EDUCATIONAL LEADERSHIP KNOWLEDGE
MYTHS AND MATURE AND ESTABLISHED KNOWLEDGE IN USE

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The field of educational remains exciting in the corpus of recurring as well as newly emerging issues. Theory, concept, insight, generation and practical practice guides continue to clarify ideas and principles pertaining to educational Administration, Leadership and Management. While there are many elements of established knowledge, there are also many gaps of understanding. There are exciting challenges at the edge, the margin, the verge.

Typically the discourse on educational leadership use materials and research findings from the western intellectual knowledge traditions as well as traditions of inquiries. Even in the western intellectual traditions, there are limited exchanges. Materials from nonwestern and non English materials are often not used and not accessible because of language in use. To date, scholars have not been so bold as to propose a Grand Theory for Educational Leadership.

There is much to learn from the insights of the Fathers of Comparative Education regarding the pursuit of knowledge and educational system or educational reform transfers. The notion of or the idea of universal educational leadership has really not been championed. Across educational systems people from different cultures have obtained degrees on educational leadership from leading academic institutions. Nevertheless, the curriculum of the learning experiences would be from the host culture and there has to be a preadaptation for feasibility, practicality, cultural relevance if what is learned is to be applied to a home culture. The academic host culture and the home culture dynamics would be understood only by those who experience the complexity of the idea of universal insights and knowledge and knowledge transfer.

As societies and nations embark on their education reform agenda and prepare their development Blueprint, they often invite international scholars as consultants or members of international advisory boards. Such invitees many or may not be familiar with the cultures, the educational system and the aspirations of the society which invites them. The invitation is often because of the assumption of the mastery of the corpus of knowledge considered relevant and applicable to the society embarking on educational change, improvements and reforms, at any level, or in any specializations. Invitees are also often invited because they are scholars considered as thought leaders not necessarily practice leaders] who could enrich and enhance the thought frameworks of the reform agenda. Whether such consultants are really able to contribute to deep level thought infrastructure change or contribute only at surface level change. Sometimes, though, Leaders are invited only to give credence to the change programme initiated by the ruling group of the particular society.

In several societies, the idea of public education and private education become matters of concerns within the milieu. For societies involved in the Public-Private education discourse and agenda, ideas on educational leadership become an area of focus. There are assumptions regarding the competencies, attitudes, mindsets and qualities of those who are educational leaders in the public or private educational leadership at the system level as well as at the institutional leadership level. There is a strong established set of criteria regarding the selection o and expectations from leaders in private sector education at the level of schools or universities. Business acumen, marketing strategies, sales and enrollment drives and customers focus, competencies and connections to solicit funding, seem to be the primary or core

criteria expected of educational leaders in private education. Private education leadership has brought to the fore the idea of edupreneurship. Leaders in public system educational institutions are expected to be in compliance with the agenda of the government in power or of the ruling political party or parties. In both private and public educational systems, educational leaders do have the opportunities to focus on the health of the organization that they lead.

In many societies there is a large growing body of work regarding indigenous corpus of knowledge. From such corpus, there are philosophies, ideas, practice regarding indigenous perspective of leadership which could be elicited. Indigenous perspectives are not just one unitary and unified perspective. There may be as many indigenous perspectives as there are differences of indigenous groups. The indigenous perspectives can be differentiated from the leadership philosophies and norms of religious communities. Stages of struggles, Sites, Strength and Survivance of indigenous knowledge pertaining to their cultures and societies are known only to those engaged in such studies. For instance, the idea of *"walkabout"* of the aboriginal custom in Australia when a person embarks on a spiritual quest, and related practices of purposeful circumambulation of the school or education system territory, or the Malayo-Polynesian notion of *"budi"* in terms of the rituals and accountabilities of educational leadership have as yet remained unexplored.

