# Resource 2. Leadership perspectives

## Activity

In the following table (Table 1) consider the contexts of: focus, discourses, relationships, goal, actions, outcomes, benefits and challenges

1. How do these examples compare with your understandings of your own practice? Can you think of some examples when this happened?
2. What do you think of Shields’ contention that leaders will often move from one leadership type to another? Why do you think this?
3. What would you hope to take from this activity?

| **Transformative** |  | **Transactional** | **Transformational** |
| --- | --- | --- | --- |
| Understanding how our in-school praxis has implications for all students at a societal level | Focus | Meeting the externally imposed policies or tasks | Improving the current condition in the context of the school |
| Moral and social responsibility to address existing disparities within education to address wider societal inequities – ‘greater public good’.  Critique location of power and activate agency in order to disrupt the status quo and reconstruct social/cultural frames of reference that eliminate inequity | Discourses | Acceptance of hierarchical power  The priority is managing  external expectations alongside internal pressures while getting the job done and keeping the school running | Visionary ‘Good to great’ – school improvement  Developing internal capacity and engendering personal commitment to optimise school improvement |
| Non-dominating, culturally responsive, interdependent and enduring | Relationships | Hierarchical, congenial and task focussed | Influential, participatory, interdependent |
| Evidence-based and socially constructed to overcome identified barriers | Goal | Determined by the leader(s) and the available resource | Informed by school-based evidence, legitimised by leaders to enhance school effectiveness |
| Planned and collaboratively determined set of actions that   * are inextricably linked to the goal * are informed by what works * involve everyone   are regularly reviewed and used to inform the next iteration | Actions | Ensure compliance by   * simplifying ideas and issues * systematising actions at all levels * monitoring performance | Planned and determined set of actions that   * are inextricably linked to the goal * are informed by evidence * targeted at different levels of the school |
| Reflect/facilitate educational and social transformation  Multiple perspectives and relevant evidence are used to determine progress  Build and foster a sense of community at and across many levels | Outcomes | Task completion – boxes are ticked  School leaders use some evidence to define the parameters of improvement | School improvement relating to the goal is evident  Collaboration between staff members is likely improved |
| * Multiple individual beneficiaries –wide range of people (students, staff, whānau and community) benefit from being involved * Collective/societal transformation towards a socially just and equitable society * Requires perseverance and courage * Complex and time consuming * Challenge and uncertainty characterise this space | Benefits and Challenges | * Primary beneficiaries are leaders – their agenda is met * Simplicity ensures efficiency –tidy * Narrow focus * Reinterpretation/ simplification risks losing the original intent * Teachers and students may not benefit from the compliance focus | * Primary beneficiaries are the leaders and the school community – others may benefit from being involved * Shared vision transforms the school * Requires inspiration, motivation and perseverance * Working with complex and diverse systems |

## Table 1: Leadership perspectives and contextual features