Preface

AN OVERVIEW OF THE SUBJECT MATTER

School leadership is a key factor in school settings. Principals are expected to lead and manage schools effectively in the face of multiple and varied competing pressures. Thus, they are, out of traditional ways of thinking and working, in search of new ways of managing their schools. While the traditional role of principals and the nature of work are changing, principals sometimes look into new ways to administer a school effectively. This book discusses and addresses the new approaches and challenges that principals are being faced with in managing schools. The authors try to explore issues that address different aspects of school administration and leadership and to examine the impact of new and critical ways of school management and leadership on the principalship. Through the contents of this book, school leadership is once again coming into the forefront under a comparative and multi-perspective lens.

A DESCRIPTION OF WHERE YOUR TOPIC FITS IN THE WORLD TODAY

International or comparative perspectives in Educational Leadership are very much in demand nowadays as the world is becoming more globalized. School principals are increasingly turning towards comparative approaches to leading and managing people in education, expecting to learn from best practice elsewhere. Over the past years, the ideas and the language of theory and practice in Educational Leadership have become increasingly debated and explored in an international and comparative context because of the similarities in the issues we are faced with. More and more we can observe policy borrowing and lending in order to learn from best practices. This book is trying to show how international practices can contribute to improvements in Educational Leadership and to lessons learnt about different cultural and social perspectives with regards to leadership theorizing and its practice. The authors of the various chapters do not only present a synthesis of literature on this topic from their own cultural/contextual perspective but also present different strategies that have been used in their respective countries/areas. This feature makes this book an ideal companion to today’s exploration of issues on school leadership worldwide.

A DESCRIPTION OF THE TARGET AUDIENCE

The audience for the book would consist of six primary constituencies: (1) academics who will use the book in their teaching, research, program development, and course improvement; (2) professional de-
velopment providers who will use the book in their professional development activities; (3) practitioners who serve in primary and secondary education settings who would use the book to inform their practice; (4) policymakers who participate in the accreditation, program approval, licensure/certification, and development of preparation systems; (5) other administrators in different organizational settings, such as state agencies, ministries of education, international organizations, and other agencies may also find this book useful; finally, (6) graduate students will find this book extremely helpful during the course of their studies.

**A DESCRIPTION OF THE IMPORTANCE OF EACH OF THE CHAPTERS**

In Section 1, “Understanding the Principalship and Principal Preparation: Management Tasks of Principals/Time Management for School Principals,” the various chapters tackle with issues of principal preparation and our general understanding of the principalship as it has evolved during our era. Moreover, the various chapters deal with the tasks that school leaders perform within their various contexts from an international and multifaceted perspective.

More specifically, the chapter by Kadir Beycioglu and Helen Wildy, titled “Principal Preparation: The Case of Novice Principals in Turkey,” reports quantitative and qualitative survey data from Turkey as part of a larger International Study of Principal Preparation (ISPP) that examines the utility of principal preparation programs for novice principals in 13 contexts to find out what lessons can be learnt from each context. Conducted in 2010, this study sought responses from 123 principals in their first three years of appointment to identify the challenges they faced and the extent to which they perceived they were adequately prepared to face these challenges. The findings indicated that, although the participants perceived early years of principalship as challenging work, they felt that they were ready for these challenges, despite the emphasis on theory over practice in their preparation programs. Interestingly, principals who reported having greater than 10 years as assistant principals felt less adequately prepared than did their colleagues who had spent fewer than 10 years as assistant principals.

In the chapter titled, “Reinventing Principal Preparation in Illinois: A Case Study of Policy Change in a Complex Organization,” Angeliki Lazaridou discusses a major piece of reform that took place in the state of Illinois in the USA. As she informs us, some years ago the State of Illinois changed its specifications for principal preparation programs. Following this change, institutes of higher education were asked to reconstruct their programs to reflect the new mandates. Thus, this chapter provides an eloquent description and an in-depth analysis of the changes that took place at the state level. In her analysis, the author looks for evidence of the principles of complexity theory, which she utilizes as her main guiding framework and examines the case of Illinois results through this lens – with a focus on structures, interactions, relationships, connectedness, and strong leadership in an effort to contribute to an enriched appreciation and understanding of how chaos and complexity theories can be used when we try to comprehend the process of change in complex organizations, which deal with principalship preparation programs.

