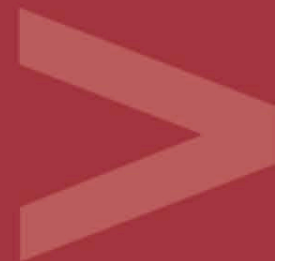


Scottish International Summer School on School Leadership

Developing Excellence in School Leaders:
Connecting Ideas & Practice



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School leadership: Principles and issues



Not an easy position to reach

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International Summer School on
School Leadership
Edinburgh, July, 2008

Approaches to leadership



The 'Great man' theory – but no general traits have been found and different characteristics seem important in different contexts

Contingency theories – but there is no simple mapping of traits to circumstances

Social identity theories – reinvigorating the psychology of leadership

Leadership as a group process



Leaders are always leaders of a group – the leader of a nation, a political party, an organization

Leaders and followers are bound together by common membership of a social group.

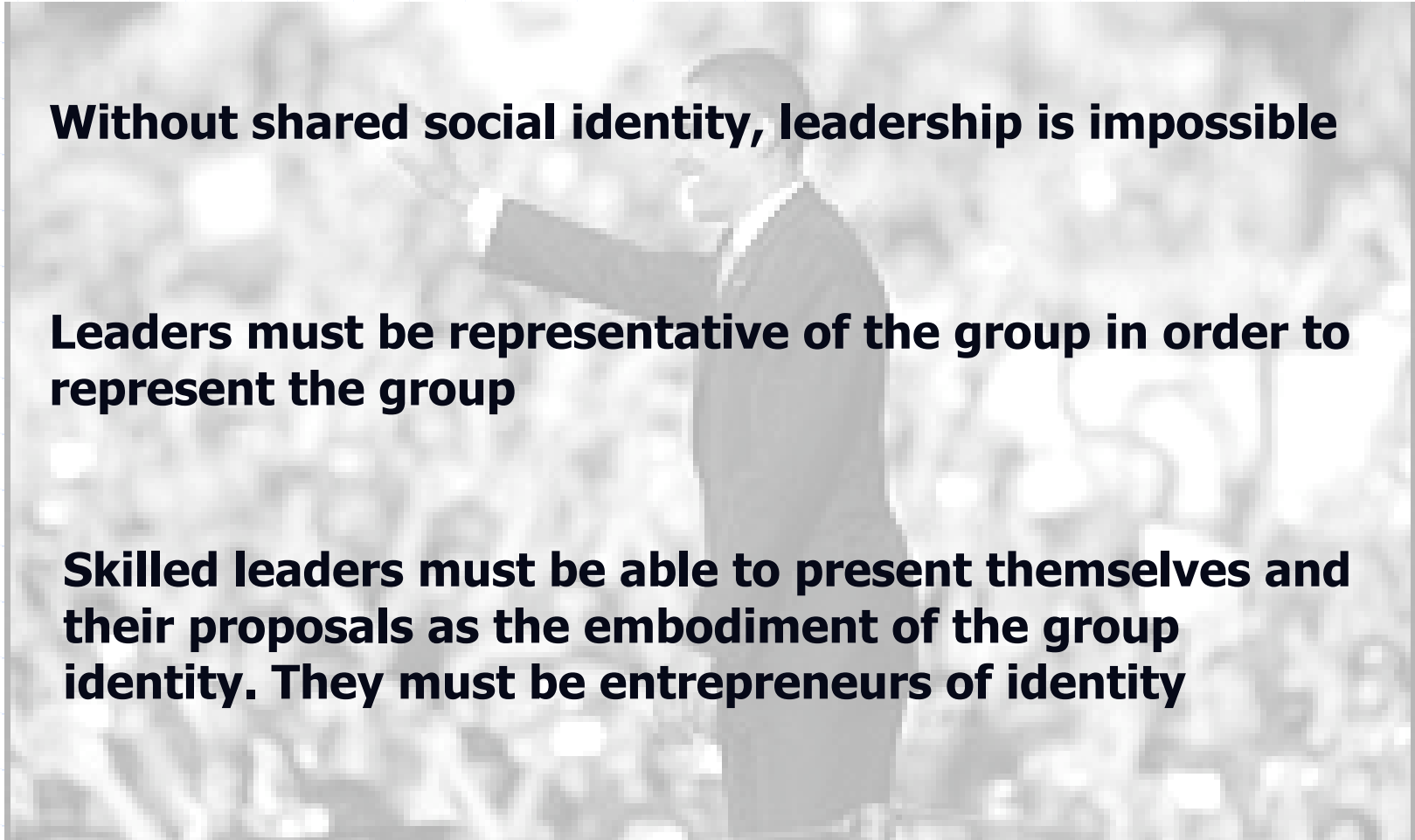
For leaders to be effective they must be able to speak for us and to represent what we believe in. That is, they must express our shared *social identity*

