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Editorial: Managing Leadership and Learning at the School Level

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Educational Leadership in the XXI Century implies leading and managing teaching, “the core technology of schooling”(OECD, 2013: 60). This new issue of IJELM develops a magnificent model of how to lead teachers and schools taking primarily into account all tasks related to teaching and learning.

In this issue, IJELM brings together articles with very different subjects and perspectives but almost all centered in school learning, leading and teaching. However, the articles share some common ideas about the main topics of our Journal, those of leadership and management:

All the authors recognize that educational leadership must be at the same time “instructional” and oriented to student outcomes, “transformational” and oriented to transform and develop students, teachers and educational organizations, and “distributed” and oriented to create new structures for interaction and to develop learning communities. These three features are in some way present in each one of the papers.

Another common-core concept is that of “accountability” and the need to measure leadership taking into account student outcomes. The authors also relate leadership with the improvement of organizations that evolve, as we have just said, until becoming professional learning communities where knowledge is shared.

Vision, mission and values are other core concepts in this second issue of IJELM. The articles and the book review offer examples of compromise with improvement, and any change or improvement implies a vision and an

aim. Trust seems to be the central value related to leadership and to the possibility of changing things, and this word and concept is repeated along the whole issue. There is a clear recognition that trust is something needed to improve organizations and something always linked to all successful leadership practices.

As usual, this second number of IJELM counts on four articles and a book review.

The first article, by Beatriz Pont, draws on an international OECD study on school leadership and proposes policies that can ensure that schools leaders contribute to school improvement. This can be done by developing those leadership practices that have the greatest impact in improving student outcomes, specially working with teachers and managing the curriculum and assessment at high levels. The purpose of her article is to show evidences of what works at international level in order to improve the professionalization of school leaders.

The next article, by Liou, Grigg and Halverson, is a splendid example of leaders working with teachers and trying to increase school capacity for using data to improve student learning. The authors conducted a multi-method comparative case study of two schools in the United States, and they examine the relations which are created in each school and the kind of leadership that characterize each one of them. Following the networks created in the schools, the authors analyze the distribution of leadership and the development of different learning communities based on trust and oriented to accountability and improvement of learning.

Enomoto and Conley, in the third article, explore how to transform a demoralized school working with teachers and exposing students to high level learning experiences. Using the theoretical lens of routinized action theory, and based on interview data from school leaders and teachers, the authors explore how the routines in school accreditation can be used to renew a school.

The last article, by Mas, brings a more entrepreneurial perspective: the author explores and explains the links between knowledge management and leadership, in organizations that are specialized in the transmission of knowledge. A good leadership in Knowledge Intensive Organizations, as universities, implies taking care of people and learning, and creating cultures that stimulate collaboration and the share of information.

In line with the rest of articles, the book review by Malbašić on Cardona and Rey's Book (*Management by Missions*), returns to the main topics of vision, values, mission, autonomy, compromise and trust that are so crucial in the practice of leadership. The authors propose a model of management by missions strongly linked with a kind of leadership that is at the same time transformative and pro-social. They call this kind of leadership transcendental leadership due to its orientation beyond the leader and towards the real needs of all the community.

In this issue, we count on authors working in very different western countries, from Hawaii in the USA to Serbia or Spain in Southern Europe. In spite of the geographical differences, we found a very similar background and it seems that the problems and challenges of educational establishments are very similar in all the countries represented here. Nevertheless, we will be very pleased to receive further submissions from other areas, such as the Nordic and Eastern countries in Europe, and also from Latin-America, Asia, Australia and Asia. The aim of IJELM is to increase the number of countries and cultures represented in its pages, to know what is working in terms of educational leadership all over the world so that we can improve education for all.

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