

**Leadership and Diversity in Education in England: Progress
in the New Millennium?**

Editorial

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Preview

Leadership and diversity in Education in England: progress in the new millennium?

Editorial

We are delighted to be able to present this Invited Special Issue of Management in Education on “**Leadership and diversity in Education in England: progress in the new millennium?**” This theme straddles two important issues: diversity in leadership in England, and the degree to which progress has been or is being made in diversifying the educational leadership landscape.

Research and academic and political debates about ‘leadership and diversity’ in education, have, in recent years, been prolific, although the impact of these have been negligible. Whereas the student and staff populations in education institutions are becoming more diverse, the evidence suggest that diversity in leadership is still lagging behind this evolving trend (DfE, 2017; HESA, 2016). It appears therefore that, despite marginal increases in diversity in the educational workforce, and the strong potential for individuals from all backgrounds to contribute to educational leadership, diversity in educational leadership remains is arguably an aspiration at both the policy and practice levels. While gender equality has made some strides and is clearly more visible across all sectors, there is a considerable way to in addressing the underrepresentation of people, for example, from Black, Asian and Minority Ethnic backgrounds (BAME or BME) in senior roles in higher education (HE) (Leadership Foundation 2015, Singh and Kwhali 2015; Bhopal and Brown 2016; Miller, 2016) as well as in schools (NASUWT, 2015).

Whilst this issue focuses primarily on BAME and leadership issues, we recognise that ethnicity, however, is only one part of diversity. We recognise ‘diversity’ as a concept that encompasses many qualities some of which might be easily visible, for example race, gender, religious affiliations and disabilities, and others less visible, for example class or sexual orientation. A key tenet in this special issue is that negative stereotypes can automatically categorise and exclude individuals from leadership on the basis of presumed difference (Coleman 2012). In 2012, Coleman identified the need for more research focused on leadership and diversity and in 2018, although much more research is available, lack of progress in diversity and educational leadership remain a hugely problematic feature of education in England.

This special issue examines the debate on the career progression of BME individuals within educational leadership in England (and beyond) and explores challenges and debates while also interrogating leadership practice through a range of available lenses, models and theoretical frameworks. It seeks to locate the dimensions of leadership and diversity in education within critical theoretical discourses such as post-structuralism and post-colonialism with an emphasis on social justice as a key category of analysis. The authors explore the experiences of BAME staff in education in relation to both access and outcomes, and critique practices of educational leaders and policy-makers which continue to influence and shape their career trajectories- in schools, further and higher education.

The paper by Moorosi, Fuller & Reilly provides an international analysis of Black women leaders’ constructions of successful leadership. This paper recognises the limited attention given to black female ‘leadership narratives’. Using a life history approach, the paper provides a multi-national comparative analysis of the experiences of black women leaders in England, South Africa and the United States. The findings highlight the important role of race and gender in education, drawing on intersectionality to understand these comparative experiences.

The international theme is sustained by Miller who explores the career progression of Overseas Trained Teachers (OTT) in England. Drawing on theories of social identity and personal agency, Miller

