

Distributed leadership in education, contemporary issues in educational leadership

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ABSTRACT

Over the past decades, the concept of distributed leadership (DL) in the educational landscape has gone from strength to strength and has made substantial inroads into particular areas of theory and practice. DL has thus become a popular concept in educational leadership and is conceived as a collective social process emerging through the interactions of multiple actors. In particular DL is a notion and strategy that has seen a rapid growth in the management of schools in the context of decentralization of education systems. The aim of this paper is to review conceptual and empirical literature on the concept of DL in order to identify its origins, major arguments, its strengths and weaknesses and areas for further work. Consideration is given to the impact of DL in enhancing the achievement of organizational goals. The findings indicate that effective principals orchestrate the structural, cultural and agential conditions in which DL is more or less likely. Contemporary evidence from the study supports a positive relationship between DL, organizational improvement and student achievement. The paper highlights a number of areas for improving leadership in schools and the need for mobilizing collective engagement and challenging or reinforcing traditional forms of leadership in schools. This article provides an in depth description of how leadership can be distributed in schools to improve learning outcomes.

Keywords: Distributed leadership, education leadership, leadership, learner achievement.

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INTRODUCTION

Technological advancement and the seemingly ever changing environmental pressures suggest an imperative for educational leaders to review their leadership practices. Changes that are taking place in the educational leadership landscape require leadership in schools to discover and articulate forms of leadership appropriate for the demands of the 21st century. In recent years educational organizations have begun to be led by more sharing, participation by members and democratic principles. This has seen the school based leadership approach accelerated during the decentralization period in education which has resulted in spreading leadership throughout the school context.

School leadership is changing and it is imperative that school leaders need to reflect on these changes and adapt to enhance the achievement of school goals. Leithwood and Jantzi (2000) show that it is clear that

effective school leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of learners. In other words, the impact of school leadership upon school effectiveness and school improvement is significant (Gronn, 2002, 2000; Harris, 2013, 2012; Kruger, 2009; Leithwood et al., 2008; Lumby, 2013; Shava, 2015; Spillane et al., 2004). Harris (2012) echoes the need to embrace effective leadership in the way principals lead schools towards future success. She argues that schools of the future are likely to require multiple rather than individual leaders if they are to achieve organizational goals. DL is one form of leadership that is prominent in the current educational discourse. It means mobilizing expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement. Harris (2012:9) argues that, "as school organizations become

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Critical Issues in Educational Leadership Michael Jazsar, Robert Algozzine, 2006 Critical Issues in Educational Leadership is a unique and original collection of essay like chapters that present a straightforward objective analysis of different perspectives on the major issues facing educational leadership professionals This comprehensive text provides multifaceted and balanced analysis of the major conceptual practical and potential issues facing all individuals interested in educational leadership Each chapter presents perspectives derived from years of research and practical experience that address problems of effective educational leadership realistically Students are challenged to view educational leadership as a mix of theory process and contemporary practice that requires continuing systematic analysis and review Special Features Comprehensive critical issues presented in multidimensional original essays developed by the authors allow students and faculty to engage in a meaningful way Many problems concerns and dilemmas are illustrated in a thought provoking fashion to stimulate debate and discussion and provide direction for continuing dialogue that will foster professional development Important topics are presented throughout the book such as no child left behind ISSLC standards data driven decision making full service schools and shattering the glass ceiling that represents the range of crucial concerns that school leaders face today Concrete examples that show how theory translates into practice are included in all chapters Additional resources for instructors using this text are available in the Educational Leadership area at www.ablongman.com The resources on the site enhance and extend the richness of Critical Issues in Educational Leadership with attractive and effective PowerPoint presentations and a meaningful test bank of questions that are differentiated by levels of mastery Access to the site is available to adopters who request an access code from their local representative Package this text with MyLabSchool a powerful set of online tools that bring the classroom to life Visit www.mylabschool.com for more information

