leadership work, with particular attention given to the current practice of Senior Leadership Team (SLT) members in four English Primary schools. I aim to research the practice of school leaders and investigate the effect of their leadership on their personal and professional development. The five research questions provide the structure for the thesis, firstly directing the literature survey by asking: 'What are the knowledge claims about the changes to school leadership and management in the policy and research literature in the last twenty-five years?' and 'What are the knowledge claims of the practice of school leadership in Primary schools as found in the official and research literature?' The field-work is framed within research questions three and four which ask: 'How are leadership roles practised and developed in Primary schools?' and 'What are the empirical findings that build knowledge of Primary school leadership practice and development?' The full research findings are presented to answer question five which asks: 'What recommendations can be made for policy and practice regarding school leadership development in Primary schools?' and addresses significant issues for researchers, policy-makers and practitioners in the development of leaders.

1.2   Overview of the study

The methodology for the thesis uses a case-study design with a qualitative research approach to collecting fieldwork data to inform the case of leadership practice and development in four sites. I reduce the term 'leadership practice and development' to 'leadership' which I use to describe the leaders' work and enactment of their role in a

14

process of personal and professional development. The literature for the research provides knowledge of the context for the study, informed by the policy, academic and research-based literature, shaping school leadership over the past twenty-five years. I use selected political, organisational, social, philosophical and psychological themes in the literature to build an intellectual understanding of Primary school leadership in a multi-faceted conceptualisation. I also view leadership within the dynamics of power relationships in schools and engage with theories of power and micro-politics to develop understanding of theories and strategies in practice. Writers in the field of critical studies inform my argument and I draw from Grace (1995) and Gunter (2001b, 2005) for knowledge of power relations to widen my intellectual understanding for analysis. I place the enquiry within the variance in practice and a lens of relationships, identified in the literature, whereby leadership is viewed as a shared and communal approach (Bottery 2007a).

The study may be associated with a policy scholarship approach, outlined by Grace (1995) as a 'commitment to locate the matter under investigation in its historical, theoretical, cultural and socio-political setting and a commitment to integrate these wider relational features with contemporary fieldwork data' (3). The fieldwork is informed by a wide range of literature from which I build my conceptualisation of school leadership development as a holistic process, generating new insights by integrating the 'dynamic interplay of structure, culture and agency' (Gronn 2003: 3). I nest my developing argument in the following literature: Grace (1995, 2000), Gronn (2000, 2003), Southworth (1998, 2002), Wallace (2002) and Woods (2005), for an understanding of different school leadership cultures and leaders as influential agents in socio-political settings.

The main body of the thesis consists of the contemporary field-work, conducted over one academic year 2008-2009, focussing on the leadership of nineteen members of four SLTs from whom I draw evidence. Four Primary schools in North-West England provide the setting for the field-research, with a dual programme of semi-structured interviews and observations of SLT meetings in each school. The nineteen school leaders

are all members of their school SLTs with a range of leadership roles and include four Headteachers, three Deputy Headteachers, three Assistant Headteachers, three KS2 leaders, two KS1 leaders, one Early Years/Foundation Stage (EY/FS) leader, two Special Education Needs Co-ordinators (SENCo) and one Continuing Professional Development (CPD) leader.

The epistemological methods for generating the empirical data to build knowledge is through rich dialogic interactions between myself as the researcher and the research participants with a construction of social realities. The professional dialogues enable a depth of enquiry and take a structural and agential perspective, integrating the person's identity and persona with their professional leadership role (Shamir et al 2005). A trawl of documents and a staff questionnaire contributes to the qualitative evidence collected to make meaning of current leadership in Primary schools. The empirical research may be read as a discourse, allowing for different views and interpretations of the same event, conducted within an ethical, confidential, social construct of trust, respect and shared values (Bottery 2004). I describe and analyse the leaders' accounts and stories using additional data drawn from school information for contextualisation and I present my research findings for the case.

The multi-faceted conceptualisation of school leadership, informed by the literature, is reflected in my research analysis and I take a staged and multi-layered approach. I develop fourteen initial categories which I use to organise the data for access and further retrieval for analysis. Drawing knowledge from the research literature, for example, Gronn (2000) and Southworth (2002), the pilot study, and my professional experience, I reduce the fourteen categories to five key themes which I represent as the factors of leadership. I list these factors of leadership as: the *Architecture*, the planning and direction for the leadership; the *Building*, the school systems and organisational structures to implement leadership; the *Context* for leadership, the school culture and the styles and approaches used by leaders; the *Development* of leaders and the *Emotional* aspects of leadership. I use these five factors, A,B,C,D and E to structure a description and analysis of the

practice and development of school leaders which I position in a holistic and integrated framework around a central point.

Findings from the literature and the fieldwork provide evidence of underlying processes of leadership, not explicit in the data but presenting consistent patterns for interpretation, which I locate in the centre of my theoretical framework. I conceptualise this central point as the core of leadership, an arena in which leaders use intelligence, awareness and experience to construct and enact their leadership in a balanced and considered practice which I present as the PIVOT. The knowledge of the organisation, obtained by leaders through the five factors, A,B,C,D and E, is continually processed through the central PIVOT features of leadership which I label as the Purpose, Identity, Values, Options and Trust. These features are identified in the research data for their contribution to leadership practice and development, particularly related to decision-making strategies and leading change. Thus, my study draws knowledge from the literature and leaders' experiences to build understanding of leaders' work from which I position school leadership as a social and educative practice, 'underpinned by educational values and goals' (Gunter 2005: 174).

1.3   Rationale for the study

1.3.1 Biography of the researcher

My motivation for this study derives from my professional background and personal interest. As a former Primary school Headteacher and Education Consultant, working on national leadership programmes, I had a professional engagement with differing approaches to developing new leaders. I also had a compelling research interest in exploring the similarities and differences in personal attributes and behaviours which school leaders bring to their role. My career in Primary schools led me to observe and encounter a wide range of approaches to leadership and management roles, which on face-validity, differed in accordance with the context of both the school, the personality of the Headteacher and other school leaders. My headship experience of fifteen years

provided me with secondment opportunities to lead a school placed in an Ofsted inspection category of 'special measures' and re-locate to California, for one year, to participate in a teacher exchange programme. The experiences of teaching and leading in different schools impacted on my understanding and conceptualisation of school leaders and their influence on others. My professional experience, located in the same Local Authority as the schools for my study, enabled my access to the schools, Headteachers' offices, staffrooms and teachers' classrooms, facilitating professional conversations with a shared understanding of the participants' contexts (Ozga and Gewirtz 1994).

The thesis grew from my doctoral research for three previous papers, the first surveyed the literature on Emotional Intelligence (EI) and its contribution to transformational leadership practice (Cain 2006). The second explored the leadership strategies used by three Primary Headteachers to create and sustain their successful schools (Cain 2007a). Literature and empirical research on distributed leadership for the pilot study for this thesis (Cain 2008) provided the research interest for my enquiry which I extended, seeking further knowledge of differing methods by which qualified teachers developed their leadership skills. During my doctoral studies I was awarded funding by the Northern Leadership Academy (NLA) and presented a paper at the NLA Fellows 2007 Conference with an associative publication (Cain 2007b). I also contributed to a Student Research Conference (2010) organised by The University of Manchester at which I presented my research outcomes to participants (Cain 2010).

1.3.2   Policy and professional context for the research

The development of school leaders is a necessary study and may be positioned within the context of the demographic challenge of securing future school leaders. The findings and recommendations of my work contribute to knowledge of the current systems and activities used in English Primary schools to encourage the development of school leaders within the leadership culture of the SLT. Policy literature identifies the role of Headteachers in developing new leaders and plan for leadership succession with National

College[1] providing advisory documentation to the Government. NCSL publications (e.g. Hartle and Thomas 2004, Munby 2006, NCSLA), acknowledge: 'The important contribution to be made by existing heads in pro-actively identifying and nurturing future leaders' (Munby 2006: 4.1.2). However, official literature (PwC/DfES 2007), draws from research and stakeholder evidence when it states: 'the need for growing good leaders is a large and often misunderstood challenge and one that is generally not well addressed in any systemic fashion' (100). Addressing this 'challenge' the field-work for this thesis positions the leaders as agents in their own practice and development, using empirical data to explore the 'interplay between the agency of the knowledge worker and the structuring effects of organisational location within an educational institution' (Gunter 2001a: 42). The enquiry thus locates the schools, the participants and the contexts for the development as a developing discourse in the field of Primary school leaders' development.

1.3.3   Identified gaps in the research

There is little current, independent research evidence about how school leaders, other than the Headteacher, understand and talk about their development and I seek to make a contribution to this discourse. A limited literature base reveals gaps in research interest in Primary school leaders which is addressed in my research, describing the current practice of leaders as they enact their contextually different roles. The descriptions, interpretation and analysis of leaders and their leadership, within a context of development, provides knowledge for the field of educational studies.

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[1] The National College for School Leadership, established in 2000 as a government funded non-departmental public body, changed its name to The National College for Leadership of Schools and Children's Services (NC) in September 2009. New Labour governments (1997-2010) invested in leadership training and the identification of leaders, leading and leadership as integral to effective professional practice. The NC continues to provide professional development and training and acts in an advisory position to government.

My conceptualisation of leadership, constructed from the full research programme, results in a dynamic framework from which to generate knowledge of practice, of interest to policy makers, the research and professional communities.

1.4   Structure and content of the thesis

Following this introductory chapter, I begin the thesis in Chapter Two, by identifying and reviewing the policy literature which has shaped professional practice over the last twenty-five years (e.g. DES 1988, DfEE1997,1998, DfES, 2001, 2003a, 2003b, 2004a, 2005). I draw from official literature for knowledge of advice given to school leaders within a political ideology of modernising the profession (e.g. NCLS 2001, Leithwood et al 2006, PWC/DfES 2007). I gain knowledge from the research literature, positioning these reforms for their impact on senior leaders' work and identities (Bottery 1992, Wallace and Huckman 1999). At the end of Chapter Two I show the emerging categories of leadership drawn from this literature which I consider, from a professional standpoint, as important for current leadership practice and development.

In Chapter Three I examine a range of literature on the processes and strategies used by school leaders when implementing the policy changes. I engage with research literature on leadership development with a focus on Primary schools, drawing from Pascal and Ribbins (1998), Southworth (1998, 2006) and Wallace (2002). Chapter Three moves the argument forward, conceptualising the leader as an agent, implementing government reforms in a complexity of relationships and differing contexts. I examine this argument within a critical discourse, drawing knowledge from key writers to influence my analysis, particularly locating leadership in a discourse of micro-politics, power, emotions and ethical issues (Busher 2001, Fullan 2001, 2006, Mawhinney 1999, Woods 2005). The two literature chapters provide the context and knowledge base for the fieldwork with an empirical enquiry seeking to explore current practice of Primary school leaders and generate new insights.

In Chapter Four I explain and describe my design and methodology for the case study in the thesis, informed by research texts, primarily Mason (1996) and Robson (1993) with additional knowledge drawn from Lenzo (1995), Platt (1981), Skrtic (1985) and Stake (1995). The research design builds from the pilot study, with information on the four Primary schools, the nineteen participants, my research programme and research instruments. I explain the process of constructing my data analysis within a sequence of organisational frames to build evidence-informed knowledge in an integrated conceptualisation of leadership, the PIVOT framework. Chapter Five presents the first stage of the empirical research and I provide descriptions of the participants and the schools for knowledge of the context and culture of the different research sites. I use participants' own words to bring meaning to my analysis and I interpret the data as illustrative of the fourteen organisational categories as identified in the literature. Chapter Six builds the argument, analysing the empirical data using the five key leadership themes as vehicles for generating knowledge of leaders' actions, behaviours and language. Data is interpreted and analysed to describe current leadership practice for knowledge of associative cognitive and affective impact on the leader and their development. My analysis draws from my professional experience and supporting literature to make meaning of the leaders' experiences and interpret the data as evidence for the argument.

In Chapter Seven I present the PIVOT in a sequential process, building research knowledge to connect the leadership themes in a fully integrated framework. I locate the central space of the PIVOT, an acronym for Purpose, Identity, Values, Options and Trust for knowledge of leadership practice, involving wider issues associated with ethics, values and principles. I use rich examples from the fieldwork to build my argument and inter-weave the entire research findings to engage with the knowledge claims, particularly associated with leadership and power. In Chapter Eight I provide an analysis of my research findings for their contribution to knowledge in the field and I consider the gaps in the knowledge with recommendations for future research, policy and practice. I include data on the presentation of my findings and professional consultations with the leaders in

the case. My conclusions are conceptualised within my argument, that Primary school leadership, as an integrated process, affords opportunities for developing educational leaders.

1.5   Summary

This chapter provides a full account of my thesis, presenting the argument about the development of Primary school leaders as a conceptualisation of differing structures, agents and contexts within one dynamic frame labelled the PIVOT. The research questions directing the enquiry provide the focus for the study which emerges from a practitioner-researcher interest but, widened by knowledge gained through the literature research, leads to a deeper enquiry into leadership development as a socio-political and ethical practice. The structure and content of each chapter of the thesis is described within a multi-layered approach to investigating a sophisticated and multi-faceted conceptualisation of Primary school leaders' professional and personal development as an integrated, holistic process and practice.

Chapter Two

The work of the Primary school leader: An official construct.

2.1   Introduction

The purpose of this chapter is to address research question one which asks: 'What are the knowledge claims about the changes to school leadership and management in the policy and research literature in the last twenty-five years?' This is clearly important for the argument, as findings from the policy literature provide the official context and setting in which senior leaders operate and are associated with the changes and development in their practice. The policy and research literature does not always specify which phase of education and thus I take an overview of the knowledge claims with a Primary school focus where appropriate. I provide a summary of the historical background, starting at the time of the *Education Reform Act* (DES1988) for a perspective on the roles and expectations of Primary school leaders and the setting for subsequent change. My research strategy uses official policy literature and recommendations, official web-sites, for example www.nationalcollege.org.uk/index/leadership and www.education.gov.uk/publications and academic research publications.

The chapter begins with an overview of official government policies at the end of the twentieth century and their intended impact on Primary school leaders. The government reform agenda of raising standards (DES1988, DfEE 1998) led to new school structures and the emergence of Senior Leadership Teams (SLTs) in Primary schools, expanding a traditional hierarchical model of Headteacher and Deputy Head. The primacy of the Headteacher in implementing government reforms is evident in the official and research literature (DfEE 1998, Mortimore and Mortimore 1991) and is privileged in this chapter, but knowledge of the new roles and responsibilities for other SLT members contributes to my argument about the development of all SLT members. At the end of this chapter I identify the emerging categories of leadership, drawn from this literature, which I

consider from a professional standpoint as important for current leadership practice and development.

The first decade of the twenty-first century saw major policy reforms for organisational and structural change, for example, the National Agreement, Re-modelling of schools and the Children Act (DfES 2003a, 2004a). These policies introduced significant changes in practice for school leaders with new tasks, an increased workforce and new expectations of performance in leading adults to meet organisational goals as a means of achieving nationally prescribed standards. A normative and prescriptive frame of success dominates the official literature, with advice on improvement strategies located in a language of achievement and performance. For this reason I include knowledge claims of successful schools and leaders and position these with the official expectations of Headteachers in *The National Standards for Headteachers* (DfES 2004b), used as assessment criteria for national leadership development programmes and awards.

The National College (NC) continues to be the main provider of professional training programmes, literature and on-line resources for school leaders from which I draw knowledge of the official advice and preferred strategies to modernise the profession. The approach to leadership, known as distributed leadership, produces a significant body of literature to inform my thesis and I select from both the official and the critical literature to build my argument. This chapter reviews the official policies and recommendations, within a critical commentary, for a changing school leadership practice in the 'design and delivery of a particular model of school leadership' and builds knowledge claims for the leadership development imperative (Gunter and Forrester 2007:2).

2.2   The political platform for educational change from 1988

The impetus for organisational responsibility and accountability pre-dated 1988, but the publication of the *Education Reform Act (ERA),* (DES 1988) by the Conservative government represented a 'watershed in the structure of state education in England and Wales' (Gunter 2001a: 25). The official policies required the development and

implementation of school systems and structures with a new terminology of 'packaging',

'delivering' and 'marketing', associated with the performance of pupils and teachers.

External measures of performance were introduced with compulsory testing and

assessments at ages seven and eleven (SATs)[2] and an external inspection system,

Ofsted[3] was established by the 1992 Education Act. Findings from research studies of

Primary Headship (Hall and Southworth 1997, Mortimore and Mortimore 1991,

Southworth 1998), report an increase in responsibility, accountability and:

> quantitative shifts in the work . . .with more players to liaise and consult with, more meetings, more administration because of increased site management and budgeting being devolved to the school (Hall and Southworth 1997:157).

The official requirements for changes in school practice contributed to developments in

the role and identity of the Headteacher, viewed as the prime focus for reform, with

responsibility for introducing new systems for a new school management culture in an

increasingly competitive arena (Bush 2008). Table 2.1 provides an overview of the

significant changes in education policies and official recommendations for practice

affecting all school leaders of state schools in their management and leadership from

1988 onwards.

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[2] Standard Assessment Tasks/Tests were introduced at ages 7,11 and 14 to provide evidence of the school's impact on raising standards in Numeracy, Literacy and Science.
[3] The Office for Standards in Education (Ofsted) is a non-ministerial government department headed by Her Majesty's Chief Inspector of Schools in England and established by the Education (Schools) Act 1992. The law requires all maintained and certain independent schools to be inspected regularly with inspection results publicly available. HMCI's annual report to parliament provides advice for ministers on the quality and standards in education in England (HMI 1525, 2003).

Table 2.1 An overview of the official changes for the practice and expectations of Primary school leaders.

	1988 onwards	1997 onwards	2000 onwards
Key policy events impacting on the work, role and professional identities of Primary school leaders	*Education Reform Act* (DES1988) Local Management of Schools (LMS) National Curriculum (1988) OfSTED framework of Inspections (1992).	*Excellence in Schools* (DfEE 1997) National College for School Leadership from 2000. Green Paper, *teachers: meeting the challenge of change* (DfEE 1998).	Schools achieving success (DfES 2001) *Raising Standards and Tackling Workload:A National Agreement* (DfES 2003a) *Every Child Matters* (DfES 2004a)
New structures of school leadership	Headteachers, Deputy Headteacher, managers, subject co-ordinators, Senior Management Teams.	School Leader, Assistant Head, Senior Leadership/ Management Teams, Key Stage leaders, subject leaders (DfEE 1998)	Associate Head, Consultant Leader, System leadership, Executive Heads, School Improvement Partners, Federation Heads *Education Act* (DfES 2002). School workforce (DfES 2005) *Leadership Development Framework* (NCSL 2001) *Independent Study into School Leadership* (PwC/DfES 2007)
The performing school	The standards agenda, Standards and Effectiveness Unit (DfEE 1997)	Performance related pay for teachers (DfEE 1998)	*Autumn Package* (DfEE 2000) *Excellence and Enjoyment* (DfES 2003b) Revised *National Standards for Headteachers* (DfES 2004b) *Higher Standards, Better Schools for All* (DfES 2005) *Inspecting schools, Framework for inspecting schools,* (OfSTED 2003) *Succession planning* (Munby 2006)

The role changes for the Headteacher were conceptualised as a dual role model, described as 'leading professional' and 'chief executive' by Hughes (1976, 1985, cited in Rutherford 2002) and applied to Primary Heads by Coulson (1987). The model continues to inform and support current analysis (Bush 2008, Gunter 2001a, McEwen et al. 2002, Rutherford 2003), making a distinction between the two sub-roles with responsibilities focussing on the broader picture of school improvement and implementer of government policies. Competence and success as a Headteacher were framed as effective management of the technical, operational and measurable elements of the school with training and development priorities located within Education Management Studies. New training for Headteachers was 'designed to upgrade their management skills but also, more fundamentally, to enhance their relation to a modern management culture' with a restructuring of professional 'identities, consciousness and behaviour' (Grace 2000: 233-234). The preferred model of school leadership resonated with a political rationale of managerial efficacy to raise standards, defined and examined by external criteria.

2.3   New organisational structures of school leadership

The literature identifies the importance of the Headteacher in implementing reforms as governments sought to 'capture and reconstruct the headteacher as the key actor in the process of reform and redefinition' (Ball 1994: 59 in Grace 2000: 232). A variance of response greeted the generic official expectations, requiring each Headteacher to interpret and implement these as effectively as possible (Hall and Southworth 1997). Wallace and Huckman (1999) identified the imperative for change, writing:

> Taken together, the number and scope of reforms, the speed of their introduction and the strategy for implementation adopted by central government ministers created conditions where it was to be expected that heads in larger primary schools might perceive the need for a new management structure (19).

It is against this backdrop of government reforms that the changing practice of school leadership with new staffing structures, titles and job descriptions, provided the platform for the increasingly legitimate power of colleagues' contributions. Larger Primary schools emulated their secondary colleagues and introduced Senior Management Teams (SMTs), extending the traditional model of Headteacher and Deputy by the addition of a group of teachers having curriculum and supervisory responsibilities (Webb and Vulliamy 1996). The extra responsibilities for whole-school performance put members of this team in new roles as exemplars of preferred practice and 'change agents' (Hoyle 1986 cited in Troman 1996: 479). The research literature (Bottery 1992) identifies the challenge for senior leaders in adopting new roles and building new identities, within the gifting of the Headteacher, as a pre-requisite for achieving the organisational goals. The selection of teachers for membership of the SMT is described by Wallace and Huckman (1999) who write:

> first that their members represent a sub-group of the professional staff as a whole which includes the head, deputy or deputies and one or more teachers with a promoted post carrying substantial management responsibility: and second that SMT members are involved in making policy and administrative decisions on behalf of other staff, whose views are represented to a varying degree. Not only are heads empowered through the assistance of colleagues, but so too are other SMT members who are able to contribute to management decisions which reach beyond the bounds of their individual responsibility (2).

The professional need to enlarge the existing school management structures to meet government and local expectations was legitimised with the Labour government Green Paper entitled '*teachers: meeting the challenge of change'* (DfEE 1998) containing proposals designed to effect 'the most fundamental reform of the teaching profession since state education began' (Rutherford 2003: 60). The Green Paper had a central thrust to raise standards in school through the modernisation of the teaching profession with its key elements centred on new pay systems linked to performance management and strong classroom performance. The document used the rhetoric of new professionalism, offering teachers the 'challenge of modernisation to anticipate change and promote innovation'

with an imperative for Heads to broaden 'the leadership group to encompass all teachers who provide strategic leadership in schools' (DfEE 1998: 9-14).

This legitimised, shared empowerment with associative status of role and position, had far-reaching implications for all members of the SMT, as decision-making and collaborative activities presented different and new challenges within a wider area of responsibility. The change in nomenclature from management to leadership signalled a normative change in organisational language and culture. Wallace (2002) attributes meaning, writing: 'school leadership (making things happen) and management (keeping things going) are conducted with and through other adults' (164). Bush (2008) associates the change in semantics with leaders' influence, values and vision for improved school and pupil outcomes. He writes: 'while heads both lead and manage their schools, leadership is firmly established as the dominant concept in the 21st century' (284). New titles, new job descriptions and new methods of working, dominated and controlled by imposed reforms, affected new 'institutionalised norms and values' (Pascal and Ribbins 1998:12) with an imperative that Headteachers should match the received prescriptions and build new leadership groups for effective school improvement.

2.4   The performing school and its impact on Primary school leaders.

The trajectory of school reforms continued, positioning school efficiency and effectiveness as the subject of iterative, comparative processes. The findings of research programmes, commissioned by Ofsted (Sammons et al. 1995), produced a list of factors which contributed to an emerging field of professional research into school effectiveness and school improvement (Hargreaves, D. 1995, Harris and Bennett 2001) and continues to inform the field (National College 2009). The Standards and Effectiveness Unit (DfEE 1997), introduced as a vehicle by which to increase accountability, created a culture of performativity from which to evaluate efficiency, largely predicated on pupil achievement in external tests (DfEE1998). The language of management during the nineties was a continuous thread through the research literature on school effectiveness and efficiency;

McMahon (2001) identified the two 'complementary forces – managerialism and a drive to raise standards in schools' as significant elements used to 'shape the environment for primary and secondary schools in England' (130-131).

The '*Autumn Package'* (DfEE 2000) provided statistical information on pupil achievement for use by schools, Local Education Authorities (LEAs) and national bodies. This information enabled specific comparisons to be made between schools and increased Headteachers' accountability to meet national targets set for pupil achievement in literacy and numeracy. The political reform agenda, to raise standards in schools, continued with an increasingly prescriptive direction of interventionist models and programmes for use in classrooms. The introduction of the non-mandatory but recommended National Literacy and Numeracy[4] strategies for Primary schools in 1998 set out very clear and precise frameworks for implementing the statutory National Curriculum and significantly altered the pedagogic and assessment culture in Primary schools by giving associative responsibilities to subject leaders (Southworth 2002).

The public reporting of performance tables in 1996, identifying KS2 assessment results for comparisons, caused a leadership imperative for Primary school leaders. New organisational systems and structures for assessment, data collection and analysis with an associative increase of meetings for decision-making increased the workload of senior leaders. Curriculum managers were required to train staff and monitor provision and progression of the subject (Troman 1996: 481, Webb and Vulliamy 1996).

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[4] The National Literacy Strategy and National Numeracy Strategy were incorporated in Excellence and Enjoyment (DfES May 2003b) as the Primary National Strategy. This sought to raise overall standards of literacy and numeracy in England's Primary schools and to close the gap between standards achieved by pupils in advantaged areas and those achieved in disadvantaged areas. The DfES monitored all activities and used key findings to direct policy thinking on school improvement and address gaps in implementation through specifically targeted programmes such as the Primary Leadership Programme. Related sites include: http://www.teachernet.gov.uk/teachingand learning/national strategies/ and http://www.standards.dfes.gov.uk/standards Following the change of government on May 11th 2010 the sites are re-directed and may now be located at http://www.education.gov.uk

The changes for senior leaders in Primary schools were immense and were conducted within new cultures of external accountability and challenge as McMahon (2001) describes:

> The consequences for schools and individual teachers judged to be under-performing are severe: schools failing OFSTED are put into special measures; inspectors report on the competence of individual teachers; a teacher who fails to improve faces disciplinary measures and possible dismissal (McMahon 2001: 132).

The issues of teacher performance, pupil assessment, SATs and Ofsted, introduced within a heightened climate of improvement and accountability, had the propensity to create fear and increased stress in the teaching profession, and writers considered these issues as a continuing and dominant discourse in Primary schools (e.g.Harris 2008, Rhodes and Brundrett 2008). However, research does show that much of school leaders' work in preparation for Ofsted visits was conducted within a collegiate culture and Wallace and Huckman (1999) drew from research findings to suggest that many such leaders remained 'unwilling to monitor colleagues' classwork in their area of management responsibility' (12). The focus for reform moved from overtly controlling teachers by imposing curriculum reforms, to a subtle form of control, positioned within the value-laden school agenda of 'raising standards' and improving pupil outcomes. This placed school leaders in a new role of explicitly comparing pupil performance data, but implicitly making judgements on colleagues and comparing staff performance.

The new responsibilities had implications for professional development needs, largely framed within the technical, operational and measurable elements of school. Consultants from the public and private sector provided school leaders with training courses, advice and information, positioned within the requirements for Ofsted inspections and located within Education Management Studies, to develop skills and efficacy of management systems and structures.The schools, judged by Ofsted as improved and effective, were known as 'successful schools', managed and led by successful Headteachers who 'were single-minded in their approach to school improvement' (Ofsted

2002: 11) The successful school would be a 'self-evaluating school' judged by improved pupil performance within an external analysis described as 'penetrating and unforgiving' (Rutherford 2003: 61).

Primary school leaders could thus be positioned as 'successful' or 'failing' with judgements drawn from criteria requiring a level of sophisticated analysis, to interpret and explain rises and falls in pupil attainment. The different capacity and resources of school leaders had serious implications for the successful implementation of the reforms and a leadership imperative dominated the official literature, available for access through the NC web-site. An NC document entitled *Seven Strong Claims About Successful School Leadership* (Leithwood et al. 2006) provides a synopsis of the research claims and builds from research prepared by Leithwood and Riehl (2003). The key findings are empirically evidenced although the authors consider 'research on school leadership has generated few robust claims' (15). These findings, shown as Table 2.2, make a contribution to my study for knowledge of official expectations and recommendations for all in leadership roles.

Table 2.2 Seven Strong Claims about Successful School Leadership

1) School leadership is second only to classroom teaching as an influence on pupil learning.

2) Almost all successful leaders draw on the same repertoire of basic leadership practices.

3) The ways in which leaders apply these basic leadership practices - not the practices themselves - demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

4) School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.

5) School leadership has a greater influence on schools and students when it is widely distributed.

6) Some patterns of distribution are more effective than others.

7) A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.   (Leithwood et al. 2006: 3)

It may be argued that the use of a generic language allows for different interpretations according to the different contexts of schools with variance of application (Day and Harris 2006). The language is aspirational and normative, promoting a value-laden conceptualisation of success, encouraging and motivating leaders to develop these attributes and become members of a group of successful leaders, thereby complying with the officially preferred leadership model. However, the claims for successful school leadership do not include the ethical, philosophical principles and moral complexity which arguably, shape and define the work of leading educational professionals (Bottery 2002, Grace 2000).

2.5   Modernising the profession for school leaders.

A nomenclature of leadership was officially adopted as a language to describe the activities formally known as school management, with a trajectory of official policies, recommendations and strategies aiming to transform school leadership cultures and identities. The opening of the National College, in 2000, helped to establish school leadership as a force for change and improvement in schools, promoting selected models of leadership through literature, training programmes and on-line support for school leaders. The role of the National College in providing exemplar evidence for the profession was encouraged in the Government White Paper (2001) stating:

> We will continue to support the National College for School Leadership as a beacon to make sure that all school leaders can learn from innovative practice and draw on the experience of others (DfES 2001: 7.27: 60).

The term 'school leaders' is used to describe generic roles which may be applied to the Headteacher or other senior leader as they 'learn from innovative practice' to transform their own school culture and I use the term leader to describe all SLT members. National training programmes, provided through the National College, offer opportunities to identify and improve leadership performance according to technical, organisational and market conditions. The development of these programmes may be traced through a national

research project whereby management competency frameworks were used to construct lists of skills and abilities critical to successful performance and labelled as Headteacher competencies (Jirasinghe and Lyons 1996). A critique of this model, offered by Southworth (2002), considers the lengthy, reductional lists as unhelpful as they 'particularise and fragment the work …into categories and elements' (75). He argues that the work of the school leader is characterised 'by simultaneity, inter-connnection and holism' (75) and asks for researchers and scholars to 'focus on the concept (of school leadership) and describe what it looks like in action…(rather than) prescribing such leadership' (76).

The revised official documentation *The National Standards for Headteachers* (DfES 2004b) provides an official prescription of key skills and competencies for successful Headteachers and a transparent framework of knowledge and actions for effective practice in headship. This framework is used both for the training and assessment of aspiring Headteachers in the public sector within the required gateway to headship programme, the National Professional Qualification for Headteachers (NPQH). Organised through the National College, and now redesigned with designated programmes and school placements, candidates are required to provide evidence for judgement and assessments of skills, capabilities and competencies. Professional research literature (Day and Harris 2006, Southworth 2006) identifies the poverty inherent in reducing a professional practice to a series of lists and suggests that successful leadership may be defined as the ability to 'maintain and develop learning and achievement cultures whilst at the same time manage ongoing tensions and dilemmas' (Day and Harris 2006: 2).

The document (DfES 2004b) uses intentional, active language of targets, school improvement and accountability in its six sections, identifying the performance management of teachers as an imperative in a successful, self-evaluating school. For example, the section titled, 'Developing Self and Working with Others' (8) although emphasising the importance of professional development, sets this in a culture of

managing and reviewing teacher performance. I build on Southworth's (2002) research recommendations, characterising Primary school leadership practice 'by simultaneity, inter-connnection and holism' (75) developing my research argument for an integrated framework of leadership.

2.6   Key policy events in the 21st century

The imperative of leadership continued to pervade the official literature with a growing need to support and develop senior leaders in their expanding roles. Research reports commissioned by the DfES (e.g. Earley et al. 2002) established key findings identifying the importance of reducing excessive paperwork and bureaucracy, considered as inhibitors to potential leaders taking more senior roles. A further recommendation clarified leadership roles, targeting training for management and leadership activities in addition to curriculum areas. These activities were identified as: working with an effective Head, undertaking a leadership role within the school, leading a major school improvement and leading and managing adults with 'new approaches to workloads' (52). The National Agreement (DfES 2003a) provided a response to these findings by establishing new structures and systems to address teachers' work/life balance. This represented a significant shift in the organisational culture for small Primary schools leading to an increased work-force, mandatory non-teaching time for all teachers and new responsibilities for teaching assistants to reduce administrative and non-essential tasks for teachers. The recommendations, established in the DfES White paper (2005), re-labelled school staff as the school workforce, introduced the term 'leading teacher' with a conceptualisation of an SLT for a successful school as: 'A strong headteacher backed by an able leadership team is...vital for success' (DfES 2005:8.21:99).

In addition to leading and managing school developments within a functional capacity, developing leaders might also be involved in pursuing professional award bearing courses or school achievement awards through academic institutions or public

and private organisations, for example '*Investors in People*'[5]. External leadership

programmes facilitated through the National College, for example: the National

Professional Qualification for Headship (NPQH), Leading from the Middle (LftM) and

Leadership Pathways,[6] included school leadership initiatives as an assessment

requirement of these programmes. In response to evidence of a failure of services to

protect children, the Government published a Green Paper, *Every Child Matters* (DfES

2003)[7] which became law with *The Children Act* (DfES 2004a). This government reform

positioned school leaders in new structures, working with different agencies to deliver

improved outcomes for children. Thus, the combination of iterative government reforms,

new arrangements and systems for performance management linked to pay and

conditions of service for teachers, established by the Education Act (DfES 2002)[8], and a

structure of sequential leadership programmes, all contributed to changing the work, role

and professional identities of school leaders.

The professional challenges of new tasks and responsibilities required new skills,

attitudes and behaviours towards members of staff and other leaders in differing stages of

development. Research authors consider it is 'the change in relationships and in culture

that is most significant in redefining heads' role and self-conception' (Ball 1994b: 101 cited

in Gunter 2001a: 102). This locates the reforms at the school level, the focus for my

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[5] *The Investors in People* standard is a business award with a series of indicators accrediting achievement on meeting employees development needs, meeting business objectives and managing change. Information gained from website August 2010, http://www.is4profit.com/business-advice/employment/investors-in-people.html

[6] At the time of the research, the following leadership programmes were provided through the National College with affiliated centres located through the country e.g. National Professional Qualification for Headship, Leading from the Middle, Leadership Pathways, Head for the Future.

[7] *Every Child Matters* is *The Children Act* 2004, described as a far-reaching programme for change in children's services to improve outcomes for all children and young people. It takes forward the Government's vision of radical reform with integrated services to provide greater efficiency and accessibility. Further information can be accessed through the web-site http://www.dcsf.gov.uk/everychildmatters

[8] *The Education Act* (DfES 2002), gave the Secretary of State the power to issue guidance on the Pay and Conditions for teachers to which those concerned must have regard. The statutory requirements for teachers' pay and conditions for maintained schools in England and Wales are set out in the *School Teachers' Pay and Conditions* document, and schools and local authorities must abide by these. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Further information can be accessed on-line via http://publications.education.gov.uk

argument, as school leaders redefine their role and identity to meet the changing policy context and expectations of 'successful' school leaders.

2.7   New models, approaches and styles of leadership

The delegation of tasks by Headteachers to Deputy Heads and down the line to others, required a pragmatic and conceptual re-frame from a perceived inability to manage the workload to an essential leadership activity, providing opportunities and developing competence in others for managerial tasks and responsibilities (DfES 2004b). A new approach to leadership was introduced, emerging from a transformational leadership concept (Burns 1978) and associated with motivational processes to encourage 'productive work cultures' (Leithwood et al.1999: 25). This approach, described as 'distributed leadership,' was promoted by government agencies as an appropriate response to the pressures of time and the need to share expertise with an expanded view of leadership (Bennett et al. 2003). The literature supports this development with the single 'heroic', traditional, authority figure seen as, not only unsustainable (Hargreaves and Fink 2006), but 'unlikely to deliver future reform agendas set by successive governments' (Hartle and Thomas 2004:3). Expectations of leadership were promoted and enacted as a 'product of a wide range of people in and associated with the organisation' (Woods 2007: 2) and located within a small group, or a team derived from the 'unit's reputed, presumed or imagined capacity for leadership' (Gronn 2003:34). This construct of government to implement school reform and modernise the profession positioned distributed leadership as a normative practice for its functional and ideological purpose.

The conceptualisation of distributed leadership has been the subject of wide academic research and discourse for the field of educational leadership with descriptions of its methods as a 'distributed practice, stretched over…actors and artefacts' (Spillane et al. 2001: 23) juxtaposed with critiques of the approach. For example Hatcher (2005) identifies ideological contradictions associated with power and subjugation which is

articulated by Allix (2000) as coercion by leaders 'to realise what in their view are their lofty purpose' (18). The NC promoted new school systems and models of distributing leadership, using exemplar material from officially designated successful schools and leaders, in line with their stated objective (DfES 2001: 7.27: 60). The NC dominates the professional resource base and the profession with commissioned reports (e.g. Hartle and Thomas 2004) a literature review (Bennett et al. 2003), empirical research for its research and development agenda and a web-site with electronic access to literature and developmental resources (e.g. McCall 1998, NC 2009) all advocating a designer model of distributed leadership as the preferred practice.

