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## **Leadership: Vision and Mission**

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**ED560**

# **Unit Outline**

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# LEADERSHIP: VISION AND MISSION

ED560

## Statement of Purpose

To enable students to understand, develop and encourage distinctively Christian leadership, specifically, in the settings of Christian schools who are committed to Christ centered education in partnership with parents.

## Pre-requisites

ED400/ED500 and ED401/ED501

## Rationale

School leaders are a vital link in the translation of parents' hopes, dreams and priorities into the life of classrooms. The vision of Christian schooling they support and sustain is not to be simply their own, but rather the vision of the supporting school community. This is at the same time both exciting and problematic. Where does a vision come from? What are the ingredients of an educational vision? How is a vision articulated? How does a vision inform the educational agenda? How does a vision grow and flourish through generations of parents, teachers and students?

Christian schools have developed a variety of management structures that might support a vision for Christ-centered education. This unit gives the opportunity for students to critically examine these management structures in the light of:

1. The central educational focus of the school
2. The need to nurture Christian community the need to sustain a dynamic vision for Christian schooling

## Relation to Course Objectives

By developing a critical understanding of the fundamental issues for school leaders in establishing and implementing effective communal visions and mission statements to fulfil those visions, this unit contributes directly to course objectives 3 and 4. The development of the leadership strategy for assignment 2 also contributes to course objective 6.

## Learning Outcomes

At the end of this unit students will be able to:

1. Provide educational leadership that enables a school community to fulfil its basic vision and goals;
2. Articulate an effective model of educational leadership that is suited to the student's personality, gifts and situation;

3. Gives leadership that realises the potential of a school as a community united in a common educational vision and purpose;
4. Recognise and nurture the gifts of individual members of a school community in a way that strengthens the communal life;
5. Exercise critical judgment and creativity in the development of effective leadership strategies.

## Subject Content

1. Educational Visions. Self reflection will bring to the surface the student's own vision of education in terms of aims, the image of the learner, the value of the curriculum, the image of the teacher, the preferred kind of pedagogy, the preferred kind of teacher-student-relationship, the preferred kind of school climate, the preferred type of parental involvement. Through a careful analysis of educational values and aims, the student will endeavour to develop a framework for understanding and analysing different educational visions.
2. Differing Visions. A consideration of a variety of positions Christians might take in relation to schooling, and a further process of self reflection will undergird a consideration of an authentic critical incident that has had real implications for the student's own school community. Processes will be discussed that assist in the clarification and understanding of tension between people within a Christian school. Properly understood and harnessed, these tensions can still serve to promote and develop a communal vision.
3. Biblical Leadership. An examination of the distinctives of biblical leadership with application to the context of schools. Themes include: servant leadership; accountability; nurture, supervision, example and vision-setting.
4. Models of Management. An exploration of various models of management and the application of a biblical analysis.
5. Decision-making. A development of a school's vision and mission anticipates the translation of that vision into the everyday life of the school. How should this happen?
6. The leader is a person who works within a team of leaders. A role of leadership is to build leadership capacity in others. A necessity of leadership is to continue to grow personally and professionally.
7. Mission Accomplished? Very profound goals are at the heart of each Christian school community. How can we get some indication that these goals are being addressed and the mission of the school fulfilled? How might such an evaluation inform the practice of Christian schooling?

## Delivery Approaches

	Student Workload
1. Directed reading	70 hours
2. Leadership appraisal project	50 hours
3. Assignment writing	50 hours

4. Online forum

10 hours

**Total: 180 hours**

## Assessment

The assignments are integral to the completion of this unit. They are not merely assessment of work done elsewhere in the unit but are themselves a major part of the learning experience.

Your final grade for the unit will be determined by your performance on these two tasks.

## General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

1. Critical thinking
  - biblically informed perspective
  - reasoning
  - original thought
2. Communication
  - meeting outcomes of assessment task
  - engagement of unit concepts
  - logical development of ideas
3. Literature and References
  - engagement with unit related literature
  - reference to additional literature
  - consistent referencing and citation style
4. Creative Thinking
  - based on own experience and personal research
  - biblically informed perspective

## Assessment Tasks

### Assignment One

**Format:** Essay  
**Length:** 3000 words  
**Weighting:** 50%

Web Forum postings at the conclusion of each segment

This assignment asks you to reflect critically on your own thinking and development as you work through the Study Guide and readings. At the end of each segment you are required to post an entry on the web forum. The entry needs to be brief (200 words max). In addition to your own reflections you are required to respond to at least 5 comments made by other class members.