In different societies, the position of girls and women, minorities and working adults and the elderly in society receive different kinds of attention. There are societies where women, minorities, the working adults and elders receive support for their education and their participationship in society and societies which are neglectful for such groups. The matter of leaders in educational leadership who champion the rights and opportunities of such groups as well as educational leadership by such groups have not been addressed in a comprehensive and consistent manner by scholars in the field. Notions of work place education, outreach education, volunteerism in education (reminisce of the Volunteer service oversea or the Teach America initiatives) raise novel questions regarding educational leadership in such domains.

As the field extends itself in response to the knowledge and technology revolutions and as the field is forced to respond to the plethora of leadership ideas beyond the field, the epistemology undergoes interrogation. Scholars in educational administration with philosophic, technical, practical orientations are now engaged in the epistemology, ontology and axiological dimensions. The generations of exciting diaspora of leadership ideas have begun to have their impact on education philosophies, policies and practices. Educational leadership knowledge base can no longer remain in the knowledge cocoon of the knowledge domain of schooling or educational institutions but must now embrace popular leadership notions as well as budding and centering notions as well as notions at the borders, almost I alienation.

Educational leadership of religious schools or religious educational leaders in so called secular schools bring new dimension to the study of educational leaders. While there are many studies on educational leadership in religious schools, there are few studies of comparative educational leadership across different religious schools. Within any particular religion, there are also differences of educational leadership policies or practices based on the focus of the particular religious denomination, for instance, Catholic or Protestant or Methodist. Within the context of Educational leadership of Muslim schools, there are differences from the Sunni and Shia' orientations. Within the Sunni religious schools, there may be focus of the preferred educational leadership approaches of the Shafie, Maliki, Hambali or Hanafi schools of thought. While the educational leadership motives of the religious schools of the Abrahamic faiths may have some commonality, the Buddhist, Hindu and

Shinto, or Confucian Perspectives of Education leadership offers unique perspective not fully explored.

School systems in democratic, socialist, communist societies have different assumptions regarding the nature of the human person and of the society that exists or should exist. Within the various ideological systems, educational philosophies, policies and practices mould educational leaders. Educational Research within the various systems generates findings and insights relevant to the existing system and the recirculation of the elites. Within each of the systems, education thought leaders contribute to promote and sustain the system, with or without reference and "borrowing" of the best practices of similar system or contenting systems elsewhere.

The study of leadership is typically contextualized within the domain of leadership ideas, sites of struggles, institution and contexts. The sweep of the history of educational ideas or educational leadership ideas, of the making of educational systems or of reforms and the history of educational institutions provide the canvass for successful or failed leadership acts. Leaders of any particular system or typed of institution or periods of history could be studied in the context of the times. Various traditions of inquiries could be selected and applied as appropriate to the research problem identified. Examples of the research problems of study, include the competencies of leaders, teacher thinking, or principal thinking, leadership for learning, behaviours of the man/woman in the Principal's Office or styles of leadership. The study of educational leadership can be at any level, ranging from policy leadership to project management or teaching initiatives. One interesting study as an example of characteristics of leaders is the study of The Many Lives of Academic Presidents-*Time, Place and Character.* In the study, The Presidency (or, Principalship-Headship) is seen as Unique, Satisfying, and Vulnerable. The Presidents or academic leaders are Characterized as the following: Pathbreaking Leaders: Pathfinders; Managerial Leaders; Survivor; Scapegoats; Royal Personage; Climber and Faithful Caretaker.

