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How do Headteachers lead in times of difficulty?

By

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Glossary and abbreviations

CEO   Chief Executive Officer

CP   Child Protection

DfE   Department for Education

DH   Deputy Headteacher

EBacc   English Baccalaureate consisting of a range of subjects deemed to provide the elements of a "Good" education. Introduced by Conservative-led coalition government.

HoD   Head of Department

KS   Key Stage: KS3 covers students aged 11-14; KS4 covers students aged 14-16; KS5 covers students aged 16-18.

MAT   Multi-Academy Trust: a group of schools run by a private Trust that is funded by central government.

ICT   Information Communications Technology

SEN   Special Educational Needs

P8   Measures of attainment and achievement linked to a range of qualifications including EBacc. Used in school performance tables in England.

TUPE   Transfer of Undertakings (Protection of Employment) regulations.

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Declaration

This thesis is my own work and has not been submitted for a degree at another university. It has not

been published.

Abstract

This research analyses how headteachers lead in times of difficulty, looking specifically at how they communicate policies to staff at such times, and what leadership styles they choose to adopt. The thesis draws on the work of Bourdieu and Foucault in considering the dominant discourses around state and institutional leadership. Its conceptual framework considers leadership styles and four processes acting upon Headteachers (namely: school context and culture; internal power structures; external accountability; and cyclical policy development and implementation).

Data was collected from nine Headteachers facing three kinds of challenge (new Headship; improving teaching and learning; and structural change). The methodological approach is ground-breaking because it combines study of three types of data in a novel way. These were contemporaneous artefacts (the PowerPoint presentations given by the Headteachers at the moment of policy enactment), subsequent email commentary (provided by the Headteachers with the benefit of hindsight) and website analysis (undertaken by the researcher to gauge consistency of message). It was analysed using narrative and discourse techniques.

The findings suggest that neoliberalism, in general, and the introduction of Multi-Academy Trusts, in particular, have created a range of different pressures that influence how Headteachers lead their schools. In times of difficulty, they try to communicate with staff in a way that is underpinned by their own values and those of their school. They construct and deliver their PowerPoint presentations with a view to inspiring their staff; Fairclough (2010) refers to the implicit use of values as part of the "style" of the text. This illustrates that Headteachers try to use transformational and ethical leadership styles, as promoted by the profession, but this can be constrained by the situations they face. Although distributed leadership is promoted by stakeholders in the profession, this does not result in a genuine distribution of leadership power, perhaps because difficult situations, by their very nature, heighten rather than lessen Headteacher accountability. The thesis

ends with recommendations for practitioners (particularly Headteachers in similar situations), other

policy actors and fellow researchers of educational leadership.

1. Introduction

Politicians and educationalists have sought to identify the key influences that ensure children can thrive from education so that they have successful lives. The workings of schools vary, and policies are developed to ensure achievement. Actions are delivered by the teaching profession but are led by Headteachers who aim to motivate, support and innovate with the staff. This research looks at how Headteachers do this to ensure their staff can deliver quality education even in challenging times of difficulty for the individual, the school and staff within it. The difficulty is one personal to the Headteacher in terms of the pressure they are under, and personal stress is created such that they may feel, as Thomson (2009) suggests, their "Heads" are "On the block". Leadership is particularly challenging in these times. The research was sparked by such a situation in the school where I was working; the Headteacher had to tell the staff that the school was no longer regarded as "Good" by Ofsted. The reaction of the staff was then critical in shaping the history of the school. Changing influences mean delivering a difficult message is a common occurrence and thus how Headteachers seek to lead their staff is worthy of further study.

1.1 Context

The 2016 Government White Paper "Educational Excellence Everywhere" states,

> We believe a school-led system is the best way to improve outcomes for children. To strengthen this system and enable it to deliver excellence everywhere…We will:
>
> Enable the best leaders to play a wider role by transferring responsibility for school improvement from local authorities to school and system leaders to spread expertise and best practice…Ensure that the work of system leaders is focused, purposeful and evidence based, and the right incentives and brokerage are in place to encourage them to work with vulnerable schools. (DfE, 2016:72)

These motives and methods seem laudable and build on the culture established through previous governments. In June 2021, Gavin Williamson, former Secretary of State for Education, commented, "Improving outcomes for pupils is our number one priority and as we build back better from Covid, it's more critical than it has ever been" (2021: Paragraph 17).

Education strategy has been strongly influenced by the neoliberal thinking which has shaped the latter part of the 20th and the early part of the 21st century. This has caused a shift in education policy in the UK but also globally, facilitated by the process of globalisation that has led to a greater sharing of ideas. Neoliberalism has influenced organisations such as the World Bank and OECD who have exerted their influence on national governments. It has encompassed policies where quasi-free markets have been created, including state-funded schools. There have been new forms of competition with a range of providers offering education and the most successful schools attracting more students. At an international level, schooling systems are compared, with the rise in popularity of PISA tables influencing national government thinking, aiming to measure the success of educational policy (Baird et al., 2016). The rapid expansion of testing has generated "an environment where testing becomes synonymous with accountability, which becomes synonymous with education quality" (Smith, 2016:7).

This had led to complex situations where education leaders have the freedom of the market to create successful schools but are held accountable in new ways. The White Paper quoted above emphasises the importance of leadership to drive up educational standards. The revised Headteachers' Standards of 2020 again suggest the importance of their role:

> Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools. (DfE 2020: Paragraph 1)

The standards (2020: Section 2) stress that setting the strategic direction of the school and creation of a culture that "upholds ambitious educational standards" is the core work of a Headteacher.

The mention of "governance" above also hints at the changing nature of Headteacher leadership; the vision and direction for their school is increasingly shaped by others rather than the Headteacher (Townsend, 2015). Additionally, the move to a more neoliberal approach to education has brought challenges to school leaders seeking to implement policy directives from the state. For example, to

be seen as successful, a Headteacher must ensure that their school not only achieves a "Good" from Ofsted but is now judged "Above average" in performance tables. The actual "targets" of achievement have been centrally determined and so appear, paradoxically, contrary to the free market approach. Gunter contends that these policies have led to "a shift from education with and for the public to education about particular types of publics who can gain or not from particular forms of learning" (2015:1207).

1.1.1 Policy study: development, implementation and enactment

Fullan (2001:8) suggests policy is "a process of meaning making which relates the smaller to the bigger picture". This research investigates the moment a Headteacher does this with their staff. Policy development, enactment and implementation are processes by which change takes place or whereby practice is legitimised; this could be summed up as policy delivery. They are interlinked because policy is "multi-stage and multi-tier" (Bell and Stevenson, 2006:9). Although policy development as the formulation of ideas might be seen as the first stage of the policy process, changes can be made at various stages in the process because a variety of actors are involved. They are engaged in the implementation and ensuring ideas are turned into practice and may be responsible for carrying out that policy. The policy may change and develop in an iterative process as different actors are included; as Bell and Stevenson comment, "The term policy development also more accurately conveys the organic way in which policy emerges" (Bell and Stevenson, 2006:9). This is part of a cyclical process.

The Headteacher's role as an agent or actor in policy delivery is pivotal in that they have the "devolved" responsibility for the provision of an excellent standard of education as measured by accountability measures. They must create a vision of this education that is then delivered from policy development through enactment. The point when this is shared with the staff is a moment of enactment and as such there is merit in exploring the leadership adopted at this stage in policy delivery. The policy actions are delivered by the staff following the enactment as a stage of the

implementation. Building relationships as Andy Buck, a former Headteacher, suggests, promotes gained discretionary effort, which involves "staff going the extra mile" (2016:18) to deliver policy successfully. This may be challenging to achieve when policy may be unpopular or the situation difficult.

The way policy is developed and implemented has shifted significantly as neoliberal drivers have changed governance structures. State control, both central and then through local government, has altered. Policy development for state schools is often devised by central government and then mediated before reaching schools for implementation. The establishment of quasi-independent state-funded educational bodies has changed the relationship of schools with their local communities. The local authority role in brokering between central government and schools has largely disappeared, particularly as government has suggested all schools become academies and join Multi-Academy Trusts (MATs). Thus, school trustees may make decisions significantly "distant" from the community they serve. The development of Multi-Academy Trust chains in the 21st century has both removed and reintroduced different layers of governance. Additionally, the establishment of MATs has changed the way a policy is implemented. In theory, schools are "free" from government control to create the best educational opportunities. However, funding is dependent on meeting certain accountability standards and can be withdrawn. Additionally, the new structures mean that although given the title "Head", the person may have a different relationship with the governing body to that traditionally characterised as a "critical friend". Instead, they may well report to a Trust that is managing several schools and determining policy at this level. This can influence the relationship the Headteacher has with staff in the school; there may be tensions and conflict with staff if they do not favour the centrally determined policy. This can create times of difficulty for the Headteacher.

This research seeks to investigate the precise moment when Headteachers are seeking to introduce new policy to staff. Again, this is a new area of study, considering this specific occasion rather than

the whole roll-out of policy. First impressions in any social setting are important and, from experience both in delivering a presentation of policy and as a staff audience member, I believe that this is a critical moment in securing successful implementation.

1.1.2 Leadership

The primary focus of this research is on the educational leadership of Headteachers within schools. However, there is understanding that educational leadership is not confined to its operation within schools, given the structures of control and contrasting views on leadership within wider spheres. Research into educational leadership has reflected changing attitudes within society and the workplace. The term "Leader" is a contested amongst both academic researchers and practitioners. The dominant format that might be considered the normative stance for a large part of the education research field and that discussed within the profession, is that of a functional approach. Gunter and Grimaldi comment using this approach the leader is "A person located in a structural role, job description and delivery" (2021:144). Studies adopting this stance have identified various characteristics a successful leader should have and behaviours that they should demonstrate, including how they relate to others. This has led to the development of normative "styles" that have dominated research, professional training and then practice. This research will utilise these "styles" whilst acknowledging that leaders and leadership could be studied using other lenses.

Over the last fifty years, authors have repeatedly emphasised that a leader is successful if they brought about a transformation in those being led and develop "followership" based on the initial and subsequent findings of Burns (1978, 2003). Couto (2015) argues that transformational leadership is constructive because it "liberates and empowers followers to envision, energize…" and, "Power with others replaces power over them" (p.19). By contrast, Gunter and Grimaldi note the potential for leaders to exercise "power over followers in order to eradicate dysfunctional people, structures and cultures" (2021:144). Instead of adopting a functionalist approach, critical and socially

critical researchers examine the power relations more carefully to understand how leaders can bring about change, both positive and negative, with other actors, including staff.

Following Burns, transformational leadership as described by Bass (1985) has dominated much of the research and indeed developed practice for successful leadership. This has been adopted by educationalists understanding and developing the practices of Headteachers. For example, Day et al. (2011) used mixed methods to assess the impact of transformational leadership and found a statistically significant link between success, as measured by improvements in academic achievement of students, and transformational leadership.

Additionally, it has been suggested that a school's culture can be nurtured so that transformational leadership is successful (Stoll and Fink, 1996). Buck contends that the job of a school leader involves consideration of the "Future", as in setting the direction for the school, the need to "Engage" through building relationships to "Deliver" good outcomes (2016). However, the moment the policy is shared with other actors has rarely been studied but is the focus of this research.

Researchers have identified other forms of leadership that are not based on transformation. The focus on educational standards has led to investigation of other forms of leadership, including instructional, where the Headteacher is the expert in teaching and learning. Bass and others (1985a, 1985b, 2006, 2010) also considered the difference between transformational and transactional leadership. In situations where there may be resistance, transactional leadership has traditionally been considered more likely to bring results as reward for compliance is offered.

Others have investigated the behaviours of Headteachers and how they engage staff. Such research may involve application of socialisation theory. This has promoted consideration of an alternative leadership model, namely distributed leadership; staff are involved in developing the policy as well as implementing it. Through greater involvement in the initial consideration of the policy, together they will work out the best route for delivery and thus will have more personal responsibility and desire for ensuring successful implementation. Looking at the moment the presentation is delivered

to staff may indicate how far power and influence in policy development is being distributed and which style or tools of leadership are effective, in a contrasting manner to Day et al.'s (2011) study.

This research deliberately asked the Headteacher to identify a time of difficulty where they found leadership challenging and hard; most chose a situation they felt they had handled effectively. The difficulty was determined by them and thus involved both personal strain and trouble or dis-ease when working with others in a leadership position. The study should therefore give greater insight into what leadership styles are adopted in these specific situations. It contrasts with much of the research as outlined above, when successful leadership was examined which might suggest ease in the situation; this should result in new understanding of leadership in times of difficulty.

The study explores the leadership styles adopted by Headteachers in contexts rather than the style of the leader per se and looks at the tools and behaviours that they can adopt with staff to gain acceptance and motivation leading to policy implementation. The work of Goleman et al. (2000, 2002) on emotional intelligence influenced training of Headteachers in the 21st century, shaping behaviour. More recently, there has been a focus on ethical leadership. The 2020 Headteachers' Standards (Section 1) put more emphasis on the ethics and professional conduct expected of Headteachers.

> Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The role and leadership of a Headteacher is also influenced by the media. The term, "superheads", originally discussed by the Blair government in 1998, was widely reported in the press (*The Spectator*, 2016). This was, in turn, evidence of mediatisation that Rawolle (2010) considers as an element of Bourdieusian practice (outlined below) whereby the media will have an impact on the practice of the field of education. The example of the term "superhead", however, perhaps demonstrates other agents affecting the field; Fairclough (2000) identifies and Rawolle (2010) suggests, "that politicians had learnt the new rules of engagement, outmanoeuvred journalists and

were largely successful in steering the media" (p.24) such that they believe autonomy has been given to informed people away from central government. This will be explored further, considering the power relations operating on Headteachers.

As Gunter (2016) suggests, there are a variety of "knowers" who are "knowledge producers" and all influence the context in which education policy is made and subsequently delivered. Educational professionals' views on leadership and practice are influenced by educational research but they are also importantly shaped by exposure to writings from government-funded bodies, professional bodies and fellow professionals. Clearly, there is an overlap with academic writing, as much research is funded to inform practice and may be viewed as functionalist. Some of this literature may have a different style and does not have the rigour of peer review but it has an influence on the profession.

The National College for School Leadership (NCSL), which later became the National College for Teaching and Leadership (NCTL), was founded in 2000. It carried out much research and training on behalf of the DfE (and predecessor departments), developing accredited leadership courses to increase leadership capacity in schools. It published numerous resources to support the profession. By signing-up to leadership courses such as NPQH, which was mandatory for newly appointed Headteachers under the Labour government, senior leaders had access to this material and forums to share ideas. Initially, the NCSL promoted transformational leadership, with a focus on vision as the starting point for good leadership. They also investigated distributed leadership (MacBeath, 2005). In 2012 Harris and Jones co-produced an "opinion piece" entitled "Managing to lead". This gives advice to serving teacher leaders.

> If you value your team then your actions will signal and reinforce that you do. All effective leaders invest in their people; not only are they your most important asset, they are your only asset! At the heart of any effective leadership is the ability to develop others through distributing leadership.

The NCTL was disbanded in March 2018 and its work was subsumed by the DfE. However, the courses it ran are still being promoted by the Department and profession; to secure promotion with

leadership responsibility, candidates are often expected to have taken one of the courses. The information on the Department's website gives a framework that must be covered including "learning how to" and "learning about" aspects of the role of the Headteacher. The first is titled "Lead and grow excellent teaching" (2017:24). This would suggest instructional leadership.

The first mention of leadership style is "Distribute responsibility and accountability throughout the school to improve performance" and "Research into the effectiveness of different leadership models or styles, including the distribution of responsibility and accountability" (op. cit.:25). Sections include "Learning how to…Be an inspiring leader in a range of different situations", through, "Learning about…examples of how different leadership models or styles have been deployed to achieve…drawn from a range of schools and non-school contexts" (op. cit.:25). The course overview stresses: "Communicate and negotiate with different people effectively to make progress on objectives". This mirrors the research focus, to explore how the Headteacher delivers information to lead.

The NPQ framework outlines the same key areas across the suite of courses. The website (op. cit.) lists areas of knowledge that will be developed. These include strategy and improvement, teaching and curriculum excellence, leading with impact and working in partnership. Leadership behaviours are listed, including commitment and collaboration as well as integrity and respect. This promotes elements of transformational behaviour, looking at strategy as well as the practices of distributed leadership and reflects the hybrid nature of leadership suggested by academics but promoted as desired practice of education leaders. McGinity and Kay (2021) suggest that the National College has been instrumental in promoting functionalist and normative views of leadership.

In addition to inspections, Ofsted carries out research. They also have a "blog" which both poses questions and gives insight into thinking on issues linked to standards within school. Since 2015 (accessed 10.8.19) there have been 8 blogs linked to leadership queries. However, they are not prescriptive regarding leadership style within schools.

Muijs, Head of Research at Ofsted (2019), speaking about leadership at a conference discussed the importance of vision but argued it should be a "collaboration" and not "top down". He related this to ethical leadership as something that is not imposed. Muijs commented everything done in the school should link to the vision. He claimed that instructional leadership must be the priority as learning is the core business, but said that the Headteacher cannot do this by themselves and mentioned distributed leadership; different approaches to leadership are needed for success. He suggested research shows that leadership is important in all aspects of school, including curriculum, and considered the importance of subject leaders. This could be seen as promotion of distributed leadership.

Furthermore, the Ofsted inspection handbook states,

> The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils.
>
> - leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils. (2019:64)

The word "vision" is mentioned in the responsibilities of the governing body. The judgement for a "Good" school states, "Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice" (op. cit.). The framework does not mention a particular style but states, "Research suggests that leadership and management can be highly effective when they are shared by different individuals and distributed across different levels in a school" (2019:65). The change (2019) to the framework reflected an emphasis on the quality of education. This suggests that instructional leadership is being promoted even though it is not explicitly named.

One can conclude that Ofsted, and thus government guidance to the profession and other stakeholders, is that a variety of leadership styles are needed for a school to be judged

"Outstanding". Leaders will then be effective in providing an exceptional learning experience that leads to the measured outcomes of the neoliberal agenda of government.

The professional associations carry out research on behalf of their members. They also meet with government to discuss policy. They run their own courses as well as offering the NPQ courses. They use a variety of media to put across their views. Of growing popularity is the "blog" which acts as an online conversation. One such discussion on the Association of School and College Leaders (ASCL) website related to the leadership needed to turn around a failing school.

> We need theories of leadership that focus on agency, ethics and courage, not destiny and determinism. To be useful, we need research that is less about leader-types and more about the specific steps and actions successful turn-around leaders take. (ASCL website blog: accessed 10th August 2019)

This suggests a more sociologically critical stance in the role of leadership but also appears pragmatic in achieving a goal. The National Association of Headteachers operates in the same way. Neither organisation projects a particular style of leadership but there is acknowledgement of the leadership-type conversation within the profession.

There are also other organisations that work to assist schools. PIXL is an organisation that acts like a "club" for member schools. It is market funded. At a members' conference 2016, it heavily promoted Andy Buck's book, presenting it to attendees. Buck again promoted Goleman et al.'s (2000, 2004) ideas on emotional intelligence as a leadership tool.

Within the United Kingdom, *The Times Educational Supplement* (TES) is the lead paper for the profession. As well as articles, it runs blogs on a range of topics. There are news stories relating to a Headteacher when something controversial has occurred. One entitled "Welcome to the most controversial school in Britain" was accessed online at the TES website. It outlined the style of the new Headteacher and how he was seen as a traditionalist in promoting and deploying the use of rote learning but also commented, "Smith's charisma and enthusiasm meant I, too, wanted to become a believer – and in many ways I did. Truly, Smith is transformative" (E. Dorrell, 2018, op. cit.

TES website). Commenting on the leadership style, Dorrell recognised that this would not suit all leaders. The publication also offers community forums where professionals ask for advice or comment. When searching on leadership styles, there was advice on the need to be supportive rather than critical when dealing with staff (accessed at TES on 12.8.19). These sites are not theory related but offer practical advice to professionals.

Additionally, with an ego centric, autobiographical focus on leadership, there has been a growth in Headteachers writing and publishing either in books or through blogs. Clough's book (2005) outlined the complexity of turning around a failing state school as a Headteacher having come from the private sector, dealing with the "interference" of the local authority. Her style of leadership was charismatic, as judged by the researcher's personal experience of working with her. Barnaby Lenon, another Headteacher of a public school and then state schools, published *Much Promise: Successful Schools in England* (2017). This is written for a mixed audience. He discusses the major challenges related to school improvement. It does not explicitly focus on leadership but stresses the value of all stakeholders working together.

Other Headteachers now use blogs to speak to the profession and inform thinking. Two sites were investigated. Strickland discussed the issues faced by the Headteacher mentioned in the TES article cited above. The Headteacher blogger visited the school and commented on the style of instructional leadership observed. The second blog accessed was from a former Headteacher of a Free school. Lehain reported on visits to schools where success had been found. The opinions are personal but do suggest a preferred view of education and policies.

Therefore, the profession is influenced and does have a voice in discussion regarding leadership styles. The DfE programmes are perhaps a dominating force and do promote the concept of the functional leadership styles as suggested by Gunter and Grimaldi (2021). This then means they are worthy of consideration when exploring the views of leadership suggested through the discourse of

the participants as they have been influenced in this way as professionals, particularly if they have been part of the programmes.

1.2 Specific research focus and structure

The objective of this study was to consider a key moment of the policy process and establish how the Headteacher seeks to engage with staff to ensure policy enactment and delivery in the way they envisaged. Given the changes that have taken place in education, Headteachers may find themselves in positions where they have to lead policies that they understand will be unpopular with staff but because of varying pressures they feel duty bound to push them through or there will be further repercussions for all in the school. This requires careful and considered leadership by the Headteacher. This study aims to explore how leadership is exercised at that moment. It adopts a predominantly functionalist approach, grounded in the literature on leadership styles. However, it also seeks to explore the other influences that shape Headteachers in these situations and considers the power relations operating in and on the school and the Headteacher to develop policy science in terms of the enactment.

This research investigated a variety of challenging situations faced by Headteachers. These were selected by the Headteachers themselves and so reflect both the issues of leading a school and those considered to create personal strain for the Headteacher. Difficult situations require the use of a variety of interpersonal skills and understanding of others in order to lead.

Ball et al.'s (2011) research on "How schools do policy" considered the various actors involved in policy development and implementation. By contrast, this study focuses on the leadership of the Headteacher at the moment when the policy was shared by the Headteacher with the staff. Obviously, this occasion in itself does not determine the success or failure of the policy, but it does set the scene for interpretation by staff and in many cases establishes the relationships that will be central to the future success or failure of the policy. As an event, it is a situation that appears controlled or directed by the Headteacher. This then allows for interpretation of the particular

leadership styles being used to inform and engage with staff. By focusing only on situations that Headteachers found challenging, this will create knowledge of the particular leadership adopted in these moments.

1.2.1 Key questions

In light of the overall aim outlined above, three specific research questions were developed, as follows:

1. **How do Headteachers communicate policies to staff in difficult situations?**
2. **What leadership styles do they adopt in these moments of policy enactment?**
3. **What does this research reveal about the factors constraining and/or empowering Headteachers and the way they mitigate in these instances?**

These questions shaped the new knowledge that the study would create. The first focuses on how educational policy and change is made known to the staff as a body. A review of literature demonstrated that usually the success of the whole policy is investigated rather than the particular moment of launch. Additionally, the research literature showed little evidence of investigation into the presentation methods used and their influence on policy engagement.

The second question relates to the leadership style the Headteacher adopts in order to be successful in delivering the change. These are identified through the language the Headteacher uses both when communicating with staff and discussing their actions and artefacts.

The third moves knowledge and understanding forward in recognising that the Headteacher's actions are influenced by other factors including power structures. The research also seeks to understand how headteachers can adjust or mitigate and adapt their actions as a result of these factors. Each of the research questions will now be considered in more detail.

1.2.1.1 How do Headteachers communicate policy to staff in difficult situations?

In order to deliver a policy, a Headteacher has to inform the staff as to what the situation is, what is expected and how a change, if necessary, is going to occur. The staff meeting is usually the moment when the Headteacher shares their thoughts on a situation; it is a common forum within a school working environment. Although other communication methods such as policy documents may be shared, the Headteacher's personal interpretation is visible at a meeting. This is where they lead their staff.

The occasions studied were captured through the presentations made to staff; in all but one case, this was done using a PowerPoint. This creates an artefact of the policy or situation that reflects both the policy and the message, and thus leadership, of the Headteacher. Ball et al. (2011) suggest documents can act as conduits of policy; this study takes this further by viewing the presentation as the explicit tool used by the Headteacher to deliver their message and is a record of the event.

As an artefact, the PowerPoint contains the discourse of the policy or the difficult situation. It therefore enables us to understand the policy itself and the leadership communicating that policy within the particular context. Fairclough (2010) comments, "Viewing discourse as a facet of practices and structures as well as of processes/events is…important for achieving coherent theories which can extend our knowledge of organisations and organisational change" (p.351). The study of policy documentation is not new to research. However, study of the presentations made to staff gives a different dimension and body of evidence, previously unexplored. In this way, new knowledge is created about the style of communication used by Headteachers with staff. To gain greater understanding of the communication and the context, the Headteachers were questioned about the situation and information written on the school's website was considered. This enabled triangulation of evidence.

The presentation is what engages the staff. It captures what they saw on a screen. In some cases, the Headteacher used and shared notes that went alongside the presentation. This would not have been available to the staff but adds further information for the researcher about the presentation and occasion. The PowerPoint is the key communication. It contains words that will reflect the Headteacher's feelings and instructions to staff. The words themselves are chosen carefully as the PowerPoint involves planning and so the Headteacher has an opportunity to shape and rehearse the message so that it is as effective, clear and as engaging as possible. The words can also reflect the discourse of influence acting on the Headteacher and that they wish to impart to staff.

In addition to words, the PowerPoint presentation can incorporate images which will have an impact on the message received by the staff. Images often have cultural associations and this again will influence the staff engagement beyond hearing or reading words. Semiotics is a field of research that is rarely applied to educational research, although within teaching itself, images are often used to aid students' learning. Sometimes this can be explicit, with explanation of the image with associated text, but often the presenter will allow the image to speak for itself, particularly where there is a shared sense of cultural attachment to the image.

The presentations also enable a staging of message which affects the communication. As the PowerPoint is relayed in sections, through the slides, the revelation of the text can have an impact on the way the message is received and can thus shape the audience's response. The tone of the discourse can be affected and so emotional intelligence is used by the Headteacher to create a desired effect. This has been analysed as a tool used by the Headteacher to lead. The knowledge created from the research can be useful to practitioners as well as providing a different method for researchers to understand practice in schools.

1.2.1.2 What leadership styles do they use in these moments of policy enactment?

With respect to complementary research methods, Lochmiller (2018) asks, "How can we use research methods to expand our collective understanding of the ways in which policy is developed at a legislative level and implemented in specific localities through leadership actions?" (p.vi). This research seeks to understand the connection between policy enactment and the leadership used. Although leadership is an on-going process of relationships, there are key moments when the leadership is demonstrated and this research explores this within the context of delivery of change. The Headteacher standing in front of the staff is a very public show of leadership; Headteachers know that in this moment they have the ear of the staff and that their words will have an impact on their audience. This event can be staged, with preparation of the presentation.

Leadership studies often seek to establish whether a particular predefined leadership stance or style is used by a person. Gunter (2016) concluded that in times of change, Headteachers use a variety of leadership approaches, depending on what "knowledge" they have and what power structures are operating in their schools. Rayner (2018) similarly looked at the leadership that was adopted over time when considering a policy change. By looking at a specific type of situation and moment, this research seeks to establish new knowledge of the leadership action and the intent of the Headteacher seeking successful enactment of change.

As discussed above, functional educational research has created "knowledge" of particular styles of leadership. Headteachers through exposure to professional writings and training courses are familiar with these; they are encouraged to use them. Through examination of artefacts, this research seeks to establish how the communication with staff demonstrates a particular leadership style. Additionally, the information provided by the Headteacher regarding the situation (commentary) and material written on the school website provide data for discourse analysis of the leadership style being adopted by the Headteachers.

1.2.1.3 What does this research reveal about the factors constraining and/or empowering Headteachers and the way they mitigate in these instances?

In order to develop further knowledge of policy enactment and leadership, this study seeks to understand the influences acting on Headteachers in these moments that shape their leadership. This involves a more critical approach using a theoretical basis to explore the social dynamics of the situation. Narrative analysis of the materials enables problematisation of the artefacts. Additionally, using theoretical thinking tools enables discourse analysis to gain understanding of the factors influencing Headteachers in these moments to gain knowledge for researchers. Study of discourse can reveal the power structures that are operating within the situation and affecting the way leadership operates within the school and how this is shaped within a broader context; the situations are at the micro level of policy delivery but sit within a context that may be changing, that influences the way Headteachers have to operate. As explored above, enactment is an element of the process of policy implementation and this too may be subject to disruption.

There may be other factors that influence the approach adopted by the Headteacher, including the power histories that have operated for both the Headteacher and the school. The personality and previous experience of the Headteacher operating in the situation may influence the way they choose to work with the staff.

Additionally, the research will suggest how Headteachers are trying to manage or mitigate these factors and so can inform practice for fellow professionals. This may not be easy to do but the Headteachers recognised the difficulty of the situations and attempted, through their presentations, to ensure implementation in the way they envisaged and reduce the "difficulty" and dis-ease of the situation for staff too. The Headteacher seeks to be an agent of change that will ensure productive relationships with staff.

1.3 Methods

Following a review of literature linked to educational change, policy studies and leadership, a conceptual framework was developed, outlining the influences acting on the Headteacher in enacting policy and change within a school. The artefacts were collected after initial contact with the nine participating Headteachers. They came from four local authority areas, within a thirty-mile radius of each other. I have not been employed in any of the schools. The artefacts were subjected to narrative and discourse analysis using NVivo, a software package, to explore the text and images, including the application of coding. To the best of my knowledge, Headteachers' PowerPoints have not been previously studied in this way. They act as a snapshot of a situation but, as Thomson (2017) suggests, the way the researcher investigates the material to analyse data and theorise is not a neutral activity but involves selection based on their own socio-cultural positioning. The data was analysed in a similar manner to that described by Bush-Mecenas and Marsh (2018) using a mix of techniques for their DIVE approach to case study analysis. The initial storage, analysis and coding used NVivo. Following this, narrative and discourse analysis was undertaken using the conceptual framework as a model to structure responses to the data and from which to draw conclusions.

In order to give context to the situations and to explore the leadership further, questions were sent via email to the Headteachers who described their own background as well as that of the situation in which the presentation was made to staff. Most chose to give the reason for the change being enacted. The Headteachers were also asked to comment on how they thought the presentation had been received by staff. Their responses were then subjected to the same process of analysis as the presentations themselves. The final artefacts studied were the information provided on the school websites written by the Headteachers. The purpose of this was to gauge commonality and consistency of approach used by the Headteacher.

By comparing the artefacts and the respondents' data, it is hoped to gain clearer understanding of the communication methods Headteachers use in challenging situations and what influences the

leadership style they adopt. From this, it is possible to provide insight to those seeking to understand the current situations that Headteachers face and improve the practice of the professionals.

1.4 Positionality and personal interest in research topic

With over twenty years of senior leadership experience across a range of schools, I was keen to investigate the way Headteachers can influence staff to implement policy effectively but also explore the changing influences acting on school leadership. I have been an Acting Headteacher, taking my school through an Ofsted inspection; one of the most difficult situations for staff and leader alike. I have lead policy initiatives and have worked with stakeholders with differing opinions regarding strategic matters, including parents who may challenge the impact of change on their child. Effective communication is of vital importance and therefore I was keen to explore how Headteachers do and can achieve this. As a professional, I am aware of the need to engage with staff so that leadership is efficacious. I also believe that my professional experience would bring understanding of the dynamics of leadership and policy delivery within school. The research focus linked to my own expertise and thus ability to add knowledge to education research.

As a senior leader, I had to undertake the National College leadership qualifications so that I could apply for Headship positions. I have also been involved in the delivery of these leadership courses with colleagues. I acknowledge these courses have influenced my understanding of leadership but both research and practice have shaped my own interpretation; an awareness of this to be reflective came from reading the literature. I consider my position makes this research both useful to the research field and the profession.

I have not worked in any of the schools where the research was focused. All the Headteachers who participated were either professional acquaintances or former colleagues. This brings both advantages and disadvantages in terms of the way they responded to me. This will be explored further in the methodology chapter.

1.5 Structure of the thesis

Following this initial introduction, there is a review of the literature relating to educational leadership. This led to the creation of a conceptual framework for exploration of the material collected. The methodological framework adopted is explored prior to presentation of data and analysis of the three scenarios of data collected. It was decided to create three separate subsections of analysis reflecting the different contexts that the Headteachers were addressing. This enabled consideration of the impact of the situation. There is cross referencing between the three chapters. There is then a conclusion where the key research questions are addressed to establish the findings from the research.

2. Literature Review

2.1 Introduction

This section explains the rationale for the reading and outlines the context and contribution each has made to the research to provide both the theoretical understanding and areas for further exploration.

In order to review research considering educational leadership in enacting policy in difficult situations, the main areas of focus will be:

- the context that affects the philosophy of education and how this influences the workings of schools, including policy development and delivery;
- the analysis of leadership styles that are used by Headteachers when developing and implementing policy with staff and the factors shaping this.

In this way, the research is grounded, both historically and spatially, from global ideologies, through national debate to the school context where a leadership style is adopted.

The final section considers the study's conceptual framework that emerged from the review of literature. This shaped data analysis and assisted in drawing conclusions that move the fields of policy enactment and leadership forward.

2.2 The theoretical contexts of society and government shaping philosophical understanding of the education sector

I will explore the work of two philosophers, Foucault and Bourdieu, whose views of social context have shaped the analysis of education. Their ideas have generated "theory" which as Thomson and Heffernan (2021) suggest, enables explanation that has broad applicability. Education can be viewed as a vehicle for change but also as an object of society. It works in social space and therefore is subject to a sociological understanding. The way society operates influences the way education is both viewed and runs. As a result, any change in education can be studied through the analysis of

society, sociological structures and operations. Additionally, a school acts as an organisation of people who interact and thus the sociology of their relationships is important when considering how they operate.

2.2.1 The views of Bourdieu on society and education

Bourdieu (1977, 1990, 2000) contends that individuals within society adopt a "habitus" that maintains the way they view society and correspondingly influences their perspective of education. It is their habitual view (Leander, 2010) suggesting it is not often questioned but assumed. Different groups will adopt a different habitus. Education can be seen as both an instrument and an outcome of that habitus. The habitus therefore places education and educationalists within a class structure that can be self-replicating. However, Bourdieu does recognise that habitus can change through "hysteresis".

Bourdieu also recognises that there are different "fields" of knowledge that shape discussion, study and analysis of education, offering varying perspectives. He states (1969),

> The intellectual field, which cannot be reduced to a simple aggregate of isolated agents or to the sum of elements merely juxtaposed, is, like a magnetic field, made up of a system of power lines. (p.89)

Thomson (2005) when explaining Bourdieu's ideas of a field defines it as

> …a bounded social space in which there are determined positions which:
>
> (a) are held in relation to others in the field;
>
> (b) are differentiated in a hierarchy of power and status;
>
> (c) produce in occupants and institutions particular ways of thinking, being and doing (p.741-2)

Fields may include, for example, economics and sociology itself that then influence views of education and research into it per se. Bourdieu recognised cross-fields.

As Thomson suggests,

> The task of social scientists seeking to understand the social world, challenged by and following Bourdieu, is to understand the nature of fields, their rules, narratives and self-held truths. They/we must to look the logics of practice determined by the positions occupied in fields, in order to explicate the actions of individual people. (2005:442)

Linked to habitus is the idea of practice. Lingard and Rawolle (2013) state that unlike "fields", Bourdieu did not give a clear definition of practice but suggest there are three associations that Bourdieu gives in relation to the term;

> *First*, practice is the carrying out of an activity, for example, running a policy review, responding to submissions for a review, debating terms of reference in a public forum or implementing recommendations of a review's findings. *Second*, practice is the nominalisation of a process, or the formal naming of an activity that gives it social organisation, points of harmonisation and boundaries, such as the naming and instituting of specific policy reviews. *Third*, practice is differentiated from theories about practice, and is circumscribed by shorter cycles of time that give it structure, limits and meaning. (Rawolle & Lingard, 2008:730)

All three have relevance to this research.

Bourdieu, in considering the social theory of scientific investigation, importantly recognised that Aristotle had suggested that the political field had "endoxic" propositions,

> …that must be taken into account because people of importance, people who muster a lot of social power, would like them to be true. To say of a proposition or an opposition that it is endoxic is to say that it partakes of the *doxa,* that it belongs to common sense, to the ordinary vision of the world. (1991:376)

Bourdieu recognises the formation of the "Doxa" or prevalent view that influences the belief systems and values of members of society. The habitus of a person is also linked to the power they may have.

This leads onto the idea of the "game" that agents in the field have to enter. This concept again suggests a need to understand the "rules" as outlined above and the polity of the agents in the game. Those invested in the field and game gain "capital", with four forms identified by Bourdieu (1986): social, cultural, economic and symbolic. Education as a field is influenced by agents with

different capital and the practice. Additionally, the development of globalisation and mediatisation could be seen as ways cross-fields influence the game and education in particular (Ball 2012, Rawolle and Lingard 2013).

Bourdieu also describes "Illusio":

> Illusio is that way of *being in* [italics used in the original] the world, of being occupied by the world, which means that an agent can be affected by something very distant, even absent, if it participates in the game in which he is engaged. (2000:135)

Bourdieu goes on to suggest, "It is because of the illusio, which constitutes the field as the space of a game of thoughts and actions that can be affected and modified without any physical contact or even symbolic *interaction*" that others may not even be aware of the influence of a doxa or habitus (2000:135). This has implications for what is deemed to be the correct form of education, its operation and the way that leaders choose to influence others. At times, people are unaware that they are influenced in this way. This is particularly the case for teachers. Headteachers who are given a role in society will have their own "Habitus" and may be influenced by particular "Fields".

Bourdieu comments,

> More specifically, it becomes necessary to study the laws that determine the tendency of structures to reproduce themselves by producing agents endowed with the system of predispositions which is capable of engendering practices adapted to the structures and thereby contributing to the reproduction of the structures. (Bourdieu, 1977a:487)

Education becomes the vehicle of reproducing the system that is in place through the development of agents or leaders who may have that particular habitus and power.

Bourdieu's ideas have, however, been countered by Sullivan (2002) who argues that the idea of "Habitus" "… is a concept with some intuitive plausibility but is at once too all-inclusive and too vacuous to be of any use to empirical researchers" (Sullivan, 2002:163).

She questions Bourdieu's own declarations regarding his methods and writings.

> So, although Bourdieu declares a "headlong, rather crazy commitment to science" (Bourdieu, 1990:26), his rejection of scientific values is made plain. Furthermore, his impenetrable prose style should not be seen simply as an irritation for the reader, but rather as being closely bound up with this rejection of scientific values, since clarity makes a theory amenable to testing, whereas obscurity protects it from falsification. (op. cit.)

Sullivan criticises the work of Bourdieu for lacking clear proof through empirical studies. Despite this criticism, Bourdieu's ideas or thinking tools have been used by other scholars to consider the intellectual development of ideas regarding education and its practice. Gunter has shaped her research (2012, 2016) of educational policy and, particularly, the development of educational leadership around Bourdieu's ideas and tools. Regarding any knowledge development, she recognises that we are shaped by past knowledge quoting Marx,

> The tradition of all past generations weighs like an alp upon the brain of the living. (2009:9)

She goes on to argue that knowledge should be examined using different lenses. These include analysis of the *knowers, knowings, knowledges, and knowledgeabilities* (italics used in the original), which have sculpted particular views of transformational leadership. Gunter recognises that transformational leadership is the dominant and favoured form of leadership but that there are different players who have researched ideas using a variety of approaches that are also shaped by their "Habitus" and what Gunter describes as knowledge contexts. She identifies four meta-structures of Neoliberalism, Neo-conservativism, Elitism and Civic Welfarism (2016:4) that influence researchers in combination and thus affect the way transformational leadership is researched.

This raises issues of the influence of these meta structures and interpretation of the ideas of "knowledge" by practitioners, as explored by this research; it seeks to look at the justification and reasoning Headteachers use in implementing policy. It also requires reflection on the part of the researcher of the *knowledgeabilites* that influence the researcher's involvement and interpretation of the "game" as described by Gunter (2016); the knowledgeabilities shape "the access, owning, deploying and exhibiting of knowledges and knowings by knowers in ways that illustrate insight, expertise and 'in the know'" (Gunter 2016:17). The "in the know" may become the "doxa".

Critical Policy theory scholars suggest the power structures that operate in the formulation of the policy itself need to be investigated.

As Young and Diem suggest,

1. Critical policy analysis (CPA) interrogates the roots and development of educational policy.
2. CPA probes the difference between policy rhetoric and practised reality.
3. CPA examines the distribution of power, resources and knowledge and the creation of "winners" and "losers". (2018:82)

The impact of power structures not only affects the leadership but the actual work that is delivered as policy.

Likewise, the study of policy or leadership material involves consideration of power. Van Dijk (2015) argues that critical discourse analysis of material tends to focus on themes of reproduction of social dominance. He suggests the study of language can bridge the gap between the macro-level of society and the micro-level of communication between people.

In this research Bourdieu's ideas of field, habitus, practice, doxa and illusio have been considered to further understanding of the discourse used by Headteachers. Education policy has been studied using these tools by others (Thomson, 2005, 2010a; Rawolle and Lingard, 2013; Coldron et al., 2014; Gunter, 2016) and they provide a framework as described below.

2.2.2 Foucault's work on society and education

Foucault's ideas are similar to Bourdieu's, in that they recognise a dominant view, or *discourse* that operates within society. This then affects the operation of institutions such as schools through power relations. Although Foucault, a French philosopher and historian, did not write specifically about education, his ideas have been applied from other social sciences and used as a tool of analysis. He studied the power relations in society and how these then shaped or normalised views

of particular institutions and practices of the state. He studied the operation of prisons as society's response to certain behaviours.

> In a society such as ours, but basically in any society, there are many manifold relations of power which permeate, characterise and constitute the social body, and these relations of power cannot themselves be established, consolidated nor implemented without the production, accumulation and function of a discourse. (1980:93)

The discourse is seen as the dominant view that constitutes knowledge. This is similar to the "Doxa" of Bourdieu and implies power relations are involved. This power can operate through the state and be displayed through its agents.

> Power produces knowledge; that power and knowledge directly imply one another; that there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not predispose and constitute at the same time power relations. (1977:27)

Because the state holds the power, it shapes what is viewed as knowledge and what is normalised. This has a major influence on what is then seen as the right way (normal) and, in particular, the way the state will influence and control institutions within society. This creates the discourse that affects the thinking of all involved in the institutions. The knowledge or episteme is used by those in power to justify the decisions that they make.

In the later part of the 20th century Foucault's ideas and methods were applied to other areas of society including education. One of the first books to do this was *Foucault and Education: Disciplines and Knowledge* published in 1990 (republished 2013) by Ball et al. In the introduction, Ball states that schools "are fundamentally concerned with moral and social regulation" and, in the process, exemplify "Foucault's concern with the technologies of power and domination and the arbitrariness of modern institutions" (2013:i). Although this application may apply to students, it would affect all relations including those between staff and with the governing bodies.

Roth (1992) questioned the use of Foucault within education by evaluating the work covered in the essays in Ball et al.'s (1990) work. He was sceptical regarding some of the implied application but

recognised that revealing the position of "subject" in terms of both the individual and knowledge or "episteme" were of value in moving forward analysis of education and the role of schooling.

Foucault writes about the use of surveillance at the macro and micro level and how this affects power relations. This has relevance for school accountability and monitoring.

Niesche (2011) uses what he describes as Foucault's tool kit to analyse the discourse in two contrasting Australian schools. Niesche (2011) analysed schools in Australia. He examined the power relations and considered how this affected both state level operations and the actions of Principals in two contrasting schools. He discovered that there were at times conflicting pressures and the Principals had to balance the influences.

This demonstrates how Foucault's ideas can be used at different levels within society. The current study aims to explore the current discourse or doxa and the power relations that operate within the schools by considering the influence of the Headteacher as both the subject and agent of power relations. In the case of this research, the operation of the "Discourse" will be identified as a factor influencing the power operations within school.

2.3 The dominant discourse at state and institutional leadership levels

The current philosophical paradigm and thus discourse shaping state education within the United Kingdom and, many would argue, the globalised world (Ball, 2012), is that of neoliberalism. This has influenced government policy as to how to best deliver state education as well as other public services. It is favoured by the OECD and other powerful intergovernmental organisations. As Ball suggests in the new Knowledge economy (KE),

> The OECD and World Bank stress that education and training provide the entry requirements for participation in the new KE. Education policies linked to KE constitute a central globalised education policy discourse of the current moment. (2012:71)

The OECD recognised in their own review of educational systems across countries, a trend "in education towards greater school autonomy, which is fuelling a need to monitor how schools are doing" (2013:13). This is a key feature of neoliberalism as defined by Harvey:

> Neoliberalism is in the first instance a theory of political economic practices that proposes that human wellbeing can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets and free trade. The role of the state is to create and preserve an institutional framework appropriate to such practices. (2007:2)

He goes on to say,

> Furthermore, the advocates of the neoliberal way now occupy positions of considerable influence in education…and also in those international institutions such as the IMF, the World Bank and WTO that regulate global finance and trade. Neoliberalism in short has become hegemonic as a mode of discourse. (op. cit.:3)

This reinforces a dominant discourse that is operating at world and then national level.

Within the United Kingdom, these ideas were first introduced as the backbone of Conservative policy under Margaret Thatcher. This shift was viewed as a backlash to the "welfare state" that had been introduced after the Second World War and that, by the mid-1970s, was being blamed for the problems appearing in Britain. In her conference speech to the Conservative Party of 1975, Margaret Thatcher said,

> Let me give you my vision: a man's right to work as he will, to spend what he earns, to own property, to have the State as servant not as master: these are the British inheritance. They are the essence of a free country and on that freedom all our other freedoms depend.

These ideas reflected the thinking of the New Right as embodied in organisations like the Centre for Policy Studies (Abbott et al., 2013). When the Conservative Party was elected in 1979, the adoption of neoliberal policies shaped education policy, as well as other state functions.

Market ideas, with the introduction of parental choice (Education Act 1980), was one of the first initiatives. The development of the Technical and Vocational Education Initiative (TVEI) in 1983 reflected the desire for government to favour certain types of learning and it marked a change in the

power relations between central and local government and schools. It involved schools bidding via their local authority for funding directly from government. Some Local Education Authorities (LEAs) initially chose not to take part but the funding was generous and schools were keen to participate in order to secure extra resources.

Under Kenneth Baker's tenure as Secretary of State for Education (1986-89), major changes to educational policy were introduced. The Education Reform Act of 1988 could be viewed as a vehicle for the implementation and the adoption of neoliberalism and the central paradox that exists within it; the desire for a lack of state control but the need to legislate to secure what is wanted. Chitty comments, "To encapsulate its basic purpose, the 1988 Act sought to erect (or reinforce) a hierarchical system of schooling subject both to market forces and to greater control from the centre" (2014:51). The key elements of the Act established the National Curriculum that was determined centrally, an assessment framework and Grant Maintained Schools. So, schools were told what to teach. Chitty quotes Sexton, who was a member of the group of advisers who drew up the Act. He commented that the key purpose of the Act was the introduction of the free market forces with local decision-making; the National Curriculum introduction was a late addition. He recognised "The National Curriculum undermines what we were trying to achieve" (2014:52) with the paradoxical central control and local decision-making.

The Act of 1988 can be seen as the foundation stone for the adoption of neoliberal ideas. The school may be "freed" from central control, but the government has established organisations and procedures of accountability which then shape what constitutes "successful" education. This is the neoliberal discourse.

The assessment framework included reporting of Statutory Assessment Tests (SATs) and the introduction of league tables in 1992. The league tables were then used by the Office for Standards in Education, Children's Services and Skills (Ofsted), established by the Education (Schools) Act 1992, to make judgements about schools. Schools were held accountable for performance. The league

tables enabled parents to compare schools and thus a "quasi market" was created. Schools chose to become "grant maintained" from central government rather than subject to LEA funding constraint. They had power to decide spending issues at a local and usually Headteacher level.

The league tables still have significant influence. In 2018, Her Majesty's Chief Inspector, Amanda Spielman, commented on the need for a "broad and balanced curriculum" and was highly critical of schools that appeared to be limiting the experience of students. She observed,

> Some secondary schools were significantly shortening Key Stage 3 in order to start GCSEs. Those of us who work in education should be clear that these practices do not represent a substantial education.

Schools at the time felt forced to concentrate on examination subjects earlier in order to boost results as part of the accountability agenda.

Certain qualifications included in league tables are seen as "more worthy". Schools are faced with a dilemma because if students do not choose these subjects, the school will not meet the standards of achievement and will be classed as "failing". The manifesto of the Conservatives from 2017 states,

> We will expect 75 per cent of pupils to have been entered for the EBacc combination of GCSEs by the end of the next parliament, with 90 per cent of pupils studying this combination of academic GCSEs by 2025.

On the one hand, schools and Headteachers are told it is wrong to narrow the curriculum and focus on exam subjects but, on the other, the government expects all students to do a particular set of subjects. This creates difficulties for Headteachers determining what must be compulsory "options" especially when parents do not agree. This reflects the tension between choice and accountability measures.

As Miller notes,

> There is no denying that many challenges faced by school leaders are the result of a national education policy environment that is in conflict with itself due to multiple policies requiring simultaneous implementation, policy directives that compete with each other for resources and implementation, and/or policies that do not sufficiently address local or other context specific circumstances. (2018:49)

He continues, "Some school leaders described walking a tightrope, where failure to adhere to or implement policies as set out by government resulted in threats and risk of punishment for non-compliance" (p.49). This highlights the typically "difficult" situations Headteachers face considered by this research.

Parental choice and the chimera of local decision-making appeal to a variety of stakeholders. Harvey suggests that, for thought to become dominant, it must appeal to our values and desires.

> The founding figures of neoliberal thought took political ideals of human dignity and individual freedom as the central values of civilization…These values, they held, were threatened…by all forms of state intervention that substituted collective judgements for those of individuals free to choose. (2007:5)

However, neoliberalism works paradoxically in practice, because of its reliance on non-elected bodies that then drive government policy even though policy is supposed to be free from government interference. Harvey further notes,

> The neoliberals may have put strong limits on democratic governance relying instead upon undemocratic and unaccountable institutions to make key decisions…It can marshal one secret weapon: international competition and globalization can be used to discipline movements opposed to the neoliberal agenda within individual states. (2007:69)

The demise of local authority control has seen the growth of first Academy chains and, more recently, Multi-Academy Trusts (MATs). These are often unelected bodies and can centralise decision-making across their organisations as discussed by Gunter (2018). In 2016, Michael Wilshaw (HMCI) commented that, "Despite having operated for a number of years, many of the trusts manifested the same weaknesses as the worst performing local authorities and offered the same excuses" (2016, accessed from DfE website 24.10.18). Headteachers might nominally have the freedom to make decisions at a local level, but in practice a "hub-spoke model, with the sponsor at the centre" has developed (Salokangas and Chapman, 2014:376). This leads Middlewood et al. (2018:109), to ask if leadership in such chains is "autonomy or conformity?". Neoliberal policies appear illusionary if the choice to join a MAT lead to less control over local affairs and appears to

replace government control with that of an unelected body. Although neoliberalism suggests autonomy as the habitus (Thomson, 2010a) of Headteachers, the reality that has developed appears contrary to this view and aspiration.

Another neoliberal paradox that has developed is the application of target-setting and accountability measures that have become the norm at an international and national scale. We are competing in an international market and accountability measures are used as tools to shape the schooling of students and what counts as success. As Smith (2016) identifies, there is a global culture of testing and comparison enabled through such methods as the PISA tables. This affects school operations. Ball comments,

> From this global discourse shared policy agendas emerge, and include national programmes of curriculum standardisation, target setting and testing…teacher accountability, quality assurance (through inspection)...Policy makers at all levels appear to be subscribing to these key principles of educational restructuring; a focus on education to meet economic needs, an insistence on rapid change that penetrates teacher cultures, an insistence on international competitiveness in education so that each nation state achieves, "world class status" as measured by international league tables of test success… (2007:71)

However, success is centrally determined rather than by local leaders and directs policy and practice as highlighted above.

The neoliberal agenda works alongside the view that transformational leadership is needed because the old regime of state control was deemed to have led to schooling that was not good enough. Gunter (2016) comments, "Transformational leadership, based on the elite leader with charisma as captured by the neoliberal agenda of the principal as entrepreneur, also speaks to neoconservative traditions" (p.96). She contrasts this to Civic Welfarism that has been influential in education research and, in particular, the field she describes as education improvement and effectiveness. Gunter is highly sceptical regarding the neoconservative agenda. She states, "The dominant model is transformational leadership as a construction that is a product of the interplay between Neoliberalism-Neoconservatism-Elitism and is intimately linked with enabling deal-making to be worked through in schools, classrooms and homes" (2016:100). Therefore, there are two areas that

appear to have become dominant doxa, namely neoliberalism and transformational leadership, and the two appear linked as transformational leadership is seen as the vehicle for delivery of the neoliberal agenda. They may appear hegemonic, although Harvey (2007) argues this is not the case and says that there is ongoing change and evolution. Gunter (2016) puts forward an argument that does give a place for civic welfarism based on "transformative" rather than transformational leadership, where the leadership is more inclusive but is about social action to overcome the issues of society. Gunter discusses civic welfarism as a meta structure; neoliberalism is posed as its antithesis. This indicates how there are contrasting leadership paradigms as explored by Gunter and Courtney (2021).

Educational researchers have reached different conclusions about the value of neoliberalism and its impact on education policy. Gunter (2016) explores the elitist perspective and is critical. Others are disparaging of the accountability frameworks. With a Conservative government in power, the mechanisms put in place reflect the neoliberal agenda and although the Covid pandemic has suspended the publication of league tables, they are still a powerful tool influencing education and its delivery in schools.

2.4 Policy development, implementation and enactment in schools

The new structures adopted have influenced the way policy is delivered. Michael Barber, Chief Adviser to the Secretary of State for Education (1997 to 2001), developed the idea of "Deliverology". This shaped how government policy was implemented (Barber et al., 2010). The term "implementation", according to Ball et al. (2011) is also limiting in scope as it is more than writing "texts" that become "insertions into practice" (p.2). This research is concerned with the way Headteachers set the scene for policy delivery in school as the initiation of enactment. The research recognises that policy implementation is a "dynamic and non-linear aspect of the whole complex that makes up the policy process" (Ball et al., 2011:6) and involves "the creative processes of interpretation and recontextualization" (p.3).

Communication of the rationale of policy and the proposed implementation, particularly when introduced from external source, has become a key task for Headteachers. Bell and Stevenson (2006) make a distinction between policy formulation and implementation. This research sits at the interface between the two and is thus a critical moment in the process. Headteachers have to share the policy with a number of stakeholders, including teachers who could be seen as agents or actors of the policy, as well as parents who will have a view on the implications of the policy for their child. Although Headteachers are rarely able to reject government policy, there is scope for them to adopt different approaches and styles of leadership with respect to it. In analysing the policy enactment this research adopts the approach that Ball et al. (2011:17) used: "Our theorising of policy enactments interweaves 3 constituent facets of policy work and policy process – the material, the interpretive and the discursive." It is necessary to review each of these elements and consider how they link to the practice of leadership. The "material" can be seen as representation of policy. Miller states,

> A policy is a statement of intent concerning an activity that aims to provide standardisation, uniformity and confidence to stakeholders. In other words, policies can be thought of as actual parameters for action and behaviours of individuals and groups within a system. (2018:39)

This may be set at a global or government level. The change to governance, with the introduction of MAT structures, means that policy material may now come into a school from a different central body. The trustees are responsible for the adoption of a particular policy but may be steered by the Headteacher. Therefore the "material" may or may not be the Headteacher's and this may then affect the second and third parts of Ball et al.'s definition: "the interpretive" and "discursive". A policy is more than the materials; they imply that an action will have to take place. There is a two-way relationship as Adams states between policy formulation and action.