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3 examines how hostile and racialised migration and educational policies have advantaged the career
4 progression of OTTs from White industrialised societies, whilst simultaneously disadvantaging those
5 from non-White developing, non-industrialised countries. From this study of OTTs recruited to teach
6 in primary and secondary schools in England between 2008- 2014, Miller concludes that whereas all
7 OTTs appear to be surviving, only some appear to be thriving.
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9 Callender also uses an innovative life histories methodological approach to examine the experiences
10 of black male teachers in primary schools in England. Callender's research provides insights into the
11 intersections of race, ethnicity, gender and class and explores how aspiring BME male leaders
12 negotiate the education landscape against a backdrop of challenging structural experiences. The
13 paper draws on both Critical Race Theory (CRT) and intersectionality to explore challenging
14 professional and socio-identity themes to shed light on perspectives in England.
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16 Elton-Chalcraft, Chapman and Kendrick explores factors inhibiting and/or encouraging women and
17 men from BAME backgrounds in pursuing leadership roles in teaching. Based on research
18 commissioned by the National College of Teaching and Leadership (NCTL), this paper explores the
19 value and effectiveness of NCTL funded leadership pathways designed in supporting BAME
20 progression to leadership. The paper adopts a grounded theory approach and highlights several
21 significant differences between participants from BAME backgrounds and for women and men
22 generally. Their findings are particularly useful for course and curriculum design in HE.
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25 Distributed leadership has enjoyed a period of positive expansion and consolidation throughout the
26 education sector in recent years. However, there is some recognition that distributed leadership as a
27 practice needs further testing before generalised conclusions can be drawn about its usefulness and
28 impact in education. In her paper, Joslyn applies the concept of cultural cloning as a methodological
29 tool to explore the socio-cultural factors that shape and influence relationships within participatory
30 models of distributed leadership model to examine the impact of this approach to leadership on the
31 progress of BME leaders and aspiring leaders. This paper explores structural and process factors to
32 examine key concepts such as cultural sameness and cultural difference and the nature of
33 organisational aversion to difference to convey the impact on BME employees.
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36 Arday suggests that educational leadership, particularly when aligned to the primacy of race in the
37 context of education remains oblivious to some individuals responsible for and/or involved in the
38 career progression of BME students/ academics. The challenges encountered by BME students/
39 academics in plotting a career trajectory that ends with a leadership role are examined in this paper.
40 Based on the narratives of BME individuals in educational leadership positions in HE, this paper
41 explores ways and techniques for advancing the discourse diversity in educational leadership.
42

43 It is believed this Special Issue will have widespread relevance to researchers, educators and policy
44 makers alike. By combining a mix of intellectually rigorous, accessible and robust argument this
45 special issue presents a distinctive and engaging voice, that seeks to broaden the understanding of
46 diversity and leadership beyond the confines of the education sphere into an arena of sociological
47 and cultural discourse. In this way, this special issue provides a challenge to current leadership
48 discourse and provides opportunity for thinking about thinking about and researching diversity and
49 educational leadership in new ways.
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54 Professor Erica Joslyn, University of Suffolk
55 Professor Paul Miller, University of Huddersfield
56 Dr Christine Callender, University College London, Institute of Education
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June 2018

For Peer Review

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Proposal for the Management in Education
A Special Issue proposal promoted by the BELMAS Race & Leadership Research
Interest Group

Proposal for Invited Special Issue

Leadership and diversity in Education in England: progress in the new millennium?

Guest Editors:

Professor Erica Joslyn, University of Suffolk
Professor Paul Miller, University of Huddersfield
Dr Christine Callender, University College London, Institute of Education

Introduction

Contemporary understanding of 'leadership in education' is believed to have emerged from social, economic and business governance models especially those of the US and the UK. As is common in current debate, the construct of "leadership in education" is used here to describe leadership beyond the traditional schools' sector to include leadership in universities, colleges and other non-traditional and informal spaces. In this special issue, we use the term 'diversity' to include all minoritised groups, especially those characterised by race/ ethnicity, gender, religious affiliation, disabilities, class and/ or sexual orientation.

The academic and political debate about 'leadership and diversity' in education has, in recent years, been prolific. However, the impact of this persistent debate has been negligible. While the education workforce and consumers are becoming more diverse, research into 'leadership and diversity' has lagged behind this trend (Cogliser *et al.* 2015). In the education sector, the rise of the concept of leadership as a leading construct, as opposed to management, coincides with the rise of neo-liberal governance models in political and international arenas – from the 1990s into the millennium. The praxis of leadership is, by its very nature, interdisciplinary – drawn from a range of social, interpersonal, psychological, and occupational perspectives. In education, these perspectives are centred on a number of educational leadership theories such as: (a) instructional leadership; (b) distributed leadership; (c) transformational leadership and (d) social justice leadership.

