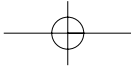
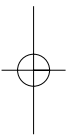
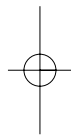
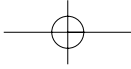
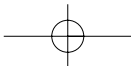




Passionate Leadership in Education





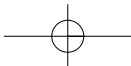


Passionate Leadership in Education

Edited By Brent Davies and Tim Brighouse



Los Angeles • London • New Delhi • Singapore



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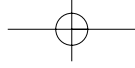
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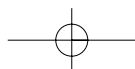
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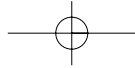
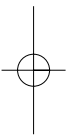
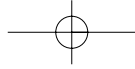
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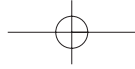


Dedication

To: Tim Bristow, Berta Bustorff-Silva, David Gifford, David
Lamper, Gill Metcalfe, Seamus O'Donovan, Julie Roberts,
Barbara Stern, Alan Thomas and Graham Wright
in recognition in of their passion for success

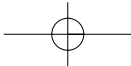






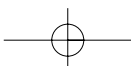
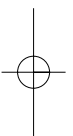
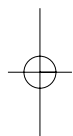
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He has published extensively, with 21 books and 80 articles on leadership and management. His recent books include: *Developing Sustainable Leadership* (Sage, 2007); *Strategic Marketing for Schools* (Beijing Normal University Press, 2007); *Leading the Strategically*

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Contributors

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Christopher Day is Professor of Education and Co-Director of the Teacher and Leadership Research Centre (TLRC). Prior to this he worked as a teacher, lecturer and local education authority adviser. He is a member of the Board of Directors on the International Council on Education and Teachers (ICET) and editor of *Teachers and Teaching: Theory and Practice*. He has recently completed directing a four-year national Government funded research project on *Variations in Teachers' Work, Lives and Effectiveness*. He is currently directing an eight-country project on successful school principalship; a nine-country European project on successful principalship in schools in challenging urban contexts; and national projects on school leadership and pupil outcomes; and effective classroom teaching. His books have been published in several languages and include *Teachers Matter* (Open University Press, 2007); *Successful Principal Leadership in Times of Change: An International Perspective* (Springer, 2007); *A Passion for Teaching* (Falmer, 2004); *International Handbook on the Continuing Professional Development of Teachers* (Open University Press, 2004); and *Developing Teachers: The Challenges of Lifelong Learning* (Falmer Press, 1999).

Alan Flintham was for 15 years a secondary school headteacher in Nottinghamshire, until retiring on age-related grounds in 2005. He is now an Education Consultant and a Research Associate of the National College for School Leadership, having published reports on 'Reservoirs of Hope: spiritual and moral leadership in headteachers' (2003), 'When Reservoirs Run Dry: Why Some Headteachers Leave Headship Early' (2003), and 'What's Good

About Leading Schools in Challenging Circumstances' (2006). He was awarded a Churchill Fellowship to visit Australia in 2005 to study how school principals are formed and developed in that country. He has been involved in the setting up and evaluation of a recently developed peer support scheme for Nottinghamshire head-teachers, and has significant experience of mentoring and supporting both newly qualified and experienced colleagues from all phases and social contexts of schools. He is a Research Fellow of Liverpool Hope University where he is continuing his research into school leadership and what supports and sustains it.

Dr Andy Hargreaves is the Thomas More Brennan Chair in Education at the Lynch School of Education, Boston College. Prior to that, he was Professor of Educational Leadership and Change at the University of Nottingham, England and Co-Director of and Professor in the International Centre for Educational Change at the Ontario Institute for Studies in Education, University of Toronto. His most recent book, co-authored with Dean Fink, is *Sustainable Leadership*, (Jossey Bass, 2006).

John MacBeath is the Professor Emeritus at the University of Cambridge and until 2000 was Director of the Quality in Education Centre at the University of Strathclyde in Glasgow. From 1997 to 2001 he was a member of the Government's Task Force on Standards and from 1997 to 1999 Scotland's Action Group Standards. Other consultancies have included OECD, UNESCO and International Labour Organisation (ILO), the Bertelsmann Foundation and the European Commission. He is currently a consultant on self evaluation and inspection in Hong Kong and is Chair of the Hong Kong based International Network for Educational Improvement. He is President of the International Congress on School Effectiveness and Improvement and is Director of Leadership for Learning at the Cambridge Network. He has written widely on school self-evaluation, school improvement and school leadership. In 1997 he received the OBE for services to education.

