

PERCEPTIONS OF SCHOOLS PRINCIPALS THROUGH DISTRIBUTED LEADERSHIP: CASE STUDY OF TWO PUBLIC SPANISH SCHOOLS

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Abstract

Experience has shown that the attitude of the person assuming the management functions in the school is a key and decisive element in the quality of the change processes in the school. Of these ideas is born, the concept of (DL). **METHOD.** The research design as a qualitative study by a case study. The main objective is to understand the four dimensions of DL and the actions of the Principal through representative cases of two public schools. The techniques used to collect information were documentary analysis, questionnaires, in-depth structured interviews, and observation. **RESULTS AND DISCUSSION.** The results found are very broad and correspond to the two schools. This research presents the results of the LD, which refers to the responses given by two Principals, of the four dimensions (DL Practices, Shared Decisions, Mission, Vision and Professional Development). The conclusions are extensive and will be explained in the development of communication.

Key-words: Dimensions of distributed leadership; Case study; Distributed leadership; Spanish schools, Principals.

PERCEPCIONES DE LOS DIRECTORES ESCOLARES A TRAVÉS DEL LIDERAZGO DISTRIBUIDO: DOS CASOS DE ESTUDIO EN ESCUELAS PÚBLICAS ESPAÑOLAS

Resumen

La experiencia ha demostrado que la actitud de la persona que asume las funciones de gestión en la escuela es un elemento clave y decisivo en la calidad de los procesos de cambio en la escuela. De estas ideas nace, el concepto de liderazgo distribuido. 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 través de dos casos representativos de escuelas públicas. Las técnicas utilizadas para recopilar información fueron el análisis documental, los cuestionarios, las entrevistas estructuradas en profundidad y la observación. Resultados y discusión. Los resultados encontrados son muy amplios y corresponden a las dos escuelas. Esta investigación presenta los resultados del LD, que se refiere a las respuestas dadas por los dos directores, de las cuatro dimensiones (prácticas Ld, decisiones compartidas, misión, visión y desarrollo profesional). Las conclusiones son extensas y se explicarán en el desarrollo de la comunicación.

Palabras clave: Director Escolar; Dimensiones de liderazgo distribuido; Caso de estudio; Liderazgo distribuido; Escuelas españolas.

1 INTRODUCTION

21st century Society brings and demands changes, the school has become a permanent priority for these changes, influenced by technology, globalization processes, program reforms and curricula to name a few. Experts such as (Leithwood *et al.*, 2006; Harris, 2012; Day & Sammons, 2013; Spillane, 2017) express that leadership in school effectiveness and improvement forms a key component considered as the second-largest school ingredient. The development of school leaders according to (Pont *et al.*, 2009) safeguards a practical preparation that differentiates aspiring Principal school as assets in service.

The justification of the investigation is basically derived from the following arguments. There are new social demands that require reform at the school level, these reforms or transformations must be promoted from within each school centre. In this context, a strong direction is basic, whose competences encompass competencies to perform all functions, from a vision of DL. It urges in the Spanish centres a school direction that acts as a motor of change committed with the whole educational community and whose project is common (Bolívar & San Fabián, 2013). The school centre's DL is one of the most thriving factors that schools have to be effective and achieve quality results. School leaders are able to influence and shape the conditions in which they occur (Leithwood *et al.*, 2006).

Research says school leadership makes a difference in schools, one of the most influential factors in student academic achievement and accounts for 25% of all school effects (Leithwood *et al.*, 2006). It means that if the Principal exercise DL practices they will be able to influence the teachers and improve in this way the conditions in the development of the processes of teaching and learning.

2 AN APPROXIMATION TO THE CONCEPT OF DISTRIBUTED LEADERSHIP

The interest of studying DL style, is becoming increasingly important, the predominant position in contemporary literature regarding

DL, establishes the following fundamental theories: theory of activity (Spillane *et al.*, 2004); theory of “substitutes for Leadership” (Jermier and Kerr, 1997); theories on located and distributed cognition (Brown & Duguid, 1991; Gronn, 2002); institutional theory (Ogawa & Bossert, 1995) and; motivation theory (Bandura, 1989 & Locke, 2003) (Mentioned by García, 2017a).

