Trends and Issues in Educational Leadership

1. Introduction

Over the past years, there have been a number of books which have sought to describe the historical and contemporary trends in educational leadership and management. Bush (2003) pointed out that the study of educational leadership and management has evolved through four broad generations which are trait, behavioural, situational and contingency, and new leadership. Each generation of leadership theory has shaped the identity of the profession of educational leadership and the types of leadership development for aspiring and practicing leaders. Each theory of leadership has emphasized certain dimensions of leader effectiveness which has led to the variety of roles expected for leaders and the functions and processes of leadership. The four generations of leadership theory have also had an important influence on the development of leadership and management in other sectors, especially business and industry. Another significant dimension of the four generations of leadership theory is that they have coincided with different phases of educational reform and changes to educational structures and the delivery of education services. This body of leadership theory represents an important resource for understanding the development of educational leadership and management, and the lessons of the past can inform the future. Executive leadership can successfully engage the public, private, and not-for-profit sectors to support constructive change in education to improve opportunities and outcomes for learners. Ede (1990b) noted that future prospects for leadership in the new paradigm are dependent on the ability and resourcefulness of leaders to create products which are responsive to market and social forces, that is high-quality teaching and learning which also meets the diverse needs of learners. This will be a critical test for educational leaders, and effective leadership will make a difference to education.

1.1 Historical Overview

The aim of the day was to increase collaboration between schools and raise the status of leadership in the UK. Through offering schools and aspiring leaders access to a highly successful leadership program in Australia, it was hoped that many would realize the value in working with others in similar positions and would make a commitment to do so. This would not only lead to the use of more research and

evidence in school leadership but also create a leadership community with guiding values and ethos. This would be a significant step towards driving leadership in this country to a level where it will truly make a measurable difference to the education of students. Although Australia and England have different education management systems, this is believed to be of benefit to both countries and many of the papers have addressed how useful initiatives might be adapted to the UK context. The papers have been arranged into sections based on the subthemes of learning from others, leadership preparation, school leadership, and the role of government. At the end of each section, the editors have offered a synthesis of the papers as a stimulus for further discussion.

The papers included in this compendium were collected on the occasion of the first UK Aspiring Principals' Leadership Day, led by Andy Buck and David Woods in October 2007. The theme, on the future of educational leadership in the UK, was intentionally broad, allowing many to interpret it in their own way and according to their own experiences. Since there is little research available on the topic of leadership development at the time of the event, the submitted papers were designed to stimulate discussion and debate rather than present firm conclusions.

1.2 Importance of Educational Leadership

This notion is still widely accepted and has by now generated a body of scholarship that is too extensive to cover in this space. Suffice it to say that while there is clear evidence that good leadership and student outcomes are correlated, there is little agreement on the nature of the relationship. Furthermore, the trendiness of leader effects tends to align with political philosophies; for example, after the release of findings showing a weak correlation between principal's experience and student achievement test scores, a number of states reduced certification requirements for principals. The expectation was that this would open the door to leaders from other fields who would bring a wealth of knowledge and new perspectives into educational leadership.

Educational leadership attracted high attention since the 1980s when there was a wave of education reform. Likely influenced by the work of effective business leaders, policymakers sought to improve schools by focusing on the qualities of the individuals working within them, such as principals and teachers. The logic was simple: since there is an incontrovertible relationship between effective leaders and student achievement, the key to school improvement is providing the kinds of leaders who can and will promote it.

The subject of educational leadership has considerable importance today as a field of academic study. Leadership is seen as critical to the success of educational

institutions, and the quality of leadership has been connected to student outcomes. The emphasis on leadership and its impact has led to the identification of a number of related issues: the effect of principal and other school leader effectiveness on student achievement; elevated awareness of the value of leadership in school reform, the preparation and training of those who lead in educational organizations; the involvement of leaders in policy decisions that affect teaching and learning and student well-being; and the ways in which leadership can be connected to enhanced student learning.

