

# Thinking Both Locally and Globally: The Art of Leadership in Uncertain Times

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## **Drucker, 1993: 209**

No other institution faces challenges  
as radical as those that will transform  
the school

## Drucker, 1993 p 1

Every few hundred years in western history there occurs a sharp transformation. We cross... a divide. Within a few short decades society rearranges itself, its world view; its basic values; its social and political structure; its arts; its key institutions. Fifty years later, there appears a new world...we are currently living through such a transformation.

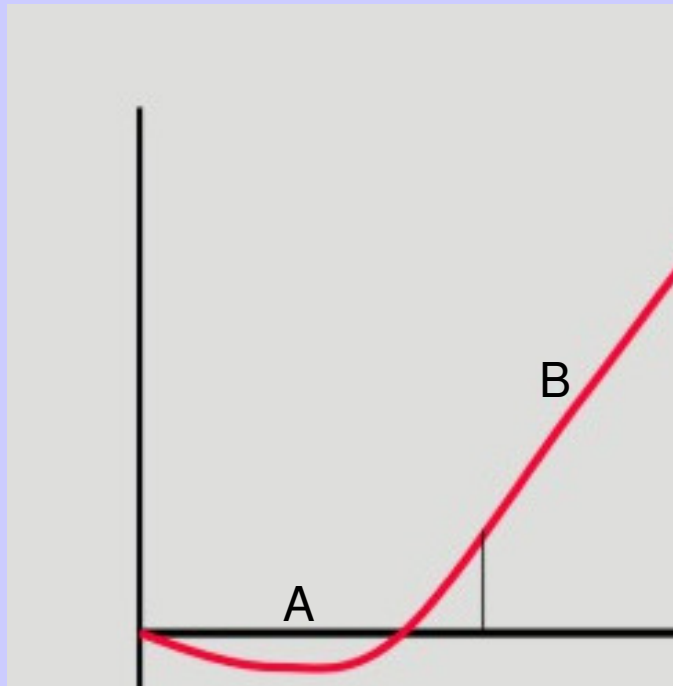
# The S Curve (Phillips, 2008)

In the beginning of growth (**A**) the growth is slow because that which is growing is unsure of itself and its relationship to the environment which supports it.



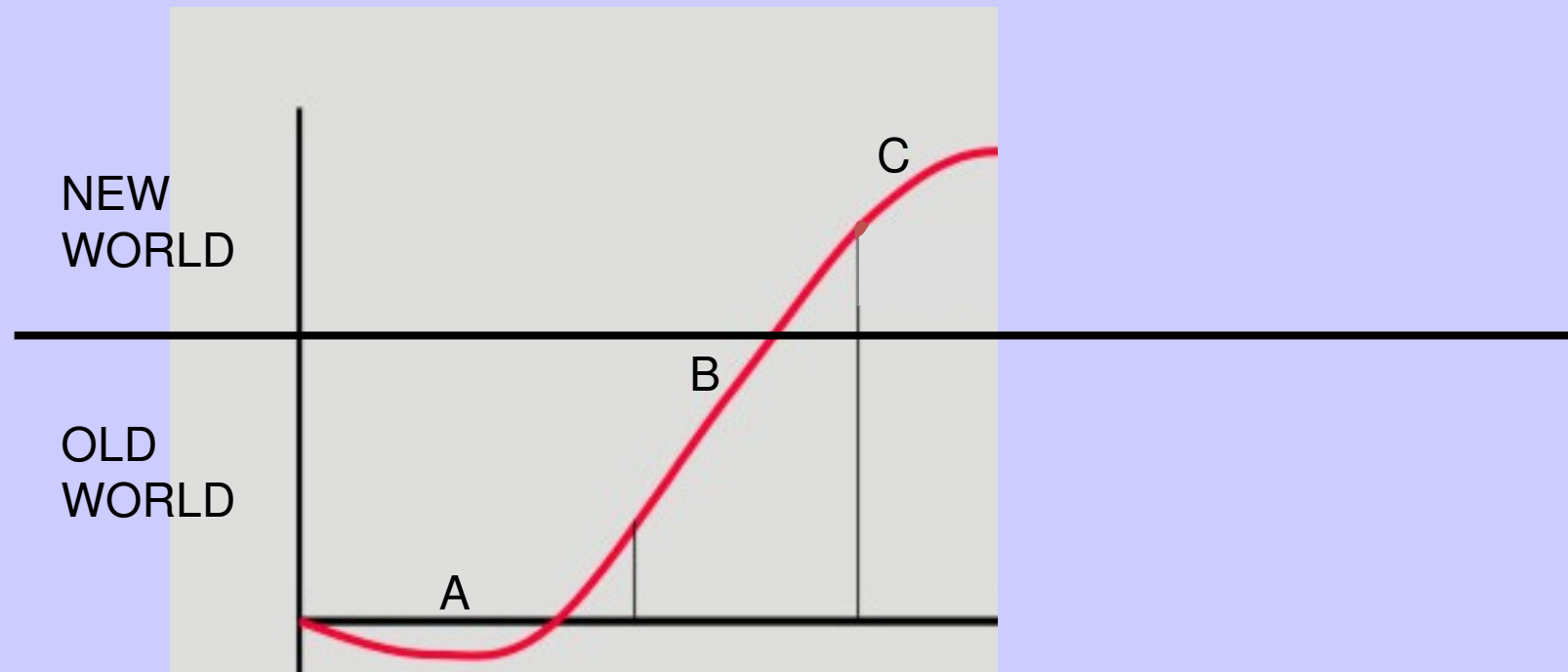
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When this relationship matures, the growth is fast (**B**).



