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World Education Leadership Symposium (WELS) Online Conference 2022

Initiator and Organizer / Initiator und Leiter:
Prof. Dr. Stephan Gerhard Huber

Host WELS 2022 (since 2009) / Veranstalter WELS 2022 (seit 2009):
Institute for the Management and Economics of Education (IBB) /
University of Teacher Education Zug (PH Zug)
Institut für Bildungsmanagement und Bildungsökonomie (IBB) /
Pädagogische Hochschule Zug (PH Zug)

Cooperation Partners / Kooperationspartner:
Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner

Conceptualizing inclusive leadership in public education administration: theoretical perspectives and empirical evidence

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Theoretical framework

- **Public Administration**: 2 models (bureaucracy &governance)

- **Public Education Administration**: distinguishable field, governed similarly

- The rhetoric for **leadership** overshadows administration itself

- **Inclusion** as a notion in the workplace mainly appears from 2000 onwards and models for organizational inclusion have been developed

- **Inclusive leadership** has remained unlit recently peripheral in literature

Distributed leadership

➢Rapid growth since 2000, restricted in education

➢Leadership as practice rather than role

➢Two paradigms: a descriptive-analytical and a prescriptive- normative

Descriptive - analytical paradigm:

Spillane and colleagues: leader-plus aspect and practice aspect

Gronn: additive and concertive action approach / hybrid leadership

Leithwood et al.: 4 patterns of concertive action

Mac Beath: typology of distribution manifestation

Ethical leadership

➢All leadership is value laden

➢Interest in ethical readership has revived due to the complexity of global environments and to media's interest in scandals in organizations

➢ Two approaches: a normative/philosophical and a descriptive approach

Starratt : tripartite multidimentional framework- theory for practice
      (ethics of critique, ethic of justice, ethics of care)

Brown and Treviño : theorized ethical leadership as a distinct style

❖moral person and moral manager

❖descriptive approach based on social-cognitive theory

Research aims

- To test the hypothesis that inclusive leadership features elements of ethical and distributed leadership

- To correlate this leadership (inclusive as ethical and distributed) to the model developed by Shore et al. (2011)

- To correlate this leadership (inclusive as ethical and distributed) to one of its positive outcomes: affective organizational commitment.

Research Questions

- **Question 1**: Does an ethical and distributed leadership conduce to the development of employee inclusion?

- **Question 2**: Is any of the two elements (ethical or distributed) of this leadership model related more closely to inclusion?

- **Question 3**: In what way is employee effective organizational commitment related to a) his sense of inclusion in the unit b) to ethical and distributed leadership;

Questionnaire Synthesis

Leadership (Likert 1-6& 1-5)
- Distributed leadership (4 items)
- Ethical leadership scale (10 items)

Inclusion (Likert 1-5)
- Inclusion scale (10 items)

Affective organizational commitment (Likert 1-7)
- Affective organizational commitment scale (8 items)

- **Note**: high scores manifest positive apperceptions

Participants

- Employees of the Ministry of Education and Religious Affairs, Greece
 (both administrative employees and seconded teachers)

- **Quantitative research**:
 pilot phase (July 2021) (N=57)
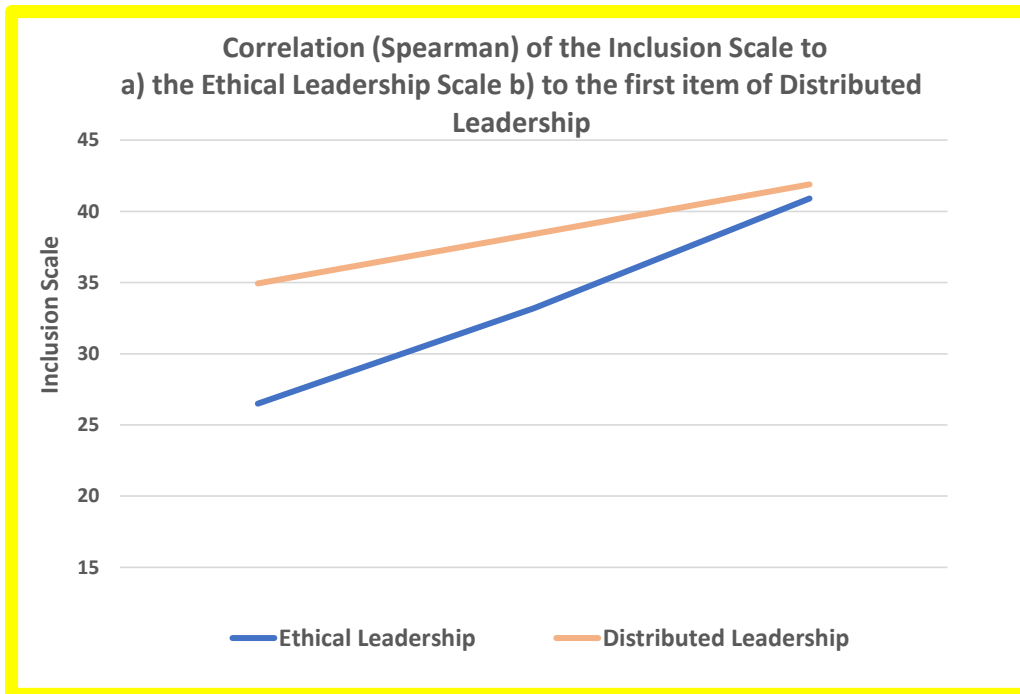main phase (September 2021) (N=280)

Main phase: control group
N [employees] = 1179
N [participants] = 280, participation percentage 23.7%)

Correlation (Spearman) of the Inclusion Scale to
a) the Ethical Leadership Scale b) to the first item of Distributed
Leadership

Thank you for your attention!

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