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, 2010). Evidence from different types of educational institutions confirms the idea that some leadership practices are valuable, in almost all contexts (Leithwood and 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.

The characteristics of the distribution model in the first place focus primarily on interactions, rather than actions, supervisors and informal leadership roles. Secondly, it is the direction and influence in leadership, as well as the improvement of the organization’s instruction (Spillane, 2012), recognizes the work of all people rather than contributing to the practice of leadership, if not formally designated or defined as the leaders. Third, the DL is also fundamental to the reconfiguration of the system and organization, as well as the redesign that requires horizontal decision making (Hargreaves and Fink, 2000). 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 (2009) points out that the definition and understanding of DL fluctuate between the normative and the theoretical, hence the literature supporting the definition of DL remains diverse and broad-based. Despite these solid investigations, it is during the last decades, which has emerged in the educational

research, the approach on the DL (Gronn, 2002, Spillane, 2012), must be highlighted, that this new position, has been driven by a change of Paradigm, which moves the individual leader, by the leader or distributed leaders, being the main cause the demands in the educational leaders and in the world of the Education (Gronn, 2002, Hulpia *et al.*, 2009). For Elmore (2005) the important thing is instruction, improvement and school performance. DL then, means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture. It is the “glue” of a common task or goal —improvement of instruction—and a common frame of values for how to approach Elmore (2000). On the other hand, Spillane (2006) & Spillane and Diamond (2007), have based the study, to a large extent, on distributed cognition to generate a theory of DL.

The DL of the school centre is one of the most vibrant elements, with which schools have to be effective and achieve quality results, school leaders are able to influence and shape the conditions in which they occur (Leithwood *et al.*, 2006). The review of the investigations affirms that to achieve, the improvement of the learning the performance of the directors must have traits of a model of up-down rather than bottom-up however, it should be taken into account that although it is Recognize that a top-down authority model can be more effective for improving student learning outcomes (Maureira *et al.*, 2014). The perspective of distribution, focuses on how the practice of leadership is distributed among the formal and informal leaders and in the analysed construct is a new leadership based on morals, centred on values, which by nature promotes its own Socialization, its distribution in the whole. In theoretical terms, LD corresponds to the means of multiple sources of guidance and direction, following the contours of experience in an organization, made coherent through a common culture (Garcia, 2017a).

3 PROBLEM APPROACH

The importance of the school 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 and Seashore-Louis, (2011); Knapp et al., 2014; Spillane, 2017). As we express, Spanish centres a school direction that acts as an engine of change, must committed with the whole educational community and whose project should be is common as sharing learning and teaching (García, 2017b).

Two unfavourable factors must be pointed out for Spain, firstly, in Spain the school management is very weak, there is a model of direction very different from the rest of the European countries, with the exception of Portugal (Bolívar, 2012). Both countries have built an address with very different characteristics, full of difficulties and unfortunately in the case of Spain, there is no professionalization or leadership. The characteristics of the system itself are transformed into barriers to the exercise of leadership. Secondly, the new Education law (of Spain, 2013), further closes the doors to an autonomy of the centres, scarce curricular, pedagogical competencies. Spain is one of the countries where school managers play lower leadership quotas. Spain has a weakened direction, must go to international trends where leadership and an effective direction are key to school improvement (Bolivar & San Fabián, 2013). The research has shown that the behaviour and attitude of the person assuming the functions of management in the school are a key element that determines the existence, quality and success of processes of change in the institution (Garcia, 2017b).

4 METHOD

For the development of the objective, qualitative techniques were applied, in order to understand the DL's four dimensions (previously defined) and the actions of the Director (a) through representative cases of two schools, which illustrate practices in a context Broader. This study is mixed and with the qualitative study, it is deepened in the findings thrown in the previous objectives, identifying different ways of exerting the DL, in the directors (as) of the schools of Madrid, expanding in this way, the first study of quantitative analysis.

