



INDIRECT PEDAGOGICAL LEADERSHIP THROUGH LEADING STRUCTURES AND HUMAN RESOURCES



Content 1.

Indirect pedagogical leadership through structures. Familiarizing with the various structures (management team, subject groups, working groups and pedagogical cafés) that support inclusive leadership and school development. Considering the impact of vertical and horizontal management systems on distributed leadership.



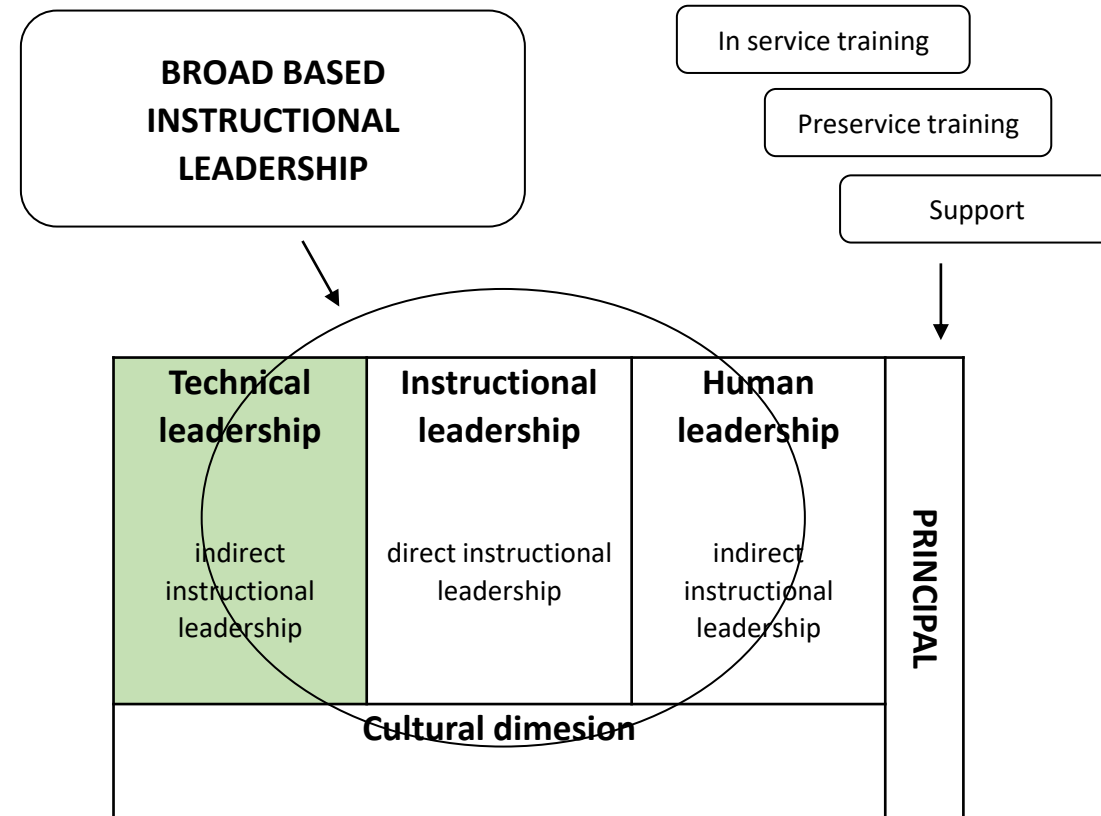
COMPETENT AND EXCELLENT PRINCIPAL

When direct and indirect instructional leadership is on a good level

- The school is well lead
- The principal is competent

If direct and indirect pedagogical leadership is on a good level and the principal leads the school culture to the direction that supports teaching and learning

- The school is excellently lead
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Assumptions of classical organization theory

1. Organizations exist to achieve the goals they are set
2. Specialization and a clear division of labor improve organizational efficiency and performance
3. Appropriate methods of coordination and control ensure that the different efforts of the individual and the unit are interlinked
4. An organization works best when rationality overcomes personal preferences and irrelevant pressures
5. Structures must be designed to be compatible with the circumstances of the organization (including objectives, technology, workforce and environment)
6. Problems and performance shortcomings are caused by structural flaws that can be corrected by reorganization based on analysis



Bureaucracy

Max Weber (1922)

- Max Weber (1864-1920) was a sociologist who studied the past in Egypt, Rome and China, as well as the bureaucratic systems of 19th century Europe.
- Weber's bureaucracy was by no means a well-defined target state, but rather a combination of the core features of existing bureaucratic systems.
- Bureaucracy is still the predominant way of organizing, and its features can be found in most organizations - in developed and developing countries, in the economy, in politics and in public administration.



