

# MENON

©online

Journal Of Educational Research

A National and International Interdisciplinary Forum for  
Scholars, Academics, Researchers and Educators from a wide  
range of fields related to Educational Studies

Ἐχεις μοι  
εἰπεῖν, ᾧ  
Σώκρατες, ἄρα  
διδάκτον ἢ  
ἀρετή; ἢ οὐ  
διδάκτον ἀλλ'  
ἀσκητόν; ἢ οὔτε  
ἀσκητόν οὔτε  
μαθητόν, ἀλλὰ  
φύσει  
παράγινεταί  
τοῖς ἀνθρώποις  
ἢ ἀλλοτρίῳ  
τρόπῳ

Florina, July 2013

Issue 2a

## About MENON

The scope of the MEJER is broad, both in terms of topics covered and disciplinary perspective, since the journal attempts to make connections between fields, theories, research methods, and scholarly discourses, and welcomes contributions on humanities, social sciences and sciences related to educational issues. It publishes original empirical and theoretical papers as well as reviews. Topical collections of articles appropriate to MEJER regularly appear as special issues (thematic issues).

This open access journal welcomes papers in English, as well in German and French. All submitted manuscripts undergo a peer-review process. Based on initial screening by the editorial board, each paper is anonymized and reviewed by at least two referees. Referees are reputed within their academic or professional setting, and come from Greece and other European countries. In case one of the reports is negative, the editor decides on its publication.

Manuscripts must be submitted as electronic files (by e-mail attachment in Microsoft Word format) to: [mejer@uowm.gr](mailto:mejer@uowm.gr) or via the [Submission Webform](#).

Submission of a manuscript implies that it must not be under consideration for publication by other journal or has not been published before.

## Editor

**Charalampos Lemonidis**

*University Of Western Macedonia, Greece*

## Editorial Board

- **Anastasia Alevriadou**  
*University Of Western Macedonia, Greece*
- **Eleni Griva**  
*University Of Western Macedonia, Greece*
- **Sofia Iliadou-Tahou**  
*University Of Western Macedonia, Greece*
- **Efthalia Konstantinidou**  
*University Of Western Macedonia, Greece*
- **Vasiliki Papadopoulou**  
*University Of Western Macedonia, Greece*

**MENON © is published at University of Western Macedonia – Faculty Of Education**

Reproduction of this publication for educational or other non-commercial purposes is authorized as long as the source is acknowledged.

Readers may print or save any issue of MENON as long as there are no alterations made in those issues. Copyright remains with the authors, who are responsible for getting permission to reproduce any images or figures they submit and for providing the necessary credits.

## Scientific Board

- Barbin Evelyne, University of Nantes, France
- D' Amore Bruno, University of Bologna, Italy
- Fritzen Lena, Linnaeus University Kalmar Vaxjo, Sweden
- Gagatsis Athanasios, University of Cyprus, Cyprus
- Gutzwiller Eveline, Paedagogische Hochschule von Lucerne, Switzerland
- Harnett Penelope, University of the West of England, United Kingdom
- Hippel Aiga, University of Munich, Germany
- Hourdakis Antonios, University of Crete, Greece
- Iliofotou-Menon Maria, University of Cyprus, Cyprus
- Katsillis Ioannis, University of Patras, Greece
- Kokkinos Georgios, University of Aegean, Greece
- Korfiatis Konstantinos, University of Cyprus, Cyprus
- Koutselini Mary, University of Cyprus, Cyprus
- Kyriakidis Leonidas, University of Cyprus, Cyprus
- Lang Lena, University of Malmo, Sweden
- Latzko Brigitte, University of Leipzig, Germany
- Mikropoulos Anastasios, University of Ioannina, Greece
- Mpouzakis Sifis, University of Patras, Greece
- Panteliadu Susana, University of Thessaly, Greece
- Paraskevopoulos Stefanos, University of Thessaly, Greece
- Piluri Aleksandra, Fan S. Noli University, Albania
- Psaltou -Joyce Angeliki, Aristotle University of Thessaloniki, Greece
- Scaltsa Matoula, Aristotle University of Thessaloniki, Greece
- Tselfes Vassilis, National and Kapodistrian University of Athens, Greece
- Tsiplakou Stavroula, Open University of Cyprus, Cyprus
- Vassel Nevel, Birmingham City University, United Kingdom
- Vosniadou Stella, National and Kapodistrian University of Athens, Greece
- Leslie, University of Leeds, United Kingdom

## List of Reviewers

The Editor and the Editorial Board of the **MENON: Journal Of Educational Research** thank the following colleagues for their support in reviewing manuscripts for the current issue.

- Sofia Avgitidou
- Dora Chostelidou
- Konstantinos Dinas
- Miranda Doratsi
- Eleni Gavra
- Triantafyllia Kadoglou
- Stavros Kamaroudis
- Evagelia Kalerante
- Konstantinos Kasvikis
- Charalampos Lemonidis
- Nikolaos Mousoulidis
- Ioannis Mpetsas
- Eygenia Panitsidou
- Psaltou - Joucey Aggeliki
- Aggeliki Sakellariou
- Daniela Stoica
- Vasiliki Tsitoura
- Efthimios Valkanos
- Ifigeneia Vamvakidou

