

DISTRIBUTED LEADERSHIP IN EDUCATIONAL ORGANIZATIONS IN MADRID: CASE STUDY

LIDERANÇA DISTRIBUÍDA EM ORGANIZAÇÕES EDUCACIONAIS DE MADRID: ESTUDO DE CASO

LIDERAZGO DISTRIBUIDO EM LAS ORGANIZACIONES EDUCATIVAS MADRILEÑAS UN ESTUDIO DE CASOS

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ABSTRACT: The objective of this research is to describe the four dimensions of distributed leadership (DL) to know the perception of the directors of two of the public and primary education centers in Madrid, Spain. **METHOD.** The research design is a qualitative study with a case study. The main objective is to understand the perception of four dimensions of DL and the actions of the Director through two representative cases of public schools. The techniques used to gather information were documentary analysis, in-depth structured interviews (with their respective guide) and observation. The guide allows you to collect the perception developed by the directors in the context studied, and to know the relevance they grant them. **RESULTS AND DISCUSSION.** The results found are very broad and correspond to the two directors surveyed.

KEYWORDS: Distributed leadership. Public schools. Directors of schools. Qualitative study. Study of cases.

RESUMO O objetivo desta pesquisa é descrever as quatro dimensões da liderança distribuída (DL) para conhecer a percepção dos diretores de dois dos centros de ensino público e primário de Madri, Espanha. **MÉTODO.** O desenho da pesquisa é um estudo qualitativo com um estudo de caso. O objetivo principal é entender as quatro dimensões do DL e as ações do Diretor por meio de dois casos representativos de escolas públicas. As técnicas utilizadas para coletar informações foram análise documental, entrevistas estruturadas em profundidade (com o respectivo guia) e observação. O guia permite coletar a percepção desenvolvida pelos diretores (as) no contexto estudado e conhecer a relevância que eles lhes conferem. **RESULTADOS E DISCUSSÃO.** Os resultados encontrados são muito amplos e correspondem aos dois diretores pesquisados.

PALAVRAS CHAVE: Liderança distribuída. Escolas públicas diretores. Estudo qualitativo. Estudo de caso.

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RESUMEN: El objetivo de esta investigación es describir las cuatro dimensiones del liderazgo distribuido (DL) para conocer la percepción de los directores de dos de los centros de educación públicos y primaria de Madrid, España. **MÉTODO.** El diseño de la investigación es un estudio cualitativo con estudio de caso. El objetivo principal es comprender las cuatro dimensiones de LD y las acciones del Director(a) a través de dos casos representativos de escuelas públicas. Las técnicas utilizadas para recopilar información fueron el análisis documental, las entrevistas estructuradas en profundidad (con su respectiva guía) y la observación. La guía permite recoger la percepción que desarrollan los directores(as) en el contexto estudiado, y para conocer la relevancia que les otorgan. **RESULTADOS Y DISCUSIÓN.** Los resultados encontrados son muy amplios y corresponden con los dos directores (as) encuestados.

PALABRAS CLAVE: Liderazgo distribuido. Escuelas públicas. Directores de escuelas. Estudio cualitativo. Estudio de casos.

Introduction

21st century demands changes, the school is an example for these changes influenced by digital acknowledgment globalization political reforms and curricula to title some. Leithwood *et al.* (2006), Harris (2012) and Spillane and Diamond (2007), agree that Principals leadership success and development forms and component watchful as second-largest school element. The idea of DL is one that has come to have increasing currency, both within and beyond the field of education (GRONN, 2002).

DL challenges assumptions surrounded in initial “*great man*” theories of leadership (STOGDILL, 1974; YUKL, 1981; BURNS, 2003). While traditional theories consider leadership a quality held by individuals with particular positions, skills, or charisma, proponents of DL consider leadership embedded in sociocultural processes “*distributed over leaders, followers, and their situation*” (SPILLANE *et al.*, 2007, p. 11). DL is used to describe an environment in which emergent policies and practices permit independent role players to grow a cooperative self and share lines by dispersing leadership throughout the institution (BOLDEN, 2011).

There are some arguments for the justification and development of article, the new social demands that need to be reform at the school level, these transformations must be promoted from within each school center. In this situation, a robust direction is basic, competences and practical of the school’s team and innovation functions to achieve all roles are basically to build a vision of DL. The institution DL is one of the most prosperous factors that schools have to be effective and attain quality results. Principals and school leaders can influence and to create the contexts in which they happen (LEITHWOOD *et al.*, 2006).

