Title: Future Perspectives on School Leadership and Globalisation

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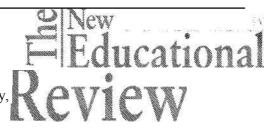
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Abstract

The paper presents three possible 'futures' and 6 scenarios for schools that are elaborated in the OECD report published as a book entitled *What Schools for the Future?* in 2001 and its sequel in 2003 *Networks of Innovation. Towards New Models for Managing Schools and Systems.* These different visions are compared and archetypes of the types of leaders that each of them might require are proposed. The implications for developing such managers to meet the demands of varying future scenarios are then considered. Finally, the question to what extent these visions are globally relevant is explored and whether globalisation of educational policy and practice itself is a desirable future.

Key words: school, school leadership, globalisation, educational policy

Introduction

In November 2001 at a conference in the Netherlands and in a subsequent publication entitled *What Schools for the Future?* (OECD, 2001) educators from across the richer countries of the world generated several 'visions' and "scenarios" of schools of the future. Two years later in a sequel publication *Networks of Innovation, Towards New Models for Managing Schools and Systems* (OECD, 2003) they reorganised the scenarios and stressed the need for global co-operation in education through the creation of networks. These publications were broad in scope but did not fully explore the relevance of their visions of future schooling:

- for the type of leadership that would be required for their school scenarios
- to education systems beyond the OECD.

At a time when globalisation appears to be spreading educational policies and development approaches from wealthy to impoverished education systems, it is useful to consider the implications of this trend in more detail..

This article:
- outlines these OECD visions and proposes associated archetypes of managers not made explicit in the original publication
- considers whether they represent truly global trends in education beyond the OECD countries
- questions whether globalisation of'futures' from the rich countries is desirable

Scenarios of Schooling and Archetypes of School Leadership

The OECD scenarios were formulated by the OECD s Centre for Educational Research and Innovation (CERI) and were developed in the framework of the programme "Schooling for Tomorrow". They offer a window for understanding how schooling might develop in the years to come. Those scenarios are neither purely empirical (predictions) nor normative (visions). They suggest several pathways to the future. Their purpose is to stimulate thinking about strategic choices rather than prescriptions to follow. They provoke us to ask how feasible and how desirable each of them might be. They must be tested against actual trends and realities in each country. Their purpose is to promote dialogue about change between different stakeholders, to consider what might be done to bring the probable and desirable as close as possible, making the more desirable futures more likely. The scenarios have been constructed with a time horizon about 15 to 20 years, long enough for significant change to occur beyond immediate political imperatives, but not so far ahead as to become only vague visions. (OECD, 2001, p. 77-78). They relate to organised public primary and secondary education and do not include adult education.

Six scenarios are grouped under three visions:
- *The "status quo extrapolated" vision* - a continuation of current trends but with the danger of an exodus of teachers from the profession as a result of the inability of the state to attract teachers
- *The "re-schooling" vision* - more fundamental reform of schools in line with research on effective schools and with organisational theory
- *The "de-schooling" vision* - drastic change in schools resulting from the application of ICT and strengthening of already existing market tendencies in

which conventional schools would be replaced by other institutions or firms
providing education.

These three contrasting futures will be influenced by national policies and obviously have big implications for the roles and development of educational managers. Figure 1 summarises the six OECD scenarios for schools and places next to each scenario the authors proposed archetypal label for the leaders of each type of school. The archetypes of leaders are proposed for discussion and analysis by management researchers and developers.

Figure 1: Scenarios and proposed leaders archetypes for schools of the future The **"status quo extrapolated"** **vision**

Scenarios	Archetypes of Leaders
Scenario 1: Robust Bureaucratic School System (Performance management/Performance related pay)	"Functionary and Performance Manager"
Scenario 2: Teacher Exodus - the 'Meltdown' Scenario (Crisis of Supply)	"Crisis Manager"

The "re-schooling" vision

Scenarios	Archetypes of Leaders
Scenario 3: Schools as Core Social Centres (Social capital and renewal)	"Moral and Community Leader"
Scenario 4: Schools as Focused Learning Organisations (Team collaboration/Adaptation to changing environment.)	"Leader of Teacher and Organisational Learning"

The "de-schooling" vision

Scenarios	Archetypes of Leaders
Scenario 5: Learner Network and the Network Society (Virtual Schooling)	"Web-master and Network Co-ordinator"
Scenario 6: Extending the Market Model (Competition/Diversity)	"The Entrepreneurial Manager"

(OECD, 2003)

In the status quo extended vision, the functionary type of leader is well known. Essentially faithful implementation of orders is the main task. Beyond that and more challenging is the performance manager who must manage teachers' per-

formance in order to meet pre-specified national 'standards' and to match performance to available financial rewards. The 'meltdown scenario requires 'crisis managers' who rescue dying institutions or, in the worst case, become unemployed! This scenario does not seem to be realistic, but was developed in order to call attention to the fact that in many countries teacher recruitment is becoming a severe problem and the number of those who quit the job is growing. Preventing such a scenario can be seen as a goal for educational policy of any sort whether global or local.