2. Current Trends in Educational Leadership

They apply many methods to try to achieve these ends as well. One of the most widely studied of these is transformational leadership. This is leadership that motivates and inspires followers to gain their trust, belief in the correctness of the leader's vision, and an internal desire to achieve. Transformational leadership has been linked with effective task performance and high group and individual morale. It is seen as a positive model of leadership. A study has shown that teachers under transformational leaders show job satisfaction, while those working under transactional leaders show signs of burnout.

The concept of leadership can be brought down to two broad trends. Trends is a concept that applies to getting people to do things. Leaders work with a group to achieve a goal and in doing so will employ various methods with which to motivate and direct their followers. Leader effectiveness varies greatly depending on the situation, while there is no general theory of effective leadership. Some leaders are good at getting their group to maintain their focus on the task. Others are more effective at group maintenance, ensuring high morale and creating a cohesive team culture.

2.1 Transformational Leadership

Known as one of the most effective leadership styles in restructuring learning environments, Leithwood and Jantzi (2006) categorize transformational leadership into four dimensions that influence teaching and student outcomes. Idealized influence attributes leaders show conviction on shared goals and values, and act as a role model for followers (Bass et al., 2003). A study conducted by Hallinger and Heck (1996) had teachers and students in Hong Kong and Saskatchewan reveal that transformational leadership is predictive of teachers' job satisfaction, commitment, and student learning outcomes. Inspirational motivation leaders communicate high expectations and optimism for the future and provide encouragement and meaning for the task at hand. Individual consideration involves leaders dealing with others on a one-to-one basis, paying special attention to the follower's needs for

achievement and growth by acting as a coach or mentor. A study by Birecree and Watkins (2004) shows evidence of creating a more positive school climate resulting in effective teaching and enhanced student performance. Finally, intellectual stimulation is the process of engaging followers in shared learning and development in problem-solving creative and innovative ways. This may very well be an important catalyst for change in schools to meet the increasingly complex demands for student learning and performance. All four of these dimensions have been shown to be directly or indirectly correlated with promoting student achievement, which is the primary goal of educators and therefore instrumental in changing the status quo of school performance. In this way, it would seem that transformational leadership acts as a mediator between changing school culture and the organization or community it is trying to serve.

2.2 Distributed Leadership

Distributed leadership has been broadly defined by Spillane, Halverson, and Diamond (2001) as 'the distribution of leading and managing work among the different participants and potentially the alignment of their work to improve the organisation' (p. 703). This description suggests a team effort in both maintaining the current status of the institution and also striving towards advancement. There are many elements of distributed leadership that are highly applicable to changing the status quo of the organisation. Harris (2003) and Harris and Muijs (2005) as well as Harris (2008) have identified the different roles and/or 'leadership practice' (2008, p. 481) that are integral in affecting change within an organisation. These roles can range from the leadership of teaching and learning, student welfare, or change management and many others. The goal of these leadership practices is often to make advancements in said area, and are usually carried out by leaders in middle management positions such as heads of departments or other coordinators. The instance of which said leader is taking steps to implement change in any given practice may be described as 'leadership on purpose' (Harris, 2003, p. 518) and ultimately any settings of organisational advancement are synonymous with change, be it rapid and radical or slow and incremental (Harris, 2008). The latter, as well as being the most common type of organisational change that is often seen as frustrating and ineffective, does not settle well with many leaders, and thus there is a desire to enact change more effectively from any leader who has an invested interest in the organisation.

2.3 Culturally Responsive Leadership

Culturally responsive leadership is an extension of culturally competent leadership with an emphasis on understanding the uniqueness of a school's community. It is more specific and intentional, focusing on school leaders making changes to more

effectively educate students of all cultures. Culturally responsive leaders operate on the belief that all students can learn and the school has a responsibility to teach them regardless of external influences. It requires that leaders have a general understanding of child development with respect to differences in learning and developmental styles related to diverse cultures. Culturally responsive leaders take into account family and community involvement in the educational process. They understand that every culture has specific strengths that can be built upon to support learning, and conversely, has specific barriers to learning that must be addressed in a supportive manner. This style of leadership aims to create a safe and supportive learning environment for every student. It requires leaders to take an active role in assessing school bias and its effect on students, curriculum, instruction, and discipline. This also involves understanding and eliminating institutional and systemic racism in educational policy and practice.

