

Part of my PhD Study



Distributed leadership and
staff's effectiveness: Implication
in secondary schools of
Mauritius

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Outline of the presentation....



- Introduction
- Existing Model of Leadership
- Two models of Distributed leadership (Spillane, 2006 and Angelle, 2010)
- Research methodology
- Data Analysis
- Interpretation of Data findings
- New model of distributed leadership
- Conclusion, recommendations and limitation

Distributed leadership means.....



Distributed leadership is about creating leadership density, building and sustaining leadership capacity throughout the organization. People with different roles and responsibilities can lead and affect the effectiveness of their schools in different ways.

Staff's effectiveness means....



Staff's effectiveness is about creating effective teaching and learning process, building students' learning, and producing students' academic performance throughout the school.

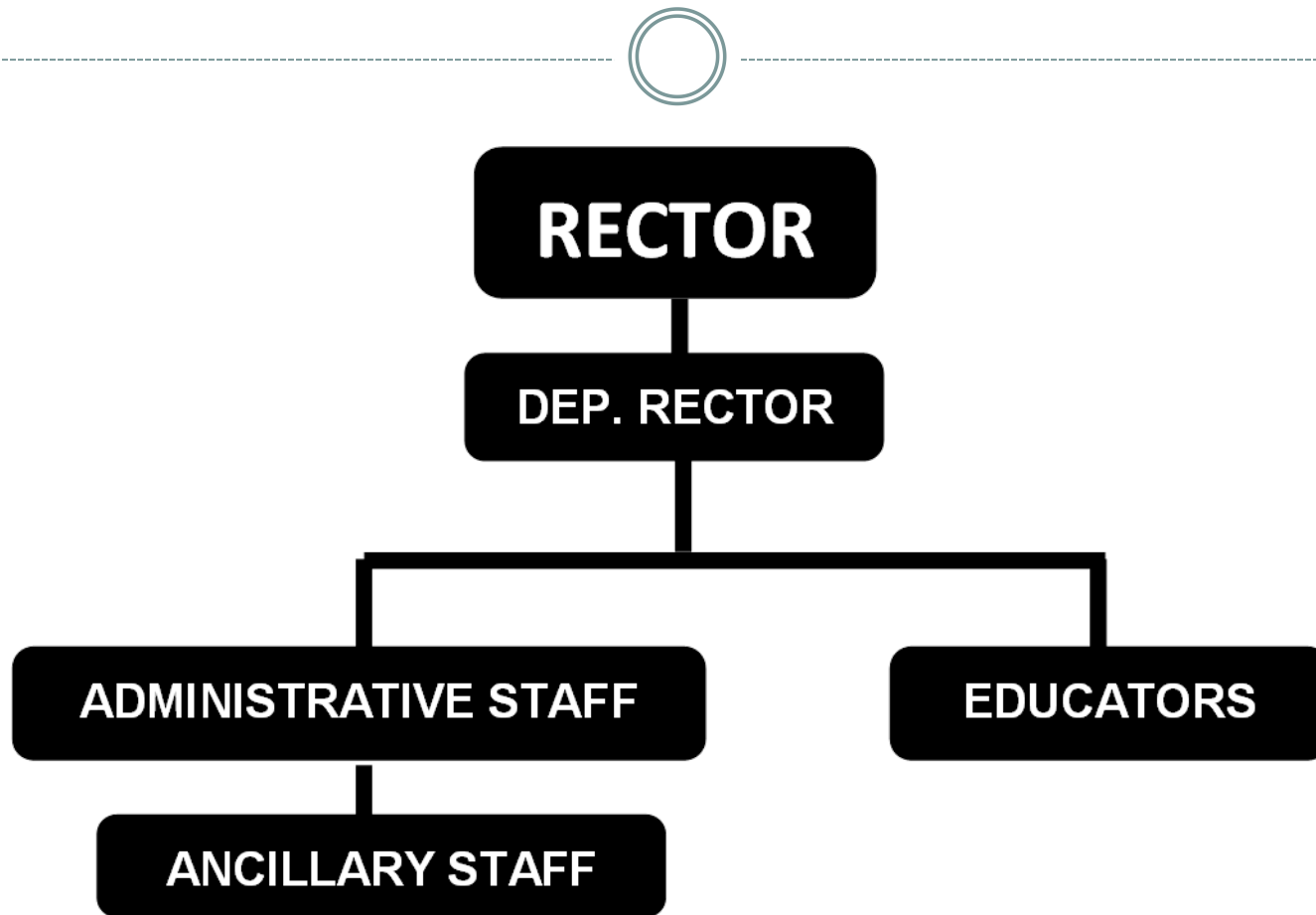
Different teachers and HODS can lead and affect the teaching and learning process in different ways in the school, at the classroom and departmental level.