Most of the studies say that the school leadership makes a difference in colleges, one of the most influential factors in student academic achievement and accounts for 25% of all school effects (LEITHWOOD *et al.*, 2006). In fact, if Principals implemented DL practices, they will be able to impact teachers and also, to improve the processes and development of teaching and learning in schools (PONT *et al.*, 2009). Hulpia and Devos (2010) believe that DL teachers practices have to be closed to the needs and opportunities of different sociocultural and organizational contexts of the schools. In some sectors, (higher education), where the concept of DL has received some notice, there has already been a backlash against the term, as it is seen as part of a rhetorical ploy by organizations to avoid consulting their staff.

The concept of DL shows a more systemic perspective, whereby DL is considered of as a collective social process emerging through the interactions of multiple actors. DL encourages scholars to consider the interplay between an institution's organizational, cultural, and social structures, as well as the individual or collective agency people have to shape those structures (WOODS 2004).

For Spillane and Diamond (2007), DL perspective involves basically two aspects, one is the leader plus and the practice. The leader-plus aspect acknowledges and takes account of the work of all the individuals who have a hand in leadership and management practice rather than just those in formally designated leadership roles. On the other hand, the practice aspect centers the practice of leading and managing frames it as a product of the interactions of school leaders, followers, and aspects of their situation. Agreeing to these researches, these characteristics of leadership offer an analytical structure for examining the day-to-day practice of leadership and management rather than dwelling on leaders and leadership structures, functions and roles (GARCIA, 2019).

The theoretical origins of DL, a number of key concepts are usually cited, Spillane and Gronn are studied DL. Spillane (2012), identify two conceptual foundations of DL: distributed cognition and activity theory. The distributed cognition represents human cognition and experience as integrally bound up with the physical, social and cultural context in which it occurs (HUTCHINS, 1995; LATOUR, 1987; LAVE; WENGER, 1991; LEONT'EV, 1981; PEA, 1993; RESNICK, 1991 mentioned by SPILLANE; DIAMOND, 2007). Activity theory approach highlights the manner in which human activity is both enabled and constrained by individual, material, cultural and social factors (BROWN; DUGUID, 1991; GIDDENS, 1979; 1982; VYGOTSKY, 1978; WERTSCH, 1991 mentioned by SPILLANE; DIAMOND 2007).

Gronn (2000) distinguishes distributed cognition and activity theory as key concepts within DL. With respect to activity theory, he draws particularly on the work of Engeström (1999) (who, in turn, builds on the work of authors such as Vygotsky (1978), and Leont'ev (1978; 1981)) which suggests a framework for analyzing situated activity as the product of reciprocal and mediated interactions between 'instruments', 'subjects', 'objects', 'rules', 'community' and 'division of labour'. For Gronn (2000) DL has become the normatively preferred leadership model in the 21st century, the author notes that: *'there has been an accelerating amount of scholarly and practitioner attention accorded to this model'* (p. 70). As Gronn (2002) said: *"it is an important starting point for understanding the phenomenon is to uncouple it from positional authority"*. About the formal leaders Bush (2008) said: *Leadership may arise anywhere in the organization and is not confined to formal leaders* (p. 20).

According to the results of the study, the distribution of leadership roles to the community, professors, social interaction, the collaboration of the DL teams and the DL leadership practices such as participative leadership have been demonstrated to affect organizational commitment. DL may grow anywhere in the organization and is not confined to formal leaders.

This model leads to a leadership perspective, as a phenomenon involving the organization as a whole. For Bennett (2003) DL appears at the end of 1990; it is there when the definition of DL actually arises. Harris (2012) facts that the conceptualization of DL fluctuates between the normative and the theoretical, hence the literature supporting the definition of DL remains diverse and broad-based.

The main significance of the educative organization management, as the performance of the management teams has evolved over time and is currently aiming, to the balance between all the members of the school community and to the constant improvement in the academic results (LEITHWOOD; SEASHORE-LOUIS, 2011).

Methodology / Research design

The study employed a multi-case qualitative research design (STAKE, 2013). Qualitative research methods allowed the researchers to gain a deeper understanding of how DL effected the two selected principals within the context of their respective schools. Whereas the primary source of data was the in-depth structured interviews of the principals,

institutional data and data from the Spanish Ministry of Education and Science were analyzed (EDUCA MADRID, 2019).

