

Leadership theories to support innovative culture

in K-12 schools

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It's the end of another day. Reflection, that quiet, valuable time when the last student has been picked up from a sports practice, when the last teacher has walked out of the building for the day; and the building usually a frenetic, happy, chaos of children and teachers laughing and learning; becomes a solitude of celebration. The walls exude learning; the evidence of the action. The hum of the server having maxed its energy all day long to keep up with a one-to-one technology environment finally has a chance to catch its breath. The principal reflects on the complexity of the day.

Greenfield (1979) in *Organization Theory as Ideology* highlights the complexity of the role demanded of the school administrator in relation to educational organization theories. He discusses the leader's personal values of human experience when making decisions, the complexity of human life involved in decision-making and the angst and impact of the decisions that must be made. Innovation, often overstated, is very simply about change, solving problems – a design thinking capacity to shift and solve problems that is most effective when retaining a simplicity of focus (Drucker, 2003).

Technology is one facet of innovation and a challenge for the school leader socially, politically, and economically. In the social context, maintaining an awareness of current technology and its positive and negative influences within the school environment, challenges the school leader to remain alert to the social implications on the organization, including communication, equity of access and protection of the school brand. Melashenko (2015) has determined that the school's ability to maintain a narrow gap in teacher proficiency to use technology to support learning and expand thinking is critical in maintaining a culture of innovation. Bottery (2006) identifies the role of the educational professional as one of building a community that recognizes national and global contexts within which all work and upon which

all need to cooperate if the professionals are to have significant input. He emphasizes the importance of embracing epistemological provisionality in fostering a culture where all members, specifically parents, are accepted, heard and included in the development of the education plan for their children (2006).

In the economic context of innovation, school budgets, fiscal planning, and corporate sponsorships to enhance special programs are all part of the principal's responsibilities. Tooms, Lugg, & Bogotch (2010) underscore the middle management role of the school leader, who by the very nature of the politics of education must maneuver within policy and bureaucracy to implement and innovate change in the school. An examination of organizational leadership theory in conjunction with attributes of innovative educational cultures, suggests that implementing transformational leadership with key entrepreneurial and organic leadership attributes promotes an innovative culture in K-12 education.

Transformational Leadership

Transformational leadership is results-based leadership. It examines the performance results of the members of the organization versus the perceptions of members of the organization as to their personal satisfaction within the organization (Morgan, 2006). Organizational results contribute to a collective commitment from all members of the school staff. Outcomes are utilized to set the future directions of the organization. In short, the school collaboratively examines its collective performance and sets goals for continuous improvement. Smircich & Morgan (1982) have termed this approach to getting to the reality of work as "Management of Meaning" (p. 261). Arguably, this is the essence of how an organization improves. The school culture is safe for all members to deeply reflect on the collective work of the organization. When

the fear of criticism is taken away and is replaced with the affect of humanism, where mistakes are allowed and people are nurtured, organizational improvement is fostered.

Burns (1978) & Bass (1985) are the originators of the model, transformational leadership, whereby an organization achieves its objectives through comprehensive approaches that include interests of employees and group awareness of purpose and mission (as cited in Lynch, 2012). Bass (2005) further develops the ideology of transformational leadership by determining key cultural attributes necessary to foster collaboration and inclusivity of all members of the organization. Bass and Riggio (2006) determine that a transformational leader collaborates with members of the organization such that, all may not agree with decisions or directions but all will understand the purpose of organizational change. The transformational leader has a firm vision and continuously works to build consensus around the vision amongst all members of the organization. The transformational leader is able to keep daily occurrences and the pace of the school environment in perspective while maintaining sight on the long term vision; is inspirational in creating and sustaining the collective so that members of the organization are committed to the interests of the organization rather than individual agendas; is charismatic in mentoring others to lead; becomes involved and takes risks to improve professionally; and connects the visions of the organization to the work so that the journey of continuous improvement is relevant and achievable (Lynch, 2012).