> Action stems from policy as well as being creative of the policy itself; that is actions demonstrate a particular policy stance, whilst at the same time determining in part, what the policy will be. (2014:24)

For policy enactment to take place, a Headteacher may have to interpret the policy material for the context of their school.

School leaders are more than managers. The current study focuses on the moment Headteachers "introduce" and communicate a new or difficult policy to staff, or lead the school through challenging circumstances. A Headteacher must consider the material and then plan the actions to lead to enactment and then implementation. This involves consideration of the context. As Ball et al. (2011:43) say, "Decoding is done in relation to the culture and history of the institution and the policy biographies of the key actors." Thomson (2010b) recognised the importance of this in relation to policy leading to change. This a complex process and leadership may be instrumental in the "success" of the policy (Lochmiller, 2018). Decoding of the policy needs to be both retrospective and prospective (Ball, 1993). This is the interpretive element of policy enactment; a Headteacher will think about the context of the school. Ball et al. (2011:21) outline these elements as:

- Situated contexts-history, intake, location;
- Professional cultures-values, teacher commitment and experiences;
- Material contexts-resources;
- External contexts.

Each of these influences the way the policy will be shaped in the school. The level of influence or importance will vary depending on the policy but also the value system of the Headteacher and the power that they hold. The introduction of the MAT system changes this dynamic for the school and Headteacher acting as an external factor but potentially altering the internal power structures operating in the school.

This links to the professional culture of the school. Ball et al. (2011) discuss the "actors" within the staff body. A Headteacher will need to anticipate the reactions of staff who are policy workers. A school develops a culture and is usually explicit about its values, via texts found on their website. When policy is externally imposed without regard to the local context, it can undermine the values

that the school purports to promote (Miller, 2018; Ball et al., 2011). For example, as Ball et al. point out from their research, "immanent tensions between the interests of the school and the interests of the students" (2011:90). This has been illustrated above. This requires careful management and strategic leadership; the Headteacher will have to plan for enactment after consideration and adjustment for the context. These consequences may have been unforeseen by the policy makers but are evident to those responsible for enactment. This can lead to difficulties. Courtney and Gunter (2015) explored what happens when there is conflict between those leading policy enactment and those expected to deliver the change, particularly where the neoliberal agenda is demanding fast improvement in results. In some cases, staff are compromised. Courtney and Gunter identified how staff "left" when the staff member's view did not match that of those introducing policy. Their later work with Hughes, reinforced the idea that the MAT system can pose challenges for those who find themselves in leadership positions once their school are academised into a MAT.

> Those who entered the education profession before waves of intensive reforms are required to forget: they have been re-professionalised through new branded identities (as a business, philanthropic charity or faith community) and are trained as leaders, who lead the vision and exercise leadership through securing compliance to the head-office "there-is-no-alternative" vision. (Hughes, Courtney and Gunter, 2020:277)

Here, the different agents with varying levels of power influence what enactment will take place by removing, in Bourdieu's terms, players who are not following the "doxa" or are unwilling to follow the rules of the game.

The way staff interpret and act out a policy may be different from that expected by the Headteacher, as noted by Ganon-Shilon and Schechter (2017). This leads to analysis of the discourse of the policy at the key "moment" as Headteachers introduce change to staff. Ball et al. (2011) consider the actors who are the narrators. Narration involves linking with the vision. "This includes an articulation of collective endeavour around the idea of what sort of school we want to be…It is about harnessing commitment and energy and cultivating enthusiasm" (p.51). In most cases, this is the responsibility of the Headteacher but the narration of the policy can become the "discourse" of what is the right

way of doing things. However, staff may have their own discourse histories and the policy may not

always fit with this (Ball et al., 2011). Current neoliberal thinking suggests a performativity discourse

is set over and against a humanist discourse. The school is a cipher for government policy and this

can override local particularities, including the students' interests. The histories of the staff can turn

them into different "actors". So, there are "resistors" to policy, who may hear messages in different

ways. Union representatives will question policy on behalf of their members. Therefore, the way

chosen to convey the message and discourse is important.

The view of the policy may change. Although a policy is introduced, it is moulded and shaped

through enactment and implementation. Rayner's (2018) longitudinal study of leadership views of

structural change in a school demonstrated how the opinions of leaders changed. His study looked

at the agenda-setting and decision-making process of policy implementation and considered the

situation from the perspective of policy actors and subjects. The Headteacher recognised change

was likely to be imposed so looked to be proactive.

> It was not a question of his translating, interpreting or mediating policies, because he
> expressed reservations about many of them…He exercised leadership by being open with
> colleagues, securing their confidence, influencing their thinking and positioning. As a result,
> he had a consensus on what they all had little power to change…Martin was aware that this
> solution was a provisional one, because he was practising leadership in an unstable and non-
> rational context. (2018:759)

Rayner found the most important factor influencing leadership to secure the support of colleagues in

a time of turbulence was trust. Although the views of leaders changed because the structural

changes did not take place as anticipated, their trust in the integrity of the Headteacher meant that

all accepted the change that did occur and aligned it with their own values.

Turbulence can affect implementation. This is a feature of this research, as several of the

participants were delivering policy change as new Headteachers. Rayner concluded,

> This article has moved the debate on by depicting leaders who are more preoccupied with
> those they lead than with leaders they themselves aspire to be. School leaders may adapt
> their positions, professional practice and identity not in order to enhance their prestige…but

to provide those whom they lead with an appearance of calmness and clarity amid political and operational turbulence. (2018:760)

This then necessitates exploration of personal values and qualities of individuals in working to be successful in policy enactment *with* staff.

2.5 Leadership styles and approaches

Educational leadership as a field of research has taken its discourse from social science. However, the word "leader" is disputed with different views of what the role is, as suggested above by Gunter and Grimaldi (2021), dependent on the purpose of the activity to be achieved. Additionally, the concept of Headship leadership within schools has changed, even in terms of viewing the function as one of leadership as opposed to management. This change is reflected in the modification of the title for the collective of senior teachers, who effectively act as the "Board" within school. Up until the late 1990s, they were referred to as the Senior Management Team or SMT. Following the work of the National College for School Leadership, this group were often renamed as the Senior *Leadership* Team (SLT), reflecting a change in the discourse. The new nomenclature represents an acknowledgement that these are leaders who make strategic decisions. Gronn (2010) suggests this is a "binary" view of leadership versus management, that has grown out of the resurgence of interest in leadership in the 1980s and 1990s. Southworth (1993) notes, leadership is a contested concept that changes over time. "Leadership meant infecting colleagues with one's educational beliefs" (1993:75). He goes on to say,

> On the one hand these Heads were value-shaping leaders, offering visions for their staffs and fulfilling a pathfinding role. On the other hand, it seemed the only way to instil enthusiasm for the vision was through scores of daily events. (op. cit.:75)

Thus, the vision and values (leadership) are established by the actions (management) of the leader. The way this is communicated is a key aspect of this research.

Much work has focused on which "style" of leadership delivers school improvement, with Day et al. (2011) trying to measure what is the most successful style through a three-year longitudinal,

empirical study. This reported, after quality of teaching, leadership was the most important factor influencing outcomes. However, the way this is done varies. The "style" relates to the behaviours and attitudes of the leader trying to do the job. This has been the focus of work of many researchers, including Burns (1978), Bass (1985) with Avolio (1990) and Riggio (2006), and Harris for example (2008) developing ideas of specific styles, across a variety of fields and these will be explored further below.

Bush (2008) argues that leadership involves influence rather than authority. However, Headteachers do have both as a result of their position within the school. In this way, leadership is structural. The practices Headteachers adopt to exert influence and their belief system could be deemed as their leadership style.

With neoliberalism influencing the development and execution of public services, it is not surprising that business practices have shaped the way leaders are perceived and are expected to work. As businesses adopted a more accountable system of operation in the 1980s, so the education sector took on the same level of accountability (Fuhrman, 2003), leading to the "No child left behind policy" in the USA. Trujillo and Douglass Horsford (2021) make the same point with regard to the development of business approaches to leadership. Berkovich (2018) comments, "Leadership style theory emerged from James M. Burns' (1978) research on political leadership" (p.889). This again suggests the links between political ideology and education. However, Burns' ideas were then developed by others who worked in business, again demonstrating the cross-field nature of leadership.

It is also worth reflecting on whether Headteachers are perceived as bureaucrats of the state or, in the case of public schools, the enigmatic elite scholars and "makers of men". In the western world, the 1960s and 1970s education system allowed more professional freedom to experiment (Hargreaves, 2008). This may seem like a paradox, as the professional freedom was at a time where all "free" schools were part of the state and thus were tied to bureaucratic functions. The 1980s saw

change and this shaped the expectations of the role of the Headteacher, particularly when education

was seen to be failing the nation and transformation was needed.

2.5.1 Transactional, charismatic and transformational leadership

Transactional leadership was the dominant form of leadership prior to the 1980s (Rickards, 2012).

Transactional leadership is based on Weber's (1947) ideas of bureaucratic systems where there are

rules and clear lines of control and reward. Weber recognised three types of leadership,

"Transactional", "Charismatic" and "Traditional"(Nikezic et al.,2012). Transactional leadership is

described as,

> *Bureaucratic – transactional leaders*, who earn leadership through normative rules and regulations, strict discipline and systematic control. Obedience of followers is based on rational values and rules, and also on established agreements.…
>
> Wages are fixed and ranked in a hierarchy. Coercive measures are clearly defined and their use is subject to certain conditions that are already established. (Nikezic et al., 2012:286)

Schools were run on clear lines of authority, with Headteachers rewarding staff for work through

paid promoted posts but within the bureaucracy of the nationally agreed paid scales of the state.

Silins, summarised though,

> Transactional leaders have been characterized as focussing on basic needs and extrinsic rewards as a source of motivation and basis for management. The leader approaches the followers with some transaction in mind and obtains compliance (effort, productivity, loyalty) in exchange for expected rewards (economic, political or psychological) …This form of leadership may produce an efficient and productive workplace but is limited when compared with transformational leadership. (1994:293-94)

She adds that literature to that point associated transactional leadership more with managers rather

than leaders and argues that transformational leadership was more likely to lead to change. Silins

notes that some scholars, such as Burns, make transactional and transformational leadership binary

opposites whereas others, such as Bass and Avolio, see them as linked who commented,

> The optimal leader is one who integrates both transactional and transformational leadership approaches; effective transactional leadership forms a broad base upon which

transformational leadership can build to achieve optimal performance. (1990:7)

Silins (1994) suggests, "Transactional leaders work to preserve the *status quo* and find support within a more mechanistic bureaucratic organization" (p.276). This is mirrored in the training materials provided by the government and the National Leadership College, which recognised Headteachers needed to use a variety of styles. The situation would direct the style of leadership to be used, reflecting Goleman's work (2000) on emotional intelligence. For this reason, leadership style is not fixed or explicit.

Silins' research in school found,

> Application of canonical analysis to the survey data found support for a two-factor model in which transformational leadership influenced teachers' perceptions of all school outcomes except teacher effects and transactional leadership influenced teacher effects favorably and school effects unfavorably. (1994:277)

Statistical analysis by researchers suggested that transformational leadership enhanced transactional behaviours. The measures of leadership are shaped by the work of Bass who developed a questionnaire that allowed respondents both to judge their own leadership or those of a colleague; this will be explored further below.

The driver of change that came about as a result of low performance and transactional leadership, according to Rickards (2012), led to a move towards a different style of leadership. He refers to charismatic leadership in terms of its basis from ancient times and the Greek etymology of the word meaning "charity" or "gift".

However, as Potts notes, the use of the word has changed markedly,

> Charisma as defined by the sociologist Max Weber…is markedly different to charisma as defined by the apostle Paul…The Weberian theory of charismatic authority has been so influential and has become so prevalent across contemporary cultures that it is very difficult not to impose it retrospectively and universally. (2009:2)

Potts continues,

The contemporary meaning of charisma is broadly understood as a special innate quality that sets certain individuals apart and draws others to them. I have composed this definition following extensive study of the word's usage not only in recent media, particularly newspapers, magazines and websites, but also in the discourse of various academic disciplines… (op. cit.:2)

He comments, in contemporary society the term is more likely to be applied to entertainers and celebrities. Yet, this perhaps broadens its application to relate to skills that are used by people in other contexts. The same skills and personality attributes may now be needed by Headteachers, as they come under greater scrutiny, not just within their own schools. However, charisma is often regarded as something innate; leadership courses would suggest, though, that attributes can be developed.

The work of James Burns (1978) adapted the ideas of Weber to develop the concept of "transformational leadership" (Rickards, 2012) and Nikezic et al., 2012). Burns' seminal text (1978), noted that although there were many biographies of leaders, there was a lack of a school of leadership. He commented,

No central concept of leadership has yet emerged, in part because scholars have worked in separate disciplines and subdisciplines in pursuit of different and often unrelated questions and problems. I believe, however, that the richness of the research and analysis and thoughtful experience, accumulated especially in the past decade or so, enables us now to achieve an intellectual breakthrough. (1978:3)

Burns identified two types of leadership by observing the way the different players in the relationships interact. He claimed most leadership was transactional. However,

Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But beyond that the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (1978:4)

This hints at two key concepts, namely ethical or values-led leadership and that which has developed into "Distributed leadership", both of which will be explored below.

Burns spoke of charismatic leadership but renamed it "heroic" leadership, commenting that it meant "belief in leaders because of their personage alone, aside from their tested capacities, experience or stand on issues" (1978:244). He acknowledges that charismatic leaders bring about change but, in his eyes, idealised heroes are "not, then, authentic leaders because no true relationship exists between them and the spectators – no relationship characterised by deeply held motives, shared goals, rationale conflict, *and* lasting influence in the form of change" (1978:248).

Authenticity comes when there is recognition that there is thought and reason rather than playing on the emotions of followers to gain engagement (Michie and Gooty, 2005). There must be other behaviours that are used by leaders to transform situations apart from the character that leads them to be idolised and followed. Burns explores this further by discussing "ideological leadership", wherein the leaders "embody and personify collective goals" (1978:248) that are subsumed within the purpose of the movement. The leadership is judged by the success of the movement. Within schools, leaders may try to persuade followers that they are members of a community with the same goal to bring about educational achievement.

In his later work (2003), Burns outlined how he studied Franklin D. Roosevelt's presidency to look at how the causation created by actions of the leader brought about the "transformation" or change that shaped the work of Democratic presidency. As Burns states, "He had become what his example inspired me to call a *transforming* leader…He had been both a lion and a fox, but now the lion prevailed" (2003:23). This animal analogy suggests characteristics of the leader. A fox is seen as wily and cunning, whereas a lion appears to be the figurehead. Burns stated that most leaders combine ideological and charismatic qualities and that great leaders do this creatively (1978:251). He used the example of Mao to demonstrate how transformation can come about through leadership. At the end of his seminal book, he states, "That people can be lifted into their better selves is the secret of transforming leadership and the moral and practical theme of this work" (1978:462).

Burns identified key concepts of leadership and its purpose. The process of leadership is to change the actions and beliefs of the followers. This is the transformation. Burns himself comments that to transform is not the same as to change. Burns states,

> To change is to substitute one thing for another, to give and to take…These are the kinds of changes that I attribute to transactional leadership. But to transform something cuts more profoundly. It is to cause a metamorphosis in form or structure, a change in a very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character, as when a frog is transformed into a prince…It is change of this breadth and depth that is fostered by transforming leadership. (2003:24)

This type of change is required in some of the school situations researched.

Burns acknowledged in 2003,

> While I was groping toward a theory of transforming leadership in order to understand the process of change, psychologists and other behavioural scientists were headed in that direction too. (2003:24)

However, the discussion regarding influence and the power of a leader has been the focus of sociologists and will be considered as part of this research.

Burns refers to a group of researchers at the Center for Leadership Studies at the State University of New York. Bernard Bass was a member of this group. He adopted the term *transformational* leadership as opposed to Burns' *transforming* leadership. His research came from business contexts. However, Bass's work has shaped educational leadership theory. In a time when new ideas for the purpose of education were prevalent, there was a move to establish different types of leadership within education.

Bass established the psychological aspects of the personality of leaders and the mechanisms used by them, such that they influence others (the followers) to bring about change or transformation. Burns (2003) commented that Bass found the mechanisms by which the transformation comes about by changing the follower such that they develop self-worth as well as being motivated to do better for the collective.

In a precursor paper, "Leadership: Good, better, best" (1985a) to his ground-breaking book

Leadership and Performance Beyond Expectations (1985b) Bass states,

> Quantum leaps in performance may result when a group is roused out of its despair by a leader with innovative or revolutionary ideas and a vision of future possibilities. Leaders may help bring about a radical shift in attention. The context may be changed by leaders. They may change what the followers see as figure and what they see as ground or raise the level of maturity of their needs and wants. (1985a:28)

He recognised the need to move from transactional leadership to something else stating,

"Transformational leadership is presented as a way to augment transactional approaches to

management, since it is often more effective in achieving higher levels of improvement and change

among employees" (1985a:28). Bass noted that there is a great deal of difference between the two,

contrasting the operations of business managers in bringing about change. He outlines how he had

researched organisations to find examples of transformational leaders, having defined it to

respondents. He then established the effect they had had in bringing about transformation in others.

> The transformational leader increased their awareness of and promoted a higher quality of performance and greater innovativeness. Such a leader convinced followers to extend themselves and to develop themselves further. Total commitment to and belief in the organization emerged as consequences of belief in the leader and heightened self-confidence. (1985a:33)

In his later work with Riggio, Bass states, "Transformational leaders, stimulate and inspire followers

to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity"

(2006:3). They note that the charismatic aspect is such that the leader,

> Inspires followers with challenge and persuasion, providing both meaning and understanding. The leadership is intellectually stimulating, expanding the followers' use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring and coaching. (op. cit.:5)

From his further research into behaviours and styles of leadership, Bass identified four key concepts

or model attributes that are associated with transformational leadership. These were summarised as

the 4 I's. These were idealised influence (II), inspirational motivation (IM), individualised

consideration (IC), intellectual stimulation (IS). All are seen as positive attributes or skills for a leader

to have to bring about transformation of the followers to perform work more effectively. They have

been developed into a model that seeks to promote a particular type of leadership across fields that

has been adopted widely and changed the epistemology of leadership research.

In a manner reminiscent of Weber and Burns, Bass also identifies the characteristics of transactional

leadership including contingent reward (CR) where action of the follower is encouraged by the

reward. He also discusses situations where transactional leadership is management by exception. In

this, leaders only act when something is not being done and this then leads to monitoring as active

leadership. Transactional leadership is associated with putting into place rules to govern people's

behaviour and work, rather than inspiring their self-motivation. Bass's work of 1990 cites the

transactional leadership demonstrated at Xerox where "managers" get the work done by organising

and rewarding good performance. He goes on to suggest, though, that this leads only to

"mediocrity". In some cases, the rewards are not at the discretion of the leader and this can be

problematic. However, transformational leadership is seen as proactive and more positive in

initiating change for the good of all in the organisation. Bass notes,

> Superior leadership performance – transformational leadership – occurs when leaders
> broaden and elevate the interests of their employees, when they generate awareness and
> acceptance of the purposes and mission of the group, and when they stir their employees to
> look beyond their own self-interest for the good of the group. (1990:20)

Having established the model, Bass worked with others (including Avolio, 1990), to develop tools

including a Multifactor Leadership Questionnaire that measured leadership styles working with the

leader and the followers. The questionnaire is still used in research into human resource

management. Quantitative measurement of responses to questionnaires appears to give validity to

their findings. A typical piece of research is that of Colbert, Barrick and Bradley (2014) studying

business management. As they explain when assessing top management teams (TMT),

> We used 20 items from the Multifactor Leadership Questionnaire (MLQ Form 5X; Bass &
> Avolio, 1995) to assess transformational leadership for the CEO and each member of the
> TMT. (2014:368)

With adoption of the neoliberal agenda where change and thus "transformation" is necessary, there has been transfer of the ideas of assessment of leadership from business to education and the work of Headteachers in particular. This drive for change has been explored above but the acceptance that transformational leadership is a valid model has been established through widespread research into school effectiveness.

Bush et al. state that,

> Global interest in educational leadership and management has grown during the past few years and there is widespread recognition that leadership is second only to classroom practice in terms of impact on school outcomes. (2010: 6)

This mirrors the findings of Day et al. (2011) cited above.

Leithwood et al. have carried out research into how transformational leadership influences teachers to collective teacher efficacy. This involves, "Clarifying goals by, for example, identifying new opportunities for the school, developing (often collaboratively), articulating and inspiring others with a vision of the future, promoting cooperation and collaboration amongst staff" (2010:19). Leithwood collaborated on the IMPACT project led by Day et al. (2011) to establish what made "successful leaders". He carried out a review of the literature and then identified behaviours associated with successful leadership, associated with improvements in academic achievement required by the neoliberal accountability measures, along the lines of Bass's work.

There has been a plethora of research into transformational leadership as a model. As Bush notes,

> Transformational leadership is one of the most popular models, judging by the number of papers on this topic, and it has attracted global interest, expressed for example in numerous doctoral theses around the world. (2018: 884)

Bush comments that the model's "central construct" is "vision" (2018:884) but explains that although followers are encouraged to commit themselves to the vision, this might not always be shared. It is recognised that once a vision is shared, it can become part of a culture or discourse.

Hollingsworth, Olsen and Winn (2018), in a small-scale study similar to the current study, investigated how school principals in the US Midwest implemented change initiatives. They looked at how the culture of the organisation is key and affects organisational performance and functioning. They argue, "Organizational culture is iterative, evolving over time through interactions among members of the organization" (p.1016). They conclude that culture can be built by cultivating trust with staff, knowing them well and engaging in purposeful communication. A leader needs to be an excellent communicator to support the development of a culture that reflects the vision for the school. This is a key focus of this research. However, the emphasis on "trust" resonates with the transformational leadership model.

The transformational leadership model became a dominant paradigm of leadership for the 21st century. However, this research has sought to look at how aspects of the model can be analysed further, investigating how the vision is communicated to others to develop "followership". Considering the message rather than the leader provides a contrasting perspective. The way the leadership operates and messages are communicated and understood, can also vary depending on the context of the school. The drive to push up standards means that change needs to take place; how best to achieve this is open to interpretation by the leader and might reflect the wider challenges that are facing a school. It may involve "Contingent Leadership" where the needs of the organisation and those within it require problem-solving skills (Leithwood, Jantzi and Steinbach, 1999).

2.5.2 Instructional leadership

Alongside transformational leadership, the concept of instructional leadership developed within education. The driving force for improvement is to change the actions of the teacher in the classroom to improve teaching. This leadership model initially came out of the school effectiveness movements of the 1980s (Marks and Printy, 2003). It "replaces a hierarchical and procedural notion

with a model of '*shared* instructional leadership'" (Marks and Printy, 2003:371). They go on to explain,

> Shared instructional leadership involves the active collaboration of principal and teachers on curriculum, instruction, and assessment. Within this model, the principal seeks out the ideas, insights and expertise of teachers in these areas and works with teachers for school improvement. (2003:371)

Instructional and transformational leadership are complementary. Shared instructional leadership involves the Principal working *with* the teachers in a reciprocal relationship that improves the craft of teaching (Marks and Printy, 2003). Instructional leadership is also mentioned in professional training given to Headteachers by the National College. However, some proponents of transformational leadership (e.g. Silins, 1994) see instructional leadership as a management function that comes *after* the vision is delivered. The concept of leading the development of teaching *with teachers* is further developed and explored by Harris (2008) as detailed below as "distributed leadership". However, a differentiating aspect would include the Headteacher being seen as the expert too. This means they are able to direct the teaching function rather than a distributed approach where the decision-making regarding the type of teaching is decided collectively or is delegated to others.

2.5.3 Distributed leadership

After consideration of the traits of the leader, the way the message is delivered and the relationship with other colleagues is critical. Although transformational leadership would suggest inspiration and motivation, the actions of the followers/teachers is essential, as they are the ones delivering the change. This has led to the development of other styles of leadership which perhaps favour the more acceptable democratic emphasis of the 21st century. Such leadership has been termed "distributed leadership" and its chief proponents have been Spillane (2006) and Harris (2003 with Lambert, 2008, 2010). However, Leithwood et al. described "participatory leadership" in 1999 as an established model. MacBeath (2005) explored six different levels of "distribution". Youngs and Evans (2021)

consider both the formality of structures related leadership and the relationships of process and

practice. Others describe distributed leadership as a branch of transformational leadership and

suggest that it was merely a more acceptable word as it proposes a more collaborative approach

when the reality is that power of the followers is illusionary (Gunter, 2016; Gronn, 2009).

Distributed leadership is based on the premise that leadership is shared. So rather than a leader with

followers, there is more participation in the decision-making by the "followers". In a school,

although there is a Headteacher, there will be more discussion regarding the successful route to

change and there is less emphasis on the hierarchy. As Harris states,

> This shift, in part, reflects some disillusionment with individual conceptions of leadership
> often characterised as "great man theory" but also represents an increasing understanding
> of the importance of informal sources within organisations. (2010:56)

This has found favour in terms of change to teaching methods as it tends to be more inclusive and

recognises expertise amongst practitioners as suggested by instructional leadership. Distributed

leadership is seen in the interactions between colleagues, including the Headteacher, within a

school. Harris goes on to comment,

> While it is important to know what leaders actually do…Analysing and understanding
> patterns of influence from a distributed perspective, it is argued, gets closer to the actual
> practice of leadership. (2010:57)

This does highlight a distinction between the process of leading and decision-making per se. The

degree of consultation may be at the discretion of the Headteacher. This also links with the thinking

tools of Bourdieu as outlined above, where practice becomes a normative process and power may

be illusionary for the staff. Thus, a Headteacher may suggest they are working with the staff in

deriving policy as part of implementation, but they may have already decided what this will be, and

the degree of consultation may become tokenistic. This may link more to the power structures, as

explored below.

According to Leithwood et al., distributed leadership:

More accurately reflects the division of labor which is experienced in organizations from day to day. …Distributed leadership, it is argued, also enhances opportunities for the organization to benefit from the capacities of more of its members. (2009:2)

To explain the apparent effectiveness of distributed leadership, they cite organizational learning theory, distributed cognition, high involvement or "participative" leadership and complexity science. Distributed leadership will produce better results because the workings of the organisation is greater than the sum of the parts working in isolation. Leithwood et al. (2009) suggest that distributed leadership research is both normative and descriptive. MacBeath (2005) in outlining six forms of distribution suggests it can be "incremental"; "Incremental distribution has a pragmatic ad hoc quality, but is also strategic. Its distinctive purpose is sponsored growth" (p.360). He then recognises in its most distributed form that is "cultural" and thus becomes the normative practice with the key concepts of shared agency and reciprocity. Elmore (2004) suggests there is reciprocity of respect, personal regard, competence, personal integrity amongst the staff of the school. MacBeath found staff who described practice as the agreed "way we do things around here".

These hallmarks of a normative culture are what provides the sense of agency, the willingness to take risks, to both offer and accept leadership arising from a discerned reciprocity. (2005:363)

With "Bottom Up forms" of distributed leadership (MacBeath, 2005), leadership is displayed at all levels within an organisation. Therefore, the vision is not just given to the followers but is negotiated with them. This argument does suggest a process that will build trust, but the hierarchical accountability and responsibility for outcomes ultimately lies with the Headteacher and this does influence the true nature of the power relations. Trust appears to be a key factor in building a culture to drive improvement. Hollingworth et al.'s (2018) work highlighted the number of meetings that took place between different stakeholders. Although some such as Gunter would see this as a conversation between participants of different influence, proponents of distributed leadership would suggest that it only has authenticity when there is equal involvement and is integral to the culture. The importance of the culture is seen as central in creating an environment where

improvement can take place. Harris and Lambert (2003) state, "Unlike the task and performance models of school improvement that have dominated the educational landscape, the approach presented…places people, relationships and learning back in the driving seat of change" (p.2). They highlight three elements of distributed leadership that result in improved outcomes. These are:

- a focus on ownership of organisational change;
- organisational change coupled with classroom level change (models of teaching and protocols);
- capacity building and collaboration including work on emotional intelligence. (2003:19)

In the first, the ownership would include that of the vision that had been developed together. A vision will also shape the culture or environment and so the two are linked in a symbiotic relationship. However, the key idea is that it is not just shared but shaped by all.

The second element encourages use of the expertise of the practitioners, specifically those in the classroom. This involves building an environment or institution with a focus on shared learning.

> Staff learning may be collaborative and shared in the sense of a learning community to serve the organisation in its endeavours to change, improve and further support learning outcomes. (Brundrett and Rhodes, 2010:157)

This would be the same focus on learning as "instructional leadership". The emphasis is on everyone learning to improve the outcomes of the organisation. In addition, Day and Lieberman (2018) describe:

> Cultural and context specific manifestations of professional learning communities (PLCs) which are known to contribute to improved school and system outcomes. The key cross-cultural features of successful PLCs identified in the "good news" accounts are teacher agency, teacher leadership, teacher voice and, alongside these, the facilitating role played by combinations of system and school leaders and university colleagues – all people who work at the interface of policy and practice. (xv forward)

The case studies presented by Harris, Jones and Huffman demonstrate the global appeal of this model of leadership (2018).

Harris and Lambert's final element on the merits of distributed leadership focuses on collaboration and emotional intelligence, exploring the way that participants view each other in terms of relationships. This is a feature of all leadership models, but the emphasis is on the group rather than the individual.

> Leadership has direction, momentum and it negotiates tough passages. It is this type of leadership we are seeking "to build the capacity" to collectively generate purposeful action that allows a school community to keep moving in the face of external demands, imposed change or when an excellent teacher, a charismatic head or a powerful parent leaves. (Harris and Lambert, 2003:20)

This hints at sustainability generated through the capacity of collaboration but also the external influence as well as the "power" of the Headteacher.

A Headteacher using distributed leadership methods works with the staff to ensure their engagement. This requires emotional intelligence. Goleman et al. state,

> Great leaders move us. They ignite our passions and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas…the reality is much more primal: Great leadership works through the emotions. (2004:16)

Harris and Lambert stress that "Even if they get everything else right, if the Head fails to build positive relationships among staff and attend to the emotional life of the organization nothing will work as well as it could or should" (2003:38). Trust is the most important factor in leading a successful organisation (Goleman et al., 2000, 2002, 2004; Fullan, 2001, 2020). Awareness of the emotional intelligences became prominent in schools through the National College's Professional Qualification for Headteachers (NPQH) programme with Goleman's ideas being used in the training materials, alongside Fullan's ideas on change management. Current DfE leadership training materials still stress the need to establish good relationships and manage emotions. Shuck et al. (2019) also consider the role of compassion, which in stressful situations may need consideration.

Communication is still very important to ensure that "followers" are prepared to engage. This is a focus of this study. Harris (2007) notes , "Whilst self-awareness is accepted as sine qua non of good

citizenship and leadership, awareness and emotional competences are not considered to be

sufficient" (p.5). Other aspects require further consideration as explored below.

The arrival of a new Headteacher can be seen as pivotal in bringing about changes in practice.

Spillane (2006) researched the development of distributed leadership in an improved school in

Chicago. He also considers whether distributed leadership is just a hybrid of older models of

leadership but does state it is the process of leadership moving away from the individual rather than

the style of leadership that is important. "A distributed perspective on leadership puts leadership

practice center stage rather than the chief executive or principal" (p.25). However, again the

evidence suggests that the decision to adopt distributed leadership is taken by the Headteacher,

which appears a contradiction in terms.

There has been a number of critiques of distributed leadership. MacBeath (2005) in exploring

practice did criticise the different types of distributed leadership he established. He recognised in

some cases staff would not want the leadership responsibility as they could then not be held

accountable and could be critical. In later work (2009) reviewing the National College study,

MacBeath also recognised,

> Although in theory we would like to think that as schools and leadership mature they move
> through the six stages from formal to cultural distribution, life in schools is never that
> elegantly simple. In practice leaders at all levels of an organization draw on a repertoire of
> response modes, dependent on the situation in which the need for leadership is called upon.
> (p.53)

There is recognition of both the personality induced choices of the Headteacher and recognition of

the external pressures. Gronn's case study research into distributed leadership recognised the

paradoxical nature of leadership, suggesting that the complexity of the leader-follower relationship

meant that actions of leadership can be perceived in different ways. It is suggested that distributed

leadership is seen as more acceptable, appearing democratic and collegiate in nature. Gronn (2009a)

describes a normativist as "someone who is comfortable inhabiting a realm of desirability" (p.17). He

goes on to suggest distributed leadership is a rallying point for "commentators searching for 'post

heroic' leadership alternatives". He comments that leadership studies often become "adjectivalism",

where one changes a word but this is on the "basis of fine graining" (p.18). He suggests that

distributed leadership might be more of a hybrid form, allowing a pluralistic approach where

degrees of "both individualized-focused and distributed patterns of leadership will co-exist" (p.19).

He concluded,

> It is likely that the division of labor in schools comprises an overall set of arrangements which, within the constraints of the school system policy, they have the discretion to establish, reconfigure or rationalize as they have, and when they, deem appropriate. (2009a:37)

This point is key, in that the Headteacher determines when is appropriate. With changing structures

of organisations, the type of leadership displayed may vary. The power relations within the

organisations may be important. Bolden, further critiquing distributed leadership concluded,

> I would advocate a more *critical* perspective which facilitates reflection on the purpose(s) and discursive mechanisms of leadership and an awareness of the dynamics of power and influence in shaping what happens within and outside organizations (2011: 263).

Similarly, Gunter et al. critiques that because distributed leadership has become the discourse, the

research to support it is therefore "found".

> Our starting point is that much of what is written on distributed leadership is, in Thomson's (2001) terms, "bunkered". This happens in two interconnected ways: first, epistemic networks, for example, school effectiveness and school improvement (SESI), show a harmonized disposition towards the purposes and practices of research, particularly the relationship between researching leadership models and giving advice to government to support reform. (2013: 558)

Through analysis of different ways of researching distributed leadership, Gunter et al. (2013)

consider that, although the "functional knowledge" about school improvement stresses a

Headteacher cannot work in isolation, that the evidence relating to distributed leadership is still

about how a sole Headteacher (leader) might be effective:

> The aim is to recognize what is understood as effective leaders, leading and leadership and to develop the methodologies to give recognition to this (Heck and Hallinger, 2009) and make processes work better, or "smarter" (Leithwood et al., 2009:223) through how people

accept and want a sole leader, but expect better co-ordination of others who like
themselves are also doing leading and leadership. (2013:560)

The leaders ultimately decide what work (or leading) is shared. The functional research focus is then broken down into "functional descriptive" and "functional normative". The former describes how leadership is distributed through various actions. The latter describes how models are developed by researchers such as Harris to improve practice and outcomes. It is stated, though, there is an overlap between the two areas of research as one is used as evidence for the other. Hence this is the criticism of effectively "bunkered" research.

Gunter et al. (2013) examine the research into distributed leadership from a critical knowledge perspective.

This is less to do with the functional demand for building scientific rigour before advocating best practice, and is more about examining distributed leadership as an idea and how this links with practice. Such approaches within the field widen out their perspective and scholarly underpinnings by not only examining organizational practice but also locating their analysis in debates about power. (2013:565)

Thus, the overlap with democratic process is explored. However, a criticism is that distributed leadership concentrates on contribution rather than rights. Here the idea of power to make decisions and "ownership" of the organisation might be queried in terms of who is able to contribute ideas and who makes the decisions. In the situation where policy is being implemented, this might be being imposed rather than owned by all, if a Headteacher and other game players have controlled the debate and made the ultimate decision. Gunter et al. comment that Gronn's work showed that there was a need to explain the reality of a situation rather than simply describe it:

[Gronn] challenges the official power over model associated with organizational roles and legitimate authority in favour of understanding a more humane, real and everyday exercise of leadership in problem solving. (2013:567)

Gunter et al. (op. cit.) critique distributed leadership research from the position of socially critical knowledge production. This is about changing, as well as revealing, power structures that may be at play in knowledge production. This does emphasise the control that may be hidden but should be

explored thoroughly if trying to elicit how a situation is led and managed between colleagues and how relations can be changed to develop a more inclusive form of knowledge production. Gunter et al. (2013) also suggest a *transformative* leadership to bring about change. Gunter explores this further in her later work (2016) and with Courtney (2021) where the purpose of educational leadership research is considered to drive change and challenge systems.

Hartley (2010) argues that whilst globalisation has required a greater need for collaboration, nevertheless, "At this point, although distributed leadership and system leadership do give the impression of collaboration, they nevertheless are little more than minor refinements of bureaucracy" (p.347). The hierarchical power structures remain, although the suggestion is one of more democratic or distributed leadership practice. Hartley, like Gronn contends that,

> The normative rhetoric appeals to the social and emotional needs of employees. If met, then their commitment is assumed to be assured (as in human relations management theory and in the organisational culture approach)…But normative rhetorics have not for the most part removed the bureaucratic form; they have co-existed with it, "softened" it. (2009a: 347-8)

This can be seen at a different scale in the way that neoliberal systems operate, in suggesting a lack of centralised control and more local decision-making when, in fact, the policies are determined in a hierarchical manner.

Hartley claims there is little evidence to suggest that distributed leadership leads to improvement.

> In England, the government has set great store by distributed leadership, notwithstanding well researched notes of caution that there is no direct causal relationship between distributed leadership and pupils' achievement. (2010:355)

This contrasts with the work of the IMPACT study outlined above by Day et al. (2011) that found strong evidence for improved performance where transformational leadership was seen.

Collaboration is also considered as a means for sharing of ideas leading to improvement. This is promoted by the governance models of academy chains introduced as a result of neoliberalism.

However, in reality the MATs have developed more centralised rather than democratised working practices. This would seem to be the antithesis of distributed leadership.

The power relations linked to distributed leadership are contentious amongst researchers. The power relations are key to the integrity of the distributed leadership style. Lumby's comments there has been research to improve understanding and recognise that power relations are not static.

> …control of others is then inevitably partial and fluctuating, so that any form of leadership that assumes perfect control of others is untenable. Equally a form of leadership that is predicated on the deliberate distribution of power to others is unrealistic. (2019:7)

Miller (2018) likewise contends that the "norm" of leadership is to consider it a "personal but collective endeavour" (p.33). However, he comments, "Although there may be several factors that influence the approach to leadership adopted by a school leader, deciding to approach school leadership as a collective endeavour, instead of a heroic activity, is a value position" (p.34).

There is also much about the role of vision in setting the direction for change. However, there is also a clear message that the leader cannot bring about this change effectively on their own and that they need to work with others. Again, there is the impression of the hybrid model. It may be a value-led decision based on how Headteachers see their role in relation to colleagues. Miller focuses on what a leader needs to do.

> It is about talent maximisation for the overall benefit of the school. This requires the individual school leader to share their vision with others and get buy in; to trust others to bring ideas to the table and to trust in those ideas; and to work collaboratively with multiple stakeholders, and being seen as a facilitator and co constructor of different actions and outcomes, and not as the sole owner of the solution or a course of action. (2018:34)

Miller suggests that elements of transformational leadership bring about change for the school but these must also include consideration of the talents of others.

Ultimately, a Headteacher appears to have the power to decide how much to take on board the ideas of others and distribute leadership. MacBeath (2005) recognised this may change over time with experience. However, with the establishment of MATs, the power may lie away from the school

altogether. Courtney (2015) comments, "The dominant rules of the school leadership game are now corporate and to retain or earn symbolic capital, school leaders must play this corporate game" (p.222). This research will consider the transparency of the power relations demonstrated by the phenomena studied. The degree to which any leadership is "distributed" will also be investigated, as there is division amongst academics who see distributed leadership at best as a hybridisation of other forms and others who consider it the most effective way to ensure that all are driving transformation within education.

Harris and DeFlaminis' review of empirical evidence (2016) found evidence that "under the right conditions, distributed leadership can be a positive contributor to school transformation and improvement" (p.143). Interestingly they do not state the conditions. They summarised, "Unquestionably, more empirical research work is needed, and here researchers will make their contribution, but evidence about the actual practice of distributed leadership is also urgently needed" (p.144). This research may contribute to a better understanding of the mechanisms that operate in this field.

2.5.4 Ethical leadership

The final leadership model that will be considered through the literature is ethical leadership. Burns (1978), when discussing transformational leadership, stated that all leadership that was truly justified was "authentic", meaning it is leadership that is designed to improve the outcomes for members of the organisation rather than the leader himself. The antithesis, as described by Burns, would be Hitler, who although he brought about change, did not do so to benefit the masses.

Within the profession, there has been a renewed focus on the ethics of leadership. In 2017, ASCL set up a commission and in 2019 launched their ethical principles of leadership. This is about the motivation of the leader but also how they should carry out their action, developing a code for Headteachers. However, it is important to reflect whether this is just an adaptation, hybrid or an addition to other leadership concepts.

Hargreaves and Lowenhaupt suggest a re-evaluation of how leaders should behave in delivering

practice. They highlight the word "dignity" in the way people are treated and stress that there needs

to be consistency between actions and the outcomes.

> First, the consistency between ends and means is about the ethics of human dignity – that
> neither the people we serve nor the people who serve them should be subjected to
> exclusion, degradation, or oppression; that their essential worth as human beings should be
> recognized and validated. (2017:63)

They recognise that this may be difficult: "This important work must be done despite the presence of

unbending or uncomprehending opposition, the persistence of outmoded structures and practices,

and the dispiriting contexts of economic austerity" (p.63).

Ethical leadership is seen as the practice which leads to transformation for the good of all, by good

means. This can be contrasted with "heroic" forms of leadership that lead to self-aggrandisement.

Hargreaves and Lowenhaupt (2017) argue that although other leadership styles such as instructional

and distributed can lead to good outcomes, fair processes are equally important. This leads to an

"uplift" (p.72) to all involved.

Saltman and Means discuss the need to make leadership driven by data more ethical. They do not

discuss distributed leadership but state,

> In a practical sense, for educational leadership to move from a data-driven paradigm to a
> democracy-driven paradigm would mean that, foremost, educational leaders need to be
> educated in traditions of thought that connect practice to forms of ethical judgment, social
> and cultural interpretation, and broader structures of power, privilege, and authority.
> (2017:135)

Gunter (2016) recognises that research shows leadership as a power process but that a tradition of

knowledge production has included consideration of values and the ethical dimension to leaders'

work.

The practice of leadership that considers ethics should also consider what is "principled" leadership. This means a Headteacher will consider their actions based on their values, which then shape their principles.

> Values are qualities or standards that govern the behavior of a person and principles are rules or beliefs that govern our actions. The main difference between values and principles is that principles are based on a person's values. Thus, it is values that act as the foundation for principles. (https://pediaa.com/difference-between-values-and-principles/)

These are both personal and are set through the standards expected of Headteachers and teachers. However, values may be intrinsic to the person in terms of what they believe to be right. Values are often stated when discussing a vision. This links closely to what is the key practice of transformational leadership. Geoff Barton, former Headteacher and General Secretary of ASCL, when asked what makes successful leadership said,

> I've learned from other people, not just how you would do things but also what you wouldn't and I think what that does is it hammers out principles and values. So for me successful leaders know "What is it I stand for? What is it I believe in?" And for me I've always been driven by the question "Am I doing what is right for the young people in my school?" (Interview carried out by Oates, 2018:139)

This view of leadership has become prevalent in the professional literature. The first section of the DfE Headteachers' Standards 2020 explores ethics and professional conduct,

> Headteachers uphold and demonstrate the "Seven Principles of Public Life" at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:
> - selflessness
> - integrity
> - objectivity
> - accountability
> - openness
> - honesty
> - leadership
>
> As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.

This comes *before* an outline of the expectations of the work of a Headteacher, including strategic vision setting.

An added element is whose rights and values should take precedence. Ciulla compares the views of Rost (1991) and Burns (op. cit.) when considering the ethics of leadership. She suggests that "For Rost consensus is an important part of what makes leadership *leadership,* and it does so because free choice is based on shared goals and values" (2014:15). However, she states, "On Burn's account, transforming leaders have very strong values. They do not water down their values and moral ideals by consensus, but rather they elevate people by using conflict to engage followers and help them reassess their own values and needs" (2014:19).

Headteachers are expected to do what is "right" for the students and community. The Headteachers' Standards above uses the word "serve". This has led to another, possibly hybrid leadership model called "servant leadership", based on a religious ideology that to lead is to serve. For example, Jesus Christ is quoted in Mark's gospel,

> You know that those who are considered rulers of the Gentiles lord it over them, and their great ones exercise authority over them. But it shall not be so among you. But whoever would be great among you must be your servant, and whoever would be first among you must be slave of all. (Mark 10:42-44, ESV)

Similarly, Sikhs and Buddhists would argue that their spiritual leaders have suggested that to lead, one has to serve.

It is difficult to define the distinct comments of servant leadership (Duren 2017:225) and there are few empirical studies of its success in the workplace. However, Duren does suggest that this is a new paradigm of leadership and looks to link it to transformational leadership in terms of the leader-follower relationship. He takes his starting point from the economic crash in 2008, claiming this

demonstrated how the moral purpose of leadership had been overlooked; people began to question what quality leadership was. This is interesting when considering the context of education where the neoliberal paradigm has been strongly promoted.

In terms of empirical studies, there is a growing number of researchers who mention aspects of ethical leadership. The mention of what is "right" and the expectation of behaviours may illustrate the ethics and values of the Headteacher. When reviewing the leadership style adopted by Headteachers, it is necessary to establish whether their message is shaped by their ethics. Miller (2018) discusses the internal motivation of the Headteacher and comments that from his research of over sixty Headteachers in sixteen different countries, women tend to wish to serve whilst men were more likely to want to be seen to be winning. This may reflect other cultural dimensions rather than leadership per se. Bedi et al. (2016) carried out a meta-analysis of the literature and empirical studies of ethical leadership. Their review of the research adds weight to the argument that ethics is a facet of leadership. They suggested that there was evidence of "beneficial follower outcomes" where ethical leadership was demonstrated. This is a rationale for the adoption of such practices. They claim, "Both ethical leaders and idealized influence leaders serve as role models that demonstrate and communicate their ethical values and behaviors to their followers" (p.518). However, they argue that ethical considerations are "ancillary" and not the sole aspect of transformational leadership. In response to transactional leadership, they suggest that there is an element of transaction in that if I behave towards you in an ethical manner there will be rewards. Their meta-analysis of research suggested conflicting results on the strength of the relationships between different aspects of transformational leadership. In terms of the way that ethical leadership operates, they suggest that, "Ethical leaders shape followers' work-related outcomes in two ways: directly through role modelling and indirectly through social exchange" (p.519). The social exchange is captured in the PowerPoints studied but the Headteachers' commentary and website information may provide further elaboration of motivation.

2.6 Conclusion and conceptual framework

This review of the literature has outlined the context in which Headteachers work and how schools and their governance within society has changed because of wider societal shifts in ideology that then shape understanding of education and leadership. This has affected the work of Headteachers and has increased tensions; neoliberalism suggests greater freedoms but, paradoxically, more accountability.

From the literature review, it is apparent there is no single conceptualisation of leadership but a variety of hybrids. Weber (1947) and later Burns (1978) and Bass (1985) established contrasting styles of leadership based on the attitudes and actions of leaders and their relationship with staff. The evidence from the work of Gronn (2009) in terms of hybridisation and others such as Goleman (2000) and Fullan (2001) suggests a leader needs to adopt more than one style when dealing with different situations. However, others such as Harris et al. (2003, 2008a, 2008b, 2009), favour distributed leadership, whilst Miller (2018) claims that leadership needs to have an element of collective enterprise to be successful. Gunter (2013, 2016), though, stresses the level of distribution is linked to the power relations that continue to exist and this can be illusionary. Critical perspectives would suggest this is a key aspect to understanding leadership within schools and leads to knowledge beyond the normative, functional labels of styles (McGinity and Fuller 2021). Consideration of the ultimate aims of leadership raises questions of ethics within the field of education: is ethical or authentic leadership a facet of leadership behaviour rather than a discrete style? Headteachers may not always be mindful of these elements, but the profession has sought to develop leaders who are more reflective of their practice. There has been a recognition that Headteachers "lead" rather than just manage. However, this research will also seek to explore and identify the factors influencing how they lead, including the power relations and prevalent discourse operating within the particular situations.

Improving student outcomes as an aim of the neoliberal agenda has been driven through the deployment of transformational leadership as an appropriate vehicle. Accountability measures, however, may lead to a more transactional stance.

The literature review has also considered how the neoliberal agenda has led to greater external accountability which acts as a factor influencing policy implementation. This has created difficult situations where schools are expected to deliver improving results, in some cases where there is changing leadership structures or other pressures. Policy is adjusted as it is enacted within the school context; schools act as communities with their own power relationships. Some of these may be evident to all but others may, at times, be "illusio" as Gunter (2013, 2016) suggests, using Bourdieu's thinking tools. There are also internal accountabilities but as a community, all are affected or involved in policy delivery. The enactment may be started by the Headteacher but the implementation and thus delivery is not just "done" by the Headteacher as leader but *with* the members of the school community (Miller, 2018).

This study will seek to establish the leadership styles used by Headteachers in these changing, difficult, circumstances and what has influenced their deployment. This will be done through narrative and discourse analysis of artefacts reflecting on Bourdieu's thinking tools of "field, game, practice, habitus and doxa" being mindful of the "illusio" that can operate and with an awareness of Foucault's understanding of a "Discourse" that may shape actions. The research looks at:

- The context and culture of the school and their influence on the dynamics of the relationships between the Headteacher and staff in a particular situation.
- The internal power structures operating between the Headteacher and staff, affecting the discourse used with them and other stakeholders.
- The external accountability involved in the difficult situation. This will explore the role of power structures that are external to the school, including key players.
- The Cyclical policy process of policy development and implementation, focusing on enactment within the situation. This will include the external and internal influences on policy implementation and delivery.
- The leadership style as demonstrated by the language and key themes displayed in the artefacts used in the moment of policy enactment with staff.

- The influence of the personal characteristics and experience of the Headteacher.

From this it is anticipated that it will be possible to consider whether any particular leadership style is conveyed and the consistency of this across the situations explored. There will be narrative and then discourse analysis based on consideration of key factors that influence how the Headteachers operate. This is illustrated in the diagram below.
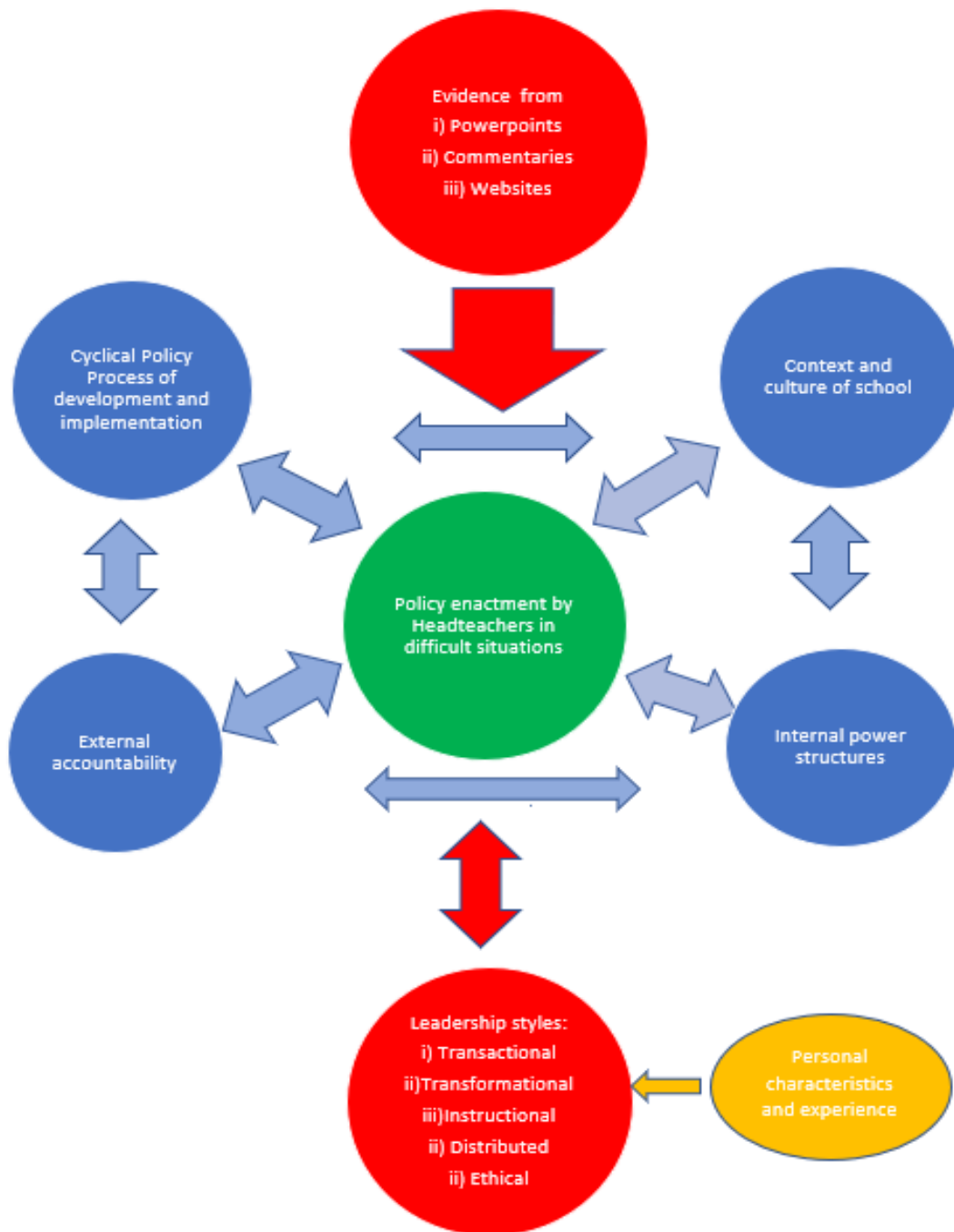
Fig.1 Conceptual framework

The diagram shows how the key concepts are linked to the phenomena of the moments that are captured and discussed in this study. The arrows reflect that concepts are connected and are affected by each other; they are symbiotic.

The concepts evidenced in the diagram will form the framework for analysis of the artefacts used by the Headteachers. The circles and arrows reflect the factors that a Headteacher needs to consider when they embark on the process of policy enactment. The personality and experience of the Headteacher should be considered as a factor that may influence the choices the Headteacher makes when considering how to lead staff. Their leadership style will affect the means of delivery chosen and the artefacts themselves. The analysis of the artefacts will consider if there is commonality between Headteachers in difficult situations driving change as demanded by the neoliberal agenda.

3. Research Design

3.1 Methodological design – ontology and epistemology

As with all research, the design of this study has been affected by the context. Wilkinson and Bristol

(2018) claim that much of the research into education leadership focuses on too narrow a range of

particular studies. They point out there is a need to examine,

> The relationship between what we know about educational leadership (epistemology), how
> we have come to know it (methodology) and the nature of leadership (ontology) across
> educational sites. (2018:7)

This sums up the need to acknowledge the perspectives that have shaped the research. They suggest

that there has been insufficient acknowledgement of the culture in which the knowledge and

research is generated and observed.

