

The Future is not what it used to be: School Leadership Today for Tomorrow's World (Part 1).

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Abstract

This article argues that as we move through the twenty first century school leaders need to lead differently to the way many do currently. The future is becoming more unpredictable, uncertain, ambiguous, complex and globalised as each day progresses. This has profound implications for education and what our young people learn in school. If indeed schools are to have credibility and a role in the future changes need to be made to the curriculum, pedagogy and perhaps structure of education. The article focuses in particular on what successful school leaders will need to be like in this environment. Most importantly it advocates the importance of school leadership development and this will be followed up in an article in the next edition of this Journal. This

will look at tried and tested approaches to equip those who are called to school leadership now and in the future to be able to do their best in ways that really do make a positive difference to young people.

Keywords: leadership, complexity, future, transformational, transformative, learning

1. The Future is probably unpredictable?

Imagine a child who is born today. What sort of world will they inhabit and what will their life be like in the future?

Most people might agree that much is unpredictable but this does not stop pundits from trying to forecast what the future will be like. This child may live to be over 100 years old and may still exist on earth in 22nd century. Their children may live into 23rd century. They

may have many different jobs in their lifetime. Electronic communication will probably become an even greater feature in their lives. They may retire much later than pensioners do today. Will there be such things as “retirement” and “pensions”? Will the gap between rich and poor widen? Will the world overheat? What about resources? How will they travel? What about conflict within and between countries? Such predictions are problematic but in general terms most might agree that the world that this child will live in will be increasingly complex, uncertain, inter-connected and moving at a faster and faster pace of change.

2. Learning in the Future: Knowing the Unknown

One thing that is more certain is that this child born today will need to be an enthusiastic and effective learner in order to not just survive but to thrive in this future world. What, why, how and when they learn is a matter of great debate in many countries as people wake up to the fact that their world will be different from ours. For example Curriculum 21 is the work of a group of educators worldwide attempting to help colleagues transform curriculum and school designs to match the needs of 21st century learners. As they examined patterns emerging across the United States and overseas it became evident that curriculum and ways it is taught remains dated although both students and teachers recognize the need to

become forward thinking in our planning.

As the instant electronic availability of information becomes more part of life, then education will need to refocus away from the acquisition of knowledge towards developing critical faculties. Attitudes and skills will become more significant in the formal and informal curriculum. Young people will need, among other qualities, a positive “can do” attitude, enhanced resilience, a passion for learning, an awareness of meta-cognition (learning about learning), to be adaptable so they can be team players as well as leaders, be comfortable as independent and interdependent learners, be technophiles, and above all, have strong emotional and social intelligence.

3. School Leadership in the Future: Boldly Striding Into the Mist

If the world is changing rapidly and if learning needs to change then what about leadership of such learning? Leadership is important ((Leithwood & Levin, 2005).

The McKinsey report, for example, claims to have identified the reform elements (including leadership development) that are replicable for school systems everywhere as well as what it really takes to achieve significant, sustained, and widespread gains in student outcomes. This includes the gains governments strive for in relation to improvement in performance in tables such as the Programme for International Student Assessment (PISA). The behaviour

and underpinning attitudes of the person who leads a school are a key element in the quality of that. Behind a good school, there is a good leadership (Muriillo, 2006). Leithwood et al (2006) affirm that internationally we are in a “golden age” of school leadership, since there is a confidence in understanding that leadership is one of the keys to school success.

The way leaders lead is also highly significant as this strongly influences organisational culture and the learning that goes on within the place we call school. For such an unpredictable, rapidly changing, increasingly complex, uncertain, inter-connected environment, leadership cannot be infused with transactionalism or managerialism that seeks to achieve performance by the use of contingent rewards or negative feedback. However it can be argued that this is the current approach to education in many countries e.g. England. This Standards Agenda is based on a simplistic notion of organisations and the real world is much more complex. (Sahlberg, 2010) argues that this approach has been spreading across the world as a Global Education Reform Movement (GERM) as governments become seduced by notions of national curriculum with tests, tight monitoring through inspection, a focus on what is thought to be measurable and the educationally inappropriate language of “delivery”, “targets” and “impact” (Fielding, 2004). More inclusive and sustainable forms of leadership within schools have been and are being stifled ((OECD, 2006,

Precey, 2014). Those in charge of schools often feel suffocated and unsure about whether to just do as they are told or to display real leadership and do what they feel is morally right. Effective leaders in an increasingly complex world need to understand the principles of complexity. It is a way of thinking and of understanding the reality of our world and if school leaders take this on board then they will change the way they lead their schools. This is tough as often those in charge of schools today they have been trained and told to work in a managerial manner.