Dr John M. Novak is a Professor of Education at Brock University, Canada, where he has been Chair of Graduate Studies in Education, Chair of the University Faculty Board, and a member of the Board

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Dr Geoff Southworth is Deputy Chief Executive and Strategic Director of Research and Policy at the National College for School Leadership (NCSL). He began his career as a teacher in Lancashire, where he taught in three schools before becoming headteacher of a school in Leyland. During his headship he became involved in school management training programmes which prompted him to move into higher education in Cambridge. At the Cambridge Institute (later School of Education) he directed management courses for headteachers, deputies and middle leaders. In 1997 he was appointed Professor of Education at the University of Reading. He has written many articles and chapters in books, as well as authoring, co-authoring or editing 14 books. He has also conducted a number of school-based research projects investigating school leadership and school improvement. In 2002 he moved to the NCSL to become the Director for Research. He was and continues to be responsible for the strategic direction of the College's research and evaluation activities. In 2005 he was promoted to Deputy CEO, working closely with the CEO and the strategic and operational directors.

Introduction

Passionate leadership

Brent Davies

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. It takes leadership from the realm of a role or job to one of an abiding drive to enhance children's learning and children's lives. What is it that makes some leaders so passionate about their leadership role that they inspire their staff and transform children's lives?

Passion is often seen in terms of a passion for social justice, passion for learning, passion to make a difference. It is the passion to make a difference that turns beliefs into reality and is the mark of deep leadership. Beliefs are statements or views that help us set our personal views and experiences into context. Passion works on the emotional side of leadership. Bolman and Deal (1995: 12) in their inspirational book *Leading with Soul* emphasise the emotional side of leadership:

Heart, hope and faith, rooted in soul and spirit, are necessary for today's managers to become tomorrow's leaders, for today's sterile bureaucracies to become tomorrow's communities of meaning ...

Passion must be the driving force that moves vision into action. Bennis and Nanus (1985: 92–93) use a now classic definition to argue that the creation of a sense of meaning is one of the distinguishing features of leadership:

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The leader operates on the emotional and spiritual resources of the organisation, on its values, commitment, and aspirations ... leaders often inspire their followers to high levels of achievement by showing them how their work contributes to worthwhile ends. It is an emotional appeal to some of the most fundamental of human needs – the need to be important, to make a difference, to feel useful, to be part of a successful and worthwhile enterprise.

Passionate leadership establishes a set of values and purposes that underpin the educational process in the school. Most significantly it is the individual passion and commitment of the leader that drives the values and purposes into reality. Values without implementation do little for the school. It is in the tackling of difficult challenges to change and improve, often by confronting unacceptable practices, that passionate leaders show their educational values.

What skill does deep leadership require to translate passion into reality? This book brings together a number of outstanding leadership writers to voice key ideas and concepts about what makes leaders passionate in their role and their schools. How can we capture that unique leadership ability to change all those around them by their undimmed optimism and deep value system to meet the challenges of day-to-day management and rise above it with passionate leadership?

After 1988 which ushered in a market forces in education, head-teachers, were for a few years, encouraged to be managers or chief executives. It was their job, so they were told, to manage the introduction of the national curriculum and demonstrate they could manage functions formerly carried out on their behalf by the Local Education Authority (LEA). They were suddenly, if indirectly, exposed to the prevailing management wisdoms of the business world.

By the mid 1990s, however, a few LEAs were encouraging head-teachers to 'lead' their schools on a journey of improvement. To do that successfully would require a focus on what went on in the classroom. The incoming Labour government of 1997 seized on and encouraged this focus even though they mandated on schools a plethora of change, which required considerable management as well as leadership skills.

By 2008, the accountability culture has become oppressive with

targets and delivery of 'shallow learning' as demonstrated by the testing culture seriously damaging 'deep' educational purpose and understanding. How do headteachers in this culture manage one side of the coin, which is deliver targets and the other, be passionate about education and the enhancement of human potential?

To meet this challenge we have drawn on outstanding writers and researchers in the leadership field to show how this passion survives and prospers, and is a moral driving force in ensuring children becoming all they can become. That brings me to the other thing about our definition of passionate school leadership: for us it's a passion to change things for the better, a passion with a moral foundation. In reading the following chapters we hope that leaders in education will use it to reframe and reignite their own passion for learning and education, which is at the cornerstone of all they do.

Editing a book with Tim Brighouse has provided me with a unique opportunity to work with one of my educational heroes. Indeed when I suggested we develop some ideas on passionate leadership it became clear that Tim was 'passionate leadership' personified! His leadership, which has spanned several decade, has been unique in preserving and articulating educational values and educational purpose in an era of managerialism and accountability where many educational officers were being replaced by accountability bureaucrats. Tim has been the role model for educational values; it has been a privilege working with him.

This book has been structured in five major sections.

- The first section is concerned with defining the passionate teacher, the passionate leader and the passionate school, with the core chapter by Tim Brighouse.
- The second section centres on passion and educational leadership, with chapters from John Novak and Alan Flintham.
- The third section looks at research on passionate leadership, with chapters from Chris Day and Brent Davies.
- The fourth section considers passionate leadership for schools and teachers, with chapters from John MacBeath and Andy Hargreaves.
- The fifth section centres on defining the work of passionate leaders and building a model for passionate leadership, with chapters from Geoff Southworth and Brian Caldwell.

