

Full Length Research Paper

Exploring the leadership practice of school leaders: A pilot study

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This paper shares preliminary findings from a multi-method study, investigating the leadership practices of educational managers. Early findings show that school leaders do not critically engage with the issues of the larger discourse of education as much as they believe they do. Building from this, two things are argued: first, school leaders would benefit from having an explicit tool that enables them to monitor their leadership practice; and secondly, there is considerable work to be done to unpack what taking on an administrative role does to educators.

Key words: Leadership, practice, Australia.

INTRODUCTION

The intellectual terrain from which this paper emerges is a research project entitled the Leadership Practices of Educational Managers (LPEM). This project examines the interface between leaders' view of the field of schooling and their leadership practice. The conceptualisation of leadership employed in this study argues that leadership practice exists in a social space given life through constant power struggles. It is this contestation that defines leadership, and arguably leaders, moment-by-moment. It cannot be captured in a static framework or separated from the context in which it occurs.

This paper comes from the base-line data of one site (there are a total of four schools) within a five-year longitudinal study. As such, this paper represents a very initial analysis. The explicit purpose of presenting such early work on the project is because it models the behaviour that I feel should characterise educational research, that is, a joint venture seeking to better understand the phenomena that constitute education and not merely the evaluation of practice. For this paper, data is drawn from a questionnaire and the coded observations of 20 meetings (both executive and staff) using the LPEM instruments developed for the project.

METHODOLOGY

Locating the project

Any argument put forth regarding the administration of schooling is

ultimately based on a normative assumption regarding the purpose of schooling. These assumptions are sometimes well articulated, sometimes muted or embedded within observations about reality and sometimes forgotten, but the need to acknowledge them is paramount if any move to research, estimate, or measure them is to be pursued meaningfully (Ladwig, 2010). The purpose of schooling is a contested terrain. As accountability measures expand as part of the managerialist project of the contemporary state, Ladwig (2010), among others, raises the question as to how much we want schools to do and in doing so, how much of schooling are we willing to put under the measuring eye of the managerialist agenda of public administration.

This project is based on Bates (2006) appropriation of Oakeshott (1967) which argues that to make appropriate decisions with regards curriculum, pedagogy and assessment – those three key message systems of schooling – educational administrators need to be participants in the conversation of the world. Of course any such notion is difficult to measure and therefore decisions need to be made in relation to potential scope of research, project design and any potential transfer of knowledge into the field.

While recognising the expanding managerialist project of the state and its performative regime, this project is about developing a tool for practitioners that enables the monitoring, not evaluation, of practice. This locates the project in a different space to concurrent work by others and the expanding professional standards movement. The key distinction is the difference between monitoring in relation to professionalism and monitoring in the form of evaluation. The intention of this work is not to engage in a performative regime of coding and ranking administrators and assigning labels such as 'quality' or 'effective'. Rather, a key component of this project is testing the applicability of a model for reflecting on leadership practice. The central thesis of this project is not simply to interpret the actions of school administrators, but to change them. Change them in the first instance, influencing the ways in which we, educational scholars and practitioners, think