So what approach to leadership is required for success in education in the twenty first century? Leadership can no longer be a solitary activity. Marsh (2000) for example, claims that solitary leadership blocks the development of the collaborative working necessary for success in the recent reforms in many countries and it assumes that reforms can be aligned and packaged in outdated and rigid ways. Mulford (2006) clarifies that for leadership to obtain positive results it needs to be distributed. The OECD (2006) has expressed a keenness to address the issue of future challenges for school leaders through collaborative approaches. This type of leadership is based on leaders valuing people, on developing and nurturing talent and sharing leadership throughout schools (Leithwood et al, 2006). Leaders require followers. Thus leaders need to discover, learn and develop the competencies, skills, knowledge and atti-

tudes that encourage others to follow. Followers in such schools sometimes become leaders and leaders on occasions assume the role of followers.

If we seek to develop such leaders then we need to understand what an ideal might look like bearing in mind that context will vary significantly and this may affect what is achievable. This way of leading is sometimes labelled transformational. Shields (2009) describes it as being founded on:

- building a compelling vision of a better future underpinned by high moral confidence
- establishing shared organisational goals
- displaying high levels of interpersonal engagement with a deep understanding of personal, team and organisational learning
 - offering individualised support;
 - modelling best practices and important organisational values
 - demonstrating expectations of high performance
 - providing intellectual stimulation for others and seeking best practices
 - creating a productive culture with a commitment to community
 - developing structures to foster participation in decision-making and distributing leadership throughout the organisation
 - personal resilience

A linked approach is that of transformative leadership (Shields, 2009) that seeks to change communities beyond as

well as within a school *building*. This

- is founded on critique & promise
- has key values of democracy, equity, justice, liberation
- emphasises social justice & equity
- contains within it processes of deconstruction & reconstruction of
 - social/cultural knowledge
 - has a goal of individual & organisational transformation
 - is where a leader lives with tension & challenge and requires moral courage & activism

In both transformational and transformative approaches, leaders recognise complexity and **build** openness and trust. *Karseth* (2004) calls this propensity to be open and inclusive “*Raus*”. Such a leader values diversity, practical approaches and new ways of thinking. Their work is characterised by generosity rather than greed (Gronn, 2003). They make room for experimentation and taking risks. “*The paradoxical conditions necessary for educational transformation are individual freedom of choice and collective responsibility for the whole - and individual and group autonomy and interconnections.*” Marshall (1996). Leaders celebrate this. Trust is an essential key component to this (Covey, 2006), Bottery, 2004), Precey, 2012) and this builds from the integrity of leaders— this means that leaders do what they say and say what they think. *Karsath* (2004) writes about *Redelig* where ethical and democratic rules are followed. People are treated with respect.

In simple terms the leaders for the

twenty first century require four inter-related elements:

- **Values** that motive and direct the leaders as to why and how they do the job
- **Knowledge** of how to do the job such as pedagogy, budgets
- **Skills** to do the job such as chairing meetings
- **Competencies** to do the job.

These are the behaviours based on the leader’s social and intelligent (Goleman). Leaders have to truly know themselves so that they can manage their behaviour appropriately, they need to understand the behaviour of others and then they can work effectively with these others. These behaviours are displayed often unknowingly but can be purposefully developed (see also Graph 1 below).

These can be analysed through three main questions:

Why? values are the foundation stones for all actions.

What? the focus for education leadership in the twenty first century.

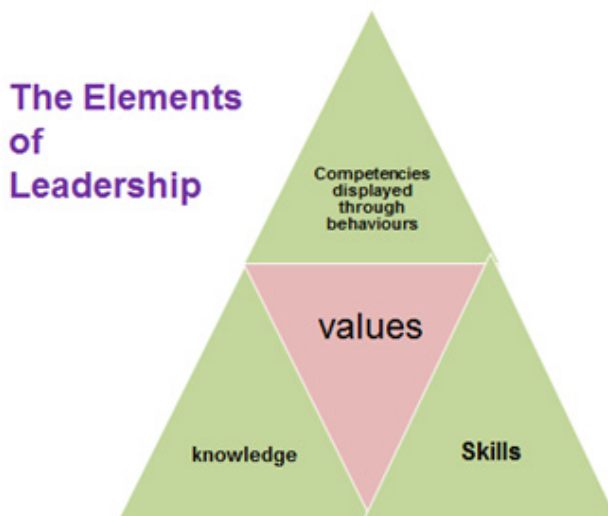
How? the processes that a leader uses to successfully operate in this increasingly complex world?

