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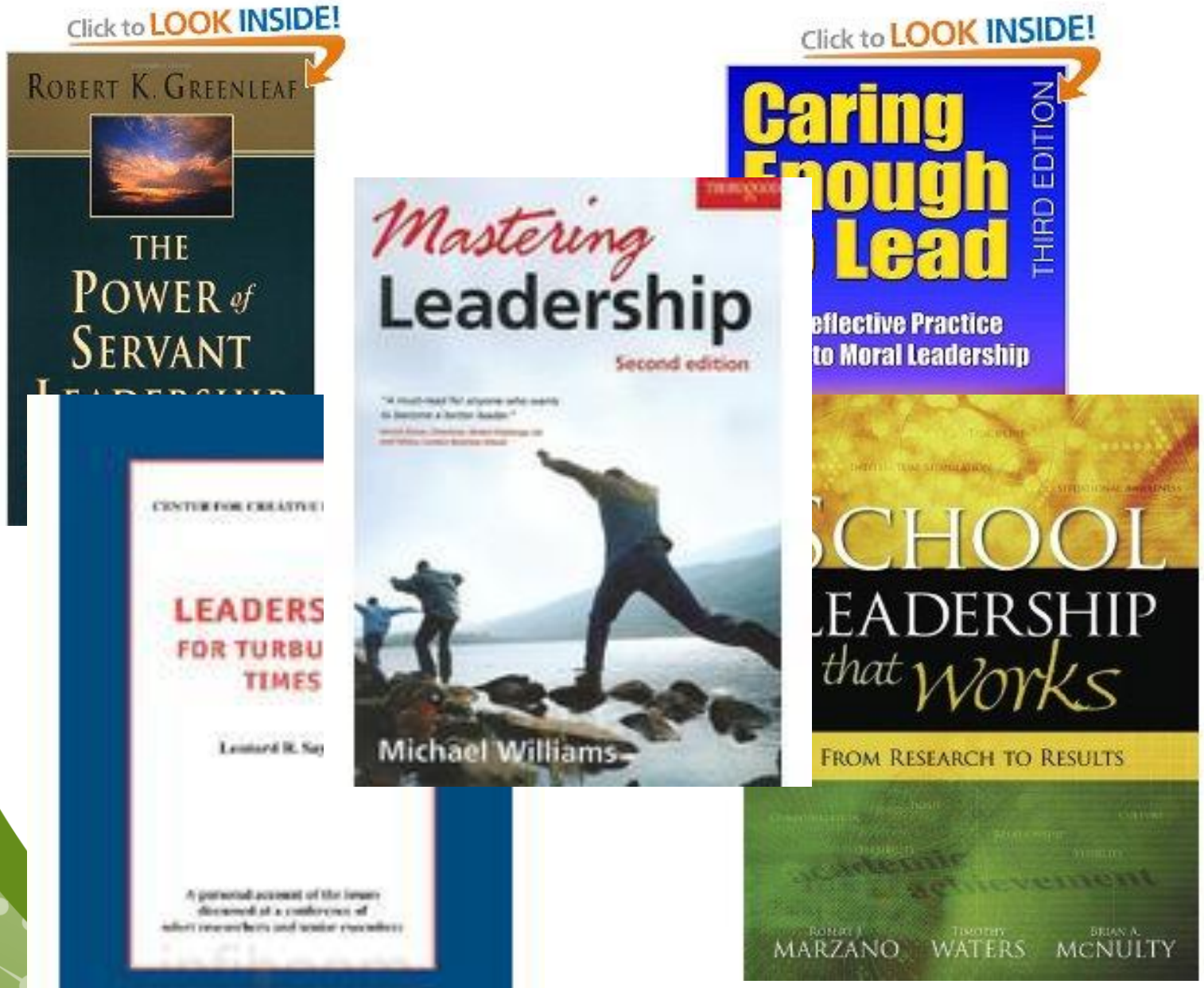
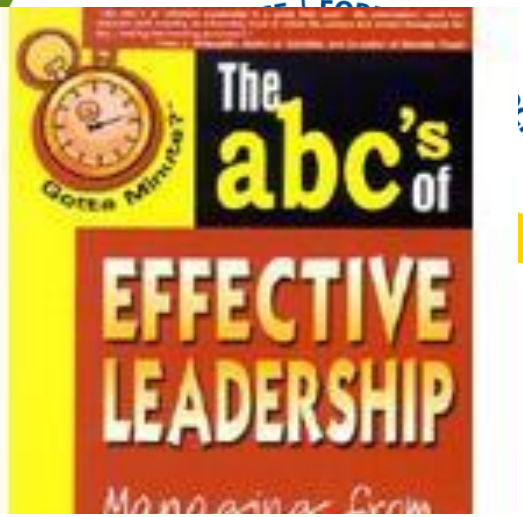
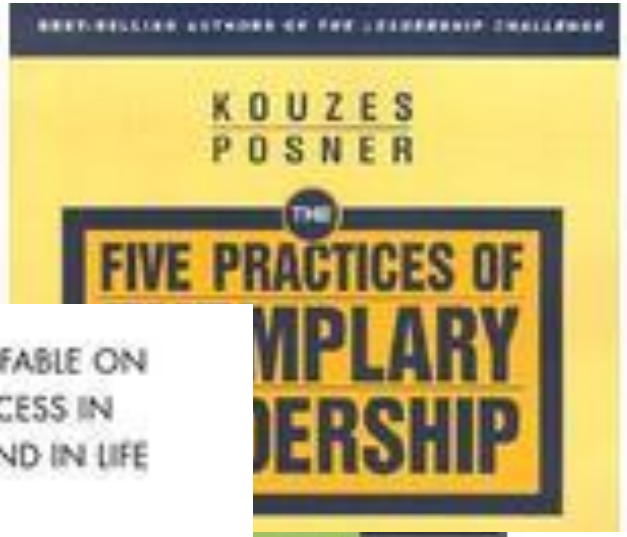
Leadership and Capacity Building

