Although crucial in education systems, leadership and management sit at two ends of a spectrum (Tan & Adams 2018). Roles and responsibilities define the path which school leaders or managers take. However, these roles and responsibilities also separate them. The definitive leadership and management roles attributed to certain principles may have been derived from their form and structure which define their functions.

Educational leadership and management both deal with distinct sets of ideologies with some overlapping components but have philosophies that are irreconcilable. As discussed in the previous chapter, influence is linked to both leadership and management roles; however, the influence of a school leader is best characterised by values rather than formalities dictated by organisational positions (Bush 2003).

On the other hand, Eacott (2011) deviates from the conservative view of educational leadership and management being either overlapping or clashing ideologies. Instead of distinguishing these two disciplines as separate entities, a contemporary approach establishes the connections between educational leadership and management with reference to external factors other than pedagogical means.

Likewise, Hopkins, Stringfield, Harris, Stoll, and Mackay (2014) refer to how managing needs and building capacity constitute the organisational dynamics of schools through sound leadership and management. This modernistic concept ends the debate of whether educational leadership and management are at opposite ends. Thus, it can be assumed that leadership and management operate concurrently to achieve institutionalised goals.