The type of case study that was employed is called an instrumental case study. Instrumental case studies are distinctive because of the interest to know and understand a broader problem through the knowledge of a particular case or cases (STAKE, 2013). One of the main importance of case study method is that it explores a real-life, contemporary bounded system (a case) or multiple bounded organizations over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes. It is important to result that case study research has grown in reputation as an effective methodology to investigate and understand complex issues in real-world settings. Case study designs have been used across several disciplines, particularly the social sciences and education, to address a wide range of research questions.

Dimensions of distributed leadership

In this communication DL consists of four dimensions Table 1 (GARCÍA, 2019).

Table 1 – Four dimensions of DL

Shared vision, mission, and goals
It is the aspect of DL that implies that everyone is committed to the shared goals of the institution with a sense of purpose or long-term vision. It is considered that the school has a set of shared values that guide the efforts, promote confidence and commitment among teachers, managers, administrative staff and the educational community. The school is sensitive to the needs of the students, parents, and community, and it generates support in helping, establishing and communicating the course of the institution.
Distributed Leadership Practices
There is a delegation of work, and the principal assumes that the sum of the whole is greater than the individual parts because the shared decision making and collaboration translate into learning for the organization. The management considers that participatory forms of leadership work best and that this allows collective access to the knowledge of the organization. Democratic processes are and regular informal and formal communication is employed whenever possible to productively resolve conflicts.
Professional development of teachers, complexity of the tasks
This dimension includes reflection and dialogue to delegate, orient, leverage and improve the skills and knowledge of all teachers, and create a positive and effective common culture, as well as provide a consistent and coherent school curriculum between subjects and levels, as well as a system of goals and incentives. Leadership actions contribute to the development of people to advance productively in the institution. Management and leadership are practiced as a reflection of the school's culture, ethics, and traditions. Besides, it includes the planning of the professional development of the team, through assistance to seminars, courses, workshops, etc., and supports the allocation of the necessary resources to promote the efforts of school improvement.

Shared decisions of the Organization

Work is conducted based on cooperation rather than competition, to promote productivity within the school, with a "holistic" vision of the organization and with flexible professional practices. The members of the organization discuss and help each other in a spontaneous way to solve problems, through agreements to modify certain organizational structures, and through parental involvement, to make decisions about teaching and learning their children in school.

Source: elaborated by the author

Population and study units

The population under study is the group of primary education principals of centers of the Autonomous Community of Madrid, corresponding to 244 public primary schools and 277 private, according to the database of (EDUCA. MADRID, 2019).

Study sample

An intentional sampling was carried out with two principals. To select the schools in Madrid, firstly, the two primary schools represent different types of schools. Secondly, the schools provided evidence of innovation in programs, services, and technology. Thirdly, the principals have served their current role for a period of between 2004-2017. The size of schools is representative of the Municipality population.

Based on these criteria, the study cases selected in this research were the following schools in the city of Madrid:

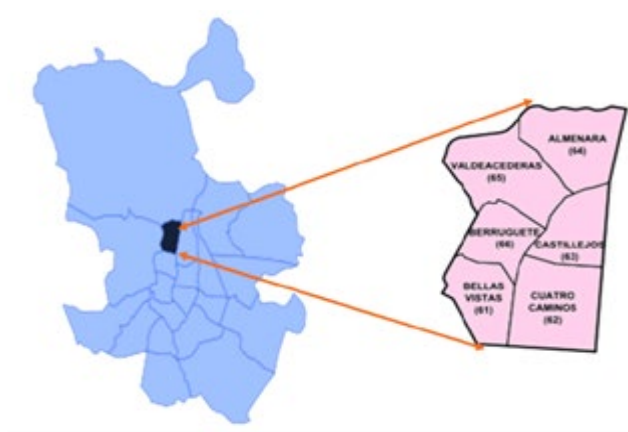
1. Case Study No. 1: OG;
2. Case Study No. 2: JV.

About the principal's gender of the case studies, one was female (OG school) and another one was a male (JV school). At the time of the study, the principal of OG was 40 years old and the principal of JV was 55 years old. Years of experience as principals in the respective schools were varied. The principal of the OG School served for eight years and JV has served for 14 years. The schools vary in size of the student population. The JV school enrolls between 550 and the OG school has 689 students.