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I will briefly outline each chapter.

In Chapter 1, Tim Brighouse writes persuasively on three themes: passionate teachers; passionate leaders and passionate schools. Using leadership stories and case examples he provides a rich picture of what passionate and outstanding leaders, and schools are like. In looking at the beliefs of passionate and outstanding teachers he provides values to which we all would aspire to. He lists these five values as (i) the transformability rather than the fixed or predictable ability of those they teach; (ii) success is possible and expected for all pupils and a failure to learn immediately is a challenge to their own teaching, not a sign of the pupil's inability to learn; (iii) intelligence/talent is multifaceted rather than general and indicated by speed in problem solving, literacy and numeracy; (iv) a child showing great effort to learn is a sign of strong character not of limited ability to learn; (v) all the children they teach need a worthwhile relationship with at least one adult who may not be them.

He moves on to passionate leaders and what they do, using powerful leadership role modelling of headteachers who are credible examples of learners and teachers as well as being effective and inspiring storytellers of the events and values of the school. He goes on to consider that passionate leaders and good delegators and risk takers. They also have the ability to create capacity and energy among staff. He also sees passionate leaders as seeking and charting improvement while meeting and minimizing crisis. In the final part of his chapter, Tim looks at the characteristics of passionate schools, the heart of which he sees as 'values'. It is clear that Tim's values and passions run throughout the chapter.

In Chapter 2, John Novak develops his ideas on passionate leadership by taking the conceptual frame of 'inviting' by setting his ideas in the title of inviting passionate leadership. To quote John, 'this chapter will present an inviting approach to educational leadership that seeks to call forth passion and discernment. Based on the idea that it is essential for educational leaders to care about passion and be passionate about caring'. In answering the question 'passionate about what?' John takes the perspective that in an inviting approach leaders are passionate about five concepts: (i) people are valuable, able and responsible and should be treated accordingly; (ii) the process of educating should be a collaborative, cooperative activity; (iii) the process, the way we go about doing something, is

the product in the making; (iv) all people possess untapped potential in all areas of worthwhile human endeavour; (v) this potential can be realized by places, policies, programmes, and processes designed to invite development and by people who are intentionally inviting with themselves and others personally and professionally.

The articulation by John of these keys ideas clearly recognizes it is desirable to subscribe to these ideas but how do we witness this passion acting out in practice? He puts forward that this passion for education needs to be seen in the way that leaders interact with people, places, policies, programmes and processes. Finally John argues that we need to sustain passionate leadership and leaders.

In Chapter 3, Alan Flintham argues that successful leaders often act as 'external reservoirs of hope' for the school and its staff as it strives to deliver its vision while facing many external pressures. The school community looks to the headteacher to provide the hope that will sustain it to translate that vision with passion and drive it into reality. Alan questions that while the headteacher provides that external reservoir of hope in keeping true to the ideal that the school will be successful, who provides the support to the headteacher? For headteachers to maintain their passion and drive for the school's success they need to draw on an internal reservoir of hope. What sustains that internal reservoir so that the internal passion does not die?

Alan argues that there are two imperatives: one a generational imperative based on the individual leader's values that have been laid down through their life experience which gives them a 'passion to make a difference'. This is coupled with an egalitarian imperative which is the passion to see every child realize the potential they have and 'the school's job is to realize that potential'. In using the metaphor of the reservoirs, Alan discusses what drains the reservoir and what refills it and how headteachers can draw on support to rebuild drive and passion. Alan concludes with a discussion on the privilege and price of headship. This work is based on a unique research project for the National College for School Leadership and the leadership voices and experiences of the headteachers shine through the chapter.

In Chapter 4, Chris Day reports on research regarding the passion that drives headteachers to succeed in challenging circumstances.

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His research reports that for the headteachers in his study, being passionate generates energy, determination, conviction, commitment and even obsession in people. He argues that passion is not a luxury, a frill, or a quality possessed by just a few headteachers, but it is essential to all successful leadership. The passion of the headteachers was expressed both through their enthusiasm, but also through principled, values-led leadership. Like effective teachers, these headteachers had a passion for their schools, a passion for their pupils and a passionate belief that who they were and how they led could make a difference in the lives of staff, pupils, parents and the community, both in the moments of leadership and in the days, weeks, months and even years afterwards.

Chris structures his chapter to consider how these headteachers had: a passion for achievement; a passion for care; a passion for collaboration; a passion for commitment; a passion for trust and a passion for inclusivity. Throughout the chapter the text is immensely enriched with the leadership voices of the headteachers in the research. This gives real and significant insights to what drives and motivates headteachers in challenging educational and social environments.