As the field of leadership studies expands it develops a rich tapestry of metaphors which allow for deeper level understanding of the phenomena of leadership in various contexts. The Universe of Metaphors includes Psychofacts and Sociofacts of Deeper levels of Consciousness of Definition of Self and 'Other" in terms of Meanings and Realities. The metaphors on leadership include Metaphors We Live By, Metaphors We Read By, Metaphors We Teach By, Metaphors We Make Mistakes By and even Metaphors We Die By. In the field there are identifiable Civilizational and Indigenous Metaphors and Religious Metaphors from Scriptures and Charter Documents of the various religions and philosophies such as Hinduism, Greco-Roman Cultures, Judaism, Christianity, Islam, Buddhism, Shintoism, and New Age Icons. Root Metaphors, Visions of Reality and the Shaping of *Weltanschauung,* and metaphors of Transdisciplinarity play creative roles in all fields and disciplines: Literature, Planning, Architecture, Design, Engineering, Health Sciences, Medicine, Education, Management, Leadership; Earth Sciences. Metaphors assist clarification of: *What people know they do not know; what they do not know that they do not know; what they know that they know and what they do not know that they know.* The Romance of Metaphors enrich understanding of educational leadership phenomena through such notions as The *'Hero'* in Education, *The Wounded Leader* and *The Warrior* et cet tera. Relevant Metaphor construction regarding the contexts and dynamics of educational leadership provide Tools of Thought and Opportunities of Search for Universals, Understanding the Shaping of Mindsets and Towards Shared Professional Metaphors of Civilizational March and Cultural and Educational Journeys. Through the *worthy* cause of Metaphor Construction, we understand Issues at Deeper Levels in Comparative Perspective, thus, understanding the Scope, Limits and Possibilities and Relevance of Metaphors.

The leadership literature is abundant with leadership ideas. The literature in the self-help domains and in biographical and autobiographic contributions is resplendent with role models. Leadership Lessons from various Prophets, Abraham, Moses, Solomon, Jesus, Muhammad, have enriched the leadership literature and have been applied to educational leadership. There is also a very rich contribution from the founding fathers and military leader s and business leaders which has enriched the general leadership field. In addition, the management Gurus and educational thinkers and researchers have also enriched the field enormously. The field of leadership and educational leadership has a treasury of educational and leadership metaphor with deep and inspirational meanings for personal and societal development.

The educational leadership field has shown its eclectic absorption and transfer of knowledge for instance, by such initiative as offering the MBA (Education). The MBA is one of the most generic and popular degrees at the Masters level. The sources of the Educational Management and Leadership corpus seem to be principally, from Public Management and Business manages. The contents of the MBA, MPA and M Ed Mgt. are analyzed and provide the following surface level insights:

Typical Master of Public Administration Programme

- Economics and Quantitative Analysis
- Management and Leadership   Political Thought and Institutions
- Foundations of Public Administration   Analytic Frameworks for Policy
- Organizational Theory and Behaviour   Human Resource Management
- Administrative Ethics   Non-Profit Administration
- Local Government Administration   Disaster Management
- Organizational Behaviour and Cultures   Energy Policy Analysis
- Global Strategic Management
- Women, Power and Leadership in Organizations
- Good Governance and Corporate Social Responsibility
- Industry Structure, Strategy and Public Policy
- Program Evaluation: Estimating Program Effectiveness with Empirical Analysis
- Strategy , Competition and Regulation
- Seminar: Business and Government
- Research Seminar

Typical Master of Business Administration Programme

- Corporate Finance
- Organizational Behaviour
- Quantitative Analysis
- Accounting and Finance
- Operations Management [International Logistics Management]
- Human Resource Management
- Strategic Management
- Managing Organizations [Managing Entrepreneurship]
- Multinational Financial Management
- Comparative Company Law
- Investment Securities and Portfolio Management

- Industrial Relations Management
- Business Economics
- Quality Management
- Managing Corporate Social Responsibility and Ethics
- International Marketing [Marketing Management]
- Statistics and Decision Analysis
- Managing Information Systems
- Business Research Methods
- MBA Project

Typical Master of Educational Administration Programme

- Learning and Teaching Expanding the Boundaries of Pedagogy- eLearning
- Politics and Policy
- Marketing and Branding
- Leadership and Management In Education Institutions
- Comparisons of Educational Systems
- Foundations of Educational Administration
- Comparative Educational Laws and Regulations
- Thinking Strategically about Educational Reform
- Theories of Education, Current Developments and Trends
- Strategic Management for Public Sector Organizations
- Democracy, Communities and Ethical Leadership [Leadership for Social Justice]
- Leading Innovation and Change [Change Management]
- Evidence-Based Leadership in Education
- Adult Development [Life Long Learning]
- Introduction to Education Finance and Budgeting
- Urban Education Special Target Groups of Educational Programs
- Quality Management [Assessment, Evaluation, Feedback].
- Principles of Curriculum and data Driven Decision-Making
- Principal Clinical Internship
- Education Research Methods

