

# The Role of Education in Shaping Ethical Behaviour and Responsible Leadership: **The Classroom Perspective**

Presented by:

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# Outline

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# Introduction: Ethical Leadership Thinking

- Ethics is fundamental to who we are and buried deep within our value system (Orme and Ashton, 2003).
- The attributes that make leaders ethical such as vision, stakeholder relationship management and strategic insights (Doh, 2005) – have always been a subject of research interest for decades.
- The concept of ethical behaviour considers two key components: (1) being ***a moral person*** (behaviours, traits); and (2) being ***a moral manager*** (moral codes of conduct & guidance).
- There is a deepened yearning for leaders to reflect strong ethics and moral values in their personal conducts in and outside their positions of authority.

# Introduction: Ethical Leadership Thinking

- Some prominent public office holders and world leaders have been implicated in high-profile ethical scandals, which led to grave consequences.
- Education leaders will need to integrate ethical thinking when deciding on traditional practices that have become a culture in their institutions.
- Implementing new ideas and change paradigms in the education space requires that education leaders and policy makers think differently about ***institutional policies, curriculum needs, development, design and innovation.***

# Introduction: Ethical Leadership Thinking

- It is critical to re-evaluate policy, practice and develop curriculum that is in line with global changing trends (off-line and online).
- Unethical behaviour results in losing trust of others or those that look up to us because we have not truly evaluated our decisions from a student-centered perspective.
- It is important to set an example for these future leaders in the way faculty members think about designing curriculum and the instructional approach adopted to communicate the content.

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## Essential Questions That Should Guide Leadership Decision-making Process in any Organization

1. What are the qualities (moral principles) and actions that ought to be demonstrated by those who exercise leadership over ethics?
2. What key things should leaders do to promote, foster and sustain good ethical culture within complex organisations?
3. How do we raise leaders who are willing to become ethical leadership role models beyond formal authority?

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## Essential Questions That Should Guide Leadership Decision-making Process in any Organization

4. In what ways can the promotion of good conduct within complex organizations be enhanced and sustained?
5. How do we raise leaders who are willing to become ethical leadership role models beyond formal authority, rules and regulations?
6. What role does the moral credibility of leaders play in enhancing the effectiveness of formal ethics regulation?

# The Role of Education in Shaping Ethical Behaviour and Responsible Leadership

## **Our thinking within the emerging needs for learning:**

- Education leaders should insist that curriculum development be inclusive of ethical content with disciplinary considerations; and
- that the teaching approach should be innovative rather than a traditional model used in a reasonable number of classrooms.



# The Role of Education in Shaping Ethical Behaviour and Responsible Leadership

**Four questions below should guide the discussion on the above subject matter:**

1. Are there ethical considerations when thinking about the content of your curriculum across disciplines?
2. What pedagogical or andragogical approach should be adopted to demonstrate ethical behaviour and responsible leadership to the students?
3. What assessment models can integrate essential disciplinary objectives and also measure behaviors that can strengthen an ethical foundation in our students?
4. How strategic is 'ethics and responsible leadership' in our strategic planning process as an institution?

# The Role of Education in Shaping Ethical Behaviour and Responsible Leadership

- An example can be the thinking around citizenship education - ‘good’ citizens, i.e.
  - citizens who are aware of the human and political issues at stake in their society or nation. This educational approach can be integrated in any discipline because it affords students the opportunity to think about the ethical and moral qualities necessary to be successful and a good citizen.
- All forms of citizenship education inculcate (or aim at inculcating) respect for others and recognition of the equality of all human beings; and at combating all forms of discrimination (racist, gender-based, religious, etc.)

[http://www.unesco.org/education/tlsf/mods/theme\\_b/interact/mod07task03/appendix.htm](http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm)

# Understanding Responsible Leadership in the Education System

## What is Responsible Leadership?

- Dealing with the complexities of a diverse interest, culture, needs and multiple stakeholders put pressure and new demands on leaders.
- These complexities call for a leadership approach that does not only engage the core of the leader but anchors on sustainable development and social responsibility.
- Simply put, a more responsible and inclusive leadership.