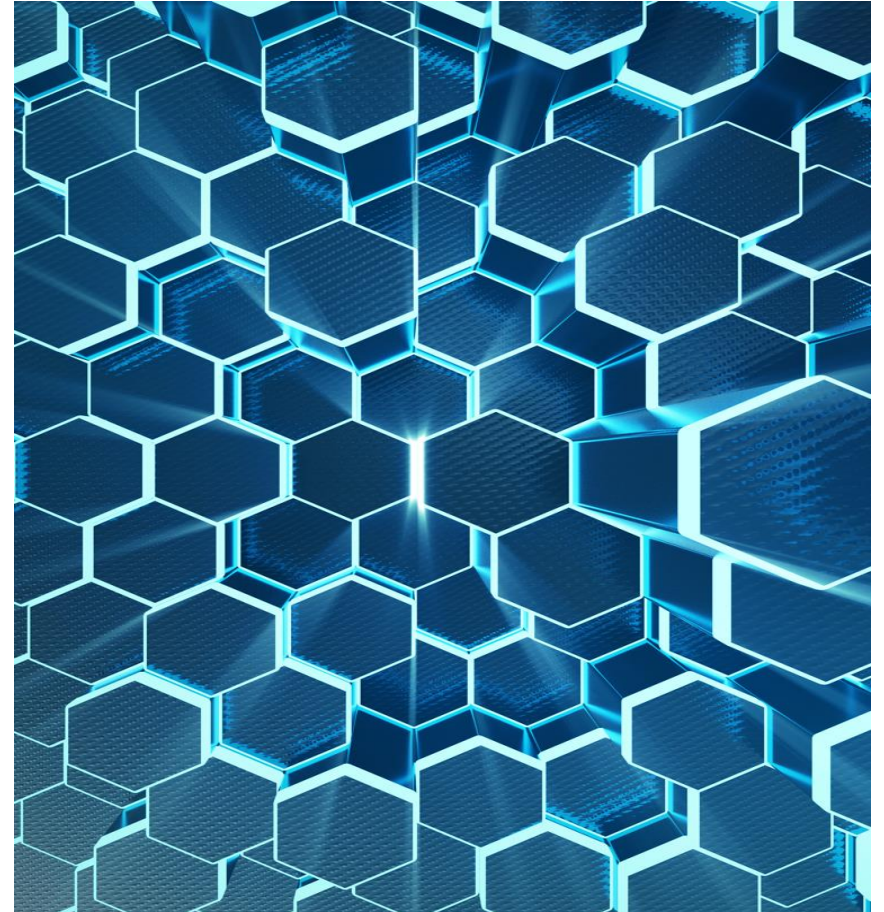
Weber's principles of bureaucracy

1. The principle of well-established and formalized competent bodies, whose activities are governed by law and administrative regulations.
2. The principle of hierarchy and precise levels of authority means a clearly ordered system, with higher authorities controlling lower ones.
3. Office management is based on written documents, which are kept in their original form.
4. Running an office requires thorough and competent training.
5. It requires full operational capacity from officials, even if mandatory office hours are strictly limited.
6. Office management follows rules that are relatively permanent, exhaustive and learnable



DISTRIBUTED LEADERSHIP

- The research on leadership has traditionally concentrated on the actions of the senior leaders. However, in recent studies the interest has been in distributed leadership and in actions of the leadership teams.
- At schools, the leadership is not regarded anymore as merely the task of the principal. Instead, the participation at leading and decision-making processes concerns all members of the school community.
- The importance of distributed leadership is growing especially in bigger school units.





HOW IS LEADERSHIP DISTRIBUTED

Distributed leadership can be defined as a combination of clearly defined **tasks and responsibilities delegated by the principal** to the formal structures and persons as well as **communication taking place in different situations inside the formal and the informal structures** of a school.

