RPE

ARTÍCULOS ORIGINALES

The metamorphosis of educational leadership. New trends.

MARÍA AMPARO CALATAYUD SALOMA[a]

ABSTRACT This article demonstrates in very general terms the changes suffered by the concept of leadership during its evolution, in light of the new demands and challenges currently faced by educational leadership. Given the needs of the information society and current uncertainty, new trends and visions on leadership emerge from national and international research. They are based on a transformational, distributed, shared, participatory and resonant model. Pedagogical leadership will turn directors into reflective professionals who analyze collaboratively the management practices involving the social and political contexts of reference. Good leadership makes it possible to clarify intricacies and improve those aspects that negatively interfere in the path towards quality and improvement of student learning.

KEYWORDS management, pedagogical leadership, improvement, school organization

[a] *Didactics and School Organization Department, Faculty of Philosophy and Education Sciences, Universidad de Valencia, Avda. Blasco Ibáñez, 30. C. P. 46010, Valencia, Spain. E-mail: amparo.calatayud@uv.es*

La metamorfosis del liderazgo educativo. Hacia nuevas tendencias

RESUMEN El presente artículo evidencia, en líneas muy generales, los cambios acontecidos en la evolución del concepto de liderazgo, a la luz de las nuevas exigencias y retos con los que se enfrenta en la actualidad el liderazgo educativo. Ante las nuevas exigencias de la sociedad de la información y de la incertidumbre, de las investigaciones nacionales e internacionales, emergen nuevas tendencias y visiones del liderazgo que nos sitúan ante su metamorfosis, vertebrada por las bases de un modelo transformacional, distribuido, compartido, participativo y resonante. Es decir, de un liderazgo pedagógico que ha de convertir al director en un profesional reflexivo que analiza, de manera colaborativa, las prácticas directivas vinculadas a los contextos sociales y políticos de referencia. Un liderazgo que posibilite esclarecer los entresijos y mejorar aquellos aspectos del centro que interfieran de forma negativa en el camino hacia la calidad y hacia la mejora de los aprendizajes de los estudiantes.

PALABRAS CLAVE dirección, liderazgo pedagógico, mejora, organización escolar.

A metamorfose da liderança educativa. Em direção a novas tendências.

RESUMO O presente artigo evidencia, em linhas muito generalizadas, as mudanças ocorridas na evolução do conceito de liderança, a partir das novas exigências e desafios com os quais a liderança educativa se confronta na atualidade. Diante das novas exigências da sociedade da informação e da incerteza, das pesquisas nacionais e internacionais, emergem novas tendências e visões de liderança que nos posicionam frente à sua metamorfose, vertebrada pelas bases de um modelo transformacional, distribuído, compartilhado, participativo e ressonante, aliás, de uma liderança pedagógica que converterá ao diretor em um profissional reflexivo que analisa, de maneira colaborativa, as práticas diretivas vinculadas aos contextos sociais e políticos de referência. Uma liderança que possibilite solucionar os emaranhados e melhorar os aspectos do centro educacional que interfiram de forma negativa no caminho em direção à qualidade e melhora da aprendizagem dos estudantes.

PALAVRAS CHAVE direção, liderança pedagógica, melhora, organização escolar.

Introduction

Many organizational concepts come from the world of business sciences and leadership is not the exception. It has been influenced by that field and social psychology. The study of this phenomenon has evolved over time so a fair amount of literature has been generated since the last century (Contreras, 2016; Freire & Miranda, 2014; Martínez, 2014; Murillo, 2017; Pérez, 2008). This evolution has had several stages that can be clearly identified, from the trait theory to the existing consideration given to the leader's behavior and organizational culture. Likewise, various organizational paradigms have defined the leadership discourse in different ways. Each of these approaches is explained below.

TABLE 1. Evolution of leadership according to various paradigms

PARADIGMS	LEADERSHIP
SCIENTIFIC	Formal leadership. Authority defined by technical knowledge. Pragmatic and bureaucratic functions.
INTERPRETIVE	Personal leadership. Vague and changing authority centered on personal acceptance. Group functions.
SOCIAL-CRITICAL	Ideological leadership. Authority centered on political force. Institutional power distribution and conflict resolution roles.
EMERGING	Participatory, transformational and resonant leadership. Authority focused on collaboration and innovation to lead the educational community towards the achievement of the shared institutional project, organizational change and improvement.

