

Female perceptions of outstanding leadership as enacted practice

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A personal story of leadership in education

Context for leadership and challenge of existing practice

A girl in a village in India

First girl to train as a teacher

First married woman to lift veil in the village

Became head teacher in village school where she lived

Taught in the same school until she retired

Empirical research on perceptions of outstanding leadership

Findings from a research and development project, (BELMAS funded from Sept 2016-Sept 2017) which investigated characteristics of outstanding leadership in different educational contexts.

Contexts:

different age phases – primary, secondary, post-school

different settings – schools and colleges in rural and urban locations and selective and non-selective schools

Project involved collaboration between school and college leaders, governing bodies and academics



Theory, research and literature

Democratic and distributed leadership

Alliances, collaborations and partnerships

Day et al (2010) eight dimensions of successful leadership

Barber et al (2010) list of practices derived from a review of education systems across eight countries

Features of leadership (Bush 2008, NCSL 2007)

Tamkin et al (2010) three principles of outstanding leadership from research with high performing business and commercial organisations

Methodology

Research position – how and why questions not just what works in leadership practice in different contexts

Development of research and phases of investigation grounded in leadership as enacted practice (Dhillon 2016)

BELMAS funded phase:

Q-methodology applied to study of enacted leadership practice in different educational contexts

PQMethod software for data analysis

emerging findings from on-going analysis.

Sampling

Stakeholder perceptions sampled in the project:

School and college leaders

Governors of schools and colleges

Middle leaders

Teachers and lecturers

Teacher educators

Academic researchers and scholars in
educational leadership and management research
and practice