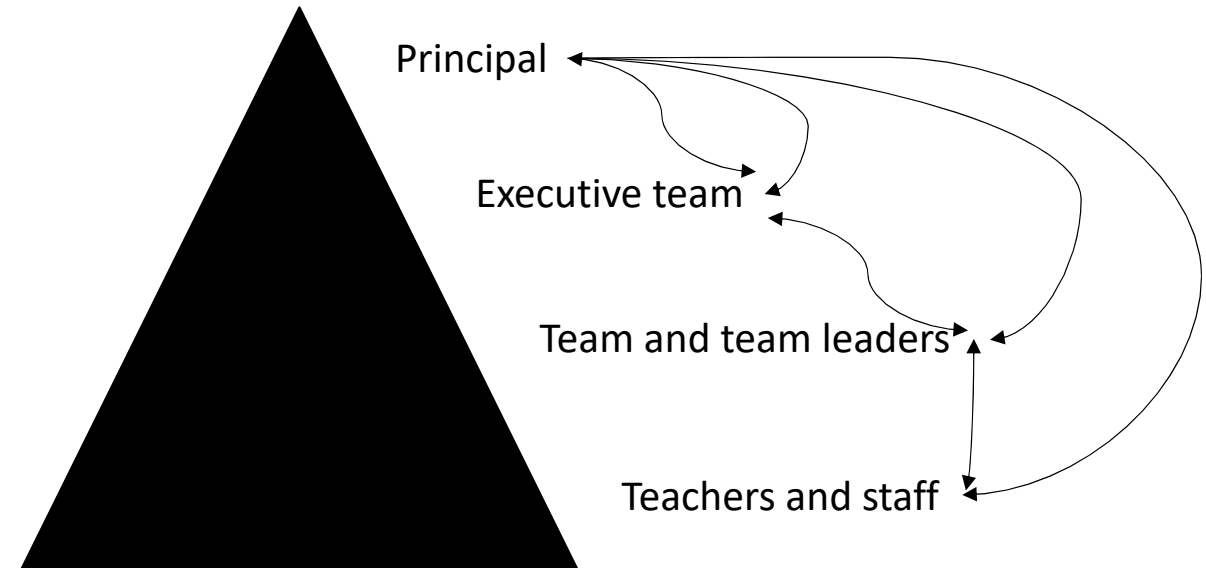
Even if it is clear that the certain tasks and actions belong to the formal leading position, the key to a successful leadership is in collective participation of the teachers in the developmental work of the school.

Thus, the distributed leadership cannot be regarded to mean merely delegating the tasks to persons in different roles in the school organization but more as a dynamic communication between the principal and the teachers.



VERTICAL COORDINATION

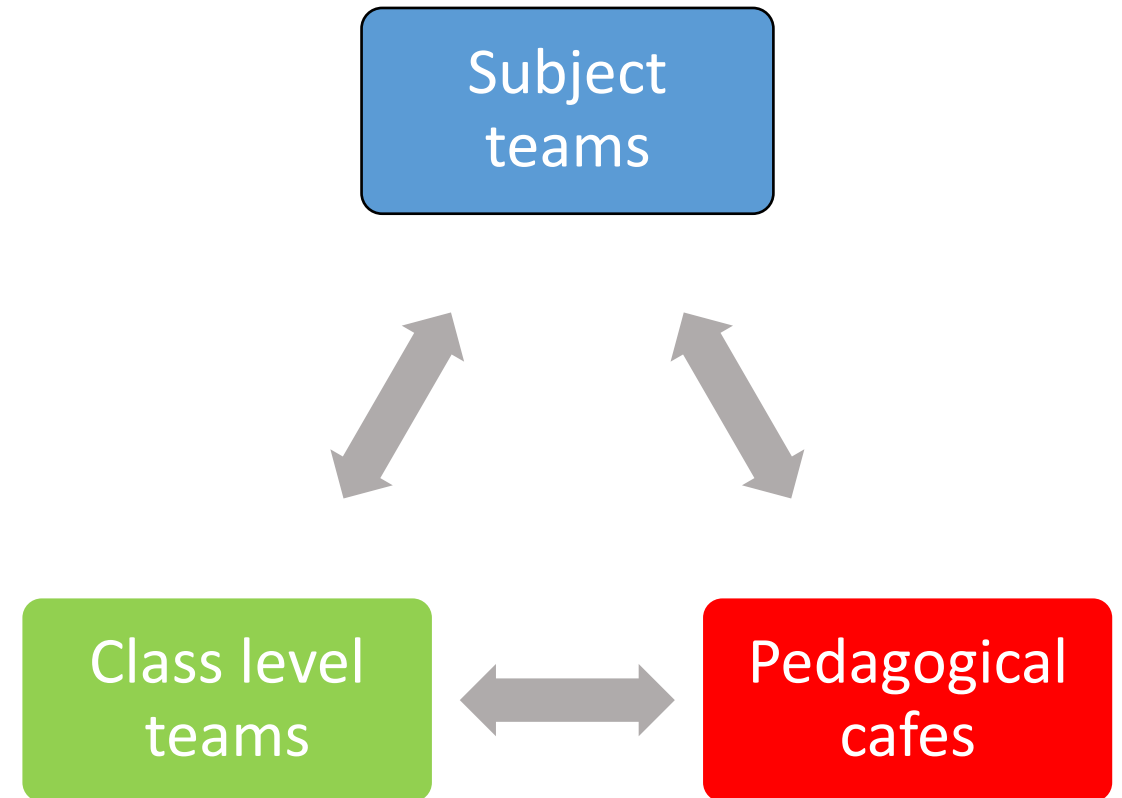
- In vertical coordination the upper levels of the organization coordinate and control the lower levels by action power, rules, action principles and inspection systems.
- Distributed leadership as delegation creates order and predictability.