*Design & Edit: Elias Indos*

## Contents

Vasilika POJANI Benita STAVRE	A contrastive insight into some English problematic sounds for the Albanian students of EFL	<b>5-12</b>
Alma Karasaliu	A critical approach to the translation of Swift's "Gulliver's Travels" into Albanian language	<b>13-21</b>
Edlira Xega	Contextualization of intercultural aspects displayed in English textbooks in the Albanian classes, Korca city	<b>22-34</b>
Georges Stavrianos Iphigénie Vamvakidou Paraskevi Golia	DEFINITIONS ET SIGNIFICATIONS DU QUOTIDIEN EN HISTORIOGRAPHIE	<b>35-41</b>
Pekis Anastasios	Exploring the kindergarten teachers' views about the infants' assessment in preschool education	<b>42-56</b>
Alexandra Prentza	From teaching English to adults to teaching children: the changes that a teacher has to make	<b>57-68</b>
Lindita Kaçani Pavlo Cicko	How to improve the approach to foreign language grammar teaching	<b>69-79</b>
Vasiliki Karra	Ideology and Gender in Angela Carter's 'The Passion of New Eve'	<b>80-89</b>
Fabiola Kadi	La poésie engagée dans la religion, sa réception et ses relations avec le lecteur contemporain	<b>90-98</b>
Konstantinos Nikolantonakis Laurent Vivier	Positions numeration in any base for future Elementary school teachers in France and Greece: one discussion via Registers and Praxis	<b>99-114</b>
Sofia Gkouvousi	Public housing estates in Greece. Services and housing projects	<b>115-121</b>
Efthalia Konstantinidou Georgios Iordanidis	Studying educational leadership for social justice as identity: Towards a critical-reflexive discourse analysis of academic research texts	<b>122-134</b>
Dr. Eleni G. Gavra Eleni Matraki	The Greek Presence in Transylvania through the Historical Monuments	<b>135-145</b>

# Studying educational leadership for social justice as identity: Towards a critical-reflexive discourse analysis of academic research texts

Efthalia Konstantinidou

Assistant Professor, Department of Early Childhood Teacher Education, University of Western Macedonia, Greece

[thaliakn@otenet.gr](mailto:thaliakn@otenet.gr)

Georgios Iordanidis

Assistant Professor, Department of Elementary Education, University of Western Macedonia, Greece

[giordanidis@uowm.gr](mailto:giordanidis@uowm.gr)

## Abstract

In this methodological paper we present a discourse analytic framework which has been developed for studying academic research texts on educational leadership for social justice as texts of identity. Theoretically, the discourse analytic framework has two main orientations: a critical orientation in terms of studying the particular texts as governing educational leadership for social justice as identity, that is as both creating and regulating it by describing and explaining certain actions as leadership for social justice; and a reflexive orientation in terms of studying academic research texts as contributing to the constitution and reproduction of the 'romance of leadership' rather than just producing knowledge about leadership phenomena. Methodologically, in order to convert the theoretical orientation into analytic practice, a combination of discursive social psychology with systemic functional linguistics has been used for a micro- to macro-, three-level analysis of selected academic research journal articles: first, analysis of the governing of identity as textual practice accomplished by grammatical choice and its textual, ideational, and interpersonal metafunctions; secondly, analysis of the governing of identity as genre practice accomplished by genre choice as an additional linguistic resource; and thirdly, analysis of the governing of identity as discursive practice accomplished by mobilizing familiar themes of leadership discourse. Finally, the implications of the use of this discourse analytic framework for research in educational administration as well as for training educational administrators are discussed.

**Keywords:** *educational leadership for social justice, identity, governmentality, discourse analysis, reflexivity*

## 1. The educational leadership for social justice texts as texts of identity

Since 1999, when a special issue of International Journal of Leadership in Education appeared (1999), there has been a growing literature on 'leadership for social justice', in which a new orientation in the study of educational leadership has been advanced. So far, the majority of the published texts, theoretical and research texts with the particular terms used in their titles, have appeared in journal special issues (Educational Administration Quarterly, 2004; International Electronic Journal for Leadership in Learning, 2006 also published as Normore, 2008; Journal of Educational Administration, 2006 & 2007; Journal of Research on Leadership Education, 2010; Journal of School Leadership, 2002 & 2005; Leadership & Policy in Schools, 2006), and two collective volumes (Bogotch et al., 2008; Mashall & Oliva, 2006). Other publications have appeared as book chapters (Furmam & Shields, 2005; Larson & Murtadha, 2002; Shoho et al., 2005)

and articles in educational journals (Gaetane et al., 2009; Taysum & Gunter, 2008; Theoharis, 2008; Zembylas, 2010). As an academic field, leadership for social justice seems to be aligned with two traditions. First, due to its explicit concern with social justice, it is aligned with the tradition of progressivism as a project of social reform, which emerged at the end of the 19<sup>th</sup> century, and in which social justice has been a central moral and political principle (Flanagan, 2007; Nugent, 2010). Secondly, it is aligned with the tradition in educational administration emerging in the late 1970s, that brought to the foreground its moral and political aspects (Bates, 2006; Begley & Johansson, 2003; Begley & Leonard, 1999; Campbell, Fleming, Nystrand & Usdan, 1987; Foster, 1986; Grace, 1995; Greenfield & Ribbins, 1993; Gunter, 2001; Hodgkinson, 1996; Sergiovanni, 1992; Sergiovanni & Corbally, 1984; Smyth, 1989; Starratt, 1995 & 2004). As representing an emerging academic field, this literature attracted our interest in terms of the descriptions and explanations of specific actions produced 'educational leadership for social justice'. The focus on these descriptions and explanations of action has guided our critical positioning towards these texts as texts of identity, that is, as texts by which leadership for social justice is discursively created and regulated as well. Furthermore, the study of academic discourse on leadership guided us to adopt a reflexive positioning, that is to study academic texts as constituting and reproducing 'the romance of leadership' rather than just producing knowledge about leadership phenomena.