Additionally,

> It can also be argued that research questions emerge from the interaction of a person's
> philosophy, ontology, epistemology and ethical stance, and that this interaction is what
> always shapes their choice, even if unconsciously, of an area to research and so the precise
> research question. (Anderson et al., 2011:502)

Brooks and Normore suggest,

> It is also important to think carefully about epistemology and purpose when designing and
> conducting qualitative studies of educational leadership. Researchers should consider their
> beliefs about the nature of knowledge and the kinds of knowledge they intend to generate
> through their study. (2018:22)

For this research, my personal experience shaped both my understanding of what leadership is and

how it operates within school. Coupled with academic research, my many years as a reflective

practitioner influenced my understanding of the ontology and episteme of leadership and the value

of my observation through practice. Professional writings that both describe and critique practice

influence my day-to-day observations and my identity as a researcher. Using Bourdieu's concept of

habitus (1979, 2004), I recognise I am shaped by this and it will influence my own interpretation and

acquisition of the knowledge of the situations studied. This is suggested by the work of Rawolle and

Lingard in their exploration of the field of educational research. They comment,

> Bourdieu's emphasis on the necessary interweaving of the theoretical and the empirical and
> the need for the application of his "thinking tools" (habitus, field, capitals, practice) to the
> topic of the research, but also to the data collecting and analytic practices of the
> researcher… (2013:131)

Educational research into policy implementation and delivery has adopted a variety of paradigms

with respect to what is "knowledge" of the field. Hammersley (2013) suggests that paradigms make

different assumptions about the nature of the world, "How or even whether we can gain knowledge

of it" (p.15). Somekh and Lewin (2005:347) describe a paradigm as "An approach to research which

provides a unifying framework of understandings of knowledge, truth, values and the nature of

being." Morrison (2012) describes in detail two paradigms used within education research, namely

positivism and interpretivism, although she recognises the existence of other paradigms such as

critical theory and postmodernism.

As a geographer by training, I was schooled in a variety of paradigms; this is the beauty of the

subject. For example, positivism is adopted when carrying out fieldwork into physical geography

phenomena that are measured. Within educational research, there are some things that can be

explored in this way. For example, Day et al. (2016) in their IMPACT study looked at school

improvement performance using examination data from schools across England. Scott and Morrison

suggest,

> *Positivism/empiricism,* where it is accepted that facts can be collected about the world;
> language allows us to represent those facts unproblematically; and it is possible to develop
> correct methods for understanding educational processes, relations and institutions.
> (2006:170)

The ontological stance of research suggests different views of the world in which, in this case,

education operates. For the purpose of this study, there is a recognition that educational leadership

takes place in schools that are shaped by the society in which they operate but that are also their

own reality of an institution and operate as different actualities for the stakeholders involved. There will also be a reality for the researcher that could be different from other stakeholders connected with the institution.

Capturing the reality of the experience of policy enactment in school was central to this research. The sociology of a school's situation is shaped by the relationships that exist within it and these are interpreted by the participants and analysed by the researcher. A positivist paradigm would not have captured the experience of the situations studied. Following the literature review and analysis of the epistemology underpinning educational research, I have chosen to work within an interpretivist paradigm.

The interpretivist paradigm enables me to explore the reality for those involved in the situations studied. This should develop understanding beyond that generated by a positivist stance. I recognise knowledge as truth perceived by the actors involved in the research and consider this has value. This matches Foucault's view (1977, 1980) that knowledge can be controlled. Gunter (2012, 2016) also suggests that because power controls knowledge and hence the discourse, participants may also be influenced by a variety of stakeholders involved in education. The "knowledge" they have is shaped by their habitus. However, for this research, the beliefs and recall of the participants are accepted as valid within the field in which they operate.

Schools are social institutions. Hammersley commented,

> Interpretivists argued that in studying the social world, it is essential to draw upon our human capacity to understand fellow human beings "from the inside" – through empathy, shared experience and culture etc. – rather than solely from the outside in the way that we are forced to explain the behaviour of physical objects. (2013:26)

Scott and Morrison (2006) explore the paradigm of interpretivism and phenomenology as an approach. They suggest,

> Social actors negotiate meanings about their activity in the world. Social reality therefore consists of their attempts to interpret the world, and many other such attempts by those

still living and those long since dead. These are real and constitute the world as it is. Thus interpretivists subscribe to a realist ontology. Educational researchers insert themselves into this continual process of meaning construction in order to understand it. (2006:131)

As Morrison (2012) suggests, "Interpretivism has made an important impact upon education research" (p.19). It accepts the reality of the situation (the phenomenon) as viewed by the participants. This paradigm accepts that there is a level of meaning beyond that expressed by positivism. Phenomenology as an approach recognises the value of the interpretation of the situation. This is what this research seeks to do. As Scott and Morrison comment,

> *Phenomenology* as a form of interpretivism, where the emphasis is placed on the way human beings give meaning to their lives; reasons are accepted as legitimate causes of human behaviour; and agential perspectives are prioritised. (2006:170)

However, recall and interpretation of a situation are influenced by a variety of social factors and experiences. Hindsight will influence the way participants reflect and speak about a situation and their own performance as a leader at the time. Hammond and Wellington (2013) comment that "Put simply, we never see the world as it really is; we mediate our experience of the world through our concepts, thoughts and ideas" (p.88). This means as a researcher I need to acknowledge that the reality described by the participants is their own view which has been filtered or shaped.

Considering Anderson et al.'s (2011) point above, I acknowledge that my own experiences as a professional have shaped what I consider worthy of research. As Morelli and Warriner (2019) suggest,

> Although qualitative researchers now routinely reflect on the ethical dimensions of their processes of discovery, very little has been written about how personal or emotional dimensions of a researcher's experience influence their decisions about whether to pursue a research agenda in the first place, how to engage with community partners, and what kinds of research practices might be used in response. (2019:171)

The topic of research was chosen based on first-hand experience of the difficult situations that Headteachers face as leaders of school communities. An emotional response generated in me when watching a presentation delivered by my Headteacher was critical in shaping the research questions.

The experience made me, as a researcher, aware of the cultural and emotional responses that can impact on the knowledge that is generated. This reflects the paradigm of interpretivism.

I recognise that I am a reflective practitioner and that my own experience shapes my understanding of the data I have collected. I have first-hand experience of the situations studied and am conscious of my own critical appraisal. This does not limit the knowledge created but adds to it.

In relation to the style of leadership used by Headteachers in difficult situations, the objective is to investigate how the proposed policy enactment is communicated to staff as knowledge and to promote necessary action. Transformational leadership and distributed leadership both suggest that knowledge of what should happen is the reality for the leader and they communicate this with others. I hope to establish how a Headteacher seeks to engage with staff in challenging situations to ensure what they consider the necessary action.

The literature review examines the context of the situation in which leadership operates but the culture of a school shapes an understanding of the leadership that is present. School culture is moulded at local, national and international levels. As Foucault (1977, 1980), Bourdieu (1977a, 1990, 2000) and Gunter (2012, 2013, 2016) note, sometimes knowledge is generated by the society in justifying its own stance and this knowledge then becomes the discourse. An awareness of this helps the researcher in evaluating what has happened and the discourse that is shared by participants. The aim of the study was to explore the "reality" of the situations in the eyes of the respondents and then consider what can be learned from this. This again suggests the adoption of the paradigm of interpretivism. Morrison suggests, "The substitute term 'anti-*positivism*' sets interpretivism in binary opposition to positivism" (2012:20). In this research, there is recognition of the value of measured data but as explored below, not to prove or test a point. However, there needs to be interpretation of the meaning of the phenomena and discourse, creating an experience that is the known reality that is shaped by a variety of influences, some recognised by respondents.

3.2 Methodological approach

Brooks and Normore (2018) pose the question regarding the research design, "Is the purpose to improve a person, system or school? Is the purpose to explore something we know little about? Do you hope to discover, refute or refine a theory?" (p.20). This research does seek to improve knowledge and support Headteachers to improve practice.

With my background as a geographer, I briefly considered using a research question that could be framed as a hypothesis, namely:

"Is transformational leadership used by Headteachers when getting across difficult messages?"

I quickly discounted this as too limiting and did not reflect the literature I had studied, which suggested a multiplicity of particular or hybrid leadership styles and techniques being used. Day et al.'s (2011) study did assess the type of leadership in a quantifiable way through questionnaires but this did not seem suitable for this study and testing in this way was rejected. The research would seek to explore the leadership displayed and consider how it reflected the academic research into particular styles as well as why these were adopted. So the research has been framed by the following research questions:

1. **How do Headteachers communicate policies to staff in difficult situations?**
2. **What leadership styles do they adopt in these moments of policy enactment?**
3. **What does this research reveal about the factors constraining and/or empowering Headteachers and the way they mitigate in these instances?**

Much leadership research developed by Bass et al. (1990, 2006) does try to quantify findings by using questionnaires and surveys to establish particular leadership traits. These are turned into numerical data which can be tested using statistical methods. This methodological approach has been widespread across the field of psychology of leadership. This is demonstrated in Colbert et al.'s (2014) study of personalities of leaders. It has also been used in educational leadership research. For example, Antoniou and Lu (2018) used such methods to consider instructional management in

Chinese schools. The data source for this study was derived from artefacts and commentary of the leaders regarding the situations they faced. It was not about "measuring" the leadership style through a questionnaire and thus statistical techniques would not answer the research questions.

Much of the research linked to leadership and policy studies is qualitative in nature as it links to the ideologies that are not quantifiable, given the episteme. Hammersley (2013) defines qualitative research as,

> A form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process, to study a small number of naturally occurring cases in detail… (2013:12)

In this case qualitative data was elicited and analysed, initially considering patterns that had a quantitative nature before more in-depth analysis using qualitative methods. A range of data sources, like Day et al.'s (2011) work, enabled more in-depth analysis to increase validity.

Ideas are drawn from the data through interpretation. This mirrors the interpretivist paradigm. I was open to considering a variety of facets of leadership rather than testing for one style. Although not initially perceived as critical analysis to establish new ways of working, the methodological approach did lead to conclusions being drawn that would inform practice.

The data sources were all created by the Headteachers but potentially at different times to the situation investigated. This allowed analysis to see if there was consistency in language and style over time. Given the consideration of an ethical stance to leadership, explored in the literature review, if one is being true to oneself, the artefacts should demonstrate consistency in approach. If materials are produced at different times, this could potentially result is different attitudes (and potentially ethical stances) being adopted by their creators. The temporal factor of both the creation of different materials and when reflection has taken place has to be acknowledged.

Although the research approach has been identified as phenomenology, multiple case study analysis was also considered. Bush-Mecenas and Marsh (2018) state that case study analysis helps to see if a

policy works or to develop a theory. This has elements of grounded theory (Strauss and Corbin, 1994, 1998), where analysis of multiple cases can lead to the development of theory. However, the aim of this research was not to develop new theories, per se, but interpret what happened when policy was introduced and link this to styles of leadership.

The use of case study can also explore influences within a context. Bush-Mecenas and Marsh (2018) comment, "case study considers not only the object or process of interest but also its environment and surrounding conditions" (p.33). This is key to this study. They go on to reflect on Merriman's earlier work (1988), which suggested that the case study can help develop understanding of "process rather than outcomes" (p.xii). This is important given that a range of difficult policy areas was considered in a variety of situations. This extends knowledge that is developed.

The use of phenomena also assists in the triangulation of data and the development of knowledge. The basis of the study is to consider the type of leadership and policy enactment that is used by Headteachers across a range of situations and contexts. This is enhanced through the use of multiple situations and artefacts (Bush-Mecenas and Marsh, 2018). Stronger conclusions can be drawn if there are similar findings across the phenomena. However, there is value in studying a single site as social factors are unique.

Most case study analysis takes the approach of analysing the situation from a variety of perspectives of those involved. This was considered after an initial trial. It would have involved researching the thoughts of both the Headteachers and staff who had viewed the PowerPoint presentation. However, I felt that it would be difficult to capture staff feedback within the framework of operation given time constraints and opportunity to do this; it would have been difficult to get a representative sample of staff. Headteachers may also have been reluctant to participate. For these reasons, I rejected case study analysis in favour of a phenomenological approach within the interpretivist paradigm.

The methodological approach adopted is, though, similar to the DIVE approach developed by Bush-Mecenas and Marsh (2018) within the educational leadership and policy field. DIVE stands for "Describe", "Integrate", "Visualise" and "Expand". This involves initially describing cases and developing emergent themes using created databases such as NVivo (see below). This is then synthesised by integrating data into matrices. The resultant matrices are then visualised through the creation of graphs before the "Expand analysis through iterative memoing, review and writing" (2018:50). The latter includes the development of new knowledge based on the analysis of the case study data they have collected. They, too, use both quantitative and qualitative methods of analysis to establish their findings. They describe their approach as case study analysis. However, although rejecting case studies, there are similarities in the stages that the DIVE approach uses and the analysis methods adopted for this study; this will be explored below.

Lochmiller (2018) discusses what he calls a "complementary" methodology looking at educational leadership and policy studies.

> It bears noting that complementary methods are not simply another call for mixing qualitative and quantitative research approaches…Instead, complementary methods represent the application of multiple methodological approaches to the study of related policy and leadership issues. The aim is to derive a more comprehensive and detailed understanding of a policy, its design, implementation, and impact than any single or mixed method can produce alone. (2018:6)

This study adopts a complementary approach as promoted by Lochmiller (2018) to research the two areas of policy and leadership; a range of data is analysed in a variety of ways to establish new knowledge of the processes and styles of leadership that are in operation in difficult contexts of policy enactment or change. The phenomenological stance recognises that knowledge will be generated that is based on a greater understanding of the motivations and actions of Headteachers in leading their staff in enacting policy and change situations.

3.3 Methods

The research methods used for this study are largely language-based; they are narrative and discourse analysis where the words or text of the participants represent social phenomena. This, according to Lester and Paulsen, means, "It is assumed that language is performative; that is, it is assumed to always do something" (2018:58). The material collected for this research involves words or "the message" given by Headteachers (as leaders) to staff (as colleagues) and then to me as the researcher. The words were used to inform, persuade and instruct staff. This means that they become the tools of the leader. The impact of the words is assessed by both the Headteacher and analysed by myself (although indirectly), and thus there is a critique of the language as a tool of leadership.

Lester and Paulsen (2018) note that "relatively little scholarship in education leadership has used language-based methodologies" (2018:59). Much research is based on questionnaires completed within school and if reviewing leadership, the main method of assessment is through communication with "followers". This research should be a rich source of data.

Merriam (2009) comments that stories are the way we make sense of the world and communicate our experiences with others. "Stories, also called 'narratives' have become a popular source of data in qualitative research" (p:32). The "unpicking" of the stories and the text that they are contained within is a key feature of narrative analysis and links to the phenomenologist stance of trying to understand the experience of others. Patton highlights,

> There are two implications of this perspective that are often confused in discussing qualitative methods. The first implication is that what is important to know is what people experience and how they interpret the world. This is the subject matter, the focus, of phenomenological inquiry. The second implication is methodological. The only way for us to really know what another person experiences is to experience the phenomenon as directly as possible for ourselves. (2015:116)

The data for this research, including both the commentary, which effectively becomes the "story" of the enactment, and the PowerPoints as the shared material of communication enable the phenomenological approach of interpretivism to be used.

Narrative analysis is a form of hermeneutics where text is interpreted within the context and considering the intention of the author. This is central to this research. Merriam (2009) explores a variety of approaches to gain a deeper understanding including biographical, psychological and linguistic approaches and tools. With the regard to the latter, Thomson (2009) uses the term narrative analysis when looking at the experiences of Headteachers where she reflected on the appearance of the word "vision" in job descriptions in terms of the emphasis on a particular attribute sought. In addition, narratives can indicate the way power struggles are articulated and identity is formed that then shapes practice (Baxter and Floyd, 2019). All of these approaches are considered in this research to understand the situations in which Headteachers were working and their response through policy enactment. There is a strong focus on linguistics of the narrative but there is acknowledgement of the biographical factors and some consideration of the emotional and sociological factors rather than the "science" of psychology in narrative analysis.

Considering the language used by the Headteachers has relevance, as in this form of discourse analysis the aim is to consider the beliefs and, in particular, the emotions of the presenter and those generated in the audience. The language is designed to be, as Lester and Paulson describe, "(1) Action oriented, (2) constructed and constructive of the world, and (3) situated (at multiple levels)" (2018:63). This study considers the way language is used to construct a view of what the school should be like. The focus on values may also lead to a psychological action of influence. There is a discourse of a particular culture, and language can be used by the leader to shape this and to create an impact through an emotional response. This relates to "discursive psychology" (DP). According to Potter (2012), "DP begins with psychological matters as they arise for people as they live their lives. It studies how psychological issues and objects are constructed, understood, and displayed as people

interact in both every day and institutional situations" (p.120). This is captured in "real" language or text.

Emotive language is a powerful tool of a leader. This is exemplified in literature by Shakespeare's Henry V speech on the eve of the battle "On Saint Crispin's day". This was used in leadership training in 2020 by my Headteacher.

> This story shall the good man teach his son;
> And Crispin Crispian shall ne'er go by,
> From this day to the ending of the world,
> But we in it all shall be remember'd;
> We few, we happy few, we band of brothers;
> For he today that sheds his blood with me
> Shall be my brother, be he ne'er so vile. (Henry V, Act 4, scene 3, accessed online at 2.2.20)

The speech, designed to galvanise an army, today can still rouse feelings of pride in the listener. In the case of Henry V, the "banding together" is the sentiment. This can be similar for a Headteacher seeking to inspire a demoralised or anxious staff. It is not expected that Headteachers will be Shakespearean orators, but the aim of their words is to inspire and thus the discourse will use psychological techniques as exemplified above. In the situations explored, the leader is seeking to create an emotional attachment through the discourse. This type of analysis will be useful to address both the first and second research questions.

However, the third research question and the literature review has shown the need to explore more deeply the situations and to consider a more critical perspective where social change is taking place and meaning is sought. This introduces discourse analysis where text, interpretation and explanation are then situated in sociocultural practice. These are interlinked as suggested in the model/analytical framework put forward by Fairclough (1995:98 and 2010:94) and shown below.

```
┌─────────────────────────────────────────────┐
│ Conditions of production and interpretation  │
│  ┌────────────────────────────────────────┐  │
│  │ Process of production and interpretation│  │
│  │  ┌──────────────────────────┐           │  │────── Description
│  │  │                          │           │  │       (text analysis)
│  │  │         Text             │           │  │
│  │  │                          │           │  │────── Interpretation
│  │  │ 3                        │           │  │       (processing analysis)
│  │  └──────────────────────────┘           │  │
│  │                                          │  │
│  │   Discourse practice                     │  │────── Explanation
│  │ 2                                        │  │       (social analysis)
│  └────────────────────────────────────────┘  │
│ Sociocultural practice (Situational; Institutional; Societal) │
│ 1                                             │
└─────────────────────────────────────────────┘
```
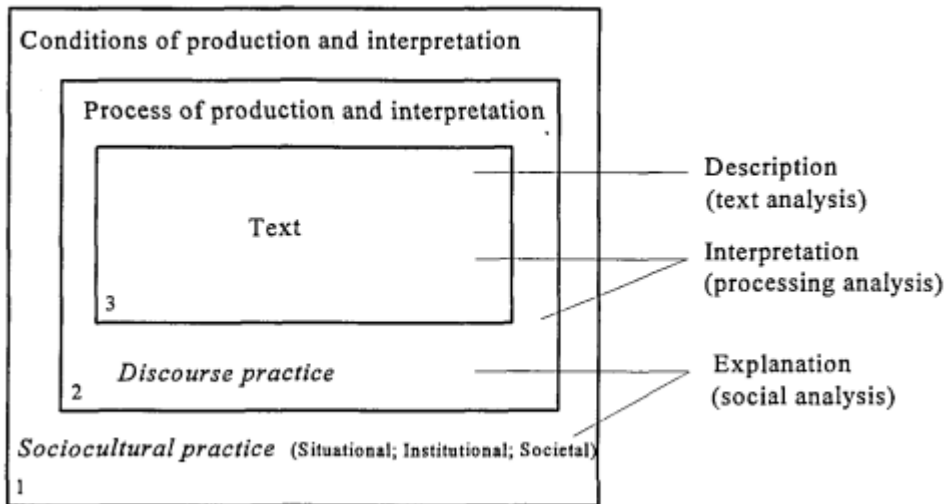
Fig.2 Fairclough's model of discourse analysis (2010)

In his later work, Fairclough (2010) suggested discourse analysis had three basic properties: it is relational, it is dialectical, and it is transdisciplinary. This provides the structure for the deeper analysis required by this research:

- Relational considers the links between people and how this can be demonstrated through language;
- Dialectical in that they are different objects but linked;
- Transdisciplinary because it cuts across and links different "fields" using Bourdieu's terminology.

Fairclough, considering discourse analysis, states, "What this term entails is that the 'dialogues' between disciplines, theories and frameworks which take place in doing analysis and research are a source of theoretical and methodological developments particular disciplines, theories and frameworks in dialogue-Including CDA itself" (2010:4). He recognises that the process is transdisciplinary. This means the influences of power, for example, can to be explored through discourse study using the theoretical tools developed by others such as Foucault and Bourdieu from the sociologist perspective and then applied to the area of educational research. This is a key feature of the third research question.

In being dialectical, one can consider a variety of factors operating on those involved in the discourse. Fairclough also makes the point,

> In using a dialectical theory of discourse in social research, one needs to take account, case by case, of the circumstances which condition whether and to what degree social entities

are resistant to new discourses. (2010:267)

This raises the idea that the discourse affects and is affected by all agents. In relation to this research, these are new situations. *Critical* discourse analysis (CDA) takes this a step further in so far as "It addresses social wrongs in their discursive aspects and possible ways of righting or mitigating them" (Fairclough, 2010:4). Lester and Paulsen (2018) note the use of CDA to research both the language used in education policy literature and the power relationships in policy implementation.

According to van Dijk, CDA focuses on key ideas including, "'power', 'dominance', 'hegemony', 'ideology'…'interests', 'reproduction', 'institutions', 'social structure' or 'social order'" (2015:468). Such themes and ideas resonate with the work of Foucault. The conceptual basis for this research was influenced by Niesche's study (2011), applying a Foucauldian framework, through discourse analysis, to research behaviours and leadership of Australian Principals. His study involved interviewing and recording conversations with two Principals and then examining their text to assess the power influences and leadership they were able to display. The work included much dialogue, which was explored by Niesche to raise awareness of issues facing Headteachers, where there was inequality. The methods used influenced data sources considered for this study and the approach to analysis.

Van Dijk (2015) describes CDA as "discourse study *with an attitude*" (p.466). Uzuner-Smith and Englander (2015) define CDA as,

> a social inquiry that uses text, whether spoken, written, or visual, as the unit of analysis…In particular, CDA focuses on two elements in a reciprocal manner:
>
> - the linguistic structures of a text (words, phrases, syntax, etc.), representing the micro;
> - and the textual production and representation of a social practice, representing the macro.
>
> This reciprocal analysis serves to illustrate how the language in a text serves to legitimize or normalize ideologies. (p.64)

Van Dijk comments, "Rather than merely describe discourse structures, it tries to explain them in terms of properties of social interaction and especially social structure" (2015:467). This links to

Gunter's views (2016) on "knowledge" and "knowers", in that the text can be controlled by those with the "knowledge". This is relevant to this study in that the analysis seeks to look at power relationships as this should elicit commentary on the style of leadership that is involved. However, the aim of this research is to analyse the discourse rather than disrupt the status quo to support marginalised groups, although mitigation to overcome issues will be explored. This study does not seek to disrupt the power relations but make them more explicit. This is central to the creation of new knowledge from this research. Thus discourse analysis per se is undertaken rather than *Critical Discourse Analysis*.

The research found that schools, although stand-alone institutions, are in many cases shaped by macro levels of society and the language that is used is not isolated from this. The relationship between the two is of interest considering the power that can be exerted by a Headteacher. On a broader level, the discourse may reflect the overarching ideology such as neoliberalism. Van Dijk considers language can be used at the "micro level" but also represent policy at societal or macro level. According to Lester and Paulsen, "CDA assumes that everyday interactions explicitly and implicitly draw upon ideological norms, thereby reinforcing or challenging the discourses of power" (2018:61). Language including "targets" and "goals" and "performativity" reflect the normalised language where this is the expectation of any action. This was exemplified in the work of Uzuner-Smith and Englander (2015). They looked at how the language of policy documents creates real or imaginary social "wrongs" and, by extension, "a performance culture that robs (a) faculty of their professionalism" (p.62). Their approach is to be critical and aims to bring about change.

Thus, study of documents produced and cited by a leader may well represent both the leadership style as a discourse and also the discourse of policy. Therefore, a variety of textual analysis tools as explored above will be used to advance knowledge.

3.3.1 Data sources and collection

Three text-based data sources were analysed to reflect the phenomena of the situation. These were an email commentary, PowerPoint presentation and the school website information. As Fitzgerald comments,

> As leaders and managers in education, documents such as…curriculum books and statements, school inspections, institutional website data, policies, meeting agendas and minutes…speeches and media interviews all form part of the public professional record. Documents from schools, colleges and universities, therefore can provide valuable information about the context and culture of these institutions and frequently provide another window for the researcher to read between the lines of official discourse and then triangulate information through interviews, observation and questionnaires. (2012:296)

The data was collected in a systematic manner. Following initial agreement to take part, the Headteachers were sent an email that contained questions for them to answer, as well as the criteria they should use in selecting their PowerPoint. They were given guidance that the presentations should be one that they had used with staff in a situation where they were aware there could be some conflict or disagreement with the content being presented or policy. They were informed that their responses would be analysed before they agreed to take part. The email allowed the respondents to reply at their leisure and so time pressures were relieved for both the participants and researcher. This is sometimes one of the reasons why professionals will not take part. One Headteacher did request a telephone conversation and suggested a face-to-face interview but, for consistency, it was agreed that the response would be collected via email. All PowerPoints were received via email.

One participant did not answer the questions, despite reminders. However, a presentation was sent, and the context was evident. His level of experience was assessed based on biographies found online.

The questions and instructions were as follows:

1) Outline your experience of senior management and your time as a Headteacher. This does not need to be more than a paragraph;

2) Send me a presentation of your choice that you made to a large group of staff. I am particularly interested in situations where you had to get across a difficult message or were introducing a policy where you knew there may be some opposition based on what you or the staff felt were contentious issues. These could possibly be external factors.

3) What was the context of the presentation? What were you aiming to do/achieve as a result of the presentation?

4) What was the reaction, if any, of the staff to the presentation?

5) Did you feel the presentation was successful? Please justify your response.

Participants were given details of the ethical approval form (see Appendix 1). Details of ethical considerations are discussed below.

The PowerPoint presentation was selected as one that had been delivered by the Headteacher to staff in either a time of difficulty for the school or where the policy change would be unpopular. A pilot study was carried out in 2016. Following review, the research tools were refined to gain greater insight. One change resulted in the single email being used, enabling greater consistency in approach. The questions sent in the email included new questions eliciting professional biographical to see if this influenced the leadership style used. Additionally, there was a focus on consideration of the feelings of the Headteacher and the staff response. The responses to the email formed the commentary and provided a narrative of the experience of the participants, the context of the presentation and their assessment of the outcomes of the presentation.

The method of data collection enabled data to be collected in typed form. It also meant the researcher did not record or transcribe anything and the Headteacher had time to construct their reply as opposed to an interview where an immediate response is required. This is an adaption of questionnaires that are given as forms. The aim was to make it as easy as possible for Headteachers to respond, to encourage them to do so. An email appears less formal than a form. Accuracy was also established. As Hamersley says,

> Some qualitative researchers, especially discourse analysts, insist that data must be audio or video recorded on the grounds that this provides a more accurate and detailed record than

field notes; that these recordings must then be transcribed in order to capture not just what was said but also how it was said. (2013:25)

However, the method of data collection avoided this issue.

PowerPoints have almost always been studied in the field of education in terms of a tool for teaching students. Collins (2004) focuses on how to deliver the PowerPoint effectively rather than explaining its use. As PowerPoint is now taught to students in primary school, it is assumed working adults can use it. A review of the literature found no other study where the PowerPoint of a Headteacher was analysed.

One Headteacher was keen to take part but stated he did not use PowerPoint presentations to address staff. He sent a paper that documented the process of a change he had made to a reluctant staff (and students) within school. This was subjected to the same analysis processes as the PowerPoint presentations, as an artefact outlining the delivery of a policy change.

As a practising teacher, it was not possible for me to observe the delivery of the presentations. In fact, my presence may have influenced the way the Headteachers communicated with staff. However, the PowerPoints are considered as a record of the presentations made. The use of commentary questions regarding the presentations provided context.

As a researcher, I wanted to capture the moment of policy delivery. I wished to interpret the instant that the Headteacher displayed the "message" to staff. It is not new that Headteachers address their whole staff in a meeting format. However, the development of technology that enables both words and images to be conveyed has enabled a sophistication of message delivery. With the launch of the Office suite of programs (1998) and swift adoption within schools, PowerPoint became the most common format used to convey a message to a group of people and, in the case of schools, to both students and staff. Headteachers implement the same methods to "improve" the quality of experience of listening and sharing a message as teachers use in class. If one considers the name "PowerPoint", it is aiming at pointing out, or getting across a message in a powerful manner. The

presentation reflects the thoughts of a Headteacher and then acts as the means for communication. The work of Ball et al. (2011) on "How schools do policy" suggests that artefacts are a demonstration of the policy. The PowerPoint is the artefact and, unlike an interview conducted after the presentation, it is the actual words and images of the Headteacher delivered to staff. As Ball et al. state, "The artefacts are cultural productions that carry within them a set of beliefs and meanings that speak to social processes and policy enactments, ways of being and becoming, that is, forms of governmentality" (2011:121-122). Ball et al. analysed posters and documents that displayed policy enactment. To me, the PowerPoint is the enabling tool of delivery. Because it has been constructed prior to delivery, the PowerPoint will reflect the thoughts of the Headteacher in a way that is slightly different to an "off the cuff" speech. It can be planned and checked for both accuracy and perceived impact on the receiver. The use of text can reflect other documentation and communications such as the school vision statement, including straplines that will be familiar and build resonance. The message of the PowerPoint can become part of the "institutional narrative" (Ball et al., op. cit.:23), whereby there is a particular view of the school and its context that is portrayed through policy enactment.

The use of technology has led to improvement through the inclusion of images that support the delivery; the images will often form another layer of message that is impressed upon the staff. This is associated with the academic field of semiotics. As Matusitz suggests,

> Cultural semiotics transcends the established verbal mode of expression and includes extra linguistic modes like non-verbal communication and images. It is a discipline of semiotics that investigates human signifying practices within specific cultural circumstances. (2018:1588)

This is considered by Ball et al. (op. cit.) in relation to messages to students but there remains little literature within the educational studies field. The choice of image is part of the message that is linked to policy delivery. Although there can be a script or notes that go with the PowerPoint (and in two cases these were supplied by the participants), the PowerPoint is more than the sum of the words on the screen. Fairclough (2003) suggests visual images are a valid part of the discourse. They

are a means of conveying an idea and are often associated with particular themes. Semiologists such as Saussure (1915) and then Barthes (1968, 1972) suggest the images represent both the physical form and that which is perceived by the observer. Barthes' work looked at the cultural interpretation. As a school community with a particular culture, the images may have a shared meaning amongst an audience and can have a sociological and psychological effect on the audience and is an effective tool to be used by a leader. I consider the interpretation both desired by the Headteacher and potentially perceived by staff. By analysing the PowerPoints, and the commentary questions, the work of the Headteachers in leading policy delivery in difficult times can be captured. As Rayner (2018) suggests, there is limited research in this area.

The DfE Standards for Headteachers state it is the duty of the Headteacher to,

> Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.

The PowerPoint should reflect the values of the Headteacher but may be influenced by others; as Fairclough (with Chiapello, 2010) suggests, they may be implicit in the text as assumed, shared values. This may create difficulty when the policy they are attempting to implement is unpopular or the context is challenging. Here, leadership skills are needed. The style of PowerPoint should be inspiring. How this is done is the crux of the analysis of the PowerPoint and leadership style. However, in some situations chosen for the presentations, influences were acting as a constraint on the Headteacher. Ball et al. (2011) and Gunter (2016) recognise the Headteacher as an "actor" in delivering policy, but they may not always be the creator.

The mission statements on school websites provided a third piece of evidence when they were written by the Headteachers. The aim was to establish whether there is a similarity between the language expressed through values vocalised by the Headteacher to the public via the website and staff during the presentation. The website information was downloaded where the Headteacher was still in post or where they informed me that they had created the website statement. In some cases,

the material was a statement of introduction from the Headteacher; in others, there was an identifiable tab or link to a mission or vision statement which had been written by them. The name of the Headteacher is normally on the front page of the website, usually accompanied by a corporate image. This suggests the Headteacher is speaking for the school. On some websites, the information was listed as "aims" or explicitly as values. However, in all cases, the statement reflects what the Headteacher was seeking to achieve. Website information was not used for schools where the school had changed status or sponsor and the Headteacher was not in post.

The information on the website is the public face of the school; it is written for a different audience. The mission statement is often written by the Headteacher with trustee approval. There are now DfE statutory requirements as to what a school must publish online (accessed 30.1.21). Using a search tool only found published research into how a website can develop parental engagement through marketing. There was little evaluation of school websites, per se. Miller et al. (2005) calculated the relative "value" of various elements that would be found on a school website. The mission statement was rated as the third most important element of the website information by parents (after the calendar and homework) and second by teachers. The research did not highlight why a mission statement was useful.

Websites can change, and, during the time of research, some were updated. The information was captured closest to the time of delivery of the presentation so this should most accurately reflect the values and mission of the Headteacher when delivering to staff.

From the data provided, the style of leadership that was being used to enact policy and change could be explored. The aim was to capture the point of delivery of communication. As a presentation is a crafted piece of text, it should reflect the opinions and views of the person delivering it and their style. This was further triangulated by analysis of the email commentary and website information on the vision and values of the school. The particular methods of data analysis will be explored below (Section 3.3.3).

3.3.2 Participants

Nine Headteachers agreed to take part in the research. They were approached by me and were known through different professional relationships. In this way, the research is targeted, and the sample is opportunistic rather than random. All had been working in secondary schools in the Midlands. Following the positionality statement above, their relationship with me is identified at this stage to ensure that there is openness. My relationship with the participant could influence the level of disclosure and my interpretation of what they reported.

Participant	Relationship to researcher	Experience at time of presentation	Position at time of research	Situation
Gillian	Known through networking meetings.	Had been Deputy in the school. First Headship post.	Was still in post in first Headship.	First day as Headteacher. Student had died the day before the presentation.
Una	Previous Headteacher and direct line manager.	Had been Headteacher for 10 years prior to this appointment.	Had been made redundant from school when academy sponsor changed. Had then gone on to work in temporary Headship appointments through agency.	First day as Headteacher. School had been failed by Ofsted.
Peter	I had been his line manager in a previous school.	Acting Head.	Having resigned from school where research took place, became Deputy Head for Sarah, as had been colleagues previously.	Acting as Headteacher – previous Head had been walked off site. School appeared to be failing according to Trust.
Elizabeth	Previous Headteacher and direct line manager.	Retired from post – was working as consultant to Trust. Had been Headteacher in four different schools over 20 years.	Fully retired but Chair of Trustees of my school.	Audit had shown teaching was not good enough.
Simon	Previous Headteacher and	Headteacher in three different schools including	Chief Executive Officer of Academy Trust.	Exam results were not good enough.

	direct line manager.	the one used for research. Works on national education bodies.		
Larry	Met at conferences and through networking through husband's role in my children's school.	Headteacher for over 20 years in the school. Active within ASCL and other government consultation bodies including the National College.	Headteacher – retiring 2021.	Attempting to change pastoral structure.
Sarah	I had been her line manager in a previous school.	Headteacher for 4 years.	Headteacher – still in post.	School changing governance.
Ken	Met at conferences. Was interviewed for post by him.	Headteacher for over 15 years. Worked with the National College and higher education organisations.	Headteacher – still in post.	School facing redundancies.
Oliver	Fellow researcher.	Executive Headteacher. Over 10 years of Headship.	Chief Executive Officer of Academy Trust.	School needing to change governance structures.

Table 1 The participants

Pseudonyms have been used throughout the research to protect the identity of the participants and their schools (see below regarding ethical considerations).

My previous research was related to gender studies in education. I acknowledge that this may have led me subconsciously to interpret the data through this lens, although it was not an explicit aim of the current study. Four participants were women. All participants were over fifty years of age, and one was from a non-white background.

From the first viewing of the PowerPoints, interview questions and website information, I began to analyse the data, identify key themes and so turn information into knowledge (Denscombe, 2003). I also followed Watling and James' advice to analyse my subject both "iteratively and reflexively" (2007:59).

Being a teacher, with my own belief systems and experiences, will influence the way I perceive a message. A phenomenological approach suggests that "All knowledge of the world, including science, is grounded in the processes of immediate experience and that these processes need to be subjected to careful description" (Hammersley 2013:27). This is what I shall seek to provide below.

3.3.3 Methods of analysis

Where possible, all artefacts were subject to the same analysis to ensure rigour in the process. It would also enable triangulation of the data to consider consistency. This was done across the artefacts of a participant and, where appropriate, between participants. Participants were grouped based on similarity of the context that schools (and Headteachers) were facing. This was to identify whether the context of the difficulty also influenced the style of leadership that was adopted.

The participants were grouped into threes (see table 3.1 for details):

- Headteachers delivering presentations on their first day in role (Gillian, Una, Peter);

- Headteachers driving up standards of achievement (Elizabeth, Simon, Larry);

- Headteachers facing changes in structures of operation (Sarah, Ken, Oliver).

There was overlap between the situations. Comparison was made between the findings for different Headteachers between the groups.

The analysis used the conceptual framework developed from the literature review to address the key research questions and develop an understanding of the influences affecting Headteachers. Redrafting of material over the time period assisted in elucidating further knowledge. For example, discussion with my supervisor and further reading led me to be more sceptical of some of the claims being made by participants. From the narrative analysis, using the thinking tools of Bourdieu in particular, developed the deeper discourse analysis. This also involved consideration of the "Discourse" of power as suggested by Foucault that influences society and its institutions. Both policy and the style of leadership were considered as a reflection from the text.

In terms of methodology, I appreciate that my own interpretation may be different from that experienced and recognised as knowledge by those who made the PowerPoints and the staff audience. The questions themselves will also have been interpreted in different ways by the Headteachers, although their shared experience as professionals may shape their understanding. Their experience after the events may have influenced their own way of recalling the situations.

As well as just considering the words, it was felt that coding should be used to expose themes for comparison. As Fielding (2002) comments regarding the value of coding the data,

> The corpus has to be broken into segments and these segments assigned codes…which relate to the analytical themes being developed. Researchers aim for codes which capture some essential quality of the segment, and which apply to other segments too. (2002;163)

The styles of leadership link to behaviours and ideas and it was felt that by coding, more thorough interpretation and comparison could be achieved. This was an extension of the initial trial as it was felt the listed words would not capture the whole discourse. All coding was done by me, giving consistency of approach. The codes evolved from the first reading of the texts. By developing a coding structure, comparison could take place across the phenomena studied. However, it could be argued that because I had read about leadership styles in advance, the coding was implicitly deductive, as I was subjectively looking at data with a particular stance in mind. Knowing most of the participants in a professional situation may also have influenced the way I coded.

3.3.4 Process

The email commentaries were copied into a Microsoft Word format to enable effective storage. They were also loaded into Excel to enable initial analysis. This allowed easy comparison of text for coding and for themes of discourse to emerge. Initially this was done manually.

The participating Headteachers sent their presentations to me. One Headteacher chose to send three separate PowerPoints but explained that these delivered the message he wanted staff and other stakeholders to receive as part of a staged process. PowerPoints were converted to PDFs. The

PDF captured the images as well as text more effectively. Website information was treated in the same way.

The website information was also copied into a Microsoft Word document and stored in the same way as the email commentaries. This enabled the data to be loaded into other data analysis tools as outlined below.

All data was then loaded into a data handling computer program called "NVivo". This allows a range of data to be uploaded for analysis. Moyles (2007) comments that computer programs have replaced the highlighter pen to start analysis of collected data. However, she suggests, "It is important to remember that these tools are only as good as the person who programs in the categorisations, so an initial manual run through is vital" (p.249). This had been carried out in excel as outlined above and then the same codes were used in NVivo.

The "DIVE" approach outlined above (Bush-Mecenas and Marsh, 2018) also used NVivo to collate and then compare different case studies. The program has the facility for comparison and cross referencing both in terms of quantitative analysis and qualitative comparison.

Once the data was loaded into NVivo, it could be further analysed. NVivo is designed to code words, but it does enable some basic counting of frequency, which is important in making sense of the qualitative data. It helps to ensure trends and trends are identified robustly (i.e. in a more trustworthy way) rather than impressionistically. The Query functions of the program allows word counts to be turned into word clouds. The visual representation enabled initial ideas and themes to come to the fore in the way Bush-Mecenas and Marsh (2018) suggest through their DIVE approach. These assisted with coding as well as the discourse analysis.

Graphs can also be created in the program to enable comparison across the artefacts and between participants. As Moyes (2007) suggests, "spreadsheet packages support the ultimate presentation…

to give ready visual access to data" (p.249). This assists with the development of ideas from the patterns that emerge to the researcher and assists in linking the data to the conceptual framework.

The graphs and word clouds create impressions. It is recognised the number of times a word is used is not the key finding but the use of words and their emphasis through repetition enables the Headteacher to provide a message that is highlighted or stressed to both the audience and researcher. It acts as a starting point for narrative analysis before deeper discourse analysis.

Newby (2010) describes three coding methods:

1) A coding structure devised by others;

2) A system based on theory and existing knowledge;

3) Open coding.

The first two methods were not appropriate for this study, as although the same questions had been posed to all participants, they were not set up in a way to illicit data that was linked to either a particular coding system, or around any theory. The aim was to discover if there was a particular leadership style demonstrated, linked to the literature review of leadership styles, rather than look for a particular type. The Headteachers were not asked any questions about their own leadership style. Newby comments, "We can allow the coding structure to emerge from our data. This is where the 'mystery' is." This is more commonly called "open coding" (2013:462). Merriam (2009) outlines how the artefact is studied, and notations are made that appear relevant to the study. This was the process followed for this research with the notations becoming the codes.

The initial coding was done on the email commentaries; themes began to appear to me. The questions were the basis of the units of data but as people responded by giving more than one point, their answers shaped several codes. This enabled greater levels of tagging to elicit more information. As all the emails were handled in this way, patterns emerged in the content and allowed comparison between the commentary information.

Following the initial coding of the commentaries in Excel, the NVivo program was used to recode all the data using the same codes that had been established from the manual open coding. This acted as a check on the codes that had developed. In NVivo, each theme or code becomes a node. The program allows grouping of nodes linked to themes. It was possible to tag the words used in all the data sources with the same nodes, allowing comparison between the artefacts. Images in the PowerPoints were also coded in the same way. The "Query" function enabled search and comparison of the use and coverage of the codes and so represent themes of the discourse. One can tell how frequently the theme of "vision" appears in the artefacts from one school and between schools (see Appendix 2). Graphs were created to enable comparison. They also allow further triangulation of the data using a second method.

I recognise that representation and comparative analysis is not the only way of understanding the data. The content of each artefact needs to be analysed through narrative study and discourse analysis. The focus for interpretation came from the conceptual framework that had developed from the literature review.

By looking at the PowerPoint, one sees the message that is delivered to staff and the reality presented by the Headteachers. The construction of the presentation is designed to enable the audience to receive information but may also tell a story or give a route for policy delivery from the first slide to the last. This forms the basis of narrative analysis. This also helps in answering the first research question in terms of the communication methods used.

The focus for interpretation came from the conceptual framework that had developed from the literature review. One particular phenomenon studied was how the language used may identify leadership styles that are described in the literature review. Words on their own would provide a simplistic analysis. The words and their coding across all artefacts and consideration of the images were used to identify a style. This is a new method but links to other methods used by those developing models of leadership. For example, using the framework of the 4 I's of Bass et al. (1985,

2008) as grouped behaviours of transformational leaders, scholars such Leithwood et al.(2000, 2008, 2010), as described by Berkovich (2018) have developed questionnaires to identify leadership styles which has become common practice. In the case of this research, it is possible to identify some of these from the text. These would include a desire for change (transformation) that is proactive (rather than reactive) as followers are created. This is often associated with vision setting. When studying text, words such as "vision" and synonyms such as "direction", "plan", "goal" and "aim" might be indicative of transformational leadership. This is part of the "Idealise Influence" led by the leader to move the organisation to achieve the vision. These words were encapsulated in the code of "vision". It is a key aspect of leadership that is promoted in both the academic and professional literature. As Day et al. identified,

> One of the first focuses of Heads in leadership is to create and share their vision for the school and staff. Our data showed that one of the most powerful dimensions of effective school leadership was a clear sense of direction and purpose for the school. Defining, discussing and communicating a set of values to all in their school community in order to establish purposes and direction for school improvement which were clear, agreed and enacted by all was a consistent priority and revisited regularly. (2011:110)

If transformational leadership is being used, the selling of the vision through particular language will be a key aspect of the presentation with the desire to create followers. However, who is setting the vision may be subject to externalities that require further discourse analysis.

Additionally, Bass and Riggio suggest that transformational leadership involves a charismatic leader who,

> Inspires followers with challenge and persuasion, providing both meaning and understanding. The leadership is intellectually stimulating, expanding the followers' use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring and coaching. (2010:78)

As I did not see the PowerPoints presented, this was difficult to judge in terms of the delivery itself. However, the aim to inspire could be recognised from the study of both the images and wording in the PowerPoints. The images chosen are part of the method to stimulate interest. This links to

"inspirational motivation" and "intellectual stimulation". This motivation is based on shared desires in transformational leadership that engages and encourages followers to perform better. It is about meeting Maslow's higher needs (1943, 1954). Words, here, are shaped around "achievement" and "success" and, in the context of education, academic outcomes for students. This may be promoting student development but is more about how teaching professionals see their role, even within a neoliberal context of competition. This may involve creating an emotional response.

Bass (1990) and Burns (1978) suggest followers want to feel more involved in the goals of the organisation. Within schools, the concept of "community" is often cited as a motivation and as a means of developing well-being for all stakeholders. This word was used by Headteachers and acts as a coding node. This is different from transactional leadership where motivation is based on fulfilment of personal needs and desires. Day et al. (2011) found "Building positive relationships in school was an important feature of the heads' leadership. The impact this had on pupil outcomes was not only noted by staff but also Ofsted" (p.118). They go on to recognise, "Last but not least, building relationships outside the school community should also be seen as a crucial component of leadership development" (p.121).

The sense of community, though, is also a facet of the learning communities favoured through a "distributed" leadership approach as Bolden (2011) suggests in his review of the field. The use of the pronoun "We" was considered. This was not picked up by the NVivo package as it had a size constraint of more than 2 letters. It was considered as a potential indicator of a more inclusive leadership style when contrasted with presentations where "I" was the dominant pronoun. However, it is recognised this could be a way of coercing people in that if they do not agree they are "excluded". In addition, one needs to consider who is making the leadership decisions and whether this could be tokenism rather than inclusivity. If transactional leadership was suggested, this may lead to a different focus on language; "You" rather than "We" if there is a negotiation of actions.

Therefore the use of pronouns was considered as part of the discourse analysis but was not accepted at face value but considered as a linguistic tool with which to engage with the audience.

When considering "Instructional" leadership, the words "teach and "teaching" may be highlighted.

With ethical leadership, there was consideration of whether a Headteacher was sharing belief systems to support an argument. This could not be identified as easily using single words but more from the narrative and discourse analysis. Where a Headteacher justified their actions, this was an area for reflection.

As well as the narrative analysis and focus on words, the conceptual framework necessitated further consideration of the text through discourse analysis as described above by Fairclough, Van Dijk (2015) and Lester and Paulsen (2018). This involved problematising the data and the application of Bourdieu's thinking tools to the artefacts considering practice, habitus, doxa and illusio. In addition, being mindful of the work of Foucault on Discourse (as explored by Niesche) it was hoped to gain further understanding of the power discourses that may be influencing the behaviours and leadership of the Headteachers in enacting policy.

The discourse analysis involved looking at the semantics of language rather than presence of words, per se. In particular, the information regarding the context and how this was communicated to staff through the PowerPoint would identify the influences acting on the Headteacher both at the macro and micro levels. For example, the impact of neoliberalism both on the power structures and culture of accountability can be studied within the moment of policy enactment by Headteachers as "leaders". Through problematisation, there was scrutiny of the Headteachers' own interpretation against the backdrop of discourse illustrated through the literature review. Cross referencing across the artefacts assisted in further problematisation. This developed knowledge which assisted in answering the third research question specifically. This could inform practice and thus be supportive in shaping the practice of Headteachers.

3.4 Ethics of research

As a researcher, I am conscious of my responsibility towards my participants and the research community. That is to say, ethical considerations have influenced the way I have carried out my research. This is effectively my code of conduct. It has been guided by the British Education Research Association charter for research staff in education (2012) and guidelines (2018).

The overriding principles are to ensure that:

- My research leads to trustworthy and honest outcomes, based on the methods and analysis I have employed;

- The research leads to no harm for the participants, their school communities or myself.

These match the key principles agreed by BERA in 2015 and included in the guidelines (2018):

a. Social science is fundamental to a democratic society, and should be inclusive of different interests, values, funders, methods and perspectives.

b. All social science should respect the privacy, autonomy, diversity, values and dignity of individuals, groups and communities.

c. All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.

d. All social scientists should act with regard to their social responsibilities in conducting and disseminating their research.

e. All social science should aim to maximise benefit and minimise harm. (p.4)

Given the interpretivist paradigm adopted by this research, I recognise that the conclusions I have reached may be different from others and that my interpretation of the research of others should recognise different perspectives. I have evaluated their understanding, being respectful of their opinions.

My research is based on the information provided to me by nine participants. As stated above, I made efforts to ensure their anonymity and privacy. This aligns with Pring's (2000) demand that researchers must demonstrate "respect for the dignity and privacy of those people who are the subjects of research" (p.143). As Busher and James (2007) comment, "Inviting individuals to

participate in research means that the researcher must protect participants from harm and violations of privacy, whilst at the same time maintaining the integrity of the research and its ethical standards."

When approaching the participants, I explained fully what I was aiming to research and what information I would require from them. I explained how their information would be analysed and used. Once participants had agreed, they were sent the University of Warwick ethical approval form. This stated that the participants had the right to withdraw their consent for their information to be used. Once participants had agreed to take part, they were sent the email as detailed above to collect the information from them.

The data collected has been stored securely on a computer and cloud that is protected by passwords; data which could reveal the identity of the participants are secure. For ease of reading, pseudonyms were used for the participants rather than codes. School names have been hidden on any reported findings or shared artefacts. This ensures the school community is not identified so there is no possibility of damage to the reputation of the institution.

The questions posed were both open and closed. This enabled the participant to decide how much, and what, information to share. There were no follow-up questions. This was to ensure that the research was not intrusive but also fair to enable comparison between participants.

In carrying out the research and analysis, I have sought to report valid, trustworthy findings. I have attempted to triangulate data from a variety of sources. The quantitative data was recorded and manipulated using the NVivo program. The use of both quantitative and qualitative methods of analysis meant findings could be cross-checked and the presentation of graphs sought to highlight patterns discovered. The use of nine participants sought to create a representative sample size, although it is recognised that this could have been larger.

I am also aware of the problem of bias. I did not study any of the schools in which I had worked or situations where I had been directly involved. This meant I did not have any personal interest. As Hammersley and Traianou (2012) suggest, "the sole operational aim of inquiry is to produce knowledge, albeit knowledge which is relevant to some general human interest, to a body of disciplinary knowledge, and/or to a public policy issue" (2012:37).

Hammersley and Traianou (op. cit.) discuss the need for objectivity and state, "Viewed against the background of professionalism, it requires that *all*, *and only*, the considerations relevant to a task are taken into account" (p.48). In ensuring trustworthiness of results, I was concerned that my relationship with the participants could influence my interpretation of their information. This could lead to a form of bias. I have acknowledged the relationships in order to be transparent. At the time of research, I was not beholden to any of the participants, and this reduced the potential for bias in my analysis of their data. In being mindful, I was specifically conscious to base my findings purely on the data they presented to me and that I researched, rather than other information I may have. I did accept the data shared with me as the truth or knowledge of the participants but understand as a researcher it is my role to interpret this. My professional experience may also have both informed and influenced my interpretation of the situations. When redrafting my findings and taking on board feedback from my supervisors, I reinterpreted some of the information provided by one of the participants where he appeared to interpret his staff's response to his actions in a particularly favourable way to himself that was not substantiated by other evidence. Further reflection made me reassess what I had been told; I was more critical in my assessment of their approach. My perspective as a professional, however, is valid.

As Busher and James (2007) comment, "In the end, researchers have to take decisions about how to carry out research that makes the process as ethical as possible within the frameworks of the project, including time and finance available to them" (p.118). I have attempted to be "honest"

regarding my findings to ensure that the conclusions I have drawn have legitimacy that "develop

knowledge, for, in and of society" (Pring, 2000:143).

3.5 Conclusion

The methodology aimed to discover the leadership style used by Headteachers in enacting policy in

difficult situations through interpretation of a range of artefacts created by them. The methodology

is within the interpretivist paradigm, using the words of the participants. This is done using a variety

of data analysis techniques including narrative and discourse analysis; the latter enhanced through

textual analysis and application of the thinking tools of Bourdieu. The research is believed to

establish data from sources rarely studied previously in the field, which enable capture of a

particular moment of policy delivery. Although PowerPoints and website information are

commonplace within schools, they have seldom been studied; this research should develop

understanding of their influence and potentially improve practice.

4. Findings and Analysis

4.1 Context – Headteachers in new situations

A new Headteacher starting in a new school is a critical moment for both the school and the Headteacher. The reasons for change may vary but for staff, this is a transformation to who is in charge. This will influence the internal power structures within a school as well as the conduit for external influences. A Headteacher presenting to staff in these circumstances must establish themselves and this can be equally stressful to them as well as staff. The social exchange is important in developing trust (Bedi et al., 2016); first impressions will influence staff, including their emotions and confidence in the leadership of the school.

Three of the Headteachers sent presentations that they gave when new to post. Una was an experienced Headteacher. Both Peter and Gillian had been deputies in the schools and the presentations were delivered when they were taking up the formal leadership position as Headteacher, although Peter's post was still only an "acting" position, reflecting shifting internal power structures. Difference in experience would lead to varying emotions; being the Headteacher for the first time would be stressful but also perhaps exciting. Contrastingly this was not a new experience for Una, so although the situation would have been stressful facing new colleagues, she was more prepared.

The presentations were given to staff as their introduction to being in charge. The PowerPoint would have been carefully crafted setting the tone for the Headship. Headteachers are aware that first impressions are extremely influential moments in establishing any leader/follower reaction.

Two of the presentations were given at times of turbulence. In Peter's case, the previous Headteacher had been ordered off the premises and Peter was having to take over with support from a new part-time Executive Headteacher who had been brought in by the MAT. This highlighted that the Headteacher may not be in sole charge and therefore internal and external power structures may be "blurred". In this way, power is "Illusio" as Bourdieu (2000) and Gunter (2012,

2016) would suggest. In Una's case, the school had failed Ofsted and was struggling with issues of management, standards and behaviour.