Understanding Educational Leadership Steven J. Courtney, Helen M. Gunter, Richard Niesche, Tina Trujillo, 2021-01-28 Understanding Educational Leadership guides you through critical perspectives and approaches across the world taking in the global north and south and explores the ways in which educational leadership is currently understood theorised researched modelled and practised The book also covers contemporary issues including gender sexual identity and race as well as topics such as governance performativity and corporatisation It brings together evidence and ideas that illuminate the power structures and relations in educational leaders leading and leadership and helps you to consider the impact on policy and practice and to think about changes needed to mitigate the issues identified The book showcases a wide range of theorists including Bourdieu Foucault and Fraser Its impressive scope includes analyses of collectivist neoliberal and historical influences on educational leadership It explores forensically leadership styles with an explicit focus on distributed instructional democratic autocratic laissez faire and organisational forms Carefully curated by the editors the world leading

contributors draw on their wealth of knowledge about research and practice to provide you with an overview of educational leadership today looking at global research evidence arguments and conceptualisations Each chapter is written in an engaging and inspiring way following a consistent approach to help you to develop your understanding in each of the areas covered Full pedagogical features throughout include chapter summaries key questions case studies questions for readers and further reading suggestions with questions on key texts A companion website provides links to open access outputs research project outcomes and networking seminars conferences with links to local national and global events and connections

Distributed Leadership in Practice James P. Spillane, John B. Diamond, 2007-08-03 Distributed leadership has become an important term for educational policymakers practitioners and researchers in the United States and around the world but there is much diversity in how the term is understood Some use it as a synonym for democratic or participative leadership This book examines what it means to take a distributed perspective based on extensive research and a rich theoretical perspective developed by experts in the field Including numerous case studies of individual schools and providing empirically based accounts of school settings using a distributed perspective this thorough volume Explores how a distributed perspective is different from other frameworks for thinking about leadership Provides clear examples of how taking a distributed perspective can help researchers understand and connect more directly to leadership practice Illustrates how the day to day practice of leadership is an important line of inquiry for scholars and for those interested in improving school leadership

A New Agenda for Research in Educational Leadership William A. Firestone, Carolyn Riehl, 2005-11-12 This book the product of the task force on research co sponsored by the American Educational Research Association Division A and the University Council on Educational Administration sets an ambitious agenda for research in educational leadership Prominent scholars in the field review current knowledge about leadership frame new questions to generate important research in the field and direct researchers and policymakers to rethink how educational administration leadership and policy should be understood Covering a broad range of topics from accountability systems and school community relationships to the education of students from diverse backgrounds the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice

A Case Study Approach to Educational Leadership Sharon D. Kruse, Julie A. Gray, 2018-07-04 A Case Study Approach to Educational Leadership takes on six core areas of school leadership organizational vision curriculum instruction and assessment school and external community school climate and culture equity and improvement innovation and reform Using a case learning approach this volume introduces salient theoretical and empirical literature in each core area and provides illustrative cases designed for individual and group analysis Written for aspiring educational leaders this book facilitates the discussion and reflection of individual and collective professional judgment and helps developing leaders make sense of the challenges school leaders face today Special Features Featured Cases direct readers toward the issues of practice embedded

within the theoretical content area Linkage to relevant Professional Standards for Educational Leaders PSEL standards ground each chapter in the latest guidelines for the field Discussion Questions foster reflection of content and practical applications Leadership Activities and Web Based Resources support leaders in making further connections to practice

The SAGE Handbook of Educational Leadership Fenwick W. English, 2011-01-11 This fully updated Second Edition offers an unflinching and comprehensive overview of the full range of both practical and theoretical issues facing educational leadership today Editor Fenwick W English and 30 renowned authors boldly address the most fundamental and contested issues in the field including culturally relevant and distributed leadership critical policy and practice issues predicting the new century's conflict the paradox of changes and the promises paradoxes and pitfalls of standards for educational leaders