Three principles of leadership

Without shared social identity, leadership is impossible

Leaders must be representative of the group in order to represent the group

Skilled leaders must be able to present themselves and their proposals as the embodiment of the group identity. They must be entrepreneurs of identity

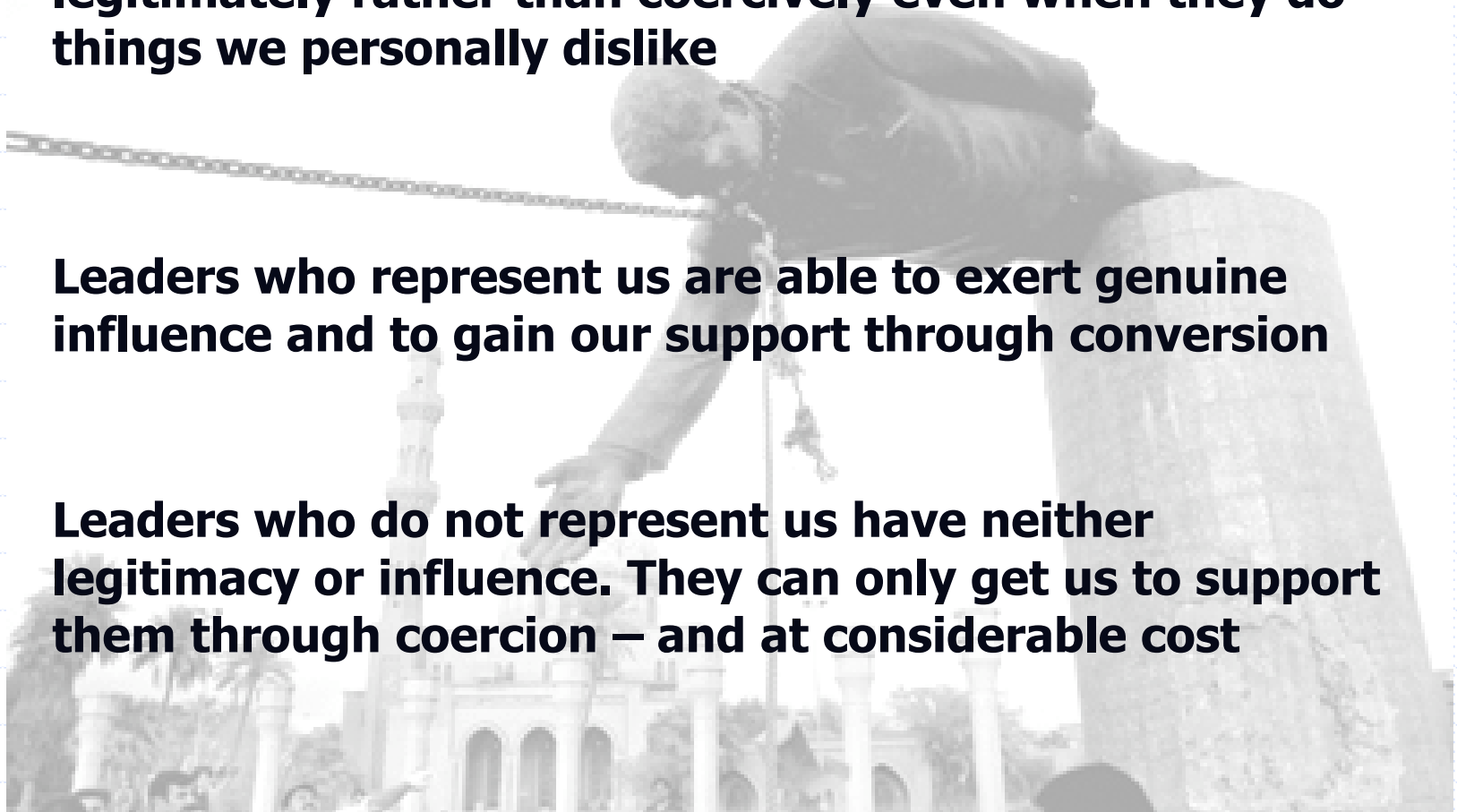


Leadership, authority and influence

Leaders who represent 'us' are seen as exerting power legitimately rather than coercively even when they do things we personally dislike

Leaders who represent us are able to exert genuine influence and to gain our support through conversion

Leaders who do not represent us have neither legitimacy or influence. They can only get us to support them through coercion – and at considerable cost

