CONCEPTS OF LEADERSHIP

In a globalised environment
At a time of change

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IMAGES OF LEADERSHIP

What does the word ‘leadership’ mean to you?

What lies beneath our differing concepts of leadership?
The Ying and Yang of leadership

Can you lead your people
without seeking to control?
Can you open and close the gates
in harmony with nature?
Can you be understanding
Without trying to be wise?
Can you create without
possessiveness?
Accomplish without taking credit?
Lead without ego?
This is the highest power.

Tao, 10
CONCEPTS OF LEADERSHIP

Leadership as individual
Leadership as distributed
Leadership as activity
THE 15 INCOMPETENCES OF HEROIC LEADERS

An underestimation, bordering on the arrogant, of the enemy
An equating of war with sport
An inability to profit from past experience
A resistance to exploiting available technology and novel tactics
A dislike of intelligence (in both senses of the word)
Great physical bravery but little moral courage
Imperviousness to human suffering amongst the rank and file
Passivity and indecisiveness
A tendency to lay the blame on others
A love of frontal assault
A love of precision and strict preservation of the military pecking order
A high regard for tradition and other aspects of conservatism
A lack of creativity, improvisation, inventiveness and open-mindedness
A tendency to take risks so difficult that failure might seem excusable
Procrastination

NEW LEADERS

• Are visionary
• Read situations
• Lead learning
• Break the rules
• Manage paradox
• Are politically wise
COMMAND, CONSULTATION, CONSENSUS AND CONFLICT

THE FOUR C’s

Command
Consultation
Consensus
Conflict
Homogenous groups become cohesive more easily than diverse groups and as they become more cohesive they also become more dependent on the group, more insulated from outside opinion and therefore more convinced that the group’s judgment on important issues must be right.

*Suriewicki, The Wisdom of Crowds*
THE POLITICAL CONTEXT

• The tyranny of numbers
• The counterfeit society
• The intensification of teaching
• The post truth political environment

CONTEXTE SOCIAL ET POLITIQUE

• Les habits neufs de l’empereur
• Un pur chimere
• Une fausse promesse
“Not everything that counts can be counted. And not everything that can be counted, counts.”

Albert Einstein

Our pre-occupation with education as an engine of growth not only narrows the way we think about social policy. It has also narrowed – abysmally and progressively - the vision we have of education itself.

Alison Wolf, Does Education Matter?
Public opinion is shaped in response to people’s maps or images of the world, and not to the world itself, but to an intermediary pseudo-environment.

When deals must be struck and compromises made on behalf of large purposes, our leaders tend to prefer deception over education.

Eric Alterman, The Nation 2004
There is no grand narrative that can speak for us all. Teachers must take responsibility for the knowledge they organise, produce, mediate and translate into practice. If not there is a danger that they come to be seen as simply the technical intervening medium through which knowledge is transmitted to students, erasing themselves in an uncritical reproduction of received wisdom.

Giroux, Border Crossings

**Managing paradox**

- innovate ↔ avoid mistakes
- think long term ↔ deliver results now
- be flexible ↔ follow the rules
- collaborate ↔ compete
- delegate ↔ retain control
- encourage teamwork ↔ assess individuals
- promote generic approaches ↔ specialise
A need for healthy scepticism

Know thyself
Tu te jugeras donc toi-même, c’est le plus difficile. Il est bien plus difficile de se juger soi-même que de juger autrui. Si tu réussis à bien te juger, c’est que tu es un véritable sage.

CONCEPTS OF LEADERSHIP

Leadership as individual

Leadership as distributed

Leadership as activity
The thing that thou doest is not good. Thou wilt surely wear away, both thou, and this people that is with thee: for this thing is too heavy for thee; thou art not able to perform it thyself alone.

(Exodus 18: 17-22).

The task of leading a school in the twenty first century can no longer be carried out by the heroic individual leader single handedly turning schools around. It is greedy work, all consuming, demanding unrelenting peak performance from superleaders and no longer a sustainable notion.

As formal
As pragmatic
As strategic
As incremental
As opportunistic
As cultural

DISTRIBUTED LEADERSHIP
La manière dont les acteurs choisissent, et parviennent à, exercer leur responsabilité.
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THE PACE AND FLOW OF CHANGE

- Innovators
  - Early Adopters
  - Late Majority
- Laggards
THE EPIDEMIOLOGY OF CHANGE

1. The rule of the vital few: A few exceptional people doing something different start and incubate an epidemic.

2. The stickiness factor: Some attribute of the epidemic allows it to endure long enough to "catch", to become contagious or "memorable".

3. The power of context: The physical, social and group environment must be right to allow the epidemic to then suffuse through the population.

(Gladwell, 1999)

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LEADERSHIP AS ACTIVITY

The potential for leadership is present in the flow of activities in which a set of organisation members find themselves enmeshed.

(Gronn, 2000: p. 331)

LEADERSHIP AS ACTIVITY

Spot the leadership moment
Spot the learning moment
THE LEARNING WEDDING CAKE

school learning

teacher learning

pupil learning

What is distinctive about human learning?
What is distinctive about human learning?

- Learn in reciprocity
- Seek out problems
- Think about feelings
- Construct meaning from experience
- Construct abstractions
- Store information outside the body
- Think about thinking
- Make ethical decisions
- Portray thought and feeling

Storing information outside the body
“Neurons connect parts of our brains with one another but no cables made of neurons drape from person to person. We talk about ideas. We share insights. We pool recollections.” (Perkins, 2004 p.22)
MAKING LEARNING VISIBLE

The task of leadership is to make visible the *how*, *why* and *where* of learning. It achieves this by conversations and demonstrations around pupil learning, professional learning and learnings which transcend the boundaries of the school. The challenge and opportunity for leadership is to nurture the dialogue within and across boundaries of time and place, helping to make transparent ways in learning interconnects and infuses behaviour. It promotes a continuing restless inquiry into what works best, when, where, for whom and with what outcome. Its vision is of the intelligent school and its practice intersects with the wider world of learning.

Intelligence is knowing what to do when you don’t know what to do

*Jean Piaget*