Professionally Responsible Leadership in a Time of Austerity?

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Overview

- **Introductory Remarks: Title**
- **'System World/ Life World'**
- **International 'Social Movements'**
- **The Audit Society– Autonomy, Accountability/ Responsibility/ Agency (The 'twin towers')**
- **Junior Cycle Reform, Advocacy Leadership/ Activist Profession**
- **Obair bhaile …**

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System World/ Life World: the importance of perspective (H)

- The majority of teachers are very poor, and find it hard to keep up a respectable exterior, such as becomes their profession…. The wonder is not that teachers are not more respectably dressed, but that they are able to appear at their work with anything like becoming decency at all (quoted in Coolahan, 2009, p. 39).

- the teacher in the 1850s still was a pious minded man who in life and living was a true Christian example for his students. In fact all activities and all that took place at the teacher training seminaries [colleges] were prepared and arranged to fulfil this purpose. According to regulations a strict selection procedure for accepting students was demanded from the seminaries and material should be handled in a way consistent with their religious and moral aims. The teacher training seminaries consequently were more like religious institutions more so than educational institutions. The students should be educated – not only to become pious and moral Christians – but also to become good and obedient members of the common people's class of society. (Baune 2001: 86, author's translation, Karseth, 2011, p. 165)

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Perspective: Historical/ Contemporary

- 1891 Educational Review- "teachers should have scientific training for their calling … opportunities to learn to reflect on their craft" NO "universally valid science of pedagogy … capable of complete formulation and … direct application to individual pupils and teachers" (Royce, quoted in Condliffe Lageman, 2000, p. ix)

- Aziza is a 27 year old single parent, mother of a four year old boy. She teaches English to the three standard 7 classes in the school. Her salary is roughly the equivalent of $100 USD per month and she sends a proportion to her elderly parents. Her monthly rent is a fifth of her salary. She struggles to make ends meet and child-care is a particular challenge. She employs a house girl for this purpose, but these young girls (12- 13 year olds) are often unreliable or sometimes run away. Consequently, we met Aziza's son in the school on a number of occasions during fieldwork. She supplements her income through petty trading. (Sugrue & Fentiman, 2012)

- Principals/Teachers' lives and work– the rise of 'expertise' and the demise of 'moral compass'?

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International 'Social Movements': Back to the Future

- 'May you live in interesting times' → 'the road to the future is always under construction …' (in your hands)
- "Put crudely, the policy was: privatise profits and socialise risks; save the banks and put the screws on the people" (Harvey, 2011, p. 10)
- "As lucrative business naturally flowed to wherever the regulatory regime was laxest, so the political pressure on the regulators to look the other way mounted" (Harvey, 2011, p. 20).
- Pillory the 'Public Sector': 'Virtus in medio Stat' → Post-Partnership?
- 'Tented Cities' V 'Tea Party' → 'no taxation without representation' → 'no austerity diktats by faceless capital or tax exiles (internal or external)'

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From Autonomy & Accountability: Professional Responsibility

- The new policy environment– EU/ OECD
- Over the past twenty years, schools have been the subject of much deliberation and have undergone many reforms, in particular as regards their autonomy (Coghlan & Desurmont, 2007, p. 3)

- Although reforms have been going on for several decades, school autonomy remains a key issue on the political agenda of many if not most European countries (p. 3)

- Schools may be autonomous to varying degrees regarding these aspects. They are considered to be fully autonomous, or to have a high degree of autonomy, if they are fully responsible for their decisions subject to legal constraints or the general framework of education legislation.

- Schools are partly autonomous if they take decisions within a set of predetermined options or require approval for decisions from their education authority. Autonomy may also be implied where there is an absence of rules or regulations in a given area.. (p. 7)
- Decline of Trust– rise of accountability

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Audit Society: Accountability

- The rise of New Public Management (NPM)
- The three E's: Economically, efficiently, and effectiveness
- "the NPM claims to speak on behalf of taxpayers and consumers and against cosy cultures of professional self-regulation" (Power, 1999, p. 44)
- "VFM is a vague normative space in which an ensemble of operational routines and auditable performance can be harnessed to broader political ideals"
- "The 'hollowing out of the state' by NPM generates a demand for audit and other forms of evaluation and inspection to fill the hole" (p. 44)
- "Organisations must be changed to make them auditable…" (p. 47) (WSE/ SSE)

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'Cult of Efficiency'