The official recommendation of distributed leadership for organisational effectiveness, also addresses strategic concerns of succession planning. In a letter of formal advice to the Secretary of State, the Chief Executive of the NC wrote of the 'increasing challenge in school leader recruitment' (Munby 2006: 3.1.1). His recommendations and proposals for policy, contribute to knowledge of the official context for leadership development. Munby (2006) identified 'the important contribution to be made by existing heads in proactively identifying and nurturing future leaders' (4.1.2) for 'a new climate in which schools take more responsibility for leadership development' (8.1.1). An NC corporate goal 'To Identify and Grow Tomorrow's Leaders' (10.1.1) guides leadership development programmes and widens the application field to target subject leaders and school bursars with an expanding conceptualisation of school leadership. The design for school leaders models a new style of leadership with attention given to management expertise and purposeful rendition of government policies within a new context of leaders preparing and developing others for future leadership roles.

The NC provides professional development opportunities for experienced Headteachers to train as Consultant Leaders, supporting other Heads and schools in implementing government reforms. New roles of Acting Head, Acting Deputy and Assistant Heads promote professional development for all senior leaders giving them 'the

chance to act up, take on more responsibilities and try out the leadership roles for size, thereby preparing potential leaders and boosting their confidence and motivation' to build leadership capacity (NCSLA:7). The Government sponsored '*Independent study into school Leadership'* report (PwC/DfES 2007) identified the growing importance of 'developing staff, nurturing talent and distributing leadership throughout the organisation…recognising a shared approach to strategic leadership rather than sharing out of tasks' (viii*). The report promoted a new frame of flexible working systems of leadership, advocating distributed leadership as the preferred method of developing leadership capacity. It stated that new models of leadership were required to meet the challenges and changes, which:

> present tests to the existing (still dominant) traditional model of school leadership and are also leading to the emergence of a number of new models…Thus there are internal and external pressures on schools to re-examine the ways in which they organise themselves and allocate leadership roles (161).

Although distributed leadership may be considered for its functional capacity, its potential for developing new leaders may be dependent on a range of variables related to 'school developments, personnel characteristics and the culture and micro-politics of the organisation' (Bottery 1992: 167). Policy and research literature has continued to address the issue of a lack of empirical evidence to support policy recommendations with a clear recommendation for further research in the field, and particularly in Primary schools.

2.8   Summary

In this chapter I have provided the context for my research and identified the official changes and expectations of Primary school leaders. The chapter charts the rise of the SLT as an expanded concept of leadership, stretching roles and responsibilities from the Headteacher to a wider leadership group. The literature identifies successful leaders operating productively in an achievement culture, with knowledge of the official standards and expectations informing their decisions. Although research demonstrates the continued

primacy of the Head (Hatcher 2005) in interpreting official requirements and translating the government's aims into school practice, it may be argued that all SLT members are required to share the ideology of the reforms and modernisation of the profession. Thus, Primary school leaders are enjoined to set school direction in a leadership culture of achievement with full knowledge of the external expectations associated with successful schools.

A new professionalism, introduced in the Education Reform Act of 1988, continues to impact on education professionals, with expectations of public accountability translated into schools through frameworks of trust and achievement (Ranson 2003). An increased workforce leading to new structures of working, authorised by official policies (DfES 2002), requires school leaders to interpret the spirit of the legislation to manage the workload. Coexisting with increased meetings and discussions to build commitment to school goals is the expectation that leaders supervise, monitor and assess the competence of adults, introducing new boundaries for their leadership responsibilities and accountabilities. Primary school leaders are mandated to generate new organisational systems and structures, operating both as a team member and assessor of colleagues, acquiring new skills, behaviours, approaches and responsibilities in the enactment of their leadership.

The structural changes for Primary school leaders have been identified in this chapter and make a substantial contribution to knowledge of the contexts and settings for my empirical research. I select elements of leadership from this literature for further exploration in the fieldwork and list these as categories of leadership in Table 2.3.

Table 2.3 Categories of leadership emerging from the literature in Chapter Two

Categories of leadership	Reference Sources
Achievement orientation	DfEE (2000), DfES (2001, 2002, 2003b, 2004a, 2004b), Leithwood et al. (2007), McMahon (2001).
Approaches and styles of leaders and leadership	Bennett et al. (2003), Gronn (2003) Spillane et al. (2001).
Direction setting	*Leadership Development Framework* (NCSL 2001) *Independent Study into School Leadership* (PwC/DfES 2007).
Knowledge and actions within a whole and wider-school agenda	Harris (2008), Ofsted (2002), Rutherford (2003).
Organisational systems and structures	DfEE(1998), Pascal and Ribbins (1998), Wallace and Huckman (1999).
Professional and personal development	DfES (2002, 2005), NCSL leadership programmes, Primary National strategy (DfES 2003b).

The categories of leadership are drawn from this literature, but the rationale for their selection is located within my professional experience as a Primary Headteacher and educational trainer and consultant. From this position I identify the importance of these categories for current leadership practice and development. The work of leaders to gain compliance and commitment to school policies and goals, in a range of different and complex situations, focusses attention on the range of methods and strategies used. In the next chapter I review a body of literature on micro-politics and sources of power to provide knowledge from which to describe and analyse differing leadership practice.

Chapter Three

Enacting leadership: The strategies and choices as a developing discourse

3.1   Introduction

This chapter explores the official and research literature for evidence of the practice of Primary school leaders as they enact their leadership. It is framed by research question two which asks: 'What are the knowledge claims of the practice of school leadership in Primary schools as found in the official and research literature?' In Chapter Two I identified major state interventions in the professional practice of school leaders with legislation resulting in significant change for leadership work and identities. New roles, responsibilities and expectations for SLT members, mapped to ideological structures of reform and official models of improvement, provide the background and setting for this chapter. The literature review moves the argument forward, from a technical, operational and managerial field, into an arena of leadership with a focus on the leader's agential identity in their work. The emphasis on accountability for school leaders, judging and controlling the performance of the 'organisational units' as measured against external standards and expectations, may cause a denial of an agential influence. However, Ranson (2003) cites Shotter (1989) in arguing that accountability has a 'positive potential' providing:

> understanding. . .of how we constitute the sense we have of ourselves (our identities) as well as shared ways of constructing the meanings that inform our social orders (461).

School leaders make choices and decisions, selecting strategies as they construct meaning and inform the 'social order' which is the Primary school community. The literature provides knowledge of the factors affecting their choices and decisions and builds understanding of different leadership practice to provide meaning for the discourse about leadership development.

The chapter begins with a review of the literature on school leadership cultures to provide knowledge of the differences in school cultures, contexts and leadership imperatives. The differences are crucial to build understanding of leadership choices and decisions, individually or as members of a team, appropriate to the context-sensitivity of the situation (Wallace 2002). I review a body of literature, not contained in the official research, on micro-political strategies of leadership within a context of power, for understanding of the influences on leaders' differing choices and decisions in achieving their goals. Official and research literature provides knowledge of generic leadership strategies to achieve required outcomes and I draw from the field of Primary school research where possible but the literature, often limited to the Headteacher as the focus for change and improvement, restricts the research-base. I build the argument for leadership development as a wide but integrated practice, with differences of interpretation affected by school cultures and leadership styles, strategies and approaches. The literature evidences certain similarities which I identify for their importance in understanding the practice of school leaders, strategically constructing their leadership identities in a developing process.

3.2   Leadership and school cultures

The functional conceptualisation of school leaders is in their leadership to create organisational cultures where staff are mobilised to achieve the shared and agreed school goals and values. The officially preferred educational culture of Primary schools, identified in Chapter Two, is structured within a context of 'performativity', requiring school leaders to re-conceptualise school goals and re-adjust school priorities to fit the government's reform agenda. The literature draws attention to the ambiguities of goal achievement with differing interpretations of school goals, school structures, leadership strategies and styles, balancing competing expectations in different schools (Cyert and March cited in Busher 2001, Hoyle and Wallace 2005). These differences present restrictions and

opportunities according to internal and external requirements and perceptions, with impact on the school culture and leadership choices, strategies and development.

The literature on school cultures builds knowledge and understanding of the importance of the context for leadership and the term 'culture' is used by authors in a normative sense, as they write of a 'productive, strong and highly inclusive culture', 'a culture of support and trust', 'cultural dimensions' and 'cultural perspectives' (James et al. 2006, Harris et al. 2003, Pascal and Ribbins 1998). Hoyle and Wallace (2005) use Deal's popularised definition of culture, 'the way we do things round here' (115) to explain culture as a 'set of codes. . underpinned by values' (115). It may be argued that a culture has a values-laden perspective with a reliance on shared understandings and agreements within an organisation bounded by common values and goals. This shared understanding of the codes and values may be at an implicit and unconsciousness level, only becoming explicit 'when matters of principle surface. . and awareness is raised of the subliminal values that each code reflects' (Hoyle and Wallace 2005: 115).

Within each culture, there may be sub-groups and sub-cultures not conforming to the dominant frame and the literature argues that the role of a leader is to 'remove inconsistencies' and socialise staff 'into a shared set of mutually compatible values' (Caldwell and Spinks 1998:185). McMahon (2001) considers that the changing of beliefs and behaviours in differing cultures of schools and their sub-groups 'cannot be fully achieved through national legislation and financial pressure' (125) and identifies elements of an effective school culture, writing: 'effective schools are characterised by firm leadership, a shared vision and goals and collegial and collaborative relationships among staff who are working to achieve these goals' (129). It may be argued that the 'collegial and collaborative relationships' (129), are valued by school leaders for their functional role in mobilising staff to collective action towards achieving school goals (Hargreaves and Fink 2006).

The changing identities, consciousness and behaviour of the 'new professional' (Grace 2000) as agents with different motivations, behaviours and influence may change

the working culture of the school, with impact on developing leaders and leadership. In Chapter Two I reviewed the literature on the distributed approach to leadership, as an official resource for schools to manage the intensification of work, described by Gronn (2003) as 'greedy work' (148). The literature provides knowledge of different leadership styles and strategies associated with resources, capacity of staff, leadership style of the Head, organisational structures and systems and the school's position in a trajectory of improvement. For example, schools in an Ofsted category of special measures or outstanding, mature or inexperienced staff and the 'changing dynamics of the school as a social organisation' are constant challenges 'impinging on leaders and their schools' (Southworth 2006: 2). Bottery (2004) suggests that much educational leadership practice is a 'pragmatic compromise between personally held views and external pressure' (199). So the influences on leaders to subsequently influence others may be considered within a wider frame than the official position, for knowledge of how leaders practise their leadership in different organisational settings with different variables and social constructions. In order to build the argument of developing leaders in Primary schools I will explore theories of power and strategies of leadership in a micro-political arena for research knowledge claims.

3.3   Theories of power as influences on school leadership cultures

It is argued that 'effective leadership' may be reduced to the 'management of the tensions and dilemmas' created by the need to mediate, mitigate and interpret government agendas (Day et al. 2000: 177). This description may offer an insight into the work of a Primary school leader as a pragmatic exercise of leadership to achieve 'compliance-mediation' rather than 'criticism-resistance' (Grace 1995:123). Woods (2005) considers the structures and frameworks of organisations as 'social creations; the product of negotiations and decisions within the school...consciously recognised and legitimated' (134). The dilemma of mediating the ideological controversies, official policies of reform, personality and behavioural preferences of staff whilst promoting 'collegial and

collaborative relationships' requires senior leaders to employ a wide range of management and leadership strategies (McMahon 2001: 129). These may be conceptualised within a localised context of politics, power and control, framed by the social and cultural organisation of the Primary school and their leaders, operating consciously and subconsciously. Selected and generalised theoretical constructions of power are identified from which to examine the processes and constructs by which people's compliance is secured and the organisational objectives are met.

Leadership is relational to the context for its demonstration, and the exercise of power is sustained by ' a series of individually chosen acts. . (within) the socially structured and culturally patterned behaviour of groups and practices of institutions' (Lukes 2002: 42). Foucault (1977) argues that power is structured into all activities, events and social relations of bureaucratic organisations, with differing definitions of power illustrated by actions and behaviours. Lukes (2002) draws from Talcott Parsons in arguing that power may be tied to authority and the pursuit of collective goals when 'conceived as a generalized medium of mobilizing commitments or obligation for effective collective action' (Lukes 2002: 46). Thus, the work of SLT members may be understood through theories of power as they draw on their legitimate power derived from their location in the organisational hierarchy (Anheier 2005). Citing Yukl (1989) Anheier describes six sources of power 'likely to bring about commitment, compliance and resistance among subordinates' (Anheier 2005: 161). The sources of power are described as: '*Referent power*' identifying with a commitment to the organisational cause, '*Legitimate power*' representing the authority vested in the position or person, '*Reward power*' associated with the capacity to provide or withold rewards including recognition and praise. *'Coercive power'* is the ability to apply sanctions for under-performance, *'Information power'* refers to access and control over information for decision-making and '*Expert power'* describes the possession of knowledge, valued by others to afford greater autonomy (160-161). Parsons (2002) argues that authority must be 'legitimized' as 'status' and the right to use

power to define the terms within which 'other units in the collectivity will be expected to act' writing:

> The incumbent is put in a position legitimately to make decisions which are binding, not only on himself but on the collectivity as a whole and hence. . .they are bound to act in accordance with these implications (Parsons 2002: 88).

The literature on power (Haugaard 2002) positions the language of power differentially according to whether or not there is a conflict of interest within the groups. For example, inducement, persuasion, negotiation, reasoning, manipulation are all considered as strategies of power to overcome conflict, mobilise commitments or obligation and achieve effective, collective action (Lukes 2002). However, although there may not be an actual conflict of interest within the group, unexpected demands and external legislation may produce discord. Parsons (2002) uses the term 'solidarity' to describe the principle of effective collective action, writing:

> A social system possesses solidarity...as its members are committed to common interests through which unit interests can be integrated and the justification of conflict resolution and subordination can be defined and implemented (94).

This notion of solidarity sets the argument firmly as the practice of school leadership within a wider perspective with attention given to leadership strategies in a discourse of power, ethics, morality and 'spirituality of humane educative principles' (Grace 2000: 244). The limited section on theories of power has provided a platform from which to expand my argument and build knowledge of the motives of leadership from which to position the literature in an analysis of leadership practice.

3.4   Micro-political processes of leadership

The significant strategies of power identified by Lukes (2002) and listed above, are manifested through the language, behaviour and actions of those with legitimate authority to make school-wide decisions. This conceptualisation of leadership impacts upon the

political, cultural, structural, social and psychological features of the school in a micro-political process (Busher and Harris 1999). Thus, the language, behaviour and actions of leaders may be concealing strategies of power (Lukes 2002) as they are used to achieve the preferred values, beliefs and ideologies of the dominant group. I now consider a body of literature in the field of micro-politics to analyse leadership practice and development, referencing the use of formal and informal actions, associated with power, by individuals and groups to achieve their organisational goals.

A micro-political perspective emphasises the 'dialectical, interactive, multi-directional, strategic, conflictive, ideological and interpretive aspects of organisation as they relate to the use of power' or more colloquially, how people 'get things done with and through others ' (Blasé and Anderson 1995:3). The exercise of power may be overt but may also be covert and used, not only to overcome any opposition but also, normatively through 'influencing, shaping or determining his (or her) very wants' (Lukes 2002: 42). He positions power as an over-riding rationale in leadership, writing:

> Indeed is it not the supreme exercise of power to get another or others to have the desires you want them to have – that is, to secure their compliance by controlling their thoughts and desires? (42).

It may be argued that differing forms of power and control are used strategically by school leaders and legitimated for their means in achieving the goals. The acts of persuasion, negotiation and manipulation, used overtly and covertly, may be identified within ideologies and values as a contrivance to influence the emotions and motives of the followers (Deal 1998, Firestone and Wilson1985 cited in Blasé and Anderson 1995).

The imperative for school leaders to reach consensus on major school decisions and implement national reforms, as shown in Chapter Two, may be positioned within a localised agenda, perhaps including non-conforming sub-groups. Leaders of each school community must 'find ways of resolving conflicts which ensure that decisions made command enough respect that they are widely implemented' (Mawhinney 1999:160).

Mawhinney cites Iannaccone (1975) in describing micro-politics as 'being concerned with the interaction and political ideologies of social systems' (161) and identifies the importance of individuals' goals, ideologies, values, expertise and motivation, viewed within a micro-political lens 'providing some insight into the forces at play when macro initiatives are buffeted by micro realities' (160). Government reforms are positioned as 'good practice' by high-quality leaders having a 'clear vision, with a sense of purpose and high aspirations for the school, combined with a relentless focus on pupils' achievements' (Ofsted 2003b:7). It is the 'micro realities' of each school culture and context which inform the argument and seek to discover and describe the different 'forces at play' (Mawhinney 1999:160) as school leaders assert control and power, influence decisions and reach goal consensus, whilst, at the same time, provide opportunities for individual development.

Hoyle (1999) argues that while 'micro-politics are endemic to all organisations. . . (they are) given a particular shape by temporary circumstances' (217) and thus may be linked to contextual situations and competing agendas requiring school leaders to make pragmatic decisions. The strategies of negotiation and bargaining tactics of compromise may be useful for resolving conflicts of interest between different groups in a variety of 'arenas of struggle' (Ball 1987:19) as power is asserted, decisions are made and change programmes are implemented. Research by Blasé and Anderson (1995), exploring the successful strategies used by principals to influence teachers, considered their findings were consistent with compliance theory (Etzioni 1975) in confirming that the use of strategies based on positive, normative power by administrators, may enhance teachers' moral involvement and a belief in the values of the organisation. Busher (2001) builds on this argument and adds certain conditions, that 'the changes have to fit in with or appear to fit in with prevailing cultural norms. . . all parties believing they can gain. . .in some way' (88). This also contributes to Parsons' (2002) argument on the importance of 'solidarity' in interpreting and implementing common values. However, whilst a school culture may provide a unified commitment to shared goals and values, official requirements present

new challenges to school leaders in their practice as they are required to implement structures, systems and processes with the potential for incompatible values and ideology.

The management and leadership of a school in these circumstances would require an alternative approach and Blasé and Anderson (1995) cite Weiler (1990) in exploring the 'selective devolution of power' in managing a situation of conflict. He argues that collaboration with teachers would be successful, with control exercised through ideological means, to manage the 'conflicting imperatives of control and legitimacy' if the organisational members had internalised the same norms and were willing to protect the legitimacy of the organisation (Weiler 1990 cited in Blasé and Anderson 1995:136). Micro-political processes may provide the 'threads' (Busher and Harris 1999) to link aspects of a school organisation together, the political, cultural and structural elements with the social and psychological features of the people working in the school. The social interactions which shape and sustain the organisational culture may be seen as political acts to impose the preferred values, beliefs and ideologies of the dominant group and assert power. However, research into school cultures in effective Primary schools finds social interactions provide cohesion and contribute to positive climates in which teachers have high levels of self-esteem, positive self-concepts and professional self-efficacy within a school culture of praise (James et al. 2006). I now review a body of literature to consider the research claims for building relationships in collaborative and collegiate systems as a strategy of leadership.

3.5 Building relational cultures as leadership work

Fullan (2001) describes a Headteacher's role as one of developing, motivating and mobilising others to 'confront complex problems' and thus 'foster future leaders' (3). He identifies the importance of leaders building trusting relationships and giving 'as much attention to how we treat people…as we typically pay attention to structures, strategies and statistics' (Fullan 2006: 53). Harris (2008) also emphasises the importance of relationships, positioning these within a wider conceptualisation of leadership as a 'moral

purpose' encompassing 'shared values' and writes: 'It is the territory of shared values, social cohesion, trust, well-being, moral purpose, involvement, care, valuing and being valued – which is the operational field of leadership' (133). Research findings by Blasé and Blasé (1994) consider the two most important strategies for promoting teacher empowerment as 'building trust and creating enabling structures' which increase self-esteem, job satisfaction and motivation (10). The authors cite Lieberman et al. (1988) stating: 'All educators need to develop a process of building trust among their colleagues . . . by working to create school climates free of intimidation, fear, coercion and criticism' (Blasé and Blasé 1994: 29). Their data suggests that trust is the foundation for teacher empowerment, defined as a 'quality that is established more by deeds than words and is sustained by openness in inter-personal relations' (Shmuck and Runkel 1985 cited in Blasé and Blasé 1994:18). Research also identifies the importance of the 'authentic involvement of teachers' in school developments as a strategy for improving reflection and cognitive growth (Blasé and Blasé 1994: 25). The research literature identifies characteristics of Primary school cultures which support leadership development and include; professional collaboration, collegiate styles of working and professional learning communities with opportunities to develop leadership skills (Rutherford 2002, Southworth 1998, 2002, Wallace and Huckman 1999).

3.6   Developing leadership learning

The literature positions leadership cultures in Primary schools as dynamic sites of negotiation, bargaining, control and influences with leadership seen as a response to shifting and competing claims The development of Primary school leaders may be seen as a constantly evolving process in a 'dialectical interplay between a leader's own sense of agency and the social structure within which the head is working' (Pascal and Ribbins 1998: 26). External influencers and changing contexts require leaders to continually change their 'actions, styles, modes and strategies' and engage in reflective practice to ensure an appropriate response (James et al. 2006: 40). The leaders' rationale for

choosing a particular response may be connected to their learning from previous experiences and role models and their ability to 'frame' this learning as important. Within this mix of school structure, personal agency and context, leadership may be practised and developed with differing outcomes presenting new learning and meaning-making for personal and professional development (Harvey 1994). Shamir et al (2005) identify the importance of this learning to leaders in developing a repertoire of leadership skills, styles and behaviours from which to select a response. Professional development programmes for school leaders, organised through the National College, consider usage of different leadership styles, developed by management consultants Hay McBer and Goleman (Goleman et al. 2002), to be reviewed later in this chapter. I now present selected literature for findings on leadership strategies considered successful in developing others and securing commitment to school aims.

Research into effective Primary schools identifies broad areas of expertise found in successful Primary Headteachers, which include 'creating an organisational culture of continuous professional development and improvement' (Southworth 1998:121). Further research into the development of leadership practice, located within Primary schools, produced findings consistent with the notion of a school leader as a 'continuing professional learner. . sufficiently flexible to think their way round difficulties and who can work things out for themselves as well as with others' (Southworth 2002: 86). His research (2002) with ten Primary Heads found their learning in leadership consisted primarily of 'osmotic learning' with work-based experiences deepening their knowledge and understanding of their own 'context specific learning' (86). An NC report on building leadership capacity in schools (Harris et al. 2003) identifies three activities to promote leadership functions which may be applied across sectors. These are to: 'provide opportunities to exercise leadership, give staff the opportunity to take risks, promote individual leadership of whole-school issues' and 'place emergent leaders in key roles' (19). Southworth (2002) argues that professional learning from development opportunities will be strengthened by 'reflective learning' to 'make their work experiences the content of

their professional learning' with 'formal and informal professional dialogue' enriching their learning and positioned as a continuing 'course of study' of leadership practice (86-88). Professional development opportunities are thus located within a school culture which encourages and supports leadership learning.

3.7 Collegiate language and behaviour as a leadership strategy

Professional development and new learning may be achieved through individual reflection and internal dialogue as new challenges present opportunities for choices and new strategies. Formal and informal discussion groups may also provide opportunities for professional development as organisational systems and structures generate meetings and discussions as an intrinsic part of leadership (Gronn 2003). The meetings may serve to provide cohesion and positive climates, found by James et al. (2006) to be characteristic of Primary schools. They may also be viewed as 'control mechanisms', vehicles for shaping and sustaining the organisational culture, and thus a micro-political strategy of leadership (Gunter 2001b: 100). The conventions of meetings, with agendas, topics for discussion and direction of the discussions, may be located within the privilege of the Headteacher, which Foucault problematises within a strategy of power, asking: 'why, at a given time, out of all the possible things that could be said, only certain things were said?' (Foucault 1974 cited in Ball 1990: 3). Formal and informal meetings have a range of structures, as for example, a 'meeting before the meeting' or a 'meeting after the meeting' which, Gronn (2003) considers, are recognised by a 'participant reflexive self-awareness' with significance to the members of the group (95).

Gronn (1983) argues that 'talk is the resource that school personnel use to get others to act ...pursue their own interests and achieve their particular ends' (3). The content of speech, the context and the styles in which it is uttered all present social and intellectual challenges regarding power, authority and control for both the speaker and the audience. Research findings into Primary school practice by Wallace and Huckman (1999) consider

that consultations on classroom practice and pedagogy enable staff to participate in policy decisions and reach consensus with a higher propensity for implementation in the classroom (11). Findings from research literature identify the importance of teams in sharing commitment to a common purpose which Yeomans (1987) explores with the notion of 'sharing a common language through which (staff members) can negotiate with each other and forge commitment to values' (130). Rutherford (2002) identifies the 'distinctive role' of the Primary school SLT in 'articulating the vision of the school' with 'collegial cultures' and 'shared leadership roles' considered as a major factor in a school's success 'enabling . . discussion and decision-making' (75-76). The success of the school leader in influencing, 'motivating' and 'mobilizing' others may depend on the extent to which the language used produces 'shared meaning and sense-making' (Ball 1972 cited in Gronn 1983:17). Primary school SLT meetings may offer opportunities for all members in exercising control over their own words, selecting and restricting subjects for discussion, negotiating and communicating ideological and intellectual positions and, through this process, extracting learning from which to form their leadership identities and develop their practice.

3.8   Strategies of leadership practice as sites of power: Emotional Intelligence

The policy and research literature provides knowledge of different cultures in Primary schools with particular attention given to leadership practice to motivate and encourage others to participate and comply with school policy decisions. I have addressed the range of strategies and approaches which may be selected by Primary school Heads and senior teachers as a process by which they achieve their purpose and develop their leadership identity. I have positioned aspects of the literature findings within a frame of power and micro-politics as strategies in leadership, not evidenced in the official literature. I now consider a leadership strategy of Emotional Intelligence (EI), promoted in the official literature (DfES 2004b) and incorporated into national leadership training programmes as

a requirement for participants[9]. I provide a brief explanation of EI for knowledge of its

impact as an influencing strategy of leadership for developing leaders in a personal and

social context.

The term EI and its conceptualisation developed during the last two decades and

draws from psychological and sociological models associated with motivation and

personality factors. A significant work by Gardner (1993), exploring the notion of multiple

and different intelligences, proposed two new intelligences,'not well understood, elusive to

study but immensely important' (9). He argued that:

> Interpersonal intelligence is the ability to understand other people: what motivates
> them, how they work, how to work co-operatively with them.
> Intra-personal intelligence is a correlative ability turned inward. It is the capacity to
> form an accurate, veridical model of oneself and to be able to use that model to
> operate effectively in life (9).

The authors in this field, for example; Bar-on and Parker (2000), Boyatzis (2006),

Cherniss (2002), Salovey and Grewal (2005), argue that individuals use knowledge about

themselves and their social context to manage their emotions and channel their behaviour

towards their preferred outcomes. The strategies selected reflect the person's intentions

and goals and connect motivation with behaviour within an active, social and culturally

contextual framework. Gardner's (1993) theories of multiple intelligences encompass

rational intelligence, interpersonal, intra-personal and social intelligence and make a

contribution to the debate on the many variables that may affect performance and

success. It was in 1990 that these developments were considered under the heuristic

term, Emotional Intelligence, a constructed phrase by Salovey and Mayer (1990) who

defined it as: 'The ability to perceive and express emotions, to understand and use them,

and manage emotions in oneself and other people' (Cherniss 2002:3). The label was later

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[9] The literature for the National College programme, Leading from the Middle (LftM) lists personal abilities and qualities contributing to an effective leadership coach to support the development of leaders. These include; emotional self-awareness, recognising and managing own emotions, understanding others' emotions, use of influence and rapport www.ncsl.org.uk 2008.

popularised by Goleman (1998) with findings from others in the field to suggest that

emotional and social intelligence contributed to competent behaviours, for example:

recognising the importance of understanding individuals' perceptions (with) a willingness to understand and empathise with others whilst pursuing personal or organisational goals' and to 'cognitively transform their surroundings and the meanings attached to them (Zirkel 2000 in Bar-On and Parker 2000: 4).

Goleman (1998) uses analysis of competencies in international organisations to

identify successful leadership skills, providing a framework of four areas to identify these

skills, competencies and behaviours, referred to as: 'self-awareness, self-management,

social awareness and relationship management' (24). Although there has been little

empirical evidence to demonstrate a connection between EI and leadership in longevity,

theoretical links have been demonstrated from a range of studies providing evidence for

the reliability and validity of their framework and the strong links between EI and effective

leadership (Dulewicz and Higgs 2002, Higgs and Dulewicz 1999). I include a list of the

elements of EI, Table 3.1, to provide research knowledge of personal attributes which may

be associated with the practice and development of leaders.

Table 3.1: The elements of EI linked to leadership models

Self-Awareness
The awareness of your own feelings and the ability to recognise and manage them.

Emotional Resilience
The ability to perform well and consistently in a range of situations and when under pressure.

Motivation
The drive and energy which you have to achieve results, balance short and long-term goals and pursue your goals in the face of challenge and rejection.

Inter-personal sensitivity
The ability to be aware of the needs and feelings of others and to use this awareness effectively in interacting with them and arriving at decisions impacting on them.

Influence
The ability to persuade others to change their viewpoint on a problem, issue or decision.

Intuitiveness
The ability to use insight and interaction to arrive at and implement decisions when faced with ambiguous and incomplete information.

Conscientiousness and Integrity
The ability to display commitment to a course of action in the face of challenge, to act consistently and in line with understood ethical requirements.

(Higgs and Dulewicz 1999:7-8).

Researchers in the field caution against applying the model in all circumstances, taking heed of differences in individuals and 'the motivational underpinnings of using certain skills depending on the inter-personal context' (Salovey and Grewal 2005: 285). However, aspects of EI have been incorporated in the official literature and included in national development programmes for school leaders and assessments for Headteachers' standards (DfES 2004b). Research into different leadership styles, developed by Hay McBer and Goleman (Goleman et al. 2002) are identified as: authoritative, affiliative, coaching, coercive, democratic and pace-setting, and used in national training programmes. Initially this knowledge was restricted to Headteachers in the '*Leadership*

Programme for Serving Heads', [10] but is now incorporated into programme resources for

National College training programmes for all school leaders[11]. The leadership styles are

presented as a repertoire to be selected and used in accordance with the perceived need

or appropriate context. So for example, the pace-setting and coercive styles, described as

dissonant styles, may be useful in certain circumstances or school contexts, associated

with an imperative for change, but have limitations for the development of people and the

organisation (Goleman et al 2002: 85-88). Boyatzis (2006) claims a structured reflection

enables the learner to make the changes necessary in order to become an emotionally

intelligent leader, making a causal link between leadership development and personal

growth and authenticity.

The knowledge claims of EI may be positioned within the literature on power

(Haugaard 2002) for its contribution to leadership styles and strategies which produce

conflict resolution, agreement and compliance. The activities described by Lukes (2002)

as: inducement, persuasion, negotiation, reasoning and manipulation may be aligned, in

part, with those of Higgs and Dulewicz (1999:7-8) listed in Table 2.1 and, it may be

argued, are devices for achieving effective, collective action in the leadership imperative.

The knowledge of EI, presented to school leaders through official training programmes,

web-sites and resources, may be viewed as a government strategy, alongside distributed

leadership, for a preferred leadership model with common attitudes of commitment and

compliance with official reforms. The argument for developing leadership as an integrated

practice moves forward as I locate the enquiry within a wider rationale for leadership

choices and decisions.

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[10] Leadership Programme for Serving Headteachers, originally developed for the Teacher Training
Agency in partnership with Hay/Mcber, the Open University and the National Association of
Headteachers. Linking Leadership Styles and Characteristics, HayGroup, *Handbook for
Participants* DfEE1998.
[11] Leadership Pathways, a National College for School Leadership personalised leadership
development programme for 'improving the quality of leadership at the established leadership level'
(3). *Participant Handbook* (2006) NCSL.

3.9   Primary school leadership as a moral and ethical process

School-focussed research into the role of the Primary school Head by Mcewan and Salters (1997) identifies the importance given to 'higher order professional values concerned with relationships between colleagues involving consultation' (73). This positions the SLT member in a conceptualisation of leadership as a 'moral purpose' (Fullan 2001: 27). Research finds that Headteachers continue to be regarded as symbolic facilitators of social justice, with moral and ethical expectations of their roles and agency (Grace 2000). I explore this element of leadership and draw from a model of developmental democracy, constructed by Woods (2005), to provide research knowledge of the rationale informing leaders' choices of language, behaviour and actions as they enact their leadership work. The model of developmental democracy gives prime consideration to the development of the human potential for the benefit of others as well as self, and is concerned with social justice. Woods (2005) identifies four rationalities; ethical, decisional, discursive and therapeutic, all expressing a view of human potential and the favourable conditions for its expression.

The four rationalities provide a new perspective on leadership practice to widen and enrich the argument. Woods (2005) describes *ethical rationality* as addressing issues of what is important and legitimate when determining priorities and acts as a check and challenge to power and authority structures. Competing claims to ideas, ideals and priorities may be contested within a culture of *decisional rationality* which supports others' rights to participate in decisions, particularly those areas in which they are stake-holders. *Discursive rationality* describes the active engagement in discussions and dialogues, integral to ethical rationality in improving organisational and personal understanding and knowledge. The fourth, *therapeutic rationality,* recognises the importance of positive feelings of involvement through participation and shared leadership which connect the internal well-being of the person to the external social relationships and arrangements of the organisation (Woods 2005:5-10). The four rationalities make a contribution to understanding the moral and ethical expectations of school leaders, faced with conflict

and challenging circumstances requiring decisions for which they are responsible and accountable to the school and wider community.

3.10   Emerging categories of leadership

The findings from the two literature review chapters provide knowledge claims of school leadership, informed by official and research literature. These identify leaders' work in setting the direction for the school in an achievement culture with effective organisational systems and structures designed to improve performance in all areas. Knowledge of external and internal policies and agendas is identified for its importance as leaders construct workable and sustainable improvement strategies. The methods and processes by which leaders instigate, implement and sustain organisational growth are seen to be complex and varied with official literature offering particular resources for school leaders. The approach to leadership, known as distributed leadership and EI are officially presented as useful in school improvement processes and developing leadership skills. Authentic strategies, involving others include meetings and teams for collegiate, decision-making exercises, building trust and raising self-esteem for personal and professional growth. The choice of language and behaviour of leaders is identified as a significant element of leadership practice with the propensity for influencing others to successfully implement change programmes. The knowledge from the literature review in this chapter is used to develop new categories, seen as Table 3.2, and builds on the previous list of categories, Table 2.3. A combination of the two tables supports a developing structure of fourteen categories and provides a conceptual framework for reflexive reading of the data (Mason 1996).

Table 3.2 Categories of leadership from the literature in Chapter Three.

Categories of leadership	Reference sources
Approaches and styles of leaders and leadership	Goleman (1998, 2002), Shamir et al. (2005).
Job satisfaction and fulfilment	Blasé and Anderson (1995), Wallace and Huckman (1999).
Involvement of others in decisions which affect their practice.	Pascal and Ribbins (1998), Wallace and Huckman (1999) Rutherford (2002).
Knowledge and Actions within a whole and wider-school agenda	Day et al. (2000), Grace (2000), Ofsted (2002, 2003a, 2003b).
Language and behaviour of leadership	Busher (2001), DfES (2004b), Gronn (1983, 2003), Higgs and Dulewicz (1999) Lukes (2002).
Leaders as skilled teachers	Harris et al. (2003), Pascal and Ribbins (1998).
Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.	Bottery (2004), DfES (2003a), Gronn (2003), Hoyle and Wallace (2005).
Professional and personal development	Boyatzis (2006), Hargreaves and Fink (2006), NCSL (2001, 2008), Southworth (1998, 2002).
Seeking new opportunities and displaying creativity (may be associated with risk-taking)	Harris et al. (2003), Hartle and Thomas (2004), Harvey (1994).
Showing appreciation and trust in others	Blasé and Blasé (1994), Fullan (2006), James et al. (2006).
Teamwork, collegiate practice to achieve successful outcomes.	Blasé and Anderson (1995), Grace (1995), Yeomans (1987).

The literature raises questions for the field regarding the use of power and micro-political strategies, particularly in the exercise of leadership in arenas of conflict. Constructing and practising leadership as a moral and ethical purpose also presents interesting questions for leadership development. I will take these questions into the field to research how school leaders enact and develop their practice as an integrated conceptualisation of the identified categories.

3.11 Summary

The literature review in this chapter moves the argument forward, building a conceptualisation of a Primary school leader as a practitioner of an integrated practice. The official policy literature provides knowledge of the current expectations of school leaders, presented as a normative, generic ideology for local interpretation. The research literature makes meaning of this knowledge, as leaders interpret the requirements according to varying influences to provide a rationale for their actions. I consider the influence of differing contexts associated with organisational cultures and locate leadership as sites of power within professional arenas of negotiated agendas. The contextual, structural influences on school leaders are explored using the literature on micro-politics to consider the leader as the agent in their developing professional practice and personal growth (Bennis and Goldsmith 1997 cited in Boyatzis 2006:10).

Schools are identified in this chapter as sites of negotiations within a professional arena of competing agendas and conflicting goals but legitimated within a discourse associated with values of respect, integrity, moral issues of truth and honesty to gain trust and commitment to the organisation. The wide-ranging review of the literature provides knowledge of strategies and practice of Primary school leaders for differing contexts, structures and agents. It establishes the importance of research in the field to discover how current Primary school SLT members develop and enrich their leadership skills. The next chapter gives a full account of the design and methodology for the empirical research into the practice and development of school leaders, conducted in four Primary schools over a period of one academic year.