The next chapter is written by Georgeta Ion, Marina Tomàs, Diego Castro, and Esther Salat. Its title is “Analysis of the Tasks of School Principals in Secondary Education in Catalonia: A Case Study.” As the authors inform us, in order to achieve a better understanding of school principals’ working lives, this study utilized the agendas and timetabling data of all secondary school principals from the schools in the Sant Cugat area in Catalonia, Spain. More concretely, the authors examined the relationship between
the time principals spend on different types of activities and the participative model of management. In order to examine this association, they used the context of the Catalonian educational system, its leadership and managerial model from a double perspective: on the one hand, the normative requirements that the system has on its principals, and on the other, the “day-to-day” tasks, as actually executed by these same principals. As the authors conclude, the sample of the 10 centers of secondary education which were examined are representative of the typology of the existing centers in the Sant Cugat region in that these schools are different as regards their way of management which is reflected in the diversity of tasks, timetabling slots, and the time dedicated to the different management tasks. The distribution of these tasks throughout a day (i.e., according to the timetabling slot [morning, evening, or night]) is also very diverse, and, in a sense, the authors cannot determine differences with respect to the ownership but rather to the type of responsibilities which the school principal has in one or another center.

Joaquín Gairín, Miren Fernández-de-Álava, and Aleix Barrera-Corominas wrote the chapter on “Considering Latin American School Management from a Skills-Based Perspective.” The authors begin their chapter by reminding us that there is an ever-greater need for management, as a system of encouragement, support, and guidance to pedagogical and institutional activity in order to help schools operate as educational institutions and not merely as organizations. With this in mind, they present the situation of 10 Latin American countries bearing in mind two objectives: a) to understand the situation and perspectives of school management in the countries included in their descriptions; and b) to analyses the practice of these schools’ leadership and management through the lenses of competencies seen as personal characteristics linked to successful activity in the workplace. As the authors claim, a school principal must display, in a coordinated manner and according to the professional situation at hand, cognitive, strategic, management, personal, and procedural competencies in order to achieve objectives and results. However, the results of this study provide evidence towards the existence of a bureaucratic and administrative model of management in the various countries explored.

The next chapter deals with a country that is not often in the international literature and provides an in-depth description of “Qatar’s Educational Reform: Critical Issues Facing Principals.” Written by Michael Romanovski, the chapter begins with Qatar’s massive educational reform, Education for a New Era, which was launched in 2004. The reform has introduced numerous changes to the K-12 educational system forcing school leaders to face challenges and issues in their role of leading and managing the school community. Thus, in this chapter, the author reports the results of a qualitative research study that examines the critical issues K-12 principals face as they implement the current educational reform. Using semi-structured interviews, the voices of 20 principals are presented as they describe and analyze the critical issues that have evolved during the reform and the skills and leadership styles necessary to address these issues that have shaped the Qatari educational reform. In closing, the author stresses the fact that educational reform and change take time. He further discusses the knowledge and skills needed to effectively address the critical issues facing principals during educational reform, such as the need for complex understanding of change and resistance, good communication skills, the ability to change one’s leadership style by delegating to others, and the importance of having a solid knowledge base about education that can be used to make informed decisions.

The chapter by Shirley O’Neill, titled, “School Leadership and Pedagogical Reform: Building Student Capacity,” explores the journey of one Australian primary school that participated in an internationally renowned school revitalization project, where the nature and quality of leadership and results of change are able to achieve and sustain pedagogical reform, and improve and enhance student achievement. The author further illuminates the nature of school change and examines its impact on pedagogy and learn-
ing. Through mapping a school’s journey and a focus on research, changes in practices, such as use of frameworks and protocols, teacher professional learning, and the compilation and use of assessment data are explored, as are the vital roles of both teachers and students in achieving change. Moreover, the inclusion of students in the process, combined with leadership in school wide pedagogy, is shown to have contributed to building students’ capacity for learning besides that of teachers to implement a school-wide approach to pedagogy.