LATERAL COORDINATION

- The forms of lateral coordination are typically more informal and flexible than the vertical ones. They can be for example subject teams and pedagogical cafes.
- Distributed leadership as communication between the principal, teachers and situations can in best case create new ideas and innovations.





Examples of Finnish comprehensive schools' teams and leadership structures

- Leadership teams
 - Principal, deputy principal, teachers (team leaders)
- Subject teams
 - Mathematics, mother tongue, foreign languages, history...
- Class level teams
 - Primary schools: 1-2 classes, 3-4 classes, 5-6 classes
 - Lower secondary schools: 7, 8 and 9 classes
- Working groups
 - Wellbeing, celebrations, learning environments
- “Informal” structures
 - Pedagogical cafes, principal’s question and answer sessions



Reflection activity

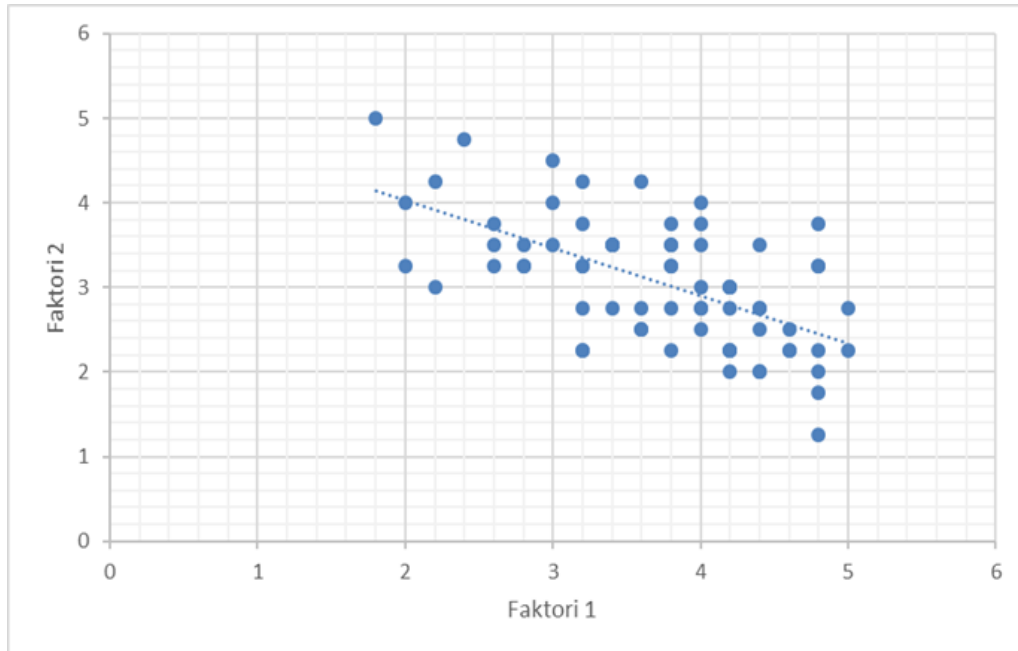
Discuss 10 minutes in a group what kind of leadership structures are typical in Kenyan schools.