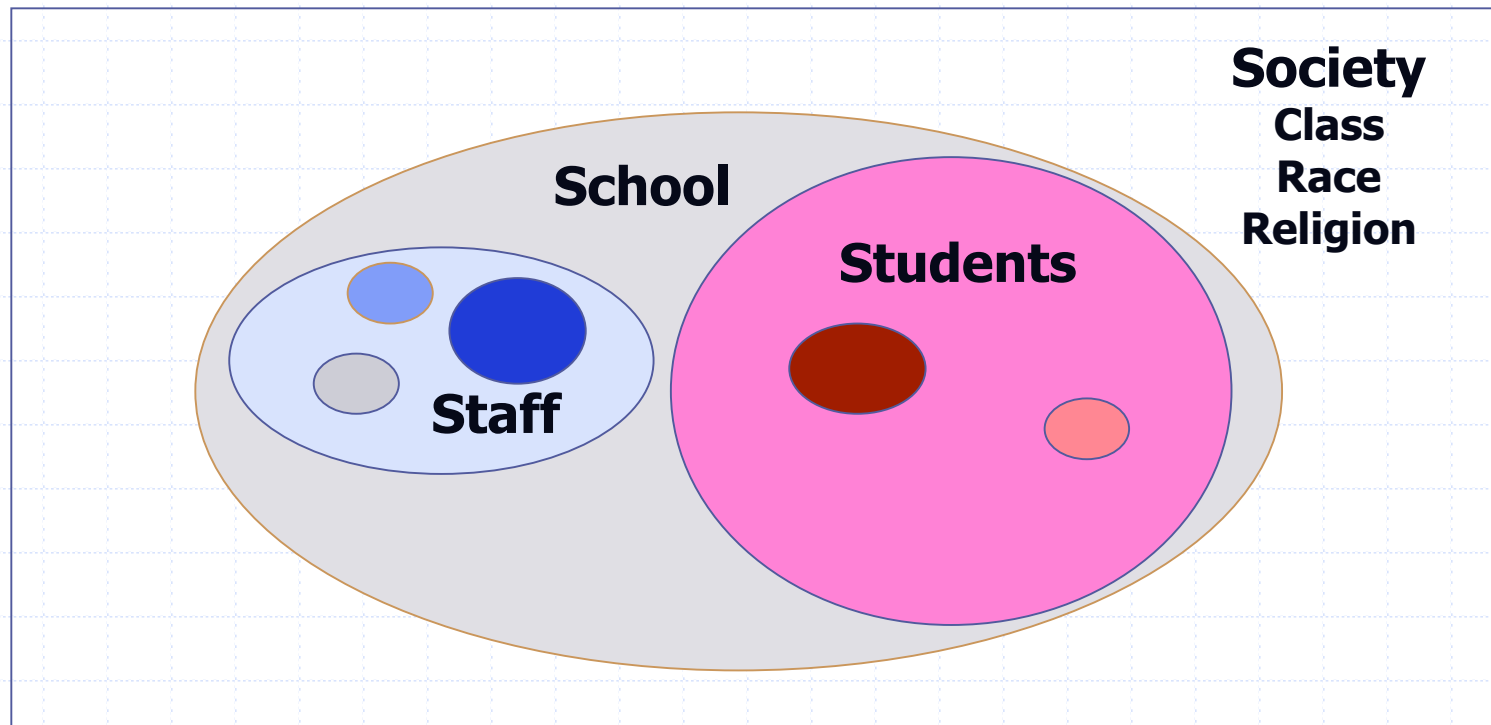


Leadership in Schools



**Are educationalists seen as
representative of those they seek to