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3 Despite the increasing diversity in the workforce, and the strong potential for equality of
4 opportunity, diversity in educational leadership remains an aspiration on both political and
5 human resource management agendas across the education sector in the UK and beyond. While
6 gender equality has made some strides and is clearly more visible across all sectors, there is
7 arguably much further to go in addressing the underrepresentation of people, for example, from
8 Black and Minority Ethnic backgrounds (BME) in senior roles in higher education (HE)
9 (Leadership Foundation 2015, Singh and Kwhali 2015; Bhopal and Brown 2016; Miller, 2016)
10 as well as in schools (NASUWT, 2015).
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16 While this issue focuses primarily on BME and leadership issues, the editors recognise that
17 ethnicity, however, is only one part of diversity. We recognise 'diversity' as a concept that
18 encompasses many qualities some of which might be easily visible, for example race, gender,
19 religious affiliations and disabilities, and others less visible, for example class or sexual
20 orientation. A key tenet in this special issue is that negative stereotypes can automatically
21 categorise and exclude individuals from leadership on the basis of presumed difference
22 (Coleman 2012). In 2012, Coleman identified the need for more research focused on leadership
23 and diversity and in 2017 the lack of progress continues to dominate discourse about
24 educational leadership.
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31 This special issue examines the debate on the career progression of BME individuals within
32 educational leadership in England (and beyond??) and explores challenges and debates while
33 also interrogating leadership practice through a range of available lenses, models and
34 theoretical frameworks. This Special Issue seeks to locate the dimensions of leadership and
35 BME diversity in education within critical theoretical discourses such as post-structuralism and
36 post-colonialism with an emphasis on social justice as a key category of analysis. We explore
37 opportunity and experience of minorities in relation to both access and outcomes and critique
38 leadership theories vis-à-vis BME experiences in policy and practice(s). Research papers will
39 review existing research and present new and original evidence in a theoretically informed
40 context-specific manner.
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47 The special issue examines inequality and diversity in leadership experiences in education and
48 contributions from authors address the different experiences of leadership in education areas in
49 schools, further and higher education.
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52 The paper by Moorosi, Fuller & Reilly provides an international analysis of Black women leaders'
53 constructions of successful leadership. This paper recognises the limited attention given to
54 black female 'leadership narratives' and using a life history approach provides a multi-national
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3 comparative analysis of the experiences of black women leaders in England, South Africa and
4 the U.S. Their findings demonstrate the important role of race and gender in complex lives and
5 draws on intersectionality to understand comparative experiences.
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9 The international theme is continued in the paper by Paul Miller who explores the career
10 progression of Overseas Trained Teachers (OTT) following their recruitment into primary and
11 secondary schools in England. Drawing on theories of social identity and personal agency, Miller
12 examines OTT policy and practice from 2008 to 2014 and explores access and obstacles to
13 leadership for OTTs. Despite some initiatives in place to assist BME teachers, Miller argues that
14 the sector remains stubbornly challenging with some OTTs from BME backgrounds describing
15 themselves as succeeding and some who characterise themselves as merely surviving.
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21 Richard Race tackles education policy across the education sector - primary, secondary and HE
22 - and explores the lack of impact of the long standing multicultural agenda in respect of
23 integration and diversity. Race also examines the role of the state, the politicization of the
24 education and responses by individual parents in respect of the current legislative landscape. In
25 his paper he targets the most current legislation across the sector and considers the
26 implications for diversity in leadership. Significantly, Race interrogates the policy trajectory -
27 from integrationist to assimilationist policies - and raises the spectre of 'Brexit' whilst
28 considering the potential consequences for leadership positions for educationalists from BME
29 communities.
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36 Christine Callender also uses an innovative life histories methodological approach to examine
37 the experiences of black male teachers in primary schools in England. Callender's research
38 provides insights into the intersections of race, ethnicity, gender and class and explores how
39 aspiring BME male leaders negotiate the education landscape against a backdrop of challenging
40 structural experiences. The paper also draws on Critical Race Theory (CRT) to explore
41 challenging professional and socio-identity themes to shed light on UK and comparative U.S. and
42 North American perspectives.
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48 Elton-Chalcraft and her colleagues Alison Chapman and Ann Kendrick explores factors
49 inhibiting and/or encouraging women and men from BME backgrounds in pursuing leadership
50 roles in teaching. This paper is based on research commissioned by the National College of
51 Teaching and Leadership (NCTL) and explores the value and effectiveness of NCTL funded
52 leadership courses designed to unlock leadership and management potential. Using a grounded
53 theory approach their paper signals comparative findings between different groups of
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4 and for women and men generally. Their findings are particularly useful for course and
5 curriculum design in HE.
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9 Distributed leadership has enjoyed a period of positive expansion and consolidation throughout
10 the education sector in recent years. However, there is some recognition that distributed
11 leadership as a practice needs further testing before generalised conclusions can be drawn
12 about its usefulness and impact in education. In her paper, Joslyn examines the impact of this
13 approach to leadership on the progression of BME leaders and aspiring leaders. This paper
14 draws on relational theories to explore the socio-cultural factors that shape and influence
15 relationships within the distributed leadership model and process factors to examine key
16 concepts such as similarity-attraction and demographical nature of social capital in
17 management practices including their relation to BME employees.
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24 Paper seven, by Jason Ardy suggests that educational leadership, particularly when aligned to
25 the primacy of race in the context of education remains oblivious to some individuals
26 responsible for and/or involved in the career progression of BME students/ academics. The
27 challenges encountered by BME students/ academics in plotting a career trajectory that ends
28 with a leadership role are examined in this paper . This paper is based on the narratives of BME
29 individuals in educational leadership positions in HE and explores ways and techniques for
30 advancing the discourse around greater diversification in educational leadership.
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36 It is believed this Special Issue will have widespread relevance to researchers, educators and
37 policy makers alike. By combining a mix of intellectually rigorous, accessible and robust
38 argument this special issue will present a distinctive and engaging voice, one that seeks to
39 broaden the understanding of BME diversity and leadership beyond the confines of the
40 education sphere into an arena of sociological and cultural discourse. In this way, this Special
41 Issue will provide a challenge to current leadership discourse and promote new ways of
42 thinking about diversity and educational leadership practice.
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51 **Editors**