## **2. Theoretical framework**

### **2.1 The critical orientation: Identity as discursively governed**

Our reading of the academic texts on educational leadership for social justice as texts of identity draws on the 'linguistic turn' tradition in social psychology and organizational studies, in which identity has been theorized, and researched accordingly, as discursively constructed, thus advancing an anti-essentialist understanding of identity (Ainsworth & Hardy, 2004; Benwell & Stokoe, 2006; Fairhurst, 2007; Potter & Wetherell, 1987; Shotter & Gergen, 1989). In discursive social psychology, two major directions can be discerned in this tradition, one stemming from the social constructionist study of identity as emerging in interaction through language use (Antaki & Widdicombe, 1998), the other stemming from the poststructuralist study of identity as constituted within language, particularly that of a Foucauldian orientation (Henriques, Hollway, Urwin, Venn & Walkerdine, 1984; Hollway, 1991; Parker, 1992). While those two directions oppose to each other as far as the issue of agency is concerned, they both theorize identity beyond the public/private and the individual/social binaries, as well as beyond traditional psychological understandings of identity as personality, inner self or cognitive structure, and traditional understandings of identity as social role or social structure, in which personality, self or cognitive structure, social role and social structure are treated as pre-existing entities by which action is determined (Potter & Wetherell, 1987).

In addition, the same reading priority towards the leadership for social justice literature as an academic tradition directed us to place our analysis within the Foucauldian context of governmentality (Dean, 1999; Foucault, 1991; Gordon, 1991; Rose, 1999; Rose, O'Malley & Valverde, 2006) and study the particular texts as a form of governing practice, in which identity is constructed as true knowledge. Otherwise said, this is a way

to study how leadership for social justice becomes 'thinkable' and 'practicable' by these texts (Gordon, 1991, p. 3).

## **2.2 The reflexive orientation: Reproducing the 'romance of leadership'**

From the point of reflexivity as self-critique, i.e. that academic knowledge is not just knowledge about objects of the real world, but it also as contributes with authoritative ways to the construction of these objects and the reproduction of well established theoretical and methodological assumptions for their study (Alvesson, 1996; Alvesson, Hardy & Harley, 2008), we are also interested in showing in our analysis how the educational leadership for social justice texts mobilize taken for granted assumptions about leadership as resources in order to describe and explain this particular new kind of leadership. In organization studies, this position goes well beyond Meindl's research first drawing attention to the socially constructed nature of leadership in the attributions made by followers as the 'romance of leadership' (Meindl & Ehrlich, 1987), to re-considering the assumptions of leadership research which make it part of 'leaderism' as an ideology (O'Reilly & Reed, 2010).

This aim aligns our analysis with research in leadership studies which have an interest in the construction of leadership in texts and interaction (Alvesson & Sveningsson, 2003; Alvesson & Spicer, 2011; Hatch, Kostera & Kozminski, 2006).

## **3. The discourse analytic framework**

### **3.1 Analytic material**

Our textual material is consisted of academic research journal articles with an explicit orientation to the topic of educational leadership for social justice, that is, articles with these terms appearing in their titles, whose publication dates range from 1999 to 2010 (see the references presented in the beginning of the paper). These articles were selected from academic journals on educational leadership, administration and management and general educational research journals. We also collected other academic publications on the same topic, both theoretical and research texts, such as books and book chapters, in order to gain a broad perspective of the field. We narrowed down our analysis to research journal articles for two reasons: first, because they are rather homogenous texts as they are published through standard procedures (e.g. peer review) and in standard format (e.g. content organization, length), and, second, because these texts as research texts are particularly interesting from a rhetorical point of view as they not only contribute with new empirical material to the field, but they explicitly advocate social justice as a moral/political principle as well.

### **3.2 The framework**

In order to convert our theoretical orientation into analytic practice, a combination of discursive social psychology with systemic functional linguistics have been used for a micro- to macro-, three-level analysis of both form and content of the selected texts: first, analysis of the governing of identity as text practice accomplished by grammatical choice and its textual, ideational, and interpersonal metafunctions as resources for constructing meaning; secondly, analysis of the governing of identity as genre practice

accomplished by genre choice as additional linguistic choice; and thirdly, analysis of the governing of identity as discursive practice accomplished by mobilizing leadership discourses. As identity construction by and through language use is our main analytical concern, we are using systemic functional linguistics to this end in a selective manner and trying to handle the particular features of written discourse. In order to avoid terminological confusion, the first letter of the terms coming from systemic functional linguistics is written in upper case.

### ***3.2.1 Governing of identity accomplished by textual practice***

Within systemic functional linguistics (Egins, 2004; Halliday, 1978; Halliday & Matthiessen, 2004) language is theorized as a social semiotic system, that is as a meaning-making resource offering choices according to use in various contexts. This system is described as the functional grammar of a language, where linguistic choices have three metafunctions or components in the creation of meaning in the context of situation (or Register).

**Textual metafunction analysis.** From this perspective meaning is constructed as a consequence of the way language as message structured by order. At the level of clause, the message is structured in two parts: the Theme (that part of the clause which appears first) and the Rheme (the remainder of the clause). As the Theme signifies the most important part of the topic of the message, it is the Subject of the clause which is expected to appear in this position and it is called the Unmarked Theme. If any other part of the clause appears in the position of Theme, it is called the Marked Theme. The analysis in terms of Textual metafunction reveals the effects of Thematic choice in structuring priorities in meaning-making (Halliday & Matthiessen, 2004).

**Ideational metafunction analysis.** From this perspective language is viewed as representation of the experience of language users. At the level of clause, the representation is structured through Transitivity processes. The analysis of Ideational metafunction focuses on process type choices (Material, Mental, Verbal, Behavioural, Existential and Relational) signified by the Verbal group by which Experiential meaning is constructed, and on Taxis choices (Parataxis and Hypotaxis) by which Logical meaning is constructed (Halliday & Matthiessen, 2004).

**Interpersonal metafunction analysis.** From this perspective language is considered as exchange between language users in various contexts of interaction. The analysis of the Interpersonal metafunction focuses on Mood (Declarative, Interrogative, and, Imperative) and considers the language users' relationship with their audience and their attitude toward the subject matter of interaction (Egins, 2004).