educate?**

The School as a complex system



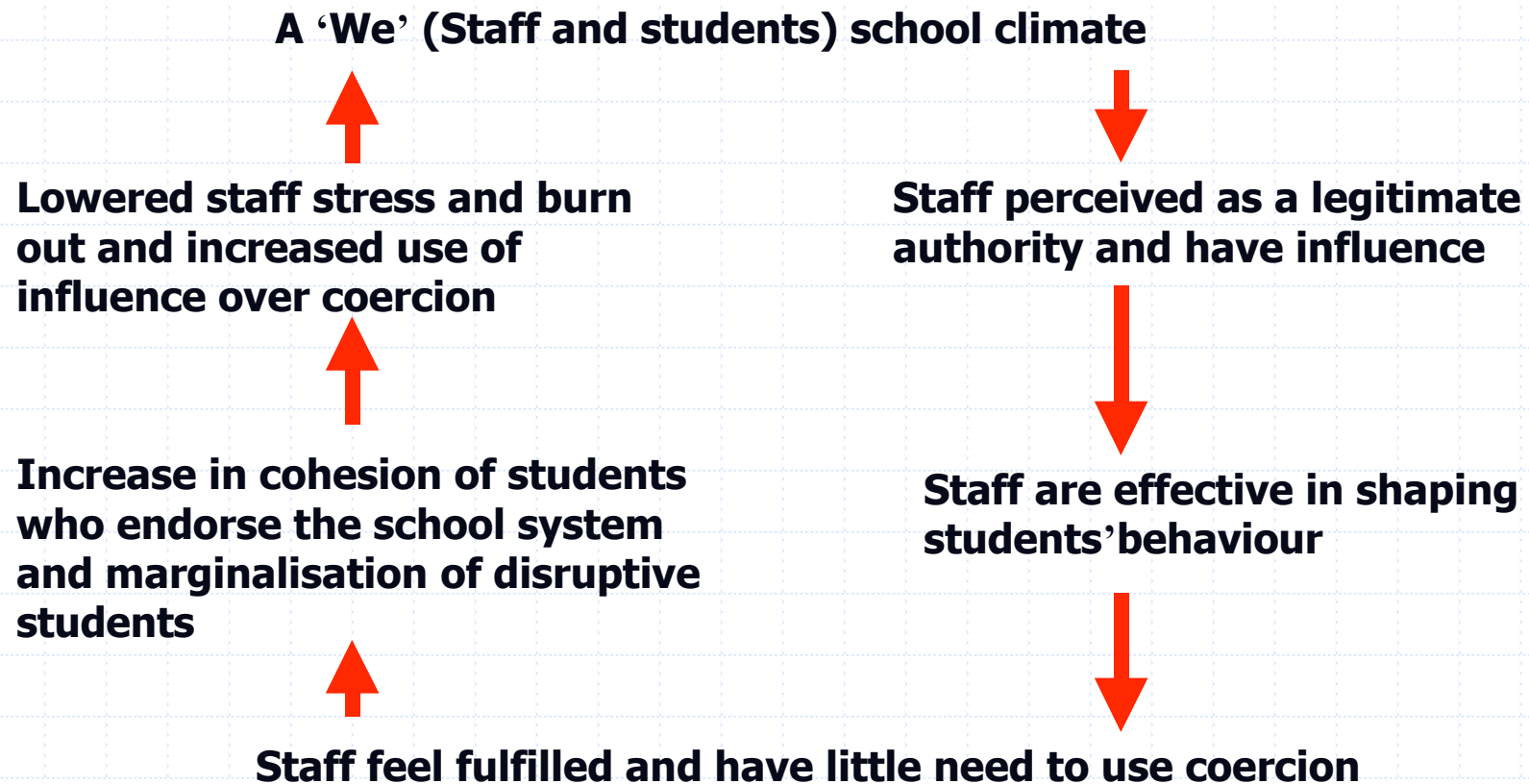
School climate:

Shared identity, legitimate authority and persuasion

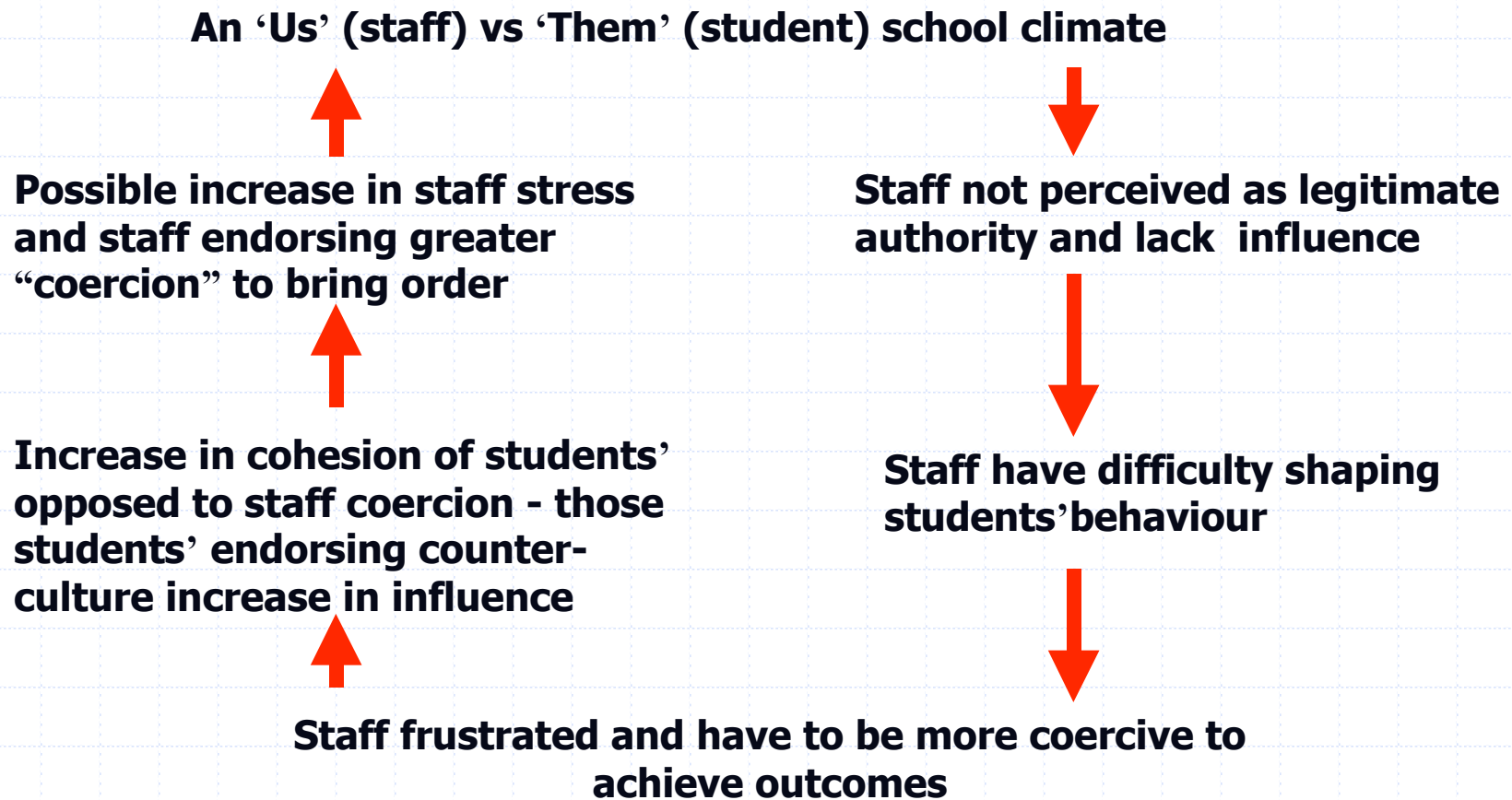
vs.

