

LEADERSHIP PRACTICES OF MIDDLE MANAGERS IN SELECTED SECONDARY
SCHOOLS IN JAMAICA

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ABSTRACT

The study was specifically designed to explore the leadership density in selected secondary schools by examining how leadership at the middle tier is conceived and implemented. This focus was predicated on the increasing demand to acknowledge the layers of leadership that exists in schools. Additionally, there is a growing need to direct attention to this tier by building their leadership capacities as the expectations regarding accountability in the educational system increases.

In pursuing this investigation, a qualitative research design was used and therefore the main data collection tool was in depth semi-structured interviews. In addition, a ranking activity was done by the respondents as well as observations and review of documents were also included in the data gathering procedures. These tools while providing rich data, also served an integral function of triangulation. This provision was made possible from respondents drawn from a pool of middle managers in selected secondary schools using purposive sampling.

The data revealed that both categories of middle managers saw their roles as very important to the effectiveness of the organization. Their significance was supported by the principals of the schools in which the middle managers operate. While middle managers expressed their understanding of some fundamental leadership practices through the ranking activity, the evidence of alignment in their conversations about their own practices reflected gaps between their beliefs and the description of their practices. The data further revealed that variation was evident in the conceptualization and implementation of leadership practices within and across the schools. Clear identification of a sustained plan for leadership development for the team members led by the middle

managers was not easily detected. This was not surprising as it was clear that middle managers were not exposed to a preparation program to transition from classroom teacher to middle manager.

Keywords: leadership practices, middle managers 'practice, and team leadership.

DEDICATION

This work is dedicated to Maisie Scott, my grand-aunt and my parents, Clinton and Phyllis Jennings.

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This body of work is the product of a journey that was shaped by many persons to whom I am forever indebted.

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CHAPTER 1

INTRODUCTION

Internationally, school leadership is regarded as paramount to schools' effectiveness (The McKensey Report, 2007; Beare, Caldwell & Millikan 1989; Mulford 2003; Day, 2009; Matthews, 2009; Matthews & McLaughlin 2010). The model of school leadership has been, and is currently, experiencing some changes in the West because of the growing understanding that effective school leadership requires the efforts of the many rather than the few (Milford, 2003, Hallinger, 2011; Harris 2014). Yukl (2002) and Turner (2007) share the view that leadership is multi-dimensional and relational. Furthermore, the changes can be attributed to the need to produce graduates with the appropriate competencies and skills to function in the knowledge-based society. Additionally, it has become evident that profound changes have taken place in the circumstances of students and their families. Therefore, the development of school leaders' capacities in the areas of relationship building, intentional inclusion, and collaborative approaches is imperative to cater effectively to the needs of the students. School leaders are also required to manage educational change at a time when the character and mission of schools are being redefined (OECD, 2001b). This redefinition includes the understanding that there is a shift from a bureaucratic institution- led approach towards a more collaborative operation of teams building their practice to develop communities that highlight performance and focus on the service delivered to clients (Gajda & Koliba, 2007). Therefore, the emerging complexity of leadership tasks demonstrates the importance of reviewing the existing leadership practices in light of new considerations identified in the literature (Avolio, Walumbwa & Weber, 2009).

One of the general considerations in the literature on school leadership is the inclusion of the middle tier of leaders in the framework of organizational leadership. The deliberate emphasis on this tier of educational leaders can serve to strengthen the critical link between setting directions and redesigning the organization. Advocates of this view identify a significant characteristic of this tier of professionals as contributing to consistent teacher quality through pastoral and curriculum leadership as they lead teams. However, there is a perspective held by some practitioners that the role of leading teams is underdeveloped and so they undermine the impact of teacher quality. This is regrettable given the thinking that management is the key for unlocking underdeveloped areas (Cabansag, 2013, citing Robock, 2005). Despite this apparent drawback, the middle managers' location in the schools' hierarchy (see Appendix I) gives them the advantage of being closer to the action of teaching and learning, thus distinguishing their leadership as critical to the educational process. The importance of their position gives them the privilege of providing a context that shapes their leadership understanding and experience for teachers and students (Miller, 2015).

Locally, there is a paucity of scholarly literature on school leadership, and where this exists, the leadership of the middle leaders (see Appendix I) is not included. The notable absence of the leadership practices of the middle leaders is not surprising as the assumption that leadership is the function of the principal is entrenched in the Jamaican educational culture. However, school leadership is being extensively redefined to include persons who contribute at other levels in the organization to increase the leadership benefits to the organization and increase the opportunities for organizational learning. In education, there has been a gradual shift towards emphasis on educational leadership

which is seen as an exercise of influence rather than authority (Bush, Bell & Middlewood, 2009). Any attempt to examine leadership practices needs to include this tier of leadership in the Jamaican system to collect information about the practices of middle managers (see Appendix 5) in terms of their actions, tasks, and their influence on organizational growth. The middle managers are known in the Jamaican school system as teachers with posts of special responsibility, outlined in the Education Regulations Act 1980. More specifically, at the secondary level they are seen as heads of departments and grade coordinators who lead teams of subject specialists and form teachers. (See Appendix 1). From an organizational perspective, the middle managers are located between the senior management layer of principal and vice-principals and the classroom teachers. Given their location, the practice and application of leadership from the middle is ideally suited to understand one of the new components of leadership, as from this vantage point the professional directs and influences teaching and the process of learning. The practitioners' understanding of leadership is helpful in generating theory about change pathways, organizational behaviours, and the development of teams. Furthermore, their contribution to the well-being of staff may emerge, as well as ideas regarding the future shape of schools' structures that are congruent with 21st century standards.

Purpose Statement

This study seeks to provide evidence of the way leadership at the middle tier is conceived and implemented in selected secondary schools in Jamaica. Provision of this evidence is imperative given the view that middle managers' practices, that is heads of departments and grade coordinators who have responsibilities for the pastoral care of students, are not adequately highlighted in educational leadership literature. Currently, it

is hard to locate any public policy document in Jamaica which highlights or even alludes to leadership at the middle tier. However, it has to be acknowledged that robust consultations and current organizational imperatives of the existing National College for Educational Leadership have advocated the need to offer leadership development training to persons operating at the middle tier of the system.

Therefore, this exploration seeks to understand through the eyes of the practitioners the realities of middle leaders. Additionally, the study may help to build a body of situated knowledge about middle managers' operational realities and generate a palette of ideas and practices which may stimulate policymakers to think about new directions. Furthermore, in capturing the everyday leadership practices of these middle managers, it is hoped that the educational system will be provided with a greater understanding of the leadership actions of those at the middle tier of the system. This study may capture more about the function of middle managers operations, particularly grade coordinators, who are charged with the responsibility of creating developmental and counselling opportunities for students. This is advantageous as they have a good knowledge of the academic achievements and the potential of the students within an age cohort (Fleming, 2000). Building on the how of middle managers' practices and their undergirding philosophies, will provide a context for others to reflect on and review their practices, particularly as peoples' beliefs may not always be reflected in their practices.

In addition, the study may identify associations between professional understandings, identity, dispositions and middle leaders' practices within an organization that is traditionally hierarchical in structure. Despite the growing trends in literature that promote a democratic and egalitarian ethic, schools continue to operate

with the traditional structure as it is believed that hegemony releases the power in an attractive way and is rarely questioned (Tshabangu, 2013). Hegemonic power may be seen as critical of the growing culture of accountability which is being advanced in the Jamaican educational system. Therefore, in the schools' hierarchical structures, the interactions between middle managers, the principal and supervisees create an interesting context in which the leadership is practiced. A possible understanding of the function of accountability is a state of being, in which persons are obligated to answer to others. Thus, it is suggested that the middle manager is a conduit with responsibility for implementing identified policies. Therefore, while some authority may reside in the role, the middle manager has limited formal power within the organization. However, the paradox is that middle leaders through their collective actions can counter the power stronghold of the senior administrators.

Therefore, gathering this evidence becomes even more compelling as the history of Jamaican high schools is considered. Secondary schools were initially designed to provide elitist education for children of the middle and upper classes who were served by teachers brought to Jamaican shores, and since then successive governments have attempted to reverse the pattern. However, a seismic shift has not taken place and preserving the status quo continues. Given the complexity of the issues mentioned above, the nature and type of preparation offered to these middle managers ought to be explored. This is fundamental to understanding patterns of transition and the effectiveness of middle managers, as it is increasingly apparent that hierarchical structures of organization that were designed and effected in the past, are proving inadequate to serve the dynamic context in which educational leaders operate today.

Therefore, the purpose of this study is to understand the experiences of middle managers as they conceptualize, navigate and exercise their roles, while being supported and facilitated by leadership capacity development programs in selected schools in Jamaica. The processes and practices that are directly influenced by this level of professionals will be addressed in the analysis of the data. Additionally, the explorations may support the call for sustained leadership development through structured professional development programs in leadership policy or policies for Jamaica. The intent of this study, therefore, is to expand the limited literature on middle managers in Jamaica and, by extension, the Caribbean.

In collecting the evidence, responses will be obtained from the following research questions:

How do middle managers perceive their role in the education process?

How do principals perceive the role of middle managers in the educational process?

How can schools develop mechanisms and or systems to improve the levels of collaboration among middle managers, and between middle managers and administrators?

In what way does a hierarchically organized school preclude collaborative working relationships?

Significance

Although the qualitative nature of this investigation precludes generalization, the findings will add to the existing body of literature regarding both categories of middle managers in the Jamaican and Caribbean context. More specifically, it is hoped that data

gathered on the role of the grade coordinators exercising leadership in the area of pastoral care will begin to address the gap in this area.

Also, the findings will stimulate the reshaping of educational leadership policy. The generation of a new policy framework should raise the visibility of this tier of leadership and undergird the operations of middle managers. Furthermore, this policy could support the calls to create a sustained system for the training of aspiring leaders at the middle tier.

Lastly, the professional improvement of middle managers has the potential to add positively to the school's effectiveness. Additionally, if distributed leadership is enacted then double loop learning will take place and the school would have developed the capacity of its human resource.

Theoretical Framework

The decision to use situational leadership theory is predicated on the rationale that such a theory is conducive to change and anticipates growth on the part of the leader and the team members as the leader motivates, inspires, and coaches team members. This leadership style allows for the inclusion of all personality types. This theory of leadership was developed by Paul Hersey and Kenneth Blanchard in the late 1970's to provide a framework for managers to use an adaptive approach in practicing leadership. This is critical in the current educational landscape, given the diverse nature and dynamic contexts of schools and the expectation that middle managers should exert influence over the staff.

The situational leadership theory will be the primary lens through which the leadership practices of the middle leaders will be observed. This theory postulates two

very distinct types of behaviours which are exhibited by leaders, namely task behaviours and relationship behaviours. Situational leadership is based on the interplay between the amount of direction and the extent of socio-emotional support that the leader needs to give and the readiness level that the followers exhibit. This understanding is important given the distinction made in the literature between the ability of those at the middle tier to lead as against managing (Bush & Glover, 2003). Task behaviour is defined as the extent to which a leader engages in one-way communication by explaining in detail what each follower is supposed to do. The details include when, where and how the tasks are to be completed. Successive tasks would be structured based on observation and monitoring.

Relationship behaviour applies to the approach taken by the leader to engage team members in communication that is mutually beneficial. The model proposes that as the followers' readiness continues to increase as tasks are undertaken, then the leader ought to begin to reduce task behaviour and increase the relationship dimension. The implication therefore is that professional growth becomes evident as the leadership practice is more effective and competencies are demonstrated by members of the team.

CHAPTER 2

LITERATURE REVIEW

Leadership

Leithwood, Louis, Anderson & Wahlstrom (1999) contend that there is no agreed definition of the concept of leadership. The lack of consensus may be attributed to the view that complexity is evident in the concept of leadership as a variety of models have been identified by Avolio (2007) and Yukl (2006) as “dyadic, shared, relational, strategic, global and a complex social dynamic” (p. 4). To further extend the idea of complexity, Yukl (2002) asserts that leadership has a very subjective dimension to it (p. 426). Increasingly, leadership is defined not as what the leader does but rather as process that engenders and is the result of relationships that focus on the interactions of both leaders and collaborators instead of focusing on only the competencies of the leaders. Ritchie, Mackay and Rigano (2005) assert that “leadership is not embodied within individuals but manifests in the actions of individuals and collaborators through social interactions.” (p.157). Despite the lack of consensus about the definition of leadership, consensus exists on seeing influence as a feature. According to Yukl (2002), this process of influence is a reflection of social influence whereby one intentionally exerts sway over another person or group to achieve a set goal. Additionally, Northouse (2007) posits that in nearly all definitions, leadership is an influence process that assists groups of individuals towards goal attainment. At the core of most definitions of leadership are two functions: providing directions and exercising influence (Leithwood, Louis, Anderson, & Wahlstrom 1999).

The growing trend in current literature on leadership is moving away from the focus on a single leader, “towards the inclusion of followers, peers, supervisors, work setting/context and culture” (Avolio, Walumbwa & Weber, 2009, p. 422). It can be argued that consideration ought to be given to other variables apart from the “heroics of leadership”, as leadership is being redefined (Spillane, 2005). The redefinition of leadership is represented in the work of Ingleton (2014) who cites Rust and Burn repositioning leadership as a relational and reciprocal process. Spillane and Orlina (2005) expand the definition of leadership and add to the complexity of defining the concept by advancing the position that the definition generated was based on a pragmatic approach. For them, “leadership refers to activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect and practices of other organizational members” (p. 11).

It is no wonder then that Lichtenstein (2006) argues for a shift in leadership concept that is more enabling and less constraining where its guiding role ensures the effectiveness of an organization (Uni-Bien, Manon & McKenley, 2007). Organizations in the current global context need to produce knowledge at a fast pace and encourage innovation in order to be able to compete effectively. This new age is about an economy where knowledge is a core commodity and the rapid production of knowledge and innovation is critical to the survival of an organization. This shift needs to influence the definition of leadership in the 21st Century.

Educational Leadership

In education, Leithwood et al (1999) and Harris (2002) support a shift from one leader and advocate for distributive leadership as being more helpful. The OECD

Commissioned paper (2003) highlights and reiterates that school leadership or the authority to lead need not be located in the person of the formal leader but can be dispersed within the school and among people. According to Milford (2003), effective school leadership requires the leadership capability of the many rather than the few. Building on this, Ritchie, Mackay, and Rigano (2005) assert that “leadership is not embodied within individuals but manifests in the action of individuals and collectives through social interactions” (p. 157). Multiple levels of leadership, distributive and team leadership are not unusual in education. Team leadership has been formally developed and implemented in a number of educational jurisdictions in order to exercise vigilance over instruction, as well as developing a culture that facilitates effective teaching and learning. A plethora of evidence exist that highlights the impact of team work on improving the academic culture of the school with the aid of identified staff members who have embraced the change (Given, Khun, Leekenan, Nurdell, Kedit, & Twombly, 2010).

Validation is evident in the position taken by Chrispeels, Burke, Johnson, and Deley (2008) who support the view that gains are evident in student learning where good leadership teams exist. While empirical evidence may not be able to substantiate or measure the actual relationship between leadership and success of students, it can be argued that effective leadership is a catalyst for not only success but for building capacity of staff as well as aiding the improvement of culture. Spillane, Halverston, and Diamond (2001) argue that school leadership is a series of actions of both formal and informal leaders. The reality is that any informal examination of organizational practices in schools will reveal that a number of persons lead school operations on a daily basis

despite the final authority residing in the principal. Crawford (2012) citing Gronn (2004) postulates that, distributive leadership has emerged “at a time when the field sought to represent the realities of organizational practice” (p. 324).

The literature suggests that the distributed leadership model has the potential to affect individual members of an organization as well as the organization in general. Researchers contend that the emergence of this model surfaced at a time when attention was drawn to aspects of leadership, namely social and relational (Gabriel and Griffiths, 2002; Fineman, 2001; Ogawa & Bossert, 1997). Distributive leadership attracts a range of meanings and a variety of practices. Consideration needs to be given to the cautionary advice given by Bolden (2011) who questions the adequacy of distributive leadership as a real option to old ideas or whether it represents a “pragmatic response to society’s demand” (p. 254). Woods, Bennett, and Harvey (2004) identify three features that distinguish the concept from regular team leadership. One of the three features are that distributive leadership elevates the property of leadership as groups of people working together and extends the leadership boundaries. Despite this claim of positive working relationships and the extension of leadership power, Day et al. (2009) are of the view that distributed leadership does not always promote the good of the organization, as weaknesses can remain hidden and undermine its stability. This view resonates with a position that distributed leadership is treated with suspicion and is a smokescreen to give the illusion of consultation for new management strategies (Ball, 2008; Gunter, 2001). Additionally, in the capacious discourse on distributed leadership, opponents contemplate the notion that distributed leadership is aspirational (Torrance, 2013), embraces a wide range of understandings (MacBeath, 2005) and is built on an unsteady foundation which

leads to tensions in the field. The assumption that accompanies this perspective is that this type of leadership serves a political purpose rather than educational (Torrance, 2009). If this position is given any consideration, then the belief that distributed leadership bears little relationship to what happens in the classroom becomes an area for inquiry. In using the distributive leadership model, collaboration is inevitable as goals are set, people empowered, and the organization redesigned (Leithwood, Day, Sammons, Harris, & Hopkins, 2004).

Middle managers operate at the interface between different levels and are sources of influence and change (Bennett, 1999; Gabriel, 2005, White, 2000, Weller, 2001) whether they serve as heads of departments or year or grade coordinators. The issue of location should not prevent the utilization of talent. Lastly, middle leaders are the linchpins of a school's operations of teaching and learning (Fitzgerald, 2000; Fitzgerald, Gunter & Eaton, 2006). Teaching and learning should not be limited to the cognitive, as an increasing body of evidence is emerging that refutes the notion that cognitive activity is the main source of behaviour (DeJong, Kerr, & Roubicek, 2005). Recognition of the interrelatedness of the cognitive and emotional processes of the student reinforces the priceless responsibility middle managers have as linchpins of a school's operations.

It is in this regard that professionals who operate at the middle level in secondary schools ought to be regarded highly as their leadership practices are critical to a school's improvement (Bollington, 2004; Fleming, 2014), as they are closer to the classrooms than the principal and therefore have a special role connecting leadership with learning (Lovett, Dempster, & Fluckiger, 2014). The practice of the middle leaders is essential as they supervise teams within schools through a number of interactions which affect

professional behaviours. The focus on leadership practice of middle managers is an imperative given the perspective that effective leadership requires competencies and expertise rather than situation and position (Cloke & Goldsmith, 2002). Currently, both department heads and grade coordinators are regarded as middle managers, but whether they are leaders or managers is yet to be determined. There are two positions represented in the literature regarding the designation. One position is that there is a distinction between managers and leaders. Leadership is about energizing or influencing people. It is more complex and challenging than managing. The second position is that persons who lead teams are engaged in both management and leadership activities and therefore the distinction is unhelpful, as effectiveness in this role requires a combination of leadership and managerial competencies (Crane & DeNobile, 2014). Ruding (2000) asserts that middle managers need to exercise three functions namely leader, manager and administrator. The nature of the function is dependent on the type of task; however, as the educational context evolves the need to operate from the role of leader is becoming a priority (Turner & Skyes, 2007). Consequently, support should be directed towards a robust professional development program to bolster the leadership capacities of middle managers.

Earlier, the term ‘middle manager’ was commonly used to refer to persons who had organizational authority to lead and manage in the space between the administrators and teachers (Gurr & Drysdale, 2013). However, in current educational literature there is increased use of the term ‘middle leader’ rather than ‘manager,’ given the demands of the educational leadership landscape (Crane & DeNobile 2014). The term ‘leader’ may gain traction as it recognizes the multiplicity of responsibilities that exist at this tier and adds

complexity to the task of creating a simple definition of the middle manager. Numerous researchers highlight the difficulty in arriving at a simple definition of the middle manager because of the hybrid of responsibilities with roles that are complex and ambiguous (Brooks & Cavanaugh, 2009; Gorman, 1982; Little, 1988; Johnson, 1990; Turner, 1996).