These presentations are usually when the new "vision" is delivered. The aim is to present a united front, where new ways of working will be suggested. The vision is projected by the incoming Headteacher. Transformational leadership, as suggested by Burns (1978), may be evident in that the presentation is given to develop followers who will be motivated to bring about improvement. The vision needs to fit or assimilate with the cultural experiences of the existing staff or move it in a new direction. It involves developing a culture for change and one where there is some trust that has been established by leaders rather than managers (Hollingworth et al., 2018). This was the aim of the Headteachers studied. The Principals whom Hollingworth et al. (2018) studied used a variety of leadership practices to build a positive school culture, "conducive for change to take place… (1) they cultivate trust from their staff; (2) they know their staff well; and (3) they engage in explicit and purposeful communication" (2018:1021).

The establishment of culture is often done through an exposition of the values of the leader but there needs to be work done, so that values are accepted by staff to become the agreed culture of the school community (Middlewood and Abbott, 2017). There is a symbiotic relationship in these circumstances, where the new Headteacher must recognise the context in which the school and staff find themselves. They consider how they are going to shift the culture through policy sharing and enactment; this either being what the new Headteacher feels they have or want to implement or are instructed to do so by external influence.

4.1.1 Data available for analysis

All the Headteachers responded to the email sending presentations; Una's and Gillian's included notes. Two websites were available for comparison; Una's school had changed Academy group since the presentation was made. The website information was therefore not relevant for analysis.

Analysis was carried out across the artefacts sent by each Headteacher initially looking at the narrative described and then through more thorough discourse analysis as described above. There is also comparison with those of the other Headteachers.

4.1.2 Narrative analysis

The length of response to the questions sent in the email varied considerably between Headteachers. This reflected the difference in the contexts and relationship with me. Una and Peter gave detailed explanations of the situation and how this influenced their presentations. Gillian's response was shorter. Peter and Una were leading schools in serious difficulties and where there was much discontent, whereas Gillian was taking over as Headteacher in a school that was judged to be "Good".

The commentary acts as a narrative of the situation for Peter and Una. The reactions to the PowerPoints and the subsequent outcomes for the Headteachers influenced how they responded to the questions and sought to analyse their experiences. Both Peter and Una had had difficult experiences during their Headship and had left their posts by the time they provided data. Their answers appear cathartic, as they reflected on the situation that in the case of Una had been life changing and difficult for them personally. Both looked back with hindsight as to what they had wanted to achieve but ultimately had failed to do. Una felt the presentation went well, but eventually she had been undermined by other factors.

Peter commented he had been unable to deliver the presentation he wanted due to instructions from the MAT running the school and was aware the staff were so unhappy they were considering industrial action. This is a situation no Headteacher wishes to face and would be perceived as "difficult". If staff did not feel engaged, success would not be achieved. The message was not as "honest" as Peter wanted but he still had to inspire staff to do better. The actual presentation, although written by Peter, was delivered by both him and a new Executive Headteacher who had been "parachuted in" by the MAT. Peter's responses suggest he believed he was doing the best he

could but recognised, in the long run, it was not within his power to bring about the change desired. Both Headteachers' accounts become justification for their actions. As Middlewood and Abbott (2017) note, self-reflection may lead to an "element of self-protection" (2017:69).

Gillian's situation was different. Relationships were established as Gillian had been the Deputy Headteacher and Associate Headteacher, running the school on a day-to-day basis as the previous Headteacher had been seconded to work with the National College. However, as Gillian described, this situation posed other difficulties in making a mark and establishing her vision, and the context was considered difficult as staff were upset following the death of a student. This led to an ethical consideration regarding their welfare and the need to show solidarity with the community with a shared sense of grief. Gillian was mindful her own behaviour and emotional response would be under scrutiny as Headteacher, being a role model, as suggested by Bedi et al. (2016), establishing a tone respectful of the situation. She perceived this to be challenging.

> I had to decide whether to go ahead with the presentation or not. I decided to have a small memorial at the start of my presentation, with another member of staff reading a eulogy and two minutes' silence. I then went ahead.

Gillian recognised she was seen as the figurehead of the school, which is another dimension of leadership beyond being a role model.

Thus, there were significant differences in the contexts of the first-day presentations reflected in the commentary, but the three PowerPoints demonstrated a need to establish the new leadership regime and the style of leadership that would be adopted. Peter's and Gillian's PowerPoints needed to show the change in leadership but the continuation and sense of belonging to part of the staff team.

The PowerPoints were delivered at staff meetings held at the start of term. The Headteacher had the floor. In these situations, dialogue is unlikely; it is a presentation and a story-telling rather than a conversation. The aim is to secure buy-in. Staff were able to question the Headteacher after the

delivery of the presentation in two of the situations. This enabled the new Headteachers to assess the impact of their presentation. However, it needs to be acknowledged that this is a subjective judgement made by the Headteacher rather than an observer. Leadership involves judgements of others' social intelligence (Goleman et al., 2000, 2002). The Headteacher should have both emotional and social intelligence in the way they control and judge themselves and read the feelings they instil in the audience. The opinions of the Headteacher are worthy of consideration in terms of their view of the process of policy enactment but, of course, they are one dimensional. Other studies (e.g. Raynor, 2018) have included the viewpoints of colleagues but this was not done in this research for the reasons explained in the methodology chapter.

Gillian commented that the response was very favourable. "At the end I got a round of applause which went on for some time and felt really supportive of staff." This indicates the desire for acclamation by new leaders and, in a transformational situation, for the relationships between leader and followers to be mutually supportive. This appeared important to Gillian and will be explored further.

For Peter and Una, the response was more mixed. Although both felt that the presentations had been successful at the time, there were instances of negative responses and comments. This reflects the more difficult situations facing the schools. Una uses the word "acknowledged". This suggests that there was an understanding between the Headteacher and staff; communication was effective in that the audience understood what she was trying to say, even if it was not what everyone wanted to hear. She had established her base line.

Peter commented, "A difficult message to deliver in the context!" He went on to add,

> By setting it up so that we had the negatives delivered by the new "executive Headteacher" and me to deliver the positives, it allowed us to try and keep staff onside. However, due to the depth of the situation many staff were not placated with the brief version we gave them.

However, a few months later Peter felt he had to leave.

The email commentaries suggest that the Headteachers wished to establish themselves with a vision to drive improvement for all. This would indicate the use of transformational leadership. They wished to bring staff on side and develop followers, who engage with the vision and are motivated to improve. However, the context did influence what the Headteacher had to communicate and how they did this.

Una chose a theme for her PowerPoint linked to that of being on a train journey. She used the theme as her metaphor for the change that was going to take place as you go on a journey. This formed the story of her presentation. The PowerPoint contained a repeated picture of a train. The image acted as a staging post to different parts of the PowerPoint and the story. On the first slide the image is explained, as shown in the notes below the PowerPoint which acted as prompts. It was of a steam train, which appeared to be going very quickly, signifying that the journey for the school would be fast. There was a sense of urgency but also routine as the headings relate to experiences you would have on a train – such as "Mind the doors" and "All aboard". The journey meant taking you somewhere else; a change in direction that Una believed the school needed. The metaphor also suggested all going to the same destination of success. The key message is one of movement or policy implementation to achieve a vision of an improved school. Una had commented staff wished for direction and the journey motive suggests moving to a better place. In setting the goal, the titles "On the right track" and "Getting there" slides demonstrated what had to be in place. The pre-existing, poor culture was addressed in the line, "Divisions, deals, disunity will be quashed".

Sharing the journey, the PowerPoint notes state, "Don't get left behind." This is a new journey indicated on the next slide with "Change – with just a clue here, yes". The slide sets the agenda.

The slides introduced Una: "I'm your driver". This reinforced who was in charge. After the introduction, Una's PowerPoint moved onto "Checking your tickets". This section was about how she was finding out about the school by meeting staff. The tone, though, was that as Head she would listen but there was a need to move on. The notes state,

1:1s – your agenda. Can be about you personally; your family, feelings, feedback; your perceptions of [school name]; what you think [school name] needs; what you want out of [school name]; what you think I should be doing; your hopes and fears; you as a teacher; about the good old days. You can even talk on this one occasion about that other school that people seem to talk about, [previous school name]. However, after these one-to-ones I don't intend to talk about that school ever again. It will be a one-off opportunity.

In her commentary Una recalled staff "spoke with brutal truthfulness" about the school's situation to her and she needed to respond in a similar manner.

This was the first time I had spoken to the whole staff. It was a unique opportunity to set out my agenda and explain my style of leadership. It was deliberately crystal clear with no room for ambiguities or misunderstandings.

Una was aware of the importance of the occasion based on her previous experience as a Headteacher. In the presentation Una acknowledged the past but, from now on, it was her vision that would count. The PowerPoint stresses things will be different. There was listening, but not a dialogue about how to change things. In her commentary, Una recollected staff feedback from discussion was:

We are crying out to be told how to do things better; we want strong leadership even if you don't tell us what we want to hear…

The decision-making was in Una's hands although she *may* take on board what she learned from staff. In the notes, she says, "Will be…appearing in places where I feel the need to be in order to get to know us as soon as possible". She then went on to outline how she would do this. Una was explicit about her expectations and the need for consistency.

Una's told staff,

All I want from you:

- To do the best that you can

However, in the notes she says,

If you don't take action, why should I or anyone else give you support? If you have taken action and want further support, you will get it, a lot, but the person giving support must

work with you, not just for you. By working with you, you learn and gain so much more.

Staff could not abrogate responsibility for the issues the school faced including behaviour management.

Una said that a key message of the PowerPoint was that,

> [I] had to make it very clear that I would not tolerate bullying among the staff. The favouritism, deals and "knowledge is power" culture that was so strong would be coming to an abrupt end. This was aimed at all staff: to the bullies and those who had benefited from them as a clear promise and to all the other staff to reassure them that they would notice the change, starting the next day.

Una was explicit about how she would work with staff. There are four statements on a slide which start with "no" or a negative. These are about power and relationships, the heart of leadership.

- No deals
- Zero tolerance of "knowledge is power" stuff
- No comfort zones
- No artificial divisions between us

This was reference to the bullying culture Una mentioned in her commentary, where she reported staff had said, "We need someone who will stand up to the bullies and the students." Bullying would be regarded as poor leadership and is rarely discussed in leadership literature although Thomson (2021) suggests this culture may be due to pressure from the system. She comments Heads rarely encourage openness to deal with such problems. Yet for Una it was necessary to challenge the power relations that were operating in the school to eliminate it to deliver the improvement she felt she must make and so was addressed through the PowerPoint.

The last slides of Una's PowerPoint represented reaching the journey's end. "All change? Not necessarily" suggested recognition that some would see change negatively. The notes say, "Biggest change will be the most difficult to achieve but the most essential and time consuming – change in culture: Needs to be whole team, no exceptions".

The emphasis on culture reflected the need for a shared understanding of the new, transformed ethos of working. This included not only staff but the students' understanding of expectations; staff would set the tone for them. The PowerPoint represented the start of a process. There was a suggestion that by the end of the day all would have come up with shared changes. This sounds like it would be agreed together. However, the message is consistency. The notes state,

> One thing all teachers will do from now on: Stand by your teaching room door at the beginning and ending of every lesson to ensure that students come into your lesson calmly, appropriately and ready for work and leave in the same way.

The last slide deliberately contains a play on words related to the school's name, which suggested that by reaching the final station, all would be working together. This was the only time the name appeared on the PowerPoint.

Una recalled those that chose to ask questions were largely positive. In this way, the loudest voices heard on the day were those who were buying into *her* vision.

Gillian introduced her PowerPoint with staff news, building the community feel. These were "good news" stories after the reflection on the death of a student. Gillian wished to establish herself as the Headteacher rather than the Deputy. This is a difficult transition, still to be one of the community but now the leader, setting the direction. The first slide states, "Welcome to a new era" with the name and title of "Principal" displayed. In the notes that were sent through as the script, Gillian comments,

> So it is a big responsibility I bear as the new Principal. People ask how I feel about it? The truth – I am nervous, excited, determined and passionate and today obviously sad, but I know I will do my best. I know that however good my best is, we will not be successful without the support of all the people in front of me...Your actions represent the school, set the tone, build the ethos. With all this in mind I would like to start my first presentation as Principal.

Both Gillian and Peter used images of the school community at the start of their presentations. This reflected the tone of the PowerPoints and the aim to unite a community that already existed. The policies are being introduced into a context of a shared community. Gillian used images of staff and

their families. This contrasted with the news that had been delivered about the death of a student.

She also used the school logo on every slide. This forms the corporate template for the presentation.

After the introductions and community images, the slide states "My vision". The rest of the

PowerPoint consisted of four slides connected with the vision and action moving forward. Gillian

stated that she wanted to set the scene and establish herself with a personal vision being set.

Following this, Gillian discussed achievement in terms of meeting targets for student outcomes.

There was not the need to improve, but more maintain standards. The vision was stated simply and

actions needed were outlined. The only negative on the whole PowerPoint is,

> KS5 results are mixed.
> Action – Further investigation needed with key staff.

The message was not about blame but working with the appropriate staff to work out reasons. This

would offer reassurance. The vision setting and actions were not a large change for staff and the

emphasis was that the direction would lead to success together. The tone was very different from

that of Una. This is perhaps the more usual "first day" of the academic year presentation.

Gillian finished her PowerPoint with thank you's. The notes for one slide show this was for support

staff who had worked during the holiday. This gives a feeling of inclusivity, not just the teaching

staff. There was a humorous reference relating to a colleague, suggesting a community sharing a

joke. This contrasts with Una's "All change" and shows the impact of differing circumstances of

appointment.

Gillian continued with thanks, praising the students, though they were not present. The slide was a

copy of one used by a teacher at a parents' evening. She comments how when she saw the slide, she

was proud to be a member of the community. This again demonstrates *"the construction of a school

related meaning is a collaborative process through which people use language to shape meaning

through mutual communication"* (Ganon-Shilon and Schechter, 2019:79). It also recognises that

others can set the tone, not just the Headteacher, although the commentary makes it clear this was Gillian's aim on this day.

Gillian felt the PowerPoint was a success. She cited evidence that it was referred to in several other presentations in the next two years.

Peter's PowerPoint was designed to give information about an audit and change behaviour in school but as he explained,

> However, we believed that part of the issue was the lack of staff consistency and approach to using the system – this needed tackling. We needed to show that we support staff with difficult behaviour, but that the key issue was them taking responsibility. A difficult message to deliver in the context!

The message was similar to Una's in terms of policy enactment. The context of the change of leadership was different but the issue of bringing staff on side was similar. Both recognised the need for consistency of approach but contrasting approaches were adopted to bring staff around. Peter's PowerPoint juxtaposed the audit feedback and the need to address behaviour concerns. This was not a simple message, but the two themes were linked because the behaviour influenced other issues that were highlighted in the audit.

Peter's initial slides show pictures of smiling students and staff. The school mission statement (from the website) relating to staff was quoted: "The target for the staff team is not only to dare to dream but to dare to dream to fulfil the dreams of students." This seems upbeat and appears goal setting. Many of the images used are of happy, engaged, students. They included pictures taken from the school prospectus. There are also photographs of three named students, with the tag line of "We do it for them". The pictures are interspersed into negative sections of the audit that was being reported back to staff. The images help to create the tone of the PowerPoints, supporting a positive message for staff to receive. It appears that when the message is hard to hear, the images show a leader reaching out to staff to engage with them and include them as part of the school's story.

The start seeks to remind staff of their core business. Peter was suggesting he was part of the team, working with staff, taking the school forward. The PowerPoint slides outline what would happen moving forward. The "consistency" theme is a strong feature, also mentioned in the commentary. This is important for successful policy implementation; Ball et al. (2011) reviewed policy interpretation with different actors and mention a senior teacher commenting "the biggest thing is getting people to be consistent. And you know, what one teacher walks by and ignores, is the next teacher's problem" (p.117). This is a similar issue to that Una needed to address to deliver change. The staff were told they had to take responsibility for policy delivery to improve behaviour standards. This was not as a choice but directed. The focus was on change but, with the pictures stating "We do it for them" repeated four times, there was a suggestion of ethical service being required of each staff member.

The slides suggest some re-evaluation of the policy system:

> As a staff group, we need to sit down and review the sections that work and those which need tweaking.
> Today we are not refreshing the system but ensuring we are being consistent and reinforcing some key principles.

Work would be done together but that there were "givens". This included the language that had to be used with students.

The PowerPoint gives audit feedback stating, "Achievement of students in 16 subjects is unacceptably low". This would reflect on most of the staff. In between negative slides were the images of students. Each child is named, making it more personal, creating an emotional response. The negativity is fragmented. The one positive comment from the audit appeared outweighed by the negatives. The rest of the presentation focused on "fixing" the behaviour issues.

The PowerPoint delivered by Peter does not have a summative slide. There is a final quote about the consequences (behaviour management) system.

'It is not the severity of a consequence that is important, it is the inevitability of a consequence that matters.'

'We are dealing with young people who make mistakes. Sometimes without realising it.'

This was taken from the school website. Again, there was an emphasis on consistency. This appears as "softening" and does link to the student focus of the presentation.

Peter reported the feedback regarding the presentation was mixed. He acknowledged the PowerPoint was trying to do two things and the review of its success should be separated for judgement. In terms of the audit, Peter commented, "Several of the staff were happy to move on, however ultimately it led to the Union pursuing the issue further with the Trust and the issue never went away." Peter was the most negative about his presentation and how successful he felt he had been.

Peter and Gillian confirmed that they had written the website information. Both focus on student learning, which was a key feature of the presentations given by the Headteachers. This is unsurprising given the drive for achievement. Gillian's PowerPoint stressed the vision, which was demonstrated on the website. The website page states the mission that students can, "Learn without limits" (website accessed 24.11.19) and goes on to assert the aim of "delivery of our GOALS values which underpin our ethos, centring on aspiration, respect, learning and global citizenship".

Both Peter's and Gillian's PowerPoints used material from the website. This helps to consolidate the vision for stakeholders. The Headteachers take ownership of websites and they reinforce their messages in the presentations used with staff; they support one another. As the front face of the schools, the websites are the main means of communication to others. In Peter's case, the website would have been approved by the Trust Board.

4.1.3 Discourse analysis

The commentaries showed considerable variations in length as discussed above. Word counts on their own will not lead to strong comparison, but the ranking of words and coding may enable better assessment between presentations and the responses to the questions. In addition, the aim will be to apply Bourdieu's tools to the artefacts, as outlined in the literature review and methodology, to gain a greater understanding of the discourse being shaped and shared with staff to understand the context of the leadership being displayed and consider the style used.

The word clouds give a first impression of the context.

Fig.3 Gillian's commentary word cloud

Fig.4 Peter's commentary word cloud

Fig.5 Una's commentary word cloud

The word clouds above indicate the emphasis on how "staff" would receive the presentations. It is the most prominent word. The presentations were made to the whole staff. The key element of the purpose of leadership of all the staff of the institution is indicated with a need to be mindful the presentation must speak to all; Bush and Middlewood (2013) comment, "...the purpose of the

institution is to enhance effective learning, and therefore every single post should be viewed in that light" (p.35). However, Gillian and Peter both use the word "teacher" or "teaching" highly in their email commentaries.

Coding was applied to the commentaries. The graph below shows the top level of coding.

Fig.6 Frequency of key nodes (coding themes) from email commentaries
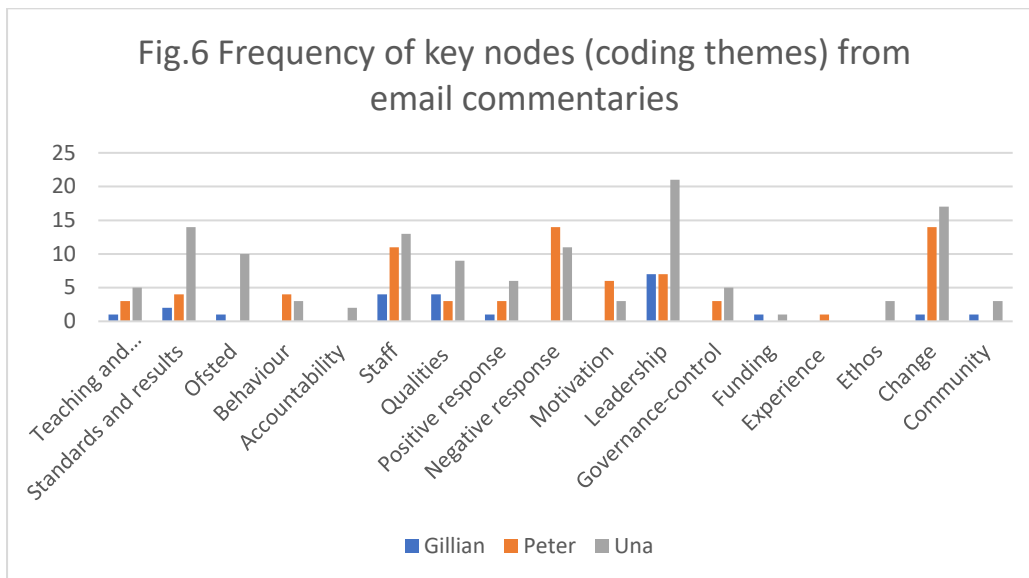
There are more codes for Una's commentary as it was significantly longer. A key factor mentioned in all is leadership, although change is stressed by Peter. Discussion on the qualities of the new leader and the sense of expectations was strong. Within the leadership codes, Gillian and Una stress the importance of vision. Gillian was very clear about setting out her leadership style.

The graph below (Fig.7) shows the percentage coverage at particular nodes throughout the commentaries and so shows the amount of focus and emphasis such that 30% of Una's commentary regarded leadership.

Fig.7 Percentage coverage at nodes in commentaries
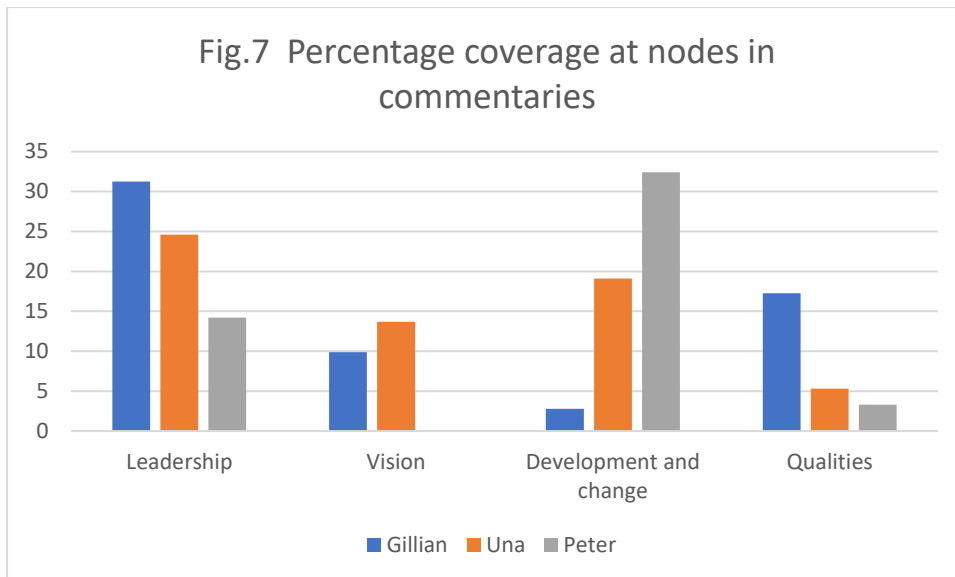
The changing circumstances is evident from Peter's and Una's responses. Una stressed the need to be transparent whereas Peter felt it was difficult to be open with staff. Vision was a sub node from leadership.

Standards, teaching and learning were mentioned as a focus for the presentations. From Fig.8 particular issues for the schools are apparent, with Ofsted being a feature for Una and behaviour for Peter. This supports the view that the work of a school and policy direction is shaped by the neoliberal agenda. Accountability measures, as monitored by Ofsted, are key drivers for schools (Harvey, 2008; Ball, 2012).

Fig.8 Percentage coverage at key nodes in commentaries
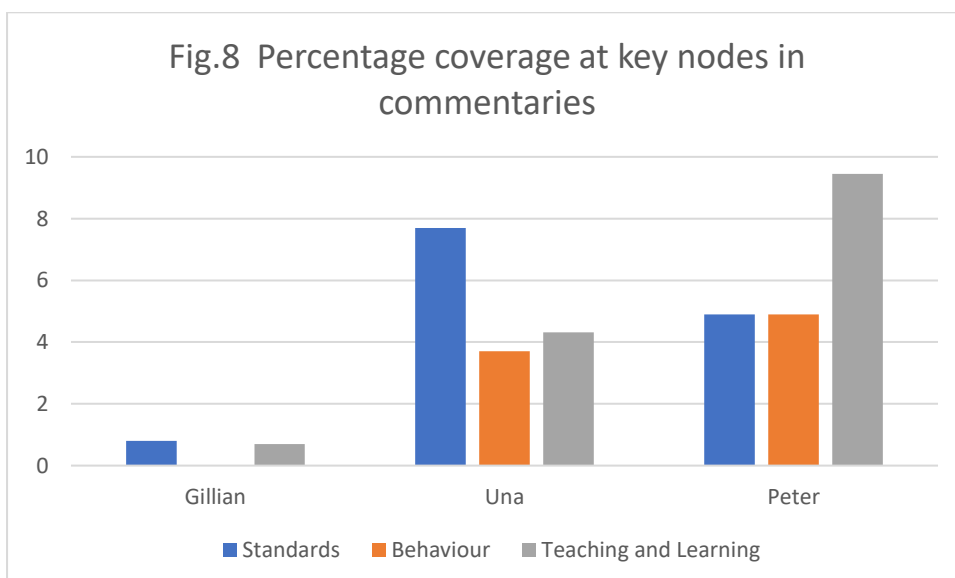
The change to the leadership is also reflected in the word clouds. The need for new direction is a focus of the discussion for Una with the words "going", "getting" and "way". Una and Peter both indicate difficulties, although they show the need to be positive with staff. All indicate a desire for "success". This suggests a drive for improvement and change and is the "doxa" of the teaching establishment where this is the dominant discourse and ultimate goal of the accepted neoliberal agenda. Success will come when teachers' performance is enhanced, and this will be dependent on motivation. Day et al. (2011) outline a formula for driving this success based on their research:

Pj = f(Mj,AjSj)

Where P = teachers' performance, M = motivation, A = teachers' abilities and S represents the work setting. (2011:18)

The variables are interdependent. A leader should work on all three contemporarily. The motivation and the context are both elements that may influence the delivery of the PowerPoints. The presentation aims to develop followers who are motivated and improve performance. However, there is an assumption that all will want the same goal and accept the habitus of the leaders. The link to improved motivation and shared vision would suggest the adoption of a "transformational" leadership style as outlined above by Bass et al. (1985a, 1990, 2006) and Day et al. (2011). In this way transformational leadership as a style becomes the "habitus" of leaders and the way to play the game of leadership (Gunter, 2016).

In addition, the presentation is a tool that reflects the context and tries to shape it and create a shared culture for the members of the school community. Gillian and Una stressed the need for the message to be "clear". It does, however, also lay out the anticipated "practices" of the staff. This links to the power of the message to deliver the expectations. Una made it evident that a lot of thought had gone into the preparation for the presentation. She knew that that situation was difficult having talked to staff, but this was the first time she was addressing all of them. She had sought to understand the context of the school prior to taking up appointment but had decided she

needed to change the context and effectively the practices of those contributing to the success of the school. There is also recognition that the discussion needed to continue, leadership had to be done *with* staff as Miller (2018) suggests,

> When school leaders rely on and account for the views of staff in decision making, this shows trust in those views and in the staff. This is both important and practical since school leaders depend on the support of staff to push through their plans and agendas at school on a daily basis. (2018:89)

However, Una made it clear that she was not going to listen to endless complaints and recollections of the past; she was going to make the decisions. This is more confrontational than Miller proposes, however, reflects Headteachers studied by Courtney and Gunter (2015) who felt justified in using an authoritarian manner to push their vision to transform a school. Their title "Get off my bus" hints at the phrase "elimination" of teachers who did not agree. This is what Una suggested she needed to do to *some* staff as requested by the majority. Courtney and Gunter (2015) found that, "All the respondents construct and pursue their vision in an authoritarian rather than collegial manner, though some are more comfortable with admitting it than others" (p.407). In Una's case, she reflected on staff comments and this becomes the justification for being authoritarian although she commented she felt she had to say how she expected others to behave; as Bedi et al. comment, "Leaders also serve as an informational guide for acceptable behaviors" (2016:519). This is further discussed below.

Peter outlined how he was the Acting Headteacher but felt his position offered some stability for staff. He commented that it was a deliberate decision for him to deliver the PowerPoint to staff rather than the new Executive Headteacher. This reflects the need to consider the context carefully but also shows how the power structures in the MAT operated and were used to bring about change and improve performance. The aim was to change the accepted practice by presenting it as the norm but it had been determined by the MAT. However, the tone adopted was one where the suggestion was all would share the same view "of doing it for the students". This is the assumed "habitus" that is being used to suggest this is business as usual.

The focus on the audit reflects the external pressures that are operating on schools and the accountability measures that schools face under the neoliberal agenda (Harvey, 2007; Ball, 2007, 2012). Peter needed transformation but the openness that one might normally associate with transformational leadership is constrained. Peter was in a position where he knew more than the rest of the staff and so there was not equality in knowledge. This will affect the relationship with the staff. As Harris comments regarding Lewin's field theory, "…The act of knowing is also a relationship between the perceiver and perceived, as events are always perceived in relationship"(2007:3). This is key to setting the tone with a group of staff. In this case, there appears to be a lack of transparency; had the staff been aware of everything Peter knew, they would have perceived what he was telling them differently. This illustrates the power relationships between the leader and followers and reflects Gunter's ideas (2016, 2018) of "knowers" and "knowledgeabilities", as to who has the real influence based on their knowledge and position and the suggestion that they "knew best". This shapes what the Headteacher will portray and share as the reality of the situation. In this case what "knowledge" there was and how this was shared by the knowers to deliver transformation was being shaped by others external to the school; Peter comments that the staff knew they were not being told everything. This leads to a difficult power dynamic as the Headteacher is not the leader the "followers" think he is.

Peter and Una both recognised that staff were unhappy and needed to moderate their language to ameliorate the difficulties of the situation. Likewise, Harris (2007) suggests that one needs to be aware of the emotional state of staff and that the "right word" is also important in terms of ensuring participation and collaboration. This will include establishing a common understanding of the context. Again, this contributes to building a shared habitus. Similarly to Peter's situation, Una referred to the audience's expectations. She indicated that she was not completely aware of the difficulties facing the school, but "Although I was not in full possession of all the facts…, I knew enough to be confident that 'special measures' was the correct judgement." However, the word

cloud highlights the need to be seen to be "right", "positive" and "clear". This suggests a leader who wishes to inspire confidence.

Both Peter and Una's commentaries used the word "bullies". This leads to consideration of other issues linked to staff well-being and the power relations that operate in schools. Headteachers need to be seen as role models and be explicit about expectations of staff behaviour. Peter and Una had to consider how best to tackle inappropriate behaviour. As Una stated, "There was a culture of bullying among the staff, particularly from senior staff." This led to a call for an ethical stance. Una's approach could be interpreted as "authoritative" and "coercive" (Goleman et al., 2002) However, this stance may be needed when safety and welfare is affected (Middlewood and Abbott, 2017). As the CEO of an organisation, the Headteacher has the legal responsibility for ensuring that employees are safe in the workplace, including a responsibility for their mental well-being. The Headteacher must ensure that staff rights are upheld. The coercion via threat of sanction, in that certain behaviours will not be tolerated, may be perceived negatively but Una felt she had a duty to do this. This opens the dynamic of the interpretation of leadership by followers. Some would not see their behaviour as wrong and so would not accept Una's leadership stance. With the behaviour of senior staff questioned, this suggests that the previous Headteacher had allowed a leadership style to develop that had been tyrannical in Una's opinion. The way "the game" had been played as part of the habitus of the institution had developed to give power to the senior leaders who acted as bullies according to the feedback given to Una, and this shaped her view. Thomson (2005) comments that, "Bourdieu argued, the social is always within agents and their actions cannot be seen as individual, since they follow the logic of the position in the field" (p.742). This had affected their practices. In Una's opinion, these could not continue; she had a duty to change the habitus and the way the leadership game was played but she had to operate in a "Directive" manner to achieve this aim. This links to the moral or ethical behaviour that is expected of both the leader and the followers but where the leader is the role model and makes expectations clear. Una recognised she had to establish ethical behaviour.

In the notes, it says,

> Sharing expertise is critical, to be part of our culture. It's a great way of ensuring that the "knowledge is power" culture is eliminated. Personally, I can't stand the practice of people getting one over on others just because they know something that they are not prepared to share with you because they would prefer to use it to undermine you, make you feel bad or whatever.

As Bedi et al. suggest,

> First, ethical leaders are "moral persons," as role models they demonstrate ethical behavior. Second, ethical leaders are "moral managers"; they actively promote ethical behavior. They explicitly communicate their ethical standards and hold followers accountable for ethical conduct. (2016:519)

Una's leadership practice is ethical in that her over-riding principle is to secure the moral outcome for stakeholders. One could question as to how this was going to be done and may not have been viewed as "ethical" leadership by all staff members but as Bedi et al. (2016) continue, "Ethical leaders shape an organization's ethical climate by formulating policies and procedures that reinforce ethical behavior and discourage unethical behavior" (p.519). Una believed she had to change the culture to improve motivation and results as suggested by Day et al. (2011). Although appearing as a contradiction, the enforcement of ethical behaviour can be seen as transformational.

Peter's commentary highlighted the power struggles he faced when dealing with the Trust and his frustrations. Peter commented,

> Part of the aim was to share limited detail about the audit to try and placate the staff. This was not the approach we wanted but it was what we were left with after consultation with the trust. Secondly, we needed to try and respond to issues around behaviour. Staff had raised this as a concern within their comments leading to ASOS (Action Short of Strike Action) and had been raised by the audit.

Without a staff that feel engaged, success would not be achieved. Although staff would see the Headteacher as being in charge, this was not the case. In this way power is being used in an "illusio" fashion and the rules of the "game" that were operating were not clear to everyone. The usual practice of the Headteacher being in charge was not the case.

Peter recognised he was trying to keep staff on side but had to challenge the relationships that had developed. He appeared to try to be more "affiliative" (Goleman et al., 2002, 2004) in his approach. Despite the presentation delivery being planned to try to support an Acting Head, this was not achieved. The staff did not become willing followers as they felt they were being deceived; it did not appear ethical or "authentic". It demonstrates that constraints placed upon Headteachers can undermine this desire. This is reflected in the work of Salokangas and Chapman (2014) who found from their research of staff in MATs,

> All the staff interviewed shared a low sense of belonging and this was apparent in a noticeable absence of expressions of loyalty to the sponsor and to the chain in general from the staff working in these academies. (2014:375)

Peter was trying to capitalise on local loyalty; he thought he might gain this being seen as a member of the staff in the same way Salokangas and Chapman (op. cit.) suggest,

> …the vast majority of staff in all academies tended to express loyalty to their immediate colleagues in the academies they worked in, not to the Trust, which were considered to be relatively distant from the day-to-day reality of the academies.

In a similar context to Peter's, their research also discovered staff criticising MAT policy. Peter recognised the external factors influencing the school and though he attempted to overcome potential issues, he acknowledged this was not entirely successful. Policies did not seem localised to the staff.

Peter stated he had not felt able to do what he wanted because of the semi-external constraints placed by the MAT. This links to Gunter's ideas (2016) of "knowledgeabilities" and the power play that occurs between different knowers. This shaped the leader's actions. By controlling what knowledge is given, there is a restriction in the empowerment given to others. In this case, all knew that the full audit was not shared and knowledge was being withheld. This meant some had more power than others and the operation of leadership was controlled.

In terms of a second goal, Peter stated,

> Regarding the consequence system, this was a more difficult message to deliver to staff and was met with several questions and queries. I attempted to use humour and also to break the presentation down into small chunks which could not be disputed and try to keep it as factual as possible!

Here the term "factual" is used which suggests openness. However, the response was not overwhelmingly supportive as there were follow-up questions. Asking any questions in a whole staff situation would be quite challenging of the Headteacher, if they have presented their expectations of staff actions. People do not ask questions of people when they agree. The attempt to gain "buy in" over these matters does not seem to have transformed staff attitudes.

Gillian's commentary outlined how she needed to change the way the staff viewed her and was about establishing her priorities. She had a staff that were "on side" and where the processes were established. There was far less controversy and so in the commentary the focus is more on her desire to establish herself and be seen as the figurehead of the organisation. There are elements of transformational leadership with a sense of vision particularly around teaching, but the focus was on how the presentation would establish her as Headteacher rather than Deputy in a situation where she recognised staff were upset and she needed to support them.

The PowerPoint presentations were analysed in a similar way to the email commentaries. They were then compared with the commentary data.

Fig.9 Gillian's PowerPoint word cloud

The most frequent word was "Mrs" but as a 3-letter "title" was discounted. This reflected the

PowerPoint opening with a celebration of people who had got married or had life-changing events

before the substance of the presentation was delivered. This built the sense of "community" that

Gillian was trying to instil. The focus on "results" is typical of a first day back presentation but also

reflects the focus on the accountability measures of the current "field" of education.

Fig.10 Peter's PowerPoint word cloud

The focus on students is dominant but the word "need" comes out strongly. The focus was on standards and the necessity to move the school forward to meet the external agenda of expectations for students.

Fig.11 Una's PowerPoint word cloud

The NVivo program uses "get" as a synonym for "aim" and "take". However, the PowerPoint was delivered as a train journey, but the focus is captured in the word "get". The aim is to deliver policies that "get" improvement. The words "Know" and "Work" suggests Una was aware of what had to be done to change the practices (work) of staff.

The words used in the email commentaries were about intention rather than content. Comparison between the presentations is worthy of more thorough discourse analysis linked to the coding against the key themes.

Fig.12 Frequency of coding at key nodes in Gillian's Peter's and Una's PowerPoints
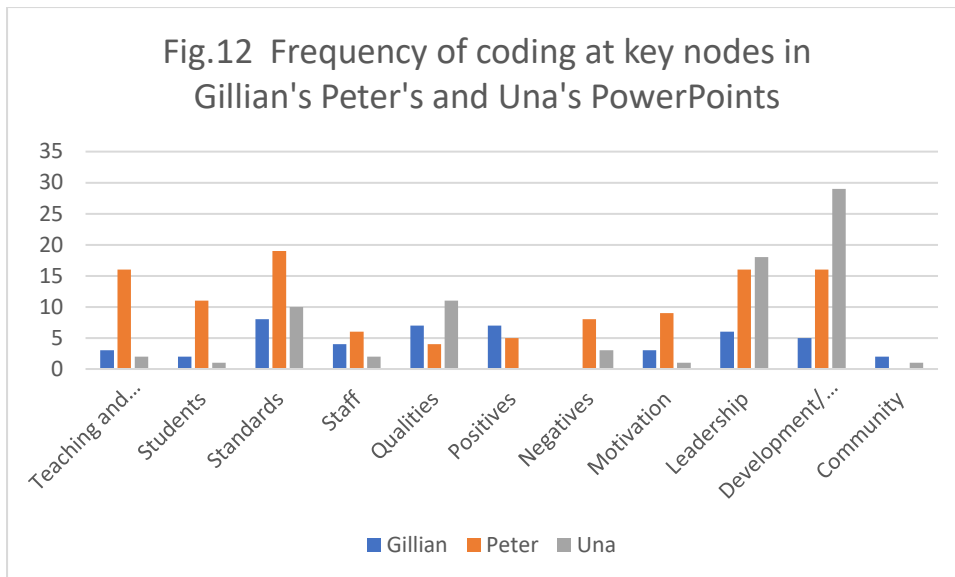
The comparison of codes is shown above. Gillian's PowerPoint was considerably shorter in terms of content regarding the school. The initial slides were about staff members. This was coded as "community" and was recorded once but covered fourteen slides. Gillian's PowerPoint had five occasions when "together" was the node. This might suggest distributed leadership as developed by Harris et al. (2003, 2008, 2018). There was the desire to be perceived as developing an inclusive and distributed style. However, from consideration of the commentary this may be a means of gaining followership rather than sharing decision-making; Gillian was clear she wanted to be seen in charge, which was not distributed leadership.

Unlike the commentaries, the PowerPoints included images. For Gillian, this included the school logo and corporate branding. The Headteacher is showing she has the right to speak on behalf of the school. This reflects a sense of control.

Peter used a green background which could be regarded as a positive colour for "go". His images are of students known to staff. These create an emotional response in the observer. It appears as a stepped approach. The emphasis is of a staff, "we", serving the individual students. This reflects Harris and Lambert's (2003) and Goleman et al.'s (2002) work on emotional intelligence. There is a desire to ensure staff feel included and their own values are prompted by the images of assisting students; a teacher's key role in doing the right, ethical thing for students. The images help to create

the tone of the PowerPoints, supporting a positive message for staff to receive. It appears that when the message is hard to hear, the images show a leader reaching out to staff to engage with them and include them as part of the school's story. The images reflect the social understanding and create an emotional link between the Headteacher as leader and the teacher as audience and then follower. In this way, there is greater collective efficacy as suggested by Leithwood et al. (2008, 2010) and Moolenaar et al. (2010) who found "Principals' social network position, in terms of centrality, was also related to schools' innovative climate" (p.624). However, for Peter this did not appear to have been successful in changing the climate and then practices.

The "development and change" node for Una is the dominant one at 30%. The message is more directive and transactional than motivational in tone but there is an offer of support to improve. The words on the slide made it sound easy. It shows how the text appears positive, but the message given can be firm. The leadership was about empowering, by working with you rather than doing the work for you. This is transformational in terms of improving your ability, but, if you will not try, there will be consequences. This reflects the new power relations that were being established and change in culture that was being encouraged or forced, dependent upon the reflection of the listener in these cases.

On the PowerPoint and notes, the mention of "our culture" links with the ethical style of leadership that Una was keen to adopt in tackling the bullying culture found in the school. Una was categorical in her stance that this had to stop in order to move the school forward. Thus, she appeared to be pulling people "On the right track" by stating that poor behaviour would not be tolerated; this was not open for negotiation. This was not distributed leadership. Unlike Peter's situation, there was no mention of outside influence from the MAT. The decisions appeared to be internal. Una believed in her transformational aim that was driven by an ethical stance of what was right and wrong. However, to be successful in the new culture, you had to agree with what Una had preordained as the leader. You had to play by the rules of the game that were decided by Una.

The very end of Una's PowerPoint states, "All on one train, same line, same station." This sounds like a call to belong. Una commented, "The overwhelming reaction was very positive. There seemed to be a sense of relief, a feeling of 'ripping off the shackles' of the past and a freedom to express optimism and positivity." This seems paradoxical, as Una had been explicit about *her* expectations; others might still see these as shackles. However, she suggested she was getting rid of the poor leadership that had created a culture of unhealthy relationships that had hindered the school's progress. Una did recall,

> The presentation was hard hitting. Bullying, among staff, was exposed so the bullies were understandably uncomfortable for example. Reaction was mixed: you could easily see those staff who might miss out in this new era and style of leadership. They sat together in groups and spent much of the time making faces, raising their eyes or looking sheepish.

She commented that the union representative looked particularly awkward. They can be "critical actors" (Ball et al., 2011) objecting to change as a way of expressing power and offering a counter discourse, representing a "historic archive of teaching discourse" (p.62). Their habitus is shaped by their responsibility for their members rather than the students. Una recalled those that chose to ask questions were largely positive. In this way, the loudest voices heard on the day were those who were buying into *her* vision.

For Gillian the greatest emphasis was on standards with 11% of the coverage as identified by the coding. This school was doing well as judged by Ofsted and Gillian wished to convey this. This does, however, reflect the power of neoliberalism and view of the accountability measures themselves. This could be construed as being set externally, although the response of the staff was accepting. Although the Headteacher felt this was a difficult situation, the language and message were uncontroversial for the staff. Her own behaviour in the situation and stressing the community stance meant she was trusted. There was no change of practice outlined and all appeared to know what the "game" was and how it would be played.

The style was transformational in that there was a drive for maintaining and improving on the high standards achieved by staff, but with her as leader. They appear to share the same habitus. The means for achieving the vision used the pronoun "we". There was a desire to create followers who would do their best. The tone appears to be more "affiliative" (Goleman et al., 2000, 2002). Pre-existing bonds were reset to ensure no loss of commitment from staff.

Gillian commented that staff had eighteen months later, "judged my vision as 'outstanding'". She recalled that Ofsted had commented how appreciative staff were of the work she had done to reduce workload. This appeared important to her; she wished to be venerated and respected by staff and acknowledged this helps to create a good school. This hinted at the values Gillian holds and her view of relationships within the school community. Her approach appears affiliative, but she stated she wanted to be clear it was her vision; she was in charge as leader and staff were now her followers. The internal power structures and shared culture appear to be the key influences on her leadership.

Peter's PowerPoint shows in terms of the language, 24% of the coding of the PowerPoint was covered by nodes dealing with students' standards, including behaviour. The wording with the heading "audit negatives" suggests things needed to change. 16% of the coverage is coded at "Development" and "Change" nodes. The slides state that there would be a return to basics and establishment of rules to set the right standards by all staff in their classrooms. This does appear to be spelling out the practices related to a shared habitus as to how things should be done. However, this is being determined centrally and thus power is not shared. By using the audit feedback, Peter was acknowledging the external influences acting on the school; the MAT who carried out the audit would be viewed as external by staff. This highlights the complicated power relations of MAT structures, as discussed by Middlewood et al. (2017, 2018) and Miller (2018); there may be centralised policies and a spoke-and-hub model used to ensure all schools within a Trust act in a particular way.

In addition, this hints at the possible leadership issues of MATs cited by Middlewood et al. (2018) where "they provide a new landscape that is...hierarchical and controlled by a technocratic managerial elite even more remote from the influence of representative democracy" (p.170). This limits the freedom that Headteachers may feel they have. Peter recognised the hostility of staff, but he had to lead the policy enactment. This was where there was "illusio" of power. The practices were being determined elsewhere and they were shaping the discourse that was operational in the school.

10% of the PowerPoint is coded as "negative" but there was an audit comment that the "Senior leaders have worked hard to strengthen the Academy's provision". This could create an "us and them" situation and perhaps hints at how the situation could have been managed differently. This appears to be more "Game playing". It also highlights both a cultural difficulty of outsiders commenting on the situation and the power dynamic that was operating.

In between negative slides were the images of students, with the tagline of "We do it for them". Each child is named, making it more personal, creating an emotional response. The negativity is fragmented. The message was being communicated in a contrived manner to work with the staff's emotions as suggested by Ganon-Shilon and Schechter (2017):

> Emotion serves as an important factor in shaping the kind of sense-making process that occurs following a triggering event. …The process of sense-making rationalizes what has occurred and brings order to the disorder. (2017:685)

The slides outlined the "consequences" system, stressing the need for consistency in practice from staff. This could counter any division, as all would be following the same systems; inclusivity and distributed responsibility are suggested. This was not a new policy, but insistence staff followed it; they were being the policy actors rather than creators. This highlights the issues that Ball et al. (2011) found with "policy critics". These may be union leaders, who may have a duty "For monitoring policy translations in relation to the conditions of service of and wellbeing of teachers" (p.61). The well-being aspect can lead to questioning of any change in policy. There are also those

who will be involved in the "maintenance of counter discourses" (p.62). The benefits of the same practice needed to be stressed reflecting Miller's findings:

> Those responsible for leading change agendas therefore need to communicate, in clear specific terms, change intents and likely benefits to those expected to implement and experience such changes, recognising that resistance may not simply be a micro-political activity but also an opportunity to closely re-examine the actual content of change agendas. (2018:68)

The repeated change in leadership experienced by staff was creating a culture of suspicion and hostility that Peter recognised and was trying to overcome. To the staff, the habitus and practice was espoused by the Trust and staff were not accepting of anything relating to this that appeared critical of what they had done.

This appears very authoritarian leadership; effectively, staff were given a script. This was very similar to the approach used by Una. Mention of a discussion might suggest distributed leadership but the emphasis that "tweaks" would be made suggested limited influence. Again, this supports the idea that distribution is not authentic when determined by those in the position of power as outlined by Miller (2018) and therefore is not the same as a distributed decision-making process as suggested by Harris, Lambert and Spillane (2003, 2008). The crux, though, is that all are instructed to follow and implement the policy. As the policy is shaping the experience through practice and culture for staff and students, this is effectively trying to impose a habitus of "what is right".

The method of PowerPoint delivery, between the Acting Head and the "new" Executive Principal, showed how thought was given to engage and manage staff response to the power structures and context of the school. Peter commented,

> It allowed us to try and galvanise staff together with the positives. By setting it up so that we had the negatives delivered by the new "Executive Headteacher" and me to deliver the positives it allowed us to try and keep staff onside.

This suggests "good cop/bad cop". The Executive Head appointed by the Trust would have been seen as the one having the power and an external influence. The repeated change to leadership

would have made staff wary that anything was going to be different. A single leadership style is difficult to decipher in that there is a sense of a desire for community, shared responsibility and a change (transformation) but the power play means that staff were reluctant to trust the leaders that were in front of them. This would not be transformational as staff do not appear as followers. Peter recognised the difficulty in getting staff on board for change; the bulk of the message was trying to stress continuity and consistency to offer reassurance. There is a sense that the Headteacher wanted to do the "right" thing for students. He wanted to be honest and open, but this was constrained. There was a desire to be ethical but in practice this was difficult because the power did not lie in his hands but with the MAT board who, according to Peter, chose not to be transparent with staff. The power and the discourse are shaped by others with certain knowledge, as explored by Gunter (2012, 2016). The Headteacher becomes a policy interpreter and subject rather than creator. However, this may not be evident to the audience and leaves the Headteacher having to "manage" whilst appearing to lead. This contrasts with the leadership demonstrated by Una and Gillian. Peter knew his position was difficult; he was conflicted ethically by the situation. As mentioned above, Courtney and Gunter's work (2015) demonstrated how those who did not agree were made to "leave" the bus; several months after delivering the presentation, Peter chose to leave rather than continue to work for the MAT.

Both Headteachers who had written their websites said that they wanted to set the scene for staff in their presentations. This should match the values of the school as portrayed in the "mission" or "vision" statement on the website.

Fig.13 Peter's website word cloud

Fig.14 Gillian's website word cloud

There is a significant overlap of key words used in the website information between the two schools.

Both focus on improving the achievement of students.
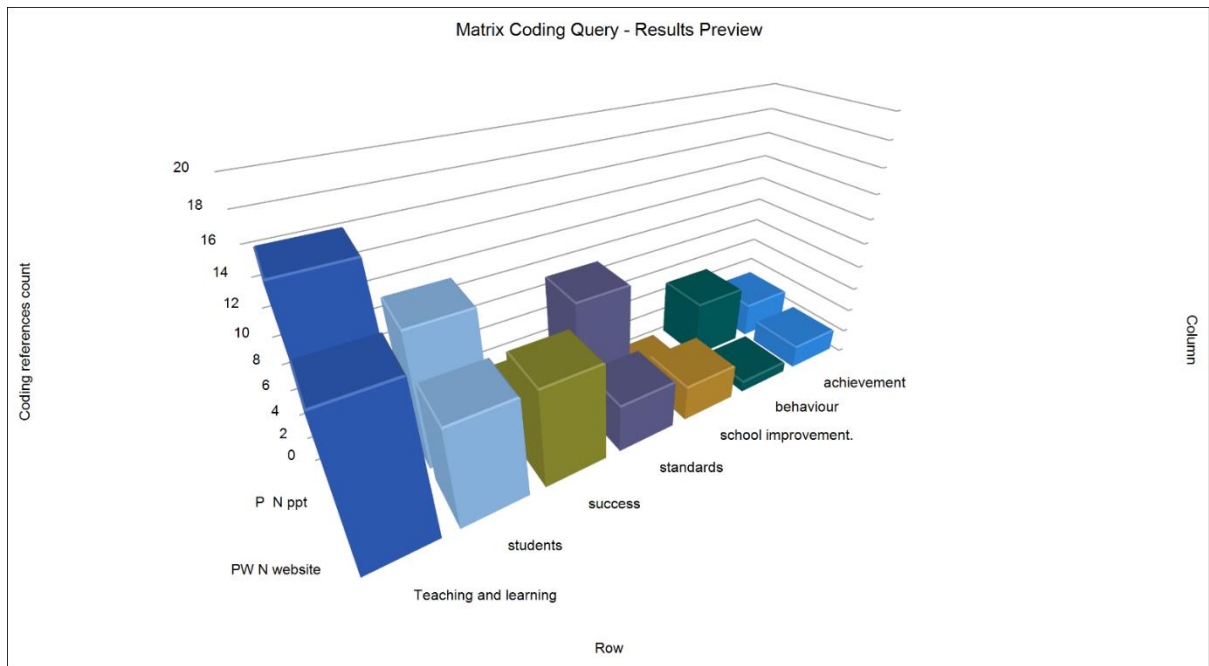
Fig.15 A comparison of coding of Peter's PowerPoint and website

Peter's PowerPoint quoted from the website information. In the presentation, Peter's key phrase was "We do it for them", which could be suggestive of an attitude where service is important. The PowerPoint does not highlight success as a code; it was not as relevant in the context. Therefore, the value was not stressed explicitly. However, quality teaching and learning was evidenced, and the similarity of message is demonstrated between the website message and the PowerPoint.

Gillian's website stressed nurturing values as a key aim; there is a statement of these directly after the Headteacher's introduction.

Fig.16 A comparison of the coding of Gillian's PowerPoint and website
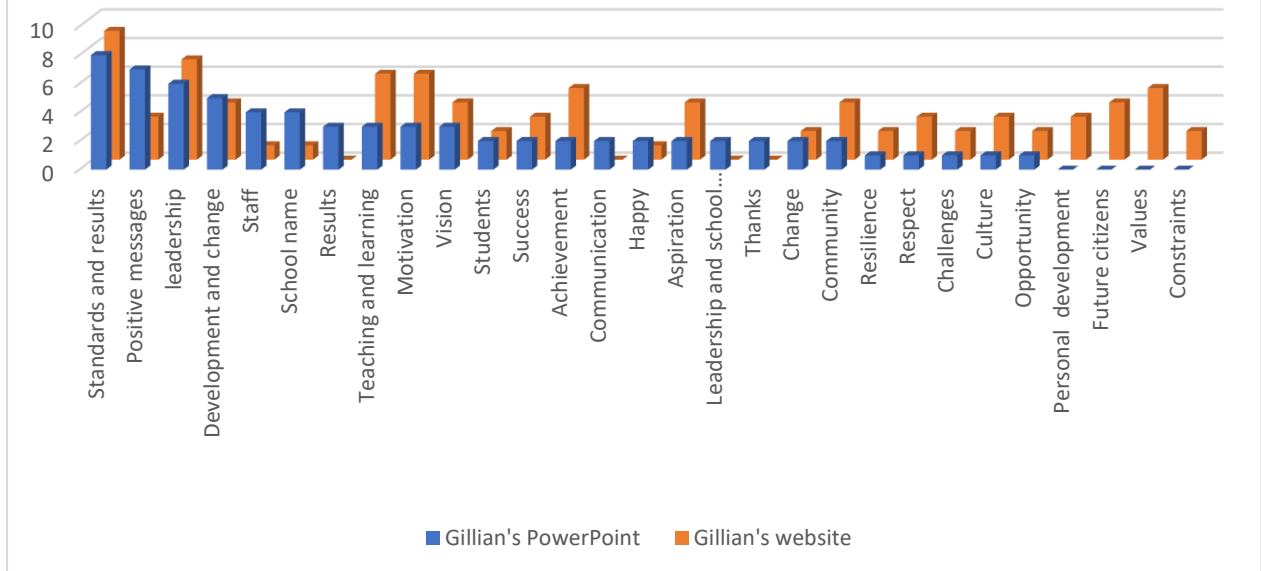
The website information matches the PowerPoint delivered to staff; based on the coding, there is a consistency of message to focus on achieving excellent results for students. These aims are typical of transformational leadership needed to improve student outcomes as suggested by Day et al. (2011) from their IMPACT study research. The educational field stresses success for students must be the goal of all schools, though the means for achieving it varies and schools have different levels of success delivering the improvement, as seen by league tables. The league tables represent the accountability measures of the neoliberal agenda. However, the emphasis on academic results per se, reflects the habitus of those in power.