4.1 Research design

This is a mixed-source case design. It is a case because it deepened in the DL of a few directors in a profound way, with detailed descriptions of their context and the school. It is a mixed source because in-depth structured interviews were used, which were applied to directors, and data from institutional documentary sources, generated by the same schools, and by secondary sources related to statistical data of each school, registered by the Spanish Ministry of Education and Science (Educa Madrid, 2017).

The type of case study that was developed is called an instrumental case study because it was wanted to get a better understanding. The instrumental case studies are distinguished because they are defined because of the interest to know and understand a broader problem through the knowledge of a particular case (Stake, 2013).

4.2 Population and study units

The study population is the group of Directors of primary education centres of the Autonomous Community of Madrid, corresponding to 244 public primary schools and 277 private, according to the database of (Educa. Madrid, 2017).

4.3 Study sample

An intentional sampling was carried out with four directors (as). The following criteria were defined to select the case studies:

- The type of institution.
- The size of the institution.
- Recognition of the quality of the school.
- DL profile identified.

The selection of schools in particular for this qualitative case study has been based on:

- The four primary schools are of a different nature to more easily perceive the existing DL dimensions.
- The chosen schools allowed to see if there is evidence of an innovation history that has characterized schools as a potential site for research on DL.
- In most schools the principal has had a long period of time in school which means that leadership processes should be well integrated into the school culture.
- The four schools are a sample of a wide range of complexity factors based on contextual characteristics including socioeconomic, educational, cultural and linguistic diversity. School communities are likely to gain some benefit from participating in the research project.
- The existence of a sincere will by the principal and other key staff members to participate in this research project during the years 2014-2016.

Based on these criteria, the study cases selected in this research were the following schools in the city of Madrid (Figure 1).

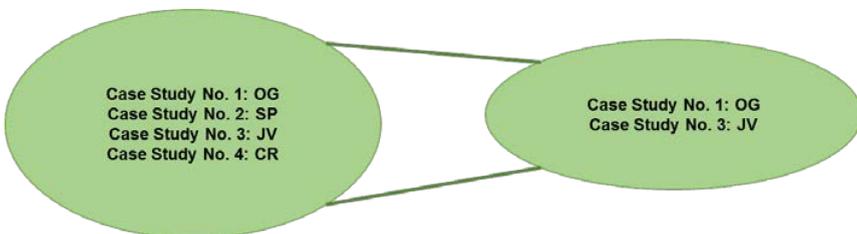


Figure 1. Selected schools
Fuente: Elaboración propia

In relation to the gender of the directors in the case studies there are three directors and one director at the OG School. The ages of the directors (as) are 32 years (SP), 40 years the director of the OG, 55 years the director of the JV and 60 years the director of the CR School. Years of experience as directors in the respective schools were varied. The less experienced is the director of SP with two years in office. The director of the OG School and the director of the CR School are 8 years in office and the most experienced is the director of the JV with 14 years. The composition of the selected schools is 31% (1 school) for the schools and 69% (3 schools) for public schools. Then, there is a range whose population ranges from 200 to 298 students, corresponding to the LS and CR schools. Two of the schools with 550-689 students: JV with 550 students, and OG with 689 students.

4.4 Objective and variables of the study

To understand the actions of the Director in relation to the DL through two schools of the representative sample that illustrate the practices of the managers in a broader context. The variable to describe is DL. It focuses on the interaction between the employees, in which it recognizes the work of all the individuals by contributing in the practice in the decision making and in the delegation of responsibilities and authority, even if they are not formally defined as leaders, and it is fundamental in the configuration of the system and of the organization because the redesign of the organization requires a process of decision making shared (Garcia, 2017a).

