Leadership in the digital age: Examining school websites as a window into educational practices

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Abstract

This study examines the relationship between leadership models and school improvement in two outstanding primary schools in West London, with a particular focus on the period leading up to and including the Covid-19 pandemic. A qualitative case study methodology was employed, using semi-structured interviews with school leaders, headteachers, and teachers. In the subsequent phase, school websites were analyzed to determine whether their online representations aligned with leadership practices identified in the initial study. The findings indicate that the academy school followed New Public Management (NPM) principles, characterized by a hierarchical structure, restricted teacher autonomy, standardized teaching approaches, and a competitive environment. In contrast, the community-maintained school adopted a distributed and transformational leadership model, fostering collaboration, teacher agency, and broad professional engagement. The analysis of school websites during the pandemic confirmed these findings, demonstrating that the academy school's website reflected its managerial approach, whereas the community-maintained school's website highlighted its collaborative and innovative culture. The study underscores that school websites serve as reliable representations of leadership models and institutional culture. The consistency between interview findings and website analysis suggests that online platforms effectively convey leadership priorities and organizational ethos. These findings emphasize the importance of digital representation in educational leadership, suggesting that schools should strategically utilize their websites to reflect their leadership practices and core values. The study also provides insights for policymakers and school leaders on aligning online communication with institutional identity and improvement strategies.

Keywords: Distributed leadership, Educational leadership, New public management, Qualitative case study, School improvement, School websites.

1. Introduction

The London Borough of Ealing, situated in West London, consists of seven districts: Acton, Ealing, Greenford, Hanwell, Northolt, Perivale, and Southall. This dynamic and heterogeneous town accommodates a total of 69 schools catering to infants, primary students, and junior students. Out of these, 12 primary schools have been recognized as outstanding by Ofsted (Office for Standards in Education, Children's Services and Skills). Before the onset of the Covid-19 outbreak, two exemplary primary schools—one being an academy that is part of a multi-academy trust (MAT) and the other a maintained community school—were chosen for an in-depth study. This research is part of a doctoral study that seeks to investigate the correlation between educational leadership and school improvement in these two schools. Given the evolving role of digital platforms in educational leadership, it is essential to examine how school websites serve as a medium for reflecting leadership priorities and institutional values. This study seeks to bridge the gap between traditional leadership models and their digital representation, highlighting the increasing importance of virtual platforms in shaping educational narratives.

The first stage, included in the PhD thesis, employed a qualitative case study methodology, gathering data via semi-structured interviews with school leaders, headteachers, and classroom teachers. Qualitative research methodologies, namely case studies, are adept at capturing the intricacies of educational environments and leadership practices [1]. The results of this phase revealed that the academy school followed the principles of New Public Management (NPM), which involved maintaining a structured and hierarchical organisation similar to a corporation, limited autonomy for teachers, standardised teaching methods, and a competitive atmosphere [2, 3]. In contrast, the community school implemented a leadership model that combines many elements and does not follow a linear approach. This model promotes a culture of collaboration and learning, aiming to equip teachers and students with the necessary skills for the 21st century [4].

Amidst the Covid-19 pandemic and resulting school closures, the PhD research was posed and shifted its focus to examining the websites of these two schools in order to ascertain whether the online portrayals aligned with the pre-pandemic discoveries. As educational institutions increasingly rely on digital communication, school websites have evolved into more than just informational repositories; they serve as key representations of institutional identity. Understanding how leadership practices are projected online is critical for ensuring alignment between a school's stated values and its public-facing digital presence. Websites have become increasingly important in conveying a school's vision, mission, qualities, and offers to stakeholders, as the change to digital platforms has been considerable Selwyn [5]. Bennett [6] asserts that a school's website serves as a representation of its character, successfully mirroring its values and activities.

In this way, the academy school's website was anticipated to mirror its commitment to NPM principles, which are characterised by an emphasis on performance indicators, standardised procedures, and a competitive mindset. This is consistent with research indicating that NPM frameworks prioritise accountability, efficiency, and market-oriented techniques in public sector organisations, such as schools [7, 8]. On the other hand, the website of the community school was expected to reflect its collaborative and distributed leadership approach, promoting a culture of professional development, research, and international collaboration. The literature on transformational and distributed leadership supports this approach, emphasising the advantages of implementing shared leadership approaches to promote school improvement and teacher development [4, 9]. The current study in hand seeks to determine if the websites of the academy and community school align with the leadership practices outlined in the earlier phase through interviews. This research not only contributes to the understanding of leadership models in educational settings but also extends the discourse by examining how digital tools reinforce or contradict existing leadership frameworks. By exploring school websites as a lens into leadership culture, this study provides valuable insights into how schools communicate their ethos and strategic vision beyond face-to-face interactions. The aim is to examine the impact of school leadership on the outstanding journey of schools through their online presence. This research enhances our understanding of how educational leadership practices are conveyed and perceived in the digital era by analysing the digital footprints of these schools.

The following sections will discuss the methodologies employed in this study, including the specific settings and demographic details of the schools that participated. Next, the methodology section provides a comprehensive account of the analytical technique and data collection process from the school websites. This involves the use of Critical Discourse Analysis (CDA) to reveal the hidden patterns and representations of leadership [10, 11].

To guide this investigation, the study seeks to answer the following research question: *How do school websites reflect and reinforce leadership models and school improvement strategies in outstanding primary schools in West London?*

2. Methods

2.1. Demographic Data

Table 1 exhibits the school profiles participated in both phase one and the current study. The table contains demographic variables of these schools such as: school type, time of establishment, age range, site, pupil premium rate, SEND rate, previous Ofsted inspection, recent Ofsted inspection and if the school is a teaching school (see Figure 1. School Profiles).

Table 1.
School Profiles.

School Type	Time of Establishment	Age range	Pupils on school roll	Pupil premium rate	SEND rate	Ofsted Inspection	Teaching school
Academy primary school	2013	3-11	413	23%	12.6%	Outstanding in 2015	Yes
Community primary school	2008	3-11	432	31.9%	17.1%	Good in 2014 & outstanding in 2019	No

3. Methodology

3.1. Analytical Perspective

In this study, I have utilised Critical Discourse Analysis (CDA) as the analytical framework. According to Mullet [12] CDA is a qualitative analytical approach for critically describing, interpreting, and explaining the ways in which discourses construct, maintain, and legitimise social inequalities. Johnson and McLean [13] describe CDA as a growing interdisciplinary research movement composed of multiple distinct theoretical and methodological approaches to the study of language. In terms of these authors, CDA research often begins with a research topic or problem, rather than with fixed theoretical or methodological positions. Therefore, it can be argued that CDA's research design and methodological processes can be somewhat flexible, iterative, and adaptive according to the specifics of a project. Several notable CDA early scholars such as Fairclough [10] and Van Dijk [11] have attempted to outline methodological processes in an effort to strengthen the rigour of CDA, as well as to provide strategies for others to use. Although these scholars acknowledge the many possible forms and genres of semiotic meaning, much CDA scholarship tends to focus on textual genres of discourse.

Recent educators such as Mogashoa [14] identifies three forms of discourse analysis including thematic analysis which I employed to analyse the interview data in the first phase, print text analysis which I have applied to analyse the text and structure of the school websites in this research, and oral text analysis.

3.2. Conducting Critical Discourse Analysis (CDA)

Since discourse analysis is basically an interpretive and deconstructing reading technique, there are no specific guidelines to follow. However, I have used the theories of McGregor [15] who argues that CDA does not have a unitary theoretical framework or methodology because it is best viewed as a shared perspective encompassing a range of approaches framing the details into a coherent whole such as:

- Choosing specific photographs and paragraphs and putting them in a place to get readers' attention
- Using headings and keywords to emphasise certain concepts by giving them textual prominence
- Leaving certain things out completely, counting on if it is not mentioned, the average reader will not notice its absence, and thereby not scrutinise it
- Using certain words that take certain ideas for granted, as if there is no alternative
- Manipulating the reader by using selective voices to convey the message that certain points of view are more correct, legitimate, reliable, and significant while leaving out other voices.

Subsequently, I have used McGregor [15] technique to understand the semiotic of websites for the two participated schools in terms of 'how they describe leadership in their websites;' 'how prominent is staff professional development on the website;' and 'how they promote staff collaboration on the website.' The rationale behind choosing these themes can be related to the three common theories of leadership including instructional [16] transformational [17] and distributed [18] which were the foundation of the PhD research project.

Considering these themes in mind, I began the print text analysis on the websites for the two outstanding schools by looking for lexical selections, linguistic features (such as the selection of pronouns), the structure of the website and the patterns that might have a connection to any of the above three theories. Since I used information from school websites which is publicly available to anyone therefore, I did not require ethical clearance for this research- although the school identities are not disclosed.

3.3. Data Collection Method

Subsequent to collecting qualitative data through interviews from these two schools in pre-Covid times in the first phase of the PhD project, I have used school websites as another method for gathering data during the pandemic. This adds another perspective to the collected interview data. Similar to the first phase, I have taken the same qualitative case study approach here for the current study. Using this approach not only supports each school website as a phenomenon, but it can also help to show how different aspects of school leaders' roles are related to each other.

4. The School Website

According to the Department for Education (DfE) [19] every local-authority-maintained school must publish specific information on its website to comply with the School Information (England) Regulations (2008), as amended by The School Information (England) (Amendment) Regulations 2012 and 2016 and other relevant legislation including the Equality Act 2010: advice for schools and the Children and Families Act 2014. This includes basic information about the school such as the school's contact details, as well as the school's admission arrangements, Ofsted reports, exam and

assessment results, performance tables, curriculum, remote education, school policies, premiums, equality objectives, SEND information, careers programme information (for year 8-13 pupils), complaints procedure, Governors' information and duties, financial information, charging and remissions policies, and school's ethos and values. However, the information is slightly different for academies, free schools and colleges.

Apart from containing this crucial information, as Bennett [6] suggests, the website acts as the public face of schools reflecting the school's structure, culture and operation. To explore the role of school leadership in the outstanding journey of schools, in particular I have examined the selected school websites in terms of the following three themes:
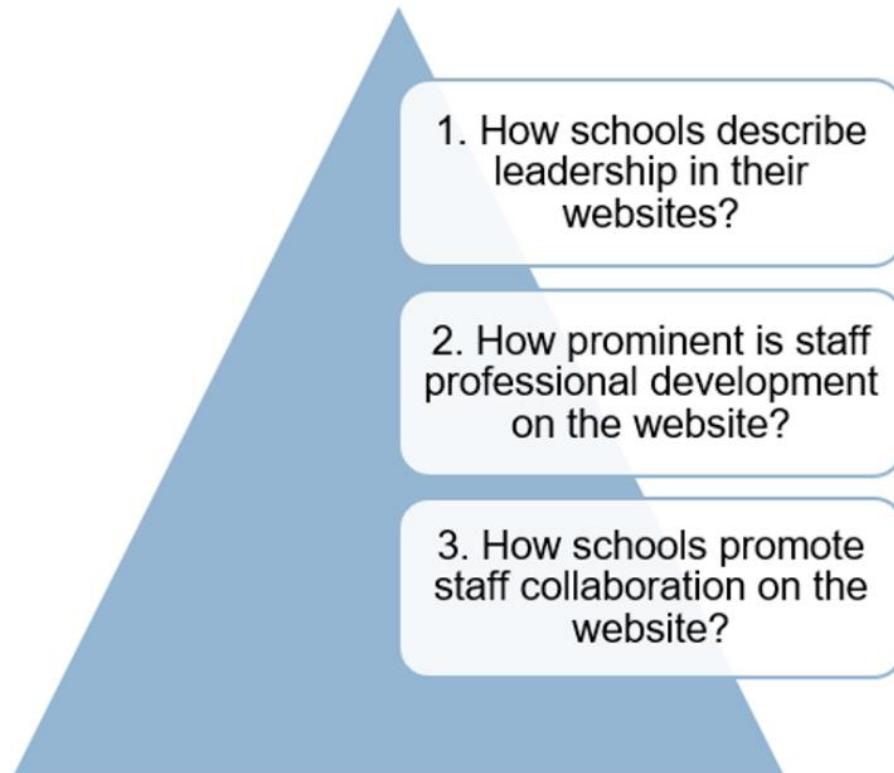

Figure 1.
Key themes for analysing the school websites.

The following sections provide a critique of the three themes within the websites for the two selected outstanding primary schools in the West London Borough of Ealing.

4.1. School 1: Academy School Website
According to Ofsted [20] this is an outstanding school:

> *Leaders have high aspirations for all pupils. They set high standards for themselves and others. As a result they have achieved a great deal since the school opened in September 2013. Governors are actively involved in school life. They know the school well and provide good support and challenge to school leaders to make even more improvements. The school multi-academy Trust provides strong and highly effective support to the school. It ensures, for example, that assessment is accurate and that staff are well trained.*

Since the school opened in 2013, Ofsted has inspected the school only once in 2015.

4.1.1. Context
The school opened in September 2013 and had a school roll of 413 pupils. There were children in Nursery, Reception and Year 1, but there were future plans to cater for pupils up to Year 6. The school was an academy, part of a MAT which means an academy trust or chain that operates more than one academy school [21]. The school was last rated outstanding in June 2015 and ran an extended day, with lessons until 4.00pm. Being situated within a diverse borough in London, there were above average rates (21.2%) of pupils who spoke English as their additional language. Although the school's free meal entitlement (FME) was below the national average rate for primary schools (23%). Similarly, the proportion of pupils with disabilities or who have special educational needs (SEND) was lower than the national average (12.6%). The headteacher herself had a Master's, degree and was completing her NPQH (National Professional Qualification for Headship). The staffing complement reflected the formal structure of academy schools, with an Executive Head/Principal in charge of this school and another two schools as well as being a Regional Director overseeing 10 schools in the network and the school leadership team for the school reporting to the headteacher as shown below in Figure 2.
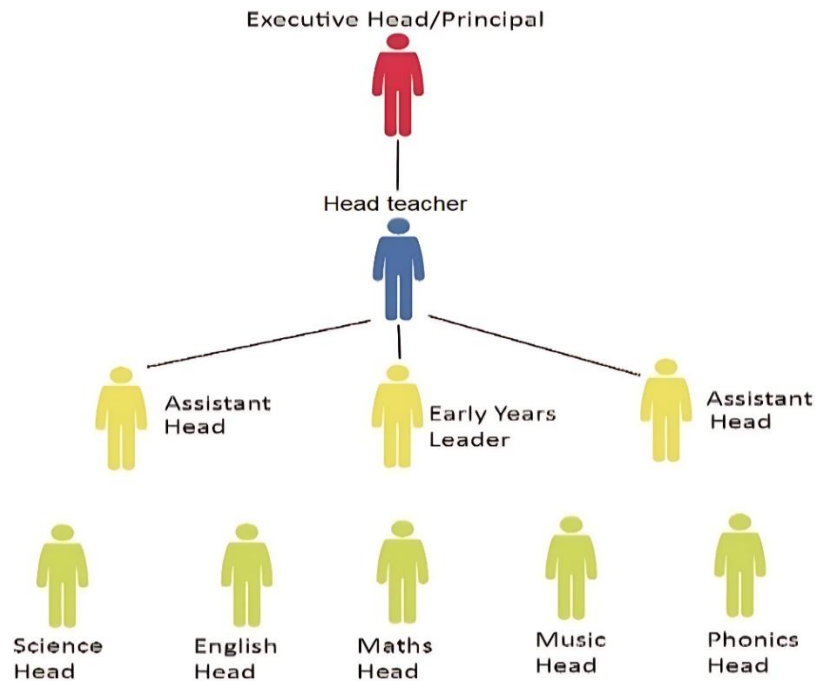
Figure 2.
School 1: Leadership structure.

4.1.2. The Website

In constructing institutional identities, schools use a range of semiotic and visual resources such as texts, images, audios and videos on their virtual environments. As can be seen from the screenshot of the homepage of the academy school (see Figure 3), the website is divided into 8 categories: About us, Teaching and learning, Life at school, Admissions, Parents, Work for us, Covid-19 and information for parents, and Remote learning plans.

Figure 3.
Homepage of the academy school website.

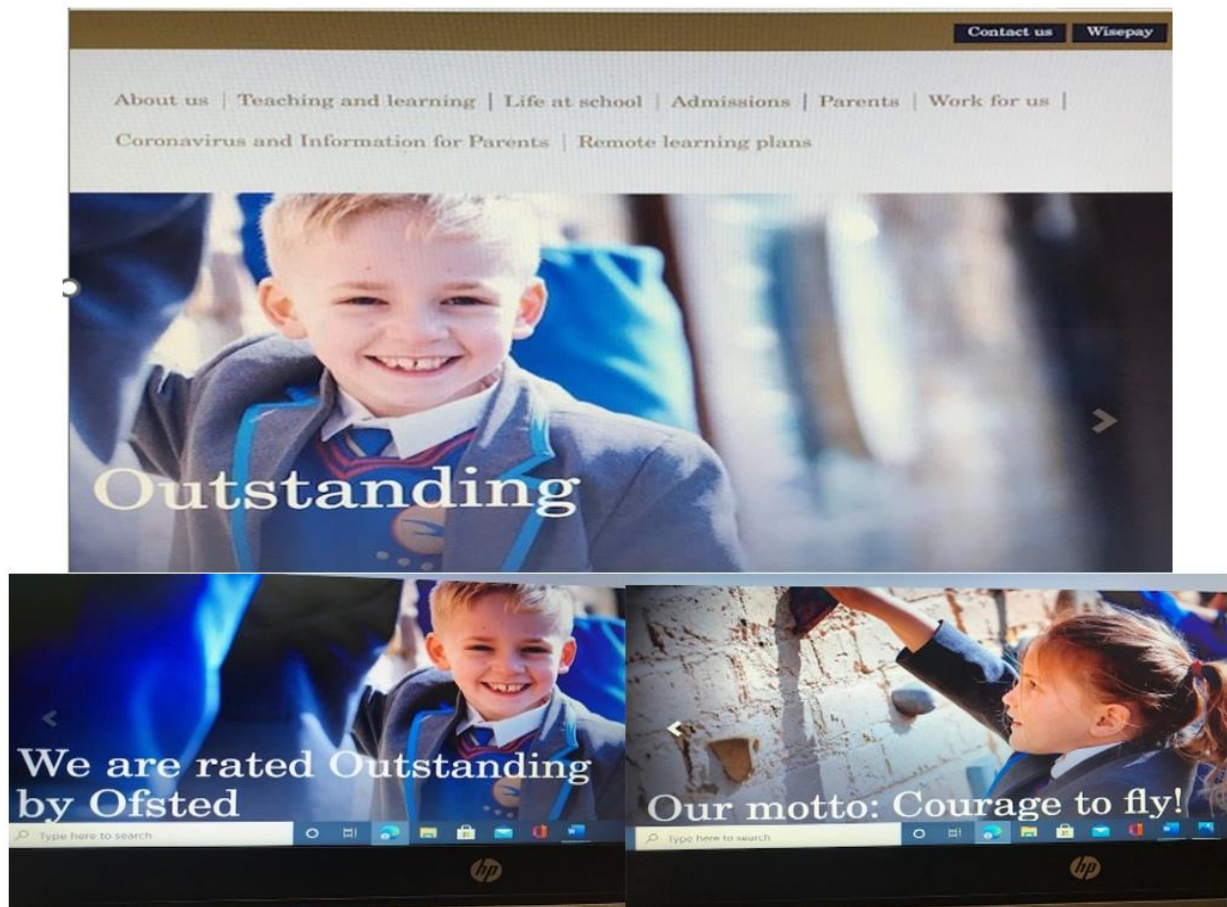In line with Bennett [6] the website not only highlights the school best qualities and show how welcoming the school community is to all stakeholders but it can also effectively communicate the school's vision, mission, the qualities and the offerings to each of the stakeholders. To explore the role of school leaders in the outstanding journey of the selected schools, as mentioned earlier, I examine three themes on each school website. These themes include 'how the schools describe leadership in their websites;' 'how prominent is staff professional development/CPD on the website;' and 'how they promote staff collaboration on the website.' Navigating through a number of school websites, I noted that schools illustrate these themes by referring to resources from some or all categories existed on their websites. For instance, the above academy school presents staff professional development and staff collaboration under the category of 'Work for us.' This category contains three sub-categories: Current vacancies, Why work for us, and Hear from our teachers. As an outstanding academy school which is chiefly following the business attitudes of the NPM policy, the school leaders (the Executive Head and the headteacher) define staff professional development and staff collaboration under the sub-category of 'Why work for us.' Drawing on the school's findings in phase one, this can be linked to the marketisation strategy underlying the NPM policies to increase enrolment and the internal income of school; and recruit quality staff for better attainment. The following extract taken from this sub-category on the website intends to illustrate the school high standards and a common vision for the success of future citizens:

> *The Academy was rated as an 'outstanding' school by* Ofsted [20]*: "teachers, additional adults and pupils work extremely well together to ensure that pupils reach high standards and their skills develop exceptionally well.*

Using adverbs such as extremely and exceptionally in the school language was frequently obvious to emphasise how strong or unusual the quality of school is. Moreover, the uniqueness of the school and the benefits to joining them is described as follows:

> *Founded in 2013 and now situated in a brand new building, our school is at an exciting phase of its development. We are growing every year, meaning the right candidate will have the chance to progress into middle and senior leadership roles.*

This shows that the school leaders have been used a rhetoric strategy to insert that working at this school is different with working in other schools because the building is modern (brand new building) as well as, continuous improvement (growing every year) is offered to staff.

This sub-category of 'Why work for us' is further divided into sections such as: Training and development at the academy, Support at the academy, The academy in the community, More training days, Hub days, The academy online training, Bespoke training, Network opportunities and Train to teach in this school. Within the section of 'Training and development at the academy,' the site stresses the crucial importance of staff professional development through stating:

> *We understand the importance of investing in our staff and providing them with the necessary training and development to achieve our shared goals.*

Using the term, we can refer to the whole academy organization, which is carefully dictating their school paths. One can argue that the academy uses the website language to transfer its power and control over the schools within their network. Additionally, the term "training" was frequently highlighted throughout the site text, particularly when describing the type of professional development programs that the school offers to its staff. For example: "In addition to frequent in-school training, regular external training is available to everyone." This can be associated with the standardization culture of the school and the insistence on performance standards caused by the NPM policies. Also, the site has described their training as continuous.

> *Our training doesn't stop once you reach a certain level or learn a certain skill – we'll support you throughout your whole career, from starting out as a trainee to running your own school.*

This extract sounds like a business advertising its product and services to its customers. Contract made by the business managers acting as the agents on behalf of the business between the employer and the employees. The website also uses other sections including 'More training days,' 'The academy online training' and 'Bespoke training' to talk about staff professional development they provide to their staff. For instance, in the section of 'More training days,' the school leaders assert:

> *In order to deliver the best training and network events, we offer twice as many training days as standard.*

Frequent use of terms such as 'training' resembles the school services to business services to their employees. Such statements can create more competition among organisations rather than collaboration. Moreover, discussions on staff collaboration are limited to sections such as Hub days and Networking opportunities. In Hub days, the school leaders express:

> *Three times a year, people working in specific roles or subject areas get together to share best practice and deepen their subject knowledge with peers from across the Ark network.*

Based on the above statement, staff collaboration is restricted to time (three times a year) and space (across the Ark network). Whereas it should be embedded elaboratively within the school culture. This is again in alignment with the aim and purpose of the NPM policies to promote individualism instead of collectivism. Similarly, under Networking opportunities, the school leaders present:

> *You'll work with colleagues from different subjects, schools and cities, and have the chance to take on network-wide responsibilities such as leading programmes or training.*

This extract can be referred to enhancing leadership capacities (leading programmes or training) as one of the important aims of academies to strengthen their networks.

4.2. School 2: Maintained School Website

In inspector's (2019) view:

> *The headteacher, with the support of other leaders and managers, has established a supportive culture in which teachers and pupils can excel. Leaders provide highly effective training and support for teachers. This provision is also extended to many other schools. Teachers all say that they are proud of the school. They are highly motivated and support each other in improving the way they work with pupils. There is a continuous cycle of school improvement.*

Since the school opened in 2003, there have been five full Ofsted inspections and one short inspection. The headteacher has been able to successfully transform the school from a good (previous inspection in 2014) to an outstanding school (recent inspection in 2019).

4.2.1. Context

The second school is a community school serving pupils age ranged 3-11. With 432 pupils on the school roll, pupils came to the school from a wide range of heritages, and most spoke English as an additional language. The proportion of pupils with SEND of 17.1% (national average 12.6%) and FME of 31.9%, (national average 23%) were significantly above the national average. Despite being in the top group of the deprivation tables in the borough, the school was in the top group of performance and progress tables both locally and nationally. The school was upgraded by Ofsted from 'good' in 2014 to 'outstanding' in 2019. The headteacher and one of his assistant heads were not the only staff members currently completing their PhD research and there were other staff members with a postgraduate or professional award. The staffing complement reflected the nature of the school as a professional learning community, wherein the headteacher was a facilitator supporting and encouraging teachers to lead the learning of both their own and the school (see Figure 4).
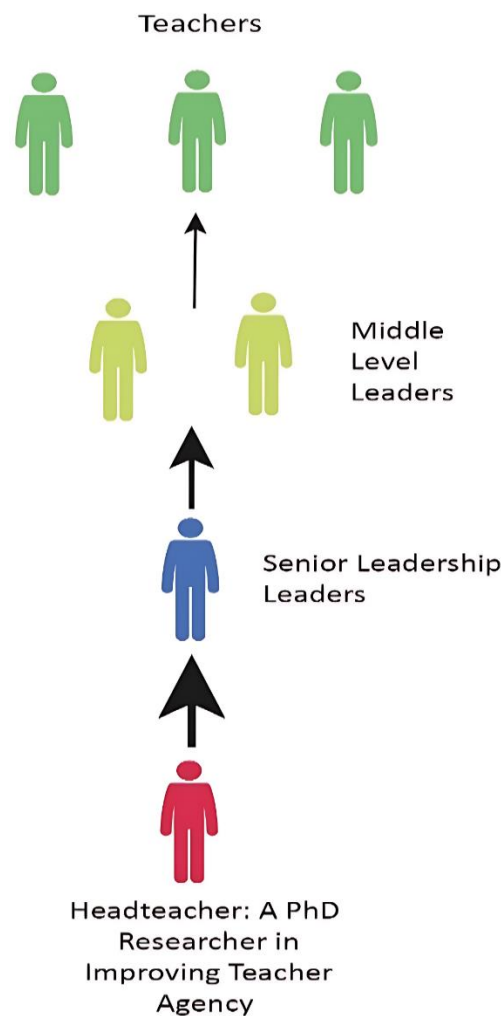

Figure 4.
School 2: Leadership structure.

4.2.2. The Website

Figure 5 is the screenshot of the website homepage of the community primary school. The website is divided into 7 categories: Home, Statutory information, Support school, Publications, Parents, Careers and Contact us.
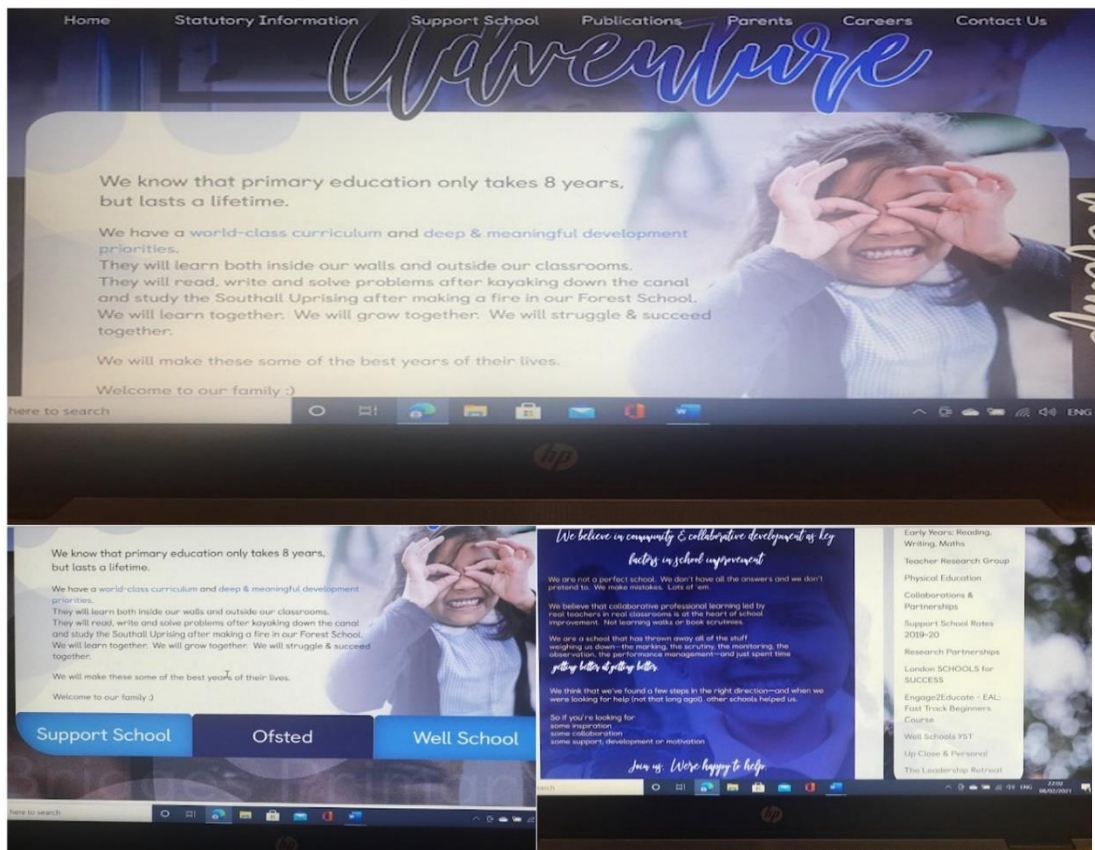
Figure 5.
Homepage of the maintained school.

The school is known as a national support centre which provides training and development to schools across England and around the globe. The two objectives of staff professional development and staff collaboration have been demonstrated under the two categories of 'Statutory information' and 'Support school.' The category of Statutory information contains information such as 'Our family'-using an inclusive language to introduce the school staff. 'Governing Board' which introduces the school governors and provides an extensive amount of information about their role and function in the operation of school. This can be inked to the cooperative relationship existed between the school governors and the school leaders in order to strike a balance between external and internal accountability and create a coherent school. Under the sub-category of 'Ethos, values and moral purpose,' the school leaders characterise the school as a learning community where adults are leaning alongside pupils. This has been described on the website as:

> *Staff filled with enthusiasm and passion alongside children immersed in a culture of sky-high expectation, relentless learning inside of a community of character.*

Moreover, the inclusive culture of school values the staff as accountable professionals:

> *Our ADULTS are professionally inspired, morally driven and provided with the conditions under which they are truly incredible. We ensure they are highly qualified, given extra time to research and reflect, and not inundated with unnecessary workload.*

This statement emphasises the importance of collective accountability in the success of schools. Simply put, the school staff here held accountable toward enhancing their professional development. Equally, school leaders are accounted in providing effective conditions that support the staff to flourish. This enhances the professional capital of school. Calling pupils:

> *Our CHILDREN are curious, creative and courageous. They thrive in challenge and soar when they are at the centre of their learning.*

Indicating that, same as the adults, the children are partners in the learning process. That is said, the collaborative culture of school encourages everybody as a contributor to engage in the process of learning. In addition, through the content of 'moral purpose' sub-category, the headteacher has promoted the development of working in collaboration within and outside the school to learn and help others learn. Furthermore, the school improvement plan is defined under the sub-category of 'School development.' The plan covers the next three years (2020-2023). This can be related to the innovative and visionary role of the headteacher who has an image of a better school in the future. The plan focuses on three themes of: the whole family, we're better together, and conscious climate change. Demonstrating:

> *Whole referring to the aligned aims of our entire family: pupils, staff, parents/career, and governors.*
> *Whole referring to the endeavour to develop as a whole school person.*
> *Being Better Together recognises our need for connection, collaboration and partnership in sustainable growth and development.*

> *The Climate of our school is in the lived experience; it's our heart & soul. It is the product of being well & safe in our space, reflecting many voices & values.*

Being selective to use frequently pronouns like 'our' in the content of the website along with other collective terms such as 'family,' 'whole,' 'entire' and 'together' portray inclusive culture in the school where everyone feels belonged and committed to self and organisational improvement. Moreover, constant appearance of other terms such as 'connection,' 'collaboration,' 'partnership,' 'growth,' and 'development' are all referring to the rich collaboration embedded in the inclusive culture of school.

Next category on the school website is 'Support school.' This category including its sub-categories talk about a range of support services the school provides to other schools. The section is based on the quote taken from Covey [22]: "*Once you have found your voice helping others to find theirs.*" Grounded on this statement, the efficacious headteacher grows the commitment in everyone to be helpful, share knowledge, and support each other. This is evident through a repetitive message quoted on each sub-categories of this section: "*We believe in community & collaborative development of key factors in school improvement.*" Further on, under the sub-category of 'Professional Research Communities' (PRC) the school introduces courses in Mathematics, English and Oracy to class teachers and subject leaders looking to develop their pedagogy, subject knowledge and action research skills.

Another sub-category of this section focuses on 'Teacher Research Group' (TRG). In this section the school leaders describe this activity as:

> *The TRG provides an opportunity for our school to engage in high-quality, sustained, collaborative professional development and participate in an important national project.*

Recalling on the first phase of the study, each of the TRG is led by a strategic leader and involves approximately 10 teacher researchers. In addition, the school not only provides the opportunity for all its teachers to be involved in TRGs but it also encourages them into conducting lesson studies in the form of action research, as well as taking their own research further. For example, a number of teachers, one of the assistant headteachers and the headteacher are carrying out their own Masters or Doctoral research. Unlike most schools including their staff testimonies on their websites to attract professionals, this community school promotes its effectiveness through presenting a 'publication' section. This category includes materials such as submitted academic articles and research undertaken by the school staff in order to solve classroom issues. Affirming paramount importance of research in this school and portraying the school as a learning and inquiry community.

5. Discussion and Conclusion

The recent research completed on the two school websites supports the findings obtained from interviews with school leaders, headteachers, and teachers in the initial part of this project. The consistency of school websites highlights their function as mirrors, accurately reflecting the goals, visions, and cultures of the schools. In an era where online engagement is integral to organisational transparency, the findings underscore the necessity for school leaders to critically evaluate how their institutions are presented in digital spaces. A well-curated school website can enhance stakeholder trust, reinforce leadership philosophy, and support strategic school improvement efforts.

In particular, the findings of the academy school case are consistent with the concepts of the NPM policy. The website prioritises the enhancement of staff's professional growth and teamwork through the "work for us" section, with the goal of bolstering the school's reputation among potential parents and top-notch employees. The portrayal of staff professional development often emphasises performance training rather than professional growth, along with Hargreaves [23] differentiation between teaching as a technique and teaching as a profession. In addition, the academy school's website lacks focus on staff collaboration, aligning with the school's emphasis on individual accountability. The leadership approach is portrayed as managerial, which reinforces the hierarchical and business-oriented structure found in the interviews.

In contrast to the principles of NPM, the website of the community school represents its inclusive culture and values. The school leaders collaborate with the governing board to ensure that their strategic leadership is in line with their own practices, so fostering internal responsibility and coherence throughout the school system. The school's inclusive culture and improvement plan prioritise staff professional development and collaboration. The importance of research and collaboration is emphasised, with collaborative professionalism promoting a culture that views individuals as part of the collective group [24]. The school is portrayed as a learning community that is built on trustworthy relationships between leaders and teachers, which guarantees accountability and ongoing professional development.

The website analysis in this study supports the interview findings, confirming the notion that effective leadership requires adeptly handling and accepting the challenges of change. The findings suggest that schools adopting a distributed leadership approach may benefit from ensuring that their online presence accurately reflects their inclusive and collaborative ethos. Similarly, schools following a managerial leadership model should consider whether their digital representation fosters engagement or reinforces hierarchical structures that may deter community involvement. The community school embodies a culture of change where the promotion and endorsement of innovation are evident, in contrast to the academy school's more rigid and hierarchical structure.

This study provides evidence that school websites are effective in communicating the fundamental leadership models and cultural values of schools. The academy school's emphasis on performance and individual accountability is evident in its online presence, while the community school's focus on collaboration, research, and continuous improvement is equally noticeable. The results indicate that virtual depictions of educational institutions can offer valuable perspectives on their leadership strategies and cultural habits. Policymakers and educational authorities should consider developing best practice

frameworks for school website design, ensuring that these digital platforms align with leadership objectives, promote inclusivity, and effectively communicate institutional priorities. Schools should be encouraged to integrate dynamic content, such as leadership blogs or interactive stakeholder engagement forums, to create a more transparent and communicative online presence.

This research has significant implications for the field of educational leadership and the improvement of schools. The study highlights the influence of various leadership models on the culture of schools and the practices related to professional development. Furthermore, it emphasizes the significance of aligning online depictions with practical actions to ensure a consistent and authentic presentation of school values and goals. Further investigation could examine the capacity of school websites to serve as instruments for fostering and improving collaborative leadership practices, specifically within the context of continuous digital transformation in education. Future studies could explore whether school websites influence stakeholder perceptions of leadership effectiveness, particularly from the perspective of parents, teachers, and students. Additionally, cross-comparative studies in different educational settings—such as secondary schools, higher education institutions, or international school systems—could offer further insights into how leadership models manifest in digital environments.

In the end, this research affirms that school websites act as mirrors, accurately reflecting the leadership models and cultural values of schools. The academy school's strict adherence to NPM principles and the community school's unwavering commitment to collaborative and transformative leadership are clearly demonstrated in their online presence. These findings enhance our understanding of how educational leadership is conveyed and interpreted in the digital era, providing valuable insights for educational leaders, policymakers, and researchers.

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