

Joseph Zajda
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Globalisation and Leadership in Schools

Globalisation, Comparative Education and Policy Research

Volume 42

Series Editor

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The *Globalisation, Comparative Education and Policy Research* book series aims to meet the research needs of all those interested in in-depth developments in comparative education research. The series provides a global overview of developments and changes in policy and comparative education research during the last decade. Presenting up-to-date scholarly research on global trends, it is an easily accessible, practical yet scholarly source of information for researchers, policy makers and practitioners. It seeks to address the nexus between comparative education, policy, and forces of globalisation, and provides perspectives from all the major disciplines and all the world regions. The series offers possible strategies for the effective and pragmatic policy planning and implementation at local, regional and national levels.

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- developing new internal strategies (more comprehensive, flexible and innovative modes of learning) that take into account the changing and expanding learner needs;
- overcoming 'unacceptable' socio-economic educational disparities and inequalities;
- improving educational quality;
- harmonizing education and culture;
- international co-operation in education and policy directions in each country.

Joseph Zajda · Pamela Hallam
Editors

Globalisation and Leadership in Schools

 Springer

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*To Rea, Nikolai, Belinda, Sophie, Imogen,
Paulina, Jan, Dorothy and Jim*

Foreword

Globalisation and Leadership in Schools is the 42nd in the 48-volume book series *Globalisation, Comparative Education and Policy Research*, which analyses major discourses of educational leadership in schools. The nature and the role of school leadership in the twenty-first century, and emerging educational challenges and strategies is largely affected by the phenomenon of ubiquitous global academic achievement, as defined by PISA indicators (OECD). Another emerging change affecting school leadership is autonomy in schools in designing curricula and managing resources, where the role of the school leader has grown far beyond that of administrator. School autonomy has affected the changing role of school leadership. Developing school leaders in the twenty-first century requires clearly defining their key leadership roles and responsibilities for leading and inspiring teachers to achieve high academic standards and the quality of the curriculum, and acknowledging their significant role in improving school's image, as a standards-driven and academically performing institution. School principals are required to lead such evolving performing schools, both locally and globally. Most students in OECD countries now attend schools that have high degrees of autonomy in different areas of decision making. School leadership plays a key role in school autonomy. School leaders have the power to lead and define the school's educational goals and ensure that pedagogy is directed towards achieving these goals. They are also in a position to provide the necessary inspirational and transformational leadership and motivate teachers to improve the quality of the teaching/learning process.

The book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation and school leadership. The chapters offer a timely analysis of current education and policy reforms affecting school leadership in schools. The book provides innovative ideas concerning the future directions of the use of school leadership, in order to promote more engaging and more meaningful knowledge of dominant patterns of school leadership in schools, both locally and globally.

East Melbourne, VIC, Australia

Joseph Zajda, Ph.D., FACE

Preface

Series title: **Globalisation, Comparative Education and Policy Research (48-Volume Series)**

Globalisation and Leadership in Schools is book 42nd in the 48-volume book series Globalisation, Comparative Education and Policy Research, which analyses major discourses of leadership in schools, affecting schooling, policy administrators and educators.

The articles collected in this volume advance further the discussions of the nexus between globalisation and leadership in schools. The politics of education reforms, governance and school leadership in the twenty-first century reflect a new emerging paradigm of standards-driven and outcomes-defined educational policy change. This ethos of academic performance has affected the nature and the role of school leadership in the twenty-first century, and emerging educational challenges and strategies. Academic achievement, standards, and educational results overall depend on the nature and quality of school leadership, teachers and school's culture. Another emerging change affecting school leadership is autonomy in schools in designing curricula and managing resources, where the role of the school leader has grown far beyond that of administrator. School autonomy has also affected the changing role of school leadership. The other key role of effective leadership is the focus on diagnosing the school's needs and supporting, evaluating and developing teacher quality. Developing school leaders in the twenty-first century requires clearly defining their key leadership roles and responsibilities for leading and inspiring teachers to achieve high academic standards, and the quality of the curriculum, and acknowledging, and accepting their significant role in improving school's image, as a standards-driven and academically performing institution.

East Melbourne, VIC, Australia

Joseph Zajda, Ph.D., FACE

Editorial by the Series Editor

Globalisation and Leadership in Schools is book 42, in the 48-volume book series Globalisation, Comparative Education and Policy Research.

At the level of critical discourse analysis, we need to consider dominant ideologies and practices defining power, domination, and control in culturally diverse societies, and their impact of the nature of leadership in schools, both locally and globally. As such, the book offers a synthesis of current research findings on globalisation and diverse models of leadership in schools, with reference to major paradigms and ideologies. It is suggested that there is an urgent need to continue to analyse critically the new challenges confronting the nexus between educational leadership and schooling and implications for democracy and social justice.