- Also consider whether these structures are vertical or horizontal.
- Do these structures reflect distributed leadership more in terms of delegation or interaction?

After the discussion, be prepared to share your conclusions with the whole group.



The dynamics between interaction and delegation, all principals

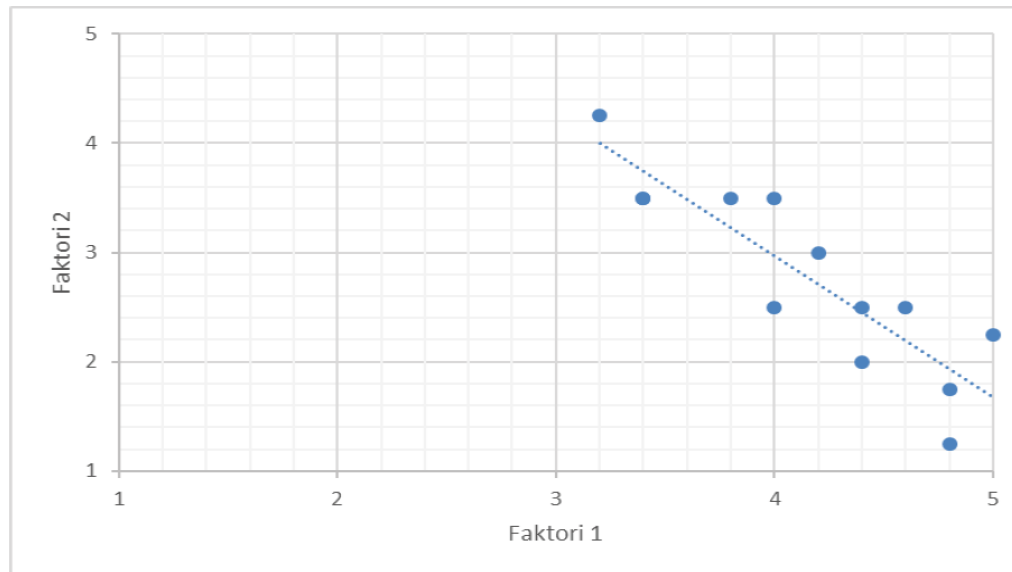


It seems like the more principals viewed distributed leadership as delegation (Factor 2), the less they viewed it as interaction (Factor 1), and then again, the more their views on distributed leadership are based on characteristics of interaction, the less they are based on delegation.

Linear correlations between Factor 1 and factor 2: negative, -0.62 (Pearson); 38% of the variation in Factor 1 can be explained with Factor 2 variation



The dynamics between interaction and delegation (Principals with 25ect studies on educational leadership)



Factor 1 = Distributed leadership can be seen as communication/interaction between principal and teacher

Factor 2 = Distributed leadership can be seen as principal delegating tasks

Kuvio 11.3 Lineaarinen korrelaatio summamuuttujien 1 ja 2 välillä kertoo, kuinka opetustoimen hallinto ja johtaminen -perusopinnot (25 op) suorittaneet rehtorit näkivät jaetun johtajuuden muita rehtoreita hieman vahvemmin vuorovaikutuksena. Kuvan vaaka-akseli (Faktori 1) kuvaa jaettua johtajuutta vuorovaikutuksena ja pystyakseli (Faktori 2) jaettua johtajuutta delegointina. Asteikko 1–5 kuvaa näiden kahden jaetun johtajuuden ulottuvuuden painottumista rehtoreiden vastauksissa (1 = täysin eri mieltä – 5 = täysin samaa mieltä).



The structural analysis school

The structural analysis school emerged in the 1950s and 1960s in the United States, where larger and more bureaucratic companies were operating in global markets. (Seeck 2015).

- The structural analysis school is linked to a society in which there are more and more large organizations and techniques are needed to solve structural problems.
- The underlying idea is that organizations, like living organisms, are open systems that need to form an appropriate relationship with their environment in order to survive.
- The applications of structural analysis date back to the transition, where organizations became multi-unit in structure.



Contingency theories as part of structural analysis school



According to the contingency approach, organization should be implemented in different ways according to products, production processes and operating environment (Woodward 1965).