2.4 Data-Driven Decision Making

Introduction Data-driven decision making (DDDM) is a broad concept, and the specific trends related to it are difficult to capture, but the following are clear implications from the literature related to the effective use of data in schools for instructional improvement. In the past decade, technology has opened up vast stores of data on student learning, and data systems have been developed to track student learning and link it to curricular standards. Education leaders have been bombarded with advice on how to use this data, and in some cases have been pressed by federal and state governments to use data to identify and "turnaround" low performing schools. A more positive trend has been for schools to use data for ongoing self-evaluation, identifying areas for improvement, and monitoring the effects of changes over time. This practice aligns well with a larger trend related to evidence-based practice in education. As a social science, education has not always made productive use of the best evidence on effective practice, and policy decisions in education have often been based on ideology, conventional wisdom, or short-term political expediency rather than a careful consideration of evidence on potential effects. This movement towards evidence-based practice and policy in education is mirrored in the use of data for ongoing problem identification and solution. An implication of DDDM with or without a formal emphasis on evidence-based practice is that educational leaders and teachers need to become more "data literate". Data literacy is "the ability to transform raw data into understanding and to understand the implications of that understanding" (Frankola, 2001, p.1). Data literacy for both leaders and teachers involves skill in accessing, interpreting, and manipulating data in various forms, including a critical interpretation of and judgment about the quality of the data and its potential uses. Leaders also need to create school and district-wide cultures in which the use of data for continuous

improvement becomes a taken-for-granted norm. This can be a significant change effort in schools in which data has often either been ignored or used punitively to rank students and schools, sort students into ability groups, or track students into special programs. High-quality student data is the fuel for a myriad of school improvement strategies and finding a "critical mass" of educators who are willing and able to use data effectively is a colourful metaphor for the next trend to be discussed - the importance of leadership effects on developing human and social capital.

3. Emerging Issues in Educational Leadership

Leaders must align their understanding of effective teaching and learning with innovative and flexible technology. Because technology expands the potential for teaching and learning, the knowledge now exists in cyberspace as well as in the minds of the students and teachers. This shift requires an increasing focus on results and an expansion of educational leaders' roles of assessment and accountability (Finger and Jamieson-Proctor, 1999, p. 22). This expanded role in assessment ranges from establishing the effectiveness of technology resources to the matching and making of clearly defined student learning outcomes with appropriate technology resources and strategies. This is new terrain for many leaders who have limited or no experience with educational technology. Specific areas of concern are lack of resources and professional development for implementing technology in an educationally effective manner.

Emerging issues in educational leadership have been experienced in the world's most leading nations of USA, UK, Australia, and the European Union. The leaders in educational organizations today have actually arrived at their position as efficient teachers and now have to refocus their time and energy on the students. The times have changed. The world has already seen the impact of globalization, and it is now reaching deeply into schools. The web and internet are most likely to become the most dominant medium of communication throughout the globe in the next two years. Technology in the classrooms is moving from the basic word processor and spreadsheet uses and is evolving into web pages, video production, internet research, and chat room dialogue. Fully online schools for grades K-12 are now a viable and rapidly growing option for education. This means that students now have an alternative to traditional schools, and other non-traditional students, such as gifted, special education, and ESL students, now have alternatives designed specifically for them (Mueller, 2003). This change in the types of available education and the students who are being educated is forcing changes in many realms of educational leadership that have been taken for granted for centuries.