Your entries should focus upon a critical reflection of your own ideas and uncertainties related to the topic of leadership as you work through each segment. You should also raise questions and issues that you feel are worthy of further investigation.

## Assessment criteria

In addition to the general criteria that apply to all units, the following criteria will apply in the assessment of this assignment:

1. Evidence of a comprehensive personal engagement with the material contained in the Study Guide, texts and readings.
2. Demonstrated awareness of the complexities surrounding the determination and application of educational values, and leadership as this is practised in concrete contexts.
3. Indicators of metacognitive processing and synthesising of initial reflections recorded in the Study Guide.
4. Identification of a range of questions and issues for further investigation.

## Assignment Two

Leadership evaluation project – An investigation of educational values

**Format:** Research report  
**Length:** 3000 words  
**Weighting:** 50%

### Introduction

Peter Senior states that:

To be effective leaders, principals must articulate the key goals and values for their schools. The way in which teachers interpret the principal's behaviours determines their perceptions of what these goals and values are. (1993, p. 106)

Bearing this in mind, the assignment provides an opportunity for you both to articulate your educational values and to consider the degree of consonance between your espoused values and your colleagues' perceptions of your operational values, to assist in your critical evaluation of both kinds of values.

### Setting the scene

The school board has recently confirmed your appointment as principal of your current school, to begin in one month's time. The principal you are replacing is leaving unexpectedly, due to serious health problems. You were interviewed along with six other applicants from both outside and inside the school, and you were supported unanimously for the position.

Your first task will be to fill four vacancies on staff. In making these appointments you will naturally be seeking to realise the kind of vision and values that you believe should be operative in the school.

## Research Report

### Outline of the research report

1. Write a description of your school (Part 1).
2. Complete a series of tasks designed to help you to articulate your educational values (Part 2).
3. Design a questionnaire and use this to solicit colleagues' perceptions of the values you would emphasise in the appointment of new teachers. Your questionnaire should yield data concerning:
  - The extent to which your colleagues hold a common perception of the educational purposes and teacher characteristics that you value  
or
  - The relative importance that teachers perceive that you give to these characteristics and values (Part 3).
4. Evaluate your leadership behaviour (Part 4).

### Part 1 – Description of school (approximately 500 words)

Write a description of your school, in which you include details of the:

- geographical and socio-economic setting
- theological foundation and emphasis
- major changes and developments, e.g., growth in numbers, number of principals, changes in student/parent body
- broad educational goals
- types of teachers it has attracted and retention rates
- types of special programs
- relationship with the wider community

This will assist you and your lecturer in understanding the history and development of your school and the way in which your involvement in it is shaping your educational values.

### Part 2 – Your educational values (approximately 500 words)

1. Drawing upon the work that you have completed in Part 1, articulate your key educational values in the form of a list (between five and ten items).
2. Write approximately 250 words about the current vision of the school, and the degree to which this vision is compatible with your own understanding of what the vision should be.

3. Indicate the qualities you think teachers will need to demonstrate if they are going to be instrumental in enabling the school community to realise the vision and values you have articulated.

### Part 3 – Questionnaire (approximately 500 words)

1. Develop a questionnaire to be used to determine what your colleagues perceive your vision and values to be. See the information below on questionnaire design.

A Specimen Questionnaire, focusing on categories of teacher characteristics that represent alternative values, is included below. In designing your own questionnaire, however, you should draw on other sources both within the unit and, where appropriate, beyond it.

You should devise an instrument that clearly embodies the educational values to which you hold strongly, as well as a range of values that may be very significant to others but which are of lesser or little importance to you. The more articulated and comprehensive these values are, the more discriminating will be your questionnaire. It is thus important to complete Parts 1 and 2 of the Research Report before—or in conjunction with—developing the questionnaire.