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Chapter Four

The research design and methodology for the fieldwork

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4.1 Introduction

This chapter describes and explains the research design and methodology I used to gather, analyse and present the fieldwork data for the study on leadership development. I draw from research texts (e.g. Robson 1993, Mason 1996, Stake 1995) for knowledge of qualitative research processes and case-study theories and provide an explanation of the case-study, structured by the five research questions. The chapter contains information on the selection of the four schools, the nineteen participants in the research, the methodology for the data collection processes and the frameworks of analysis I developed to present my research findings. I also consider the associative ethical issues and limitations of my research study.

4.2 The setting for the empirical research

The purpose of the fieldwork is to provide knowledge and understanding about leadership development as it is currently experienced in four Primary schools by nineteen leaders, comprising the unit of analysis for the case. The literature review provides knowledge of the changes in practice and identity for school leaders with new expectations linked to a modernised school culture of performance and an 'expanded' view of leadership (DfEE 1998, Gronn 2003). However, the range of literature does not always specify which phase of education and limits knowledge in the field of Primary school leadership. This identified gap in the knowledge provides the imperative for my thesis and I restate my research questions to frame the empirical research for this necessary study.

The five research questions provide the structure for the thesis, firstly directing the literature survey by asking: 'What are the knowledge claims about the changes to school leadership and management in the policy and research literature in the last twenty-five

years?' and 'What are the knowledge claims of the practice of school leadership in Primary schools as found in the official and research literature?' The fieldwork is set within research questions three and four which ask: 'How are leadership roles practised and developed in Primary schools?' and 'What are the empirical findings that build knowledge of Primary school leadership practice and development?' Research question five asks: 'What recommendations can be made for policy and practice regarding school leadership development in Primary schools?' and my reports address significant issues for researchers, policy-makers and practitioners in the development of school leaders.

My aim is to 'generate ideas, propositions and theories' from the research data (Mason 1996:120) to answer the research questions in a process of immersion and continual analysis of the empirical data, my field-notes and the literature to provide illustrative evidence for the argument as it emerges (Lenzo 1995, Skrtic 1988). I draw data from a range of research instruments but the prime source of evidence is through rich dialogic interaction between researcher and participants which I interpret and describe within my conceptualisation of leadership development. I locate myself as part of the study, drawing knowledge from my professional experience during the interactive process of collecting and intepreting the data and building my conceptualisation using the perceptions of the 'knowers' in their representation and interpretations of 'real-life events' (Yin 1989: 14 cited in Mason 1996: 129). My data collection methods are designed to capture the actions, language and behaviours of Primary school leaders and I adopt an interpretive and reflexive reading of the data for illustrative evidence within 'an ethical practice' (Mason 1996).

4.2.1 Learning from the pilot study

My research for the thesis pilot (Cain 2008) was conceptualised around the two elements of leadership, distributed leadership and Emotional Intelligence, identified as leadership resources in a range of academic and official literature (e.g. Fullan 2006, Harris 2008, Leithwood et al. 2006, PWC/DfES 2007). I piloted the research instruments of

interviews, observations of an SLT meeting and a trawl of documentary evidence, with learning to impact on my conceptualisation and organisational systems for data retrieval. The analysis for the pilot study was constructed using a framework of structure and agency and drew from research models, Mason (1996), Lenzo (1995) and Robson (1993). My learning from the pilot study developed my intellectual enquiry, resulting in a wider research project and a new interpretation of leadership. The research for the thesis was designed not to seek evidence of leadership characteristics but to identify patterns and themes of leadership as a process of fulfilling a 'hypothesis generation function' (Robson 1993: 209). The significant learning for myself as a researcher occurred when transcribing and analysing an SLT meeting, recognising that the previous piloted framework for data analysis proved to be inadequate. Drawing from my professional practice and knowledge gained from the literature, I developed new frameworks to guide the research for a consistent epistemology and explanation of leadership practice and development.

4.3   The research design

The methodology for collecting the empirical data uses a qualitative research approach in a case-study design, previously piloted in one Primary school in a different Local Authority from the research schools in the thesis (Cain 2008). Robson (1993) describes a case study as 'a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence' (146). Drawing primarily from Robson's (1993) research structures, the case study may be associated with '*Social group studies'* which he defines as a study of small, direct contact groups to describe and analyse relationships and activities (147). He emphasises the importance of the 'trustworthiness' of the researcher in case study which relies on the characteristics and skills of the '*human* instrument' (160) and cites Miles and Huberman (1984) in considering that:

you need 'some familiarity with the phenomenon and the setting under study; strong conceptual interests; a multidisciplinary approach . . .; good investigative skills, including doggedness, the ability to draw people out and the ability to ward off premature closure (p.46)' (161).

I follow Robson's (1993) generic plan for the case study to structure the organisation of the research with an account of the issues being investigated, a description of the procedures for collecting the data including the schedules and information about the case, and an explanation of the sequential processes I used to interpret and analyse the data. The reporting of the research findings is fully contained within Section Two of this thesis, using four sequential processes to construct the explanations. I use recommendations from research texts to present my key findings and use narratives as a vehicle, interpreting the data as the 'storyteller' to make meaning of the experiences (Clough 2002). I address Robson's (1993) recommendations for different reports to different audiences as part of the 'trustworthiness of the study' (164) and provide information on the professional consultancy I offered as an element of this professional doctorate.

It was necessary to conduct the fieldwork on sites whereby I could collect data from the unit of analysis, Primary school leaders. I followed a systematic strategy to select a purposive sample of four schools to achieve 'balance and variety' with opportunities to generate data for my research enquiry and learning (Stake 1995: 6). The research programme was planned with the four Headteachers and conducted over the course of one academic year, 2008-2009, with the school visits taking place at the start and end of the year. The research instruments included semi-structured, individual interviews with school leaders, observations of SLT meetings, a review of school and associative public documents, staff questionnaires and evaluative questionnaires from SLT members following meetings. The interviews provided a prime source of data collection of varied, meaningful experiences for participants, which they interpreted as contributing to their own leadership development. I attended to Mason's (1996) advice for conducting

qualitative research, ensuring that my empirical research was 'systematically and rigorously conducted' within a 'flexible and contextual' framework (5).

4.3.1 Procedures for collecting the data

I was given official access to the data-base of Primary schools in a Local Authority with which I had professional experience and I conducted a process of selection which enabled me to identify schools for the case. I followed the procedure recommended by Mason (1996) with a series of robust questions to provide a sensible and strategic data-generation method. I made professional-researcher judgements associated with the validity of my research and, initially, selected schools based on the willingness of the Headteachers to participate and engage with my project (Orr and Bennett 2008). I used a combination of requested school information and official documentation from Ofsted for useful data to inform the sampling process and produce a manageable and purposeful selection of interesting sites for research. The selection provided opportunities to research 'particular ways of working. . . described, confirmed and elaborated upon from a variety of standpoints' as identified in case-study research (James et al. 2006: 69).

Initial communication was made electronically to all Heads of Primary schools in one North-West of England Local Authority, explaining my research focus and requesting their involvement with an offer of free consultancy as an integral part of the research and my professional commitment to the school community (Appendices 1 and 2). The small response indicated a limited scope for the research and I took further action to secure four sufficiently different schools, a process fully explained in Appendix 13. The four schools, named as Ash Grove, Beech Walk, Cedar Bank and Damson Valley, were selected for the opportunities they offered to examine interesting and complex examples of leadership practice and development to show patterns and trends. The decisions taken fully complied with the ethical issues of the programme and were representative of my professional commitment to ensure authentic and reliable sites for research. The rationale by which I considered these sites to be interesting accorded with my research enquiry into the

current practice of developing leaders in contextually different schools. The next section

sets the background for the research interest with information on the four schools. The

schools and all participants in the case have been assigned different names to ensure

anonymity.

4.4   The four schools as sites for the case

Ash Grove Community Primary school had been placed in an Ofsted category with

a 'notice to improve' in the year prior to my research, which presented leadership

challenges to all members of the SLT. The Head of Beech Walk Roman Catholic Primary

school, was involved in Local Authority succession planning programmes to develop

leaders in the school. An Ofsted inspection at Cedar Bank Church of England Primary

school described the SLT as 'outstanding' and the Head offered her involvement for the

research interest. The Head at Damson Valley Church of England Primary school also

offered involvement as she was introducing an SLT for the first time which provided

research interest into new styles and approaches to leadership. The selection of these

schools held an expectation that data from the participants on the multiple sites could

show relateable patterns and themes for the profession. Table 4.1 shows school

information drawn from internal and external documentary evidence and exemplifies the

similarities and differences within the case. The numbers of Special Educational Needs

children (SEN) and the criteria 'free school meals' (FSM) is included as an indicator of

socio-economic levels of advantage and disadvantage, with both measures impacting on

leadership decisions.

Table 4.1 School information

Criteria	Ash Grove	Beech Walk	Cedar Bank	Damson Valley
Willingness for involvement	Yes	Yes	Yes	Yes
Ofsted reports on leadership and management	Satisfactory	Good	Outstanding	Good
Number of pupils	400	194	370	205
Category of school	Community Primary	Roman Catholic	Church of England	Church of England
Description of school demography from Ofsted and Local Authority sources	Urban High numbers of FSM High numbers of pupils with SEN	Residential High numbers of FSM High numbers of pupils with SEN	Urban Average numbers of FSM Average numbers of pupils with SEN	Rural advantaged No FSM Low numbers of children with SEN
Sex of Head	Male	Male	Female	Female
Length of headship in this school	6 years	3 years	4 years	3 years
Number on SLT (including Headteacher)	5	5	5	4
Number of staff i.e. teachers, teaching assistants, administrative, mid-day assistants, caretaker.	35	24	52	25
Experience of leadership in the SLT	Mixed	No	Yes	No

Prior to the face-to-face research programme I asked Heads electronically for their views on the development of leaders in their schools (Appendix 2). Their responses, shown in Table 4.2, enabled me to build a picture of the different experiences and priorities considered useful by the Heads. It provided me with contextual knowledge from which I could frame and explore the leaders' experience during the semi-structured interviews.

Table 4.2 Information provided by Heads on leadership development currently practised in each school.

Criteria	Ash Grove	Beech Walk	Cedar Bank	Damson Valley
Leadership language used indicating knowledge of processes and skills.	Coaching and mentoring, giving opportunities to lead	Empowering others, giving true responsibility	Succession planning, distributing leadership at all levels	Greater involvement of others to widen their role. Encouraging and trusting staff
Leadership tasks, activities	Specific tasks and planning, risk-taking, being innovative	Encouraging risk-taking, focus on impact	Increased staff accountability for tasks.	Risk-taking for new initiatives.
Involvement in external Continuing Professional Development (CPD) courses.	High levels of educational research and development within school	Focus on collaborative CPD	Award-bearing courses for members of staff.	Designated leadership post to develop CPD
Involvement in external networks.	Liaisons with other schools	High levels of interaction with other agencies	School networks, local and national.	Local and national networks.
Any other information to indicate interesting case e.g. Change of school culture or organisational structure.	Experienced Headteacher of 24 years facing challenges in staff's leadership development.	Ofsted affirm good development of others and teamwork. Involvement in LA succession planning programme.	Involvement in LA succession planning programme. New opportunities for new leaders.	Development of new Deputy Head. Building leadership capacity in school.

4.5   Programme of data collection

The field-research, consisting of interviews, observations, a trawl of documents and questionnaires, took place during the academic year 2008-2009. It was conducted with two main visits to each school and other interventions appropriately positioned and shown in Table 4.3. I held individual, preliminary meetings with all four Heads to explain my research programme, agree the selection of staff to be involved, collect the relevant

documentation and set dates for the first visits (Appendix 3). Although this initial meeting had a professional focus, it was important to establish a social connection and build a relationship in order to prepare to explore my research within a professional partnership (Skrtic 1985).

The selection of staff for the programme was predicated on members of the SLT but for reasons connected with organisational changes, promotions and leaves of absence, identified in Table 4.3, not all members of the SLT were full members of the research programme. The two Assistant Headteachers at Beech Walk and the Deputy and Assistant Head at Cedar Bank were all actively pursuing promotions. The SENCo at Damson Valley had a part-time position, attending SLT meetings but choosing not to be interviewed. Following discussions with the Heads, members were included for their contribution to the research over the full year. The data for Beech Walk was limited in the second part of the programme due to the Head's absence. The identified changes of circumstances widened the scope of my research, providing a range of leaders with experiences to enrich the fieldwork data and the study.

Table 4.3 The stages of the data collection programme

Time-line of research	Ash Grove	Beech Walk	Cedar Bank	Damson Valley
July 2008 First meeting and collection of documents	Meeting with HT, SIP, Prospectus. Agenda for SLT meeting	Meeting with HT, Prospectus	Meeting with HT, SIP, Prospectus, Ofsted report, Investors in People report. Agenda for SLT meeting	Meeting with HT, SIP, CPD policy.
Autumn Term First round of interviews with SLT members	HT, DH, KS2 leader, EY/FS leader SENCo.	HT, AH(a), AH(b) Two teachers with TLR allowances.	HT, DH, AH, KS1 and KS2 leaders	HT, DH, CPD leader
Sep/Oct First round of observations of SLT meetings	HT, DH, KS2 leader EY/FS leader SENCo	HT, AH(a), AH(b) TLR(a) TLR (b)	HT, DH, AH, KS1 and KS2 leaders	HT, DH, CPD leader SENCo
January 2009 Piloting the questionnaire				
March 2009 Staff questionnaire	Presented to all staff at meeting, no returned forms.	Presented to all staff at meeting, five returned forms.	Given to Head for distribution, seven returned forms.	Presented at staff meeting, three returns from SLT members.
June/ July 2009 Second round of interviews.	HT, DH, KS2 leader, (EY/FS leader not included) SENCo	Two teachers with TLR allowances AH(a) promoted, AH(b) not included (Head absent)	HT, KS1 and KS2 leaders SENCo (new appointment) (DH and AH promoted)	HT, DH, CPD leader
June/ July 2009 Second round of observations of SLT meetings	HT, DH, KS2 leader, EY/FS leader SENCo	HT absent and too late in term to re-arrange	HT, KS1 and KS2 leaders, SENCo	HT, DH, CPD leader, SENCo
June/July 2010 Professional feedback and consultation with SLT members	New HT, DH, KS2 leader SENCo (EY/FS leader on maternity leave)	Acting HT did not reply to emails with offer of feedback.	HT, new DH KS1 and KS2 leaders, SENCo	HT

4.6   Research process and instruments

The data was primarily collected through research instruments of semi-structured interviews with SLT members and observations of SLT meetings during one academic year. The sequential stages of the research programme are identified in Table 4.3, with information showing the personnel from whom data was gathered in a schedule totalling forty-seven hours (Appendix 14). This data was supported by documentary evidence, drawing from internal and external sources and fully identified in Appendix 19. The research instruments of interviews, observations and documentary evidence had been piloted in one Primary school as a requirement of my academic programme, with outcomes validating their continued use (Cain 2008). The time constraints of the pilot study restricted additional sources of data collection but I subsequently piloted a staff questionnaire in preparation for the this fieldwork (Appendix 9). Although there were opportunities for triangulation whereby data was verified by more than one respondent, the validity and authenticity of the data was accepted within the context of a professional relationship as one of 'mutual trust' (Mason 1996: 166).

4.6.1   Interviews

I conducted thirty-one interviews each lasting an hour involving nineteen participants across the four schools with thirty-one digital recordings and transcripts for analysis. The interview schedule is identified in Table 4.4 with the names and short descriptions of each participating member, clarifying the changing membership of the school SLT through the year.

Table 4.4 Information on participants for each school

	Ash Grove	Beech Walk	Cedar Bank	Damson Valley
HT	**Mark** Male Second Headship Six years on SLT Retired at end of the year.	**Graham** Male First Headship Six years on SLT Internal appointment from Deputy Head. Second Headship gained to Ash Grove.	**Frances** Female Second Headship Four years on SLT	**Clare** Female First Headship Six years on SLT Internal appointment form Deputy Head. Teaching career in this school.
DH	**Karen** Female Second Deputy Headship Two years on SLT New responsibility for KS1.	No position	**Nicola** Female Second Deputy Headship Four years on SLT External promotion to Headship	**Rob** Male First leadership position, external appointment. Six months on SLT
AHT	No position	**Vicky** Female Three years on SLT External appointment, responsibility for KS1. External promotion to Headship **Stacey** Female Three years on SLT Internal appointment, responsibility for KS2. Internal promotion to Acting Head	**Joe** Male One year on SLT Internal appointment. External promotion to Deputy Headship	No position
KS2 leader	**Julia** Female Two years on SLT Internal appointment to TLR2	No position	**Roisin** (TLRa) Female Two years in SLT Promoted to Assistant Head during the year	No position
KS1 leader	**Jenny** Female Six years on SLT Moved to EY/FS only.	No position	**Irene** (TLRb) Female Seven years on SLT including EY/FS and Nursery. Promoted to Assistant Head	No position
SENCo	**Mary** Female Two years on SLT	Position held, but not included as member of SLT.	**Kath** Female Internal promotion and appointment to SLT from Easter 2009.	**Marion** Female P/t position, SLT member not interviewed
TLR	Assigned to Julia, Jenny, Mary, already identified.	Assigned to subject leaders, **Chris** (TLRa) Female Two years on SLT Numeracy co-ordinator **Pam** (TLRb) Female Two years on SLT Literacy co-ordinator	Assigned to Roisin and Irene	No allowances given
CPD leader	No position	No position	No position	**Beth** Female One year on SLT

I conducted semi-structured interviews with SLT members as practised in the pilot study (Cain 2008) and followed exemplar material and advice using Robson (1993). Learning from the pilot informed the programme, alerting me to the usefulness of a pre-interview questionnaire for data on participants' current school roles and experience of leadership. I requested and established electronic communication with each participant and sent an outline of the questions to frame the interviews (Appendices 4,5,6). This provided a useful aide-memoire and initial prompt for the discussions and also demonstrated competence in 'smoothing in and out the unusual event of the interview' (Orr and Bennett 2008: 23). Prior to the second interview I sent transcriptions to each participant through a confidential e-mail address with an outline of discussion topics for the second interview (Appendices 10,11). The purpose was to combine generic questions on participants' leadership development over the year with opportunities to probe into their previous responses, drawing meaning to construct learning from their experiences and 'investigate underlying motives' in their actions and language (Robson 1993: 229).

The interviews were conducted during the school day, requiring appropriate cover arrangements with teachers often forfeiting their own PPA time, showing commitment to my research. The interviews followed a line of questioning that invited probes and prompts to create and stimulate 'conversations with a purpose' (Burgess, 1984:102 cited in Mason 1996: 45). I explored with each individual how their leadership was developed through their roles and responsibilities, involvement in decision-making and opportunities for personal and professional growth. The discussions ranged from general involvement in leadership processes, assigning resources, organisational and operational decisions, to specific examples, dependent not only on the experiences but also on the personality of the interviewee and I used varying degrees of exploration to prompt recall and realisations (Robson 1993: 234).

I made field-notes during the interviews, analysing the data as it was collected and noting the tacit and non-verbal cues which guided further data collection (Skrtic 1988). This enabled me to reference previous statements and prompt further discussion using

probes to 'thicken' the descriptions (Robson 1993: 405). The second phase of interviews built on the first with questions of a more incisive nature, for example, I invited participants to talk about 'challenging' situations contributing to their leadership skills and confidence. This was possible because of shared professional experiences and knowledge associated with a professional researcher and the style of the interviews as reflective, informal conversations between peers (Platt 1981). I drew from Mason's (1996) advice for 'flexibility and sensitivity…to… tailor-make each one on the spot' (41) collaboratively constructing meaning as the conversation developed and encouraging respondents to gain 'self-understanding and, ideally self-determination through research participation' (Lenzo 1995:18). My knowledge of the school circumstances and wider issues, drawn from the data, necessitated an enhanced awareness of self-monitoring to present as an objective researcher (Peshkin 1988). Transcripts of the second interviews were available to participants but were not requested.

4.6.2   Observation of Senior Leadership Team meetings

I observed a total of seven SLT meetings across the four schools with associative recordings and transcriptions as data collection resources. This research instrument was piloted (Cain 2008) and provided a valuable source of data with field-notes noting non-verbal body language and interactions between leaders in a '*social group study*' for reference during interviews (Robson 1993:147). Table 4.3 sets the observations in the context of the research year with further information on the attendees and agenda items included at Table 4.5.

Table 4.5 Table to show information of SLT meetings

First Meeting	Ash Grove	Beech Walk	Cedar Bank	Damson Valley
Meeting type	SLT	SLT	SLT	SLT
Chair	HT	HT	HT	HT
Attendees	HT, DH, KS2 leader, EY/FS leader, SENCo, 5 members	HT, AH1, AH 2, TLRa, TLRb, 5 members	HT, DH, AH, TLRa,TLRb 5 members	HT, DH, CPD leader, SENCo 4 members
Agenda	Agenda provided, to address Ofsted Key Issues for improvement.	Agenda provided, to cascade training in pupil assessment data interrogation, by AHs to TLRs.	Agenda provided, to review the previous targets on the SDP and set new targets.	No agenda provided, planning for term's events and new school targets.
Second Meeting	SLT	No meeting as HT out of school.	SLT	SLT
Chair	HT who left the meeting then DH.		HT	HT
Attendees	HT, DH, KS2 leader, EY/FS leader (no SENCo) 4 members		HT, TLRa, TLRb, SENCo 4 members	HT, DH, CPD leader, SENCo 4 members
Agenda	Agenda provided, to review planning for new HT		Agenda provided, to review targets on SIP	Agenda provided, to review targets on SIP

I drew from research texts for advice on observing SLT meetings (e.g. Wallace

and Huckman 1999) and positioned myself as a non-participating observer, collecting

supportive and supplementary data to complement other sources of data. I used

organisational systems to identify and track participant information (Appendix 7). During

the second observation in the schools I had progressed my conceptual framework which

helped me to understand and explain 'what was going on' (Robson 1993: 200). I used the

chart with organisational categories (Appendix 12) to systematise my data collection for

analysis to guide further data collection (Skrtic 1988).The observations provided

opportunities to gather data on different interactive tactics and strategies of negotiation to

gain commitment and compliance to the aims of the meeting (Shamir et al 2005).

Following the meetings I requested a completion of a short evaluation which asked for

leaders' perceptions on the opportunities to develop their own leadership (Appendix 8).

4.6.3   Documentary evidence

I followed the pattern, practised in the pilot study (Cain 2008), of accessing and

interrogating documentary evidence as a secondary or supplementary method of data

collection (Robson 1993). I drew from school data, provided by the Head at the first

meeting, for example the school prospectus, school improvement plans, school policies

associated with developing leadership and agendas of SLT meetings, identified in Table

4.3. During the research programme I was given additional documentation, designed by

the participants and referred to during interviews or meetings. I accessed on-line public

documentation on each school, notably from the Ofsted web-site. I also sought evaluative

feedback from SLT members regarding their perspectives of the SLT meetings which I

had observed (Appendix 8). A full list of the documents accessed will be found in

Appendix 19.

4.6.3(i) Staff questionnaire

I widened the scope of my research to inform the enquiry by collecting data on

developing leadership from members of staff who were not SLT members. I followed

Robson's (1993) advice and methodology, designing the questionnaire with a combination

of open and closed questions requiring written responses on a confidential, self-completed

form. The questionnaire sought to explore staff perceptions on their own and others'

leadership development (Appendix 9). The pilot for the questionnaire was conducted in a

school in a different Local Authority, with a presentation during a staff meeting agreed with

the Headteacher in exchange for professional development and feedback from the

responses. The pilot produced a positive response and I arranged presentations of the

questionnaire at a staff meeting in the four schools. I distributed eighty questionnaires and

received fifteen responses, as identified in Table 4.3, primarily from SLT members. I cannot draw any conclusions from this data with regard to leadership in those other than SLT members, but I select responses for inclusion within the documentary sections for each school in Chapter Five.

4.7   Access and ethical Issues

I approached this research from my professional position as an ex-Headteacher working in the same Local Authority as the four research sites. This relationship may be considered as an 'access-easing factor' (Gewirtz and Ozga 1994: 193), sanctioning and enabling my access to schools and easing my entry into staffrooms and Heads' offices. My experience contributed to a shared understanding of the context for my research and influenced the trajectory of the interviews (Peshkin 1988). However, I was conscious that my professional interest and identity affected my epistemological privilege which may be problematised for 'concepts of data reliability, validity, subjectivity and objectivity' (BERA guidelines 2004:5). I authenticated my research with differing instruments and methodologies to triangulate the research findings for reliability and trustworthiness within a self-monitoring approach of constant negotiation (Bradbury and Gunter 2006, Robson 1993).

The ethic of respect for the participants guided the field-work with voluntary and informed consent for involvement and recording obtained prior to each school visit and I ensured all participants' rights were, and continue to be, protected by confidentiality and anonymity. Experience as a researcher practitioner emphasised the importance of establishing trust and confidentiality as an on-going dialogue with all participants. I kept a research log throughout as a means of generating further data and enquiry (Burgess 1982). I shared my work with my EdD tutor group and tutors and engaged in rigorous processes to test interpretations and judgements regarding the emerging evidence and conceptualisations.My data collection systems, analysis and research findings were constructed as the sole researcher with additional support for transcribing digitally

recorded data. Permission and approval for the study was obtained from the Local Authority and the University ethics committee.

4.7.1 Limitations of the research

The empirical data for this research is limited to the small sample of four Primary schools and offers findings to generate ideas and patterns for relatability rather than generalisability. My professional background enabled me to use a coaching style of questioning in the semi-structured interviews, differently affecting the dynamic and depth of enquiry with each participant. Data confirmed the positive effect of the empirical research process on the participants' leadership learning and development, contributing to the progress of the research programme, but this may not be assured.

4.8   Methodology for data analysis: Frameworks of analysis

This chapter has focussed on the research design and methodology for generating the data for the research question: 'What is the empirical evidence from the case of the current practice in the development of Primary school leaders?' I now describe the methods by which I conducted the analysis, driven by the research imperative. The data from the four schools, that is the transcribed scripts and documents, was stored and analysed separately for contextual understanding of the sites for leadership and then used in a cross-site analysis for the case. The transcribed scripts were edited to ensure fluency whilst remaining faithful to the expressed intentions of the participants (Pascal and Ribbins 1998).

4.8.1 First framework of analysis: Organisational categories

I sought advice from research texts to inform my processing of data for interpretation and analysis. I identified fourteen categories within the literature review, shown in Chapter Two as Table 2.3 and Chapter Three as Table 3.2, from which I constructed the first organisational framework, seen as Table 4.6. I devised a consistent

system for coding the data according to 'a set of common principles and measures' (Mason 1996: 111) to access the information and construct the intellectual analysis to answer the research question. Consistent with exploratory, inductive approaches to qualitative enquiry, the fieldwork complemented and expanded the literature findings (Mason 1996). Table 4.6 presents the full list of organisational categories drawn from the literature, from which I interpreted and analysed the empirical data to illustrate these categories and build meaning.

Table 4.6 Organisational categories for data analysis

Categories of leadership	Reference sources
Achievement orientation	DfEE (2000), DfES (2001, 2003, 2004a, 2004b), Leithwood et al. (2007), McMahon (2001).
Approaches and styles of leaders and leadership	Bennett et al (2003), Goleman (1998, 2002), Gronn (2003) Shamir et al. (2005), Spillane et al. (2001).
Direction setting	*Leadership Development Framework* (NCSL 2001) *Independent Study into School Leadership* (PwC/DfES 2007).
Involvement of others in decisions which affect their practice.	Pascal and Ribbins (1998), Wallace and Huckman (1999) Rutherford (2002).
Job satisfaction and fulfilment	Blasé and Anderson (1995), Wallace and Huckman (1999).
Knowledge and Actions within a whole and wider-school agenda	Day et al (2000), Grace (2000), Harris (2008), Ofsted (2002, 2003a, 2003b), Rutherford (2003).
Language and behaviour of leadership	Busher (2001), DfES (2004b), Gronn (1983, 2003), Higgs and Dulewicz (1999) Lukes (2002).
Leaders as skilled teachers	Harris et al. (2003), Pascal and Ribbins (1998).
Organisational systems and structures	DfEE(1998), Pascal and Ribbins (1998),Wallace and Huckman (1999).
Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.	Bottery (2004), DfES (2003), Gronn (2003), Hoyle and Wallace (2005).
Professional and personal development	Boyatzis (2006), DfES (2002, 2005), Primary National Strategy (DfES 2003). Hargreaves and Fink (2006), NCSL (2001, 2008), NCSL leadership programmes, Southworth (1998, 2002).
Seeking new opportunities and displaying creativity (may be associated with risk-taking)	Harris et al. (2003), Hartle and Thomas (2004), Harvey (1994).
Showing appreciation and trust in others	Blasé and Blasé (1994), Fullan (2006), James et al. (2006), Southworth (1998, 2002).
Teamwork, collegiate practice to achieve successful outcomes.	Blasé and Anderson (1995), Grace (1995), Yeomans (1987).

The analysis of the interview scripts focussed on participants' exploratory and descriptive data of key events and experiences that they associated with their developing leadership and I attributed meanings, linking with the research literature to build knowledge. For example, in the second round of interviews (Appendix 11) I asked participants to describe strategies they consider work well when leading change. A lengthy and systematic process of rigorous scrutiny of the interview data enabled me to map individual responses to the question against the categories. From the responses I was then able to identify patterns associated with: *'Achievement orientation', 'Involvement of others in decisions which affect their practice', 'Organisational systems and structures', 'Showing appreciation and trust in others'* and *'Teamwork, collegiate practice'*.

I reflexively considered how my observational data provided knowledge about the contribution of SLT meetings to developing leaders and cultures of leadership. I followed the same systematic process, using a combination of colour marking and cut and paste facility to code all the transcribed scripts of observational data to illustrate the categories. I identified patterns and themes associated with developing leaders from the organisational categories, for example: *'Approaches and styles of leaders', 'Direction setting', 'Knowledge and Actions within a whole and wider-school agenda', 'Language and behaviour of leaders'* and *'Pragmatic leadership'*. I moved interactively between the literature, the field-work data, my professional knowledge and the research questions, recognising ambiguities and differences, but starting to 'generate ideas, propositions and theories from the data' (Mason 1996:120). I also used the list to analyse data from all documentation.

The fourteen categories, identified in the literature, enabled a thorough and rigorous deconstruction and reconstruction of the data for consistent patterns, described by Stake (1995) as an 'aggregation of instances' (74). The intellectual process required to build the organisational categories was supported, challenged and enriched by discussions and activities with colleagues in my professional EdD tutorial group, using manual indexing systems practised and refined in a developing process of enquiry. This

process contributed to the validity of my claims and supported my intentions to conduct a trustworthy study. I present my fieldwork findings in Chapter Five to illustrate the first theoretical construct of organisational categories using descriptions of the four schools and the participants.

4.8.2   Second framework of analysis: Themes of leadership

The process of interpreting the data developed my 'conceptual organisation' (Stake 1995:15) and I maintained a trustworthy approach to validating my analysis, recognising the degree of complexity of inter-related categories and non-uniform patterns (Mason 1996). For example the literature provides knowledge that organisational systems and structures may be associated with teacher involvement, building trust and confidence in members to lead a successful school as determined by external criteria (Blasé and Blasé 1994, James et al. 2006, Ofsted 2002). The rigorous process and intellectual challenge informed my cognitive conceptualisation, building my argument of Primary school leadership as an integrated, holistic practice.

The next stage of analysis required an intellectual, iterative process of reducing the categories into themes to fully reflect and illustrate my key findings. I drew from research texts for advice on manageable and purposeful structures (Lenzo 1995, Mason 1996, Robson 1993), and developed the second organisational framework. The themes grew from my conceptualisation of leadership, building knowledge from the pilot study, my professional experience, the field research data and the literature. I drew from a wide range of literature to construct themes of leadership, incorporating the fourteen categories within headings described as the *Architecture, Building, Context, Development* and *Emotions* of leadership. The sequence of reduction was problematised for issues of validity and trustworthiness associated with qualitative research, consistent with the ethical principles of the thesis and my researcher responsibilities (Lenzo 1995) and I explain this process fully in Appendix 15. Table 4.7 presents the second framework of analysis, conceptualising the fourteen categories as elements within five themes.

Table 4.7 A framework of leadership themes

Architecture of leadership	Building structures of leadership	Context for leadership	Development of leaders and leadership	Emotional aspects of leadership
Achievement orientation	Involvement in decisions which affect their practice	Approaches and styles of leaders	Leaders as skilled teachers	Job satisfaction and fulfilment
Direction setting	Organisational systems and structures	Pragmatic leadership	Professional and personal development	Language and behaviour of leaders
Knowledge and actions within a whole and wider-school agenda	Teamwork and collegiate practice		Seeking new opportunities and displaying creativity	Showing appreciation and trust in others

The five labels are used in both a literal and metaphorical description of the main themes of leadership within my conceptualisation. The theme, *Architecture of leadership,* describes the planning and direction for the organisation with knowledge drawn from official and research literature (e.g. Ofsted 2003a, Gronn 2003, Southworth 2006). The theme, *Building structures of leadership* describes leadership processes and systems to implement change connecting with literature from both Chapter Two and Three (e.g. Blasé and Anderson 1995, DfES 2002, PwC/DfES 2007, Rutherford 2002). The *Context for leadership* considers the differences in school cultures and leaders, affecting leadership approaches, styles and strategies informed by the literature (e.g. Higgs and Dulewicz 1999, Hoyle and Wallace 2005, Shamir et al 2005, Spillane et al 2007). The *Development of leaders and leadership* describes actions and processes contributing to leadership development with particular knowledge drawn from NCSL literature (e.g. Harris 2003, Hartle and Thomas 2004, Southworth 2002). The *Emotional aspects of leadership* describes the agential influence on leadership with individual responses providing personalised learning and draws knowledge from the literature (e.g. Bottery 2004, Fullan

2006, Wallace and Huckman 1999, Woods 2005). In Chapter Six I position the five

themes as an organisational methodology for presenting a cross-site analysis of the

empirical data, incorporating the fourteen categories as subsidiary elements.

4.8.3 Third framework of analysis: Integrated leadership factors

I move the argument forward and conceptualise the five themes as essential,

contributory factors in an integrated, holistic leadership practice. Findings from the

literature support this conceptualisation and I draw from leadership models (e.g. Adair

1988) to present my conceptual framework of leadership as a circular framework of five

inter-connected factors, shown in Figure 4.1. Each of the five factors, labelled as A,B,C,D

and E, provides a point from which to position the other factors as shown in Figure 4.1.

Figure 4.1 A conceptual framework of integrated leadership factors.
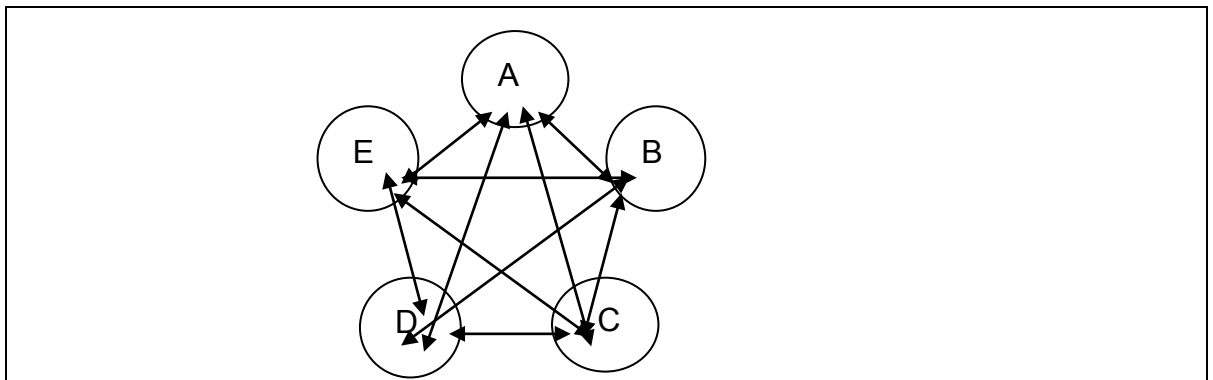
4.8.4 Fourth frameworkof analysis: The PIVOT framework of leadership

The literature review provides knowledge of leadership not easily identified within

the categories or factors of leadership and associated with issues of micro-politics and

sources of power in leadership (Hoyle 1999, Mawhinney 1999). I use this knowledge to

develop the previous analytical constructs and position the central space of the framework

as an area of professional discourse and intellectual thought, which I interpret and

describe as educational leadership within which school leadership sits (Gunter 2005). I draw from literature in the field of critical studies to build knowledge of leadership which includes moral, educative and critical scholarship influences (Bottery 2004, Grace 2000, Woods 2005). From this knowledge of the literature I conceptualise my framework as the PIVOT of leadership, addressing issues of Purpose, Identity, Values, Options and Trust in a holistic and integrated approach to leading. The model, shown as Figure 4.2, captures the previous three frameworks in a concise and elegant structure and positions the PIVOT at the centre of the leadership. The framework provides for the knowledge and the space whereby leadership is mediated in a considered process for organisational balance and development. I use this fourth frame to conduct data analysis in Chapter Seven taking a critical approach to problematise the argument.