The success of transformational leadership relies upon the ability of the leader to build trusting and respectful relationships with each of the members of the organization. Further, the trust amongst individuals is important to the whole community. The transformational leadership theory which "...instigates a process that allows staff and students to take ownership of the school" (Lynch, 2012, p. 377) relies on a leader with a skill set that develops the capacity of the

organization by recognizing individual talent within the organization and promoting the sharing of this talent (Bass & Reggio, 2006).

In the past, leaders operated in a manner characterized by a command-control structure, much like the conductor of a symphony orchestra: the conductor chooses previously composed music, determines how he or she wants the piece to be played, and conducts the musicians accordingly. The individual musicians play the prescribed music as directed. But today, like a jazz ensemble, the groups are smaller; the starting point is a main theme, but the final piece is the product of improvisation and innovation by all of the players. The leader is not the only star on the stage, but moves to the background as each player has a moment in the spotlight to add his or her own creativity and inspiration to the development of the theme. (Burnet, McGovern, Miller, & Raley, 2010, p. 32)

The talent of the transformational leader to lead from the background builds trust and empowers staff to embrace innovation.

Entrepreneurial Leadership

Further examination of leadership competencies suggests that the transformational leadership theory be extended to include attributes of entrepreneurial leadership. Like transformational leadership, entrepreneurial leadership is focused on results with an added indicator of value. The term entrepreneur immediately assumes economic value however Leonard (2013) defines entrepreneurial leadership as emphasizing value creation which includes intellectual, social, and economic value. He further suggests that no greater social value exists than that which is assigned to the education of our youth. The school's responsibility in supporting parents to maintain an awareness of the technology used in schools, its relevance to learning, and its parameters for safety is an example of social value that the entrepreneurial

leader sees as necessary to the organization. Yet, in the past this may have been considered to reach beyond the intended parameters of the school.

Entrepreneurial leadership enhances the expertise of the school leader to envision and empower a more complex culture. Instead of thinking outside the box – entrepreneurial leadership suggests throwing the box away and remastering the entire process (Brown & Cornwall, 2000). Entrepreneurial leaders influence the motivation of employees through the design of structures that balance empathetic communication, as staff navigate uncharted territory and build confidence to take risks in their pedagogy, with clear directives to keep the culture forging ahead (Peters, 2005). The drive of the entrepreneurial leader must be measured, as it is easy for the leader to unintentionally leave other members of the organizations behind in the zeal to succeed.

Leonard (2013) defines the key traits of the entrepreneurial leader as including a relentless approach to problem solving and innovative ideas that are embraced with a passion that borders on obsession. Entrepreneurial leaders seek adventure, are opportunistic, experimental, and are attracted to new ideas, as they look and listen for innovations. This opportunistic style embraces the exploration of new territory and, whereas risk-taking, is not reckless at the expense of the organization. The decisions are measured and calculated. The leader demonstrates perseverance, is inspirational, and follows a plan to own the problem, seek a solution, and carry out implementation (Leonard, 2013). Education can often be problem focused. Funding, class sizes, and student learning needs are examples of decades-old defined areas of concern in education. Entrepreneurial leadership, being a solutions-oriented style of thinking, can help members of the school organization make a paradigm shift where less time is spent lamenting the problems and more time is utilized for getting on with pragmatic solutions.

“Sometimes people assume that entrepreneurial leadership means running a school like a business. . . Teachers, parents and students would find this unattractive. Entrepreneurial school leaders are not businessmen in school clothing. They are more like artists who draw outside the lines” (Leonard, 2013, p. 14). The talented artist visualizes his canvas and then gets to work to see its completion.