### ***3.2.2 Governing of identity accomplished by genre practice***

In systemic functional linguistics, genre signifies the context of culture in language use and is practiced by the use of particular patterns, e.g. narrative, and, in this way, it can be considered as an additional linguistic resource for the construction of meaning (Egins, 2004; Martin & Rose, 2006).



### **3.2.3 Governing of identity accomplished by discursive practice**

In discursive social psychology with a poststructuralist orientation, there is a concern about the themes mobilized as resources for constructing meaning in interaction. These discourses have power effects as they both enable and constrain meaning construction (Edley & Wetherell, 1997, Wetherell & Potter, 1992).

From our three-level analytic perspective, the academic research articles on educational leadership for social justice are read as texts where the linguistic choices have power effects in terms of guiding both the construction of particular versions of educational leadership for social justice as well as their reading as authoritative texts about leadership.

### **3.3 Analytic example: constructing educational leadership for social justice as charismatic**

For this presentation of our discourse analytic framework we have chosen to analyze a part of an article titled “Woven in deeply: Identity and leadership of urban social justice principals” (Theoharis, 2008), specifically a subsection titled “Passionate visionary leadership” of the subsection titled “Social Justice Principals’ Common Leadership Traits” of the ‘Findings’ section. We will try to show that educational leadership for social justice is constructed as charismatic by both textual form and content choices. According to Weber (1978, p. 241) ‘The term “charisma” will be applied to a certain quality of an individual personality by virtue of which he is considered extraordinary and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities’.

As its content is summarized in the abstract:

*‘This article comes from an investigation into the identities and leadership traits of seven urban principals committed to social justice across elementary, middle, and high school levels. These administrators believed that enacting social justice for marginalized students was instrumental in their desire to become school leaders and central to their practice. A qualitative approach combined with principles of autoethnography has guided the research methods. Findings include varied personal experiences that sound their call to leadership and three common leadership traits. These traits are arrogant humility, passionate leadership, and a tenacious commitment to social justice. The article concludes with a metaphor explaining these leaders and their connection with their social justice work.’ (Theoharis, 2008, p. 3).*

Extract

*‘Passionate visionary leadership.* These social justice principals work not as bureaucrats or middle managers but as passionate leaders. Operationally, passionate leadership is having a tightly interwoven connection with the principal position and the person doing that job. It is caring so deeply, having such commitment, and maintaining sincere enthusiasm about this work that there is little separation between the leadership and the leader. They achieve this by holding, maintaining, and championing a strong vision while embodying the qualities that Shields (2004) and Furman and Grunewald (2004) described about transformative leadership. This passionate leadership seeks to change people’s beliefs and values from self-centered to other centered. In addition, they complement that effort with working toward the moral purpose of social justice. In explaining his

passion for social justice leadership, one principal described the difference between a good principal and social justice leader.

*[Traditional] good leaders are technocrats. They write good memos, they write good reports, they stay out of trouble, and they're ok, they're in ok places but they don't have any passion for anything, they're just technically very adept but they have no sense of passion or feel or vision. They just go through life and they're proficient in what they do.... Principals are like musicians. There are some musicians who play all the right notes, but there's no feel to them. Then there's some people who do everything, they play all the right notes and have a passion. Then there are people who are less technically gifted and passion compensates.*

This principal sees the social justice leader in both of the last two descriptions but attributed the big difference in their work to the passion.

The work of these social justice leaders is deeply connected to who they are, their passion, and their inner personalities. They see themselves tightly interwoven with their positions. One principal stated, "This is my life...it's all consuming." Another principal said, "This isn't a job [for the social justice leader], this is a life... It's not something I can leave when I leave this place, it encompasses me. It fully encompasses my whole life...this is my life." These principals typified the personal nature of the social justice leader. In our discussions they shared a deep connection to the positions and to their schools. One principal stated, "I live and breathe the school."

I am not arguing that all passionate leaders who work extremely long hours are social justice leaders. This is not an exclusive characteristic of social justice principals. There are many principals who have a zest for their position, their school, and improving their educational environment, who also work day and night. However, this personal, passionate, and visionary nature helps to make the social justice leaders successful.

These leaders feel this personal connection to their schools and to social justice and can translate that into seeing a better way. It is this personal vision that allows them to focus their efforts and the work of their staff in achieving equity and social justice for the marginalized students. This passion comes across as sincerity and personal connection to the school and their children are recognized and respected by allies and resisters alike. This passion, vision and personal nature also add to the struggle, the discouragement, and the toll. They are tightly connected to their work and their schools. The issues and problems feel personal, and when they cannot change things or cannot change things fast enough, that feeling of dissatisfaction becomes their inner turmoil.

Their personal involvement and passion make these leaders a vital part of their school community. They play active roles and maintain highly visible profiles with students, staff, and families. One principal put it, "How are you going to know what's going on, if you're sitting in your office? You've got to get out of the hallway, in the classroom, on the school grounds, in the community." This visibility is not unique to social justice leaders, but in combination with the passion, vision, and personal nature of their work it takes on different meaning and aids in accomplishing particular justice goals.' (Theoharis, 2008, pp. 16-17).

### **3.3.1 Governing of identity accomplished by textual practice**

Textual metafunction analysis. Due to space reasons, our Thematic analysis is limited at the level of the dominant clauses. The aim is to reveal the priorities in the construction of the topic 'Passionate visionary leadership' as the text unfolds.

In the 1<sup>st</sup> paragraph, 'social justice principals' and 'passionate leadership' emerge as important parts of the topic as they appear in the Unmarked Themes: 'These social justice principals', 'They', 'This passionate leadership', and the Marked Themes 'In addition' (Conjunctive Adjunct, additive) and 'In explaining his passion for social justice leadership' (Circumstantial Adjunct). In contrast, by The Marked Theme 'Operationally'(Modal Adjunct, a technical term) priority is given to the author's position as researcher, and by the Marked Theme 'It is caring so deeply, having such commitment, and maintaining sincere enthusiasm about this work that' (Predicated) priority is given to the author's evaluation of the action of the 'social justice principals'.