3.1 Technology Integration

Today, technology is everywhere and is only going to continue to grow in popularity and usage. This chapter will explore the various pressures that educational leaders face to integrate technology in schools from stakeholders, including students, parents, teachers, and the community. The chapter will also explore the trend of technology-related professional development for teachers and leaders to prepare for successful technology integration. The availability of technology is growing in leaps and bounds. Mobile labs, interactive whiteboards, WiFi in schools, and one-to-one laptop initiatives are all examples of initiatives ranging in size and cost that are aimed at increasing student exposure to technology. With such a large investment being made at the district and school level, leaders are forced to prioritize technology initiatives and make critical spending decisions. Availability of student technology experience is an important factor for educational leaders. If today's students are immersed in a digital world and in their future they will likely encounter an information-based economy, it makes sense for leaders to prepare students for the future by integrating technology into their daily learning. Districts have to set goals to get students technologically literate and will have to assess progress along the way. Districts will likely use student technology proficiency scores on standardized tests or specific technology skills mastery as a measure of success. This leads to pressure on the part of administrators to make evidence-based decisions regarding technology and to justify its importance in the learning process. Technology also holds the potential to improve administrative efficiencies in schools, from the central office to the classroom. In this tough economic climate, education leaders are looking for ways to streamline administrative processes and cut costs without negatively affecting learning. This has led to increased interests in areas such as learning management systems, online assessment, and data-driven decision making. Finally, there are mandates from state, national, and global level policymakers that students should learn 21st-century skills and be prepared to compete in a global economy. The P21 framework is a good example of an initiative to prepare students for the rapid changes of the Information Age. All of these pressures point towards technology integration as an important and continuing trend for educational leaders today.

3.2 Equity and Inclusion

Unfortunately, there is often an assumption that diversity is a problem to be fixed rather than a strength to be leveraged for the benefit of all students. A preoccupation with the achievement gap between diverse students and their white counterparts can result in an overemphasis on deficit theory and remedial programs. In 2014, the Peel District School Board in Ontario took a new approach to addressing the needs of their diverse student population. They launched the We

Welcome the World initiative, which recognizes and supports the value of diversity through system-wide changes. An evening school for students who have fallen behind in credits was offered, instead of a program targeted specifically at at-risk immigrant and refugee students. By addressing the overall success of the group, the aim was to avoid further marginalization of these students.

As Canadian pluralistic society becomes more diverse, educational leaders continue to be faced with the challenge of addressing the needs of all students. In recent years, considerations of how to ensure the success of non-white, lower socioeconomic, immigrant, and refugee students have received increased attention. Developing an understanding of the complex ways in which race and racism intersect with other factors in marginalization is an important first step for educational leaders who are committed to equity. So too is acknowledging that despite the many differences in the experiences of various groups, there are commonalities in the experiences of marginalization and exclusion. This understanding provides the foundation for meaningful systemic change.

3.3 Teacher Retention and Recruitment

In today's society, attracting and retaining quality teachers has become an increasingly challenging task. Low teacher/student ratio classes, competitive salaries, administrative support, and teacher empowerment are all essential in the retention of quality teachers. According to Texas Principals.org (n.d.), low teacher/student ratios allow for better discipline and control, more individual contact and instruction, and improved classroom management. This, in turn, increases student academic achievement and, as a result, teacher job satisfaction. If there are too many students in a classroom, teachers can become overwhelmed and stressed, possibly leading to a decision to leave the profession. To achieve this, schools must have more funding to create new positions. Recruitment differs from retention, though the end result is to have a quality teacher in place. Many teachers that are considered "quality teachers" leave the profession or choose to leave their current position and seek employment in a different school. This decision may be founded in things such as career change, personal obligation, or dissatisfaction with their current teaching position. In order to address issues related to teacher retention and recruitment, school leaders must advocate for policies and practices that improve the teaching and learning context. Such interventions can have a significant impact on educational outcomes given the critical role that teachers play in educational reform (Price, 2014). A vital step in improving the teaching and learning context is to increase teacher efficacy. Efficacy is the belief that one has the ability to attain a specific goal or outcome. Teachers with high levels of efficacy are more open to change, more persistent in the face of obstacles, and are more

intrinsically motivated. High teacher efficacy is associated with a higher sense of job satisfaction, lower stress levels, and lower rates of teacher attrition (Tschannen-Moran, Hoy, Hoy, 1998). In order to increase teacher efficacy, it is important to provide opportunities for teacher mastery experiences. Such experiences can be attained by giving teachers challenging teaching assignments and providing them with constructive performance feedback. These teaching assignments and constructive feedback are best attained through a good mentoring program. A mentoring program is a formal or informal relationship in which a more experienced teacher helps to socialize and guide a less experienced teacher. New teachers that participated in mentoring programs reported having higher job satisfaction and higher retention rates than those without a mentor (Kokotsaki, 2018).