52 This Special Issue is supported by the BELMAS RIG 'race and leadership'. Two proposers are
53 members of the RIG and have experience of contributing to Special Issues and publishing in peer
54 reviewed international journals on the areas of 'race', leadership and education.
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4 Professor Erica Joslyn is Professor of Education Policy at University of Suffolk. She is a member
5 of the Scientific Committee for the European Network of Social and Emotional Competence
6 (ENSEC) for children and young people and has peer reviewed articles for the ENSEC
7 International Journal of Emotional Education. She has also peer-reviewed articles for the
8 Journal of Education Policy and the Journal of Research in International Education. She is an
9 Academic Specialist for the Chevening Reading Committee for the Association of
10 Commonwealth Universities at the Foreign and Commonwealth Office. Professor Joslyn works
11 with local authorities to audit and scope issues related to, for example, the underachievement of
12 BME children within secondary schools and the development of BME leaders in education and
13 other public services.
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21 Professor Paul Miller

22 Paul Miller, PhD, is Professor of Educational Leadership & Management in the School of
23 Education & Professional Development at the University of Huddersfield, UK, and the first black
24 academic to be appointed to a Professorship in Educational Leadership & Management at a
25 British university.
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28 He is President of the Institute for Educational Administration & Leadership- Jamaica (IEAL-J); a
29 member of the Board of the Commonwealth Council for Educational Administration &
30 Management (CCEAM); a member of Council of the British Educational Leadership
31 Administration Society (BELMAS); and a member of the Caribbean Community's (CARICOM)
32 Technical Working Group on Educational Leadership & Teaching Innovation.
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35 Paul's areas of research interests and expertise include: race and educational leadership,
36 teacher migration and race, teacher migration and identity, teacher progression and how school
37 leaders "do" leadership. He co-convenes the BELMAS Race & Educational Leadership RIG and is
38 co-editor of *Power & Education (P&E)*, Associate Editor for *Educational Management
39 Administration & Leadership (EMAL)* and Associate Editor for *International Studies in
40 Educational Administration (ISEA)*.
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45 His recent publications include *School Leadership in the Caribbean: perceptions, practices,
46 paradigms* (editor, 2013); *Cultures of Educational Leadership: Global and Intercultural
47 Perspectives* (editor, 2017) and *Exploring School Leadership in England and the Caribbean: New
48 Insights from a Comparative Approach* (author, 2016). His 2016 paper, 'White sanction',
49 *institutional, group and individual interaction in the promotion and progression of black and
50 minority ethnic academics and teachers in England*, has received good reception both within and
51 outside education.
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3 Paul has been awarded an honorary doctorate in recognition of his research on teacher
4 migration/ overseas trained teachers in England, and his work on Corruption in Education in
5 Jamaica and England has been included in UNESCO's International Institute for Educational
6 Planning database of research into Corruption in Education. He is Principal Fellow of the UK's
7 Higher Education Academy (HEA).
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13 Dr Christine Callender