Distributed leadership consists of four dimensions, which are listed below:

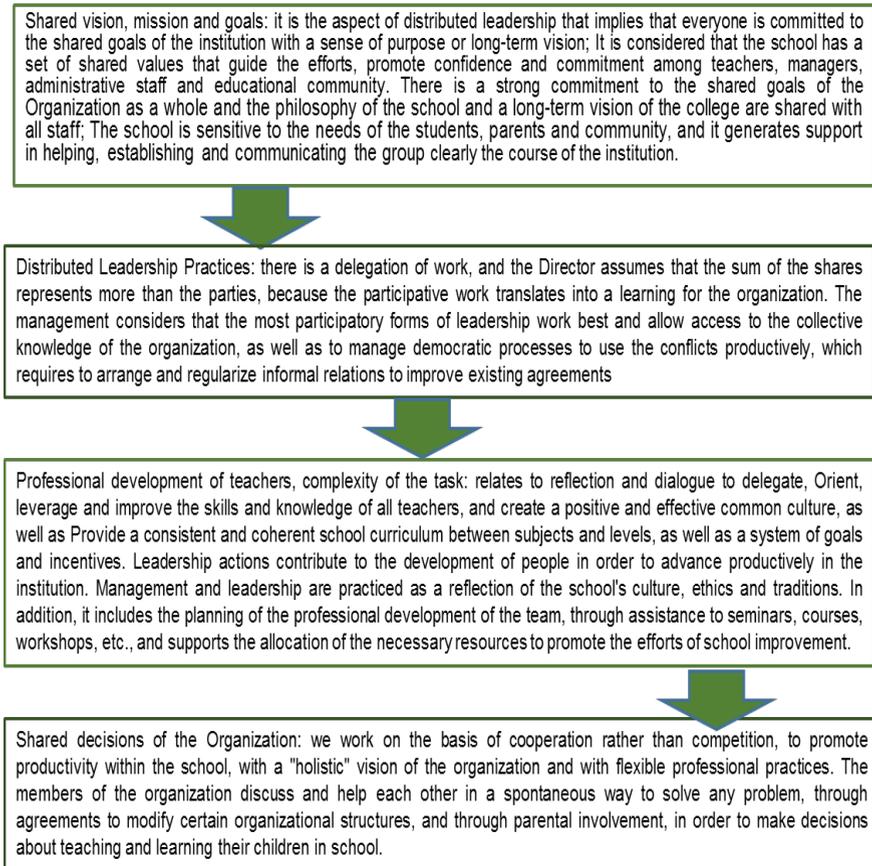


Figure 2. The four dimensions of distributed leadership.
Source: Own elaboration base on Groot (2002) and Elmore (2000).

4.5 Participants and instruments for collecting information

The study cases selected in this research were: Case Study No. 1: OG and Case Study No. 2: JV. Both public primary schools, located in the Tetuan municipality of Madrid Capital (Figure 1). In the cases, six visits were required (between 2014 and 2016), for data collection, through interviews with the director (a), as well as by observational records. An in-depth interview Guide (interview guide) was developed (Varguillas & Ribot of FLOWERS, 2007). There was a greater

deepening in the perceptions of the two cases under study (managers, schools, organization, communities ...) than with other methods of collecting information. In elaborating the protocol of the interviews have been presented the questions to deepen the dimensions of the DL and previously collected in the questionnaire presented.

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. The recording was used to carry out the interviews since in this way the mechanism was facilitated to obtain objective data in relation to the investigation. This procedure assured the reliability of the words and the language, the recordings were transcribed to be analysed with the application Atlas.ti.

In general, the analysis process was combined, which relates to the researcher's creativity, identifying four phases. (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). (iv) Analytical interpretation (description of Findings or theorizing) (Varguillas, 2006).

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 the file generated by the Atlas-ti. In this investigation all the interviews were loaded before debugging (application of the software) and from these it was processed to the codification.