Organizations as Organisms

In addition to transformational leadership and entrepreneurial leadership, the third organizational structure to examine in effectively supporting an innovative culture in K-12 education is that of structuring the organization as if it were comprised of organisms. An organizational structure in this sense is attuned to the attributes of living systems of interdependence. The environment in which an organization functions is thus key to its success. Chris Argyris, Frederick Herzberg and Douglas McGregor are influential in the emergence of the concept of organic organization (Morgan, 2007). The leader of an organic organization is mindful of the adaptations needed within the developing environment and of the interactions that take place as change occurs. The provision of autonomy, responsibility, and recognition to the members of the organization, authentically valuing the contributions of the employees, is seen as key. Innovative environments may be less predictable and stable but the leader maintains strong relationships and fosters respect amongst staff members, ultimately focusing on the collective goal of supporting student learning, and fostering a sense of reliability: a calm in the storm.

It is notable that an organic organization is less concerned with goal achievement than a transformational or entrepreneurial model. The premise is that if the environment is meeting human needs, the organization will simultaneously move forward. Mayo and the Hawthorne Studies (Morgan, 2007) discovered that human nature influences the work environment and

leaders must pay attention to the human side of the workplace in the journey to continuous growth. Employees are motivated through the cultivation of needs that spanned Maslow's (1999) hierarchy; from physiological through social to psychological needs; suggesting that financial reward is neither the only way to recognize employee commitment, nor the most favorable.

The mechanical systems of Taylor (1911), an earlier managerial organizational system, pays little attention to the actual work environment and the dependency of members of the organization on the environment. Such systems fail school environments that are replete with interactions: students with students, students with teachers, teachers with teachers, teachers with parents, teachers with leaders, leaders with the extended community, leaders with government. Members of organic organizations must be able to identify particular interactions and adapt and respond, depending on the context. This reliance on individual members of the organization to synchronize needs with the needs of the organization is indicative of an open system. It is within this context that complexity emerges. Open systems of organization are agile. Leadership in an organic system is responsive to needs of constituents and facilitates opportunities for constituents to pursue needs. A reciprocity of feedback amongst all members within the organization is one core element for success in the organic structure.

The goal of the organic system is to maintain a concept of homeostasis whereby individuals of the organization maintain their individual pursuits and self-efficacy, while valuing each individual, and collectively contributing to the good of the organization. A beehive comes to mind as a metaphor. Seely (1996) explains that bees depend on diversity within the hive's population to work together, each with specific contributions to producing honey. A hive will not be productive without all roles effectively contributing. The queen bee will not survive

without the bee team. The key attributes of an organic organization are that the organization is an open system, it adapts to the environment, and is thus nimble. The organization has life cycles, the system is attentive to factors which influence health and development of its members, the organization is comprised of different species, and attention to the relationship of the species to the ecosystem is paramount to the success of the organization. Morgan (2006) emphasizes "...that if innovation is a priority, then flexible, dynamic, project-oriented matrix or organic forms of organization will be superior to the mechanistic-bureaucratic ones" (p.66). The openness of organic leadership fosters innovation because it creates an atmosphere that leaves the members of the organization feeling valued and secure.

Culture of Innovation

Innovation is vital to educational progress. In the document, *Inspiring Action on Education*, (2013) the Alberta Government notes that "Creativity and innovation are central to achieving excellence in education. Learners, educators and governors must be creative, innovative and entrepreneurial to attain the highest possible standards" (p. 8). The Organization for Economic Cooperation and Development (OECD, 2014) commissioned a survey to examine the progress of innovation in education and determined that by advancing processes, or in certain aspects introducing new practices, innovation drives improvement and ultimately improves people's lives. Hence, innovation impacts quality of life in our world (OECD, 2014). The school leader is a novice in this educational arena. Stewart (2012) argues that:

...today, governments and educators everywhere are looking for innovations and ideas on how to improve their systems from wherever they can find them. Often this responsibility is falling on school leadership. No single nation has all the answers to the

educational challenges produced by this new knowledge and information economy, and as a result a new global marketplace of educational ideas is developing. (p. 33)

Economics and world markets are key drivers in education and as Stewart (2012) further notes, . . . there has been a very clear and persistent vision of the importance of education to economic development and social cohesion” (p. 44).