The variability of the roles is evident in the description by Brooks and Cavanaugh (2009) who assert that discipline based leaders such as heads of department, pastoral-based leaders such as student service coordinators, or year level coordinators, and specialized program based leaders are middle leaders' positions. Schleicher (2012) describes middle leaders as those responsible for teams, year levels, and curriculum areas. However, one of the clearest understandings of the term is viewed through a hierarchical organizational structure. Brooks and Cavanaugh (2009) citing Busher and Harris (1999), explain that "in hierarchical terms the head of department is a middle manager." (p. 3) However, in addition to departments, secondary schools are organized around pastoral or year groupings and specialized programs which are managed by middle managers, who are engaged to supervise and organize the work of the junior members of staff for whom they have responsibility. Middle managers fulfil this function and in doing so, will be accountable to a school's senior leaders for the work of the staff in their specific area of responsibility (Busher, Hamersley-Fletcher & Turner, 2007). It can be assumed that while a variety of job descriptions are linked to the middle management position (Bennett et.al., 2003; Dinham, 2007; Gurr & Drysdale, 2013; Turner & Sykes, 2007), there is general agreement that all categories of middle managers provide a critical function of linking the upper and lower levels in the organization

(Bennett, 2006; Fitzgerald, 2000; Fleming, 2000; Gurr & Drysdale, 2013; White, 2000).

In this paper, middle managers will be defined as those persons within the schools who have authority to lead the teams of subject specialists and form teachers.

Greany (2014) concurs with the view that a shift needs to take place from managing tasks to leading people. His understanding of the change relates to how middle managers foster a culture of professional learning within and between their teams. Professional learning is essential to improving the life of people within the organization and is aligned to the more contemporary understandings of learning which is socially constructed. Additionally, Greany (2014) is of the view that the role will be extended to lead not only teams directly under the supervision of a middle manager, but lead and collaborate across the school and beyond. One can also consider that if collaboration takes place within and across schools as advocated by Armstrong (2015), the assumption can be made that the systems' future middle leaders would benefit from the process. The call for a shift in the mindset of the middle managers is not to be seen as tangential, given the fact that school leaders are currently being asked to manage educational change at a time when the character and mission of schools is being redefined (OCED, 2001). The call for a change in mind shift has the potential to create mild or moderate turbulence within schools, particularly if managers are not prepared for this shift or that team members demonstrate resistance covertly or overtly.

However, it is clear from research documented in the New Zealand Education Gazette (2016) that collaboration as an aspect of team building is not included in the middle managers' training program. This is regrettable as it can be argued that middle managers would need to enhance their competencies to undertake the challenging

responsibility of building teams. It is no wonder then, that Peak (2010) postulates that management tasks dominate available time that middle managers have and therefore there is little time left for leadership. A possible interpretation could be that the lack of competencies in team building results in the middle managers regarding relationship building and team leading as a low priority and as the middle leaders become consumed by familiar and routine tasks, as they become the priority. Therefore, a possible implication may be that there is no widespread understanding or practice that the middle manager should provide leadership (Adey, 2000). This observation could provide an explanation for the lack of training in team building. The foregoing reinforces the nature of the interest in the position and role of middle managers in secondary school leadership. As the argument grows, and the critical need to examine this tier of the leadership expands, consideration ought to be given to the view of Gurr and Drysdale (2013) that the interest in this area of work is inadequately evidenced by the sparseness of literature on middle leadership. There is a paucity of literature as it relates to other areas that are regarded as a part of the middle management tier (Bennett, 2006; Ribbens, 2007; Turner & Sykes, 2007). Regardless of the positions taken, it is an undisputed fact that the role, functions, and leadership practices of the middle managers are germane to the buoyancy, culture and effectiveness of the organization (Crane & DeNobile, 2014; Fitzgerald, 2009; Murale & Prether, 2011; Southworth, 2002).

As the discipline of educational leadership expands, middle managers are being viewed as very influential people in a school (Weller, 2001) and the power of the taken for granted middle management structure cannot be underestimated (Hannay & Ross 1999). This is rooted in the fact that this structure defines “teachers’ roles, interaction

patterns, knowledge considered of worth, and learning opportunities offered to students” (p. 346). Their location on the second tier of the system (Lalla, 2013) allows them to interface between the upper and lower levels (Bennett et al, 2003). In contributing to the nuances of the location of the middle leader, Dimmock and Wo Lim, (1999) postulate that middle managers, by virtue of being in the middle, face two directions and this results in dilemmas for them, particularly as they relate to whole school policy making decisions.

It is no wonder that there is a growing consensus about the increasing value of middle managers as school leaders. (Chetty, 2007; Fitzgerald, 2001; Glover, Gleason, Glough & Johnson, 1998; Gurr & Drysdale, 2013; Turner & Sykes, 2007; White, 2000). Increased understanding of the value and positioning of middle managers is noted by Chetty (2007) who cites Gunter’s argument that the middle managers’ role is not simple, as it is not limited to a job description but necessitates the understanding of location and the exercise of power. Peacock (2014) concurs and allows readers the opportunity to incorporate philosophical dimension, while considering a structural perspective. Persons leading from the middle are poised to exercise relational power in developing department and or pastoral teams, rather than promoting an individual activity.

The development of teams will thrive in an organization where the culture fosters a positive working atmosphere for diverse people to function working together. Harris and Muijus (2002) explain that one of the main barriers to effective teacher leadership is the top-down leadership model that still dominates in many schools. Therefore, to lead teams, responsibility must devolve from administrators so that staff members are encouraged to follow the team leaders and exercise trust. Critchley and Casey (1984)

recommend that in times of difficult navigation, team work is a good coping mechanism, while Bell's (1992) position is that to accept teamwork, there is an assumption that collegial authority exists. There was a strong emphasis on collegiality in the teachers' discussion of their culture and practice. Wise and Bush (1999) however, indicated that variability of collegiality was reported in the actual practice of middle leaders, particularly in their role as department heads. This is interesting, given the fact that Brown and Rutherford (1998) found that team based and collegiality approaches can be considered as ideal. Within the context of collegiality, questions can be raised regarding its impact on monitoring practices and models of supervision exercised by the middle managers. Furthermore, queries can be made about the significance of collegiality in accelerating professional learning and organizational knowledge. The evidence suggests that collegiality is well represented in the research on middle leadership Bennett (2003). However, one cannot reasonably state that the research is a judicious representation of all categories of middle managers as the literature is unbalanced in this regard (Adey, 2002; Bennett et.al.2003; Ribbens, 2007; Turner & Sykes, 2007). This raises questions regarding the perceptions that middle management is only related to department heads. The issue of collegiality is worth exploring among the team leader and members who have responsibility for the pastoral oversight of students, especially as this area of work deals with a range of emotions and has the potential to affect student outcomes and the stability of the organization. Dean (2010) advances the view that leadership includes the exercise of ethical attributes and virtues in navigating the leading of persons. This view may possibly be interpreted as having value for the creation of emotional safety among team members and the reduction of tensions.

Psychological safety is experienced as trust improves and members of the team are not afraid to take risks. Bennett (2003) cites Harvey (1997) who found, as a result of a serious industrial dispute in Western Australia that the level of trust affected the positive collegial culture. Workplace culture is an important dimension of the middle managers' function as there are implicit expectations of the use of influence and power which can create severe tensions and turbulence. The building of this culture is a function of the dynamics which exist between leader and followers. Howell and Shamir (2003) assert that followers who have a personalized relationship with a charismatic leader may be more likely to show blind loyalty, obedience and deference (p. 435). The development of this relationship is dependent on the team members' perception of their self-concept as well as their identity. Carsten, Uhl-Bien, West, Patera, and McGregor (2010) posit that followers have different social constructions of followership which directly influence their role in the team so that a determination is made as to whether followers coalesce around levels of passivity or activity. Awareness of these dynamics is essential to team management as leadership requires skills in the use of non-cognitive areas. Expertise in the affective domain is useful in regulating the judicious use of power.

Ruding (2000) influenced by the seminal contribution of Weber, reinforces the notion, that a leader has three sources of power, which are, formal position, knowledge, and personality. It is recommended that the latter two be developed and the formal authority be used on occasions that warrant change. It is obvious that power used to control team members can have a range of effects as it is not a straightforward process and emotions play a central role. Morley and Hosking (2003) describe leadership as a process negotiation and therefore power in such a setting is used to persuade, as its

function is primarily to keep the balance between uncertainty and certainty for team members. Therefore, the exercise of power and its use in controlling groups in the organization is critical. Such a route is not without its challenges, as Peak (2010) highlights the complexity of working with and through others, as dealing with the personalities and different views can make the process of communication and interaction complex. Gajda and Koliba (2007) suggest that collaboration functions in ways that are different from traditionally organized systems. In developing a collaborative culture among team members, it must be understood by the leader that organizational and relational changes are inevitable (Cunningham, 2014). Consequently, robust structures and processes that are well defined should be implemented as well as a clear communication strategy. It is likely that middle managers could believe that to engage in creating a collaborative culture would significantly add to their workload. To build and sustain such a culture, new relationships need to be nurtured and the tasks of negotiating change and brokering other relationships are continuous, so that power is not seen as the privilege only of the middle manager (Cunningham, 2014). Therefore, in navigating the role of middle manager, an excellent understanding of human behaviour and the appropriate use of power and superb communication skills ought to be an advantage.

Furthermore, the middle manager needs to develop the competencies that facilitate team building. New and emerging concepts of leadership have at its foundation, relationships where different settings and the interplay of personalities contribute to the practice of leadership. Attention to relationships in leadership fosters a more contemporary understanding of leadership as shared and not positional. Of equal importance in this relational construct, is the issue of influence which fosters the

accommodation of a team and or distributed leadership (Harris, 2014; Hopkins, 2001; Liebermann & Miller, 2004). The middle manager is located in an interesting place in the organization as leading from the middle may be described as a form of distributive leadership. While the value of distributed leadership is extolled by educational writers and the construct linked to the situational leadership theory, (Gurr and Drysdale (2013) state that:

The current focus on distributed leadership seems unhelpful and may be exacerbating the problems, as people who do not want to be leaders, nor who have the skills, attitudes or aptitudes to be leaders, are being forced into roles that have leadership as an expectation.

This position is built on the view that leadership needs to be seen as a special quality (Gurr, 2010) as far too many people in leadership roles are not leaders, and do not have the experience or the organizational support to be effective (Gurr & Drysdale, 2012). In understanding and commenting on leadership practices from the middle one can examine whether there are glaring gaps in the preparation of middle leaders, the age cohort and other personal competencies and the extent to which these impact navigations of the role.

In navigating the space between the principal and the teams of persons, some challenges related to the middle leaders' location within the hierarchy emerge (Atkin, 2012). Lalla (2013) who studied women in middle management roles described the role as conflicting based on the demands made by the principals as well those being supervised. This finding mirrors the tension posited by Atkin (2012) who opines that "middle managers operate below a layer of senior managers, occupying an intermediate position within a typical school hierarchy; a source of tension itself as they are

responsible for leading those below them and accountable to those above them within the structure” (p. 14.).

An appreciation of the hierarchical dilemma is best understood from Peacock (2014) work which suggests that from the inception of the role of middle managers ambiguities, and inconsistencies were evident. However, heightened awareness of the functions of middle leaders has not translated into greater authority (Fitzgerald, 2009) and decision making (Weller, 2001).

The tensions such as role conflict and ambiguity continue to feed the hierarchical dilemma as heads of departments function in dual capacities as teacher and administrator that can be viewed as complex (Brown, Rutherford & Boyle, 2000). Role conflict and ambiguity have the deleterious effect of forcing the heads of departments to prioritize and share their loyalty. Weller (2001) referred to this context as the sharing of allegiance. While Weller advances the view that there is a split in allegiance on the part of the head of department, Fitzgerald (2009) describes another part of the experience as having dual accountability functions. The difficulty with both postures is that they create a divide which can affect the morale of the heads of departments. In fact, there is an existing view held by Brown, Boyle & Boyle as far back as 1999 that such a divide may lead middle leaders to feel a sense of isolation. The separation is evident when dilemmas surrounding loyalties between leadership at the top and team-mates emerge. Busher, Hammersley-Fletcher and Turner (2007) in adding to the discourse on role conflict of middle leaders postulate that middle leaders who work with multiple groups and levels within a school’s organizational structure are sometimes viewed with suspicion by other members of their departments. The persistence of role ambiguity can lead to lack of effectiveness, job

dissatisfaction, and stress, (Mayer & Zepeda, 2002). The rationale undergirding the existence of conflict and ambiguity experienced by heads of departments is largely attributed to lack of training and time resulting in stress (White, 2002).

Despite the dilemmas faced by heads of departments, they enjoy a high status within the organization. Murphy (2011) argues that while the pastoral care leader and the curriculum or academic leaders are at the same level in a school's organizational chart, the pastoral care role has a low status. Questions could be raised about whether the low status is attributed to the ambiguity of the role or a lack of appreciation of its value, or the possibility that some secondary schools have not yet developed an effective way of assessing the impact of such an area of work (Scaife, 1998). The hierarchical dilemma, inherent in the school's organizational structure, is well documented in relation to the middle managers' role as head of department, however, their role as coordinators of pastoral care is not. In a qualitative study conducted in New Zealand by Atkin (2012) mention was made of the role of pastoral coordinators with responsibility for students' social and emotional needs. However, despite the mention of pastoral coordinators, it was the heads of department who were titled 'middle managers'. This perspective is worthy of further examination as Atkin (2012) in commenting on the New Zealand Ministry of Education's 2012 Policy, recommends "strongly blurring the distinction between the academic and pastoral spheres" (p. 17) as improving students' outcomes requires embracing education and welfare.

Feeney (2009) found in a study of the leadership capacity of heads of department that the dominant view of leadership by heads of department was a series of activities to accomplish tasks. Furthermore, the findings alluded to the issue of leaders doing for their

staff rather than with them. Avolio, Walumbwa and Weber(2009) argue that highly shared leadership is broadly distributed within a group or a team of individuals rather than localized in any one individual. Crawford (2012) posits the view that throughout the past forty years leadership in education has been conceptualized as a solo activity. However, more recently, this view is competing with the notion that leadership is not simply a position. There is a growing consensus that effective school leadership requires the leadership capability of the many rather than the few (Mulford, 2003). Shared leadership capacity is an ongoing process that develops during the tenure of the team (Day, Gronn, & Salas, 2004).

Currently, as mentioned earlier, the field is evolving and the focus is no longer on an individual characteristic, but is reflected in a variety of models (e.g. dyadic, shared, relational, strategic, and global), which creates a complex social dynamic (Avolio, 2007; Yukl, & Chavez, 2006). The question arises whether these models are operationally congruent within a hierarchical structure particularly for the middle managers, who operate in organizations whose image can be described as machines. The pertinence of this question resonates with the position taken by Pearce and Sims (2002) that shared leadership differs from the more traditional, hierarchical or vertical models of leadership. Implicit in the new models, is a collaborative approach to daily operations. It is generally accepted that collaboration is an appropriate strategy to address complex societal issues. In education, collaboration is helpful in creating communities of practice for teaching and learning.

The compatibility of the new trends in leadership literature and the hierarchical structure of schools' organization are not obvious, and lead to concerns regarding the

exercise of power. This concern is driven by the fact, that the hierarchical structure is a critical characteristic of bureaucracy as outlined by Max Weber, the founding father of the bureaucratic management theory. In this regard, the regulation of power may be described as a delicate dance given the possible outcomes of bureaucracies. On the one hand, within an organization, bureaucracy breeds dissatisfaction, stifles innovation and creates a context, where persons feel unmotivated and alienated. The converse view is that within a bureaucratic organization rules and regulations can assist to furnish appropriate guidance, define the responsibilities, lower job stress and fosters people who are highly motivated and very effective. Middle managers in exercising their roles need to constantly evaluate their practices in order to include balance. Morley and Hosking (2003) describe leadership as a process negotiation and therefore power in such a setting is used to persuade, as its function is primarily to keep the balance between uncertainty and certainty for team members. Cognizance must be taken of the view that within a hierarchical structure it may be difficult to use power at all times to influence colleagues. In fact, Hales (1993) refers to 'power disparity' as being less evident among colleagues particularly in a community of practice. However, the situation changes within the tiered structure as power over individuals is exercised especially in situations of tension and conflict. Questions need to be raised as to the extent to which negotiation can be considered as an authentic strategy to be used by middle leaders given the understanding that trust and power are critical variables in the process.

Negotiation is a necessary part of the role of middle managers which is validated in key findings of Skinner's research (2007) in that the role of the middle managers functioning as a department head is constantly revisited and negotiated and is

characterized by “complexity and contingency” p. 184. This issue of negotiation can be further explored against the “human force” advanced by Sergiovanni (1988). For the middle manager, the human force is important in this specific instance as those skills are required to ensure that the team members are motivated and encouraged to grow and utilize every experience for further learning in spite of the way power is used by the middle managers.

Negotiation becomes more complex on the part of the middle manager in an organization that the image of a machine can be applied. In such a culture, democracy is not encouraged and therefore adaptation in any form may be difficult. The difficulty in negotiating is also evident in organizations that can be described using the metaphor of the brain as persons within the schools may self-organize and evolve as knowledge and innovation thrive. With this positive characteristic, challenges and conflicts will emerge, therefore the middle manager has to demonstrate very good skills of negotiation in managing the team in organizations that are described using the metaphors of the machine or the brain.

Managing the work of teams is becoming a priority for middle managers given the emerging understanding of their leadership role in existing literature. Riordan (2009) in conducting a qualitative study among middle leaders, indicated that, as greater understanding was achieved about the role, the issue of team management became clearer as its value to the organization was established. In the study conducted by Riordan (2009) one middle manager indicated that in order to function effectively as a team manager it was helpful not to focus on obstacles. It cannot be assumed that the findings from Riordan’s (2009) study represents the experiences of all middle managers, as studies

conducted in Canada (Adey, 2000), England (Bennett et al., 2006) and some United States territories indicate their reluctance to monitor and supervise their colleagues. The rationale for the reluctance to lead includes but is not limited to the view that this activity can be perceived by members of the team as doubting the professionalism of colleagues (Bennett, et al., 2006). Lack of institutional authority (Weller, 2001), and difficulty in engaging people reinforce the view that heads of departments are more interested in tasks than on building the capacity of people. Gunter, (2001) reveals that head of departments in Australia, New Zealand, United States of America and England experience the least satisfaction in supervising and coaching their colleagues. More revelations are given by Bennett et al. (2007) who indicate that middle leaders show great resistance to the idea of monitoring the quality of their colleague's work. The reluctance to lead, by monitoring the work of teams is not limited to educational jurisdictions in Western cultures, but is also evident in Hong Kong. Dimmock and Hang Woi Lim (1999) indicated that team leaders were reluctant to monitor work of the team because in the Asian Pacific culture, it was important to engage in conversations which are harmonious and non-critical. In addition to monitoring the work of teams, Harris (2001) contends that another important dimension of this role is to foster collegiality and shared leadership within the team by shaping a shared vision. Evidence has shown that dissonance exists between the strands of management and leadership identified in the literature and the views of middle managers which are not necessarily seen clearly through the eyes of practitioners. Harris (2001), in a study with a number of participants in England, found the views of heads of departments who did not see themselves as managers having responsibility for others, as well as being in positions of leadership.

Daily administrative tasks greatly impact the delivery of quality education. Blandford (2006) revealed the views of heads of departments in New Zealand who articulated that the role grew into a more complex one and so they found it difficult to execute their leadership roles. In effecting these functions challenges are experienced. Empirical work conducted in Canada in the late 1980s reflected the roles of fifty-six department chairs revealing the fact that a lot of instructional time was lost to administrative tasks (Adducci, 1992).