In Chapter 5, Brent Davies reports on passionate leadership in action drawing on research undertaken on leadership in the new Academies set up in recent years. By researching on the leadership skills, characteristics and perspectives of headteachers he reports on what drives these leaders to take on these challenging roles. Schools in areas of social deprivation, school underperformance and often with local political hostility require both passion for the challenge and the personal characteristics to stay the course!

Using the leadership voices of the Academy Principals the chapter outlines five key factors about their leadership in that they: (i) are passionate leaders – driven by the centrality of social justice and moral purpose; (ii) have an absolute passion for transformation of learning outcomes; (iii) a passion for sustainability by balancing the operational and strategic; (iv) are passionate about creating a ‘sense of place’ for learning; (v) passion is useless unless Principals have the personal characteristics to stay the course! The chapter seeks to isolate the leadership factors that can be used for the enhancement and development of senior leadership in new and challenging environments.

In Chapter 6, John MacBeath begins with noting that 'passionate leadership is not easy to pinpoint within the pressured environment of schools driven by targets and performance tables'. He moves on to argue that as well as a passion to oppose oppressive accountability environments, passion is manifested in leadership in a number of positive ways.

First among these is a passion for learning. John uses a powerful quotation from Jerry Starratt: 'the learning agenda of the school must connect to the moral agenda of the learners ... namely the agenda of finding and choosing and fashioning themselves as individuals and a human community.' (Starratt, 2005: 3). This passion is developed in a 'hidden passion' with teachers as leaders and learners. Their leadership is not just responding to external change but an internal change driven by the leaders' passion of 'being for' change that is a school directed to improve children's lives. The passion for student learning can be witnessed by the development of 'student voice' in the learning progress. John concludes his discussion by arguing that if we are passionate about education then developing the learning school would be a passionate outcome.

In Chapter 7, Andy Hargreaves while not directly having researched the emotions of leaders has done considerable work on the emotions of teaching. To consider the teacher perspective on passionate leadership Andy coins the phrase 'emotional geographies of educational leadership'. In setting out this conceptualization he uses five 'geographies': moral geographies, political geographies, cultural geographies, professional geographies and physical geographies. He argues that passionate leaders need to utilise emotional intelligence to understand the impact their leadership has on teachers.

In Chapter 8, Geoff Southworth undertakes a very significant review of what school leaders do and what makes them passionate about the job. Drawing on research from the National College for School Leadership (NCSL), he articulates that the major issues facing the profession were relentlessness, accountability and complexity of headship. In this chapter Geoff outlines what headship looks like today and links it to passionate leadership in terms of the leaders' energy, commitment and beliefs. Geoff draws on the work of Ken Leithwood (Leithwood et al., 2006; NCSL, 2007) to put forward the view that successful leaders are 'optimistic, have a vision for the school and a sense of mission in their work'.

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In thinking about how headteachers can be enabled to be even more effective today and tomorrow, Geoff puts forward six ideas to: (i) improve leadership preparation and development; (ii) improve support for school leaders; (iii) accentuate the positive; (iv) move away from heroic headship; (v) examine values and visions and (vi) encourage leaders to share their values. He goes on to suggest the personal characteristics which can be listed for effective leadership, are strength of character, humility, humour, optimism and passion.

In Chapter 9, Brian Caldwell both extends some of the analysis of what inspires headteachers used by Geoff Southworth in what he calls 'enchanted leadership', but then moves on to 'break new ground' to construct a unique and inspiration as a model of enchanted leadership. Brian makes an important distinction between 'enchanted leadership', the emotional response of the leader to the role, and 'enchanting leadership' which also includes the emotional responses of others to the leader. In modelling enchanting leadership Brian sets up two models to establish what makes enchanting leadership possible. The first is the 'internal relationships' of passion, trust and strategy that come together with a compelling vision driven by high moral purpose to achieve enchanting leadership. The second model is to enable the leader to see the 'bigger picture' beyond the immediate work setting to link education, the economy and society if leadership is to be enchanting.

Brian develops the ideas from this conceptualization by describing enchanting leadership in action, using political and educational leaders. Developing the theme that enchanting leadership must have a purpose, Brian considers how enchanting leadership contributes to the transformation of schools. For this he articulates a final model that links intellectual capital, social capital, financial capital and spiritual capital as a means of improving student learning. He concludes with enchanting leadership as capital in the transformation of schools.

Conclusion

Leaders in schools today operate in challenging environments with results-driven accountability frameworks that can often conflict deeper educational values. How do they manage to balance these short-term demands with longer-term educational values and approaches? How do they sustain themselves and their staff in this environment and remain passionate about their education vision and mission? This book provides a set of fascinating insights into how leaders in our schools remain passionate and committed to the success of all our children.

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