



THE UNIVERSITY OF
WESTERN AUSTRALIA

Educational Leadership

Leadership in a global context

Elaine Sharplin

Context free or context bound?

- If you are an effective leader of a small business or a government department would you be an effective school leader?
- If you were an effective leader in 1955 would you be an effective leader in 2003?
- If you are an effective school principal in Hong Kong would you be an effective school principal in Australia?

“reforms do not emerge within a policy vacuum – they emerge into a context which is replete with earlier reform initiatives”

Morris, Chan & Ling (2000) p. 45

GLOBAL CONTEXT (MACRO LEVEL)

- **Globalization**
- **Economic Rationalization**
- **Individualism**
- **Cultural pluralism**
- **Ecological Issues**
- **Information technologies**
- **Policy cloning**
- **Demographic shifts**

Shifts Emerging in the Second Half of the 20th Century

From:

To:

Newtonian world view
closed mechanistic static

Einstein's world view open
relativistic dynamic

National isolationist
independence

Global interdependence

Heredity

Environment

Meritocracy

Democracy – participation
and Human rights

Cure

Prevention

Privilege

Right

Physical

Psychological-sociological

Close knit community

Network of groups and
individuals

Transportation

Communication

Fantini: Changing Educational Goals in the 20th Century

From:

Adjustment

Exclusivity

Elitism

**Limited literacies: 3 Rs and
civic competence**

Occupational development

Individual and self interests

To:

Development and potentiality

Inclusivity and equal access

Universality

**Expanded literacies:
technological, medical, legal,
global, etc.**

Talent development

Cooperation and human caring

Fantini: Changes in Means of Educational Delivery

From:

Uniformity and standardization

Chance

Learner failure

Teaching in the classroom

Teacher as primary deliverer

Human teachers

Testing as measurement

Schoolhouse add-ons

Group norms

Age-based schooling

Professional control

Centralized

Standardization

To:

Diversity

Options and choice

Program or institutional failure

Learning in multiple learning environments: school and community

Teacher as facilitator of self-directed learning in school and non-school settings

Electronic teachers, human educators

Testing as diagnosis

Community resources – doing more with what we have

Individual norms

Lifelong education

Public control

Decentralized

Personalization

EDUCATIONAL POLICY ISSUES

- **Restructuring**
- **Decentralization**
- **Self Management**
- **Accountability and financial management**
- **Outcomes focus**
- **Privatisation**

Impact of context on leadership

- Demands for training and/or retraining
 - Broader knowledge of expertise
 - Strong interpersonal skills
 - Need to maintain currency of skills
 - Additional management and educational skills
 - Mediating between cultural values and global policy developments