- Contingency refers to the relationship between the environment and the structure of an organization. No one way of organizing is therefore better than another in all situations.
- The assumption is that actors high up in the hierarchy can perceive and understand the requirements of the environment.
- The role of the manager is to respond to the demands of a changing environment through continuous adaptation.
- Some of the texts in the structural analysis paradigm can also be classified as strategic management texts.



The most essential dimensions of indirect pedagogical leadership via leading structures

If the principal wants to improve the students' learning results at least the next dimension of indirect instructional leadership via leading structures are essential:

1. Strategic resourcing

- Taking care the resources support achieving the goals of teaching and learning.
- Money and new devices are examples of resources.
- Also time (the schedules and the topics of the meetings) and right persons (internal and external recruiting) are resources.

2. Taking care of the environment that supports learning and teaching

- The principal protects the time for teaching and takes care the learning environment in classrooms and school is in good order and supports teaching and learning.



What it means in practice

Strategic resources

- ❖ money
- ❖ time
- ❖ internal recruitment
- ❖ external recruitment
- ❖ equipment and materials
- ❖ staff and skills

Learning environment

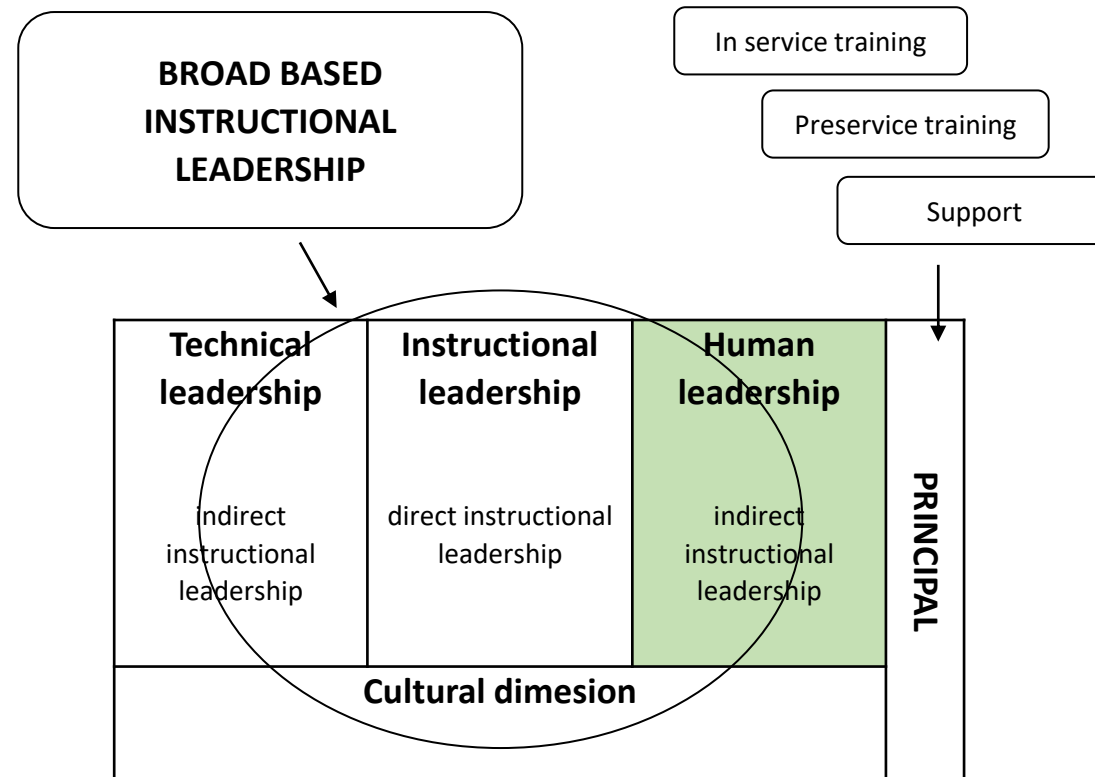
- ❖ school building
- ❖ furniture
- ❖ yard and play equipment
- ❖ undisturbed teaching time
- ❖ prevention of bullying
- ❖ a sense of security

CONTENT 2.

Indirect pedagogical leadership through leading human resources. Getting acquainted with the management of motivation and well-being and their significance for students' learning outcomes. Examining different mechanisms of knowledge management and their relationship to learning for both individuals and the community as a whole.