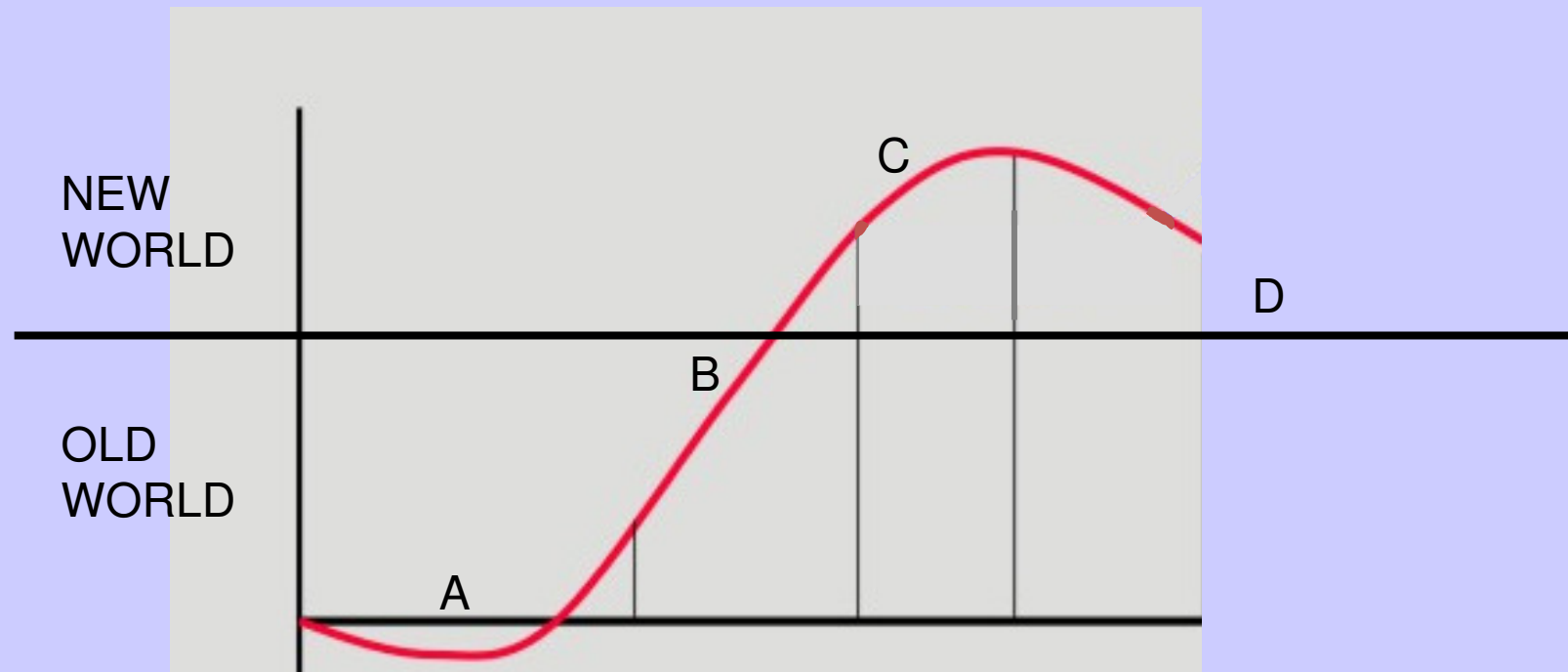
# The S Curve (Phillips, 2008)

The very phenomena of growth now leads the growing entity into a new world which has new operating principles, new problems and new opportunities. The skills and knowledge which led to the growth (**B**) are now inappropriate for continued growth (success) (**C**).