Dr Gerard Calnin
The University of Melbourne, Australia


Click to LOOK INSIDE!
ROBERT K. GREENLEAF
THE POWER of SERVANT
Click to LOOK INSIDE!
Caring
Lead
THIRD EDITION
Mastering
Leadership
Second edition
Michael Williams
LEADERS
FOR TURBU
TIMES
SCHOOL
LEADERSHIP
that Works
FROM RESEARCH TO RESULTS
MARZANO
WATERS
McNULTY


The abc's of
EFFECTIVE LEADERSHIP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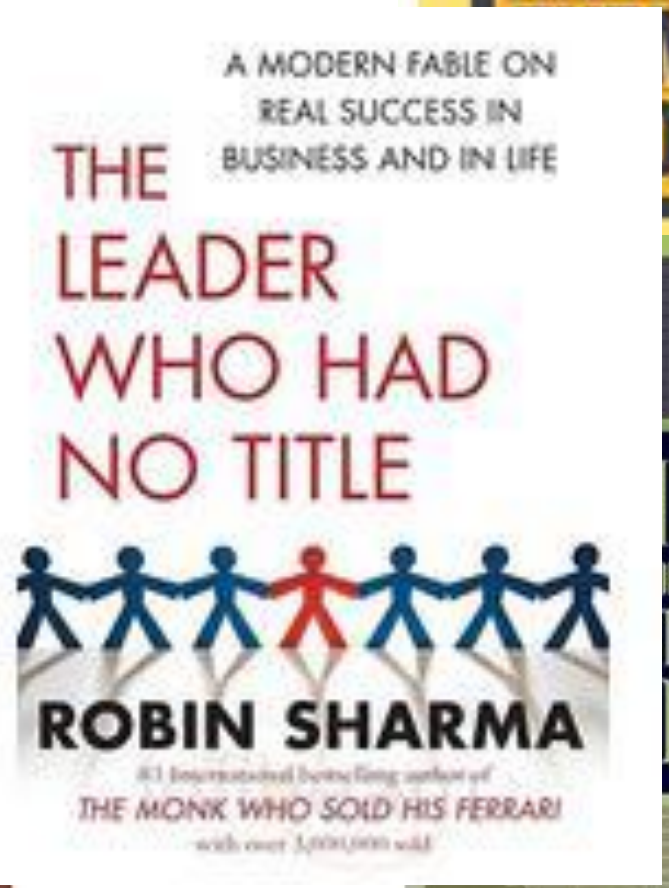
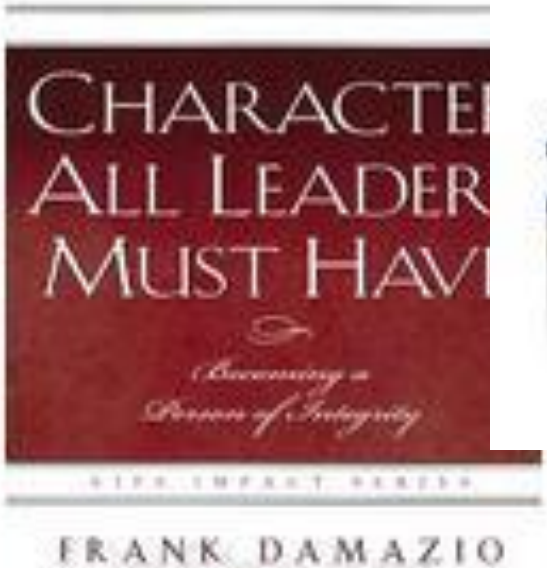