Community and school context

The study cases selected were public primary schools, located in the Tetuan municipality of the capital Madrid (figure 1).

Figure 1 – Madrid Capital and Municipality of Tetuan



Source: Adapt from Municipality of Madrid (2019)

One of the schools is bilingual. Concerning population, Tetuan has 153,789 inhabitants and an extension of 537.31 Km², distributed in the official district. It has beautiful views, four neighbors, Castillejos, Almenara, Valdeacederas, and Berruguete. Relative to foreign residents, Tetuan has 69,036 inhabitants, divided mainly between Ecuadorians, Dominicans, Romanians, and Moroccans

Both schools have a very high acceptance rate with few students not admitted. There is great diversity in the socio-cultural and economic backgrounds of the children and their families in these two schools. The immigrant student population in these two schools mirrors the census data. There are significant numbers of immigrant students from The Dominican Republic, Colombia, Venezuela, Paraguay, Ecuador, Romania, Morocco. Recently there has been an influx of Asian students.

Both schools have a dining service, whose main objective is to help the parents of the students so that they can make their family and work-life compatible. They also exist in the Spanish schools, the associations of mothers and parents of students (AMPA), whose fundamental objective is the representation of the interests of the parents, mothers or legal guardians in the educational centers of their children. Demographic variables relevant to the two school sites were also investigated including school dropout and completion rates and rates of unemployment. More general economic policies in Spain relative to school operations were also considered.

Participants and instruments for collecting information

A semi-structured in-depth interview guide was developed. The in-depth semi-structured interview protocol was selected as a way to gain a deeper understanding of the perceptions of the school's principals over other data collection methods. In the cases, six visits were required (between 2016 and 2018), for data collection, through interviews with the principal and evaluation shift, as well as by observational records. (Table 2).

There was a greater deepening in the perceptions of the two cases under study (managers, schools, organizations, communities ...) than with other methods of collecting information. In elaborating the protocol of the interviews has been presented the questions to deepen the dimensions of the DL. Aspects related to demographic variables were also investigated and, specifically, with school dropout, unemployment, and the economic policies to cut the current Spanish crisis. In this way, continuity and coherence were given to the research.

As a structured interview, all the questions that were asked were previously planned. The questions were coordinated with the script made in sequence and directed form, based on the dimensions of DL.

Interview protocol

In the cases, six visits were required (between 2016 and 2018), for data collection, through interviews with the principal and evaluation shift, as well as by observational records. As a structured interview, the questions were formulated in advance based on the four dimensions of DL. The interviews were audio-recorded and digitally transcribed using Atlas.ti. Researcher notes were also compiled.

The analysis process consisted of four phases, namely, (i) Primary contact with the document (Organization, classification and initial information readings); (ii) Preparation of the document; (iii) Analysis (construction, designation, and definition of categories of first and second-order [selection of analysis units, code assignments, code relationship] and network creation); and, (iv) Analytical interpretation (description of Findings or theorizing) (GARCÍA, 2019).

The use of the Atlas-ti enabled the development of content analysis, which is an appropriate technique for the objective, systematic and qualitative description of the manifest

or implicit content of a data source such as interviews. This research was configured with the hermeneutic unit called DL, a hermeneutical unit is a file generated by the Atlas-ti.

Among the advantages of the interviews is that the honesty of the answers to the items is very high, as well as the information collected is more complete and of a higher quality.

