Instructions:

There are four parts to the questionnaire with a total of 20 statements.

Read each statement, identify which most represents your instinctive thoughts and rate the statements out of five.

1. Definitely not me
2. Prefer not to be me
3. Neutral
4. Could be me
5. Most like me

Round  1

1. I like people to agree with me, though I will proceed with plans with a minority and try to motivate the rest of the team.
2. The most important question a leader can ask is, ‘what are your views?’. Consulting is vital.
3. Providing clear procedures and effective administration is the most important job of a leader depending on the situation.
4. To improve teaching practice, the first step is to review the teacher’s strengths and weakness.
5. Running staff meetings is a great way for me to tell the staff what we are going to do.

Round 2

1. Predominantly I set clear goals and challenging for people to ensure they’re motivated and reward them when they achieve goals.

2. It’s so important to identify challenges for staff so we can work through those and build unity towards our goal.

3. It’s important for me to be removed from day to day tasks so I can move to any given situation which requires my leadership.

4. Ensuring teachers meet to discuss their practice is the most vital element of my work.

5.Much of my day is spent telling staff about my vision for the future.

Round 3

1. Inevitably staff will be a little bit concerned by my influence if they don’t meet their set goals.

2. A good leader encourages everyone to voice their opinions in a safe space.

3. I apply different models of leadership depending on the details of the task.

4. Most of my time is spent with staff talking about their pedagogy and I share mine too.

5. I’m so excited by my role as a leader because the future in is my hands.

Round 4

1. The most important element of a leader is to ensure the job gets done and this may involve reward or coercion.

2. I start by building values of trust and respect with staff members to ensure we work together in respectful relationships while challenging and aspiring for change in our practice.

3. Depending on the context, we will operate effectively by applying different approaches.

4. Professional development is the top of my list of concerns for my staff and I spend many hours preparing for both internal and external development.

5. Staff see me as the leader, I do too.

Calculating scores:

Each of the below leadership theories has been critiqued and challenged through the research literature so there is no ‘one size fits all’ best practice model. The below is to guide you on your own development of your leadership philosophy and consider ways you might incorporate a broader range of approaches. You may have multiple types of leadership score high, or low. This way you can consider how you will apply multiple types of leadership theory to practice.

In this module, we consider Pedagogical leadership. How did you go with this theory? Which other leadership theories might you align with in combination with pedagogical leadership?

Did your score on any of the scales surprise you? If so, what changes can you make to strive for a broader range of approaches?

Highest score out of 20 in statement 1-5 is representative of:

1. Transactional leadership theory

A high score on Type 1 highlights the underlying power, motivation, and influence in leadership. Motivation is guided by transactions and manipulated through rewards and coercion. Research shows the best approach to use with transactional leadership theory is internal motivation for staff.

These leaders engage staff and tasks through transactions. They like people to agree with them but will make decisions and bring others on board later through rewards or cohersion. They set clear goals and challenges for motivation to complete tasks.

1. Transformation leadership theory

A high score on Type 2 shows affinity with shared values and vision. Ethics and commitment generate trust and willingness to follow. Strategies are flexible with a focus on generating innovation and initiative for improved circumstances for all marginalised stakeholders.

The transformational leader will ask staff for their views, consult, identify challenges, build shared goals and vision, and encourage voice through trusting and respectful relationships.

1. Contingency leadership theory

A high score on Type 3 leadership theory on this questionnaire reveals an affinity with contingency leadership theory. From this theory, leaders predominantly first consider the situation and context and develop plans which are contingent on these.

The focus will change depending on the requirement for effective administration of tasks. This focus extends to emerging circumstances with staff, students, parents and other stakeholders - situations and context rather focussing on day to day operations.

1. Pedagogical leadership theory

A high score on Type 4 shows affinity with Pedagogical leadership theory. The main focus is on teaching and learning rather than daily administrative or managerial tasks which fit in around the pedagogical focus.

Pedagogical leaders seek to improve teaching practice in collaboration with staff, share pedagogical approaches, and ensure professional development is a top priority.

1. Trait leadership theory

A leader showing high levels in Type 5 resonates with trait leadership theory. This theory focuses on the importance of leaders showing traits, qualities, attributes, and characteristics of their view of a hierarchical, charismatic, or ‘great leader’.

From this perspective it is important to run staff meetings to inform staff about what to do, what the vision is, talk about the leader’s own view of the future, and to be seen as the person who is responsible for the decision making.