In the 2<sup>nd</sup> paragraph, the topic is further developed by the Unmarked Themes 'This principal', 'The work of these social justice leaders', 'They', 'One principal', 'Another principal', 'These principals', 'One principal'. By the Marked Theme 'In our discussions' (Circumstantial Adjunct) priority is given to the author's position as research participant.

In the 3<sup>rd</sup> paragraph, in the first sentence which is structured as a disclaimer (Hewitt & Stokes, 1975), by the Unmarked Theme 'I' priority is given to the author's evaluation of the proposition 'all passionate leaders who work extremely long hours are social justice leaders'. This evaluation is justified by means of a contrast, signaled by the Marked Theme 'However' (Conjunctive Adjunct, adversative), with 'This' and 'There' as Unmarked Themes.

In the 4<sup>th</sup> paragraph, by the Unmarked Themes 'These leaders', 'It is this personal vision that' (Predicated), 'This passion', 'their children', 'This passion, vision and personal nature', 'They', 'The issues and problems', 'that feeling of dissatisfaction' priority returns to the topic of the text.

In the 5<sup>th</sup> paragraph, by the unmarked themes 'Their personal involvement and passion', 'They', 'One principal', 'This visibility' and the Marked Theme 'in combination with the passion, vision, and personal nature of their work' (circumstantial adjunct) priority is given to the topic of the text.

Ideational metafunction analysis: Experiential & logical. In this section our aim is to reveal how the author represents his experience of reality by Process Types choices, and how this representation is structured though Taxis (Parataxis and Hypotaxis) choices.

In the 1<sup>st</sup> paragraph, 'social justice principals' are the Actors of the Material Processes in the dominant and the Expanding embedded clauses, signified by 'work' 'achieve' 'holding' 'maintaining' 'championing' 'complement' 'working'. As 'Passionate leadership' is the Carrier of the Intensive Attributive Processes signified by 'is', its membership of the classes of 'having a tightly interwoven connection with the principal position and the person doing that job', and 'caring so deeply, having such commitment, and maintaining sincere enthusiasm about this work that there is little separation between the leadership and the leader' is specified. 'Passionate leadership' is also the Actor of the Material Processes in 'seeks to change' (dominant and subordinate clause). 'One principal' is the Sayer of the Verbal Process signified by 'described'. The Verbiage of this Process is structured as a quotation (in Paratactic relation to and Projecting the previous clause), which functions as an empirical warrant and as giving 'voice' to the research participants. In the 2<sup>nd</sup> paragraph, 'This principal' is Senser of the Mental Processes signified by 'sees' and 'attributed to'. 'The work of these social justice leaders' is the Goal of the Material Process (in Passive Voice). 'They' is the Senser of the Mental Process signified by 'see'. 'One principal' and 'Another principal' are the Sayer of the Verbal Processes signified by

'stated' and 'said'. In both clauses the Verbiage is structured as a quotation. 'These principals' are the Token of the Intensive Identifying Process signified by 'typified', and, substituted by 'They' the Actor of the Material Process signified by 'shared'. 'One principal' is the Sayer of the Verbal Process signified by 'stated'. The Verbiage of this Process is structured as a quotation.

In the 3<sup>rd</sup> paragraph, 'I' is the Sayer of the Verbal Process signified by 'am not arguing'. The Verbiage 'all passionate leaders who work extremely long hours are social justice leaders' is structured as subordinate clause (indirect speech) and, substituted by 'This' in the next clause is the Token of the Intensive Identifying Process signified by 'is not'. 'Many principals' is the Existent, Carrier and Actor of the Existential, Possessive Attributive, and Material Processes in the dominant and subordinate clauses signified by 'are', 'have', and 'work'. In the last sentence, 'this personal, passionate, and visionary nature' is Actor in the Material Processes signified by 'helps to' and 'make'.

In the 4<sup>th</sup> paragraph, substituting 'the social justice leaders', 'these leaders' is the Sayer and Actor of the Mental and Material Processes signified by 'feel', 'can translate' and 'seeing', 'focus', and 'achieving'. Substituted by 'They' they are Goal and Actor of the Material Processes signified by 'are tightly connected to' and 'cannot change'. 'this personal vision' is Value and Actor in the Intensive Identifying and Material Processes signified by 'is' and 'allow'. 'This passion' is Carrier in the Intensive Identifying Process signified by 'comes across as'. 'This passion, vision and personal nature' is Actor of the Material Process signified by 'also add to'.

In the 5<sup>th</sup> paragraph, 'Their personal involvement and passion' is Actor of the Material Process signified by 'make'. Substituting 'social justice leaders', 'They' is Actor of the Material Processes signified by 'play' and 'maintain'. 'One principal' is Sayer of the Verbal Process signified by 'put it'. The Verbiage is structured as a quotation. 'This visibility' is Carrier of the Intensive Attributive and Possessive Attributive Processes signified by 'is not' and 'takes on], and Actor of the Material Process signified by 'aids'.

Interpersonal metafunction analysis. In this section, our aim is to reveal how the author positions himself towards the topic of the text and towards the reader through Mood, Polarity, and Modality choices.

In the 1<sup>st</sup> paragraph, the Mood parts 'These social justice principals work', 'passionate leadership is', 'It is', 'They achieve', 'This passionate leadership seeks', 'they complement', 'one principal described', are all Declarative, Polarity is positive, and there is no Modalization.

In the 2<sup>nd</sup> paragraph, the Mood parts 'This principal sees', '[this principal] attributed', 'The work of these social justice leaders is', 'They see', 'One principal stated', 'Another principal said', 'These principals typified', 'they shared', 'One principal stated', are all Declarative, Polarity is Positive, and there is no Modalization.