Table 2 – Deep interview guide

Personal and professional data	It corresponds to the descriptive variables established in the scale, such as age, gender, the position held, years of experience in the same, teaching experience or training among others, how to enter the center.
The school and its context	This part does not correspond to any of the dimensions of the scale, but for the case studies, it is relevant information, knowing the context in which distributed leadership practices are developed, exposing aspects related to the particularities of the center (location, size, seniority, staff, number of students, teachers, etc.), and the characteristics of students and their families (social, economic and cultural level).
History management, training, and experience	The professional history of the interviewees is deepened, knowing in this way the trajectory How did you get to the current position? what is your teaching career? if you have previous experience in the directive scope?
School culture	It is about defining the school and its culture by managers. It is also important to consider following the management of the management team, the changes and whether these changes have been important for the operation of the school.
Set the course	It addresses the organizational aspects and if the team considers that it has set the course. It is one of the important aspects of distributed leadership.
Institutional programs	It investigates the aspects of improvement in the teaching and learning processes in teamwork with teachers. Analyze the actions that are implemented by the interviewed to help teachers improve their practice in the classroom, what actions they take to promote it and what strategies they carry out to favor the continuous training of the professionals who work in your school.
Develop people	There is or promotes the professional development of teachers (including monetary rewards and not monetary, such as public recognition of teachers' work).
Redesign the organization	It is considered if the organization has been redesigned, it can explain how it was before favorable points or unfavorable..
DL Practices	This part aims to consider that your leadership is the result of the effort to apply New practices in existing structures. How would you qualify as a leader?
School organization	It is about obtaining information related to the work of the members in the formal structure so that teachers can collaborate with the teaching strategies.
School vision	The vision has to do with the existence of the collective beliefs of the staff working in a school. It's about understanding if teachers have the entrance into the vision of the school, mission and the educational objectives.
Incentives and Recognition	There are or promote incentives and recognition (including monetary and non-monetary rewards, such as public recognition of the work of Leading Teachers).
Values cooperation and commitment	The shared beliefs and values that seem to be associated with reflection and dialogue, as the basis for good decision making about one's work and the sphere of influence; as well as with the commitment and with the individual or unit objectives, but not with those of the whole organization.
Participation	Participation in meetings with teachers to achieve goals with leaders in improving academic achievement

Community	The points that refer to the relationship between the school and other institutions of the society are addressed, it is expected to know with which entities it collaborates, specifically what objectives and procedures are used to initiate and maintain these contacts. It is also intended know the relationship with other schools; as well as, in the relationship with the parents of the students, and the activities of the center.
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Source: the authors' research notes

As for the procedure of application of the interview, the respondents, were mentioned at the beginning of what was being investigated (script of the structured interview), why and for what, to generate a climate of trust and a, therefore, a greater degree of sincerity in the answers that were given.

They were also informed of the confidentiality of the information, and that their arguments were valued and their views perfectly understood. The procedure used in this investigation was done in four stages:

1. Understanding the data.
2. Integration of each category with its properties.
3. To delimit the findings of the investigation.
4. Collects the writing of the results, after a process of relation, comparison, and reduction of the incidents about each category.

Results

Two public schools and two different ways of looking at school management

About the history of the school, the Principal of OG stated:

OG was inaugurated on August 13, 1976, by President Adolfo Suárez, the first Democratic president (1976-1981), after the dictatorship of General Francisco Franco. OG was born with democracy when even the municipality of Tetuán was in the process of urbanization.

Currently, immigrant students represent 44% (268) of a total of 689 students. About the teaching staff, the school principal explains that:

I have focused myself to try to include something with DL at least two or three times a week. I worked out a schedule, the teachers and I did, where every other week each grade level team has an opportunity to plan together. I'm always part of those meetings with them, and I consider that a distributed leadership function. I set a block of time each day where I'm in a grade level for an hour or an hour and a half each morning. I'm always visible that. (Principal OG).

There are 10 early childhood faculty at the school. There are 12 elementary education faculty and six English language faculty covering the first through sixth grades at the school. There are 24 classrooms at the school. There is a team of educational and psycho-pedagogical orientation (EPPO), formed by a psychologist and a technical teacher of services to the community (PTSC). OG is considered an ordinary center with support for students with special educational needs, an educational compensation program, a TGD Classroom project, and a Bilingualism project. Due to these characteristics, the attention of the EPPO of the sector is a priority by the two professional profiles of educational orientation and services to the community (PTSC). There is great diversity in the socio-cultural and economic backgrounds of the children and their families in these two schools.

The OG principal and an approach to school improvement

My professional experience as a teacher in public education began more than seventeen years ago, exercising my teaching work in five schools in the community of Madrid, located in different social environments, with heterogeneous students and organizational different cultures. In two of them participating actively as a member of the School Board, coordinator of Cycle six courses, collaborating closely with all the resources of the environment, Town Hall, health center, social workers, school of parents, etc. With a high degree of satisfaction in achieving the proposed objectives. (Principal OG).

The mission, vision and sharing goals (MVSG) dimension is based on a consistent school curriculum:

We are one of the best bilingual centers, we have the project of the community of implantation of bilingualism, we go for the fourth course, we are now concretizing the dates for the examinations of second and third of the external tests of the language because that is a project in development and That goes well and that benefits the whole school. (Principal OG).