Aims of the presentation....



- To propose and convince the training and tertiary institutions to adopt the innovative model of DL to promote staff's effectiveness in secondary schools of Mauritius
- Promote and ensure continuing professional development among staff (CPD) in distributed leadership training programme
- To coach and train rectors/managers/HODS/teachers to adopt the new model of DL in secondary schools

A Traditional model of leadership from Rector (Principal) in Mauritius



Source: 'The School Manual for Rectors', Ministry of Education, Human Resources and Culture (2009)

Problem with this existing model of leadership

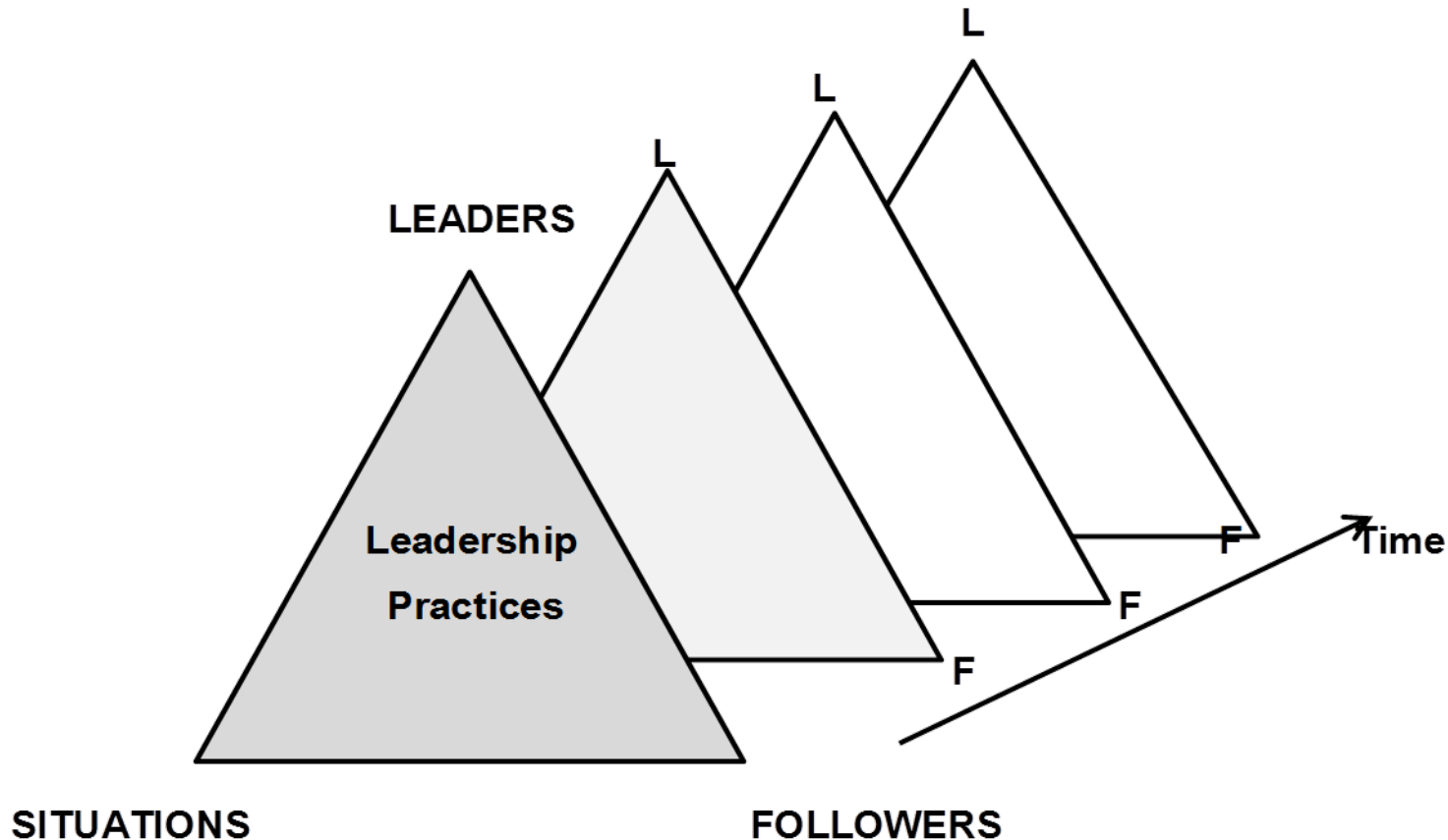


- Current model is a linear management by rector
- One person leadership leaves the substantial talents of teachers untapped
- Individualistic fallacy (teaching and learning lose momentum and fade away)
- Since leadership is not distributed to staff, demotivation and staff's ineffectiveness occur
- This results in ineffectiveness that schools are currently facing

Model of DL from the study of Spillane (2006)



Model of distributed leadership (Spillane, 2006)



Source: Spillane, J.P. (2006) 'Distributed leadership', Jossey-Bass, San Fransico, CA.

Model of DL from the study of Angelle (2010)