In the re-schooling vision the moral, community and learning organisation leader archetypes considerably broaden the role of educational managers, linking it to the transformation not only of their own schools but also of the people within them and the communities around them. These archetypes are still more in the minds of scholars and writers on school effectiveness and improvement than achieved in reality. They are more desirable than feasible given the current contexts in many countries both rich and poorer.

The de-schooling vision archetypes are perhaps furthest from what is either desirable or feasible. The web-master and network co-ordinator archetype arises from virtual schooling and e-learning. Both are spreading, currently more in higher education than in schools, but their limitations are becoming more evident as students are deprived of face-to-face interaction with teachers and peers. Entrepreneurial management requires greater independence and creativity in judging the 'market' for educational services and outwitting others in the race to attract the best students. This model of managing private schools is familiar in many countries, including Poland. In the developing or transition countries especially, even in under-funded state schools, the entrepreneurial' search for extra-budget funding is a constant concern for head teachers. But in this scenario we are not necessarily talking about schools any more. Schools would be replaced by a variety of educational institutions operating in the market place.

Thinking beyond the labels to the implications of how each archetype would have to perform and be trained and developed is an interesting exercise.

Preparing Future School Leaders

The English language makes distinctions between the terms leader, manager and administrator.

The future of both schooling and how schools are led is clearly a matter for educational administration in general. This includes the decisions taken at national and local level by politicians, bureaucrats and administrators. In systems where

Figure 2: Definitions

Educational Administration Policy formulation and implementation, leadership and management at all levels	
Educational Leadership Policy formulation and organisational transformation	**Educational Management** Executive function of policy implementation

(Adapted from Bolam, R. 1999)

control remains largely at the centre, school directors will manage rather than lead, in terms of the above definitions. In the more decentralised systems that give greater autonomy in policy-making to individual schools, then leadership is the more appropriate term. Of course, the line between management and leadership can never be precisely drawn as the degree of pro-activity of school directors will vary within the constraints of the framework of control set by the state. The Swedish researcher Berg refers to this as the distinction between 'steering *of* the school (by the external authorities) and steering *in* the school (the initiative of the school leaders and staff to steer themselves by exploiting their scope of action within the framework established by the state).

It follows that the developers of educational management such as university departments or other institutions have to determine first, whether they are developing leaders (makers of policy) or managers (implementers of other peoples' policies) or, indeed, whether they should prepare administrators who are equipped both to lead and manage. Secondly, they need to decide on the degree of pro-activity they should encourage in those they train or develop. Clearly the 'Functionary and Performance Manager' archetype needs far less initiative, creativity and personal courage than does the 'Entrepreneurial Manager'.

A third implication for management (or leadership) development is to decide which of the scenarios will prevail and therefore what knowledge, skills and attitudes should be emphasised in a development programme. It is obvious that an entirely different programme would be needed to develop the 'Webmaster' role than that of the 'Moral and Community Leader' or the 'Leader of Teacher and Organisational Learning'.

There is no shortage of prescriptions for school leadership in the academic literature in the English language. Indeed there is a bewildering array of 'adjectives' to describe school leadership, some of which are summarised in Figure 3. They are grouped according to which of the archetypes they most correspond to. There is no room to elaborate the meanings and sources of all these concepts, but one must ask whether such an out-pouring of terminology advances or obstructs understanding, especially for practitioners who are too busy to spend much of their time

in academic deliberation! What seems clear is that in general, politicians who are encouraging the global trend towards 'new public management' would favour the functionary and performance manager and entrepreneurial archetypes. This sets them at odds with academics who generally favour the moral and community and leader of learning images of educational leadership.

Figure 3: Adjectives for Educational Leadership

Functionary or Performance Manager Archetype
• Micropolitical/Transactional
• Administrative/Strategic/Accountable

Moral and Community Archetype
• Reflective/Democratic/Communicative
• Leader as Boundary-spanner

Leader of Learning Archetype
• Curriculum/Instructional/Pedagogic
• Empowering/Facilitative/Educative
• Leader as Teacher/Coach/Learner/Leader of Teacher Learning
• Critical/Emancipatory
• Authentic/Creative/Invitational
• Diffused/Dispersed/Distributed/Low density

Entrepreneurial Manager of Diversity Archetype
• Entrepreneurial/Transformational/Charismatic/Visionary

Inquiry-minded/Evidence-informed (Across all Archetypes):
• Situational/Contingent

The fact that the largest group of adjectives can be associated with Senge's formulation of the learning organisation (Senge, 1990) shows its strong appeal and its widespread adoption from the business world by educational scholars.