In the Jamaican context, middle managers in secondary schools are typically identified as heads of departments only. As such, the Code of Regulations (1980), which is the regulatory frame work for the teaching sector, outlines their first role as “assisting teachers in planning the curriculum of the department and the preparation of courses of study offered within the department’ (p. 44). While the Code highlights the involvement of the heads of department in curriculum planning, it is silent on the participation of the grade coordinator. The absence of the active participation of grade coordinators in curriculum planning is regrettable as it creates an imaginary divide between the cognitive and affective domain of the curriculum planning process. Article 44d of the Code outlines as a part of the teacher’s duty “the fostering of students’ development on the personal and social level” (p. 27). However, in more recent times, this understanding particularly at the secondary level is not practiced in Jamaica. Furthermore, a detailed examination of the Code of Regulations (1980) which articulates the role of the middle manager speaks exclusively to functions of the head of department and is deafeningly silent regarding the functions of the grade coordinator who is responsible for counselling and other social

needs of the students. It can therefore be assumed that within the regulatory framework priority is given to one category of middle manager over another.

From an international perspective, Harris (2001) distinguished curriculum leadership as a central responsibility of heads of departments and Bennett et al. (2003) highlighted the importance of middle leaders in developing and maintaining the quality and nature of pupils' experiences. These positions reinforce the value of this area of work for which middle managers could take responsibility. Despite this, Weller (2001) outlined a key finding that most of the chairs in a study did not list curriculum development or instructional supervision as a priority because of the range of responsibilities they had to undertake and the inadequate time allocated for work that was not prioritized. It can be argued that capacity building of heads of departments and grade coordinators in the area of curriculum development is needed as well as a change in mindset of these professionals to undertake this function.

The findings from Feeney's (2009) study confirm the need for capacity development as some heads of departments perceived their leadership practices as a series of activities they engage in for their teams and supervisors. White (2000) described effective middle leaders as those who are involved in instructional leadership and curriculum strategic roles, and are learning area architects. These areas are aligned to visioning and other critical activities which are expected to punctuate the leadership space given the current era of dispersed leadership, personalized learning and the use of twenty first century pedagogical and curriculum expectations (Gurr & Drysdale, 2011). Gurr (2011) suggests that individuals have primarily assumed responsibility for their leadership preparation. This route undervalues the potential of the effectiveness of leaders

thus supporting the position taken by Su, Gamage, and Miniberg, (2003) that aspiring school leaders progress via the apprenticeship pathway based on the skills and experience learned on the job. Middle managers in Western Australia also expressed the view that the apprenticeship model of learning was the main form experienced (Gurr & Drysdale, 2013). Excellent curriculum development activities should facilitate good decisions regarding the allocation of resources evidenced in Western Australia, where middle leaders reported that strategic resource allocation promoted success (Dinham, 2007).

Teacher evaluation according to Danielson and McGreal (2000) can be an effective tool in assessing teacher quality and create pathways for professional growth, which impacts the quality of organization life. Organizational life is complex (Fullan, 2011) and requires sophisticated skills, avant-garde knowledge and appropriate competencies to interpret its context and paradoxes. Such a process helps the organization to achieve its effectiveness. Therefore, evaluation of teachers is a critical function performed by the middle manager as it affects the members of the departmental or pastoral teams, and directly impacts the success of the organization. The importance of evaluation lies in its potential to impact personal and organizational effectiveness, yet Marshall (1991) postulates that evaluations are sporadic and meaningless. Additionally, Wagner (2001) expressed dissatisfaction with the low priority placed on evaluation by educational administrators. The impression is given that evaluation is not taken seriously, hence teachers view the process as unimportant.

Dimmock and Hang Wo Lim (1999) present another view of evaluation from the perspective of middle leaders in Hong Kong, who felt that teacher evaluation and appraisal had the greatest impact on their roles. The respondents stated that, “they felt

inexperienced, unprepared and even embarrassed at having to assess the performance of their colleagues” (p. 69). The levels of inadequacy expressed are influenced by the Chinese culture which promotes harmony and the preservation of face. Therefore, for middle managers to engage in the evaluation process with possibility that critical issues may emerge would be difficult. This is further complicated by the fact that middle managers were aware of their team member’s hostility to the idea and practice of formal staff appraisal.

The hostility to the idea and practice of appraisal by teachers in Hong Kong is supported by results of a survey conducted by the Education Department of Hong Kong and work done by Hang Wo Lim (1996). Training is critical for middle managers, as they navigate their roles. There is some difficulty in conducting evaluation exercises as middle managers are not sufficiently skilled in handling the emotions they experience at the threat of losing their collegial status. From as early as 1998, Bullock (1998) expressed the view that the evaluation of teachers by middle managers was thought to be an embarrassing activity and was frequently avoided. In later years, this situation has not changed significantly. Wise (2001) stated that while the evaluation of staff was a pertinent activity, it was not welcomed by team members and therefore was approached with some apprehension. A possible interpretation of the reticence of middle managers in the western world to monitor may be associated with the position advanced by Bennett et al. (2007) that traditional understanding of teacher professionalism places individual autonomy in situations of equality at the centre of organization practice (p. 457). This understanding may have facilitated the climate of resistance to the feedback given by middle managers as the process of evaluation shatters the norm of equality. The middle

manager ought to be cognizant that monitoring will always be a challenge in the culture of collegiality. Consequently, attempts should be made to develop strategies that foster collegial monitoring (Bennett et al. 2006).

Challenges Faced by Middle Managers

The ambiguity and challenges the middle managers must face, create the ideal platform for professional development. Fitzgerald (2000) opines “if schools want their middle managers to perform their tasks efficiently, then there must be some level of investment in middle management development.” Consensus about the need for professional development exists among middle managers on the international stage.

Another challenge faced by middle managers is in the monitoring and evaluation of staff (Bennett et al., 2003 and Wise, 2001) which can be attributed to lack of trust which may be experienced (Atkin, 2012). Lack of trust affects collegial decisions which help to shape teachers’ ongoing understandings of their professional autonomy.

Monitoring and evaluation challenges professional norms of equality and privacy (Bennett et al. 2003). Additional research on the significance of this dimension of the role of middle managers as controversial and difficult was cited by Bush (2007).

Professional Development for Middle Managers

The commitment of educational systems to design and implement role relevant professional learning for its practitioners has been scrutinized (Lovett, Dempster & Fluckiger, 2015). Where these programs exist, the adequacy of preparation and the provision of support for professional learning are debatable (Brundette & Crawford 2008; Hallinger, 2003). Despite the views presented, the need for professional development is one of the congruent strands in the literature. In a study conducted by Adey and Jones

(1998), 66 persons representing 92% of respondents in the survey, identified leadership development needs as a critical area of concern for middle managers. Bush (2003) argues that middle managers or leaders may be the de facto leaders who are highly experienced and successful classroom practitioners, but most of whom have never received any formal leadership development training. Furthermore, he identifies work done by Pettit (1999) and Smith and Stewart (1999) reinforcing the call from practitioners for professional development. Feeney (2009) conducted a study among department heads who reiterated the need for professional development especially in the area of leadership. Additionally, perusal of heads of departments' voices through empirical studies in England, Wales and New Zealand reveal a desire for this training (Bennett, 2003; Chetty, 2001; Newton, 2003; Wise, 2003). Brooks and Cavanaugh (2009) reported that middle managers requested leadership training in skills and competencies relevant to effective middle management. Anderson and Nixon (2014) conducted a survey after a post leadership program among 104 respondents. 58% confirmed that middle leaders were interested in expanding their capabilities in developing and leading teams.

Therefore, if middle managers are expected to mentor, foster, and encourage collaboration as they lead teams of teachers, then enhancing the capabilities of this group of professionals is imperative. Furthermore, in advancing the argument that supports professional development as a priority, consideration ought to be given to the view that the responsibility for learning and the learner has shifted from the apex of educational organization to the middle tier (Fitzgerald, Gunter & Eaton, (2006). Middle managers play a vital role in the development and effectiveness of schools (Piggott-Irvine & Locke, 1999), and have points of reference and influence that transcend formal organizational

structures (Sisken, 1994). Therefore, capacity building of the middle managers is essential (Lovett et al. 2015) to manage both themselves and others (Gunter & Rutherford, 2000).

Formal opportunities to enhance the competences required to execute leadership skills ought to be provided at the national and school levels in Jamaica. Internationally, research findings indicate that there has been some improvement in the provision of the relevant support and training needed to ensure that middle managers can effectively fulfil their roles. However, the provision is limited (Addey, 2000; Brown, Boyle & Boyle, 2002). A number of educational jurisdictions have seen value in providing formal leadership training for their middle managers. Almost thirty years ago such a provision was made for middle managers in Singapore. Currently, heads of department are given a formal opportunity to enhance, not just their leadership and management skills, but their subject knowledge as well. This robust program of training suggests that professional pathways for middle managers or leaders are essential, given the dynamic context of the twenty first century, (Bush & Johnson, 2002). It must be noted that very little professional development exists for the training of the pastoral care leaders (Murphy, 2011; Frazer, 2014). Hobbs (2006) opines that such training is necessary to equip middle leaders. This is hardly surprising given the sparseness of literature available for grade/year coordinators who offer pastoral care (Frasier, 2014; Joyce, 2013). In Jamaica, the National College for Educational Leadership has embarked on a training program for its principals. Currently over five hundred school leaders have accessed the program which is primarily competency based. Notably absent is a similar program for middle leaders, although there is mention of targeting this group of individuals in the institution's

operational plan for 2015 - 2016. While this provision has been conceptualized and documented, there needs to be a sense of urgency in implementing this phase of the plan. The urgency is propelled by societal and global imperatives for improved school performance at the secondary level, and it is the middle managers who are leading in this area of the school's operations who can successfully change the picture as efficient leaders. Feeney (2009) points to the inclusion of the work of the middle managers in the school improvement agenda. It is therefore incumbent that the Jamaican policy makers embrace the international trend in promoting this strategic position of middle managers in its leadership construct.

In concluding, it is evident that the middle managers have a valuable contribution to make to any educational system despite the structural challenge of being in the middle and the lack of policy support for adequate allocation of time designated for management and leadership issues. Notably absent in the literature is the work of year or grade coordinators who play a significant role in the emotional and social development of students. Therefore, the study seeks responses to the following questions:

1. How do middle managers perceive their role in the education process?
2. How do principals perceive the role of middle managers in the educational process?
3. How can schools develop mechanisms and or systems to improve the levels of collaboration among middle managers and between middle managers and administrators?
4. How does a hierarchically organized school preclude collaborative working relationships?

CHAPTER 3

METHODOLOGY

This study is based on the idea that the enquiry is primarily about understanding and interpreting practices of middle managers as they work with teams to design coherent programs for learners, while developing pedagogical practices to meet learning and pastoral needs. According to Stake (1997) experiential understanding cannot be successfully captured through quantitative procedures as people view things in different ways as a function of differences in experience and environment, while a qualitative approach can capture their subjective realities and affords an understanding of the rich inter-connectedness of the lived experiences of the middle tier staff in a school. Stake (1995) and Miriam (1998) recommend the qualitative approach in creating a synthesis of observed behaviours rather than an analysis of them.

The study was conducted in naturalistic settings, where the data were collected in the secondary schools where the middle managers are employed as department heads and grade coordinators. Bogan and Biken (1988) wrote that qualitative researchers assume that human behaviour is significantly influenced by the setting in which it occurs. Spillane and Orlina (2006) are of the view that a situation is more than an accessory to practice. The implication is that the situation mediates action and shapes the interactions that create practice. Therefore, it can be argued that the situation or context plays a critical role in affecting leadership practice. Any attempt to ignore context would compromise understanding. Nothing is taken for granted and no statement escapes scrutiny (Bogan & Biken, 1998). This requires a sincere interest in how the middle managers function in their direct environment (Stake, 1995).

The investigation is rooted in the constructivist world view (Creswell, 2009), therefore multiple meanings provide the platform for the construction of the complex nature of this experience as participants are encouraged to articulate their views. The usefulness of this approach is underscored by Creswell (2002), who suggests that in pursuing exploratory research concepts, qualitative research is beneficial. Additionally, Ryman (2008) strongly advocates that using qualitative research indicates an intention not to focus on quantification in the collection and analysis of data, but on the use of words provide deeper understanding. These data collection tools such as semi-structured interviews, observations and document reviews should generate rich textual data, a view supported by (Coleman & Brigg, 2002). Additionally, this rich thick description reinforces the focus where participants and their view points are represented.

Population and Sample

In order to understand the experiences and perspectives of the middle managers in Jamaican secondary schools, purposive sampling was done. “The logic and power of purposeful sampling lie in selecting information rich cases for study in-depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry” (Patton, 2000, p. 230). Purposive sampling allows the researcher the flexibility to deliberately select subgroups that are important to the topic being studied. Furthermore, examining information rich cases “yields insights and in depth understanding rather than empirical generalizations” (Patton, 2000, p. 230). Therefore, the schools for this sample were selected from the list of secondary schools regarded among the top twenty in Jamaica and were identified only by a predetermined identification number. It was felt that in using this list of schools,

would unfold rich practices of leadership. Of the twenty possible schools three will be selected: a coeducational institution, one all girls and one all boys. The selection of the three sub-groups will represent the range of schools in the sample. After the selection of school sites, all heads of departments and grade coordinators were assigned numerical identifiers at each institution from which four middle managers representing both categories were selected. The process of selection involved the placing of the numerical identifiers of each category in separate bags and two from each bag selected. As a result, four middle managers from each school participated in the study. The twelve respondents were asked to do a ranking activity which would reveal their understanding about the leadership components of their function. In addition to the four middle managers from three schools, the principals from the schools were also interviewed. Permission to conduct the research in the three selected secondary schools was received from the Ministry of Education in Jamaica. After the permission was granted, formal letters were sent to the principals requesting entrance to the site to gather data.

Data Collection

Data was collected via interviews, observations and a review of documents, namely the minutes of at least 2 team meetings for the year. Middle managers who served as heads of departments and grade coordinators were asked to respond to open-ended questions developed along a semi-structured design for approximately forty-five minutes. On completion, they were also asked to engage in a ranking activity which lasted about ten minutes. In addition, the principals of the schools in the sample were interviewed. Given the exploratory nature of this investigation and its focus on leadership practice, information may emerge which reveals how practice unfolds in the context to

nurture vertical collaboration with direct supervisors as well as horizontal team work with other middle managers.

Interviews

Interviews were the primary data collection technique. Gay and Airasian (2000) assert, "Interviews permit the researcher to obtain important data that cannot be obtained from observation" (p. 219). Semi-structured interviews are suited to add richness and depth in the data collection process as information about the world of middle leaders may emerge without direct prompts from the interviewer thus underscoring their value in qualitative inquiry. Furthermore, Manen (1998) supports the use of interviews as they add depth in the understanding of complex issues. In conducting the interviews, a suitable place was identified on the school compound which allowed the respondent to be comfortable as well as to reduce interruptions of any kind. The interviews collected data to answer the following research questions:

1. How do middle managers perceive their role in the education process?
2. How do principals perceive the role of middle managers in the educational process?
3. How can schools develop mechanisms and or systems to improve the levels of collaboration experienced by middle managers?
4. How does a hierarchically organized school preclude collaborative working relationships?

The interview Protocol included the following questions.

In addition to demographic data, the interview protocol included the following questions:

1. Would you describe some of the changes you have made professionally since you were designated a middle leader?

Would you share the area or areas of work which you think takes a lot of your time?
2. How comfortable are you with the level and number of tasks that you are given?
3. How would you describe your role in the school system?
4. What do you think the priority of the middle managers should be?
5. Can you describe any evidence or measurement that has been generated in this school to indicate that effective middle leadership exists?
6. Describe the nature of the support you receive in executing this role?
7. Tell me about some of the biggest challenges you face in your role?
8. Would you share what procedures are used to arrive at decisions in the school?
9. Would you describe some sustained patterns of interaction with other middle leaders?
10. What recommendations would you proffer to improve the satisfaction of persons serving in the middle role?
11. How would you describe the nature of the working relationship between your team and yourself?
12. What mechanisms are in place to develop the leadership capacity of your team?

See appendix for other instruments.

Data Collection

The actual transcription of the interviews took place shortly after the interviews were completed. Details such as the date, issues discussed and identity of the participants were

also documented. After the transcriptions, the researcher allowed participants the opportunity to review them to verify accuracy and meaning at the end of the data collection stage of the study (Gay & Airasian 2001; Creswell 2009). Timing of the review is significant so that any negotiated changes will not influence subsequent episodes of participants' responses.

The results of the ranking activity, augmented the information that emerged from the interviews and were used to identify trends evident in the responses as well as outliers. Both interviews and the ranking activity were also used to guide the observation process. Once the transcripts were refined, all identifiable data were secured in a locked cabinet, inaccessible to the public to ensure respondent anonymity and to maintain confidentiality.

The Observation Process

Observations of the middle managers in their team meetings were undertaken to firstly add richness to the data in observing how leadership is exercised and secondly to understand the processes involved in the collaboration. Each middle manager was seen at least two times in their meetings with the persons whom they supervise, which lasted approximately one and a half hours per session. While the nature of the research does not facilitate pre-assigned themes, it was hoped that the dynamics of collaboration would unfold.

Document Review

In exploring the leadership practices of middle managers, a review of the minutes of two team meetings were undertaken to identify, understand, and discover the differing and interacting dimensions of the practice of this tier of leadership in the selected

secondary schools. Lincoln and Guba (1985) assert that documents that are closer to speech, require more contextualized interpretation. Denzin and Lincoln (2003) purport that tension exists between the written word, and the actual speech, and the possibility of a number and a range of meanings. Therefore, researchers ought to be conscious of this as they review the minutes of meetings which represent people's speech as words created into a written text can generate a gap between the author and the reader. Care was taken in the document review process so that more credence was not given to those in dominant positions overshadowing the less powerful voices, particularly those who resist policies.

Data Analysis

Although in this chapter data analysis is treated separately it must be borne in mind that there is an integral relationship between data collection and analysis (Wolfe, 1992 & Levine 1985). Stake (1995) asserts that data analysis is an iterative and reflective process that begins when the data are being collected. The integral relationship between data collection and analysis is supported by the use of inductive analysis. "Inductive analysis means that the patterns, themes and categories of analysis come from the data rather than being imposed on them prior to data collection and analysis" (Patton, 1980, p. 300). The inductive analytical approach is compatible to the exploration of the phenomena and therefore every effort was made not to impose the researcher's creation of pre-codes. The data from sources namely the transcripts of the interviews, field-notes, and documents were prepared for analysis. The written data was reviewed using the technique advanced by Strauss (1987) in Strauss and Corbin (1990). This technique recommends line by line examination in each paragraph while creating a category beside each. The data was reduced with the process of coding which is "organizing the material

into chunks, segments of texts before bringing meaning to information” (Rosmann & Rallis 1998, p. 71). Tech’s guidelines for this coding process will be used bolstered by the types of codes suggested by (Creswell, 2009). In this study after the initial coding took place, then chunks were further analysed into more abstract categories and placed on a qualitative category card and filed. Transcriptions from the field –notes and interviews of both categories of middle leaders were re-read to extract provisional codes with a view of ascertaining whether differences or similarities existed in the schools in the sample. Additionally, reading phrases that occurred regularly to comprise “in vivo codes” were duly noted particularly as they related to the schools’ hierarchical context, conception of the roles and the relationships among the teams and their supervisors. Having generated the codes there was a phase of exploration where several actions were explored through the use of data maps, diagrams and matrices, for further elucidation. The researcher was always cognizant of the fact, that attention must be given to incidents, events, and even individuals, and lastly the chunks of materials that appear incompatible with patterns in the data. Therefore, as the researcher, engaged in the analysis and transformation of the material into meaningful output, to generate thinking as contrasts, paradoxes and irregularities there was an underlying principle that was observed, that all of the above should be given equal consideration. Meticulous searching for negative instances of patterns of outliers is recommended (Miles & Huberman, 1994). Having engaged in the phase of data reduction and exploration the analysis moved to the critical point of interpretation. Germaine to this phase is the code book which would have been updated throughout the process as well as the themes which emerge from the triangulation matrix

developed from the four methods used to gather data. In this phase of interpretation, the themes and patterns were systematically explored to generate meaning.