In the chapter titled “Becoming a Principal: Exploring Perceived Discriminatory Practices in the Selection of Principals in Jamaica and England,” Paul Miller compares the actual process for appointing principals and contrasts the perceptions of discriminatory practices in both countries. In addition, the researcher questions the effectiveness of principals appointed through perceived discriminatory means. Mapping the organization of schooling in Jamaica and England, the author gives detailed information about the process of appointing a principal. From the data collected for this qualitative exploratory study, the author explores how religious affiliation, political affiliation, and government policies, school and ministry level interference, and social connections have influences on principal appointment. The researcher calls for more research to be done to investigate and unpack the explicit and implicit factors and “issues” involved in the promotion and/or appointment process of school principals in Jamaica and England.

In Section 2, “Understanding School and Teacher Leadership: Theoretical and Organizational Foundations,” the authors of the chapters focus on the concept of school leadership and its theoretical roots. They also discuss current issues of leadership in schools such as distributive and teacher leadership.

In the chapter titled “Principals’ Understanding of Education Based on Research: A Swedish Perspective,” Maj-Lis Hörnqvist aims to illuminate how principals understand and relate to the Swedish Education Act of 2010 that can be interpreted as an attempt to improve the orientation and effectiveness of teaching in schools, as it states that education should be based mainly on research and proven experience. From the data gathered through surveys, the author claims that three significant areas of manifestations emerged: keeping up to date with new knowledge, building a scientific culture, and practicing research-based knowledge. The researcher explores the fact that the principals in the study seemed to strive to direct their schoolwork toward research-based activities, primarily by keeping themselves up to date and facilitating discussions among teachers; at the same time, the author stresses that fostering a critical and evaluative approach to research is a challenge for principals. The author discusses that more collaboration between teachers, principals, and researchers could be helpful in integrating scientific knowledge and experience-based knowledge.

Anna Kanape-Willingshofer and Sabine Bergner, in their chapter, titled “Individual Differences and Educational Leadership,” discuss the relevance of individual differences in personality traits for the study of school leadership, especially with regard to leadership success, and they investigate how far these traits have been able to predict leadership success across different occupations and also across different situational and methodological conditions. They especially try to understand the relationship between leadership and individual differences, leadership, personality and leadership, cognitive ability and leadership, emotional intelligence and leadership, and creativity and leadership; then, they reflect these concepts into educational leadership. The chapter shows that individual differences research holds potential for educational leadership, but further studies are needed to draw conclusions about the potential cognitive ability, personality traits, emotional intelligence, as well as creativity hold for predicting leadership success of school principals. The chapter also shows that individual differences research holds potential for educational leadership. Moreover, the authors claim that further studies are needed to draw
conclusions about the potential cognitive ability, personality traits, emotional intelligence, as well as creativity hold for predicting leadership success of school principals.

The next chapter by Savvas Trichas sheds light on a relatively new research area in educational administration. In the chapter titled “New Methods Exploring Facial Expressions in the Context of Leadership Perception: Implications for Educational Leaders,” the author submits that there is a considerable amount of studies investigating leaders’ emotional displays; however, the majority of this research does not use the sophisticated facial expression coding methods available in other psychological settings. In the chapter, the author aims to add to our knowledge of the contribution of facial expression to educational leadership perception by reviewing the few leadership studies that have used sophisticated facial expression coding methods and recommends that educational organizations should be aware of the added value of these methods in order to increase research credibility and provide educational leaders with specialized knowledge and skills that could eventually increase their effectiveness.

