

Lecture Title: Middle Leadership and Values



Lecturer: Dr Ian Mifsud

Date: 22nd November 2022

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

The Port of Origin and the Ports of Call

Lecture Title: Middle Leadership and distributed leadership



Lecturer: Dr Ian Mifsud
Date: 18th October 2022

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

Lecture Title: Middle Leaders facilitate the work of senior leaders through teamwork



Lecturer: Dr Ian Mifsud
Date: 25th October 2022

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

Lecture Title: Challenges in implementing teamwork



Lecturer: Dr Ian Mifsud
Date: 8th November 2022

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

Lecture Title: Middle Leadership and improvement in school leadership



Lecturer: Dr Ian Mifsud
Date: 15th November 2022

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS



The Port of Origin and the Ports of Call



Session Overview

- The Port of Origin and the Ports of Call
- The Heart, Head and Hand of Leadership
- Value-laden Leadership in Practice
- Coffee Break
- On Request
- Purpose
- The Port of Destination



The Heart, Head and Hand of Leadership

I

- The **heart of leadership** has to do with what a person **believes, values, dreams about, and is committed to** – that person's **personal vision** ...

(Sergiovanni, 2006 :2)



Sergiovanni, T. J. (2006) The
Principalship, A Reflective
Practice Perspective, 5th
Edition. Boston: Pearson.

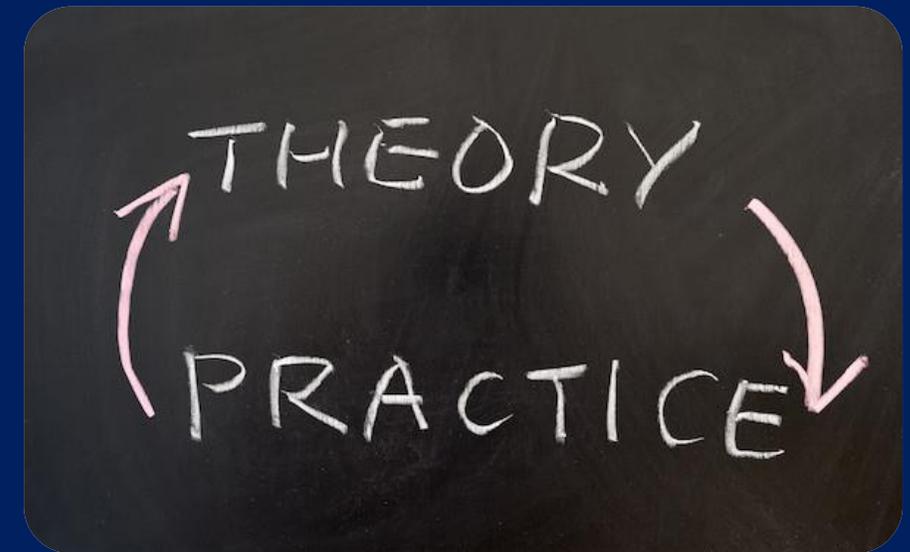


The Heart, Head and Hand of Leadership



- The **head of leadership** has to do with the **theories of practice** each of us have developed over time and our **ability to reflect on the situations** we face in light of these theories.

(Sergiovanni, 2006 :2)



Sergiovanni, T. J. (2006) The
Principalship, A Reflective
Practice Perspective, 5th
Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership



- Finally, the **hand of leadership** has to do with the **actions** we take, the **decisions** we make, the **leadership** and **management behaviours** we use as our **strategies become institutionalised** in the form of school programmes, policies, and procedures.

(Sergiovanni, 2006 :2)



Sergiovanni, T. J. (2006) The
Principalship, A Reflective
Practice Perspective, 5th
Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership

IV

- *The process of reflection [, the head] combined with our personal vision [, the heart] becomes the basis for our strategies and actions. ... As with the heart and head, **how we choose to manage and lead are personal reflections not only of our vision and practical theories but also of our personalities and our responses to the unique situations we face.***

(Sergiovanni, 2006 :2)



Sergiovanni, T. J. (2006) *The Principalsip, A Reflective Practice Perspective*, 5th Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership

V

- *Each principal must find her or his way, develop her or his approach, if the heart, and hand of leadership are to come together in the form of successful principalship practice.*

(Sergiovanni, 2006 :2)



Sergiovanni, T. J. (2006) The
Principalship, A Reflective
Practice Perspective, 5th
Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership

VI

- ***The Moral Imperative:***
 - *Successful practice requires the **development of craft know-how**. ... Yet, administering schools, ... is no ordinary craft. **Bringing together head, heart, and hand in practice; the unique nature of the school's mission; and typically loosely structured, nonlinear, and messy context of schooling combine to make administering a moral craft ...***

(Sergiovanni, 2006 :3)



Sergiovanni, T. J. (2006) *The Principalsip, A Reflective Practice Perspective*, 5th Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership

VII

- *The Moral Imperative:*

(Sergiovanni, 2006 :3, 4)

- *The reasons for this moral imperative are as follows:*

1. *The job ... is to **transform the school** from being an ordinary organisation concerned with technical functions in pursuit of objective outcomes **into an institution**. As instruments, they celebrate the value of effectiveness and efficiency by being more concerned with “doing things right” than with “**doing right things.**” ... “Organisations become institutions as they are **infused with value**, that is, prized not as tools alone but **as sources of direct personal gratification** and **vehicles of group integrity**. ...” (Selznick, 1957:40) ... Schools must move ... to the task of **building purposes into its structures** ... with the effect of **transforming school members from neutral participants to committed followers.***

Sergiovanni, T.
J. (2006) The
Principalship,
A Reflective
Practice
Perspective,
5th Edition.
Boston:
Pearson.



The Heart, Head and Hand of Leadership

IX

- *The Moral Imperative:*
 - *The reasons for this moral imperative are as follows:*
 - 3. *Whether concern is for virtue or efficiency, some standard has to be adopted. What is efficient in the circumstances? How will virtue be determined? **Determining criteria for effective teaching, deciding on what is good discipline policy, ... for example, all require value judgements.***

(Sergiovanni, 2006 :4)



Sergiovanni, T. J. (2006) *The Principalsip, A Reflective Practice Perspective*, 5th Edition. Boston: Pearson.