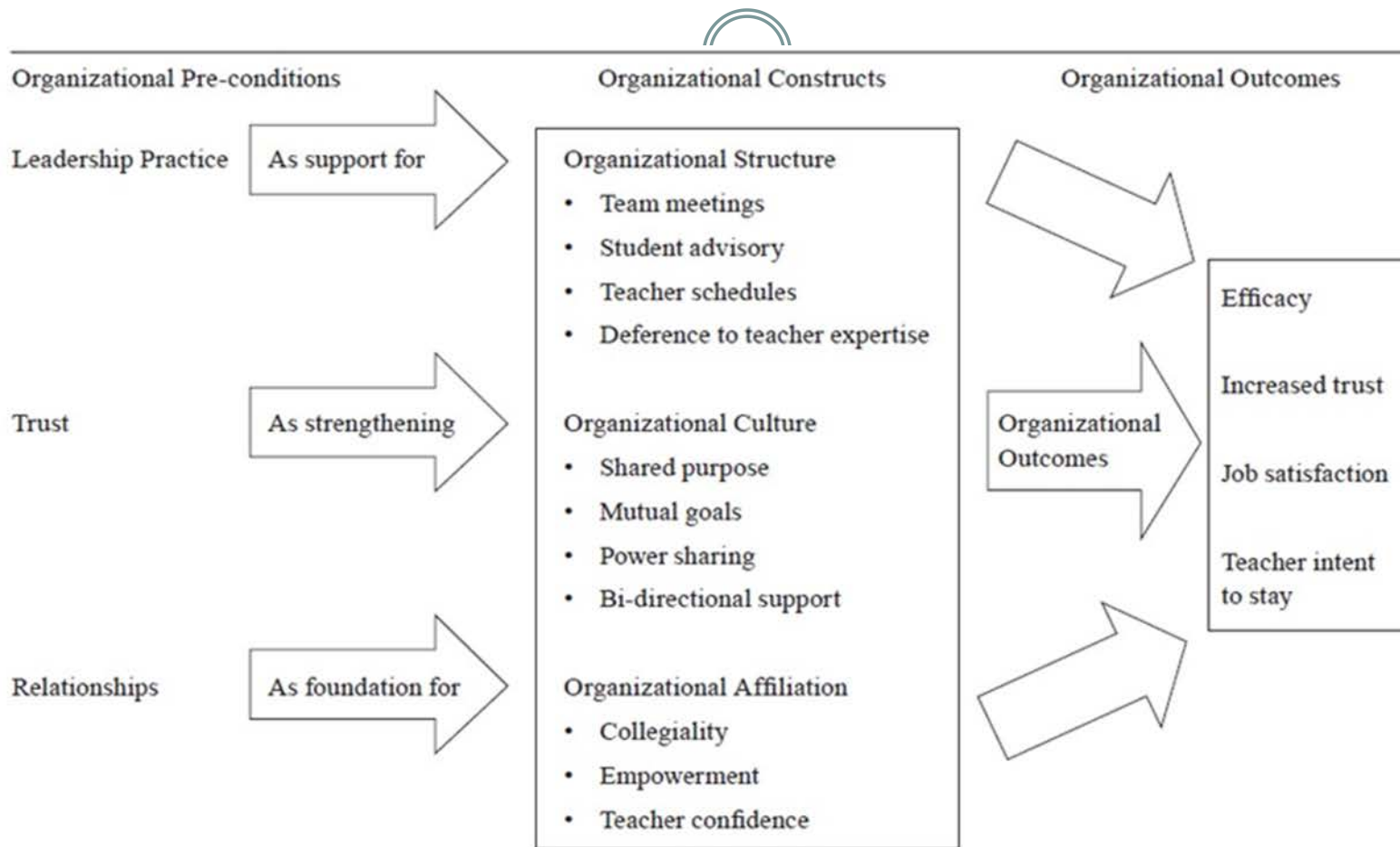


Figure 1. A Model of Distributed Leadership for Middle Schools

Angelle, P. S. (2010) 'An Organisational Perspective of Distributed Leadership: A portrait of a Middle School', RMLE Online, Research in Middle Education, Vol.33, No.5 ISSN PP1940-4476

Research Methodology



- Qualitative and phenomenological approach
- Semi-structured interviews with principals (rectors), HODS and teachers
- Digital recorder
- Use of NVivo Qualitative Data Analysis
- A purposeful sample of 4 school principals (rectors), 6 HODS and 8 teachers

Methods, sample, validity....



METHODS

- 18 Individual Semi structured interviews
- Recording interviews with digital tape recorder
- Writing up transcripts interviews

SAMPLE

- ❖ A purposeful sample of (i) Four rectors (school principals), (ii) Six HODS and (iii) Eight teachers

VALIDITY

- After writing up the interview transcripts
- Make the research participants read the interview transcripts
- Validate the interviews transcripts

Data analysis



Rector's response:

Interviewee P1: '**I bring and share the responsibilities** among those who have at heart the interest of the school and have shown a remarkable sense of professionalism and commitment are allocated responsibilities for the **implementation of already taken decisions...**'

HOD's response:

Interviewee HOD 4 (in creole) ...mo penser ki dan mo department...**distributed leadership pas p passer** ... acose zot **resistant ek zot refuser**.

(In English)... in my department **distributed leadership is not happening** because they are **reluctant and refuse the job and responsibilities**.

Teacher's response:

Interviewee 2 : Hem..., I find **that some of them are reluctant to collaborate**. And, it creates some **frustration and ineffectiveness**. So, I am not very happy here...even in my department **there is no communication between me and the Head of Department**....so, I am not happy because **I don't find distributed leadership happening** in school. Well, distributed tasks are not well distributed...they are not clearly distributed. It is varied widely.

Data findings on DL....



Positive variables

- Power delegation, authority ,control and accountability
- Roles, responsibilities and work delegation
- Lessening of workload, gaining more time..
- Staff involvement, empowerment, autonomy and motivation

Negative variables

- Lack of power delegation, authority ,control and accountability
- Lack of roles, responsibilities and workload shared among responsible people
- Lack of lessening of workload, lack of time,organisation...
- Lack of staff empowerment and autonomy...

Data findings on staff's effectiveness...