Figure 4.2 The central space of the PIVOT framework
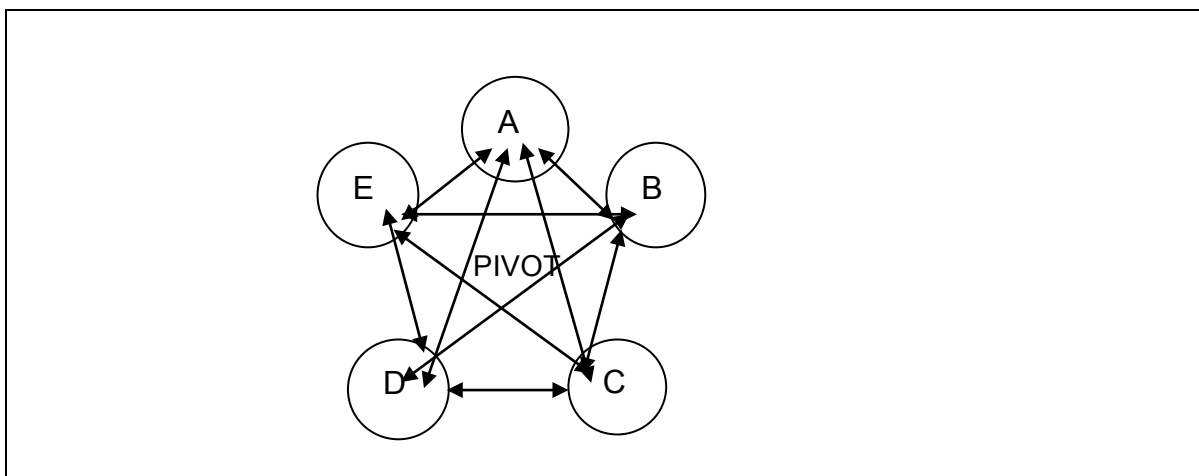
4.9   Research findings for the professional community

My access to each school as a professional-researcher was negotiated with an agreement for professional consultancy on my research findings, and I arranged visits to the schools to disseminate my findings. The PIVOT framework supplied a useful visual construct from which to position the professional feedback to each school's audience. I constructed individual charts using the four frameworks of analysis to provide information

on the processes I used and my confidential findings for each school. The outcomes of the consultancy may be seen as a useful contribution to the professional community and I include this in Chapter Eight.

4.10   Summary

This chapter has provided information on the research design and methodology I used to collect and analyse the empirical data, with descriptions and explanations of the research instruments and processes augmented by documentation contained in the Appendix. The methodology for data analysis is outlined in this chapter using four constructed frameworks and identified as Table 4.6, 4.7 and Figures 4.1 and 4.2. I provide knowledge of the research roots of my analysis and conceptualisation of the PIVOT framework of leadership which I use to present my research findings as a methodical representation of my research. I now present my fieldwork findings for the research questions three and four, moving through the next chapters with a rigorous and systematic approach, consistent with the validity and trustworthiness of my research.

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Section Two

Chapter Five

Presentation of the fieldwork analysis

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5.0   Introduction to Section Two

The next three chapters explain how the field-research data is interpreted to answer the third research question: 'How are leadership roles practised and developed in Primary schools?' to generate knowledge for the fourth research question: 'What are the empirical findings that build knowledge of Primary school leadership practice and development?' Gathering the data positions both the participants and the researcher as 'knowers', with knowledge constructed in a 'dialectical process' (Mason 1996: 141). The accounts are interpreted both by the participants and the researcher to 'uncover' the meaning as it relates to their development and the 'central themes of leadership development' (Shamir et al. 2005:19). I interpret and analyse the data from the narrative accounts, using knowledge from the literature review and the 'knowers' to construct meaning from the descriptive explanations and 'make the world visible in a different way' (Clough 2002:4).

I am aware that my 'epistemological privilege' requires a rigorous demonstration for the validity of my analysis and so I weave the participants' language with my professional interpretations to illustrate my explanations and build my argument. I generate meaning from these explanations, which I analyse and present as knowledge using the four frameworks of analysis, described in Chapter Four. The organisational categories are illustrated in Chapter Five, with Chapter Six building knowledge for the five factors of leadership in a cross-site analysis. Chapter Seven locates the research within a richer framework of analysis, drawing from a wide range of literature to consider the micro-political strategies operating in leadership as a construct of power.

5.1   Introduction

This chapter provides information on the four Primary schools and the participants in the case study, drawing meaning for the case from a cross-site analysis where it is useful to do so. The key outcomes for this chapter are referenced to my analysis of the data which produces patterns to illustrate the fourteen organisational categories of leadership, identified again in Table 5.1 without the literature references. In this chapter I use the participants' own language, selecting phrases to illustrate and validate my claims..

Table 5.1 Organisational categories of leadership

▪ Achievement orientation
▪ Approaches and styles of leaders and leadership
▪ Direction setting
▪ Involvement of others in decisions which affect their practice
▪ Job satisfaction and fulfillment
▪ Knowledge and Actions within a whole and wider-school agenda
▪ Language and behaviour of leadership
▪ Leaders as skilled teachers
▪ Organisational systems and structures
▪ Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.
▪ Professional and personal development
▪ Seeking new opportunities and displaying creativity (may be associated with risk-taking)
▪ Showing appreciation and trust in others
▪ Teamwork, collegiate practice to achieve successful outcomes.

I give attention to the leadership processes and contexts in which the categories are evidenced and begin my exploration into micro-politics and sources of power influencing leadership identities and activities. I draw on a typology of sources of power, identified in Chapter Three as '*Referent*', '*Legitimate*', '*Reward*', '*Coercive*', '*Information*' and '*Expert*' power (Anheier 2005: 160-161). This knowledge provides a wider frame from which to

describe and analyse the data, building the argument for school leadership as a holistic

practice with a range of activities conducted as an inter-related process (Grace 2000).

5.2   The school settings as sites of research

Information on the four schools and the participants is included in Chapter Four

using documentary data as a prime source of evidence. The following descriptions use

reported evidence from the participants, with my interpretations, to illustrate the similarities

and differences of leadership cultures and the contexts for leadership. The first section

describes the schools with a short summary providing illustrative evidence of the

organisational categories.

5.2.1   Ash Grove Community Primary school

Ash Grove school was organised in the two Key Stages, an Early Years

Foundation Stage and an enhanced provision unit. The Headteacher, Mark, had twenty-

three years of headship experience with six years at Ash Grove in his second headship

within the same Local Authority. An Ofsted[12] inspection during 2008 gave the school

'notice to improve' with requirements including the need to improve the impact of

leadership and management. The year of my empirical research corresponded to a year

with an identified focus for leadership development of the SLT. Prior to the second round

of data collection, Ofsted removed the category with a second inspection[13] identifying

improvement in all areas and a judgement of 'Good' for leadership and management.

Mark stated his intention to offer a curriculum and school environment to 'address the

needs of children in the 21st century', which he did not equate with Ofsted and

Government assessment requirements. The under-achievement of children, identified by

Ofsted, led to a change in direction for the school, with increased organisational systems

of monitoring and observations and new roles for all SLT members.

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[12] Ofsted Inspection Report for Ash Grove, March 2008.
[13] Ofsted Inspection Report for Ash Grove, May 2009.

5.2.2 Beech Walk Roman Catholic Primary School

Beech Walk school was a modernised and extended single-storey building situated within a residential area on the outskirts of a large town. The school had a low socio-economic catchment area with high levels of free school meals and a high rating on the indices of deprivation in the Local Authority. Promoted from Deputy to Head in 2005, Graham changed the existing post of Deputy Head to two Assistant Heads with internal appointments, Vicky and Stacey. Prior to the research year, Graham took a term's secondment as a participant in the LA's succession initiative, during which time both Vicky and Stacey were respectively promoted as Acting Headteacher and Acting Deputy Head. An Ofsted inspection, April 2009[14] found leadership and management to be 'good' with staff working well together. Graham explained that he and the two Assistant Heads, Vicky and Stacey formed the SMT but he included Chris (TLRa) and Pam (TLRb) in the SLT for 'decisions related to the curriculum and raising standards'. Graham stated his intention to develop the leadership knowledge and skills of Chris and Pam with observational data showing examples of this practice. Graham identified teamwork as a school strategy to build an improving school culture, with data evidencing a staff working in teams as 'part of the solution' to school improvement.

5.2.3 Cedar Bank Church of England Primary School

Cedar Bank school was a large single-storey school set in an urban residential area of mixed private and social housing on the outskirts of the town. Frances was in her second headship post and was working with a very experienced SLT. Prior to my research Frances had taken a term's secondment with internal promotions for Nicola and Joe strengthening their leadership experience. Observational evidence of the school contributed to other data demonstrating the Head's expectations for a successful school with my research seen, by the Head, to offer a useful exploration of leaders' development.

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[14] Ofsted Inspection Report for Beech Walk, April 2009

Following an Ofsted[15] Inspection in January 2008, the school was described as outstanding with a 'highly effective leadership team, vibrantly led by the headteacher' (Appendix 19: C7). The data indicated SLT members saw themselves as positive role models associated with the label 'outstanding' and encouraged others to develop leadership skills and capabilities. The data identified a leadership culture of encouragement, support and purpose, working within a framework of strong professional systems, structures, expectations and relationships. Frances said: 'People enjoy working together. . .moving the school forward seems easy'. Weekly SLT meetings, with agendas planned by the Head, established priorities in preparation for the weekly staff and Key Stage team meetings.

5.2.4 Damson Valley Church of England Primary School

Damson Valley school was a single-storey building with purpose-built extensions set in the rural outskirts of a large town, with local housing indicating affluence and prosperity. The Headteacher, Clare was internally promoted from Deputy Head and considered herself to be forward thinking and keen to develop leadership in others with a new direction for the SLT. Working with her second Deputy Head, a recent, external appointment, Clare extended the SLT to include two members of staff, stating her wish to develop their leadership and involvement in whole-school decisions. An Ofsted Inspection Report[16] in 2006 had identified the need to improve pupil data analysis and raise standards further. Clare confirmed that high standards of academic achievement were an expressed expectation for staff, Governors and parents of this school, set in a socio-economic area of advantage. She stated her commitment to staff development, building a leadership culture of involvement in whole-school issues to improve the efficiency and rigour of systems. TLR points were not awarded to staff although Clare stated she had 'presented a case for both teachers' to the Governing Body. SLT meetings were held each

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[15]Ofsted Inspection Report for Cedar Bank, January 2008.
[16] Ofsted Inspection Report for Damson Valley, September 2006.

half-term with data evidencing new systems to increase the involvement of SLT members in whole-school decisions.

5.2.5 Summary for the case

My interpretation of this data is presented to illustrate the fourteen organisational categories, identified in italics. The data showed all four Heads as the main influencers on the school SLTs, *setting school direction* with a *wider knowledge of external expectations* impacting on their decisions. They were all *achievement orientated* but their interpretation of achievement differed in line with their preferred school culture and context. Mark identified the importance of an enriched curriculum for the pupils rather than one driven by Ofsted and academic performance for external tests. Clare's leadership responded to parents' and school Governors' expectations of pupils' achievements and she set direction to improve *organisational systems and structures*. Following their internal appointments to Headship, both Graham and Clare widened the SLT structure, *involving others in decision-making* for school improvement and *professional development*. External inspection reports provided an impetus for leadership change as Mark and Clare led new systems, taking a *pragmatic approach* to their leadership.

The Ofsted validation of Frances, as a highly effective Head with high expectations of her staff and SLT, impacted on the school culture and the *personal and professional development* of all staff. The data demonstrated Heads using motivational *language and behaviour*, encouraging others to take responsibility and show leadership skills, particularly relating to *leading teams and collegiate practice.* Their *leadership approaches and styles* associated with the differing school cultures and personalities, affected the changing dynamics of the school as a social organisation, requiring a range of different leadership responses (Southworth 2006). I now provide descriptions of the research participants, which I present for each separate school. The descriptions of the participants are compiled from the data and my professional interpretation. At the end of each school

section I present an analysis of leadership practice and development to illustrate the

organisational categories.

5.3   Information from Ash Grove

All five members of the SLT contributed to the research programme, with different

levels of involvement. Mark did not include Jenny as a full participant, but was persuaded,

by Karen and Julia, of the value of the interview for Jenny's professional development and

I subsequently interviewed Jenny once.

Table 5.2 Information on SLT members at Ash Grove

Name and Role	Status	Sex	Length of time in SLT	Length of time in post	Responsibilities as described by member
Mark Headteacher	Headteacher	Male	6 years	6 years	General role and responsibilities of a Headteacher Coaching and mentoring role
Karen Deputy Head KS1 leader	Deputy Head	Female	2 years	2 years	General roles and responsibilities of DH Whole-school assessment and tracking Leading curriculum learning team
Julia KS2 leader	TLR2	Female	2 years	3 years	Monitoring achievement and standards in KS2 Leading developments in KS2
Mary SENCo	TLR 2	Female	2 years	Longer than six years	Inclusion leader, organising provision and Individual Education Plans through school.
Jenny EY/FS leader	TLR 2	Female	6 years	Longer than six years	Leading provision in Early Years

5.3.1 Description of Mark, Headteacher

Mark, in his second Headship, defined his leadership as 'relaxed and non-controlling' placing importance on 'staff creativity' to which he contributed through his 'wider professional reading and thinking'. He described his role as a coach and mentor, developing leadership in others and offering advice and support which, he felt, reflected his experience, with a planned retirement at the end of the academic year. Mark emphasised the importance of good working relationships amongst staff and of motivating children with new ideas and technology in an imaginative curriculum, verified by Julia, KS2 leader, who described Mark as 'very innovative and creative'. Following the Ofsted inspection in 2008, Mark took a pragmatic response to his leadership, implementing school changes to comply with the external requirements, saying 'life is about responding to change and finding solutions to problems'.

5.3.2 Description of Karen, Deputy Headteacher

Karen considered her previous leadership roles in a smaller school had prepared her for a wider experience and in interview, she described herself as wanting to 'control things and put everything right by tomorrow'. She believed her knowledge of leadership and management was strengthened by her completion of two NC leadership programmes, Leading from the Middle (LftM) and the National Professional Qualification for Headship (NPQH). She stated her preference for clear structures and, responding immediately to the Ofsted report, introduced new whole-school organisational systems and undertook a new role as KS1 leader. In the second interview, Karen identified her professional growth in challenging circumstances, providing examples of situations leading to reflections for impact on her personal and professional identity. In interview Karen considered she 'took on too much' but this was in response to her 'passion for things'. Following the school's successful inspection, Karen stated she believed she was becoming less directive towards staff and was exploring new styles of leadership, particularly enriched by her role as a coach for an NC leadership programme.

5.3.3 Description of Julia, Key Stage 2 leader

In interview Julia stated that her internal promotion as KS2 leader resulted from Mark's judgement of her capacity for leadership rather than her own belief in her capabilities, explaining 'I haven't got that leadership air and voice'. Data showed she originally perceived the role as organisational rather than leading people and was reluctant to ask or direct others. Julia identified her own leadership training as consisting of watching Mark and Karen, using them as role models for her own leadership. In interview she reflected on her growing confidence during the year, implementing and monitoring the curriculum as KS2 leader, but with a developing knowledge of whole-school expectations, saying 'I'm not only a class teacher, now I see the whole picture'. In her second interview Julia expressed her feelings that she had become more resilient and less affected by staff responses to her leadership, which she interpreted as being 'very loyal' and presenting a unified SLT approach.

5.3.4 Description of Jenny, Early Years / Foundation Stage leader

In response to the Ofsted inspection, Mark had restructured Jenny's role, reducing it from EY/FS and KS1 leader to EY/FS only. Although she considered her leadership confidence had suffered a knock, she explained how the experience had helped her to develop new skills as a leader, saying: 'My voice is heard more now and I'm a stronger member of the leadership team'. Jenny considered that her lack of knowledge in interpreting pupil achievement data contributed to a 'lack of understanding of the FS leader's role' amongst the SLT. Jenny explained her growing recognition of the importance of agendas and outcomes for meetings and the use of this knowledge to influence and take control of external and internal discussions. She described her professional growth, developed by widening her knowledge of other providers in the LA, saying: 'I've got so much better at evaluating our practice and seeing what can be improved'.

5.3.5   Description of Mary, Senco and Inclusion leader

Mary's role had expanded to Inclusion leader with increased responsibility and status, rewarded with a TLR post. From the observation and interview data available, Mary had little input in SLT meetings and decision-making processes. Although required to monitor provision and improve resources, the data showed she did not have a budget, had no knowledge of school assessment systems and felt 'marginalised and not included in discussions'. In interview she said: 'We don't share what's going on in the teams' and was concerned that a decision not to include her in assessment training was related to both her age and her role, stating that 'special needs children will never affect the overall performance' had implications for her own status.

5.3.6   Documentary evidence

At my request I was given two school publications, the school prospectus and the School Improvement Plan (SIP) adapted to include the key requirements from the Ofsted report. The targets had specific, designated actions and the criteria for success was clearly identified within a concept of leadership and management, for example: 'SLT much clearer of leadership and management responsibilities and accountability. Leadership teams able to evaluate how well children's skills are developing' (Appendix 19: A2). This additional information provided an interesting context from which to research the processes and strategies used in this school to develop leadership roles. The questionnaire requesting staff views on their own developing leadership, was presented to the staff at a full meeting, but following reminders and visits for collection, elicited a nil response. I have no data to support my hypothesis that this may have reflected the school culture, dominated by the Head and Deputy.

5.3.7   How are leadership roles practised and developed at Ash Grove school?

The data indicated that Mark's leadership controlled all school decisions involving Karen in a strong and directional leadership culture of Head and Deputy. Mark stated he

encouraged *professional development* through introducing *new opportunities and creativity*, but data showed this was limited to KS2. Karen's preferred style of leadership was to set a clear direction, implementing *organisational systems and structures* for increased efficiency within her knowledge of KS2 systems. The category *teamwork and collegiate practice* was identified by Mark as a description of his approach, however, data evidenced this view was not shared by all members of the SLT, particularly Mary and Jenny who experienced negative feelings associated with an exclusive practice, leading to a lack of *appreciation and trust*. They stated their lack of *staff involvement in decisions* resulting in them feeling 'disempowered' and 'under-valued', negative emotions contributing to their lack of *job satisfaction and fulfilment in leadership*. Julia, Jenny and Mary preferred to work in a *collegiate style* developing their leadership influence through their 'Expert*'* power as *skilled teachers* and influencing pedagogical decisions for their school section. Following the Ofsted inspection, Mark selected a different leadership strategy and style, and together with Karen, used their authority with 'Legitimate' and 'Information' power, coercing and persuading others to commit to their goals. Karen identified her own 'controlling' personality as an impediment to her leadership development and data evidenced both Karen and Mark using different *approaches and styles* for their leadership outcomes*.* The data indicated that Mark did not enable all SLT members to develop their *whole-school and wider knowledge*, particular of pupil assessment systems but data showed SLT members instigating actions for their own professional development needs.

5.4   Information from Beech Walk.

The research programme involved all five members of the SLT with varying levels of involvement due to staff changes, absences and internal, organisational arrangements. Table 5.3 provides an overview of the professional background and experiences of the SLT members.

Table 5.3 Information on SLT members at Beech Walk

Name and Role	Status	Gender	Length of time in SLT	Length of time in post	Responsibilities as described by member
Graham Headteacher	Headteacher	Male	6 years	3 years	Those associated with role of Headteacher Encouraging innovative solutions.
Vicky Assistant Head 1	Assistant Headteacher	Female	3 years	8 years	KS1 manager, SENCo, Early years, Numeracy, Art, Design Technology, Music. Experience of Headship during Head's secondment.
Stacey Assistant Head 2	Assistant Headteacher	Female	3 years	8 years	KS2 manager, Assessment and recording, Literacy, History, Geography. Experience of Deputy Headship during Head's secondment.
Chris Maths subject leader (TLRa)	TLR 2	Female	2 years	16 years	Maths co-ordinator Ordering resources, Leading staff meetings, Looking after teaching students
Pam Literacy subject leader (TLRb)	TLR2	Female	2 years	20 years	Literacy co-ordinator Leading staff meetings, Providing training for staff

5.4.1 Description of Graham, Headteacher

Graham had been Head for three years, appointed internally from the Deputy position. He considered himself to be a 'risk-taker' with a competitive personality and described his leadership style as one of empowering others to take opportunities and responsibility for improving educational provision for children. He provided many examples of encouraging and supporting staff to 'step out of their comfort zones' and

contribute to the school culture of achievement. Graham stated he preferred to work informally rather than 'have meetings for the sake of them' and expected staff to approach him with new ideas, but took a measured response, saying 'although we need to decide what we'll focus on'. He had completed NCSL programmes, NPQH and New Visions and was actively engaged in Government-funded IT initiatives to direct school improvement, stating his wish to raise the school profile in the local schools' cluster and the Local Authority. As a volunteer for the LA's programme for leadership succession, Graham had taken secondment for one term to develop networks for schools and families.

5.4.2 Description of Vicky, Assistant Headteacher 1

Vicky explained how her term's experience of Acting Headteacher had enabled her to develop her leadership role in developing others 'observing them and picking up on their strengths. . .and helping them to see their part in the whole picture'. She reflected on her previous leadership decisions for her learning, saying: 'Last year we got in a mess, we had too many Heads at one point and we gave people too much to do'. Vicky had recently gained promotion to Headship in a school outside the LA and she explained her wish to take the 'ethos of teamwork' to her new school. She recognised the importance of relationships to building team spirit, saying: 'Leadership is getting people on your side, making sure there is a common goal so people want to work together with you, that's the biggest challenge'. Vicky identified the importance she placed on having time for professional thinking, with LA and denominational leaders' conferences contributing to her development.

5.4.3 Description of Stacey, Assistant Headteacher 2

Stacey identified her leadership role in 'empowering other people by giving them responsibilities and building their confidence'. She showed enthusiasm for her increased responsibilities as Acting Head during Graham and Vicky's visit to South Africa, saying: 'I loved having to deal with things and I had time to think and reflect, and I wanted to show I

was coping well'. Stacey was aware of different leadership skills she had developed, saying: 'I've just spent £2000 on books and I don't have to go through Graham', indicating high levels of self-confidence and trust by others in her decisions. She said she enjoyed being organised and preferred to 'work to dates, diaries and time-tables' with 'rolling programmes for updating policies'. Stacey had completed the statutory requirement for headship, NPQH and was actively seeking promotion.

5.4.4 Description of Chris, TLRa

Chris had been on the staff for sixteen years as a KS2 teacher, with recent membership of the SLT resulting from her new TLR post, primarily for leading Maths through school and as student mentor. Data showed she had no formal leadership training for her role and stated her intention to retire within the next two years. In interviews she expressed realistic and pragmatic approaches to new initiatives and school developments saying: 'I don't like a lot of change' and identified her leadership through her teaching experience, describing herself as 'a bread and butter type teacher'. Chris considered that the changes in the SLT had caused unnecessary school developments, commenting on a colleague's performance and saying: 'she had to do things to prove she was Acting Head, but she did them without consulting us'. This view, conveyed during interviews, impacted on her opinions and judgement of many school developments.

5.4.5 Description of Pam, TLRb

Pam was encouraged by the Head to expand her role and develop her leadership skills with school-based experiences, particularly in introducing new technology to staff which, Pam believed, was a 'turning point' for her self-confidence. She was the Literacy co-ordinator based in KS1 but with a whole-school overview, and was preparing to lead Early Years/Foundation Stage saying: 'I'm going to run it differently'. Pam explained how her experiences as a subject leader had enabled her to develop knowledge and understanding of whole-school needs and felt she 'had her finger on the button' preferring

to 'quietly organise things in the background'. She said she encouraged others to develop their skills as she also felt encouraged saying: 'I feel trusted to make decisions'. Data showed Pam considered the TLR post had impacted on her sense of responsibility as a leader with additional empirical evidence confirming Pam's growth in leadership confidence.

5.4.6   Documentary evidence

During the introductory visit Graham explained that currently he did not have many policies or systems, ie. CPD policies, subject leader policies, and this was a focus for his development. I was given the school prospectus and School Development Plan as requested. The school prospectus consisted of school information and procedural advice for parents. The SDP for 2007/08 had, as its key objectives, a list of curriculum developments for greater creativity and actions to develop networks via the Family Support Model, the focus for the Head's secondment. An Ofsted inspection, April 2009, found leadership and management to be 'good' with staff working well together developing and sharing their expertise. I received five completed staff questionnaires with particular responses requesting 'more information prior to staff meetings' and 'more communication from the SMT to all staff' (Appendix 19:B6).

5.4.7   How are leadership roles practised and developed at Beech Walk school?

The leadership culture at Beech Walk differed from the other three sites, with two groups, SMT and SLT, providing opportunities for five members to *set school direction* according to the *pragmatic* decisions taken by Graham. All members were committed to 'improving the immediate future of learners' and actively supported the team approach to *raise achievement* and academic standards. Graham used a micro-political strategy of teams as a successful method of motivating and sustaining staff efforts, saying: 'You don't want to let people down, you drive one another'. The leadership of teams was shared outside SLT members with an impact on *teamwork and collegiate* practice and resonance

for staff's *whole-school knowledge* and *involvement in decisions affecting their practice.* However, an acknowledged, limited formal organisational system may have restricted access to information as responses to the staff questionnaire identified. Vicky and Stacey positioned their leadership experiences as developmental, enabling them to identify their strengths, particularly in motivating others. They used 'Referent' power to support their 'Legitimate' power in achieving staff commitment to their goals. The *organisational systems and structures* were at a developmental stage with data identifying an under-current of dissatisfaction with the lack of consistent practice and approach as Chris said: 'We end up rushing things through at the last minute'. Data evidenced opportunities for *professional development*, and *leadership as skilled teachers* working with Teaching Assistants. The context of different Heads in acting roles illustrated the impact of different *approaches and styles* on staff emotions, leading to a lack of *appreciation* and *job satisfaction and fulfillment* in some SLT members and staff, identified through the documentary data.

5.5   Information from Cedar Bank

Cedar Bank had experienced SLT personnel changes impacting on my research as shown in Table 5.4. The Head's secondment to the LA for one term, placed Nicola and Joe in promoted posts with their subsequent promotions during the Autumn term, 2008. Roisin and Irene, were appointed as Assistant Heads from January 2009 for two terms. The Senco, Kath, was appointed to the SLT in January 2009, re-named as Inclusion Leader and contributed to the second stage of my research programme.

Table 5.4 Information on SLT members at Cedar Bank

Name and Role	Status	Gender	Length of time in SLT	Length of time in post	Responsibilities as described by member
Frances Headteacher	Head	Female	4 years	4 years	Setting the strategic direction of school in consultation with all stakeholders.
Nicola Deputy Head	Deputy Head	Female	4 years	4 years	Deputising for HT, Acting Head for one term. School Improvement Team leader. Global dimension leader (Promotion to Head at local school from Jan 09)
Joe Assistant Head	Assistant Head	Male	1 year	4 years	KS2 Leader Deputising for DH for one term.Team Leader for new framework of Assessment and reporting (Seconded as Deputy Head to local school from Jan 09 with subsequent promotion)
Roisin (TLRa) Assistant Head from Jan. 2009	TLR 2 then Assistant Head	Female	2 years	6 years	Literacy co-ordinator, School Improvement Team leader KS2 leader, Leading teacher for Gifted and Talented
Irene (TLRb) Assistant Head from Jan. 2009	TLR 2 then Assistant Head	Female	7 years	10years	EY/FS and KS1 leader CPD leader,
Kath Inclusion leader	TLR 2	Female	2 terms	13 years	Senco and Inclusion leader of enhanced provision centre from Jan. 2009

5.5.1 Description of Frances, Headteacher

Frances, in her second headship, described herself as having a strong personality and character with a high moral ethos. She cited her leadership strengths as being 'very focused with a clear vision', competitive, achievement orientated and 'a quick and efficient worker'. Observational data contributed to evidence of her leadership in meetings, Frances provided clear organisational systems and structures with information for all members and guidance for their contributions. Frances demonstrated her interest in all

school activities and led discussion through new practice, developing the language of leadership in others. Data evidenced she required everyone to make a positive contribution to whole-school goals with opportunities to 'behave in a leadership capacity' and widen the leadership culture using opportunities to praise achievement and empower others.

5.5.2   Description of Nicola, Deputy Headteacher

Data positioned Nicola as a very experienced teacher and school leader, achieving promotion in the year of my research. The data demonstrated her sense of responsibility and accountability for developing and empowering others as a 'duty' of leadership. She described her own growth in leadership learning by confronting challenging situations and drawing on professional advice. In interview she used the opportunity to reflect on her growth in leadership confidence, her increased knowledge of school systems and strategies particularly in staff development and a readiness to take aspects of this school culture to her new leadership post.

5.5.3   Description of Joe, Assistant Head

Joe achieved promotions at Cedar Bank resulting in a substantive position as Deputy Head in a different school. The data showed his preferred style of leadership as task-focussed, and he said: 'I like to be organised and have tight systems.' Joe's method of working with others reflected this style of working and he considered that he tried to 'give everyone in the team an objective to work towards'. He reflected on his experiences as a seconded Deputy Head which he believed enabled him to identify new strategies in working with differing people and 'build up relationships with staff' as necessary points of his leadership growth.

5.5.4 Description of Roisin, TLRa

Roisin described herself saying: 'I enjoy new challenges, I like working with people and working collaboratively'. She achieved promotion in the year to Assistant Head and developed her leadership skills with colleagues, saying: 'Irene helped me, we bounce ideas off each other' and 'I had a lot of support from cluster Heads which helped'. In the first interview, Roisin spoke of the importance of 'empowering people' to build their confidence, but identified a challenge in asking others for help, saying: 'I like to think of myself as Miss Fix-it, I don't like asking for help and I feel guilty asking other people to do things'. Data from the second interview showed a different perspective as Roisin stated: 'I realised they were happy to help and I made sure I showed them my appreciation'. Roisin was actively applying for Deputy Headships to widen her experience and 'learn from another Head'.

5.5.5 Description of Irene, TLRb

Irene's role and responsibilities as leader for EY/FS and more recently KS1 increased with her internal promotion to Assistant Head for two terms. Irene viewed leadership as a challenge, describing herself as a 'shy and reserved person so leading fifteen people takes some doing'. She attributed her growing leadership confidence to her ability to share her teaching skills and practice with 'other teachers and students', 'doing presentations, leading meetings and school assemblies'. She felt her leadership of an SIT 'across the whole school' helped to build relationships between staff which she thought was a 'key' to leadership. At the time of the second interview, Irene was starting an MA in Leadership and Management but stated she did not wish to apply for promotion, unwilling for the final responsibility of headship.

5.5.6 Description of Kath, Inclusion Leader

Kath considered she needed 'pushing' in her new leadership role and membership of the SLT. Her roles and responsibilities included 'setting up a classroom for the new

SEN provision in the LA. I've got a budget and I'm ordering resources' which she found 'a bit scary'. Kath described her growth in leadership skills, explaining how 'dealing with parents and pupil exclusions' helped to develop her knowledge and relationships with other services. She positioned her development as targets within the Performance Management system which she described as 'very important in setting my focus for the year'.

5.5.7 Documentary evidence

The documentary data I was given evidenced extensive school systems and structures, co-ordinating different aspects of the organisation within a holistic approach, led by members of the SLT. The SDP identified plans with actions by SITs, each led by a member of the SLT, with monitoring and evaluation processes conducted by the Head. The external inspection reports validated the Head's assessments of strong inclusive leadership practice with evidence from the *Investors in People UK Ltd report*[17] declaring a supportive leadership team which created a well motivated and committed workforce. The staff questionnaire was returned by seven staff members with data illustrating an inclusive approach to leadership with shared responsibilities and high levels of involvement in school decisions. Responses from TAs indicated a school culture of support and teamwork with opportunities for HLTA training, foundation degrees and leadership roles. Two examples from TAs identified developing leadership skills, writing: 'I have led meetings about child well-being which included outside agencies' and 'we are given the chance to have our say about how things could improve' (Appendix 19:C9). Field-notes and SLT reflective data from the observations evidenced a 'confident' group of people, knowledgeable about school practice with 'clear agendas' and a 'good team ethic to get things done' (Appendix 19:C8).

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[17] *Investors in People UK Ltd Work Life Balance Model Assessment*. Report for Cedar Bank, 2007.

5.5.8 How are leadership roles practised and developed at Cedar Bank school?

Frances described the leadership culture as a 'traditional hierarchical system' but with 'very real distributed leadership'. Data evidenced all SLT members *setting direction* and leading a school culture of *high achievement.* SLT members identified the School Improvement Teams for their potential in *developing leadership* skills, strategies and confidence, building *knowledge of the whole-school and wider-school agenda.* Frances used her 'Legitimate' power as Head to implement school policies with strong *organisational structures and systems.* Data illustrated her use of 'Reward power' through public demonstrations of support and recognition, evidencing *appreciation and trust* to encourage *new opportunities and creativity.* A 'Coercive power' was available to be used by Frances to ensure SLT commitments were met and accountability was constantly practised, and Roisin commented 'we wouldn't mess with her'.

The experienced leadership team worked in *collegiate school teams* in a school culture of *involvement of others in decision-making* with data confirming high levels of communication and information exchange. Data from SLT meetings indicated an SLT culture in which 'Expert' and 'Information' power provided for effective and *pragmatic leadership* decisions. The *language of leadership,* used to promote professional discourse and affirm others, contributed to members' *job satisfaction and fulfilment in leadership* with Joe appreciating opportunities to 'learn from an outstanding Head'. Data evidenced SLT members' awareness of using motivational and encouraging language to affect others, contributing to a consistency of *leadership approach and style*.

5.6   Information from Damson Valley

The newly expanded SLT consisted of the Head, a new Deputy Head and two teachers, described by Clare as 'developing'. Table 5.5 includes information on the Senco, Marion, who chose not to be part of the research programme but is included as an SLT member and contributed to the two meetings I observed.

Table 5.5 Information on SLT members at Damson Valley.

Name and Role	Status	Sex	Length of time in SLT	Length of time in post	Responsibilities as described by member
Clare Headteacher	Headteacher	Female	6 years	3 years	All those associated with the role Developing efficient, rigorous systems
Rob Deputy Head	Deputy Head	Male	6 months	6 months	Responsibility of Headteacher in absence Assessment and tracking, PM team leader Leading staff to promote Christian ethos of school
Beth CPD leader	Teachers' mainscale	Female	1 year	6 years	PE subject leader, healthy schools and Personal, Social, Citizenship and Health Education co-ordinator CPD leader.
Marion SENCO	Teachers' mainscale	Female	1 year	Information not provided	No information provided. Part-time and unwilling to give time for interviews.

5.6.1   Description of Clare, Headteacher

Clare's professional experience was within this school, moving through from teacher, Deputy Head into the role of Headteacher with data showing her secure knowledge of school systems and processes. She described herself as a 'high achiever' saying 'I look at my personal files, summarise the year and reflect on what I've done and what I need to do next'. Clare confirmed she used her experience and knowledge of the school culture to set a strategic direction, carefully matched to operational procedures, saying: 'It's about being open-minded to ideas but knowing very firmly how we want things to be'. Clare believed her credibility was affirmed through external validation of the

school's achievements, stating: 'We've had the Challenge Award since you were last here, we're very proud of ourselves' contributing to her leadership confidence. Examples from the data illustrated a pragmatic leader, rationalising decisions for her practice and care for staff, as she explained: 'I take a softly, softly approach when introducing new ideas…so that there's less pressure.' Clare appreciated support from a professional development group, instigated through her participation in an NC leadership programme 'Head for the Future' and had taken a committee role as Chair of the local professional association.

5.6.2 Description of Rob, Deputy Headteacher

Rob's new appointment as Deputy Head followed seven years teaching experience in two other schools and completion of an NC leadership programme, Leading from the Middle both as a participant and a coach. In interview Rob described the expectations of himself as Deputy Head in 'setting an exemplary model in the staffroom and in my classroom' which he found 'quite hard, because I've got an awful lot to learn'. He recognised the need to be organised, saying: 'It's not really me, but I need to sit down and make lists'. Data evidenced his development of new systems and structures, particularly for pupil assessment and ecological awareness, which he positioned for their contribution to his leadership development. He considered his growth in personal communication skills and diplomacy as important skills for his leadership.

5.6.3 Description of Beth, CPD leader

Beth had been teaching at Damson Valley for six years as a late entry to the profession. Her new role as staff CPD leader included membership of the SLT and she identified her leadership growth, saying: 'I'm more aware of how the school operates and how it can move forward'. Beth had no official leadership training but stated her growing knowledge and involvement in whole-school developments gave her confidence in her

leadership judgements. Beth considered her job to be 'so interesting and so varied, it gives me a buzz,' and enjoyed the autonomy she was given to extend her leadership role.

5.6.4 Documentary evidence

School documentation was new and indicated a change in the school culture, with formalised systems and procedures for official documentation aligned with internal review systems. Policies relevant to this research were provided by the Headteacher through the year and included the School Profile, CPD policy, The Role of the Subject Leader and SLT roles and responsibilities. The staff questionnaire returns were limited to members of the SLT and reflected a positive approach to leading other adults and a willingness for further leadership training. The responses included: 'We are all leaders and have an input into policies' and 'We are given responsibilities and trusted to make decisions' (Appendix 19:D10).

5.6.5 How are leadership roles practised and developed at Damson Valley school?

Data showed Clare's leadership experience as Deputy Head at Damson Valley was within a school tradition of the Headteacher as the 'Expert' making decisions without consultation. A differently emerging leadership culture, *approach and style* was evidenced through the data as the new Deputy Head and other SLT members provided a new context for leadership learning. The focus for leadership development was to widen the SLT *knowledge of the whole-school agenda* in order to improve *organisational systems and structures*. Clare had 'Legitimate' power, with analysis of the data identifying her attention to *professional and personal development* for herself to increase her 'Expert' power within an *achievement* culture. The context of a limited leadership experience of the three members of the SLT led to Clare taking a *pragmatic leadership* approach, developing their skills and confidence by distributing leadership tasks in a school culture of support and encouragement.

