Ethics & Integrity and School leadership

Ethics, "is about what we ought to do”
Freakley and Burgh (2000)
Leadership is fundamentally a moral or ethical activity. (Ciulla, J.B. 2003)

• School Heads are most effective when they are clear about what they believe in and what they stand for.

• The multicultural school environments are ethically particularly difficult environments for the Heads, because on top of the pedagogical and administrative competences the principals need skills to deal with diversity of complex cultural codes and expectations. That increases the ethical challenges for the decision making process.
Headmasters’ professional ethical framework
Nordisk Skolledar Forum

1. Headmaster is a role model of good leadership, because s/he notes the equality of people and the other democratic values of the society.
2. Headmaster has an influence to ethical values and thoughts of his/her own and his/her staff.
3. Headmaster is an ethical model for students and staff.
4. Headmaster takes care of the optimal development of the student.
5. Headmaster ensures that the organisation’s decision making takes place in an open discussion and that the opinions of others are equally taken account.
6. Headmaster respects the individual’s integrity and ensures individual’s data protection.
7. Headmaster ensures good working and learning environment to everybody.
8. Headmaster is in charge to develop the quality of the education through self-evaluation and external evaluation.
9. Headmaster is constantly involved in the professional development and is responsible of the development of the entire organisation.
10. Headmaster should have sustainable and global vision in the decision making process.
Integrity & School leaders

• Integrity means honesty and more. It refers to having strong internal guiding principles that one does not compromise. It means treating others, as you would wish to be treated.

• Integrity is a skill to the extent that we see it in action. But it goes much deeper than surface actions. It is based on one’s guiding beliefs and values, and is an important example of an essential leadership quality.

• Integrity (or lack thereof) is reflected in thinking, attitudes, and actions.

• People can’t directly see your level of integrity, but they judge it pretty accurately on a gut level based on your actions and your words.
# Leadership Behaviour Assessment (LBA)

**European School Head association**

<table>
<thead>
<tr>
<th>INTEGRITY</th>
<th>1 2 3 4 5</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Has integrity</td>
<td>1 2 3 4 5</td>
<td>Lacks integrity</td>
</tr>
<tr>
<td>Isn’t trusted</td>
<td>1 2 3 4 5</td>
<td>Is trusted</td>
</tr>
<tr>
<td>Is overly political</td>
<td>1 2 3 4 5</td>
<td>Is political only as needed</td>
</tr>
<tr>
<td>Takes responsibility for self</td>
<td>1 2 3 4 5</td>
<td>Blames others</td>
</tr>
<tr>
<td>Admits mistakes</td>
<td>1 2 3 4 5</td>
<td>Doesn’t admit mistakes</td>
</tr>
<tr>
<td>Is honest, credible</td>
<td>1 2 3 4 5</td>
<td>Is dishonest, lacks credibility</td>
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Ethical dilemma

• Educational leaders are often faced with choices that require them to make decisions that have no clear cut resolution and are likely to be highly problematic - they are likely to find themselves confronted with ethical dilemmas.

• An ethical dilemma, arises from a situation that necessitates a choice among competing sets of principles, values, beliefs, perspectives.
Ethical dilemma- model
Professional Ethics by Education International*

• The EI Declaration on Professional Ethics represents the core values of the teaching profession itself.
• As a document drafted by the teaching profession worldwide, the Declaration recognises the great diversity of the profession among all nations and cultures. Its aim is not to impose a set of fundamental rules but to provide a basis for EI affiliates to develop their own guidelines or professional codes of ethics.
• At the same time, the Declaration also puts forward fundamental values that the worldwide teaching community recognises as core components of its professional ethics.

* Education International is the voice of the teachers and other education employees across the globe. A global federation of about 400 unions in more than 170 countries and territories, it represents 30 million teachers and education employees in education institutions from early childhood to university
School development and educational sustainability
(Hargreaves, Halasz, Pont, 2007)

Depth – sustaining what matters in terms of a clear and defensible moral purpose
Breadth – ensuring that improvements benefit the many across a system, and not just a few exceptional instances within it and that they are a shared and distributed leadership responsibility instead of being dependent on heroic individuals
Endurance – over the long term, across and beyond many leaders, not just within snapshot periods under any one leader’s tenure
Justice – avoiding harm to and promoting active benefit and assistance for others in the surrounding environment
Diversity – so that improvement efforts value, promote and create cohesion within organizational diversity, rather than developing standardised practices that do not allow cross-fertilization of learning and are neither adaptable nor resilient to change
Resourcefulness – through prudent use and deliberate renewal of people’s energy so leadership initiatives and improvement efforts do not burn them out
Conservation – which builds on and learns from the best of the past in order to create a better future
European School Heads

• Truly multicultural, complex and challenging working environment for teachers and managements
• Rules and regulations decided by Board of Governors
• Internal control standards (for financial management)
  – Internal Auditors and Court of Auditors' benchmark which have little to do with our core business
  – European Institutions as a challenging and controlling partner
• No specific and adapted ethical standards for the teachers and School managements
• No adapted Headmasters’ professional ethical framework
Next steps

• We should define a common ethical framework for the directors and establish our own ethical standards for our School community.

• Enhance school level evidence creation through initiating diagnostic testing (auto-evaluation) so the development and performance of an increasingly diverse student body will not be managed only by intuition, but also monitored to detect early on those moments when intuition within the context of cultural difference may fall short.

• We should learn more (through trainings, work-shops, and discussions) about the school development processes, leadership theories, ethics and integrity issues

• We should, in some extend, engage the whole School society into the discussion about these matters

• We should communicate the results of this process to all the stakeholders
References