Source: own elaboration.

As it can be seen, each of these paradigms involves a different way to understand leadership. As Yáñez (2003, p. 303) points out:

> It is not surprising that the dominant leadership construct since the 90s has been that of transformational leadership. Transformational leadership is understood as the leader in charge of the transformation of the organization's cultural dimension, stimulating independence as a basis for action and change.

> The current debate on leadership in education is based on transformational models, which are presented as a qualifying image that maintains positive links both with the educational institution's culture and the students' academic performance.

Specifically, it is after the contingency theory that we can truly talk about new perspectives, which began with the works of authors such as Burns and Bass. After this, transactional leadership and transformational leadership started to be discussed. In Spain there are interesting studies on these two types of leadership (Bolívar, 2010; Murillo, 2006; 2017).

Leadership first began to be related to the conception of power and micropolitics raised by Ball (1989) in the 90s. It focuses on the organization's cultural aspects rather than on its structural elements (transforming the institution's culture will be one of the basic goals). Therefore, this new idea revolving around leadership is characterized basically by the aspects summarized by Yáñez & Sánchez (1994):

- Leadership begins to be seen as a process through which the meanings shared by an organization's members are managed and constructed. Therefore, the symbolic and cultural dimension of leadership processes is emphasized.
- The idea of a transformational, charismatic or visionary model is understood as an image of the future that articulates the values, purposes and identity of the organization's members or as the set of beliefs on how those members should act and interact to achieve some ideal future state.
- The purpose of leadership is maintaining and modifying culture.
- Leadership is conditioning substantially the way power relations are conceived in schools and their legitimate sources of authority. That means that leadership is defined in terms of power relations among the members of an organization.
- Leadership is perceived as a process aimed at facilitating change.

The dichotomy between transactional and transformational leadership represents an important advance and a radical change in the way to understand and study leadership. According to Hunt (1999), after that one can actually talk about the emergence of a new leadership paradigm.

Transactional leadership is understood as the exchange between leader and followers, where the leader provides rewards for followers to

conform to his wishes. Instead, transformational leadership -also called "charismatic leadership", "visionary", etcetera- deals with the transformation of the organization's cultural dimension by stimulating independence as a basis for action and change.

Currently, leadership is intended to have a shared strategic role that is committed in terms of its transformational dimension and its role as culture enhancer. Table 2 summarizes the main ideas associated to each of these leadership styles.

As seen in table 2, transformational leaders are in charge of promoting a work climate that favors teacher commitment through a common and shared project. Their work will contribute to improving the organization's members' capacity to solve any problems that may arise. In this regard, it is important to highlight one of the studies conducted by Leithwood & Jantzi (1990). Among its results, it concluded that the directors who develop transformational strategies promote collaborative cultures in their educational institutions. Specifically, the strategies used by the directors from the sample to influence school culture were:

1. Reinforcing the school's culture (this implies prioritizing certain shared objectives, etc.)

2. Managing effectively (organize time in a better way, get better economic resources, etc.)

3. Promoting teacher development

4. Establishing direct and frequent communication

5. Sharing power and responsibility with others

6. Using symbols and rituals to express cultural values (the externalization of own symbols makes the relevant cultural contents more visible).

The current trend in educational institutions is to identify transformational leadership as the most important to develop. In addition, as it has been mentioned before, it is the current leadership in educational organizations. Together with school structures and culture, these are the most determining variables in organizational learning processes both in schools and non-educational organizations. In addition, it is the type of leadership proposed as a model for school restructuring so that the institutions can face the challenges imposed by the current society, which is characterized by uncertainty, complexity and ambiguity.