Of the MVSG dimension, the principal considers it attractive and challenging:

I think distributed leadership was described as collaborative; involved with vision, goals, mission, tone, and direction; involving risk-taking and change, and emphasizing interaction with people. I see myself as a leader of leaders, we've been getting a lot of training in that from the Supervisor. He wants the teachers to have lots of autonomy, and I have no problem with that, as long as they are following things that are appropriate and following our mission. (Principal OG).

The second dimension analyzed was shared decision-making (SD). The interviewee said that the decisions were summarized as follows:

I agree that DL means working together, planning and sharing decisions and ideas, this happens in our schools. I think a very important word in the context of sharing leadership is working as part of a team most of the time. Also, I am providing user-friendly mediating processes and structures to empower people concerning sharing decisions that profoundly affect their life. All teachers are involved in decisions that affect the whole school. In the OG school, a culture exists that encourages all staff members to put forward suggestions and initiate new projects/ideas – where everyone has a sense of ownership for the school and its mission. In the participatory structure, promotion of collaborative work, promotion of productivity and holistic vision. (Principal OG).

About the participatory structure, it can be emphasized that the OG has an organizational design that allows incorporating the different actors of the educational process in the decision-making (management, teachers, students, parents). Related to these factors the principal stated:

We also have a collaborating team and that organizes many activities also with parents, some part and the educational community also forms part in the center, although the most important is channeled through the school board and parent involvement of the school board. (Principal OG).

As to the third dimension practice of distributed leadership (PDL), the principal stated:

These practices were identified along a spectrum ranging from not existing in the school, at one end, to the condition being well established or refined, at the other end. Also despite variation within and across the school in their responses several themes emerged worthy of further exploration: monitoring and supporting student learning responsibilities of individual teachers, working together as a staff and structures and systems such as subject departments and posts of responsibility. (Principal OG).

About the fourth and last dimension, Professional Development (DP), Principal OG stated:

[...] that it is based on training, resources, technology, curriculum, motivation, and complexity of the task. (Principal OG).

There is professional development that provides a school curriculum consisting of improving education, innovation in music teaching. The Computer science project applied to musical education has shown, in the time that students show great interest in computer resources and has served to address music education with the help of other tools. The general objective is to use ICT as a didactic resource to reinforce the curricular content of music

education in the third primary cycle. As well as putting into practice new pedagogical and didactic approaches, to facilitate the educational innovation and to adapt the work of students and teachers to the new educational necessities and their sociocultural environment.

The Principal JV assessed diversity and integration

The school was established in 1922, when the City Council of Madrid approved a plan to build six school groups: Méndez Álvaro (later called Menéndez Pelayo), Chopa (then Joaquín Costa), Antonio López (Concepción Arenal), Moncloa (Pérez Galdós), Ventorrillo (Pardo Bazán) and Bravo Murillo (Jaime Vera). The style of architecture is called *Mudejar* based on the use of brick seen in its arches.

The primary education is organized into two sections (teaching teams): The first one corresponds to the courses of 1º, 2º, and 3º, while the second group corresponds to the courses of 4th, 5th and 6th.

The Principal of the JV was asked about his preparation and his seniority at the school and he commented as follows:

I started in 1978, I started as a teacher and started to occupy management positions in the year 92, at the school IZ, I took the Principal of the center, I was in that school during eight years I change to JV school and here I am since the year 2000, which are fourteen years. (Principal JV).

Respecting diversity

About the mission, vision and shared goals (MVSG) dimension, the principal characterizes it by valuing diversity and sensitivity to the needs of the families and redesign the organization. The Principal JV further explained as follows:

I am sure that the above opening comment sets the tone for distributed leadership as an inclusive concept, not specifically related to formal roles or posts of responsibility. Now almost every member of school will either have authority delegated to them for a particular area or will take it on their own back to organize something. I think you try to develop leadership capacity within people and them precisely through the particular roles they are doing. It is looking at the whole management thing, it is the whole team aspect, unlocking potential, and that can be channeled into different roles at different times. (Principal JV).

About the PDL dimension, it associates with the contribution to the institution by the teachers who assume new roles of leadership and with those PDL as a strategy to access the collective knowledge of the organization.