In the chapter titled “Emotional Intelligence and Political Skill Really Matter in Educational Leadership,” Nikoletta Taliadorou and Petros Pashiardis investigate the social skills that school principals ought to exhibit in order to be effective in the complex environment that characterizes modern schools. They discuss that there has been little empirical research examining the linkages between school leadership, emotional intelligence, political skill, and teachers’ job satisfaction, and their chapter attempts to investigate the extent to which the emotional and political skills of principals correlate to their leadership styles; further, an attempt is made to examine the correlation of emotional and political skills of principals with the job satisfaction of their teachers. Thus, the first section of this chapter attempts to answer whether emotional intelligence and political skill really matter in educational leadership and notes the need for further research on these areas. In addition, they examine whether emotional intelligence and political skill are two distinct constructs. The second section of the chapter refers to suggestions for educational policy and practice in dealing with the issues arising. The third section deals with the main study conclusions. At the end of the chapter, they suggest that emotional and political skills can be included in the range of characteristics of effective Cypriot principals of primary schools. Such a relationship highlights the social skills of principals as an important area for further research, and in the future, it would be possible to design experimental or interventional procedures for further examination of this field. They also indicate that there is the need for developing appropriate training and development programs for principals, and leadership programs could take into consideration the importance of the “Emotional-Political Capacity” in leadership and thus give future leaders the tools to navigate effectively through both the personal and the structural/political challenges of leadership. They finally conclude that two relatively new concepts in school leadership, emotional intelligence and political skill of the principal, should be subjects of further study, as they have emerged as two very important variables that have direct impact on the leadership radius of the principal and on the job satisfaction of teachers.

Servet Özdemir and Ali Çağatay Kişç’s chapter titled “Teacher Leadership: A Conceptual Analysis” tries to shed some light on the teacher leadership concept and discusses its meaning, teacher leadership roles, factors influencing teacher leadership, the relationship between teacher leadership and classroom and school improvement, and future research areas on teacher leadership. The chapter aims to reveal teacher leadership, teacher leadership roles, factors influencing teacher leadership, the relationship between teacher leadership and classroom improvement, and leadership and school improvement. The authors suggest that various factors, such as organizational culture, time, and the support of the school principal are influential to the development of teacher leadership. Then, they argue that a literature review on teacher leadership shows that it is an important factor influential on student learning and school improvement, and they call for more empirical studies on teacher leadership.
In the chapter titled “Exploring Distributive Leadership in South African Public Primary Schools in the Soweto Region,” by Raj Mestry and Suraiya Naicker, the authors employ a qualitative approach executed by means of focus group interviews to explore the experiences and perceptions of teachers at three schools in Soweto, a township in the Gauteng province of South Africa, which is prominent for its association with the historic struggle against the apartheid government. In the chapter, the authors try to portray the historical background of distributive leadership and teacher leadership. They also try to illustrate who the principal is as a facilitator of distributive leadership. Then they elicit teachers’ views regarding how leadership is enacted at their schools as well as their perspective of a distributed approach to leadership. The findings indicate that distributive leadership had not transpired in the schools that are largely rooted in classical leadership practices. Hierarchical structures, autocratic leadership styles, and non-participative decision-making hinder distributive leadership practice. Moreover, their study indicates that leadership in the three primary schools investigated is rooted in classical leadership practices and that a shift from autocratic styles of leadership, hierarchical structures, and non-participative decision-making is needed if distributive leadership is to develop. In order to facilitate this shift towards more collegial and collaborative leadership styles, they recommend that the Department of Education provide professional development training programs and workshops for principals and teachers focusing on distributive leadership, which promotes teacher leadership and their role in school transformation. They suggest that principals need to learn that they can, and how to, share power and decision-making with others.

In “Continuous Change in Educational Organizations,” the last chapter of this section, Yasar Kondakci, Merve Zayim, and Kadir Beycioglu intend to document criticisms for dominant change understanding and practice both in educational administration and attempt to capture the dynamics of continuous change in educational organizations. Reviewing the criticisms advanced on the theory and practice of the dominant change perspective, the conceptual and empirical studies on alternating change paradigms in a comparative manner, this chapter aims to bring continuous change to the attention of change scholars and practitioners in educational organizations. The chapter depicts basic premises of continuous change, dynamics of continuous change, and leadership in continuous change. Then, the authors try to characterize what continuous change in educational organizations means, ways of achieving continuous change in educational organizations, and continuous change leadership in schools. This chapter suggests that the success of change is largely based on the artful interplay between continuous change and planned change rather than focusing on the superiority of one perspective over another.