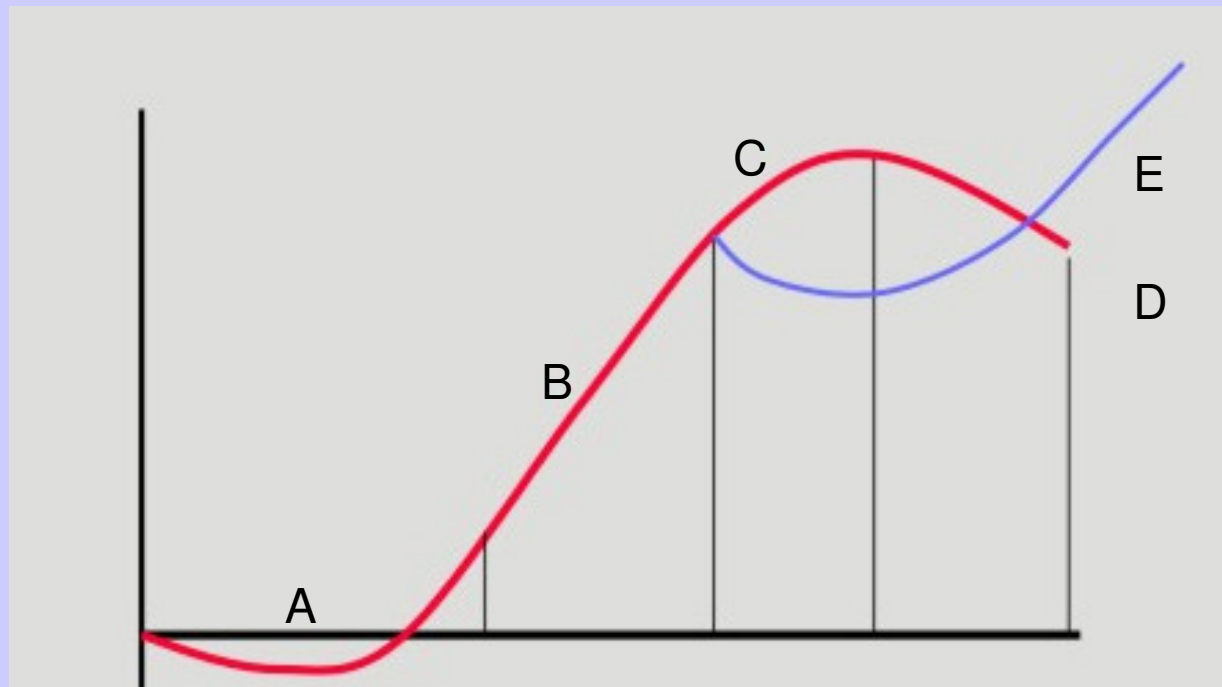
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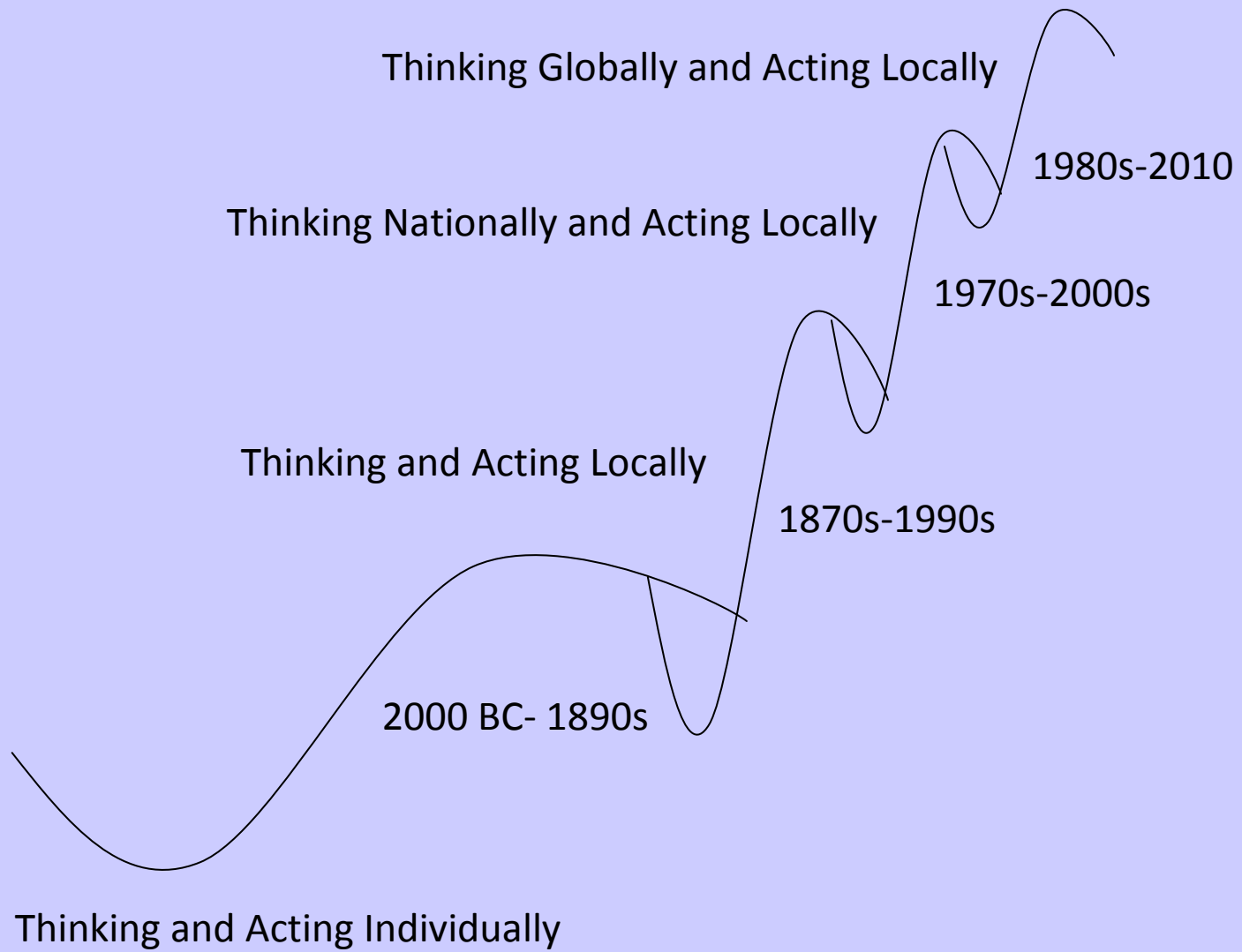
But the growing entity finds it difficult to let go of the old skills, concepts and knowledge which led to its former success (**B**). Failure to do so leads to decline (**D**).