# Understanding Responsible Leadership in the Education System

## What is Responsible Leadership?

- Riggio and Tan (2014) defined responsible leadership as,  
*“An ethical act of inspiring others toward effecting positive change through the accomplishment of a common goal.”*
- Responsible Leadership is about making decisions that are first and foremost in the interest of the organisation and takes into consideration all relevant stakeholder interests (Lexicon.ft.com, 2014).
- Behaving responsibly means doing the right thing.

# Understanding Responsible Leadership in the Education System

## What is Responsible Leadership?

- Responsible leaders consider long-term implications of today's decisions on:
  - **the reputation of the organisation**
  - **impact of activities on the future generation**
  - **giving attention to systemic risks that could endanger sustainability.**
- Because responsible leaders have power and potentials to make meaningful contributions to society, they are therefore, required to influence, motivate, and be a role-model for their followers.

# Understanding Responsible Leadership in the Education System

## Responsible Leadership in Education

- Educational leaders are faced with a ***new attentional economy*** in which their schools must perform in ways visibly measurable to all (Taylor, 2005; Perry and McWilliam, 2007).
- Addressing the attentional economy involves managing learning in a way that safeguards institutions against all the potentials for reputational damage, financial mismanagement and academic irresponsibility.

# Understanding Responsible Leadership in the Education System

## Responsible Leadership in Education

- As the world in which educational leaders operate changes focus from national interests towards globalization, institutions must prepare the present generation to actively participate in this emerging global community.
- Educational leaders must recognise that they have an integral responsibility to develop, protect and manage the resources entrusted to their care.
- They must strive to create a positive educational environment that fosters a sense of interdependence while making education an opportunity of success for all.

# Attributes of Responsible Educational Leaders

## Integrity

- The word '*integrity*' in this context connotes *completeness or wholeness*; and *soundness of moral principle* - specifically honesty and sincerity.
- Integrity is being honest about what the institution needs and wants for its stakeholders (students, teachers, management and future) supported by best available evidence.



# Attributes of Responsible Educational Leaders

## Open Mindedness

- One of the fundamental aims of education is to increase the willingness to consider new perspectives, ideas and arguments. Thus, educators play a central role in exposing students to these different points of view.

# Attributes of Responsible Educational Leaders

## Long-Term Perspective

- The future can be influenced by the actions of individuals or organisations in the present (Wheelwright, 2011).
- Because effective school leaders are key to large-scale sustainable education reforms, it is pertinent that educators proactively anticipate and plan for the long-term future of the learners.

# Attributes of Responsible Educational Leaders

## Care for People

- The issue of caring leadership is related to the moral and ethical aspects of decision making (Conrad, 1999).
- The uniqueness of an institution's culture has been cited as a major factor in caring leadership (Beck, 1994).

## How do we Foster Responsible Leadership in the Classroom?

- The mission of teacher-leadership is to elevate teachers as leaders beyond the classroom setting and to empower them to transform their institutions of learning to achieve all round excellence for students.
- School administrators will have to target the curriculum towards equipping students with the urgently needed perspective and skills to match demands of global transition. Therefore, a different kind of leader is needed - one that understands the various facets of the learning activities which schools must cultivate (Starratt, 2005).

# How do we Foster Responsible Leadership in the Classroom?

- This requires a set of dimensions (six) consisting of core beliefs, requisite knowledge and skills. An adapted version of the Kentucky Teacher Leadership Framework (2015) is used to discuss this further.
- The use of emergent technologies to maximise effectiveness and impact across diverse interest groups cuts across all dimensions.