Opposed identities. Illegitimate authority and coercion

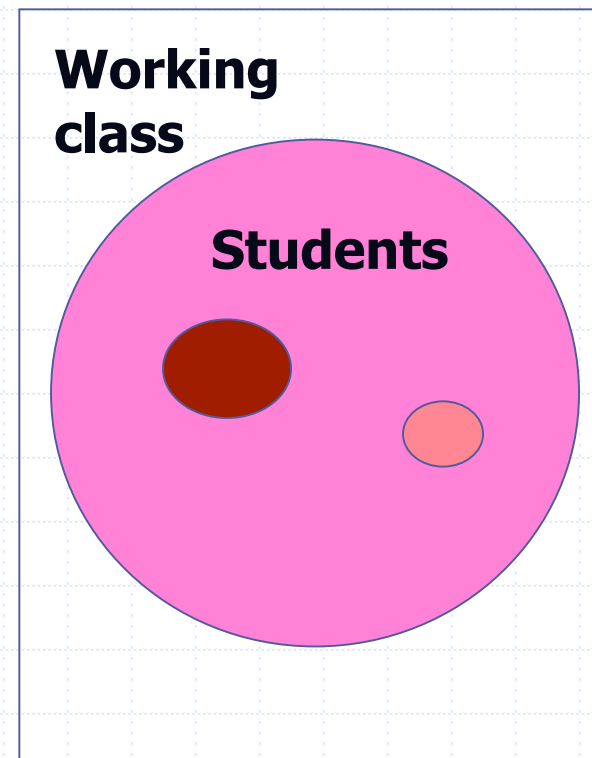
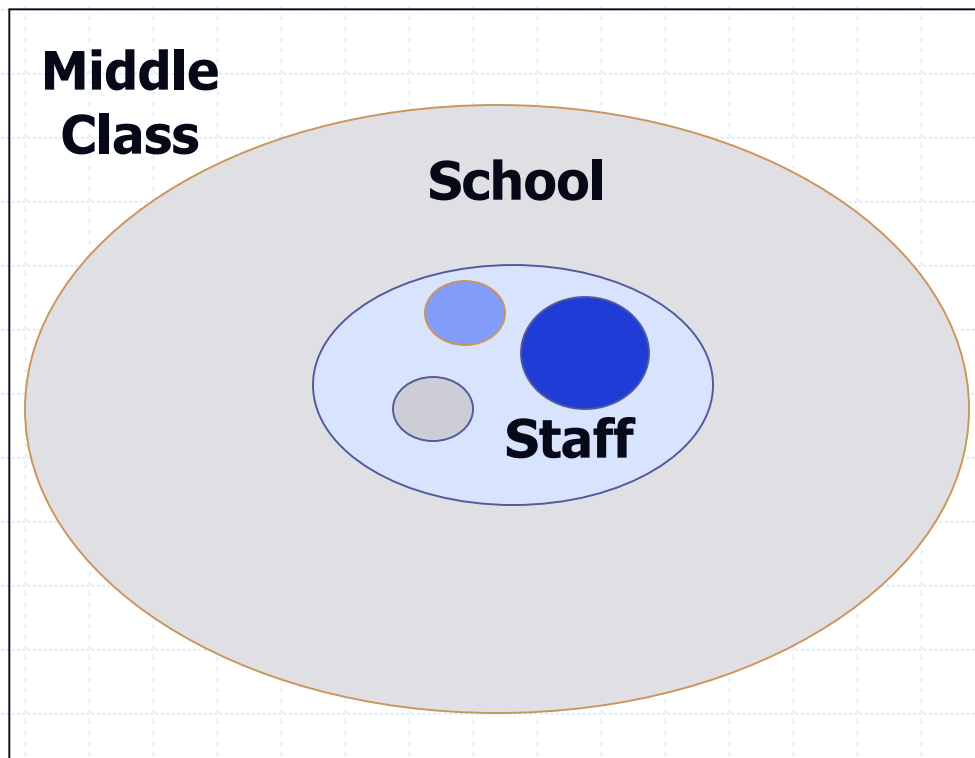
The dynamics of a legitimate system