1) Why do this leadership job?

The need for constant values in changing times. Principals need principles

It is values that provide the rudder when the storms threaten to blow an organisation off course. Much is written about the need for a values-based approach to school leadership (Fullan, 2003, Hammersley-Fletcher, 2015). Less has been written about how in practice leaders can to be trained to think more deeply about their moral purpose and

Graph 1. Elements of leadership for twenty first century



Source: Own elaboration

their values. Robbins & Trabichet (2009) helpfully explore ethical decision-making by educational leaders and Rayner (2014) describes headteachers' values being tested by changing policy context. But leaders need to go deeper and explore the way in which ethics affects every aspect of their lives as they seek to model, monitor and engage others in dialogue (Southworth, 2008). Take for example the elusive yet fundamental concepts of "equality" and "equity" (Espinosa, 2007). Are these fully understood by school leaders and how can they be applied in schools? Do school leaders understand the concept leadership for public value (Leadbetter and Mongon, 2012). How do leaders lead in an increasingly globally interconnected world. Biesta (2013) helpfully distinguishes between the current responsive management and the need for responsible in a global networked society. A responsive approach is where education simply adapts to the demands of a global networked society. A responsible approach demands a more critical position "*vis-a-vis the different manifestations and demands of such a society*" (Biesta, 2013, p. 733). He argues for the latter from school leaders on the grounds that education should always be understood as more than just a function of existing social and societal orders because it comes with a duty to resist. This is inherently both educational and democratic.

Educational leadership is essentially a moral calling and profession. So twentieth century leaders need thought-through

values that enable ethical decision-making that keeps the organisation on course with a sharp focus. This has always been so but it is more so as the future waters of education become more turbulent.

2) What is this education leadership job all about? It's learning, learning, learning.

Most important in such complex situations is that the leader has a sharp focus on the school's core purpose and in particular student learning. This may well be infused with other fundamental values such as liberation, democracy, equity and justice depending on context (Shields, 2010). The learning of students in the school is paramount. To enable this staff need to be active, effective learners in order to reinforce and model its significance. Moreover, parents/carers need also to be involved in the process both as teachers and learners particularly if a leader is seeking to be transformative. Most importantly the leaders themselves need to learn and display learning.

Leaders who learn quickly from mistakes and encourage that learning in others can be highly effective. They do not resolutely punish failure. At present, in GERM infected countries, this is counter-cultural and here a climate of professional football has developed where public results matter and failure means swift removal of managers and coaches from high profile jobs. The name, blame, shame, tame of culture in England for

example has been a consequence of the Standards Agenda as perceived mistakes within this tight agenda are not tolerated. Yet this approach is unintelligent and wasteful. All leaders make mistakes at some point and it is these that provide the most valuable learning experiences. In their book *“Wounded Leaders”* Ackermann and Ostrowski (2002) explore what happens to leaders who are disoriented (Mezirow, 1978) by events. The ones that get stronger as leaders and people do not ignore them or let them overwhelm their professional and personal sense of self but rather use the events with support to grow as better leaders. Joseph Campbell (2008) describes in *“Hero’s Journey”* how a hero *“ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man”* (Campbell, 2008, p. 2). In laying out his monomyth, Campbell describes a number of stages or steps along this journey which we can use to try to understand the realities of leadership in schools today. The hero (headteacher) starts in the ordinary world, and receives a call to enter an unusual world of strange powers and events - a *call to adventure* (to become a school leader). If the hero accepts the call to enter this strange world (of school leadership), the hero must face tasks and trials (*a road of trials*), and may have to face these trials alone, or may have assistance. At its most intense,

the hero must survive a severe challenge (school accountability systems), often with help earned along the journey. If the hero survives, the hero may achieve a great gift (the *goal* or *“boon”*), which often results in the discovery of important self-knowledge. The hero must then decide whether to return with this boon (the return to the ordinary world), often facing challenges on the return journey. If the hero is successful in returning, the boon or gift may be used to improve the world (the application of the boon). Along the way the hero learns from their mistakes but importantly with support from mentors usually those who have been on the journey themselves before. Sadly in high accountability school systems, too many leavers find themselves removed from the journey or decide that the pressure is such that they want to leave the journey themselves. If they survive, their skills and knowledge are not always appreciated or disseminated. Mistakes maketh man and woman. It is wise to acknowledge how the fallen are often mighty.