A MODERN FABLE ON
REAL SUCCESS IN
BUSINESS AND IN LIFE
THE LEADER WHO HAD NO TITLE
ROBIN SHARMA
THE MONK WHO SOLD HIS FERRARI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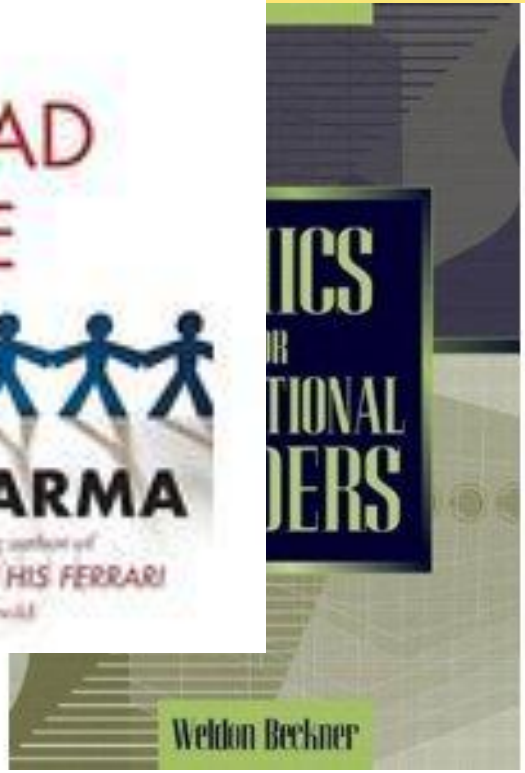
Weldon Beckner

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Research as:

Food for Thought

Research into effective leadership practices
Research into teaching practice
Research into professional communities

Leadership Theories

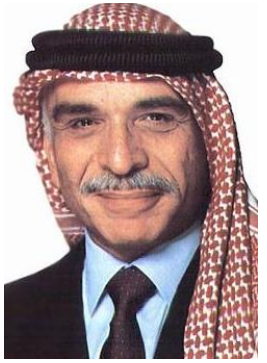
Leadership Research:

- Personality Theories
  - Hero or charismatic leadership
  - Visionary leadership

- Trait Theories (behavioural)
  - Transactional leadership
  - Situational leadership
  - Servant leadership

Adjectival Leadership

- Moral leadership
- Transformational leadership
- Distributed leadership
- Instructional leadership
- Servant leadership
- Exhilarating leadership
- Evaluation Leadership
- Bastard Leadership



WAM

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Leadership is....

"is a social process...attributed to those who are seen to **influence others** in ways that advance the group or organisation's progress toward **its goals**"

(Katz & Kahn 1996)

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"Leaders are those who influence the capacity of others to achieve the goals of the organisation."

'Influencer: The New Science of Leading Change' by Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, Al Switzler (2013)

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Why focus on Leadership?

"…more evidence has been uncovered to support our original finding that *school leadership is second only to classroom teaching* as an influence on pupil learning."

(Day, Sammons, Hopkins, Harris, Leithwood, Gu and Brown 2010)

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What do we know about leadership?

1. School leaders improve teaching and learning indirectly and most powerfully through staff **motivation**, **commitment** and **working conditions**.
2. Almost all successful leaders draw on the same repertoire of **basic leadership practices**.
3. The ways in which leaders apply these basic practices - not the practices themselves - demonstrate responsiveness to the **contexts** in which they work.

(Leithwood, Day, Sammons, Harris and Hopkins 2006)

Successful Leaders...