All data from the first observed SLT meeting identified a lack of contribution by members, other than the Head, to *collaborative decision-making* and *decisions which affected their practice*. Observational data located the Head setting direction using practical, functional language to achieve her objectives. The evaluative feedback obtained from the SLT members following the first meeting, identified the importance of an advanced agenda, which 'may have increased participation from all SLT members' (Appendix 19:D9). Data from the second meeting evidenced higher levels of involvement and contribution from all members, with an agenda 'developed' with Clare and Rob and distributed before the meeting. Data evidenced both Clare and Rob as *achievement orientated,* positioning their experiences as leadership learning. The data from this newly formed SLT provides useful knowledge about the professional and personal development of these leaders and positions Clare's leadership role in developing both herself and others.

5.7   Summary

The main focus for this chapter was to present the schools and the participants in the case-study and provide illustrative data for the fourteen organisational categories, identified in the literature review. The fieldwork data shows consistency with literature research findings associated with differences in school cultures, contexts, personnel and experiences, all impacting on leadership practice. I build knowledge from the literature and my professional background to develop my enquiry into the range of leadership strategies for successful outcomes. That is, the strategies selected to motivate and persuade others to achieve compliance and 'secure their commitment' to the goals of the organisation (Hatcher 2005:253). The next chapters will build knowledge of strategies and skills currently used by Primary school leaders in differing contexts to achieve successful outcomes. The wide range of SLT membership, from a Head planning for retirement, newly appointed Assistant Headteachers and teachers with no additional financial

enhancement all provide rich data on their leadership experiences with opportunities for relateability to the profession and research analysis.

The data for this chapter has provided information on the schools and participants using a functional perspective. This interpretation has caused some organisational categories to be more overt than others, particularly the categories *Achievement orientation, Knowledge and actions within a whole and wider school agenda* and *Personal and professional development*. Thus, illustrations for categories associated with the affective impact on of leading change and decision-making, for example *Job satisfaction and fulfilment* is less apparent. Similarly, the underlying issues associated with the selection of leadership strategies, defined as *Pragmatic leadership,* has not yet fully emerged in my analysis. However, in order to address issues associated with implicit and underlying motives and gain knowledge of the rationale for leadership actions and decisions I continue to conduct my analysis using all fourteen categories. The data will be increasingly analysed within a frame of micro-politics and power, informed by this body of literature. Chapter Six develops the enquiry and moves the organisational categories into a construction of five main themes from which to position the research.

Chapter Six

Five key themes to describe and analyse Primary school leaders' practice

6.1   Introduction

I continue tracing the route through which I build my argument and reach my explanation of leadership development as a process that combines different aspects of structure and agency of leaders as an integrated practice. Research questions three and four together frame the enquiry, asking: 'How are leadership roles practised and developed in Primary schools?' and 'What are the empirical findings that build knowledge of Primary school leadership practice and development?' This chapter builds from Chapter Five in which I presented the fourteen organisational categories as research constructions from which to describe, interpret and analyse the empirical research. The data contained within Chapter Five provided many illustratations of inter-related categories, which, although useful for deconstructing the data for analysis, requires a re-construction for meaning (Mason 1996). Using research texts, knowledge gained from the pilot study, my professional experience and the literature review I now locate the categories within five main themes, following the methodology described in Chapter Four with further details included in Appendix 15. The five themes, Table 6.1, provide a framework for the research analysis in this chapter, presented as a cross-site description for the case.

Table 6.1   A table of leadership themes

Architecture of leadership	Building structures of leadership	Context for leadership	Development of leaders and leadership	Emotional aspects of leadership
Achievement orientation	Involvement in decisions which affect their practice	Approaches and styles of leaders	Leaders as skilled teachers	Job satisfaction and fulfilment
Direction setting	Organisational systems and structures	Pragmatic leadership	Professional and personal development	Language and behaviour of leaders
Knowledge and actions within a whole and wider-school agenda	Teamwork and collegiate practice		Seeking new opportunities and displaying creativity	Showing appreciation and trust in others

6.2   An overview of the five themes of leadership

The five themes are constructed from the literature as an organisational framework to present my research findings. The *Architecture of leadership*, describes the planning and direction for the organisation and is informed by official policy documents and recommendations (e.g. DfES 2002, 2003a, 2003b, NCSL 2008, Ofsted 2003a), and professional research literature for findings on the implementation of the official policies (e.g. Harris 2008, McMahon 2001, Southworth 2006). The theme, *Building structures of leadership* explains the processes and systems used to implement the planning, with knowledge of differing school leadership structures and systems gained from a range of literature (e.g. Bennett et al. 2003, James et al. 2006, Pascal and Ribbins 1998, PwC/DfES 2007, Wallace and Huckman 1999) .

The *Context for leadership,* describes the school and personnel variables impacting on the leadership with knowledge drawn from research and professional literature (e.g. Day and Harris 2006, Spillane et al. 2001, Wallace 2002). The *Development of leaders and leadership* explains actions and processes contributing to leadership learning with research knowledge from authors (e.g. Rutherford 2002, Rhodes

et al. 2006, Shamir et al. 2005, Southworth 1998, 2002). The *Emotional aspects of leadership,* describes and explains personnel responses as agents in their own leadership practice and development, drawing knowledge from authors (e.g. Blasé and Blasé 1994, Fullan 2001, 2006, Higgs and Dulewicz 1999). A further body of research literature informs the data analysis of the five themes with critical research literature providing sources of knowledge (e.g. Bottery 2004, Grace 2000, Gronn 2003, Gunter 2001b, Woods 2005). I draw from literature in the field of power and micro-politics to build my descriptions and analysis of school leadership using findings from research literature (e.g. Anheier 2005, Blasé and Anderson 1995, Hoyle 1999, Mawhinney 1999).

I preface each section of the analysis with a summary of my explanations for the leadership themes, integrating the literature findings with the empirical data and my professional knowledge. I then present my analysis using data from the schools to illustrate my field-work findings for the themes interpreted through the categories, shown in table 6.1. This organisational construct for the presentation is not definitive, as cross-categorisation leads to a blurring and amalgamation of categories, which does not affect the validity of the research for this second stage of analysis. The quotations are referenced to schools, personnel and sequence of research instrument, for example, A:HT,SLT(i), identifies the data as school A, Ash Grove, with the Headteacher speaking at the first SLT meeting. An absence of a numerical mark indicates only one interview or meeting took place.

6.3   The Architecture of leadership: Summary of the analysis

Data across the case illustrates the importance given to the *Architecture of Leadership*, planning for school improvement, raising pupil achievement, setting new directions and building knowledge in different areas of school life. The literature identifies school improvement and school effectiveness as an imperative for official policies to 'shape the environment for primary. . .schools in England' (McMahon 2001: 131). The consistent message in the official documentation is for improved provision for children,

(DfES 2002, Rutherford 2003). This provides the focus and direction for all school planning, with the *Architecture of leadership* judged by ideologies and descriptions of successful schools (Leithwood et al. 2006). The research literature identifies the restructuring of Headteachers' work and identities as 'new professionals' in a 'market' environment (Grace 2000) with political reforms impacting on the profession and increasing the range of responsibilities and accountabilities for all school leaders.

The empirical data illustrates the importance of official policies in leaders' practice with the knowledge of legal requirements and expectations under-pinning much of the discourse, particularly referenced to the Children Act (DfES 2004a) and Ofsted inspection requirements (Ofsted 2002, 2003a). Data demonstrates leaders paying importance to improving their knowledge and awareness of whole-school and wider issues, often measured by internal performance management systems. Leaders considered improved knowledge of school planning increased their confidence, enabling full contribution to SLT meetings and team leadership. The research literature identifies the importance of '*Information power*' and '*Expert power*' as sources of power from which to control information flow to others and influence decisions, both closely related to leadership (Anheier 2005: 161). Data from interviews give importance to SLT meetings for their impact on leaders' development, with opportunities to share information and make informed decisions. The meetings were also used by Headteachers to reinforce SLT commitment and compliance to the organisational goals and direction.

6.3.1(i)   *Achievement orientation*

The data provided evidence of school leaders focusing on school achievement measures identified for pupils, staff and school. Clare stated: "It's the culture of the school, everything has to be ticked, we are good but we can always be better" [D:HT(i)]. Graham told the SLT: "we need to raise our aspirations and in the children themselves" [B:HT,SLT]. Karen, Deputy Head at Ash Grove, reflected on her contribution to raising achievement, saying to staff: "Right, we're having planning diaries, achievement levels

and consistency across the school" [A:DH(i)]. Nicola, Deputy Head at Cedar Bank, considered: "It's a can-do culture here, everyone is seen to have skills" [C:DH]. Mark and Graham both spoke of their leadership in improving teacher performance in order raise pupil achievement as they explained:

> "We had to raise teachers' expectations before we could raise the children's performance and we had to involve teachers in assessment processes. This had never happened before" [A: HT(ii)].

> "Although we said that the children were under-performing actually the staff competency levels weren't high enough. This took a year but we did a lot of intensive support amongst ourselves and at the end of it we all became more knowledgeable and this was then cascaded on to the Teaching Assistants" [B: HT(i)].

SLT discussions provided the senior leaders with opportunities to share their knowledge, raising awareness of pupils' achievement, in order to make decisions on whole-school strategies for direction and improvement. An extract from the SLT meeting at Beech Walk evidenced a group of school leaders working together to address issues of pupil achievement with agreed strategies to raise academic standards in English:

HT: "Using all this performance data we ask, as an SLT, 'what are we going to do about it?'
AHT2: I'll use the SATs and see what they've got wrong and then teach that, it will be the whole-school focus for moderation.
AHT1: The TAs need to be aware of this. We need a focus for each class so that everyone knows what they're expected to teach.
TLRa: It's all about stating the expectations
TLRb: So we've agreed we're going to focus on the writing and low ability readers
HT: It'll be tricky in KS1 but we've got to do it" [B:SLT].

This extract provides an example of leadership development for this theme. Graham set the direction for the meeting, asked leaders to contribute their pedagogical knowledge to improve teaching and learning, and commissioned them to communicate the leadership direction to all staff.

6.3.1(ii)   Direction setting

The data from all four sites evidenced the Headteachers as the decision-makers of all major school developments, setting direction according to school needs and identified in the School Development Plan or other documentary evidence. Data showed the Heads used SLT meetings as a forum for providing knowledge and setting the direction for the members' leadership. Mark and Clare stated:

> "You'll see what I've done is taken our Ofsted report and identified the five areas for us to improve and focus on in team meetings and leadership meetings" [A:HT,SLT(i)].

> "We've finished the SEF together and the outcomes are what build the SDP and those are our priorities for the PM targets. The three priorities for the year are ICT, APP and writing" [D:HT,SLT(ii)].

SLT members also set direction for their leadership practice, associated with identified school goals or personal interests, for example, Rob's leadership of ecological developments at Damson Valley [D:DH(ii)]. At Beech Walk, Pam identified a different direction for her future leadership of Early Years which she was leading due to Vicky's promotion, saying:

> "I'll be running the Early Years differently than Vicky, I told the teacher in Y1 that playtimes will be different, they won't like that, and I am thinking about future ideas" [B:TLRb(ii)].

6.3.1(iii)   *Knowledge and actions within the whole and wider-school agenda.*

All four Headteachers identified the importance of widening their knowledge to enact their leadership with Frances and Clare saying:

> "You've got to have a good knowledge base and be able to access it, it's all about Health and Safety, personnel, budget knowledge, that all gives you security and strength. It's about having the knowledge and the ability to make the right decision at that moment. It's about being confident and being brave" [C:HT(ii)].

"I'm also involved in a formal professional development group, that's helping me to see the wider picture and become more solution focussed" [D:HT(ii)].

The importance of gaining knowledge of the school systems and the wider agenda was identified by Rob, the new Deputy Head at Damson Valley as he explained:

"Getting the bigger picture has been a really important part of my work this last year, seeing how a school is run and seeing the links between all the different business of the school and how PM fits into the cycle. Some of the acronyms I had no idea about that, I didn't even know there was an RE SEF that had to be done" [D:DH(ii)].

Data showed the senior leaders in all schools valued opportunities to increase their knowledge, which they identified as making a significant contribution to their development as leaders, seen in these responses;

"Clare is really getting me involved with things, like the Finance Committee. Now I'd like to get more of a grasp of the school funding and the way the budget is used" [D:DH(i)].

"I feel more confident contributing to the SLT and staff meetings because I know more about whole-school issues now" [D:CPD(ii)].

"I attended a meeting about the extra hours in nursery that are starting in 2010, it was a meeting the Head should have gone to but she sent me instead, as Foundation Stage leader and now I know what I need to do" [C:TLRb(ii)].

"The Child Protection conferences can be quite daunting at times, they are getting easier when you know how they work and what's expected of you at them" [C: TLRa (ii)].

The data illustrates the effect of these experiences on the knowledge and developing confidence of the leaders and also the development of the SLT of which they are a member. However, the developing confidence of the SLT has the propensity to exclude others from their group and their knowledge may be positioned as a source of power within a micro-political frame providing a source of wider research interest.

6.4   Building structures of leadership: Summary of the analysis

The evidence for this leadership theme, confirms its importance for leadership practice and development. The literature review provides knowledge of the broadening of the leadership group (DfEE 1998) with findings from research literature on SLTs and staff participation (Wallace and Huckman 1999) supported by current field research for this thesis. The concepts of collegiate practice in Primary schools and staff involvement in decisions are well-documented in the research literature (James et al. 2006, Pascal and Ribbins 1998, Yeomans 1987) with empirical data findings supporting this research for its contribution to leadership. The official policies and recommendations (DfES 2005), required new systems and structures for new teams, new leadership roles and increased workloads, described in the research literature (Bennett et al. 2003, Spillane 2001) and evidenced across the case. The field-research identified leaders creating new structures and systems to enact their own leadership described in the literature as 'distributed practice, stretched over. . .actors' (Spillane et al. 2001:23).

The evidence of expansion and distribution of leadership work in the field attunes with Gronn's (2003) definition of work intensification as 'greedy work' (148) with expectations for all staff to widen their responsibilities. However, if power is structured into all activities, events and social relations, as Foucault (1977) argues, then distributing the leadership provides opportunities for differing sources of power. Data evidenced staff at Damson Valley refusing involvement in PM processes which they considered to be the work of the Head, representing a challenge to their collegiate style of working and associated with issues of power, moral and ethical expectations (Woods 2005). Documentary evidence contributed to interview data to confirm the importance of implementing formal systems and structures in SLT communication with all staff and was identified as a significant theme of leadership development.

6.4.1(i) *Involvement of others in decisions which affect their work*

An important aspect of developing leaders at Beech Walk was expressed as the involvement of others in school decisions. Graham told me he wanted his staff to have 'ownership' of tasks and decisions and he encouraged a school culture of open dialogue, saying:

> "A lot of development is done informally, I don't like meetings for meetings' sake. But we also have reflection times, for example in Inset, I'll say 'tell me about the school development plan, talk to each other and then make some notes and let me have them.' I need to know what others think we have achieved and what the thinking is through the school" [B:HT(i)].

Nicola told me how Cedar Bank encouraged staff involvement in decisions which she positioned as leadership, explaining:

> "Right the way through the school, teachers, cleaners, caretakers, parents, they don't come with a problem, they all come with a solution to the problem. It's about giving people freedom and confidence to problem-solve" [C:DH].

Members of the SLT at Beech Walk confirmed the open culture of decision-making which was appreciated by Pam, as the data revealed:

> "I'd look through the Literary resources myself but I'd get all the staff in because I think you've got to get everybody on board, if people think they've had a say in a decision it makes a big difference" [B:TLRb(i)].

Pam's leadership practice may have been affected by a negative experience of being excluded from a decision-making process which she recounted in interview, saying:

> "I'll never forget that meeting when there were three of us left outside, and there were eight in the room. We thought we must be really odd if we need all these people to meet and then come and tell us what to do afterwards" [B:TLRb(i)].

This extract provides an example of thematic cross-over with data providing knowledge of school systems and the emotional response as an influence on leadership practice. The

data from Damson Valley showed that staff involvement in decisions made a difference to the leadership direction and affected SLT goals. In interview Clare explained that staff considered it was the Head's responsibility to make PM judgements on teachers' performance, and they did not want involvement, as Clare explained:

> "We're doing classroom observations again but we've decided we're not going to do the Ofsted gradings, staff found that very stressful. They didn't feel qualified to judge somebody else and give them a grade. But they will do the feedback now, the interaction and discussion about classroom practice" [D: HT(ii)].

During the first observed SLT meeting at Ash Grove, members discussed monitoring teachers' planning for curriculum provision. Mark agreed to implement a new system and delegated, to the SLT, the task of explaining the new arrangements to their teams. This may be perceived as a micro-political strategy as Mark distributed the leadership to SLT members, ensuring their commitment and compliance to the organisational goal.

6.4.1(ii)   Organisational systems and structures

The schools differed with regard to the amount of documentary data produced, with a wide range of documents associated with official and local requirements. Leaders at Cedar Bank used their systems and structures as organisational tools for school improvement as Frances demonstrated at the observed SLT meeting, saying:

> "I'm going to go through the long-term plan, you know which bits are yours, it's all colour coded and we need to know whether it can be ticked off or pushed forward to next year" [C:HT,SLT(ii)].

Developing the leadership of the new Deputy Head was the rationale for generating paperwork as Clare built his knowledge of school systems, and in her second interview she stated:

> "Rob and I have just had the morning looking at the SEF, knitting things together more and having more rigorous systems" [D:HT(ii)].

Rob recognised the importance of consistent organisational systems and structures for his own leadership growth, providing opportunities for improvement, saying:

> "We've now got a Yearly Planner, it gives you nine month's warning when something is going to happen. You know when you're going to review policies and I can see ways of making things more manageable" [D: DH(ii)].

There was a variance of practice in producing operational systems and structures, with data showing the importance of this theme for developing leaders. SLT members at Ash Grove and Beech Walk identified the need for consistency of practice and expectations, recognising the impact on others, but feeling unable to change the Head's practice. However, they positioned this as development for their own leadership, saying:

> "I'd get more things down on paper, it's about having clear systems for monitoring their effectiveness" [A:DH(i)]
> "I felt our basic skills were going to suffer, and they did" [A:KS2(i)]
> "You need agendas and outcomes for meetings for a paper trail of evidence" [A:EY/FS].

> "Things are being arranged which haven't been put in the diary and it's creating trouble. You have to make allowances for people taking different lengths of time to do the jobs. People need an outline for the term so that they can see where we're going. You need to be thinking ahead all the time and people need a prompt. We normally have diary dates and we haven't got them at the moment and it's a nightmare" [B:TLRa(ii)].

The impact of the negative Ofsted inspection at Ash Grove resulted in a considerable increase in organisational systems through the school, evidenced by data from the SENCo, concerned about staff knowledge of Individual Education Plans (IEPs):

> "I've asked for a staff meeting about writing IEPs. It hasn't been done before, but now I'm beginning to lead all members of staff and I'm giving them systems to complete and follow" [A:Senco].

Joe described the school systems and structures through which he developed and strengthened his leadership authority:

"We have an SLT meeting every Monday with an agenda set on the Friday so that at the staff meeting on Tuesdays we're all singing from the same hymn sheet. We've had the opportunity to raise concerns on the Monday then it's all out of the way and we speak with one voice" [C:AH].

6.4.1(iii) Teamwork and collegiate practice.

Leading teams was identified in data as a meaningful experience for developing leadership skills. At Cedar Bank an established school structure of SITs, led by an SLT member, involved all members of staff. Thus, each member of the SLT had a major role in school improvement, developing knowledge of whole-school issues and leading team members within an efficacious process, as Frances explained:

"Everyone needs to know what the school goals are. Now I've got four teams, one working on reading, one on the travel plan, one on enrichment and one on multi-cultural, the key issues on the school improvement plan. So in that hour and a half meeting I've got four things being actioned" [C:HT(i)]

Joe, Assistant Head at Cedar Grove, described a leadership strategy he used to increase his team's knowledge in order to improve reading standards, saying:

"I try to give everyone an objective to work towards. I asked my KS2 team to look at phonics and find out how it was being taught in KS1, then come back to the team and share that information. It gives everyone a voice and shares the understanding" [C:AH].

SLT members at Beech Walk identified teamwork for its potential in 'sharing the workload' and 'building a team ethos and team spirit' which, data confirmed, was valued as a school practice. Vicky, Acting Headteacher at Beech Walk and preparing for a new post of Headship, described the importance she placed on teamwork, saying:

> "Building that team spirit is a real challenge, you have to build relationships and if there are barriers, know how to overcome them. Getting people on your side, making sure that people want to work together, that's the biggest challenge for a leader" [B:AHTa].

Data collected from the second SLT meeting at Ash Grove evidenced leaders sharing information on the professional growth of their teams as Julia and Jenny said:

> "They are now having good professional dialogue about assessment levels and making good judgements" [A:KS2,SLT(ii)]
> "They are working as a team now with basic respect for each other" [A: EY/FS, SLT(ii)].

The fieldwork provides examples of leaders gaining confidence and skills, building knowledge of school systems through their active involvement and also through participants' negative experiences and perceptions for positive re-framing. The theme offers knowledge on leadership strategies to assert power and control through positioning information and organisational systems within a micro-political frame. Distributed leadership may be viewed as a method to share the workload and responsibility, but empirical data identified leaders conducting this practice within tight boundaries of the Head's authority.

6.5   Context for Leadership: Summary of the analysis

The theme, *Context for leadership,* is positioned within a structural and agential perspective as leaders make choices and decisions considered appropriate for the circumstances (James et al. 2006). The literature provides knowledge of leadership identities as constructions through usage of different approaches and styles (Shamir et al. 2005) with impact for personal and professional growth (Boyatzis 2006). This construction is evidenced in the fieldwork as a continual process of pragmatically selecting a leadership style and approach for the context. However, the selection may result from personal and professional experience, intelligence and intuition associated with the

leaders' agency, rather than a response to official recommendations and NC training programmes, e.g. *Leadership Pathways*.

For example, documentary data showed the Headteachers using labels, developed by Hay McBer and Goleman (Goleman et al. 2002), to describe their preferred leadership styles as 'coaching' and 'democratic' with the use of a 'coercive' style perceived as having limited impact for longevity. However, this terminology was not generally evident in the empirical data. Similarly the practice of distributed leadership was evidenced across the case but this term was not used by leaders, other than the Head, although privileged as a leadership approach by official literature (Hartle and Thomas 2004, PwC/DfES 2007). Findings from the field are consistent with research findings which describe leadership development as 'osmotic' with 'context-specific learning' deepening knowledge and understanding (Southworth 2002: 86).

The literature identifies the dual role of school leader (Hughes 1985 cited in Rutherford 2002) with responsibilities for site management and resources in an efficient modern management culture. The work of school leaders, shaped by contextual situations provides opportunities for re-shaping according to the leader's choice of direction, using micro-political strategies identified in the research literature (Blasé and Anderson 1995, Hoyle 1999). SLT meetings provide opportunities to engage in leadership work, sharing knowledge, raising concerns and prioritising actions, activities described in the literature as contributing to leadership development (Gronn 2003, James et al. 2006). The field-research illustrates leaders using different strategies and tactics to resolve conflicts of interest and achieve compliance and solidarity, which may be framed within knowledge on the different assertions of power (Parsons 2002).

6.5.1(i)   Approaches and styles of leadership

The data provided evidence of the leaders selecting and using different leadership approaches and styles in response to differing contexts and circumstances. In interview

Mark reflected on his selected approach at the SLT meeting, saying: "I was aware at one time they had taken over and that's what I wanted, I can step back and keep the overview" [A:HT]. Roisin considered her post as an Acting Assistant Head increased her knowledge of the range of responses available to Heads as she explained:

> "When Frances was out of school for a week, I was liaising with cluster Headteachers and seeking their support on issues about child exclusion, attendance and a parental appeal. It's widened my knowledge and made me realise that even in a five minute conversation you can get an insight into their style. They'd give me different answers, and it wasn't wrong or right, I found that really interesting" [C: TLRa(ii)].

The data identified leaders learning from each other, selecting strategies for their own use, described by Pam at Beech Walk: "I have worked with three Heads here, you watch what they do and you cherry-pick ideas for yourself" [B:TLRa(ii)]. In preparation for her future headship post, Nicola reflected on her own leadership practice, saying:

> "There are different ways of doing things and it's important to find a way that works for you. I watch but I also think 'I might not do it like that', so you imitate or adapt it. And people tell me they do that with me. All the time thinking about things and seeing how they work for you" [C:DH].

In the second interview Clare spoke of her change in leadership style, stating: "I've started to share my plans with the SLT now that we have meetings every half-term, they need to know what's going on in my head" [D:HT(ii)]. An extract from the second observed SLT meeting at Damson Valley identifies Clare in a role of site manager, explaining the responsibilities of headship and including SLT members in decisions to assign resources:

> HT: "This role is split into two completely different parts, business manager and curriculum manager. You need to know about the roof and the drains and the money, it ends up being about Health and Safety and safeguarding children. We need to talk about the ICT in school.
> DH: What do we want it to look like?
> Senco: I think everyone would be glad to get rid of the ICT suite and use the room for something else.

DH: That would make it easier for ICT to be an integral part of every lesson.

CPD: We need to find out about getting internet into every classroom and a printer, and what about decent ICT support?

HT: That would be expensive, I've had some companies putting in bids.

DH: We need more than one colour printer.

HT: Right, I'll identify costs and see if we can get the PTA to help and also get some matched funding" [D:SLT(ii)].

This example provides knowledge of an SLT discussion on resources but also highlights the importance of the meeting as an opportunity for leaders' development. For example, Rob indicates his concern that ICT should be integrated in all areas of the curriculum, Marion as Senco may have a plan to use the ICT suite as an SEN resource area, Beth, CPD leader identifies training and development opportunities and Clare considers the importance of financing the venture. The discussion may be positioned as a useful micro-political device, enabling all four leaders to contribute, both to the common concern, but also within their own leadership roles, selecting opportunities to speak as a construct of power (Foucault 1974 cited in Ball 1990:3). The examples above illustrate leadership practice in which the final decisions affect many groups, with the potential for legal implications in the event of mis-judgement. Roisin sought support from informed others, Nicola used her experience to select approaches and styles suitable for the context, Clare discussed school management with the SLT but took the final responsibility for procuring funding to implement the changes.

The data identifies the significance of this theme in leadership practice, as leaders knowingly select different responses which reflect the context and their goals. Although many of the leaders had pursued national professional development programmes, their learning from this knowledge was not overtly evidenced in the data. Rather, the data indicated that leaders' knowledge of different approaches and styles was largely gained from assimilating different leaders' practice and using this experience with their own agency to judge appropriate and contextual responses. It may be argued that leadership

styles to implement goals are a natural extension of teaching styles to motivate pupils, using selected strategies for the pupose within a context of legitimate power and authority.

6.5.1(ii)   *Pragmatic leadership*

The empirical data identified school leaders making decisions in response to the immediate situation, using their knowledge gained from previous experiences in similar situations to provide a rationale for their decision. Leaders described previous situations which impacted on their own leadership, an example was given in section 6.3.1(i) by Pam who ensured she involved others. Frances stated her commitment to empowering staff to make decisions, but took a pragmatic approach to over-seeing all letters of communication to parents, saying: "it keeps me informed as to what's going on" [C:HT(i)]. This high level of attention to detail was noticed by SLT members with potential meaning for their own development, as Roisin explained:

> "She keeps Governors informed with everything, no matter how mundane, whereas… a previous Head didn't …and that created a lot of tension and a lot of troubles. Frances always consults with them…and asks their opinion on most things" [C:TLRa(i)].

Clare took a pragmatic approach to her leadership and expressed her strategies for implementing new Government policies and procedures, which she shared with her leadership team, saying:

> "When initiatives come in and land on the desk we need to think about how they fit in with this school, so people don't feel overwhelmed. You have to be very aware of what is happening and you have to bring back to staff what you think is going to be important and feed it in gently" [D:HT(ii)].

The Deputy Head of Ash Grove, replacing Jenny as the new KS1 leader, considered the importance of pragmatism when using different leadership styles and approaches to address sensitive and challenging situations. Karen described her preferred style of leadership as "identifying a problem, deciding a solution and implementing it" [A:DH(i)],

but recognised that this was not always appropriate. The data evidenced leaders making a pragmatic response to situations, choosing when and how to share information, which may be positioned as a micro-political strategy to achieve their goals. The importance of listening to gather knowledge, as a pragmatic strategy, was identified by Graham who used covert strategies to gain information from his Assistant Heads in a meeting, saying:

> "I don't want to lose touch with what's going on, so sometimes, if I want to talk about certain issues I'll stage manage it and warn the two Assistant Heads beforehand and ask them to sit beside people and listen to what's being said. I need to know if this meeting is a complete waste of time because the issues I think are hot are not" [B:HT(i)]

6.6   The Development of leaders and leadership: Summary of the analysis

This theme is identified in the literature review (e.g. Harris et al. 2003, Hartle and Thomas 2004, PwC/DfES 2007), with recommendations and expectations for Headteachers to provide opportunities to develop new school leaders. Empirical data evidences activities, events, working patterns and structures, positioned as leadership development, with the propensity for improving knowledge and experience for current and future roles. The expectations of SLT roles and responsibilities, informed by official legislation and recommendations, particularly relate to performance management systems (DfEE 1998), school inspection frameworks (Ofsted 2003a) and re-structuring workloads and the workforce (DfES 2003a). The research and professional literature (e.g. Day and Harris 2006, Pascal and Ribbins 1998, Southworth 2002) informs my empirical findings, describing leadership as an inter-connected ability to provide 'learning and achievement cultures whilst at the same time manage ongoing tensions and dilemmas' (Day and Harris 2006:5). Data evidences SLT members managing an increasing workload, leading teams of staff and building collegiate systems with an imperative to raise pupil achievement.

Hargreaves and Fink (2006) identify the importance of collegiate relationships for their functional role in achieving school goals, thus positioning the leader as instrumental in developing such relationships. Ranson (2003) describes the 'cultural code' of the

organisation which expresses the principles and 'shared assumptions' for its members (464). Thus, increasing external regulation for 'performativity' impacts on the shared professional imperative with leaders shaping their identities to lead the school improvements. However, leadership roles and tasks do not necessarily impact on leaders' identities and development with other variables associated with personnel characteristics, school culture and micro-politics all affecting the leaders' performance, consistent with the field-research (Bottery 1992).

6.6.1(i)   Leaders as skilled teachers

The empirical data illustrated SLT members positioning their teaching skills as a valuable resource for their leadership in improving academic standards, curriculum provision, school discipline and pastoral responsibilities. Frances traced the development of leaders through a professional trajectory of building experience and confidence, saying:

> "If you're a good teacher and your class behaves well, you earn respect from your colleagues and that gives you the confidence to work with them and take on an area of responsibility, if you do that well, again you get respect. I got where I am by being a really good classroom teacher" [C:HT(ii)].

Members of the four SLTs described important moments impacting on their own confidence and credibility, which they considered as leadership development, gained through their teaching expertise. Pam identified her own leadership growth at Beech Walk by leading a new IT project, which she considered had raised her professional confidence;

> "Graham told me I was to have the new Smartboard and he said 'we need you to make it work in your classroom.' I think that was quite a turning point for me really, up until then I'd always been on the sidelines but suddenly, 'someone thinks I can do this.' Now people come to me for advice" [B:TLRb(i)].

The data identified teacher leadership at Ash Grove with participants' belief that their leadership credibility was gained through their effective classroom teaching, as they explained:

> "I had to build my reputation in KS1 so I started with the reading standards as I was a leading literacy teacher, and once I'd given them hard evidence and facts, they were asking me for advice" [A:DH(i)].

> "When I'm introducing a change or a new idea to the team, I think there's massive weighting behind the fact I'm a full time teacher. I can share my experiences and share the value and the pitfalls of what I want to implement and I talk about the impact on children's learning" [A:KS2(ii)].

Clare used her knowledge as a skilled Primary school teacher to inform her leadership decisions as Headteacher. The extract below contains evidence of her understanding of SEN support and her expectations of a TA's role. Clare shared this pedagogical knowledge at the SLT meeting, displaying evidence of strategic and operational modes of leadership, saying:

> "Some of the children are being withdrawn from the classroom when they need to be included and learn how to work with the class. The TA's timetable must be for some SEN in-class support and she needs to be with Evie and not trying to catch up on hearing readers" [D: HT, SLT(ii)].

6.6.1(ii)   Professional and personal development

The data evidenced leaders showing commitment to developing their own leadership skills, Karen reflected in interview:

> "You think when you've done NPQH and been a Deputy and Acting Head, you don't need much more developing, and actually you're on a massive learning curve all the time" [A:DH(i)].

The four Heads spoke of their intentions to widen the experience of the members of the SLTs in their personal and professional development. Mark encouraged the SLT to set their own agendas and strategies for team meetings, stating:

> "I'm hoping I'm giving them the confidence to actually run their own teams. I want their agenda to come from the SLT meeting but it's theirs. I've told them not to try to do everything at once, just go in with one or two targets. I can step back and keep the overview" [A:HT(i)].

Graham used an SLT meeting to facilitate a leadership development session, at which the two Assistant Heads, Vicky and Stacey led Chris and Pam, the two TLRs, as they all analysed pupil achievement data. He explained the rationale for this process to them, saying:

> "You need to be switched on about the achievement levels in your subjects. I did this with Vicky and Stacey last year and now they are going through it with you. The purpose of this exercise is to analyse the data and then you can go through it with the teachers. I need you to take responsibility to find out what went wrong and why there was under-achievement. I need you to produce a report and have ownership of the improvements" [B:HT,SLT].

Data from SLT members evidenced this was seen as a worthwhile activity to develop knowledge and build meaning for their leadership identities in their roles. Clare stated her leadership role as a responsibility to widen staff's pedagogical knowledge and understanding of whole-school issues, and explained:

> "I encourage all the staff to develop their leadership and management. They have budgets for their classroom, subject leadership and CPD, they use them well and there's no wastage in that system" [D:HT(i)].

The data evidenced school cultures in which SLT members identified their expectations for development, but the realisation was often dependent on the Headteacher. Roisin provided data describing the Head's influence in promoting staff to leadership roles outside school including herself, saying:

"One of our HLTA's was doing a PM interview with a TA and Frances was observing. She rang the LA and told them how fantastic she was and now she's in a lead HLTA post in the LA. Frances recommended me for a leading Literacy teacher role in the LA" [C:TLRb(ii)].

A discussion during the first SLT meeting at Ash Grove, positioned Jenny, EY/FS leader, asking for development to widen her professional knowledge:

HT: "When the LA come in they can give you a session.
EY/FS: You mean a grilling, actually I want that. I need to have some experience of being asked those questions.
DH: It's better to be put under pressure from someone who is non-threatening than by Ofsted.
EY/FS: I need to be told, 'What you said was OK but you could have added these points' or 'That was a weak answer, you need to think more carefully about ...' I haven't had any leadership training and I need to know how to interpret data systems and analysis" [A:SLT(i)].

The argument for developing leaders' professional knowledge to build personal confidence is clearly identified in this extract. The lack of leadership knowledge and training for this leader, appears to lie within the privilege of the Head, but the rationale for this omission is not identified in the data.

6.6.1(iii)   Seeking new opportunities and displaying creativity.

Frances described a system she introduced of one-to-one interviews at Cedar Bank, whereby all members of the organisation were encouraged to develop experiences which she conceptualised as leadership, saying:

"Some staff want the opportunity to lead a whole-school assembly or organise a parent workshop. They come to me or their line manager and we look for opportunities for them. I had an NQT who planned an enrichment day and he led it beautifully. Now who'd have thought 'we'll ask the NQT to lead an enrichment day?' I document all the actions we've decided and then re-visit them through the year to make sure they've happened. Eventually if the potential for leadership is there, it will come out" [C:HT(ii)].

Rob and Beth were pro-active in developing their leadership as new members of the SLT at Damson Valley. Rob explained his ideas for new school initiatives, saying in the second interview:

> "I've done a lot of work on ecology this year and I've had an idea about getting a wind turbine. So we can cut down on our carbon footprint. I've investigated funding and we can get £10,000 from the co-op and £15,000 from a Government grant. We need another £5,500 so I'm doing the Beijing marathon in October to raise money for it" [D:DH(ii)].

Beth considered she knew much more about 'how the school operates' which increased her confidence and she described her leadership of a new school project, saying:

> "I feel ready to lead this and develop it with parents. I know we've got a problem with cars and I've done risk assessments and sent questionnaires to parents. Now I'm going to put forward a walk to school day, I'm going to do an assembly and get the children involved" [D:CPD(ii)].

The data indicated that less experienced SLT members gave attention to developing themselves whereas more experienced SLT members considered their development through developing others. Stacey gave an example of her leadership work, saying: "I said to Damian in a staff meeting, I've seen this in your room, you're good at this, can you tell everyone about it?" [B:AHT2]. This example demonstrates Stacey's knowledge of Damian's classroom practice, a useful teaching and learning tool, an understanding of the importance of sharing this with staff and the importance of public appreciation of Damian's work, evidencing EI micro-political strategies of praise and motivation to raise standards through the school.

The research identifies the importance of this theme for leadership practice and development, with empirical data showing leaders as engaged learners, describing methods by which they acquired new skills and knowledge. The data evidenced school cultures in which functional tasks and activities were increasingly delegated to all SLT members with shared expectations of success and self-improvement.

6.7   Emotional aspects of leadership: Summary of the analysis

This theme is evidenced through the other four themes, for example, research literature on consultation and participation identifes the contribution made to staff motivation and commitment (Wallace and Huckman 1999). However, I argue that the theme has singular importance and I draw knowledge from the field literature to analyse empirical data (James et al. 2006, Southworth 1998, 2002). I also draw knowledge from literature on EI to inform the data analysis of overt and covert processes, used by leaders, to build trusting relationships, raise self-esteem and build confidence (Higgs and Dulewicz 1999). The literature review in Chapter Three considered the use of power within a micro-political perspective to achieve solidarity and attain the goals of the leader (Lukes 2002). However, the use of power within the cultural norms and values of the participants, as identified in the empirical data, legitimises the discourse and leadership actions (Busher 2001). Blasé and Anderson (1995) argue that the theoretical notions of power to accomplish goals may be positioned within ideologies and values as a contrivance to influence the emotions and motives of followers, again, confirmed in the empirical data. The professional consciousness and integrity of the SLT was not challenged when presented as normative and value-laden to raise achievement levels for children, as defined by the official and legal requirements.