The Heart, Head and Hand of Leadership

X

- *The Moral Imperative:*

- *The reasons for this moral imperative are as follows:*

4. *Despite commitments to empowerment and shared decision making, relationships between principals and others are inherently unequal. Although often downplayed, and whether they want it or not, principals typically have more power ... This power is ... derived ... from their hierarchical position, [and from] greater access to information and people ... **Whenever there is an unequal distribution of power between two people, the relationship becomes a moral one.** The test of moral leadership ... is **whether the competence, well-being, and independence of the follower are enhanced as a result of accepting control and whether the school benefits.***

(Sergiovanni, 2006 :5)

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J. (2006) The
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Practice
Perspective,
5th Edition.
Boston:
Pearson.



The Heart, Head and Hand of Leadership

XI

- *The Moral Imperative:*

(Sergiovanni, 2006 :5, 6)

- *The reasons for this moral imperative are as follows:*

5. *The context for administration is surprisingly loose, chaotic and ambiguous. Thus, despite demands and constraints that circumscribe the principal's world, in actuality, discretion is built into the job, and this **discretion has moral implications**. ... Although discretion can provide principals with a licence for abuse, it is also a necessary prerequisite for leadership. **"From choice comes autonomy. Autonomy is the necessary condition for leadership to arise. Without choice, there is no autonomy. Without autonomy, there is no leadership"** (Cuban, 199:xxii). Discretion, therefore is necessary if principals are to function effectively. Yet, **how principals handle discretion raises moral issues and has moral consequences for the school.***

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J. (2006) *The
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Perspective,*
5th Edition.
Boston:
Pearson.



Value-laden Leadership in Practice

I

KEEP YOUR THOUGHTS POSITIVE
BECAUSE YOUR THOUGHTS BECOME
YOUR WORDS.

KEEP YOUR WORDS POSITIVE
BECAUSE YOUR WORDS BECOME
YOUR BEHAVIOR.

KEEP YOUR BEHAVIOR POSITIVE
BECAUSE YOUR BEHAVIOR BECOMES
YOUR HABITS.

KEEP YOUR HABITS POSITIVE
BECAUSE YOUR HABITS BECOME
YOUR VALUES.

KEEP YOUR VALUES POSITIVE
BECAUSE YOUR VALUES BECOME
YOUR DESTINY.

~ MAHATMA GANDHI

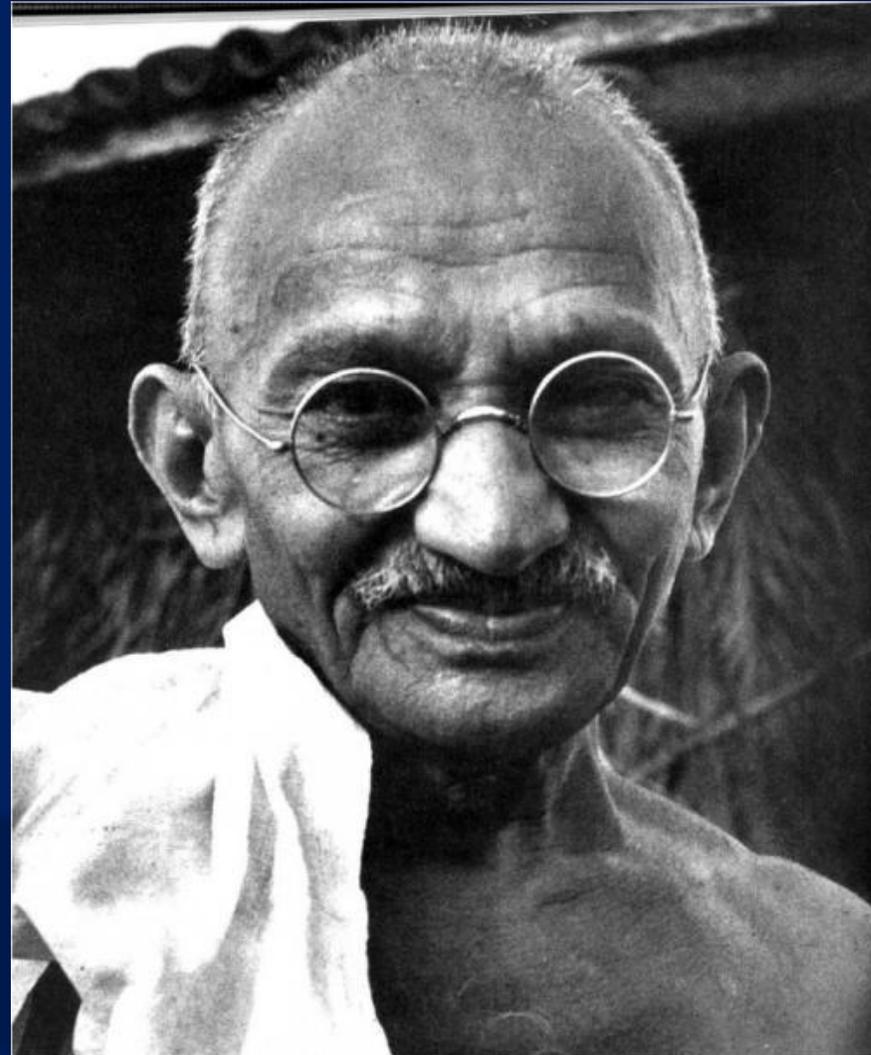


IMAGE SOURCE:
https://i0.wp.com/metro.co.uk/wp-content/uploads/2019/10/PRI_90156186-e1574343937730.jpg?quality=90&strip=all&zoom=1&resize=644%2C503&ssl=1



Value-laden Leadership in Practice

II

TRANSACTIONAL VS **TRANSFORMATIVE LEADERSHIP**

- *Transactional leadership focuses on basic, largely extrinsic motives and needs;*
- ***Transformative leadership focuses on higher-order, more intrinsic, and ultimately moral motives and needs. ... Transformative leadership is in two stages, one concerned with higher-order psychological needs for esteem, autonomy, and self-actualisation, and the other with moral questions of goodness, righteousness, duty and obligation.***

(Sergiovanni, 2006 :162)



Sergiovanni, T. J. (2006) *The Principalsip, A Reflective Practice Perspective*, 5th Edition. Boston: Pearson.