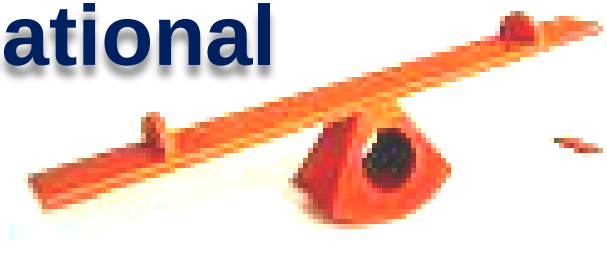
- Define their values and vision to raise expectations, set directions and build trust
- Re-shape the conditions for teaching and learning
- Enhance the quality of teaching and learning
- Build collaboration internally
- Restructure parts of the organisation and redesign leadership roles and responsibilities

(Day, Sammons, Hopkins, Harris, Leithwood, Gu and Brown 2010)

Impact on Student Outcomes

- Transformational leadership
  - The capacity of leaders to engage with staff in ways that inspire them to new levels of energy, commitment and moral purpose (thus transforming the organisation)
- Instructional leadership
  - Deep knowledge and oversight of the educational program and teacher practice; an appreciation of the conditions teachers require to achieve and sustain improvements in student learning.

Transformational



Instructional

Hattie 2012

- Set the vision, school goals, the expectations
- Instructional support
- Monitoring school activity
- Buffering staff from external demands
- Ensures that staffing is fair and equitable
- Easily accessible to students and staff
- Secures a high degree of autonomy for the staff

- makes several formal classroom observations each year
- interprets test scores with teachers
- Insists teachers collaborate the teaching program across grades
- insists teachers expect high proportions of their students to do well on achievement outcomes
- insists and knows that class atmosphere in this school is generally very conducive to learning for all students.