In the 3<sup>rd</sup> paragraph, the first sentence is structured as a disclaimer 'I am not arguing that all passionate leaders who work extremely long hours are social justice leaders'. The Mood part of the dominant clause is in Negative Polarity. There is High Subjective Modalization. In the next sentence, the Mood part 'This is not' is in Negative Polarity. The last two sentences are structured as a contrast in which the Mood part 'There are' is in Negative Polarity, and the Mood Part 'this personal, passionate, and visionary nature helps' is in Positive Polarity. All Mood parts are Declarative and there is no Modalization.

In the 4<sup>th</sup> paragraph, the Mood parts 'These leaders feel', '[These leaders] can translate', 'It is', 'This passion comes across', 'This passion, vision and personal nature also add', 'They are', 'The issues and problems feel', 'that feeling of dissatisfaction becomes' are all Declarative, Polarity is Positive. Modalization occurs once in '[These leaders] can translate'.

In the 5<sup>th</sup> paragraph, the Mood parts 'Their personal involvement and passion make', 'They play', 'One principal put it', are Declarative, Polarity is Positive. The last sentence is structured as a disclaimer with the Mood part 'This visibility is not' in Negative Polarity, and the Mood part 'it takes on' in Positive Polarity. There is no Modalization.

### ***3.3.2 Governing of identity accomplished by genre practice***

Following the author's orientation as it is stated in the abstract of the article, the text can be read as a specimen of ethnographic genre. In representing the 'natives' point of view' or presenting an empirical warrant, the third person use and quoting from participants' accounts are choices by which a 'realist tale' is produced, upon which the author grounds his interpretative authority as researcher (van Maanen, 1988). However, space for advocating the action of the participants as social justice leaders is opened by declaring solidarity in 'In our discussions', in which the author positions himself as research participant as a convention of autoethnographic writing.

### ***3.3.3 Governing of identity accomplished by discursive practice***

Focusing on textual content, our aim in this section is to reveal familiar themes of leadership discourse mobilized in the extract and the effects of this mobilization in constructing educational leadership for social justice as charismatic.

As stated in the abstract, 'three common leadership traits' have been identified as research findings. By the use of the term 'traits', the author aligns his research with the earliest leadership research tradition in which action identified as leadership is attributed to personality traits (Antonakis, Day & Schyns, 2012). In the extract he grounds this explanation by mobilizing other familiar themes from the leadership literature. First, the 'leaders vs. managers' theme (e.g. Zaleznik, 1977) is mobilized in the contrast 'not as bureaucrats or middle managers but as passionate leaders', which is pervasive in both popular and academic leadership literature and used for the 'extra-ordinarization' of managerial work (Alvesson & Sveningsson, 2003). A second theme, mobilized by the use of the emotional term 'passion', is part of the 'post-heroic' leadership discourse, which extends its definition to characteristics other than rationality, and echoes Goleman's (1998) 'emotional intelligence' account. Finally, the use of the term 'transformative' connects the text with progressivist discourse on social change as well as another familiar theme, that of 'transformative vs. transactional leadership', coined by Burns (1978) and established in leadership research by Bass (1985) as 'transformational vs. transactional leadership'. The term 'vision' also belongs to that vocabulary.

## **4. Discussion**

In this methodological paper we focused on presenting a critical-reflexive discourse analytic framework for studying academic research texts on educational leadership for social justice as texts of identity. From a theoretical point of view, our analytic

perspective is based upon the study of identity as discursively constructed in a dual manner: on the one hand by the active use of language; on the other hand through language (Edley & Wetherell, 1997). We connected this dual perspective with the perspective of the government of identity which, defined as the 'conduct of conduct' (Burcell, Gordon & Miller, 1991) is both a creative and regulative process of negotiating identity in institutional contexts like education.

Then, by turning this theoretical perspective in analytic practice we presented a discourse analytic framework in which systemic functional linguistics and discursive psychology are combined, and which is extended from micro- to macro-level, through analyzing the government of identity accomplished by textual practice (through textual, ideational and interpersonal meaning construction), the government of identity accomplished by genre practice, and finally, the government of identity accomplished by discursive practice.

By means of an analytic example, we explored the results yielded by this kind of reading these texts. In the extract used we showed that the construction of educational leadership for social justice as identity relies on familiar themes in leadership discourse, the personality traits theme, the emotional dimension of leadership as a theme of post-heroic leadership, as well as the 'leaders vs. managers' theme (Alvesson & Spicer, 2011). These themes are mobilized in the context of particular linguistic choices in constructing textual, ideational and interpersonal meaning as well as in the context of particular genre choices. The overall effect is constructing the extra-ordinariness of educational leadership for social justice, which reproduces the ideology of leaderism (O'Reilly & Reed, 2010) in educational administration and legitimizes an understanding of education as a hierarchical social order, with leaders and subordinates.

In trying to explore the implications of this discourse analytic orientation for doing research in educational administration, we would support the adoption of its critical component in researching the language of leadership as it is used in educational contexts, both in academic and school practice and education policy, and how identities are negotiated in these contexts. We would also support the incorporation of its reflexive component in researching what kind of familiar leadership discourses are used in these contexts, their historical origins and the conditions of possibility they create for new discourses as resources for negotiating identity in education.

Moreover, in trying to explore the implications of this orientation for educational administrators' training, we would focus on how status positions in educational administration are formulated as projects of the self, like the principal as social justice leader, as its critical component, while focusing on academic knowledge as part of a social context rather than as external to it (Alvesson, 1996), with both creative and constraining effects, as its reflexive component.