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. 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, in order to generate a climate of trust and therefore 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 (Figure 3)

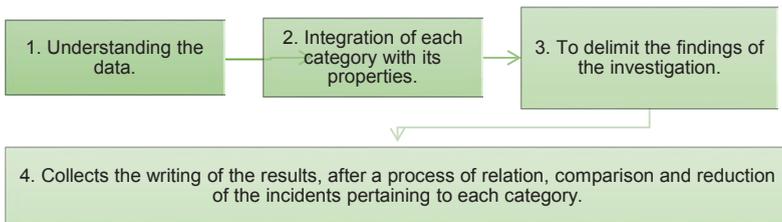


Figure 3. Stages of content analysis.

Source: Own elaboration base on Boréus, K., & Bergström, G. (2017).

With the process of organization of findings, we sought to spin each of the answers of each director, in order to find the meaning that they might have, the complex realities of each of the schools in the network of categories.

5 RESULTS

5.1 Context of the case study

The research was carried out in Madrid Capital, in the municipality of Tetuan in Spain (Figure 4), have studied in depth two centres of public education infantile, one of them bilingual. In relation to the population of Tetuan has 153,789 inhabitants and an extension of 537.31 Km², distributed in the official districts: beautiful views, four roads, Castillejos, Almenara, Valdeacederas and Berruete. In

inquiring about the data of distribution of foreign population in the database of the census it is observed that Tetuan has 69,036 inhabitants, divided mainly between Ecuadorians, Dominicans, Romanians and Moroccans.

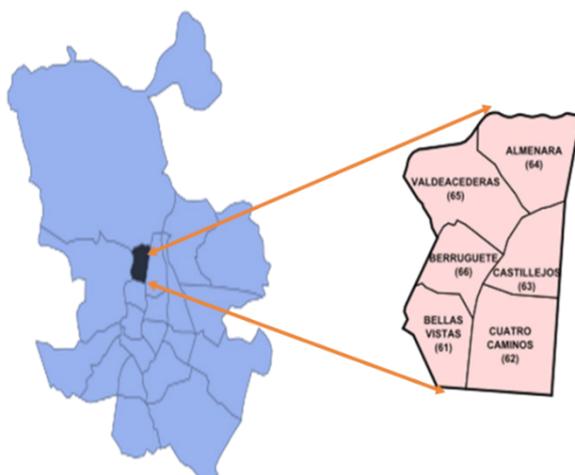


Figure 4. Madrid Capital and Tetuan y Municipality of Tetuan
Adapt from Municipality of Madrid (2017)

In the two schools studied, the demand for enrolment of students in general is high, the unadmitted are very few. The socio-cultural and economic level of the families of these children is of great diversity. In relation to the immigrant representation of the infantile population, the majority is distributed in the following populations: Dominican Republic, Colombians, Venezuelans, Paraguayans, Ecuadorians, Romanians, Moroccans and recently many Asian.

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 centres of their children.

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

5.0.1 *Case 1 OG*

OG is inaugurated on August 13, 1976 by President Adolfo Suárez, the first Democratic president of Spain (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. In relation to the teaching staff, the school principal explains that:

[...] is line three, has integration, E. Compensatory and hearing and language. It is also counted with the attention of a counsellor and a PTSC (director OG).

The Faculty of Professors of the centre make up, in the area of infantile education, 10 professors. From first to sixth grade there are 24 classrooms with 12 teachers and six in English. There is a team of educational and psycho-pedagogical orientation (EOEP), formed by a psychologist and a technical teacher of services to the community (PTSC). In addition to the kitchen staff. OG is considered an ordinary centre with support for students with special educational needs, with educational compensation program, TGD Classroom project and Bilingualism project. Due to these characteristics, the attention of the EOEP of sector is priority by the two professional profiles of educational orientation and services to the community (PTSC).

5.2.2. *The OG's director 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 models Different. 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 centre, social workers, school of parents etc. With a high degree of satisfaction in achieving the proposed objectives. Enter the OG with a management project (Director OG).

