Arts-based and Embodied Methods of Leadership Development: Report of a Literature Review focusing on Drama and the Performance Arts

October 2021

This report is one of the outcomes of the ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools) project which aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development. It runs from November 2019 to October 2021 (24 months). The project is supported by a grant from the Erasmus+ Programme of the European Union (Project Reference Number 2019-1-UK01-KA201-061963). The University of Hertfordshire co-ordinates the project.

The project partners comprise:

- University of Hertfordshire (UK) (co-ordinating institution)
- University of Jyväskylä (Finland)
- Institute of Lifelong Learning and Culture «VITAE» (Latvia)
- University of Innsbruck (Austria)
- Alexandru Ioan Cuza University, Iași (Romania).

Further information on the project is available on this web page:
https://www.herts.ac.uk/cel/enables-arts-based-and-embodied-leadership-development

Suggested citation:

Ozols, R., Oganisjana, K., Paidere, I., Urtāne, R., Loce, L., Šteina, A. and Vitola, I. 2021. Arts-based and Embodied Methods of Leadership Development: Report of a Literature Review focusing on Drama and the Performance Arts. Institute of Lifelong Learning and Culture «VITAE», Latvia.
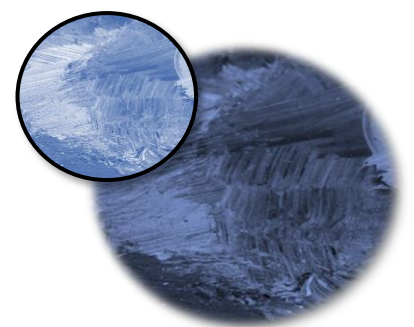
Abstract

This document is an outcome of the Latvian team of the ENABLES project under the output No 2 (knowledge platform) which reflects the major results of the literature review. The main conclusions are the following: a) distributed leadership is a process in which the role of a leader is shared with others. It is not a widely used concept and approach for work with students, but is mainly observed in the way a school principal or a leader shares his responsibilities with the staff; b) development of students' leadership and also distributed leadership can be increased using drama and performance arts, as clearly evidenced in the literature; c) arts-based and embodied learning practices/methods for leadership development offer undiscovered potential for research that might have serious implications for students' personality and skills development, community development and the way schools act and organize the teaching and learning process.

Key words: leadership, distributed leadership, arts-based and embodied learning methods for leadership development, drama method and performance arts for leadership development

Kopsavilkums

Literatūras analīzes kopsavilkums un galvenie secinājumi ir ERASMUS+ finansētā projekta ENABLES Latvijas projekta komandas darba rezultāts (sasniedzamais rezultāts Nr. 2 – zināšanu platforma), kas atspoguļo veikto literatūras un avotu analīzi. Galvenie iegūtie secinājumi atklāj, ka: a) dalītā līderība (*distributed leadership*) ir process, kurā līdera loma un ar to saistītā atbildība tiek dalīta ar citiem (koncepts un pieeja netiek bieži apskatīts, domājot par darbu ar izglītojamiem, bet literatūrā un avotos tiek analizēts kopsakarībā ar izglītības iestādes vadītāja vai līdera gatavību dalīt atbildību ar personālu); b) izglītojamo līderību un dalīto līderību ir iespējams attīstīt, izmantojot drāmu un skatuves mākslas, un tam ir plašs pierādījumu kopums literatūrā un avotos; c) mākslas un kultūras izpausmes veidu *(arts-based)* un domāšanas, ķermeņa, emociju un rīcības apzinātības mācību metožu (*embodied learning practices/methods*) izmantošanai līderības un dalītās līderības attīstīšanā ir plašas līdz šim neizmantotas iespējas pētniecībā, kam varētu būt nozīmīga ietekme uz izglītojamo personības un prasmju attīstīšanu, kopienas potenciāla attīstību un veidu, kā tiek organizēta izglītības iestāžu darbība un tiek organizēts mācīšanas un mācīšanās process.