What MBA, MPA and MED Leadership have in Common

- General Courses
- Governance
- Organizational Behaviour-Theory
- Future Trends –Scenarios
- Strategy
- Learning Organization
- Management and Leadership
- Quality Agenda
- Research Methods
- Ethics and Corporate Social Responsibility
- Law , Society and Government
- Human Talents , Human Resource Management

- Knowledge Management

The Theoretical Approaches to Inquiry of Educational Administration and Educational Leadership seem to revolve around the following disciplines:

- Variety of Theoretical Perspectives , Conceptual Orientation and Intellectual Movements:
- Scientific Management [Formal, Bureaucratic, structure and efficiency].
- Human Relations Movement.
- Applications of Behavioral and Social Sciences.
- Organizational Sociology.
- Practitioner Research [Group-Dynamics and Problem Solving].

Other foci of Educational Leadership and specifically of Educational Reforms include the following:

- Structure and Culture of Schooling
- Nature of Effective Schools
- Nature of Effective Instructional Leadership
- Issues of Standards and Curriculum Reforms.
- Broadened Approaches to Inquiry and Assessment
- Issues of Diversity and Equity
- Concerns of Critical Theorists: Post Modernist, Post Structuralists.
- Endocentric nature of Educational Administration Theory [Historical and sociocultural ways-towards inclusiveness].

Foundational Framework of for Educational Leadership Thinking and Action focus of Standard Operations are on Access, Equity, Efficiency, Quality and Unity

- From Schools of the Future…to…
- Continuous Improvements. Continuous Perfection
- Alignments [Philosophy, Curriculum, Pedagogy and Assessment].
- Intelligences and Brain Education.
- High Order Cognitive Competencies.
- Stages of Elegance in Thoughts and Emotions
- Role Models and Exemplars

Also, the global and geoscopic Thought Leadership required center, among other ideas, on the following:

- Learning to Be
- Investing in Education
- Education for All
- Treasure Within
- Life Long learning
- EI's and UNESCO Reports
- Excepts for Conference Papers and Think Tank Submissions.
- What are the Sources of Ideas, the Ideas, and The Channels of Impact?

Research in Educational Leadership is not just academic or esoteric exercise but has a significant role in the training and development of leaders who will exercise leadership acts for the betterment of societies. Educational changemasters contribute to develop a critical mass of educational leaders who are competent in providing leadership for Learning in Schools and Work Organizations and managing and leading educational institutions and systems. The challenges in succession planning and the development of a mass of educational leaders include Building Infrastructures, Institutions and Support Mechanisms for Leaders, Identifying Potential Leaders, Growing Local, National, Regional and Global Leaders, Identifying the Corpus of Relevant Contents of Knowledge and Values to be Shared by Leaders, Identifying the Important Domains of Leadership and Leaders who are Champions for such causes as Educational Rights, The Rights of the Child, the Eradication of Poverty, quality learning and Living.

The Way Forward

Approached from whichever perspective, the many faceted domains of educational administration management, leadership continue to attract the interests of scholars, researchers, thought leaders. There are two ideas which we could borrow from the business sectors to apply to the educational leadership sector. First is from Body Work which has its mission to its customers to enable them to experience a *"breathlessly exciting"* service and opportunity. Second is Toyota capture not only the What and How but the Why of its mission. The Purpose, Value and Principle of the organization encapsulate in its Pillars as its character the drive of *"Ingenuity of Craft, Fit for Society and Quest for Perfection."*

Today, globally, there are so many things that are happening in Public and Business Sector and well as in the Non-Governmental sector initiatives. The various development initiatives are imaginatively breathtaking-breathlessly exciting. Also, every organization attempts to be ingenuous in its designs of products and services, ensuring fitness for society and striving for the quest for perfection. The Educational Enterprise must be no less breathlessly exciting contributing the common good which is fit for society and striving for perfection in all that its provides. Educational Administration and Leadership has the sacred responsibility and accountability to manage and generate educational resources in sustainable ways for the betterment of humanity. Further examples and instances of insights and deeper interrogation of relevant dimensions of the leadership phenomena are given in the appendices.