The fact Peter was allowed to write the website information shows he had the power to shape the message that other stakeholders saw and heard. This is leadership, even if given parameters. However, the website information would have been approved by the MAT and so again is constrained and there is "illusio" of who was in charge. Peter had to play the game and accept the habitus extolled by the trustees of the MAT.

4.1.4 Conclusions

Gillian's commentary, PowerPoint and website information demonstrate a leadership style that is values-driven to secure the best outcomes for students. There is a strong sense of community and identification with the existing culture of the school. The message is "We are doing this together" but Gillian was clear in her commentary she wanted to establish herself as leader. There is consistency across all the artefacts showing a desire to motivate staff to deliver the shared goal. There is a sense of transformational leadership in its widest sense of encouraging staff and students to do their best. This would match Burns' (1978, 2003) ideas and Bass's (1985, 1990) interpretation of transformational leadership and more recently Bush's (2018) findings on its application within education. The inclusivity and focus on community might be indicative of elements of distributed leadership as suggested by Harris et al. (2007, 2010). However, any relinquishment or sharing of leadership power remains at the discretion of the Headteacher and thus illusionary (Gunter, 2016, as Gronn, 2009, 2010 and Miller 2018). Gillian is mindful of the local context and culture but is determined to oversee and dictate the agenda for success.

Gillian expressed her concerns about the presentation, recognising the "personal" distress staff were feeling at the time. Yet, she worked with this as a means of bringing the community together. Her leadership appears "authentic" and as Michie and Gooty (2005) suggest she was, *"behaving effectively and behaving ethically"* (p.433). The display of emotion showed compassion; it was not a gimmick. Gillian commented there were tears at the end of her presentation, as well as clapping. Although emotion may be judged a psychological tool of practice, as Michie and Gooty comment,

> When the collective self is activated, followers are more likely to develop a socialized rather than personalized identification with the leader. Thus, the leader's capacity to experience positive other-directed emotions may enhance follower perceptions of authenticity and promote socialized identification with the leader and other stakeholders of the organization. (op. cit.:451)

The appeal and demonstration of values through emotion was an effective, authentic form of leadership.

Unlike Una and Peter, Gillian does not hint at any intervention from elsewhere. Gillian believes she is

in charge, and it is her policies that are being developed. Day et al. (2011) comment,

> Our data showed that one of the most powerful dimensions of effective school leadership
> was the establishment of a clear sense of direction and purpose for the school. Defining,
> discussing and communicating a set of values to all in the school community in order to
> establish purposes and direction for school improvement which were clear, agreed and
> enacted by all was a consistent priority and revisited regularly. (2011:110)

Gillian commented this presentation was the blueprint that was used in later work. She motivated

staff to drive achievement and thus transformation. One could reflect, though, that she is still

stressing the neoliberal agenda which is external, with exam results used as the measure of success

but there seems to be a genuine care for production of a supportive community to enable student

success.

Peter identified the difficulty of leadership that he had inherited. The PowerPoint demonstrated a

desire to work *with* staff to bring about improvement. However, his candid commentary highlighted

how difficult this was and the fragility of his position. The external influences were shaping the policy

to be delivered and the power structures and affecting the culture of the school. The presentation

was curbed by the Trust. There was uncertainty in Peter's school as he appeared to be the

Headteacher to staff but he effectively was the "Head of school" with less control. For staff on an

everyday level, there is expectation that Peter is in charge but, the constant changes of leadership

above him undermined his position. This sort of intervention is described by Middlewood et al.

(2018), who comment,

> A comparatively new role that is now growing in the extent of its use by executive leaders is
> that of "head of school". These roles are more strategic and have greater responsibility than
> deputy heads but do not have the overall strategic leadership role of the executive.
> (2018:75)

Peter was aware of the difficulties of appearing authentic with staff; they were not accepting the

external demands, partially due to lack of clarity. Gunter (2016) suggests, "Change in the form of

neoliberal and neoconservative reforms sustained by elite dispositions is a given, and so leadership

is about enabling followers to accept and embrace external demands" (p.121). Here the Trust appears to be the "elite".

Peter chose to appeal to what he considered to be a shared set of staff values to establish an agreed sense of vision. The pictures of students on the PowerPoint resonates with the website's drive for delivering good teaching and learning for students. This aims to be transformational and transformative in terms of staff actions. However, the PowerPoint suggests non-negotiable changes were expected quickly. The leadership is directive and authoritarian in tone. This was difficult for Peter to deliver. His own position was precarious; he was the Acting Headteacher and so knew that if he did not do as was requested, he would be unlikely to be given the permanent post. Leadership is not transformational when the actions do not sit with the ethics and morals of the Headteacher. Peter did not have the power to make decisions but was expected to implement them. For Peter, the key driver influencing his leadership was the external accountability. As Middlewood et al. (2018) found researching other MATs, "The degree of autonomy for leadership decision making distributed to staff and the control held by school leaders or the governance of the trust was variable" (p.75). This illustrates the changed dynamics facing Headteachers.

Una's presentation is typical of a new Headteacher setting a new direction. This contrasts with the other presentations where there were links to past achievements. The leadership had to be seen as transformational and the presentation designed to create followers who wanted to see change of accepted practice. Una's introduction of herself and her beliefs fit with the Christian principles of the institution; she felt she had to "save" or transform the school. There is a strong sense of "servant leadership" as explored by Breslin discussing the altruistic view of servant leadership: "The desire and willingness to sacrifice self-interest in the service to others and to make a difference in their lives is the first precept of servant leadership" (2017:1). This appeared to be the driver for Una. Her approach is different from the others and is more explicit in that her way is the only way and she will not tolerate critics (Ball et al., 2011) with historical narratives, some of whom she called "bullies". In

addition, her view affects her habitus and imposed practice that her autonomy to make the decisions given the field is the way forward for the school as explored by Thomson (2010a) but in contradiction to the situation experienced by Peter. There is an invitation to "Get on board" and do things together but if you don't, you will be marginalised. The internal power structures and culture are challenged by Una's leadership. She was imposing her habitus and thus seeking to change practice. Consistency in implementation is a central message in all the presentations, but Una was explicit about the means to achieve this. Gillian did not have to give the same emphasis as the school was already doing well. Gillian's PowerPoint is more of a celebration of a community that solves issues together; the "followership" appeared already embedded, whereas this was not the case for Peter or Una.

All three recognise the context as a point of change but there was less need for transformation by Gillian. There is desire for transformation and followership in all three situations, but the approach to achieve this is different. Una's leadership strategy appears transformational in that she wished to make followers. However, she sets out to do this by stating the bad things will change but not through negotiation and thus is authoritative in approach. Peter is not as authoritative in approach as he was trying to keep staff on side and appears affiliative. Una and Peter promise support if there is compliance but Una appears to be more transactional in tone, that support was conditional based on doing as she had asked.

All recognised the culture that was operating in the school and chose an appropriate style in their presentations that made their vision explicit and how this needed to be delivered by staff. The varying difficulties facing the school shaped the tone used to communicate this. All demonstrated consistency across the artefacts analysed, reflecting the authenticity of their stance and how their own values shaped their communication with staff, although the outcomes for the three varied with both Una and Peter having to leave within two years of the presentation being delivered.

4.2 Context – Headteachers improving teaching and learning

In this section, the work of three Headteachers will be considered where the focus is to improve the teaching and learning in their schools. The 2016 DfE White Paper "Educational Excellence Everywhere" stressed, "The quality of teaching is more important to pupil outcomes than anything else a school can control, so it is essential that the education system can recruit, train, develop and retain the best possible teachers" (p.11). Two of the Headteachers were seeking to improve the quality of teaching, whereas the third was restructuring the learning experiences of students to enhance results.

Unlike Section 4.1 participants, all the Headteachers were very experienced. Elizabeth had been in post for a year, in a newly rebranded academy, run as part of a MAT chain; she had been Head of the predecessor school. Simon was on his third Headship and was made the Executive Head of the MAT that he had been instrumental in establishing. Larry was Head of one of the most successful state-run selective schools in the country and as he stated, "I am unusual, since I am just completing my 20th year as a Headteacher of one school. Not many of us left with this length of service in one single institution."

Elizabeth had experience of changing schools. Her previous two Headships had seen the takeover of the schools by MAT chains. She was used to supporting staff in difficult situations. Simon had joined his school with a stable staff. It is a Teaching school, as is Larry's. These schools would be considered centres of excellent practice. In contrast, Elizabeth's school was awaiting their first Ofsted as a converted academy.

The difficult contexts were similar for Simon and Elizabeth; both had judged that standard of teaching, and thus learning, were not acceptable. Elizabeth stated, "The school was in the 'green leafy suburbs' with below average FSMs; SEN; deprivation measures, CP issues…There was little challenging behaviour." In these circumstances, the expectation would be that the school would be "Good". Elizabeth went on to say, "Students, parents and staff showed middle England lack of

ambition". This type of school might have been designated as "Coasting" by Ofsted, and the P8 performance measures introduced in 2017 were developed to challenge such schools where attainment may appear high, but progress of students is limited. Simon's school could have slipped into the same bracket if teaching was not good. Both schools were situated in villages, drawing from small primary and middle schools.

For Larry, the difficulty cited was making a change that many would see as unnecessary. His view was that to drive standards and stay ahead, the school needed to alter the pastoral structure and take on board research from other institutions.

The contexts of these schools contrasted with Una and Peter's schools. The Headteachers were concerned that their school's position as a "Good" or even "Outstanding" school was challenged; they thought this was going to be difficult to overcome with staff who may not recognise this. Their strong belief that improving teaching and learning was the key aim in driving up standards is in line with work by Day et al. (2011), with leadership being an important secondary factor for raising standards. Larry and Simon's schools were heavily oversubscribed with Larry's being selective based on an entrance exam, but both displayed the desire to remain "the best". Elizabeth's school faced competition from two neighbouring schools, one a Teaching school and the other a new-build, all-through academy. In these situations, the neoliberal accountability measures of the field were used to drive policy change in practice to secure the "right results" for the school.

4.2.1 Data available for analysis

All three responded to the email, thus providing commentaries. Two of the Headteachers sent PowerPoints; Larry said he rarely used PowerPoint when presenting to staff as this was not his chosen style of delivery. However, he did send information about the change he initiated and a paper he had written with his Deputy regarding the rationale and policy enactment. This provides a good contrast in how a change can be introduced.

Website information was available for Larry's and Simon's schools. Elizabeth's school had undergone

another change in governance and so the website no longer represented her thoughts or vision.

4.2.2 Narrative analysis

Elizabeth's PowerPoint had been the pilot for the research. Elizabeth had been asked follow-up

questions via email, after she had sent her presentation. This was different to the other

respondents, but her answers shaped the questions others were asked. Elizabeth's commentary

gave more detail about the actual PowerPoint and reasons for using particular graphics as questions

were asked about these specifically.

Elizabeth was explicit that she had to get the staff to acknowledge that teaching needed to improve.

Ofsted were expected and an internal audit carried out by the MAT had shown that the teaching was

not at an acceptable standard. This reflects the target-driven situations in which schools are

scrutinised. The need to be self-aware, as demonstrated by the School Evaluation Form procedures,

had initiated an internal audit, although Elizabeth had said this was a Trust-wide practice. Elizabeth

stated, "This was an emergency staff meeting, i.e. not on the calendar, called in response to the poor

quality of teaching observed during the lesson observations of the previous two weeks." She goes on

to say, "I used a very different style to my normal style, which would have been much softer, and

more team orientated." She recalled she needed to be "blunt".

Elizabeth stated that usually a staff meeting would be all staff, but, on this occasion, she only spoke

to teachers to stress that it was them that needed to change – it was their responsibility. Elizabeth

went on to say, "They were expected to be doing all of this and we had been working on it all year."

This also indicates a Headteacher will adapt their leadership style and communication, depending on

the situation. Elizabeth felt that a change was needed to shake the staff into doing something

different; the organisational culture was not bringing results.

Elizabeth stated that she deliberately did not allow questions; there was no discussion, but clear

instructions were being given as to expectations. The Deputy Headteacher was available to support

staff upset by the presentation and Heads of Department had to oversee the work of colleagues. Elizabeth made explicit the task in hand and her expectations with respect to the necessary improvements.

Simon's commentary stressed his own position, linking to his experience and the position of the school within the MAT. This was part of the difficulty he was facing, as changes he was introducing were not seen by staff to be bringing improvement. He had been in post for a year and so he believed staff were judging the school's changing fortunes as his fault. Simon commented that the presentation followed two years of poor results but,

> [It] was given at a time where significant changes had been introduced by myself – such as formal lesson observations, numerical targets for each member of staff, formal appraisals – but were therefore seen to have a negative impact on outcomes!

As Simon went on to say,

> In this presentation, I was aiming to keep people onside, to give them the feeling that improvements were about to happen, to acknowledge that we were in a tough environment and hopefully to try and inspire colleagues to just keep going.

There was recognition of his position and a suggestion of isolation and vulnerability in being blamed for things that were poor. He said staff were expecting to be told off, but his approach was to deliver improvement *with* staff, recognising how they felt. The stance was that he was the key driver of this change, but he needed to engage staff when some were beginning to doubt his decisions and policies. However, like the other participants, Simon is mindful of the feelings of staff.

Simon commented staff were surprised by the approach he took as he did not tell them off, which he felt they were expecting. Instead, as will be explored further, he sought to improve motivation to show that even if things were difficult, improvement was possible.

Larry's email commentary focused on the process he went through to achieve change. He also critiqued the use of PowerPoints rather than the change issue itself. He was introducing a three-year Key Stage 4 and a vertical-tutoring system, which many other successful schools were adopting at

the time. The difficulty of the situation was that the change suggested was not popular; staff and

other stakeholders were reluctant. He goes on to say, "Being honest, if staff could have stopped the

initiative, they would have."

Larry *does* recognise these pressures. Larry outlined the process he adopted for policy enactment

and implementation by the staff.

> SLT were also opposed, except for my deputy, hence need to steer conversation and to
> ensure SLT support before going into the larger meeting. I chaired the meeting, but focus is
> on the views of others and emphasising that the resolution comes from them, not me.

Having got the senior team on board, they then effectively led the change with staff.

He mentions that when leading change:

> My approach is deliberately to aim for broad support on the wider issues with the detail to
> follow. I am a confident public speaker and so avoid long supporting documentation,
> preferring to "talk it out", take questions, with perhaps a supporting paper at a later stage.

Hence, there is no PowerPoint because there is discussion on ideas that are presented more like

a conversation with questions rather than the PowerPoint presentation as the complete, already

determined solution. Larry did chair the initial meeting and appeared happy to talk to staff. This

contrasted with Elizabeth's approach where she did not allow questions.

Larry gave evidence to suggest his initiative had been successful in the paper that documented

the introduction of the changes and evaluated them. The paper stated that although there had

been initial resistance, after a year the changes were embedded. Larry claimed this was because,

although staff were initially opposed (including members of SLT), they and the students and

parents trusted him. This was his perception of the situation.

Both Elizabeth's and Simon's PowerPoints will be analysed against the commentaries and each

other. Some comparison with other participants' artefacts will be considered. Larry did not produce

a PowerPoint, but a paper written after the initiative had been embedded. This can be regarded as a reflection of the initiative and therefore a useful artefact. Walker (2010) claims artefacts reflect the culture of the school. This was analysed and compared with the other PowerPoints.

Elizabeth's PowerPoint adopts the theme of a mock Ofsted report with figures and graphs used to record and project expected outcomes. This was designed to give authenticity to the results reported and to shock the staff that this would be the result when Ofsted came. Elizabeth introduced her PowerPoint with the corporate image of the MAT (Appendix 3). She commented,

> The diagram was familiar to staff and was always used. The four statements round the outside form the ethos and were used in student planners, staff workbooks, on posters around the school, in assemblies, etc.; the 5 words (ICT/teachers, etc.) are the interconnecting areas that the Trust believe have to work in a new and interlinking way to form a different kind of education...Staff were used to seeing this slide or a variation and were at varying stages of understanding of how the system worked.

By using something familiar, Elizabeth created a connection with past presentations. This was an emergency meeting and staff would have concerns about why it had been called. The image set out the Trust's vision and included the key beliefs about what education should include, with the statements:

"All people are different"
"Challenging goals and clear requirements"
"Education for life"
"Life is what I make it"

The design arrangement promotes the elements of education which help to achieve the central statement "Personal Goals and Strategies"; it encapsulates a vision of education for an individual. The following slides related to the expected Ofsted visit and how Ofsted would judge the school. There is the suggestion that Ofsted would recognise improvement (as shown by graphs) in three categories.

However, the sixth slide (Appendix 3) shows teaching with a semi-completed graph. This is then explained,

> *Teaching:*
> *30% Outstanding or Good*
> *70% Inadequate (previously Satisfactory / Inadequate)*

Elizabeth was explicit about the issue. She commented, "But teaching is not improving. That was my message. I didn't wrap it up. These were the figures from our internal review." She further commented, "These were my views of what would be in an Ofsted report if Ofsted came."

Reading this would have been disappointing for staff. Slides continue with potential negative statements from an Ofsted report- the judgement is made that the school was "inadequate":

> Although the results of national exams at KS4 level are improving this is **too often as the result of intervention** that would be unnecessary if teaching was consistently Good.

Elizabeth was ensuring staff are aware of the implications if teaching standards remain the same.

Elizabeth's PowerPoint went on to explore the issues related to findings. She commented,

> This was large. These teachers are paid for being "Good" teachers. It was therefore more shocking that the results from the observations were this poor as these teachers have gone through the "Threshold" as determined by the school.

To be judged "post threshold",

> An application from a qualified teacher will be successful where the relevant body is satisfied:
>
> a) that the teacher is highly competent in all elements of the relevant standards;
>
> and
>
> b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (DFE School teachers' pay and conditions document: accessed online)

Elizabeth was pointing out that the teaching should be better if these post holders were doing what they were paid to do. As she said, "People didn't do much if anything for their UPS. I wanted to show

a) how many UPS holders were in each faculty and to ask what was being contributed by those UPS

holders."

Elizabeth went on (Appendix 3) to reflect on teacher planning. Elizabeth said this had been a focus

for discussion all year. This demonstrates the instructional leadership role of Headship.

> What is different about your teaching this year to embrace:
>
> - longer lessons;
> - higher targets;
> - better behaviour;
> - enthusiastic youngsters?

These elements were part of the school's priorities and actions designed to bring about

improvement. They are what Mitchell and Sackney (2016) refer to as a "managed system". This is

where the structures are centrally determined to bring about improvement. The introduction of 100-

minute lessons was a Trust-wide initiative, which aimed to allow time for deeper exploration of a

topic.

This then sets the scene for action. Elizabeth uses the image of a mountain with the route to the

summit highlighted. This represents the school getting to its goal, with stages put in to break the

journey. These are given as time periods. The school (and the individuals in it) can get to the top by

achieving staged goals for improvement. The leader is clear in her presentation of data using graphs

and seeks to shock staff but then offers a route (metaphorically and visually) to improvement.

According to Elizabeth,

> Staff were used to seeing this slide. It is a [Trust] slide used…for students, teachers, staff and
> parents and in exec Team meetings…This was aimed at teachers – and how they were going
> to plan to improve teaching in line with [Trust] policy.

This slide was the inspiration for this research as the whole PowerPoint emphasis shifts from one of

blame to, "We can do this together to overcome the mountain/challenges." This part of the

presentation was about support to achieve the required outcomes; a community working together.

The strapline is, "Setting Goals – clear, realistic and challenging". Additionally the phrase, "Personal

goals and strategies", makes what is a corporate approach relate to the individual follower. It suggested that the action would be personal to them. There is more of a conciliatory approach after the negativity of the graphs. The next slide moved back to the school template and directions for staff. There was a tight deadline for ensuring the Trust's policies were embedded in lesson planning. Elizabeth said this should have been in place already. The documentation was to be handed in at the next faculty meeting to department leads.

The final slide returned to the mock Ofsted report. The statement was that the school will either be judged "Inadequate OR Good and Improving". This is followed by the line,

> "Making success happen or making failure happen – it's in our hands."

This suggests a shared responsibility. When asked about the success of the PowerPoint, Elizabeth commented that teaching improved during the year and the Ofsted outcome was "Good". She also explained that there had been strong lines of support for improved teaching.

- DHs working with their allocated department to improve quality of leadership of teaching;
- HoD working with all teachers;
- DHs working with specific teachers writing and monitoring an improvement plan;
- Disciplinary for a small number of staff;
- Teachers deciding to move on because they felt they could not reach the standards we required.

The end of the PowerPoint appears to give everyone the chance to do something to change the situation and appears hopeful after the disappointing news. The Headteacher had tried to re-motivate staff to do better.

Elizabeth said,

> SLT were very positive about the presentation as they felt teachers were clear about the expectations (even if they didn't agree, which some didn't as you can imagine). It also gave a common message as everyone had heard the presentation and it was used to refer back to for the rest of the year.

This suggests that there may be a need to be clear about expectation before the team approach can be used. It also indicates that a Headteacher has to adapt their leadership approach to match the situation, even within the same school.

Unlike Elizabeth's PowerPoint, Simon's included a title slide, "Looking back, looking forward". This is a typical presentation given on training day at the start of the school year. It is what staff expect from the Head and was like that delivered by Gillian, considering the summer's exam results and then preparing for the new year. As Simon said, "Staff were expecting something different – in short, a good telling off!" This was because GCSE results had fallen for a second year running. This demonstrates how the Headteacher has to manage the feelings of staff. Elizabeth also chose to manage the presentation to create a response.

Simon's second slide is animated with the first thing revealed being the exam results figure. This would have reinforced to staff that the presentation was going to be about bad news. However, the following slides contain upbeat comments, including one from Winston Churchill:

Success is not final, failure is not fatal: it is the courage to continue that counts.

The despondency is dispelled, and Simon appears to be more positive in his approach. The "telling off" for the exam results does not arrive. This suggests a leader who knows his staff well and plans how to bring improvement through manipulation of staff perception. Simon recognised the need for followers that would continue to work with him for transformation to take place. Using Churchill suggests a role model of a leader who did not give up but inspired others.

Having surprised staff by not telling them off, Simon used the images of people to deflect the "threat" from him to others, external to the school. Each of the faces on the slide would have been familiar to staff; Michael Wilshaw would have suggested Ofsted to staff, whereas the picture of George Osbourne would have raised questions regarding funding. The picture of the local Chief Executive of an expanding MAT chain would again have pointed to a potential competitor. The Chair

of the Curriculum Standards Agency suggested the difficulties of the imposed changes to the curriculum that were being encouraged by accountability measures. This puts the leadership of the Head into the context of externalities that would have been well known to staff. The different threats were revealed on subsequent slides but his position as the Head to fight for them was implied.

The PowerPoint then changed to give a positive outlook; the tone of the message becomes one of hope. Simon uses the sporting analogy to suggest that, even when there are difficulties, change can bring success. He went on to suggest, "And then keep doing what works!" Pictures of Mo Farah suggest an analogy that he did not give up but, by assessing and doing things differently, he achieved success. This appears as motivational leadership; Mo did it, so we can do it if we change. Simon is a keen sportsman himself and regularly uses this topic with both students and staff; it appears personal; the staff would recognise this.

The presentation returned to the situation of the school and simply states "Under consideration" followed by points that were revealed one at a time, the first being:

How do we protect our future?

Simon's final slides continue the sporting analogy with quotes from Vincent Lombardi.

The achievements of an organization are the results of the combined effort of each individual.

This appeared to advocate a shared responsibility. Following a click on the presentation, the second quote from Lombardi then proposes the need for accountability measures.

If winning isn't everything then why do they keep the score?

This leads on to the final slide with the number "78%" and the title "Optimism?" These slides suggested that as a staff together, they could achieve the target for GCSEs for the following summer. According to Simon this presentation set the agenda for the year.

Larry and his Deputy wrote a paper about the successful introduction of the policy, which was displayed on the school website and was sent as part of this research by Larry. Being a paper, Larry's material could not be assessed in quite the same way as the presentations. As it outlines the process of change, it also highlights the leadership strategies and thus style. On the school website, it was found under a section called "About us" and then "Values and Ethos".

The paper outlines the reasons for the change to a vertical-tutoring system and justifies this based on personalisation to lead to improvement. Larry outlined how he and his Deputy planned the initiative together, reflecting on their own experiences.

> Having both worked as Heads of Year we had thought of ourselves as strong advocates of the horizontal, year-based pastoral system that still prevails in most schools in this country. However, we now look back on our move to a vertical system…as one of the strongest school improvement measures that we have introduced to the school.

In the commentary, Larry suggested it was his idea whereas the paper suggests he and his Deputy had carried out research. Having decided to make the change, the paper reflects the opposition from staff.

> We decided to move to vertical tutoring and everything worked brilliantly. Well, not quite. The reaction to the idea from the different constituencies within the school was, to say the least, mixed. Teachers seemed to regard the idea as yet another unnecessary set of changes.

This contrasts with Simon's approach where he sought to win round staff with the presentation. This change was imposed by Larry and his Deputy, despite opposition. The paper goes on to say, "However, we noticed a steady stream of staff who would quietly approach us when no-one else was about to say that they had experienced vertical tutoring and thought that it was a good idea."

In contrast to the PowerPoints that were aimed at staff, the paper gives an insight to the views of other stakeholders involved in policy implementation; in this case the students themselves. As outlined in the paper, "We were both hauled before the student council and asked why we were implementing the new system in defiance of their wishes." They were clearly opposed to the changes; this indicates the real dichotomy of educating and empowering students to be active

participants in discussions about their school and the recognition that the Headteacher is in charge. The students can have their say but they are not empowered. The paper goes on to say,

> How did we overcome this negative reaction? Our experience was that vertical tutoring is much better understood when it is experienced rather than discussed as an abstract idea. Hence, we decided to give teachers and students a few months to get used to the idea and then ask them whether they would like to switch back to the "old" system.

Therefore, Larry imposed his decision on the school. He did this without the followers, but he believed they trusted his judgement. According to him, when asked after the trial period, staff and students were virtually unanimous in their support of the scheme as it has been judged to be delivering many benefits.

The website for Simon's school contains statements that he confirmed were written by him but now appear under the name of the current Headteacher. His statement on the website includes the overarching aim of the Trust. However, he also wrote the vision and values statement.

The key message from the MAT website is, "[Name] Academy Federation…exists to provide an outstanding education for all our students, putting their progress at the heart of everything we do." This is mirrored on the school page which states, "We believe that all students can achieve…Our students regularly achieve some of the best exam results in the county."

There is a similarity between the website and the PowerPoint presentation; both are conveying a message to inspire and motivate others. One could also draw the conclusion that Simon is consistent in his drive to ensure students achieve. The commentary is not for the same audience reflecting a difference in themes. When setting the scene in the commentary, there is an openness about the situation which is not found in the PowerPoint or website. The commentary and PowerPoint were based on the premise that the school exam results (achievement) were not good enough. You would not be negative on a website designed to encourage stakeholders to engage with the school.

The drive for improvement and change is evidenced in all three artefacts. However, the required improvement is only explicit in the commentary. The message is that the school is "Good" and should maintain this, rather than there is a problem to be solved. Teaching and learning features strongly across the artefacts. All three demonstrate Simon's aspirations for students. However, he considered the situation difficult because he knew he had to keep staff motivated in times when achievement did not seem good. His leadership had to maintain motivation.

Larry's website consists of an introduction from him that says:

> I hope that as you explore the site you will get a flavour of the unique culture that underlies the school. Culture is sometimes defined "as the way we do things around here" and I believe that the website provides a sense of "the way we do things at [school name]".

Larry acknowledges the culture of the school and values it. The website goes on to mention excellence and the results of their latest Ofsted. There is a tab to "About us" and then further links to "Values and Ethos". This then consists of links to papers about various aspects of school life. Most appear to be written by Larry. The one used for analysis for this research is called "Happy Schools". The key message is a "Happy school" is "where people matter – an idea which, happily, is both simple and profound at the same time".

The pages mention school's results and Ofsted, but it is quite understated in terms of the emphasis that the school "does things the way it does" and that this leads to a more rounded view of achievement. There is a sense of aspiration. This would indicate leadership within a community with a goal to enable students to "flourish". The pastoral emphasis is clear.

The "Happy School" paper again supports the idea of a community that cares. This does contrast with the commentary and paper about how the "vertical tutoring" was introduced, where the initial suggestions appeared not to leave anyone being happy.

4.2.3 Discourse analysis

As with section 4.1, the NVivo program was used to generate word clouds which give a visual

representation of the artefacts. This allows themes to develop of the interpretation the participants have of their actions and the artefacts they have created.

Fig.17 Elizabeth's commentary word cloud

Figure 17 shows the emphasis on the need to change or "improve" "teaching" and "learning" with the "staff". This links to the focus that, if Ofsted came, the outcome would not be "Good", and this was important. This reflects the target-driven situations in which schools are scrutinised; it is part of Ball's (2008) "performativity" culture. "Improving" is stressed. Again, this would be the expectation from the neoliberal agenda and shapes the habitus of the Headteacher. The word "wanted" is used over ten times, showing Elizabeth's drive for change.

Fig.18 Simon's commentary word cloud

As the questions asked about a presentation, this came out highly in the word counts. The staff appeared important in Simon's response. Simon had to judge his style of presentation to ensure he engaged staff rather than alienate them. Accountability was being promoted but staff were beginning to doubt the wisdom of the changes being made.

Fig.19 Larry's commentary word cloud

Larry concentrated on how he presents ideas to staff and the process he went through related to policy enactment to bring about change. This was about his desire to gain the "support" of the staff whilst recognising they were not wanting a change. The emphasis on staff support stands out; this was his difficulty in that he did not have their "support". Larry went on to discuss significant change; "This is almost always unpopular in schools, which tend to be conservative environments (partly because so much external change is imposed from above)". This does hint at the external factors that are prevalent.

Larry recognised the tensions of external factors influencing staff and relationships within the school. This contrasts with Hammersley-Fletcher's (2018) assertion that educational leaders were making changes based on external factors regardless of the pain and tension this may cause. With

experience, Larry did recognise this; at the time he also held a post with ASCL, the Headteachers' union and would have been negotiating with government.

In further explaining the process Larry deliberately chose to use the senior leaders, after first persuading them in a meeting that the change was necessary. On the one hand, it could be argued that Larry was exercising distributed leadership as the Head was not the voice staff heard. However, he could be judged as being a coercive leader with SLT (Goleman, 2000; Goleman et al., 2002). This way, he protected his relationship with the staff body. However, the united approach, which Larry insisted on developing from his team, meant that the change was harder for staff to oppose as the leadership team would have supported the change. His leadership still appears authoritative.

In claiming he rarely used a PowerPoint but preferred to talk Larry demonstrated his public speaking skills. These are often recognised as features of a charismatic Headteacher. However, the approach was more staged, with leadership of the change running through other members of SLT. He commented his approach with them was to "Get their support and focus upon them talking out the issues, not me telling them what to do." In this way, Larry suggests building followership through discussion with the smaller group but appears to thus develop what Goleman (2000) characterises as a "Collegiate" stance, where they all follow the party line and "Affiliative" approach where there is the desire for a harmonious agreement within the leadership team. The plans were then shared with the rest of the staff. Larry effectively led through his SLT, who would appear to be driving the change. The power dynamic contrasts to that displayed by the other Headteachers. Larry orchestrated the process to create what is seen as a united or collegiate view. He is mindful of the relationships that exist and how to get compliance.

Larry's school is a very oversubscribed school. The school has been successful and therefore he is unchallenged. He commented that the students and parents trusted him. This was his perception of the situation. Because the school is deemed "Outstanding", his leadership, to bring about change and do what is right for the school, is respected by stakeholders. Others, such as Gunter (2016),

might refer to this Headship style as "elitist". She comments, "Transformational leadership based on the elite leader with charisma as captured by the neoliberal agenda of the principal as entrepreneur, also speaks to neo-conservative traditions" (2016:96). This is reference to the traditional views regarding Headteachers who appear charismatic, chosen leaders of a particular background who had free reign if the school was successful – they have the power. It is usually the case in the private sector but Larry's school in being a selective single sex grammar school, had similar characteristics that the stakeholders would value and this leadership would have been one.

Fig.20 Commentaries – top-level nodes frequency
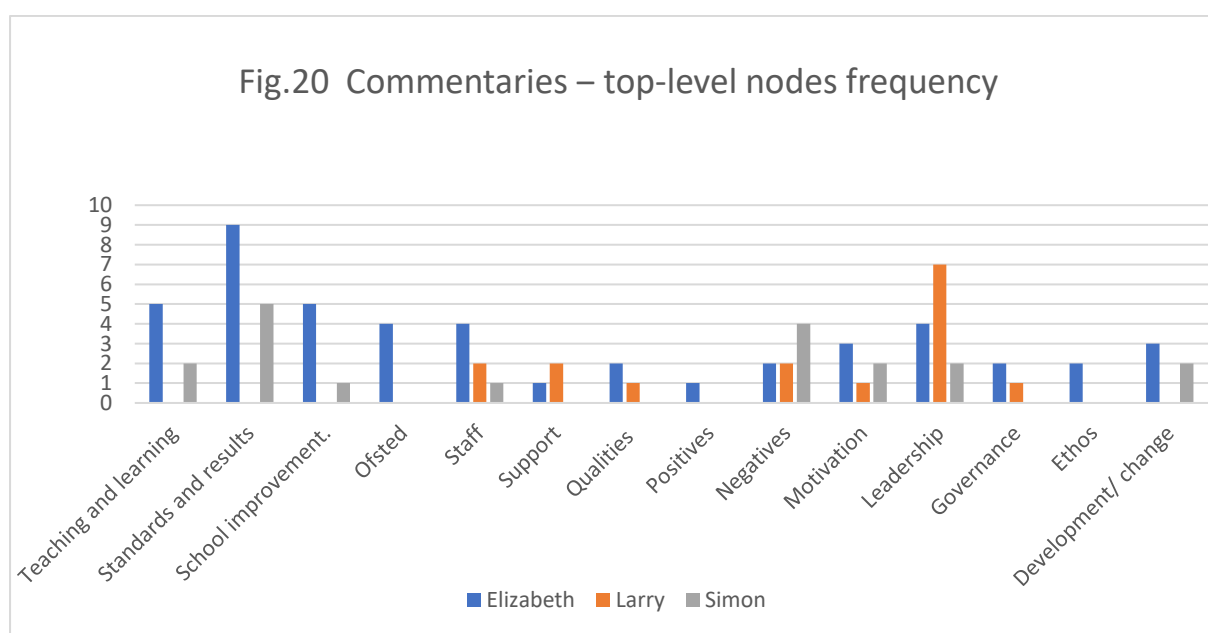
Figure 20 shows the coding patterns. Elizabeth's and Simon's focus on teaching and learning to raise standards and results, is evident. This correlates with the words used in the commentaries. The differing contexts of the schools are evident, with Elizabeth stressing the importance of Ofsted as the school was awaiting an inspection. For the others, the drive was about maintaining the "Good" standards. Larry considered the best way of bringing about change was through a wider leadership approach that he had planned. Simon appeared more concerned about negative responses. All the respondents carefully considered the leadership style they needed to adopt to put across an effective message.

The coding coverage also gives an indication of the emphasis of the commentaries. This shows

similarities, particularly between Elizabeth and Simon.

Fig.21 Percentage coverage at themed nodes
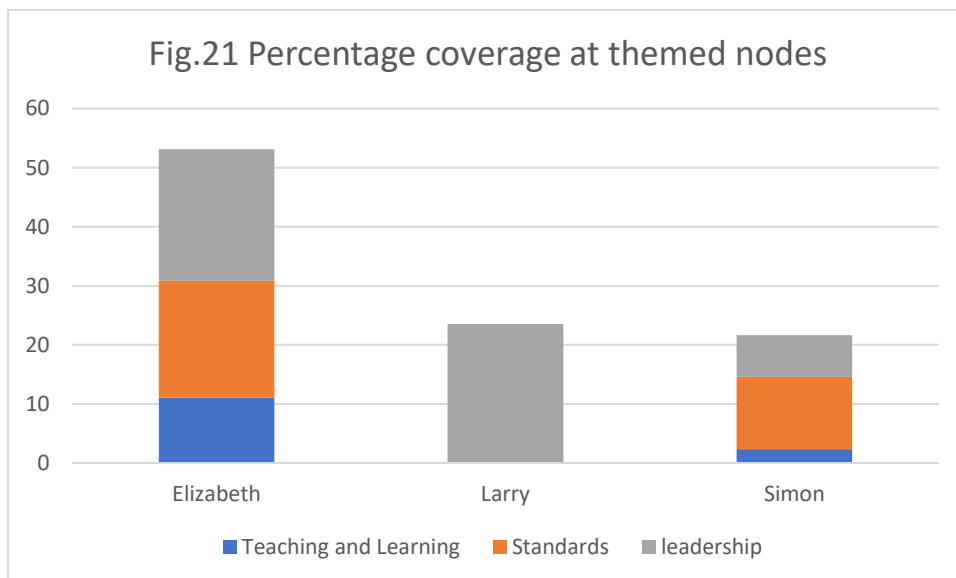
Elizabeth discussed the context and content of the presentation in far more detail than Larry, who

focused on the style of delivery. Elizabeth was keen to justify the leadership style and presentation

style chosen. Therefore, these codes had greater coverage. Simon gave shorter responses than

Elizabeth, but again was keen to explain the need for the change in teaching and so standards is a

focus. Both needed to change teaching and thus there is a suggestion that instructional leadership

may be used. Day et al. (2011) commented, "Leadership actions aimed at getting staff to change and

improve their teaching practice were noted as a preoccupation for heads in our research" (p.72).

Marks and Printy's research (2003) into instructional leadership found that where there was also

transformational leadership there was a greater level of improvement in test scores. This is

supported by research by Leithwood and Jantzi (2008). This was the context (and community) Simon

was trying to develop; not antagonising staff but engaging with them. He was reflective of the

leadership he needed to adopt, being conscious of criticism from staff. This appears to be more

transformational leadership as it is about developing staff to raise performance. In leading in this

way Simon was seeking to manage emotions in the same way suggested by Ganon-Shilon and

Schechter;

> Furthermore emotions play an important part when introducing change in schools. On the
> one hand, it may motivate people to act but on the other hand, it might inhibit their ability
> to interpret the situation. Hence, school leaders need to manage emotions in ways that can
> enable educators to engage in sense-making. (2017:694)

Fig.22 Elizabeth's PowerPoint word cloud

The emphasis of Elizabeth's PowerPoint and the responsibility for making change is clear from the

word cloud above, with "Teaching" being highlighted. The desire for an improvement is evident. The

PowerPoint had a range of graphics; text was limited.

Fig.23 A comparison of the coding of Elizabeth's PowerPoint and commentary
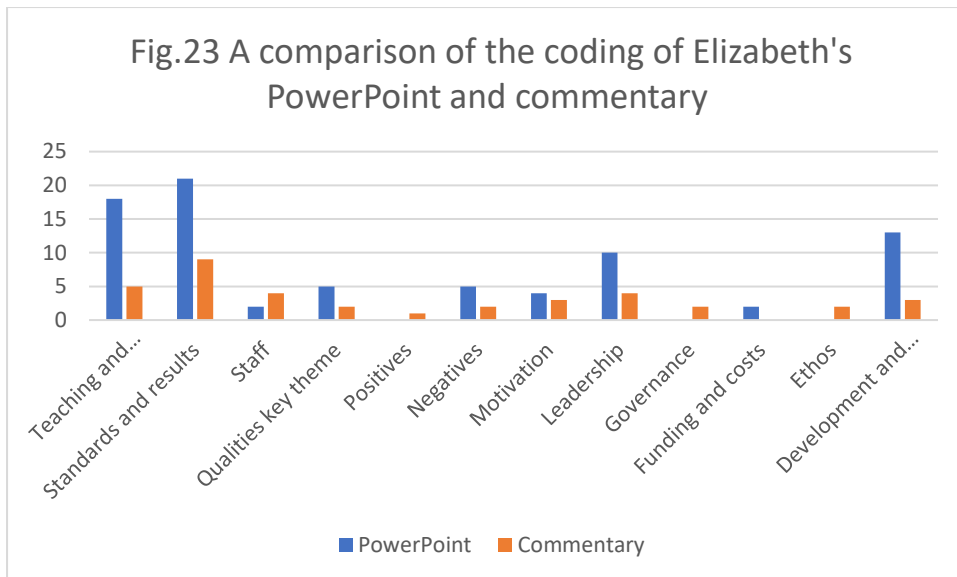
The comparison above shows there is a link between the message of PowerPoint and the theme of changing teaching to meet the required standards discussed in the commentary.

Simon's PowerPoint was shorter than Elizabeth's in terms of the number of slides and words. There were more images.
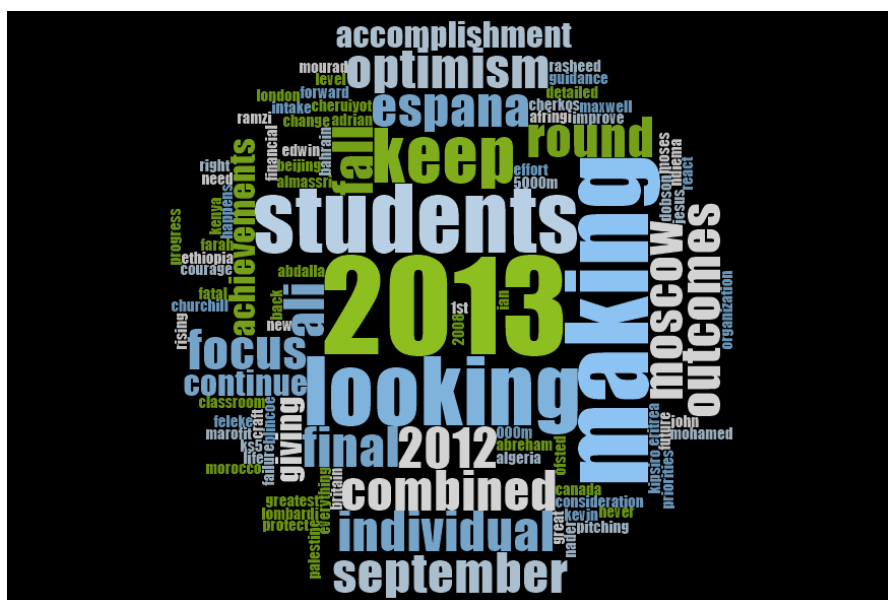
Fig.24 Simon's PowerPoint word cloud

The numbers refer to the exam results. These relate to targets. The final slide contained the target number of 78% for a key headline measure. This was the final message. Simon is a confident speaker and rarely presents with notes so none were attached to the PowerPoint. This contrasts with Gillian

and Una who wanted to get a precise message across that they were more apprehensive about delivering.

There was significant emphasis on the students and sporting motivational techniques in the presentation; this was not mentioned in the commentary. This was to create engagement; Simon is keen on sport, so this suggests a personal approach which might then have an appeal to staff members. However, the PowerPoint suggests a match or event still to be won.

Larry's paper was analysed in the same way as the PowerPoints.

Fig.25 Word cloud of Larry's paper

The use of the word "year" is highlighted, as the pastoral organisation of years was being changed. The word "however" suggests that there may have been differing opinions and outcomes. This was the difficulty of the situation, as there had been opposition from staff, parents and students.

The emphasis on "students" is similar to Elizabeth's PowerPoint, as the reason for change is to improve outcomes. There is consideration of wider school experience with pastoral life highlighted.

The word clouds show the key themes effectively but there are differences between the commentaries and the artefacts. The commentaries highlight the difficulties of the situation and the process of change whereas the presentations stress the need for the change.

Both Elizabeth and Simon include the school logo throughout their presentations. This gives a clear sense of identity and emphasises the Headteacher is speaking with the authority of the school. In this sense they are the voice of the school. Simon chose to use a template that embedded the logo and colours into the format of the slides. The use of the logo, as suggested by Walker (2010), is part of the "visible signatures of the culture" (p.178).

Both had to recognise the social context and expectations of staff and judge how to bring about similar change. This demonstrates Goleman et al.'s (2000, 2002) concept of emotional intelligence, that leaders must recognise their impact on the followers' feelings and then affected actions. Simon appreciated that the staff would be despondent; Elizabeth had to get the staff to take responsibility and realise the seriousness of the situation with Ofsted expected. Being experienced Headteachers and in post for some time, they were able to use emotional intelligence effectively to judge the mood of their staff, whereas the first set of Headteachers may not have been able to do this because of the "newness" of their positions.

Both introductions sought to create an effect on the audience. This is key to the success of securing engagement through an emotional response or personal connection. Simon, after the familiar slide of an introduction, quickly changed the thinking. Una, too, used the image of a train/journey to create the sense of change. Therefore, the introduction is important to secure interest, so staff listen to the rest of the presentation and thus has to be planned carefully.

Elizabeth's PowerPoint moved on to present a mock Ofsted report. The evidence (from the audit) showed that teaching was not good enough. On an early slide, the "30% Outstanding or Good" appears on loading of the slide but the 70% figure, reflecting poor performance, is animated and only appears on a second click. This would have been a deliberate act to shock but also demonstrates the value of the PowerPoint tool for presenters using the tools of animation to create an effect on the audience. The judgement has been made based on the findings of the audit and she is reporting it as the leader. Elizabeth's leadership style is not conciliatory. Elizabeth explained an

Ofsted-trained inspector had joined in the observations. Framing it in this way removed Elizabeth as the sole judge but suggested that this would be what others, the external agency, would decide. Ofsted was being used as a potential threat. This is often criticised in literature but is a common occurrence, as found by Penninckx et al. (2016) in their study of the effects of inspection. Although reflecting that the OECD (2013) suggested that inspections have been introduced to contribute to school improvement, their study demonstrated the detrimental effects on staff, in particular the stress they felt. They recognised the high stakes of UK inspections. In mentioning the Ofsted inspector Elizabeth widened the disappointment to beyond herself; it was not just her findings but also that of others. In this way, she gave authority to her comments but did use the term "we".

The context of the MAT again suggests this was a centralised policy but, unlike in Peter's case, this was not seen as a negative concept by the Headteacher, but an endorsement of her views. Elizabeth was not critical of the sponsors' policies, which had been introduced to improve learning; she accepted their expertise and told staff they needed to act in line with Trust policy. This reflects the work of Salokangas and Chapman (2014:383), who found "sponsors, rather than individual academies, hold significant decision-making competence, which may or may not permit academy-level autonomy". This appeared to have been the case for Peter. Elizabeth does appear to have the mindset and "habitus" as suggested by Thomson (2009, 2010a) that as Headteacher she should have autonomy and that *her* decisions and actions will secure a reversal of fortunes.

Elizabeth's sharing the numbers of staff on promoted posts was highly unusual. In displaying them, Elizabeth was, again, being very direct. It was effectively a criticism of distributed leadership that is formalised through the pay structure (MacBeath, 2005), in that they had responsibility but did not appear to be doing what they were paid to deliver. This, however, is the least distributed form of decision-making according to MacBeath, and Elizabeth, in acting, demonstrates that she still retains the control.

However, Elizabeth manipulated the tone by using the picture of the mountain as described above. The overall leadership message was about inspiring rather than being defeatist. This could be seen as emotional "stimulation" as described by Boltanski and Chiapello (1999). There was manipulation of the mood and creation of a shared positive stance. As Middlewood and Abbott (2017) comment, "Above all, developing this positivity as a school ethos is crucial" (p.33). The leadership shifts from authoritarian to more transformational as it makes it clear that there will be change but this will be done in a manageable manner working *with* staff to deliver improvement in the practice of all to improve results. The strategy appears to be one of coaching to get to the top. As Middleton and Abbott (op. cit.) go on to suggest, coaching involves more self-evaluation, with an expectation of change in followers.

The instructions as to what then had to be done by particular dates and by whom appeared more as a managerial direction; Mitchell and Sackney (2016) comment ,

> The managed system positions schools as hierarchical institutions that direct, control and manage the learning process through centrally created structures. Teaching and learning are contained by curriculum documents, learning expectations, and outcome measures, and they are regulated by rules and procedures, policy manuals and accountability documents. (2016:854)

The instructions included, "Be clear about the long-term targets of every one of your students and what they and you need to achieve this week and this module to get there." This was very much about accountability. This style of leadership appears "authoritative" in the Headteacher is being explicit about the expectations of teachers delivering learning in the manner directed by the Trust as standard practice. The action relates to teaching practices and thus might relate to instructional leadership but which usually involves planning together to develop a learning culture (Mitchell and Sackney, 2016; Marks and Printy, 2003; Leithwood et al., 2008, 2010). However, in Elizabeth's case, there appeared to be little discussion. She is dictating the practices that have been developed by the MAT to ensure the school will win the game set by Ofsted within the field. In terms of support for staff, Elizabeth commented that Heads of Faculty and other senior leaders were available. However,

the message still appeared very directional. This returns to a distributed common responsibility as suggested by Stoll et al. (2017),

> While the contribution of the Headteacher (principal) and senior staff are crucial, distributed leadership also has a positive influence on student learning outcomes when it occurs in "planful ways." (2017:54)

This is what Elizabeth suggested she was trying to develop; it seems hierarchical but also indicates a limited shared responsibility wider than senior leaders per se, as the Heads of Department (HoD) were involved in the process. However, the direction and the policy enactment were driven by the Headteacher.

As mentioned above Simon adopted a different approach but did seek to keep staff on side. His PowerPoint included images on most slides and quotes used by other inspirational speakers. The pictures of the politicians are amusing and are included to lighten the tone and gain engagement after the exam results figure has been displayed. The mood is lifted earlier than in Elizabeth's PowerPoint. There are very few words and no names, but the message is the politicians could have an impact on the school. Then there were a range of sporting images. This included images of an American football coach, Vince Lombardi, who is known for his inspirational speeches to get achievement, one of which is included on the slide: "The greatest accomplishment is not in never falling, but in rising again after you fall." By using sporting images and stories, Simon secured interest when he knew he was facing resentment, as outlined in the commentary. This style of leadership is designed to create "followers" who are interested and re-motivated. If Simon had not created followers, he would have been likely to create "policy critics" (Ball et al., 2011) who deny they were responsible for the situation and that the policy followed was ill-thought.

By including images of potential threats external to the school Simon suggested he was not the bad guy but was on their side against these other people. This would appear "affiliative" (Goleman, 2000). It contrasted with Elizabeth's approach which used the endorsement of outside stakeholders.

After the motivational speech suggesting that a reversal of fortunes is possible if they do not give up, the question is posed "How do we protect our future?" The use of the term "we" sounds like a Headteacher working with others. This contrasted with Elizabeth's approach, as there is no blame attached or a reminder of why the results were poor. At this stage, it did not appear that the required change had been decided, whereas Elizabeth's presentation suggested the actions for improvement had already been confirmed and that staff were not implementing them. The use of the word "we", although on both PowerPoints, did not mean the same thing. Simon's stance was "we", as "in it together", whereas Elizabeth meant the leadership and Trust running the school. At this point there is no strategy outlined and so no indication of the process of decision-making. However, Simon wished to create followers who want to improve themselves. As modelled by Lombardi, this was both a visionary and coaching style to ensure success.

Although Simon's PowerPoint does reflect the neoliberal agenda of target setting, in a way similar to Elizabeth's, the idea of a particular practice is not demonstrated. Although, a sporting field is the analogy, the politicians' images suggest the "field" of operation of the school. The implication of their involvement hints at a shared understanding of the pressures and "capital" but the means to achieve the targets is not dictated at this stage. The PowerPoint is more about setting the scene for policy implementation within the delivery process, rather than saying what needs to be done.

Simon identified the situation as "difficult". His PowerPoint had to make it clear there was a need for change, and he had to manage the performativity culture; educational leadership has "to reconcile these competing accountabilities: for example, the discursive struggles between performativity and social justice, the conflict between humanistic values and policy requirements" (Hartley, 2018:xx).

Both Elizabeth and Simon indicated teachers have responsibility, but their presentations were not suggesting a shared decision-making process and so the leadership does not appear distributed. However, the approach used to gain a sense of responsibility and accountability varied between the two Headteachers, demonstrating that the situation of improving teaching did not dictate the style.

Larry's paper gave a different perspective into a change linked to school operations. The paper

reflected on the process of thought and debate. One of Larry's first points related to the

interpretation that staff had voiced discontent with the policy change. However, according to Larry,

individuals had been speaking to him and his Deputy separately and agreeing with the change. This

indicates a common social phenomenon where individuals will say one thing in one meeting but

another when with a different group; they would potentially voice opposition with other colleagues

but then with the "Boss" agree to the change. Ball et al. (2011) consider these as, "Mundane

criticisms that are part of everyday life in almost all organisations" (p.61).

Larry was quite open about the opposition from staff but that he had believed the decision he had

taken was correct, so he had stuck with it. This highlights a style of leadership which appears

autocratic. The school is one of the most successful in the country, based on exam results and Ofsted

judgement. Some would see this as a result of the strong leadership demonstrated by Larry over a

long period of time and so, as he said, he can implement policy. Larry was quite explicit about his

relationships with staff. He puts this down to the staff's trust in him. Larry commented, "School is a

very good one and relationships within the school are generally very positive." This contrasts with

the relationships discussed by Peter and Una and the hostility Simon felt he was facing. Larry went

on to say,

> The support of SLT meant that they [the staff] were not able to subvert or prevent the new
> initiative, since we were able to present a united front on the issue.

Hence, it was the distributed leadership through the senior leadership team, effectively the most top

down of MacBeath's (2005) categories, that provided the necessary "followership" to ensure that

there was not a significant enough body of dissent. This does not seem in the spirit of distributed

leadership that Harris (2018) and Spillane (2006) advocate. It typifies the "mirage" discussed by

Lumby (2013:582) where although distributed leadership is "depicted both as more inclusive and

more effective, indeed more effective because more inclusive" (p.583), there is not the equality in the sharing of power. This supports Gunter et al. (2013) in that the narrative around distributed leadership has been created which suggests distribution occurs and is effective but does not prove it actually exists. In Larry's case it is a very constrained form of distribution that he has controlled. His interpretation is that he shared the leadership with his senior team colleagues, but the decision was his.

Larry felt stakeholders trusted his judgement and he uses this as a justification for pushing through his ideas. In a collection of articles published in 2018, edited by Harris et al., regarding "Professional learning communities", the word "trust" is used over 100 times. Interestingly, the foreword by Day and Lieberman uses the phrase "authentic" to describe the type of relationships that need to be developed and comments that this is not a given.

> The editors, rightly, are quick to point out that without such positive management, there can be no guarantee of "authentic, effective collaboration", that "deep collaboration" requires time and the growth of trust and that reform from within cannot be achieved without changing the culture of schools. (2011:xvi)

Larry does not seek to develop new ways of working in collaboration with staff but uses more traditional hierarchical systems. He manages his leadership team to deliver the change. This is similar to the "orchestration" and "captain" metaphorical language found by Hernández-Amorós and Ruiz (2018), which Headteachers used to describe their leadership. This is similar to Larry's practice; he thinks and feels that the evidence shows his staff trust him to make the right decisions on behalf of the school. In this way, he believes he has created followers. He does listen to their voice but pushes his decision through and then consults again after the change has been tried and he has been proved right. He does acknowledge the importance of the culture of the school and the opposition he faced but as he has got results, he does not change his style.