The globalisation of educational policy and practice

One must not take for granted the benefits of globalisation to countries in transition. However, some of the benefits are now taken for granted. For example, the writer is sitting in Poland in front of her flat screen, Microsoft-programmed PC manufactured in Japan as she writes this article. She works in a university that has been subjected to rigorous accreditation procedures in order to align it with EU standards as Poland acceded to the multinational organisation. The range of consumer choice in economic and educational markets has greatly increased for those who have the initiative and purchasing power to make decisions about their lives. Above all, your writer is now free to raise any questions that she wishes about

educational policy and practice in her country and elsewhere. Thus, globalisation itself offers the opportunity to question its nature and desirability.

Bottery (1999) distinguishes five forms of globalisation associated with multi-nationalism and internationalism that have emerged in the post-sputnik age that created widespread global consciousness:

- *Political* - trans-national government and non-governmental organisations
  adopting a whole-world perspective.
- *Economic* - multi-national companies, financial markets and the global
  standardisation of values and measures of economic success.
- *Managerial* - convergence of the business and public sector 'codes' such as
  quality, competence, empowerment, target setting and the emergence of
  a global picture of management practice led by US and Japanese models
- *Cultural* - the most rapid and observable aspect involving both standardisa
  tion (McDonaldisation) and increased diversity 'a chaos of cultural relativity'
- *Environmental* - trans-national effects on the eco-system such as Chernobyl
  or global warming.

The first four of these aspects of globalisation can be related to educational management in varying degrees and the OECD visions can be speculatively linked to some of them.

Without doubt there is a political imperative to remould educational policy that has spread from OECD countries promoting 'new public management' - the imposition of business, market and accountability models of school management on to national education systems. In the OECD this trend confirms the attraction of the "status quo" futures, combining bureaucratic accountability and performance management with the current crisis of teacher recruitment as the teaching profession loses its attractiveness. With currently high unemployment in transition countries, including Poland, the meltdown scenario is not presently imminent. However, application of competition in an increasingly private quasi-market of schools is encouraging schools to diversify to meet the varying needs of different stakeholders. With the exception of'meltdown and virtual schooling, these trends have spread well beyond the OECD and are particularly represented in national educational policy-making in the former Soviet sphere of influence. The economic imperative to raise the standards of schooling in order to compete successfully in the global economy are part of the rhetoric of politicians and educational planners in most countries. They assume that improving Maths and Language scores by students on national and international standardised tests leads to better economic productivity and success in international trade. This justification of the increasingly global 'standards movement' is highly questionable given the multitude of factors that trap many nations in poverty within the global economic system.

The professionalisation of educational management is progressing everywhere. In the poorer countries it is supported by multinational development aid from the international banks and the EU and invariably, practices from the business world are incorporated into development programmes, even in highly centralised and bureaucratic systems where market forces have not yet penetrated. The new discourse of 'quality', 'accountability', 'diversity' and 'stakeholder power' dominates the rhetoric if not the practice even in the poorest of countries. This raises the question of cultural imperialism - the tendency of the wealthy countries that are fuelling the engine of globalisation to impose totally inappropriate expectations and models of educational leadership on countries where cultures and conditions are not ready for them. This danger relates also to Bottery's category of cultural globalisation. The appeal of 'new public management' to educators in diverse countries and situations seems to have the same seduction as McDonalds hamburgers. Arguably, it could prove just as damaging to cultural norms and national needs as the fast food product has been to local gastronomy!

What would seem more desirable for many countries in transition are the "re-schooling" scenarios which at least recognise the unique settings in which schooling occurs and offer moral leadership for both schools as institutions and as key catalysts for development of the communities that they serve. Unfortunately, the failure of the OECD countries to realise these models offers little hope that countries struggling to maintain even the most basic educational services can successfully strive for such ideals. Equally, the "de-schooling" scenarios have little application in the world beyond the OECD. Many countries commit themselves to computerising their schools while not having the proper resources. This is another example of the inappropriate consequences of policies and expectations spread through the power and influence of global media and development projects.

The global spread of educational policy and practice from the rich countries is undoubtedly a major trend. Nevertheless, in the same way as global consumer capitalism is questioned, one has to question whether it is desirable for countries seeking their way out of poverty, corruption, civil unrest and other manifestations of under-development. Globalisation of education should not be considered as inevitable or desirable. One must consider which policies and visions are being globally distributed and whether these are appropriate for the nations and cultures concerned. To think globally but to act locally has never been more necessary for educational policy makers.

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