Atslēgas vārdi: līderība, izkliedētā līderība, mākslas un kultūras izpausmju veidu (*arts-based*) un domāšanas, ķermeņa, emociju un rīcības apzinātības mācību metožu (*embodied learning practices/methods*) izmantošana līderības attīstīšanai, drāmas un skatuves mākslas veidu izmantošana līderības attīstībai

Summary and general conclusions of the literature review

General information

1. The report has been prepared within the framework of the ERASMUS+ financed project ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools).

2. The present literature review is the result of the work undertaken by the Institute of Lifelong Learning and Culture "Vitae" (Latvia) and is the output No 2 within the ENABLES project.

3. The literature review has been prepared by the Latvian team of the ENABLES: R.Ozols, K.Oganisjana, I.Paidere, R.Urtāne, L.Loce, A.Šteina and I.Vitola.

4. The complete literature review consists of the four parts and seven different documents:

   1. Summary and the general conclusions of the literature report – the present document.
   2. Table of the Literature Review (see Annex 1).
   3. Synopsis of the books: a) "Imperfect Leadership" by Steve Munby (see Annex 2); b) "Leadership in Easy Steps" by Jon Poole (see Annex 3); c) "Coherence" by Michael Fullan and Joanne Quinn (see Annex 4); d) "10 Mindframes for Visible Learning" by John Hattie and Claus Zierer (see Annex 5); e) "Professional Capital. Transforming Teaching" by Andy Hargreaves and Michael Fullan (see Annex 6).
   4. Table the other literature sources reviewed by the team, but not included in the present report.

5. This summary encompasses four short subsections: a) method of the literature selection, b) the definition of the concept of leadership; c) the concept of distributed leadership, d) the implications of drama on the development of students' personality using arts-based and embodied learning practices/methods for leadership development.

6. Each paragraph is numbered for the practical reason of easy reference to ideas expressed in one or another paragraph.

Literature selection methods

7. The initial purpose of the review team was to focus on the four main research questions:

   7.1. What is distributed leadership?

   7.2. How can we promote the development of distributed leadership in students?

   7.3. What is the impact of drama and performance arts on the development of students' personality and skills?

   7.4. How can the method of drama and other performance arts promote distributed leadership?

8. The search strategy was based on three kinds of sources:

   a) literature appropriate for answering the research questions which was selected using one or more key words – leadership, distributed leadership, arts-based and embodied learning practices/methods for leadership development, drama method and performance arts for leadership development – and is available in the Google Scholar, EBSCO Host or Science Direct data basis;
   b) books published during the last 10 years that cover the problem fields related to the research questions and are currently widely used by the educational society in Latvia admitting them as valuable sources of pedagogical knowledge;
   c) any other literature on the concepts, approaches and terminology necessary to complete the present literature review.

9. As a result, 47 research articles were identified as being most relevant for being used in the literature review. The analysis of 18 of them was included in the Table of the Literature Review (see Annex 1).

10. Analogically, 13 books published during the last 10 years and widely used by the educational society in Latvia were chosen for the literature review. Out of them five most relevant books were selected by the team for the present in-depth review (see paragraph four, point three). Each of the books was thoroughly reviewed and the synopsis for each book is prepared separately (see Annexes 2, 3, 4, 5, 6).

11. The additional literature search (mentioned in the paragraph eight and subparagraph c)) was undertaken when the review team completed the first part of the literature review and realized that there was a need to complement the definition of the concepts of leadership and distributed leadership also taking into account the experience and comprehension of the matter of these categories by leadership practitioners.

12. There were 37 sources (29 from the search undertaken via Google Scholar, EBSCO Host and Science Direct search and eight books) that were not included in this final literature review but are still available for the project team to be used in the stage of the empirical part of the research.