SLT members provided considerable empirical evidence for the theme, identifying the importance of 'open and supportive' leadership cultures in which they 'felt valued'. Data showed they considered the ability to recognise and respond to others' emotional needs to be a necessary strength for their leadership development, and identified it as a transferable skill for new contexts, structures and agents. The empirical data identified the importance of developing inter-personal skills and confidence to lead others by building trust to increase self-esteem, job satisfaction and motivation, supporting the research literature (Blasé and Blasé 1994, Fullan 2006).

6.7.1(i) *Job satisfaction and fulfilment in leadership*

The empirical data provided evidence of job satisfaction and personal fulfilment gained through the additional work and responsibilities as school leaders. This was not always articulated, but evidenced as a second-order process as a consequence of first-order processes, for example achieving outcomes and gaining confidence. The three SLT members at Damson Valley expressed high levels of self-esteem and personal confidence. Beth said: "I would never have seen myself getting to this stage in such a short time" [D:CPD(ii)]. Rob also found the whole-school involvement provided him with levels of job satisfaction he had not anticipated, stating:

> "I'm finding I'm really enjoying the whole-school things, probably more actually than the class work. Sometimes I get bogged down but I'm definitely the most happy and confident than I've ever been" [D:DH(ii)].

For Clare, job satisfaction was also gained with an extension of her role in a local professional association, on which she reflected:

> "I've had to be more pro-active and be a spokesperson in my role as Chair. The LA have asked me to find Heads for committees so I've widened my network and I've enjoyed it more than I thought I would. I'm feeling more confident standing up at Director's briefing meetings for Heads and I'm beginning to think I can do this job as a leader" [D: HT(ii)].

SLT members at Cedar Bank all identified their job satisfaction, often gained by working with others, Joe said: "I get a lot of job satisfaction from leading others in staff meetings and Inset, that's my best CPD" [C:AH]. He also reflected on the importance of delegating tasks in order to spread the sense of satisfaction, saying:

> "If I was always the one who did something then I would always be the one who felt good about themselves. Now we've got TAs who come to me and say 'I've done that, I've achieved something on the SIP.' How good must that feel?" [C:AH].

6.7.1(ii)   Language and behaviour of leaders

The selective use of leaders' language and behaviour, particularly when motivating others, provided a significant research interest for the case. Data showed Mark at Ash Grove, describing his approach to managing the emotions of the group, telling them to use the negative aspects of the inspection report as a lever to re-activate new directions for classroom practice. He stated:

> "I told them we've got two choices, whether we like it or not Ofsted will be back. I said to staff we could all moan for six months, but the moaning stops now, and this is what we need to do. We had a plan from day one and Karen and I decided what we needed to do" [A:HT(i)].

Corroborative data indicated Mark established a leadership position of confidence and emotional resilience to criticism, from which he persuaded the SLT to adopt a similar approach, advising them to "go to meetings, say which school you're from, talk about the interesting work we're doing, be brave" [A:HT(i)]. Jenny believed that everyone on the SLT should "be on board, it's important to have a unified approach" [A:EY/FS]. Julia identified qualities of leaders that she would want to emulate as a developing school leader, saying:

> "I like my leaders to be passionate and care about what they're talking about. You think there must be some value in it if they care so much. If they really see it as something so important, then I want to share in that commitment" [A:KS2(ii)].

Julia also valued SLT meetings for their contribution to her leadership development, saying:

> "It's the talking in the SLT meetings, engaging in dialogue and having the time to bounce ideas off each other which help me to feel like a leader" [A:KS2(ii)].

In interview Graham, Head at Beech Walk, used emotive language and behaviour to interpret his own leadership, saying:

> "It's all about being organised, committed, passionate, realistic and conscious about how to work with people. You can't go around badgering and bullying them. I would have a quiet word if I saw that happening and tell them that it's not the way we do things here. I will challenge people and I expect them to challenge me, it's not personal, it's all about the right thing to do for the children" [B:HT].

Graham's choice of language and behaviour affected others, and Stacey believed: "The biggest thing about leading people is about listening to them, letting them know that they're valued and being open to their ideas" [B:AHT2]. Pam described the new attention she was giving to her choice of language, saying:

> "I'm more aware of talking positively now, I use it to encourage myself and encourage others especially in the staffroom. Being a leader is all about your relationship with other people and I feel trusted, I feel secure and I'm happy. As a new member of the SLT I've risen to the challenge and got stuck in, I'm looking forward to the next bit, it's giving me a buzz really" [B:TLRb(ii)].

Frances described her practice of observing SLT members operating in their roles with associative professional development. Data evidenced a process of development for Joe which he described as 'very powerful' in impacting on his own leadership. He viewed the next stage of his career with a changed approach, saying:

> "I now like leading the more challenging staff. That's why I wanted to go to this other school, there are lots of personnel issues there. It can be hard to build up relationships with staff but I've been able to deal with staff who were really difficult" [C:AH].

6.7.1(iii)   Showing appreciation and trust in others

Data evidenced the SLTs displaying appreciation and trust in the team, which they positioned for its contribution to leadership. Rob provided an example of his own leadership development at Damson Valley which impacted on his professional confidence, saying:

> "It's a very open and honest relationship here, you don't automatically think there must be a problem with the teacher and point the finger straight away, there are other things that could be affecting a child's results" [D:DH(ii)].

The data provided evidence of Heads stating their expectations and modelling the behaviour they wished their leadership team to use as they developed their leadership skills and increased their levels of responsibilities. Roisin expressed her own professional development and personal growth in leading a school initiative, saying:

> "I said to Frances 'I've asked them to do this and they do it!' and she said 'it's because you've researched it before and it's gone to consultation, it's not just a whim. She said that's why people trust you and respond well to your leadership" [C:TLRa(ii)].

The SLT members displayed a self-awareness and an inter-personal sensitivity towards others, using motivational language of encouragement and empowerment to gain commitment to school goals, pursued with resilience and consistency, particularly when under pressure. Thus, EI is positioned as a useful leadership strategy to persuade others and increase compliance, but may be located as a resource of *Referent* and *Reward* power identified by Anheier (2005). The fieldwork analysis provides knowledge of the agential influences and characteristics of these leaders as they intepret situations and apply different methods to their leadership practice in a continuing process of developing their own and others' confidence in their decisions.

6.8   Summary

This chapter has provided field-research data to answer the research questions, building knowledge of current leadership practice in four Primary schools. The descriptions of the particular experiences and events that have meaning for the participants have been analysed for their contribution to knowledge, and organised within

five themes of leadership; the *Architecture, Building, Context, Development* and *Emotional aspects* of leadership. The summaries, at the beginning of each theme, present research findings from both the empirical data and the literature review for knowledge of the five themes. Literature on power and micro-politics has provided knowledge to deepen the enquiry and inform my argument. However, due to the variance of interpretations and analysis of leadership strategies, further research and conceptualisation is required. For example, the organisation of data within five themes may be problematised for issues of reliability and validity associated with the cross-over and blurring of the themes. I address this in Chapter Seven and build my argument for leadership as an integrated, holistic process and practice. I present a theoretical framework to inter-relate the themes and introduce a new conceptualisation of leadership at the core of the framework for an original approach to interpeting and analysing the research data.

Chapter Seven

The PIVOT framework of leadership as a holistic approach to leadership development

7.1 Introduction

This chapter addresses the research question: 'What are the empirical findings that build knowledge of Primary school leadership development?' I interpret the empirical data to describe and analyse leadership as an integrated, holistic process. I explain the theoretical construction of the holistic framework and the significance of the central space, which I conceptualise as a mental model for leaders' practice and development (Senge 1990). The centre of the PIVOT framework, an abbreviation for Purpose, Identity, Values, Options and Trust, provides the setting from which to identify these features of school leadership for a wider interpretation and analysis which may be associated with educative leadership in a policy scholarship approach (Grace 1995). Drawing knowledge from the literature review and my professional experience I argue that Primary school leadership is a continuing process of mediating and balancing competing claims within an integrated framework of structure, agency and context. I present three rich examples from the field-research which I analyse through the PIVOT factors and features of leadership for their contribution to knowledge for the case. The data provides stories from which I uncover meaning and I draw on this knowledge, constructed by the 'knowers' in the 'dialectical process' (Mason 1996:141) to build my argument (Clough 2002, Shamir et al. 2005). Knowledge from the literature findings on power and micro-politics in leadership informs the analysis and provides a frame for further analysis, addressing underlying issues of practice in leaders' work to achieve their purpose.

7.2   The process of constructing the PIVOT

My interpretation of the data to describe current leadership practice and development provides evidence for five themes, drawn from the literature. Within the five themes, high levels of cross-thematic data require a further conceptualisation of leadership, producing a holistic framework of leadership, seen as Figure 7.1.

Figure 7.1 Positioning the five themes of leadership in a holistic framework
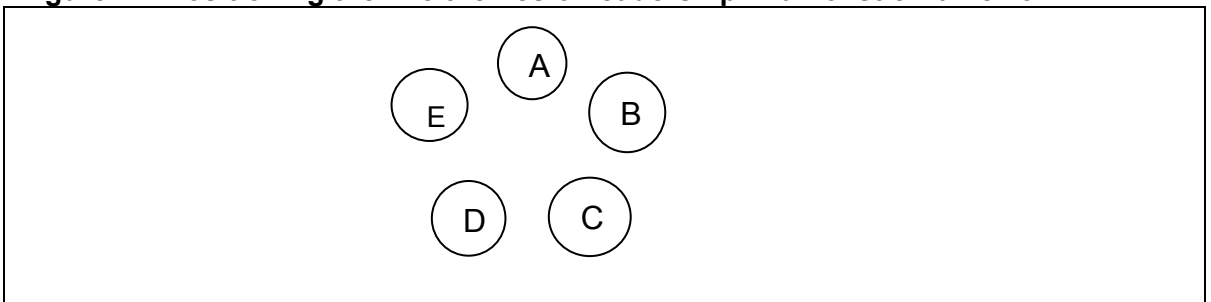
My conceptualisation positions each theme as a factor of a holistic practice, drawing knowledge from Adair's leadership model (1988) to construct an expanded framework. I identify the connections between the themes in a systematic process of data analysis for each school, and build my argument that Primary school leadership is a holistic and integrated process. A full account of the methodology for this analysis may be found in Appendix 16, explaining the intellectual and pragmatic connections in an inter-related conceptualisation with Figure 7.2 providing an exemplar.

Figure 7.2 Connecting the themes of leadership at Ash Grove
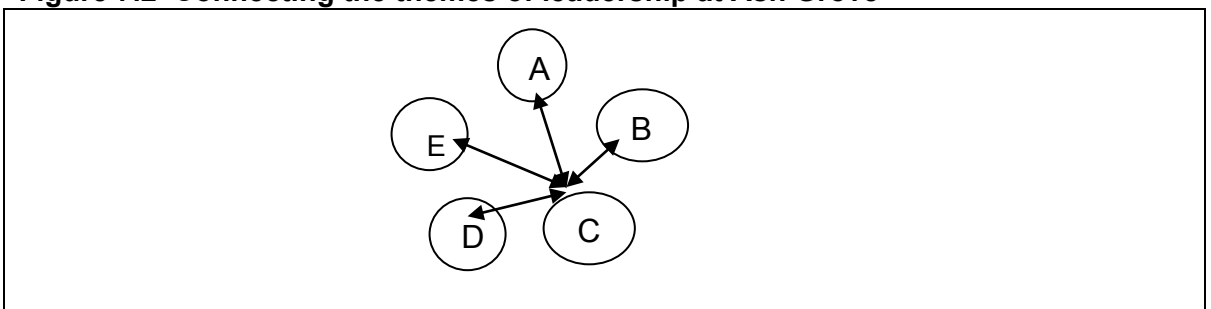
Each of the five themes, labelled as A,B,C,D and E, provides a starting point from which to connect the other themes with the inter-connecting arrows symbolising the rational and realistic expression of leadership practice. This research process builds knowledge for the

case with evidence from each site describing an integrated leadership practice. The research findings justify a conceptual framework of five inter-connecting themes which I re-conceptualise as factors of leadership in an integrated and holistic practice, shown as Figure 7.3.

Figure 7.3 A conceptual framework of integrated leadership factors
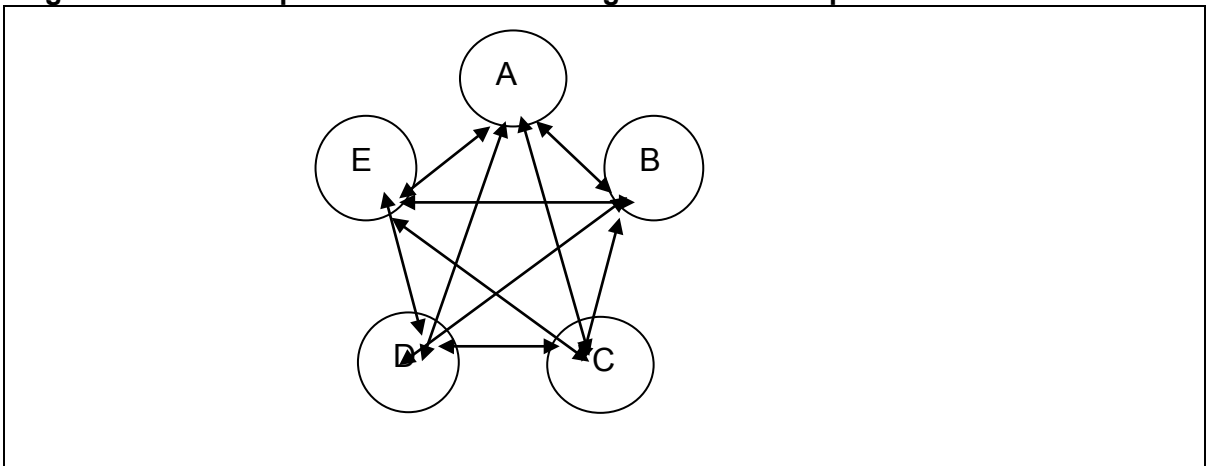
7.3   Developing the conceptual framework of leadership

I constructed the holistic framework as an integration of the five key factors of leadership located around the central core. The intellectual analysis of the research data led to further explorations of leadership practice for a deeper analysis from which to position my findings. I drew from Senge (1990) the need to identify a mental model of leadership within this central arena, conceptualised as a space for intellectualising and theorising, using knowledge gained from all five factors, shown in Figure 7.3. I positioned this central point as the critical centre for the leadership, locating power in the agent to drive change, oversee the impact of the changes and develop their leadership as a social and dynamic construction.

My learning from authors in the field of critical studies (e.g. Bottery 2004, Grace 2000, Gronn 2003, Woods 2005), provided knowledge from which to interpret empirical data within an educative and moral lens. A short example from the data identifies the

rationale for this new conceptualisation. Nicola, Deputy Head at Cedar Bank, described a situation in which the staff had made a decision to change a school system for collecting children at the end of the day. She said:

> "We'd set up a change team for a new development in the grounds and we had to change some of our systems. We were ready to change, all the staff wanted the parents to collect their children from the classrooms instead of waiting at the front of school. The Governors agreed, but when we came to implement it there were problems. The parents didn't want it, they couldn't collect their children from nursery at the same time…and then there was the issue of the bikes. So we had to re-think that one. At my next school I want to make sure that the decisions are right for the children, the school and the community, not just the teachers" [C:DH].

The data may be interpreted through the leadership factors, although this is a professional interpretation rather than data evidenced, for example: setting a direction for change is consistent with factor A, organisational systems involving others evidences factor B, the context for change evidences factor C, development of staff in leading a change team and making decisions addresses factor D, and the emotional element of staff wanting the change evidences factor E. However, the lack of involvement from the parents directly affected by the planned changes, led to a lack of wider knowledge and impacted on the success of the decision. The data provides evidence of leaders as mediators, balancing competing claims and making 'right' decisions with the benefit of knowledge. The central space of the PIVOT framework provides the arena for this practice in which leaders may gain an overview of a situation and analyse the evidence in order to make informed leadership decisions in a mental model of leadership.

7.4   Conceptualising the central space of the PIVOT

The conceptualisation of the central space of the PIVOT is informed by a model of developmental democracy (Woods 2005), providing knowledge of ethical, decisional, discursive and therapeutic rationalities of leadership. I began my exploration with the notion of a leader having a sense of *Purpose* within a conceptualisation of leadership as planning, setting direction and influencing change for an identifiable outcome (Gronn

2003). I then reflected on the importance of the *Identity* of the leader, with considerations regarding the character, personality, background, experience, intellect and influence of the person, or group, taking a leadership role (Bottery 2004). The importance of the alignment of *Values* was privileged in the literature (Grace 2000) as an integral part of a leaders' work, giving attention to ethical and moral issues of fairness, honesty, justice and respect for their own sake. Values would also be addressed within contested issues of power and authority in which leaders act as examplars of the historical and cultural values of the organisation.

I intellectualised the concept of leadership as decision-making with opportunities and *Options* for different priorities, identified by Woods (2005) as a check and challenge to power and authority structures. The literature identified the importance of leaders gaining the *Trust* of their 'followers' which encompassed responsibility and accountability to others for actions and behaviours practised in their leadership (Fullan 2006). These five features of leadership together provide an acronym PIVOT which completes my conceptualisation of leadership practice and development as an integrated and holistic process, shown in Figure 7.4.

Figure 7.4 The PIVOT framework of leadership
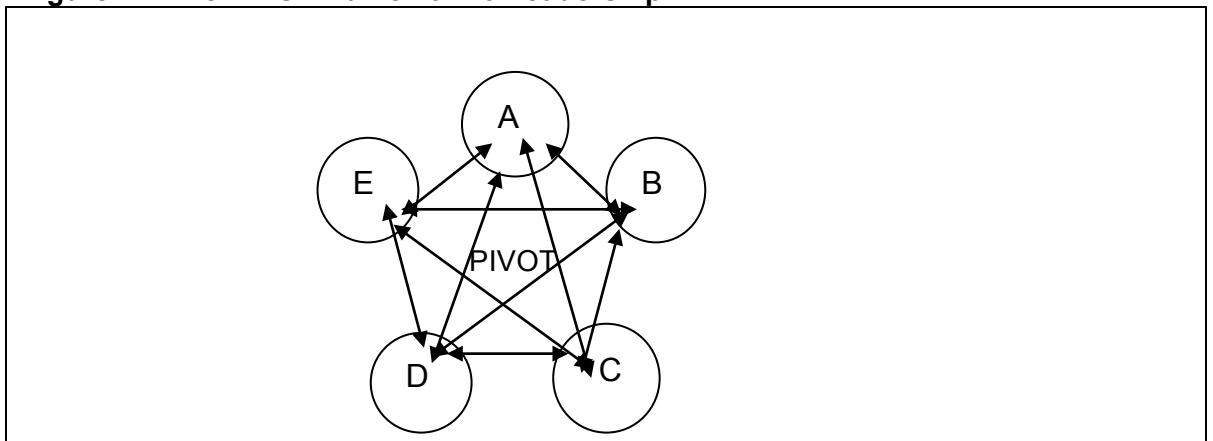
7.5   Exploring the PIVOT centre

I conceptualise the PIVOT centre as an arena for educational leadership, combining structure and agency as leaders engage in intellectual discourse and cognitive processes, drawing on a range of influences and experiences to enact their leadership. Although this process may be facilitated between large and small groups with a range of different personnel, the PIVOT may also be used as an individual leadership tool with 'discussions' and 'negotiations' evolving as reflections or thinking, processed as an internal dialogue. Gronn (1983) identifies the importance of 'talk' in leadership, influencing, motivating and mobilising others to 'get others to act. . .and achieve their particular ends' (3). The formal construction of the SLT meeting provides data on leadership 'talk' which I interpret and analyse through the PIVOT framework. I also conduct analysis of the data for knowledge of sources of power in leadership. I construct a list of questions to frame the enquiry into the PIVOT features. These emerge from the literature (Grace 2000, Woods 2005) and are informed by my experience as an education consultant, practised in using a coaching style of questioning for professional development. The questions provide a point of exploration and may be re-worded as contextually appropriate. The nomenclature at Figure 7.5 provides a focus for an individual's professional reflection.

Figure 7.5 Questions to direct the PIVOT analysis

Purpose	What would constitute a successful outcome?
Identity	How will you draw on your professional and personal knowledge and experience to effect your leadership?
Values	What values and principles are you using in order to enact your leadership?
Options	Have you given consideration to the full range of options and opportunities available to you?
Trust	Can you justify your judgements to all stakeholders, taking responsibility for your leadership in a climate of accountability?

7.6   Applying the PIVOT analysis for knowledge

I present three examples of school leadership practice from a cross-site analysis with explanations and findings producing evidence for the five features of leadership: *Purpose, Identity, Values, Options and Trust.* These research findings are integrated with the five factors of leadership, constructed from the organisational categories: *Architecture, Building, Context, Development and Emotions,* for a full analysis of the data. My research findings are interpreted through a lens of micro-politics and power, drawing from writers in the field to explore different strategies used in leadership to achieve the leader's goals.

7.6.1 A PIVOT analysis of a school SLT meeting.

The following extract at Figure 7.6 is taken from the first observed SLT meeting at Cedar Bank. The data for analysis draws from the transcribed meeting, my observational field-notes and documentary evidence from the SLT members (Appendix 19:C8). I also use additional data, for example the meeting agenda and SIP for contextualised knowledge to inform the analysis (Appendix 19:C5,2) The Headteacher led the professional dialogue, focussing on KS2 pupil assessment results in Literacy for decisions on improvement strategies. My analysis of this extract uses modified questions from Figure 7.5 to explore the language and behaviour of the leadership discourse.

Figure 7.6 An extract of an SLT meeting at Cedar Bank

C:SLT meeting (i), members present: Headteacher (HT), Deputy Head (DH), Assistant Headteacher (AHT), TLRa, TLRb.

HT: "The first thing we will do is look at the KS2 data. Turn to page 13 of the SEF, what can you say as a statement on this data?

TLRa: We're above average in all subjects.

HT: Yes, now link it to a judgement and a progress statement.

AHT: Children are improving from a below average achievement level at Nursery.

HT: Thankyou, we're now matching National achievements. Do we know a reason why the English level 5s have improved?

DH: I think so, we said the writing was really difficult but I think the more able children have been able to grasp it more, low-level 4s didn't but the more able enjoyed the challenge of the text.

TLRa: The boys did but the girls didn't get it, more boys got level 5. I've done an analysis and looked at results in Y6, Y5 and Y4, and the main thing we've fallen down on is text composition.

HT: Well done, well done for getting on to that so fast.

DH: Were there any level 4 boys who have got level 5?

TLRa: No, they were as predicted, they're getting the punctuation and sentences right but they're falling down on features of a report, and we need to do some work on this through the school.

HT: So in our reading 93% got level 4 and 60% got level 5. That's a big well done to all the guided reading intervention strategies we use. How many reading interventions and writing interventions do we have?

TLRa: A lot more reading and I would say that expertise in TAs is more in reading.

TLRb: I'm concerned about the lack of progress lower ability children have made in KS1. They have lots of guided reading, but we took away their reading buddies, they used to read every day and now they don't.

AHT: I think we need to put in something else, I think we need to talk about what we do.

HT: OK, we don't try to solve it now at this meeting, but we make sure that SEN readers in Y3 go on the School Improvement Plan.

TLRa: I know you won't be at the Governors' meeting. If they ask me why we set these aspirational targets for KS1children what shall I say?

HT: Well you can lay it at Ed Balls'[18] door really, these children aren't aware of the targets we've set for them it's a case of 'can we push them?' and KS1 results aren't published. We do it to track the kids and we always set targets and we will have tried to get those kids to a 2C and have high expectations".

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[18] Ed Balls was the Labour Government Secretary of State for Education at the time of the research.

7.6.2   PIVOT questions for analysis

Purpose – *What would constitute a successful outcome for the SLT?*

Data evidenced all members' involvement in a purposeful activity, contributing knowledge in a shared, collegiate group to raise pupil achievement levels. Observational field-notes contributed to all evidence of a unified commitment to meeting school goals with a clear notion of the purpose for the meeting.

Identity - *What do the SLT members bring to this situation to effect their leadership?*

Data evidenced all members of the team sharing expertise and knowledge as skilled teachers, 'we need to do some work on this through the school'. The Head had expectations that SLT members would use leadership language, 'link it to a judgement and progress statement' to develop understanding of whole-school issues of improvement. The documentary data identified the shared expectations of the leaders, 'discussing data from the LA' with 'confidence to speak openly'. Additional data indicated members knew the agenda and had copies of the SIP, marked to show their expected contribution to the discussion, and so they came prepared to engage in the professional discourse.

Values – *What values and principles were used to enact the leadership?*

Data showed SLT knowledge of the importance of pupil achievement in SATs, for its impact on the school's reputation in the LA and the community. The discussion gave attention to gender differences and the progress made by SEN pupils. This data evidenced examples of fairness, equal opportunities and respect for individual pupils' needs. Members' contributions were overtly appreciated and demonstrated a leadership culture of respect, 'everyone's views were treated equally'.

Options – *Was consideration given to the full range of options and opportunities available to the SLT?*

The data extract focussed on strategies for pupils' academic improvement with options restricted to this focus. Leaders offered new ideas and systems, raising possibilities for staff training and agreeing to adapt provision for improved pupil support. Decisions were not taken at this meeting but the need for the decision was identified for documentation and review.

Trust – *Can judgements be justified to all stakeholders, taking responsibility for the leadership in a climate of accountability?*

The data showed all SLT members contributing to a climate of trust, support and shared accountability to meet children's needs and raise achievement. This was positioned in the wider arena as leaders recognised the importance of effective communication, particularly with school Governors. The Head located school actions, e.g. tracking progress, target setting and high expectations, within a climate of national expectations and accountability. Her choice of language demonstrated her pragmatic leadership practice of implementing national policies without pressurising younger pupils, which may be interpreted as a trustworthy approach to leadership.

7.6.3   PIVOT findings of leadership

This extract provides evidence of the fourteen organisational categories, subsumed as five leadership factors. The *Architecture of leadership* was clear as SLT members engaged in setting direction for school achievement with knowledge of the whole-school and wider agendas. The data evidenced *Building structures of leadership* with attention given to organisational structures and systems, involving others and building a collegiate practice for the SLT. The *Context for leadership* was clearly evidenced by all leaders with data showing differing styles and approaches, e.g. pace-setting, authoritative and affiliative (Goleman et al. 2002), weaving seamlessly through the discourse. The *Development of leaders and leadership* was evidenced as skilled teachers brought their

knowledge to the meeting and suggested new strategies for improvement. The data evidenced positive feelings of self-confidence and professional fulfilment with supportive language and behaviour, considered important by all team members, contributing to the *Emotional aspects of leadership*.

The central features of the PIVOT framework have been evidenced within this formal meeting with opportunities for leadership development in problem-solving and decision-making. This example also presents evidence of the agential influence on school structures as leaders suggested solutions for decision-making. The Head offered public praise in a leadership culture of positive language and behaviour associated with adult achievement and motivation. I argue that this is a useful example of leadership for the case, providing developmental opportunities for all members.

This extract may be positioned within a context of power with micro-political strategies used to gain unified commitment of the SLT. The data clearly places the Headteacher as the prime school leader with ultimate responsibility and accountability to others for all school actions. Leadership power is distributed to the members with overt opportunities provided for learning and development within a 'consciously recognised and legitimated' structure (Woods 2005: 134). Frances has *Legitimate* power conferred through her position as Head, but she uses *Referent, Reward, Information and Expert* sources of power to affirm the SLT commitment to school goals (Anheier 2005). The data identifies SLT members using language and behaviour in a collegiate culture, which may be seen as a micro-political strategy to achieve effective, collective action (Lukes 2002).

Two particular leadership strategies, endorsed by official policies, distributed leadership and EI are evidenced throughout this extract and may be considered as leadership practice on this site (DfES 2001, 2004b, PwC/DfES 2007). I interpret this empirical data as evidence of micro-political strategies used to achieve compliance to the required outcomes (Etzioni 1975). Thus, I argue that the evidence for the case of leadership practice and development is identified in this leadership activity, as a process

of discerning and using influencing strategies to successfully integrate structures, agents and contexts in a framework of power to achieve school goals.

7.7   A PIVOT analysis of leadership in challenging circumstances.

During her second interview, Clare, Head of Damson Valley school, described a situation in which she felt challenged by a teacher who did not comply with school systems. Clare considered this represented resistance to her leadership and she explained her decision to publicly air this situation at a staff meeting. My analysis of this extract is framed by the questions identified in Figure 7.5 from the perspective of the Head and, in the absence of any corroborative data, I draw knowledge from the literature and my professional practice.

Figure 7.7 An extract of a Head's interview at Damson Valley

"I had a situation with a member of staff who was not giving in her planning to me and I decided to use a new strategy. Everything else I had tried had not worked, so I said, in front of everyone at a staff meeting, that I had no ICT planning for Y3 for the whole term. And she said 'I'm struggling with that.' I said 'that's fine, I understand you're struggling but it doesn't mean you can't do it. All I'm asking is, what are you doing about it, have you talked to other staff, the ICT co-ordinator?' And she wasn't doing anything at all.
By making it public, people knew there was a problem and were willing to help her, before that there was only me who had the evidence that it wasn't happening. I wouldn't do that normally but nothing else had worked. She's a good teacher but she's a perfectionist. I had to talk to her and discuss a way of making it work, asking her if it helped to have a deadline, did she need more time, did she need me to plan alongside her, or someone else. But I told her 'we do need to find a way to make it work.' I'm accepting that somehow I have to make that happen and it needs different strategies for different times" [D: HT(ii)].

7.7.1 PIVOT questions for analysis

Purpose –*What would constitute a successful outcome?*

Data showed the Head required all staff to complete curriculum planning documentation, identified as a requirement of the school's organisational systems. The data showed she anticipated a successful outcome of the public display, involving others within a collegiate group.

Identity - *How does she draw on her professional and personal knowledge and experience to effect her leadership?*

Data provided evidence that Clare's knowledge and experience as a skilled teacher enabled her to understand the issue and position it as a leadership challenge. Her leadership required her to set the direction for all staff and her knowledge of this teacher and the staff may have contributed to her confidence of a successful outcome. The data indicated that the decision to take this action was not Clare's usual practice, but she recognised the importance of adapting her style and approach for the context, saying she needed 'different strategies for different times'.

Values – *What values and principles is she using in order to enact her leadership?*

Clare identified her concerns around issues of fairness and justice for children, teachers and school. The compliance of other teachers to agreed school practice positioned this situation as unacceptable, affecting the unification and commitment of school members to agreed goals.

Options – *Has she given consideration to the full range of options and opportunities available for her leadership?*

The data indicated Clare had unsuccessfully used different strategies to achieve compliance. There is no evidence that SLT members were involved in previous supporting

roles or in the decision to publicise the situation. The Head made the decision as a different strategy and a 'last resort' to achieve her outcome.

Trust – *Can she justify her judgements to all stakeholders, taking responsibility for her leadership in a climate of accountability?*

The judgement was justified by Clare to meet school requirements for internal and external measures of accountability. It may be argued that the issue raised staff awareness of the importance of complying with whole-school systems, both for their instrumental value and to avoid a public confrontation. Clare stated her expectations that staff would support the teacher in a culture of trust with opportunities for professional development.

7.7.2 PIVOT findings of leadership

The extract offers an example of a challenge to leadership with an analysis providing evidence of the five leadership factors. The Head clearly set the direction with expectations of achievement positioned within whole-school knowledge for wider acountability, evidencing the *Architecture of leadership.* Data showed formal organisational systems and structures had recently increased, both for external inspections and award-bearing standards and internal measures of accountability. The newly formed SLT were developing their involvement in whole-school leadership decisions, thus, the factor *Building structures of leadership* may be seen as an area of development. The *Context for leadership* was evidenced as Clare stated she made a pragmatic decision to select a different approach, adjusting her style to produce a different outcome. Consciously seeking an alternative approach rather than continuing a previous leadership practice, Clare evidenced the factor, *Development of leaders and leadership*. The situation provided opportunities for others to show leadership through their skills as teachers with data on the language and behaviour of leadership, 'what are you doing about it?' producing an emotional response leading to new action. The data indicated that

the *Emotional aspects of leadership* were evidenced by Clare's overt concern in taking this considered action and the staff response to a colleague's professional and personal need for support.

The central features of the PIVOT provide an analysis to position Clare's decision as leadership practice and development. It may be argued that it is this overview of the factors that enables the leader to take a new perspective on their leadership. Clare's decision addressed an issue of compliance with new organisational systems and structures, an area identified in the data for whole-school development. This extract may be analysed within a frame of power for knowledge of a leader's practice in challenging circumstances. Clare used her *Legitimate* power as Head with *Coercive* power to manipulate the situation and address the underperformance by the teacher (Lukes 2002). She was able to exercise influence on the teacher's behaviour through her *Information* and *Expert* power which she channelled through her *Referent* power to position the request for compliance within the values of the school (Anheier 2005).

The data identified an informal school culture with developing organisational systems suggesting associative, low expectations for compliance. It may be argued that the Head was asserting her control and demonstrating her new leadership approach, supporting staff but not colluding with issues of potential poor performance or capability, overtly strengthening the ideology of the organisation (Weiler 1990 cited in Blasé and Anderson). The situation represented a challenge to her authority and precipitated the need to find a 'way of resolving conflicts' (Mawhinney 1999: 160). This example provides evidence of overt and covert motives for actions and behaviours and contributes to the argument around developing leadership identities through personal growth in confidence matched to the circumstances. It may be argued that this situation provided the Head with an opportunity to demonstrate her leadership credibility and authority in a developing leadership culture of performativity.

7.8   A PIVOT analysis of a Deputy Headteacher's development in leadership

The third example presents the story of a Deputy Head's leadership development during one academic year of significant change in school. The story of Karen is a narrative account, described in four episodes, tracing her professional and personal development as a Primary school Deputy Headteacher. The story explores her response to difficult situations through which she encounters new challenges to her leadership and deals with her own emotional and professional reactions. In an attempt to capture the essence of Karen both as a person and in her role as Deputy Head of this large Primary school, her story is written in the first person, drawing on her own accounts of the experience. The data is taken from Karen's perceptions, reflections and feelings, explored during two interviews with additional data contributing to the evidence. At the end of each extract I conduct an analysis to integrate the professional and research literature with the empirical data for claims to knowledge and I position the findings within the PIVOT framework.

7.8.1   Setting for the story

Data evidenced Karen taking a major role in school leadership, leading school innovations and school improvement from her teaching role in KS2. An Ofsted inspection, placed Ash Grove in a category 'notice to improve' identifying key issues, to improve academic standards and KS1 leadership and management. The Head's decision to re-organise SLT responsibilities resulted in Karen leading KS1. A second inspection during the year of my research removed the school from the category, the existing Head retired and a new Headteacher was appointed from within the LA.

7.8.1(i) Episode one in Karen's story

The first episode in Karen's story, Figure 7.8.1, explains how she adapted to her new post of leadership in a large school. She identifies her enjoyment of the leadership

role and its inherent status allowing her to organise new systems, lead innovations, lead

and manage staff and oversee operational functions and activities. Data evidences

Karen's high levels of job satisfaction and personal fulfilment.

Figure 7.8.1 Karen's story 1

> "When I applied for this job I was already a Deputy Head in a small school, I wanted experience in a large school but I really didn't want the final responsibility. My fingers are in most things, I know I take on too much but I enjoy it, I like to control things because then I know that they'll happen. I've got freedom here to set up my own systems, in meetings I'm always very active and opinionated and I make a good contribution to the discussions.
>
> Mark is very trusting that teachers will do what he's asked but I've told him he needs to follow things through and check up that they're happening. There aren't too many systems in school and teachers have been doing their own thing, he doesn't like to impose systems on people. Since Ofsted I've introduced new ideas for consistency and we're starting to monitor teaching and learning.
>
> I can't stand back and do nothing, so I've given everyone different coloured files and told them what they were for, pupil assessment, planning etc. I'm pretty good at organising things and getting on with the job, my personality is one that if I know something is right I'll keep pushing for it so that eventually I can get my own way. I've done the job of Deputy for a while so I don't think I need much more development now" [A:DH(i)].

7.8.1(ii)   Analysis of Episode one

Karen's professional role and responsibilities required her to perform leadership

duties to improve school effectiveness which she interpreted by introducing new

organisational systems and structures for whole-school implementation. Although Karen

had previous experience of leadership, differing contexts and school cultures require

differing skills, experiences and aptitudes (Pascal and Ribbins 1998), and Karen's

leadership development reflected these research findings. Data evidenced Mark

delegating leadership responsibility to Karen appropriate to the tasks and her skills. This

reflects findings in the literature research identifying the de-skilling of the Headteacher in

the classroom and a re-position in an increasingly 'chief executive' role (Hughes 1973 in

Rutherford 2003). This leadership culture, in which others are empowered to initiate and lead new developments may be conditional on levels of 'trusting relationships' between people identified by Fullan (2003: 45).

7.8.2(i)   Episode two in Karen's story

Following the first Ofsted inspection Karen was directed by the Head to lead the KS1 team, although her teaching experience was solely in KS2. Karen's self-described personality led her to use leadership strategies and skills previously found to be effective. Data evidenced findings that her preferred, directional approach, provoked unexpected responses within the KS1 team which required her to re-appraise her leadership style and behaviour.