Appendices

ECOLOGY OF DEVELOPMENT – MEMES OF EDUCATIONAL IDEALS AND IDEAS –
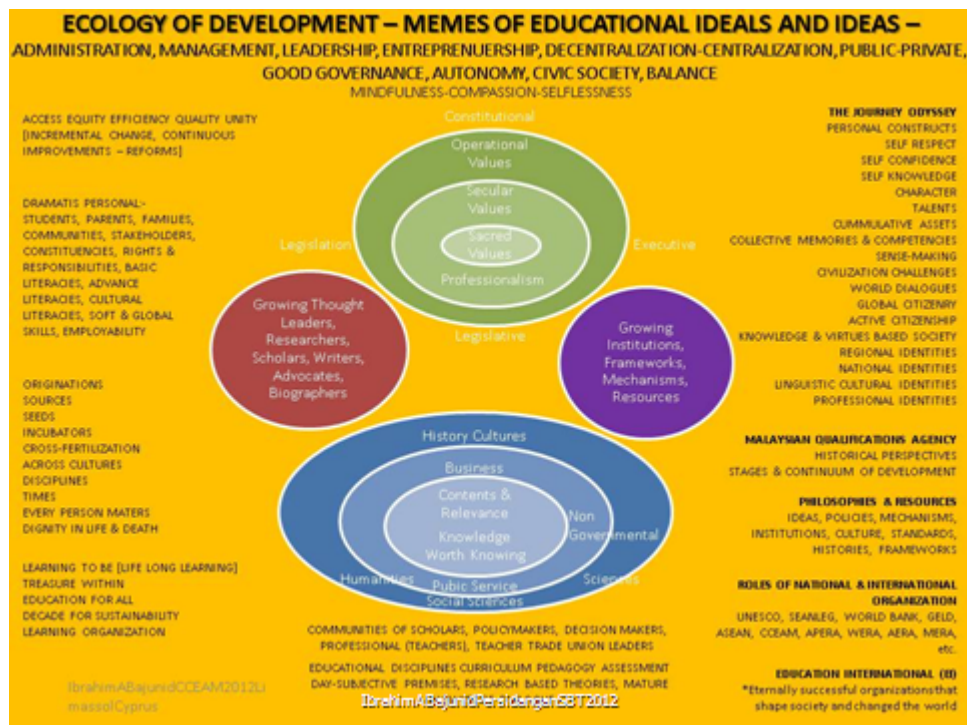
On Economic Abundance

■ I have come to see leadership not only as a field of study but as a master discipline that illuminates some of the toughest problems of human needs and social change, and in the process exploits the findings of political science, history, sociology, philosophy, theology, literature and psychology. I have come to see, too the contributions that the study of leadership can make to those disciplines. P. 9

  ▪ James MacGregor Burns (2003)

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On the Missing Factor

- No single discipline-philosophy, history, political science-alone can deal adequately with the phenomenon of causation because the subject lies outside as well as inside every discipline. A multidiscipline is necessary to borrow from and synthesize existing intellectual resources, and to generate new ones in the process, a discipline that can approach causation using the widest array of conceptual and empirical tools.
- That discipline is leadership-the X factor in historic causation. P.20-2.
  - James MacGregor Burns (2003)
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Metaphors Of Leadership & Excellence

Different Kinds of Leadership

- Leadership for Learning
- Thought Leadership
- Pioneering Leaders
- Path breakers / Pathfinders
- Inventors
- Discoverers
- Entrepreneurs
- Adventurers