## References

- Ainsworth, S. & Hardy, H. (2004) Discourse and identities. In D. Grant, C. Hardy, C. Osrick & L. Putnam (Eds.) *The Sage handbook of organizational discourse* (pp. 153-173). London: Sage.
- Alvesson, M. (1996) Leadership studies: From procedure and abstraction to reflexivity and situation. *Leadership Quarterly*, 7(4), 455-485.
- Alvesson, M., Hardy, C. & Harley, B. (2008) Reflecting on reflexivity: Reflexive textual practices in organization and management theory. *Journal of Management Studies*, 45(3), 480-501.

- Alvesson, M. & Kärreman, D. (2000) Taking the linguistic turn in organizational research: Challenges, responses, consequences. *Journal of Applied Behavioral Science*, 36(2), 136-158.
- Alvesson, M. & Spicer, A. (Eds.) (2011) *Metaphors we lead by*. London: Routledge.
- Alvesson, M. & Sveningsson, S. (2003) Managers doing leadership: The extra-ordinarization of the mundane. *Human Relations*, 56(12), 1435-1459.
- Anderson, G.L. (2001) Disciplining leaders: A critical discourse analysis of the ISLLC National Examination and Performance Standards in educational administration. *International Journal of Leadership in Education*, 4(3), 199-216.
- Antaki, C. & Widdicombe, S. (Eds.) (1998) *Identities in talk*. London: Sage.
- Antonakis, J., Day, D.V. & Schyns, B. (2012) Leadership and individual differences: At the cusp of a renaissance. *Leadership Quarterly*, 23(4), 643-650.
- Bass, B.M. (1985) Leadership: Good, better, best. *Organizational Dynamics*, 13(3), 26-40.
- Bates, R. (2006) Educational administration and social justice. *Education, Citizenship & Social Justice*, 1(2), 171-187.
- Begley, P.T. & Johansson, O. (Eds.) (2003) *The ethical dimensions of school leadership*. New York: Kluwer Academic Publishers.
- Begley, P.T. & Leonard, P.E. (Eds.) (1999) *The values of educational administration*. London: Falmer.
- Benwell, B. & Stokoe, E. (2006) *Discourse and identity*. Edinburgh: Edinburgh University Press.
- Bogotch, I., Beacham, F., Blount, J., Brooks, J., English, F. & Jansen, J. (2008) *Radicalizing educational leadership: Dimensions of social justice*. Rotterdam: Sense Publishers.
- Burcell, G., Gordon, C. & Miller, P. (Eds.) *The Foucault effect: Studies in governmentality* (pp. 87-104). Chicago: The University of Chicago Press.
- Burns, J.M. (1978) *Leadership*. New York: Harper & Row.
- Campbell, R.F., Fleming, T., Nystrand, R.O. & Usdan, M.D. (1987) *A history of thought and practice in educational administration*. New York: Teachers College Press.
- Chen, C.C. & Meindl, J.R. (1991) The construction of leadership images in the popular press: The case of Donald Burr and People Express. *Administrative Science Quarterly*, 36(4), 521-551.
- Dean, M. (1999) *Governmentality: Power and rule in modern society*. London: Sage.
- Edley, N. & Wetherell, M. (1997) Jockeying for position: The construction of masculine identities. *Discourse & Society*, 8(2), 203-217.
- Educational Administration Quarterly (2004), 40(1).
- Edwards, D. & Potter, J. (1992) *Discursive psychology*. London: Sage.
- Eggs, S. (2004) *An introduction to systemic functional linguistics*. London: Continuum.
- Fairclough, N. (1992) *Discourse and social change*. Cambridge: Polity Press.
- Fairhurst, G.T. (2007) *Discursive leadership*. Thousand Oaks, CA: Sage.
- Flanagan, M.A. (2007) *America reformed: Progressives and progressivism 1890s-1920s*. New York: Oxford University Press.
- Ford, J., Harding, N. & Learmonth, M. (2008) *Leadership as identity: Constructions and deconstructions*. London: Palgrave Macmillan.
- Foster, W. (1986) *Paradigms and promises: New approaches to educational administration*. Amherst, NY: Prometheus Books.
- Foucault, M. (1980) *Power/knowledge: Selected interviews and other writings 1972-1977*. Hemel Hempstead: Harvester Wheatsheaf.
- Foucault, M. (1991) Governmentality. In G. Burcell, C. Gordon & P. Miller (Eds.) *The Foucault effect: Studies in governmentality* (pp. 87-104). Chicago: The University of Chicago Press.
- Furman, G.C. & Shields, C.M. (2005) How can educational leaders promote and support social justice and democratic community in schools? (pp. 119-137) In W.A. Firestone & C. Riehl (Eds.) *A new agenda for research in educational leadership*. New York: Teachers College Press.