# The S Curve (Phillips, 2008)

This inefficiency is symbolically shown as a descent from the top of the first growth curve at **(C)** to the second growth curve labeled **(E)**. The hesitancy or fear of dropping down in order to go forward often prevents the transition which then leads to **(D)**.

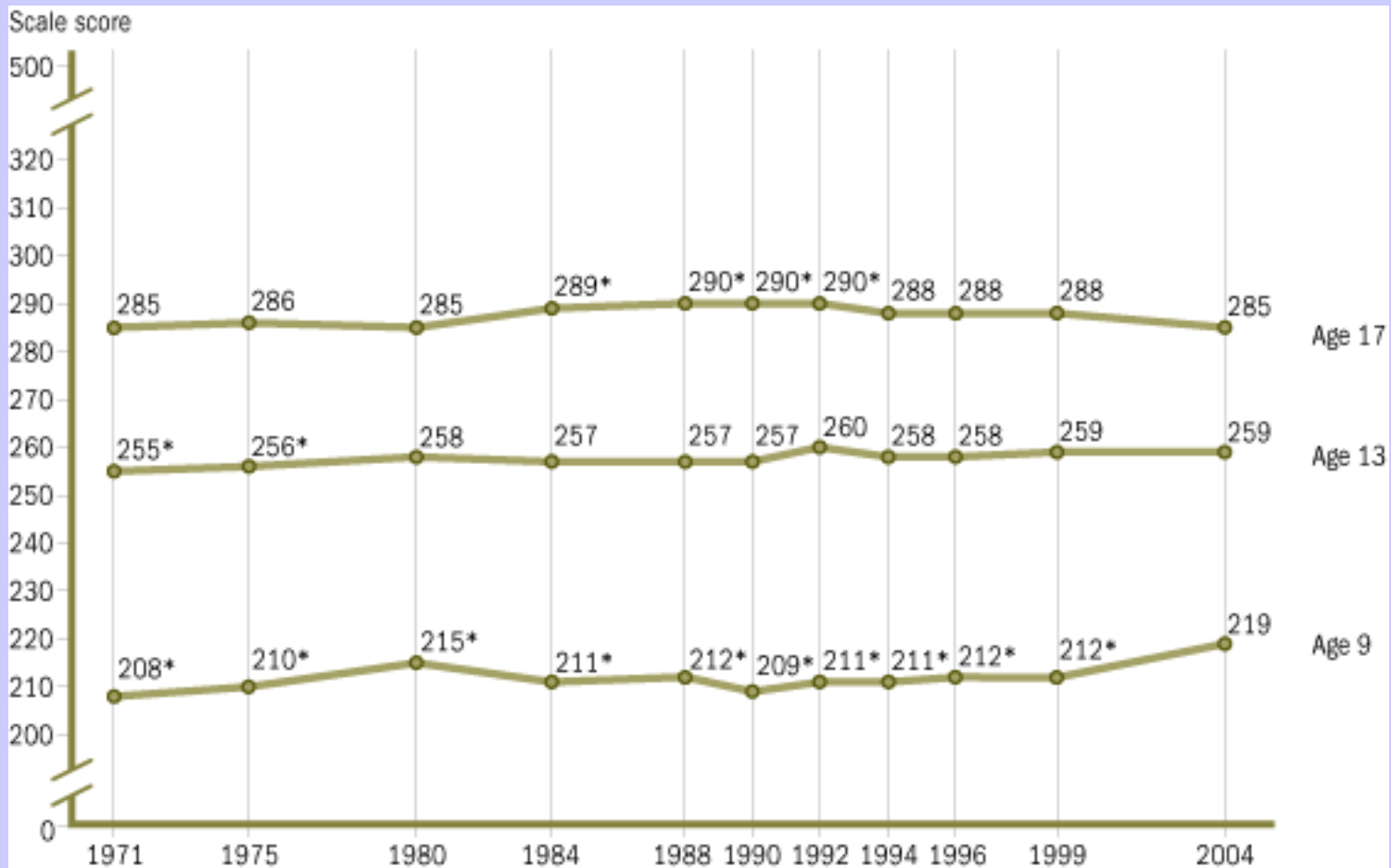


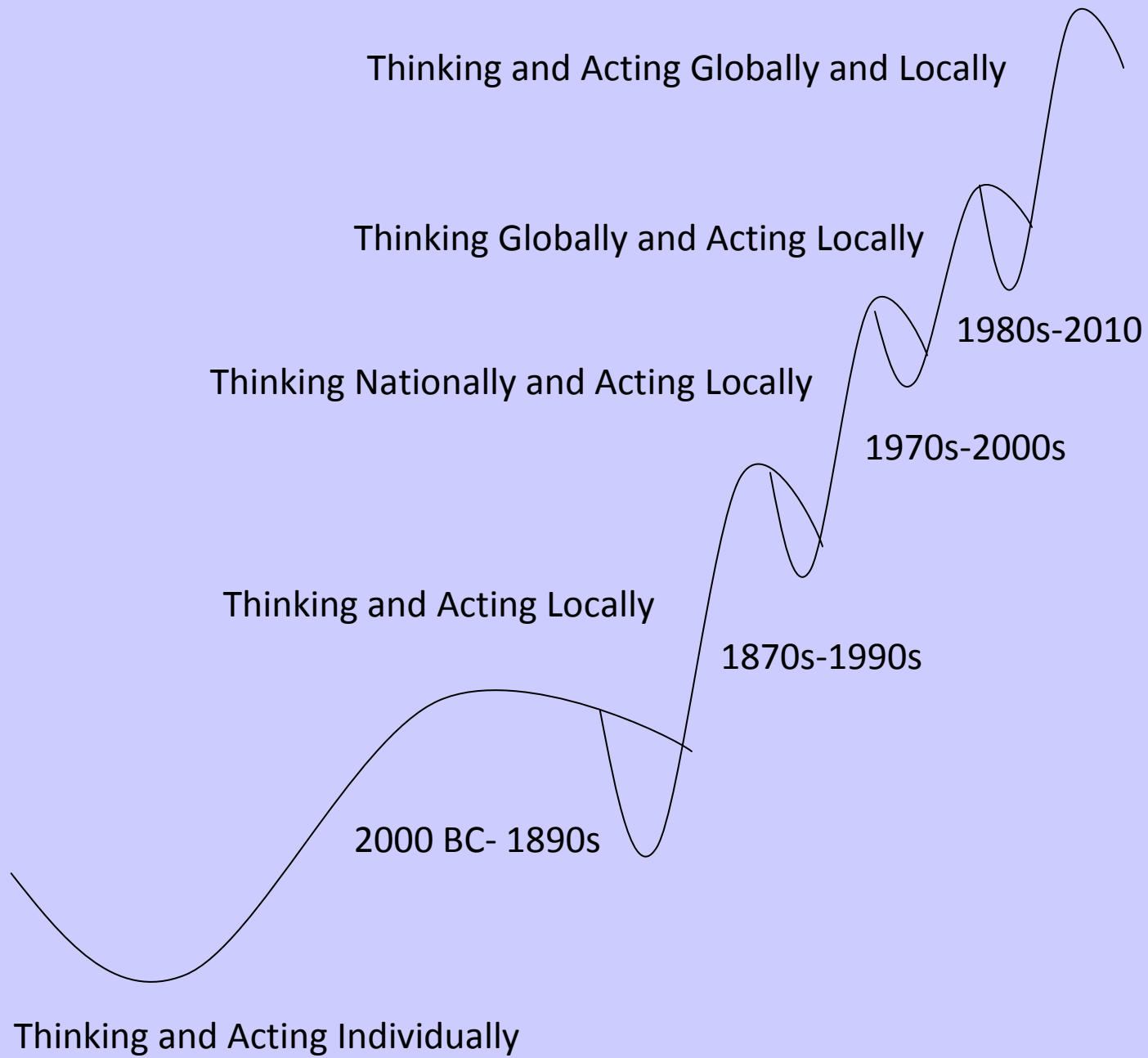


## Adding to Beare's (1998) Metaphors for Education

- Prior to the 1870's: the pre-industrial metaphor
- 1870's-1980's: the industrial metaphor
- 1980's-1990's: the post industrial metaphor
- 2000s: the accountability metaphor (age of competition, choice and the education market)

# Trends in average reading scale scores for students ages 9, 13, and 17: 1971–2004 (USA, NAEP Scores)





## Adding to Beare's (1998) Metaphors for Education

- Prior to the 1870's: the pre-industrial metaphor
- 1870's-1980's: the industrial metaphor
- 1980's-1990's: the post industrial metaphor
- 2000s: the accountability metaphor (age of competition, choice and the education market).
- The future: the justice metaphor (age where governments accept their legal and moral responsibility to educate all of their people).

# The S-curve summary

Period	Focus of delivery	Those effectively educated	Dominant Paradigm of the age
000-1890 AD	Individual	Few People	Thinking and acting individually
1870-1990 AD	Local	Some people	Thinking and acting locally
1970-2000 AD	National	Many People	Thinking nationally and acting locally
1980-2010 AD	International	Most People	Thinking globally and acting locally
2010-onwards	Global	All people individually considered	Thinking and acting both locally and globally

# Education Policy

## Thinking Globally

Recognition that being internationally competitive involves understanding how well students are learning in comparison to others, both locally and internationally.

## Acting Locally

Strong focus on those elements of the curriculum that are easily measured and are likely to be part of an international testing program. This has led to a higher value being given to some knowledge than to other.

## Thinking and Acting Locally and Globally

Recognition that to be a fully functioning human being takes more than a particular score on a standardized test. As well as 'valuing what we measure' steps are taken to ensure that we learn to measure other human skills that are equally valued within society.

# School level

## Thinking Globally

Recognition that the level of success of an individual school is a complex mixture of the characteristics of the students, families and local community on the one hand and the skills, values and development of the teachers and school leaders.

## Acting Locally

Self-managing systems of education provide opportunities for the individual schools and their communities to respond in unique ways to the directives and guidelines laid down by the system. Schools compete for students.

## Thinking and Acting Locally and Globally

Recognition that not all school communities are able to operate at the level required for universal student success. Systems establish mechanisms where highly capable schools and individuals provide support to those less capable as a means of improving the system as a whole.

# Curriculum

## Thinking Globally

Recognition that in the international market, students need to have high levels of education in order to be successfully employed. All students should complete a full school program.

