



Introduction



Figure 1 (<http://financelights.com/?cat=8>)

Leadership is evident in the choices one makes, the basis for the choice, how that choice affects others, and whether or not all of these conditions are even considered during the decision-making process (Northhouse, 2013). The needs, values and mission of the educational organization are determined by the administrative leadership in place at a given time. In evaluating a correlation between administrative leadership style and teacher perception of their role as an educator along with the retention of these teachers, theories of leadership must first be defined (Jones et al., 2012). The primary theories of leadership that relate to educational leadership styles are distributed and moral leadership, which are equally applicable for the purpose of leaders in Education and have common vein: dedicating to something other than self (Bush and Glover, 2012; Daft, 2008).

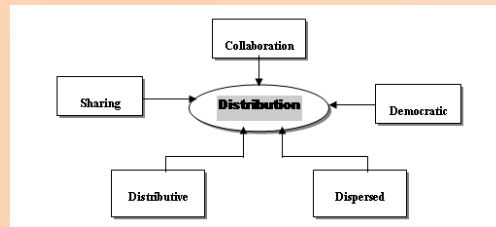
Distributed leadership

According to Gronn (2010), distributed leadership is an emergent property of a group or a network of interacting individuals, it is a form of concerted action which is about the additional dynamic that occurs when people work together or that is the product of conjoint agency. In the same way distributed leadership, the work of a number of individuals and the leadership task is accomplished through the interaction of multiple leaders. This distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders (Harris and Spillane, 2008).

Characteristics of distributed leadership: Some characteristics of distribution are summarized in Figure 2.

This type of leadership means that a larger number of people are:

1. involved in the work of others
2. trusted with information
3. involved in decision making
4. exposed to new ideas
5. participating in knowledge creation and transfer (Daft, 2008& Gronn, 2010)



(<http://www.leeds.ac.uk/educol/documents/00003673.htm>)

Harris and Muijs (2002) describing it, stress that "distributed leadership model implies a redistribution of power and a re-alignment of authority within the organisation. It means creating the conditions in which people work together and learn together, where they construct and refine meaning leading to a shared purpose or set of goals" (Harris & Muijs, 2002, p.23)

There is a link between distributed leadership and democratic leadership (Northhouse, 2013).

This happens because in distributed leadership, which dictates division of duties among many individuals, the cooperation of those individuals is needed in order to function and be more effective. In addition, in distributed leadership the individuals participate equally in the leading, helping each other in cases of weaknesses and problems, and they all work for the same cause as it happens in teamwork (Jones et al., 2012; Woods, 2004).

Moral leadership

Moral leadership is an approach in which the leader acts and performs the tasks in a different way. Under this kind of leadership, it is argued that the values, ethics and beliefs constitute the central axis (Bush, 2008). "This model includes normative, political, democratic and symbolic concepts of leadership" (Bush, 2008, p. 170)

Characteristics of moral leader:

At Figure 3 are illustrated some characteristics of moral leader

The moral leader also:

1. decides and acts according to the moral values which tries to pass on to people with who cooperates (Vinkhuyzen& Karlsson-Vinkhuyzen, 2014).
2. has clear values and is honest
4. has good communication skills
5. cares about others
6. is reliable (Bennis, 2006)
7. talks about values
8. communicates how decisions are made
9. keeps his promises
11. rewards ethical behavior
12. requires keeping promises (Posner& Kouzes, 2012)



Figure 3

(<https://sites.psu.edu/leadership/2013/11/30/is-leadership-without-ethics-really-leadership/>)

Moral leadership improves employee performance and reduces potential problems, increasing their confidence and their self-efficacy (Walumbwa et al. 2011). On the other hand Resick et al. (2013) assumes that there exist connection of moral leadership with negative moral judgments, unsociability and delinquency in the workplace. But according to research conducted by Xinxin& Yidong (2013) it seems that moral work helps employees understand what is moral, influences innovative work and motivates employees and according to Gu et al. (2015) develops their creativity.

Dimensions of educational leadership role

A number of different roles have been suggested for teachers that further explain the distinctive nature of the leadership activity. Katzenmeyer and Moller (2001) see educational leadership as having three main facets (leadership of teacher, leadership of operation tasks and leadership through decision making or partnership) and Bush (2008) suggests that there are four discrete dimensions of the educational leadership role (the brokering role, participative leadership and the mediating role).

According to the duties teachers undertake, the following categories of leaders have been distinguished in the bibliography:

1. Lead teachers
2. Subject leaders
3. Coordinators (Harris& Muijs, 2005)

According to Harrison& Killion (2007) and Blase& Blase (2006) leadership options available to teachers are:

- Resource provider (teacher help their colleagues by sharing instructional resources such as web sites, materials, readings, articles, books, unit plans, assessment tools)
- Instructional specialist (helps colleagues implement effective teaching strategies - this include ideas for differentiating instruction or planning lessons in partnership with fellow teachers)
- Curriculum specialist (is responsible to ensure the correct and consistent curriculum implementation throughout a school. He should understand the contents and use the curriculum in planning and assessment.)
- Classroom supporter (help other teacher by implementing them with new ideas, demonstrate a lesson, co-teaching, observing or giving feedback)
- Mentor (serving as a mentor for novice teachers. Mentors serve as role models - they acclimatize new teachers and advise them about instruction, curriculum, practices and politics)
- Catalyst for change (they are visionaries who are never content with the status quo, but always looking for a better way. Continual improvement is their main goal)
- Learner (one of the most important role (learning and having willingness to explore new strategies and generally use what they learn to help all students achieve)

Conclusions

A good leader is the person who motivates his team in order to success (Jones et al., 2012). Moral and distributed leadership are two leadership styles which best suit in the sensitive area of education, because they are based on cooperation and moral values which are essential in education (Daft, 2008). The teacher must acquire the role of teacher leader, who assumes a wide range of roles to support school and student success and build the entire school's capacity (Grant et al., 2010).

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