3) How can leaders do a better job in the future? Smart, fit principals with attitude.

a) Attitude

The attitude that leaders take and develop in their roles is critical to their success. In more uncertain times ahead, attitude becomes even more significant. These include:

- **Bravery and courage.** This means

leaders who are hard headed with a focus on making a positive difference regardless of unreasonable opposition and challenging circumstances. Shields (2010) makes the point that leaders have to demonstrate moral courage and to effect deep and equitable changes. Karsath (2004) uses the term “Robust” in that they can tackle challenges in a climate of uncertainty and a spirit of critique. Making a positive difference is being pre-occupied with the care of other human beings, long term transformational change and a co-operation and emulation rather than competition and denigration. Harris (2012) states that bravery is looking in the Inspector’s eye and keeping your head when all about are losing theirs.

- **Passion.** Without passion we will not easily sustain our commitment or convey our enthusiasm and commitment to others. Davies & Brighouse (2010) claim that passionate leadership is about energy, commitment, a belief that every child can learn and will learn, a concern with social justice and the optimism that we can make a difference. Such leaders, they say, articulate the vision, share their values, set examples and standards, are committed to the long term and they care and celebrate. In his research Day (2004) links passion to successfully overcoming the obstacles in headship over time.

- **Hope.** Wrigley claims that teaching is a profession of hope and this is even more so leadership. “The desire to improve education arises naturally from an engagement with the future” (Wrig-

ley, 2003 p.1). Flintham (2003), through his research, describes the way that all leaders need to have a reservoir of hope. This needs topping up since much of the job involves irrigating others with hope and if leaders do not refill the reservoir inside of themselves they will run dry.

- **Humility.** School leaders are public servants but not servile. They are committed to positive change but always remember that it is not about them. It is about the students, staff, parents/caters and communities they work for. writing about the life of a top brain surgeon states: “*You will inevitably make mistakes and you must learn to live with the occasional awful consequences. You must learn to be objective about what you see and yet not lose your humanity in the process* (Marsh, 2014, p.19)”. Although not as immediately life changing as the work of a surgeon, a school leader nevertheless is involved in saving and changing lives. Humility may be seen to be countercultural in a market-driven education system where hero heads, image massagers and empire builders may receive the public plaudits.

b) Smartness

Future leaders need to be smart in a number of ways. As the world becomes more complex there is need for leaders to:

- **understand and learn to lead in complexity**

We handle complexity all the time in intuitive ways and often fall foul to its consequences. For leaders, including those working in highly complex

systems such as schools, much is not knowable. But we can be smarter. To be so, leaders (and managers) need to try to recognise and respond appropriately to the essential elements of complexity theory. This is a way of thinking and understanding the reality of our world. Leaders need to be able to deal with real life and all its rich complexity.

Fullan (2004, p.55) states that “leaders must resist the temptation to try “to control; the uncontrollable”. Scharmer (2007) maintains that this requires repetition to be able to understand and work in situations of emerging complexity where:

- The solution to the problem may well be unknown
- The problem itself is frequently still unfolding and
- The key stakeholders are often not clear

Radford (2008) writes about a growing need to be comfortable with complexity and its resultant ambiguity and uncertainty and sees schools as places that by their nature verge on the edge of chaos. Smart leaders, who thrive in increasing complexity, have their fingers all over the political, economic, social and psychological pulses. They scan the horizon looking for the elements of complexity – points of bifurcation, connectivity, feedback, evidence for self-organisation and emergence, attractors and recursive symmetries, lock-in, feedback and post-event rationalisation. They exploit their benefits and try to reduce their dangers.

- **learn to be comfortable with am-**

biguity.

So much of the predict and control managerial culture is based on the false notion of certainty in education. This lulls leaders into a false sense of security and means they and others are surmised or resigned when events do not follow a script. Much is, in reality, unknowable. Leaders who are effective in the real world of complexity are comfortable with the not knowing. They have to learn this and this is often by trial and error and reflection and analysis. On occasions, it may also involve “*failure*” in managerial terms.