## Acting Locally

Strong focus on those elements of curriculum associated with preparing them for further education, including the basic skills and a set of socially acceptable values.

## Thinking and Acting Locally and Globally

Recognition that not all students will go on to university and that other skills are necessary for those that will not. As well as the academic program, schools will cater for those who wish to go into the world of work or other types of activity.

# Pedagogy

## Thinking Globally

Classroom effectiveness is more important than school effectiveness when it comes to student achievement. Better qualified and more committed teachers lead to higher levels of student achievement.

## Acting Locally

Strong focus on teaching to the test, especially for students who are struggling. Most teacher professional development focuses on basic skills and 'proven techniques' of imparting them.

## Thinking and Acting Locally and Globally

Recognition that a recipe approach to teaching will not lead to success for all students. Teachers are given the skills to build strong relationships with students and making the curriculum relevant through a variety of different teaching techniques.

# Assessment

## Thinking Globally

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## Thinking and Acting Locally and Globally

Recognition that to be a fully functioning human being takes more than a particular score on a standardized test. As well as 'valuing what we measure' steps are take to ensure that we learn to measure other human skills that are equally valued.

# Educational Leadership

## Thinking Globally

International recognition that the role of the school leader is becoming increasingly important in establishing the conditions of high levels of student learning.

## Acting Locally

Strong focus on those elements of management that promote instructional leadership, including the need to understand the law, finance, policy, data analysis and personnel development.

## Thinking and Acting Locally and Globally

Recognition that an outstanding leader relies upon the people that he works with and that managing the school can only be successful if team leadership and relationship skills are also developed.

# Leadership Preparation

## Thinking Globally

Recognition that the job of school leader is now too complex and difficult for a single person to achieve. There are now a number of international research activities comparing school leadership in various countries.

## Acting Locally

Formal educational leadership preparation programs focus on developing school leaders that are capable of operating within the school system that trains them. Training is mostly associated with preparing formal school leaders.

## Thinking and Acting Locally and Globally

School leadership programs offer opportunities for a range of leadership development activity from junior staff to senior leaders in an effort to both spread the responsibility for leading the school but also to establish a succession planning model.

# Knowing What and Knowing How

Educational leadership, like many other facets of human life, can be looked at from two different points of view. We have chosen to call these points of view the ‘what’ and the ‘how’...We would argue that the practice of educational leadership is artistry, when these two factors come together in a way that promotes both simultaneously.

Townsend and Bogotch, 2008:3

# The What

The ‘what’ in this instance is the knowledge required to do the job well. It is ‘knowing’ about curriculum, about management, about human relations and about the various factors, both inside and outside the school, that are required to keep those within the school, students, teachers and others, safe and productive.

Townsend and Bogotch, 2008:3

# The How

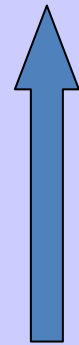
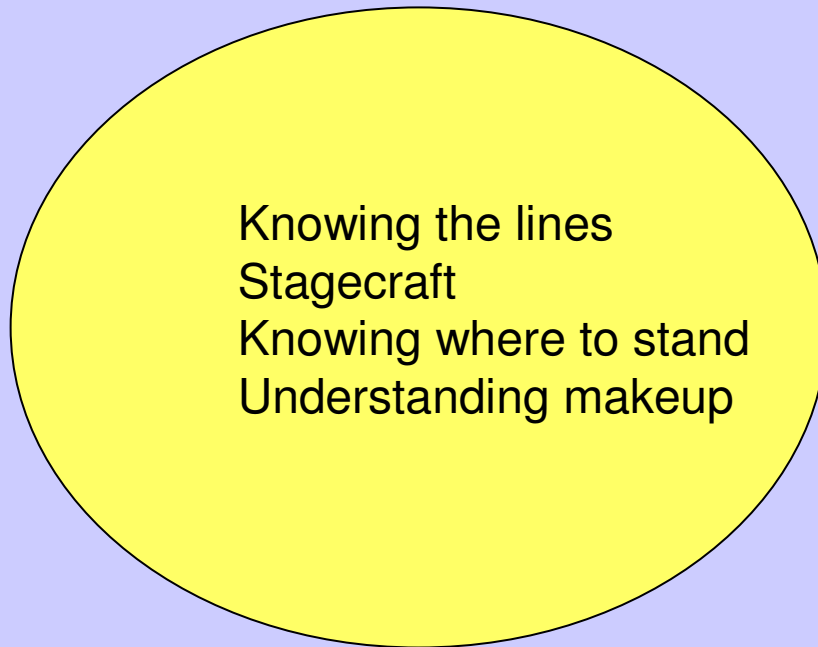
The 'how' in this instance is the set of processes used by the school leader to communicate, implement, evaluate and relate the knowledge base to those with whom the leader interacts, together with the attitudes and values that are shared between both leader and followers.