Where have educational leaders had the opportunity to develop capacity to lead in this realm of innovation? Robinson (2006) identifies the need for the capacity of the school leader to encompass leading “. . . in a manner that improves teaching and learning” (p. 68) with a strong emphasis on innovation. She also asks the question, “How much of it needs to be in the head of the principal rather than in the heads of curriculum leaders and advisors both inside and outside the school?” (p. 68) The flare of innovation can easily whisk the school into a flashy foray of bells and whistles and leave the core elements of thinking behind. The educational leader, while facilitating capacity on others, holds the school accountable to ensure that student learning remains at the core of the innovative environment.

Technology, as introduced at the onset of this paper, is a key component of innovation. The technology framework established by the school organization directly impacts successful implementation of innovation. Schools whose leadership has been entrepreneurial, through forward thinking, may have an advantage in the advancement of a technological culture and an innovative environment. Inspiring Action on Education (2013) recognizes that:

Digital technologies have the unique potential to dynamically transform the student learning experience by helping students become engaged thinkers, global citizens, and active learning participants in collaborative social learning environments. Today’s digital technologies enable students not only to do things differently, but to do different things

that would otherwise not be possible inside traditional classrooms using traditional learning tools. Technology enables different ways of learning and opens up new opportunities to connect, explore, innovate, and create and share knowledge. (Alberta Education, 2013, p. 23)

Technology is a complex entity within the school. It can easily be mismanaged or inappropriately funded. Without clear planning and a well envisioned platform for implementation, money from already lean education budgets can quickly be eradicated by technology. In using Inspiring Action on Education (2013) as a context for technology in schools, school leaders are expected to facilitate scheduling and provide tools for students to personalize their learning. This is an example of the role the transformational and entrepreneurial leader plays in fostering innovation. Staff must have opportunities to develop individual expertise to support students in their individual learning journeys as well as the appropriate devices to match student needs. *Read & Write Gold*, an assistive technology tool currently used in Alberta classrooms, provides an illustrative example. The purchase of the tool itself, the provision of the appropriate network and platform to support the program, the facilitation of the professional development of staff, the effective allocation time to work with students so learning is enhanced, the continuous upgrading of the software, and attention to troubleshooting, are all important considerations of the innovative leader.

Leading a culture of innovation

OECD (2014) has identified key areas of focus to successfully implement a culture of innovation in schools. Three of these areas: (a) products and services offered to students for learning; (b) pedagogic practices to include teaching and administrative practices; and (c) routine

organizational practices will be discussed within the context of the three organizational models; transformational leadership, entrepreneurial leadership and organizations as organisms.

Products and Services

OECD (2014) identifies an attention to products and services and an ability to manage these as central to a school culture of innovation. Transformational leaders in consultation with staff, analyze the capacity of the school, in this case with products and services, to support students to reach individual learning goals. The school staff participate in collaborative goal-setting processes that align the goals of the school with the vision and mission of the entire organization, ultimately responding to student performance results. Products needed for teaching and learning; and services, the professionals who contribute to student success; are the tools that achieve goals and promote the school's and ultimately the organization's collective vision and mission. As well as having the autonomy to choose the necessary products and services to enhance learning, teachers are encouraged to explore new pedagogies and are supported in the necessary professional development pursuits to implement such pedagogies. Teaching teams have autonomy over their school budgets to make the necessary decisions to align needs with an underlying commitment to the overall direction of the school.

The transformational organization is abreast of new developments in technology and keeps the conversation of innovation at the forefront of all collaborative planning and goal-setting in the organization. The transformational leader analyzes and rethinks staff allocations, support systems for teachers and students, and budget allocations to make sure that the end goal, successful student learning, is achieved. This may require small adjustments or large scale revamping but the transformational leader fosters communication and collaborative discussion in the journey so that all members of the organization are included and contribute to decisions. The

transformational leader clearly understands the alignment of the school with the greater organization, supports the school staff with the products and services necessary to meet the demands of the organization, and is willing to make adjustments when appropriate. The transformational leader seizes every opportunity to gain trust and support within the organization. Shared wisdom and shared experience ensure that the goods and services propel the organization forward.