- **be self-reflective.** Twentieth century leaders need to be self-reflective. Scharmer (2007) suggests that leaders of organisations need to provide space for and facilitate a shared seeing and sense-making of the newly emerging patterns. He calls this “*co-sensing*”. This requires leaders at all levels to establish places of deep reflection (“*co-presencing*”). This is difficult in the busy life of school leaders but, he would maintain, essential. He also suggests that we need places and infrastructures for hands-on prototyping of new forms of operating in order to explore the future by “*co-creating*”. In an increasingly complex world leaders need to create opportunities for shared observation and reflection to which one might add experimentation. Without this, Scharmer argues, we will continue to have schools that prevent our children from unfolding their capacity for deeper learning as we will be relying on past experiences to solve new, previously inexpe-

rienced problems. Shields (2010) agrees arguing that leaders need to “deconstruct and reconstruct knowledge frameworks that generate inequity” (p563). Such leaders are more likely to spot black swans (Taleb, 2012) and avoid being a turkey.

In his research on school leaders Flintham (2003) states that *“This study worked to the principle that school leaders develop best when given the opportunity to reflect on their existing practice, to analyse in detail critical incidents within their on-going leadership story with a view to identifying strengths and weaknesses, to examine alternative models of good practice and to identify developmental ways forward appropriate to their existing contextual situation..... Successful engagement with this principle enables development of leadership qualities not by directive input but by reflective awareness and consensual agreement, leading to ownership of action and a thirst for further engagement”* (Flintham, 2003, p.26). *Successful twenty first century leaders are learning leaders as well as leaders of learning and they as a consequence can grow in self-confidence, self-awareness, capacity to take risks and in “being” rather than simply “doing”*. Critical incidents are particularly important in powerful learning.

• **be critical and cultivate a culture of healthy scepticism** – Leaders who can work with complexity and ambiguity do not unquestioningly accept the status quo but are ever watchful. Wheatley (2007) explains that such watchfulness is ac-

complished by developing a set of questions that leaders throughout the school ask regularly and with discipline. Quantz, Rogers and Dantley (1991) argue that transformative leadership *“requires a language of critique and possibility”* (Dantley, 1991, p.105) and *“a transformative leader must introduce the mechanisms necessary for various groups to begin conversations around issues of emancipation and domination”* (Dantley, 1991, p.112). In the same vein, Shields (2010, p. 58) maintains that transformative leaders, *“in addition to the more traditional aspects of their work (creating budgets, overseeing instruction, achieving accountability etc.) need to balance both critique and promise and challenge inappropriate uses of power and privilege”*. Karsath (2004) calls this *Reflektierende* where such leaders encourage critique and scepticism. They create collective spaces for knowledge building through professional discussions where all parties participate. But these leaders are open to change. They do not look at the world around them purely to prop up their beliefs but their views may change when they have learnt what is really going on.

• **be realistic and not naive e.g. about power.** This is not to suggest a Machiavellian approach but rather to understand the political nature of all organisations including schools. Haslam et al (2011) argue that we are now in a new position with regard to the psychology of leadership. Great men and women and the cult

of personality is no longer appropriate (although still visible in some school systems). They call for a new approach to leadership in terms of social identity and self-categorisation. From this point of view leaders become in-group prototypes and champions as well as entrepreneurs and embedders of identity. To lead effectively means leaders have to be politically smart. They also need to be adaptative (Heifitz & Grashow, 2009)

b) Fitness for Purpose

In this increasingly turbulent education sea leaders need to ensure they are fit in all senses of the word. This means leaders need to take their own fitness for purpose seriously. The prevailing Standards Agenda in many countries has produced a self-sacrificial leadership culture. Leaders are worked relentlessly by the system and its manipulators and are often physically, emotionally and intellectually exhausted as a result.

- **proper selfishness.** To be effective in the real world of school complexity requires leaders to place the oxygen mask over their own faces before applying them to others on the education flight. Handy (1997) calls this “proper selfishness”. This is a tough mind-set change for leaders and even if minds change then action often does not follow. But unless leaders ensure they are fit for purpose and ready for action then they are doomed to disappointment and disaster.