Constructivism

High Order Cognitive Competencies

Eureka   Breakthrough

Innovative Thinking

Modes of Thinking

Frontiers and Leading Edge Sciences & Knowledge generation Technological Innovations

Analytical Insights By Research & Synthesis By Innovation

The Media Education Entertainment Industry Other Development Sector

Quality of Life

Quality Treasury

Excellence

The Knowledge Society

The Creative Society

The Innovative Society

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50 Companies that Changed the World

Howard Rothman (2004) Jaico Books , Mumbai

Microsoft, At &T;Ford; Apple; McDonald's;America Online;FedEx;CBS;Philip Morris; Wal-Mart; General Electric;IBM;Sears Roebuck;General Motors;J.P Morgan & Co;Union Pacific; RCA;Nike;Intel;CNN;Boeing;Hewlett-Packard;Standard Oil;Sony;USX-US Steel Group;Agence-France-Presse;Levin &Sons;The Walt Disney Company;Netscape;Coca-Cola;Thyssen Krupp;Proctor & Gamble;Yahoo!;Toyota;PeopleExpress;Manpower;Toys "R" Us;National Football League;Kelogg;Johnson Publishing; Firestone Tire & Rubber;Avon Products;Hilton Hotels;Ben & Jerry's Homemade;Re/Max;Singer Sewing;Shorebank Corp;Metro-Goldwyn-Mayer;L.L. Bean;H. J. Heinz;Amazon. Com;The Body Shop International PLC;DDB World Wide;Eastman Kodak Company;Exxon Mobil Corporation;Great Atlantic & Pacific Tea Company;Kohlberg, Kravis, Roberts & Co.;Levi Strauss & Co.;Minnesota Mining & Manufacturing Co.;Swift & Company;The Washington Post & Company;Wells Fargo & Company.

Good School or Bad School?
(Fred M. Hechinger, President, New York Times)

[On the entrance of the Hall of Institute Aminuddin Baki-The National Institute of Educational Management and Leadership] [1]

Over the years, as a reporter, I have never seen a good school with a poor Principal, or a poor school with a good Principal.

I have seen unsuccessful schools turned around into successful ones, and regrettably, outstanding schools slide rapidly into decline. In each case, the rise or fall could be traced to the quality of the Principal.

The National Institute of Educational Management and Leadership

The National Institute of Educational Management and Leadership develops the practical intelligence and leadership competencies of the reflective, ethical, self-managing Professional Educator who is capable of leading the self-managing school which is a learning organization responsible for character building, nation building, knowledge culture and civilization civilization development.

[Institut Aminuddin Baki, 1998].

50 Universities that Transformed Lives that Changed the World

- MIT. Harvard. Cambridge.UCL. Oxford. Imperial College London, Yale. Chicago. Princeton. CALTEC.Columbia. Pennsylvania.ETH Zurich (Swiss Federal Institute of Technology). Cornell. Stanford. Johns Hopkins. Michigan.McGill. Toronto.Duke. Edinburgh.California Berkeley (UCB).HongKong.ANU.NUS.Kings College London. Northwestern.Bristol.Ecole Polytechnique.Tokyo.UCLA.Manchester.HKUST.Ecole Normale Superieure,Paris.Kyoto.Melbourne.Seoul NU. Wisconsin-Madison. Sydney.The Chinese University of Hong Kong.Ecole Polytechnique.Brown.NYU.Peking.University of British Columbia.University of Queensland.Nanyang Technological University.Tsinghua. Carnegie Mellon. Osaka University

50 Schools That Transform Lives- that Changed the World

- St. Paul's School, London; Westminster School, London; Eton College; Tonbridge School, Kent; Harrow School; Radley College, Abingdon; Dulwich College; Abingdon School; Warwick Scool; Reeds School, Cobham.-Loughborough Grammar School, Merchiston Castle School, Edinburgh; Bedford School, Charterhouse School,Goldaming,Shrewsbury School Etc.