14 Christine Callender is a Lecturer in Education in the Department of Learning and Leadership at
15 UCL, Institute of Education. She is an experienced teacher educator and has undertaken various
16 consultancy roles in local authorities, international organisations and as part of a change
17 management programme in education. Christine is a member of BERA, AERA, SRHE and ECER.
18 She co-convenes the BELMAS Race & Educational Leadership RIG and is on the Editorial Board
19 of *Power & Education* (P&E). Christine is currently co-editing two books *Intercultural Studies in*
20 *Education and Race*, *Education and Leadership* (both due in 2019).
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29 Abstracts

30 31 **Abstract 1: Leadership and intersectionality: Cross-cultural constructions of success** 32 **among Black female school leaders in England, South Africa and the United States of** 33 **America** 34 35

36 Authors: Pontso Moorosi, University of Warwick, UK, Kay Fuller, University of Nottingham, UK,
37 Elizabeth Reilly, Loyola Marymount University, USA
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39 The purpose of this paper is to provide a comparative analysis of Black women leaders'
40 constructions of success and successful leadership in schools in three different contexts. The
41 overall body of existing literature on women in educational leadership focuses largely on white
42 middle class women, leaving Black women's experiences on the periphery even in contexts
43 where they are in the majority. This omission of black female "leadership narratives" together
44 with the lack of adequate understanding of the contexts in which leadership has been or is
45 successful, constrains our ability to contribute to ways that improve schooling experiences and
46 advance lives in communities that are poor and disadvantaged (Murtadha and Watts 2005). In
47 this paper, we use intersectionality theory (Crenshaw 1991) to analyse black women leaders'
48 experiences and constructions of success in leadership in the three different contexts: South
49 Africa, England and the United States. Although culturally, geographically and economically
50 diverse, these contexts share a historical baggage of racism and colonialism, making them
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3 appropriate cases for comparative analyses. Through a life-history approach, we interviewed
4 Black women leaders using a set of topics that covered the interviews but also allowed some
5 flexibility to follow-up interesting unexpected contextual patterns that enhance our
6 understanding of women leaders' experiences in different contexts. The findings suggest that
7 women's constructions of success are deeply rooted in their racial, cultural and familial
8 histories where they draw sources of courage, values and inspiration. These deep-rooted values
9 shape them, impelling them to practice leadership that is inclusive, fair and socially just. We
10 conclude that the role of race and gender is complex and that more research needs to be done to
11 bring collective and comparative stories of Black women's successful leadership to the fore, as
12 they bear significant implications for policy and practice.

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18 **Key words:** Intersectionality; leadership; Black women
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26 **Abstract 2: Overseas Trained Teachers in England: surviving and succeeding?**

27 Author: Paul Miller, University of Huddersfield

28 The recruitment of Overseas Trained Teachers (OTTs) to England has seemingly gone off the
29 policy radar despite their large numbers, continuing impact on primary and secondary
30 education, and despite the ongoing *Second Wave* of teacher migration that started in 2014. OTTs
31 continue to contribute to stability and continuity of provision within the compulsory education
32 sector, characterised by, in particular, the recruitment of teachers of Department for Education
33 (DfE) determined "shortage subjects", in particular STEM areas. From a study on "A day in the
34 life of an Overseas Trained Teacher", this qualitative study examines (a) strategies used by OTTs
35 to cope in their daily working lives and (b) teaching experience of OTTs in England compared
36 with their teaching experiences in their countries of origin. Participants are OTTs from the
37 Caribbean recruited in the First Wave of Teacher Migration (between 2001- 2008, and up to
38 2014). The findings suggest that whereas some OTTs are "succeeding" at their jobs, others are
39 simply "surviving". Drawing on theories of Social Identity and Personal Agency, this paper
40 argues that a OTTs encounter several professional challenges in their roles in England. However,
41 through personal agency and social capital in the form of (a) professional and (b) ethnic
42 networks external to schools, some are able to navigate and achieve more for themselves and
43 pupils. The paper concludes that OTTs need better quality support, which must be ongoing,
44 especially in their early engagement with the school system in England.

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54 **Key words:** Overseas trained teachers, agency, Caribbean, race, networks
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Abstract 3: Integration, Leadership and Diversity in Education Policy

Author: Dr. Richard Race, University of Roehampton.