The concept of leadership

13. The concept of leadership was investigated using the following sources:

No	Source
1.	Fullan, M. & Quinn, J. (2016). *Coherence*. Sage Publications Ltd.
2.	Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
3.	Harris, A. (2008). Distributed Leadership: What We Know? *Journal of Educational Administration*, *46*(2), 172–188.
4.	Harris, A. (2014). *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*. Thousand Oaks, CA: Corwin.
5.	Hattie, J., & Zierer, K. (2018). *10 Mindframes for Visible Learning*. Routledge.
6.	Lahtero, T. J., Lång, N., & Alava, J. (2017). Distributed leadership in practice in Finnish schools. *School Leadership & Management*, *37*(3), 217-233.
7.	Munby, S. (2019). *Imperfect Leadership*. Crown House Publishing.
8.	Newman, M. A., Guy, M. E., & Mastracci, S. H. (2009). Beyond Cognition: Affective Leadership and Emotional Labor. *Public Administration Review*, *69*(1), 6–20.
9.	Poole, J. (2011). *Leadership in Easy Steps*. In Easy Steps Limited.
10.	Spillane, J. P. (2005). Distributed Leadership. *The Educational Forum*, *69*, 143-150.

14. The concept and understanding of distributed leadership has a direct connection with a concept of leadership. In most of the reviewed research articles distributed leadership is analysed based on the understanding of what leadership is and how and in which conditions leadership transforms into distributed leadership and how the role of a leader changes in this process (Spillane, 2005; Harris, 2008; Harris, 2014; Lahtero et al., 2017).

15. The review team finalised its work summarizing that the concept of leadership is defined in the following three ways:

    1. Leadership is a process in which part of the society or certain individuals officially or informally recognize another individual's right to lead others based on legislative, ownership rights and/or on moral authority, which demands the use of a set of skills or actions from the leader (Poole, 2011; Fullan & Quinn, 2016; Munby, 2019).

    2. Leadership is the personal growth process which is based on an individual's purpose to acquire a set of skills to change his own life, beliefs, principles, actions to succeed (Meredtith et al., 2009; Poole, 2011; Hargreaves & Fullan, 2014; Fullan & Quinn, 2016; Hattie & Zierer, 2018; Munby, 2019).

    3. The third approach to the interpretation of the concept of leadership is based on the combination of the two above mentioned understandings of leadership, that is, leadership is a process in which an individual who has a moral purpose to improve the society: a) in the course of the personal growth acquires a set of skills; b) subsequently undertakes a legal position or gains moral authority in the society; and c) gradually implements transformations necessary for the shift of the paradigm in the society based on his/her personal beliefs, principles, actions etc. (Harris, 2014; Hargreaves & Fullan, 2014; Fullan & Quinn, 2016; Munby, 2019).

The concept of distributed leadership

16. The concept of distributed leadership was investigated using the following sources and focusing on two research questions - what is distributed leadership and how can we promote the development of distributed leadership in students?

No	Source
1.	Fullan, M. & Quinn, J. (2016). *Coherence*. Sage Publications Ltd.
2.	Harris, A. (2008). Distributed Leadership: What We Know? *Journal of Educational Administration 46*(2), 172–188
3.	Harris, A. (2014). *Distributed Leadership Matters: Perspectives, Practicalities, and Potential.* Thousand Oaks, CA: Corwin.
4.	Hattie, J., & Zierer, K. (2018). *10 Mindframes for Visible Learning*. Routledge.
5.	Lahtero, T. J., Lang, N., & Alava, J. (2017). Distributed Leadership in Practice in Finnish Schools. *School Leadership & Management*, *37*(3), 217–233.
6.	Munby, S. (2019). *Imperfect Leadership*. Crown House Publishing.
7.	Spillane, J. P. (2005). Distributed Leadership. *The Educational Forum*, *69,* 143-150.
8.	Woods, P.A. (2020). Democratic Leadership. In R.Papa (Ed.), [Oxford] *Encyclopaedia of Educational Administration.* Oxford University Press.