The MVMC dimension is based on a consistent school curriculum:

[...] we are a bilingual centre, we have the project of the community of implantation of bilingualism, we go for 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. (Director OG)

Of the MVMC dimension considers attractive and challenging:

[...] I think we have a shared line with the management team for a long time, who have changed to the head of studies, but we maintain the same line, I think we are at a point that we have achieved very concrete and very clear objectives, that we are at a good time In school, we always have to improve and we have a path to do and in that we are, in fact we have plans, which transmitting through the cycles of the AFP and new proposals for improvement and communicating of course, getting the ideas , but with a clear line and a clear directive, i.e. that the line is quite marked and then elsewhere (Director OG)

The second dimension analysed is CD. The interviewee said that the decisions were summarized:

[...] In the participatory structure, promotion of collaborative work, promotion of productivity and holistic vision (director OG).

With regard to the participatory structure, it can be emphasized that the OG has an organizational design that allows to incorporate the

different actors of the educational process in the decision-making (management, teachers, students, parents). To what the director says:

[...] And also a way that parents are in more contact with the centre, we also have a pretty collaborating kettle and that organizes many activities also with parents, some party and the educational community also forms part with a certain weight in the centre, although the most Important is channelled through the school board and parent involvement of the school board (Director OG).

The third dimension analysed is PDL, the interviewee said:

[...] that the same is summarized in the distribution of tasks, the use of skills, the delegation of leadership, the responsibility, to establish communication at all the levels and access to the collective knowledge. (Director OG).

The perception of the director to the DLP as a strategy to access the collective knowledge of the organization and that the most participatory forms of leadership work best is that the manager delegates' work and works by consensus:

[...] But I think we have a shared line with the management team for some time, who have changed to the head of studies, but we keep the same line. We are at a point that we have achieved very concrete and very clear objectives, that we are at a good time in school, that we must always improve and we have a path to do and in that we are, in fact we have plans of improvement, which transmitting through the Cycles of the AFP and the new proposals for improvement and communicating it of course, getting the ideas, but with a clear line and a clear directive (Director OG).

In the fourth Dimension OG DP, the interviewee said:

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

There is professional development which 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 teacher to the new educational necessities and to their sociocultural environment.

5.3 Case 2 JV

The story points out that the school was planned in the year 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 GaDLós), Ventorrillo (Pardo Bazán) and Bravo Murillo (Jaime Vera). The style of architecture is called *Mudejar* by the use of the brick seen and its arches.

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

By asking the director of the JV about his seniority at the institution and his preparation he says:

[...] Because it has been my only professional activity, I started in 1978, I started as a teacher and started to occupy management positions in the year 92, at the school Ignacio Zuluaga, I took the address of the centre, I was in that school eight years and to be a school for needs I change to this other, the JV and here I have been in the office of Management since the year 2000, which are fourteen years in this school plus eight in the previous (Director JV).

5.3.1 Valuing diversity: The JV Principal made the assessment of diversity and integration

About the MVMC dimension the director characterizes it by valuing diversity and sensitivity to the needs of the families and redesign of the organization. The director believes:

[...] that the school is sensitive to the needs of the students, parents and local community. Not because I or my management team did but because, the school, the children have been asking us to change in some way, the work done with them, but let's say the structure is not marked, there we have no capacity to maneuver ... (JV Director).

In relation to the PDL dimension, it associates it 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.

With regard to the third dimension, the CDs 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.

Precisely, within the core objectives of the school, it is envisaged to acquire in at least one foreign language the basic communicative competence and to start in the use of information and communication technologies. They are also deeply concerned about dropping out of school. In relation to the first moment of the economic crisis, the dropout and the negative influence in the school, 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 the 2001 practically equalled. And in the year 2002, it was backwards, practically 75%-80% of the population is not Spanish and the rest, yes, Spanish (JV Director).

The director exhibits about desertion and its consequences:

[...] 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 (JV Director).

About the DLP in relation to what it thinks or believes that non-consensual decisions are imposed or that more participatory forms of leadership work best, he says:

[...] The decisions imposed are usually not good, we always try that dialogue and the one that is never going to reach 100% of consensus. But good always after a debate you come to the conclusion, that a majority adopts a certain line of work, and that line of work has to yield, followed by all; within the freedom of lecture that every teacher has. But if you mark a line of work, those lines each teacher in your own way but you have to comply (JV Director).