The Coalition government (2010-2015) in the United Kingdom led by David Cameron attacked the notion and phenomenon of multiculturalism, despite the fact that it was still being talked about and discussed all over the world (Race, 2015). Brexit (2016-2019) has fundamentally changed the political landscape with a likely move to more monocultural education and social policy. In my current empirical research, I'm looking at integration and education policy-making. Integration is defined as a conditional relationship between the state on the one hand who create policy; and, individuals and communities who have the possibility to respond to that policy on the other. (Modood, 2013; Race, 2016a; 2016b). The national curriculum is an example of a state made policy and home education is a potential response to that policy whereby parents take their children out of school and self-educate their children (Race, in Race and Lander, 2016). These responses are in themselves conditional on whether parents can react and respond in this manner (Ball, 2003). Brexit theoretically takes this integrationist policy-making relationship and changes it. In some respects, the disintegration of this relationship gives the state more power and people less opportunity to respond or choose moving the policy-making process to a more assimilationist position for both the nation state and individual (Merry, 2013; Soutphommasane, in Balian and de Latour, 2013; Gagnon and Iacovino, in Meer et al, 2016).

This paper aims to examine political education from the current Conservative government by using education policy as evidence bases. The Education and Adoption Act (DfE, 2016a) become law before Teresa May become Prime Minister and the Higher Education and Research Bill (DfE, 2016b) is currently progressing through Westminster. By examining the education policies of: The National Curriculum, Academy Schools, The Office for Students and the Teaching Excellence Framework, the intention it to apply these policies to the notions of 'Curricula and instructional leadership' as well as 'Diversity Leadership' (Miller, 2016). Can these conceptual notions shine any new light into the debates on education, leadership and diversity (Race and Lander 2016)? Is a theoretical movement from integrationist to assimilationist policies changing the nature of education policy? (Race, forthcoming)? Can we apply the notion of 'knowledge production' to the above questions when considering school leadership, diversity and education research (Gunter, 2016)? The objective of the paper is to show whether notions of leadership and diversity are being recognised and *how* they are being recognised within education policy, or not progressing through integrationist processes with the current danger of more monocultural, assimilationist based education policy-making.

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3 The dissemination and evolution of the paper can be highlighted with two invited papers – the
4 first to be presented at Suffolk University for a BERA Race and Ethnicity seminar in February
5 2017 to be followed by a further invited paper for the BELMAS Race and Leadership Seminar
6 group to be held at Nottingham University in June, 2017.

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9 **Key words:** Education policy, national curriculum, diversity leadership

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12 **Abstract 4: Needles in a Haystack: Exploring the Experiences of Early Career Black Male**
13 **Teachers in England**

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15 Author: Christine Callender, UCL Institute of Education, London, UK

16 This paper examines the experiences of Black male teachers in primary schools in England.

17 Drawing on life history interviews it examines the nexus of professional and social identities
18 and how these are (re)constructed in or by schools. Against a background of teacher workforce
19 reform and gender-based recruitment initiatives, a policy 'blindspot' is illuminated and
20 identified as a contributory factor to the invisibility and silence of black male teacher
21 experiences. Agentic actions provide insight to the intersections of race, ethnicity, gender and
22 class and point to the ways that social and professional identities are in a constant state of
23 (re)formation as they traverse (and tip-toe) within and between social and professional
24 contexts.

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30 Critical Race Theory (CRT) and Intersectionality are deployed to explore the ways in which
31 racialised, gendered and classed subjectivities form the backdrop to day-to-day experiences and
32 perceptions of black males as they narrate their lives as professional black male primary school
33 teachers. These lenses provide vistas to explore the ways in which they negotiate the education
34 landscape and, how they are conceptualised within and by primary schools. Along with CRT,
35 intersectionality emphasises the way in which people are characterised by their complex
36 multiple identities and promotes a greater understanding of the complexities posed by different
37 axes of differentiation.

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42 The study comprises of 10 black male teachers who have qualified to teach in state primary
43 schools. Participants are 'recently qualified' or 'early career teachers' (i.e. they have no less than
44 1 years teaching experience and no more than 3) and have come into teaching via traditional
45 university-based and employment-based routes. Participants were interviewed twice; near
46 completion of their teacher training programme and between 18 to 24 months later.