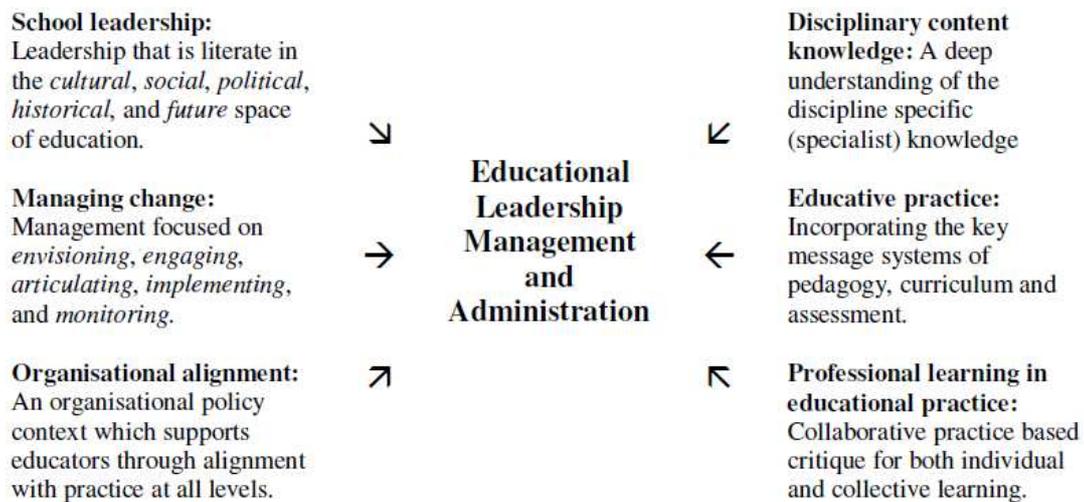


Figure 1. The educational leadership, management and administration (ELMA) framework.

about leadership practice.

The challenges of educational administration knowledge are not only about the work of academics but about the socio-cultural norms of progress and change that are part of the political nature of contemporary life. Such power struggles are evident in government policy initiatives (professional standards, league tables, performance pay, and school based management) and emerging/established social movements (school-based reporting, participative decision making). Many of the issues of education administration are political, although they are infrequently discussed in such manner. However, the administration of schooling is a political activity and administrators at all levels and sectors need to perceive themselves as political players in a large ideological struggle for power and domination within the larger social order. This project aims to get beneath the surface of socially projected images of the school administrator, institutions, programs and policies, and goes to the indirectly observable features of leadership practice. If as scholars and practitioners alike, we are to engage in work that seeks to explicitly make visible the indirectly observable features of school leadership practice than we are far more likely to possess deeply meaningful and provocative understandings of practice and in doing so, using our privileged positions in society to help make the world a better place.

Conceptual framework

As a result of ongoing research on school leadership, the Educational Leadership, Management and Administration (ELMA) research group at the University of Newcastle, Australia, under the leadership of the author have developed the ELMA Framework (Figure 1).

The ELMA Framework is based on six dimensions. School leadership is the basis of this paper, with further articulation following. The management of change is based on previous work by the project leader on strategic leadership and management in schools. It centres on the five processes of: envisioning a desired future state; engaging with appropriate people and groups; articulating the vision orally, in writing, and structurally; implementing the change by turning the vision into action; and monitoring the change process to maintain the course. Organisational alignment is concerned with establishing a coherent

policy context in the school, where policy supports the work of educators. These three dimensions bring together many of the discourses of leadership, management and administration.

Changes in practice in schools require a deep level of disciplinary content knowledge. One of the frequently cited reasons for the failure of change initiatives is lack of understanding about what it really means to work in schools and/or teach a specific discipline. It is this content knowledge that enables changes in educative practice, that is, teaching, the development of curriculum materials, and the assessment of student learning. The most common means of advancing both content knowledge and educative practice is through professional learning. In the context of the ELMA Framework, this is less about externally offered and/or delivered programs, and more focused on collaborative practice based on critique for both individual teacher and whole school learning explicitly centred on student learning.

The model of school leadership from which this project is based examines the interface between leaders' view of the field and their leadership practice (Figure 2). The model illustrates how multiple forces (cultural, social, political, and temporal) shape leadership practice in schools by integrating the macro-level analysis of education as a field and the micro-level practices of school leaders. Most importantly, the model of school leadership allows for the investigation of leadership practice without the need to prescribe any one way to go about the role. Central to this model of school leadership is the bringing together of many discourses (e.g. education policy, philosophy, sociology, leadership and management theory) and recognising that the context of practice is constructed rather than fixed. To navigate this terrain, school leaders need an understanding of:

1. The collective unconscious, or *cultural* / educational assumptions of their work: This involves acknowledging the many cultural forces which act upon practice. It requires a critical reflection to distinguish the persuasive educational assumptions which inform educational leadership. While not a complete rejection of alternate ways of being (e.g. business or economic), the demonstration of a high level of understanding of the cultural space is consistent with ensuring that educative principles remain central in decision-making.
2. The value placed on their work by a diverse range of *social* groups: This requires explicit action from leaders to make accessible the value placed on certain symbols, practices and