It has to be recognised that as the Headteachers were asked to choose a situation, it would be unlikely for them to have given access to material where the outcome had been unsuccessful. Larry

may have chosen to share the information about this difficult situation because, in the end, it had

turned out happily. However, there appears to be consistency in message and approach, which give

a legitimacy to his view of his leadership style. The consistency of evidence would suggest that Larry

truly believes in his vision and values but as the staff were opposed to the change it does not appear

to meet Bass's threshold for transformational leadership:

> I originally thought that both the good guys and the bad guys could equally be
> transformational although they had opposing values (Bass, 1985). But, to be consistent with
> Burns' conception that transformational leaders were morally uplifting and that successful
> leadership could not be divorced from its moral impact, I reserved pseudo transformational
> leadership for leadership that *looked like* authentic transformational leadership but was
> immoral in either means, ends, or both. (1999:549)

Larry does not claim to use distributed leadership but is leading others to then deliver what he thinks

is right.

The word clouds for Larry's website pages are shown below.

Fig.26 Word cloud of message from Larry on front page of website

Fig.27 Word cloud of Larry's "Happy School" Values and Ethos website page

The word "way" was used on the front page in the phrase "the way we do things around here". This was how Larry viewed the culture of his school. Written by him, it appears the habitus is his but the way "we" do things suggests this was accepted practice. The policy enactment discussed was decided by Larry and his Deputy; they decided that this would be the "new way" of doing things and the new practices were decided by him, despite opposition. The phrase is also used by Middlewood and Abbott (2017) who noted that an organisational culture can include processes whereby "certain ways of approaching an issue or problem or situation are taken for granted, because that is the way we do things here" (p.36). This is Larry's view; he sees this as a strength of the school. Similarly, MacBeath (2005) uses the phrase to describe "bottom up" distributed leadership such that "opportunistic distributed leadership" is where "leadership does not appear to be distributed at all. It is dispersed. It is taken rather than given. It is assumed rather than conferred" (p.361). In Larry's case, though, he appears to be in control of shaping practice, which appears traditionally hierarchical. MacBeath does suggest that he found strategic distribution can play a part in running the school and this was potentially what Larry was doing using his senior team to introduce his proposal.

The word clouds do show a difference in approach, but both give a picture of the school culture. This matches with Larry's commentary where he spoke of the trust within his school. The articles on the

website are dated but appear to still have relevance for the school so were kept live on the site despite a site rebrand. The ethos and culture of the school have been shaped and maintained by Larry's leadership and in particular his vision.
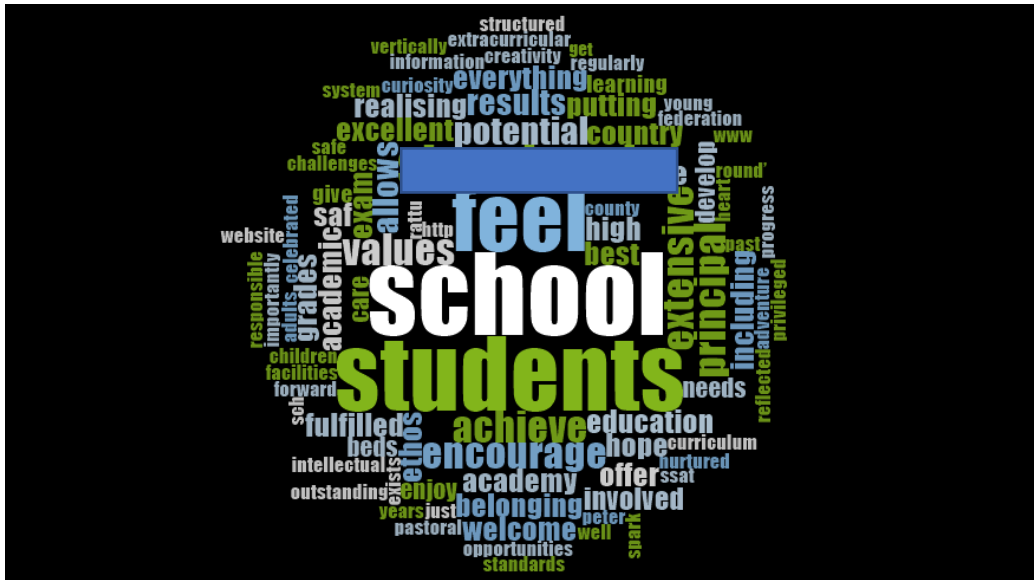
Fig.28 Word cloud generated from Simon's website
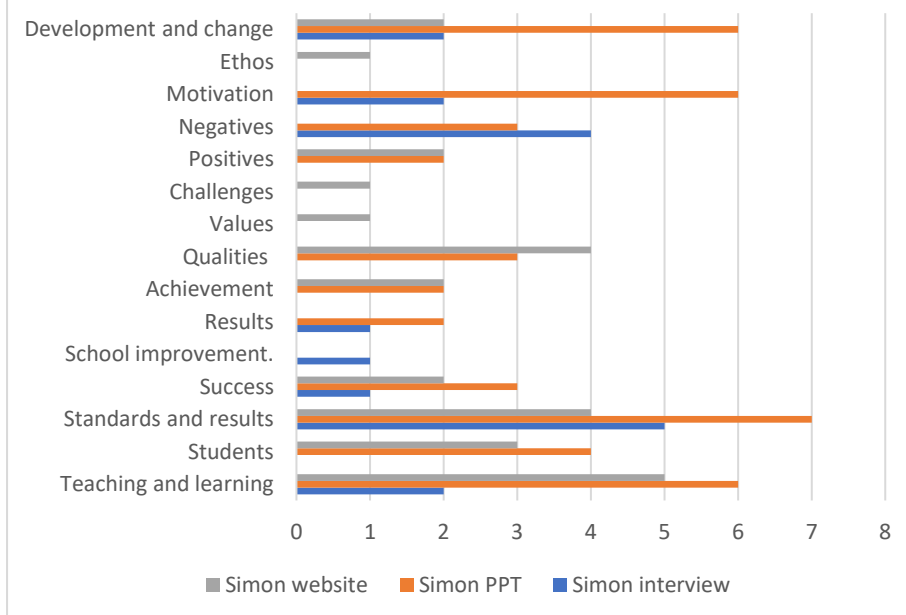
Like Larry's website, Simon's website emphasis is on achievement of students and how they are supported to reach their potential.

Fig.29 Comparison of coding at key nodes for Simon's website, PowerPoint and commentary (interview)

Comparing the words across Simon's artefacts, there is very little overlap; "students" is the only word that matches in the PowerPoint and website. The commentary focused far more on the role that the Headteacher took. The coding, however, does show some similarities. The emphasis on driving achievement again would be indicative of transformational leadership that Simon was trying to adopt.

4.2.4 Conclusions

All three participants viewed their chosen events as examples of successful policy enactment. Simon and Elizabeth considered their presentations had been instrumental in influencing staff reaction. Being experienced Headteachers, they judged how best to bring about the change they desired through their communication with staff.

Larry and Elizabeth knew they were likely to upset staff. They were conscious of the relationship that they had with staff. Elizabeth chose to alter her usual collegiate style; she was very direct but stressed a team approach was needed. Her message is clear about what is wrong but there are some

conciliatory messages about working together as a team to bring about change in a staged approach. However, there is strong direction regarding expectations. She was seeking a radical improvement in teaching. Larry introduced an idea despite opposition and, in his view was proved to be right in the longer term, with staff and other stakeholders endorsing his decisions. Using members of SLT to communicate with staff there is a suggestion of shared leadership, but, in reality, it was his decision. Elizabeth used SLT to be the support mechanism following the presentation. In both cases, the leadership brings about an improvement to the school but there is less focus on the followership that Burns (1978) and Bass et al. (1985, 2000, 2006) suggest is a key element of transformational leadership. Elizabeth points out the expectations of the school to staff in her PowerPoint; this is reinforced through the use of the Trust images reflecting *their* habitus, practices and doxa. This is used as the justification to bring about the changes she believes are necessary; her approach is authoritarian.

Simon's presentation again was staged to deliver a message that would be difficult for staff to hear. However, he chose to surprise staff. His focus was to be inspirational and thus motivational rather than telling them that achievement was not good enough. This shows an emotional intelligence (Goleman, 2000) and appears to mirror the behaviours of transformational leaders who build the capacity of the followers so that they achieve more (Bass, 1985b, 2006); there is a sense of belief that they (the staff) can do better.

There is a consistency of message in the way these experienced Headteachers engage with stakeholders through the use of media. Their values inform the way they work with their staff. Elizabeth recognised her difference in approach to her normal style, but her value system of a focus on student achievement is evident through her commentary and the PowerPoint. She adapted her approach but stuck to her principles. The content of the PowerPoint, though, matched the neoliberal agenda of accountability measures applied externally through Ofsted.

The situations described here were different to those in Section 4.1. However, all the participants wanted to use staff to drive achievement. The student focus was consistent through the artefacts. This is shown in the coding and demonstrates the desire to ensure educational outcomes of students. This resonates with Day et al.'s (2011) research that schools that bring about achievement have leaders who aim to be transformational and use this style to drive their staff to bring about change. However, the examples above suggest different approaches may be needed to ensure staff deliver the change. The vision is there but the change in staff is not one of choice.

Elizabeth and Una were both explicit about their values and the need to be direct, as what staff had been doing, in their opinion, was unacceptable. Radical improvement was needed immediately and so they set out clear expectations. Both leaders come across as quite authoritarian. Another similarity is the way they use an analogy of a journey to deliver improvement. Their style of presentation is similar. However, Elizabeth knew her staff better than Una. In a comparable way, Larry upset staff but he was convinced that his actions were right. He drove through change, in spite of staff (and student) resistance. He judged the context and then worked out how to achieve what he wanted. He recognised the value of the relationships he had and used these to bring about what he thought was right. Larry felt he would get enough staff on side and considered this was proved. This is perhaps indicative of the findings of Middlewood and Abbott (2017) reflecting on Middlewood's (2010) earlier work suggested, "In an era where there is perhaps an increasing risk of leadership detachment for 'strategic' purposes, the future may depend on 'those who are able to form effective relationships with a significant number of staff'" (p.33). Elizabeth and, to some extent, Una *chose* not to use a distributed approach. Both did bring about change following their presentations.

Simon and Peter's approaches have some similarities. Rather than simply saying the status quo was not good enough, both sought to inspire staff to change and bring about improvement. The PowerPoints included images and words to produce an emotion in staff. Peter's approach, with

pictures of students, was more personal than Simon's. Although Peter was new to post, he knew staff well, like Simon, Larry and Gillian. This knowledge was used to ensure that the message staff heard had an impact on them to improve their actions and secure their commitment to the school. He appeared to understand the "game" of operation within his school.

Despite the difference in situation, there is a drive for improvement for all, regardless of the difficulty of the context. The aim is unwavering; even in the most successful of the schools (Larry's), there is a desire from the Headteacher to deliver this by the successful deployment of staff. The habitus of each Headteacher is the same. However, they are adaptable in the way they communicate with staff and this demonstrates their recognition of the need for varying leadership style to bring results.

4.3 Context – Headteachers in situations of structural change

The final selection of PowerPoint presentations was collected from Headteachers where the schools were facing a potential change in structure. In these situations, the Headteacher has to deliver change with staff and this can be extremely unsettling for them; there is a potential threat to their position and, in some cases, their employment. This reflects the human resource function that schools perform and a contrasting aspect of a Headteacher's work. The contexts demonstrate the changing status of schools within the new neoliberal frameworks of accountability. They highlight how power does not always reside with the school leadership (as noted by Gunter, 2016) and that some things are out of the Headteacher's control (Niesche, 2011). Initially, academisation was seen as a means for Headteachers to gain autonomy (Thomson, 2010a) but Kulz (2021) found government officials no longer promoted this because "Trust Boards run the school while heads work for them as the executive on behalf of the Board". These situations are less researched and so the contexts are explored in more detail than the other scenarios. The work of critical policy analysists may also be appropriate in examination of the actual policy change that has been formulated as part of the study of the discourse.

These times can be extremely stressful and difficult for a Headteacher trying to "lead" staff through change which can be destabilising for the school community. This may call for leadership to improve management, if prompted through financial constraints. With a restructure, the ultimate goal is still to improve outcomes for students. This has been explored in the previous sections, but the type of leadership required may be different in these circumstances. Transformational leadership by design and nomenclature involves change but in these contexts the emphasis is on the staff themselves rather than the work they perform; trying to develop "followership" will be challenging. The biggest cost for schools is staffing. This is commonly over 80% of the annual budget; any budget change is most likely to affect the staff. This feels personal, with livelihoods potentially threatened. A restructure of governance may bring changes to working conditions and ultimately redundancies. The decisions made by leaders through policy implementation will be *affecting* the staff rather than bringing about change *through* the staff reflecting Ball et al.'s (2011) view of a teacher being the "policy subject". This contrasts with what Barber (2007, 2010) calls the "deliverology" where the staff are the actors or deliverers of the policy.

Perceived threat can lead to an emotional response in the individual staff member. This needs careful handling and thus the relationships and communication with the staff are going to be highly significant. The Headteachers need to use their interpersonal skills but also consider the impact on the intrapersonal relationships of the "group" of the staff. The staff are a community. A Headteacher needs to ensure that social relationships within the staff are productive for the school. However, in these circumstances, the relationships and dynamics may vary both for the group as a whole but also for individuals, depending on the change to their position. The micro politics that operate alongside the "official" school policies need to be considered by the Headteacher (Middlewood and Abbott, 2017). Therefore, the power relations will be key. The Headteacher as Chief Executive Officer must manage such situations as well as lead the staff through the process.

There are legal regulations and frameworks for operation which may influence the work of a

Headteacher, as discussed below. However, the Headteacher as leader needs to maintain motivation

and this will require recognition of the feelings of individual staff members, as suggested by

Goleman's emotional intelligence competences (2000). They should also consider how their conduct

can affect the well-being of their staff. The Headteacher has a responsibility for modelling

appropriate relationships within school and this means their communication to staff is key. This

includes in certain situations, demonstrating compassion. Shuck et al. comment,

> Compassion can be both given and received by an individual or as a collective, at any time, with little regard to formal boundaries. The workplace is no exception to the reach of compassion and leaders play an important role in legitimizing the influence of compassion in a work setting…Through their behavior, leaders influence organizational norms that others experience, respond to, and replicate. (2019:538)

Despite a wealth of material on emotional intelligence, they claim compassion is an under-

researched area of study, not explicitly linked to education but human resources in general. They

further suggest a link to the work of Burns and others in studying leadership:

> At the same time, the central role of any one compassionate leader behavior may also have clear, direct connections and overlap to those well-developed, and grounded ideas and we need to recognize those connections. Many frameworks and theories of leadership have overlaps with terms such as integrity…ethics, and transformation. (2019:539)

Therefore, the materials presented to staff and the wider community will be analysed for evidence

of compassion as a behaviour of authentic leadership. The PowerPoints are the initial part of the

process of sharing information and enacting the policy change, so it is important to get the tone

right with staff to reduce upset and concern and demonstrate compassion if needed.

Additionally, these situations also involve working with a variety of stakeholders, with the staff being

one group. Most stakeholders in education want to secure the best education for students but have

different views as to how this should be done (Middlewood and Abbott, 2017). This can create issues

where the Headteacher is viewed as the policy developer or architect when they may only be the

enabler or enactor, as was the case for Peter. The specific brief given to the participants was that

they had to consider a difficult situation. The degree of agreement with the policy varies between the participants and this is explored in how this comes across to staff. The relationship that the Headteacher has built up with the staff may be threatened by these policy changes and this can cause distress to staff and the Headteacher.

These situations also challenge the power relationships between the Headteacher and governing body. Different governments have sought to empower Headteachers, with a focus on system leadership (Cousin, 2019), but as her review of literature found, "The 'shift' in approach from direct to more diffuse control renders a tighter grip on action, which through a lack of transparency becomes harder to challenge" (p.524). Power may nominally be with the Headteacher. This would be considered "illusio", as suggested by Bourdieu (2000) and latterly illusionary when specifically linked to education (Gunter, 2016). In fact, it has perhaps become a deception in terms of the marketing around autonomy (Kulz, 2021). The dynamic of the relationship between the Headteacher and the governing body is highlighted. All three situations put the Headteacher at the pivot point of policy interpretation and influence with staff and the governing body. This can create conflict. The level of authority to make a change varied between the participants. This potentially affects the power relations between Headteacher and the staff. It reflects the changing nature of Headship within schools. However, for most teachers, the Headteacher is the person to whom they look to make the decisions or shape their implementation, and the PowerPoints act as conduits of information.

The first Headteacher, like Larry, had been in post for over ten years. Ken's school is a successful school serving a small market town. The school was facing budget cuts, following the austerity drive after the financial crisis of 2008. This meant redundancies were needed to balance the reduced budget. As the school was still under the control of the local authority, they would have been an active stakeholder; they determined the budget for the school and had representation on the governing body. However, the decisions were made at a local level, with the governing body making

the decisions as to how the policy was to be enacted. As the costs of the redundancies would have been met by the local authority, they had influence over the decisions made.

Laura had been Deputy Head at her school before promotion to Headteacher; her position was similar to Gillian's. The school serves a market town. Ofsted rated the school "Good". Her school was considering becoming part of a MAT (the same one run by Simon, with whom Laura had previously worked), as opposed to being a Foundation school under the control of the local authority. Initially, it had been unable to convert to being a stand-alone academy as it had previously been deemed "Inadequate" by Ofsted. However, once it achieved "Good", the governors wished to relook at the options. In these situations, where a modification is made to governance status, staff terms of employment change. The staff would have been subject to TUPE (Transfer of Undertakings with Protection of Employment). However, this can lead to further changes to posts and, potentially, redundancies. This can be stressful, although in some cases, the move does bring opportunities for staff.

Oliver is the Chief Executive of a MAT. He established it, initially with a relatively new secondary school within a "new town" that was continuing to expand. Contrastingly, Oliver's presentation was made to staff and Board members. As the CEO of a collaboration of schools that then became a MAT, he had different influence compared with the other Headteachers. The context shared concerned the direction that the Board should take given the central government policy that stated all schools should be part of a MAT. The Federation of schools was keen to stay competitive, rather than face losing out to other organisations in the town.

4.3.1 Data available for analysis

Unlike the participants in the previous sections, the Headteachers stressed the need for confidentiality. Although this was explained to every Headteacher as part of the ethical principles process, they were extremely concerned that the PowerPoints and the commentaries did not divulge the name of their schools. This reflects the sensitivities of the situations.

Ken said he would have preferred to be interviewed personally, face to face, but it was explained that for comparison, the information needed to be collected in a similar fashion. He sent an email and three PowerPoints that were a collection that explained the issue of budget constraints and then the outcomes of the consultations with different stakeholders. The final PowerPoint explained the need for redundancies and where they would occur. Additionally, the website was available for study. This had been written by Ken.

Laura was initially contacted by telephone. She responded to the commentary questions via email and sent the PowerPoint presentation. Her statement from the website provides the values of the school and was written by her.

Oliver provided a PowerPoint regarding the potential direction change of the Trust and its position within the city where it operates. Despite several requests, he did not answer the commentary questions but like Larry's incomplete artefacts, the PowerPoint provided useful information. The website information was available.

4.3.2 Narrative analysis

Ken commented regarding the context, "It was a very challenging time when we had to make savings to the tune of £300,000 within a year." The commentary went on to describe the leadership strategy to manage the situation. Ken expressed his concern to support his staff. He explained, "The first presentation was aimed at parents, staff and the wider community and was intended to highlight our positive achievements." This demonstrates the importance of the success of the school within the community, particularly where the school is the only one in the locality; the external connections are important. After this, he commented,

> The second one was a presentation that I made to the whole staff, teachers and support, two months later, to tell them about the necessity to reduce staffing costs and to let them know about the procedure that applied.

This would have been difficult to deliver and in some ways is the best contrast to the other

PowerPoints. The third presentation was shared with a group of middle and senior leaders and other

stakeholders to explain how the redundancies would be implemented. Again, this would have

needed careful handling. However, Ken stressed, "The presentation also helped to support the

business case that had to be agreed with the LA to fund the redundancies." Governors and the local

authority representatives would have been consulted, but Ken judged what the stakeholders needed

to hear; the staged approach enabled him to show that the redundancies were not the result of

anything being done badly at the school.

Laura's responses were three times as long as those given by Ken. She outlined how she had been

responsible for teaching and learning and then became a Deputy and how under her leadership as

Head, the school had made rapid improvement to overturn the inadequate judgement given by

Ofsted.

There was a strong sense of getting the presentation right. Laura commented,

> The aim of the presentation was firstly to be as factual as possible. I wanted to avoid
> influencing staff with my own personal opinions, whilst also wanting to convey my
> confidence and belief in this as the next natural step in the college's evolution.

Laura continued, "The presentation was to present the governors' proposal to staff, prior to

initiating a public consultation." Governors would have discussed it first, prior to disclosure to staff

in line with pre-determined central government policy and procedures.

The reason for the change to become part of the MAT is explained as part of the continuing drive for

improvement. Laura said, "My key priority is our students and their teaching and learning and so I

wanted to be clear about what the implications were in relation to this."

Laura commented that the informal collaboration arrangements that the school had were finishing.

She went on to say, "We are very keen to collaborate with others in order to secure school

improvement and we did not want to become isolated and therefore governors agreed to start the

process of us formally joining this MAT." Effectively, the decision to join a MAT was necessitated by the actions of another school.

The content of both commentaries reflects the need to manage staff carefully and both appear to have planned a process. This is partially due to the external legal processes that Headteachers must follow. Both situations would involve further consultation with other stakeholders. There is an emphasis on positives and a need to reduce the negatives in the situations. Ken had little choice in what he had to do but could control the way the message was communicated. He chose to deliver three presentations to provide motivation, confidence in the staff and a recognition that the school (and therefore staff) were doing well. Laura's situation appears complicated too, appearing to endorse a governing body policy, of which she is part, but suggesting she did not want to influence or prohibit the rights of the staff in the consultation.

Technically, Ken was promoting a consultation period in his second presentation; this is a named stage of the redundancy process. He said, "Following the staff presentations I had a number of staff members who approached me to put themselves forward for voluntary redundancy or early retirement which did help to make the whole process less painful." This showed the desire to bring about change with least resistance and hurt to staff. To understand Ken's PowerPoints, they need to be considered together rather than separately. They form part of a stream of the process of policy enactment and implementation. Although all were PowerPoints, the third was a costing document rather that a series of slides.

There were only images in Ken's first presentation to staff, governors and parents. This was limited to pictures of students. He does not use the corporate branding to display the name of the school. There is school branding in Laura's and Oliver's presentations. Laura limits the wording on her slides and uses a template with the logo embedded. There are diagrams on Oliver's slides. Ken uses a template for his second presentation. There is not a theme in any of these presentations in contrast to those of the other participants.

In his first presentation, Ken chose to set the scene for the changes he was having to make. His PowerPoint outlined the position of the school and was shared with a variety of stakeholders. The focus is on the school and students' achievement. The title of the PowerPoint is "Presentation for Parents, Staff and Community". There is also a sense of vision with explicit mention of the future. This reflects the DfE expectations of Headteachers, as set out in their introduction for Headteachers' Standards.

> Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high-quality teaching and achievement in schools and a positive and enriching experience of education for pupils. (DFE, 2020)

The presentation suggests how this is being delivered and the opportunities and potential threats to this.

The order of the PowerPoint is calculated in that the first slides suggest the school was aiming to move "From Outstanding to a world-class education". The message would appeal to parents, and again similarly matches the standards for Headteachers,

> Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. (DFE, 2020)

It would appeal to staff, who would feel a sense of pride at working in such an establishment, as it would reflect well on them. The mission statement focuses on how the students also "feel proud of their achievements" and suggests citizenship ideals with "work ethic" and contribution to community mentioned. This appears inclusive of the community.

The slides asked, "**Why do our STUDENTS do so well?"** Six responses were revealed: three linked to the expertise of the teachers and three to the attitudes of the students. The slides would have been regarded positively by staff, with the mention of "innovative teaching and learning". The PowerPoint moved on to cite other evidence that the school has been recognised as being outstanding; it was not just Ken's opinion of the school but that of a wider audience, including a government minister.

The future vision for the school was shown with a new mission and vision of the school for six years hence. There was a repeat of the idea of a global role and a prediction as to what the "future [school name] students" will be like. The tone appeared very positive and motivational.

There was then a hint of future difficulties with the word "challenges" to maintaining the excellent provision and outcomes, given imposed external constraints. These included,

- Reduction in income from DfE
- Increasing staffing costs

Ken had very carefully built up to this point. This appears a calculated approach to ensure that the school is shown in a very positive light for all the things it can control but then highlighted the challenges that were largely beyond its control. This is reinforced by the final slide titled "What is Being Done to Assess the Challenges?" The title implied the school has not found the answer but is being proactive. The first listed,

- Reviewing all costs (80% of costs is teaching staff)

would appear threatening to staff. This was the first mention of the real issue that had to be resolved. Staff would be concerned. Mention is made of speaking to external stakeholders with access to funding before the final line:

- Exploring all avenues of income generation outside normal channels.

After the positive, upbeat start, the difficulty is now clear. Stakeholders would have been aware of other areas of public funding hit by austerity measures. However, for staff this would be a hard message to hear. The "story" through the presentation does appear carefully crafted. The start was inspiring, whereas the end left many questions unanswered. Ken said this was a deliberate ploy; it demonstrates how a leader can control information for effect. He "intended to highlight our positive achievements as well as giving an early indication of the financial challenges that lay ahead".

There was then a two-month period to the second presentation which was given to staff to explain the redundancy process. This gap would suggest that work had been done to try and secure the extra funding but that redundancies were still necessary. Again, Ken demonstrated a plan of action. How much this was discussed with others is unclear. The way the process was managed would have been under the strategic direction of Ken.

The presentation was entitled "Staff Meeting – Staffing and Finance". As an introduction, Ken outlined what had already happened prior to this meeting. Posts had been left vacant and a review of the curriculum had taken place, leading to an increase in the teaching load of staff. This demonstrated the commitment of the Headteacher to protect jobs or "posts", as named in the process. The change to the teaching load would not have been popular but shows a desire for staff to share the burden of the cuts before individuals were singled out for redundancy.

The presentation moved on to outline the redundancy process with a slide entitled "Position Statement". This is the official terminology regarding redundancy and its justification, showing Ken was following due process. The process and the timeline were included for formal redundancies but mentions that there had been informal discussions with staff and consultation about other ways in which savings could be made to avoid redundancies. There was a call for volunteers for redundancy and early retirement, as Ken mentioned in his email. It was evident there had been discussion with people who would be personally affected; Ken was following due process, but the commentary suggests consideration for staff welfare alongside the legal duty as suggested by Middlewood and Abbott:

> Once the redundancy process has started the leadership team has a responsibility to manage the process effectively and efficiently. It is important not to lose sight of the fact that a number of colleagues will be losing their jobs and continue to be compassionate and understanding of their individual needs, but the school has to move on and the education of the students has to remain paramount. (2017:141)

The final slides go back to the process to be followed. The language is again formal with key terms such as "Pools" of staff posts put into inverted commas. The other stakeholders involved in policy implementation and their roles is explored; Ken outlines who is making the decisions and thus who is leading. He would personally have been involved in negotiating with all stakeholders.

Ken's third PowerPoint contrasted with the first two as it was a single slide. It was a summary of the decisions that had been made to make the necessary savings because of the process outlined in the second PowerPoint. As staff were to be made redundant, the cost and rationale would have to be shared with the local authority. The fact there was only one slide suggests that this was put on a screen and then discussed with the middle leaders present.

The slide was packed with text. There was a structure diagram highlighting where five areas of cost saving had been considered: four related to staffing redundancies and the effect of these as savings on the budget. This is the summation of the work carried out by Ken that he had led the staff through. The third PowerPoint does not tell a story or a staged message. The document appeared factual and presented as a decision or plan. However, a Headteacher feels a responsibility to "their" staff and their welfare is key. Ken had thought carefully how to manage the process to avoid potentially destabilising the school and so the PowerPoints together form the story of the policy implementation.

Laura and Oliver's' PowerPoints both consider structural changes and therefore can be contrasted in a manner similar to the other Headteachers' presentations.

The aim of Laura's PowerPoint was to present a proposal that the governors were considering. Oliver's PowerPoint introduces the need to change the governance structure in which the school was operating. The PowerPoint relates to the structure of a MAT rather than a single school. Oliver's schools were seen to be doing well: in a similar fashion to Laura and Ken, the challenge was how to maintain success. The key issue was how the existing Trust should expand where new, competing schools were opening to serve a growing population in the area. Male (2017) suggests Trusts could

be predatory in the early stages of development. This presentation reflects the competitive situation in which schools (and MATs) find themselves. Laura also hints at the competition and fear of being forced into a MAT without choice.

Like Ken, Laura recognised the impact her presentation might have on staff. She said in her commentary she wished to appear unbiased. Her PowerPoint starts with the logo of the school and the proposed MAT. The logo of the school is part of the slide template and demonstrates the authority with which Laura was speaking. However, the title states, "Governors' Proposal". This suggests Laura is a delegate, rather than the decision-maker, communicating information. Staff, however, would know the Headteacher would have been instrumental in researching the MAT. As outlined above, Laura had previously worked with Simon, the CEO of the proposed MAT. This indicates how networks of Headteachers can work together both formally and informally to shape policy.

The governors' proposal was that "in principle" they wished to convert to an academy within the MAT rather than remain a "Foundation" school under local authority control. The phrase "in principle" suggests that this is an indicative decision rather than a final one. This is part of the legal process the school would have to follow. The presentation outlines what a MAT is and its legal structure.

Oliver's introductory slides give the "background". The schools' successes are highlighted in terms of national standards measured by Ofsted and the local context. There is reference to other schools in the local area, with the emphasis on doing better than them. The point is made that they have been the forerunners of effective change within the area; the PowerPoint states, "At important times during the last ten years, key decisions have been made that cemented the successful future of the school. These decisions have not always been comfortable."

A chronological list of change is given including,

> ***Academy Status.*** The most controversial of all with [school name] the first secondary school in [city] to convert. Not right for all schools, but right for us. £600,000.00 in additional revenue received and substantial freedom to be innovative.

The list suggests Oliver has driven change. Additionally, justification is given; for example, "Humanities status…generated an additional £300,000.00 in revenue funding."

There is mention of how, at times, the decisions have meant tackling the local authority and other stakeholders. Oliver comments on the issues that the schools had overcome after leaving local authority control including,

> ***Teaching School.*** The Local Authority said we were unlikely to be successful as there was already a teaching school in [city]. We ignored them, wrote a detailed bid and the assessor was impressed during his visit. £200,000.00 in additional revenue for the school.

Although he uses the term "we", the tone suggests the drive came from him.

For Laura after herself styled "neutral" introduction there is a change of tone and more personal input. With a title of "Why Acadamise?" there are several bullet points revealed one at a time outlining the advantages; Laura could explain each in turn. The slide suggests "freedom" to make decisions away from local authority control. This is like Oliver's message. There is a comment about the lack of local authority services; this would be viewed as an attempt to win staff over. On the PowerPoint Laura told the staff,

- Need to seek ways of ensuring school improvement
- Informal collaboration can be challenging

As outlined above the relationship with the school where there had been previous collaboration was ending. The slides go on to suggest that by taking this decision they were avoiding being "done to".

- Choose before chosen!

The decision to join the MAT was given as a benefit and to avoid a situation the staff might not like.

The focus was on securing the best for the school whilst there was a choice.

The following slides give information about the selected MAT and why the governors favoured it. The schools in the MAT were named, with the lead school listed last. This would have appeared less threatening to staff as there were only two other secondary schools so Laura's school would not appear "dominated". Other schools were considering joining, which would have imbued a sense of success and built the confidence of the staff. The Teaching School status of the MAT was signposted as a benefit for Laura's staff. She outlined a list of the training courses for teachers (and leadership) that would be available to staff if they were part of the MAT.

In Laura's opinion, students would, "Receive an enhanced high-quality learning experience where teachers across the schools share expertise and training." This was similar to Ken, Simon and Peter's approach in promoting change to improve outcomes for students.

Laura moved on to outline how the changes would affect staff if they joined the MAT. She commented,

> This subject matter can generate anxiety amongst staff, particularly non-teaching staff, and I wanted to ensure that I allayed any fears and dispelled any myths, whilst not making any commitments that I would not be able to keep.

Laura explained TUPE, using several legal websites where the term is defined. By doing this, Laura did not say anything that was open to misinterpretation and was factual, as she had stated she needed to be. Laura sought to reassure the staff: "There are no plans to change terms and conditions. Were there to be any in the future, consultation would need to take place, with the appropriate staff and trade unions."

Oliver changes the tone using the title "Crossroads and Future". The PowerPoint outlined recent changes and summed up by stating these had "led to new threats and opportunities. We need to respond and, as always, getting the timing right is crucial". Oliver made the point that this was the latest change building on those outlined in the introduction that he had led. This provided continuity and lessened the feeling of threat.

There is then a list of current issues. Phrases such as "The perfect storm!", "will mean more schools will fail" and "will further disadvantage borderline students" all appeared very negative. The final point suggested a frustration with inconsistency from external sources: "Interestingly, before we were encouraged to 'go it alone'. Now we need to collaborate." There appears criticism regarding collaboration. Competitiveness was portrayed as a positive.

The tag line "A Good Education for All" is revealed. This appears as a mission statement. It is not found on the website of the Trust. The presentation moved to a series of proposals for change of governance. Organisational charts were used to display the links between the schools. There was criticism of the existing governance model and then suggested movement to a MAT structure. This is similar to Laura's presentation. However, Oliver was suggesting the formation of a MAT rather than joining an existing one. This presentation appears to be a precursor to the one Laura shared with staff and is aimed at persuading the governing body. The reasons given for MAT formation contrast sharply with those offered by Laura. The first point was that the MAT status would enable the Trust "to bid" for more schools. There was no justification given for this unless you consider the strapline of "A Good Education for All". However, a further point suggested that the formation of the MAT was a "defensive necessity". This resonates with what Laura stated about making a choice before being chosen. It is stressed that the change would give the Trust a more strategic role across the city. This suggested that the Trust would seek expansion, justifying the tag line "Education for All".

The staff were mentioned but as a commodity or resource rather than as part of the decision-making. This is why it is thought that the presentation was not just aimed at the staff as an audience, but for the governing body. There was information provided on the roles of various parts of the governance model. This explanation was there to provide clarity and did not appear to be persuasive. It comes across as an "informational" commentary.

Laura concluded with more on the process of change towards academisation. The penultimate slide is titled "Will this definitely happen?" Laura's response is "Not obligated until funding agreement

signed". The turn of phrase is legalistic. This does appear neutral and contrasts with the "Why

Academise?" part of the presentation. In stating that the change may not happen, with consultation

taking place, it suggests that nothing is being imposed.

Laura said there was very little reaction to the presentation or the consultation. She had had to

initiate contact with the union representative. She went on to say,

> I feel that given the lack of staff response, it [the presentation] was successful. I did not
> present anything unexpected – there were no hidden surprises and so this did not cause
> anxiety for staff….On personal reflection, I felt that my own performance could have been
> better. It felt unnatural – quite mechanical – although I felt really confident with what I was
> presenting as I believed it was the right move for the college.

The process formally must include consultation with the staff. Like Ken, Laura was having to manage

a process that is given. Laura stated she aimed to impart information about the MATs rather than

express an opinion. This is a different role of leadership.

Ken's website has an introduction from him linked from the front page of the site. The website had

been updated in 2020. The website information was captured initially in 2018. This has been

analysed as it was closer to the time of the presentations. However, the two websites do provide a

contrast over time. The newer website states, "In the words of the Greek writer, 'The mind is not a

vessel to be filled but a fire to be lit'. We live by this mantra and believe that everyone with a mind

and passion to learn can excel and achieve great things." The emphasis now is far more on the

values rather than the academic achievement. The website appears to be written with parents as

the audience and therefore links more effectively to Ken's first PowerPoint; the tone and message

are similar.

The website statement from Laura was very short. There is mention of "ethos" as a single word.

There is a clear drive for achievement. Other key words include "excellence" especially related to

teaching. The message is like that of other Headteachers. Laura, as explained above, came from a

background of improving teaching. She was consistent in her view that this was key to improving standards.

Oliver's Trust's website includes a statement from him. He outlines how he had been Headteacher of the lead school, securing "Outstanding" status. It goes on to say the Trust was set up by him.

> I stepped down from the Headship to oversee the building and development of a new primary and nursery phase and the establishment of a Teaching School…I set up [MAT name]…which gained Department for Education sponsorship accreditation and became operational in…I also became CEO of the Trust.

It also lists his qualifications, including his MBA. This mirrors his style in presenting himself as the leader and founder of the Trust. Under this message is a drop-down menu with links to the ethos and values.

The website shares the aims and Oliver invites other schools to join the Trust; "We are always looking for interested schools to join us, not only those who hold similar values, but those who share a passion for improving young lives." This reflects the PowerPoint, where competition and expansion are discussed. This shows the presentation did lead to the establishment of the MAT that is in place and that Oliver was successful in introducing his strategic changes.

The differences between the functions of a Headteacher (or in this case Chief Executive Officer) is apparent. Oliver's presentation was centred on how to ensure the group of schools maintained their high-achieving status, which is a leadership responsibility. Competition is not, unsurprisingly, mentioned on the website. It does not appear to have a community focus either, unlike that of the other participants.

4.3.3 Discourse analysis

All artefacts were analysed using the NVivo program. Word clouds and charts were generated.

Ken's email commentary was much shorter than other respondents. This may reflect the relationship between the researcher and the respondents (see methodology). In total, there were only 242 words. This contrasts with over 2500 from Una.

Fig.30 Ken's commentary word cloud

The commentary outlines the process undertaken with the delivery of three presentations. The focus on the "presentation" demonstrates how they are key elements of the strategy of enactment; there was a carefully planned process. The series of presentations effectively praised staff, prior to them hearing about the budget cuts and the impact of these on them.

Fig.31 Laura's commentary word cloud

Again, the focus of Laura's presentation is clear; she was conscious of her relationship with staff in influencing the change to the school and thus the internal power relations. This supports Harris' (2007) suggestion that successful leadership "places people, [and] relationships in the driving seat of change".

Laura claimed her purpose was to convey the governors' policy. However, she was a member of the governing body and therefore instrumental in driving the policy. This draws attention to the extended power relations that operate in the school, through the Headteacher, demonstrating their pivotal role. The change of structure would have been subject to public scrutiny and other stakeholders' views would have been heard. In her response, Laura does use the term "initiated" in relation to the context of the presentation, suggesting it was her idea.

In terms of the reasons for making the change, this was linked to a desire to maintain school improvement. This contrasts with Ken's situation where he felt the school was doing well and achieving; the policy change was despite this, rather than as a driver to maintain high standards. More critical analysis is required regarding the power structures as to who is determining the change

agenda affecting schools. Ball (2008) considered the development of policy communities but also recognised that,

> These new policy communities bring new kinds of actors into the policy process, validate new policy discourses and enable new forms of policy influence and enactment, and in some respects disable or disenfranchise or circumvent some of the established policy actors and agencies. (2008:748)

According to Laura the change was necessitated by the actions of the school with whom they had previously collaborated. However, in changing the conditions of support, that school had become an external influence.

Laura is clear about her "aim" but also alluded to her desire to be seen as an impartial leader. The presentation was part of the formal consultation process; she had to provide information. However, she was aware of the influence that her voice would have.

> Throughout the presentation, I aimed to be explicit about what was fact and what was opinion. The presentation was for both teaching and non-teaching staff, so a mixed audience, and I wanted to make sure that I explained as simply as possible what a Multi-Academy Trust was.

She was aware that her delivery could influence others. The words "wanted" and "felt" suggest she considered her words carefully; "I wanted the presentation to come across as open and honest and the proposal not a fait-accompli so that staff felt confident to ask any questions and raise any concerns." The "fait-accompli" is often created when the Headteacher appears to promote a policy. Laura said she did feel this was the right thing for the school but recognised that her presentation was part of a process that tries to ensure all have a voice. However, the influence of the staff body is limited; they would have been able to say, through their unions, that they did object, but it would not have been likely to change the outcome. A neutral approach may have been Laura's intention but as the Headteacher presenting the idea, it would appear her favoured approach. Her position of power would have been evident to the staff. Yet she suggests she does not want to create followers.

She promotes the presentation as a managerial task, delivering the "governors' policy" rather than leading the staff. This may have been naive.

Laura recognised the "anxiety" such situations can cause for staff. She mentioned "rumblings" which could cause further distress. Therefore, like Ken, Laura exhibited emotional intelligence.

Fig.32 Coding comparison – commentaries
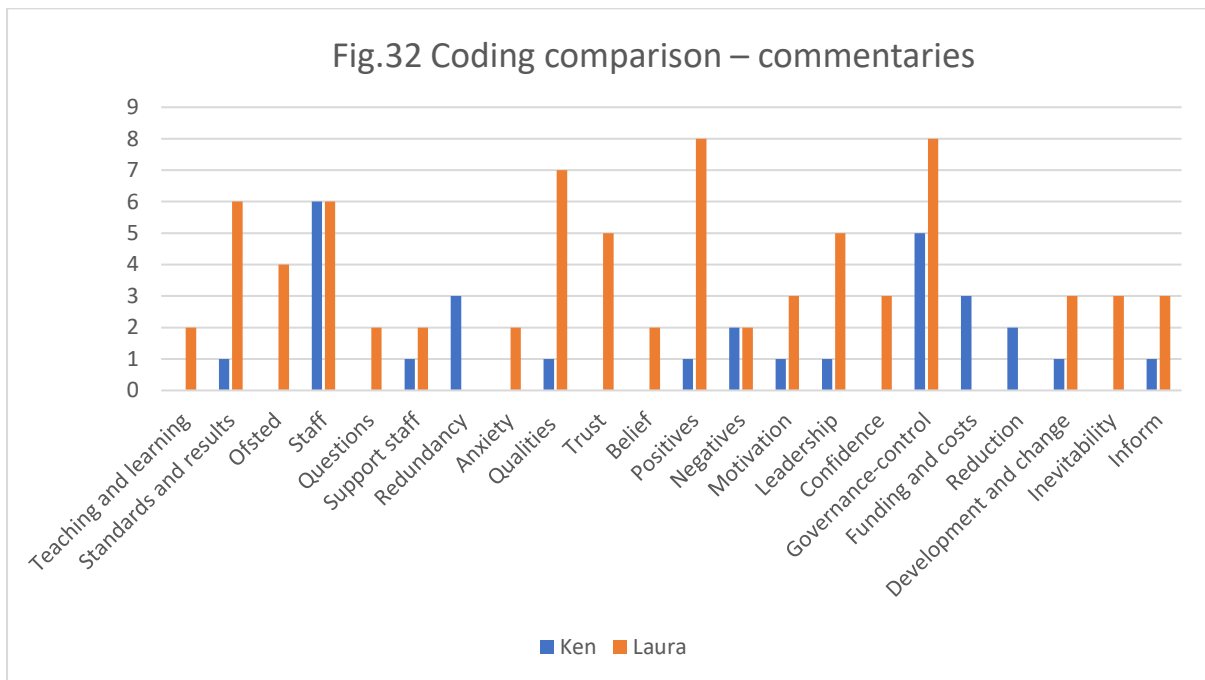
As noted already, Oliver did not provide a commentary, so Figure 32 includes data from only Ken and Laura. The comparison of coding reinforces the findings based on word counts. The focus on the staff, the particular change and the influence of external factors are highlighted.

The leadership demonstrates emotional intelligence and an attempt to be ethical in approach in that both Headteachers are determined to do the right thing by the process and in relation to human resource implications. This, however, is not usually the interpretation of ethical leadership as outlined above. This is not about serving staff but being fair to them. There does appear a commitment by both Headteachers not to cause distress.

The situations being faced by Ken and Laura both involve "consultation" within the language or discourse of the policy process. This creates two areas of contention. The word may indicate distribution of decision-making. However, although distributed leadership, as suggested by Harris

(2008) includes collaboration, consultation does not always have to lead to collaboration. MacBeath (2005) suggests the language of distributed leadership is complicated and can involve misconceptions with dilemmas relating to "the balancing of command, consultation and consensus" (p.353). He goes on to say that distribution implies relinquishing control and says resolving the dilemmas "means having information, advice and support so as to be clear as to the difference…" (p.355).

Secondly, consultation may indicate power sharing but, in these situations, power is not shared. The ultimate decision-making would not have been in the hands of the staff. Nor would the decision have been made by the Headteacher alone. For both, the leadership demonstrated is about managing a process but does highlight the power structures within which leadership does take place. It is illusionary at times, and suggestive of Foucault (1980):
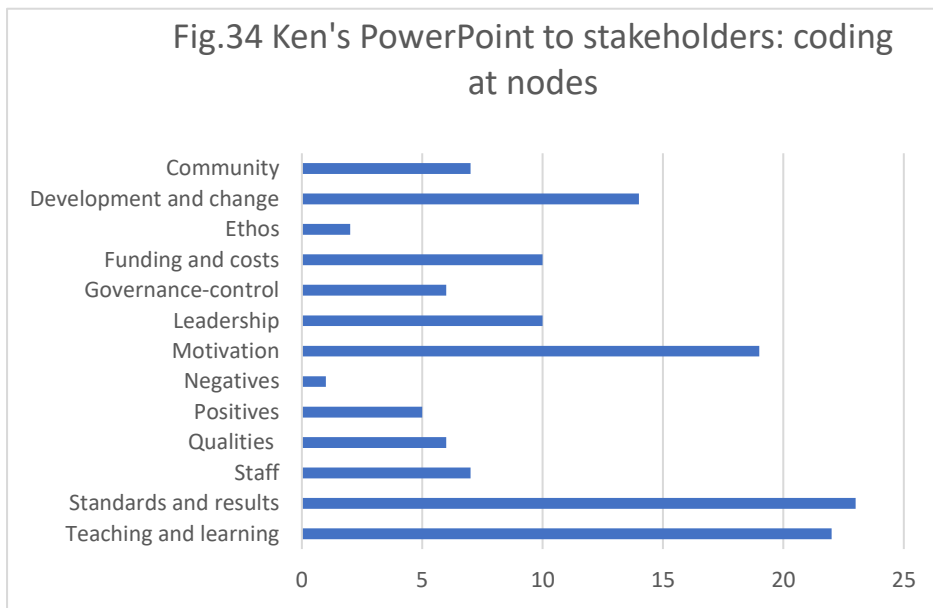
> In a society such as ours, but basically in any society, there are many manifold relations of power which permeate, characterise and constitute the social body, and these relations of power cannot themselves be established, consolidated nor implemented without the production, accumulation and function of a discourse. (1980:93)

The language of the processes suggests consultation. However, society's discourse of Headship is that they make the decisions and thus have the power. Yet the Headteachers had to inform the staff of a policy that was being instigated and manipulated externally to the school. Nevertheless, they were keen to manage the process carefully, which is a leadership that appears more operational but in both cases the desire was to be ethical. Leadership was needed but they did not hold the power; they are involved in policy enactment, and this is the leadership practice that has to take place. Their habitus was, as Headteacher, that they should have the power, but this was not completely the case. Their PowerPoints deliver the message that suggests consultation, but this is not the case for staff, and they are not involved in power sharing.

A notable contrast is the lack of images included in the presentations supplied by Ken, Laura and Oliver compared with others. There are no inspirational images. This may reflect the serious nature

of the discourse and the implications for staff, whereas the others were more about motivation of

staff to do a good job. The use of school logos within templates that appear as "business as usual",

imply that the messages are about the delivery of a school communication. With a lack of theme, the

message of these PowerPoints must be delivered in a "matter of fact style". This may be deliberate,

to reduce the emotional response that might have been caused. The words are more important than

the images and style. This may be because of the legal status and situation that is being discussed,

particularly in Ken's and Laura's presentations. The purpose is to communicate and not to influence

in the same way as the other presentations; it appears more managerial but is still a leadership task.

In Ken's first PowerPoint the school's name was repeatedly used in the presentation, building

community ownership, but has been deleted below.

Fig.33 Ken's PowerPoint to staff, parents and governors word cloud

The coding shows the range of themes discussed.

Fig.34 Ken's PowerPoint to stakeholders: coding at nodes

Considering (below), the PowerPoint and commentary together, one can see the focus on staffing,

but the success of the school is not mentioned in the commentary. This suggests that positives

shown to the stakeholders was not the key purpose of the presentation.

Fig.35 Comparison of coding between commentary and stakeholder presentation
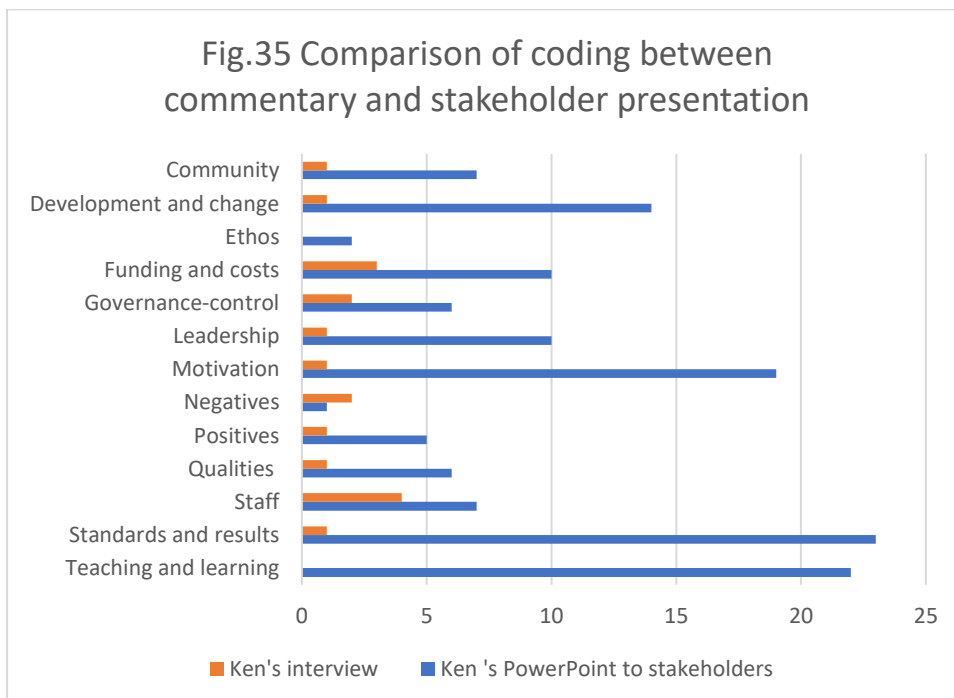
The link with governance puts the leadership into context. This situation is imposed externally but

must be dealt with by the leadership internally. The positive messages as well as the need for change
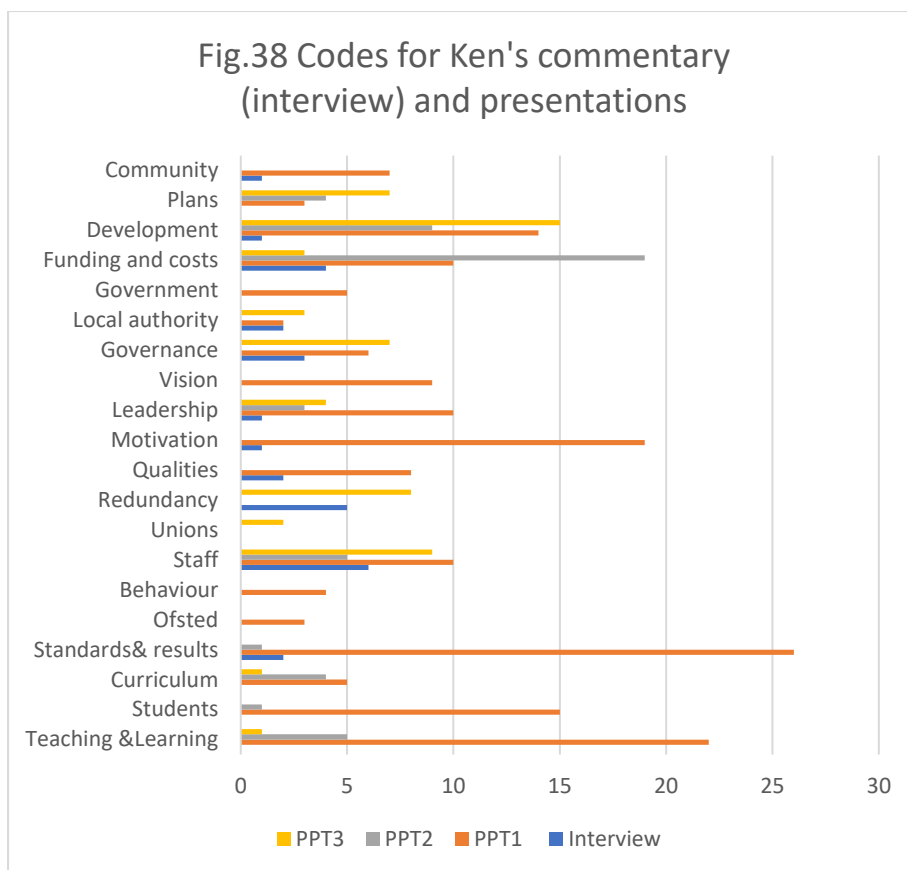
are shown in the first PowerPoint with high scores on students and success of the school. The challenges ahead (although not redundancies specifically) are alluded to, but the message is largely favourable. The statements of "good to outstanding" and "World class" being motivational suggest a transformational style, with high aspirations designed to inspire all connected with the school.

The pictures of students used in the presentation mirrored Peter's use of images to remind others of the key purpose of the school. Like Larry's approach, there is emphasis on "happy" students.

Ken's PowerPoints outline the challenges as externalities at a local and national scale, which illustrates that power dynamics can work within a series of fields. Niesche (2011) found similar constraints for Headteachers, who had to be mindful of political influence at a variety of scales.

Fig.36 Ken's second PowerPoint presentation word cloud

The words such as "criteria" and "posts" indicate the language of the redundancy process; this is the legal terminology of the process that must be followed. It takes the "personality" and "personnel" away from the discussion. Ken needed to strike a balance between following the letter of the law and still appearing supportive of staff members. Ken must follow a pre-determined procedure and the style and language of the PowerPoint is reflective of this.

The tone of this PowerPoint is very different from Ken's first one but is part of a series that was carefully managed. The first was up-beat but introduced the issues; the second recognised the work that had taken place but moved the process further. Ken's leadership when viewed across the two does appear ethical; he is following process that ensures equality. His tone varies as the severity of the situation became more apparent. The term "we" is not used but it is evident that consultation had taken place. In these circumstances the need to maintain motivation was there but it was not about changing attitudes as suggested by transformational leadership; at best Ken tried to ensure he did not alienate staff and he was mindful of the relationships within the school community.

The second presentation made it explicit which other stakeholders had been consulted and were involved in making final decisions. These are ultimately outside of the Headteacher's control but that the management of the situation is left to him. Gunter (2016) describes power as potentially "illusionary" for staff, although she does not speak specifically about this type of situation. This can make the relationships with staff difficult as they may not always recognise this and may have considered Ken as the decision-maker. This is similar to Peter's context.