Similar to the transformational leader, Baptiste-Say, a learned economist and liberal thinker of the 18th century, notes that the entrepreneurial leader is seeking opportunities to create value through the shifting of resources to attain higher productivity (as cited in Leonard, 2013). With respect to products and services, the entrepreneurial leader, unlike the transformational leader, may not seek to change the product or the delivered services, but is concerned with efficiencies of the products and services being offered. The school leader constantly faces budget dilemmas. Staffing costs are a large component of most school budgets. Entrepreneurial leaders are creative in managing teaching assignments and analyzing curricula to seek efficiency in program delivery. For example, offering a combined humanities and STEM program, similar to the concept of the homogenous elementary classroom, teachers teach a combined Social Studies and Language Arts program or Math and Science program as several of the achievable outcomes overlap. This approach supports students in making curricular connections and, from the perspective of the entrepreneurial leader, is efficient.

The entrepreneurial leader may even go so far as to suggest homogenous classrooms through to grade nine. How might this strengthen community and emphasize the relevance of literacy and numeracy in all curricular areas? What about the expertise of the teacher to deliver the program of instruction? The entrepreneurial leader will ultimately be concerned not about

subject expertise but about pedagogical expertise. Entrepreneurial leaders recognize the value and the expertise of the people in the organization, which in some instances may be unknown to the individuals themselves. Entrepreneurial leaders are candid in seeing potential, supporting the risk to reach potential, and are willing to influence the strengths of individuals to get them to their potential. To use the example of student services, is it efficient to have a single learning strategist provide support to an entire staff and student population for the coordination of special needs for students or is it more efficient to invest training in several staff who can then support their individual grade teams? As schools experience a growing number of student program accommodations, an entrepreneurial leader might argue that one person may not be able to manage the workload. Providing opportunity for several teachers to gain knowledge and share responsibility may expedite the direct support to students. A beneficial byproduct will be the pedagogical expertise that is gained by staff.

Some may argue that the service to students is compromised through such an approach because a single learning strategist will pedagogically be more sound in expertise. A collaborative staff, able to rely on the expert lead teacher for guidance and able to be supported as learners will recognize the benefits to all and will be valuable to the organization. The entrepreneurial leader recognizes the enhanced efficiency and makes it happen. In identifying real issues by looking deeper and setting visions that ‘rock the boat’, the entrepreneurial leader seeks to find products and services that may or may not be different, but that are most definitely efficient in their delivery to the organization.

The entrepreneurial leader’s creativity in striving to attain valuable, efficient products while delivering effective, proficient services must be tempered with needs of the individual members of the organization. An organic management system creates an environment where

staff members have autonomy in contributing to the structures of the system and where the products utilized and the opportunity to understand and participate in the development of the vision is enhanced. Continuing with the example above, changing the process within an organization, to support students with special needs, without collaboration or without a plan of support for the new teacher learners, is a disaster with little hope for success. Like the entrepreneurial leader, the organic leader empowers the lead teacher, the learning strategist, to leverage teachers in their ability to accommodate the learning needs of students rather than being the sole direct support to students.

An important differentiation between the two theories is that the organic leader will be very attuned to the support necessary to reach the vision while the entrepreneurial leader may be more focused on achieving the efficiency. The environment becomes a supportive ecosystem where identification of student needs and responsibility for all student learning is shared. Leaders need to be agile and aware of the ecosystem that is developing and mindful of a possible need to provide extra support, through time, professional development and mentoring. Being mindful of the level of anxiety in the change process is a key attribute that a leader attentive to organic organizations brings to an innovative culture of product and service delivery. The organic leader, sensitive to the school ecosystem, implements new products and services effectively.