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

Sustainable Educational Leadership and the Climate Crisis Alexander Gardner-McTaggart, 2025-03-26 Challenging conventional leadership models this timely and pioneering volume offers a critical rethinking of educational leadership in the context of global crises particularly climate change and social inequality Chapters introduce transformative approaches that prioritise sustainability social justice and collaboration by critically examining historical and philosophical foundations of current educational leadership through a blend of scholarly analysis and practical insights Qualitative international data used in this book lend insight into educators lived perspectives This book introduces thinkers such as Habermas Serres Foucault Heidegger and Anders on knowledge generation as applied to educational leadership This book challenges neoliberal and patriarchal models of leadership that dominate the field It offers innovative frameworks such as degrowth and political ecology to address the pressing issues of climate change and social inequality Ultimately this book champions critical thinking as a tool for leadership and a resource

for leading and will be of use to researchers scholars and postgraduate students interested in leadership strategy sustainability education training and leadership and the theory of education more broadly Those involved with higher education management and philosophy of education will also find this book of value [Resources in Education](#) ,1994

Future Alternatives for Educational Leadership Deborah M. Netolicky,2021-09-01 This book offers provocations for what s now and what s next in educational leadership simultaneously bringing the field both back to its basics of equity democracy humanity and education for all and forward to productive innovative and necessary possibilities Written during the pandemic reality of 2020 this collection shares the global voices and expertise of prominent and emerging leaders scholars and practitioners in education from the UK the United States South America Canada Europe Australia and the Middle East The authors engage with the complexities and uncertainties of leading in education They examine research reflections and real stories from which school leaders education system leaders policymakers and researchers in the field of educational leadership can learn and in which they will find honesty authority and inspiration to guide the future of the field The new perspectives and hopeful alternatives presented in this outstanding book are essential to researchers school leaders and policymakers and are key to advancing education into positive and democratic futures *The Palgrave Handbook of Educational Leadership and Management Discourse* Fenwick W. English,2022-10-13 This Handbook explores the discourse within the field of educational leadership and management It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders By looking at the knowledge dynamic rather than a static knowledge base this Handbook allows research to be presented in its multidimensional evolving reality [The Challenges of Educational Leadership](#) Mike Bottery,2004-10-06 The author presents critical issues about the purposes of educational leadership He examines how official concepts of leadership are driven by demands which are not always to the educational political or social benefit of practitioners *Roundtable Viewpoints: Educational Leadership* Joyce Huth Munro,2007-08-13 **ROUNDTABLE VIEWPOINTS EDUCATIONAL LEADERSHIP** offers varying perspectives on important issues and provides readers with balanced and fair coverage of a topic to form their own opinion or to support their research This reader is designed to address a number of different issues regarding educational leadership Each issue question is relevant to the topic and guides readers through the readings The controversy and different views among the captivating readings is readily apparent to the reader and stimulates discussion The variety of selections per issue are current culled from a variety of sources and relate to the most popular issues surrounding the topic In addition to the issue questions and selections **ROUNDTABLE VIEWPOINTS EDUCATIONAL LEADERSHIP** includes an issue introduction summary overview highlights critical thinking challenge questions and additional reading and or websites *Educational Leadership* Donnie

Adams,2023-12-21 This book provides a rigorous grounding in contemporary educational leadership theories and their application to policy and practice globally across educational contexts The book showcases contributions from authors with a deeply embedded understanding of educational leadership and in schools context It will focus on major aspects of school leadership including contemporary theories and models in the 21st century the role of the principal the work of senior and middle leaders leadership and student outcomes Each chapter will engage with theory policy and practice and draw on authors own research and with other empirical and conceptual sources

Distributed Leadership Alma Harris,2009-03-17 Alma Harris The eld of school leadership is currently preoccupied with the idea of distributed leadership Few ideas it seems have provoked as much attention debate and c troversy Whatever your position on distributed leadership and you cannot fail to have one it is irrefutable that distributed leadership has become the leadership idea of the moment Yet it is an idea that can be traced back as far as the mid 20s and possibly earlier So why the interest Part of the answer can be found in a move away from theorizing and empirical enquiry focused on the single leader This shift has undoubtedly been fuelled by structural changes within schools and across school systems that have resulted in ternative models or forms of leadership practice Evidence highlights how those cupying formal leadership positions are increasingly recognizing the limitations of existing structural arrangements to secure organizational growth and transformation Fullan et al 2007 Harris et al 2008 Chapman et al 2008 As a consequence many heads and principals are actively restructuring realigning and redesigning leadership practice in their school Harris 2008 While the terminology to describe such changes varies the core principle is one of extending or sharing leadership practice While scholars have long argued for the need to move beyond those at the top of organizations in order to examine leadership Barnard 1968 Katz and Kahn 1966 until relatively recently much of the school leadership literature has tended to focus upon the head or the principal