Validity

Validity concerns heighten as cognizance is taken of the fact that in qualitative inquiries the researcher is the primary data collector which is a major threat to validity. Threats are demonstrated by a number of types but are generally bounded in the fact that validity has to be assessed in relationship to the purposes and circumstances of the research. As a consequence, a number of procedures must be undertaken to enhance the case of validity.

Respondent Validation

In an effort to reduce any opportunity for misinterpretation of participants' perspectives respondent validation were accommodated in the research design. This validation is not only significant from the respondent's perspective but through feedback biases identified, particularly from observations of middle managers in their supervising contexts, may emerge. Bronfenbrenner, 1976 describes feedback as a source of phenomenological validity.

Systematic feedback sessions to middle managers were scheduled during the data collection process, so that adequate time was available to incorporate changes and or change direction of the study. In engaging in the feedback process cognizance was be taken of the ethical implication.

Triangulation

Creswell (2009); Stake (1976) and Maxwell (2013) highlight the value of triangulation. This procedure reinforces pattern identification and the development of

grounded theory. In this study, themes emerging from the data sets were compared for commonality at the macro level, but triangulation took place among the stories related by the heads of departments and year coordinators as similar patterns, as well as discrepant evidence unfolded. In this investigation semi structured interviews, observations and document analysis were the principal sources of data which were used to identify similarities of descriptions and themes. The inclusion of document analysis is particularly useful as the data are not affected by the direct presence of the researcher (Gay & Airasian, 2000) Minutes of department meetings, for example, was one such document. In the investigation, triangulation took place by multiple data sources, multiple methods and data type. This construct is validated by Miles and Huberman (1994).

Ethical Considerations

While it can be argued that qualitative research inquiry is not necessarily physically invasive, it is equally acknowledged that the nature of the research approach has the capability to be emotionally and socially invasive. In this study, careful consideration will be given to obtaining permission from the participants as the researcher ought to ensure that the nature of the exploration is fully explained to the participants prior to the acceptance of an agreement. Furthermore, in pursuing this investigation, approval was received from the Institutional Review Board (see Appendix 12), which confirmed the researcher's intention to ensure the dignity, rights and welfare of the respondents in the sample.

Additionally, participants engaged in this study will be purely voluntary and are at liberty to leave the study if it is felt that there is an invasion of personal and professional space. Furthermore, acknowledgement of respect is central to this exploration. Names of

participants will be anonymous and all will be assured that all data collected will be stored in a file cabinet inaccessible to public use.

CHAPTER 4

RESULTS and ANALYSIS of FINDINGS

This study sought to garner insight about the way leadership at the middle tier of secondary schools was conceived and implemented. The examination of leadership practices shows variations in beliefs, understandings, and the operational realities of middle managers. Additionally, the findings revealed that the existing organizational structure in schools reduces the capacity of these professionals to create collaborative cultures which resonate with contemporary leadership models in education.

In understanding the conceptualization and implementation of the leadership practices of middle managers in Jamaican secondary schools, purpose sampling was done. Three schools were selected which represented a coeducational institution, one all girls and one all boys. From these, middle managers were identified from each school, reflecting, both heads of departments and grade coordinators. The twelve respondents, 11 females and 1 male, were in the age range of 30 to 60 years. Their experience in middle leadership spans two to twenty-one years as reflected in the Table 1.

Research Question 1

How do middle leaders perceive their role in the education process?

The twelve middle leaders from three schools in this study expressed the view that the role they perform in the education process is critical. The following excerpt substantiates this view:

Mm 1: For me, my role in this school is very important, as a set of young people are trained for their contribution to school, its leadership in sports and other activities, to value teamwork as they prepare to go into the world.

Table 1. Demographic Information of Middle Managers in the Sample

School 1	Age Range	Yrs. in Education	Yrs. in Middle Leadership
1	30 – 39	10	2
2	50 – 59	29	10
3	40 – 49	18	12
4	40 – 49	17	13
School 2	Age Range	Yrs. in Education	Yrs. in Middle Leadership
5	30 – 39	17	7
6	50 – 59	25	21
7	30 – 39	12	4
8	30 – 39	11	5
School 3	Age Range	Yrs. in Education	Yrs. in Middle Leadership
9	40 – 49	16	4
10	40 – 49	27	5
11	40 – 49	14	2
12	30 – 39	18	2

This middle manager has identified the value of her role in the development of students’ skill in the area of leadership and the impact of the dispositions required for teamwork and its impact on society. It is evident that team work is considered a positive value for her students; however, this value is not mentioned in her relationship with the team of persons (form teachers) that she has responsibility for leading. It appears that the focus of this middle leader who is a grade coordinator is on the students’ capacity to be team players. Another year coordinator opines, *“This is a valuable role a lot to teach the children.... I could never imagine how valuable this role is.”*

This middle manager seemed surprised at the worth of this area to the school and one can question whether this young professional had even had any preliminary exposure to an orientation or induction.

Another respondent also highlighted the significance of the role and its connecting functions.

Mm 6: This role is very, very important. I am a link, a connection between my teachers, my department and the principal. I am a conduit in some ways, conduit and a buffer at the same time.

This middle manager explained the significance of her function through the critical relationships with teachers, and principal. As a head of department, she acknowledges the cultural understanding of vertical relationships and how this impacts communication within hierarchically organized system is mirrored. Interestingly, she alluded to the skill of negotiation which is an excellent skill for leaders of teams.

The dimensions of the value of the role of middle managers have been articulated in the contribution to students' development, maintaining stability through vertical relationships, and the personal dispositions of leaders and its impact on the equilibrium of the organization. The finding that the role of middle leaders is perceived as important in Jamaican schools is hardly surprising as the significance of this tier of professionals operating within a school's hierarchy is increasing (White, 2000) because of their contribution to organizational effectiveness and the improvement agenda for schools. Another intriguing feature of this finding is the degree of similarity with both categories of middle managers' perception of worth. This reflects the view that both heads of departments and year coordinators are essential to the process of education. This finding contrasts with findings in a study done by Crane and DeNobile (2014) in Australia and Murphy in New Zealand (2011), that year coordinators experienced disparity in social status. Therefore, the notion that the value of year coordinators is not appreciated Scaife (1998) is not reflected in these findings. The influence of their critical contribution is underscored by the principals in the sample and their impact is stated below by principal two: *without the help of the middle managers the system is paralyzed.*

The imagery evoked by the statement reflects the value that is attached to this tier of professionals by principal two. Interestingly, this principal who expressed the impact that the system would experience in the middle managers' absence, did not implement any formal preparation program for them. Therefore, one is led to question the type and nature of support that would be given to prevent the paralysis of the system. Although the middle managers are perceived as important from a philosophical and or organizational perspective, it is not reflected in the operational practices as no sustained program of preparation for the role.

Although all middle managers perceive their role as advantageous, only eight of twelve articulated the understanding that a dimension of their valuable role is to link the work of subject and pastoral teams to the operations of the total organization. Some of the views are outlined as follows:

Mm 1: My role is importantone has to ensure that they enjoy a wholesome school life.

Mm 8: My role is helping to bridge the gap between parents and teachers, to reduce the level of distrust, so that the perception of the schools' relationship with stakeholders would be positive.

*Mm 12: The role is important as it is a bridge between top management and classroom teacher.
While another stated*

Mm 7: I help the leadership of the school, modelling the core values of the school, negotiate with parents and teachers and collaborate with heads of departments, and guidance counsellor.

The disparity in the understanding of the role of middle managers evident in their responses across and within schools in this sample is not surprising, as Peacock (2014) articulated that inconsistencies in role understanding have existed since the inception of middle managers. In school one, two-year coordinators and one head of department made

the connection between the tasks and the wider organization, while in school three, one head of department articulated that the role is inextricably linked to the operation of the whole school. The finding is different in school two, as all middle managers, two heads of departments and two-year coordinators recognized the connection between specific tasks associated with their managerial functions and the effectiveness of the school.

Homogenous perception of the role in school two is interesting, in light of the fact that the principal does not implement any leadership preparation for the middle tier, but uses the apprenticeship model which is expected to provide full immersion in the role. The perception of the role of middle managers in school two, can be juxtaposed against the perceptions of the middle managers in school three, where, a more robust preparation program implemented by the principal in school three, yet only one middle leader expressed that she was aware of the value of her role in connection to whole school effectiveness. Questions and concerns can emerge regarding whether these persons were exposed to the training offered in the school and the extent of its influence on the middle managers' understanding and, ultimately practice.

Furthermore, the findings in school two reflect a different position from White (2002) who found that ambiguity experienced by heads of departments was partially attributed to training. While variations in the understanding of the role are not unusual, as individuals conceptualize their role based on the integration of their socialization and types of interaction, contradictory and conflicting ideas about purpose can produce debilitating effects within the school. Furthermore, middle managers should be aware that as they manage and lead teams, they are also a part of a team along with the principal to influence and impact whole school policies.

Having gained promotion to the middle tier, middle managers were asked to indicate the changes they made to their professional practice as it should help in the understanding of the way they perceive themselves in the education process as leaders, managers, or both. Ten of the twelve respondents revealed that some changes were made to their practice, while two (heads of departments) in school one and two indicated that there was no need to change. Of the ten professionals, only two directly described team leadership as one of the changes that was made.

Mm 8: I believe I had to make a lot of adjustments, working closely as a team, and not just working as a team also leading a team, because I normally work well with persons but to actually lead (she pauses). I am usually somebody behind the scenes so where that is concerned I had to work a lot on that and build my confidence to direct them but humbling myself to listen.

Mm 3: Since promotion, I have been doing more teaching rather than leading and managing as I teach 56 sessions. However, I spend some time leading and clarifying matters for the team in the department, as there is a high turnover rate in the department so leading the team is critical particularly in orientating staff.

Mm 3 seems to have compartmentalized leadership to some specific tasks, and faces the professional dilemma of balancing all the requirements of her role. It also appears that the relational component of leading the subject team is not fully engrained in her mental construct and the changes identified exclude personal adjustments.

The situation outlined by Mm 8 includes identification of personal changes to increase her self - confidence which impacted her professional life. Her willingness to listen to team members is indicative of this. Evidently, this middle manager is cognizant that such a quality can have a profound effect on the team as she seems poised to build relationships through the exercise of her relational power by expressing the desire “*to work closely as a team.*”

The small percentage of middle managers who identified team leadership as an adjustment that was made to their professional practice is not surprising as there is no widespread understanding that middle managers should provide leadership Addey (2000). However, it is evident that these middle managers are aware of the emerging trends in educational literature that advocate that a critical part of their role is to lead teams, and therefore adjusted their practice. Additionally, two others spoke indirectly to changes that reflected educational leadership. The themes of relationship building, leadership practices, and confidence building were reflected in the professional and personal changes that were identified in the responses given by the other 8 middle managers.

The other two middle managers who were unable to identify any professional or personal changes as they transitioned to the middle leadership tier, practice in schools where formal and or robust preparation programs are absent. One head of department opines,

Mm 5: I'm always the person who tries to do things outside of my scope, out of my responsibility. I love to learn So, given the task of leading the team, means I was just given more of a job description, but I was already doing a lot of those things.

It seems that this middle manager has not fully embraced the complexity of transitioning from subject teacher, to team leader. This journey requires relational skills that are critical to the exercise of power in a form that will facilitate team building and collaboration. It could also be that the need to change was not urgent in his eyes, in light of his perception of himself. Firstly, there was no need to change because *the principal has seen leadership qualities in me*. Secondly, he is of the view that because he was a member of the team before, different skills would not be required. *"I did not change*

much professionally when I assumed the responsibility of team leader, as I would be leading the same members of the department who were happy, supportive and cohesive.”

A similar sentiment regarding change was made by another middle manager:

Mm 6: nothing has changed ...Look at the mission statement.....

Of the ten professionals, only two directly described team leadership as one of the changes that were made. It can be interpreted that these two middle managers having been promoted, did not see the need to adjust their practices to reflect changes required for team leadership. The development of the mental frame for leadership may not have been developed by all at this tier.

Some comments describing the professional changes which by implication required personality alterations were *“I had to make a lot of adjustments, working closely as a team, and not just working as a team, but also leading a team, normally I work well with persons but actually to lead (she sighs).”*

Another modification to professional responsibilities was the nature of the working relationship with parents as a form teacher to relate as a supervisor:

As a form teacher and a teacher of math you had to work with parents but as a grade supervisor you are working with parents on a whole different level.”

Alteration was made to the relationship with the students. She continues “as a grade supervisor it takes you beyond subject to just sit and to share about life sometimes students can connect with you when they realize that you are human and you are a little more than the subject you teach.

In recognizing the adjustments that need to be made after promotion, *this middle manager stated:*

Mm 7: So, I really had to look back at myself and to really analyse what my purpose here was then I was able to connect with the stakeholders in developing the relationship. (smiles)I am still learning.

Another year coordinator in that school also indicated that one of the adjustments that she was propelled to make was in relationship building with the students, which enabled her to develop another mental frame to navigate her professional space. The following statement shows the transition:

Mm 7: Having a greater interaction with the students and the parents from a more personal point of view and not subject, I was able to understand underlying issues. Further, you might not be able to solve everything but when you have a better understanding, you have a better handling of the situation. So that really opened my eyes. It changed my whole methodology.

The leadership practices of these professionals should be reviewed against the imperative in emerging literature that middle leaders are expected to influence teams to effect organizational goals which should form a part of the priority agenda for this tier of professionals. The findings reveal that five middle managers, three heads of departments, and two-year coordinators identified team related activities as their priority. Some of the extracts are:

Mm 12: get the best from your team in order that the bigger picture will be better.

Mm 10: focus on the teachers, teachers should carry out their duties properly, they need to be guided properly.

Mm 4: make team comfortable and motivated, create a team that will do well; one cannot lead without followers, so they must be satisfied to some degree therefore I listen to them.

Focusing on team building as a priority, could suggest that a directional shift towards leadership may be taking place in the practices of these middle managers. According to Greany (2014) when middle leaders engage in team building, this promotes a culture of professional learning. However, it cannot be conclusively stated that professional learning is always encouraged, as the observations of meetings and

documents do not reflect that as a consistent formal activity. Despite this, it is evident that there is a determination by these middle leaders to be engaged in the development of teams which Harris and Muijus (2002) posit will facilitate a positive working environment. It is therefore no wonder that reference is drawn by one head of department to the importance of the satisfaction of team members including the responsibility of providing motivation. Motivation of the team ought to be a great catalyst for positive working environment, which has the potential to shape a collegial culture that contributes to learning and organizational growth. Workplace culture is an important dimension of the middle managers' function as there are implicit expectations of the use of influence and power which if not handled well, can create severe turbulence.

Another interesting facet of this response was the identification of the dynamics of the relationship between the leader and followers which coincides with views by Howell and Shamir (2005) which reinforces the interpretation of role of positive relationships in the interactions between the follower and the team leader. It is therefore helpful to the middle manager to be cognizant of the effectiveness of satisfying work relationships for members of the team. Knowledge of this is valuable as followers have different social constructions of followership which directly influences their role in the team, so that a determination is made as to whether followers coalesce around levels of passivity or activity (Mc Gregor, 2007). It would seem that middle manager 3 understands that motivation and satisfaction of team players are essential to smooth navigation of the affective space in the workplace.

The responses from the other seven highlighted other priorities. One of the themes identified was related to daily management operations:

Mm 9: my priority is to manage the tasks.

Mm 10: daily operations should be the priority.

Selection of task management as a priority above leadership is not unusual for middle managers, as daily administrative tasks greatly impact the delivery of quality education and so this may justify their selection. It could also be that the middle managers may hold the view that this may form a part of their evaluation and therefore focused attention to administration is a requirement. Interestingly, Harris (2001) in a study in England revealed views of heads of departments who did not see themselves as managers having responsibility for others, as well as having positions of leadership. However, the selection of task management as a priority was done by year coordinators who often feel overwhelmed by the complexity and multidimensional nature of the expected functions (deJong, Kerr & Roubicek, 2007; McCraig, 2012).

Student leadership and management was highlighted by two-year coordinators in the same institution:

*Mm 2: allow students space to share and give appropriate guidance.
Coach them on behaviour, character values and pastoral care.*

The second-year coordinator articulated this position:

*Mm 1: try to ensure that students get the best out of school to become
useful human beings.*

This priority identified by the year coordinators is aligned to a feature of the practices of year coordinators in three Australian secondary schools studied by Crane and DeNobile (2014). In fact, Lodge (2006) identified the key role of year coordinators as major communication conduits between home and school. Provision of robust support for student leadership and management as a prioritized function of year coordinators is

hardly surprising, as the nature of the role implies that leading and supporting student development is a core function. The focus on student development was also evident in the minutes of meetings reviewed. The agenda supported leadership activity for students and the encouragement of staff to support the care of the needy students.

In reviewing the coordinator's comments about coaching students regarding behaviour and character development, it is evident that the practice of the coordinator demonstrates an understanding of the role outlined in literature. By focusing on the students, the coordinators in this school have intentionally created a space for student development and this is reinforced by the principal who described the offices of the coordinators as a safe haven for students. Implicit in the responses of the coordinators three and four, is the leadership and management of students' development without direct inclusion of the team of form teachers who would be responsible for the implementation of behavioural interventions. Along with student leadership, the construct includes communication between different levels of the school structure and the management of a team of persons. The absence of team involvement can be attributed to the difficulties that are involved in engaging the form teachers in participating fully. In lamenting the challenges faced, coordinator 7 said:

Mm 7: I have a problem motivating my form teachers to perform their pastoral role. Of the seven form teachers, only two are effectively executing their roles. The teachers will identify the weakness of the students and use that to indicate that they cannot do the pastoral things.

The comments expressed by teachers could be used to develop a program that builds their capacity, but they also point to supervisory and monitoring difficulties that this middle manager experiences as she executes her functions. The obvious frustration of the coordinator was reflected in the observation sessions, where an effort was made to

develop consensus around an approach that would assist in improved student behaviours. It is not abnormal for middle managers to experience the challenges of monitoring and supervising team members, as this is well documented in literature (Bennett et al., 2003 and Wise, 2001). Coordinator 7 did not mention any strategies that were attempted to resolve the matter and it could be that the culture of collegiality affected the decision not to act, as there is a possibility that the coordinator was fearful of the team members' perception that their practice was being scrutinized.

The dynamism of the middle manager's function is reflected in the priority of a head of department who opined,

Mm 4: Care and service. If there is no ethic of care for students and teachers what will happen?

Interestingly, she integrates both students and teachers with little expansion on how care to the teachers is demonstrated. In the case of the students, this care is described as giving free service by teaching the students without charge. This head of department's care of teachers is at first glance ambiguous, yet the motive of care is embedded in service, and can be interpreted as an approach used to motivate the subject specialists' team to extend care to the student by offering them service. Embodied within this response, is a direct concern about both the cognitive and affective components of students' learning, which can be used to advocate for middle managers' contribution to the blurring of the lines, between the academic and pastoral spheres. In reviewing the minutes of the meeting held by this middle manager, the issue of care was a clear and consistent thread. While there needs to be further clarification, an assumption can be made about the potential of the statement from middle manager 4, to influence the practice of middle leaders to include both spheres and thus cater to the 'whole child'.

Another isolated theme that surfaced in the findings was the priority of curriculum leadership offered by Mm 6 which aligns with a position of Harris (2001) that this type of leadership is highlighted as a central responsibility of heads of departments. One head of department in school 2 indicated that her priority is:

Mm 6: to observe lessons and give meaningful feedback.

The observation of the delivery of the curriculum is a vital practice of heads of departments to determine curriculum coverage, appropriate pedagogical approaches, and the evaluation of the competencies and skills of the teachers, so that students may enjoy optimal learning experiences. Additionally, the head of department will have the opportunity through feedback to provide a context for coaching, mentoring, and continuous professional learning paths which are predicated on consensus between the subject specialist and head of department. Leading and supervising the delivery of the curriculum is extremely valuable in sustaining the quality of experiences. Bennett et al. (2000) underscore the position that it is important that middle managers develop and maintain the quality and nature of pupils' experiences.