Pedagogic practices

It is critical for the transformational leader to engage in learning in the school. Robinson (2006) advocates for innovative change through engaged leadership and suggests that through joint understanding of effective pedagogical practices, school staff can support one another in strong teaching, leading to more effective learning. OECD (2014) identifies pedagogic practices that include teaching and administrative practices as another necessity for innovation to thrive.

Weick (1976), discusses the relationship of educational leadership to leading learning and the loose coupling that exists in schools because of the autonomy that teachers have within individual classrooms.

The transformational leader creates opportunity, through collaborative professional development, to develop systemic commitments which, through consistency and shared understanding, tighten pedagogical couplings for the organization. School professional development is aligned with goals established through results analysis. Staff collaboratively identify a problem of practice (City, Elmore, Fiarman, Teitel, 2009) and through a distributive model of leadership, develop and implement a plan to reach the established goal, including effective measurements and strategies; the end result being a school-wide commitment to improved results. The effectiveness of the transformational leader to identify strong teacher attributes and provide individuals with leadership opportunities, strengthens the opportunities for teachers to value one another's pedagogical areas of expertise. Collectively, the organization thrives. The transformational leader is key in fostering relationships and maintaining the course of action through effective communication throughout the organization.

Working within a culture of innovation, it is important for an entrepreneurial leader to be cognizant of the pedagogy needed to fulfill the vision. Because the entrepreneurial leader's thinking and the quest for solutions can be solely focused on the goal, it is possible to overlook the strength of the combined pedagogy of teachers to achieve the goal. For example, the implementation of a one-to-one computer program in a school can be effective in supporting teachers to deliver a flipped classroom, can bring the world into the classroom, and can engage students and parents in classroom learning, but does the implementation of one-to-one technology require an innovative pedagogical approach? Do teachers in the organization have the

opportunity to adapt to the new pedagogical style? The entrepreneurial leader must be very aware of the pedagogy necessary for the implementation of innovation. It is easy to create products, tools and services and fund them. The challenge for the leader comes in the development of an inclusive and comprehensive plan of action. Those responsible for implementation in the classroom; to wit, classroom teachers; must be central to a leader's considerations if innovations are to be successful in improving student learning.

The need for caution in implementation of pedagogy by the entrepreneurial leader is balanced by the strength of the organic leader's humanistic approach. The organic leader is attentive to the needs of teachers in the organization and, like the transformational and entrepreneurial leader, open to facilitating the innovation of teachers in the classroom. The organic organization, which maintains a focus on the interdependence of relationships in the school environment is more systematic in its approach to developing pedagogy for innovation. Several opportunities exist for teachers to learn from one another and those who have resistance to change are gently nudged or perhaps even allowed to remain static until feeling competent. The expertise of the organic leader is to establish working relationships of leaders and learners where there is nurturing and safety to help them become competent with innovation. Melashenko (2015) discusses learning communities where students and teachers lead and learn in technology together keeping the gap between strongest and weakest in pedagogy within a reasonable range.

The potential risk of organic leadership is that, given the pace of innovation, gentle nurturing may be too slow for the adaptation to exist within the range of the innovation itself, causing frustration as some teachers may believe it impossible to keep up, while others feel held back. In the organic environment, it is possible to revert to comfort and common practice rather

than to embrace innovation. Innovation of pedagogy is sensitive as it reaches beyond the organization to the humanism of the school.

Organizational practices

The management-oriented tasks of developing school programs, designing school schedules, and listening to the needs of staff, students and parents impact the success of innovation and collaboration. Legislation and School Board policies often dictate the organizational practices of the school. The effectiveness of the school leader to maneuver within the parameters of these policies is the strength of the leader in a culture of innovation.

The transformational leader is attentive to meeting the needs of the staff, accommodating the particular needs of grade teams for stronger program delivery, flexing the schedule for a special instance, scheduling team meeting time into the weekly routine, and building an expectation for collaboration.