Figure 7.8.2 Karen's story 2

"When Ofsted had made their judgements we all felt very flat and despondent, they'd knocked the stuffing out of us. I knew I'd been putting all my attention into KS2 and had taken my eye off the KS1 ball so I felt responsible and then I took over the leadership of KS1. That was really difficult, probably the most challenging thing I've ever done, everyone was very hostile to me because they were bruised and loyal to Jenny (*previous KS1 leader*). I wanted to go in and put everything right and when I tried to do that it fell flat on its face.

The team felt we hadn't supported them but they didn't know the flack we'd taken behind closed doors with the Inspector. I remember one meeting which turned really nasty, they were twisting things I said and I couldn't believe that they were seeing me in this way, they were attacking my personality, not me as a leader, and it really upset me.

But I suppose I had to build my reputation with them, they didn't really know me because I'd spent so much time in KS2 and I'd had a lot of personal problems that they didn't know about. As a leader sometimes I think you have to show that you are human and you can't take all the responsibility away from others. But at the same time I feel that I am paid a lot of money to take this responsibility, it's difficult. I feel as if I'm back to doing NPQH again and learning how to be a leader " [A:DH(i)].

7.8.2(ii) Analysis of Episode two

Karen's new professional role raised significant issues for her and I consider these elements within a framework of power and micro-political strategies. Any action, behaviour and use of language may be seen within a context of power and motivated by a range of differing influences, connected to the organisational goals and individual agency (Foucault 1977). School leaders use strategies to achieve their preferred ends which Greenfield (1984) describes as 'persuasion, calculation, guile, persistence, threat or sheer force' (166). Karen stated she needed to learn new leadership skills and her willingness to engage in new learning exemplifies research findings. McCall (1998) and Southworth (2002) identify the importance of flexibility and adaptability in leaders to develop new skills to meet new demands, advising that a change of context enables leaders to 'deepen their knowledge in tasks which are a puzzle to them' (Southworth 2002: 86). The lack of trust between Karen and the KS1 team was evidenced in the data [A: Senco] and Karen stated the importance of building respect and trusting relationships for her leadership, identified in the literature (Bryk and Schneider 2002, Fullan 2001, 2003). Data showed Karen's knowledge of the importance of gaining KS1 staff commitment to the school goal, to meet the Ofsted requirements, and she positioned this within her own leadership as an area for development. Thus the 'arena of struggle' (Ball 1987:19) provided the change of context to mobilise new leadership practice and development.

7.8.3(i)   Episode three in Karen's story

Data showed that Karen reflected on the situation and realised she needed to build her relationships with the KS1 team which required a different leadership approach. Data from the Headteacher confirmed Karen had a tendency to 'drive' the staff and needed to learn how to 'pace herself' exemplified by his advice and her positive response as, data indicated, she controlled and managed her response.

Figure 7.8.3 Karen's story 3

"I had to do a lot of listening and not be defensive, I knew I had to see it from their point of view, but it was hard. I know I was pushing the team, and I didn't take time to recognise how far they'd moved on. In meetings they had little ploys to disrupt the agenda, they kept taking me down blind alleys and I got very frustrated with them. I told Mark 'it's like World War 3 in there' and I asked him to come into a meeting and give me some advice. He told me I was trying to do too much and he advised me to go more slowly with one or two targets, which I've found has worked better, but it's hard when there is so much to do. I've realised that I'm learning more about leading people from this new experience. I'm having to adapt to them and change the style of language I use. I knew I had to build my reputation with them so we started with the reading and I explained about the systems for matching reading books to levels of attainment and I modelled guided reading sessions for them because it wasn't happening.

Mark and I decided what we needed to do after Ofsted, we wrote a new SDP and then we took our decisions to the staff but I've realised that I would have lots of discussions with Mark and then the ideas would go to the SLT and then to staff, so I would have had time to think about the ideas and embed my thinking. I wondered why staff didn't make these ideas happen but they hadn't lived and breathed them for six weeks, they'd only heard it once. So I need to think about that very carefully" [A:DH(i)].

7.8.3(ii) Analysis of Episode three

Empirical data confirmed Karen's interview data that KS1 staff were actively using strategies to affirm their own positions and agency within school, subverting attempts to impose new systems. The power that is structured within all activities and relations in organisations may be tied to authority and status but may also be used covertly to resist and produce discord (Foucault 1977). Although Karen had the legitimate authority to impose new educational practice in KS1 and monitor standards of academic achievement, she recognised the need to counter resisters and build solidarity in the team (Parsons 2002). Barnard (1948) reasons that 'the determination of authority ultimately remains with the subordinates… who grant legitimacy…and respond accordingly' (29). This imperative provided the motivation to adapt and explore different leadership strategies to negotiate with the teachers and build a new professional culture in KS1. The decision to use her teaching expertise as a source of leadership influence may be identified as a micro-

political 'force(s) at play', designed to promote a unified commitment to the organisational purpose (Mawhinney 1999:160). Research literature identifies the importance of the 'authentic involvement of teachers' (Blasé and Blasé 1994: 18) and Karen used *Referent* power as she selected strategies to involve teachers in raising and sustaining levels of pupil achievement.

Karen selected leadership approaches and styles suitable for the context, and she used the strategy of EI to recognise and manage her own and the group's emotions (Cherniss 2002, Goleman et al. 2002). Certain EI skills and characteristics have been mapped to leadership models (Higgs and Dulewicz 1999) and provide a construct to describe Karen's actions and behaviour within a frame of micro-politics. She demonstrated inter-personal sensitivity in understanding and empathising with the group whilst continuing to pursue the organisational goals (Bar-On and Parker 2000). Data showed Karen demonstrating high levels of emotional resilience when faced with challenge, derision and rejection and she was able to motivate herself, using intuition with insight and interaction to influence others, persuading them to change their views and demonstrate commitment to a new course of action for the benefit of the pupils and the organisation (Higgs and Dulewicz 1999: 7-8). The use of EI as a micro-political strategy to achieve conflict resolution, agreement and compliance may thus be positioned as leadership practice and development for the case.

7.8.4(i)   Episode four in Karen's story

Karen provided many examples of her leadership in enabling and encouraging others to develop their skills in challenging situations, recognising the importance of allowing others to negotiate their own outcomes. She believed this was significant personal and professional development for her and data identified her new leadership skills for the changing context. Data evidenced the successful outcomes of her leadership which Karen recognised as achievements, but observational field-notes during the second interview contributed to data indicating Karen feeling under-valued and disillusioned.

Figure 7.8.4 Karen's story 4

"This year has been such a journey of developing my leadership styles, it isn't directive anymore and I realised I needed to stop controlling everything and everyone. I'm constantly getting phone calls and texts from staff about school matters and medical issues, they've got into a habit of always running things by me.

I've had a very difficult situation recently, the new Head came in and I was dealing with the discipline and behaviour all over the school and there were kids kicking off here, there and everywhere. The new Head said 'you're doing too much' and Mark said 'Yes you do Karen but it's your own fault, you take it all on board.' I couldn't believe that he was saying that in front of the new Head. That really upset me, I thought I was doing the right thing and I've never been told that I shouldn't deal with the discipline. To-day teachers have sent children to me who they can't manage, I can't say to them 'sorry not my problem and walk away'.

Before the new Head started we had a meeting and he told me that he wanted to take over some of the work I'd been doing which I found devastating as I thought he wasn't trusting me to do my job. But I'm learning to accept that I can't do everything properly and I'm starting to empower people now, getting them to work out their own solutions rather than telling them how to do their jobs and I can see the benefits in that " [A:DH(ii)].

7.8.4(ii)   Analysis of Episode four

Karen had developed her own public leadership persona as a Deputy Head who could be relied upon to support everyone and 'do the right thing.' Data indicated her emotional response to situations and warnings by Allix (2000) have resonance in this context as he considers the role of the leader in 'mobilizing motivational forces' raising goals 'into higher and higher searches for individual fulfilment' (12). Karen's high levels of commitment and responsibility may also be viewed within a lens of over-responsibility as she filled what she perceived to be a void. Fullan (2003) drew from Martin (2002) in describing powerful leaders who assume too much responsibility, due to their impatience and sense of urgency for completion. This over-responsibility 'causes other members to assume minimal responsibility themselves' (Fullan 2003:67) and was evidenced by Karen leading school change in response to the Ofsted inspection. Data showed Karen beginning to conceive a new leadership role for herself in empowering and developing

others, affecting not only her own but also colleagues' expectations with implications for productive and trusting relationships (Blasé and Blasé 1994). Episode four provides interesting data for evidence on the importance of building trusting relationships in leadership, both for personal and professional fulfilment, a research category of leadership practice identified in this thesis.

A model of developmental democracy Woods (2005) provides a useful perspective from which to analyse this leadership practice regarding the expression of human potential. Whatever the purpose for the relayed discussion between the two Heads, the outcome led to a dispirited Deputy Head who considered the comments impacted on her internal well-being. Her exclusion from the discussion affected her sense of identity, self-respect and integrity, identified by the four rationalities (Woods 2005). Data showed the situation caused her to question the deeper values of truth, honesty and trust within a moral imperative (Fullan 2003, Grace 2003). The reflections provide a link between leadership development and personal growth and authenticity, confirming findings in the literature regarding the leader as agent in their own developing practice (Boyatzis 2006). The new Headteacher used EI strategies to frame Karen's work as agential exploitation, his overt messages of support may have veiled a covert message. The implementation of official policies, for example DfES (2005) are associated with sources of power, namely *Information* and *Expert* power (Anheier 2005). It may be argued that the incoming Head used EI as a strategy of manipulation, wishing to assert his leadership and regain control from a high-functioning Deputy Head.

7.8.5   PIVOT questions for analysis

I present an analysis of Karen's story of her work with KS1 staff, framed by the questions within the cental space of the PIVOT framework.

Purpose –*What would constitute a successful outcome?*

Karen's purpose was to unify the commitment of the KS1 team to comply with organisational structures and systems for whole-school improvement in response to the Ofsted inspection.

Identity - *How does she draw on her professional and personal knowledge and experience to effect her leadership?*

Although Karen's identity as a Deputy Head gave her the status to implement changes, her lack of professional experience in KS1 led to a lack of credibility in the team. Her knowledge and experience as a skilled teacher provided the means to effect change and sustain the improvements. The experience also affected her leadership identity with new recognition of different leadership styles and approaches suitable for the context.

Values – *What values and principles was she using in order to enact her leadership?*

Karen stated she set her leadership practice in the context of school goals and pupil achievement above individual relationships, traditional group identities or hierarchical teacher egos. She took responsibility for her actions in a climate of professional and personal criticism and challenge.

Options – *Has she given consideration to the full range of options and opportunities available when enacting her leadership?*

Data showed Karen responding to the challenge to her authority by seeking advice, reflecting on her judgements and adjusting her leadership language and behaviour. Additional data evidenced her change of style from co-ercive and pace-setting to a coaching and democratic style to involve KS1 team members in decisions.

Trust – *Can she justify her judgements to all stakeholders, taking responsibility for her leadership in a climate of accountability?*

Data showed Karen took full responsibility and accountability for her work to improve KS1 performance, using leadership strategies to build trust within the team. Additional data provided evidence of positive outcomes of her leadership, affecting whole-school improvement and a school culture of trusting relationships.

7.8.6 PIVOT findings of leadership

Karen positioned her leadership development within the experience of leading school improvement, and I use this frame of reference for my research findings. Analysis of the data presents a lack of evidence in some categories. For example, factor A is evidenced by findings on the importance of whole-school knowledge for leaders in setting direction and planning for achievement. Data indicated neither the Head nor the Deputy had this knowledge of KS1 performance for its impact on the school. SLT meetings evidenced considerable data on discussion but no accountability for decisions which were taken later by the Head and Deputy. Karen's efforts to introduce new organisational systems and structures had not involved others and she faced opposition to her leadership. Thus, factors A and B impacted on factors D and E in an inter-related conceptualisation of leadership, connecting categories of professional development and emotional responses to organisational structures and whole-school knowledge.

The category of teamwork and collegiate practice, recognised in the literature for its contribution to leadership (Wallace and Huckman 1999, Yeomans 1987) may be seen, in the fieldwork, as a micro-political strategy for covert practice and subversion when excluding others. Karen described her leadership development as a reflective process for new learning, taking a pragmatic approach to changing her style, language and behaviour of leadership for the context. The findings identify the importance of the leadership overview of all factors to gain knowledge and understanding of the organisation in order to make leadership decisions from competing claims in a balanced and mediated process, strengthening my argument for leadership as an integrated practice.

The sources of power (Anheier 2005) provide knowledge to interpret Karen's actions and responses as micro-political strategies, identified throughout the data as 'endemic to all organisations' (Hoyle 1999:217). The ability to understand others, an EI characteristic, may be associated with acts of persuasion, manipulation, negotiation and bargaining tactics of compromise to implement the leader's goal (Ball 1987). Karen's leadership agency was identified in the data as an issue of power and control and she stated the need to rebuild a new identity and public persona, fit for the purpose. The PIVOT has made a useful contribution to analysing the interweaving effects of structure, agency and context in developing a leader's professional and personal growth for an integrated leadership practice.

7.9   Summary

This chapter has provided a full explanation of the PIVOT framework of analysis with particular reference to the central space as a mediating arena of leadership. I have theorised this mental model within a frame of enquiry to address the work of leaders as they practise and develop their leadership. I have taken three examples from the field and interpreted the data within an analysis of power and leadership, moving the argument forward to consider the intrinsic influences on leaders' practice. An SLT meeting, a leader's response to challenge and a leader's development during a time of change, have illustrated experiences from which school leaders draw meaning to build knowledge for their own development. The PIVOT provides a framework to describe and analyse the work of leaders which I have presented as an integrated practice of structure, agency and context, applying micro-political processes associated with power. The next and final chapter considers the outcomes of my research with recommendations for current practitioners and policy makers in the field.

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Chapter Eight

Conclusion

</div>

8.1 Introduction

In this chapter I present my research findings and contribution to knowledge for the case framed by research question five which asks: 'What recommendations can be made for policy, practice and research regarding school leadership development in Primary schools?' The chapter is organised in three parts, firstly I present my research findings through the PIVOT framework with a conceptualisation of school leadership development as an integrated, holistic process. I then provide information on my research presentation and feedback to the leaders in the four schools as my contribution to the professional community. Finally, I present my conclusions with recommendations for further enquiry and research into Primary school leadership practice and development.

8.2 The development of the frameworks

The introduction to this thesis describes Primary school leadership as a multi-faceted conceptualisation and I have taken a multi-layered approach to interpreting, analysing and presenting my research findings. My developing argument was informed by the notion of school leadership as a policy scholarship, outlined by Grace (1995) as a 'commitment to locate the matter under investigation in its historical, theoretical, cultural and socio-political setting and a commitment to integrate these wider relational features with contemporary fieldwork data' (3). I make a contribution to knowledge for these 'settings' and build my conceptualisation, integrating social, psychological and philosophical fields of enquiry for knowledge of 'wider relational features' of leadership.

I constructed fourteen categories from the literature review to inform my fieldwork analysis and I illustrated the field-research, representing the participants' interpretations and understanding of their leadership as a trustworthy witness. I problematised the

enquiry, locating the data as a complex set of inter-related categories requiring rigorous interpretation, and sought wider literary sources for knowledge and intellectual discernment. I identified five key themes from my empirical analysis which I then conceptualised as constituent factors of a holistic, integrated leadership practice. My research into the professional practice of school leaders identified underlying aspects of current practice, recognisable and informed by the literature and my professional researcher standpoint but not quantifiable using my existing frameworks of analysis.

A further review of literature on sources of power, micro-politics and philosophical issues related to moral and ethical rationalities and values contributed to my developing argument of leadership as an educational practice. The conceptualisation of the internal space of the PIVOT framework as a location from which to address these wider issues is representative of the current work of leaders in Primary schools as they develop their capacity for judgement. Fieldwork data has revealed current leaders using agential influences as micro-political strategies and tools to manipulate others for their own ideological purposes, but the data for this assertion is largely confined to Headteachers. I would argue that engaging in the PIVOT process of leadership would provide a framework from which to mediate and balance competing priorities in a fully informed and considered intellectual discourse associated with educational leadership.

8.3   Main factors emerging for the case

The main themes are conceptualised as factors, representative of a Primary school leader's practice in a holistic, integrated approach to leadership, and I address each of these for their contribution to knowledge for the case. The factors, emerging from the literature and the fieldwork are: the *Architecture of leadership*, the *Building structures of leadership*, the *Context for leadership,* the *Development of leaders and leadership* and the *Emotional aspects of leadership*. These five factors of leadership are positioned in an integrated framework in which no one factor has continual primacy but contributes to the whole leadership process.

8.3.1 Factor A: The Architecture of leadership

Findings from the literature establish the primacy of official policy reforms in directing and shaping the purpose of English Primary schools with a trajectory of iterative political policies, guidelines and recommendations from 1988 requiring implementation by Headteachers and senior leaders as a statutory requirement (Bottery 2007b, Grace 1995, 2000, Gunter 2001b). The literature identifies the importance of Headteachers in implementing the reforms with official definitions of 'success' (Leithwood et al. 2006) positioned within a normative frame of expectations (DfES 2005, Ofsted 2003b, Rutherford 2003). The field-work produced findings that the official policies, statutory requirements and recommendations provide the imperative for leaders which may be associated with the historical and theoretical settings for their leadership.

The data evidenced SLT discussions on school improvement and raising pupil achievement as the main focus for discourse, directed by external measures of success and inspection criteria (Ofsted 2003a). SLT members identified the need to increase their knowledge of internal and external measures of performativity in order to lead others effectively. Observational data evidenced SLT members contributing to decisions associated with their knowledge and experience, but their influence was located within the Head's discretion and the finality of his/her judgement. For example, data evidenced the Head at Ash Grove setting a different direction, leading the school into an Ofsted category for improvement. Although SLT members stated they had registered their concerns, the data indicated their authority and power was subservient to that of the Head. Thus, the *Architecture of leadership* is identified for its contribution to knowledge of leadership practice in setting whole-school direction for improvement. However, it may be problematised within the central space of the PIVOT framework, for moral and ethical issues associated with authority, power and leadership choices.

8.3.2   Factor B: Building structures of leadership

The literature provides knowledge of the frameworks and recommendations for a new professionalism for Headteachers as managers of school systems and structures (Bennet et al. 2003, DfES 2002, 2005, Grace 1995). Official literature promotes the managerialist view of headship with recommendations for widening the leadership group and expanding the workforce for efficiency and school effectiveness (DfEE 1988, DfES 2003a). An official response to the increased workloads and responsibilities encourages a leadership approach, distributed leadership, as a functional strategy with new requirements of SLT members to lead teams and increase their involvement in school management issues (PwC/DfES 2007). Hoyle and Wallace (2005) identify the expectations of Heads to 'think managerially' and achieve 'best value' as a guiding principle of their work, ideologies which may be normatively positioned for all SLT members.

The empirical research identified a managerial approach to introducing school systems and structures, particularly for measuring performance of staff and pupils. Data, drawn from SLT discussions, evidenced leaders taking responsibility for effectively managing and leading different school teams, with public accountability for achieving the school goals, evidenced at Beech Walk and Cedar Bank. Empirical findings for the case indicated that organisational systems and structures are most effective when others are involved in decisions that affect their work with formal systems providing information for leadership decisions. Although the literature identifies the importance of collegiate practice in mobilising staff to collective action (Hargreaves and Fink 2006), empirical findings identifed examples of school leaders and staff teams subverting school goals with replacement goals and ideologies, evidenced at Ash Grove and Damson Valley.

8.3.3   Factor C: The Context for leadership

Official, statutory requirements of Primary schools all imply a similarity of school structures and school practice within a normative frame of expectations. The research

literature identifies the differences in school cultures as social organisations, with variables in staffing, pupils, leaders and community environment all contributing to leadership choices and decisions as a compromise of competing expectations (Bottery 2004). National leadership training programmes, provided for school leaders through the NC, privilege particular leadership styles and approaches with recommendations for their use as successful leadership (Goleman et al. 2002, Hartle and Thomas 2004, NCSLA). Literature findings identify the agency of leaders, constructing their own leadership identity and making pragmatic responses to internal and external requirements (Hoyle and Wallace 2005, James et al. 2006, Shamir et al. 2005).

The field-research identified SLT members, but particularly Headteachers, making pragmatic decisions when introducing change and reforms for the whole-school, giving attention to the contextual and cultural setting. Leaders' interpretation of the context provided the rationale for their leadership style and approach, adapting and adjusting their response in order to mediate between imposed government policies and the culture of the school. This was evidenced at Ash Grove where a staff team used strategies to resist change and Karen was required to change her leadership approach. At Damson Valley the staff negotiated with the Head to overturn her decision regarding PM in a new managerial school culture. Evidence across the case positions this factor within a micro-political arena, identifying leadership actions and approaches as strategies selected for their instrumental effects on school improvement. However, the success of the strategies may be dependent upon a holistic knowledge of the school culture, and the choices may be problematised for issues of authenticity and integrity.

8.3.4   Factor D: The Development of leaders and leadership

Findings from the professional literature review provide knowledge of the expectations of Headteachers in identifying and developing new leaders, giving new professional responsibilities aligned with performance and salaries (DfES 2003, Harris et al. 2003, Munby 2006). Distributed leadership, officially promoted as a leadership

approach for its contribution to developing new leaders, is advocated as a strategy of leadership preparation (Bennett et al. 2003). The empirical data identified SLT members normalising this approach both for its functional and developmental gains, particularly evidenced at Cedar Bank. However the practice across the case may be seen as delegation rather than distribution with Headteachers retaining control of budgets, knowledge and decisions. Data showed the importance leaders gave to acquiring wider knowledge and responsibilities to develop self-confidence, particularly as they prepared and embarked on new challenges.

School leaders used their teaching skills to position their leadership, taking a wider view of their experiences to build knowledge and confidence, attributes and characteristics which they associated with leaders. Data identified leaders choosing to learn from significant role models, with evidence from Cedar Bank of the influence of the 'outstanding' Head on other school leaders. Data from Ash Grove and Beech Walk identified examples of unhelpful leadership practice which they re-positioned as helpful for impact on their own learning. However, the contexts for modelling effective and ineffective practice may be confined to a limited range of practice in which leadership is viewed solely as a functional and instrumental activity.

8.3.5   Factor E: The Emotional aspects of leadership

The literature findings identify the importance of trusting relationships and collegiate practice in Primary schools to provide cohesion and positive climates (James et al. 2006, Pascal and Ribbins 1998). The findings suggest that staff motivation, job satisfaction and a shared understanding and commitment to organisational goals are improved through staff consultation and participation in school decisions (Fullan 2006, Wallace and Huckman 1999). Thus, the development of collegiate cultures, shared leadership roles and a shared language of leadership may be positioned as micro-political strategies for gaining commitment to organisational goals. EI is promoted in the literature for its contribution to knowledge about leadership strategies to influence others and

channel their own behaviour to their preferred outcomes (DfES 2004b, Goleman et al.

2002, Higgs and Dulewicz 1999).

The empirical findings produced evidence of leaders negotiating with others to provide supportive school cultures and consider others' emotional needs. The data privileged the agency of the leader in choosing to develop their own inter-personal skills for their leadership roles, evidenced at all four schools. However, the field-research identified examples of leaders contriving situations for their own self-interest, arguably presented as being in the school's or pupils' interest. Data evidenced Vicky, Acting Head at Beech Grove, introducing many changes without consultation and considered unnecessary by others. The emotional aspect of leadership offers opportunities for manipulation and coercion by an individual and a collegiate culture of an SLT, colluding to attain their 'lofty purpose' (Allix 2000:18). The practice of using EI to delegate tasks, which may be positioned as distributed leadership, could be justified for its managerial success in achieving the school goals but may not be justified in relation to ethical issues.

8.4   Summary of the research findings for the PIVOT factors.

The five factors are conceptualised as an integrated, holistic framework of leadership. The factor A, the Architecture of leadership may be seen to dominate the leadership with political statutes providing the imperative for all school reform and school improvement with the four other factors providing the means for interpreting the policies in each school. My fieldwork research presents the factors of leadership within a managerial construct of strategies, selected for their functional and instrumental purpose to achieve the organisational goals, improving provision and implementing government policies. However, although leaders are encouraged by successive governments to think managerially, the empirical research identifies the presence of other aspects of leadership in which I found evidence of reflective professionals operating in educational settings. Additionally I found evidence of leadership processes used to implement and sustain

school improvement which I interpreted through a micro-political lens within a frame of leadership power and authority.

8.5   The central space of the PIVOT

I move the argument forward into the central space of the PIVOT, a conceptualisation of school leadership which is informed by different viewpoints and addresses leadership judgements for moral and ethical concerns. The literature offers critiques of the official constructions of new leaders with Grace (2000) concerned for 'conflicts of interests' between managerial interests and 'educative or moral principles' (243). Issues associated with the 'power' and influence of Headteachers in their work were raised by Allix (2000) within a re-frame of participative, collaborative expressions of leadership as co-ercion and manipulative practice to subjugate others, achieve collective action and the instrumental goals as a practice of effective leadership (Lukes 2002). The central space of the PIVOT provides the overview of the organisation with a holistic, integrated approach to identifying, considering and balancing all the factors for the leadership practice. It is this space which elevates the leadership discourse above the managerial level of school leadership and into an arena of educational leadership in which issues relating to values, ethics and the moral purpose of leaders may be raised.

8.6   Summary of the research findings for the PIVOT features of leadership.

The core of the PIVOT framework is informed by a model of developmental democracy (Woods 2005) and conceptualised as the features of leadership, the Purpose, Identity, Values, Options and Trust. I argue that the features at the centre of the PIVOT provide an intellectual model for leaders, integrating professional knowledge with personal characteristics and contextual information in a continual process of leadership action and reflection. The field-research identifies leaders using information gathered from different sources to build knowledge of the whole organisation for an overview of the competing priorities and claims. Data evidences all participants stating the *Purpose* for their

leadership as improving educational provision for children with shared tacit knowledge and understanding of this ideological concept not solely associated with academic achievements. However, where the purpose of the educational provision differed from the official purpose, as evidenced at Ash Grove, the Head's purpose continues to dominate the discourse.

The fieldwork data evidences leaders' awareness of the need and their ability to use different leadership approaches and styles to match the task and build confidence in their leadership *Identity*. The professional and personal attributes merge as SLT members position their personal characteristics as their leadership, for example 'competitive', 'a good organiser', 'a high-achiever' with 'a strong personality'. Success in previous roles makes a significant contribution to the leaders' self-confidence, and they seek opportunities to build useful experiences from which to construct a self-assured leadership identity. The *Values* of the SLT members are located in their language, actions and observable behaviour with data demonstrating respect for others and equity of provision for staff and children. The data illustrates examples in which breaches of values causes concern, particularly apparent at Ash Grove as Karen's interpretation of her leadership drew criticism from a range of sources, impacting on her self-esteem which may be associated with values of respect and justice.

Options, as a feature of the intellectual centre of school leadership, describes choices made by leaders from a knowledge of alternative strategies and actions. Data from all SLT meetings identify professional discussions for problem-solving and building leadership capacity. Interview data illustrates SLT members choosing to develop new knowledge and strategies to explore their growing leadership roles. Nicola, Joe and Vicky, preparing for promotions, all consider the importance of building relationships over the managerial aspects of their work, recognising the options for their leadership and the potential limitations of an instrumental approach.

Data from SLT discussions provides evidence of the importance of *Trust* as an over-arching feature of leadership. School leaders take responsibility and accountability

for their actions, building knowledge and confidence to present as trustworthy members of an SLT. Improving knowledge of internal and external expectations and requirements, building successful experiences of working in new situations all contribute to establishing trust in leadership decisions. Frances uses an integrated framework of whole-school information to build her leadership knowledge and position a trustworthy response for SLT members and school Governors. However, the public trust in schools may be bounded by the official expectations requiring leaders to demonstrate how their leadership will raise standards and implement government policies.

The empirical findings for the case have identified leadership factors and features as an integrated process of leadership practice. I position the PIVOT centre as the core of leadership, building knowledge from the five factors to make informed decisions as a cognitive process in leadership development. I argue that the central space of the PIVOT framework is a crucial aspect of school leadership, conceptualising school leaders as pivotal in leading and managing schools with an intellectual enquiry and reflection under-pinning and locating the leadership as an educational practice.

8.7 Professional consultation

I arranged meetings to feedback my professional findings to the Headteachers and SLT as an agreed element of my research. Graham had moved from Beech Walk to Ash Grove as Headteacher and I received no response to my requests to meet the new SLT at Beech Walk. I presented my findings to the leaders at the individual schools, the new SLT at Ash Grove, the new SLT at Cedar Bank and the Head at Damson Valley with explanations of the background and analytical process for constructing the PIVOT framework (Appendix 17). I provided an illustrative, schematic diagram for each school, mapping my research findings for evidence of the five factors of leadership (Appendix 18). The diagram provided a descriptive and analytical framework of leadership but was interpreted by the school leaders within a normative frame. The professional discourse between myself and school leaders validated the authenticity of my findings and data

evidenced productive leadership learning and understanding. The PIVOT centre provided for intellectual discussions and Karen, Deputy Head at Ash Grove, identified the importance of connecting leadership decisions to staff emotions, saying she would 'take everyone into that middle bit of the diagram to have those important discussions'. Julia, KS2 leader at Ash Grove, used the diagram to connect knowledge of the whole-school 'picture' and stated she would develop her leadership by communicating this information to others. The SLT at Ash Grove together, identified factor B, building links between teams for higher levels of involvement and accountability, as an area for their development (Appendix 19:A7).

Data from the meeting at Cedar Bank showed Frances, Headteacher, acknowledging the strength of the framework for its 'robust analysis of different skills in leadership' and she stated her intention to use it for the forthcoming Investors in People re-assessment. Roisin, TLRa, moving to a Deputy Headship outside the area, saw the importance of developing staff who were not SLT members. Frances picked up this idea and identified it as her 'next project' to develop leadership among teachers, shown as factor D. Frances also identified the strength of the model in providing an over-view of the different factors of leadership, stating 'if we've got something tricky to decide, we can look at all these areas and nudge each other through the centre' (Appendix 19:C10). Clare, Headteacher at Damson Valley, considered the usefulness of the overview to highlight differences of leadership practice to staff. Data evidenced Clare reflecting on the consequences of an imbalance of factors, particularly related to privileging factor E above others. The professional feedback data provided evidence of the usefulness of the framework to describe and analyse leadership practice with the propensity for its use as a diagnostic tool for improvement and development.

8.8   Summary and claims to knowledge

The investigation into Primary school leadership practice and development has found evidence of Primary school SLT members developing their leadership as a holistic process of integrating structure, agency and context. The evidence provides relatable knowledge for the field in which others may position their experiences within the PIVOT framework and construct meaning for their own leadership learning. The research analysis identifies school leaders actively seeking to develop their leadership, directing school improvement, introducing systems and structures and using strategies to motivate others and achieve commitment to their goals. They use different styles and approaches, often within collegiate and team groups, as sources of power to assert authority and achieve their expectations to meet the organisational goals in a culture of performativity and accountability. Leadership discourse provides opportunities for analysis, reflection and decision-making but is located within the cultural hegemony of the school and, within my field-research, is controlled by the Headteacher operating as a site of power and control.

The New Labour reforms had a significant impact on school leadership, increasing the 'workforce' resulting in an expanded view of leadership with exhortations by government agencies to spread the workload both for its instrumental and developmental effects. Official recommendations to Heads for achieving compliance with the official goals includes the use of distributed leadership and EI as leadership resources. My field-research identifies the use of these two resources, used as pragmatic strategies to motivate and encourage others as school leaders adopt the language and behaviour of officially approved leadership models. Field-research identifies the importance of the Headteacher's role in each school as a crucial element in developing others, deciding and directing the focus for school improvement linked to the official goals and expectations. SLT meetings provide opportunities for professional discourse but were often reduced to operational matters for school improvement and raising pupil achievement levels for public accountability.

The central space of the PIVOT framework provides the arena for educational discourse but relies on the agents not only for cognitive challenge but also for the opportunity to practise this pivotal leadership. The official literature argues that Headteachers have a responsibility to develop new leaders but the fieldwork identifies a lack of time and resources for this work and a reluctance of Headteachers to fully distribute leadership. The reluctance may be due to the climate of performativity and productivity in which the Head has the final responsibility and accountability. But, many SLT members stated their wish for further training to widen their knowledge and develop leadership skills, which were not addressed in the school. The future of leadership development may not reside within the localised culture of a Primary school in which development opportunities for SLT members may be restricted by the structure, agency and context of the school. The PIVOT framework provides the structure for developing new leaders, well-informed of the managerial and instrumental goals of the organisation from which to position their leadership as a professional and educational practice.

8.9   Recommendations for practice, policy and research

A recommendation for policy and practice in leadership development is to locate experiential learning in schools within a planned educational programme, using knowledge derived from non-contextualised theories of practice. School leaders would support leadership development within a constructed process of adult learning, identifying, analysing and explaining their leadership practice for critical understanding to build knowledge. The PIVOT framework provides a structure for leadership development with experiences theorised through knowledge of leadership practice as a holistic, integrated process. A further recommendation for policy and practice is for school leaders to engage in the PIVOT centre as a space for leadership learning, addressing educative, philosophical issues through intellectual and ideological discourse and challenge to enrich cognitive skills for personal and professional growth.

A recommendation for research would be for a widening of the research base to test the PIVOT findings for descriptions of Primary school leadership practice in different locations. The methodology and methods used in this study could be implemented in a larger scale project with potential for extending the research into the wider workforce. Opportunities to undertake ethnographic work, studying leadership practice as a daily social construction, would offer knowledge to theorise the PIVOT model and expand the potential for generalisation. Research into the PIVOT framework of school leadership could be extended to secondary schools and schools in the international community to provide knowledge for generalisation. The PIVOT framework could be a useful starting point for the professional development of school leaders with SLT members becoming research practitioners for leadership in their schools and school network communities. A recommendation for professional practice would be for an integrated approach to school leadership and leadership development conducted as a continual process of organisational and intellectual enquiry, challenging and supporting current practice for further development and training.

	List of Appendices for the fieldwork	
Number	**Description**	**Page**
1	Letter to all Primary Headteachers in the Local Authority requesting involvement in my Research Project	185
2	Headteacher information form	186
3	Letter to Heads with agenda for first meeting	188
4	Letter to SLT member for pre-interview information	189
5	Questions for first Headteacher's interview	190
6	Questions for first interview with other SLT members	192
7	Pro-forma for SLT profiles in meeting observations	193
8	Pro-forma for responses following the SLT meeting	194
9	Staff questionnaire	195
10	Letter to participant for second interview	198
11	Questions for second interview with all SLT members	199
12	Chart for analysis of organisational categories in the second SLT meeting	200
13	The processes for selecting the schools	201
14	Time-table of interviews and observations	205
15	Developing the data analysis framework	206
16	An explanation of the process for integrating the five themes of leadership	210
17	Findings from the research programme-presentation to schools	214
18	School chart for professional consultations	218
19	List of accessed documents	219

Appendix 1

Research into Primary school practice to develop leaders
Letter to all Primary school Headteachers requesting involvement in the Research Project

Dear Colleague,

I am writing to you with a request for involvement in my research project in exchange for some free consultancy. Until recently I was a Headteacher in Warrington and am now an NCSL consultant working on a range of school leadership programmes.

My research for an EdD (Doctor of Education) at Manchester University is within the field of Educational Leadership and my particular focus is the development of leadership practice in Primary schools. I know that there are many different methods used to develop leadership practice and my research will contribute to the knowledge of these different practices in the field of Primary schools.

I am working as an independent researcher and my research is for my own doctoral thesis with no connections to NCSL or LA developments and projects.

This programme of research will be in stages using interviews with SLT members and observations over a period of one academic year, starting in Sep. 2008. Of course there will be total confidentiality and anonymity guaranteed. I will be able to provide you with feedback and a report on your school practice which you may find useful for internal and external audiences and may provide additional evidence for section 6 of the SEF. This service would obviously be within the parameters of the research into developing leaders. In order to collect preliminary information about approaches to developing leaders I would appreciate it if you would kindly completed the attached document and return it to me before 23rd May.

 If you are interested in becoming involved in this research, please contact me by phone or email me and I will begin the first steps of the programme.

Thank you for reading this.
Maureen

Maureen Cain

All contact details have been removed

Appendix 2

Research into Primary school practice to develop leaders

Information on approaches to developing leadership completed by the Headteacher

Please save as a word document, complete the sections and return to me by e-mail to before May 23rd 2008.

---

1) Name:_____

2) School_____

3) Number on roll in school_____

4) Length of time in post as Head_____

5) Number of staff on the Senior Leadership Team (include yourself)_____

6) Roles of SLT_____

_____

7) Would you describe the SLT as experienced, developing or a mixture of both?
_____

8) Number of staff, teachers and support staff (include TAs, LSAs, admin. staff)
_____

9) SEF judgement of effectiveness of leadership and management. _____

Thankyou for completing this first section.

The next section of this document asks for a snap-shot of your views on current leadership development in your school.

1. Could you please describe what you do to develop leadership in others?

Please give three short examples.

1.

2.

3.

2.Could you please describe how you are developing your own leadership?

Please give three short examples.

1. 2. 3.

3.How do you view these developments impacting on the leadership development in your school over the next year?

Please give three short examples.

1. 2. 3.

If you would like to be involved in developing this research in your own school over the next academic year, please contact me to arrange a first meeting. These will take place in July with the full programme starting in September 2008.