The dynamics of an illegitimate system

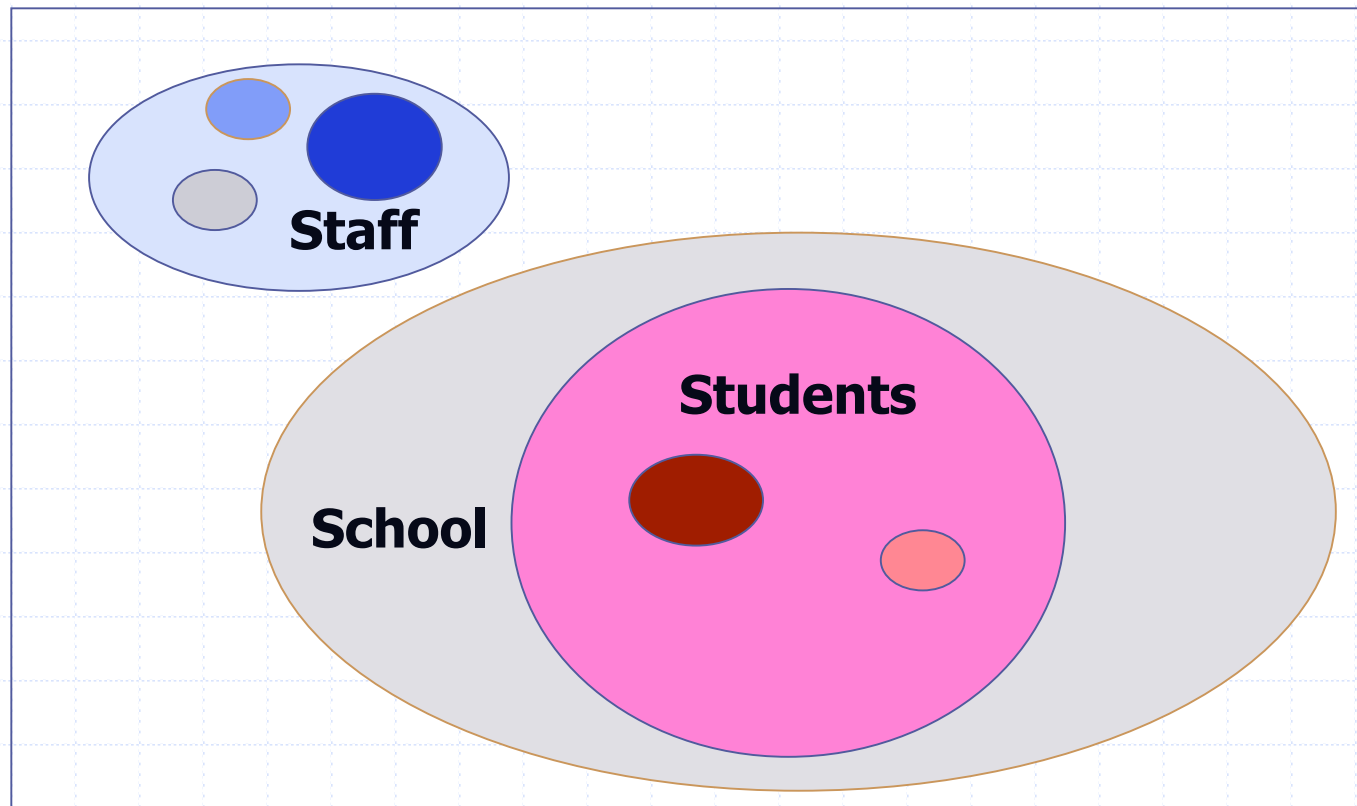


The School in society



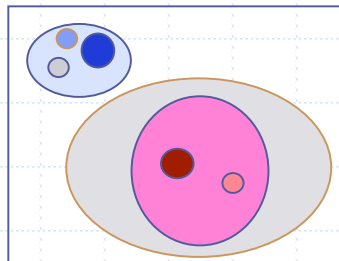
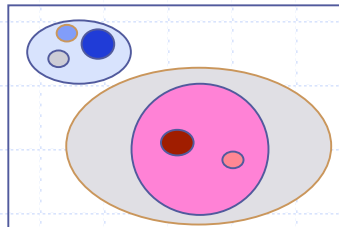
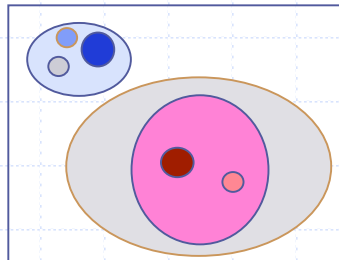
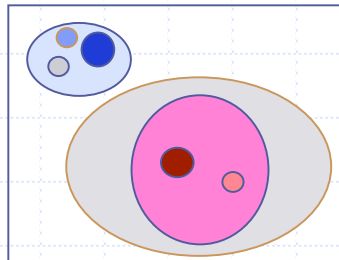
The School system as representing a social outgroup
The School contract as a confidence trick

The staff in the School



**The School staff as an outgroup
The teacher's authority as a con trick**

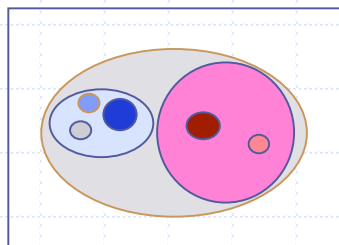
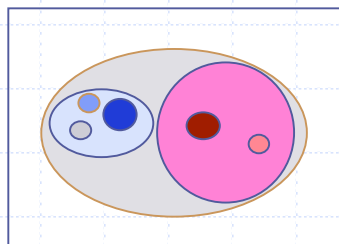
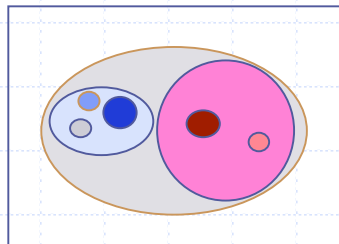
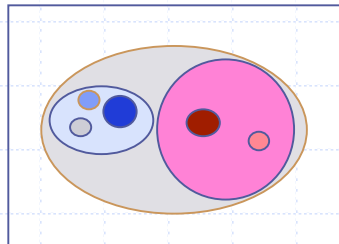
What not to do



Don't *deny* authority
Do *legitimate* authority



What to do

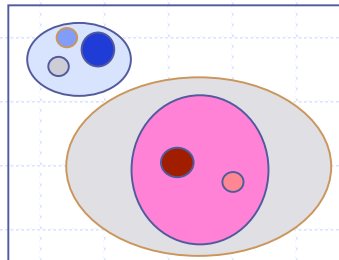