Method

This article is based on a purely descriptive methodology. It is aimed at providing a general overview on the new leadership trends in education. The literature has pointed out the importance of leadership for the improvement of organizations and the development of innovation (Bolívar, 2010; Contreras, 2016; Freire and Miranda, 2014; Martínez, 2014; Murillo, 2006; Murillo, 2017; Pérez, 2008). That is why this article analyzes that information with the purpose of presenting the emerging types of leadership nowadays. They appear in order to respond to the society's current demands and needs.

New leadership trends in educational organizations

Taking the transformational model as a reference, new ideas regarding leadership have emerged in recent decades and they deserve special consideration. For example, the following contributions stand out:

TABLE 2. Differences between transactional and transformational leadership

TRANSACTIONAL LEADERSHIP	TRANSFORMATIONAL LEADERSHIP
• Based on a leader-followers exchange to achieve group goals. Effort and loyalty in exchange for tangible rewards.	• Based on the participants' involvement to improve the organization with everyone's commitment.
• Followers can also affect the leaders, who must adjust their style according to the followers' behavior.	• The leader changes the followers' values, beliefs and needs based on an idea of organizational mission.
• Centralized and static systems.	• Decentralized and dynamic systems.
• Maintenance is prioritized.	• Development is prioritized.
• Organizational changes clearly delimited that do not imply changes in structures and / or relationships.	• Complex and dynamic changes aimed at transforming the organization's culture and design.

Source: Yáñez, J., Sánchez-Moreno, M., & Murillo, P. (2003). *Dirección de centros educativos*. Madrid: Síntesis.

- Conley and Goldman (1994) develop the idea of an educational leader who manages the school's floating energy. They use the term "facilitating leadership". According to these authors, facilitating leadership "includes behaviors that help the organization to achieve goals that must be shared, negotiated or complemented" (p. 238).
- Bryman (1996) deals with "dispersed or distributed leadership". As the name implies, it is spread among the institution's team members. Specifically, it is defined as the capacity that can be attributed not only to an individual but also to a group, organizational units, etc.
- Goleman et al. (2013) suggest "resonant leadership", which connects with people's feelings and channels them in a positive emotional direction.
- "Clairvoyant leadership", proposed by Sharma, tries to glimpse the organization's future vision.
- "Leadership without limits", proposed by Heifrtz and Linsky, understands leadership as a figure who does not care about the emergence of conflict and tries to see things differently.
- "Leadership for innovation", proposed by Villa, focuses on the relevance of innovation and continuous improvement.
- Calatayud (2016) talks about "interested leadership", where personal success is more important than organizational success. This leader makes decisions trying to find his own success, but he makes his followers see that success is reached by the educational institution as a whole.

Conclusions

Based on the information presented, there is a clear idea: currently there is a need for leaders who are committed to change, who search for new types of organizations and who encourage and support teaching and school transformation. Management teams are the backbone of their institutions' collegial dynamics. They must be capable of fostering teamwork among teachers and exercising pedagogical, organizational and managerial autonomy in educational institutions

(Calatayud, 2008; 2008a; 2009; 2013; 2015; 2016). For these reasons, leaders must basically have the following skills:

1. Able to lead change in their organization. They must know how to communicate. They must have the ability to achieve objectives with the support of the entire community.
2. Able to exert an influence on the people who are part of the educational community without using formal power or authority.
3. Able to mediate between the organization's members and guide learning.
4. Able to influence the community and guide positively other people's activities towards organizational objectives.
5. Extensive knowledge of the institution and its objectives.
6. They must conceive conflict as something positive for the organization.
7. Able to motivate, empower and communicate with the rest of the members of the organization.
8. Able to get involved. They must be clear, trust others, delegate responsibilities and create good relationships.
9. They must be the organization's engine, have an open mind and vision of the future.
10. Ethical commitment and responsibility.

These competencies are based on responsible leadership that is committed to education. These leaders must guarantee that the educational institution is capable of providing valuable and quality learning to all students. (Bolívar, 2010; Contreras, 2016; Freire & Miranda, 2014; Martínez, 2014; Murillo, 2017; Pérez, 2008). In short, leadership must be based on a transformational, distributed, shared, participatory and resonant model. That means that pedagogical leadership must turn the director into a reflective professional who analyzes collaboratively the management practices related to the social and political contexts of reference. In short, leadership must make it possible to clarify any intricacies and seek to improve the institutional aspects that interfere negatively in the path towards quality and improvement of student learning. Therefore, a metamorphosis of leadership is necessary, given the new demands of the context to respond to current management challenges.

