

Choosing the best leadership style for a school principal in a multicultural school

Papoutsia Zafeiria



This poster aims to examine the impact of political change in Greece on current educational leadership in public schools and analyze the way school principals face the challenges which come up by using the appropriate leadership style enabling school move forward.

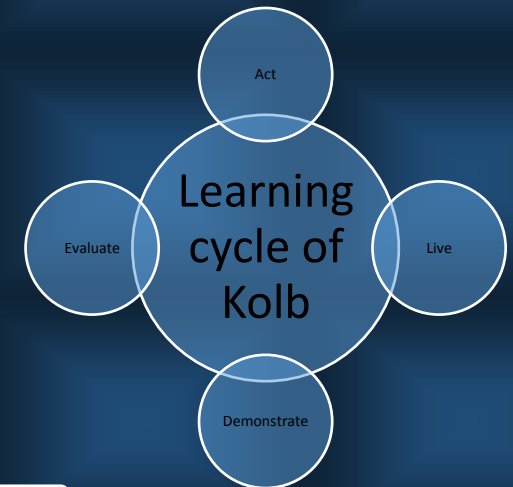
Current changes in demography

According to Speri (2015) New Greek Government has already revised anti-immigration policies by drawing out the operation Xenios Zeus which was launched by the previous government in an attempt to limit xenophobia in the country by cracking down illegal immigrants. In contrast Syriza committed to grant Greek citizenship to all children of immigrants who were born and raised in Greece and to those who came in Greece in a very young age. As a result, tens of thousands of immigrants settled in Greece and greatly influenced student demography in most public schools (Speri, 2015).



Increased need of educational reform in all settings

- Change the way schools are organized and run
- Adopt cross-cultural education in greek schools (ZEP)
- Prevent social inclusion
- Principals come to grips with multiculturalism by incorporating multicultural educational approaches in relation to leadership styles



Multicultural Approaches

Conservative: assimilation into the normative culture

Liberal: liberty, equality, humanity, emphasis on similarities, cultural invisibility

Pluralist: focus on culture differences, simplistic acceptance of diversity, boutique multiculturalism

Critical: equality, social justice, democracy, dominant culture transmits values

Leadership Styles

Transactional: one individual is focused on fulfilling assimilation of different cultures and administrative issues. He takes all the final decisions and assigns responsibilities to his colleagues. In the end he rewarded them in exchange for their work "leadership by bartering" (Sergiovanni, 1990). Patriarchic model is the most appropriate to transactional leadership style.

Transformational: a shared vision is constructed by the school leader in order to transform school's culture. Moreover appropriate conditions are created enabling staff to find it's own direction for better assimilation of diversity and learning outcomes. The wheel cooperation with colleagues is necessary to promote creativity and new ideas.

Values-Led Contingency: leader change referring to situational variables adopting all the necessary characteristics in order to be effective. Principal redefines school's administration to pursue moral values such as: equality, social justice, respect and recognize culture differences, democracy and inclusion (Wrigley, 2001).

Critical and social justice leadership: the role of school leader is critical as he redefines dominant resources and practices in the struggle to transmit equality and social justice. Moreover, they transformed school context and organization in order to tackle inequalities (Rivera-McCutchen, 2014).

Becoming part of ZEP networks

Extra hours of language support for non-indigenous students

promote multiculturalism

tightens relations between schools and community.



Findings

In a latest study in Cyprus, principals in elementary schools were examined about their perspectives over multiculturalism and diversity related to appropriate leadership styles (Zembylas and Iasonos, 2010). Data proved a rate of almost 50% of school-leaders to adopt transactional leadership combined with conservative multiculturalism. However, a smaller percentage of principals chose social justice leadership in relation with critical multicultural approach. Data demonstrated the importance of implementing moral values for effective leadership in multicultural schools (Goddard et al., 2006 and Theoharis 2007). Walker (2005) displayed the majority of successful school-leader to implement moral values for efficient assimilation of diversity.

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