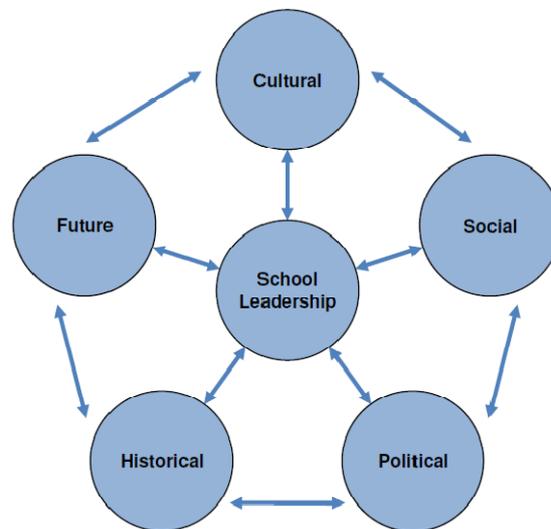


Figure 2. A conceptual model of school leadership.

artefacts by diverse groups. Through the recognition of alternate values and the equal valuing of alternate points of view, leadership can move beyond the reproductive practices of existing power relations and provide a great commitment to the principles of social justice. This operates at two levels: i) recognising alternate points of view; and ii) treating all positions as equal.

3. The embedded power / *political* relations of their work: The political space involves leaders acknowledging the discursive mechanisms in which they operate. That is, school leadership is a political activity. All reform initiatives whether they are top-down systemic mandates or ground-up innovations utilise power as a means to achieve their ends. As with the cultural and the social, a high level of understanding of the political space exists when leadership explicitly seeks to make visible the power relations at work in any practice.

4. The temporality, both *historical* and *future*, of their school and education: The historical space is about leaders recognising that any given moment represents a point in time, the product of historical and contemporary struggles and developments. This requires an interpretation of the 'state of play', working at the macro- (greater society), meso- (system/organisational), and micro-level (inter-personal). A high level of this involves recognising and valuing of the contributions of organisational and field members, past and present, in relation to current practice.

The future space is about challenging incumbent modes of operation with the unrelenting goal of creating a field leading organisation. It moves debates from the day-to-day operations to the school towards a desired future state. While schools often operate within bureaucratic structures and rigid regulatory frameworks, leaders are able to move beyond the blind conformity to rules and enact leadership strategies which actively promote and support innovation.

The five leadership spaces of the conceptual model of leadership guiding this project represents a synthesis of available research on school leadership practice leading to higher levels of student performance and socially just education. The strength of the model is that it focuses not on specific behaviours or traits, but on the general characteristics of leadership, thus making it applicable across schools and school teams of any size and sector. In doing so, the model offers a coherent vision of school leadership. The

model is not intended as the final word on school leadership. While it builds on the most reliable current research and best practice, it will be tested out and changed as necessary during the project as school leaders and the research team engage with it.

Research design

This study employs a multi-method data generation strategy. Rather than make assumptions about what is relevant for leaders, this project examines what leaders say about their role and how they enact that role. Using a theoretical sampling strategy – selecting schools based on five dimensions (gender and executive composition; number of enrolments; percentage of students from disadvantaged groups (e.g. Aboriginal or Torres Strait Islander, Language Background Other Than English); socio-economic ranking; performance in standardised tests) – this study is investigating leadership practice in primary schools, a context which typically involves a range of cultural, social, political and temporal influences on leadership. Whereas secondary schools and tertiary institutions frequently reflect large bureaucratic organisations and pre-schooling contexts operate in a unique place between corporate enterprises and welfare services, the primary school remains arguably the most significant social institution for all society having long replaced the church as the major agency for socialisation and legitimation in modern societies. As a measure of socio-economic context, the Socio-Economic Index for Areas (SEIFA), part of the census of population and housing conducted by the Australian Bureau of Statistics, is employed. In this measure, all postcodes across Australia are ranked and given a rating from 1 to 10 (ten being the most affluent). Academic productivity is defined as the schools performance, in relation to state and national averages, in standardised testing regimes, most notably the National Assessment Program – Literacy and Numeracy (NAPLAN). Data is generated through the following methods:

Interviews with school leaders

This is a semi-structured interview schedule, which seeks

explication from school leaders as to what their role is, how they go about enacting that role, and what they see as the key cultural, social, political and temporal influences on their practice. This data collection method explicitly comes first as it provides a voice for the participants. Rather than assuming what cultural, social, political and temporal influences are relevant to leaders, this project examines what leaders say about these influences, how they may or may not influence practice, and what they learn about these complexities through their leadership work.