Value-laden Leadership in Practice

III

TRANSFORMATIONAL LEADERSHIP

- ... an increasing emphasis upon the **links between leadership and the culture of the organisation as a route to school improvement** ... has encouraged a movement away from the notion of leadership as a series of transactions within a given context towards **a view of leadership as transformational, having the potential to alter the cultural context in which people work.**
- This transformational leadership perspective, as Diguan and Macpherson (1992) explain, **focuses on the moral values and value-laden activities of a leader and how these are disclosed to other colleagues.** ... Transformational leadership is **people-rather than organisation-oriented** and requires a leadership approach that **transforms the feelings, attitudes and beliefs of others.**

Harris, A. (2006).
School
Improvement:
What's in it for
schools? London:
RoutledgeFalmer.

(Harris, 2006 :67)



Value-laden Leadership in Practice

IV

TRANSFORMATIONAL LEADERSHIP

- *Leithwood (1994) conceptualises transformational leadership along eight dimensions:*
 - **Building** school **vision**;
 - **Establishing** school **goals**;
 - **Providing intellectual stimulation**;
 - **Offering individualised support**;
 - **Modelling** best practice and important organisational **values**;
 - **Demonstrating** high performance **expectations**;
 - **Creating** a productive school **culture**;
 - **Developing** structures to foster **participation in school decisions**.

(Bush, 2006 :77)



Bush T. (2006)
Theories of
Educational
Leadership and
Management 3rd
Edition



Value-laden Leadership in Practice

V

TRANSFORMATIONAL LEADERSHIP

- *Caldwell and Spinks (1992, pp. 49-50) argue that transformational leadership is essential for autonomous schools: “**Transformational leaders succeed in gaining the commitment of followers to such a degree that ... higher levels of accomplishment become virtually a moral imperative. ...**”*
- *Allix (2000) ... alleges that **transformational leadership has the potential to become despotic** because of its strong, heroic and charismatic features.*

(Bush, 2006 :77)



Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition



Value-laden Leadership in Practice

VI

TRANSFORMATIONAL LEADERSHIP

- ... Miller and Miller (2001, p. 182) suggest, “through the transforming process, **the motives of the leader and follower merge**”.
- There is evidence to suggest that transformational leadership is **effective in improving student outcomes** (Leithwood, 1994) but this model also has **two major limitations**:
 - It may be used as a **vehicle for the manipulation or control of teachers** who are required to support the ‘vision’ and aims of the leader.
 - In England, the government uses **the language of transformation but this is about the implementation of centrally determined policies not the identification of, and commitment to, school-level vision and goals.**

Bush T. (2006)
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(Bush, 2006 :187)



Value-laden Leadership in Practice

VII

SERVANT LEADERSHIP

- *One of the great secrets of leadership is that, before one can command the respect and followership of others, **she or he must demonstrate devotion to the organisation's purpose and commitment to those in the organisation who work day by day on the ordinary tasks** that are necessary for the purpose to be realised. Greenleaf (1977) points out, **people "will freely respond only to individuals who are chosen leaders because they are proven and trusted as servants"** (10). This perspective has come to be known as servant leadership (Greenleaf, 1977) ...*

(Sergiovanni, 2006 :19)



Sergiovanni, T. J. (2006)
The Principalsip, A
Reflective Practice
Perspective, 5th Edition.
Boston: Pearson.



Value-laden Leadership in Practice

VIII

SERVANT LEADERSHIP

(Sergiovanni, 2006 :19)

- *Servant leadership describes well what it means to be a principal. Principals are **responsible for “ministering” to the needs of the schools they serve.** The needs are defined by **the shared values and purpose of the school’s covenant.** They minister by **furnishing help and being of service to parents, teachers and students.** They minister by **providing leadership in a way that encourages others to be leaders** in their own right. They minister by **highlighting and protecting the values of the school.***
- *The principal as minister is one who is **devoted to a cause, mission, or set of ideas** and **accepts the duty and obligation to serve this cause.** Ultimately, her or his success is known by the **quality of the followership** that emerges. Quality of followership is a barometer that indicates the extent to which **moral authority has replaced bureaucratic and psychological authority.** When moral authority drives leadership practice, the principal is at the same time a **leader of leaders, follower of ideas, minister of values, and servant to the followership.***

Sergiovanni, T. J.
(2006) *The
Principalship, A
Reflective Practice
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Edition.* Boston:
Pearson.



Value-laden Leadership in Practice

VI



<https://www.youtube.com/watch?v=oDsMlImfLjd4>



Value-laden Leadership in Practice

VI



<https://www.youtube.com/watch?v=oDsMImfLjd4>



Coffee Break ... we reconvene at ...



**AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS**

On Request Instructional Leadership

- *Mortimore and colleagues (1988) describe the **purposeful leadership of the staff by the headteacher as one of the key factors in school effectiveness in British junior schools.** ... This research began to view **the leader as an instructional leader who could work with teachers to promote classroom learning.***
- *Smith and Andrews (1989) took this concept further and determined that **instructional leaders possessed four sets of competencies: the leader as a 'resource provider', an 'instructional resource', a 'communicator' and a 'visible presence'.*** (Stoll & Fink, 2003 :104-105)



Stoll, L. & Fink, D. (2003)
Changing Our Schools.
Oxford: Open University
Press.