The chapters included in the last section of the book, “School Leadership Effects and Student Achievement,” examine the ever-present and interesting question of the effects of school leadership, direct or indirect, on student achievement. This area of research is increasingly gaining more importance in our days, especially due to very recent research that shows that indeed school leadership matters.

The chapter on “Transformational Leadership and Principals’ Innovativeness: Are They the ‘Keys’ for the Research and Innovation Oriented School?,” by Jasmin-Olga Sarafidou and Efstatios Xafakos, presents an empirical investigation on aspects of leadership that may predict a school climate that helps promote research and innovativeness at the school site. Specifically, the authors examined principals’ innovativeness and dimensions of transformational leadership as possible predictors of innovative school climate and teachers’ attitudes towards research. As the authors inform us, self-administered questionnaires were completed by 190 primary school teachers representing a convenience sample of school leaders in Greece. The questionnaire included inventories measuring a) principals’ innovativeness, b) three dimensions of transformational leadership style (vision building, individual consideration, intellectual stimulation), c) innovative school climate, and d) different aspects of teachers’ attitudes towards
The authors claim that an innovative school climate is very likely to be established if the school principal not only provides stimulation and personalized care for teachers but also if s/he acts as a role model of innovativeness in school.

The next chapter is titled “Exploring the Impact of School Leadership on Student Learning Outcomes: Constraints and Perspectives” and is written by Andreas Kythreotis and Panayiotis Antoniou. As the authors explain, the chapter aims to explore the various models proposed in the literature related with the impact of school leadership on student academic achievement. In doing so, and drawing mainly from the mediate and indirect models, the authors discuss the role of various intermediate/moderate variables that facilitate the impact of principal leadership on student learning outcomes. Primarily, the two authors present results from a qualitative exploratory study that took place in Cyprus. As we are informed, this study developed a framework of school principals’ actions and strategies that teachers considered effective in relation to improving their quality of teaching and student outcomes. In the remaining of the chapter, some of the problems related with measuring the impact of school leadership on student achievement, such as issues of conceptual and operational definitions of school leadership, and methodological issues in research design are also discussed.

The last chapter in this section was written by Bennie Grobler and is titled “The Relationship between Emotional Competence and Instructional Leadership and their Association with Learner Achievement.” The author claims that the mandated approach to school leadership in South Africa has not produced any significant improvement in learner achievement during the last decade. He goes on to make the argument that a new approach to leadership with greater emphasis on the ideographic dimension of school leadership is necessary. Thus, through this chapter, the author investigates how principals can utilize emotional competence and instructional leadership in order to influence learner achievement. These two constructs were linked to learner achievement data. As the author concludes, one of the main findings is that the intrapersonal emotional competence impacted directly on interpersonal emotional competence and on modeling effective teaching while having an indirect influence on all the other components of instructional leadership.

**HOW THE BOOK IMPACTS THE FIELD AND CONTRIBUTES TO THE SUBJECT MATTER**

Political, economic, cultural, and managerial effects of globalization in organizations have resulted in leaders seeking new and creative ways of thinking and leading styles in schools in order to manage organizations effectively. We emphasized that international or comparative perspectives in educational leadership are very much in demand nowadays as the world is becoming more globalized. People are increasingly turning towards comparative approaches to leading and managing people in education, expecting to learn from best practice elsewhere. Leaders and/or managers in education are encouraged to think of themselves “in an international context, to look to what is happening elsewhere in the world and to learn from each other” (Foskett & Lumby, 2003, p. x). This book, then, aims to explore a range of new approaches and challenges that principals have faced and they have to cope with while managing their schools. Favoring a cross-cultural perspective, the book provides an overview of the current issues that address different aspects of school administration and leadership, and it aims to explore the impact of new and critical ways of school management and principal leadership. The authors of the book are, in a sense, portraying a wide range of issues and approaches in educational administration and leadership.
from their diverse context, and they are trying to map a global landscape of educational management. The book brings together a wide range of perspectives and examples from educational researchers working in different educational settings in the world. This is the uniqueness of the book that could impact the field, contribute to the subject matter, and make this book project go beyond the dominant and/or orthodox Western thinking in educational management.

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**REFERENCES**