This book critiques dominant discourses and debates pertaining to globalisation and leadership in schools. Drawing on diverse paradigms, ranging from critical theory to globalisation, the book, by focusing on globalisation, leadership in schools, critically examines recent research dealing with this topic. The book contributes in a very scholarly way, to a more holistic understanding, and knowledge of the nexus between globalisation, and leadership in schools.

The book critically analyses major conceptual frameworks and methodological approaches applicable to research on leadership in schools. With contributions from key scholars worldwide, the book should be required reading for a broad spectrum of users, including policy-makers, academics, graduate students, education policy researchers, administrators and practitioners. The book contributes in a very scholarly way, to a more holistic understanding, and knowledge of the nexus between globalisation, and leadership in schools.

We thank the anonymous international reviewers who have reviewed and assessed the proposal for the continuation of the series (volumes 37–48) and other anonymous reviewers, who reviewed the chapters in the final manuscript.

I want to express my deep gratitude to Suzanne Majhanovich (Western University, Ontario), Pamela Hallam (Brigham Young University), Yvonne Vissing (Salem State University), John Whitehouse (The University of Melbourne), Sev Ozdowski (University of Western Sydney) and Vince Wright (Education consultant, Taupo, New Zealand) for their insightful and constructive comments. I am also grateful to the anonymous international reviewers who reviewed the chapters in the final manuscript.

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<http://www.jamesnicholaspublishers.com.au/journals/wse/>; Editor, *World Studies in Education*, volume 24, 2024.

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Chapter 1

Globalisation and Models of Leadership in Schools



Joseph Zajda

Abstract One of the major effects of economic forces of globalisation is that schools and school leaders, like other educational organisations, having modelled its goals and strategies on the entrepreneurial business model, are compelled to embrace the corporate ethos of the efficiency, accountability, performance, and profit-driven managerialism. Hence, the politics of education reforms, governance and school leadership in the twenty-first century reflect this new emerging paradigm of standards-driven and outcomes-defined educational policy change (Zajda in *Globalisation and education reforms: creating effective learning*. Springer, 2021b). This corporate ethos of performance has affected the nature and the role of school leadership in the twenty-first century, and emerging educational challenges and strategies. Academic achievement, standards, and educational results overall, depend on the nature and quality of school leadership, teachers and school's culture. Another emerging change affecting school leadership is autonomy in schools in designing curricula and managing resources, where the role of the school leader has grown far beyond that of administrator. School autonomy has affected the changing role of school leadership. Developing school leaders in the twenty-first century requires clearly defining their key leadership roles and responsibilities for leading and inspiring teachers to achieve high academic standards and the quality of the curriculum, and acknowledging their significant role in improving school's image, as a standards-driven and academically performing institution. School principals are required to lead such evolving performing schools, both locally and globally. The majority of students in OECD countries now attend schools that have high degrees of autonomy in different areas of decision making. School leadership plays a key role in school autonomy. School leaders have the power to lead and define the school's educational goals, and ensure that pedagogy is directed towards achieving these goals. They are also in a position to provide the necessary inspirational leadership, and motivate teachers to improve the quality of the teaching/learning process. The other key role of effective leadership is the focus on diagnosing the school's needs, and supporting, evaluating

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and developing teacher quality. This includes co-coordination of the curriculum and teaching programs, monitoring and evaluating classroom pedagogy, and supporting the on-going teachers' professional development in terms of excellence and quality. The chapter also examines challenges globalisation creates for twenty-first century school leaders and the coping strategies required to meet them.

Keywords Academic standards · Educational standards · Globalisation · Neo-liberalisms · School leadership · School principals

Organizational and Pedagogical Leadership in the Twenty-First Century: Standards-Driven and Outcomes-Defined Outcomes: Introduction

Since the 1980s, globalisation, marketisation and academic standards driven reforms around the world have resulted in structural, ideological and qualitative changes in education and policy reforms affecting school leadership (OECD, 2020; Zajda, 2020a, 2021a). They included an increasing focus on the UNESCO's concepts of knowledge society, the lifelong learning for all (a 'cradle-to-grave' vision of learning) representing the lifelong learning paradigm and the knowledge economy and the global culture. In their quest for excellence, quality and accountability in education, governments increasingly turn to international and comparative education data analysis. All agree that the major goal of education is to enhance the individual's social and economic prospects. This can only be achieved by providing quality education for *all* students in inclusive classrooms. Students' academic achievement is now regularly monitored and measured within the 'internationally agreed framework' of the OECD's Programme for International Student Assessment (PISA). This was done in response to the growing demand by policy-makers for international comparisons of educational outcomes (see Zajda, 2020d).