At the time, the government had introduced austerity measures which had affected school funding. This demonstrates the multiplicity of fields influencing education. As the school had not transitioned to being an academy, the local authority, as mentioned in the PowerPoint and commentary, ultimately made the decision regarding funding redundancies as staff were technically employed by them. However, the local authority may have felt this was imposed on them from central government. Staff were aware of other policy makers that orchestrated the changes. Ken had been in post a considerable time and his staff would have known that he would not have wished to make redundancies.

The final PowerPoint suggests a discussion where a proposal is displayed. The document makes it clear that the decisions had already been made. The middle leaders were not being consulted but told what Ken was going to propose to the local authority who ultimately made the decisions.

Fig.37 Ken's third PowerPoint word cloud

The purpose of the presentation is clear, with "funding" and "savings" appearing repeatedly. The emphasis is on redundancies and the impact on the staff. However, the word cloud shows that this was not the only aspect of spending that had been considered.

The word "we" is not used. There is no personality in this presentation and so contrasts with the others. As Ken suggested, this presentation was the culmination of the others. It is "authoritative"; the key decisions have been made and this is being reported to an audience. The leadership style is not "transformational" or "distributed", apart from in the sense that as a school they have worked out where to make the cuts to funding to be presented to the local authority. As Headteacher, in delivering this presentation, Ken acted as the figurehead of the school. This contrasts with Laura, who in her commentary stated she did not want to be presenting a "fait-accompli".

Fig.38 Codes for Ken's commentary (interview) and presentations

The graphic above shows a consistency of message throughout the artefacts. Ken's commentary conveyed a calculated message that is delivered through the presentations demonstrating leadership behaviours. This is reflected to some extent by the transition of codes through the presentations. Thus, the commentary showed what Ken was trying to achieve in the situation and focused on staff. The "usual" discussions such as standards, students and teaching and learning appeared during the initial presentation but were not as evident in the later PowerPoints.

The leadership appears consistent in terms of doing the right thing by the whole school community but shows how vision setting, although important, is not always the dominant issue that the Headteacher has to consider and so the techniques of communication may vary. By the third PowerPoint, the task of leadership was more to manage the situation with stakeholders, both internal and external. Ken was mindful of the implications of the difficult situation to be faced by staff and his staged approach showed planning to minimise the distress for individuals. In the end,

getting the local authority to "pay" for the redundancies appeared to be a victory. A particular leadership style is hard to discern.

Ken reflected that this situation was difficult for him personally. This point is recognised by Middlewood and Abbott (2017) who comment, "This will be a traumatic and stressful period for those senior staff, probably the most difficult thing they have done in their working lives, and they will need support from colleagues to deal with the effects of managing the process" (p.141). The security of the process being a "given" does not ease the personal difficulty of leading in this situation. The usual "habitus" of the leader and their practice may have to change to fit the legality of the situation and their role in it.

Fig.39 Laura's PowerPoint word cloud

The focus on the change in governance comes out clearly, with the words "academy", "schools" and "trust" being prominent. Here trust was about the academy "Trust" rather than the personal quality. The word cloud highlights the elements that would be seen as a positive if the school transferred to becoming part of the "MAT". The training opportunities, curriculum and sharing of ideas appear prominently. The words "shared," "partnership" and "alliance" would suggest coordination rather than takeover, which would be important to staff who might feel their role within the MAT would be

secondary to the founding school. This is an underexplored area of research, considering the impact

of the centralised decision-making within a MAT being imposed. The competition between schools in

a MAT has not been widely investigated although Kulz's (2021) study found that although

partnership might be mentioned, this was not always the case with power relations amongst schools

within the MAT. This would have been what the staff feared and therefore the word "shared" is

important for Laura to use. However, the word cloud does hint at the employment status issues of

joining a MAT.

There is a link between the codes used in Laura's commentary and PowerPoint. The topics come out

strongly in terms of change in governance and a concern for the staff. Laura's reflection on how she

was presenting information is clear on the coding of the commentary, whereas the PowerPoint

focuses on the positives of the changes to be made. There is consideration of leadership in both the

presentation and commentary.

Fig.40 Coding comparison for Laura's commentary (interview) and PowerPoint
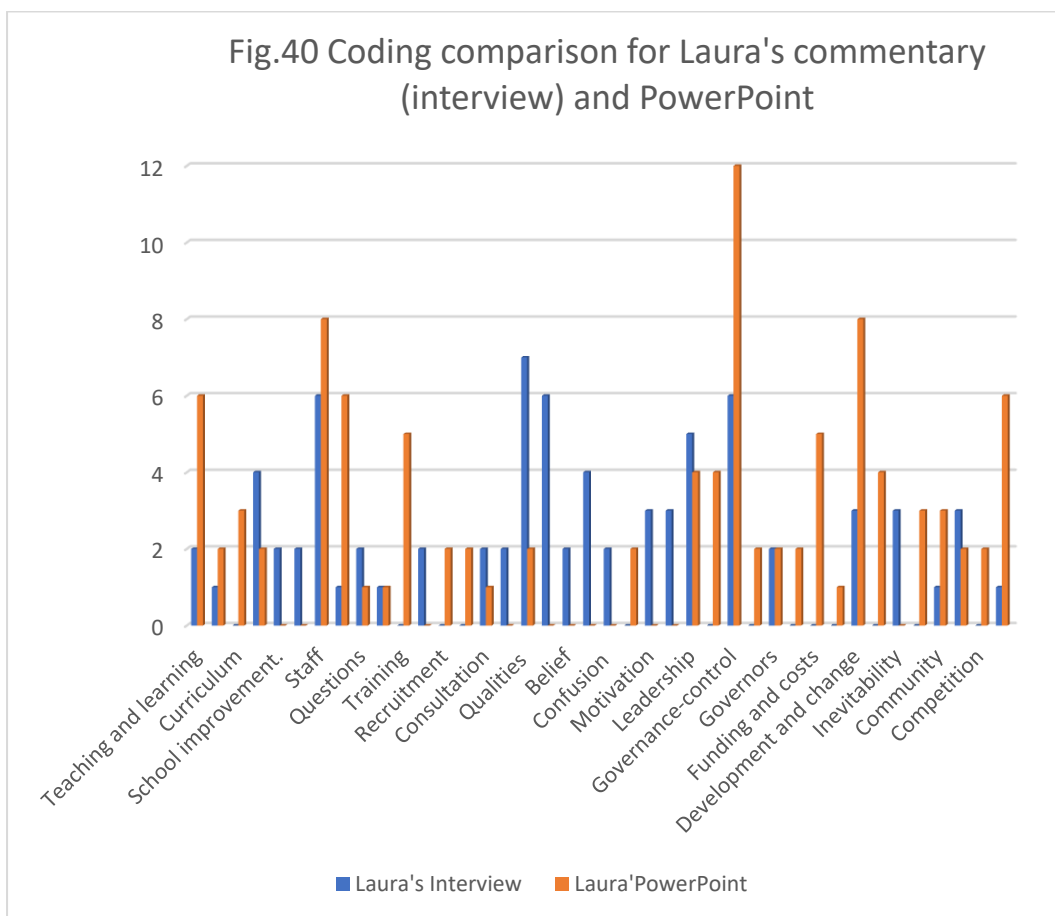
Laura had said in her commentary she wished to avoid influencing staff. Her slides do appear, though, to include opinions. When suggesting the particular MAT, Laura states,

- A MAT model is most likely to be appropriate where schools share the same values and ethos.
- A MAT model is most likely to be appropriate where there is an existing relationship and level of trust between schools.

This appeared as a neutral statement but is an opinion. Laura goes on to say that the MAT will not take over and dominate; she uses the words "individuality", "local schools" and "difference" and the lines, "We are not in competition with them!" and "It is early days in the life of the MAT and we have an opportunity to shape things!" Laura appeared to be trying to reassure her staff. However, Kulz's study (2021) of a growing MAT found, "To ensure compliance, [the MAT] has not brought in good or outstanding schools because they wanted to retain their autonomy and decision-making power" (p.76). Laura's school might not have been so attractive to the MAT if it had been "Outstanding".

Laura's school was considering a MAT led by a teaching school. For Laura, this was a selling point and one she wished and hoped the staff would value. In this way, she is appearing to develop followership and this leadership could be seen to be transformational in that staff would be enabled to develop to be better teachers. The benefits of the new opportunities were not backed up by evidence so appeared to be opinions. They *may* have been popular with staff, appealing to their values and matching the ethos of the school to do the best for students, but this is a hope. It does reflect Laura's commentary about her emphasis on teaching and learning; she had been an Advanced Skills teacher. This suggests instructional leadership and may be indicative of how previous experience may shape the style of leadership chosen. In contrast, Kulz (2021) comments many MATs now choose CEOs with different skills sets, including those who have no background in education at all. This may influence the style of leadership they choose to practise.

In terms of leadership style, it is important not to mistake this for "distributed" leadership. The consultation was with all stakeholders and was not about staff making the final decision. As employees, staff can express their views to the governors but not vote on the decision.

A contrast between the commentary and PowerPoint is noted. Laura stated, "I felt that I could have been more passionate in my delivery." The use of the word "passion" instils a sense of emotion and motivation. However, this contrasts with Laura's desire to appear neutral. Although she was in favour of the plans, she said she tried to be both informative and explain why the governors, including her, had felt this was the right move for the school to maintain improvement. There was not emotive language but a sense of the reasoning behind the proposal and a reassurance for staff. This was openness with staff, although suggesting she was not trying to influence them appears disingenuous; Laura did have an opinion and in favouring this MAT she was seeking to influence staff opinion. The driver for the presentation was to introduce policy change for improvement and transformation in all, including staff, and to gain buy-in from staff. Power relations and relationships with colleagues were not the focus but given the Headteacher had a view that she had expressed this would have been influential. There appeared to be few outside influences; the decision-making was in the hands of the school although the situation had been created by another school changing policy relating to collaborative working. In a similar way to Ken's later presentations, the emphasis was on following the policy process to the letter of the law. However, Laura was able to shape the direction the school was taking.
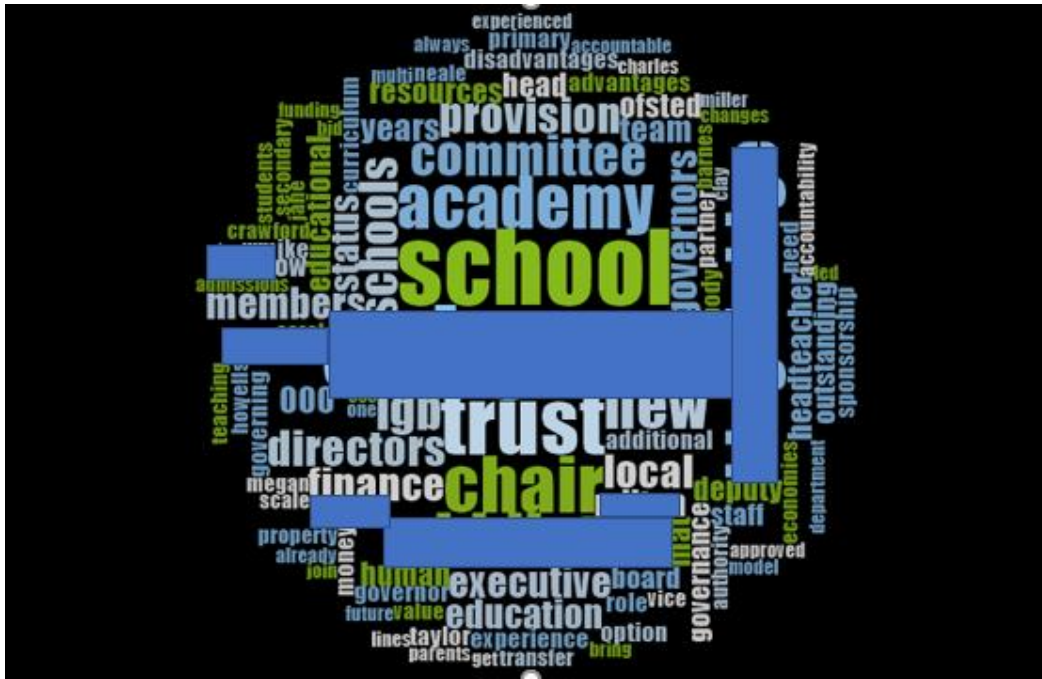
Fig.41 Oliver's PowerPoint word cloud

The focus of the presentation is clear in terms of a change in structure, so words linked to "governance" feature strongly. The word cloud highlights the other aspects of the decisions that needed to be taken, with an emphasis on resourcing and provision. A policy change is indicated with the use of the terms "advantages" and "disadvantages".
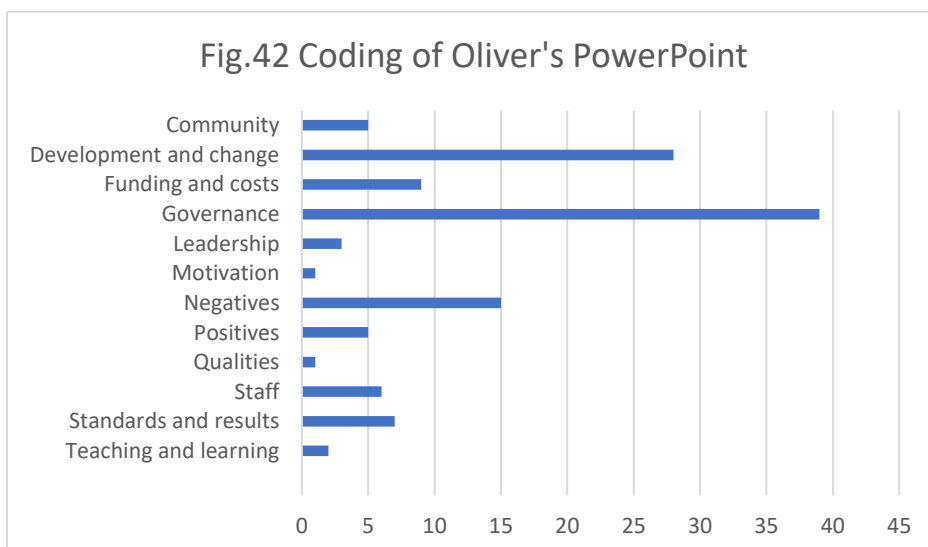
As the context is similar to Laura's, there is the same focus on governance and the need for change. However, Oliver does not mention staffing to the same degree. This may reflect the different

audience. The driver of the change is more about avoiding negative consequences of other influences. There is little focus on teaching and learning, unlike the other presentations. This reflects a changing emphasis of leadership that Oliver's difficult context had to address. This is not explored as no commentary was provided but the negatives highlighted in the PowerPoint suggest this was a challenging situation for Oliver and the schools he led. There is a different form of "community" for schools considered and reflects the neoliberal agenda of competition rather than collaboration. In addition, the focus on finance again demonstrates the pressures on schools to act as businesses. Day et al. (2011) comment on the evolving leadership that has developed linked to finances. "By devolving resource allocation and priorities from LAs to governors, Heads in one sense, de facto became considerably more autonomous" (p.224). They go on to summarise that the relationship with the Local Authority has changed "And it is the school Head who is increasingly in the vanguard of the movement" (p.225). In Oliver's case this certainly appears to be true.

Oliver appeared centred on outcomes for his own schools rather than the context of the whole area. This reflects the neoliberal policies, as explained by Harvey (2007) and Ball's (2012) performativity culture operating at a local level. These were external challenges. As Head he was trying to deal with the situation for the benefit of the organisation he led. Although appearing autonomous, the academy status his schools had did not protect the institutions from further government changes.

As Male comments,

> Following the general election of 2010, however, the direction of travel had shifted toward academisation. This process was eclectic and did not initially demonstrate any strategic policy implementation, instead allowing for variation seemingly based on the notion of "liberating" schools from local authorities which were seen as restrictive, bureaucratic and paternalistic by the Secretary of State for Education. (2017:6)

This demonstrates the situation where the Headteacher appears to be in charge but is constrained in such a way that this is illusionary. Oliver had embraced the freedoms of firstly, foundation, and then academy status. However, he expressed the "challenges" that affected the schools as "hurdles" that

had successfully been overcome in the past, but there was now a sense of frustration and "the future" did not appear to be as positive. The presentation demonstrates what Male (2017) found, with the disaggregation of the local authority control leading to competition and aggrandisement from some academy chains rather than strategic decisions for the control of schools until the Regional Standards Commission took over approval. Oliver's presentation captures this situation and the outcome shown on the website demonstrates this process of actively "growing" MATs.

The aim of the presentation and the leadership needed does appear "transformative" in making it clear change was needed. The audience was encouraged to accept the vision of change that Oliver presented as the natural route. In this sense the leadership was selling a particular viewpoint and was aiming to gain followers in that people would accept his point of view that the status quo was unsustainable. There was one slide where "possible disincentives for change" are listed but these are not investigated. One comment is, "If it ain't broke..." This point had, though, been explored in that changes were being imposed externally.

The tone of language used appeared very different from all the other presentations. The justification for the change gave the impression that this was more of a business decision; this may influence the language used. If the staff was not the primary audience, the presentation does not have to appeal to them in the same way as the others considered.

There is an honesty in this PowerPoint that is rarely voiced about the competition between schools and MATs. The coding highlighted the positives and negatives and the paradox of collaboration and competition. The latter reflects the paradigm of neoliberalism that is reflected in the change to public services. Schools are told to collaborate but in fact are encouraged to compete for extra funding and even student numbers. Baxter and Floyd (2019) note that governance of MATs is under-researched. Their paper explores the principle drivers for strategic expansion in MATs. They argue that "narratives are a powerful source of the articulation of power struggles and identity, and that

these elements are important in the processes and thinking behind strategic decision-making". Their

findings suggested,

> There was a clear focus from some MATs on maximising new opportunities that had
> emerged due to the policy climate, thus creating a business opportunity for the MAT to
> extend their offering either by acquiring valuable resources or new knowledge, that would
> benefit the whole MAT. This finding reflects some elements of a resource-based approach to
> strategy. Deriving from the corporate sector, this view is focused on competitive advantage.
> (2019:1059)

Oliver's key phrase "Education for All" suggests the desire to share their vision. Again, Baxter and

Floyd also found, "The narratives overall reflected a wish to spread their values and ethos, and in so

doing develop their existing provision, whilst ensuring their financial sustainability" (2019:1059).

However, sharing the vision might be the more acceptable face of expansion. This appears to be the

case with Oliver's presentation and website.

The frequent references to funding and school finances reflects a key concern of Headteachers that

schools are now being run as businesses. Oliver's approach does mirror the findings of Baxter and

Floyd. This aspect is similar to Ken's context where he had to manage a budget and make savings.

However, in Oliver's case, much of the presentation was about revenue generation rather than

costs.

Oliver was more directive in that he presented a "fait-accompli" for change but there was some

choice as to the actual new structure. His tone is not one of developing followership for a particular

idea thus is not transformational. He is aware of the power issues in relation to other players and in

this way is the type of leader Gunter (2016) suggests is "playing the game". Oliver presents

"knowledge". Gunter suggests,

> Knowledge, or what is known and is worth knowing, does not exist outside of practice, and
> this is no more important than the way teaching and learning is organized and conducted
> within schools and colleges and higher education. (2016:1)

Oliver demonstrated controlling the knowledge presented to his audience. In this way he is a

"knower" (Gunter, 2016). He was interpreting the context. He was suggesting the best way, in his

view, for the organisation to develop. As the Executive Headteacher of the group of schools, this would have been what he was paid to do; he had the knowledge and expertise to reflect and then direct. Oliver subsequently became the Chief Executive Officer of the MAT that was formed. His message was confident, and he appeared open in his opinion.

Unlike all the other PowerPoints, it is unlikely Oliver's was shared with all the staff; the language has an honesty that would be rarely shown in a public meeting but, from experience, is more likely to have been discussed with senior leaders or potentially with governors. Oliver insisted that confidentiality was maintained, and it is evident why this was needed.

Comparisons are made across the presentations made by the three Headteachers, although it was easier to compare Ken's second PowerPoint as it was more similar in content and structure to the others.

Fig.43 Comparison of coding of PowerPoints
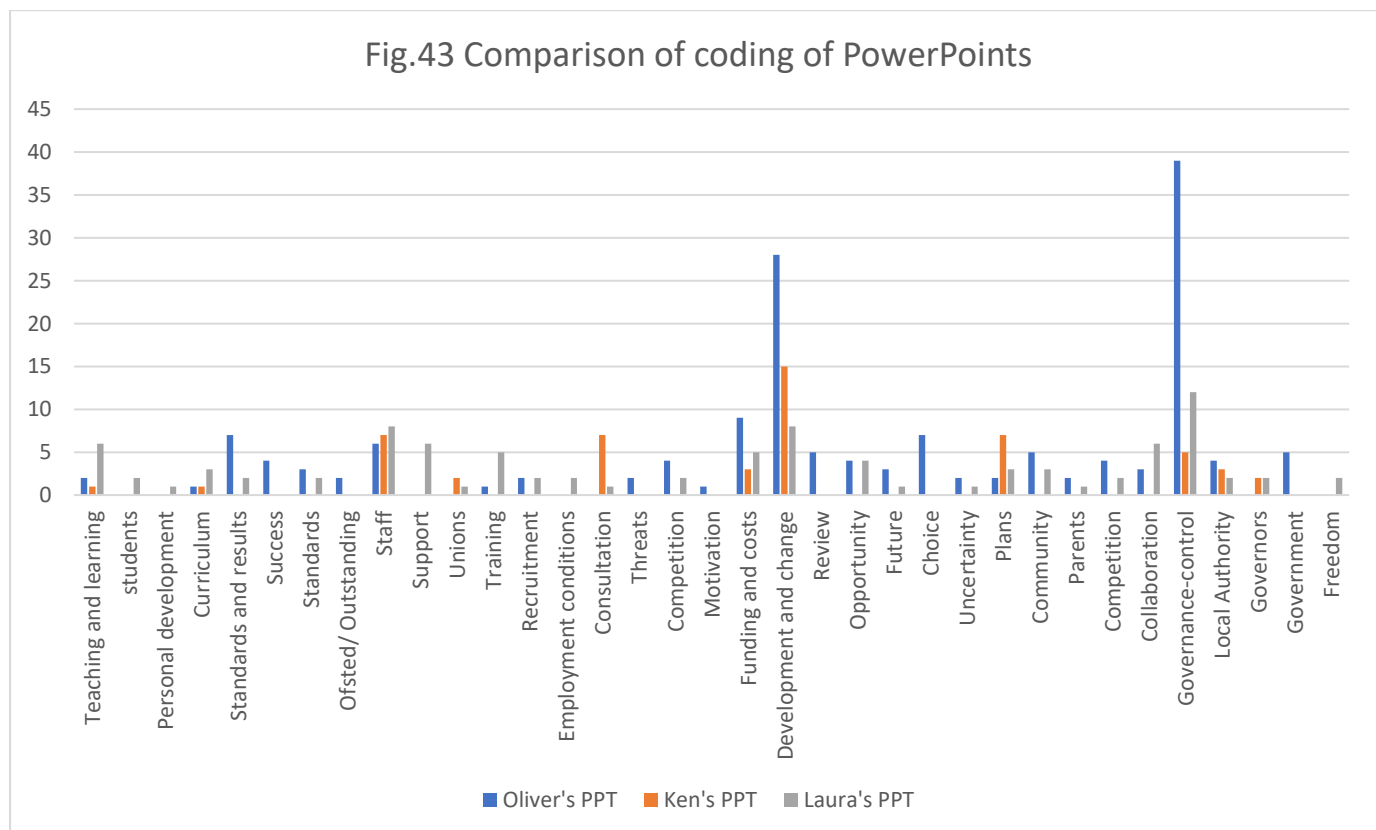
The comparison of coding provides insight in terms of similarities between themes that are addressed. The need for change in each situation was the main similarity between the presentations.

The involvement of other stakeholders, particularly governors or trustees, and external players, such as the local authority, comes out strongly. This again indicates that Headteachers drive change with staff but are not autonomous, with variance in the degree to which they shape change. The staff, as policy subjects, were mentioned in all three PowerPoints, rather than actors (Ball et al., 2011).

Laura's PowerPoint presentation mirrored Ken's in that she used the correct legal terminology when discussing factors that affect the employment rights of staff. Additionally, there was a focus on the need to maintain teaching and learning; this is the prime motivation for both Headteachers. The focus was on change whilst maintaining the motivation of the staff. In both cases there was a potential for destabilisation of the staff. Similarly, there was also the suggestion of "consultation" in both cases, although in reality the staff had very little power. This is not "distributed leadership" as the decision-making is not shared. The Headteachers were carrying out instructions on behalf of the governors and there was mention of the local authority in the situations being managed. For Ken, he needed the local authority to fund the solution; in Laura's situation the local authority influence was being removed. Laura was explicit about the role of the governors, whereas with Ken this was implied, given the legal status as a local authority school. Laura's presentation suggested it was the governors' decision but then provided evidence to support the decision. Ken used the term "we", but this was the leaders of the school rather than the staff, as he stated in his commentary, persuading the local authority to pay for the redundancies. As members of the governing body, the Headteachers have a pivotal role as the link between them and staff. How the Headteacher conveys this role to staff is an element of the leadership processes and a skill they have to develop to maintain a supportive staff body in difficult situations.

Ken's approach was built up over three presentations. His second presentation was more comparable with Laura's, in that it is addressed just to the staff body. The leadership focus in this presentation was similar, with the need to get "it right" and recognition of the potential concern that the PowerPoint could create for staff. The approach both Headteachers follow was to use

simple graphics that link to the school rather than photographs. The purpose was to inform rather than motivate or inspire staff. The leadership focus was on the ethics of the situation for staff and avoid creating problems and individual concerns (Middlewood and Abbott, 2017). Both wanted a dialogue with staff to be opened. The opportunities were demonstrated in Laura's PowerPoint, whereas Ken was trying to appear transparent and explain the changes needed, in a far more negative context for staff. Although Laura was introducing a change for positive reasons and Ken was leading where a situation must be managed that is being imposed, both Headteachers were aiming to minimise anxiety. Their styles are similar in terms of informing staff and giving a route forward to bring about change. Neither is "charismatic". Laura wanted transformation, whereas Ken wanted to minimise the impact of change on a school that was already, and wished to remain, successful.

The coding does not highlight the difference in approach taken by the Headteachers. However, comparing the leadership style, Oliver's presentation demonstrated a more "competitive" style of Headship. He was seeking to ensure that his school was the best in the area. Laura mentioned competition but her consideration appeared more as one of defence from other schools having too much influence.

Ken and Laura stated they were keen to ensure the difficulties of hearing the message would be supported by the approach. Ken's PowerPoints were far more difficult for staff to receive. The tone of the presentations was similar and contrasts with Oliver's. Ken and Laura were mindful of the audience's feelings whereas Oliver did not have to concern himself with this; his presentation was far less "public".

All three Headteachers show they are controlling the situation, unlike Peter who was very constrained by outside agencies of governance. Although Laura and Ken were influenced by governors and, in different ways, the local authority, they, like Oliver, chose how the presentations could be made. Oliver used the term "we", but he is presenting his views of the situation and the

future scenarios. This demonstrates the power and control that Headteachers can have but also the variance in the way policy is drawn up and then enacted.

Fig.44 Word count for Ken's website page
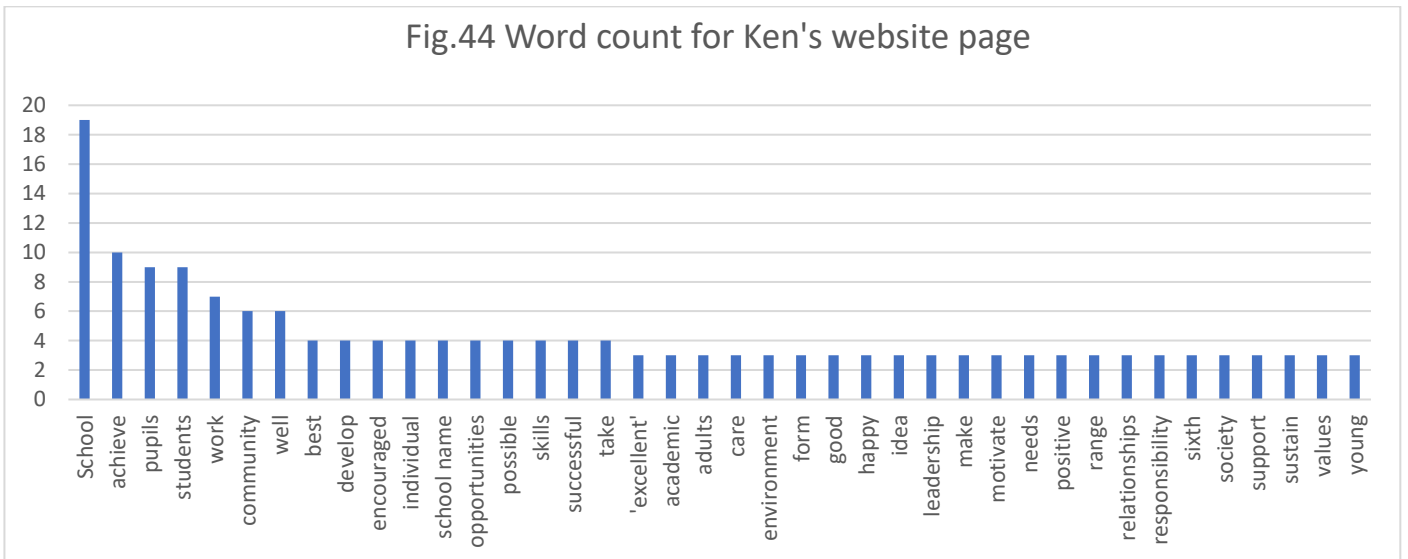
The emphasis is on the achievement of students, as measured by their outcomes. The word "values" is in the first sentence of the introduction and remains so on the website (accessed 14.6.20). Like Larry's website, the word "happy" is used. There is reference to leadership, but this is about developing it in the students. The use of the word "mantra" on the new website again suggests a desire for consistency. This is similar to Larry's website, when he too has been in post for over a decade, says, "This is the way we do things." Michie and Gooty (2005) suggest researchers have found "authentic leaders are transparent about their intentions and strive to maintain a seamless link between espoused values, behaviors, and actions" (p.443). This is the desire and is highlighted across the artefacts but is harder to achieve when implementing policies that will be so unpopular. There was, however, openness in a difficult situation.

The comparison of coding across Ken's artefacts shows a strong relationship between the website information and the message delivered to staff and parents.

Fig.45 Coding comparison across Ken's artefacts

Fig.46 Laura's school website word count
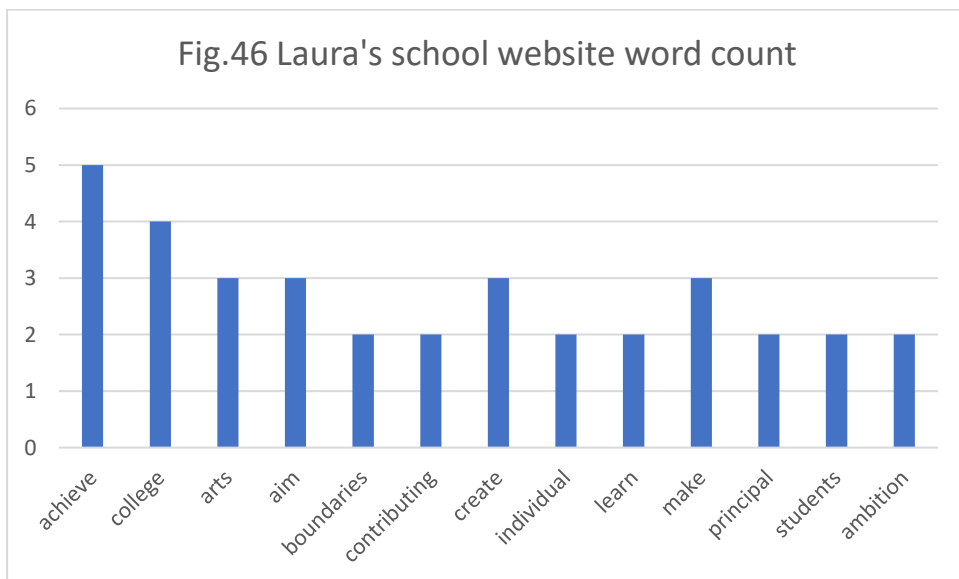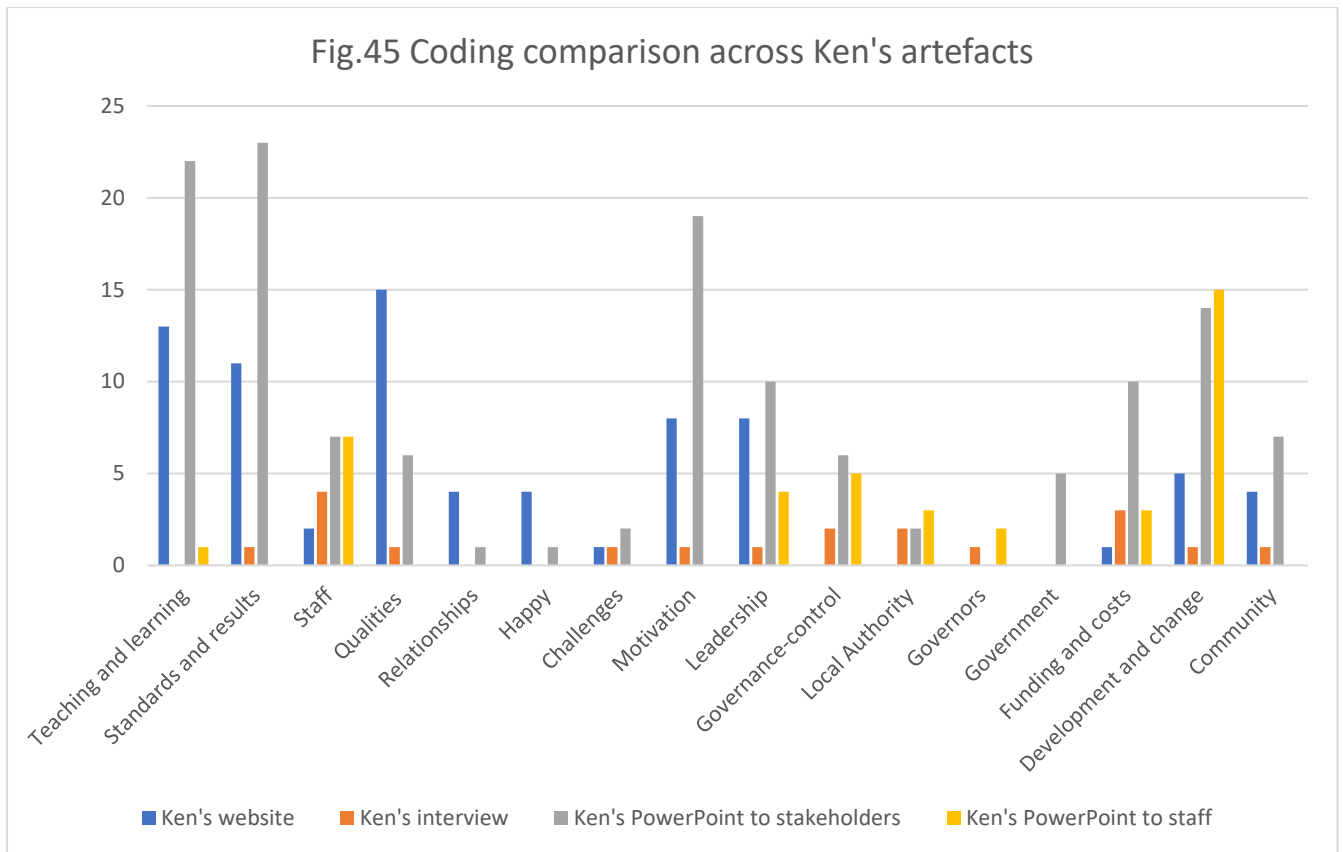
The coding for Laura's website, when compared to the other artefacts, does demonstrate the desire

for high achievement.

Fig.47 Comparison of coding across Laura's artefacts
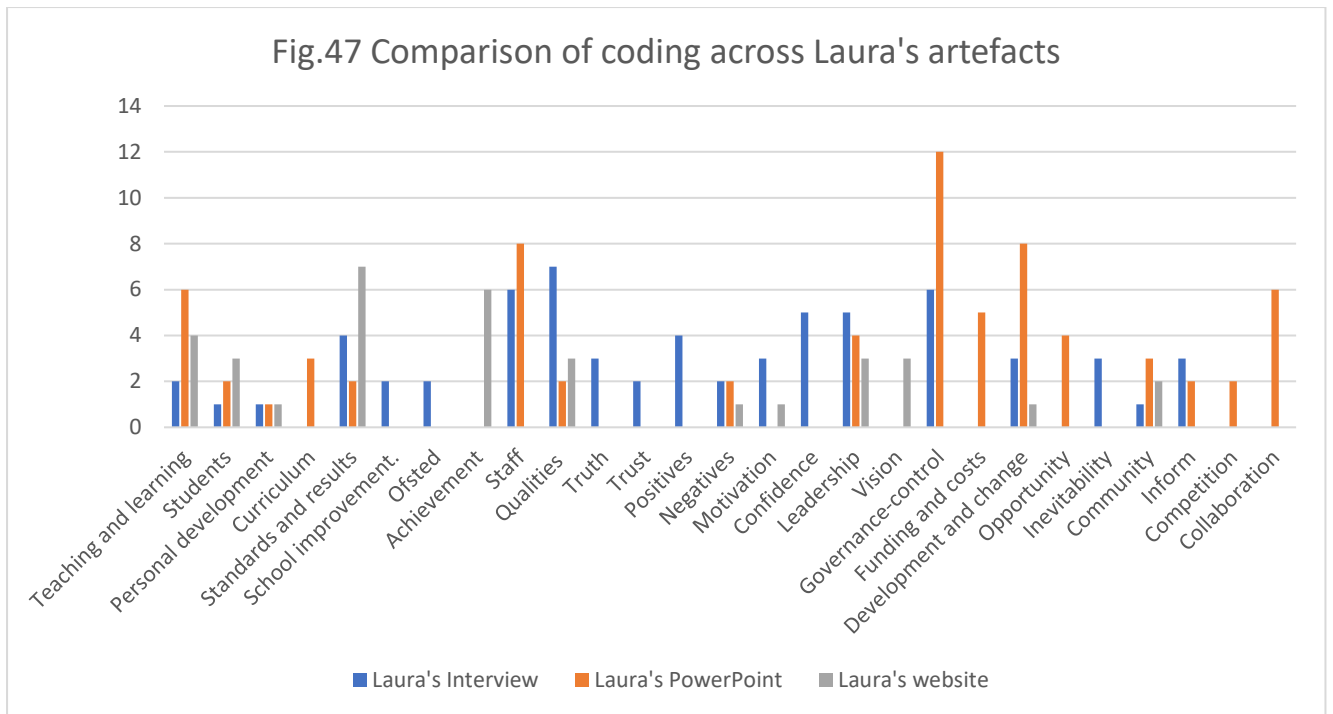
Her leadership could be seen as "Instructional" as this is her key priority. However, maintaining

standards must be a focus for all Headteachers; Laura appears more explicit about this than other

Headteachers, although Elizabeth's PowerPoint stressed this too but used the MAT model of delivery

to drive this.

Fig.48 Oliver's website word count
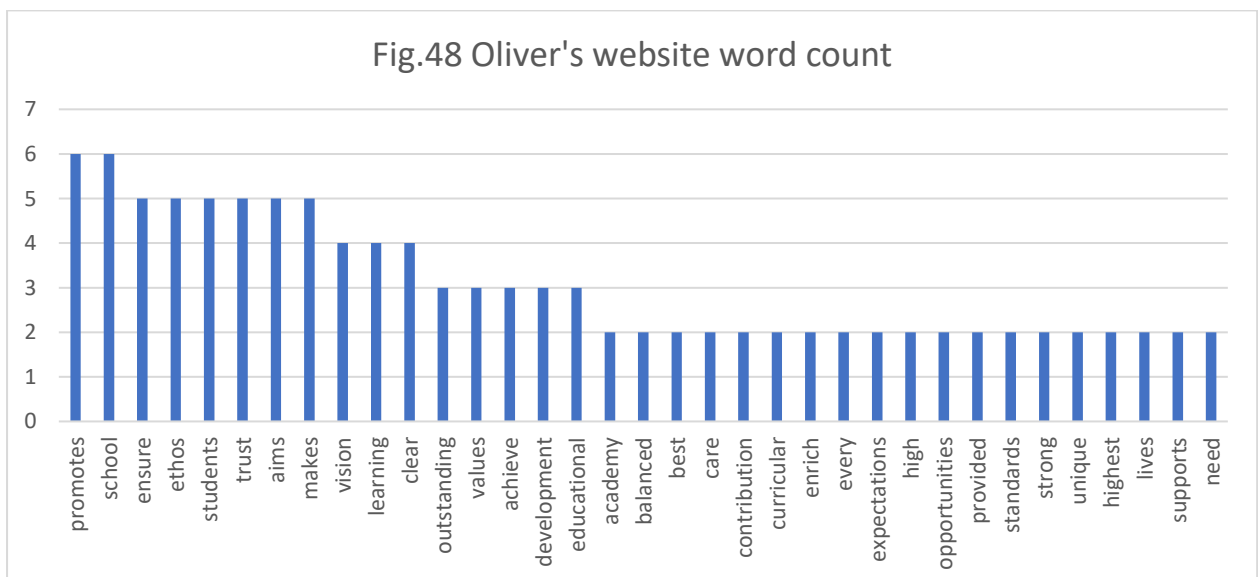
The word "Trust" is used here to describe the organisational structure rather than as a quality. There is a strong sense of the aims of the organisation to be the best. This appears similar to the other websites of the schools.

The coding comparison below shows a difference in the thinking between the public presentation of the website and the information shared with those involved in the running of the organisation.

Fig.49 Comparison of coding for Oliver's PowerPoint and website
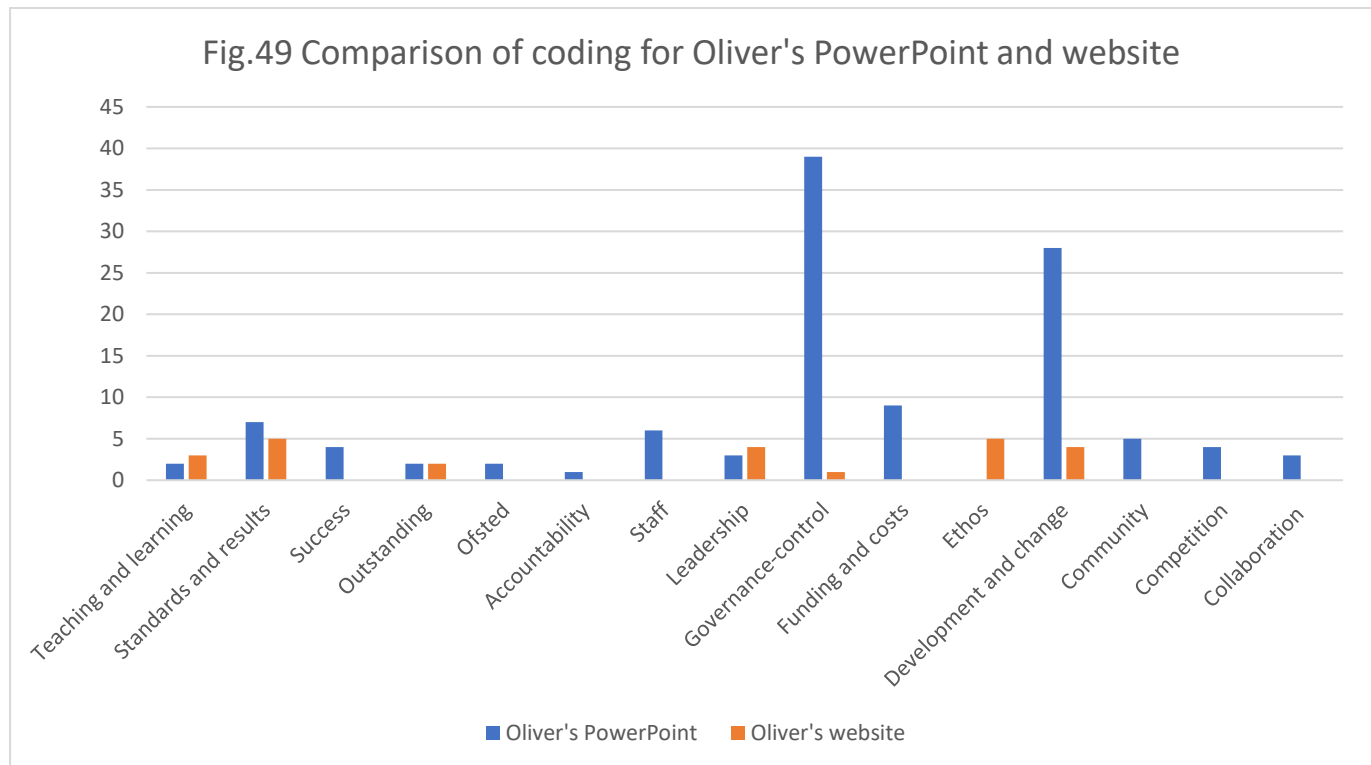
However, the Trust markets itself on the reputation of the Headteacher and his track record. This would suggest a strong, charismatic leader, or "superhead" as considered above, who drives the school and builds its reputation; the leadership sells the school. However, when considering matters internally, the school is keen to outdo its rivals, and boasts when it has been more successful than others. The goal, though, is to maintain the excellent standards, given external changes that are being imposed. The leadership appears very egocentric, in that it is Oliver's accomplishments that are celebrated and his drive to ensure the continued success that leads to the changes he is putting forward to his audience in his presentation. This is in sharp contrast to the other participants, who,

showing leadership, seek to take staff with them and, in their commentaries, were keen to share this was the case.

The governance model of a MAT that Oliver introduced (and is shown on the website) is key in driving the changes sought through neoliberalism. The emphasis on targets and other market forces is demonstrated in Oliver's approach and mirrors that reported by Kulz (2021) interviewing government officials who suggested they saw,

> [MATs as a] "huge opportunity" to improve the quality of school governance, as the best Trust Boards were accountable for several schools. They felt the consolidation of power into one central entity was positive, describing how this allowed a "bigger strategic perspective" through an increased ability to compare and contrast…there was not really governance prior to this, whereas now "The Board" functioned like a company as the powerful decision maker. (2021:71)

This does reflect the view presented by Oliver of success. The PowerPoint represents the starting point of the process of change; the website is now the outcome of the delivery of the policy.

Oliver's PowerPoint represents the starting point of the process of change; the website demonstrates the outcome of the delivery of the policy change.

The MATs concentrating power effectively replaces the local authority that central government sought to remove. They give autonomy to the leader of the MAT. Now, the power may be held by the Chief Executive of this organisation as Peter (and subsequently Una) found. This may not always be visible to all stakeholders and thus the discourse may be illusionary for those in the school.

4.3.4 Conclusions

These final participants demonstrate the same desire to lead high-achieving schools. The changing circumstances they faced are largely down to external factors but have a large impact on the functioning of the school. This demonstrates the neoliberal accountability paradox as described above by Gunter (2016), Ball et al. (2011) and Kulz (2021) in the way policies operate. The Headteachers find themselves in situations where they are having to lead staff whilst managing

policy being imposed. They may exhibit behaviour that is characteristic of transformational

leadership to gain acceptance and maintain motivation but, as noted by Bush et al. (2018), this will

not always create followers. The difference is that the vision may be influenced by external players

and to be seen as successful, the change must be introduced. There is the same desire to get

agreement and followership so that the implementation of the policy is successful. There is little sign

of distributed leadership as there is only nominal consultation.

Both Laura and Ken were keen to ensure that they kept staff on board when the changes could have

appeared threatening to staff. Deployment of Goleman's (2000) emotional intelligences are key to

leading staff such that they maintain their motivation. In Ken's case the situation was not one he

wished to lead. The leadership is compassionate and appears ethical in the way the policy is carried

out. The consistency across artefacts is indicative of a Headteacher seeking to lead in difficult

circumstances but remain true to the ethos of the school. The focus on relationships is also worthy

of note in terms of a key aspect of leadership. This comes through in the commentary and the way

the PowerPoints are structured to support staff who are the focus of the policy and be fair to them

in a difficult situation.

In Laura's and Oliver's case, the governance structure needed to be examined to ensure that they

could function effectively to maintain and drive standards. Laura, though, recognised the need to

work with staff and motivate them to accept the proposed changes. She needed to keep the staff on

board and was keen to ensure the changes she wished to introduce would be seen as the right move

forward for all to maintain her focus on driving standards through improved teaching and learning.

The communication strategies used all mention the success of the school. This is used to imply that

the right decisions have previously been taken. The audience is made to feel they are part of a

successful organisation. Oliver's presentation style appeared blunter about the external factors, but

as the audience is different, the tone is likely to vary as there is not the same relationships to

consider. However, the key similarity is the Headteacher leading on the decision-making process and

thus driving change that would be needed for transformation in spite of external influence.

5. Conclusion

5.1 Overview

Given the level of neoliberalism currently operating within schools, the Headteacher is pivotal. They can be the key drivers and vision setters. On the other hand, they can be nominally in charge but having to implement government-directed policy to meet the accountability measures of the externally set agenda (Ball, 2012). This study sought to explore the discourse operating within schools, using the tools of Bourdieu and the findings of Foucault to understand the leadership deployed.

The paradox, though, is that, often, the changes that are needed or suggested by government policy are at odds with the working practices operating in the school, or require difficult and unpopular decisions to be made. This involves communicating with and leading staff. To bring about change a Headteacher must inspire their staff; in the reality of a school, they are policy agents. Their leadership should motivate to deliver results, again reflecting the neoliberal agenda of targets and performance outcomes. "Transformational leadership", as initially described by Burns (1978) and reinterpreted by Bass (1985), is seen by many as the means to maximise performance through the appropriate motivation, stimulation, and support of the "followers", in this case the staff of the school.

Goleman's work (2000) investigated the style of the leadership best placed to meet the needs of the situation. It focused on the emotional intelligence of the leader and how they communicate with the receiver or follower. It has been suggested (Harris, 2008, 2010) that there should be a shift away from the emotionally intelligent, individual leader towards more "inclusive leadership" in the form of "distributed leadership". If the Headteacher wishes to engage staff, one way is to include them in the decision-making process as to how policy will be implemented. This raises questions as to the role of the staff as actors or enablers. As Ball et al. (2011) suggests, policy, even if devised internally for the school, will be implemented by staff in different ways. The range of scenarios presented in

this research shows varying degrees and types of "ownership" of policy by the school and Headteacher; this may then have resulted in different approaches to leading and managing the process.

Additionally, the neoliberal agenda and the drive for achievement at times can lead to competition that creates winners and losers. This means Headteachers may have to make difficult decisions potentially using "ethical leadership" with the morals of the situation taking precedence as the "right" thing to do. However, this may cause debate between different stakeholders, with conflicting views of what the appropriate goal or outcome should be.

This research aimed to capture the moment when a Headteacher was communicating change or policy enactment to staff. The study was not longitudinal but sought to analyse the strategies used on a specific occasion. The context was explored with the participants to gain greater understanding, but the primary focus was on a presentation made to staff.

The research has presented three groups of scenarios where Headteachers found themselves in difficult situations that might create tensions with the staff. The first group of Headteachers were new in post, with them establishing themselves. Although this may be a stressful situation, in each case, there were added difficulties. The second set of presentations were more familiar to the research field because they focused on leadership driving practices related to teaching and learning to potentially improve student outcomes. The third set reflects agendas that are more explicitly set by external forces, influencing the organisation of schools. This reflects a more recent research field, and this study adds to this by exploring some of the new and emerging power structures that are influencing school leadership. In all cases, the Headteacher was aiming to engage staff to improve outcomes. The purpose of the research was to see whether there was a commonality between the style of leadership adopted in similar and different, challenging, situations. The government drive for improvements has led to the creation of a set of standards for Headteachers and this should lead to

some consistency in approach. However, leadership is shaped by personality, and this too was demonstrated in the study.

The tool of analysis explored the language employed across a range of artefacts that represent Headteachers' thoughts as well as being the conduit of the message to staff. The language is seen as a narrative of the situation and the discourse conveying the leadership of the Headteacher. There was analysis comparing the artefacts of different Headteachers to triangulate data. The style of presentation was considered including study of images as well as text.

The second key aspect of knowledge generation was to consider the actual methods used to carry out the research. As stated in the methodology, I could find no examples of researchers considering PowerPoint presentations as artefacts. This would seem to be a ground-breaking research method. Additionally, the use of email for communication, rather than a standard questionnaire, was different. Therefore, the efficacy of the methods used as tools of research will be considered to establish their value, per se.

5.2 Key findings

From the literature review, a conceptual framework was developed (Fig.1) This articulated the factors that influence how headteachers engage with staff to gain acceptance of their leadership of the policy or change. The conceptual framework has been updated to reflect the findings of the research.
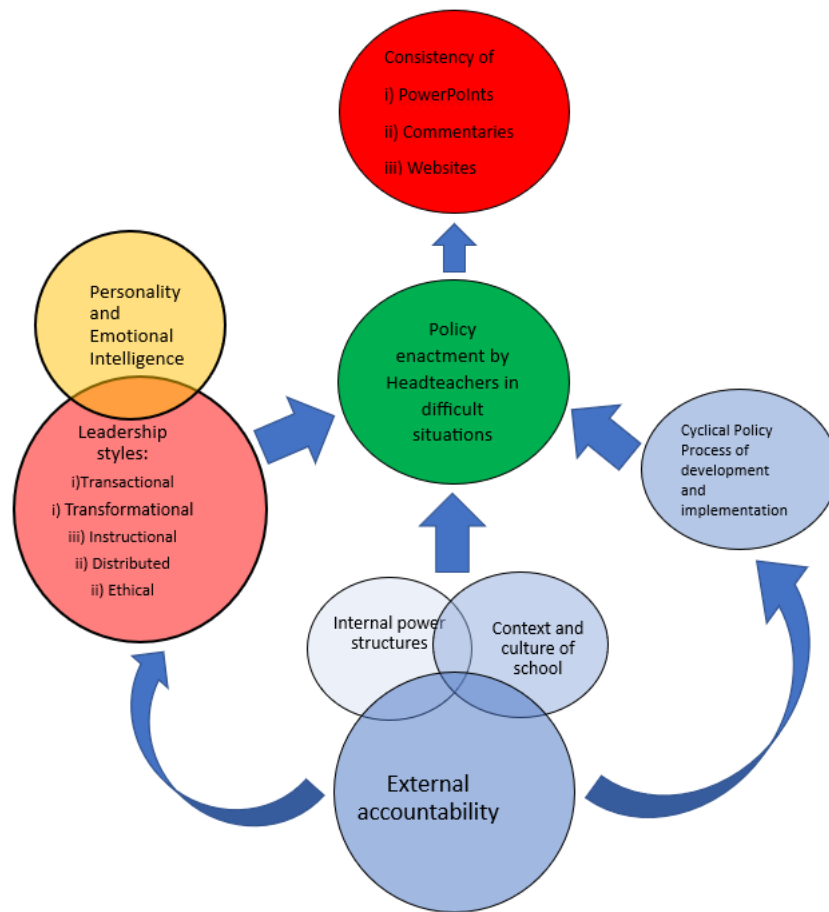
Fig.50 Revised conceptual framework

Obviously all the factors are linked to each other and they are not hierarchical in terms of influence on the situation. The Venn diagram approach and arrows suggest how they are linked. The research found that the Headteacher must consider several, if not all, of these factors when constructing a presentation for staff. However, the degree of influence varied depending on the situation. The size of the circles attempts to give some proportionality to their relative influence compared to each other as outlined below.