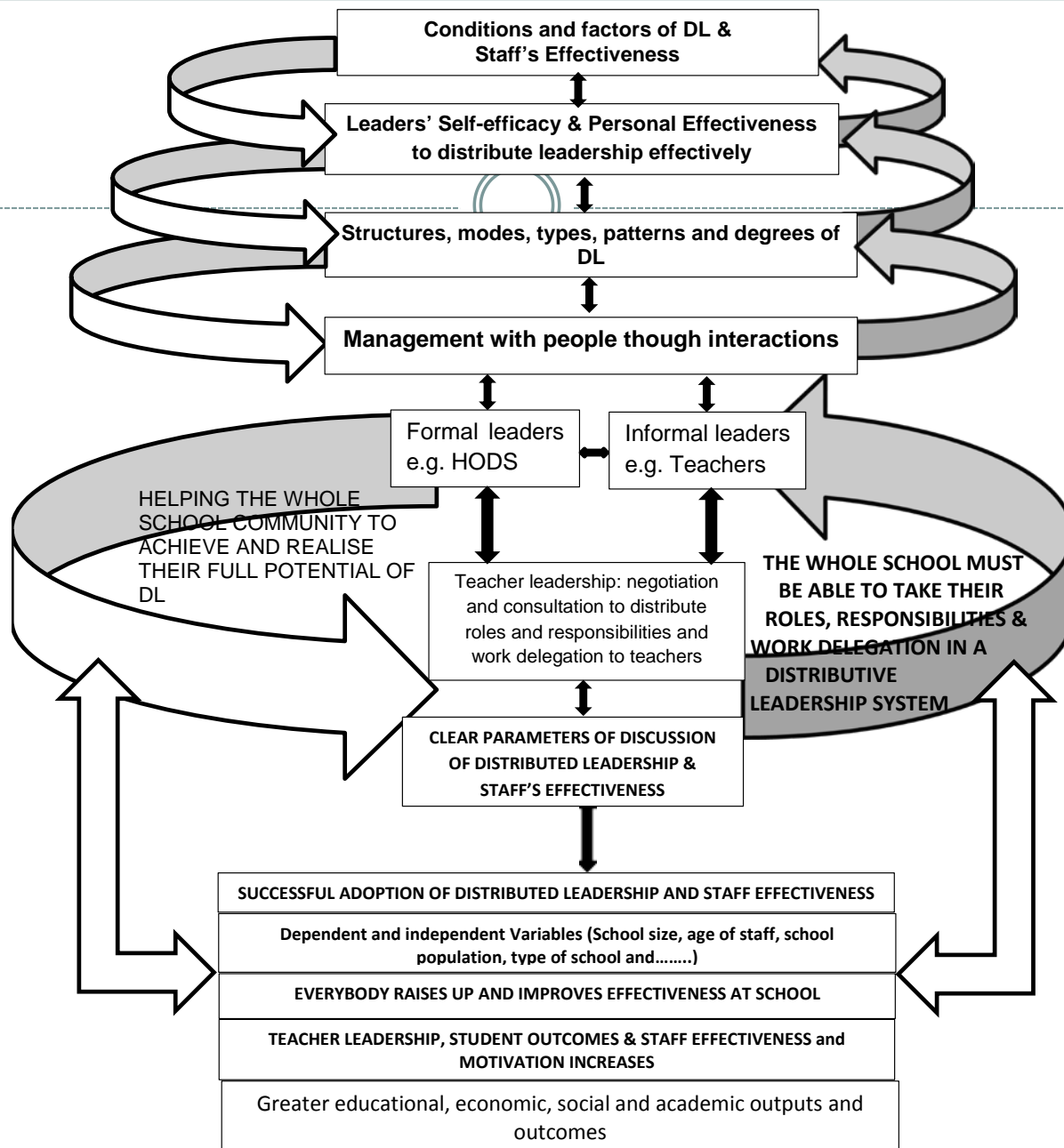


Positive variables

- Openness, competence, trust building, interaction and relationship with staff
- Teambuilding and teamwork
- Competence and effective communication with staff
- Cooperation and collaboration among colleagues in department/school
- Willingness to take up the DL from the staff

Negative variables

- Lack of openness, trust building, interaction and relationship with staff
- Lack of teambuilding and teamwork
- Lack of competence and effective communication with staff
- Lack of Cooperation and collaboration among colleagues in department/school
- Unwillingness to take up the DL from the staff (reluctancy)



Conclusion, recommendations and limitations



Conclusion

- As a first hand source, the innovative model of DL is a starting point for distributed leadership in secondary schools
- It needs to be tested and improved

Recommendations

- Research to be done on the team effectiveness and student leadership (participation,.....)
- Training programme based on the DL and staff's effectiveness can be extended to other training institutions
- Innovative model of DL can be extended to other secondary schools

Limitations

- Lack of time
- Only a selected sample of ten schools
- Qualitative research as a small scale study

Thank you for your kind attention



Any questions?

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