Maureen Cain

All contact details have been removed

Appendix 3

Research into Primary school practice to develop leaders

First visits to schools July 2008

Exemplar of e-mailed letter to Head with explanation of the agenda for the first visit

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Hello Graham, I hope it is still OK to come in and meet with you on Monday at 10.00am. Our meeting should last about an hour and I've sent you a list of the main areas I would like to discuss with you.

The focus of this first visit is to:

1. Explain the context and structure for my research,

2. Identify with you two members of the SLT for the interviews, these will be members of staff who you believe make a strong contribution to the leadership culture of the school,

3. Arrange dates for the first interviews next term with yourself and these two SLT members,

4. Arrange an observation of a SLT meeting next term,

5. Collect documents, as previously discussed on the telephone, which provide evidence of the development of leadership in school.

6. Answer any questions you may have about the process.

I'm very much looking forward to meeting and working with you on this leadership development and I thank you in advance for your co-operation.

Best wishes

Maureen

Appendix 4

Research into Primary school practice to develop leaders.

Letter to member of SLT pre-interview

Please save as a word document and either return to me as an attachment one week before the interview date, E-mail address or give it to me at the time of the interview.

Your Headteacher has suggested I talk to you as an active contributor to school development. Thankyou very much for agreeing to be part of my research into school leadership. The information you give me will be treated in total confidence and with anonymity and will contribute to the knowledge on different leadership practice in Primary schools.

Information pre-interview

Name_____

School _____

Post held_____

Length of time in post_____

    1. Can you describe your roles and responsibilities in school?

    2. Can you describe the current school leadership culture?

    3. Can you describe your ideal leadership culture?

Maureen Cain

All contact details have been removed

Appendix 5
Research into Primary school practice to develop leaders

Questions for Headteacher   Ist interview

Name of Head
School
Date

Thanks for agreeing to be part of the project, confidentiality and anonymity.
You have given me some information on your current school culture and the way that you see that developing. I'll be expanding on this information to go more deeply into some of your responses.

1. How would you describe your style of leadership?

2. How would you describe your approaches to developing staff leadership?

3. The semi-structured style of interviewing will incorporate the following phrases into the questions;
creating opportunities to develop teachers as leaders,
involving staff in the decision-making process,
involving staff in how decisions will be implemented,
enabling staff to develop their skills and experiences in leading school improvement,
expecting staff to make suggestions for new and improved ways of working.

4. Tell me about the methods you use to encourage others and develop leadership in others?

5. How do you organise the leadership structure? . . are there opportunities for individual action and initiative?

6. How do you, or others, identify members of staff for leadership experiences?
Do you have formal and informal processes to develop others?

7. Do you think this practice will continue and be sustained…what would be the conditions for that?

   Social and cultural context – inter-personal relationships

8. How would you describe the school culture . . .
 what are the conditions that support this type of culture?

9. As the Headteacher, how have you helped to established these?

10. Who sets the goals and values of the school. . . are these open to negotiation?

11. Can you tell me about different types of interaction that happen in school that support a climate of developing leadership practice?

12. Do people find it difficult to 'let go' of tasks or decisions?

13. Do you think this would work in other schools?. . . any reasons why not?

14. What are the advantages of this culture?

15. Can you see any disadvantages?

Appendix 6
Research into Primary school practice to develop leaders

Questions for SLT members   1ˢᵗ interview

Name
School
Date of interview

(Notes for introductions: Thanks for being part of the research, assured confidentiality and anonymity. Short description of the difference between leadership and management if seen to be necessary and appropriate.)

1. Could I ask you to tell me more about your roles in school and your responsibilities?

2. How do you use your leadership skills…do you lead a team of people?…are you responsible for a budget?….. are you able to make decisions about what happens in your role? Can you talk to me about what it is that you do?

3. Are you able to describe the school leadership culture, what is the preferred style of leadership and the school culture?

4. Could you talk to me about the ways you are encouraged to develop your own leadership skills and experiences? Does this happen to others?

5. Who supports you in your leadership role, do you have any training ?

6. Do you have the opportunity to develop your professional thinking and reflect on ideas for your and school's development?

7. You told me about your preferred school culture… how would you do anything differently?

Appendix 7
Research into Primary school practice to develop leaders

Pro-forma for SLT profiles for group observations

School

Date

Meeting agenda

Name	Sex	Status and position	Responsibilities	Teaching role	Years in SLT

Appendix 8
Research into Primary school practice to develop leaders

Pro-forma for responses following the observed SLT meeting

Please would you reflect on the meeting you held to-day and give me your views as described in the questions. Please remember that all your views and opinions will be treated confidentially and respondents will not be identified.
I only seek to confirm the validity and reliability of the data generated for the research.
Please complete the form as soon as possible and return it me in the stamped addressed envelope provided.

From your point of view as a leader and member of the SLT:
Was this a normal type of meeting held with this group?

Were the outcomes for the meeting generally met?

What do you consider went well?

What do you consider might have been better?

When do you feel you were able to use and develop your own leadership skills and behaviours?

Name:

Appendix 9

Research into Primary school practice to develop leaders.

Questionnaire to all school staff.

Dear Colleague,
Thankyou for agreeing to contribute to my research into school leadership. All your responses will be treated in confidence and will be used to build a picture of current Primary school practice in developing leadership through the school. Many thanks, Maureen Cain

---

Role in school (what you are expected and appointed to do)
_____

Grade; eg. Main payscale, upper payscale, TLR, TA, HLTA,_____

Sex: male/ female (Please circle the response that applies.)

1.) Tell me two things that you enjoy about your job.

i)

ii)

2.) Tell me two things you would like to happen to improve your job.

i)

ii)

3.) How do you lead learning for children within your own role?

4.) Do you lead or manage other adults? YES/NO (Please circle the response that applies.)
If YES, who do you lead and what do you do?

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5.) Do you have the opportunity to be involved in discussing school changes and developments?
YES/NO   (Please circle the response that applies)
If you have answered YES, please give at least one example of your involvement.

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6.) Are you given opportunities to be involved in making decisions which affect you and the way you work? YES/NO (Please circle the response that applies.)
If you have answered YES, please give at least one example of your involvement.

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7.)Do you see yourself currently as a leader? YES/NO (Please circle the response that applies)
Please comment briefly on your reasons for your response.

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8.) Have you had opportunities to develop your leadership skills in your working life? YES/NO
If YES please explain how you have done this.

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9.) Do you see yourself potentially developing your leadership skills? YES/ NO
What and who will help you to do this, eg.NCSL programmes, CPD, school opportunities, influence of others?

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10.) This box is for any other comments you would like to make on the development of leadership opportunities in your school?

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Appendix 10

Research into Primary school practice to develop leaders

Second phase of research programme: Summer term 2009
Letter to participant

Dear Roisin,

Thankyou so much for agreeing to be involved in my research into the development of Primary school leaders. Your contribution in the first phase has provided me with an immense amount of useful and unique research material which I can use in my thesis. I am ready to begin the next phase of the research programme and have agreed with Frances to come into school on Monday 29th June for interviews and to observe an SLT meeting as I did before.

The focus of the questions will again be about your leadership and how it has developed through the year. I am interested in finding out how your experiences have contributed to your growth in skills and confidence, these may be positive or negative as all experiences count. I also am interested in exploring with you how the school culture enables you to make an impact on yours and others' leadership growth.

 As before, all our conversations will be recorded so that I can transcribe them but are totally confidential. I am attaching a copy of our previous discussion in a reduced format, if you would like the full transcription I can e-mail it to you. This reduction means that sections have been cut to highlight the main areas and of my research so the continuity of the discussion may appear strange.

I look forward to meeting with you again and having a professional dialogue.
If you wish to contact me before the interview for any reason at all, my number is (All contact details have been removed).
Thankyou so much for your time.

Best wishes

Maureen

Appendix 11

Research into Primary school practice to develop leaders

Areas of exploration in second round of interviews: Summer term 2009

The following questions make certain assumptions about the participant's experience, interpretations of leadership and perceptions of their role and responsibilities. These will be clarified through the interview, depending on the contextual information as it is provided. Thus the questions may be framed differently and will be constructed in response to the professional judgement taken at the time.

Purpose of the interview and objectives
- ❑ To explore school situations that have required leadership skills and behaviours, i.e. change programmes, implementation of new policies.
- ❑ To encourage reflection on the specific skills and behaviours which have enabled a successful outcome.
- ❑ To encourage reflection on difficult situations which may have required a different response to impact on professional learning in leadership.
- ❑ To explore personal perceptions of growth in leadership skills and behaviours.

Interview frame
During this last academic year you have been developing your leadership and management skills and your role as a member of the SLT.

1) What experiences have you had this year which have developed your leadership skills and confidence as a leader?
2) How do you feel you have changed this year, both as a leader and in yourself? Do you think others have noticed any difference in you?

3) Can you identify any experiences which have not worked as well as you would have liked but have impacted on your learning about leading others? What are the challenges you have faced and how have you overcome them?
4) Have you noticed other members of staff developing leadership skills and behaviours? Have you been able to support this?

5) As you work with others in school to implement decisions and school changes, what strategies do you think work well leading these changes?
6) Can you tell me what happens in this school that gives you the confidence to stretch yourself in areas that might be challenging so that you can develop leadership skills?

7) Reflecting on these experiences, what leadership skills and behaviours would you want to 'keep' and embed in your practice?

8) At the end of this academic year, what is it that motivates you, gives you encouragement and job satisfaction? Has it changed at all through the year? What would improve your levels of job satisfaction ?

Appendix 12
Research into Primary school practice to develop leaders

Criteria for analysis during observations of 2nd SLT meetings

Organisational categories	*Evidence of criteria used*
Achievement orientation	
Approaches and styles of leaders and leadership	
Direction setting	
Evidence of leadership showing job satisfaction and fulfilment	
Involvement of others in decisions which affect their practice.	
Knowledge and Actions within a whole and wider-school agenda	
Language and behaviour of leadership	
Leaders as skilled teachers	
Organisational systems and structures	
Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.	
Professional and personal development	
Seeking new opportunities and displaying creativity (may be associated with risk-taking)	
Showing appreciation and trust in others	
Teamwork, collegiate practice to achieve successful outcomes.	

Appendix 13

Research into Primary school practice to develop leaders

The processes of building the case

Stage 1   Identification and selection of schools

Table 1(a) Process for selection of schools

Focus for research	Date
Letter and prelim. questionnaire to all 75 Primary heads in one LA. (Appendices. 1&2)	May 6th 2008
Reminders and responses collected by email before cut-off date.	May 23rd 08
Collation of responses and calibration with Ofsted docs. Selections of schools made according to typology	June 08

 I received five responses to my request including one of non-involvement from a Head.

From the four completed responses I compiled analytical charts which I tabulated in Table

1(b), using their information and drawing also from Ofsted reports and LA statistical data.

Table 1(b) Typology showing school information to inform selection

Criteria	School A	School B	School C	School D
Willingness for involvement	Yes	Yes	Yes	Yes
Ofsted reports on l & m	Outstanding	Good	Good	Good
Size of school, no. of pupils	370	205	210	161
Category of school	C of E	C of E	C.P.	C.P.
Description of school demography, Ofsted and LA sources	Urban Av. FSM Av. SEN	Rural adv. No FSM Low SEN	Residential Low FSM Low SEN	Rural No FSM Low SEN
Gender of Head	Female	Female	Female	Female
Length of headship in this school	4 years	3 years	1 year	5 years
Number on SLT (incl HT)	5	4	2	6
Number of all staff	52	25	22	18
SLT experience	Yes	No	No	No

The table enabled a clear overview to be taken of the main criteria for consideration based

on particular characteristics. There were similarities in the schools' profiles which may

have affected the validity and purpose of the research with regard to findings and

recommendations. I then considered the responses to the questions I had provided for

Heads, asking for their views on developing leadership for themselves and others within

the school. These responses helped to build a richer picture of school practice and

formulated a concept of how specific leadership developments were enacted. The table

1(c) below contains specific examples provided by the Heads to explain their practice and

its planned impact on leadership development.

Table 1(c) Information provided by Heads on leadership development currently in school

Criteria	School A	School B	School C	School D
Leadership language used indicating knowledge of processes and skills.	Succession planning, distributing leadership at all levels,	Greater involvement of others to widen their role, Encouraging and trusting staff	Sharing a vision, time for leadership, communication with stake-holders	Using a distributed leadership model.
Leadership tasks, activities	Increased staff accountability for tasks.	Risk-taking for new initiatives.	Non-specific	CPD opportunities, non-specific
Involvement in external CPD courses.	Award-bearing courses for members of staff.	Designated leadership post to develop CPD	School discussions	Staff involvement in NCSL programmes
Involvement in external networks.	School networks, local and national.	Local and national networks.	None cited	Local networks
Any other info to indicate interesting case eg. Change of school culture or organisational structure.	Development of new D.H. Involvement from SLT member line manager for TAs.	Wants greater leadership involvement by others, Ofsted identified strong emphasis on teamwork.	Nothing specific.	Development of new D.H.

A review of this data revealed that there were significant gaps in the sample which would

not reflect a balanced approach to gathering data. These could be quantified in three main

areas; 1) a gender imbalance, all four responses were female, 2) as many Catholic

schools as Anglican schools were in the local authority, which were not represented, and

3) three schools were in areas of socio-economic advantage. In addition, schools C and D

did not appear to offer any additional data for research purposes to support their inclusion

in the sample. Considering these elements and continuing the search for interesting sites

to provide rich data for research, I decided to identify other Heads who would meet the

three areas identified above, male, Catholic or Community Primary school and within a

lower socio-economic area. From this sample I selected two Heads who I approached

with my research requests. The two tables below 1 (d) and 1(e) provided information from

these two additional sites.

Table 1(d) Typology showing school information to inform selection

Criteria	School E	School F
Willingness for involvement	Yes	Yes
Ofsted reports on l & m	Good	Satisfactory
Size of school, no. of pupils	194	400
Category of school	R.C.	C.P.
Description of school demography, Ofsted and LA sources	Residential High FSM High SEN	Urban High FSM High SEN
Gender of Head	Male	Male
Length of headship in this school	3 years	6 years
Number on SLT (incl HT)	5	5
Number of all staff	24	35
SLT experience	No	Mixed

Table 1(e) Information provided by Heads on leadership development currently in school

Criteria	School E	School F
Leadership language used indicating knowledge of processes and skills.	Empowering others, giving true responsibility	Coaching and mentoring, opportunities to lead
Leadership tasks, activities eg.whole-school accreditations, school-based.	Encouraging risk-taking, focus on impact	Succession planning, risk-taking, innovative opportunities for staff
Involvement in external CPD courses.	Focus on collaborative CPD	High levels of ed. research and development within school
Involvement in external networks.	High levels of interaction with other agencies	Liaisons with other schools
Any other info to indicate interesting case eg. Change of school culture or organisational structure.	Ofsted affirm good development of others and teamwork. Open leadership style.	Experienced HT of 24 years facing challenges in staff's leadership development.

Analysis of this data confirmed that these two schools both matched the criteria and provided interesting sites for research into leadership development. The criteria for selection was constructed using professional and research judgements and so, it may be argued, the replacement of schools C and D with schools E and F provided a more balanced and representative sample of schools and thus, widened the scope of the research. The final four schools selected for the field study were as follows; School F became school A, school E became school B, previous school A became C and previous school B became D.

Appendix 14

Research into Primary school practice to develop leaders

Time-table of interviews and observations

	School A	School B	School C	School D	Total
2 Interviews with HT	2 hours	2 hours	2 hours	2 hours	8 hours
2 Interviews with members of SLT	4 hours	4 hours	4 hours	4 hours	16 hours
2 Observations of meetings	3 hours	3 hours	3 hours	3 hours	12 hours
Additional interviews	2 hours	2 hours	3 hours	N/A	7 hours
Staff visit and questionnaire	1 hour	1 hour	1 hour	1 hour	4 hours
Total	12 hours	12 hours	13 hours	10 hours	47 hours

Appendix 15

Research into Primary school practice to develop leaders

Developing the data analysis framework as an organisational tool

An explanation of the categories and their sources

Chart 1: First framework of data analysis, emergent categories

1) Direction setting
2) Achievement orientation
3) Organisational systems and structures
4) Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.
5) Teamwork, collegiate practice to achieve successful outcomes.
6) Involvement of others in decisions which affect their practice.
7) Showing appreciation and trust in others
8) Professional and personal development, self and others
9) Seeking new opportunities and displaying creativity (may be associated with risk-taking)
10) Leaders as skilled teachers
11) Knowledge and Actions within a whole-school and wider-school agenda
12) Styles and approaches of leaders and leadership
13) Language and behaviour of leaders and leadership
14) Evidence of leadership showing job satisfaction and fulfilment

The rationale for selecting these particular categories grew from the data and my professional recognition of patterns of leadership which had been identified through my literature research. I referenced these categories to specific and reliable sources both to validate the research and provide clarification for my organisation of patterns for comparison across the case.

Research base for the organisational categories

Categories 1, 2, and 3 were located within official documentation particularly referenced to educational reforms and National Standards for Headteachers (2004).

Category 4 related to the political skills of a leader in determining priorities and strategies for success and emerged from selected literature on power (Busher 2001, Mawhinney 1999).

Categories 5 and 6 were constructed from Woods (2005), writing on developmental democracy with attention given to these elements in making a positive contribution to developing and affirming skills, characteristics, self-esteem and confidence in leaders and leadership.

Categories 7 and 14 drew from Fullan (2003) in which he identified the importance of trust and relationships to increase self-esteem, job satisfaction and motivation in leaders.

Categories 7 and 10 built from Blasé & Blasé (1994) emphasising the importance of involving teachers in school developments and, by implication, leadership decisions, to build trust amongst colleagues.

Category 8 was influenced by Southworth (2002) and McCall (1998) identifying the importance of continuing professional development.

Categories 9, 11 and 14 drew from Harvey (1994) and Wallace (2002) identifying the importance of senior teachers 'raising (their) levels of involvement in whole-school programmes' and 'seek(ing) new opportunities for professional development' to increase their 'sense of professional identity and levels of work satisfaction' (Harvey 1994:33).

Categories 12 and 13 grew from Goleman (2002) who considered the importance of structured reflections in leaders related to their emotional and cognitive growth.

From these fourteen categories I identified five themes which I termed Actions (of Leadership), Behaviour, Conceptualisation, Development and Emotions (Chart 2). Although I had considerable evidence within these themes, I was troubled by the amount of inter-change between categories and the difficulties of compartmentalising these themes and using them for academic research purposes. This difficult of categorisation may be an indication of the task of school leadership and particularly Primary school Headship, reflecting a holistic approach to managing and multi-tasking, within a constantly changing scene of ideologies, policies, staff and pupil needs, to make sense and bring order to the organisation.

Chart 2: Second framework for data analysis: Areas of analysis

A: Actions of leaders	B: Behaviour of leaders	C:Conceptualisation of leadership	D: Development of leaders and leadership	E: Emotional elements of leadership
3.Organisational systems and structures.	4. Pragmatic leadership	1.Direction setting	8. Professional and personal development.	7.Showing appreciation and trust in others.
9. Seeking new opportunities and displaying creativity.	5. Teamwork and collegiate practice	2. Achievement orientation.	10. Leaders as skilled teachers.	14. Evidence of leadership showing job satisfaction and fulfilment.
11. Knowledge and actions within a wider-school agenda.	6. Involvement of others in decisions which affect their practice.	12. Styles and approaches of leaders		
		13. Language and behaviour of leaders and leadership.		

Further reading and intellectual thinking, particularly Gronn (2003) led me to re-define the themes and re-term them in a more rigorous organisational structure for analysis. The themes, Actions, Behaviours and Conceptualisation of leadership, which had been a concern, took on a different dimension and were re-termed as; 'Architecture', a metaphor for the ideas and design of the leadership task or function which may or may not be a whole-school development, 'Building', to describe the mechanisms and methods of translating the ideas into practice, and 'Context', ensuring that the ideas and methods were appropriate, fit for purpose and suitable for the school context and culture, rather than an unthinking transfer from another school or situation. The themes D and E, Development and Emotions of leadership, remained appropriate for the purpose of analysis. Moving from one framework of analysis to another, required an organisational shift as some categories were necessarily moved into different areas, Chart 3. The shifting of categories did address, in some part, the conflict of the compartmentalisation but for the purposes of data organisation for analysis, it was a workable and manageable solution.

The terms, Actions, Behaviours and Conceptualisation had not been forsaken but rather subsumed for their consistency of appearance, throughout the data, in all areas, and thus a non-productive theme of categorisation. The re-terming of the themes may be seen as a logical outcome of the identified categories which could then be used for the case study to conceptualise leadership and development.

Chart 3: Third framework for data analysis: Themes of analysis

| A: Architecture of leadership	B: Building structures of leadership	C: Context for leadership	D: Development of leaders and leadership	E: Emotional elements of leadership
1.Direction setting (DfES/NCSL 2004,2007; Southworth 1998, 2002)	3.Organisational systems and structures (DfES 2003, 2004; PwC/DfES 2007;Harris 2008)	4. Pragmatic leadership (Busher 2001; Mawhinney 1999; Day and Harris 2006)	8. Professional and personal development (McCall 1998; Southworth 1998, 2006).	7.Showing appreciation and trust in others (Bryk and Schneider 2002; Fullan 2003,).
2. Achievement orientation (DfES 2005; NCSL 2003,2004b; Higgs and Dulewitz 1999)	5. Teamwork and collegiate practice (Senge 1990;Wallace and Huckman 1999; Woods 2005; Yeomans 1987)	12. Styles and approaches of school leaders (Boyatzis 2000; Spillane et al 2004)	9. Seeking new opportunities and displaying creativity (Harvey 1994; Wallace 2002).	13. Language and behaviour of leaders and leadership (organisational culture) (Blasé and Blasé 1994; Hargreaves 2007)
11. Knowledge and actions within a wider-school agenda (Gronn 2003; Harris 2008).	6. Involvement of others in decisions which affect their practice (Pascal and Ribbins 1998; Hoyle and Wallace 2005)		10. Leaders as skilled teachers (Gunter 2005; Southworth 2006)	14. Evidence of leadership showing job satisfaction and fulfilment (DfES 2004;Fullan 2001,2003, Goleman 2002)

Appendix 16

Research into Primary school practice to develop leaders

 An explanation of the process for integrating themes in each school.

Ash Grove

The data showed leadership development of the SLT was positioned within the Ofsted inspection as a context for their work. I took factor C, the Context for leadership as the starting point of the development and built up the integrated model. I connected C to factor A for the impact of the inspection on the Architecture of leadership, as leaders set new directions to raise achievement in the whole-school. I connected C to factor B, Building structures of leadership as the leaders developed new organisational systems as a direct response to the inspection. The links between factor C and factor D, the Development of leaders was clearly evidenced in the data with impact on the professional growth of all members of the SLT. The data also supported links between factor C and factor E, the Emotional aspects of leadership as members provided evidence of their emotional and intellectual responses with implications for their personal growth. The connections are visually presented with connecting arrows at Figure 1.

 Figure 1: Connecting the factors of leadership at Ash Grove
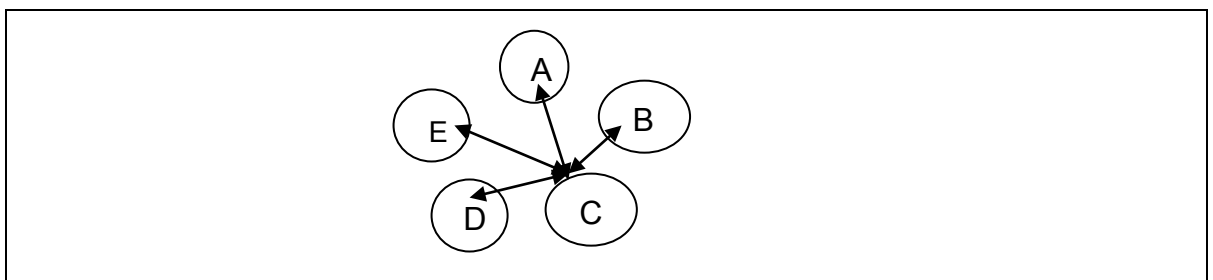
Beech Walk

The data from the SLT meeting connected the leadership factors, using A as the starting point with a new direction for SLT development. SLT members were required to improve their knowledge of pupil achievement levels in order to lead improvements in teaching and learning. Thus, factor A linked to factor B with data showing new organisational systems and involvement of all members of the SLT in response to this new direction. Factor A linked to factor C in providing an appropriate context for the school direction related to raising levels of pupil achievement. Factor D was clearly linked as the SLT members improved their knowledge and skills in data analysis. The data described members feeling valued through involvement in SLT discussions and decisions which connected factor E to factor A. The visual image at Figure 2 displays these connections and explanations.

Figure 2: Connecting the factors of leadership at Beech Walk
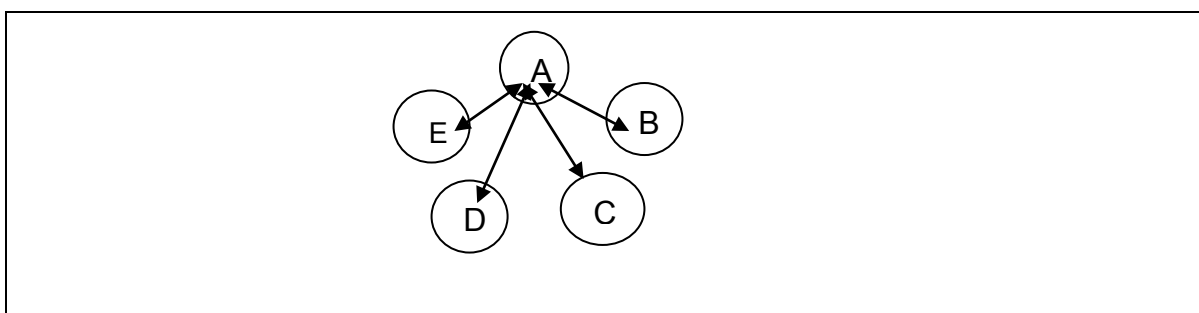
Cedar Bank

Leadership development was positioned within a whole-school programme of development for professional and organisational growth and I present the visual construct starting with factor D. It was clear from the data that this school priority was valued by all the Cedar Bank participants in my research programme and the links between factor D and E were evidenced. Links with factor A and factor B were apparent as outcomes from the development meetings led to the participant's wider knowledge of whole-school opportunities and involvement in school structures and systems of teams. Links with

factor C were provided as contexts for the professional development which were identified to fit the practical purpose and leadership style for a successful outcome both for the development and the participant.

Figure 3: Connecting the factors of leadership at Cedar Bank
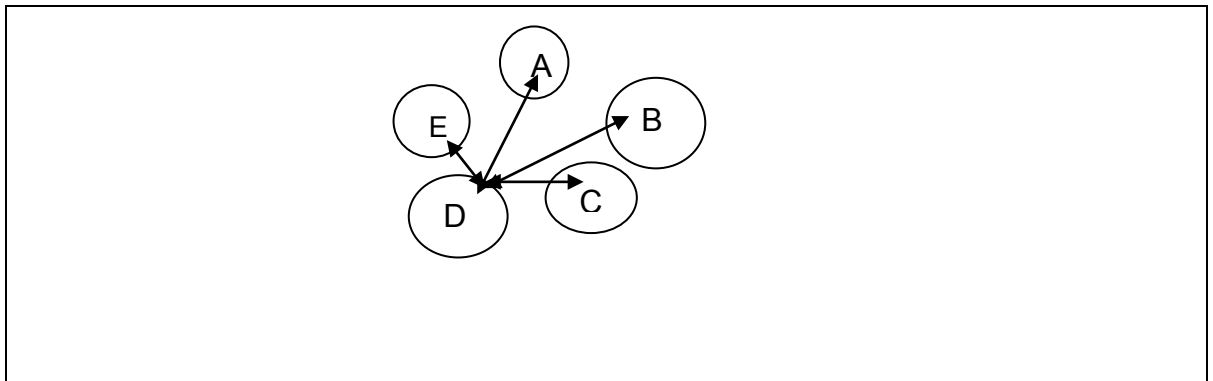
Damson Valley

An aim of the School Development Plan was to develop the subject leaders in their leadership roles of monitoring their peers' classroom practice. However, the data identified a review of this aim in response to staff reluctance to engage in this process, perceived as a threat to their collegiate style of working. Thus, E impacted on factor A with a revision of plans and leadership work, factor B was affected and classroom observation systems with feedback processes were altered. Clare took a pragmatic approach to the situation and adapted her plans for an appropriate response to staff concerns, identified as factor C. There was also an impact on factor D as staff recognised the requirements of a leadership role rather than a subject management role and chose, as a group, not to comply with the work of a subject leader. The learning for meaning from this example may be conceptualised within an adult educative framework which scaffolds experiential learning with theoretical models and professional discourse for new practice.

Figure 4: Connecting the factors of leadership at Damson Valley
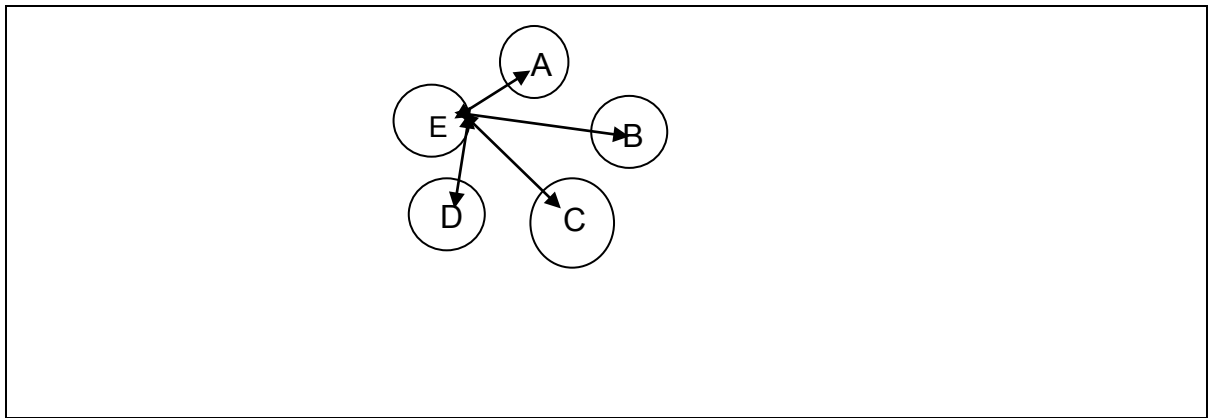
Appendix 17

Research into Primary school practice to develop leaders

Findings from the research programme – presentation for school discussions
May 2010

Organisational categories
Achievement orientation
Approaches and styles of leaders and leadership
Direction setting
Involvement of others in decisions which affect their practice
Job satisfaction and fulfilment
Knowledge and Actions within a whole and wider-school agenda
Language and behaviour of leadership
Leaders as skilled teachers
Organisational systems and structures
Pragmatic leadership-managing internal and external requirements and situations for positive resolutions.
Professional and personal development
Seeking new opportunities and displaying creativity (may be associated with risk-taking)
Showing appreciation and trust in others
Teamwork, collegiate practice to achieve successful outcomes.

Factors of leadership

A: Architecture of leadership	B: Building structures of leadership	C: Context for leadership	D: Development of leaders and leadership	E: Emotional elements of leadership
Achievement orientation	Involvement of others in decisions which affect their practice	Approaches and styles of leaders	Leaders as skilled teachers	Job satisfaction and fulfilment
Direction setting	Organisational systems and structures	Pragmatic leadership	Professional and personal development	Languge and behaviour of leaders
Knowledge and actions within a whole and wider-school agenda	Teamwork and collegiate practice		Seeking new opportunities and displaying creativity	Showing appreciation and trust in others

A framework for leadership practice
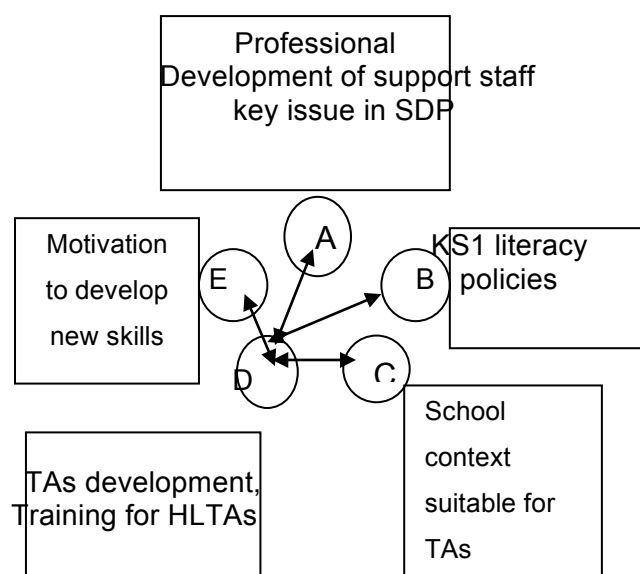
Developing the dynamic framework, the factors of leadership
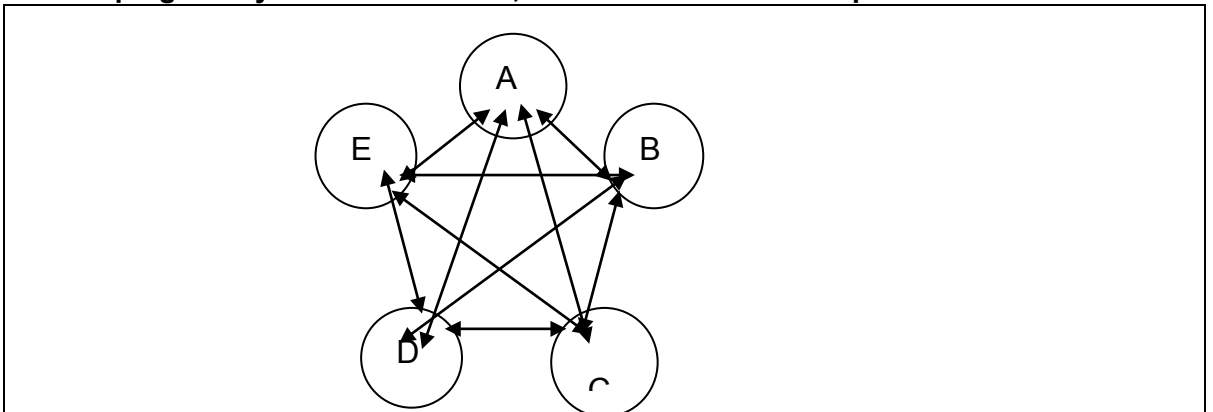
Developing the dynamic framework, the internal PIVOT of leadership
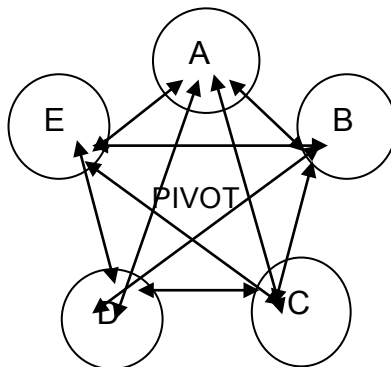
Questions to locate the PIVOT framework for purposeful leadership discussion and problem-solving, independently or jointly as a team approach.

Purpose –What decision would constitute a successful outcome?

Identity - What are you bringing to this situation as a professional, how does your knowledge and experience affect the decision?

Values – What values and principles are you using in order to reach your decision?

Options – Have you given consideration to the full range of options and opportunities available when making a decision?

Trust – Can you justify your judgements to all stakeholders, taking responsibility for your decision in a climate of accountability?

Appendix 18

School chart for development

Raising teachers' aspirations

Driven by Ofsted key issues

Limited to specific areas

High levels of trust and appreciation within personal friendship and localised groups.

Achievement orientation

Knowledge of whole-school

Lack of whole school consistent systems. No formal structures for feedback.

Direction setting

Trust and appreciation

Motivational, encouraging, positive

Language and behaviour

Org. systems, structures

A

E

B

Teams and collegiate practice

Developing adults, building confidence in others.

Job satisfaction

Individual development

Involvement of others

D

C

Prag matic

Limited input, restricted impact on decisions.

Limited opps. to build knowledge.

Styles and approaches

Practical approach to prioritising and resolving challenging situations

Diverse opps. informally offered. Some delegation.

Opps. risk-taking

Skilled teachers

No real delegation, hierarchical style

Sharing good classroom practice

Appendix 19
Research into Primary school practice to develop leaders
List of documents accessed from all schools

	Source of document	Number for reference
Ash Grove		
School prospectus/ Parent's Handbook	internal	1
School Improvement Plan 2008/2009	internal	2
Agenda for Ist SDP meeting	internal	3
Ofsted Inspection report March 2008	external	4
Ofsted Inspection report May 2009	external	5
Feedback from SLT meetings	researcher	6
Beech Walk		
School prospectus 2007	internal	1
School Improvement Plan 2007/2008	internal	2
Agenda for SLT meeting	internal	3
Ofsted Inspection report April 2006	external	4
Feedback from SLT meeting	researcher	5
Responses to staff questionnaire	researcher	6
Cedar Bank		
School prospectus 2008-2009	internal	1
School Improvement Plan 2007-2008	Internal	2
School Improvement Plan 2008-2009	internal	3
School Self-Evaluation form, sections 7 and 8 January 2008	internal	4
Agenda for 1st SLT meeting	internal	5
Investors in People report 2007	external	6
Ofsted Inspection report January 2008	external	7
Feedback from SLT meetings	researcher	8
Responses to staff questionnaire	researcher	9
Damson Valley		
School profile	internal	1
School prospectus	internal	2
SLT meeting agenda June 2009	internal	3
The role of the subject leader	internal	4
SLT roles and responsiblities,	internal	5
PM Objective statement for Deputy Head 2008-2009	internal	6
CPD policy	internal	7
Ofsted Inspection report September 2006	external	8
Feedback from SLT meetings	researcher	9
Responses to staff questionnaire	researcher	10

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