17. In response to the first research question, the following characteristic dimensions of the concept of distributed leadership were found through the literature analysis (Spillane, 2005; Harris, 2008; Harris, 2014; Lahtero et al., 2017; Woods, 2020):
    a. shared authority - a formal leader is ready to share his authority, especially in decision making and building the strategic vision of the institution;

    b. collaboration and cooperation - shared authority requires working collaboratively, especially in cases when a new value creation is necessary;

    c. collaborative leadership and distributed leadership are used as synonyms;

    d. mutual trust - a leader and followers should have mutual trust in order to raise initiative and readiness to share responsibility in the institution;

    e. democracy as a value - most commonly a leader and followers share their values and beliefs if distributed leadership exists in the institution; in case of distributed leadership, democracy is seen as one of the community values and sense of belonging characterises the institutions or the society which promotes distributed leadership.

18. Based on the analysis of the sources (Spillane, 2005; Harris, 2008; Harris, 2014; Lahtero et al., 2017; Munby, 2019; Woods, 2020) and the characteristic dimensions of the concept of distributed leadership the project team defined distributed leadership as follows:

    Distributed leadership is a process of sharing legal ownership or moral authority among individuals in the society or in the institution, collaborating and creating new joint values for the sake of community development and is an essential fundamental for living and acting in the democratic society.

19. Related to the second research question, sources offer little research on the promotion of distributed leadership in students, except recognition of the effect of voluntary projects and class rules and their impact on the fulfilment of distributed leadership among students (Haris, 2008; Lahtero et al., 2017). In general students are rather seen as recipients than active participants engaged in the process of distributed leadership.

20. In order to assess the ability to develop distributed leadership among students, the project team analysed sources which focus also on the effectiveness of learning (Hargreaves & Fullan, 2014; Fullan & Quinn, 2016; Hattie & Zierer, 2018). However, these sources identify more the role of a school principal or a teacher in achieving learning outcomes than possible role, initiative, and leadership of students in sharing responsibility -for their learning.

Arts based and embodied learning practices/methods for leadership development using performance arts and drama

21. The notion of arts-based and embodied learning practices/methods for leadership development using performance arts and drama was investigated using the following sources and focusing on two research questions – "What is the impact of drama and performance arts on the development of students' personality and skills?" and "How can the method of drama and other performance arts promote distributed leadership?"

No	Source
1.	Baldwin, P. (2019). Working in Role: Teachers and Children. *Yaratici Drama Dergisi, 14*(2), 321–326.
2.	Bilal, H. S. (2019). Drama in Education with Reference to Shakespeare's Selected Plays. *International Journal of Language Academy, 7*(2), 271–278.
3.	Blackmore, J. (2011). Lost in Translation? Emotional Intelligence, Affective Economies, Leadership and Organizational Change. *Journal of Educational Administration and History, 43*(3), 207–225.
4.	Ersoy, E., & Türker Biber, B. (2019). Fractions Teaching for 6th Graders through Creative Drama Method. *Sakarya University Journal of Education, 9*(2), 243–260.
5.	Heyward, P. (2010). Emotional Engagement through Drama: Strategies to Assist Learning through Role-Play. *International Journal of Teaching and Learning in Higher Education, 22*(2), 197–204.
6.	Kalidas, C.S. (2014). Drama: A tool for learning. *Procedia-Social and Behavioral Sciences, 123*, pp. 444-449.
7.	Lahtero, T. J.; Lang, N.; Alava, J. (2017). Distributed Leadership in Practice in Finnish Schools. *School Leadership & Management, 37*(3), 217–233.
8.	McNaughton, M. (2010). Educational drama in education for sustainable development: ecopedagogy in action. *Pedagogy, Culture & Society, 18*(3), 289–308.
9.	Newman, M. A., Guy, M. E., & Mastracci, S. H. (2009). Beyond Cognition: Affective Leadership and Emotional Labor. *Public Administration Review, 69*(1), 6–20.
10.	Odangiu, F. (2014). On the Actor's Speech. *Studia Universitatis Babes-Bolyai, Dramatica, 59*(2), 17–26.
11.	Odangiu, F. (2017). The Actor in the Storytelling School. *Studia Universitatis Babes-Bolyai, Dramatica, 62*(1), 23–34.
12.	Papaioannou, T., & Kondoyianni, A. (2019). Promoting the Acceptance of the 'other' through Drama in Education. *Yaratici Drama Dergisi, 14*(2), 309–320.
13.	Ursa, I. (2017). Implementing Devised Theatre with Teenagers: Methodology and Design. *Studia Universitatis Babes-Bolyai, Dramatica, 62*(1), 35–44.
14.	Ursa, I. (2013). In Search of a Didactic Method for the Study of the Actor's Art by Teenagers. *Studia Universitatis Babes-Bolyai, Dramatica, 58*(1), 125–134.
15.	Winters, K.-L., & Code, M. (2017). Imperfect / I'm Perfect: Bodies/Embodiment in Post-Secondary and Elementary Settings. *Pedagogies: An International Journal, 12*(1), 108–129.