Observations of practice

Using the conceptual framework of the study and data generated during the interviews, leadership practice is observed and coded (Appendix). In recognition that meetings are the primary decision making and communication forum in schools, formal meetings (e.g. executive and staff) are the primary focus of this inquiry. While drawing from a variety of sources (the coding of practice, essentially a quantitative measurement, is supplemented with field notes), the leadership practice observed in the meetings as a whole, not by any one individual, is the principle unit of analysis. Each school is engaged with for one term (there are four terms in the Australian school calendar), for each of the five years of the study. The researcher is present at meetings each week (e.g. up to three meetings per week, a minimum of twenty meetings per school per year).

A questionnaire for leaders and staff

This questionnaire seeks quantitative data on the perception of a variety of groups on the leadership practices of school leaders. Using the conceptual framework of the study, this questionnaire asks for the perception of leaders and staff in relation to the importance and the current level of enactment of the five dimensions of the model.

Collecting routine distribution of notices

This includes copies of meeting agendas, handouts and notices distributed by school leaders, systemic authorities and other members of staff and the school community. In addition, this includes the collection of school reports (Australian schools are mandated to produce an annual report as part of funding arrangements), and the school newsletter. This data will be used to supplement the observation, interview and questionnaire data, to construct a richer picture of the context and practice of school leadership in each site.

The four sources of data lend themselves readily to analysis. This multi-method approach enables the research to triangulate the data while providing for checks of validity and reliability in the generated data. This data generation strategy is deliberately focused on school leadership writ large, and not any one leader. For the purpose of this paper, primary attention is given to questionnaire and observation data from a single site.

St Margaret's primary school

In the school's annual report, Amy, the principal describes the school as: St Margaret's has a long standing tradition within the Nixon area for providing quality teaching and learning centred upon the message preached by Christ Jesus. It is a single stream [one class per grade] school which values the idea of community. We give life and meaning to our school motto 'Love One Another'. We endeavour to be a caring community where human dignity is

cherished and happiness sought. St Margaret's is an integral part of the parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Education authorities.

The school is one of three within a greater parish community. This poses an interesting context in itself. St Edward's is the largest school in the parish and is situated in a high socio-economic location with academic achievement above state average. In contrast, both St Margaret's and St Xavier's are smaller schools with academic productivity at state average. This provides St Edward's with the social capital to maintain a dominant position within the group. Adding an extra dimension to this grouping is that Amy is the only female principal and as is well documented, the Catholic Church, through the centrality of the clergy, remains a largely patriarchal organisation.

FINDINGS

As noted previously, this paper is focused on two of the data collection methods from a single site (St Margaret's Primary) in the first year of this longitudinal study. The questionnaire was distributed to all teaching staff (including non-teaching executives), this included part-time as well as ongoing, at the school, and district office staff who work directly with the school. Consistent with recent calls for statistical reform in educational administration (Byrd, 2007; Byrd and Eddy, 2009), and the need to report more than just significance (p) values, effect sizes are included in all tables. In recognition that Cohen's (1988) d is arguably the most recognised and frequently used effect size measure, it has been included. In addition, Hays (1981) omega squared (ω^2), which corrects for inherent increase in error (e.g. from small sample size, large number of predictors, or small effect sizes), is also reported.

Table 1 displays the data from the questionnaire for the five leadership spaces. Data is reported for the two measures employed on the questionnaire, the perceived importance of the leadership space and the perceived current level of enactment at the school. Not reported in the table but of interest is the skew and kurtosis of the data. While social, political and historical all fall within 1.500 which Kline (1998) argues indicates univariate normality of data. In the case of cultural and future, the skew and kurtosis both exceed 1.500 (2.195 and 1.551 for cultural and 1.620 and 1.604 for future). In such cases, Kaplan (1987) suggests using the median as the mean can be affected by extreme cases. In the case of future, the median for both importance and enactment is 5.00. In the case of cultural space, it is 6.00 and 5.00 for importance and enactment. Given the small sample size ($n = 44$) and that is only from a single site and time period within the overall study, the following analysis uses the mean.