It is not usual for heads of departments to identify instructional supervision as a priority Weller (2001) so this head of department has shown that by her involvement in this area of work, she is committed to the vision of the school. Furthermore, she indicated that:

Mm 6: I use other teachers to help with the observation, so there is peer feedback. Before that teachers are asked to set personal goals at the beginning of the year and that is taken into consideration. Apart from that there are walkthroughs and classes are videotaped for self-analysis.

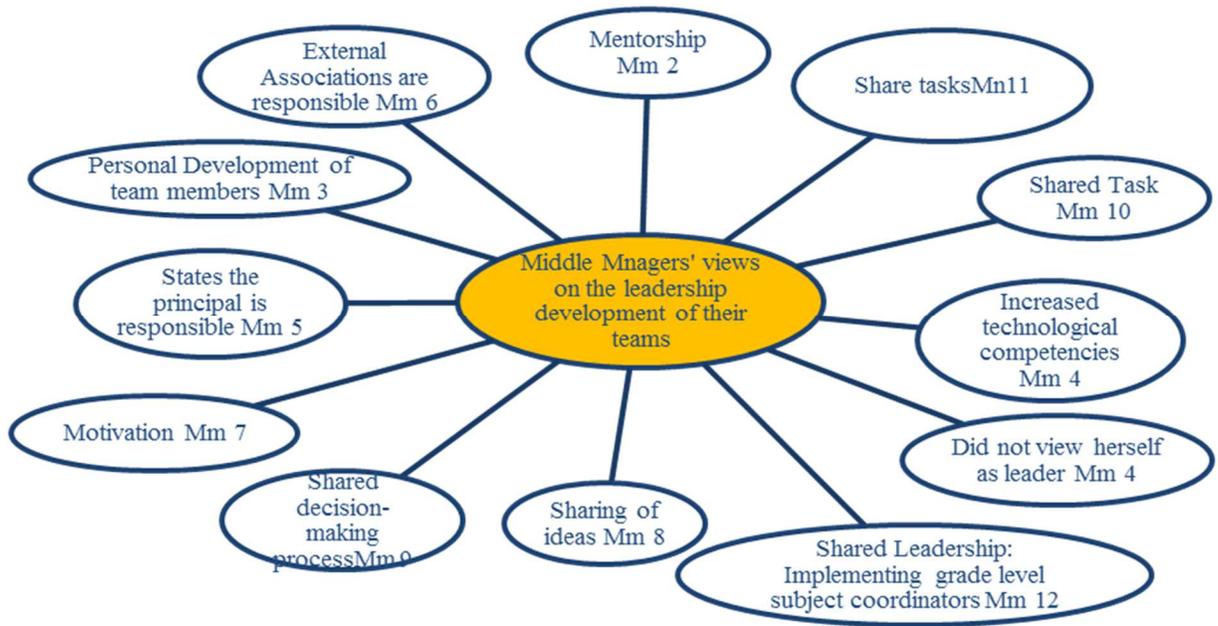
This practice, which stimulates self-analysis and reflection in the feedback process, ought to be helpful, and the practitioner at the middle management tier can be perceived

as effectively executing her task of curriculum and instructional supervision.

Additionally, as the middle manager engages in instructional leadership, the learning space should allow for appropriate use of twenty- first century pedagogical and curriculum expectations (Gurr & Drysdale, 2013).

The figure below shows that the mechanisms of leadership development for team members created patterns which included the participation of external entities and delegated tasks. This would suggest that there is a variation in the understanding of leadership development, or that these middle managers' workload precludes the sustained pathway for facilitating leadership of team members, as all respondents, ten strongly agreed and two agreed that their instructional hours should be reduced. The absence of a structured leadership development program for team members is not surprising as a number of educational jurisdictions do not have such a provision in their system.

Figure 1: Diagram Showing Middle Managers Leadership Development Activities.



Interestingly, all middle managers indicated that leadership development of their teams should be prioritized in the ranking activity, yet this was not reflected in the practice as only five respondents included it in their practice. In addition, all except one are of the view that it is the responsibility of the middle leader to encourage, support, and engage team members.

The results further reveal that the activities which consumed a great deal of time were mainly related to administrative functions and the management of people. This is represented in Table 2.

Table 2. Activities that use Large Proportions of the Middle Managers' Time

School #	Administrative Tasks	Management of People
1	<ul style="list-style-type: none"> • Teaching load (1) • Addressing students' needs (1) 	<ul style="list-style-type: none"> • Teacher absenteeism (1) • Mentoring staff. (1)
2	<ul style="list-style-type: none"> • Design and review curriculum (1) 	<ul style="list-style-type: none"> • Supervisory functions (2) • Tracking of the curriculum to ensure completion (1)
3	<ul style="list-style-type: none"> • Documentation (1) • Ensuring the settling of the block (1) • Supervision of lesson plans (1) 	<ul style="list-style-type: none"> • Getting people to be accountable (1)

Equal numbers of respondents indicated that administrative tasks and management of people consumed their time. Cognizance is taken of the results for each school, as in school one it seems that both sets of tasks consume the time of the middle managers. In school 2, three middle managers indicated that management of people rather than administrative tasks dominate their functions, while the reverse takes place in school 3.

Interestingly, the respondents indicated themes such as adequate resource provisions, management of people, as well as isolated factors of documentation and conflict of decision making, as presenting the biggest challenges experienced in undertaking their functions represented in Table 3 below.

Table 3. Challenges Outlined by Middle Managers

School (1)	School (2)	School (3)
Mm1: Resources of money and time	Mm 5: Non-performance of teachers in having alternate plans for technology.	Mm 9: Getting students to display appropriate social behaviours.
Mm 2: Funds	Mm 6: Limited time to achieve all functions.	Mm10: Motivating teachers to document lesson plans.
Mm 3: Resources, team leading and dynamism of team leading	Mm 7: Timely completion of documentation	Mm11: Developing effective relationships with internal and external stakeholders.
Mm 4: Managing student's homework compliance	Mm 8: Inability to motivate form teachers to assume greater responsibility.	Mm 12: Making insightful and not popular decisions.

In examining the findings further, it seems that more challenges were related to people management across the schools, as eight of the twelve respondents identified that challenge. However, it must be noted that three of the four middle managers in school three (Mm 9, 10, and 11) directly identified the challenge of people management which involved students, teachers, and parents. It would seem that, implicit in the challenge are relationships and the need to be emotionally intelligent. Also, it would appear that Mn 12, having indicated that her difficulty is that of making insightful rather than popular decisions, is grappling with intra-personal skills which demand high emotional self-awareness. Therefore, it may be safe to say, that it indirectly relates to people, so then all

respondents in school three, face challenges involving people management. In school two, the difficulty in managing people involved teachers, while in school one, the difficulty experienced was that of navigating the dynamics of team building.

Despite the challenges outlined all middle managers indicated that they received support from all stakeholders as seen below:

Mm 11: people respect the work we all do we get their full support.

Mm 7: I get a lot of support from the dean in reviewing student behaviour, as well as the guidance counsellor. Support from the parents substitute teachers and the lab technician.

Mm 2: principal and vice-principals are usually supportive in terms of ideas and help. Senior staff also assists.

Mm 6: I get support from the department and administration as ideas and tasks shared.

It would seem that support is provided by administrators, colleagues of middle tier, parents and helping functionaries such as the guidance counsellor and the dean. However, middle manager six, who is engaged in collaborative activities with her team, has identified that she experienced support from her department. It is likely that implicit in such a response is a value that is placed on the contribution of her team members which should be highly motivating and offers glimpses into the belief system of this middle manager that she is not shackled by hierarchical relationships.

The middle managers see their role in the education process as valuable and are provided with support from the local administrators, although they encounter challenges. It is evident that although the middle managers' roles are perceived as valuable, not many made the association between the work of teams led by them, with that of the wider

organization. Furthermore, while some middle managers indicated that they made changes when transitioning into the role, only two middle managers identified team leadership as a priority and, therefore, there was no sustained pathway for leadership development.

Research Question 2

How do the principals perceive the role of the middle managers in the educational process?

Leadership and management of individuals are essential to the effective functioning of teaching and learning organizations. Understanding the contribution of personnel within schools is a primary function of the principal and leading the staff will generate a complex and social dynamic context which has the potential to create an environment where tacit and explicit knowledge will thrive (Avolio, 2007; Yukl & Chave, 2006). Additionally, the assumption can be made that theories of motivation, Merton's self-fulfilling prophecy, and Lewin's expectancy theory contribute to the principals' leadership and management construct. Furthermore, in a contemporary educational climate the expectation is that principals will accommodate the view proffered by Mulford (2003) that effective school leadership requires the leadership capability of the many rather than the few.

In examining the leadership practices of middle managers in three Jamaican secondary schools, the views of the principals regarding their role in the education process are pertinent. The demographic details of the principals are represented in the tabular form below.

Table 4. Demographic Information of Principals

School	Gender	Age Range	Yrs. Spent in Education Service	Yrs. In Leadership Position	Highest Qualification
1	F	40 – 50	20	6 months	M. Sc
2	F	50 – 60	32	25	M. A
3	M	50 – 60	33	15	M. A

Three principals, two females and one male, comprised the sample interviewed. Their experience in school leadership at the level of principal ranged from 6 months to 25 years, having served the education sector locally and internationally for 25 to 32 years in a variety of capacities.

All three respondents felt that, the role of middle managers was very valuable because of the immense and critical contribution to the process of education. One principal said:

Middle managers translate the vision into achievable objectives. They have a mission of clear direction as they direct students and teachers to reach the school's goals.

It seems that principal 1, with six months experience, is cognizant of the theoretical underpinnings of leadership, as the concept of vision is mentioned, for middle managers as this can provide a context to shape the culture of the organization. However, it is evident that assumptions have been made about the "buy-in" of middle managers in the vision, and ultimately, their participation in the transmission to their teams and students without including the notion of change. Furthermore, the role of middle managers as

outlined presupposes that the middle managers have the maturity to engender a collaborative culture.

Another principal stated:

Oh, (she sighs) the middle managers are invaluable (taps the table) both heads of departments, as schools (pushes back her head and continues) curriculum managers and the grade supervisor responsible for pastoral care, without the help of the middle managers, the entire system is paralyzed.

It appears that this principal is fully appreciative of the functions of the middle managers, not only with her words, but in her non-verbal communication. It seems that imagining their absence from the school system would more than likely present challenges for the functioning of the organization.

The third principal stated:

Middle managers, absolutely critical, are akin to middle managers in private sector environment, where it is expected that management is of the highest standard.

It seems that the focus of principal three is on quality service, as a comparison is made between the responsibilities of private sector middle managers with that of middle managers in the educational system. It may be that the concern with quality is paramount in the principal's philosophy regarding the standard at which middle managers should function. This factor should challenge the culture in some schools, where educators may be prone to exercise their duties without focusing on the aspect of quality.

The worth of the middle managers, as expressed by the principals, is a consistent thread in existing literature, as there is general agreement that the roles, functions, and leadership practices of the middle leaders are germane to the buoyancy, culture and effectiveness of the organization (Crane & DeNobile, 2014; Fitzgerald, 2009; Murale &

Prether, 2011; Southwark, 2004). The significance of the middle managers' value in the school's hierarchy is expressed by Principal 3 in the following way:

The middle managers are the linchpin of the system. If the linchpin fails a vacuum is created and where a vacuum exists things fall in.

The imagery of the linchpin resonates with a position taken by (Fitzgerald, 2000; Gunter & Eaton, 2006) that middle leaders are the key to a school's operations. The implication is that schools will experience serious disadvantage if this group is not appreciated and recognized by principals for the indispensable function they perform. The congruence between the voices of the three principals and strands in literature (Chetty, 2007; Fitzgerald, 2001; Glover, Gleason, Gloughand Johnson, 1990; Gurr & Drysdale, 2013; Turner & Skyes, 2007; Weller, 2000) adds further validation to the integral function of the middle managers.

The consistency in views regarding the significance of the middle managers to the education process is compelling and suggests that current education positions of the principals are aligned to research. However, the scope of this appreciation should be further examined against the nature of the selection criteria used by the principals. In responding to the guidelines used to identify persons for serving at the middle, the following extracts represent the views of the professionals:

P1: Prospective candidates should demonstrate strong leadership skills, (sighs) those who have a vision and can garner a team.

P2: A professional teacher, warm and caring who displays the basics of a professional good attendance, punctual and meets deadlines, generosity of spirit (pauses) professionals who are generous, empathy. How does a teacher who is not supporting the school, lead. (Pauses) a teacher who is present at graduation ceremony school functions and bought into the school and its mission. (period of silence) the head of department must be a competent teacher of the subject area, people and communication skills

are required. The person must have skills to engage in all types of collaboration (nods her head) good people skills.

P3: How do people walk in the role? Middle managers need to have formal management skills (pauses and gesticulates with his hands) or they will be at sea. The head of department should demonstrate enthusiasm and drive, the ability to work with people and knowledge of subject. Middle managers should exhibit overall involvement in the life of the school. You see you cannot place the top teachers in the department as the head as they can come out of their comfort zone and become non-effective. (Sits back in his chair and repeats) years of service cannot be the criterion for grade coordinator but a genuine love for students. In the daily operations, discipline should be about the student. How do persons get involved about student? They must have standards, be strong objective and fair (leans forward). They must be strong enough to talk to colleagues about issues presented, not someone who cracks under pressure. Levels of leadership ability should be present.

It is evident that variability exists in the eligibility requirements among these principals in selecting middle managers. However, there is a sense that the principals, particularly P3, are extremely meticulous in creating a raft of requirements that the prospective middle managers should demonstrate. The responses show that principal 1 is consistent with her focus on middle managers having a vision, and the requirement is extended to leadership competencies to include team building. This response is broad and differs from those offered by her more experienced colleague principals.

Generally, the eligibility criteria for selection from the narrative reflect the themes of dispositions favourable in promoting positive interactions with stakeholders and a thorough understanding of human behaviour. In addition, professional attributes and competences, as well as the demonstration of the capacity to work towards organizational effectiveness, were reflected in the interviews of the principals.

The demonstration of positive interactions with students, parents, and teachers is a priority criterion that is used to identify possible candidates for the role of year coordinator. The following excerpts reflect this:

P 3: The grade coordinator as a middle manager must have a genuine love for students and not years of service, must be a customer service agent who interfaces with parents and students. They should also be able create the right atmosphere to resolve the disputes (pauses).

P 2: the year coordinator should show the capacity to care and care deeply.

The determination to highlight this disposition is valuable in selecting the year coordinator and is supported by research studies highlighting the perspective that one of the functions of year coordinators is to communicate effectively with parents even before consulting with principals. Fleming (2014) advances the position that for parents, the year coordinator is the first line of communication. Additionally, Crane and DeNobile (2014) describe one of the functions of the year coordinator as being an effective networker with parents. It is therefore understandable that the principal of the second school identified infrastructural and technological support given to this tier in the form of comfortable office space with computers with internet access at their disposal. With this provision, the critical, urgent, and routine need for parents to communicate with the year coordinators in the school will be satisfied.

Another vital function of the year coordinators' sphere of work, is to develop social and emotional programs to be implemented by teams of form teachers. It is crucial that the skill of displaying amicable and respectful communication must be a quality that principals would use to identify potential year coordinators to achieve this goal. While compassion is an essential quality in interacting with students, at least two principals are of the view that "middle managers should be clear about the purpose of discipline, as

some students see the year coordinators as a place of refuge. A possible danger is that students may use the place or refuge to avoid negative consequences of their actions.

The capacity to facilitate positive interactions with students and parents is essential, but even more critical is the ability of the year coordinator to interact favorably with team members particularly relating to the resolution of student issues. This area of the year coordinators' work can create some tension as the collegiality of the culture can serve as a deterrent in relating objectively. The navigation of the interactions can threaten the harmonious atmosphere and therefore requires skilful handling of emotions so that the psychological safety of the team members does not depreciate. Ineffective communication can weaken the navigation and create turbulence in the organization. One principal highlighted the need to see the potential of the prospective year coordinators' ability to display objectivity and standards in their communication practices with colleagues.

P3: They must have standards, be strong objective and fair. (leans forward). They must be strong enough to talk to colleagues about issues presented and not someone who cracks under pressure.

P3: The persons must have skills to engage in all types of communication and collaboration (nods head) good people skills.

From the perspective of the principals, positive interactions are identified as one of the dispositions needed by the year coordinator, however, attainment of this quality is not easy. Peak (2010) highlights the complexity of working with and through others, as dealing with the personalities and different views can make the process of communication and interaction complex. Furthermore, this issue intensifies as year coordinators assume the leadership practice of building teams. Therefore, in addition to

effective communication, another requirement for the selection of year coordinators is their understanding of human behaviour as stated by one of the principals:

P3: Middle managers need to have formal management skills (pauses and gesticulates with his hands) or their ability to function will be severely hampered.

Differentiation in the criteria for the heads of department was evident in the responses of the principals, as professional competencies namely an excellent understanding of content and pedagogical knowledge was important to two principals.

P2: The head of department must be an expert in subject area content and be fiercely loyal to the success of students.

P3: You see, you cannot always place the top teacher in the department as the head, as they can come out of their comfort zone and become non-effective.

The reticence to automatically identify the top performer in the department to lead is courageous, given the nature of the culture in Jamaican schools that seniority is normally considered an important variable in the selection process. This is evident in a comment made explicitly by Principal 3 that, “*years of service cannot be the criterion for grade coordinator but a genuine love for students.*” Leadership potential, and not years of service should be seen as a premium feature in candidates being identified. It would appear that leadership has been considered in the raft of requirements for the selection of persons for middle management responsibility, which could assist in promoting the balance of leadership and management skills among the professionals at the middle tier. It is therefore no surprise that two of the principals recognized and articulated leadership capacity as prerequisites for selection:

P1: In this school, prospective candidates should demonstrate strong leadership skills, (sighs) those who have a vision and can garner a team.

P3: Levels of leadership ability should be present in the potential candidate.

These include being a visionary, having the capacity to lead a team, as well as balancing the agendas of the team and that of the overall organization.

It appears that the principals crafted their own selection criteria in the absence of clearly developed policy. Such a deficit is not beneficial to the system as it neither protects the school leaders nor the teachers in the schools. The ambiguous and subjective criteria used to select professionals for this critical role of leadership and management by the principals in this sample are mirrored in similar research undertaken by Phipps (2011) in three secondary schools in Jamaica.

The selection process has to be examined within the context of promotion, stability, and effectiveness of the culture. Promotion of the middle tier individuals in secondary schools in Jamaica has a high premium as the number of middle management posts are limited within the schools and are not determined by the organizational needs. Therefore, criteria that can be described as subjective are not helpful and can present ethical dilemmas for school leaders, as well as create turbulence among staff. This is especially so when younger and or incompetent individuals assume the roles of middle managers. Phipps (2011) found that the principals sometimes selected their friends for these positions. This view is more prevalent in schools where length of service and or friendship should translate into automatic promotion. Although this norm was denounced by the principal of the third school, who articulated that years of service was not the primary determinant for elevation to middle management, consideration regarding its impact on the organizational culture is important. It may be that persons who have been

working in the organization for a long time may become dissatisfied to the point of creating turbulence.

Since the principals indicated that the role of the middle manager is vital to the school's operations, there is growing concern that in too many instances people who are placed in leadership are not equipped, the assumption can be made that there would be some investment in the empowering of middle leaders. The findings, however, expose glaring gaps in the type of preparation that middle managers are exposed to prior to their elevation, as evidenced by the following comments:

P1: There is no formal preparation. In cases where assistant coordinators are assigned, they are the first to be considered for promotion, they would have learnt through mentorship.

P2: (Principal holds her head) Huge weakness. There is an initial formation process where the expectations of duties are outlined.