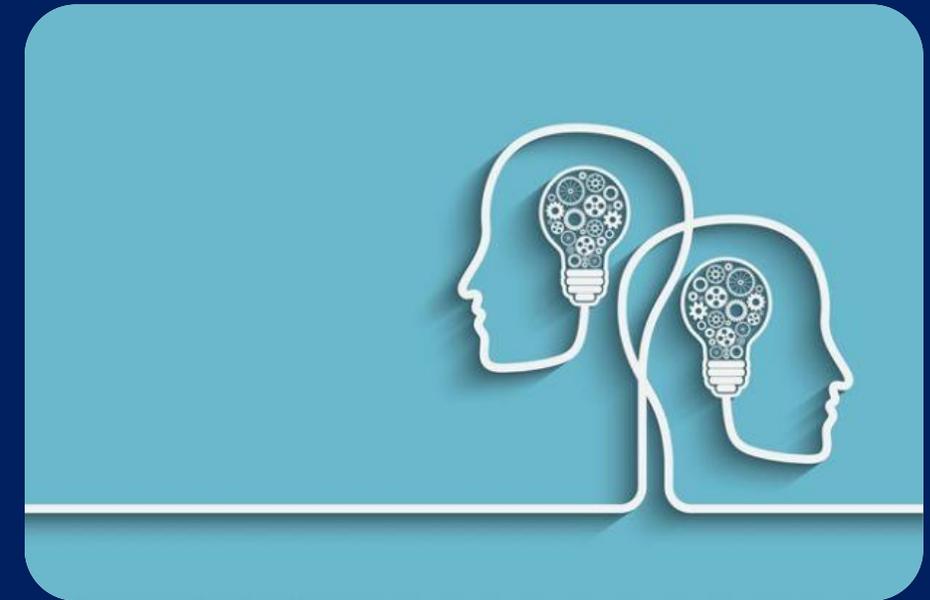


On Request Instructional Leadership

II

- ... [bridging] *instructional leadership as a concept to **supervisory** and **teacher learning** strategies; a bridge that assumes instructional leadership must be deeply embedded in the work of the principal; a bridge that assumes **school leadership, teaching and learning cannot be easily separated**; a bridge that lays a foundation of purpose, theory, and practice ... to **the hows and whys of supervision**; a bridge that leads to **improved student achievement of both authentic tasks and standardised tests.***

(Sergiovanni, 2006 :269-270)



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On Request Instructional Leadership



- *The increased emphasis on **managing teaching and learning as the core activities of educational institutions** has led to 'instructional leadership' being emphasised and endorsed ...*
- *Hallinger (1992) argues that instructional leadership has been **supplanted by transformational leadership** ...*
- *Leithwood Jantzi and Steinbach (1999) [:] Instructional leadership ... typically assumes that **the critical focus for attention by leaders is the behaviour of teachers** as they engage in activities directly **affecting the growth of students**. (Ibid., p. 8)*

(Bush, 2006 :15)



Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition



On Request Instructional Leadership

IV

- *Southworth (2002, p.79) adds that “instructional leadership ... is strongly concerned with teaching and learning, **including the professional learning of teachers as well as student growth**”.*
- *Bush and Glover’s (2002) definition stresses the direction of the influence process:
“Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. **Leaders’ influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself.** (Ibid., 2002, p.10).*

(Bush, 2006 :15, 16)



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Educational Leadership and
Management 3rd Edition



On Request Instructional Leadership

V

Characteristics of Instructional Leadership:

- *Hallinger and Murphy (1985):*
 - Defining the **school mission**
 - Managing the **instructional programme**
 - Promoting **school climate**
- *Blase and Blase (1998):*
 - **Talking with teachers** (conferencing)
 - Promoting teachers' **professional growth**
 - Fostering **teacher reflection**
- *Southworth (2002):*
 - **Modelling**
 - **Monitoring**
 - **Professional dialogue** and discussion



Bush T. (2006) Theories of
Educational Leadership and
Management 3rd Edition

(Bush, 2006 :16)



On Request

The Church Schools Sector in Malta

I

- **24** Church Schools offering **Kindergarten**
- **27** Church Schools offering **Primary** Education
- **22** Church Schools offering **Secondary** Education
- **2** Church Schools offering **Post-Secondary** Education
- c. **16,000-17,000 Students** in mostly Single-Gender Schools (except for Post-Secondary and a proportion of Primary Schools)
- Applicant students are more than double the number of vacancies at K1, K2, Y1 and Y7.
- c. **3,500 Educators** (led by 45 distinct Heads of School, 2 Directors & 8 Rectors)
- **2nd Largest Sector in Education** and 2nd Largest 'Employing Sector' after the State as the largest Sector and overall employer.



On Request The Church Schools Sector in Malta

II

- Autonomous, Independent Institutions;
- Roman Catholic Denomination;
- Different Charisms but one Common Mission;
- Coordinated by the Delegate for Catholic Education, under the direction of the Maltese Episcopal Conference;



Delegate for
Catholic Education
Rev. Dr Charles Mallia



Maltese Episcopal Conference

Mgr Charles J. Scicluna, Archbishop of Malta
(President)