In each leadership space, and not surprisingly, the perceived importance is higher than the perceived enactment. Showing the difficulty of working with degrees of difference, the p , d , and ω^2 values tell slightly different

Table 1. Data from LPEMQ.

Leadership space	<i>N</i>	\bar{x}	σ	<i>F</i>	<i>df</i>	<i>p</i>	<i>f</i>	<i>d</i>	ω^2
Cultural									
Importance	44	5.86	0.347	25.837	84	0.000	0.554	1.082	0.224
Enactment	42	5.19	0.804						
Social									
Importance	44	5.39	0.655	0.010	85	0.921	0.000	0.030	0.012
Enactment	43	5.37	0.691						
Political									
Importance	44	5.00	0.610	2.059	84	0.101	0.182	0.356	0.020
Enactment	42	4.69	1.070						
Historical									
Importance	41	5.10	0.664	0.952	81	0.332	0.110	0.216	-0.001
Enactment	42	4.93	0.894						
Future									
Importance	44	5.23	0.859	0.301	84	0.584	0.063	0.120	-0.008
Enactment	42	5.12	0.968						
Overall									
Importance	44	5.31	0.392	4.285	85	0.041	0.225	0.445	0.036
Enactment	43	5.06	0.691						

stories. Based on a straight reading of *p* values, the difference in both cultural space and overall means are statistically significant (<0.001 and 0.041, respectively). In contrast, and recognising that Cohen (1988) hesitantly defined effect sizes as 'small, *d* = 0.2', 'medium, *d* = 0.5', and 'large, *d* = 0.8' (a *d* value of 1.0 indicates a single deviation between the two groups being compared), but stating that there is certain risk in applying such measures uniformly, all except social has a large effect size. Cohen (1998) suggests that when interpreting the ω^2 that 0.01 is a small effect, 0.06 a medium effect and >0.14 as large. Using this as a guide, only the cultural space has a large enough effect size. Although, given that the questionnaire is used a six point Likert scale, both the perceived importance and enactment have means (and medians) above five, reflecting a strong level of agreement. This trend will be monitored overtime. Additionally, there are no significant differences between the ratings of the executive team and general teaching staff, and not surprisingly, each leadership space is positively correlated with one another at a *p* = <0.01 level.

The primary data collection method of this study is through observation. Operationalising the conceptual framework of this project into a four-point Likert scale (further details regarding this instrument can be obtained from the author); the researcher attends and codes both

staff and executive meetings. Table 2 displays the data from the 20 observed meetings in the focus school of this paper.

Central to the strength of this data is reliability of the measure. To achieve this, all meetings are recorded using a digital voice recorder, and a research assistant, a student of the author and familiar working with the project's conceptual framework, co-codes the meetings. Using the two sets of codes, a measure of inter-rater reliability is calculated. Several measures of inter-observer agreement, such as kappa, have been proposed for this situation. Cohen's weighted kappa (κ) statistic has been used in this paper for the purpose of demonstrating inter-rater reliability. The weighted kappa is used as there are more than two possible outcomes (*n* = 4) and two raters. Landis and Koch (1977) suggest that the kappa (κ) statistic be interpreted as: 0.00 to 0.20, poor alignment; 0.21 to 0.40, fair alignment; 0.41 to 0.60, moderate alignment; 0.61 to 0.80, strong alignment; and 0.81 to 1.00, almost perfect alignment. Across the five leadership spaces, the degree of inter-rater reliability ranges from moderate to strong. In addition, there is an exact match rate of 81% (75 to 85% for individual leadership spaces) and 100% within one agreement.

The possible range across all leadership spaces in the LPEM project is 5 to 20. Using the sum of the five spaces for each meeting, the executive meetings had a \bar{X} of

Table 2. Coding data from observations and inter-rater reliability.

Leadership space	Executive meetings (<i>n</i> = 8)		Staff meetings (<i>n</i> = 12)		Overall (<i>n</i> = 20)		Inter-rater reliability (<i>n</i> = 2)	
	\bar{x}	σ	\bar{x}	σ	\bar{x}	σ	κ	S.E.
Cultural	1.50	0.632	2.46	0.658	2.08	0.797	0.692	0.160
Social	1.38	0.500	1.75	0.442	1.60	0.496	0.583	0.224
Political	1.38	0.500	1.46	0.509	1.43	0.501	0.700	0.213
Historical	1.38	0.500	1.88	0.448	1.68	0.526	0.703	0.202
Future	1.38	0.500	1.83	0.565	1.65	0.580	0.655	0.188
Overall	1.40	0.318	1.87	0.375	1.69	0.373	0.701	0.081

Table 3. Comparison between executive and staff meetings.