3.4 Mental Health and Well-being

Symptoms of mental health problems may be evident in classroom behavior, but it is the effects of these symptoms on learning, and the strategies used by teachers to ameliorate them, that form the main immediate focus of the relationship between mental health and education. An action plan intended to improve cognitive skills or classroom behavior is more likely to be implemented, and its success monitored, where there is an understanding of the reasons why various problems have arisen.

Mental health affects the capacity for cognitive or academic learning. It also has an impact on learning across the social, affective, and moral domains. This is important because aspects of personal and social functioning are the target for many educational interventions.

The overall area of well-being is complex and multifaceted. It includes psychological or emotional well-being, mental health, physical health, personal and social functioning, and personal satisfaction with developmental experiences. Each of these dimensions can influence learning in many different ways. For example, there is a link between mental health/mood and motivation, which is an indirect influence mediated by the degree of cognitive engagement during learning activities. Similarly, physical health can influence learning directly through changes in brain function and indirectly through motivation. Personal and social functioning influences learning in situations involving cooperation or competition with peers. Satisfaction with the school experience is a cognitive judgment about the value of school influenced by copious amounts of information and experiences.

3.5 School Safety and Crisis Management

Immediately after the incident, it was hard to tell if it was a dream or reality. The seemingly "perfect" school was only known for good grades, and good behavior

incidents were rare and contained. But one cold evening, that would all change. On October 18, 1997, Luke Woodham, a student at Pearl High School in Pearl, Mississippi, killed his mother, then went to school and shot nine students, two fatally. He then went to his next-door high school but was stopped by the assistant principal, who had his gun and held Luke until a police arrived. It was after this incident that school administrators began to admit that bad things can happen in good schools. In previous decades, many schools might have been able to avoid the possibility of a crisis and may have only needed school policies about violence and substance abuse and some conflict resolution (ELISAW, 2002). The new reality is that schools must prepare to respond to a wide range of crises. Failure to adequately prepare for safety threats can result in a preventable tragedy and leave the school and its district liable for a great deal of loss. Today, school safety efforts are wide-ranging and involve more than preventing crime and violence. Schools must also address natural disasters and other hazardous situations. After the September 11, 2001 terrorist attacks, schools were once again reminded that they are not immune from events in the world. Schools now use a risk management approach to address various safety and crisis issues. This is defined as the way an organization understands, manages, and prepares for the range of risks it faces in an attempt to make the best use of resources in safeguarding its assets. It includes an assessment of the current status of the risks, an evaluation of what the level of risks should be, and the adjustment of the status to the level that is appropriate. A risk management approach for schools is comprehensive and prevention-oriented. It addresses four main areas of safety: safe school culture, school security, emergency preparedness, and incident management. Steps in addressing risk management can include some policies such as adopting a zero tolerance policy on drugs and alcohol, integrating character education to reduce behavioral problems, and identifying safe and unsafe areas in and around the school.

4. Future Directions in Educational Leadership

AI will change the landscape of education and it is vital for educational leaders to understand how to do this in a way that best benefits students. They may need to adopt policy changes and new learning techniques. It is imperative that research is done to determine the effectiveness of AI on education as well as providing practitioners with the tools and knowledge necessary to implement AI.

Another method AI could be used to improve education would be through helping to filter and curate high quality content in the information age. This is already being done to some effect, but in the future it is likely that engines will be tailored to the needs of an individual learner or be able to steer knowledge in a direction that benefits a particular concern.

In the near future, it is likely that AI will play a significant role in determining how individuals learn, where learning takes place, what will need to be learned, and who will be teaching and learning what. AI will help to shift educational practices from the general, one size fits all approach, to specific learning for specific individuals. Specifically, AI can be used in distance education to provide students with personalized tutoring. This could represent a way to make up for the loss of the human element in teaching at a low cost.