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50 Themes examined include: teaching as a career and the interrelation of professional and social
51 identities. The study sheds light on and draws parallels with US research in the ways that black
52 men (circum) navigate and (re) negotiate their identity/ies in schools, illuminating the space
53 between policy discourse and praxis. Whilst adding to, and complementing, a broader
54 discussion of black male teachers in the UK, US and North America the study facilitates
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transnational dialogue amongst scholars internationally and contributes to an opening up of new areas of research in the UK. Comparative perspectives provide a way of framing discussions about the inter-relationships of agency, structure and the social identities of ethnicity, gender, class and race alongside that of teacher and professional identities.

Key words: Critical Race Theory, social and professional identities, Black male teachers

Abstract 5: Gender, race, faith and economics: Factors impacting on aspirant school leaders

Authors: Dr Sally Elton-Chalcraft (University of Cumbria), Alison Chapman (The Queen Katherine School Multi Academy Trust, Kendal) and Ann Kendrick (University of Cumbria)

This paper explores factors inhibiting or encouraging women and men from Black and Minority ethnic and also white backgrounds to pursue leadership positions in teaching.

Findings are drawn from a commissioned evaluation of three National College of Teaching and Leadership (NCTL) funded courses in 2015 which sought to help delegates unlock their leadership and management potential. *The Future BME (Black and Minority Ethnic) Middle Leaders, Women into Secondary Headship* and thirdly *the Aspirant Primary Headteachers* courses were led by Blackburn, Blackpool, Cumbria and Lancashire consortium course leaders.

Coleman (2012) draws attention to the key relationship between leadership and diversity issues. Although women have increased their numbers in leadership positions Crawford (2014) claims they are still under-represented in leadership positions in most schools. Despite the notion that leadership studies are becoming more communally focused and consequently less masculine (Carli and Eagly, 2011), the literature makes a strong case for specialized leadership preparation courses for women and BME groups (Bush, Glover, Sood et.al. 2005).

We investigated the extent to which the 27 participants felt their course successfully prepared them to take on a leadership role. Participants' perceived barriers to leadership were explored, their previous experience audited and throughout the course, their levels of confidence, perceived ability and desire to become a leader were gauged. Data were collected through baseline questionnaires, midpoint focus groups and end point questionnaires with each set of participants. Each course provided a series of face to face sessions, coaching, work shadowing and a written mini case story. We analyzed data using a grounded theory constant comparison method to identify emerging themes (Savin-Baden and Howell Major 2014).

While many men and women primary aspirant head teachers and most women into secondary headship gained confidence and felt more competent as the course progressed their desire to become leaders, in many cases, reduced. The opposite was the case for the Black and minority middle leaders most of whom cited an increase in confidence, perceived competence and also

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3 desire to become middle leaders. Factors cited by participants which impacted negatively on
4 their desire to become leaders included work/ life balance, issues concerning gender,
5 particularly women participants, who saw themselves as leaders in the home), accountability,
6 faith and economic factors (size of school, travel costs,) rather than a lack of confidence in their
7 own abilities. Despite the small sample size, the findings have been useful for future course
8 design but more significantly they have implications for recruitment and retention of future
9 leaders.
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13 **Key words:** Middle leaders, gender, leadership courses, grounded theory
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18 **Article 6: Distributed leadership & the challenges for BME leaders in higher education**