# How do we Foster Responsible Leadership in the Classroom?

## 1. Developing the capacities of students and self

### - Modelling positive leadership behaviours

- Use of empirically verifiable (evidence-based) student data to inform instructional decisions.
- Providing an enabling student-centred learning environment to support authentic learning and increase student engagement.
- Stretching the thinking of students by listening and asking questions that broaden their critical thinking skills

# How do we Foster Responsible Leadership in the Classroom?

## 2. Developing the capacities of peers

- Leading through modelling and coaching by peers

- Creating an enabling environment for teachers to take risks and to develop trusting relationships.
- Knowledge of the theoretical frameworks governing teaching and learning.
- Encouraging effective collaborations using technology and interpersonal behavioural effectiveness.

# How do we Foster Responsible Leadership in the Classroom?

## 3. Enhancing student learning through change

- Leading teams to contribute to positive change in the learning environment

- Open-mindedness in managing diverse views (cultural intelligence).
- Application of organisational and facilitation skills in achieving expected outcome from the collaborations.
- Shared responsibility and leadership, serving as a catalyst for others' leadership.



# How do we Foster Responsible Leadership in the Classroom?

## 4. Enlarging teachers' role beyond the classrooms

- Leading to enhance teacher voice and influence

- Articulating a shared vision for student learning and decision-making.
- Anticipating and planning for emerging trends in teaching and learning.
- Collaborating with a widened stakeholder base.

# How do we Foster Responsible Leadership in the Classroom?

## 5. Driving Educational Reforms

- Leading professionalized teaching by creating opportunities that go beyond the immediate environment.
- Taking the initiative in galvanising stakeholder support for educational improvement
- Skilfully advocating change policies.
- Motivating other teaching professionals and helping to align their goals and priorities to those sought by the reforms.

# How do we Foster Responsible Leadership in the Classroom?

## 6. Expanding the world of the learning environment

- Leading to build connections with the broader community

- Ability to seek information and resources outside the typical learning environment and to use reliable data in decision making.
- Ability to positively influence and inspire stakeholder support.
- Ability to effectively communicate to wider audience groups.

# Preparing students for their role as ethically responsible citizens

What classroom strategies for teaching ethics can be adopted by faculty across disciplines?

A range of classroom activities can be used to facilitate ethical thinking and learning, including:

1. Case studies (based on true events)
2. Class presentations
3. Debates
4. Simulations
5. Graphical representations
6. Independent research
7. Guest speakers
8. Media analysis

# Preparing students for their role as ethically responsible citizens

## How can a faculty integrate the phases of ethical decision-making into their pedagogical or andragogical approach?

Some of these activities may be better suited to different phases of ethical decision-making:

- **Ethical sensitivity** - raising awareness of the ethical issues (for e.g. media analysis).
- **Ethical deliberation** - identifying possible responses and evaluating them (for e.g. role play, round robin).
- **Ethical justification** - justifying a particular response against other perspectives (for e.g. position papers).

# Preparing students for their role as ethically responsible citizens

## How can faculty plan for assessment tools that show that students understand the process leading to ethical decision-making?

School leaders should promote a different thinking/consideration for their staff when designing an effective classroom programme by:

- the use of open-ended tasks designed for students to demonstrate a critical awareness of the ambiguous and contextual nature of the ethical issues.
- ways in which the tasks reflect the learning objectives of the classroom programme.
- the relative weighting of the task, particularly when the ethical component forms part of a larger task - to influence students' perceptions of what is important.

# Conclusion

- Leadership is central to the quality of education and continues to play a critical role in addressing the performance of the school system.
- The global and cross-cultural challenges of responsible leadership call for a strong ethical element in the work environment to help organisations achieve their goals.
- The future of educational leadership is to push towards collective leadership that relies on the strengths of interactions between schools and their communities.

# Conclusion

Education leaders should adopt models that support integration of ethical and responsible leadership thing in the curriculum design and instructional approach. An example can be the *The New Zealand Curriculum* (NZC) that requires that students develop their ability to:

- express their own values, and to explore, with empathy, the values of others
- discuss disagreements that arise from differences in values and negotiate solutions
- make ethical decisions and act on them

***- Responsible leadership is not an option but an economic necessity and urgent moral imperative.***



**THANK YOU FOR LISTENING AND  
PARTICIPATING**

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thank you

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merci

gracias

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