

Educational Psychology Leadership A Developmental Model

From TEP to PEP

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Foreword

This is a document for leaders of psychological services written by leaders of psychological services. The document has been written between 2018 and 2021 by the South of England PEP group (SOPEP). It is based on a wide literature review and combines practise-based evidence with the empirical research.

The group worked collaboratively to produce a developmental model of leadership that can be used to raise the importance of leadership skills and knowledge for educational psychologists at all career stages. It can be used however the reader wishes; to reflect on skills in supervision, as part of succession planning and workforce development, as part of initial TEP training or as part of service CPD.

The publication of this developmental model is intended as a first step and it is anticipated that it will stimulate debate and research to explore its validity.

The model was developed through focus group work, numerous collaborations, editions, and revisions. The methodology evolved as it was dependant on using agenda slots at regional meetings and volunteers giving up their time.

This framework draws heavily on and was inspired by work completed by clinical psychologists. In 2010 the Division of Clinical Psychology published their Leadership Development Framework following a period of rapid change in the NHS.

Thank you to all the Southern PEPs who gave so freely of their time, expertise, leadership knowledge and kept honking encouragement to each other.

Vikki Jervis, Mandy Owen, Catherine Roderick April 2021

Cumulative skills

Developmental model



Each block builds on the next ...

Contents

The Developmental framework for leadership.

The document asks 3 questions:

- 1 What combination of skills and knowledge do I need for leadership?
- 2 How will I use these leadership skills?
- 3 How am I going to develop these leadership skills?

Summary

The document begins with a summary of questions asked under three headings listed above.

It is then divided into 2 further sections.

Section 1

Outlines developmental progression from TEP through to PEP under the 3 questions above.

Each question is broken down into subsections discussed under the headings Trainee Educational Psychologist (TEP), Main grade Educational Psychologist (EP), Senior Educational Psychologist (SEP) and Principal Educational Psychologist (PEP).

Section 2

Links are made to the Primary Colours of leadership model (Pendleton and Furnham 2012) to demonstrate that the work undertaken links within leadership research and theory.

References

Lists the references used to develop this work.

Summary

of the three questions and themes in each question.

	1: What combination of skills and knowledge do I need for leadership?	2: How will I use these leadership skills? I will use these skills to:	3: How am I going to develop these leadership skills?
1	Psychological knowledge (evidence informed practice)	Ensure career progression and leadership CPD for colleagues and self	Through commitment to ongoing CPD
2	Inter and intrapersonal skills	Create the service culture and climate and to listen to and actively seek feedback on leadership tasks. Feedback will be used to inform development of personal skills	Through feedback and reflection on leadership tasks
3	Research and project implementation (evidence informed practice)	Apply evidence informed leadership	By implementing evidence informed practice including projects and research implementation and evaluation
4	Hypothesis generation leading to service development	Make clear and consistent decisions	Through focussed development of leadership skills and knowledge
5	How to lead teams (inter and intrapersonal skills)	Work effectively with others	Through focussed development of profession narrative about leadership
6	How to deliver and receive effective supervision	Work with and support other leaders	Through systematic development of supervisee and supervisory skills and knowledge
7	How to take part in and deliver effective performance management	Manage the service and through developing and growing our work force	Through systematic development of psychological knowledge of leadership theory, generic motivation theory and HR processes and or systems

8	How to plan and execute work force development	Have a wide-ranging leadership toolkit to draw on	Through for example, “learning organisation” methodology
9	How to run effective meetings	Set and maintain clear strategic direction through effective communication	Through experience of attending and running meetings and reading the literature about group/team functioning
10	How to set and maintain effective strategic direction	Improve services, construct development plans, and set strategic direction	Through working with other leaders in the profession to develop a sound understanding of what the profession is all about. Through working with other leaders in the local area to develop an understanding of local strategic direction.
11	Quality standards for EP services	Manage and lead the service well and maintain quality standards and deliver on expected results	By working with other leaders in the profession and drawing from professional body publications, national and international research
12	Knowledge of legislation and what the implications of changes may be	Manage change effectively	Through evidence-based practice and practise-based evidence. Tools vary in sophistication from consultation approaches through to approaches designed for use with larger organisations
13	Awareness of and sensitivity to organisational distress/conflict or potential organisational distress	Apply knowledge and understanding of how complex organisations work and how leadership structures within them operate	Through evidence-based practice and practise-based evidence. Through feedback and being sensitive and open to actions. Through collaboration and supervisory conversations with peers

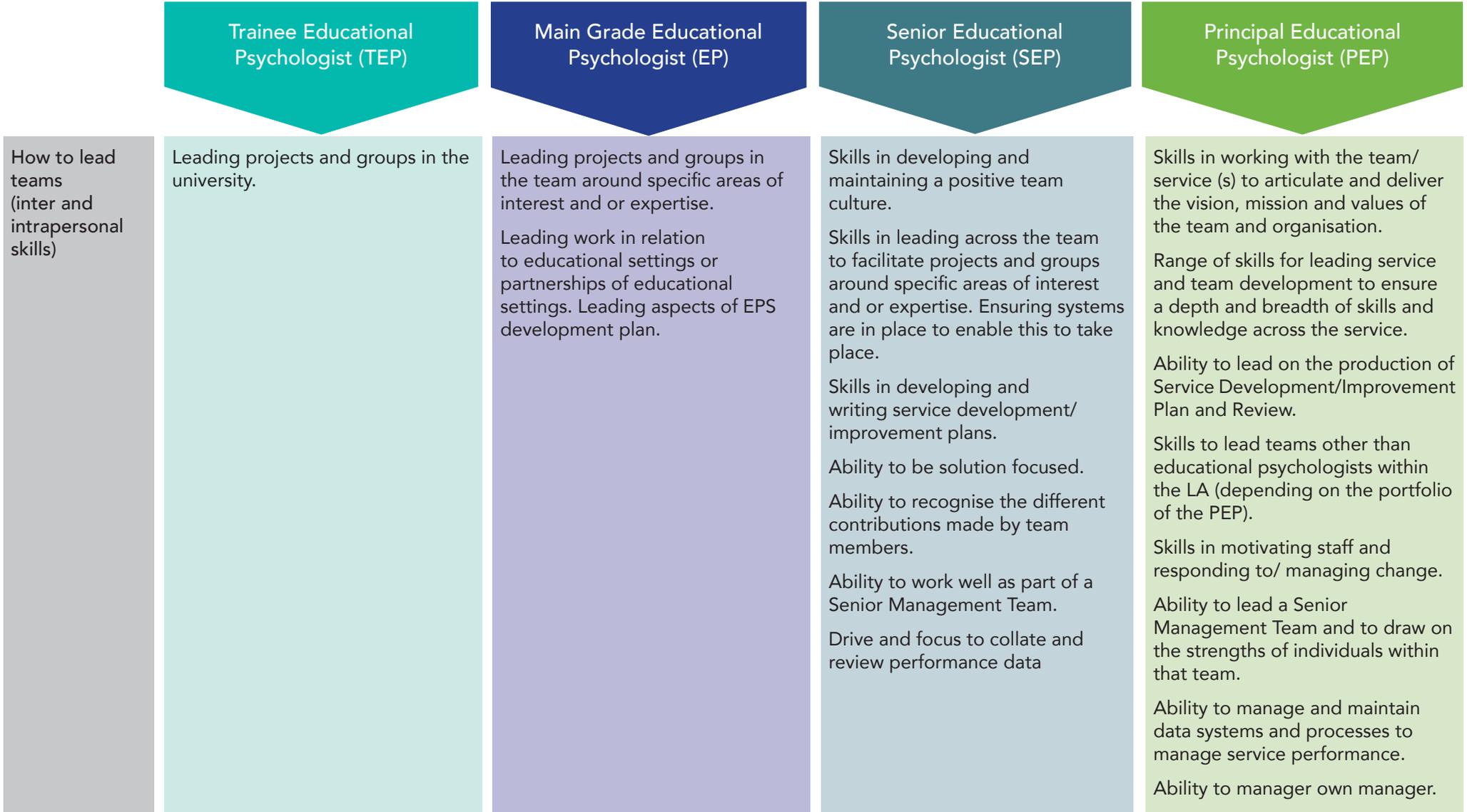
Section 1

1. What combination of skills and knowledge do I need for leadership?

	Trainee Educational Psychologist (TEP)	Main Grade Educational Psychologist (EP)	Senior Educational Psychologist (SEP)	Principal Educational Psychologist (PEP)
Psychological knowledge (evidence informed practice)	Understanding of psychological knowledge and theory specifically in relation to individuals and group dynamics.	Understanding and application of psychological knowledge and theory in relation to change and organisations.	Understanding and application of psychological knowledge and theory in relation to managing and leading teams including creativity, initiative, and divergent thinking.	Understanding and application of psychological knowledge and theory in relation to managing and leading teams and in relation to large organisations such as Local Authorities. Understanding about systems and systemic change.
Inter and intrapersonal skills	Interpersonal skills such that positive interactions are undertaken across all areas of training ranging from group work at the university through to casework whilst on placement.	Interpersonal skills which enable effective working and collaboration with peers in the service and with children, young people and their families and other professionals in case work and project development.	Interpersonal skills that facilitate team cohesion and collaboration. Interpersonal skills that enable leadership of the team such that core team functions are undertaken effectively. Interpersonal skills that facilitate solution focused approaches to problem solving in partnership with other agencies. Intrapersonal skills that enables and facilitates multi-agency and cross agency work.	Interpersonal skills that facilitate service cohesion and collaboration across the local authority such that the psychology service can influence and participate in strategic work across the local area. Creating alignment of services, LA team working, building, and sustaining relationships.