The Statements

Clear strategic vision communicated effectively to others

Passion for providing world class education

Balancing financial constraints with aspirational educational ambitions

Strategic vision based on shared values

Inspirational leader who leads by example

Engaging local community in a shared vision for education in the area

High levels of trust between leaders and their stakeholders

Ability to bring out the best in people and inspire others

Maximising talent and deploying it effectively in the organisation

Power and accountability shared and distributed

Ability to foster discussion and debate

Develop entrepreneurial innovative approaches to improve education

High expectations of all members of staff and pupils

An open culture of learning where excellence achievement celebrated

Developing an aspirational culture in the school and local community

Foster collaboration, partnerships and shared decision-making

Values and vision developed and owned by all staff and governors

Setting ambitious targets and focus on financial educational goals

Empowering others to achieve ambitious targets

Meticulous monitoring of outcomes for pupils/learners

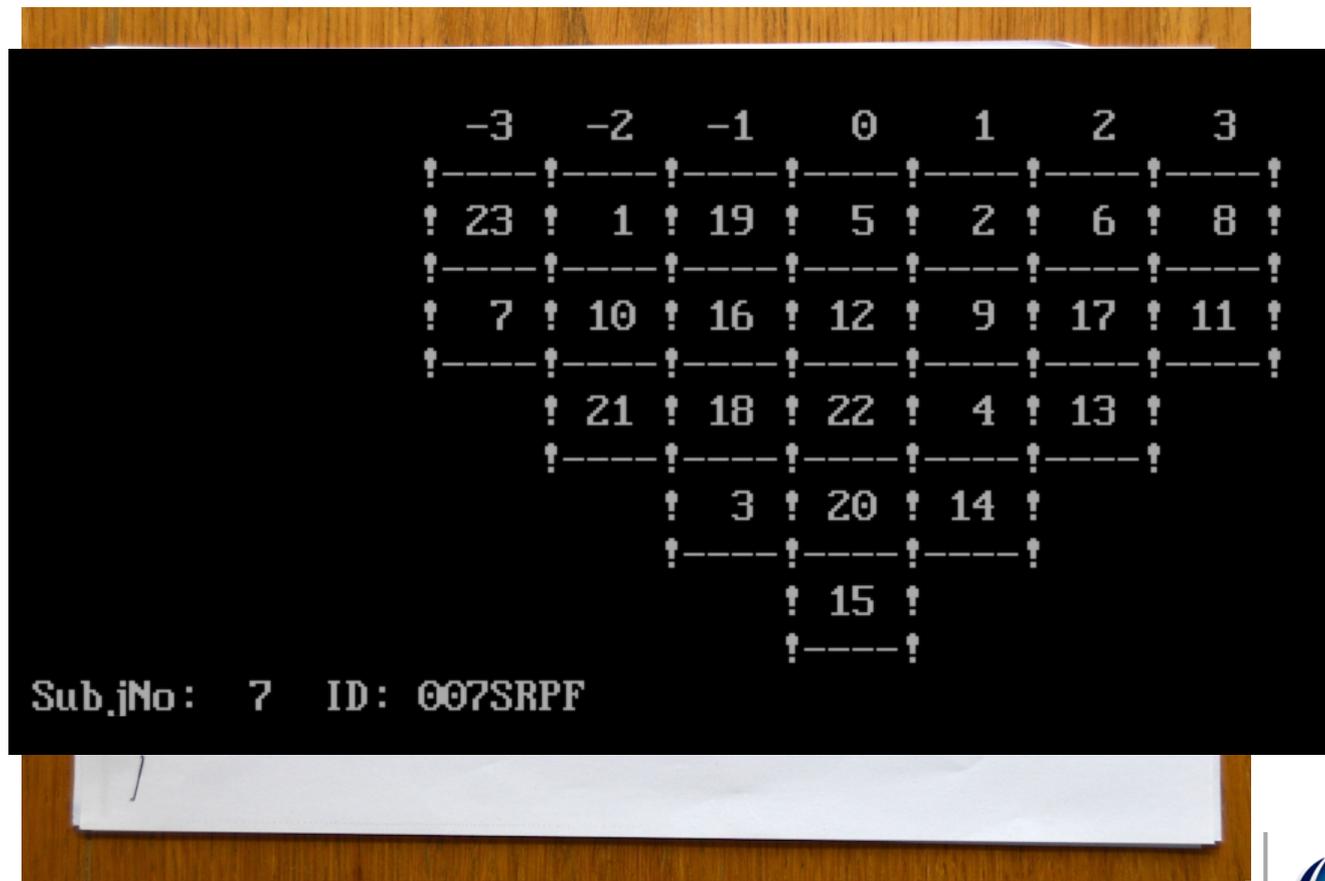
Reconciling opposing points of view and summarising agreed points

Taking decisive action to address poor performance of staff

Taking difficult decisions and communicating them honestly



Q Sort Evolution



Coding the Sorts

001



Sort ID

S



School/
College

U



Urban/
Rural

S



Primary/
Secondary/
Post-
Compulsory
(C)

M



Male/
Female

PQMethod Software Process

```
DOSBox 0.74, Cpu speed: max 100% cycles, Frameskip 0, Program: PQMETHOD
A - to add a new sort
C - to change a previous sort
D - to delete a sort
S - to show a previous sort
Q - to query status of this study
X - to exit QENTER (stop entering/changing sorts)

X

Current Project is ... c:/pqmethod/projects/governor
Choose the number of the routine you want to run and enter it.

1 - STATES - Enter (or edit) the file of statements
2 - QENTER - Enter q sorts (new or continued)
3 - QCENT - Perform a Centroid factor analysis
4 - QPCA - Perform a Principal Components factor analysis
5 - QROTATE - Perform a manual rotation of the factors
6 - QVARIMAX - Perform a varimax rotation of the factors
7 - QANALYZE - Perform the final Q analysis of the rotated factors
8 - VIEWLIST - View output file governor.lis
X - Exit from PQMethod

Last Routine Run Successfully - QENTER
```



QANALYZE
Perform the final Q analysis of the rotated factors

| | | | | |
|----|--|----|--------|--------------------|
| 18 | Setting ambitious targets and focus on financial educational | 18 | -1.138 | ually flag factors |
| 3 | Balancing financial constraints with aspirational educationa | 3 | -1.706 | ve factor matrix |
| 21 | Reconciling opposing points of view and summarising agreed p | 21 | -1.706 | a PQMethod file |

PQMethod2.35 stakeholder perception of outstanding leadership
Path and Project Name: c:/pqmethod/projects/secondar.