Concerning the third dimension, the SD in the JV school are characterized by lack of a holistic vision, but if there is a curricular vision, cooperative work, redesign of the organization and existence of enriching professional practices.

Two of the core objectives of the school include the acquisition of competence in one or more foreign languages and the basic competence in information and communication technologies. They are also deeply concerned about student drop-outs. About the student drop-out rate and other negative influences on the school as a result of the recent economic crisis, he added:

At first, it was a little difficult, well more than difficult, it was a sudden change; Because when I came to school in the year 2000, talking about 600 students who were in school, as there were 400, 450 Spaniards, 150 foreigners. The following year in 2001 practically equaled. And in the year 2002, it was backward, practically 75%-80% of the population is not Spanish and the rest, yes, Spanish. (Principal JV).

The principal described the negative impact of the high student mobility rate as follows:

The problem is that the course begins with twenty-five students and throughout the course have gone eight or nine and have come another ten or twelve, that's the problem: When a student is incorporated in the primary room coming from an educational system other than ours and in many cases s with knowledge and skills quite looser. (Principal JV).

About the impact of various decisional processes, the principal referred to the advantages and disadvantages as follows:

My understanding of distributed shared leadership is that most of the people, if not everybody in the building would have a sense of leading some aspect of school life. I certainly wouldn't believe that you have to hold a post of responsibility to share in the leadership of the school. (Principal JV).

Principal JV articulated the idea that reading is an essential factor in intellectual enrichment and constitutes a key activity in education and is one of the main learning tools whose domain opens doors to new knowledge.

Finals considerations

It should be emphasized that the main strength of this case study is that it provides relevant data on the reality of DL in two schools in Madrid. The critical examination of the findings in this study will contribute to the larger body of research in this area. In this case study, the results of the investigation are not intended to be definitive and have various limitations (STAKE, 2013).

The perspectives on DL developed in this article has implications for research on school leadership and efforts to improve the PLD. This multi-case study offers important insights into the perspectives of two Principals related to their day-to-day leadership practices.

Prior research has established that the active support by school leaders is essential to the improvement and innovation of the teaching and learning processes by school leaders (HARRIS; DEFLAMINIS, 2016).

In this research study, both schools have demonstrated that the behaviour and attitude of the person, who assumes the functions of management in the institution, are a key element that determines the existence and quality of processes of change in the institution. Entering the addresses through the project of direction in Madrid, it is important, for the principals to be elected.

One of the main findings in this case study is that both principals have deepened their understanding of DL as a result of the profound social changes in their centres and communities due to current economic crisis in Spain and the related social consequences for students and families. The inclusion of students, is the product of immigration in both schools, implies social work of integration and high communication values.

The priority here is logically the curricular matter, then the child has to learn languages, mathematics, geography, history, but the main point is to learn to become a citizen, to be with others, to behave with others, to respect others and in that we are lucky because, as we said before, having so much variety of cultures, so many varieties of nationalities, you have to learn to respect the partner because there are five, eight, ten different nationalities in each class. (Principal JV)

The two schools are characterized by having a DL, with high levels of participation by the students and an inclusive approach to diversity. It also demonstrates the commitment of principals, in the face of the many social and economic challenges of the students including students who live poverty, foreign and Spanish students from different cultural backgrounds, especially Latin America and Central Europe; students with special, transient, permanent

educational needs; and, students psychologically affected by family situations of abandonment or violence.

The OG Principal notes, in relation to the improvement of the education to the reinforcement of language and mathematics:

We have flexible groupings up to sixth of primary, in mathematics and languages, only in first, because we consider that first, we have distributed the resources where more is needed and second because we consider that in the language it is better that all the students are in a group. Because it enriches, because and when you limit the groups in curricular competition the lower groups impoverish the language a little and we saw that it was not the most optimal. We only keep it in first because it is when they are learning the scripture and if there is a substantial difference. (Principal OG)

Both Principals coordinate various Centre improvement projects at their individual schools. In the case of OG, there are special initiatives related to information and communication technologies, but also in programs related to experimental sciences, and bilingualism. In the JV, students attend other centres, participating in exchange experiences between the centres. They also relate to the educational administration they depend on, to which they account, both in the organization of their human resources, supports teaching, etc. The different administrations are a support for the centres, but they also look for links with society for example: through non-governmental organizations, associations, etc. (ARIAS; CANTON, 2006).

