

Transactional Leaders**Transformational Leaders****Distributed Leadership**

<p>When setting overall direction they concentrate on providing followers with:</p> <ul style="list-style-type: none"> • The necessary resources • Rewards when the performance goals are met 	<p>When setting overall direction they inspire those around them by:</p> <ul style="list-style-type: none"> • Creating an attractive vision for the future • Inspiring optimism and enthusiasm 	<p>When setting overall direction there is typically a strong focus on improving learning outcomes for all, and seeing distributed leadership as the most likely means to achieve this</p>
<p>When dealing with problems they typically apply passive management techniques-</p> <ul style="list-style-type: none"> • Not taking actions until the problem is serious; or • Taking the line of least resistance 	<p>When dealing with problems they typically work at increasing understanding of the problem or issue by</p> <ul style="list-style-type: none"> • Clarifying elements and inter-relationships • Seeing this as an opportunity to work towards the vision of what is best for everyone 	<p>When dealing with problems there is typically an attempt to create multiple sources of guidance and direction so that leadership practice is distributed across both formal and informal leaders</p>
<p>When working with teachers they-</p> <ul style="list-style-type: none"> • Generally do not intrude into the details of classrooms or teacher practices • Trust teachers and middle leaders to get on with things 	<p>When working with teachers they-</p> <ul style="list-style-type: none"> • Work hard to de-privatise professional practice • Work to empower teachers and middle leaders with meaningful delegations 	<p>When working with teachers there is an attempt to link the contours of expertise within the organisation with patterns of leadership practice</p>

<p>When leading professional development they-</p> <ul style="list-style-type: none"> • Usually give everyone the same professional development (one size fits all), or • Leave individuals to plan and implement their own professional development 	<p>When leading professional development they-</p> <ul style="list-style-type: none"> • Apply a mentoring or coaching orientation to individuals • Give personalised advice, attention and opportunities to develop to individuals 	<p>During professional development there is strong emphasis on developing greater empowerment amongst teachers</p>
<p>The typical effects on followers are-</p> <ul style="list-style-type: none"> • A generally congenial working environment • A willingness to acquiesce in the overall direction of the school 	<p>The typical effects on followers are-</p> <ul style="list-style-type: none"> • Significant increases in satisfaction and motivation • The growth of a more collaborative working culture 	<p>The typical effects on followers are-</p> <ul style="list-style-type: none"> • Increased commitment to organisational goals and strategies • Wiser organisational decision making and broader patterns of learning outcomes

Sources:
Southworth, 1999

Southworth, 1999

Harris, 2005