Reading is considered an essential factor of intellectual enrichment and constitutes a key activity in education, as one of the main learning tools whose domain opens the door to new knowledge. Finally, the evaluation of the Director in relation to MVMC, this dimension tends.

[...] towards diversity and emphasizes the sensitivity to the needs of the families and redesign of the Organization (Director JV).

The Director values diversity and is considered a flexible person directing the organization, but cannot leave aside the current features of the organization and highlights these features with the following:

[...] The main problem is not that they are not Spanish, the main problem and I have said many times in interviews

and surveys, is how these students have been incorporated into the educational system. I have always said that if here at this school or in any, a teacher gives you thirty or twenty-five students from whom we have here in the Dominican Republic, Ecuador, Colombia, and Bolivia I do not care. But you give those 25 students in September and finish the course and are the next course and make the primary complete with us, the result we get from these students, as they were born in Santo Domingo or who were born in Seville, the result would be the same. (JV Director).

Discussion and conclusions

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, Capital, Spain. This discussion aims to give a critical look, specifically the study of cases compared with the results that indicate other research in the area. In this case study, the results of the investigation are not intended to be conclusive and have its limits (Stake, 2013).

To successfully achieve the result of the work, all the syntax rules set by the Atlas program were followed. TI and the parameters established by the researcher in the case study were used. Now, combining technology by itself through the use of the Atlas. It is not significant, the valuable is the interpretive capacity of the researcher (a), because it is precisely there that emerge the findings characterized by the unpublished.

In the line of the DL, the figure and role of the director does not disappear but emphasizes its central value, as it is considered a key piece to develop a collective leadership, promoter of the improvement in the learning (Spillane, 2017; Harris, 2012). It cannot underestimate its importance, on the contrary it must be accepted from the role of Impeller and coordinator of the improvement and innovation of the processes of teaching-learning, since the research shows that without

an active support and sustenance of leaders in positions Formal as directors the DL will not arise or be held in school.

In this research, both schools have shown 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 directors to be elected. The project is an instrument presented to a committee of parents, professors and representatives of the administration. It contains in writing a proposal for an educational plan that includes the vision of the Centre; In addition to values, principles and modes of action. Although the project is designed for the first four years, both managers have been re-elected and the work continued. In these two cases the directors were chosen for their innovative projects.

One of the main findings in this case study is that, both directors have lived and deepened, social changes, unemployment of families and desertion product of the severe current economic crisis in Spain. The inclusion of students, a 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, has to learn mathematics, has to learn geography, history, but has to learn to be 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 variety of nationalities, you have to learn to respect the partner because there are five, eight, ten different nationalities in each class (Director JV) .

The two schools are characterized by having a DL, with high levels of participation of the students, and of commitment, that is, everything that refers to the collaboration and leads to a more inclusive approach of the diversity, is applied. It also demonstrates the commitment of directors, in the face of inclusive solutions, for those who

live in difficult situations, by the Spanish economic crisis, foreign and Spanish students from different 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 management of the curriculum focuses on objectives and learning criteria, the possibility for students to acquire the desired competencies and integration. In both schools, the high immigrant population is a priority for the management of the Centre, facilitating resources and enabling the objectives to be achieved. The Director 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 (Director OG).

Both managers drive and participate coordinating improvement projects in the case of OG, information and communication technologies, but also, for example, in programs related to experimental sciences, with coexistence or 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 director of the JV the priority is the management of the curriculum, has expressed throughout the visits that management, focuses on objectives and learning criteria, despite the financial cuts or the rotation of students of various Nationalities, have worked for the programming to value, and therefore, there is a greater possibility that the students acquire these desired competencies.