- "the language of efficiency shapes our public as well as our private lives" (2001, p. 3).
- Efficiency, or cost-effectiveness, has become an end in itself, a value often more important than others. But elevating efficiency, turning it into an end, misuses language, and this has profound consequences for the way we as citizens conceive of public life. (Gross Stein, 2001, p. 3)
- In our avowedly secular age, the paramount sin is now inefficiency. Dishonesty, unfairness, and injustice—the sins of the past—pale in comparison with the cardinal transgression of inefficiency. (Gross Stein, 2001, p. 2)
- *Efficere* translates … as 'to bring about, to accomplish, to effect'. Only in modern times do we separate effectiveness, efficacy, and efficiency, and our public conversation is consequently fractured—and impoverished. (Gross Stein, 2001, p. 17)– A 'Cult'→ 'Performance Training Sects' (Hargreaves, 2003)
- The teaching profession is being exhorted to be autonomous while at the same time it is under increasing surveillance by politicians and the community to be more accountable through standards regimes and rituals of verification (Sachs, 2003, p. 123)

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Professional Autonomy?

- "…personal autonomy seems to entail a lot more than just being left to your own devices" (Appiah, 2007, p. 37)

- Relational Autonomy: ""think of autonomy as a characteristic of agents who are emotional, embodied, desiring, creative, and feeling, as well as rational creatures" (Mackenzie & Stoljar, 2000, p. 21).

- Moral Autonomy: "a good society … creates the conditions by which its members can become agents, and foster a sense of justice" (Appiah, 2007, p. 38)

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Autonomy: Professional Responsibility?

- Professional responsibility: "requires professionals to base their judgements in both science and experience-based knowledge and professional ethics" (Englund & Dyrdal Solbrekke, 2011, p. 61)
- Responsibility is a "moral obligation assumed by oneself, or bestowed upon a person to be used for another … a proactive attitude and an approach in which a professional voluntarily takes responsibility for 'the other'…" (p. 63)
- Being accountable does not necessarily entail being responsible.

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The Language & Logics of Accountability & Responsibility

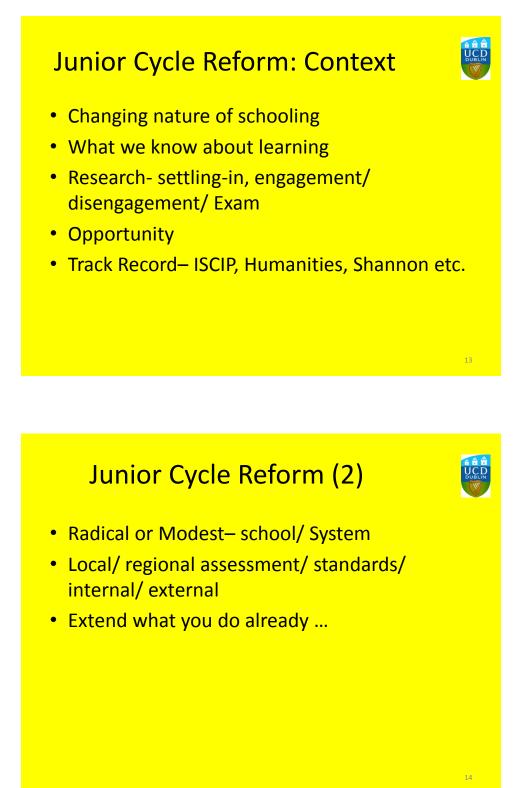| Responsibility	Accountability
• based in professional mandate • situated judgement • trust • moral rationale • internal evaluation • negotiated standards • implicit language • framed by professions • relative autonomy and personally inescapable • proactive	• defined by current governance • standardised by contract • control • economic/legal rationale • external auditing • predetermined indicators • transparent language • framed by political goals • compliance with employers'/ politicians' decisions • reactive(Solbrekke & Englund, 2011, p. 855)

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Agency/ Leadership

Responsibility	Leading-living with the tension	Accountability
	1. Junior Cycle Reform 2. Advocacy Leadership 3. Activist Profession	

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Junior Cycle Reform: Context

- Changing nature of schooling
- What we know about learning
- Research- settling-in, engagement/ disengagement/ Exam
- Opportunity
- Track Record– ISCIP, Humanities, Shannon etc.

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Junior Cycle Reform (2)

- Radical or Modest– school/ System
- Local/ regional assessment/ standards/ internal/ external
- Extend what you do already …

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Junior Cycle Reforms: Risk/ Tensions?