At the same time as preparing the leaders of today, we must oversee the preparation of the leaders of tomorrow. This involves researching trends in society and educating our leaders to meet the challenges presented by these new trends. For the leaders of tomorrow, two of the most difficult issues to confront will be processing the information explosion and deciding what to do with new knowledge. Essentially, they will need to know how to convert information into usable knowledge. This can be done by utilizing artificial intelligence (AI) as a means to improve the quality of education. AI is the capacity of a computer to perform operations analogous to learning and decision making in humans. This can take many forms ranging from computers being programmed to respond to certain commands all the way to machines that are capable of self-directed learning.

4.1 Artificial Intelligence and Education

The design, modeling, and assessment of intelligent systems, encompassing both virtual agents and intelligent tutoring systems, is an active area of research and development. As AI technologies advance, there is reason to believe that intelligent agents with various degrees of autonomy will become a more regular feature in educational software. Virtual agents have been developed to provide instruction, to act as students' learning companions, and to serve as tools for formative assessment and metacognitive reflection. Step by step, from the SHERPA project to the recent work of Woolf and his colleagues at the Pittsburgh Science of Learning Center, virtual agents have been integrated into learning environments in ways that seek to exploit their potential to improve students' motivation and learning outcomes. The long-term vision includes intelligent virtual agents that are compelling and effective learning companions for students of all ages, spanning the full range of subject domains.

The application of artificial intelligence (AI) to education is a subject that is only now receiving serious attention. So far, it is clear that AI has enormous potential to revolutionize the field of education. An intelligent tutoring system, for example, could provide individualized instruction for a student, identifying his strengths and weaknesses, and selecting problems to match his ability. It could also track the student's progress and provide continuous assessment. Early projects demonstrated

that intelligent tutoring systems can be highly effective. For example, one well-known project at Carnegie Mellon University, spanning the period from the mid-1980s through the 1990s, led to the development of a family of intelligent algebra tutors, which were shown to be highly effective in controlled testing.

4.2 Globalization and International Collaboration

Globalization is a phenomenon that has had a significant impact on the world in the past few decades. It has affected almost every aspect of world business in both the public and private sectors. The Internet has greatly contributed to the increase in globalization. A recent trend is the move in many countries to privatization in education. This is often being done by governments to globalize their local markets in education so that they can be competitive, not only among their neighboring countries but with education providers worldwide. It is an attempt to prepare students for a global business world by providing them with the common language of today's generation: English. Despite these intentions, what is likely to happen is that the education provider who can offer the best 'value for money' will be the one to survive. As education and EL have traditionally been seen as a cost center, many educators now are feeling the pressure to operate as a profit center with little increase funding. This will bring issues to whether EL in this market-driven environment can still practice its theories of good leadership. An environment of competition also brings great possibilities of collaboration for the education issues will affect every country in the world should it be success or failure. This is a perfect opportunity for EL to be involved in studies in best practice and how to develop and sustain positive education outcomes.

4.3 Innovative Approaches to Professional Development

Another innovative preservice professional development model is a "professional development school" (PDS) that is run in collaboration with a university education department and local schools in disenfranchised communities and focus on issues of social justice in education (King, et al., 2009).

Darling-Hammond and her colleagues have suggested a professional development "learning trajectory" model to guide innovative approaches. They propose that teachers move through a series of increasingly sophisticated knowledge, skills, and dispositions about teaching and learning. Therefore, professional development activities should be aligned and support this trajectory. Successful widespread adoption of these activities would require fundamental shifts in the structures and cultures of schools and districts.

Innovative professional development strategies are models or approaches that depart from traditional types of workshops and courses. They are considered

"innovative" because they are qualitatively different from "sit and get" or "spray and pray" types of professional development (Darling-Hammond, et al., 2009). The intent of innovative approaches is to provide practitioners with learning experiences that lead to changes in knowledge, beliefs, and practices. Innovations may occur in preservice or inservice settings and in formal or informal development opportunities. Successful innovations should result in increased student achievement and improvements in equitable educational outcomes (Wei, et al., 2009).