For the principal of the JV the priority is the management of the curriculum as expressed through a focus on objectives and learning criteria. One of the most positive features of principal OG is the demonstrated commitment to interact with all members of the internal and external school community. The school stands out for a large number of awards within the community of Madrid. This approach has promoted not only the distribution of the leadership but also the social distribution and the influence and reputation of the school in other ways.

The Principal is influential in various educational groups (for example the AMPA. The Centre has secured scholarships for the dining room, competitions). decision-making as identified in the literature (HARRIS, 2012; GRONN, 2002). In the exercise of DL, all members of the community are involved, so that they are committed to the dimensions and project of the school (SPILLANE, 2007).

The school OG is distinguished by generating improvements in the educational curriculum, emphasizing the reinforcement of language and mathematics; special activities, and innovative projects in music teaching and technology.

It is observed that the Principal has expressed a commitment to the promotion of equity and social justice. Consistent with the ideas articulated by Ross and Berger (2009), the social, ethical and political commitment to public education are essential in order to level inequalities present in society.

Both principals consider and have demonstrated with facts that the important thing is to enrich and distribute the commitment to the education of the students through the available tools of the school, in spite of the many difficulties.

In this regard, Gómez (2019) argues that the active methodology has among the fundamental pillars of the so-called "methodological renewal". It is necessary to take into account the pedagogical renewal developed in Spain, studied through some of the most emblematic schools of the pedagogical panorama.

The JV works with values focused on shaping justice, solidarity, and tolerance; to develop critical capacities and the crucial spirit; educate in respect for the environment and develop the entrepreneurial spirit. At this point the JV Principal points out:

Of most importance in these times, to teach the values of the philosophy of formation for peace, cooperation and solidarity among peoples. The school must educate for the life and develop in the students the capacities and competencies necessary for active social participation. It must contribute to the awareness of all in the construction of a better world, a more just and more humane world within a democratic society, free, fair, responsible and in peace (Principal JV).

Conclusions

The distributed perspective also suggests ways of thinking about intervening to change school leadership practice. Rather than proposing to develop, articulate, and disseminate a context-neutral, task-generic template for the moves that leaders should make, it argues for the development of rich theoretical knowledge from practice that is context sensitive and task specific.

The direction of OG has strong characteristics that approximate it to the institutional leader. Focused on MVSG. The Principal has clear and timely answers to the problems that throughout the development of her professional career in the centre have been raised.

The synthesis of the perception of the principal of the four dimensions of DL is: SD is the participatory structure, promotion of collaborative work, promotion of productivity and holistic vision. MVSG are all those commitments with the institutional goals, goals oriented to the needs of the students, to the families and the structure. PDL refers to the distribution of tasks, the use of skills, the delegation of leadership, responsibility, communication at all levels and access to collective knowledge and finally professional development is based on training, resources, technology, curriculum, motivation and complexity of the task.

The Principal of the JV not only reviews, but also takes into account that everything is adapted from the norm. The Principal understands the importance of his specific role as communicator or collaborative promoter. He has understood the importance of sharing decisions rather than exercising top-down leadership. He encourages cooperation in the accomplishment of tasks, promotes communication, and group integration.

In the context of DLP, the teachers who assume new roles of leadership have greater access the collective knowledge of the organization. With regard to SD, they are characterized by a lack of a holistic mind-set, but share a common curricular vision, commitment to cooperation, and receptive to the redesign of the organization that will enrich their professional practices.

At present there are many definitions and interpretations of the DL, but few are clear and the definitions that exist seem to differ from one another, such is the case of the area of organizational restructuring, there focuses much of the research, on DL's conceptions, as horizontal, organic and multifunctional structures replace hierarchical structures (DAY, 2000; GARCIA, 2019). Data from different styles of educational institutions confirms the idea that some leadership practices are valuable, in almost all contexts (LEITHWOOD; SEASHORE-LOUIS, 2011). For Spillane *et al.* (2007) there is a DL's perspective, which recognizes the existence of several leaders and as explained by Harris (2012), the activities are widely shared within and between the organization.

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How to reference this article

GARCÍA CARREÑO, I. V. Distributed leadership in educational organizations in Madrid: case study. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. 1, p. 189-209, jan./mar. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16i1.13423>

Submitted: 03/07/2020

Revisions required: 17/04/2020

Approved: 19/05/2020

Published: 02/01/2021