To measure levels of academic performance in the global culture, the OECD, in co-operation with UNESCO, has been using *World Education Indicators* (WEI) programme, covering a broad range of comparative indicators in educational outcomes and standards, which report on the resources invested in education and their returns to individuals, and institutions, ensuring equity, and supported by a fair allocation of resources, to achieve quality of education for all (see OECD, 2019a, 2019b, 2022). PISA, by its measurement of students' academic achievement, has become a dominant ideology in achieving global educational standards (Zajda, 2020c). The OECD report also discusses factors which affect educational outcomes, including 'attending a school with positive student-teacher relations, certified teachers, and a strong infrastructure'. Furthermore, the significance of inclusive school systems—those that support diversity among all learners was already highlighted in the *Education at a Glance* (2011), which stated that: 'school systems with greater levels of inclusion have better overall outcomes and less inequality' (p. 455). Schools systems

tend to be inclusive when experienced teachers and material resources are evenly distributed among schools:

... In some school systems, inequality is entrenched through the mechanisms in which students are allocated to schools, including tracks that channel students into different schools based on their prior achievement or ability, private schools and special programmes in the public sector.

I want to argue that school leadership has been influenced by the ideology of neo-liberalism and performing schools culture. The ascent of a neo-liberal and neoconservative education policy, which has redefined education and training as an investment in human capital and human resource development, has dominated higher education reforms globally since the 1980s. Accountability, efficiency, the quality of education, and market oriented and ‘entrepreneurial’ school model represent a neo-liberal ideology, which focuses primarily on the market-driven imperatives of economic globalisation (Zajda, 2014, 2020a). Education reforms, driven by neo-liberal agenda, focus more on competitiveness, academic elitism, quality and standards, rather than on addressing access and equity, in order to solve serious educational inequalities in some schools globally. In general, neo-liberalism in education policy reforms focuses on “meeting the needs of the market, technical education and job training, and revenue generation” (Saunders, 2010, p. 54). Carnoy (1999) was also critical of the role of neo-liberal ideology in education reforms, with its imperatives of accountability, competition, performance, and efficiency, rather than equity and social justice:

... it should be noted that, because of the present context of globalization, in and through which neoliberal concepts tend to guide economic and social reform, those education policies which are taken up by key international actors and which go global are ones which reflect and which help to advance principles of competition, efficiency and accountability – rather than equity or social justice, for example. (Carnoy, 1999)

Globalisation has affected the nature and the roles of pedagogical leadership. One of the effects of economic forces of globalisation is that schools, like other educational organisations, having modelled its goals and strategies on the entrepreneurial business model, are compelled to embrace the corporate ethos of the efficiency, accountability, transparency, performance, and profit-driven managerialism (Waite, 2002a; Zajda, 2020a, 2022). There exists a consensus that school leadership plays a key role in providing quality schooling and value added education, resulting in high standards of academic achievement (Zajda, 2021b, 2023a). The 2011 OECD and 2019 reports address the importance of achieving quality and equality of educational outcomes, which needs to be addressed by a new generation of entrepreneurial educational leaders.

The quality and style of school leadership affects the quality and standards of the school curriculum, as well as the context of teaching and learning in schools, the level of motivation for students and teachers, and academic achievement (Fullan, 2001; Lieberman & Miller, 2007; Pont et al., 2008; Sergiovanni, 1999; Zajda, 2023a). The quality of school leadership is a global priority in the education sector, as noted by Pont et al. (2008) in their OECD study *Improving School Leadership* (2008):

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action. (Pont et al., 2008, p. 3)

School Leadership and the Power of Language

From a discourse analysis perspective, the quality of school leadership is affected by the power of language, and communication styles. Denton (2008) argued that teachers' language influenced students' identities as learners:

From my 25 years of teaching and my research on language use, I've learned that language actually *shapes* thoughts, feelings, and experiences. (Denton, 2008)

The power of language is demonstrated in school principals' use of language, their choice of vocabulary, and their preferred communication styles. In analysing power relationships in education and society, as expressed through language and social practices, as part of discourse analysis, with reference to Foucault and other critics, it can be argued that the use of language by school principals can influence both teachers and students identities, motivation, and their attitudes and values towards schooling and performance. Foucault's philosophical approach, in examining the power of language, as explained by Zajda (1988), was inspired partly by Nietzsche's concept of genealogy in his book *On a Genealogy of Morals*, where he attempted, according to Rea Zajda to 'trace the beginnings of internalised moral behaviour, or a reflexive relation to the self in human beings' (Zajda, 1988). The power of language manifests itself in various school leadership styles, ranging from the intellectual and moral dimension of school leadership to social justice and transformational school leadership.