Senge (2004) argues that “...if you want to be a leader, you have to be a real human being. You must recognize the true meaning of life before you can become a great leader. You must understand yourself first.” (Senge, 2004, p.186). “...In this sense, the cultivated self is a leader’s greatest tool...It’s the journey of a lifetime.” (Senge, 2004, p.186). Effective leaders are effective people and as Bennis and Goldsmith (1997) express it: “...the process of becoming a leader is much the same as the process of becoming an integrated human being...leadership is a metaphor for centeredness, congruity and balance in one’s life”. (Goldsmith,1997, p.8). So leadership development is a process of ‘Self-Invention’ (Bennis, 1989, p. 50) that is directly linked to the creation of personal authenticity. Guignon (2004) describes this as: “...centering in on your own inner self, getting in touch with your feelings, desires and beliefs, and expressing those feelings, desires and beliefs in all you do...defining and realizing your own identity as a person”. (Guignon, 2004, p.162). In other words it is important that leaders ‘get a life’ and balance personal development and happiness with professional growth and enjoyment. As discussed, an important aspect of this is intrapersonal intelligence or ‘meta-learning’ – the ability to become profoundly reflective and change and grow as a result of that reflection.

- **well-being.** Well-being and achieving a balance between the professional

and personal entail a deliberate personal strategy to ensure that all aspects of a fulfilling life are met. School leadership is intellectually, emotionally and physically demanding work so it is essential that leaders invest time in their own personal development and growth. “. . . high levels of wellbeing mean that we are more able to respond to difficult circumstances, to innovate and constructively engage with other people and the world around us. As well as representing a highly effective way of bringing about good outcomes in many different areas of our lives, there is also a strong case for regarding wellbeing as an ultimate goal of human endeavour.” (www.nationalaccountsofwellbeing.org, p.1). Wellbeing is not just about the leader. It is important that the leaders model appropriate well-being strategies with integrity, for example “*Do as I do*” rather than “*Do as I say*”. This may require major life style changes from existing leaders.

- **developing resilience and an inner strength.** Resilience is increasingly seen as a key part of an effective leader’s make-up in the twenty first century (Arond Thomas 2004). Resilience is strength of character, adaptability, buoyancy, flexibility and the ability to bounce back. It is very much linked with the former point about learning quickly from poor decisions. Through the trials and tribulations of leadership resilience can be developed (Ackermann al, 2002). The journey can make one a better leader (Campbell, 2008). In his important previously

mentioned work “*Reservoirs of Hope*” Flintham (2003) tells us of the importance of hope in school leadership. “*The successful headteacher, through acting as the wellspring of values and vision for the school thus acts as the external ‘reservoir of hope’ for the institution. In the face of burgeoning demands for change, colleagues look to the headteacher for spiritual and moral leadership, to provide the necessary coherence and unity of vision and to maintain its underpinning integrity of values*” (Flintham, 2003, p.3). This reservoir has a spiritual and moral basis and may come from a combination of background and upbringing (generational imperative), religious beliefs (religious imperative), egalitarian imperative and a belief that everyone should have the chance to benefit from education, a vocational imperative and desire to do the job to the best of their abilities, and a transference imperative (“*Would I be happy if this were happening to my own children?*”). The reservoir of hope needs to be constantly refilled as leaders are giving hope to others all the time especially in a world of complexity. The reservoir can be topped up by self-belief, faith, feedback, support networks (family, friends, colleagues and sometimes external sources

Resilient leaders have realistic goals in their lives. They are thoughtful rather than impulsive and they are good communicators. They feel positive about themselves and others for whom they care. They are energetic optimists. They take control of their own minds and

lives. They develop effective support networks which they use and contribute to. They have a sense of humour.

In a follow-up piece of research "*When Reservoirs Run Dry (2003)*" Flintham looks at the human and professional costs when these support networks are inadequate or even non-existent and leaders leave their jobs early. 'Quis custodiet ipsos custodes?' - who cares for the carers? is a very important question in the real world of schools today.

4. Conclusions

Values awareness with moral purpose, pedagogical focus, attitude, smartness and fitness for purpose are then some the main elements of successful leadership in the twenty first century. Apart from the "Why", "What" and "How" questions there are "When" and "So What" ones that are important but the answers to these depend very much on cultural context

Leadership matters. Leadership that values people matters. As the twentieth century rolls on with its uncertainty, ambiguity and complexity, the development of leaders who value people matters. In order to achieve this we need clarity over what type of leadership values people most. This article has argued that transformational and transformative leadership are more likely to be inclusive and also effective and sustainable over time than that which is transactional. This inclusive leadership happens through a transformation of the school culture

and implies a deep change in the values, norms, beliefs and in the social relations and power that cannot be imposed, but it must be born from a conviction of all involved. Such leaders must be supported to develop to be prepared and able to stride into the twenty first century mist with integrity, intelligence, passion, bravery, hope and humility. In that way they can try their best to enable that child born today has a bright future as a result of the education we have provided.

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