	Trainee Educational Psychologist (TEP)	Main Grade Educational Psychologist (EP)	Senior Educational Psychologist (SEP)	Principal Educational Psychologist (PEP)
Research and project implementation (evidence informed)	Research skills enabling critical review of existing research to establish gaps in knowledge and evaluation of current situations/ interventions. Skills in designing research projects that will answer the question being posed.	Research and collaboration skills that facilitate development work in individual educational settings or a partnership of educational settings.	Research and collaboration skills to co-ordinate a larger scale project that leads to the implementation of new developments across a local area. Ability to gather feedback about the service systematically and respond appropriately.	Research and collaboration skills including the effective dissemination of results that can lead to the implementation of new developments across the local authority. Setting the direction and strategy based on (local and or national) empirical evidence.
Hypothesis generation leading to service development	Curiosity and asking naive questions which prompt thinking in services.	Curiosity, evidence, and practice-based hypothesis generation leading to interventions and solutions in educational settings.	Curiosity, evidence, and practice-based hypothesis generation leading to interventions and solutions in the team and across the local area.	Curiosity, evidence, and practice-based hypothesis generation leading to interventions and solutions across the service and the local authority. Inspiring, reinforcing, learning, and enabling growth and development.





Trainee Educational Psychologist (TEP)

Main Grade Educational Psychologist (EP)

Senior Educational Psychologist (SEP)

Principal Educational Psychologist (PEP)

How to deliver and received effective supervision

Making good use of supervision reflecting on practice, bringing appropriate issues to supervision, and developing awareness of personal biases that influence thinking.

Ability to be reflective. Making the most of the supervision sessions available. Developing supervisory skills following a recognised approach, for TEP supervision, peer supervision and with school staff and other professionals

Well-developed supervision skills and a commitment to CPD in this area. Skills in the supervision of EPs who are supervising others to ensure safety of the client group. Undertake own supervision and identify and act upon any areas of development.

Well-developed supervision skills and a commitment to CPD in this area. Ability to set service direction and to manage this through the service supervision strategy.
Ability to reflect on and review supervision arrangements and develop them in response to circumstances/needs.

How to take part in and deliver effective performance management

As above and to make necessary changes following advice from supervisor and university.

As above and to take a proactive part in service performance management/appraisal processes.

As above and to manage and run performance management/appraisal systems in a trusting open context.

Oversee performance management/appraisal systems across the service (s) and run the senior leader's performance management in an open and trusting context. Use the performance data to inform service development and strategy.

How to plan and execute work force development

Ability to reflect on practice and understanding of own areas for development. Openness to learning from others through joint work and supervision as well as from training.

Reflective practice and commitment to CPD.
Contributing to team CPD e.g. through sharing practice or knowledge. Running CPD courses for educational settings.

Reflective practice and commitment to CPD and ability to look across the teams to identify areas of individual and team strength and development. Ability to invite and act on feedback.
Skills in delivering training at a team and service level. Running CPD for the local area.

Ability to invite and act on feedback. Commitment to service development and a service level strategy to implement this.
Ability to anticipate future developments/priorities and ensure that workforce is prepared for these.
Creating strategy for CPD for the local area.

Trainee Educational Psychologist (TEP)

Main Grade Educational Psychologist (EP)

Senior Educational Psychologist (SEP)

Principal Educational Psychologist (PEP)

How to run effective meetings

An understanding of own behaviour and impact of contributions to group work. An understanding of group dynamics and team working. Developing ability to organise and chair meetings with parents, pupils, and staff.

An understanding of own behaviour and impact of contributions to team dynamics. A commitment to solution focused thinking. Skills in analysing the impact of group dynamics in emotionally charged meetings with school colleagues and parents and the ability to resolve issues through effective chairing.

Ability to organise, chair and manage service meetings and conferences enabling collaboration, motivation, and engagement. Ability to manage challenging meetings and conflict.

Ability to organise and chair a wide variety of different meetings at a strategic level with different groups across the local area. Ability to emotionally hold situations and complete appropriate follow up work in collaboration where appropriate.

How to set and maintain effective strategic direction

An understanding of the importance of planning activities to enable certain goals to be met (for example thesis and placement reports).

Ability to know, understand and be able to communicate key strategic values and outcomes and to ensure that is the focus of key aspects of work.

Ability to identify and develop strategic action and values that will enable outcomes to be achieved. Ability to contribute to discussions where key strategy is developed and be able to align this with other legislation and strategy documents from the local area. Ability to promote strategy and enable colleagues to meet key outcomes.

Ability to understand and use all key local and nation documents in strategic planning. Ability to work collaboratively to create Vision, Mission and Values statements and to identify key service outcomes. Ability to develop and implement systems to enable key outcomes to be measured. Being visionary and keeping a focus on the preferred future. Navigate the landscape with courage. In brief setting strategic direction, planning and organising and creating alignment.

Trainee Educational Psychologist (TEP)

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Quality standards for EP services

Able to identify strengths and areas for development in own work. Know what the service standards are whilst on placement and to adhere to those expectations.

Manage own time and quality of work to ensure service standards are met.
Respond appropriately to issues raised in supervision and performance management.

Have a clear understanding of the performance of each member of the team in terms of service standards and have support and challenge conversations where appropriate including formal performance management meetings. Deliver to own results and standards for senior colleagues.

Set the service standards and ensure that mechanisms are in place to manage and maintain these standards. Undertake supportive and or disciplinary action where appropriate to maintain service standards and enable sufficient capacity for service standards to be met.

Knowledge of legislation and what the implications of changes may be

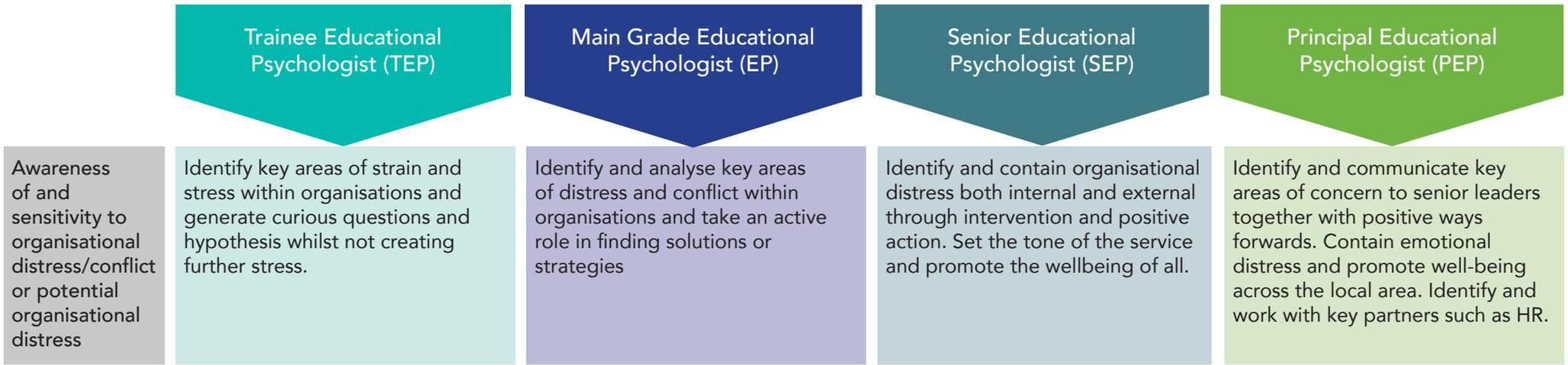
Able to identify key legislation that drives EP work.

Have a sound understanding of the legislation that guides our work and adhere to the values and time scales within this work. Adapt to any research and changes to the law and ensure that any changes in legislation are understood and implemented.

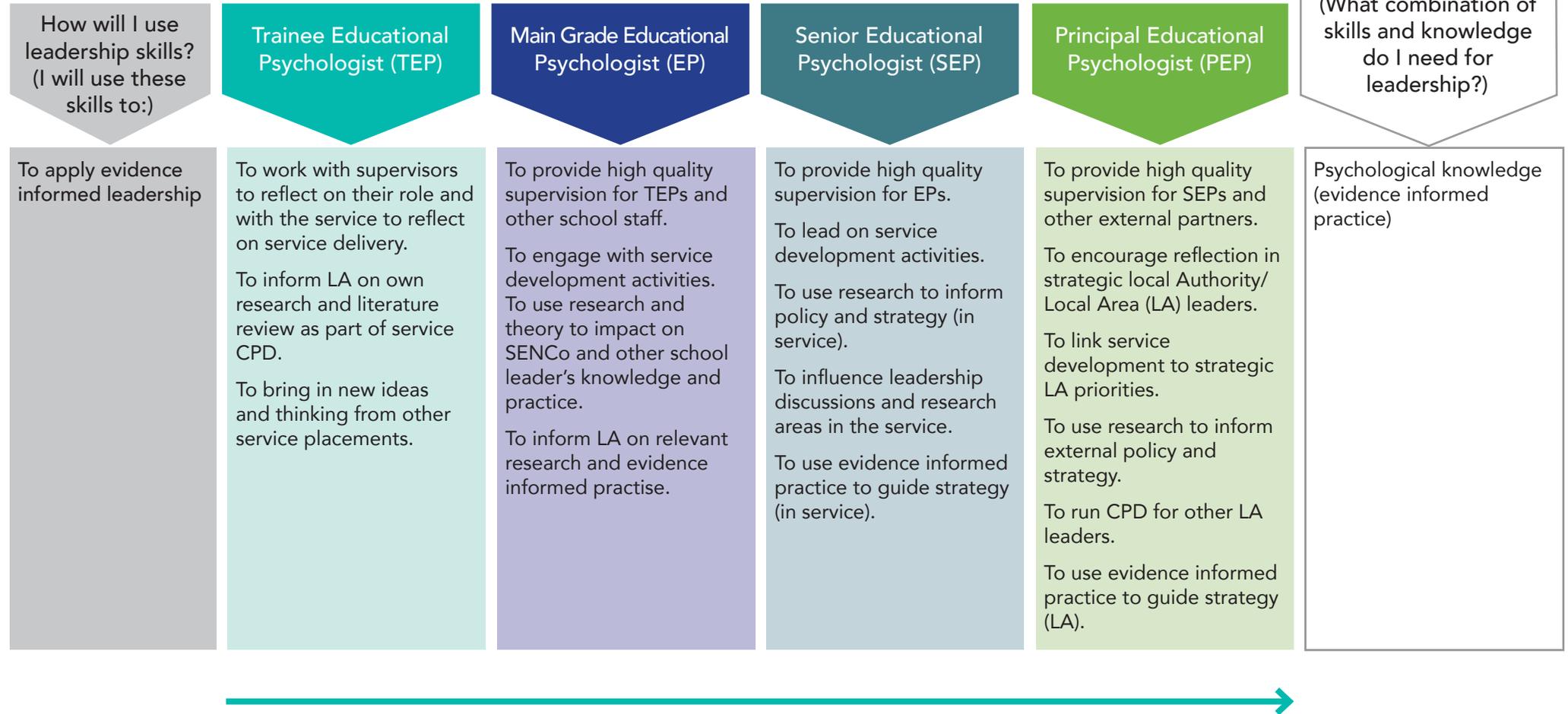
Have a clear understanding of the expectations inherent in legislation and ensure the team has sufficient opportunities to understand and adapt their work in line with any changes. Undertake support and challenge conversations with colleagues and educational settings if there is a concern that legislation is not being adhered to.

Set the service expectations and systems in relation to key legislation and to have a sound knowledge of the impact of EP work and the work of others in relation to legislation. Plan to enable any changes to be anticipated and implemented. Able to identify key change areas and potential areas of difficulty and to work with partners to find positive solutions.
Contribute to reviews of legislation when appropriate.





2. How will I use these leadership skills?



How will I use leadership skills?
(I will use these skills to:)

Trainee Educational Psychologist (TEP)

Main Grade Educational Psychologist (EP)

Senior Educational Psychologist (SEP)

Principal Educational Psychologist (PEP)

Related knowledge and skill from question 1
(What combination of skills and knowledge do I need for leadership?)

To create the service culture and climate and to listen to and actively seek feedback on the leadership tasks. Feedback will be used to inform development of personal skills.

To seek and accept feedback as an important part of personal and team growth.

To participate in supervision and to seek feedback to enable development. To seek feedback and evaluation from educational settings, parents, and young people.

To be aware that the actions of the leadership team set the climate of an organisation.
To collate feedback surveys and use the information to inform service delivery.

To ensure that the values, vision, and mission of the organisation are transmitted through the actions and decisions of the leadership team.

Inter and intrapersonal skills

To apply evidence informed leadership

To develop an understanding of the perspectives of others: their challenges, their position, and their priorities.

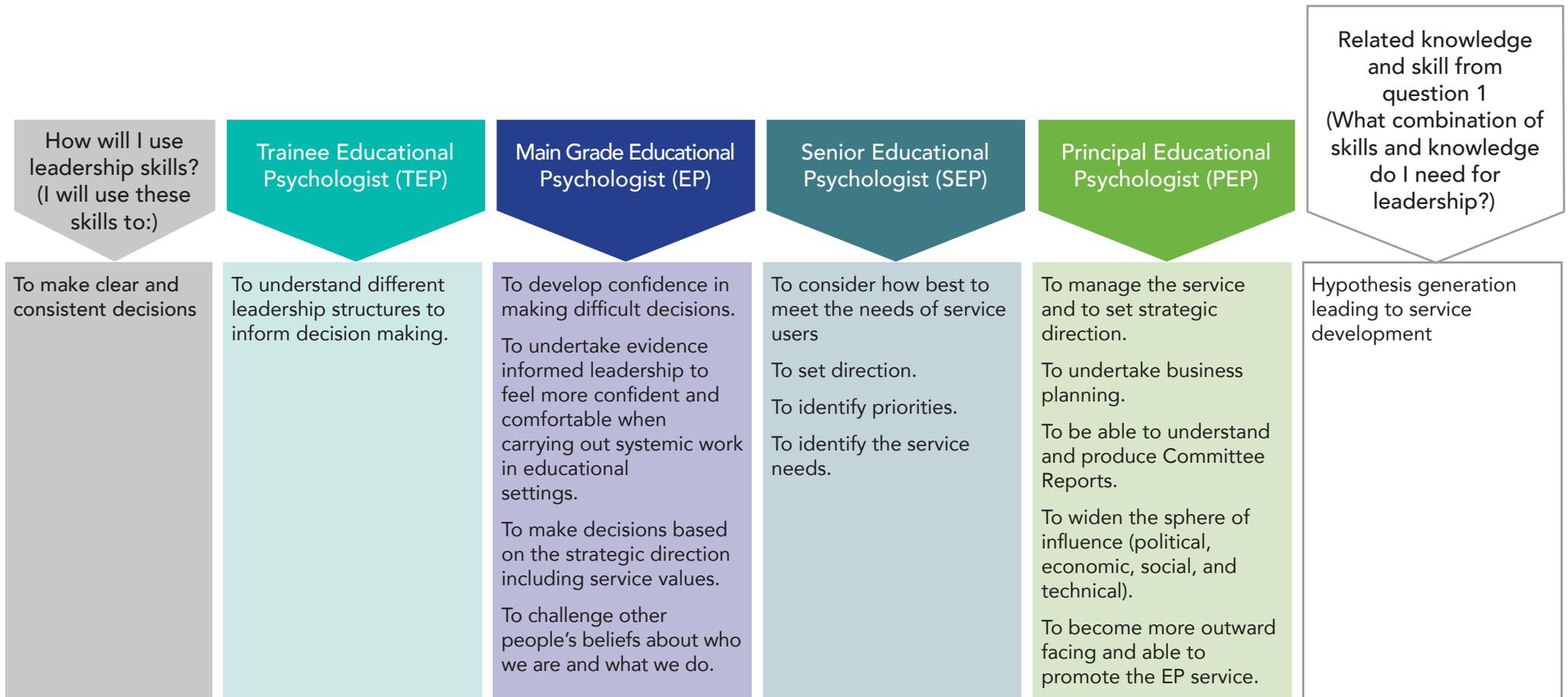
To gain further understanding of management and leadership.
To ensure the smooth running of a system through operational delivery
To understand the distinction between line management and supervision and act accordingly.

To improve services through the application of research.
To look outward for opportunities for the service.
To ensure that CPD opportunities are managed well for the service and individuals.
To manage complaints, conflict, investigations, grievances, disciplinary procedures effectively with sensitivity.
To be aware of national and local priorities.
To maintain an ethical framework.

To demonstrate the practice of 'evidence informed leadership'.

Research and project implementation (evidence informed practice)





How will I use leadership skills?
(I will use these skills to:)

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Main Grade Educational Psychologist (EP)

Senior Educational Psychologist (SEP)

Principal Educational Psychologist (PEP)

Related knowledge and skill from question 1
(What combination of skills and knowledge do I need for leadership?)

By working effectively with others

To work with peers and with colleagues on placement.

To work in consultation with other agencies, families, educational settings and children and young people in a manner that reflects a positive leadership approach.

To be reflective and recognise own and other's strengths and areas for development.

To manage under performance with empathy and rigour.

To deliver difficult and positive messages with compassion and confidence.

To have corporate fidelity.

To work co-operatively with peers (SEPS).

To respond to and welcome positive challenge reinforcing expected service values and behaviour.

To foster and enable others to lead across the service.

To adapt leadership style to suit individual needs.

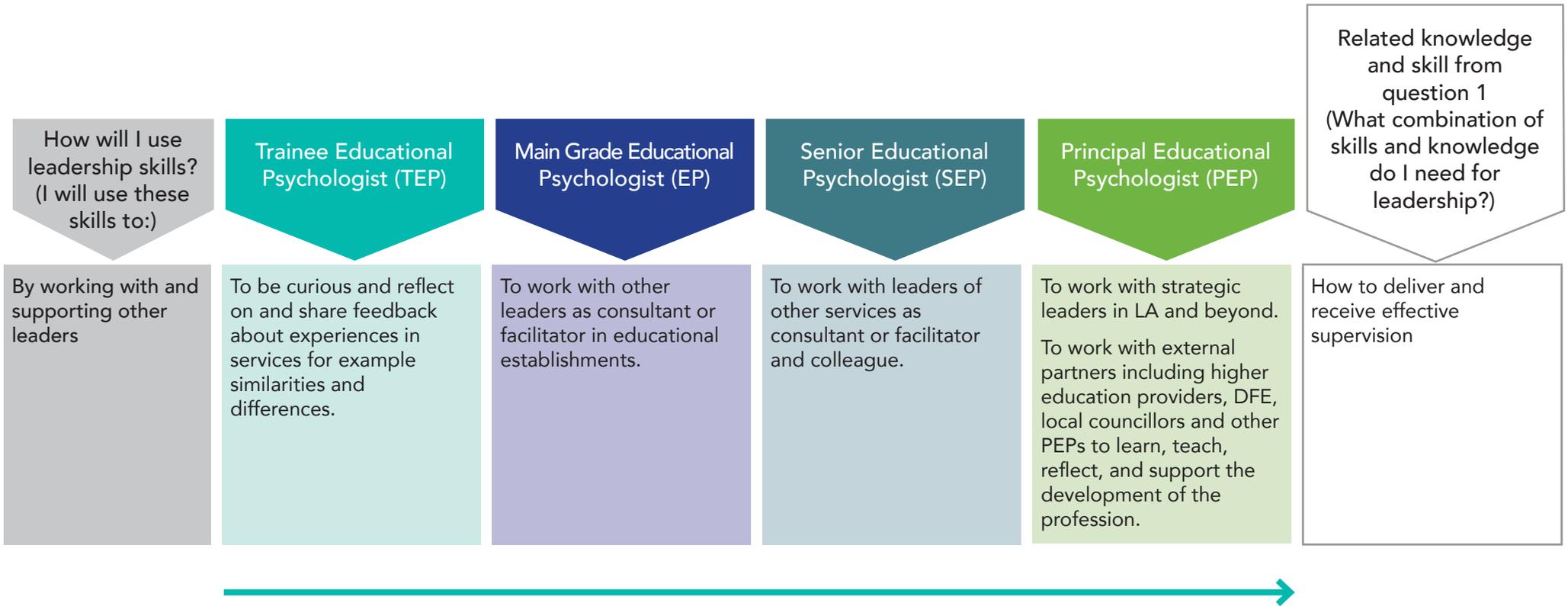
To facilitate managed risks and support new initiatives and ideas in line with strategic priorities.

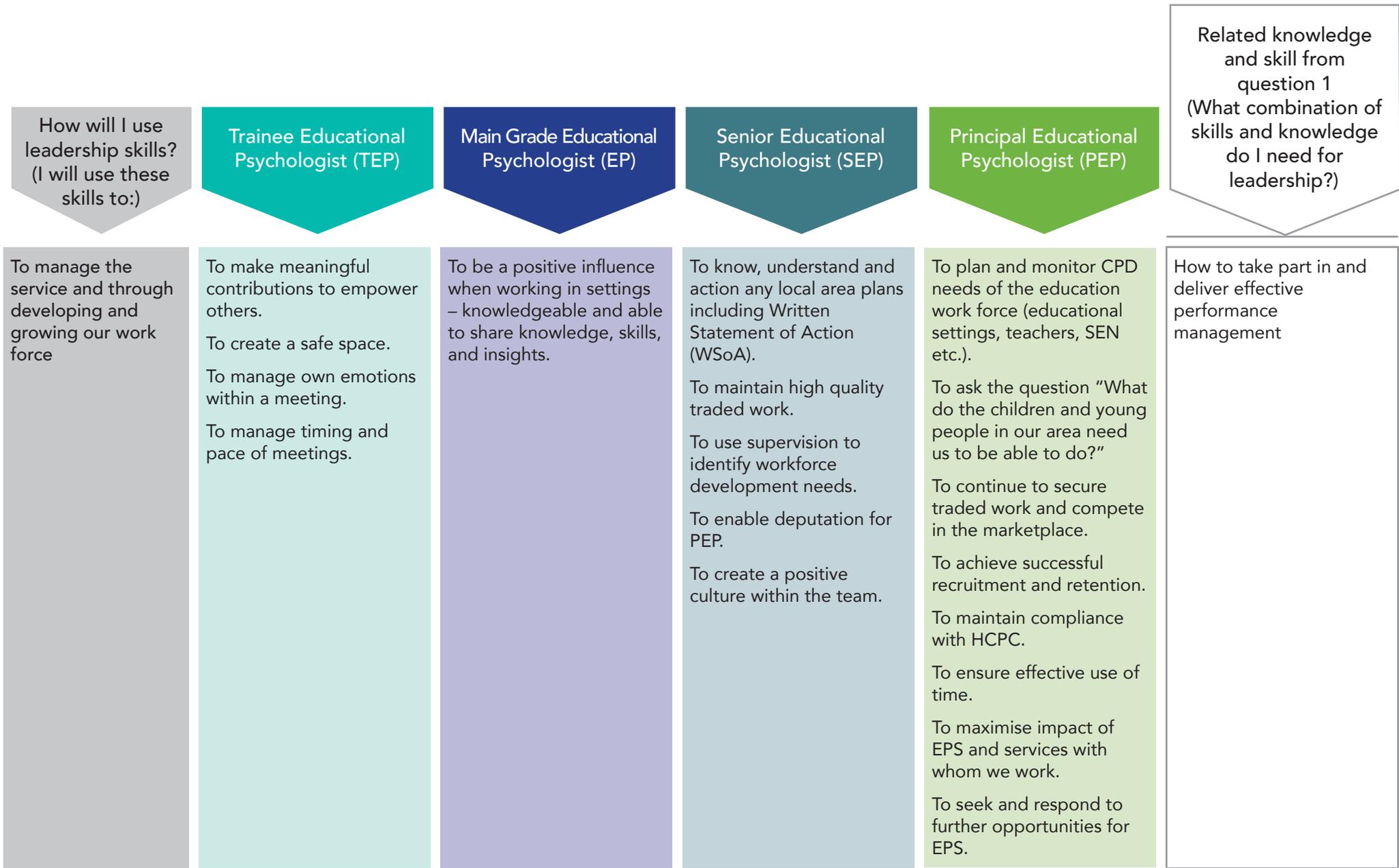
To be an entrepreneur of social identity.

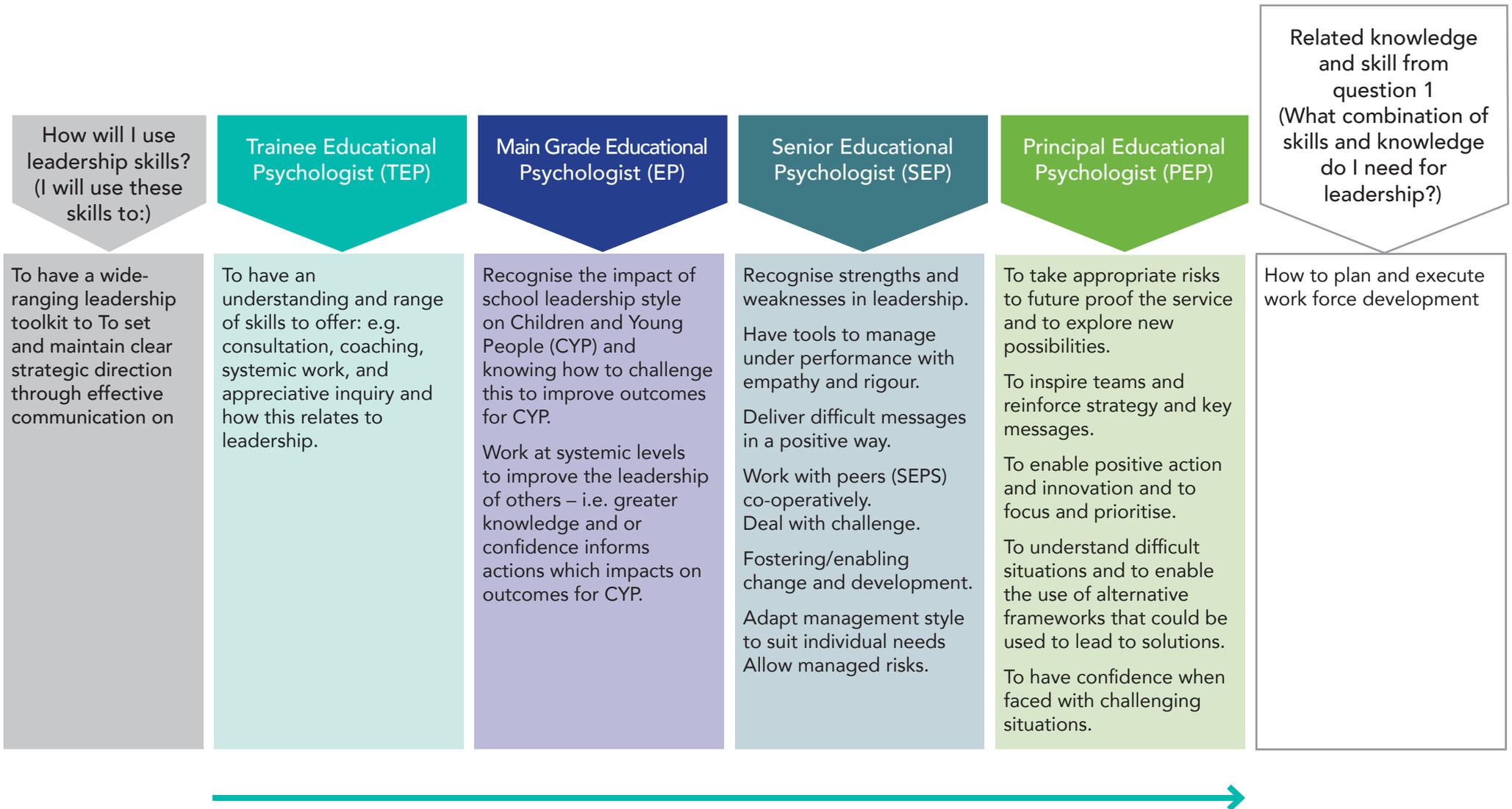
To network with a range of other people and invest in 'social capital'.

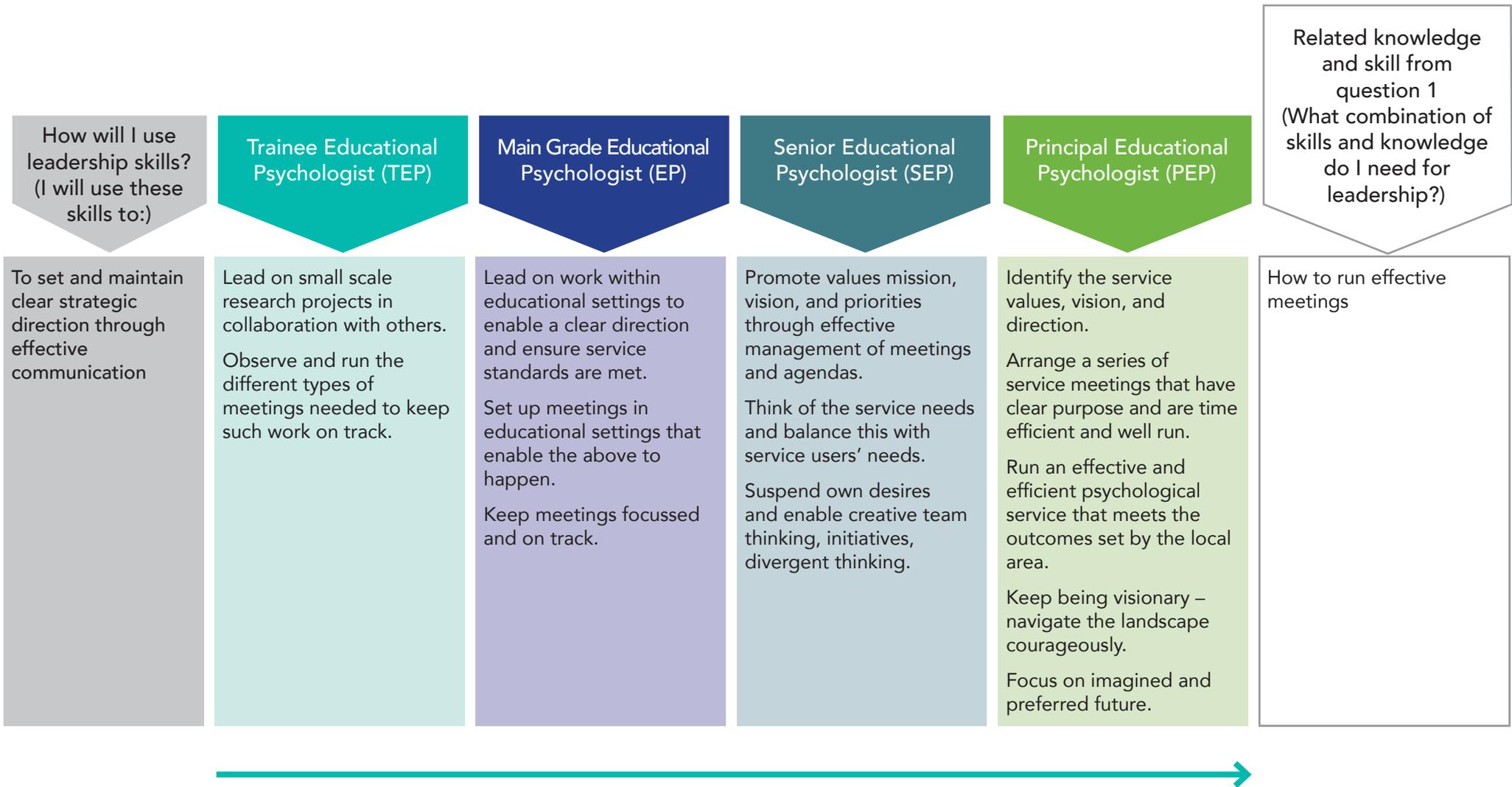
To horizon scan and make connections locally and nationally to future proof the profession.

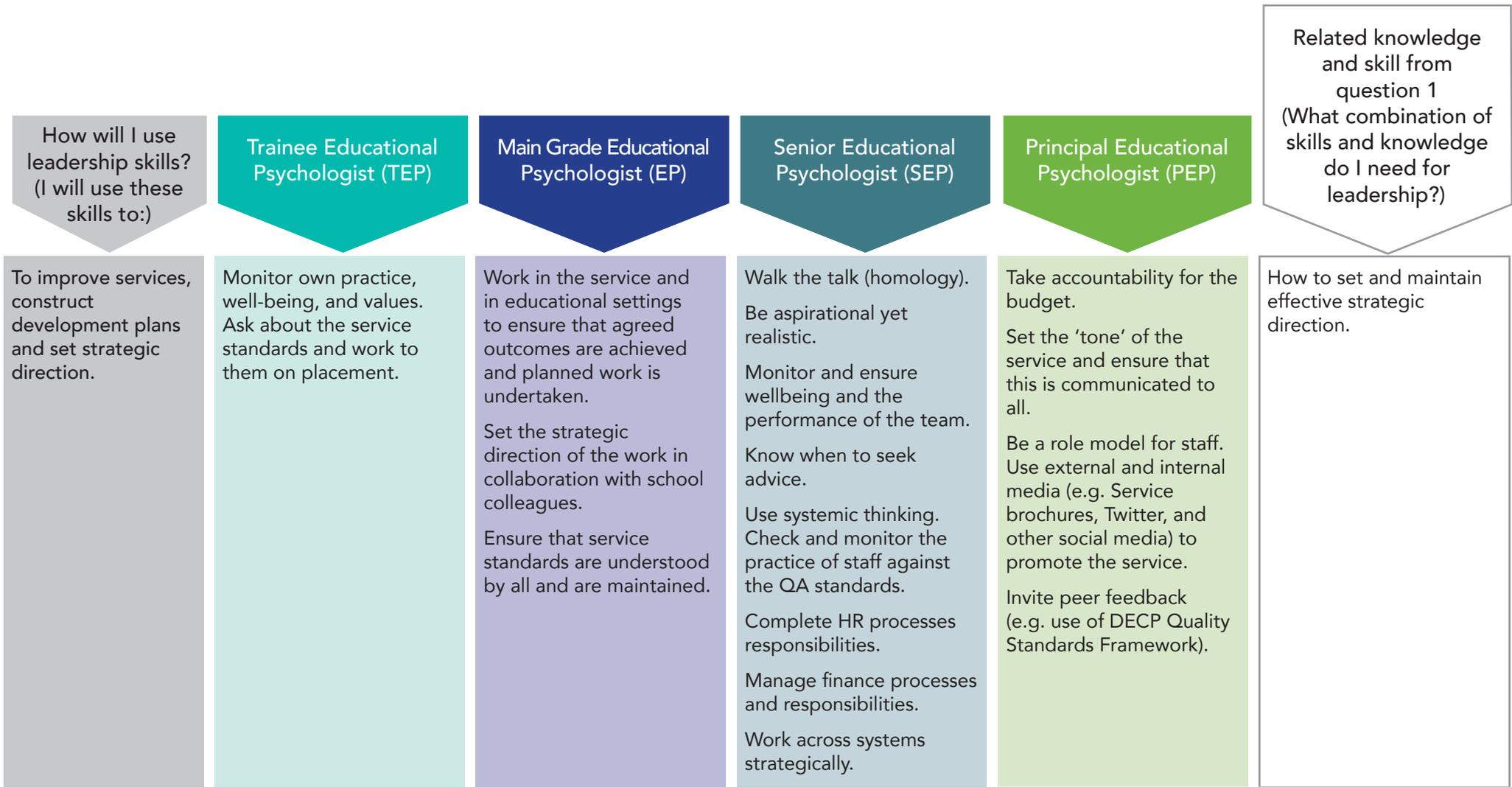
How to lead teams (inter and intrapersonal skills)

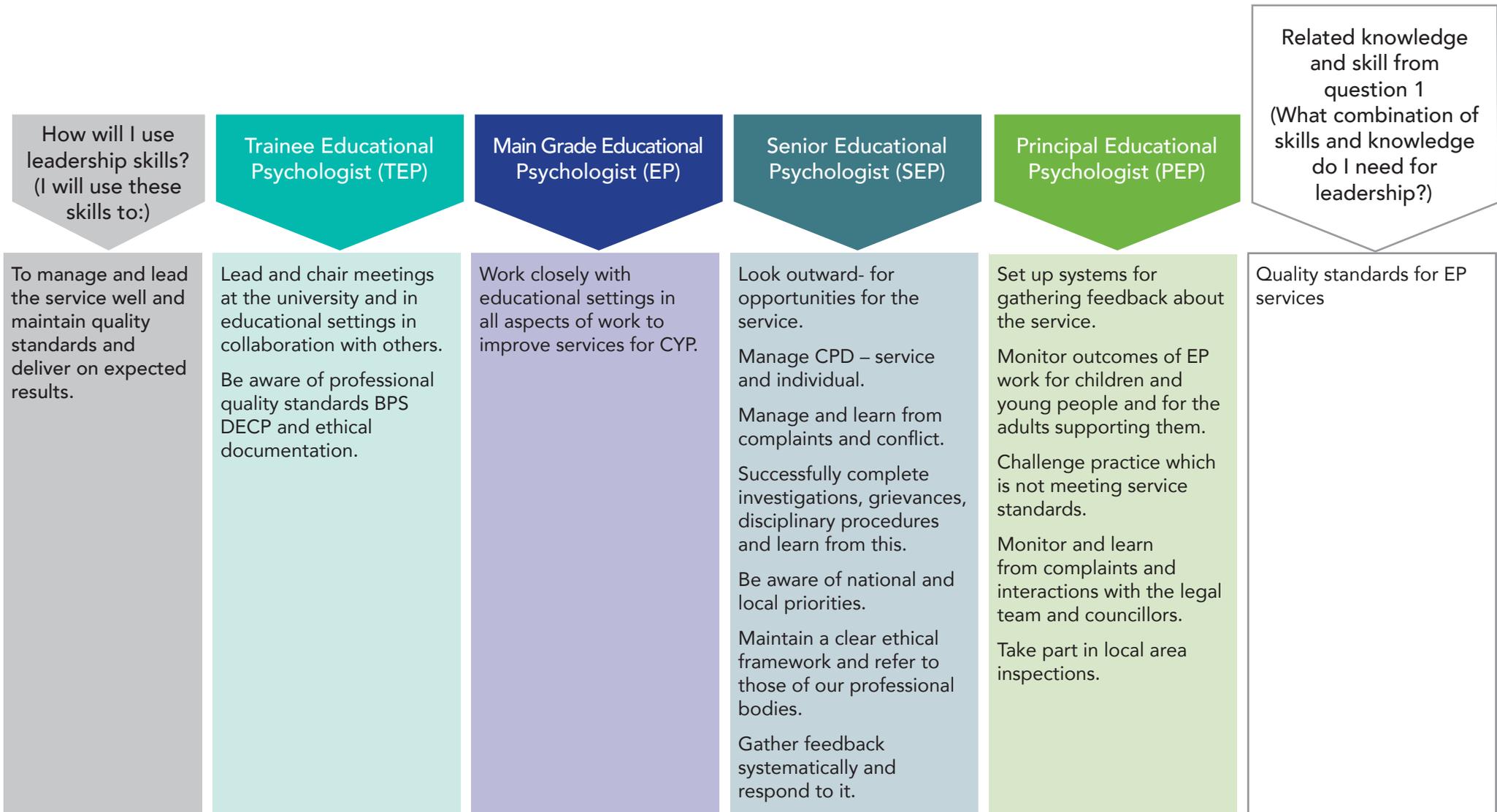


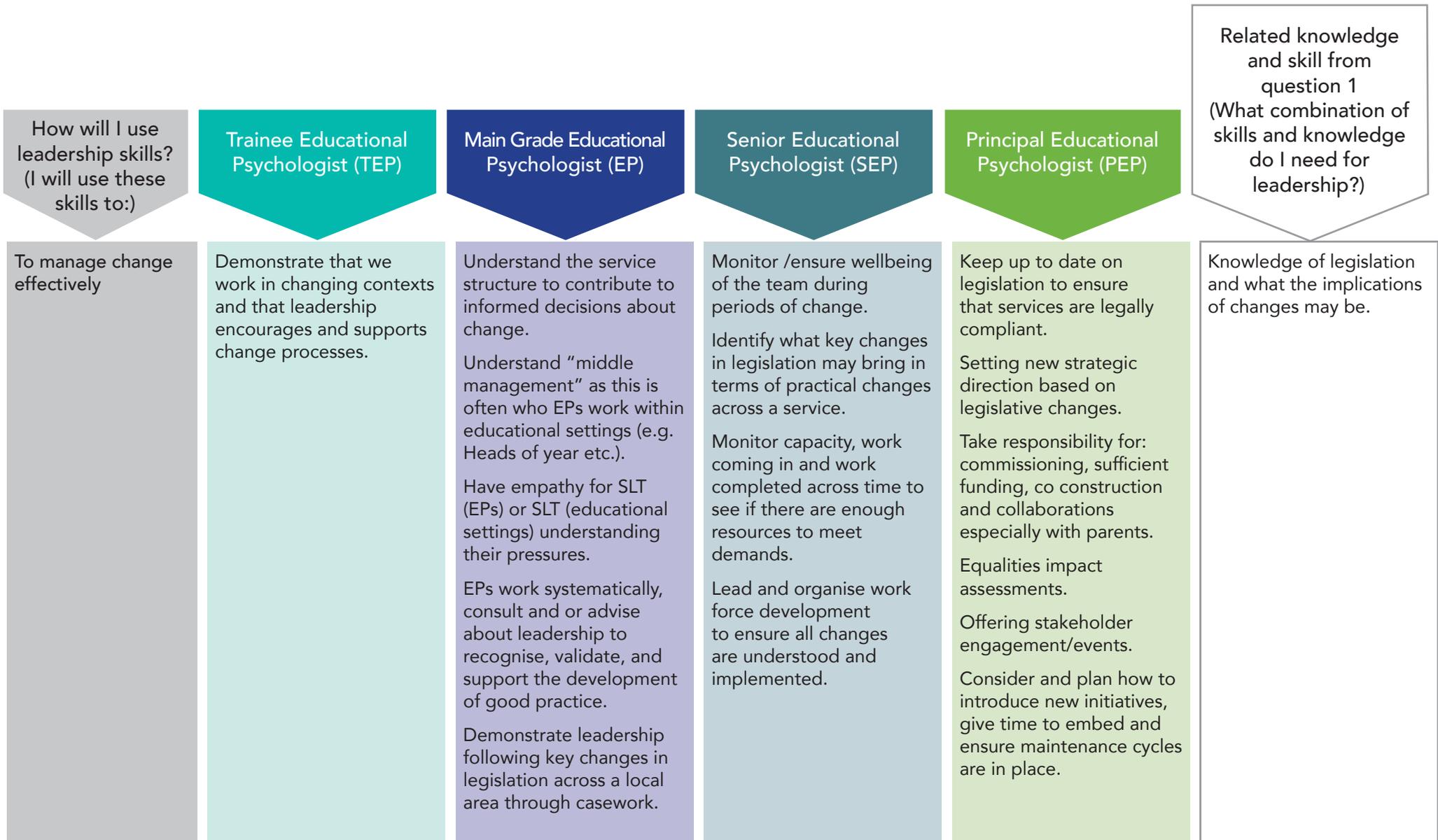


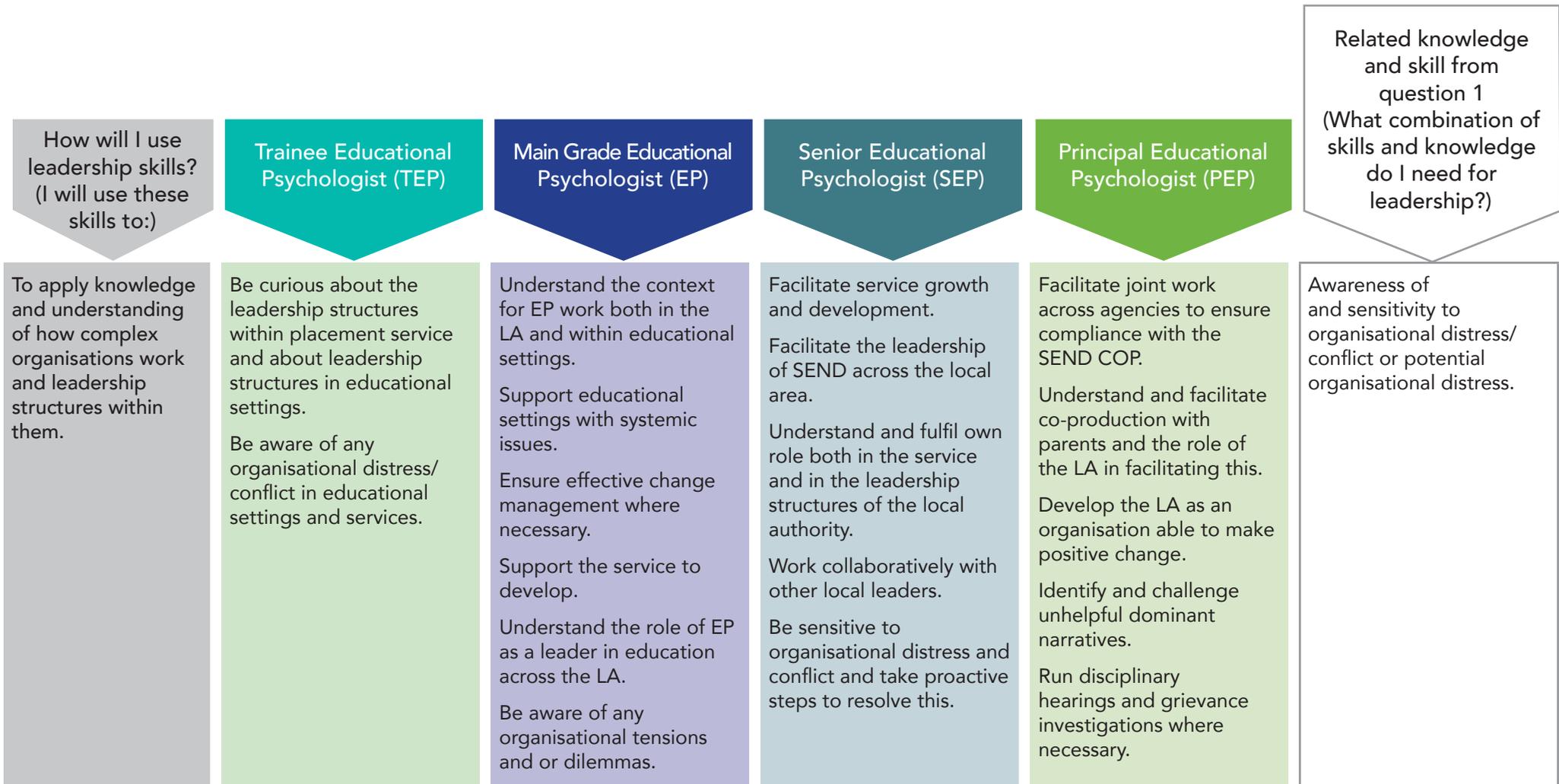












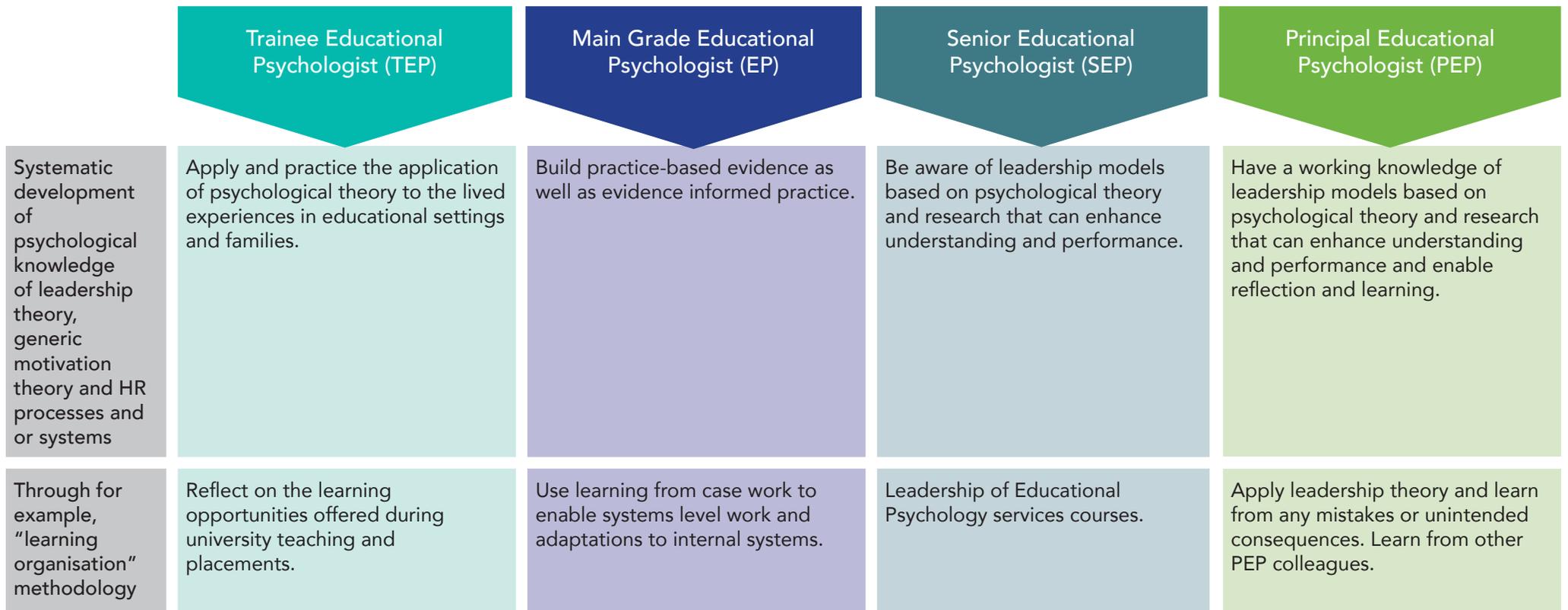
3. How am I going to develop these leadership skills?

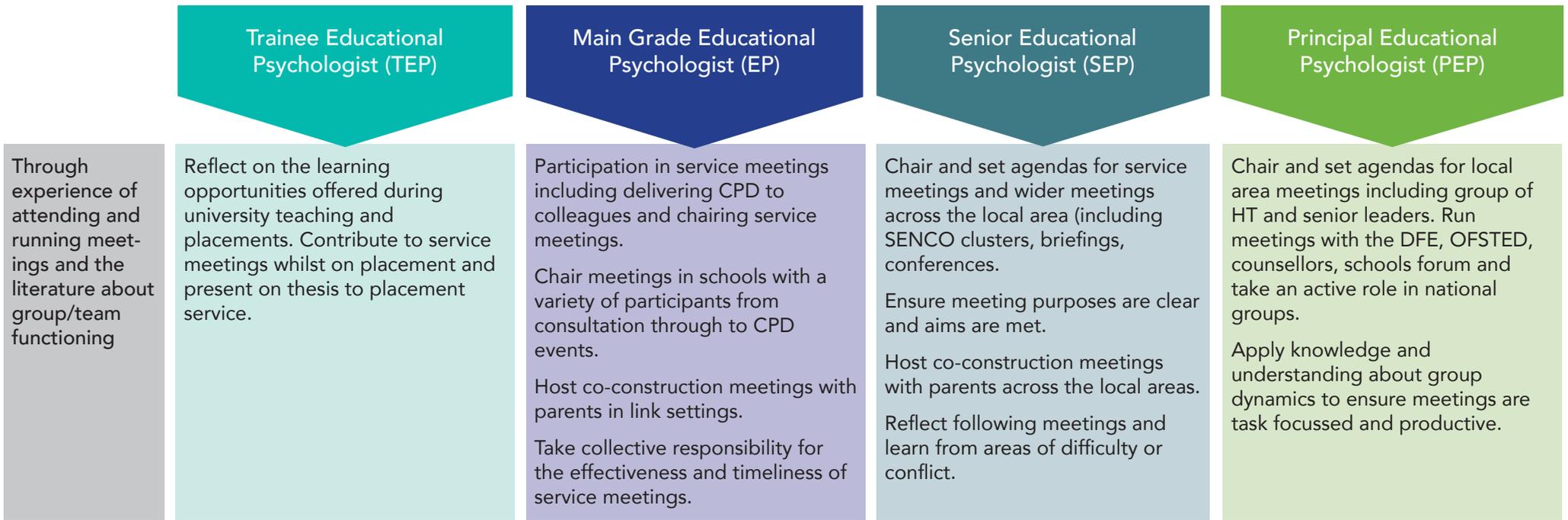
	Trainee Educational Psychologist (TEP)	Main Grade Educational Psychologist (EP)	Senior Educational Psychologist (SEP)	Principal Educational Psychologist (PEP)
Commitment to ongoing CPD	<p>Take part in opportunities for learning through University work and whilst on placement.</p> <p>Reflect on learning on leadership from previous work experience. Talk to EPs whilst on placement and discuss leadership with senior EPs.</p>	<p>Professional development, CPD and performance management.</p> <p>Understanding and seeing leadership as an important part of all EP work.</p>	<p>Professional development, CPD and performance management with a specific focus on leadership and management. To include reading relevant professional research and key texts on leadership.</p>	<p>Continue CPD in leadership and management relevant to strategic work in a local authority. Encourage all EPs to see themselves as leaders and enable service CPD on leadership skills and knowledge.</p>
Feedback and reflection on leadership tasks	<p>Ask supervisors to provide feedback on leadership skills and group work skills.</p>	<p>Take on project work and lead in areas of work for the service.</p>	<p>Professional development, CPD and performance management.</p>	<p>Attendance at local areas NAPEP meetings and seek feedback through NAPEP-L.</p>
Implementing evidence informed practice including projects and research implementation and evaluation	<p>Undertake a literature review and review the leadership literature.</p>	<p>Collaborate with colleagues and share the responsibility for service development, read journal articles and texts.</p>	<p>Undertake specific reading and research into leadership generally and more specifically of psychological services.</p>	<p>Contribute to and follow NAPEP-L debates. Attend NAPEP and other conferences with a leadership focus.</p>



	Trainee Educational Psychologist (TEP)	Main Grade Educational Psychologist (EP)	Senior Educational Psychologist (SEP)	Principal Educational Psychologist (PEP)
Focused development of Leadership skills and knowledge	Sessions at the university.	Supervise school staff and trainees.	Link with national initiatives around leadership of psychological services including courses.	Leadership courses, coaching, mentoring, buddies.
Focused development of profession narrative about leadership.	Make good links with other EPs on the training course and observe different leadership styles whilst on placement.	Volunteer to hold positions such as AEP rep for the service. Be a TEP supervisor.	Attend national conferences or training courses looking specifically at leadership.	Link with other PEPs in neighbouring authorities and actively consider succession planning. Read, conduct or participate in leadership research about leadership experiences.
Systematic development of supervisee and supervisory skills and knowledge.	Collaborate with other trainees and share the experiences of being supervised.	Act as a service consultant on assessment tools, psychological therapies and or interventions, or specific areas of need. Supervise a TEP.	Reflect on supervisory skills, chairing meetings and leadership and management in supervision sessions.	Work shadowing and discussions.







Trainee Educational Psychologist (TEP)

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Through working with other leaders in the profession to develop a sound understanding of what the profession is all about.

Through working with other leaders in the local area to develop an understanding of local strategic direction.

Understand the history of the profession and develop an understanding of the skill set role and expectations of EPs.
Be curious whilst on placement about how the EP service works in relation to other teams and services. Discuss with peers how this is similar and different across placements.

Be aware of all key local area documents, areas requiring development and targets.
If a local area has a written statement of action (WSOA) following inspection, to be clear on how milestones and improvements will be made..
Ensure individual performance targets dovetail into service development areas.

Be actively involved in writing and delivering key local area documents.
Be engaged with national profession debates and service development.
Have a sound working knowledge of local area strategy and to ensure that service delivery dovetails into that strategy.
Ensure that performance management dovetails into service development and local strategy.

Work with other local area leaders to ensure that the service is well represented and that all understand the psychology service local offer.
Represent the psychology service and demonstrate how psychological knowledge and understanding can support strategic decision making across the local area.
Work closely with other leaders to develop a shared narrative across the local area.



Trainee Educational Psychologist (TEP)

Main Grade Educational Psychologist (EP)

Senior Educational Psychologist (SEP)

Principal Educational Psychologist (PEP)

By working with other leaders in the profession and drawing from professional publications, national and international research.

Leadership modules at the university. Be aware of the publications of EP professional bodies.
Interview senior and PEP whilst on placement about their views on service leadership.

Discuss leadership at service meetings and share professional guidance on service leadership.
Work closely with other leaders in education to understand their perspectives. Be curious to see if there are similarities and differences in leadership across different services and educational settings.
Work with leaders of educational settings on systemic issues to improve outcomes for CYP.
Write articles for and read professional journals.

Work with other local area leaders to ensure that services are collaborative and dovetail.
Maintain a working knowledge of key professional guidance documents (for example: DECP ethical trading) to inform and guide service delivery.
Attend national conferences such as AEP, DECP, and contribute where appropriate.

Work with other leaders nationally to develop professional guidance.
Ensure that a response is made to local and national consultation. In addition to this that national concerns are relayed to for example the DFE and training providers.

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Through evidence-based practice and practise-based evidence. Tools vary in sophistication from consultation approaches through to approaches designed for use with larger organisations.

Understand and explore the tools used by EP. For example, consultation, coaching COMORIA, problem solving models.

Be confident in using a range of different approaches to EP work.
Use these approaches for individual casework and for systemic work.
Use group techniques to facilitate change and recognise how this work is an important part of local area leadership.

Be confident in a wide range of different group techniques such as solution circles, nominal group techniques, rich pictures, appreciative inquiry, and to use these techniques to facilitate change and development.
Have good links with local leaders of educational settings and work in collaboration.
Be aware of organisational psychology and the leadership literature.
Read key leadership documents for leaders of psychological services.

Have a sound working knowledge of the leadership literature and how this can be applied to the leadership of psychological services.
Discuss and find shared solutions with local leaders for local issues and with other PEPs for national issues.
Run coaching and leadership CPD for leaders in the local area and for aspiring leaders in EP services.

Section 2

Links to the primary colours model of Leadership (Pendleton and Furnham 2012)

Pendleton and Furnham (2012) conclude from their research and experience in working with leaders over many years, that there are three domains in which leadership functions.

1) **Strategic domain:**

this acts like the head of a person making sense of what is going on. The principal capability is intelligence "both fluid and crystalized" (P 47).

2) **Operational domain:**

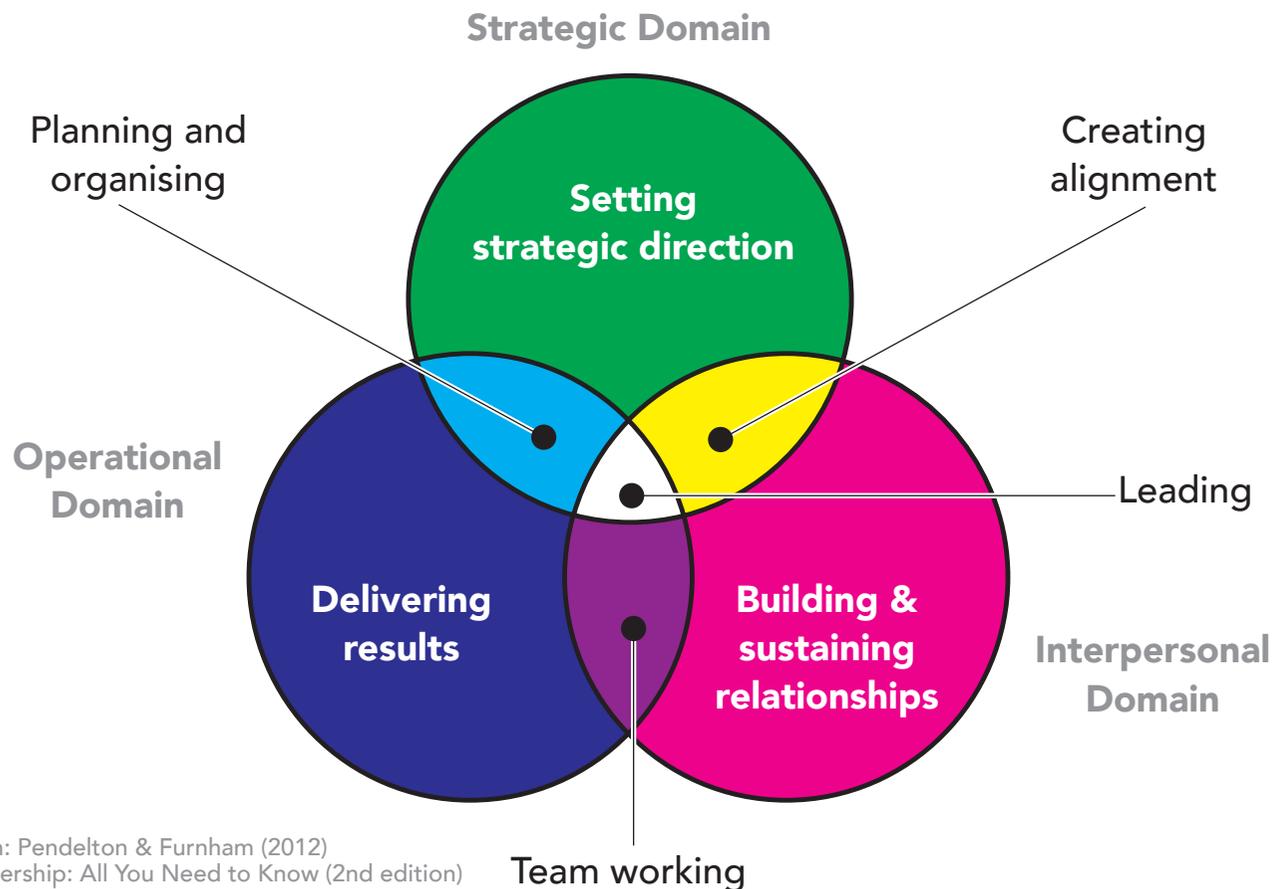
this represents the limbs hand and legs getting things done. The principal capability is "determination and willpower" (P 47).

3) **Interpersonal domain:**

this is the heart and is where emotions reside, and relationships are crucial. The principal capability is emotional intelligence.

The three domains are drawn as a Venn diagram to represent the overlap.

The Primary Colours Model of Leadership



From: Pendelton & Furnham (2012)
Leadership: All You Need to Know (2nd edition)

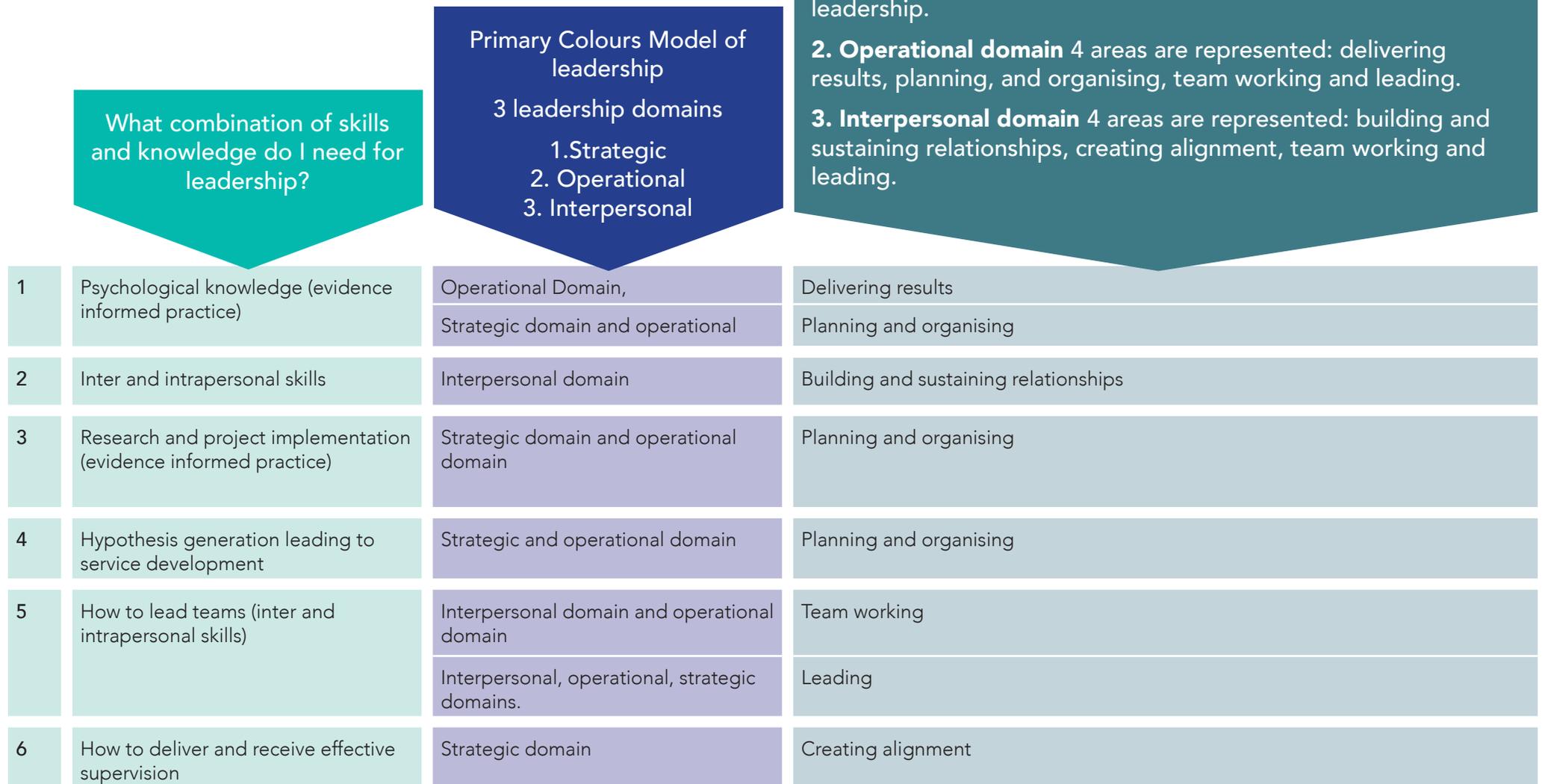
Within the **strategic domain** 4 areas are represented: setting strategic direction, planning, and organising, and creating alignment.

Within the **operational domain** 4 areas are represented: delivering results, planning, and organising and team working.

Within the **interpersonal domain** 4 areas are represented: building and sustaining relationships, creating alignment, and team working.

The 4th area is **leading**, and this is at the centre of the Venn diagram to represent that only when the 3 domains overlap that the essence of leadership can be conceptualised.

The following table places the skills and knowledge determined by the Southern PEPs as essential for leadership of EP services into the theoretical framework of the Primary Colours Model of Leadership (Pendleton and Furnham 2012). This has been provided here to show the links with leadership theory.



What combination of skills and knowledge do I need for leadership?

Primary Colours Model of leadership
3 leadership domains
1. Strategic
2. Operational
3. Interpersonal

Related areas within the 3 domains

1. Strategic domain 4 areas are represented: setting strategic direction, planning, and organising, creating alignment and leadership.

2. Operational domain 4 areas are represented: delivering results, planning, and organising, team working and leading.

3. Interpersonal domain 4 areas are represented: building and sustaining relationships, creating alignment, team working and leading.

8	How to plan and execute work force development	Strategic domain and operational domain	Planning and organising
		Strategic domain	Setting strategic direction
9	How to run effective meetings	Interpersonal domain and operational domain	Team working
10	How to set and maintain effective strategic direction	Strategic domain	Setting strategic direction
11	Quality standards for EP services	Operational domain	Planning and organising
		Strategic and interpersonal domain	Creating alignment
		Interpersonal, operational, strategic domains	Leading
12	Knowledge of legislation and what the implications of changes may be	Strategic domain	Setting strategic alignment
13	Awareness of and sensitivity to organisational distress/conflict or potential organisational distress	Interpersonal domain	Building and sustaining relationships

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