- Standards/ local politics/ professional responsibility-CRITERIA, INTERNAL/ EXTERNAL/ RIGOUR-TRANSPARENCY/ Peer Review
- Tension between continuity-primary/ post-primary and preparation for LC
- Competition/ Collaboration- status, reputation
- Innovation-ICT- representation of learning
- What's out there?
- Working groups– inter-disciplinary, in and between schools-leadership
- Determine priorities-set pace
- Evaluate

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Professional Responsibility- Whole School

Entrepreneurial Identity	Activist Identity
• Individualistic	• Based on democratic principles
• Competitive	• Negotiated
• Controlling and regulative	• Collaborative
• Externally defined	• Socially critical
• Standards-led	• Future oriented
	• Strategic and tactical

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Advocacy Leadership

- Advocate what?
- What do you stand for? What do you espouse?
- The possibilities of 'multiple scripts' as Legitimate compromise?
- Compliance/ Resistance?
- Evidence-driven, based, informed?
- Leader/ public intellectual

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Island University: Resilience/ Trust/ Common Purpose/ Resourcefulness

- We had to look for writing materials. A few people were already studying, and they were allowed to buy writing materials. You must remember that anybody misusing these studies had study privileges withdrawn, and misconduct included sharing papers and pens. But we did share. And at that time they were building the prison so there was cement around and the cement bags had three layers. And we were able to cut out those three layers, clean off the brown paper and stick it together into a type of loose flat book. And whenever possible, pencils were broken and halved or quartered and shared out. And many of us started writing small in order to conserve space. My writing is still extremely small. (Waider 2003, p. 66)

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Activist: In Extremis

- I taught mathematics and I taught physical sciences. And I thought one of the ways for me to make it as interesting as possible was to give them exercises. When you go to the island, you'll see that there's a door leading to the bathroom. There were no doors at that time. You come back from the quarry, you're all dusty and so on and you rush to get a shower. My students who were interested in their mathematical problems came with me. I sometimes think I lived very non-conventional. Have you ever taught a class standing completely naked while you're in the shower? In the shower, having helped people with tutorials while sitting on the toilets. I had a friend in the next-door cell and he wanted to study mathematics. So I wrote him a textbook of mathematics on toilet paper. I had a small study kit and half a ballpoint pen, which I managed to bring in. … In any case I wrote this textbook and he did exercises on it, but they discovered it. And then they rationed toilet paper—one sheet per day (p. 67).
- Difference/ respect: "and all my comrades knew that I came from the universities. And they used to make extra stones for me and bring it along and give a donation to me in order to make that pile" (p. 67)

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Professional Activist Charter

- Trust, Active Trust, Generative Politics
- Trust: Accountability/ Trust– Reclaim?
- Active Trust: "…requires that a shared set of values, principles and strategies is debated and negotiated. … The challenge in becoming an activist professional is that it requires strong commitment of time, energy and intellectual resources to agree on what is at the core of the activism" (Sachs, 2003, pp. 140-'1)

- Generative Politics: "provides an antidote to the fundamentalist and essentialist assumptions about social relations and organizations that inform managerialist notions of professionalism"(p. 145)

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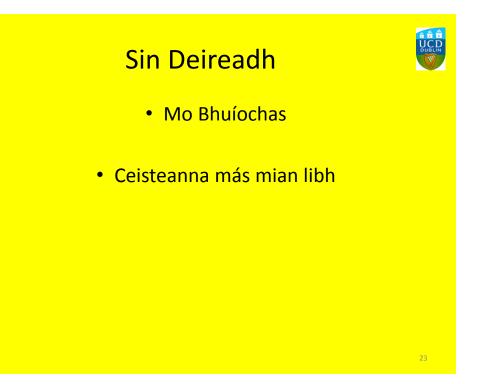## Professional Responsibility: Activist Principles

- Inclusiveness
- Collective & Collaborative
- Effective communication of aims & expectations
- Recognition of the expertise of all involved
- Create an environment of trust & mutual respect
- Ethical practice
- Being responsive & Responsible
- Act with Passion
- Have fun!

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Professional Responsibility: Past Images, Messages/ Meanings

- "If the teaching profession wants to be the author of its own ... professional narrative, then now is possibly the time for this to occur (Sachs, 2003, p. 135)
- Accountability is the remainder that is left when ... responsibility has been subtracted (Hargreaves & Shirley, 2009, p. 102)
- Re-building professional responsibility ... the road to the future ... travel in convoy... begin the conversation ...

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Sin Deireadh

- Mo Bhuíochas

- Ceisteanna más mian libh

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Three Tasks:
Junior Cycle, Advocacy Leadership, Activist Profession

Challenge	Opportunity	Risk	Action
Courage Commitment Collaboration Capacity building Multiple Scripts Values/beliefs/ disposition	Benefits- learners, colleagues, community New Sense of Professional Responsibility	Compliance Resistance Status Quo	Internal External Individual/ collective Timeframe Personal/ Professional/ Public

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