P3: Once a year, there is training for the middle managers in the summertime. Professors from York University in Toronto and educational consultants from Birmingham are usually the presenters. Local educational consultants are used if there are other specific issues to be addressed.

The model of leadership preparation outlined by the principals of these three Jamaican schools is context-based and the approaches range from isolated experiences to intermittent and yearly sessions. It would therefore seem that a robust and formal preparation program is absent in these schools. This finding is not surprising as Gurr and Drysdale (2014) note the absence of preparation programs in a number of educational jurisdictions.

The principal in school two, having confidence in the persons selected allows them to learn from the other middle managers in the system informally as apprentices. This approach to leadership preparation can lead to underdeveloped professional knowledge

and retard the progress of acquiring critical leadership dispositions, which are needed to solidify professional practice. Basically, the apprenticeship model is predicated on the successful record of a teacher as being the starting point of leadership (Gurr & Drysdale, 2014). The model is restrictive as a singular tool for leadership preparation as this tier of leadership is “confronted with the conflicting demands of hierarchical line management and professional concern for collegiality” (Thorpe & Bennett-Powell, 2014, p.56.).

The models of leadership preparation outlined by the principals of these three Jamaican schools in urban area secondary schools warrant deeper probing, especially as middle managers in Jamaica and other educational jurisdictions have consistently heralded the call to be involved in a leadership preparation program. The literature is laden with arguments underlying the importance of training for persons assuming middle leadership positions so that they are equipped to deal with the confluence of variables impacting the leadership tier of educational institutions. From the views presented by the principals, it is clear that the area of preparation of the middle leaders is not yet fully incorporated in their practice. This observation is not surprising at the operational level, as Gurr and Drysdale (2014) lament the reluctance of policy makers in a number of educational jurisdictions to implement adequate leadership preparation programs.

With the identification of the lack of a formal preparation program, interest should be focused towards the strategies used to provide institutional support for middle managers.

The voices of the principals unearth a combination of support strategies of empowerment, provision of physical and budgetary resources, as well as internal policy

direction. The following extracts reveal the nature of support given by the heads of the three schools:

P1: Main form of support is to avoid dislocation as much as possible. I am new and there is a tendency to tentatively plan in fear. They are asked to articulate projects and the pros and cons are discussed. I involve them in daily operations and pace the adjustments. I am able to listen to them (pauses) and they are less fearful of sharing their plans. The more confident middle leaders share ideas and embrace new ones helping the middle leaders to shape their vision..... The open-door policy is also in operation.

P2: I meet the grade supervisors and the dean every Friday to collaborate on issues dealing with the care of the child. Some persons join during the meeting because of their schedules. The way the education system dictates the assigned hours can militate against the effectiveness of the middle managers. The grade supervisor is given a comfortable office on the block that the grade is located. The supervisors' office is seen as a place of 'refuge'. The office has a computer with internet access to make contact with parents. The heads of departments are supplied with adequate funding to create programs and respond to academic needs.

P3: One of the first things: develop a policy manual which directs the operations. (knocks his chest) you see, I am very concerned and what I have done is about standards, this document (he scans his desk in an effort to find a copy) is to make sure that there is not too much difference in the way departments operate. Secondly, right what I do is to roster the middle managers to chair the management meetings with the principal and vice principals present. (Nods his head) In that meeting they have to craft the agenda and deal with the personalities and issues. And another thing, I pair the new middle manager with a more experienced one. Of course, I operate an open-door policy.

It seems that no distinction is made in the provision of support for middle managers by principals one and three, while principal two delineates the support given to heads of departments and year coordinators. The nature of empowerment offered by principal one is relational, as through the open-door policy, middle managers are able through the distillation of ideas to improve their competencies as they navigate the 'relational bridge' with the new principal. Furthermore, this leadership practice may be helpful within the situational leadership construct where the principal will be able to respond to the

dynamism of the context and move from setting task behaviours to relationship behaviours as she assists the middle managers to set directions for their teams.

It appears that principal two is in direct weekly contact with one group of her middle managers who are expected to cater to the pastoral needs of students, which is of extreme importance in this school. As a result of this focus, it is understandable that one of the requirements for the year coordinator in school two is to *show the capacity to care and care deeply*. It also seems, that this principal may be interested in developing the emotional intelligence capacity of the year coordinators, which will ultimately impact the affective space in the organization. The practice of frequent meetings with the year coordinator to the exclusion of the heads of departments may give the impression that higher status is given to the year coordinators which would refute findings of Murphy, (2011).

Principal three seems to have developed a multidimensional model of support which refutes Weller's (2001) finding that institutional support is a challenge for middle managers. It is predicated on written procedures which is not available across the jurisdiction, and should provide some organizational direction for middle managers, as they engage in management activities. However, it appears that, while the multidimensional model of support includes a strategy for leading meetings and directing the thought processes of colleagues, a similar approach is absent to strengthen the middle managers' capacity to lead teams.

Middle managers are perceived by the three principals as vital to the education process and ought to satisfy specific requirements to be considered for this tier of

leadership. However, formal preparation programs for their transition to this role are not robust. Despite this, institutional support is offered to them.

Research Question 3

How do schools develop mechanisms and or systems to improve the levels of collaboration among middle managers and between middle managers and the administrators?

The nature of collaboration is primarily that of empowering people to sustain the thrust of change within an organization through participatory decision making. It challenges formal structures by developing shared goals and values across levels in an organization as it includes those who may not usually be involved in the decision-making processes. It involves the meaningful reflection of ideas, decision making, generating multiple solutions to problems, and building capacity for leadership. Creating such an environment is not automatic and requires school leaders to restructure procedures and model processes that will establish a framework which enhances and supports multiple solutions to challenges. Such a structure should, among other things, provide motivation to all collaborators and reward those whose ethic supports activities outside of their departments or immediate responsibilities. Fostering such a culture is not a linear process as a collaborative culture requires the demonstration of skills, knowledge, and behaviours that are not always congruent with the current organization of most schools.

The respondents in the sample were asked about the sustained patterns of collaboration that existed with their professional colleagues. The findings revealed that

11 of 12 middle managers indicated that there were instances of collaborative activity.

Mm1: If we have any event coming up, coordinators meet together to set the plans.

It appears that the interpretation of collaboration is confined to the activity of planning events which can be perceived as positive. Participation in decision making nurtures the individual's sense of responsibility and promotes team acceptance which ultimately assists in the achievement of organizational goals. Participation in decision making affirms the organization's belief in the individual nurturing a sense of responsibility and promotes buy in from the team which will ultimately assist the organization to achieve its goals. There is no mention of horizontal interaction as it relates to core responsibilities. Interestingly within that same school another middle manager Mn3 indicated that: *"there is lateral interaction, but there is no set agenda."*

It would seem from this response that instances for collaboration are ad hoc and sporadic resulting in low levels of collaboration among the tier of professionals. Similarly, low to non-existent levels of collaboration were evident in the responses of middle managers in school three. The following excerpts reflect this:

Mm 9: (she pauses, nods her head) Yes, I collaborate with stakeholders and then, depending on the nature of the discussions, talk to my colleagues.

Mm 10: In describing the pattern of sustained interaction with other middle managers. I would love to collaborate but I think that all middle managers should have their own staff room to talk by themselves.

From this response, it appears that the respondent is concerned about the physical context that should be provided to safely generate thoughts and ideas without the burden of having junior colleagues around them. The absence of the team members from the designated space would create opportunities for unbridled communication and negotiation. The suggestion for physical space therefore is an indication that the middle

manager has a concern regarding the impact that the process of collaboration may have, if navigation takes place in an environment which is psychologically unsafe. While this middle manager expressed concerns regarding the physical space for the collaborative process, another middle manager in the same school is concerned about the absence of the lack of intentionality of the process. She stated, “*there is no structure for collaboration. It may just happen in passing.*”

It appears that, in addition to low levels of collaboration, the respondent seemed to have expressed variation of understanding of collaboration which seems to ignore the processes involved in creating a collaborative culture. The lack of specific activity for the process of teamwork among middle managers is not a feature of the responses in school two, as three of four respondents identified an annual retreat as an established practice for collaboration highlighted by Mm 5: *there is an annual retreat where all middle managers once a year gather. At this meeting accomplishments are shared at the end of year.*

The yearly engagement of middle managers as a team can be viewed as a good practice to share accomplishments, particularly if all managers are given opportunities to highlight successes of their team members. It is vital that all middle managers be given equal opportunities to share regardless of their years of experience, in the context of a culture of education where deference is given to seniority. However, this type of collaborative activity used only to celebrate accomplishments, denies middle managers the context to examine some of the real complex issues and resolve conflicts. It appears that this practice reflects a fairly closed type of collaboration. Formal collaboration among the middle tier has the potential to impact the shape of the organization if the

effective practices experienced in that setting are cascaded to the teams within the institution.

A fascinating feature emerged in the response of middle manager 6, who referred to the annual retreat, but also indicated that there was another collaborative activity that she engaged in when she said, *“there is an informal collaboration which takes place in clinical supervision as some managers teach in my department. This nature of the conversation drives feedback and shapes decision making.”*

It seems that this middle manager by mentioning the collaboration with her team, who are members of the same professional layer, values the process and is courageous in attempting this activity although she describes it as informal. It maybe that the informality to which she refers maybe the lack of documentation, rather than the learning and social capital derived, as she extolled the virtues of multiple layers of meaningful feedback including video conferences, peer reviews and coaching. One wonders whether there is a direct relationship between the experience of this middle manager and her practice of forging professional interactions to facilitate vertical collaboration, although operating within a horizontal space. Assumptions can be made about this professional’s leadership practice, as it seems that she values her staff by connecting the capabilities of her team with the decision-making process which is a platform for developing collaborative dispositions among the team.

Additionally, members of the team would be motivated as mutual trust is nurtured, while the power of interpersonal collaboration unfolds. Therefore, it seems that a collaborative environment would be an outcome, given the participatory style of the middle manager and interest in the team’s involvement in contributing to curricular and

pedagogical decisions with regularity. The finding that this middle manager places greater emphasis on team development, which includes monitoring, refutes the finding of Bennett (2003) that middle managers do not readily engage in the monitoring of their colleagues. It would seem that this middle manager has developed a collegial yet professional relationship with her team members and is prone to a more collaborative leadership style.

The fourth respondent stated that interaction with colleagues executing pastoral care responsibilities took place weekly, “on a Friday all coordinators, the dean and the principal meet.” It would seem that this meeting has worth for this individual collaborating with her fellow grade supervisors to the exclusion of heads of departments, as the annual retreat was not mentioned. It appears that significant support is experienced within this activity as the size of the group would be smaller and maybe there is a synergy which drives the process as the welfare of students dominates the agenda and does not typically evoke conflict or very diverse views. The possibility also exists that this middle manager, having participated in the decisions regarding students, would feel a sense of empowerment and be encouraged to improve her professional practice.

Further examination of the findings reveals that a variety of collaborative practices are evident in school two. Interestingly, two of these are directed by the principal at scheduled times. Critics of the collaborative activities facilitated by the principal may argue that there is the absence of true lateral collaboration but the interaction can be best described as “coercive collaboration.” The nature of the interaction mirrors the traditional vertical collaboration associated with hierarchies. Schools one and three were different from school two in that they both had low levels of sustained collaboration.

Having indicated their responses regarding the type of sustained patterns of collaboration, middle managers were required to state their level of agreement with four statements, which should promote collaboration among the members of their team.

In school one, all the middle managers strongly agreed that the generation of ideas should be promoted, as well as full participation in the decision-making process.

Interestingly, three of four middle managers strongly agreed that team members should take turns leading and introduce innovative strategies in their work. However, one middle manager was neutral about team members taking turns. The following tables reflect the responses of middle managers in the schools. See tables 5, 6 and 7 below.

Table 5. Middle Managers Should Promote Collaboration Amongst Team Members by School 1.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Generating ideas	4				
Taking turns leading	3		1		
Implementing innovative strategies	3	1			
Participation in decision making	4				

The responses of the middle managers in school 1 are cohesive and it seems that team work and the development of team members is a practice despite the low levels of collaboration. It is noteworthy that one leader has expressed ambivalence in allowing team members to take turns leading. It maybe that there is a real sense that the

competencies are not fully developed and allowing the team members to lead would be detrimental to success. It is also evident that while there are sporadic collaborative activities in school one, there appears to be a willingness to encourage collaboration among team members.

Table 6. Middle Managers Should Promote Collaboration Amongst Team Members by School 2.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Generating ideas	1	3			
Taking turns leading	1	3			
Implementing innovative strategies	2	2			
Participation in decision making.	2	2			

It appears that the middle managers in school two (2), unlike their counterparts in school 1 and 3, did not express any uncertainty about the tasks. It appears that decision making and the implementation of innovative ideas had equal responses in the strongly agreed and positive columns which may suggest that in this school there is a sense of interdependence. However, in the process of decision making, the simple sharing of ideas cannot be seen as promoting collaboration if it is not mutually satisfying.

Table 7. Middle Managers Should Promote Collaboration Among Team Members by School 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Generating ideas	1	3			
Take turns leading		3	1		
Implementing innovative strategies		4			
Participation in decision making.	2	1	1		

It seems that the practices of the middle managers in promoting collaboration in schools reflect a difference. It is evident from Table 7, that while no respondent expressed disagreement with the tasks, ambivalence was expressed in the area of decision making and allowing team members to lead. The ambivalence may be attributed to the middle managers' inability and or levels of preparedness to navigate ambiguity and conflict, which could give rise when team members are given opportunities to lead. Consideration can also be given to the view that there may be low levels of mutual trust and therefore the relinquishing of power would be difficult even if temporarily.

It seems evident from the three tables that all middle managers recorded positive responses to the statements regarding their team members generating ideas and implementing innovative strategies. Eleven of the twelve respondents agreed that team members should participate in decision making while one was neutral about that type of team engagement. Ten of twelve team leaders agreed that members of the team should take turns leading and two were neutral. If the building of the capacities of the team

members is essential in a collaborative culture, it would appear that these team leaders who operate in schools with low levels of collaboration understand the benefits of collaboration and are therefore equipped to engage in lateral collaboration on a sustained basis. In addition, they need to change their mindsets. The change is even more pertinent as one of the respondents is also neutral about the participation of team members in decision making.

Participation in the decision-making process by all team members allows them to share the “glory” of power which is attached to this process. Shared decision making is a fundamental pillar in establishing a collaborative culture, which has to be modelled and supported by the principal. This responsibility is situated in the role of the principal as there needs to be recognition that a new set of skills is necessary to shape the culture of collaboration. The requirements necessitate the empowering of staff developing new protocols for shared decision making, navigating ambiguity in the emotional and social space.

In establishing mechanisms for collaboration in schools, a preliminary activity has to be organised sessions for principals and middle managers focused on building their capacities to acquire new skills, behaviours and knowledge. Further, the agenda of meetings should be designed to accommodate issues of teaching and learning, with enough time allocated for meaningful discussion. Within this space, unstructured interactions are accommodated and emphasis is not placed on “polite” behaviour. In addition, at these meetings, middle managers should be assigned to lead, in order to allow them the experience of leading and navigating the ideas and issues of their colleagues, as a means of developing skills and confidence in mediating conflicts. The principals and

vice principals can be present as the middle tier is empowered. Such a practice would strengthen the nature of the collaboration among middle managers and between the levels of administrator, as the privilege of power which resides in decision making will be shared. In further strengthening the process of collaboration, a robust communication strategy should be developed so that everyone in a community is aware of the protocols and process. A central tenet of this strategy should be understanding that interactions can take place across departments and levels.

Research Question 4

How does a hierarchically organized school preclude collaborative working relationships?

Schools that are hierarchically organized are designed to encourage formal reporting relationships which are vertically layered. Embedded in these relationships is an understanding that each ascending layer has the responsibility to exercise greater authority than the one below it. This type of arrangement presupposes that communication should take place through linear patterns. The intended outcome of this process is efficiency; however, there is another perspective that such a practice could trigger alienation and frustration among workers. Ogawa and Bossert (2000) and Harris (2001) are of the view that such a structure with rules that are clearly defined and distinct channels of communication identified, militate against the principals' willingness to engage in shared leadership patterns. New models of leadership, for example dyadic, shared, relational and strategic (Yukl, 2002) are incompatible with an hierarchical structure, an arrangement not supportive of collaborative working approaches, which are essential to the implementation of more contemporary constructs of leadership. Harris

(2001) has advocated for a structure that is supportive of collaboration and a culture that reinforces mutual learning relations.

One of the initial complexities that interfere with the development of collaborative working relationships is the structure of the system. The difficulty of changing the structure becomes more evident as the middle managers understand their roles. The following excerpts reflect how important a function is the connecting of layers by middle managers in hierarchical systems:

Mm12: I am a bridge between top management and classroom teacher.

Mm7: ...helping to bridge the gap between parent and teachers.

Mm6: I am a link, between my teachers, my department and the principal. I am a conduit in some ways, a conduit and a buffer at the same time.

Exercising the function of connecting the layers was seen as important by the middle managers, but implicit in their statements is the acknowledgement of a chain of command and a model of hierarchical supervision. Connecting the layers in the organization is supported by Principal 3 who expands the function and reinforces the view that their role is critical although they are not at the apex of educational leadership in the schools:

P3: The middle managers are the linchpin of the system. If the linchpin fails a vacuum is created and where a vacuum exists things fall in.

However, while the linking role is valuable to such a system, it reinforces power at the top and makes collaboration across layers difficult. One middle manager articulated that in addition to helping the leadership of the school by modelling the core values, she would;

Mm7: collaborate with heads of departments, students and guidance counsellors to arrive at decisions.

This description identifies horizontal and vertical spaces which will foster meaningful collaboration within the schools and has the potential to firstly initiate new patterns of operating and secondly reduce working “in silos.” Collaboration is not an unfamiliar concept in the Jamaican educational process as the Code of Regulations Schedule D clearly specifies that middle managers are expected to cooperate with principals and other members of that middle tier in the general organization and management of the school. Therefore, an assumption could be that school effectiveness is dependent on both vertical and horizontal collaboration, within a hierarchical structure. Despite this expectation, it would appear that the mindsets of professionals are still strongly affected by hierarchical arrangements.

Middle managers were asked to respond to the statement that they should always expect the keeping of bureaucratic lines based on their understanding of their role. The findings revealed in Table 8 below show the theme of commitment to traditional operational understandings in schools, as nine of twelve respondents agreed or strongly agreed. It would appear that these nine respondents have a very traditional view of school hierarchies. Hierarchical structures, while efficient, are resistant to change. It would seem that these middle managers need to consider the view that, in addition to rationality, there is a need to develop the emotional sphere of the organization through relationships which create the environment for working across layers. Table 8 highlights the views of middle managers regarding the retention of bureaucratic lines.

Table 8. Middle Managers' View of Maintaining Bureaucratic Lines

School Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. School	3	1			
2. School	2		1	1	
3. School		3	1		

The commitment to traditional operations of adherence to strict lines of reporting should also be understood in the socio- cultural understanding and practice of leadership in Jamaican secondary schools. Understanding leadership has been heavily influenced by the historical experience of slavery, its discrete ordering of layers in society, and the influence and display of power associated with those at the top. The middle managers' understanding would therefore reflect something of their cultural background and socialization. It is hardly surprising that commitment to traditional operations has emerged. Harris and Muijus (2002) are of the view that the top down leadership model still dominates in schools. It may be that a new mindset is necessary to embrace other organizational structures and relationships.

While the majority of respondents were committed to traditional organizational lines, others disagreed. One middle manager who disagreed with the statement seemed to have a philosophy that accommodates thinking that organizational changes are necessary, if their shared leadership styles are to be accommodated. Evidently, relational changes have influenced the practice of this experienced middle manager as she employs a

number of approaches to develop the professional relationships among her team members by encouraging lateral collaboration. Team members are involved in peer coaching, cooperative planning, and debriefing sessions focused on pedagogical approaches. These meetings are led by other members of the department thereby building on leadership capacities of the team. The practice of building capacity and sharing leadership by this middle manager with team members resonates with Day (2004) who advocates that shared leadership capacity is an ongoing process.