- Gaetane, J.-M., Noremore, A.H. & Brooks, J.S. (2009) Leadership for social justice: Preparing 21<sup>st</sup> century school leaders for a new social order. *Journal of Research on Leadership Education*, 4(1)
- Gilbert, G.N. & Mulkay, M. (1984) *Opening Pandora's box: A sociological analysis of scientists' discourse*. Cambridge: Cambridge University Press.
- Goleman, D. (1998) What makes a leader? *Harvard Business Review*, 76(6), 93-102.
- Gordon, C. (1991) Governmental rationality: An introduction. In G. Burcell, C. Gordon & P. Miller (Eds.) *The Foucault effect: Studies in governmentality* (pp. 1-51). Chicago: The University of Chicago Press.
- Grace, G. (1995) *School leadership: Beyond education management*. London: Falmet Press.
- Grant, D., Hardy, C., Oswick, C. & Putnam, L. (2004) Introduction: Organizational discourse: Exploring the field. In D. Grant, C. Hardy, C. Oswick & L. Putnam (Eds.) *The Sage handbook of organizational discourse* (pp. 1-36). London: Sage.
- Greenfield, T. & Ribbins, P. (Eds.) (1993) *Greenfield on educational administration: Towards a humane science*. London: Routledge.
- Gunter, H. (2001) Critical approaches to leadership in education. *Journal of Educational Enquiry*, 2(2), 94-108.
- Halliday, M.A.K. & Matthiessen, C. (2004) *An introduction to functional grammar*. 3<sup>rd</sup> ed. London: Hodder Education.
- Hatch, M.J., Kostera, M., Kozminski, A.K. (2006) The three faces of leadership: Manager, artist, priest. *Organizational Dynamics*, 35(1), 49-68.
- Henriques, J., Hollway, W., Urwin, C., Venn, C. & Walkerdine, V. (1984) *Changing the subject: Psychology, social regulation and subjectivity*. London: Methuen.
- Hewitt, J.P. & Stokes, R. (1975) Disclaimers. *American Sociological Review*, 40(1), 1-11.
- Hodgkinson, C. (1996) *Administrative philosophy: Values and motivations in administrative life*. New York: Pergamon.
- Hollway, W. (1991) *Work psychology and organizational behavior*. London: Sage.
- International Electronic Journal for Leadership in Learning (2006), 10.
- International Journal of Leadership in Education (1999), 2(3).
- Journal of Educational Administration (2006), 44(3).
- Journal of Educational Administration (2007), 45(6).
- Journal of Research on Leadership Education (2010), 5(1)
- Journal of School Leadership (2002), 12(2) Part I & 12(3) Part II.
- Journal of School Leadership (2005), 16(2).
- Larson, C. & Murtadha, K. (2002) Leadership for social justice. In J. Murphy (Ed.) *The educational leadership challenge: Redefining leadership for the 21<sup>st</sup> century* (pp. 134-161). Chicago: University of Chicago Press.
- Leadership & Policy in Schools (2006), 5(1).
- Marshall, C. & Oliva, M. (Eds.) (2006) *Leadership for social justice: Making revolutions in education*. Boston: Pearson.
- Martin, J.R. & Rose, D. (2006) *Working with discourse: Meaning beyond the clause*. London: Continuum.
- Meindl, J.R. & Ehrlich, S.B. (1987) The romance of leadership and the evaluation of organizational performance. *Academy of Management Journal*, 30(1), 91-109.
- Normore, A.H. (Ed.) (2008) *Leadership for social justice: Promoting equity and excellence through inquiry and reflective practice*. Charlotte, NC: Information Age Publishing.
- Nugent, W. (2010) *Progressivism: A very short introduction*. Oxford: Oxford University Press.
- O'Reilly, D. & Reed, M. (2010) 'Leaderism': An evolution of managerialism in UK public service reform. *Public Administration*, 88(4), 960-978.
- Parker, I. (1992) *Discourse dynamics: Critical analysis for social and individual psychology*. London: Routledge.



- Peters, M.A., Besley, A.C., Olssen, M., Maurer, S. & Weber, S. (2009) *Governmentality studies in education*. Rotterdam: Sense Publishers.
- Potter, J. & Wetherell, M. (1987) *Discourse and social psychology: Beyond attitudes and behaviour*. London: Sage.
- Rose, N. (1989) *Governing the soul: The shaping of the private self*. London: Routledge.
- Rose, N. (1999) *Powers of freedom: Reframing political thought*. Cambridge: Cambridge University Press.
- Rose, N., O'Malley, P. & Valverde, M. (2006) Governmentality. *Annual Review of Law and Social Science*, 2, 83-104.
- Sergiovanni, T.J. (1992) *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass Publishers.
- Sergiovanni, T.J. & Corbally, J.E. (Eds.) (1984) *Leadership and organizational culture: New perspectives on administrative theory and practice*. Chicago: University of Illinois Press.
- Shoho, A.R., Merchant, B.M. & Lugg, C.A. (2005) Social justice: Seeking a common language (pp. 47-67). In English, F.W. (Ed.) *The Sage handbook of educational leadership*. Thousand Oaks, C.A.: Sage.
- Shotter, J. & Gergen, K.J. (Eds.) (1989) *Texts of identity*. London: Sage.
- Simons, H.W. (Ed.) (1989) *Rhetoric of the human sciences*. London: Sage.
- Smyth, J. (Ed.) (1989) *Critical perspectives on educational leadership*. London: Routledge Falmer.
- Starrat, R.J. (1995) *Leaders with vision: The quest for school renewal*. Thousand Oaks, CA: Corwin Press.
- Starrat, R.J. (2004) *Ethical leadership*. Thousand Oaks, CA: Corwin Press.
- Taysum, A. & Gunter, H. (2008) A critical approach to researching social justice and school leadership in England. *Education, Citizenship and Social Justice*, 3(2), 183-199.
- Theoharis, G. (2008) Woven in deeply: Identity and leadership of urban social justice principals. *Education & Urban Society*, 41(1), 3-25.
- van Maanen, J. (1988) *Tales of the field: On writing ethnography*. Chicago: The University of Chicago Press.
- Weber, M. (1978) *Economy and society*. Vol. I. Berkeley, CA: University of California Press.
- Zaleznik, A. (1977) Managers and leaders: Are they different? *Harvard Business Review*, 55, 67-78.
- Zembylas, M. (2010) The emotional aspects of leadership for social justice: Implications for leadership preparation. *Journal of Educational Administration*, 48(5), 611-625.

### Brief biographies

#### Efthalia Konstantinidou

Efthalia Konstantinidou is Assistant Professor in social psychology in the Department of Early Childhood Education at Florina, University of Western Macedonia, Greece. Her research is focused on the study of the construction of identities in education, particularly in written educational texts, including curricula, textbooks and academic texts, as sites of argumentation as well as of power/knowledge relations.

#### George Iordanidis

George Iordanidis is Assistant Professor in management and administration in education in the Department of Elementary Education at Florina, University of Western Macedonia, Greece. His research is focused on school leadership, school culture and climate, management of change, innovations in education and new teachers' induction programs.