5.2.1 External accountability

External factors influence schools and the work of Headteachers at a variety of different levels. The research has indicated that this factor has become increasingly important. All the schools involved in this research are state funded and, therefore, accountable to central government. Traditionally, the external influences that affected schools were central government policy, local authority control

and, in some cases, local community groups that acted on the governing bodies of schools. Two of the schools studied were still under local authority control but the rest were all academies at the time of research. Despite the suggested autonomy, it was found that for the academies in the study, external factors continued to have a significant impact on how the Headteachers operated and the level of control they had in enacting policy.

The neoliberal agenda has resulted in a drive for measurable outcomes and targets; it is the Headteacher's duty to deliver. Exam results are a key measure; this was the focus of two of the presentations made on the first day of the school year. The focus on achievement as the first part of the DfE Headteachers' Standards (2020), demonstrates its importance in directing the work of the Headteacher. As Gunter (2016) suggests, this external factor of measurable success influences the policy changes the Headteachers drive in their schools. The presentations are therefore heavily influenced. The need to drive change for improvement would suggest transformational leadership is needed. This was being attempted in most of the presentations observed, although followership is perhaps harder to achieve when the Headteacher themselves are hesitant about the policy. The Headteachers in some cases have to change the culture of their schools to ensure all staff focus on recognised measurable outcomes.

This research demonstrated how Ofsted was seen as either a measure of success or as a stick with which to threaten staff. All the "Good" or "Outstanding" schools wrote proudly of this on their website. One presentation used a "mock" Ofsted report as the driver for shifting the efforts of the teaching staff. This demonstrates how the external influences shape the policies Headteachers felt they had to introduce. Where the school was deemed as "failing" by Ofsted, the Headteacher commented how the local authority, diocese and parents were unhappy with the result of the last Ofsted inspection and how her predecessor had been removed, in part due to this. The Headteachers had to be mindful of how their actions could impact results and thus Ofsted judgements.

A further example of external influence relates to finance. Any change in funding, as determined by government, has a direct impact on schools. The most obvious example of a central government policy influencing a school was where the budget was cut. This might at first glance appear to be a local authority decision, but the determining policy came from the austerity measures introduced by central government. A second example demonstrated central government policies again led to additional funds becoming available if certain strategic changes were made in school. In these cases, the Headteachers are effectively forced to react to matters beyond their control but have to determine the policy enactment as Ball et al. (2011) suggest. They think strategically and plan "Deliverology" (Barber et al., 2010) within their school. Considering the internal power structures, this may be contentious with staff, but all stakeholders expect the Headteacher to perform this leadership task. They have to show vision in planning within the constraints imposed by external factors.

The most influential change identified has been the movement of schools into MATs. This government policy has changed the relationships between schools and their communities, but also the governing body and the Headteacher. This research highlighted the transition in five of the schools studied, where the policy linked directly to change in governance. The governing body of schools in MATs become more of an "external influence". Key decisions may not be focused on the needs of the individual school, but the collection of academies controlled by the MAT. This results in changing power dynamics between the Headteacher and trustees. The Headteacher used to report directly to the governing body that was only concerned with their school; the Headteacher was the educational expert that both informed and assisted the governing body in making informed decisions. As Male (2017) and Kulz (2021) suggest, initially, it was expected that academy Headteachers would have more autonomy. However, as MATs have introduced new educational experts, the Headteacher may not be seen as the authority. Policies can be imposed by the Trust. The introduction of Executive Headteacher posts, who work across schools, changes the power structures too. This changes the role of the Headteacher from one initiating policy to delivering it.

The academies studied, though, varied in the degree of autonomy they had within their MATs, mirroring the findings of Miller (2018) and Middlewood and Abbott (2017). This is a relatively new area of research and more recent work such as that of Kulz (2021) shows how the situation is shifting. She highlights that central government officials now recognise that autonomy may not be what was originally suggested. Two of the Headteachers in this research felt they had to leave when they found themselves at odds with the Trust. This may be seen as an ethical stance on their part.

The MATs potentially change the relationship that is developed between the Headteacher and staff. The Trust can provide external validation of a policy change for a Headteacher leading staff. Courtney and Gunter (2015) comment, though, that if the staff do not like a change, "they can get off the bus". Thus, the Headteacher is buoyed by a new power source which validates their views and actions. This may not be popular with staff! This approach was observed where changes in teaching were endorsed by the success in other Trust schools both within this country and abroad. In contrast, one Headteacher felt staff knew he was not responsible for a Trust policy. Although this may suggest more awareness of his position, it was untenable. External influences are critical in determining the position of the Headteacher and how they can then lead their staff. For staff this may not always be clear; the Headteacher is the "Head". Therefore, the Headteacher may be placed in a compromised position; they appear more powerful than they are. How Headteachers then lead is shaped by this situation. They do have to appear as visionary and develop followership as suggested by transformational leadership theory but may not be implementing *their* vision. Yet, they have to be *convincing* to the staff. This might seem to be inauthentic but as Gunter (2016), based on the work of Bourdieu, suggests, power is illusionary and is part of the "game" whereby knowledges are deployed by different knowers. The "Discourse" as considered by Foucault, coming from the external factors also becomes the norm and this gives credence to the message delivered by the Headteacher. This research has demonstrated the shifting external relations influencing Headteachers and how they then try to manage the relationships *within* the school through leadership of the staff.

5.2.2 Context and culture of school

The information regarding school context and culture was derived largely from the email commentary provided by the Headteachers. The website information also presented a "window" on the school. All the Headteachers had carefully considered the situation of their school before creating the presentation for the occasion. The Headteachers' ability to judge the situation was crucial in the successful delivery of the presentation. The circumstances varied considerably between the participants but there were common findings.

The email commentary evidenced that the Headteachers had considered how to present and the likely impact of their presentation on the staff. The presentation also reflected the practices that were in existence in the school, although, in some cases these needed to change. The aim was to secure more support for change. Even when redundancies were being considered, there was a desire to ensure that staff recognised the difficulties of the situation and the efforts being made to maintain school progress. The drive for improvement for the school community was evident in each situation and the presentations delivered, reflecting the ultimate goal of Headteacher leadership. All were committed to ensuring the success of their school and this involved developing a sense of joint endeavour with the stakeholders. In all but one case, this led them to consider the ethics of their actions; they wanted to do right by staff to secure student achievement. The exception involved manipulation of the way the message was delivered and an overreliance on assumed respect for the Headteacher, grounded in previous success, which meant there would be eventual acceptance by the audience. This could be viewed negatively, if considered from the perspective of staff, where the Headteacher's reputation appears to justify his actions in his eyes, regardless of the opinions of others.

The artefacts demonstrated a commitment to building a harmonious school community. In line with the findings of Hollingsworth, Olsen and Winn (2018), the Headteachers recognised how the culture is iterative and developing. The Headteacher plays a role in shaping the culture, and the adoption of

key policies will shift or further embed what is in place; their habitus shapes their practice where they have control. However, this can be strained when external factors and accountabilities determine what must happen. For the Headteachers presenting on their first day in post, establishing the culture was the most important goal. They reflected that this was their opportunity, with a narrative, to establish themselves in their new role and the principles by which the school and staff relations would operate. As Middlewood and Abbott (2017) note, school contexts vary both geographically and over time, meaning a successful person in one school is not guaranteed the same results elsewhere. Judging the situation was important.

The experienced Headteachers acknowledged the culture that already existed. One labelled it "The way we do things round here", on their website. Several Headteachers deliberately went against what they believed was the usual pattern of operation to create a greater effect to secure engagement or policy change. In one case this meant exposing practices that had been established and insisting they change in line with the Headteacher's expectations, informed by their habitus. Another recognised the need to work *with* the culture that was shared by the community to introduce a negative change (redundancies) within a narrative of success.

Understanding the existing culture is important in ensuring successful policy enactment. This is a key message of the NPQH training that many of the Headteachers had either undertaken or been involved in delivering, through the National College. This research found that where the culture is counterproductive to improvement, it must be challenged and changed; where one Headteacher found a toxic, bullying culture, she had to address this. Recognising the culture is not the same as accepting it and the Headteacher is a key player in moulding it. However, there is a need for positivity to engage staff, even when telling them that things must change. This may be a reminder of the overall goal to drive school improvement as part of a performative culture.

5.2.3 Internal power structures

Seven of the nine presentations were delivered to a wide staff audience. This had implications for both the message and the way it was delivered. Ball et al. (2011) recognise there are different policy actors and that teachers, in particular, can be both objects and subjects of the policy change. This influences internal power relations between the Headteacher and different staff groups. In every case, the Headteacher was mindful of this when judging the impact of the message on staff. Additionally, the way the Headteacher used the senior leadership team varied. This links to policy delivery and is considered below (section 5.2.4).

Much discussion has centred on the idea of building relationships that create what Burns (1978) calls "followership". The Headteachers wanted the staff to embrace their policy or change; despite the hierarchical power structure in place in the school, the Headteacher desired staff support. If the staff are on board, they will accept the authority of the Headteacher, and this will help secure appropriate policy implementation. This was the aim of one of the new Headteachers; another suggested that this type of relationship was in place. This is where the ethic or principle of trust can be seen and may require time to establish. In some cases, the PowerPoint presentations were deliberately shaped to remind staff of the relationships that did exist. In another, the poor relationships that had developed under previous leadership were highlighted as unacceptable. The context of budget cuts was probably the most "threatening" situation for the staff body, but the pattern of presentations and narrative established demonstrated how the process was based on careful consideration and fairness for all.

One Headteacher attempted to appear neutral, wanting, in her words, to be "factual" regarding the policy change. However, she was promoting a particular change and, given her role, staff would have recognised her position of influence. Rayner (2018) gave insight into a similar policy change. He demonstrated how people will react differently to the same context and how a Headteacher needs to understand this to be able to lead and manage the situation successfully. In both situations, the

Headteachers and governing body, upon reflection, stepped back from change. This will be considered further in terms of the process of implementation.

In some contexts, the Headteachers insisted on a policy change, regardless of potential dissent; they judged how best to enact what they considered to be the right change. They planned both the message and the method of delivery. In two examples, the Headteacher chose to use the senior leadership team to manage the policy enactment; they were expected to adopt a collegiate stance. This strengthened the Headteacher's position and demonstrates how internal power structures can operate. The power to instruct the leadership team this way is in the domain of the Headteacher. In practice, the leadership team may have debated behind closed doors and then presented a united front to staff. This might suggest a distributed approach but is limited to a particular group and the Headteacher will steer debate. The power relations that exist within senior leadership teams would be worthy of further study, particularly as the role of Headteacher changes within externally imposed MAT structures. A Headteacher needs to be confident that they will be supported by the team.

Given that the participants were asked to identify a difficult situation, it is not surprising that some highlighted strained internal relations. Several of the Headteachers recognised the antagonism that was felt within the school between groups of staff and the perceived leadership, be that internal to the school or the wider governance body. This then begs the question as to whether the message is a form of leadership or merely a management tool for policy delivery. The Headteachers took varying approaches to potential dissent, particularly those involving unions. In some instances, where the schools were deemed to be struggling, the union representatives were trying to protect their members' interests. However, the Headteachers were critical of them, believing their actions were holding the school back and so power relations were considered through the discourse. In the most controversial situation, the Headteacher acknowledged that there had been inappropriate leadership that amounted to bullying of staff members. It is the Headteacher's responsibility to

implement employment law to protect staff. In her case, she was explicit about not allowing this to continue; effectively the "habitus" of the institution had to change.

Thus, Headteachers need to be aware of the internal power relations but then lead and communicate with staff in a manner that ensures they are in control and can drive the policy or change. They need to use Goleman's (2000) skills of emotional intelligence) to prejudge the impact of their presentation on the different elements of the staff body and plan accordingly to make their expectations clear. This research shows that Headteachers will adjust the tools they use, bearing in mind the power relations within the context, the school culture and the operation of external accountabilities. This supports the findings of Ball (1990) and Niesche's study (2011) that power relations are crucial to leadership.

5.2.4 Cyclical policy process of development and implementation

This research sought to investigate the policy process linked to leadership. Abbott et al. (2013) studied policy development and implementation at the macro-scale through interviews with Secretaries of State, whereas this study has looked at the opposite site of educational leadership, with Headteachers enacting policy. This is ground-breaking in looking at the moment when the policy is launched. Using the artefact of the PowerPoint, the research considered the specific stage that staff are informed of the policy; as first impressions are important, so too is this moment.

In several of these situations there was not much opportunity for discussion; the Headteacher shared their proposal and sought to inspire staff to accept change and implement a policy in the desired way. The staff will reflect on what the Headteacher has conveyed. Where the Headteacher chose not to deliver a presentation, he worked with his leadership team, so they launched the policy with staff. This reflected careful leadership in planning and was done to present a more united front to the rest of the staff, thereby making resistance harder.

The third set of presentations demonstrated important stages in the process of policy and enactment and implementation with launch and update to stakeholders over time. In the context of

redundancies, the PowerPoint presentations act as the vehicle for policy enactment, with different presentations chosen at each point in the process. Where governance structures were considered, the presentations demonstrated that policy needs to be constantly reviewed if it is to remain "successful" in the face of the changing externalities outlined above.

The leadership of policy is clear from the presentations. They are a key tool of delivery and become artefacts of the policy, demonstrating the chosen leadership style. In this way recognition of the functional styles of leadership is appropriate and will be considered below. The Headteacher needs to be confident in delivery. Despite knowing the policy might be controversial, the Headteachers were determined this was the right way to enact it and had to appear self-assured, even in the face of opposition. The goal is to create followership and thus appear transformational but where the policy change is either externally mandated or likely to be unpopular, they had to be "authoritative" in style (Goleman, 2000). In the least successful of the situations, the Headteacher recognised the difficulties as staff thought the policy was being imposed externally. An attempt was made to appear more "inclusive", but the staff remained dismissive, appearing to see through the "illusio" and refused to play the game.

5.2.5 Consistency between email commentaries, PowerPoints and websites

The email commentaries demonstrated that the Headteachers thought carefully about their presentations and recognised that they represented an important element of policy enactment. If the presentation was received badly by staff, there would be resistance and the actual implementation was at risk. There was consideration of the staging of the staff meeting and the audience relating to the context and staff relations in the school. The email commentaries demonstrated that the Headteacher must be mindful of conflicting pressures when delivering change in difficult circumstances.

The comparison of the presentations with the school website information demonstrated how the act of leadership enacting policy and change with staff is part of a broader discourse shared with a wider audience of stakeholders. There was variation depending on the change taking place. Where the change would have been viewed negatively, there were few links to the website content. There was consistency between the aims of policy and in most cases the leadership values inferred from the artefacts. The email commentaries, PowerPoints and websites demonstrate the overall discourse of the messages was similar.

The style of the presentations acts as an artefact of leadership. The content of the policy change is delivered through the images and words on the slides that are seen by the staff. The Headteachers speak to the presentation, but the staff will look at what is before them, reading the words and developing their emotional and intellectual response to it. The way the slides run can also effectively manipulate the way the policy is received. For a presentation to be successful, the message must be accepted by the audience. The language used will reflect the values and leadership style of the Headteacher. The narrative analysis demonstrates how the artefacts link to create a story whereby the policy or change appears to fit together into a single vision that will drive improvement. The Headteachers need to be adept in shaping the artefacts of presentations and websites as they act as a conduit of their leadership and power.

5.2.6 Leadership style

The policy enactment demonstrated by the PowerPoint presentations show, unsurprisingly, that Headteachers are constantly trying to improve their schools for the benefit of students through their work with staff. When considering the functional leadership styles described by Courtney et al. (2021), it is evident transformational leadership has been promoted by the government through training programmes; Headteachers seek followership, involving encouraging and inspiring improvement in staff members, for the policy to be delivered successfully. Even where the decisions are, paradoxically, beyond the control of the Headteacher, they seek to work with staff to achieve

the desired outcomes as part of their accountability role in the neoliberal setting in which schools operate. The research demonstrated the *desire* to motivate staff but limited evidence that transformational leadership had been deployed in the circumstances studied. In cases where the staff have not done as required, Headteachers adopt a more authoritative style of leadership but appear to hold back from being explicit about sanctions which would be indicative of transactional leadership.

Despite a focus on improving teaching in some situations, there was no evidence of instructional leadership. Shared planning was not seen at all. Only in one case did the Headteacher explicitly say that teaching needed to be delivered in a particular way using a model that had been imposed externally; the leadership style in evidence here was authoritative rather than transformational or instructional, but it still included vision setting. In another case a Headteacher appeared to try to motivate staff to improve teaching but without feedback from them it is difficult to judge whether followers were created. Their reaction, as described by the Headteacher, to the presentation is the only data available.

The language, through the PowerPoints, sometimes emphasises that the staff as a community are doing this together. Several Headteachers tried to appear more inclusive through the development of a sense of "team", to lead improvement. Images and recall of joint endeavour to improve student outcomes were central in delivering the presentations to secure followership. However, this is not the distributed leadership promoted by Harris (2008, 2010). Arguably, it is a somewhat tokenistic attempt to gain followers, rather than a true distribution of leadership and responsibility. MacBeath's work (2005, 2009) outlines six different levels of distribution, the most controlled being delegated authority. The research showed limited delegation, determined by the Headteacher. The Headteacher makes the decision as to how the policy implementation will occur and who may be involved in planning, although this may be curtailed by external stakeholders. The greatest frustration expressed by a Headteacher was when he felt that he could not lead in the way that he

wanted. This research supports the findings of others (MacBeath, 2009; Miller, 2018; Gunter, 2016; Gronn, 2009) that distributed leadership appears to be in the "gift" of a transformational leader, rather than a separate style. It is best seen as a hybrid form of leadership but one that appeals in the more "democratic" society of the 21st century and so is included in the leadership programmes promoted and supported by government bodies. With the change in governance structures, as cited above, the distribution is even more controlled in new MATs.

The other dimension of leadership evident in in this research is the desire by the Headteachers to do the right thing. This shows an ethical element to their work, being what Burns (1978) and Bass (1985) describe as an "authentic" leader, a person of integrity. The similarity in artefacts shows that what the Headteachers wrote for school websites was mirrored in their drive to ensure the best for the students in their school and to ensure staff are both effective and affected by change in an ethical manner. The situations explored difficult times for staff, but the Headteachers recognised the need to be mindful of their welfare. They actively tried to use emotional intelligence. This does not mean avoiding awkward situations but behaving with integrity even when implementing a policy leading to redundancies. Where staff relations were most strained, there was a more authoritative style, such as tackling a bullying culture. The leadership was aiming to transform the staff body because the status quo was unacceptable.

The Headteachers had to *appear* to be in charge when implementing change even when the situation was being imposed by external agencies of governance. Their PowerPoint presentations, websites and emails reflected this stance and thus the standards expected of a Headteacher in leading their school. As the DfE Standards for Headteachers suggest:

> Headteachers are leading professionals and role models for the communities they serve. (2020)

However, a key finding is that leadership style is potentially influenced by externalities and in the longer term these can lead to Headteachers having to leave post where they are required to lead in

a way counter to their personal beliefs. Transformational leadership is not possible where the Headteacher does not share the vision they are being asked to deliver; they cannot get followership.

5.3 Addressing the research questions

a) How do Headteachers communicate policies to staff in difficult situations?

The Headteachers in this study sought to communicate policies in a measured way that reflected their own values and those of the school. Additionally, they were mindful of the impact that the policy change would have on staff and sought to ensure that their policy messages were heard, received and understood in a way that challenged staff to accept them. They were conscious of the emotional response that would be generated in staff and sought to ensure engagement and followership.

The research indicated that the actual policies reflected the changing power structures within which schools operate. At times, the Headteacher has to acknowledge the external influences to appear authentic with staff, but they have to communicate the policy such that they act on the message and deliver the policy in a manner desirable to those governing the school.

Headteachers sought to communicate in a manner that inspired. They chose their text and images to both inform and engage interest. They may choose analogies that are familiar to show what can be done despite challenges. The PowerPoint presentation acts as an artefact of a policy but also the vehicle for delivery. It assists the Headteacher and staff audience in using more of their senses, so it is easily recalled and there is a greater level of understanding. The presentations enabled staging and sequencing of the message so that it was more forceful. The personality of the Headteacher also shapes the style of presentation; demonstration of personal interests shows staff the character of the leader and thus engagement and potential for followership; it is also linked to the leadership style adopted. The carefully selected language of the discourse is a means of conveying the habitus of the leader.

b) What leadership styles do they adopt in these moments of policy enactment?

Headteachers choose to adopt different styles of leadership when communicating with staff in difficult circumstances. This reflects the advice given through National College training that different styles may be needed, depending on the circumstance. The evidence from this research indicates Headteachers seek to use elements of a transformational leadership style to drive improvement. They wish to create followers who will accept their authority that they are doing the right thing and are supported and encouraged to improve own practice to implement policy. This is reflected in the narrative of the Headteacher's message. They use emotional intelligence (Goleman, 2000) to consider the most appropriate style in the circumstances, but they adopt a more directive and authoritative type of leadership where staff have no choice or there is resistance to change. This reflects a discourse that is prevalent in the field linked to accountability.

Although all the Headteachers in this research had been involved in the National College programmes that promote distributed leadership, none appeared to use this style. There was a limited amount of delegation to senior colleagues, but it appeared to be the Headteacher's choice as to delegate rather than power distribution. Although a desire to work with the staff was seen, there was little evidence of shared decision-making and so the leadership was not distributed. In situations where teaching and learning was considered, there was no shared planning and thus instructional leadership was not demonstrated.

These were challenging circumstances and Headteachers wanted to be seen to be in charge. This was the case even where they were not actually making all the decisions due to external influence. They did, however, still want to appear authentic and ethical in their practice. The discourse analysis gives opportunity for a more searching approach to leadership beyond that of the functionalist leadership styles explored above. These remain the practice of the profession through the training programmes offered related to leadership and Headship in particular, but Bourdieu's ideas

encourage a deeper level of understanding of the practices that have been observed in terms of understanding the interplay between fields and the game that has to be played.

c) What does this research reveal about the factors constraining and/or empowering Headteachers and the way they mitigate in these instances?

The initial conceptual framework (Figure 1, p.79) sought to outline the factors that would influence the moment of policy enactment. From the research, it became evident that all the factors were influential but external accountabilities were particularly powerful.

The neoliberal agenda continues to influence all state schools and has developed different layers of accountability that are still shaping the roles and responsibilities of Headteachers in new ways. Although the academies programme suggested more autonomy, the development of MATS effectively creates another layer of accountability. The degree of influence is determined by the position of the school within the MAT structure. Executive Headteacher may have more influence over MAT policy and control over the school's policy implementation. They appear in a position to know how to "play the game". They become knowers whose opinion is valued.

The difficulty comes when power structures are not evident to all stakeholders. Power may in fact be "illusio". Staff expect the "Headteacher" to be in charge, but the reality is not the same. The Headteachers wished to be seen as authentic and showed a commitment to ethical leadership even when difficult changes had to be introduced. Where there was little choice for the Headteacher in instigating a change because it was being imposed externally, the Headteachers still wanted to appear to be acting ethically, in following due process. The case where a Headteacher was forced to introduce policy change in a way where he could not be as honest with the staff as he wished, he had to leave soon afterwards. The Headteacher does still lead within the setting of a school and considers the other factors to ensure enactment and then implementation are successful. However, if the policy is developed elsewhere, the task of enactment may become more difficult if unpopular. Mitigation and, in some cases, a more authoritative style of leadership is needed if desired

implementation is to occur. Where this was most forcefully seen, there was the suggestion that doing what the Headteacher was proposing would lead to better results for all.

Mitigation may involve being seen to be ethical and authentic. Staff are aware of the involvement of external accountabilities and a lack of authenticity may lead to more hostility. In the case of the redundancies situation, although no one would have wanted the implementation of the policy, the Headteacher worked to show transparency in the process and share knowledge. He influenced those making the decisions whilst maintaining relationships with staff. Emotional intelligence is key to maintain the relationship with staff, so policy enactment and implementation do not damage the school. In such situations, presentations that demonstrate understanding of the situation and engage staff are more likely to lead to productive outcomes.

Many MATs now employ communications officers. These are used with stakeholders to ensure communication engages and overcomes difficulties. Larger MATs will deploy a communications strategy using experts for situations such as those covered by the third set of Headteachers. However, their skills may not always be available to Headteachers on a day-to-day basis with staff. Then their personal style may be more important.

5.4 Original contribution to knowledge

This research has shown how Headteachers are influenced by the dominant Discourse within society that influences the delivery of education, in a manner explored by Foucault. This then shapes the habitus, as considered by Bourdieu, of the Headteacher who must operate in the field and influences their practices. The research has found that the current Foucauldian-style Discourse of neoliberalism has shaped power structures and the Headteacher may no longer have the power and control that they might have had and this affects their practice in school. This contrasts with the functionalist view being promoted within the profession through government-approved training programmes. These programmes have created a normative discourse that transformational leadership and distributed leadership lead to successful policy implementation in schools. The findings, though,

seem contrary to previous literature relating to transformational leadership such as that presented by Bush et al. (2018) in an edition of a journal featuring transformational leadership research where they found evidence of this leadership style but possibly because they used the research tools devised by Bass and Avolio (1990) to measure transformational leadership in empirical studies. Day et al. (2011) did identify the existence and positive effect of transformational leadership but the change to external influences have created situations where the Headteacher is unable to develop followership. The research also demonstrated distribution was only delegation and the power remained with the Headteacher or, in some cases, the Trust boards that now operate under the new structures. At times Headteachers may have to be authoritative to ensure the policy is implemented. However, even where constrained, Headteachers will try to appear ethical in their practice and fair to all. Specific leadership styles are therefore difficult to identify, despite being normative as practice within the profession.

The research demonstrated that Headteachers create artefacts that reflect the discourse of the policies. These are used to communicate effectively with staff to secure engagement and thus implementation. This had not been researched explicitly previously. Creating interest using personal information or motivational techniques was important for the Headteachers.

Both external and internal systems of power influence the Headteacher in shaping their communication with staff. This should be balanced to successfully enact policy. As Gunter (2016) suggests, a Headteacher has to be mindful of these systems but, at times, the research shows staff may not be fully aware of the limitations placed on Headteachers. The dilemma for Headteachers is that the staff *will* and *do* see them as the leader, even though this may be illusionary. The Headteacher must be aware of the social relationships operating within the school. They use emotional intelligence to have the desired impact on the staff body as a collective in these instances.

The research has shown that the PowerPoint presentations capture a crucial part of the policy process because first impressions from the enactment influence the course of policy

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implementation. In addition to the words, the visual element allowed an image and translation of the policy to be shaped. The use of corporate images of the school conveyed the voice of the Headteacher as the authority of the school but also created a sense of team and belonging, especially where difficult actions were needed.

The overall discourse, as presented in the PowerPoints, was to try to appear visionary, as demonstrated by the coding of the presentations. The staging of the presentation can create a communication which directs staff but leaves them with a feeling they want to be part of the body that delivers the vision shared by the Headteacher. However, in some cases, the accountability culture of the neoliberal landscape to bring improved results means an authoritative style must be used by the Headteacher, in some cases being the conduit of the power of the MAT acting as the driver and enforcer of change. The Headteacher is in a difficult position as staff expect the Headteacher to be the decision-maker but, in reality, this is not always the case.

The research did demonstrate a naivety on the part of some of the Headteachers that the staff would not see the Headteacher in their true position. This may appear inauthentic leadership. Further research into the way the presentation is received would have tested this. The policy changes linked to governance is a relatively new area of research. The impact on staff and Headteachers is an under-researched area and is changing as MATs evolve and develop.

5.5 Methodological innovation

Headteachers can be bombarded by surveys and questionnaires. The method of research was designed to ease the burden on the Headteacher. An email appears less formal than a questionnaire; the Headteachers were able to respond when they had the time, making it easier than arranging interviews but were perhaps more willing to share thoughts than on a form. This appeared to be the case, as the results were gathered quickly. In addition, the email acted as an interview but also eased analysis as the work was already typed and the words were recorded accurately. This method of

data collection therefore appears less intimidating and more manageable for both the respondent and the researcher.

Using the PowerPoints was innovative. They act as a new record of the point when a policy is being launched with staff. They were prepared and shown to an audience; this was the message the staff heard and saw. This is a better record than an interview about a presentation. The artefact is an accurate reflection of what was said. They are the instrument of policy enactment and therefore act as a resource for the researcher as well as a tool for the practitioner. In most cases, Headteachers have notes that are used with the presentation. In two cases, notes that accompanied the presentation were also available to me as a source of data.

For the staff as audience, the PowerPoint is usually the message that they remember. PowerPoints are used as teaching tools for exactly this reason: they are memorable. The use of images, including corporate logos and colours, adds to the sense that this is *the* school policy as delivered by the Headteacher. They are often sent to staff after a presentation as a record. The aim is to show staff the direction of travel towards a shared goal. The research has shown that the message mirrored that found on school websites' vision and values statements.

Previous educational leadership research does not appear to have considered the power of image as part of the discourse. The discourse analysis tools such as word clouds, coding frequency charts and graphical displays did show the emphasis of the messages conveyed. They also allowed comparisons between presentations. Alongside the coding, which appeared more successful in highlighting commonality in difficult situations, the data presentation supported, as *secondary* analysis, the findings regarding the language used and thus the leadership style that was demonstrated. This has not been used previously.

The narrative and discourse analysis again provides complementary stances to gain understanding. This was not found explicitly in other research but the discourse analysis using Bourdieu's tools as

"lenses" to consider the material did give a greater level of understanding that helped answer the

research questions.

5.6 What happened to each Headteacher and the situation they had to resolve?

The table below summarises what occurred following the presentations and the position of the

Headteachers in 2021.

Headteacher	What happened after the presentation?	Position July 2021
Una	Una was in post for eighteen months. The school's sponsorship as an academy was changed again and Una was not given the Headship under the new sponsor. A settlement was reached and Una left in acrimonious circumstances.	Following a year not working, Una set up her own consultancy business and operated as an emergency Headteacher in the primary sector when schools are unable to find a substantive Headteacher. Una retired in 2020.
Gillian	Gillian's school went on to be judged "Good" under her leadership, maintaining its previous rating. The school has since become a Trust.	Gillian became Executive Principal of the Trust (2021).
Peter	Peter applied for the main position of Headteacher. He withdrew his application at interview as he felt at odds with the Trust's aims and methods.	Peter took a job as Deputy Headteacher working in Laura's school.
Elizabeth	The school results improved and the school secured a "Good" grading at Ofsted. The Trust then withdrew from its academy sponsorship.	Elizabeth went on to hold an executive role within the Trust, prior to retirement. She is now Chair of Trustees of a local school.
Simon	The school achieved a grade of "Good" from Ofsted. The exam results improved the year after the presentation.	Simon left the post of Headteacher to become the Chief Executive Officer as the school converted and set up a MAT. Retired in 2021.
Larry	The vertical tutoring system was successfully introduced. The school remains one of the highest attaining schools in the country.	Larry remained the Headteacher but also works on NPQH programmes and other national initiatives. He retired in December 2021.

Ken	The school made the budget cuts including redundancies. The school continues to be judged "Outstanding".	Ken continues to be Headteacher. The school converted to a Multi Academy Trust in 2019. Ken is the Executive Head of the two schools in the Trust.
Laura	The school chose not to join the Multi-Academy Trust. The school remains a "Foundation school". The school achieved "Good" in its Ofsted inspection 2018.	Laura is still in post as Headteacher.
Oliver	The organisation shaped itself into a Multi-Academy Trust. This is still seeking to grow within the area.	Oliver is the Chief Executive Officer of the Multi-Academy Trust.

Table 2 What happened following the presentations

5.7 Recommendations

5.7.1 Recommendations for practice and practitioners

The research has indicated that the presentation to a staff body must be considered carefully. Using corporate imaging and styling may enable the Headteacher to project themselves as the "voice" of the school. This gives a clear message to staff members and enforces the Headteacher's position. It can also create a shared sense of community and collegiality amongst the whole school staff who feel a sense of belonging.

The presentation should also permit the Headteacher to project something of themselves, and use of humour or personal anecdotes can lead to greater engagement as they are seen as "human". This again helps to create a connection with the audience. This can be reflected in the images, the text on the screen or the way the text is un-picked through the dialogue that accompanies each slide. Images in particular are more memorable for the audience and so the message may have a more lasting impact.

More pragmatic recommendations would include ensuring that the message is broken down into sections that build both a narrative and discourse of the proposed policy or change and the challenges faced. Repeating a message of success reinforces a point and will mean it is remembered and keep staff on side. Developing a sense of a story or journey should ensure the staff recognise their role in the stages of transformation. Creating a "history" gives more meaning. The presentations should end on a positive note or as a manageable challenge and stress that, by working together, the policy outcome can be achieved.

The key element, which links to their leadership, is that the Headteacher should appear believable and trustworthy. The staff recognise the position of "Headteacher". In a situation where a Trust governing body is operating, the Head should be clear about their own position, as the staff will not become followers to a transformation if they cannot believe in the authenticity of the Headteacher. This may not be easy. Even if the message is difficult to deliver, it is better to share the situation and

process. Recognition that the staff body must work as one for successful transformation builds a sense of community. This is not "distributed" leadership but does involve a desire for shared responsibility for policy delivery. The Headteacher should determine the leadership style they need to adopt to engage staff for successful enactment. This will not always be the same but will be true to them. The presentation acts as a vehicle to display the style that is needed in the context.

5.7.2 Recommendations for policy development and enactment

Policy developers should consider the staging of the policy enactment and who is best placed to deliver the policy change. The changing position of Headteachers in schools, as described by Kulz (2021), means new ways of working should be considered as the policy's success is dependent on the implantation by staff. The traditional scenario where a Headteacher made the decision, with the support of the "critical friend governing body", is no longer the dominant model. Chief Executives or Executive Headteachers will affect the chain of delivery and their relationship with staff needs to be considered carefully so that the Headteacher is not undermined.

This research has demonstrated the importance of the meeting with staff where a policy change is launched. Particularly where there may be resistance, it is necessary to explain the rationale and ensure that the policy "deliverology" appears realistic and manageable to staff. The staging of the policy enactment to staff needs to be managed. This could be done in a series of presentations, if necessary, to allow time for reflection. The overarching aim for the Headteacher is that the policy should be seen in as positive a light as possible. Even if the policy is going to be seen as unpopular, the rationale for the change should be explored and shared with staff. Additionally, it is important to end on a positive note as this is what is remembered.

5.7.3 Recommendations for fellow researchers

This research has demonstrated alternative ways of capturing the micro moment of policy enactment beyond observation (which can be intrusive) and interview. The use of email as a less

intimidating method of enquiry could be considered by other researchers. It is easier for busy professionals to accommodate.

New sources of information, such as blogs, are becoming more easily available and act as a form of policy discourse. These are increasingly available online. Therefore, study of a broader range of artefacts and other text should be examined. Within schools, a variety of documents are produced that further reflect the communication between staff and would be useful for discourse analysis of policy changes. Given the time constraints affecting access to the thoughts of teachers, studying other documents (including minutes of meetings or email communications that are written for a different audience other than a researcher) may generate more knowledge.

In terms of research methods, use of graphical presentation enables trends to be identified more easily as a first stage of analysis. This is therefore a useful tool in discourse studies. The graphical techniques allow both deductive and inductive methodological approaches. Coding improves the analysis of language used by individuals to allow patterns to emerge, particularly where comparison to establish patterns is needed.

To extend the research, reflections from the staff body could have been collected. In this case, it was felt it would be difficult to collect a representative sample of staff comments, although it was considered. In this case, Heads may have been less willing to cooperate with the research if the staff were asked to recall their feelings regarding the presentations. Staff feedback could be a future area of research in certain circumstances where this would not undermine the Headteacher.

Rayner's (2018) longitudinal study of the structural change linked to potential academisation did manage to capture the shifting feelings of members of the senior leadership team towards policy and the leadership of the Headteacher over a period of time. Further research could be to study a range of presentations made by the same Headteacher to see whether their style changes.

The inclusion of both narrative and discourse analysis has demonstrated that this should be considered as this elucidates deeper understanding of the data. Although Thomson and Heffernan (2021) suggested linking Bourdieu and Foucault may be difficult, it felt this did provide a valid background of Discourse and the use of the tools and this is recommended for further application to other contexts.

5.8 Limitations of this study

The research's biggest limitation was that it was one sided, in that the staff views of the leadership were not explored. This meant that phenomena rather than case studies were analysed, contrasting with the methods of Bush-Mecenas and Marsh (2018). However, this is valid research in that the perceptions of the Headteacher will influence their practices and thus their leadership. Where a Headteacher saw themselves as being able to get the staff to do what they wanted through trust, this could have been seen as force by the staff.

Additionally, the sample of Headteachers was not random, potentially affecting the reliability of data collected. However, a variety of different types of schools was chosen. The personal relationship with some of the respondents meant they were possibly more willing to share their thoughts. The Headteachers were more open but were unlikely to accept that they had not led successfully.

The research captured a moment through the PowerPoint presentation. However, policy involves process and therefore this study is limited in considering just the enactment. The participants gave their analysis of the PowerPoint presentations after the event; in some cases a considerable time afterwards. This may have given the Headteachers "rose-coloured spectacles" as to the success and could have been more linked to hindsight.

The Headteachers used were within neighbouring local authority areas and so the changing governance in these local authorities was likely to act on the schools in a similar way. Schools in other parts of the country may face different pressures, which could influence policy enactment.

5.9 Ideas for further research

There are several ways this research could be extended and/or improved. A longitudinal case study of policy change would enable improved understanding of policy implementation from the stage of idea formation to delivery to staff and then implementation by staff. This would allow the various stages of policy deliverology to be analysed and thus practice improved by Headteachers. Additionally, a greater range of people could be questioned and their reflections crossmatched. A researcher who sets out to do this from the start of the policy might be able to capture the leadership and power relations that are operating within the school.

In a similar manner, I think there should be more research into the messaging that leaders use when addressing staff. This could be done from a psychological perspective. This is an under-researched area within education. PowerPoint presentations are now regularly used for the delivery of lessons to students but the impact on staff from a psychological and sociological perspective has not been studied.

The changing nature of governance and its impact on Headteachers is beginning to be researched. Most secondary schools are now part of MATs. Several of the Headteachers had been Heads of stand-alone secondary schools previously. The move to Trusts has given a new position to aspire to as "Executive Headteacher". In the cases researched here, two of the Headteachers were Executive Headteachers. They had influence with the Trust board and were shaping the direction of the schools within the Trust. However, there is little research currently about the difference between the leadership of those who are Executive Headteachers and those who are Headteachers but reporting to an Executive Headteacher. This would be worthy of further study. The influence of Trust boards and Executive Headteachers on both the "acting" Headteacher in the school and the way staff perceive the Headteacher they work with on a day-to-day basis could be researched. The turnover of Headteachers in MATS could also be an area for further investigation. Two of the Headteachers in this study eventually left their schools.

This research also revealed evidence of staff bullying. This appears to be an under-researched topic, and, especially, how some Heads may be complicit in this whilst others try to stamp it out. The move to the MAT structure creates an added layer of pressure and influence and is therefore worthy of further study.

The research was prompted by witnessing first-hand how senior leadership teams struggled to balance the pressures of externally imposed policies driven by the neoliberal agenda with the desire to do what they saw as in the best interests of their students. Headteachers have traditionally been seen as the key decision-maker by staff, students and parents; however, this may not now be the case. For example, central government sets targets for schools implementing the English Baccalaureate, but parents may resist their child being forced to take a language. This appears to be particularly true in areas of the country where they do not aspire to be as globally connected. This is indicative of a range of issues that could be researched; a policy must be delivered but the dichotomy of the situation that Headteachers face could be explored further.

5.10 Personal reflection

Having been on the senior leadership teams of four schools for over twenty years, I wished to contribute to the academic field that helps to shape the education our children receive. I have had strategic responsibility for every aspect of the running of a school, including a period of Headship. Through the research I was able to explore and better understand the influences that have shaped my school experience; I loved reading the literature because when you are so close to the chalk face/whiteboard, it is hard to get perspective. This research allowed me the time to think. The pandemic led to delay, but I further reviewed what I had written and I believe refined my analytical skills, moving from a descriptive stance to a more perceptive and critical stance.

Action research in schools used to be supported by local authorities; I was a beneficiary when I studied for my Master's in the 1990s. Trust boards, at times, will fund research. However, by their nature, it may mean that research is prescribed. My research is free from such influence.

Educational research is vital as a means to improve the experiences that all students receive; my hope is that this continues to be supported for the greater good of society.

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Appendix 1 Ethical Approval statement

Ethical Approval

WARWICK
THE UNIVERSITY OF WARWICK

For PhD, EdD and

Masters by Research Students

All research undertaken by the students and staff within CES must conform to the University's ethical guidelines. There are separate procedures for staff and students.

All students receive training in research ethics and are required to complete this form before undertaking research, including small projects, dissertations and theses as appropriate. Ethical approval should first be sought early and certainly before any fieldwork. For doctoral students a completed ethical approval form should therefore accompany your upgrade paper.

The completion of the form is an opportunity to discuss ethical issues with your supervisor/tutor and is intended as a learning exercise as much as an administrative process to ensure compliance with CES policy. Your response should be detailed but not overlong. For example, in writing about your methodology you do not need to rehearse the rationale of your research but be specific about the steps you are taking. And if the bulk of your data collection consists of interviews with teachers, explain whether these interviews will be semi structured and whether they will be undertaken in home or school contexts. In writing about confidentiality, explain that you will be using codes but explain that your list of names of interviewees will be stored in a separate physical location. In writing about competence explain which courses and programmes you have attended but ask yourself what will you do when faced with the unexpected. And In writing about integrity go beyond explaining that you will follow recognised procedures in terms of data analysis and consider how you can avoid reporting in ways which are judgemental and / or discriminatory.

Many education students are carrying out projects which, on the face of it, do not pose strong ethical dilemmas. But think this through carefully. In particular consider *what might happen* and how you would deal with it. For example, what you would do if:

- in the course of an interview about CPD, a respondent tells you about how another individual is bullying him or her
- you are observing a class and you feel that there is a health and safety issue arising
- an interviewee is visibly upset about something that has arisen earlier at work and cannot stop crying
- you are being pressured by a sponsor to present that organisation in as positive light as possible

You should complete this form, sign it and have it countersigned by your tutor/supervisor. The form should then be returned to the Research Office (C1.10) for processing.

The form will then be reviewed by the relevant member of staff. The proposal may be approved, approved subject to minor amendments, or declined. The form will then be returned to the Research Office for recording and then returned to the Course Administrator who will report the outcome to yourself and your tutor/supervisor. If any changes are required you should undertake these **in consultation** with your tutor/supervisor. The form should then be resubmitted to the Research Office, when it will be reviewed.

Further Guidance

Further guidance and support is available from the University's website:
http://www2.warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/

Your bench mark for edcuational research is the code from the British Educational Research Association:
https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011
Similar advice is offered by subject bodies such as British Psychological Society
http://beta.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct-2009
And the British Sociological Association: https://www.britsoc.co.uk/equality-diversity/statement-of-ethical-practice/

Application for Ethical Approval

for Research Degrees

(PhD, EdD, MA by research)

Student number: Isobel Marion Ashmead

Student name: U153

PhD [X]   EdD [ ]   MA by research [ ]

Project title: An investigation into the way Head teachers get across difficult messages using Power point presentations that are used with staff.

Supervisor: Prof. Ian Abbott

Funding body (if relevant): None

Please ensure you have read the Guidance for the Ethical Conduct of Research available in the handbook.

Methodology

Please outline the methodology, e.g. observation, individual interviews, focus groups, group testing etc.

I will be investigating the way Head teachers get across difficult messages using the Power point presentations that are used with staff. I will also examine website values statements. I will carry out coding and statistical analysis of the texts and images used through the application of a computer program and first hand coding

In addition this will be followed up by email communication. This again will be subject to analysis in the same way as the Power points to enable triangulation of data. This will involve questioning Head teachers about their opinions, aims and the message they are

trying to convey to staff. This will be done via email and therefore there will be no need to record and write down their responses to my questions as they will have written the themselves.

Similarly, I will then follow up the impact of the power points using email communication with staff who viewed the presentations. The staff used will be nominated by the head teacher.

Further research and information may be gained from participation in Association School and College Leaders Working party on head teachers' values. This will enable cross referencing with the information gained from the individual teachers.

Participants

Please specify all participants in the research including ages of children and young people where appropriate. Also specify if any participants are vulnerable e.g. children; as a result of learning disability.

The participants will be head teachers and staff who have been nominated by them. However, all involved will have been invited by myself or the head teachers to participate. It is anticipated that between 5 and 10 head teachers will be involved and then at least two other members of staff from each school.

Respect for participants' rights and dignity

How will the fundamental rights and dignity of participants be respected, e.g. confidentiality, respect of cultural and religious values?

In terms of vulnerability, anonymity will be guaranteed, particularly for the teachers who are asked to take part. Every effort will be made to keep the schools' details confidential which again will support the anonymity of the participants.

The nature of the questioning of staff will not involve any aspects of cultural and religious values and so this should not be an issue. The messages being conveyed will be analysed

and this will involve email discussion of Head teachers values; however, these will not be judged.

Privacy and confidentiality

How will confidentiality be assured? Please address all aspects of research including protection of data records, thesis, reports/papers that might arise from the study.

The schools will not be named in the thesis or any reports or papers produced. The power points used will remain the property of the head teachers and will not be included in the final thesis, although some slides may be included for illustration. In these cases any text that names the School or image that would enable identification will be blanked or hidden. The participants will be told that the email communication may be quoted but will not be copied in entirety or included in the thesis or any reports or papers produced. The names of the participants will be changed.

Quotes from websites will be kept to a minimum as this material could be used to identify the School if a search engine was used. However, it is felt that this is a small risk.

Consent

How will prior informed consent be obtained from the following?

From participants:

Participants will be approached and the terms of reference explained. This will also include an explanation of the methods used to maintain confidentiality. This will be expressed in writing and participants will be asked to sign a copy of the this information to state they give permission for their emails to be analysed and reported.

Participants will also have the right to withdraw from the research. In which case the information they have provided will be destroyed and not used as part of the research project.

From others: Information may be gained from Association School and College Leaders (ASCL) Working party. I have already told the chair of the group, my research interests. I will only include data with the express permission of members of this working party and in line with ASCL's own terms of reference. Again no school or individual will be identified.

If prior informed consent is not to be obtained, give reason: Not applicable

Will participants be explicitly informed of the student's status?

Yes- I will explain my own position and the purpose of the study from the start. I will also explain I am a serving teacher.

Competence

How will you ensure that all methods used are undertaken with the necessary competence?

I have successfully undertaken and completed the University Postgraduate research methodology course. I will continue to work closely with my supervisor and check any issues or concerns I have with him.

Protection of participants

How will participants' safety and well-being be safeguarded?

Safety should not be an issue as there will be no face to face meetings as communication will be via email. Participants email addresses will remain confidential. I will aim to use school email addresses so that answers remain professional and conform to school e safety rules in nature, unless the participants wish to use their personal email accounts. I will use my University email account so that University protocols are used.

Well being should not be an issue as participants will be volunteers and will be free to withdraw if they wish. The nature of the material considered is unlikey to lead to distress.

Child protection

Will a CRB check be needed? Yes ☐ No ☒ (If yes, please attach a copy.)

Addressing dilemmas

Even well planned research can produce ethical dilemmas. How will you address any ethical dilemmas that may arise in your research?

The ethical dilemma that could arise would be where there is direct contradiction between teachers and their head teacher. However, in writing the thesis, it should be possible to ensure the confidentiality of the participants means that information is not directly attributable to an individual so that neither party is placed a compromised position. If other ethical dilemmas arise, I will discuss these with my supervisor.

Misuse of research

How will you seek to ensure that the research and the evidence resulting from it are not misused?

Through the maintenance of confidentiality, it should not be possible for the research to be misused. The only area for concern is where teachers will be asked to pass comment

Safety should not be an issue as there will be no face to face meetings as communication will be via email. Participants email addresses will remain confidential. I will aim to use school email addresses so that answers remain professional and conform to school e safety rules in nature, unless the participants wish to use their personal email accounts. I will use my University email account so that University protocols are used.

Well being should not be an issue as participants will be volunteers and will be free to withdraw if they wish. The nature of the material considered is unlikey to lead to distress.

Child protection

Will a CRB check be needed? Yes ☐ No ☒ (If yes, please attach a copy.)

Addressing dilemmas

Even well planned research can produce ethical dilemmas. How will you address any ethical dilemmas that may arise in your research?

The ethical dilemma that could arise would be where there is direct contradiction between teachers and their head teacher. However, in writing the thesis, it should be possible to ensure the confidentiality of the participants means that information is not directly attributable to an individual so that neither party is placed a compromised position. If other ethical dilemmas arise, I will discuss these with my supervisor.

Misuse of research

How will you seek to ensure that the research and the evidence resulting from it are not misused?

Through the maintenance of confidentiality, it should not be possible for the research to be misused. The only area for concern is where teachers will be asked to pass comment

I will follow the departmental guidelines regarding authorship and publication.The research will be done by myself alone although I will consult with my supervisor but the resulting document will be my own work and there is no suggestion of co attribution.

Other issues

Please specify other issues not discussed above, if any, and how you will address them.

None anticipated

Signed:		
Student:	Isobel Ashmead	Date:14.8.17
Supervisor:	I. D. Ashett	Date: 18-8-17

Please submit this form to the Research Office (Donna Jay, Room B1.43)

Office use only
Action taken:
☑ Approved
☐ Approved with modification or conditions – see below
☐ Action deferred. Please supply additional information or clarification – see below
Name: Michael Wyness
Signature:
Date: 20-09-2017

Stamped:	THE UNIVERSITY OF WARWICK
Notes of Action:	CENTRE FOR EDUCATION STUDIES

Appendix 2 Screenshots from NVivo illustrating coding practice

Appendix 3 Selection of Elizabeth's PowerPoint

Slide 1
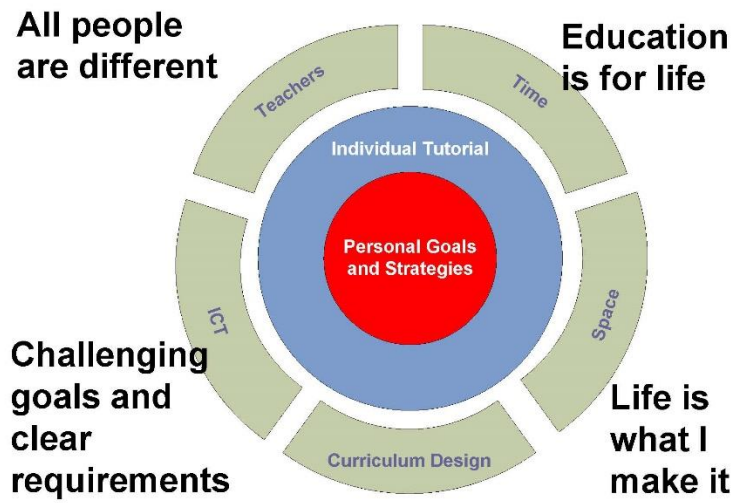
Slide 2

Slide 3 years hidden
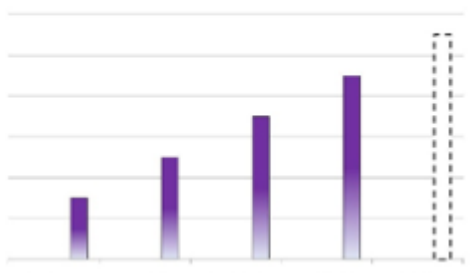
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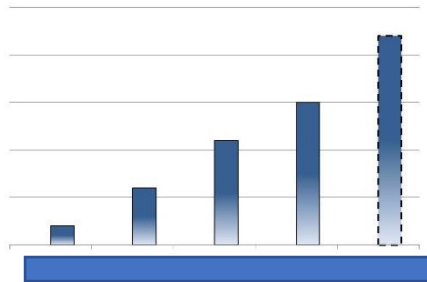
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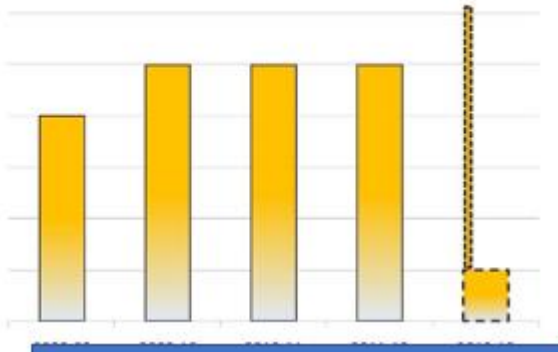
Slide 7

Teaching :

30% Outstanding or Good

70% Inadequate (previously
Satisfactory / Inadequate)

Slide 8

Following inspection week beginning [_____] Her
Majesty's inspectors have judged the [_____]
School should be placed in the **Ofsted category:**

Inadequate.

**ie one of the key areas of performance, in this case
Teaching, requires significant improvement.**

Slide 9

• Students arrive having achieved above national average scores at KS2

• Students are well behaved, compliant and eager to learn

• In too many lessons they are let down by **poorly prepared, lazy teaching
that offers little challenge, a slow pace and little variety**

• The abundance of data available is **seldom used to impact on progress.**

• Few teachers on UPS make substantial contribution to improving teaching
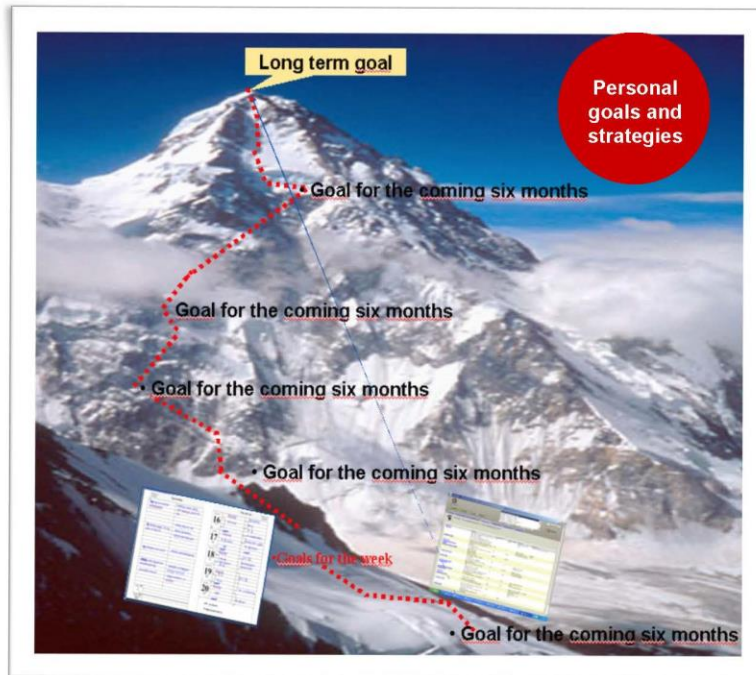standards – their own or that of others.

Slide 11

Leadership & Management

UPS (£21,000 - £36,700)   Robustness of performance
management- correlation between quality of teaching &
salary progression – UPS

	3	2	1	
English /MFL	4	2	1 = 7	
Hums/BS	5	7	2 = 14	
Maths	3	2	3 = 8	
Arts	4	0	2 = 6	
PE	3	1	1 = 5	
Sc/De	3	2	2 = 7	47 + Leadership Spine

Slide 13

Setting Goals – clear, realistic and challenging

Slide 15 Date and name/logo hidden