#### Specimen Questionnaire

*Which of the teacher characteristics listed below do you believe \_\_\_\_\_ values most highly? Please rate on a scale of one to ten (ten being of the highest value).*

##### **Student Centred**

*The teacher focuses on student achievement of curriculum objectives. Has an analytical approach to monitoring and evaluating school and classroom performance. Students perform well on the curriculum. Main interest is in ideas and activities which 'work' for student learning.*

##### **People Centred**

*Is sensitive to the feelings of staff and students. A good team member who is able to make compromises and adapt ideas to recognise group sensitivities. Makes classwork enjoyable and encourages participation and involvement in class and school activities. Students are happy and involved.*

##### **Extra-Curricular Centred**

*Has particular skills or interests outside or beyond those normally required in the classroom. May have achieved a high degree of recognition within the wider community for these. Keen to involve students in these areas and devotes considerable time and effort to doing this.*

##### **Work Centred**

*Is willing to take on a range of extra duties outside the classroom. A good organiser and always prepared to help out with special activities, organising resources and routine administrative tasks. Does many of the tasks around the school which other classroom teachers claim that they are too busy to do.*

##### **Student Welfare Centred**

*Has great awareness of the needs and situations of individual children. Will personally take up the cause of those seen to be disadvantaged, or treated unfairly, even where it may strain relationships with parents, principal, or other staff. Someone with whom students will share their personal problems.*

**Diligence Centred**

*Always completes tasks on time. Never fails to turn up for assigned duties, or to attend thoroughly to details. Will always establish clearly what has to be done and does it. Is aware of all the rules and procedures and ensures that they are adhered to. Students know where they stand.*

Include a copy of this questionnaire you develop as an appendix to your report.

- Using the questionnaire you have developed survey ten teachers in your school and write a summary of your findings (approximately 500 words).

**Part 4 – Evaluate your leadership behaviour (approximately 1500 words)**

In approximately 1500 words, evaluate your leadership behaviour. You may draw on whatever sources are helpful to you in this evaluation. One of these sources, however, must be the findings of your survey, which you will employ to:

- evaluate and explain any inconsistencies between your perception of your educational vision and values and other teachers' perceptions of these;
- help you to identify behaviors that need to be consolidated and those that need to be revised to ensure that your leadership behaviour is consistent with your vision and values.

**Assessment criteria**

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

- A succinct yet comprehensive description of the school, addressing each of the areas outlined.
- A clear articulation of the student's educational values, the vision of the school and desirable teacher characteristics.
- Design of a questionnaire that is capable of eliciting colleagues' perceptions of the student's educational values.
- Critical evaluation of the student's own leadership behaviour, with adequate explanation of discrepancies between the student's and others' perceptions of the student's educational values, and identification of behaviours that need to be consolidated or revised.

**Set Texts**

Sergiovanni, T. J. (2000). *The lifeworld of leadership: Creating, culture, community, and personal meaning in our schools*. San Francisco, CA: Jossey-Bass.

Stronks, G. G., & Blomberg, D. (Eds.). (1993). *A vision with a task: Christian schooling for responsive discipleship*. Grand Rapids, MI: Baker Book House.