Over time this process grows during the lifetime of the team as perspectives are altered as they fight insularity and biases. Shared leadership among team members facilitates greater collaborative efforts between and among team members and the team leader and establish other ways of working and relating. This is significantly different from the traditional or vertical model of leadership. It seems that the maturity of this respondent has developed not only her ability to construct a relational model of leadership but also to self-manage. This attribute makes her unafraid to make sense of her world and develop relationships among those on her team, demonstrating her understanding that organizational and relational changes are inevitable in the world of collaboration.

Additionally, in examining the view of respondents who expressed neutrality, one could consider that this ambivalence may be attributed to the middle managers' beginning to change their understanding of new leadership models. Also, the apparent indecision, maybe due to the interpretation of the model of leadership to which they are exposed and the middle managers' capacity to build. Furthermore, it may be that they are

tense and ambiguous about the role which exacerbates the uncertainty and affects job satisfaction.

In further examining the barriers to collaborative working relationships, middle managers were also asked whether vertical communication should be encouraged. They all agreed as shown in Table 9 with seven of the twelve respondents strongly agreeing while the other five were positive in their agreement. This result is not surprising given the number of persons who were committed to maintaining bureaucratic lines.

Table 9: Middle Managers' Encouragement of Vertical Communication

Type of School	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
School 1	4				
School 2	2	2			
School 3	1	3			

The practice of encouraging vertical communication does not preclude lateral collaboration, but an over reliance on vertical communication supports hierarchical forms of communication. This vertical communication affects the work environment, reducing the ability of team members located outside of the management structure to assist in decision making geared towards the organization's development.

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

Increased responsibilities and accountability of school leadership are creating the need for distribution of leadership. Spillane, Halverston and Diamond (2001) argue that school leadership must be viewed as the cumulative actions of a wide range of leaders and not simply the work of any one person, namely, the principal, designated as the formal leader. They contend that, although the principal is the leader accountable to the policy making body, the development of broad leadership capacity in schools adds value to the organization. However, this view has not fully translated to practice, and, as a result, the contribution of middle managers to school leadership appears to be underdeveloped, evidenced by their low visibility in educational leadership literature and educational policy frameworks.

Consequently, the study provided an opportunity to garner evidence of the way leadership at the middle tier is conceived and implemented in secondary schools in Jamaica. In pursuing this exploration, efforts are made to understand through the eyes of the practitioners, the realities of middle leaders.

In exploring the leadership practices of middle managers, the study sought responses from middle managers, and principals about their views of the middle managers' role in the educational process. Other responses regarding mechanisms and systems that can be developed in schools to enable middle managers to promote and foster collaboration were collected. The responses were ascertained through semi-structured interviews, observations and review of documents. The data were presented according to the four major research questions outlined below.

Research Question 1

How do middle managers perceive their role in the education process?

All the middle managers see their role as important in the educational process. However, there is disparity in the understanding of the role, within and across schools. Consequently, this variation in understanding resulted in different areas being prioritized as a focus for leadership with only two middle managers identifying team leadership, as the main area of focus. In addition to team leadership, the grade coordinators identified student leadership and management as a priority. Interestingly, the forging of relationships with students, parents, and team members, was an area acknowledged by some middle managers that warranted change to their professional practice, as they assumed leadership. Relationships with critical stakeholders, was an area of focus for some middle managers. However, one of the major challenges identified was the management of people. Understandably, middle managers resorted to management of tasks which consumed much of their time. Incongruence was evident between the middle managers' conceptualization of leadership development and practice. This may have influenced the finding that there was no sustained pathway for leadership development of the team members.

Research Question 2

How do principals view the middle managers in the education process?

The principals view the role of the middle manager as significant to the educational process and provide support for the tier of leaders in a variety of ways. Despite their appreciation of the contribution of the middle managers to the education process, variability exists in the eligibility criteria used to select the potential leaders to this tier.

The evidence collected sharply revealed the glaring absence of a robust training program, with evidence of contextually based model of preparation practiced in the schools.

Noteworthy is the finding that principals use multiple strategies to support the work of the middle managers.

Research Question 3

How can schools develop mechanisms and or systems to improve the levels of collaboration among middle managers and between middle managers and administrators?

The main finding reveals that low levels of collaboration exist. In the scenario where collaboration was identified, it reflected activities rather than a process nurtured in a culture that prioritizes negotiation, change, and the sharing of power relationships.

There is variation in the perspective of middle managers in schools regarding the meaning of collaboration. In school one, it is seen as a series of participatory exercises, taking place over the school year, when the need arises. In school two, weekly meetings are held with grade coordinators the dean and guidance counsellor, and a yearly retreat for all middle managers. In school three, the identification of activities for collaboration were aspirational. Therefore, it would be fair to say that low levels of collaboration exist.

It is evident that in order to increase the levels of collaboration adjustments have to be made to the decision-making process in the institution. Of more significance is the strategy to change the mind set of the principals and middle managers about the nature of collaboration and its value to the organization.

Research Question 4

In what way does a hierarchically organized school preclude collaborative working relationships?

The responses from this question were captured in two main findings, Firstly, the middle managers in these schools are committed to the keeping of bureaucratic lines. The maintenance of this philosophical stance was further cemented in the arrangement that vertical communication should be encouraged.

Having examined the responses to the research questions, three main themes have emerged, namely, patterns for leadership, partnerships for leadership and perspectives of leadership. They unearth a framework, which creates deeper understanding of the way, middle managers conceptualize and implement leadership components of their practices.

Patterns for Leadership

Managing the work of teams is becoming an emerging priority because of the contemporary understandings of leadership, and the rising need for interdependence in modern organizations. The expectation that middle managers lead teams of professionals is almost becoming an imperative in a context of leadership devolution and technological change. Riordan (2009) found that as middle managers ascertained greater understanding of their role, the issue of team management became clearer as its value to the organization was established. In addition to the value experienced through deeper understanding, one middle manager indicated a strategy of ignoring the obstacles, which she found very effective in leading the members of her team. Based on the findings of this study, 5 middle managers prioritized team leadership in their practice which Greany (2014) highlights as necessary, in order for professional learning to take place and ultimately impact the shape of the organization. Apparently, these middle managers have understood the imperative of making a shift from directly focusing on task management, which Peak (2010) argues dominates the available time of middle managers.

Consequently, their focus on leadership functions receives limited attention. Another probable reason for the limited focus is the view by some educational thinkers that middle managers do not direct their focus in team building, because they are not equipped to do so, and this lack of preparedness exacerbates problems for the middle managers, as they navigate working with teams.

The navigation of teams requires relinquishing some of the authority by the principals to the middle managers so that team members are encouraged to follow the leaders and exercise trust. Such trust engenders psychological safety which encourages team members to take risks and grow professionally and personally. The professional growth dimension should add to the making of a positive workplace culture, where there are implicit expectations about the use of power and influence. In this regard, the team leader's personality, communication skills, maturity, and knowledge of human behaviour, are critical to effective navigation. Interesting, these criteria were identified by the principals as essential for those aspiring to middle leadership in the schools. The leadership of teams, although fraught with challenges, is indispensable to organizational success. Leadership must be seen as an effect and the pattern of leading teams, is cemented in a relational form of leadership, which Yukl (2006) refers to as a social dynamic.

Another positive pattern for leadership was seen in the type of support that the middle managers received from the principals. The support provided ranged from mentoring, peer coaching, debriefing meetings, open door policy, and policy guidelines to one of an infrastructural nature, with the provision of adequate technological facilities. A careful examination of the areas of support identified, primarily reflect an emphasis on

the development of the human resource frame. This has the potential to create the foundation which natures a positive relationship between the individual and the organization.

The value of the human resource support ought not to be underestimated as the raft of activities undertaken should over time impact the quality of the leadership of the middle tier professionals. In the schools where mentoring is practiced, professional identity and competence should improve, and ultimately, decrease job stress and role conflict. In operating an open-door policy, principals have demonstrated that they are directly investing in the development of the middle managers to improve their practice. Again, this practice was used by a principal, who was new to the office to facilitate the celebration of their successes, while another used the open-door approach for the distillation of ideas from the middle managers. In so doing, opportunities arise to identify talent, as well as experiment with scenarios to stimulate double loop learning. The open-door policy augments learning for the middle manager as it provides for breadth in learning options which is validated by Thorpe and Bennett-Powell (2014). The breadth is manifested in two ways, firstly it bolsters the credibility of the middle managers and, secondly, they are empowered to assist their colleagues more. Furthermore, one of the numerous benefits of this pattern for leadership is the space provided for the middle managers to generate knowledge through a time rich context with continuous encounters for reflection.

Middle managers in school three, are given more opportunities for reflection, as they engage in peer 'buddy system' to sustain each other in their daily operations. Such a practice can add to the psychological state that impacts the middle managers' satisfaction

as more meaning is attached to the job function. This ‘buddy system’ is further reinforced by an internal school policy guideline which was designed to guard against inter-department and inter-year variation in practice. The manual mitigates against ambiguity related to the direction of the organization, as well as validating the authority and power of the middle managers.

Perspectives of Leadership

The findings of the investigation revealed that the middle managers were perceived by the principals as being very important to the education process. The nuances of this significant role, exercised by these professionals were articulated in different ways to include transmitting and implementing the school’s policy, as well as performing the functions of a linchpin. Functioning as linchpin is authenticated by (Fitzgerald, 2000; Fitzgerald, Gunter & Eaton, 2006). However, the most graphic imagery used to describe the value of middle managers, was a paralysis of the system in their absence. The principals’ high regard for this tier of professionals corroborates with the finding of Bollington, (2004) that middle managers are nearer to the classroom, but they also have a peculiar leadership role of connecting leadership with learning (Lovett, Dempster & Fluckiger, 2015).

The principals’ professional understandings of the worth of the middle managers must be viewed against their determination to share leadership of the schools and design programs to develop and expand the leadership and management competencies of those who are identified to assume leadership responsibilities. The focus on building the leadership capabilities of middle managers is an imperative in the current accountability context in education. The imperative becomes more urgent, given the view that

leadership is more complex, and requires the navigating the interplay of personalities in the workplace, even as relationships are built. Evidently, from the data, the principals have not designed or facilitated a leadership preparation program for their valuable middle managers who are expected to exercise leadership of teams by providing directions for their growth and learning. Therefore, the absence of a robust preparation program for those selected to transition into an important leadership role in the system questions the clarity of the principals' understanding of leadership and the extent to which it may be subsumed in the understanding of management.

The interrelatedness of leadership and management can lead to some confusion which affects the leadership actions of practitioners who may feel that leadership is about being told, rather than developing their skills to initiate independent thought and actions (Thorpe & Bennett-Powell, 2014, p. 50). Such a shortfall will be nurtured in a hierarchical organized environment, if steps are not taken through a robust preparation program to sensitize and develop these competencies in the middle leader. Clarity in this aspect of the middle managers' professional understandings, can make the difference in their ability to firstly lead in the professional learning of their team members, and secondly to assist them to make the connections between the teams' goals and the policy of the whole school

There are a number of perspectives which may have prevented the principals' investment in a relevant preparation program for middle leaders. Firstly, they may subscribe to the view that shared leadership must be treated with suspicion, and while the school structure allows for such a function, they are at the same time cautious in fully embracing the middle managers as a part of the leadership cadre, and therefore no

theoretical and capacity building opportunities are necessary. Secondly, reticence to conceptualize a program may be due to the thinking that distributed leadership does not always promote the good of the organization, as some weaknesses are hidden and can undermine the stability of the organization. Thirdly, it could be that the principals' conceptualization of leadership is that it resides and operates within the apex of the hierarchy and that leadership is synonymous with power. This mind-set that is associated with traditional understandings of educational leadership, erects a barrier to accommodate more collaborative approaches and the inclusion of others. The probable perception of principals, that shared leadership assumes the relinquishing of power stymies the urgency to develop-contextually relevant leadership programs.

The complexity of leading a hierarchical organization from the middle, demands leadership competencies that are not necessarily caught, and cannot be effectively developed through strict adherence to a job description. Effectively navigating the levels of complexity, necessitates the middle managers' thorough understanding of location as well as how power should be exercised. It is regrettable that the principals' appreciation for middle managers does not translate into a more robust training for them. Such a program is necessary as leadership is a special quality (Gurr & Drysdale 2014) and it cannot be taken for granted that all persons who transition in leadership are capable.

A shift needs to take place in the minds of the principals to be more proactive in the reshaping of the models of dispersed leadership in the schools. According to Milford (2003) effective school leadership requires the leadership capability of the many rather than the few. In justifying the principals need to expand their mental construct of leadership, cognizance must be taken of the view posited by (Cloke & Goldsmith, 2012),

that effective leadership requires competencies and expertise rather than situation and position.

If the practice of shared leadership is to be implemented in these secondary schools, principals ought to be willing to take the risks to change their mind sets. The change requires a movement from the top-down leadership model (Harris & Muijus, 2002, p. 3) to a more inclusive operational approach. The mindset changes, through the reframing of the principals' philosophies and perspectives as well as the process of self-awareness, should reflect in leadership learning of middle managers and impact their leadership practices. The principals have a moral obligation to provide the environment for middle managers to explore their leadership talent particularly as they operate in a hierarchical environment. The principals' perspectives of leadership will shape the practices of those at the middle tier who have the potential to stifle the buoyancy of the culture and obliterate contemporary understandings of leadership.

The incongruence between beliefs and practices was also present in the findings related to specific aspects of leadership of the middle managers. All middle managers strongly agreed with the understanding that leadership development of team members is their responsibility. Although this understanding was expressed, less than half of the middle managers indicated activities that reflected efforts to build leadership capacities of the team. Of particular interest, was the response of one middle manager who indicated that there was no sustained pathway for leadership for her team as initially in her practice she did not see herself as a leader. This resonates with findings from a study done by Harris (2000) that middle managers did not see themselves, as being in positions of leadership. It is noteworthy, however, that while this middle manager did not identify

herself as a leader, she articulated the changes she made in transitioning from classroom teacher to the position. The thread of inconsistency is further seen in the middle manager's understanding of her role as she strongly agreed with the statement that leadership development should be prioritized. The perspective of this middle manager elicits questions regarding her functions and the perception of self, as well as the extent to which her professional responsibility gives her the autonomy to acknowledge her changes in the leadership journey, without having the ethical responsibility of facilitating learning providing opportunities for the team members in a sustained way. However, the middle manager has to be commended for her ability to recognize the deficit in that area of her practice, and be encouraged to continue professional learning in that area.

Apparently, not all of the middle managers have fully acknowledged the new and emerging concepts of leadership, which highlight relationships where different settings and the interplay of personalities contribute to the practice of leadership. Such a deficit reduces the extent to which middle managers are able to influence team members and set new directions, which are features of effective leadership (Leithwood, Day, Harris, Hopkins & Sammons, 2004). If the responsibility is preparing the team for leadership, then there should be a pathway crafted by the middle managers for the building of leadership competencies. Simple, sporadic and random acts of delegation can hardly be described as a pathway. Capacity building of middle managers in this regard is essential, as Feeney (2009) confirmed from a study conducted among middle managers, that some middle managers, specifically heads of departments perceived leadership practices as a series of activities that they were engaged in for their teams. It appears from the data, that the management mindset where completion of tasks are important to the middle

managers, has eclipsed the understanding of leadership as influencing team members through motivation to be engaged in a process of growing professional relationships. The inference can be drawn that the concept, scope, and enormity of leadership seems underdeveloped and as such frustrates a relational model of leadership. In fact, the underdevelopment of the leadership construct of the middle managers has the potential to frustrate the process of collaboration and feed the hierarchical relationships in the organization.

Hierarchical relationships in schools have influenced professional and collegial associations, as well as the conceptualization of leadership. In some instances, these factors, limit the understanding of leadership to a clearly demarcated visual and physical space. Therefore, the finding that not all middle managers agreed that team members should take turns leading is not surprising, as the authority and visual image in a physical space may be overwhelming for the middle manager who disagreed. Although, on paper there was strong agreement in this matter, of the 24 observations, delegation of leadership at meetings was seen in two isolated instances in two different schools. The meetings took the form of mostly information sharing, and engaging participants in making decisions regarding upcoming activities, and completion of syllabi and projects for students. It would appear, therefore, that the middle leaders subscribe to the view of Thorpe and Bennett (2014) that middle leaders perceive leadership as being told.

The reluctance to allow all members of the team to lead may be attributed to fear on the part of the team leader, that the member may abuse the authority. There may be a perception that the team member may possess more outstanding competencies than the team leader. The dynamics mentioned can affect the culture of the workplace, and

highlight the fact that the middle manager has to be sensitive in the use of influence and power in navigating the work of the team. In building the culture, interpersonal relationships are crucial. Howell and Shamir (2003) assert that followers who have a personalized relationship with a charismatic leader may be more likely to show blind loyalty, obedience, and deference (p. 435). If the team leader is not charismatic, or the follower is one that coalesces around levels of passivity, then, there is reluctance to furnish team members with opportunities to lead.

The middle managers' underdeveloped concept of leadership is further evident as they agreed that the process of collaboration should be facilitated among members of the team by giving opportunities to generate ideas. However, the generation of ideas is not perceived by all middle managers as a form of leading as maybe the concept of management of tasks which they reported consumed a lot of their time, has eclipsed the concept of thought leadership. Thought leadership can create a complex social dynamic within the team, and if the process of collaboration is embraced, shared leadership emerges as thought power, and negotiation practices contend creating new visions for the team. Visioning by team members through the generation of new ideas and implementation of new strategies are expected activities to punctuate the leadership space designed by middle managers who want to be effective in the 21st century. In fact, Gurr and Drysdale (2011) are of the view that the visioning activity has the potential to impact personal learning. It can be assumed that personal learning will impact professional learning among members of teams, thus creating a professional learning culture with a shared sense of purpose and acceptance of joint responsibility fostering the processes of collaboration.

Another consideration could be that new models of leadership have not infused the mental frame of the middle managers because of lack of preparation for the role, or the operations of an enabling leadership style is not always demonstrated by the principals, and of greater note is the layered nature of the organizational space. It appears that in the absence of a program of preparation, individuals have assumed responsibility for their transition into leadership roles. The decision of middle managers to take ownership of their transition will impede their effectiveness. According to Gurr (2011), this route undervalues the potential of the effectiveness of leaders and underscores the view posited by Su, Gamage, and Miniberg (2003) that aspiring school leaders progress, via the apprenticeship pathway through the skills and experiences garnered on the job. Furthermore, the justification of middle managers' need for a program of preparation is related to the view by some educational writers that "too many people in leadership roles are not leaders, nor do they have an expectation of being a leader." (Cotter, 2011; Keane, 2011; White 2002).

The perspectives of leadership, as outlined by the middle leaders, mirror the view that there is no wide spread understanding or practice that middle managers should provide leadership (Adey, 2000). The variability in the difference of the beliefs of middle managers regarding leadership development and practice adds to the argument of under development of the leadership construct. Based on the data, there was very little evidence of sustained programs for development for members of the team.

Furthermore, it may be that from the perspective of principals, leadership that should be executed by the middle managers should be activities that are passed on. According to Thorpe and Bennett Powell (2014) middle leaders are not about developing

their thoughts about issues but perceive the concept of leadership as being told.

Therefore, it is no wonder that full autonomy in leadership is not embraced, as there is the perspective by middle managers that the adherence to bureaucratic lines should be maintained. Clearly, there is a relationship between the perspectives of middle managers and their patterns of practice. It appears that the perspectives of both principals and middle managers are steeped in the traditional perspectives of leadership with glimpses and features of more contemporary perspectives.

Partnerships for Leadership

Ritchie, Mackay, and Rigano (2005) assert that “leadership is not embodied within individuals, but manifests in the actions of individuals and collaborators through social interactions.” (p. 157). This understanding about the dynamic and positive effect of interactions was evident in the responses of the middle managers. The findings revealed that the middle managers recognized the advantage of partnerships of parents, students, and teachers for school leadership.