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Assumptions of the HR perspective

Bolman, L.G. & Deal, T.E. (2013)

1. Organizations exist first and foremost to serve the needs of people.
2. People and organizations need each other. Organizations need ideas, energy and skills; people need jobs, pay and opportunities.
3. When the needs of individuals and organizations mismatch, either one or both suffer. Both benefit from each other or both become victims.
4. A good match of needs benefits both. People find meaningful and satisfying work and organizations get the skills and energy they need to succeed.



The Human Side of Enterprise

Douglas Murray McGregor (1957)

- Douglas Murray McGregor (1906-1964) launched the idea of two opposing basic assumptions about organizational behavior.
- He called these assumptions X and Y
- McGregor observed that the manager's basic assumptions become self-fulfilling predictions.



McGregor's basic assumptions

Assumption X

- People do not like work and avoid it as much as possible
- People need to be controlled and managed by force
- They must be controlled by giving orders
- People should not be given responsibility

Assumption Y

- Work can be a source of satisfaction for people
- If people are engaged, they control themselves
- People want and seek to take responsibility
- People can only use part of their mental capacity at work



Reflection activity

Discuss in small groups 10 minutes:

1. Which aspects of your own job do you feel increase job satisfaction?
2. Which aspects of your own job do you feel decrease job satisfaction?

Choose one person from your group to write down the main points of your discussion to the others.



Herzberg's two-factor theory

Fredrik Herzberg (1923–2000)

Herzberg's two-factor theory (1959-1970):

- People experiencing job dissatisfaction pay attention to the work environment, conditions and policies.
- People who experience job satisfaction pay attention to the work itself and their self-actualization in it.

A. Motivators include achievements and successes; recognition and encouragement; job content; responsibility and progression.

- Motivators are the keys to long-term good performance and attitudes towards work. They are intrinsic motivational factors and higher-level needs

B. Demotivators (hygiene factors) include organizational policies, leadership, management, administration, supervision, relationships and working conditions.

- Demotivators do little to motivate top performance when well managed but increase job dissatisfaction when poorly managed.



Reflections on teacher motivation...

Runhaar, Sanders & Konersman (2013).

Research shows that teaching is most often rewarding from within. This happens when teachers interact with their students and see them making progress.

- a) If teachers are primarily motivated by their interaction with students, HR measures will not help them to devote more time to their work.
- b) For those teachers who are less motivated by interaction with pupils, HR measures have a significant impact.

Managers should therefore carefully consider whether HR measures to promote ownership should be offered equally to all employees.



Reflections on teacher engagement...

Sun, J. (2015).

Teacher engagement is an important cultural aspect, and it has been studied from different perspectives:

1. **teaching** (pride in teaching, enjoying teaching, valuing professional growth)
2. **students** (belief in the importance of learning, valuing student feedback, focusing on student growth and development)
3. **school** (school goals, values, desire to be part of the school)
4. **change** (personal goals, beliefs about own capacity, beliefs about context)

Teachers' commitment to at least teaching, students and school has been found to have a significant impact on students' learning outcomes.

Leadership - Engagement - Learning outcomes



The most essential dimension of indirect pedagogical leadership via leading human resources

If the principal wants to improve the students' learning results the next dimension of indirect instructional leadership via leading human resources is essential:

1. Leading competence and capacity building:

- The principal should be part of the community of learners.
- Supporting teachers learning is not enough.
- It's important the principal by him/herself is active learner among teachers.
- Learning happens both in formal (meetings) and informal (discussions) arenas.



What it means in practice

Leading competence and capacity building does not only take place in the principal's office by commissioning external experts to lecture to the school's teachers. Rather it means:

- the process where all organization members are active learners
- creating new know-how and constructing common understanding

The principal's role is to initiate and maintain processes aimed at developing the skills of the school's teaching staff. Examples from Finland

- School leadership team
- Mentors or tutors among teachers, team leaders
- Principal as an active learner among teachers
- Pedagogical cafés and conferences
- Co-teaching



Organizations' learning

The idea of organizations' learning challenges management that is based on order, control and predictability.

- Learning happens only when people have freedom to experiment, act and idea.
- Learning organization must change and adapt continually.
- Unlearning organization can have a good relationship with contradictions, inconsistent requirements and the gap between goals and reality.

Sometimes organizations' learning is described as a paradox:

- Organizations' task is to produce order and control and decrease diversity
- Learning is trying to understand unknown and researching new territories

We need to use the concept carefully and understand it's dichotomy.



Thank you!