Precursors of inclusion

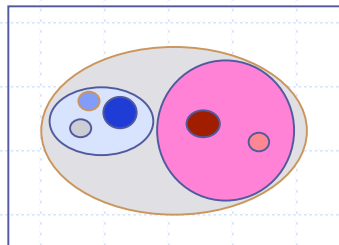
- **Respect**
- **Trust**
- **Pride**
- **Voice**
- **Procedural justice**
- **Cross cutting identities**
- **Superordinate goals**
- **Symbols of identity**
- **Rituals of identity**
- **Spaces of identity**

Conclusion:

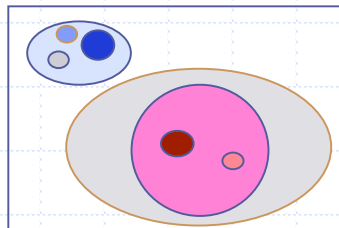
Three questions of School leadership



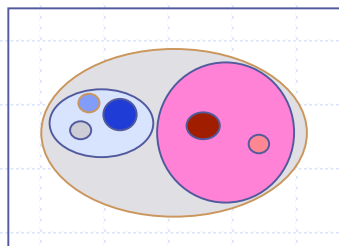
How do we build shared identity and shared values (a) amongst staff and (b) between staff and students



How do we ensure that the exercise of authority is always legitimate and rooted in the group



How do we ensure that all goals are superordinate and rooted in the common interest



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