## Required Reading

- READING 1** Brandt, R. (2007). On rethinking leadership: A conversation with Tom Sergiovanni. In T. J. Sergiovanni, *Rethinking leadership: A collection of articles* (2nd ed., pp. ix–xiv). Thousand Oaks, CA: Corwin Press.
- READING 2** Bradley, Y. (1991). Leadership in the biblical sense. *The Practising Administrator*, 13(2), 32–36.
- READING 3** Mulder, C. T. (1990). Biblical leadership in Christian organizations. *Faculty Dialogue*, 13, 79–103.
- READING 4** Bottery, M. (1990). Values behind the practice. In *The morality of the school: The theory and practice of values in education* (pp. 6–16). London: Cassell.
- READING 5** West, S. (1993). Introduction: Managing the values of the schools. In *Educational values for school leadership* (pp. 13–32). London: Kogan Page.
- READING 6** Holmes, M., & Wynne, E. A. (1989). What schools do and ought to do. In *Making the school an effective community: Belief, practice and theory in school administration* (pp. 7–42). London: Falmer Press.
- READING 7** Fullan, M. G. (1992). Visions that blind. *Educational Leadership*, 49(5), 19–20.
- READING 8** West, S. (1993). The head as influence agent. In *Educational values for school leadership* (pp. 33–45). London: Kogan Page.
- READING 9** Andersen, W. E. (1990). The principal's role in community building. *Journal of Christian Education*, 98, 31–40.
- READING 10** Fowler, S. (2004). Experiencing community in the school. In J. Ireland, R. J. Edlin, & K. Dickens (Eds.). *Pointing the way: Directions for Christian education in a new millennium* (pp. 115–130). Blacktown, NSW: National Institute for Christian Education.
- READING 11** Bolman, L. G., & Deal, T. E. (1994). Looking for leadership: Another search party's report. *Educational Administration Quarterly*, 30(1), 77–96.
- READING 12** Grace, G. (1993). On the study of school leadership: Beyond education management. *British Journal of Educational Studies*, 41(4), 353–365.
- READING 13** Ball, S. J. (1987). The politics of leadership. In *The micro-politics of the school: Towards a theory of school organization* (pp. 80–119). London: Routledge.
- READING 14** Sacken, D. (1994). No more principals! *Phi Delta Kappan*, 75(9), 664–670.
- READING 15** Lambert, L. (1998). How to build leadership capacity. *Educational Leadership*, 55(7), 17–19.
- READING 16** Sergiovanni, T. J. (1994). Organisations or communities? Changing the metaphor changes the theory. *Educational Administration Quarterly*, 30(2), 214–226.
- READING 17** Mant, A. (1997). *Intelligent leadership* (pp. 4–11, 100–104, 121–131). St

Leonard's, NSW: Allen & Unwin.

- READING 18** Lambert, I. (2004) Community leadership for the new millennium: Between maverick and monk. In J. Ireland, R. Edlin, & K. Dickens (Eds.), *Pointing the way: Directions for Christian education in a new millennium* (pp. 99–114). Blacktown, NSW: National Institute for Christian Education.
- READING 19** Rush, M. (1983). Time management. In *Management: A biblical approach* (pp. 151–169). Wheaton, IL: Victor Books.
- READING 20** Brain, P. (2004). The importance of self care. In *Going the distance* (pp. 9–24). Kingsford: St Matthias Press.
- READING 21** Holt, J. (1982). To summarize. In *How children fail* (pp. 271–298). New York: Dell.
- READING 22** Noddings, N. (2005). What does it mean to educate the whole child? *Educational Leadership*, 63(1), 8–13.
- READING 23** Fowler, S. (with Dickie, B., & Blomberg, D.). (1996). *Making a difference: Equipping teachers for curriculum change* (pp. 66–71). Canberra: Christian Schools National Consultative Group.
- READING 24** Waters, T., & Grubb, S. (2005). Leading schools: Distinguishing the essential from the important. *The Australian Educational Leader* 27(3), 10–14, 46–48.
- Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership in schools: Panacea, placebo or problem? *Journal of Educational Administration* 39(1). Retrieved February 23, 2006, from ProQuest Education Journals database.

## Recommended Reading

The following resources are recommended as additional reading for research within this unit.

- Aronowitz, S., & Giroux, H. A. (1991). *Postmodern education: Politics, culture and social criticism*. Minneapolis, MN: University of Minnesota Press.
- Barth, R. S. (1988). Principals, teachers and school leadership. *Phi Delta Kappan*, 69(9), 639–642.
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- Bates, R. (1992, July). *The emerging culture of educational administration and what we can do about it*. Paper presented at the National Conference of the Australian Council for Educational Administration, Darwin. (Paper available from ACEA National Secretariat, Private Bag 12, Hawthorn, Victoria, 3122.)
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- Chapman, J. (1993). Leadership, management and “the effectiveness of schooling”: A response to Mr Gradgrind. *Journal of Educational Administration* 31(4), 4–18.
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- Everard, K. B., & Morris, G. (1985). *Effective school management*. London: Harper & Row.
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- Glatter, R., Preedy, M., Colin Riches, C., & Masterton, M. (1986). *Understanding school management*. Milton Keynes: Open University Press.
- Gorton, R. A. (1987). *School administration and supervision: Important concepts, case studies, and simulations* (3<sup>rd</sup> ed.). Dubuque, IA: Wm. C. Brown.
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