Postcards from the Schoolhouse: Practitioner Scholars Examine Contemporary Issues in Instructional Leadership Kimberly Kappler Hewitt,Elizabeth Hodge,Cherese Childers-McKee,Rhonda Schuhler,2013-01-01 There is a sense of urgency that surrounds the imperative to provide all children a quality education and instructional leaders have an ethical responsibility to meet this obligation This book explores the role of leadership as it relates to the elements of curriculum and instruction and examines contemporary global national state and local challenges facing educational leaders This book focuses on the intersection of research theory and practice

JSL Vol 22-N5 JOURNAL OF SCHOOL LEADERSHIP,2012-10-10 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school

leadership and policy use as a quality reference in writing articles about school leadership and improvement

Principles of Educational Leadership & Management Tony Bush, Les Bell, David Middlewood, 2019-04-08 This new edition brings together leading authorities from across the globe to provide a truly international perspective into educational leadership and management in school and post school sectors Covering both developed and developing countries it is underpinned by a substantially updated analysis of theory research policy and practice Key topics include How leadership and management differ in education An overview of key models of educational leadership The relationship between leadership capabilities and enhanced student outcomes Leading for diversity and inclusion and the policy and practice challenges that follow leadership for social justice This is essential reading for anyone taking courses in educational leadership and management at postgraduate level or as professional development and for current and aspiring educational leaders seeking to enhance their practice

Challenges and Opportunities of Educational Leadership Research and Practice Alex J. Bowers, Alan R. Shoho, Bruce G. Barnett, 2015-09-01 As the sixth volume in the International Research on School Leadership series the contributing authors in this volume consider the history challenges and opportunities of the field of research and practice in educational leadership and administration in schools and districts Ten years after the work of Firestone and Riehl 2005 and their contributing authors our aim with the present volume was to summarize and update the work of the field and provide a space to consider the multiple futures of educational leadership in schools and districts as both challenges and opportunities The first decade of the twenty first century brought significant critiques challenges and competition to the research and practice of training leaders and administrators of schools and districts around the world Congruently the field experienced significant growth and change as multiple new sub domains flourished and were founded Thus in this volume we were delighted to include excellent chapters from multiple authors that considered the duality of the challenges and opportunities of The work of the field of educational leadership and administration research to date The opportunities and challenges of new visions of leadership in traditional and non traditional schools The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies including qualitative research quantitative modeling the ability to test theory and the increasing opportunities brought on by the intersection of data research and practice The preparation of educational leaders And the emerging trends in the professional development of school leaders The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools In the first section of the book Chapters 2 3 and 4 the authors examine the interplay of educational leadership research and theory as it relates to reform in schools especially as it relates to serving historically underserved populations globally In section 2 Chapters 5 and 6 the authors highlight the importance of methodological considerations in school leadership research as a means to understand

theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters Section 3 Chapters 7 and 8 examine the research and practice of school leadership preparation especially as it relates to university district partnerships and non traditional school settings And in the final chapter Chapter 9 our capstone contributor provides a means to link the present volume with the past writings on these topics while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice *Theories of Educational Leadership and Management* Tony

Bush,2020-05-11 This fifth edition of Tony Bush s bestselling text explores the links between educational management theories and the main models of leadership and their application to policy and practice globally across varied educational contexts This fully updated new edition is informed by an enhanced global perspective and expanded coverage of important contemporary issues including teacher leadership professional learning communities transformational leadership instructional leadership and a critical assessment of distributed leadership This is essential reading for all teachers who aspire to management as well as for experienced leaders on Masters level courses and for those studying school management as part of education degrees

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