The Grade Coordinators expressed the view, that as they transitioned into new roles they had to make personal and professional changes. One of the changes that impacted their personal and professional life, was the initiating and sustaining of relationships with parents characterised by respect and understanding. As the understanding grew between middle managers and parents the ethic of cooperation became an outcome as perspectives and expectations converged. In addition, one Year Coordinator concluded that her role expanded as a result of the nature of engagement by the parents. This expansion was not negative as her body language intimated that she was satisfied with the outcome of the expanded role. Such a partnership has the potential to foster higher levels of motivation

among students and ultimately some aspirations for higher education. While parental partnerships are helpful in supporting leadership functions, the middle managers also admitted that student relationships resulting in positive partnership were essential. Middle managers felt that partnerships with students can be effective if efforts are made to probe for a deeper understanding of the issues students face.

Expanded comprehension of the students' world would assist the problem-solving capacities of the one exercising leadership. The evidence further suggests that two-year coordinators identified student management as a priority, as students are engaged through coaching relationships to address issues of character and value development. In establishing these partnerships, students should be sufficiently immersed in skills that augur well for citizenship.

From the data, student partnerships posed challenges to the middle manager, particularly in the area of getting students motivated internally to behave in accordance with the schools' norms and expectations. Students need to understand their contribution to the context, and the impact of that contribution to the effectiveness of the partnership between themselves and the school.

Ineffective student partnership engagement can have deleterious effect on the leadership of middle managers, who are grade coordinators. If the competencies of the team of form teachers are not enhanced to respond appropriately to student challenges, it will adversely affect the social and emotional development of the students.

The findings revealed that one middle manager, cited maintaining effective relationship with internal and external stakeholders, as a real challenge to her practice. The enormity of this realization, is that eight of twelve middle managers pinpointed

people management as a challenge. As workforce relationships can be difficult to navigate, building partnerships with form teachers and subject teachers require a relational model of leadership which does have different features from a heroic leadership perspective. Additionally, building alliances with teams of form teachers and subject teachers is one that requires maturity, strong knowledge of self, emotionally intelligent skills, good understanding of human behaviour, and excellent communication skills. It must be noted that even with this skill set, challenges are inevitable. Peak (2010) highlights the complexity of working with and through others as a result of various personalities and the dynamics and nature of interactions.

The challenge of building partnerships with colleagues becomes more onerous if organizational authority is perceived as the privilege and right, only of the middle managers. Therefore, as the middle managers engage in their relational model of leadership, clear demonstration of ethical attributes and virtues should inform the core of their practice. Capacity development in the area of relationship building is essential to effectively cater to the demands of students who benefit from pastoral and subject specialists' teams.

The middle managers' cognizance of the outcome of a relational focus, should direct their approach towards a more collaborative form, where the interactions of team members, students, and parents are nurtured. Such an approach should underscore the importance of negotiating new relationships, as understanding grows and changes and a new culture merges where collaboration is the hallmark. It would be fair to say that the configuration for partnerships in leadership, characterized by interactions at multiple levels, is significantly different from hierarchical forms.

Future Research Directions

Further examination in the area of leadership practices of middle managers should be explored using a mixed methodology design, where more managers would be given an opportunity to demonstrate their understanding of leadership at the middle tier of schools. Also recommended is an examination of the factors that prevent the process of leading teams by middle leaders, as the study revealed that grade coordinators engaged in leading students rather than the team of form teachers responsible for their development. In this exploration, the variables of age and gender could be considered, and the extent to which they impact team leadership in schools. Additionally, it would be interesting to do another study which would include a sample of high schools which are not included in the top twenty performing high schools in Jamaica.

In light of the new forms of leadership, it would be intriguing to explore the philosophical orientation of principals and the relationship between the influence of these orientations on the organizational culture and the practice of collaborative leadership practices.

Recommendations

The following recommendations are being made to improve the leadership practices of the middle managers, and cultivate a more collaborative culture in schools through the initiatives of the principals. Other recommendations are provided for the policy making body.

The Ministry of Education, Jamaica's policy making body ought to develop a framework, designed to formally ratify the expansion of the construct of school leadership to include middle managers in the Education Regulations of Jamaica, thus

raising the visibility of middle managers. Included in this framework, the functions of the grade coordinator should be added, to accord similar status to their counterparts, the heads of departments.

Having raised the visibility, a systematically developed raft of selection criteria to support principals in the identification process should be disseminated to teachers, so that it can serve an aspiration function, as well as create some standards to impact the expectations in schools. Such criteria would increase the levels of transparency surrounding promotion.

In addition to the policy recommendations, improvements can be made to the leadership practices of middle managers, if the Ministry of Education through the Jamaica Teaching Council include a focus on the leadership dimension of middle managers in the teacher appraisal documents.

Recommendations for Principals

Broadening the leadership density of schools does not relieve the principal of leadership responsibilities. In fact, the principal has authority to change the processes and structures in the schools, particularly if leadership is understood as connecting people and processes to release the creative energies within the organization. In light of the above, the following recommendations are outlined below.

Principals need to develop a new raft of skills aligned to new mind sets in order to cope with the ambiguity that relational leadership and collaborative cultures demand. Having a new mind set is vital to the facilitation of mutually beneficial interactions and the process of shared norms. Additionally, the mind set change must be seen as a commitment to do things differently, recognizing that the process of collaboration is not a

stepwise movement. Furthermore, this new mind set, ought to lead principals to the understanding that human organizations no longer function solely as hierarchies, and multiple networks features significantly in the current context.

Principals, with the input of all levels of staff, as well as parents and students should formulate a comprehensive strategy to restructure schools to reflect processes and practices that are collaborative in nature and actively support the development and maintenance of an enabling work atmosphere. In pursuing the enabling context, a communication framework is necessary to outline the free flow of information across all layers in the organization.

Principals need to place more emphasis on leadership development and preparation of persons to assume middle management roles by designing a program in schools. One of the central tenets of that program has to address personal and ethical attributes of staff, as well as leadership and other relational skills.

The heads of schools should cultivate and promote robust systems of decision making and not just information giving.

Recommendations for Middle Managers

Middle managers in demonstrating some commitment to the function of leadership, and developing a pattern for emulation by others, should assume some professional responsibility for their learning and become aware of the new and emerging trends in contemporary leadership approaches. This awareness should function as a catalyst to broaden the mind sets of the practitioners.

Learning leadership coaches should be identified and the competencies of these coaches be used to assist middle managers to develop a mental construct that accommodates change.

To further enhance the leadership practice of the middle managers, they ought to cultivate the habit of practicing regular journaling and reflection, so that there is an openness to develop mental attitudes that are congruent with a style of leadership that is enabling. The practice of journaling will reveal any gaps and inconsistencies between the middle managers' thoughts about their practice and their actions.

In developing a more collaborative environment, middle managers need to develop and implement synergistic processes, to facilitate collaborative networks among team members and across the school.

In strengthening these processes, a relationship manager could be identified to assist in effecting the formal and informal interactions among the team members.

In expanding the middle managers' perspectives of leadership, efforts should be made by these practitioners to broaden their philosophical understanding of leadership by identifying appropriate literature and other avenues for ongoing professional development.

As professionals with responsibility for change, middle managers should be au fait with the nature and perspectives of international policy environments, to sharpen their own understanding of emerging ideas and directions in leadership development of their team members.

In focusing on building effective working relationships, middle managers should develop networks through cyberspace to communicate with all relevant stakeholders to strengthen partnerships, to assist with leadership practices.

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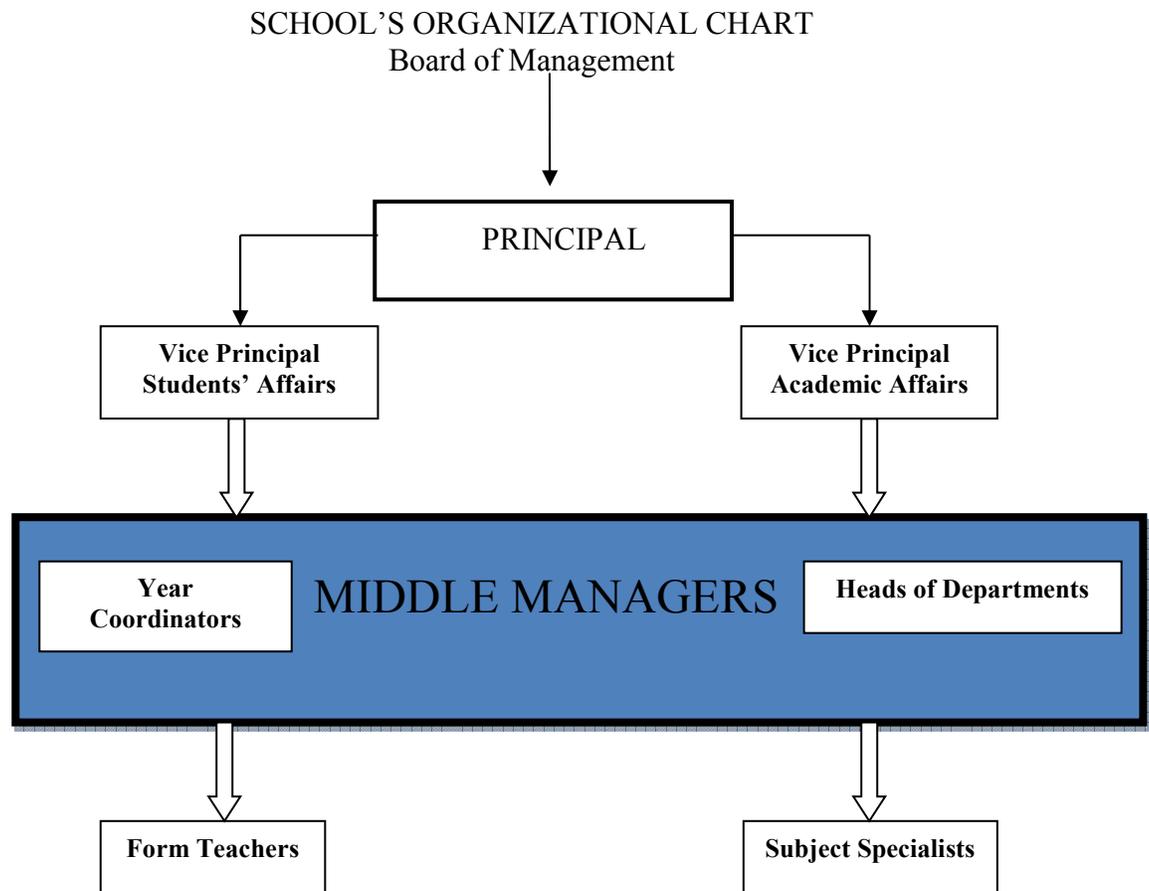
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APPENDIX A
SCHOOL'S ORGANIZATIONAL CHART



Definition of Terms

The term middle managers in the Jamaican secondary school system refers to year coordinators and heads of departments who occupy the tier below the vice principals. It is expected that these persons will exercise supervisory functions and lead teams of form teachers who are responsible for the pastoral care of students, and team of subject specialists whose primary responsibility is to facilitate optimal learning in the teaching and learning space.

APPENDIX B
SAMPLE OF LETTER REQUESTING PERMISSION
to MINISTRY of EDUCATION

SAMPLE OF LETTER REQUESTING PERMISSION to MINISTRY of EDUCATION

2016 March 3

Dr. Maurice Smith
Permanent Secretary
Ministry of Education
2 National Heroes Circle
Kingston 4

Dear Dr. Smith

I am currently pursuing a Doctoral programme in Educational Leadership at Temple University and hereby request permission to conduct research in three (3) of Jamaica's Secondary Schools. The intention of this investigation is to garner information from Middle Managers about their leadership practices. It is hoped that the knowledge generated should provide valuable information to stimulate leadership practices of Middle Managers and future policy directions.

I shall be delighted to provide additional information needed to process the request.

Yours respectfully,

Deaconess Elaine Cunningham
Principal

APPENDIX C

LETTER of APPROVAL to CONDUCT RESEARCH in
SELECTED JAMAICAN SECONDARY SCHOOLS



MINISTRY of EDUCATION
YOUTH & INFORMATION

Reply or subsequent reference to this communication should be made to the Permanent Secretary and the following reference quoted:

2-4 National Heroes Circle
Kingston 4, Jamaica
Tel: 876-612-5872
Fax: 876-948-7755
www.moe.gov.jm

March 22, 2016

Deaconess Elaine Cunningham
C/o St. Hugh's High School
1 Leinster Road
Kingston 5

Dear Deaconess Cunningham:

Re: Permission to Conduct Research

This serves to acknowledge receipt of your correspondence requesting permission to conduct a research project at three (3) institutions. The Ministry has approved the request for you to proceed with this research, with the understanding that confidentiality and anonymity be maintained.

In order for the Ministry to notify the schools of this request the names of the schools are needed. On completion, we would also appreciate you forwarding a copy of the findings of this study to the Ministry of Education.

Kindly acquaint yourself with the guidelines for conducting research in the Ministry's institutions which can be found at www.moe.gov.jm under "Information Resources".

Sincerely,

Barbara Allen (Ms.)
Senior Director
Planning and Development Division
for Permanent Secretary

COPY: Regional Director

APPENDIX D

INTERVIEW PROTOCOL for MIDDLE MANAGERS

INTERVIEW PROTOCOL for MIDDLE MANAGERS

Name of respondent:

Number of years in post:

Name of School:

Number of years in teaching:

1. Would you describe some of the changes you have made professionally since you were designated a middle manager?
2. Would you like to share the area or areas of work which you think takes a lot of your time?
3. How comfortable are you with the level and number of tasks that you are given?
4. How would you describe your role in the school system?
5. What do you think the priority of the middle leaders should be?
6. Can you describe any evidence or measurement that has been generated in this school to indicate that effective middle leadership exists?
7. Describe the nature of the support you receive in executing this role?
8. Tell me about some of the biggest challenges you face in your role?
9. Would you share what procedures are used to arrive at decisions in the school?
10. Would you describe some sustained patterns of interaction with other middle leaders?
11. What recommendations would you proffer to improve the satisfaction of persons serving in the middle role?
12. How would you describe the nature of the working relationship between your team and yourself?
13. What mechanisms are in place to develop the leadership capacity of your team?

APPENDIX E
RANKING ACTIVITY

RANKING ACTIVITY

Instructions: Rate the following statements according to your understanding of your role as middle leader using the preassigned responses.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Middle Leaders should be assigned the minimum number of hours for teaching.					
Middle leaders have a responsibility to encourage, support and engage team members.					
Middle leaders should prioritize leadership development of staff.					
Middle leaders should promote collaboration among team members to:					
Generate ideas					
Take turns leading.					
Implement innovative strategies in their areas of work.					
Participate in the decision-making process.					
Middle managers should always expect the keeping of bureaucratic lines.					
Middle managers should encourage vertical communication.					

APPENDIX F

INTERVIEW PROTOCOL for PRINCIPALS

INTERVIEW PROTOCOL for PRINCIPALS

Name of respondent:

Number of years in post:

Name of school:

Number of years in teaching:

1. How would you describe the value of middle managers to the educational process?
2. How are persons selected for this tier of leadership?
3. How are middle leaders prepared by the institution to assume their roles?
4. Can you describe the support given to them to effectively function?
5. How would you describe the impact of the middle leader in your school?
6. As a leader how do you provide and design opportunities and mechanisms to facilitate collaboration among middle managers in your school?

APPENDIX G

OBSERVATION SCHEDULE for TEAM MEETINGS

OBSERVATION SCHEDULE for TEAM MEETINGS

Name of respondent:

Date:

Name of team:

Areas for observation should include:

Decision making processes

Opportunities for collaboration

Generation of innovative ideas

APPENDIX H
DOCUMENT SUMMARY FORM

DOCUMENT SUMMARY FORM

Site:

Name of document:

Date received or picked up:

Name or description of document:

Importance of the document:

Brief summary of contents:

APPENDIX I

PERMISSION to AUDIOTAPE

Permission to Audiotape

Investigator's Name: Elaine Cunningham

Department: Policy, organizational and leadership studies, Temple University

Title: Leadership practices of middle managers in secondary schools in Jamaica

Subject: _____ Date: _____

I give _____ permission to audiotape me. This audiotape will be used only for the following purpose (s):

(Choose one)

EDUCATION

This audiotape may be shown to education professionals outside of Temple University for educational purposes. At no time will my name be used.

RESEARCH

This audiotape will be used as a part of a research project at Temple University. I have already given written consent for my participation in this research project. At no time will my name be used.

WHEN WILL I BE AUDIOTAPED?

I agree to be audiotaped during the time period: May 2016 to July 2016.

HOW LONG WILL THE TAPES BE USED?

I give my permission for these tapes to be used from: _____ to _____.

I agree to the proposal that the data be stored for one year after completion of the study.

WHAT IF I CHANGE MY MIND?

I understand that I can withdraw my permission at any time. Upon my request, the audiotape(s) will no longer be used. This will not affect my care or relationship with in any way.

OTHER

I understand that I will not be paid for being audiotaped or for the use of the audiotapes.

FOR FURTHER INFORMATION

If I want more information about the audiotape(s), or if I have questions or concerns at any time, I can contact:

Investigator's Name: Elaine Cunningham

Department: Policy, organizational and leadership studies, Temple University

Institution: Temple University/ Church Teachers' College

Street Address: 40 Manchester Road, Mandeville, Manchester Jamaica West Indies

Phone: Office:962-2662 Home: 926-5382/832-7440

This form will be placed in my records and a copy will be kept by the person(s) named above. A copy will be given to me.

Investigator's Signature: _____

Instructional Leader's Signature: _____

APPENDIX J

CERTIFICATION of APPROVAL for a PROJECT
INVOLVING HUMAN SUBJECTS



Research Integrity & Compliance
Student Faculty Center
3340 N. Broad Street, Suite 304
Philadelphia PA 19140

Institutional Review Board
Phone: (215) 707-3390
Fax: (215) 707-9100
e-mail: irb@temple.edu

Certification of Approval for a Project Involving Human Subjects

Date: 01-Jun-2016

Protocol Number: 23757
PI: STULL, JUDITH
Review Type: EXEMPT
Approved On: 01-Jun-2016
Approved From:
Approved To:
Committee: A2
School/College: EDUCATION (1900)
Department: ED LEADERSHIP: HIGHER EDUCATION (19031)
Sponsor: NO EXTERNAL SPONSOR
Project Title: Leadership practices of middle managers in selected secondary schools in Jamaica.

The IRB approved the protocol 23757.

If the study was approved under expedited or full board review, the approval period can be found above. Otherwise, the study was deemed exempt and does not have an IRB approval period.

If applicable to your study, you can access your IRB-approved, stamped consent document or consent script through eRA. **Open the Attachments tab and open the stamped documents by clicking the View icon next to each document.** The stamped documents are labeled as such.

Before an approval period ends, you must submit the Continuing Review form via the eRA module. Please note that though an item is submitted in eRA, it is not received in the IRB office until the principal investigator approves it. Consequently, please submit the Continuing Review form via the eRA module at least 60 days, and preferably 90 days, before the study's expiration date.

Note that all applicable Institutional approvals must also be secured before study implementation. These approvals include, but are not limited to, Medical Radiation Committee ("MRC"); Radiation Safety Committee ("RSC"); Institutional Biosafety Committee ("IBC"); and Temple University Survey Coordinating Committee ("TUSCC"). Please visit these Committees' websites for further information.

Finally, in conducting this research, you are obligated to submit modification requests for all changes to any study; reportable new information using the Reportable New Information form; and renewal and closure forms. For the complete list of investigator responsibilities, please see the Policies and Procedures, the Investigator Manual, and other requirements found on the Temple University IRB website: <http://www.temple.edu/research/regaffairs/irb/index.html>

Please contact the IRB at (215) 707-3390 if you have any questions