REFERENCES

Contreras, T. (2016). Liderazgo pedagógico, liderazgo docente y su papel en la mejora de la escuela: una aproximación teórica. *Propósitos y representaciones*, *4*(2), 231-284.

Bolívar, A. (2010) ¿Cómo un liderazgo pedagógico y distribuido mejora los logros académicos? Revisión de la investigación y propuesta. *Magis, 3*(5), 85-106.

Ball, S. (1989). *La micropolítica de la escuela. Hacia una teoría de la organización escolar.* Madrid: Paidós.

Bryman, A. (1996). Leadership in organizations. En N. Glegg (Coord), *Handbook of Organization Studies,* (pp. 52-67). Thousand Oaks: SAGE.

Calatayud-Salom, A. (2008). *La escuela del futuro. Hacia nuevos escenarios.* Madrid: CCS.

Calatayud-Salom, A. (2008a). El liderazgo educativo en un mundo globalizado: hacia nuevas visiones. En J. Gairin, & S. Antúnez, (Ed.), *Organizaciones educativas al servicio de la sociedad.* Madrid: Wolters Kluwer.

Calatayud-Salom, A. (2009). *Entresijos de los centros escolares. Desvelarlos para mejorarlos.* Málaga: Aljibe.

Calatayud-Salom, A. (2013)*. El liderazgo emergente que reclaman hoy los docentes en las organizaciones escolares. En *VI Congreso Internacional sobre Dirección de centros Educativos C .D*. Facultad de Psicología y Educación de la Universidad de Deusto.

Calatayud-Salom, A. (2015). El liderazgo emergente de los directores escolares en España. La voz del profesorado. *Revista Iberoamericana de Educación (OEI)*, 69.

Calatayud-Salom, A. (2016). Necesidad y exigencia de un cambio cultural en la dirección escolar. *Educaweb.com,* 340.

Conley, D., &, y Golman, P. (1994). Ten propositions for facilitative leadership. En J. Murphy, & K. S. Louis (Ed), *Reshapihg the Principalship: Insights from transformational reform efforts*. Corwin Press-California.

Freire, S, & Miranda, A. (2014). El rol del director en la escuela: el liderazgo pedagógico y su incidencia sobre el rendimiento académico. Lima: GRADE. *Avances de Investigación*, 17.

Goleman, D. et al. (2013). *Liderazgo. El poder de la inteligencia emocional.* Barcelona: Ediciones B.

Hunt, J. (1999). Transformational leadership´s transformation of the field. An historical essay. *Leadership Quarterly*, 10, 129-144.

Leithwood, K. (1994). Liderazgo para la reestructuración de las escuelas. *Revista de Educación*, 304, 31-60.

Leithwood, K., & Jantzi, D. (1990). Transformacional leadership. How principals can help reform school cultures. *School effectiveness and school improvement*, *1*(4), 249-280.

Martínez, Y. (2014). El liderazgo transformacional en una institución educativa pública*. Educación, 23*(44), 7-28.

Murillo, J. (2006). Una dirección escolar para el cambio: del liderazgo transformacional al liderazgo distributivo*. Revista electrónica sobre calidad, eficacia y cambio en educación*, *4*(4e), 11-24.

Murillo, J. (2017). *Avances en liderazgo y mejora de la educación.* Madrid: RILME.

Pérez, S. (2008). *El liderazgo facilitador del aprendizaje organizativo en la escuela* (Tesis para optar el grado de Magíster en Educación con mención en Gestión de la Educación, Lima, Pontificia Universidad Católica del Perú, Escuela de Graduados).

Yáñez, J., Sánchez-Moreno, M., & Murillo, P. (2003). *Dirección de centros educativos*. Madrid: Síntesis.

Yáñez, J., & Sánchez, M. (1994). *Para comprender las organizaciones escolares.* Sevilla: Repiso Libros.