Leadership space	<i>N</i>	\bar{x}	σ	<i>F</i>	<i>df</i>	<i>p</i>	<i>f</i>	<i>d</i>	ω^2
Cultural									
Executive	8	1.50	0.632	20.994	19	0.000	0.744	1.488	0.333
Staff	12	2.46	0.658						
Social									
Executive	8	1.38	0.500	6.218	19	0.017	0.405	0.784	0.115
Staff	12	1.75	0.442						
Political									
Executive	8	1.38	0.500	0.261	19	0.612	0.084	0.159	-0.019
Staff	12	1.46	0.509						
Historical									
Executive	8	1.38	0.500	10.890	19	0.002	0.536	1.032	0.198
Staff	12	1.87	0.448						
Future									
Executive	8	1.38	0.500	6.914	19	0.012	0.427	0.844	0.129
Staff	12	1.83	0.565						
Overall sum									
Executive	8	7.00	1.592	25.209	19	0.000	0.815	1.599	0.377
Staff	12	9.38	1.377						

7.000 ($\sigma = 1.592$, range 5 to 10) and staff meetings had a \bar{x} of 9.375 ($\sigma = 1.377$, range 6 to 12). Table 3 displays a comparison of means between executive and staff meetings. Giving primacy to the ω^2 , the overall sum, cultural and historical have large effect sizes. Common-sense may suggest that it would be possible to argue that the historical space is given less attention due to a greater focus on the future space, however, the future space is statistically not that much different to the historical space with the difference between executive and staff meeting being 0.49 and 0.45, respectively. This is a trend however that will be given further attention as

the project progresses, especially considering the policy push to develop a 'future-focused' school system and arguments regarding the ahistorical nature of educational administration. The cultural space is a more substantive issue, at least at this stage of the project. While noting the limitations of a 20 meeting sample, there is something about the practice of executive meetings that minimises the influence of educative principles in discussions and decision making. This emerging trend will be followed as the project continues to evolve as it mirrors claim that school administration posts are more about the management of the business of education than they are

the management of education.

DISCUSSION

As this project is in its infancy, it is only possible to speculate as to continuation of these trends. This speculation however is not entirely blind. It is based on what the data is showing at present, my own interpretation of that data, and of course the embeddedness of this project in the discourse of the field. Is this the only possible interpretation? Most certainly not, and arguably this goes to the whole point of sharing such preliminary work, to engage others in a conversation that will advance the project and knowledge in the field. What is clear is that there is something that happens to educators as they move from the classroom to administrative positions. The data from St Margaret's during year one of the LPEM project explicitly highlights that executive meetings engage far less with cultural or 'educational' matters when discussing topics and making decisions. In many ways, this is not overly surprising, especially given the performative nature of contemporary public policy on education and what has essentially become an era of educational management by numbers. However, what is surprising about this, and this will become more evident as the research continues to engage with the interview data (which I will be publishing in another paper), is that the executive team are not as consciously aware of the loss of education as the research shows. When it was brought to their attention two specific things occurred. Firstly, they were amazed but not necessarily sceptical of the findings, and secondly, they could begin to articulate why that was the case.

The apparent separation of administration and teaching roles in their engagement with the cultural space is not too surprising given the traditional divide between the two in research and the structural arrangements of both individual schools and school systems. This assertion is consistent with a recent argument put forward by Waite (2010), who following Waller (1932) and the notion of the school as a greedy organisation, proposes the question: *What is the nature of educational administration and what effects, if any, does the job have on incumbents?* This was not the starting point in the LPEM project, but these early findings have led here. The most significant empirical findings in relation to this at present are the differences in the cultural space between executive and staff meetings. Working with Waite, the question that warrants attention now is: *What does administration do to educators?*

As a longitudinal study, this project sets out to disrupt practice. Not by doing research to others, but by engaging *with* others in doing the research. This explicitly breaks down the theory and practice binary and engages in a co-construction of knowledge and meaning making. In this sense, the work is both interruptive, butting into the

lives of school-based practitioners, and disruptive, in the reciprocal manner in which it speaks and listens to its unit of analysis. For this point alone, this research project provides the practitioner and the scholar with knowledge which can shape future practice.