Townsend and Bogotch, 2008:3

# Acting

Knowing What

Knowing How



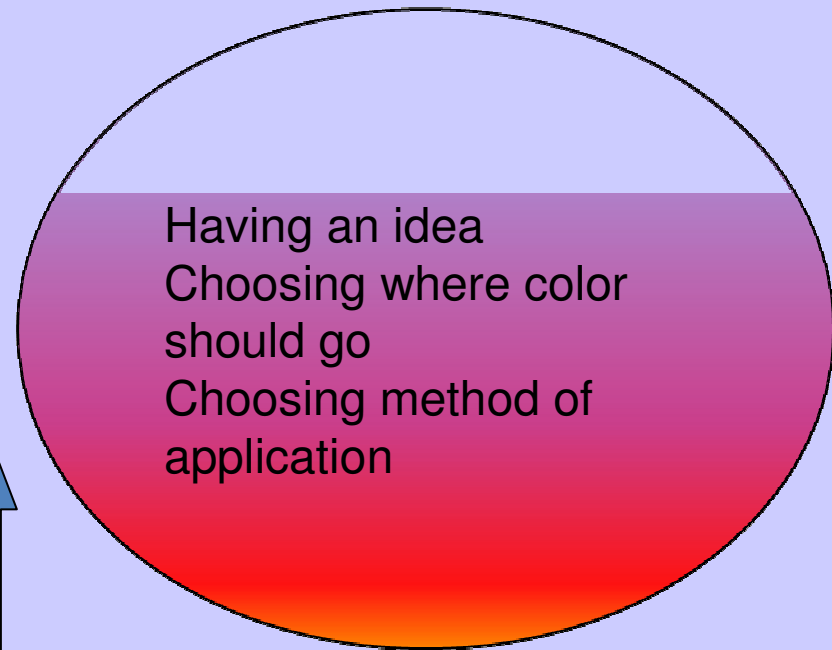
Artistry

# Painting

Knowing What



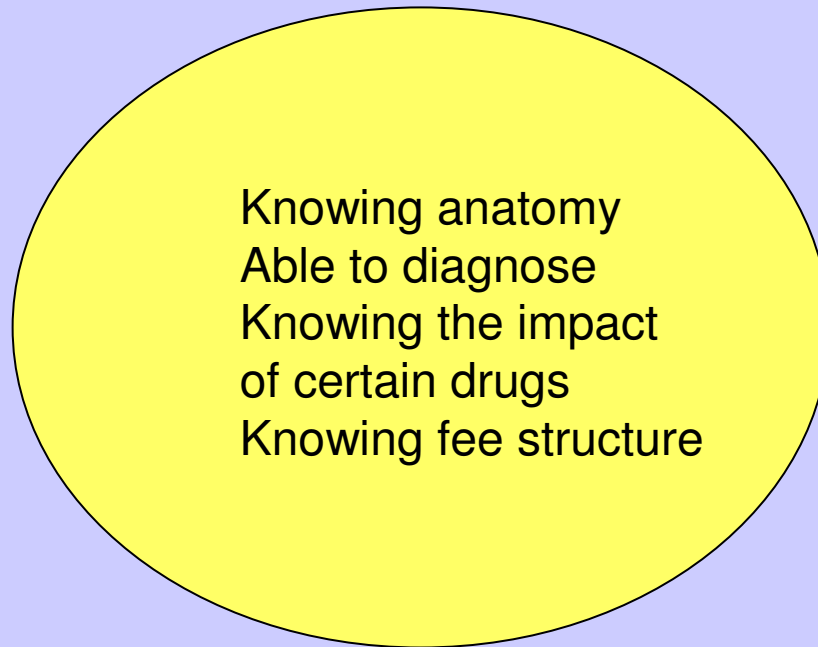
Knowing How



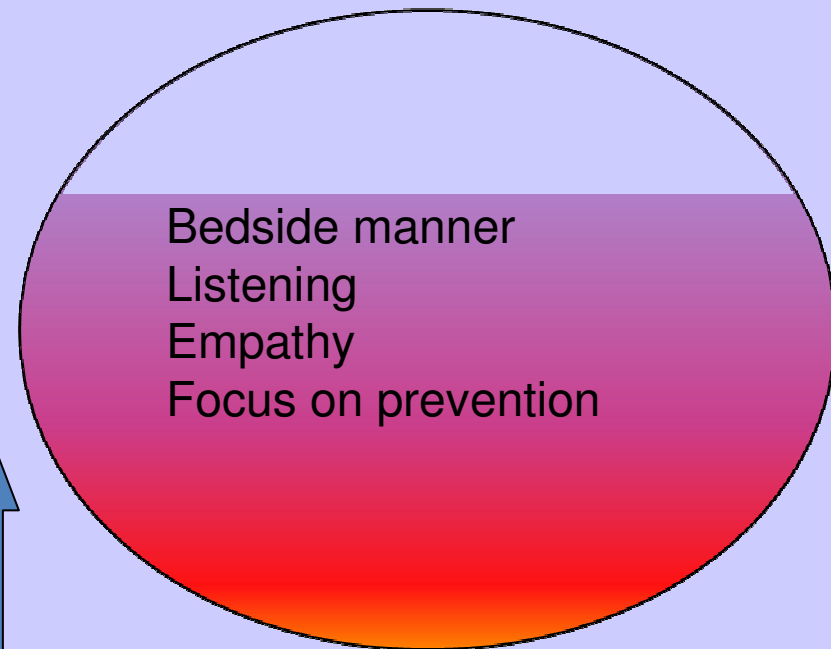
Artistry

# Medicine

Knowing What



Knowing How

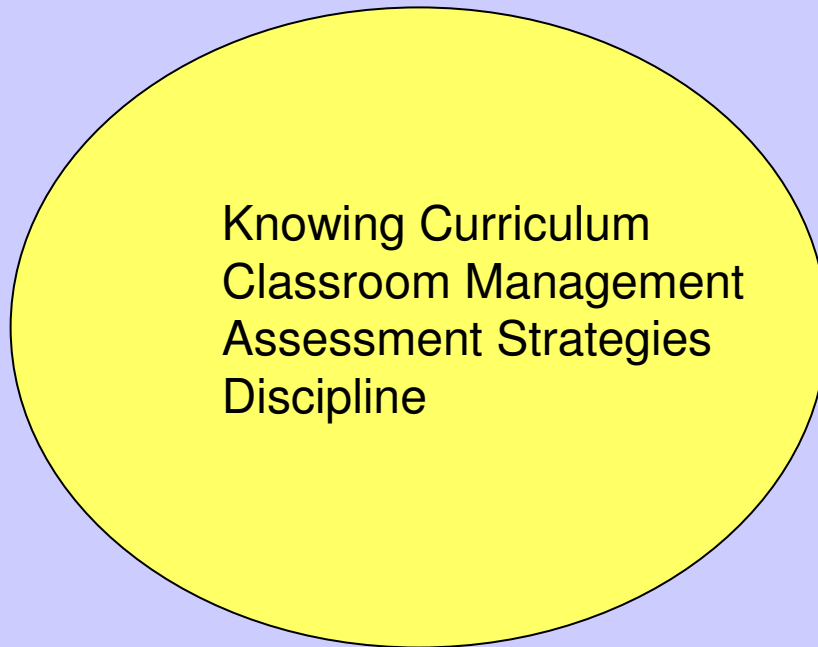


Artistry



# Teaching

Knowing What



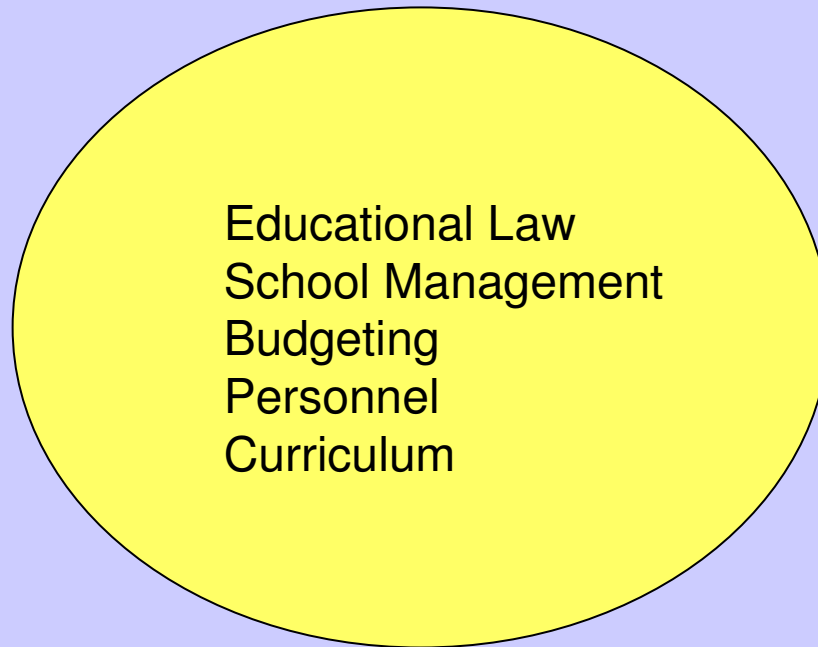
Knowing How



Artistry

# Leadership

Knowing What



Knowing How



Artistry

# OECD, 2007: 28

...Victorian leadership programme is an outstanding example of effective large-scale reform. Its rigorous, systematic process is projected out over several years in a carefully calibrated sequence with ample political support. No promise of a quick fix is made; but deep belief in the chosen course and its ultimate success characterize this programme...The Department has created professional learning opportunities for leaders at all levels in the system to seize, and the increasing numbers that have done so inject further knowledge and vitality into the system. This results in building human as well as knowledge capital on a large scale.

# Technical leadership

- An effective leader demonstrates the capacity to optimise the school's financial, human and physical resources through sound management practices and organisational systems that contribute to the achievement of the school's vision and goals.

## Capabilities

- Thinks and plans strategically
- Aligns resources with desired outcomes
- Holds self and others accountable

# Human leadership

- An effective leader demonstrates the ability to foster a safe, purposeful and inclusive learning environment, and a capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders.

## Capabilities

- Advocates for all students
- Develops relationships
- Develops individual and collective capacity

# Educational leadership

- An effective leader demonstrates the capacity to lead, manage and monitor the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high quality teaching and learning in every classroom in the school.

## Capabilities

- Shapes pedagogy
- Focuses on achievement
- Promotes inquiry and reflection

# Symbolic leadership

- An effective leader demonstrates the capacity to model important values and behaviours to the school and community, including a commitment to creating and sustaining effective professional learning communities within the school and across all levels of the system.

## Capabilities

- Develops and manages self
- Aligns actions with shared values
- Creates and shares knowledge

# Cultural leadership

- An effective leader demonstrates an understanding of the characteristics of effective schools and the capacity to lead the school community to promote a vision of the future underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realise the potential of all students.

## Capabilities

- Shapes the future
- Develops a unique school culture
- Sustains partnerships and networks

# More information

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