One of the most highlighting and positive features of principal OG is to have proven 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. With this aptitude has promoted not only the distribution of the leadership, but also the social distribution of the influence in the group (for example the AMPA, scholarships of the dining room, competitions). It favours decision-making together (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.

The school OG is distinguished by generating improvements in the education, emphasizes the reinforcement of language and mathematics; Special activities complementary outputs; Special cultural activities; Innovation project in music teaching and technology.

It is observed that the Director has expressed the promotion of equity and social justice (Ross and Berger, 2009), reveals in the discourse and action, a social, ethical and political commitment to public education, which he considers valuable for his levelling function of the Inequalities present in society and therefore transforming.

Both directors 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 difficulties.

Both the OG and the JV have within their objectives to work with pedagogical and methodological principles which translates into an active methodology, in which the students are the subjects of learning, using mainly strategies based on the game, motor of the whole

process of teaching – learning and didactic resource par excellence in all areas of the curriculum. In this regard, authors such as Gómez (2014) 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, allowing to have a valuable information that clarifies its evolution, shows the different Pedagogical ideas of each experience and generates a necessary vision of the whole past and present.

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 Director points out:

Of utmost 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 an 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 (Director JV).

Theoretical research and analysis is evidenced, as proposed by Gronn (2002, 2008), in the practice of the three conditions (collaborative, collective and coordinated distribution), by the Principals of the two schools of Madrid. From this analysis it is clear that it is key to understand that by working collaboratively with the committed, capable actors, and locally adapting some general suggestions, to retake the strengths and overcome the weaknesses of individual leaderships, it I could get a formula with good results, and, of course, a first-rate education with quality.

The management model prevailing in Spain, is Democratic (Arias and Canton, 2006), for these Principals participatory work is a practice of

DL, when redesigning the organization has proven that educational leaders, develop their schools as effective organizations that support and maintain the performance of teachers and students, their contribution to team work and student learning.

Changes in the division of labour occur with the incorporation of new tasks and new requirements this seems to have two parts the technical part and a social form. In the DL, the division of labour becomes evident, when individuals and groups do so on the basis of their values and interests. These relationships are a key source of social and organizational power, if compared to exclusively hierarchical or centered forms of leadership, it is thought that DL reflects more accurately the division of labour that is lived within the organizations on a day-to-day basis.

Participatory work results in learning. The concept of LD is significantly overlapping with the concepts of shared leadership (Pearce and Conger, 2003), Collaborative (Wallace, 1989) Democratic (Gastil, 1997) and participatory (Vroom and Jago, 1998) mentioned by García (2010). DL represents a set of practices to set course and exert influence, potentially “by people at all levels, more than a set of personal characteristics and attributes of people at the organizational cusp” (Fletcher and Kaufer, 2003, p. 22).

The most participatory forms of leadership work best in complex tasks. Experts in theory of the school organization (Leithwood et al., 2006; Leitwood, 2009) have argued, that the complexity of the task is a key variable, which determines DL's responses

Cooperation is related to the concept of planned alignment which is comparable to the holistic modality already mentioned in the previous development of this work (institutionalized practice) (Gronn, 2002, 2008).

The direction of OG has strong characteristics that approximate it to the institutional leader. Focused on MVMC. The Director 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 director of the four dimensions of DL is: CD is the participatory structure, promotion of collaborative work, promotion of productivity and holistic vision. MVMC 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 director of the JV not only reviews, it takes into account that everything is adapted to the norm. The Director understands a specific characteristic as a communication or collaborative promoter: He has more experience sharing decisions rather than his leadership; they encourage cooperation in the accomplishment of tasks, promote communication, group integration and promote the joint work of the members of the organization. The integration they promote is group, among people, but it is not an institutional integration. The synthesis of the perception that has the director of the four dimensions of the JV is the MVMC characterized by the valuation to the diversity and the sensibility to the needs of the families and redesign of the organization.

It associates PDL 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. With regard to CDs they are characterized by lack of holistic mind, but if there is a curricular vision, cooperative work, redesign of the organization and consists of enriching professional practices.

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