19 Author: Erica Joslyn University of Suffolk

20 Distributed leadership has, since the 1990s, been widely discussed as, for example, an
21 influential frame of analysis, a tool for distributing managerial power or a form of contrived
22 congeniality (Preedy 2016). While there is little agreement on a conclusive definition with
23 different authors presenting different interpretations, there is general consensus that
24 distributed leadership 'places an emphasis on interactions rather than actions; it presupposes
25 that leadership is not simply restricted to those with formal leadership roles but that influence
26 and agency are widely shared' (Harris, 2013).
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30 While distributed leadership has been largely discussed as a positive approach, Hartley (2009)
31 suggests that distributed leadership has also been used for detrimental, destructive and
32 damaging purposes. Hatcher (2012) argues that distributed leadership ignores the realities of
33 the differential distribution of powers in organisations and or society. This paper explores the
34 inherent nature of distributed leadership embodied by concepts such as delegated authority,
35 cultural capital and social capital act as organisational frames that simultaneously build
36 microcosms of power while inhibiting the progress of BME leaders/aspiring leaders in HE. It has
37 long been recognized that while women face a 'glass ceiling' in their efforts to achieve senior
38 roles, BME employees more typically encounter a 'concrete ceiling' – a barrier that is both
39 denser and less easily shattered (Davidson 1997).
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47 This paper draws on relational theories to explore the socio-cultural factors that shape and
48 influence the relationships between BME leaders/aspiring leaders and these microcosms of
49 power and authority. It explores notions of similarity-attraction and demographic similarity in
50 relation to management practices. It also examines the role of inter- and intra-personal
51 perceptions within distributive leadership routines. The paper will explore dissonance and
52 contradiction in the leadership trajectory of BME aspiring leaders with education.
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3 In this examination of distributive leadership and the progress of BME leaders/ aspiring leaders,
4 this paper adopts Sawyer (2002) notion of 'inseparability' which posits that only the 'process'
5 has ontological status. This approach ascribes no independent ontological status either to
6 primacy of agency or the primacy of structure. 'Inseparability' he argues is a concept which does
7 cannot allow for the individual acting in context; nor is the individual influenced by the context
8 (Sawyer 2002). This is not to deny the interplay of agency and structure but to focus on the
9 dynamics and relationships – formal and informal (Wyatt & Silvester 2015) - aspects of
10 distributed leadership. Underpinned by this approach, this paper will focus on the processes of
11 leadership and management in education and the role of distributive leadership in shaping
12 challenges and barriers experienced by BME leaders/aspiring leaders.

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18 **Key words:** Distributed leadership, race and leadership, delegated authority, socio-cultural
19 theory
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26 **Abstract 7: Race and Educational Leadership: Where do we start?**

27 Author: Jason Arday, Leeds Beckett University

28 Historically, the dearth of representation regarding Black and Ethnic minorities in educational
29 leadership roles within education has become a prominent discourse as egalitarian notions
30 associated with equality and diversity continue to be contradicted by educational institutions,
31 despite increasing diversification in the workforce. Educational leadership, particularly when
32 aligned to the primacy of race in the context of education remains oblivious to some of the
33 challenges encountered by Black and Minority Ethnic (BME) practitioners plotting a career
34 trajectory towards leadership opportunities. The diversity of leaders within education has
35 increasingly become an issue that while prevalent has become static due to the lack of visible
36 BME leaders and penetrative change which has sought to address the disparity regarding the
37 installation of BME individuals to leadership positions within education.
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39 While educational institutions concern themselves with developing overt equality and diversity
40 widening participation interventions, the spiral of inequality which pervades provides concern
41 regarding the present and future landscape for potential BME leaders, who continue to
42 experience a paucity of opportunities available to them in pursuing this professional endeavour.
43 The chasm in contemporary research and literature which explores race and leadership
44 phenomena's within education is discernible, primarily due of the tensions which often arise
45 when exploring and challenging the barriers towards educational leadership for BME
46 individuals.
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The occupying of leadership positions in education provides a suitable point of departure to consider the following; the relevance of social justice in advancing educational leadership for ethnic minorities and the implications for educational institutions in facilitating diverse and equitable leadership opportunities in education. This paper will utilise narratives from four BME individuals in leadership positions within higher education in an attempt to illuminate the challenges that saturate the Academy and the education sector more generally, with regards to leadership opportunities and mobilising pathways for BME individuals. The issues drawn upon identify synergies between constructions of race and leadership and the interplay between these two vehicles when situated within a higher education context.

The contentious suppression of this issue against a hegemonic and normative backdrop for leadership requires exploration, in attempting to reveal and draw upon pertinent considerations and best practice for aspiring BME leaders. The contextualisation of this dialogue will facilitate recommendations for advancing the discourse considering greater diversification in educational leadership for ethnic minorities.

Key words: Educational leadership, race and leadership, social justice

Timelines

Proposal sent to journal and editorial board	April/May 2017
Any required revisions would be completed by	June 2017
Confirmation of editorial approval	July 2017
First draft papers to be submitted to editors (4000 wds)	January 2018
Reviewers comments received by	March 2018
Final papers to editors:	May 2018
Tentative Publication:	November 2018

4 April 2017