22. According to the literature analysis, drama and performance arts as teaching and learning methods are widely used in education. The following conclusions were made related to the impact of drama and performance arts on the development of students' personality, leadership and other skills:

   a. drama promotes cognitive and affective learning – among the most often mentioned benefits are - increased subject knowledge, aesthetic knowledge, creativity, change in attitudes especially recognising cultural and behavioural diversity;

   b. drama and performance arts develop a set of skills that have direct implications for students' learning, mutual relationships and living in the community – most often mentioned skills are empathy, communication, collaboration, critical thinking, problem solving, decision making, socio-emotional skills, adaptability, responsibility, active listening;

   c. new experiences of behaving, feeling, thinking and value creation are facilitated – the use of drama and performance arts widen life experiences of students who start thinking more metacognitively;

   d. drama, role-plays and storytelling are most frequently applied forms of performance arts used in work with students;

e. the teacher plays a significant role in the use of drama and performance arts. This aspect has implications for the results that can be achieved during workshops or lessons, in particular whether the teacher takes a role of a leader (it doesn't enable students to share leadership) or a role of a participant with the same social status (students are enabled to become leaders and feel empowered). Most often teachers have a responsibility to lead the reflection after the use of drama, as it increases the influence on students' personality, their learning and achieving of learning goals;

f. teachers can use different approaches during work to raise initiative and leadership of using drama and performance arts by students – sharing responsibilities in the process of setting the scene, planning the work collaboratively or setting the rules and goals by a teacher, either dividing the roles themselves or leaving this responsibility for students.

23. "Artful sensing" is one of the terms used in the literature to describe the embodied aspect of the use of drama and performance arts. It is used to describe the influence on the development of students' self-awareness (body, gestures, gazes, facial expressions, emotions, feelings etc.), metacognition in thinking (imagination, language used in communication, acknowledging personal life experiences, feelings etc.) and the ability to understand and act sensibly in social and educational environments, including the ability to discover different thinking and acting perspectives of peers and teachers.

24. Based on the literature analysis, the project team has concluded that performance arts and drama contribute to the development of students' personalities and skills substantially and it has a huge potential for developing distributed leadership of students.

25. Being aware of the following phase of action research trials in the ENABLES project, the project team defines the process of use of arts-based and embodied learning practices/methods for leadership development through drama and performance arts as follows:

Arts-based and embodied learning practices/methods for distributed leadership development contribute to an individual's or a group's development process through bringing in new dimensions for thinking, feeling and behaving in real life situations, using different cultural forms and ways of expression in order to obtain a set of skills needed for distributed leadership.

Appendix

List of the literature reviewed

No	Source
1.	Baldwin, P. (2019). Working in Role: Teachers and Children. *Yaratici Drama Dergisi, 14*(2), 321–326.
2.	Bilal, H. S. (2019). Drama in Education with Reference to Shakespeare's Selected Plays. *International Journal of Language Academy, 7*(2), 271–278.
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