Mgr Anton Teuma, Bishop of Gozo

Mgr Joseph Galea-Curmi, Auxiliary
Bishop of Malta



On Request The Church Schools Sector in Malta

III

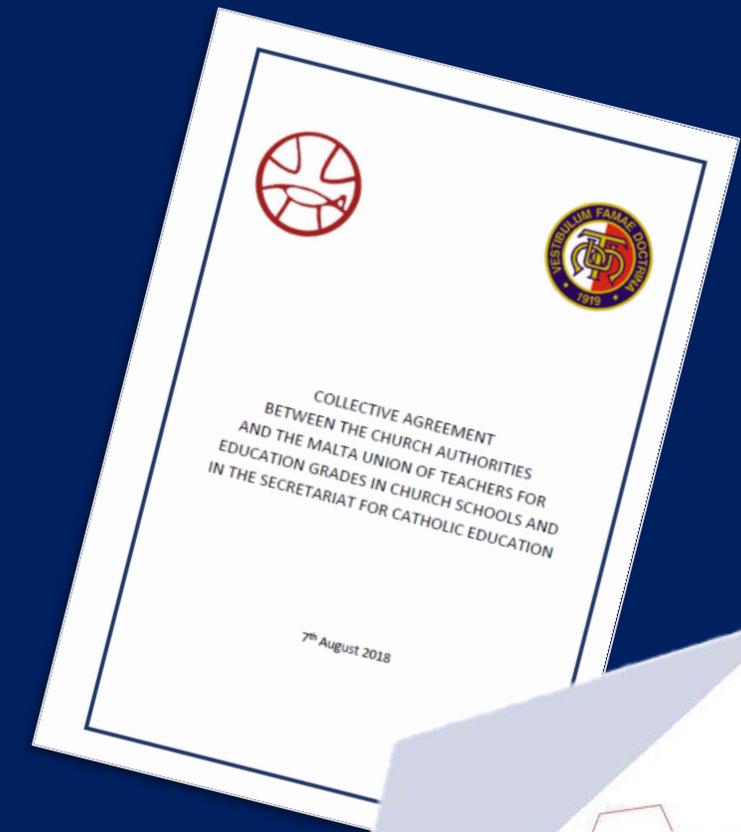
- **1991 Agreement** between the Holy See and the Republic of Malta:
- In exchange of Church Properties the State committed to **reimburse salaries of human resources required for operational requirements + 10% for general expenses;**
- Church Schools' employees guaranteed **working conditions at par with those in State Schools;**
- Church Schools **no longer fee-paying**, but may accept donations;
- Church Schools **determine students' admissions**, increasingly shifting from being highly selective to offering comprehensive education.



On Request The Church Schools Sector in Malta

IV

- **Collective Agreement** between Church Authorities and MUT (August 2018):
 - **Same conditions at par with State School employees:**
 - Same salary and allowances;
 - Same progression and benefits;
 - **Allows for a degree of uniqueness and flexibility:**
 - Enabling Church Schools to continue rendering a High Quality Educational Service built on Catholic Values.
 - Allows for School-based Calendar (same Learning & Assessment Hours as well as Working Hours per year)
 - Provides for School-based Assessment (Preparation for Annual Exams is additionally compensated by Church Schools as 2 days off)



On Request

The Church Schools Sector in Malta

V

The Secretariat for Catholic Education:

- Led by the Episcopal Conference's **Delegate for Catholic Education**;
- **Collaborates** closely **with** the **Church Schools Association**;
- **Interfaces** with **Government** and **Church Authorities**;
- **Negotiates** and **mediates** implementation of **Industrial Agreements**;
- **Advocates** and supports **compliance with Regulatory and Legislative requirements**;
- Centrally **manages disbursement of Public Funds** and **quality controls human resource management**;
- **Guides and supports Curricular implementation** and acquisition of key skills;
- **Nurtures and supports** the Wellbeing of students **through Psychosocial Professionals**;
- **Coordinates** and provides **training and mentoring**;
- **Inspires Pastoral Formation** and Care.



Purpose

I



<https://www.youtube.com/watch?v=8KkKuTCFvzI>



Purpose

I



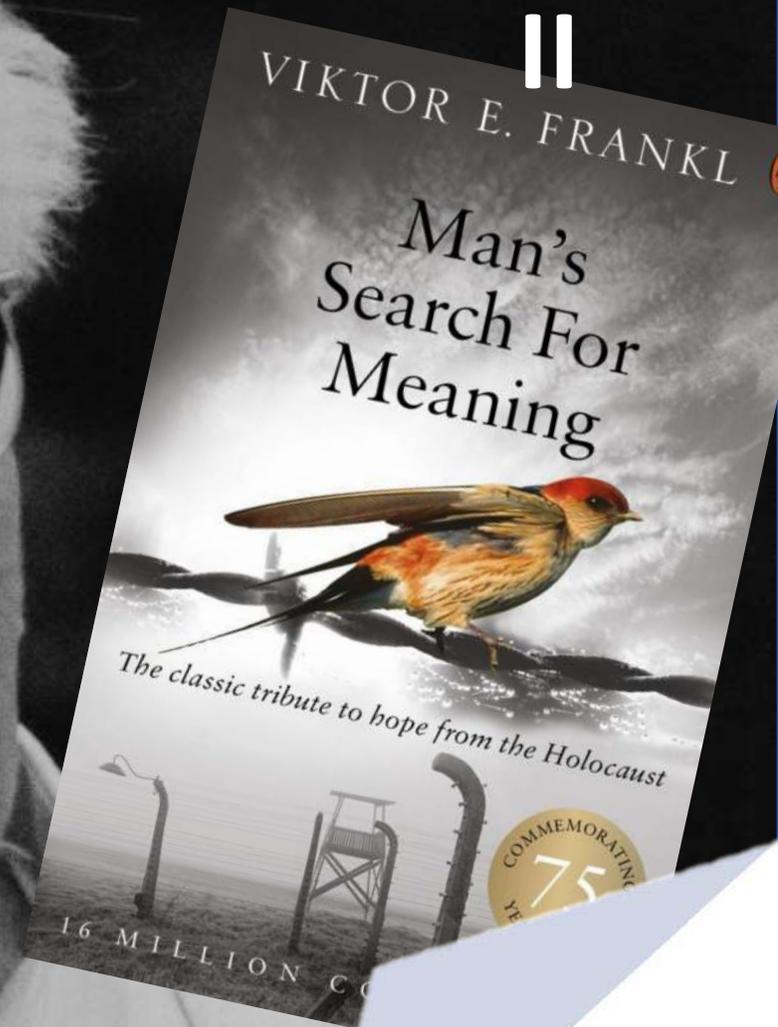
<https://www.youtube.com/watch?v=8KkKuTCFvzI>



Purpose

Viktor Frankl & *Man's Search for Meaning*:

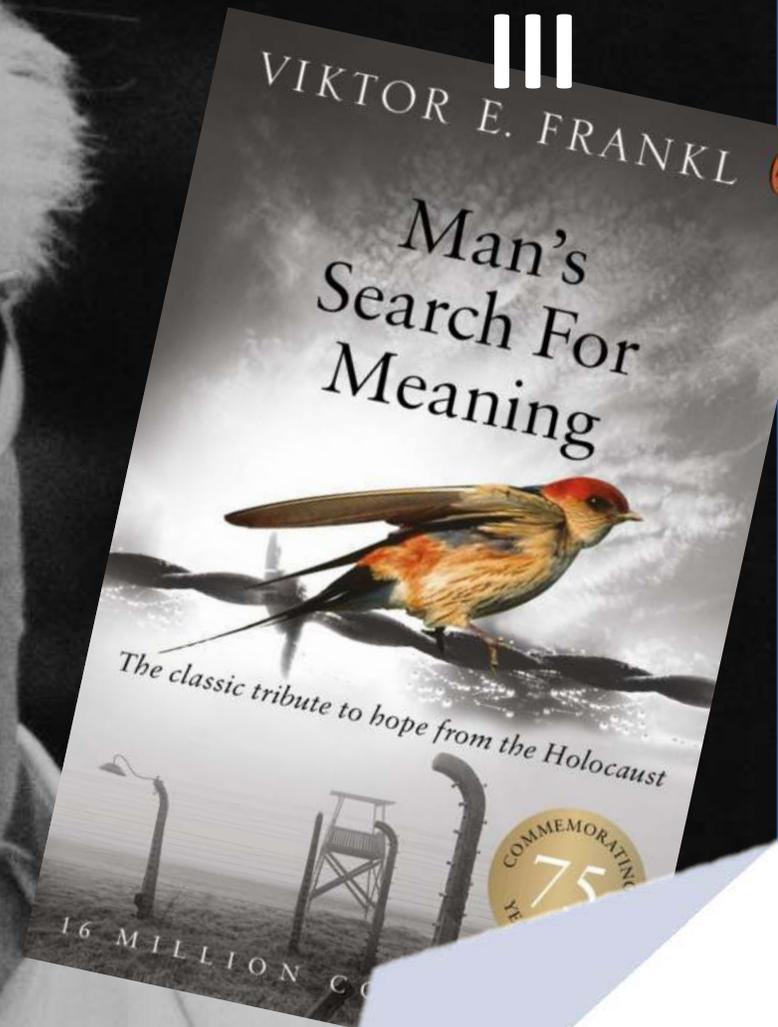
- Viktor Emil Frankl (26/03/1905 – 02/09/1997) was an **Austrian psychiatrist who founded logotherapy**, a school of psychotherapy that describes a search for a life's meaning as the central human motivational force.
- ***Man's Search for Meaning*, tells the story of how he survived the Holocaust by finding personal meaning** in the experience, which gave him the will to live through it.
- **Viktor Frankl's mother, father, brother and pregnant wife were all killed in the camps.** He lost everything, he said, that could be taken from a prisoner, except one thing: "*the last of the human freedoms, to choose one's attitude in any given set of circumstances, to choose one's own way.*"



Purpose

Lessons from Viktor Frankl's *Man's Search for Meaning*:

1. "He who has a **why to live for** can bear almost any how."
2. **You can adapt** and get used to literally any condition.
3. Have courage to **accept the things you can't control**.
4. The way to **achieve success is to avoid thinking about it** and surrender to a vision.
5. "The **salvation of man is through love and in love.**"

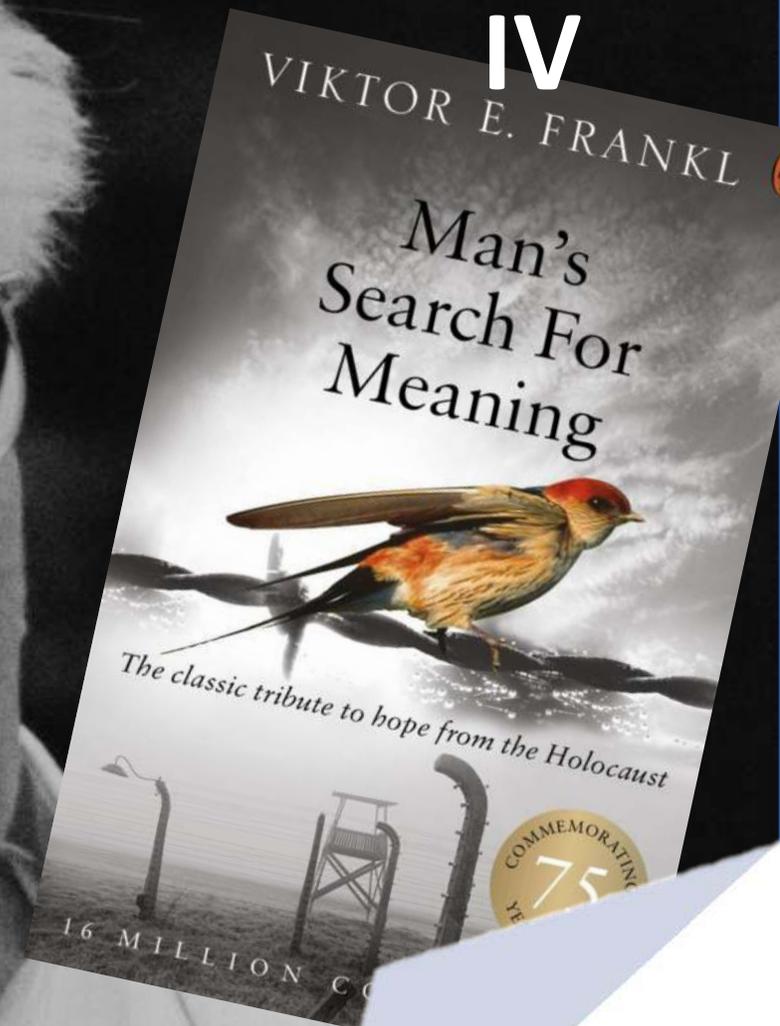


Purpose

Lessons from Viktor Frankl's *Man's Search for Meaning*:

6. *There is only one thing that cannot be taken away from you, your attitude.*
7. *There is meaning in suffering.*
8. *You can resist the influence of even the most toxic environments — your actions are your own.*
9. *Human kindness can be found in the most surprising places.*
10. *Laughing and having a sense of humour will change the way you look at your life.*

IV



Purpose

V



Purpose

VI



Purpose

VII



Purpose

VIII

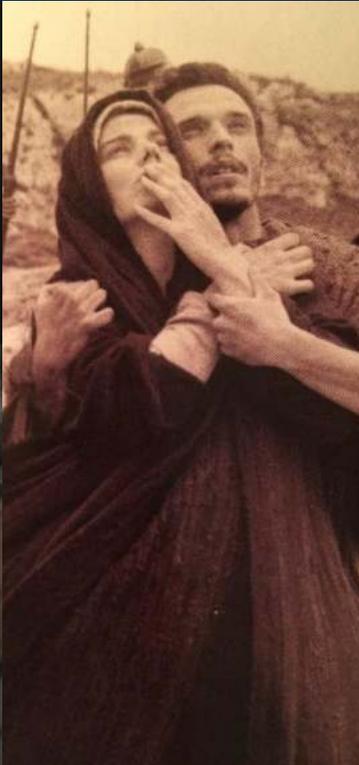


IMAGE SOURCE: <https://www.churchofjesuschrist.org/bc/content/bible-videos/videos/jesus-heals-a-woman-of-faith/images/jesus-speaks-with-a-woman-of-faith.jpg>

IMAGE SOURCE: <https://www.churchofjesuschrist.org/bc/content/bible-videos/videos/jesus-is-condemned-before-pilate/pilate-washes-his-hands-med.jpg>

IMAGE SOURCE: <https://i.pinimg.com/originals/1c/60/78/1c60781cab175c44a4fa7c8d8508e262.jpg>

IMAGE SOURCE: <https://lifehopeandtruth.com/uploads/images/How-Did-Judas-Die.jpg>

IMAGE SOURCE: https://ewedit.files.wordpress.com/2019/04/mm_still4.jpg

IMAGE SOURCE: https://media.freebibleimages.org/stories/FB_LUMO_Zacchaeus/overview-images/009-lumo-zacchaeus.jpg?1538657870

Purpose

IX



IMAGE SOURCE: <https://www.churchofjesuschrist.org/bc/content/bible-videos/videos/jesus-cleanses-the-temple/images/jesus-cleanses-the-temple.jpg>

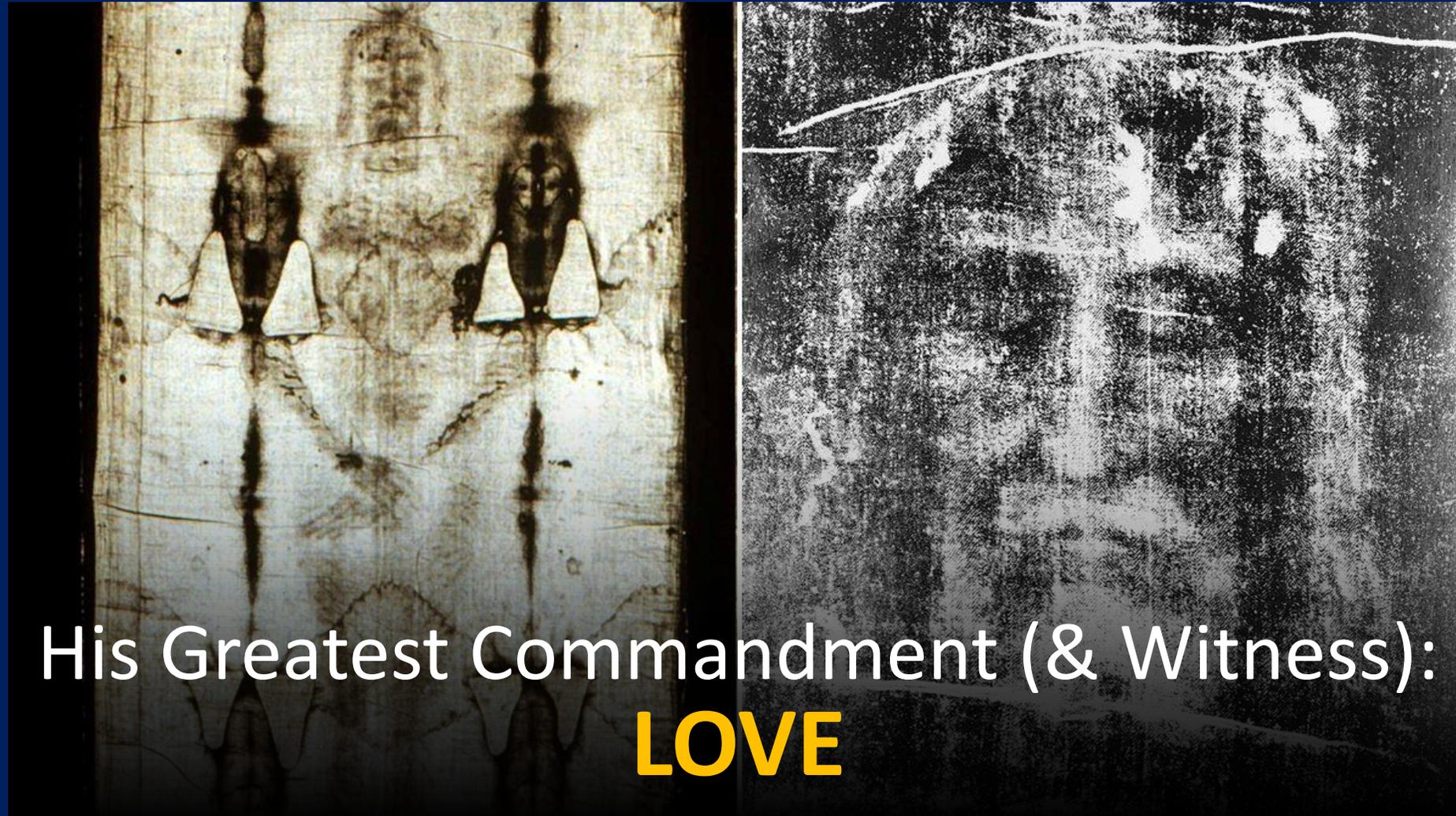
IMAGE SOURCE: <https://www.churchofjesuschrist.org/bc/content/bible-videos/videos/the-savior-suffers-in-gethsemane/christ-kneels-in-the-garden-of-gethsemane.jpg>