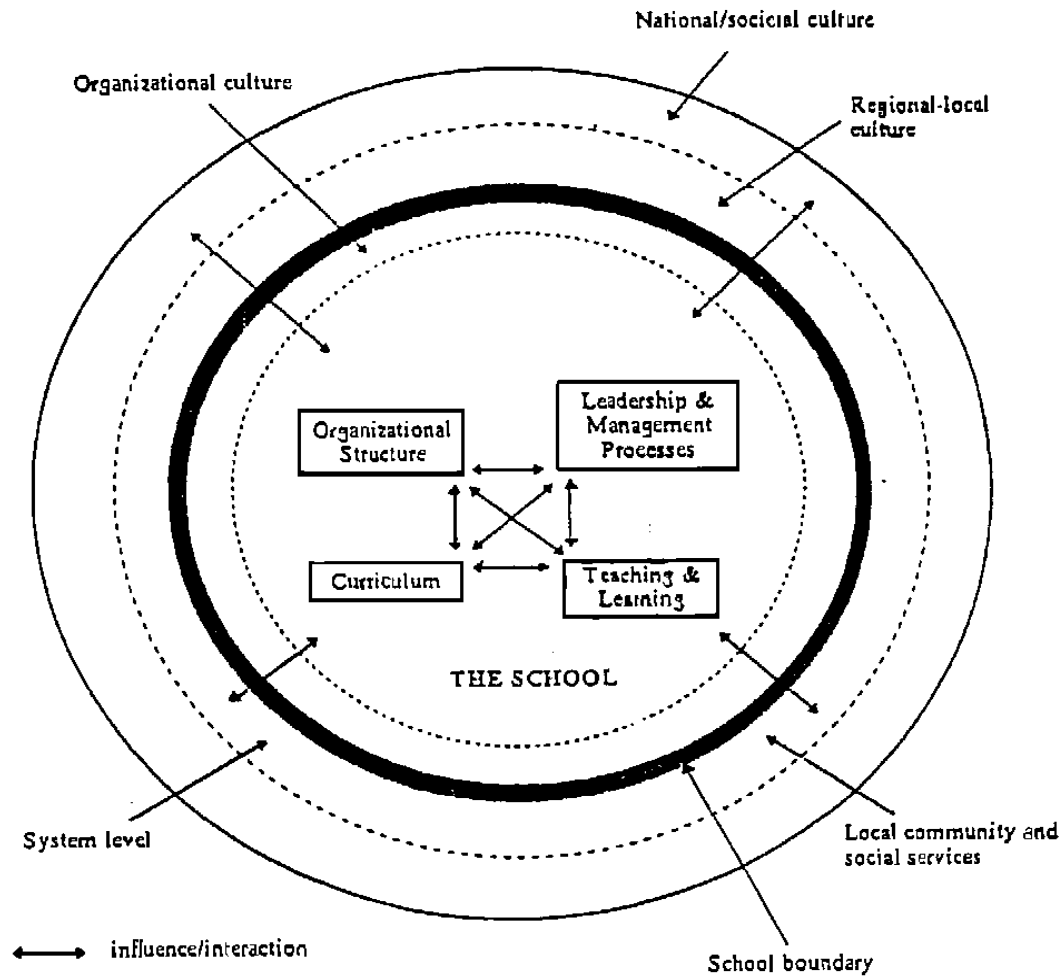
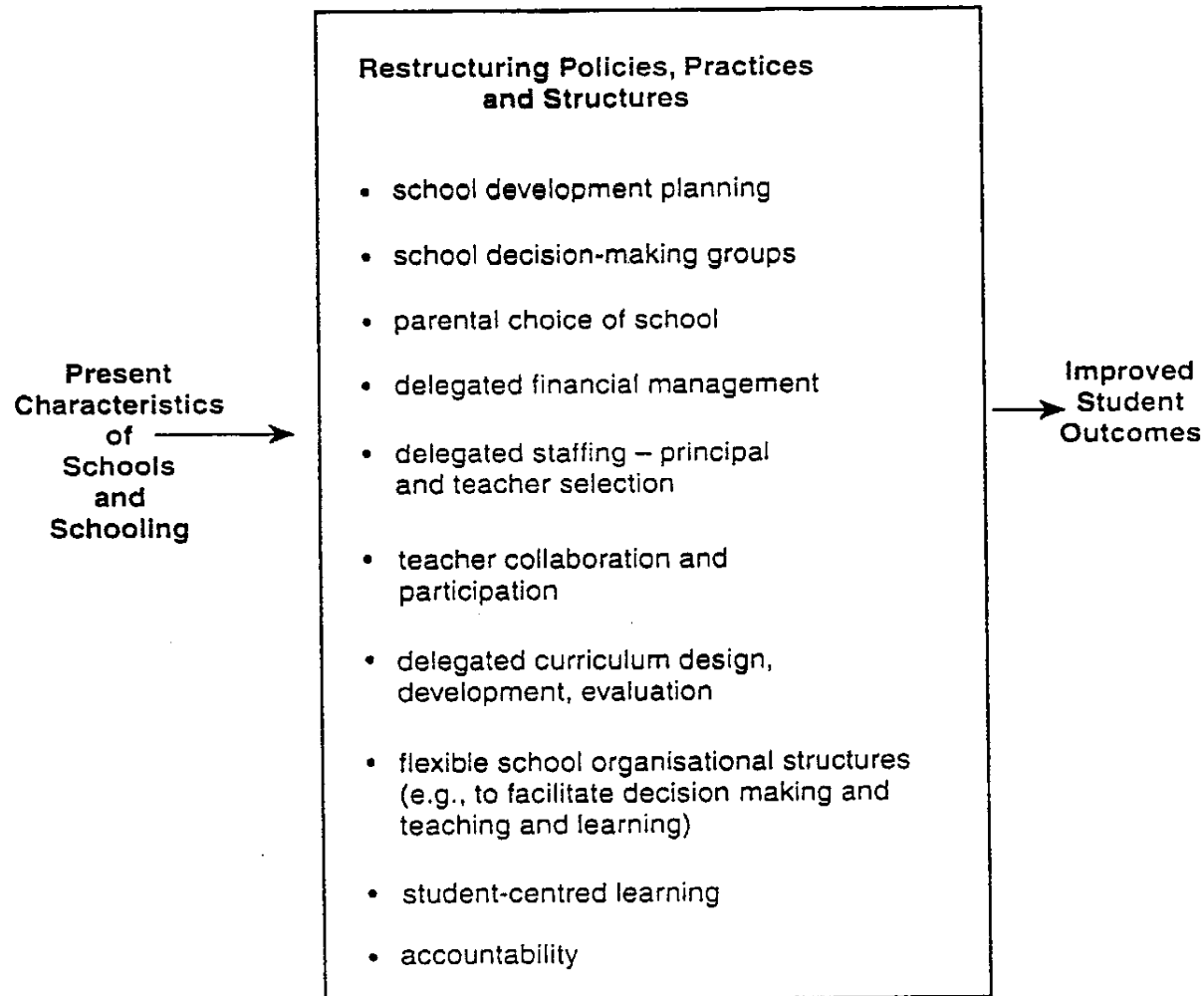


Figure 1: A Cross-Cultural School-Focused Model for Comparative Educational Administration

The Relationship between Schools, Restructuring Policies and Improved Student Outcomes



What is expected of a leader in this global context?

- How have expectations of educational leaders changed?
- How do educational leaders for the future need to think and act?
- What are the desirable qualities of the leaders of the future?
 - You will be required to answer these questions for yourself over the next week.