Emerging Findings: **Primary**

MOST AGREE

High expectations of all members of staff and pupils

Taking decisive action to address poor performance of staff

Inspirational leader who leads by example

MOST DISAGREE

Ability to foster discussion and debate

Develop entrepreneurial innovative approaches to improve education

Engaging local community in a shared vision for education in the area

Emerging Findings: **Secondary**

MOST AGREE

High levels of trust between leaders and their stakeholders

Ability to bring out the best in people and inspire others

Inspirational leader who leads by example

MOST DISAGREE

Meticulous monitoring of outcomes for pupils/learners

Balancing financial constraints with aspirational educational ambitions

Setting ambitious targets and focus on financial educational goals

Emerging Findings: **Post-Compulsory**

MOST AGREE

Empowering others to achieve ambitious targets

Ability to bring out the best in people and inspire others

Maximising talent and deploying it effectively in the organisation

MOST DISAGREE

Develop entrepreneurial innovative approaches to improve education

Meticulous monitoring of outcomes for pupils/learners

Engaging local community in a shared vision for education in the area

Emerging Findings: **SENCO**

MOST AGREE

Strategic vision based on shared values

An open culture of learning where excellence achievement celebrated

Inspirational leader who leads by example

MOST DISAGREE

Reconciling opposing points of view and summarising agreed points

Balancing financial constraints with aspirational educational ambitions

Ability to foster discussion and debate

Emerging Findings: **Governors**

MOST AGREE

Clear strategic vision
communicated
effectively to others

Inspirational leader who
leads by example

Taking decisive action
to address poor
performance of staff

MOST DISAGREE

Engaging local community
in a shared vision for
education in the area

Ability to foster discussion
and debate

Develop entrepreneurial
innovative approaches to
improve education

Reconciling opposing points
of view and summarising
agreed

Factor analysis : Females

Factor Scores -- For Factor 1

| No. | Statement | No. | Z-SCORES |
|-----|---|-----|----------|
| 1 | Clear strategic vision communicated effectively to others | 1 | 1.663 |
| 8 | Ability to bring out the best in people and inspire others | 8 | 1.437 |
| 5 | Inspirational leader who leads by example | 5 | 1.167 |
| 9 | Maximising talent and deploying it effectively in the <u>organi</u> | 9 | 1.147 |
| 19 | Empowering others to achieve ambitious targets | 19 | 1.144 |
| 4 | Strategic vision based on shared values | 4 | 0.954 |
| 22 | Taking decisive action to address poor performance of staff | 22 | 0.767 |
| 18 | Setting ambitious targets and focus on financial educational | 18 | 0.506 |
| 23 | Taking difficult decisions and communicating them honestly | 23 | 0.491 |
| 13 | High expectations of all members of staff and pupils | 13 | 0.410 |
| 17 | Values and vision developed and owned by all staff and <u>gover</u> | 17 | 0.281 |
| 14 | An open culture of learning where excellence achievement cel | 14 | -0.158 |
| 15 | Developing an aspirational culture in the school and local c | 15 | -0.202 |
| 20 | Meticulous monitoring of outcomes for pupils | 20 | -0.343 |
| 10 | Power and accountability shared and distributed | 10 | -0.493 |
| 16 | Foster collaboration, partnerships and shared <u>decision-makin</u> | 16 | -0.536 |
| 7 | High levels of trust between leaders and their stakeholders | 7 | -0.769 |
| 11 | Ability to foster discussion and debate | 11 | -0.815 |
| 2 | Passion for providing world class education | 2 | -1.106 |
| 12 | Develop entrepreneurial innovative approaches to improve edu | 12 | -1.261 |
| 21 | Reconciling opposing points of view and summarising agreed p | 21 | -1.307 |
| 6 | Engaging local community in a shared vision for education in | 6 | -1.393 |
| 3 | Balancing financial constraints with aspirational <u>educationa</u> | 3 | -1.584 |

References

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Questions ?

Thank you for listening.

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