The next stage of the project is to directly involve the practitioners as co-coders of meetings. This is done for two reasons: firstly, to add to the robustness and rigour of the data; and secondly, to serve as an explicit point of reference for a dialogue between the researcher and participants. Following the work of Ladson-Billings (1995) and Theoharis (2007), school leadership that seeks to reveal and engage with social injustice within established power structures is 'more than just good leadership'. The public intellectualism that this requires of school administrators is hard work and it is political work. As Anderson (2009) argues, what education in general, and schools specifically need are problem posers and not merely problem solvers. If practitioners lack a broader critique of their schools and their role within those schools it is at least in part because they have not been provided with the knowledge, skills and tools necessary to undertake that critique. This project is about engaging with this space.

Conclusion

This paper has presented the baseline data from a single site with the LPEM project. While the project is in its early stages, the emerging data is significant for the practice of school leadership. Firstly, noting that we are talking about a single site, evidence suggests that practitioners would benefit from have an instrument that could be used in the monitoring of their practice. Secondly, there is also benefit in the partnership that develops between researcher and practitioners in the research journey. As the education policy agenda seems intent on improving the provision of schooling, and who can argue with the ideal, there is a need to recognise that you cannot improve school leadership without having some model of school leadership as your guide. Improvement implies a change toward some end, and when it comes to school leadership, we need to make that end explicit. The LPEM project is built around a model of school leadership that is less about changes in student test results or other directly measurable elements of schooling and more about educators, and by virtue, students and communities, critically engaging with the wider conversation of society and the role that schooling plays in that. As the ever expanding managerialist project of the public sector threatens to engulf education and in doing so make it little more than a cog in the economic productivity of nations, research that seeks to bring to the fore the power struggles and wide discourse of education for school leaders is arguably at its most needed. This project is but one small part in this agenda.

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APPENDIX

LPEM coding sheet

Space	1	2	3	4
Cultural	No evidence of educational concepts guiding practice, or the use of any that are evident show significantly limited understanding.	Minimal evidence of educational concepts guiding practice, and/or their use is limited or shows flaws in understanding.	Moderate evidence of leadership using educational concepts to guide practice. The use of concepts reflects a moderate understanding of contemporary issues.	Substantial evidence of leadership using educational concepts to guide/inform practice. The use of concepts reflects exemplary understanding of contemporary issues.
Social	Leadership practice exhibits no explicit recognition or valuing of points of view other than the dominant social group.	Leadership practice recognises and/or values the opinions of a diverse range of social groups but within the framework of the dominant social group.	Leadership practice exhibits moderate recognition and/or valuing of opinions from a diverse range of social groups. However, not all groups are accepted equally.	Leadership practice exhibits substantial recognition and/or valuing of opinions from a diverse range of social groups. All opinions are accepted as equal to the dominant group.
Political	Leadership practice treats no perspectives as political. All perspectives, methods and procedures are presented in an uncritical manner.	Leadership practice treats a minimal range of perspectives, methods and procedures as political with underlying power relations.	Leadership practice treats a moderate range of perspectives, methods and procedures as political with underlying power relations.	Leadership practice treats most perspectives, methods and procedures as political with underlying power relations.
Historical	Leadership exhibits no recognition and/or valuing of historical developments (organisational and field) in relation to current practice.	Leadership exhibits a minimal recognition and/or valuing of historical (both organisational and field) developments in relation to current practice.	Leadership exhibits a moderate recognition and/or valuing of historical (both organisational and field) developments in relation to current practice.	Leadership exhibits substantial recognition and/or valuing of historical (both organisational and field) developments in relation to current practice.
Future	Leadership is focused on fixing today's problems / issues by improving the efficiency of current operations.	Leadership is focused on today's problems / issues by improving the effectiveness / quality of current operations.	Leadership is focused on the future of the organisation and challenging incumbent modes of operation.	Leadership is focused on the future of the organisation and promoting innovative and field leading practices.