IMAGE SOURCE: <https://www.ghbase.com/wp-content/uploads/2017/04/Jesus-Crucifixion.jpg>

IMAGE SOURCE: <https://mastersmen.com/wp-content/uploads/2011/04/empty-tomb.jpg>

Purpose

X



His Greatest Commandment (& Witness):
LOVE



The Port of Destination

A few take home lessons ...

- **Seek Internal Peace** – Appreciate the simplicity of daily dealings and find meaning;
- **Be Receptive** – Be aware of Local, National and Global Contexts;
- **Be Reflective & Reflexive** – Think about Alignment of Values, Individual Needs & Purpose;
- **Speak** – Make yourself heard and Actively Listen to Others;
- **Act** – Visibly Walk the Talk; Take Positions; Risk (wisely); Apologise when required;
- **Evaluate** – Things can and should improve through ongoing Cycles of Review;
- **Enjoy Life** – Love life, be happy and manifest it overtly... it is contagious;

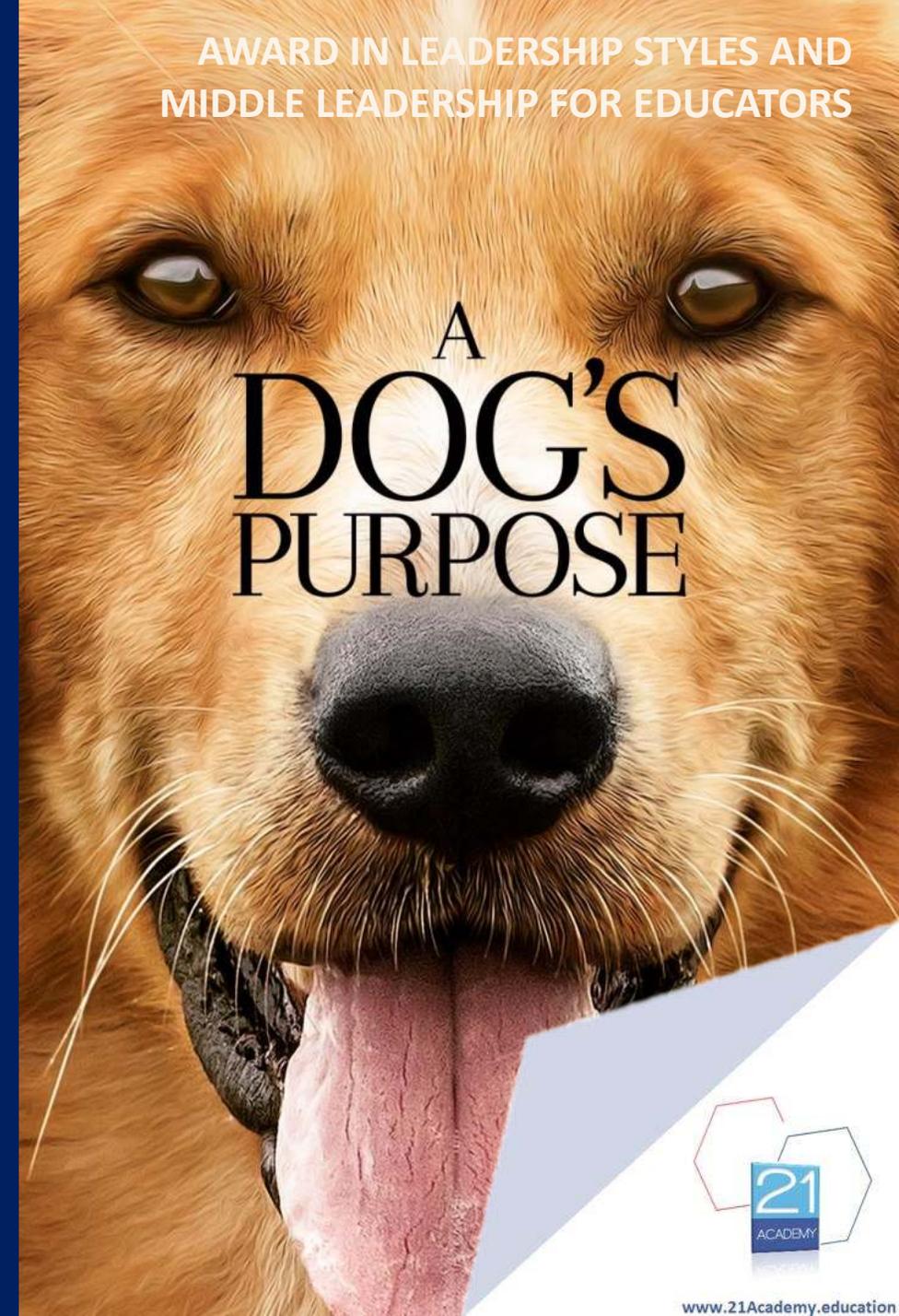


The Port of Destination

Bailey: *“So, in all my lives as a dog, here's what I've learned. Have fun, obviously. Whenever possible, find someone to save, and save them. Lick the ones you love. Don't get all sad-faced about what happened and scrunchy-faced about what could. Just be here now.*

Be - here - now. That's it. That's a dog's purpose.”

A Dog's Purpose (2017)



End of Lecture 5 & of this Journey - Thank you



**AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS**