

The Leadership-Management Budi Mulia School: How School Leaders Cultivate Safe and Supportive Learning Environments

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ABSTRACT

The study explored how educational management was combined with educational leadership in order to create a Safe and Supportive Learning Environment (SSLE) at Budi Mulia School. The study also investigated the ambiguity surrounding traditional principal-centered views of educational leadership. The study is a qualitative single-case study and lasted for 12 weeks during which time 14 participants were purposively selected: 1 principal, 2 vice-principals, 3 department heads, 6 teachers and 2 counselors. The data collection consisted of 14 semi-structured in-depth interviews as well as non-participant observations and documentation. The data were analyzed using the thematic analysis method with NVivo 14 and presented in four Visual Parameter Models (VPMs). From the research into the school's management and leadership practices, four main findings emerged, namely the combination of regulatory firmness with empathetic leadership, the development of an inclusive anti-bullying culture, the support of teacher leadership through Professional Learning Communities (PLCs), and the use of adaptive SOPs to maintain stability during crises. These findings are presented along with supporting data from all three data sets. Triangulation across the data sources supported the credibility of the findings and their possible relevance to similar educational settings. The findings could be useful for educational managers in other educational contexts. School administrators are provided with insight into how management can be carried out by combining policy enforcement with relational care to support teachers and the learning environment, reduce instructional anxiety, and improve classroom teaching effectiveness. Originality/value: The study adds a tool to research on school leadership by outlining a Visual Parameter Model that describes how control by management and care by leadership can be combined within a private values-based school context.

Keywords: Educational Leadership, School Management, Safe Learning Environment, Professional Learning Communities

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INTRODUCTION

In a changing social climate, schools and other educational institutions are struggling to come to terms with the increasingly complex roles of leaders and managers within education. Other than their usual administrative tasks, schools are also expected to provide more than academic instruction by creating safe, inclusive, and supportive learning environments that contribute to students' long-term development (Díaz-Gibson et al., 2021; Thomsen et al., 2024). In other organizational settings, supportive working conditions and a strong learning culture are also important in shaping organizational performance and the ability to respond to change (Tripathi & Kalia, 2024). In education, leadership becomes particularly important when its influence can be seen in students' everyday learning experiences and in the environments where learning takes place (Charteris et al., 2022; Edwards-Groves et al., 2026). School leaders

are therefore required to manage their administrative responsibilities while also building and maintaining positive relationships with teachers, staff, students, and the wider school community as social conditions continue to change (Delany et al., 2026).

A safe and supportive learning environment not only has immediate academic effects but also long-lasting effects on a school as an organization. By fostering a supportive school climate, teachers' innovative work behavior can be stimulated, leading to school-wide sustainable innovations (Lambriex-Schmitz et al., 2025). Schools that are managed proactively by school leaders using inclusive strategies and gender-sensitive practices are sites of belonging for all students (Colaninno et al., 2024; Kihwele et al., 2025; Neufeld, 2026). In addition, supportive learning environments within and outside schools' walls mirror other workplaces where employees can benefit from structured learning opportunities to achieve their best in their careers (Brandi, 2026; Jalili, 2025). Knowing how such learning environments operate is key to building strong and resilient school systems that can sustain both teachers and students.

Despite considerable attention having been devoted to educational management within schools, a critical gap within the literature remains in relation to how leaders manage the interface between managerial control and leadership influence in specific contexts. Most research into school management has utilized principal-centered models of educational management. However, recent scholarship highlights the conceptual drift and construct ambiguity surrounding classic instructional leadership models (Hallinger, 2026). Many studies have also concentrated largely upon collaborative teacher leadership networks and communities of practice (Butler et al., 2025; Trabona et al., 2019). Rather less is known about how school executives combine school management systems with personal care to provide psychological and physical safety.

Moreover, while there is considerable research relating to the implementation of broad educational reforms (McLure & Aldridge, 2023), little of this investigates how specific private religious or values-based institutions, such as Budi Mulia School, manage leadership and management together in their daily practices. This study provides a new empirical perspective that by examining the strategic conversations and everyday administrative routines, can connect leadership and management in Indonesian school setting. Unlike conventional studies that rely mainly on generalized surveys, the present study uses qualitative methods to examine how administrative oversight and the creation of supportive school climate operate in everyday practice, building on recent approaches used to study strategic leadership conversations (Blom et al., 2026). This research also moves away from a purely principal-centered perspective toward a more integrated model that considers how professional learning can shape teachers' beliefs and contribute to stronger learning environments (Van Peteghem et al., 2025). By conducting the research at Budi Mulia School, the study also provides qualitative insight into how values-based management practices can help create a safe and supportive learning environment within a non-Western educational context.

This qualitative study aims to explore how school leaders at Budi Mulia School integrate leadership strategies with school management to create a safe, caring, supportive, and orderly learning environment. To achieve this objective, the study examines how school leaders' decisions, administrative structures, and relationships contribute to developing safety and academic well-being within the school. Furthermore, the study seeks to explain how managerial systems, including policy implementation and resource allocation, work together with supportive leadership practices in responding to challenges that arise from within and outside the school. Ultimately, the study aims to provide a clearer understanding of how leadership and management work together to create an inclusive, caring, and orderly school climate.

In recent years, several global events and crises have exposed schools and their leaders to a variety of high-stakes, politically charged, and unprecedented circumstances that school leaders have had to deal with (Bailey & Gibson, 2023). Leadership of schools in the post-pandemic world requires responsive leaders to future situations in an adaptive and forward thinking manner to maintain stability in their organizations, to educate children and to equip them with knowledge and skills that enable them to thrive in a rapidly changing world (Striepe et al., 2023). Schools currently handle a range of social and educational challenges, including

concerns about student mental health and inequality. Because of this, maintaining a safe learning environment has become more than a matter of administration. Insights gained from an investigation into a real-life case such as Budi Mulia School could help provide answers to the immediate challenges that leaders and managers of schools are facing today in terms of managing and maintaining a safe and supportive learning environment for all.

This research contributes to both the theoretical aspects of educational management and its practical application. The findings of this study can provide an empirical model that describes how school management mechanisms and school leaders' behaviors interact and work together rather than operate separately. The results can also be useful for school administrators, policymakers, and educational foundations that seek to develop more systematic approaches to safety and support in schools. The qualitative description of the experiences and management practices at Budi Mulia School, including the ways in which leaders support teachers and create a safe learning environment for students, can provide practical strategies for educators in similar settings to improve school climate, support teaching staff, and create safe learning spaces.

METHOD

This study adopted a qualitative single-case study approach to investigate how school leaders combine managerial functions and leadership behavior to create a safe and supportive learning environment at Budi Mulia School. Case study research is particularly suitable for investigating contemporary real-world phenomena where the boundaries between the phenomenon under investigation and the context in which it takes place are not clearly defined. In contrast with research that measures variables numerically, qualitative case study research allows for an in-depth investigation of the micro-level administrative mechanisms, strategic conversations, and relational practices that shape the school climate (Blom et al., 2026). The way in which leadership influences become part of everyday educational practice can also be examined through this approach. Given that creating psychological safety and physical care requires an understanding of institutional culture (Delany et al., 2026), a qualitative case study provides sufficient depth to examine how leadership influences everyday educational practices (Edwards-Groves et al., 2026).

Research Participants and Selection Criteria

The study employed purposive sampling to select informants who are directly involved in school management and leadership practices. The study specifically deliberates on the managerial and structural perspectives of school staff; student and parent perceptions were beyond the primary scope of this operational evaluation. Senior administrative figures were selected on the basis of having served in executive decision-making roles within the school for at least three years. Teachers were selected based on their active roles in school safety committees or professional development initiatives (Butler et al., 2025; Trabona et al., 2019). The Budi Mulia School was chosen due to its institutional model, which focuses on values-driven management and structured programs to promote and support the students' well-being.

Data Collection Instruments, Procedures, and Indicator Table

The primary data collection methods were semi-structured in-depth interviews, non-participant field observations, and institutional document analysis. The semi-structured interviews followed a researcher-developed protocol covering several dimensions of school leadership, administrative management, and safe climate cultivation in schools (Colaninno et al., 2024; Díaz-Gibson et al., 2021). The twelve weeks of fieldwork included observations of school grounds, staff meetings in the administrative office, and transitions between lessons to observe leadership behaviors as they occurred (Charteris et al., 2022). Document analysis included school policies and procedures, crisis management protocols, professional learning records, and student support records. The interview instrument was reviewed by two senior academics in the field of educational management and was also piloted with non-participant members of the school staff in order to refine the questions and improve their clarity.

Table 1 Research Indicator Matrix

Operational Pillar	Focus Dimension	Key Indicators	Data Source
Managerial Integration	Operational Governance & Resource Allocation	Clear safety protocols, allocation of resources to support well-being, policy enforcement, crisis management systems (Bailey & Gibson, 2023; Striepe et al., 2023).	Document Analysis, Interviews (Principal, Vice-Principals)
Leadership Practices	Relational Care & Strategic Vision	Relational trust, caring work of principals, shared vision for inclusivity, responsive leadership (Delany et al., 2026; Hallinger, 2026).	Interviews (All), Field Observations
Safe & Supportive Environment	Psychological & Physical School Climate	Gender-responsive practices, anti-bullying enforcement, inclusive spaces, initiatives that promote belonging (Kihwele et al., 2025; Neufeld, 2026).	Field Observations, Interviews (Counselors, Teachers)
Professional Learning	Capacity Building & Innovation	Collaborative teacher communities, belief transformation, encouragement of innovative work practices (Lambriex-Schmitz et al., 2025; Van Peteghem et al., 2025).	Document Analysis, Interviews (Teachers, Dept Heads)

Data Analysis Techniques

Qualitative data were organized and coded using NVivo 14 and analyzed using Braun and Clarke's framework of thematic analysis. The analysis was conducted in six sequential steps. (1) Familiarization. All 14 interview recordings were transcribed verbatim, and the field notes and policy documents were read several times to become familiar with the data. (2) Initial Code Generation assigned open codes to the relevant text fragments related to management functions, leadership practices, and indicators of the school climate. (3) Searching for Themes involved clustering the open codes into larger candidate themes, such as "Administrative Rigor vs. Relational Empathy" and "Systemic Crisis Readiness" (Striepe et al., 2023). (4) Review of Theme. The candidate themes were checked against the full data set and the research indicator table for coherence and gaps. (5) Defining and Naming Themes involved refining the specific conceptual scope and essence of each theme, ensuring clear narrative definitions and assigning prices labels to capture the findings. (6) The production of the Report included the presentation of the findings supported by verbatim excerpts from the participants so as to show the main patterns and dynamics found in the case.

Trustworthiness and Data Integrity

Four criteria were applied using Lincoln and Guba's evaluative framework for qualitative research to ensure qualitative rigor and data integrity. Credibility was established by triangulating sources and methods through the comparison of interview transcripts, observation field notes, and documentary records. Formal member-checking sessions were also conducted where participants could check their interview summaries for accuracy. To support transferability, we offered a detailed "thick description" of the institutional context, participant demographics, and operational dynamics at Budi Mulia School, so that future researchers could judge the relevance of the findings to similar educational contexts. Dependability and Confirmability were maintained by an explicit audit trail which included raw data transcripts, coding books, analytical decision logs, and field notes. Reflexive journaling was also done

during the fieldwork to assist in minimizing researcher bias during the interpretation of qualitative data (Blom et al., 2026).

RESULT AND DISCUSSION

1. Dual-Role Synergy: Integrating Managerial Firmness and Empathetic Leadership

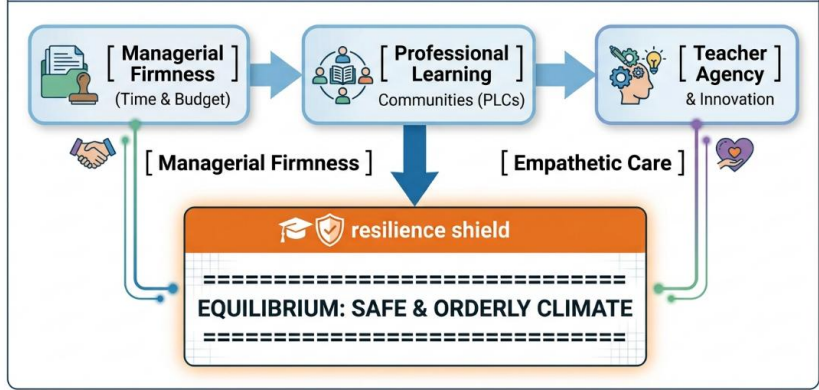
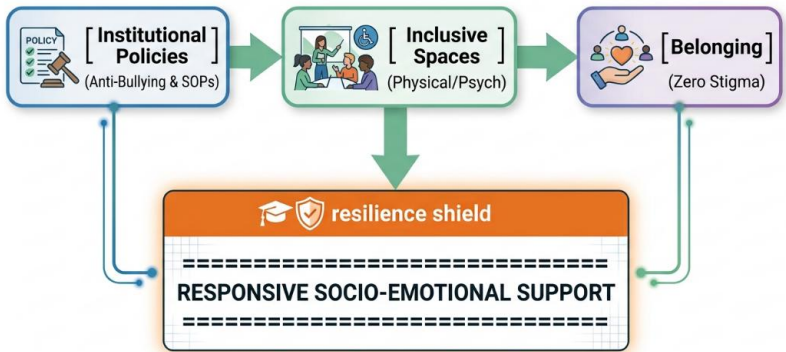


Figure 1 VPM Dual – Role Synergy Model

The empirical data gathered from Budi Mulia School shows that management and leadership are carried out as two connected parts of the same leadership role rather than as separate organizational functions. School leader(s) at the school implement institutional rules in order to create structure and consistency. They also try to develop and build trust by showing empathy in their interaction with teachers, employees and students. The leader's role in implementing management and leadership in the school is exemplified in Figure 1 above by the principal balancing his role of administrative control and socio-emotional support in order to maintain implementation of school rules and supervision in the school on an on-going basis while at the same time giving due attention to personal care of employees and students. The importance of caring practices and relationship-building in the work of school principals is noted in research by Delany et al. (2026). Hallinger (2026) also questioned overly simplified, principal-centered models and emphasized the need to view leadership and management in a more integrated way. In other organizational contexts, supportive working environments contribute to maintaining organizational stability and enhancing performance (Tripathi & Kalia, 2024). Management and leadership are sometimes conceptualized as opposing and even separate functions which are implemented in the school. Instead, the findings from this private values-based school show that clear management structures can provide the foundation for empathetic leadership to operate effectively. The dual-role synergy of school management provides a meaningful framework for educational leadership across diverse instructional domains. By providing structure and support for teachers, school managers can reduce some of their administrative burden and, at the same time, positively impact classroom instruction. Because complex learning tasks demand an emotionally safe and supportive environment, teachers across all disciplines benefit from a firm yet empathetic leader who also supports them psychologically. Supported in this way, teachers are more likely to adopt innovative pedagogical practices, fostering greater overall student engagement. However, it is important to establish that the findings from this single values-based institution may not be directly generalizable to under-resourced public schools, whose organizational culture is likely different.

2. Institutionalizing an Inclusive, Safe, and Responsive School Culture



Safe-school policies at Budi Mulia School are embodied in the ways that the school structures anti-bullying programs, inclusive use of school spaces, and socio-emotional support for students. Physical measures that ensure students' safety, such as supervised corridors and clear school behavior expectations, are linked with psychological support through open counseling as well as inclusive student group practices. The corresponding VPM is depicted in Figure 2 above and illustrates the relation between school policies and the creation of inclusive spaces that in turn affect student well-being.

Furthermore, the implementation of safe-school policies within Budi Mulia School reflects strategies previously discussed in relation to safe environments (Colaninno et al., 2024), self-determination principles to foster belonging without controversy (Neufeld, 2026), and responsive classroom practices (Kihwele et al., 2025). This finding is consistent with earlier qualitative studies showing that both physical and social learning environments can influence students' experiences (Charteris et al., 2022; Thomsen et al., 2024). However, the dominant view still appears to be that safe-school policies and their implementation are critically linked to safety measures and practices in respect of the physical environment. The findings from Budi Mulia School suggest that sustainable school climate is also fostered through inclusive relationships and a culture rooted in shared values.

An inclusive school climate also shapes classroom teaching and the way different subjects are taught. Across various academic disciplines, learning anxiety and the fear of academic failure often prevent students from actively participating in lessons. When students learn in a safe and non-judgmental environment, however, they become more willing to embrace challenging tasks, take intellectual risks, and persevere through difficulties. Within the supportive school climate of Budi Mulia School, teachers are encouraged to organize collaborative learning activities across subject areas. Yet, it remains to be seen whether an inclusive culture such as this will be sustained in the long term. The present cross-sectional qualitative study was not designed to reach a conclusion on this matter, and further research is needed.

3. Empowering Professional Learning Communities and Teacher Leadership



Figure 3 VPM Teacher Empowerment Flow

Research from Budi Mulia School shows that teachers are given more responsibility and have time and resources to work in Professional Learning Communities (PLCs), as well as to design, test and improve their own classroom management strategies, try out different ways of teaching and support their colleagues in learning. This is the support and allocation of resources as shown in Visual Parameter Model 3 (VPM 3, see Figure 3). The findings are broadly consistent with earlier work on teacher leadership and professional collaboration. Butler et al. (2025) discuss how communities of practice is able to support the development of teacher leaders, while Trabona et al. (2019) focus on collaborative vertical communities. Van Peteghem et al. (2025) also show how changes in teachers' beliefs can contribute to stronger learning environments. A similar pattern appears in research showing that supportive learning environments can encourage more innovative professional behavior (Brandi, 2026; Lambriex-Schmitz et al., 2025). In this sense, the present study also adds to research on shared leadership and its influence on everyday teaching and learning (Díaz-Gibson et al., 2021; Edwards-Groves

et al., 2026). Distributing leadership to development heads and classroom teachers enhance overall instructional quality. Collaborative professional learning communities provide teachers with structured opportunities to refine assessment tools, share pedagogical strategies, and collaborate on differentiated learning approaches for students progressing at different paces. Instead of relying heavily on traditional rote memorization, teachers can implement more active and engaging instructional methods. However, teachers do not always equally participate in these learning communities. Those with less experience may need additional time and support before they are ready to take on greater leadership roles within their departments.

4. Operational Preparedness and Strategic Crisis Resilience



Figure 4 VPM Crisis Resilience System

The fourth finding is related to the way Budi Mulia School strengthens its institutional resilience through adaptive Standard Operating Procedures (SOPs) and clear crisis communication. This means that whatever form the crisis takes, whether it involves a regulatory change, a health emergency, or a local conflict, the school continues to operate through leadership, risk assessment, and timely decision-making. Figure 4 provides a representation of the relationship between adaptive leadership, clear SOPs, and organizational resilience.

These findings are also consistent with other studies, including Striepe et al. (2023) on responsive, adaptive, and future-centered leadership during crisis, Bailey and Gibson (2023) on school leaders' experiences during disruption, and McLure and Aldridge (2023) on key factors that help sustain school reform over time. The strategic conversations held during school leadership meetings also show similarities with the linkographic analysis of strategic leadership conversations conducted by Blom et al. (2026), as well as with the decision-making frameworks described by Jalili (2025) for critical situations.

A school's readiness for disruption safeguards instructional continuity across all subject areas. Clear administrative standard operating procedures can help protect instructional time and reduce learning interruptions when unexpected changes or new policies occur. In practice, a stable leadership system allows academic departments to deliver the curriculum consistently, adaptively transition between different learning modalities when necessary, and maintain assessment standards while still paying attention to student well-being. One limitation is that the school's crisis response was examined mainly through retrospective interviews and policy documents. Because of this, participants' accounts may present the school's response more positively than what might be observed during an actual emergency.

This study also has several methodological and practical limitations. As a single-site qualitative case study, it focuses only on Budi Mulia School, which is a private, values-based institution. The findings therefore need to be interpreted carefully when applied to under-resourced public schools or schools with very different institutional cultures. The study also relied on cross-sectional interviews, twelve weeks of field observation, and document analysis, which did not allow leadership and management practices to be followed across several academic years. In practice, teachers also faced challenges such as limited time to prepare differentiated materials and different levels of readiness to take on greater leadership responsibilities. These conditions could not be fully controlled within the study. For this reason,

the Visual Parameter Models (VPMs) developed from the findings are better understood as context-based models that may inform similar settings rather than as conclusions that can be applied to every type of school.

DISCUSSION

The novelty of this study is the development of the Visual Parameter Model (VPM) which incorporates administrative regulation and relational care within the framework of a private values-based school. Unlike much of the traditional research on educational management, which often relies on quantitative surveys or principal-centered models, this study takes a closer look at the everyday processes through which managerial control and empathetic leadership are operated together. The results from Budi Mulia School show that structural firmness and socio-emotional support are not separate but are aspects of a safe and supportive learning environment.

This dual-role of leadership builds on Delany et al.'s (2026) work on the caring responsibilities of school leaders and supports Hallinger's (2026) critique of overly simplified, principal-centered instructional models. Leadership in this context is not only exercised via top down control but through interactions that happen across different parts of the institution (Edwards-Groves et al., 2026; Suryadi Syarif et al., 2026). Horwood et al (2022) found that organizational autonomy provides school leaders with more room to create connected learning environments (Díaz-Gibson et al., 2021). This can be done on everyday practices such as strategic conversations and reflective governance (Blom et al., 2026). This foundation helps school leaders manage major changes in the organization and curriculum, particularly by adaptive leadership (Syarif et al., 2025). An inclusive school culture and learning environment is created by the consistent implementation of a school's policies, understanding empathy, and their differences in daily interactions. A safe and supportive learning environment can help students feel that they belong within the school community (Colaninno et al., 2024; Neufeld, 2026). Equitable learning environments are created by means of gender-sensitive teaching (Kihwele et al., 2025). School conditions and the learning environment of families are interrelated (Thomsen et al., 2024). These are furthermore connected to students' classroom anxiety and to the quality of their relationships with teachers and peers (Goetz et al., 2021).

A stable organizational environment can also support students' sense of control. A teacher who receives social support is less likely to experience emotional exhaustion (Granziera et al., 2022; Viswesvaran et al., 1999) and this support can also influence teachers' emotional experiences at work (Frenzel et al., 2016). Teaching can also be designed in ways that foster students' achievement-related emotions, such as enjoyment rather than boredom (Lazarides & Buchholz, 2019; Putwain et al., 2018). Viewed from the perspective of control-value appraisal and achievement emotion theories (Pekrun et al., 2011; Shao et al., 2020), students in such an environment receive feedback and support that can help them regain a sense of control over their learning. This can make students less likely to develop learned helplessness and more likely to feel that they have personal control over what happens in their learning (Zullo & Forster, 2026). PLCs serve as an important mechanism to support teachers and keep their practices innovative. Teachers can develop leadership through collaborative teacher networks, vertical communities of practice, and self-study initiatives (Butler et al., 2025; Trabona et al., 2019). Formal and informal professional development at different stages of teachers' careers can influence their pedagogical beliefs over time (Avalos, 2011; de Vries et al., 2013; Heikkinen et al., 2018; Richter et al., 2011; Van Peteghem et al., 2025). Principals' support for teachers' professional learning and development can also reinforce these processes (Hallinger & Liu, 2016; Liu et al., 2016).

Empowerment of teachers can strengthen their sense of self-efficacy and encourage them to continue to work within an institution through collaborative professional practices (Chesnut & Burley, 2015; Tschannen-Moran & Woolfolk Hoy, 2001). These same practices can also support the establishment of a learning climate that fosters innovative work behavior and learning agility (Lambriex-Schmitz et al., 2025; Tripathi & Kalia, 2024). In the context of a workplace learning environment (Brandi, 2026), empowered teachers can improve their ability

to handle digital change (Anhari & Said, 2026), to design learning media that utilize technology and that can be developed by using Canva-based tools applying the ADDIE model (Apriadi et al., 2025), and to handle emotional experiences when learning in a digital environment (Loderer et al., 2020).

In line with a VPM framework the institutional resilience is tackled by means of adaptive Standard Operating Procedures (SOPs) that help maintain administrative and pedagogical continuity during crisis periods. In line with responsive and future-centered crisis leadership (Striepe et al., 2023), we also outline the responsibilities that a crisis leader has in view of facilitating a response that is oriented towards the future in the event of crisis and we stress the special role of the school principal with a view to providing his or her staff with emotional stability and clear communication in a crisis situation (Bailey & Gibson, 2023; Pujol & Durán-Aponte, 2026). In order to tackle the pressures put on teachers in such situations, school administrators might opt for administrative strategies to reduce teachers' stress (González-Carcacia & Vásquez, 2025). Taking into account the preferences of adult learners and the relevant andragogical principles, teachers might also be equipped to manage to adapt to rapid changes in school operations (Jalili, 2025).

Much work is required to transform the school buildings into effective learning environments, including changes to the physical facilities as well as to how people work within these spaces (Charteris et al., 2022). Adaptive governance, socio-emotional safety and flexible structures are needed in order to enable schools to move beyond the current short-term responses and sustain school reforms in the long term (McLure & Aldridge, 2023). Thus the study provides a practical model of educational management that integrates managerial control and empathetic care in various school environments.

CONCLUSION

The study found that establishing and maintaining a safe, caring and academically supportive learning environment at Budi Mulia School involves management being firm and leaders being empathetic. Instead of distinguishing between management and leadership, four main findings were established; the dual role of principal leadership in balancing regulatory compliance with relational care; the use of anti-bullying and inclusive policies to strengthen students' sense of belonging; the development of teacher leadership through Professional Learning Communities (PLCs); and the use of adaptive operational SOPs to help the school remain stable during periods of crisis. Taken together, these findings show that structural order and human care work alongside each other in shaping school climate and the quality of teaching. These findings were developed through a qualitative single-case study that combined in-depth interviews with administrators and teachers, non-participant field observations, and document analysis. The data were analyzed using Braun and Clarke's thematic analysis framework, and the relationships identified in the findings were presented through four Visual Parameter Models (VPMs). The analysis showed that administrative structures provided the order and resources needed for teachers to take greater responsibility for classroom practice. At the same time, empathetic leadership helped build the trust needed to support inclusive teaching practices and the school's ability to respond to crisis situations in everyday practice.

To address the limitations of a cross-sectional single-site study, future research could extend this framework through comparative studies involving several public and private schools. Longitudinal qualitative and mixed-method studies would also be useful for examining whether teacher leadership initiatives can be sustained over time and for assessing how inclusive school climates affect students' socio-emotional development in the longer term. Future studies could also look more closely at practical ways to help teachers manage workload constraints when preparing differentiated materials, especially when distributed leadership is introduced in schools with different levels of resources. More broadly, this line of research can contribute to a more integrated and human-centered understanding of educational leadership by bringing administrative management and transformational care closer together. Developing models that show how leadership and management can work together may also provide useful references for educational policy and school governance in different contexts. The primary goal

is to help schools be resilient, inclusive and emotionally safe ecosystems, whilst still achieving high standards of academic success in the face of ongoing social change.

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