Globalisation and Its Effects on Educational Leadership

Education Policy Issues for the School Leaders of the Future

Globalisation has also contributed to the intensification of the orientation of education toward the global market economy, affecting schools and school leaders, and which has 'strengthened the privatisation and commodification of education' (Yung & Bray, 2021). Globalisation and the competitive market forces have generated a massive growth in the knowledge industries that are having profound effects on society and educational institutions. The powerful agenda of PISA to assess students' application of reading, mathematics, and science to challenging real-world contexts

affects educational leaders and policy makers globally. Every school is influenced by PISA's ratings, which in turn puts pressure on school leaders to respond accordingly, especially in enhancing their school's image as a performing school. This quest for global competition in education, for both local and international students, has created corresponding leagues tables. This puts enormous leadership pressure on all leaders globally. What makes educational leadership very complex and demanding is the ubiquitous global presence of academic standards and the culture of performing schools. This focus on standards and students' academic achievement defines the new identity of school leadership, which has to focus on standards and performance in their school.

Education policy issues for the future, raised by Barber (2000) in his keynote address 'The Evidence of Things not Seen: Reconceptualising Public Education' at the OECD/Netherlands Rotterdam International Conference on Schooling for Tomorrow (see CERI website at www.oecd.org/ceri) include the five strategic challenges and four deliverable goals for tomorrow's schools:

Strategic challenges

- reconceptualising teaching
- creating high autonomy/high performance
- building capacity and managing knowledge
- establishing new partnerships
- reinventing the role of government.

Deliverable goals

- achieving universally high standards
- narrowing the achievement gap
- unlocking individualisation
- promoting education with character.

In today's global culture, school leaders, in addition to performing increasingly demanding and time-consuming administrative tasks, have to develop an effective leadership philosophy, matching their particular personality, and relevant leadership style, knowledge and skills in order to address some of the policy challenges in transforming schools, as dictated by particular schools and community, and as mentioned by Barber's education policy document (2000). One of the emerging paradigms in school leadership discourses is the key role of school leadership in promoting both standards and quality of educational outcomes for all. This shift was discussed by Huber and Muijs (2010) when they analysed the nexus between school leadership and education quality in schools. The other emerging paradigm shift is one of school leader as promoting collective activities of the school community, and reflecting the growth of school-based management in many countries (Huber & Muijs, 2010; Zajda & Gamage, 2009). Specifically, this school leadership role shift necessitated principals to understand that their role as leader was significantly more important than their role as manager.

The Intellectual and Moral Dimension of School Leadership

Fullan (2002b), in examining the role of leadership in the promotion of knowledge management in schools, in his paper presented at OECD Conference, March 18–19, 2002, argued for the *moral* purpose of school leadership, and focused on the relationship between moral purpose and leadership, and the quality of interaction between school leaders, teachers and students:

In addition to the direct goal of making a difference in the lives of students, moral purpose plays a larger role in transforming and sustaining system change. Within the organization how leaders treat all others is also a component of moral purpose. At a larger level, moral purpose means acting with the intention of making a positive difference in the (social) environment. Let me be absolutely clear. The goal is system improvement (all schools in the district). This means that a school principal has to be almost as concerned about the success of other schools in the district as he or she is about his/her own school. This is so because sustained improvement of schools is not possible unless the whole system is moving forward. (Fullan, 2002b, p. 10)

If the goal is sustainable change in the knowledge society, then it necessitates a transformational leadership, or, what Fullan (2002a) describes as, a ‘new mind and action set for leading complex change, ‘consisting of personal characteristics of energy/enthusiasm and hope, and five core components of leadership: moral purpose, understanding change, relationship building, knowledge creation and sharing and coherence making’’ (Fullan, 2002a, p. 9).

Fullan (2002a) also stresses that the teaching profession, if it is to come of age, must be seen and experienced as an ‘intellectual as well as a moral profession’ (Fullan, 2002a, p. 1). He argues that the principal of the future has to be ‘much more attuned to the big picture, and much more sophisticated at conceptual thinking, and transforming the organization through people and teams’ (Fullan, 2002a, p. 9). Similarly, Zachrisson and Johansson focused on values-driven educational leadership, in promoting school democracy and social justice and education quality for all students. Harris and Johnston also argued for values-based leadership, as essential quality for sustaining school reform and improvement. Their research findings demonstrated that school leaders, acting as innovation entrepreneurs are likely to drive desirable changes in policies and pedagogy to specific educational outcomes and related to their values. Furthermore, when exploring the role of educational leadership, the authors argued that leadership values and effectiveness made a difference, especially, when school leaders communicated a sense of personal responsibility and accountability to foster school reform agenda and improved academic performance. The moral dimension of leadership was examined by Davidson and Hughes (2020), who argued that the ‘development of moral and ethical leadership in practicing and aspiring leaders is essential for the success of educational institutions’, and that such educational leaders ‘demonstrate moral and ethical leadership through striving to act in a manner reflective of the best interests of students’:

Such leadership is guided by a personal vision reflecting values such as integrity, fairness, equity, social justice, and respect for diversity ... One’s understanding of moral and ethical