Adapting organizational practices to support a culture of innovation is an area in which the entrepreneurial leader thrives. The entrepreneurial leader in the context of school organization is seeking efficiency without risking value. A 'try' attitude bodes well in this context. Open to ideas from staff, always willing to go the extra mile to readjust a schedule or rethink a process, the entrepreneurial leader is committed to offering an excellent – and an efficient - program. Why do students need to move classes every 40 minutes? Do there need to be bells? Is there value in redesigning the classroom so that the learning environment supports visualization, context and community? Can classrooms be held downtown, at the mall or at the university campus? Each of these questions challenges. The entrepreneurial leader attuned to what might be possible is very effective in rethinking organizational structure and willing to

make application for policy change if the argument to improve learning opportunities for students is evident.

The leader in an organic organization emphasizes the homeostasis of the organization. It is evident that organizational practices will need to adapt in an innovative culture. The interest of organic leaders remains focused on an organization in which the members of the organization are supported in their endeavors to embrace innovation. Innovative cultures may require large scale shifts in organizational practices. If members of the organization are not confident in taking risk, or too much value is placed on meeting the needs of the members of the organization, it may be difficult to make organizational shifts. For example, teachers used to programming in 40 minute schedule blocks may need a great deal of support in understanding how to change pedagogy to teach an 80 minute time block. The entrepreneurial leader, recognizing the efficiency may unilaterally make the shift bringing people on board along the way. By contrast, the organic leader will more likely provide support by first moving to 60 minute blocks and then 80 minutes blocks and may not pay attention to the teaching teams who continue on in 40 minute blocks. The organic leader is not ignoring the end goal but also recognizes that an unsettled environment of anxiety is also not healthy for focused student learning. With dedication, consistency and time, the goal will be accomplished. The organic leader recognizes that it may take longer.

Conclusion

Heck & Hallinger (2005) find that the involvement of principals in classroom instruction is indirect and is implemented through building and modeling the school culture. Further, the role of the principal in shaping the school's vision and mission, is described as the most influential factor in dedicated student learning (Marks & Printy, 2004). Developing instructional

leadership capacities that have the best effect on student achievement, maintains that the leader is the resource provider, is an instructional resource, is an effective communicator and is visibly present in the school (Heck & Hallinger, 2005). The infusion of technology with a mindset for innovation is having a significant impact on learning and instruction and at a rapid rate. Most school leaders will have difficulty leaning on their prior educational journeys to aid them to lead a culture and to support teachers in a journey of innovative professional growth without a strong commitment themselves to open mindedness.

The transformational leadership theory which “. . . instigates a process that allows staff and students to take ownership of the school” (Lynch, 2012), enables the school community to collectively share their knowledge and expertise. This is essential in schools that support teachers to meet expected mandates and engage students in an innovative culture.

Examination of the leadership competencies suggests that the transformational leadership theory be extended to include attributes of entrepreneurial leadership. Entrepreneurial leadership enhances the expertise of the school leader to envision and empower a more complex culture. Entrepreneurial leaders influence the organization and its members to navigate uncharted territory and build confidence to take risks in pedagogy, with clear directives to keep the culture forging ahead (Peters, 2005, as cited in Lynch, 2012). Entrepreneurial leadership bolsters creativity in teachers, making the improbable possible.

The attributes of organic leadership provide the humanism to the innovative culture. It is the nature of an organic organization, an ecosystem in balance that can keep student learning and teacher anxiety from running awry with the frenzy of innovation.

In fostering a culture of innovation, school leadership must expand the theoretical competencies of transformational leadership to include attributes of the entrepreneurial and

organic leader that will empower courage, celebrate new thinking, fiscally shift the organization to support new developments, and foster a rich environment of interdependence and mutual respect. Through reflective practice, evaluating the attributes of leadership theory, the school leader will foster an innovative culture where; as a transformational leader, collaboration is crucial; as an entrepreneurial leader, creativity is fueled; as an organic leader, the needs of the members of the organization are deeply valued and; most importantly, as a leader, student learning thrives.

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