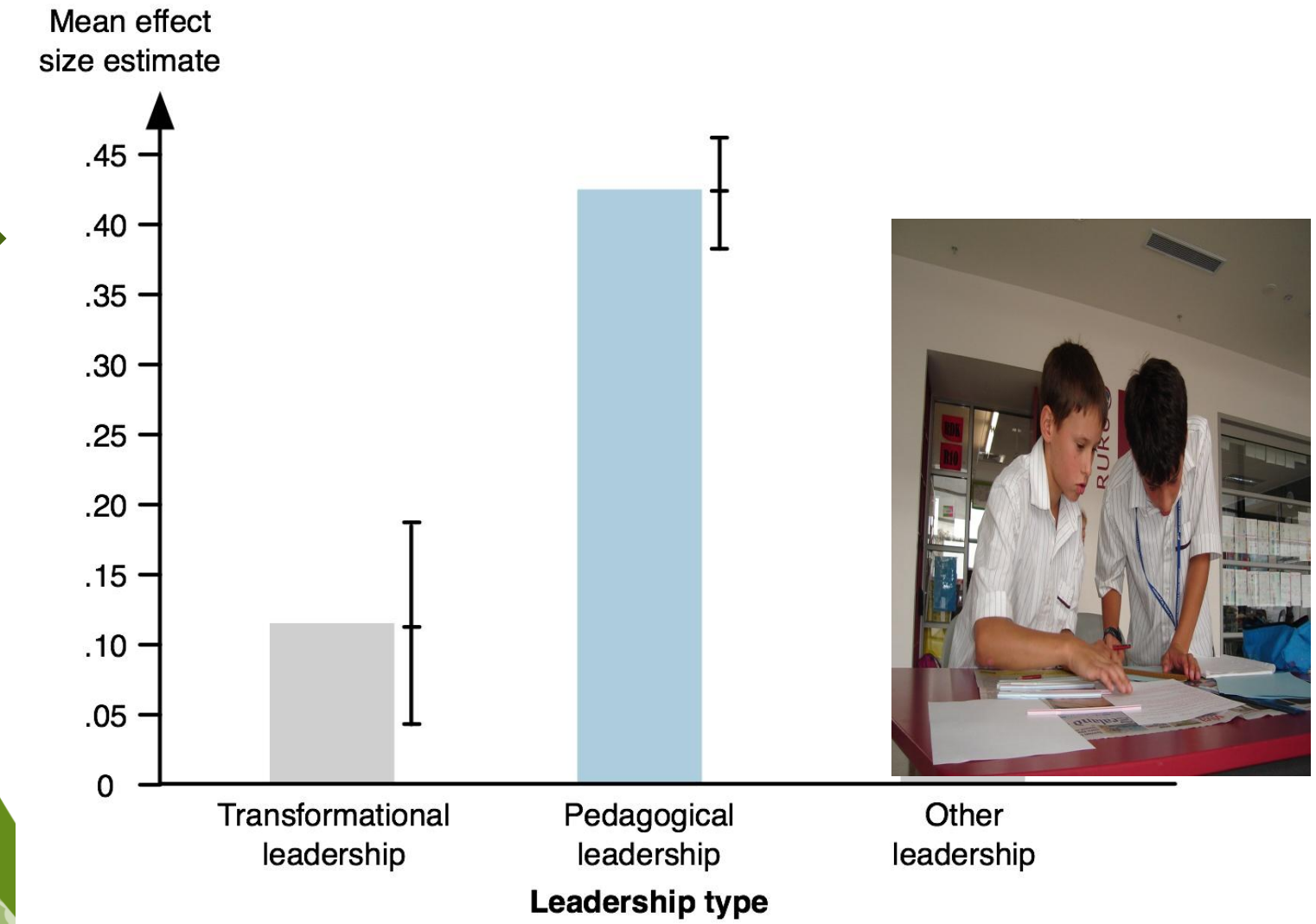
Impact on Student Outcomes

"...that the effect of instructional leadership on student outcomes was *three to four times as great* as that of transformational leadership"

(Robinson *et al* 2008)

Remarkable!

Hattie 2012



Effective Leadership Behaviours

- Establishing goals and expectations
- Strategic Resourcing
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning and development
- Ensuring an orderly and supportive environment

Robinson (2007)

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The big research message

"The more leaders focus their relationships, their work and their learning on the **core business of teaching and learning,** the greater their influence on student outcomes."

(Robinson 2010)

Capabilities

1. Establishing goals and expectations
2. Resourcing strategically
3. Planning, coordinating and evaluating teaching and the curriculum
4. Promoting and participating in teacher learning and development
5. Ensuring an orderly environment

What are the the 3 capabilities you believe are most important for engaging in these leadership dimensions?

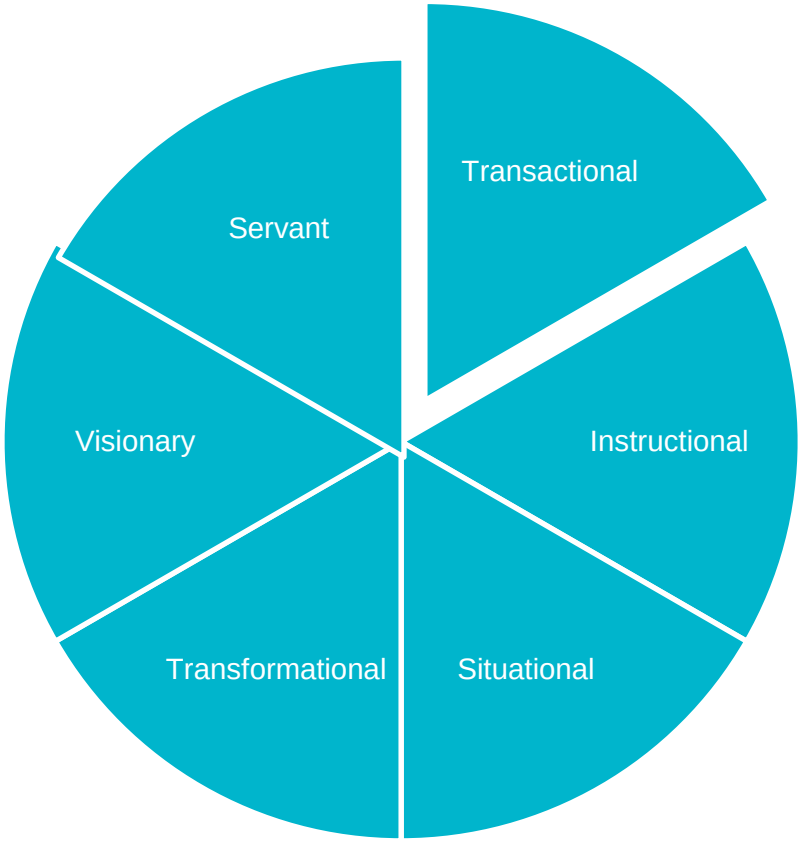
Three key leadership capabilities

A: Integrate pedagogical knowledge

B: Analyse and solve complex problems

C: Build relational trust

Integrated or holistic approach?



Universal Leadership Attributes?

"There are limitations on the transportability of leadership theories **across national traditions and cultures** which follow from the way in which the role of the head is conceptualised within different political presumptions as well as the purposes of education and the nature of the 'ideal' society." (Leif & Moos 2000)

- Hofstede (1980)
- GLOBE study (1991 – 2014)

GLOBE Study

Challenge

"To develop global leaders comfortable with managing and leading people with varied values, beliefs and expectations for their leaders."

Key finding

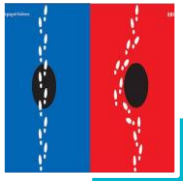
In order for leaders to be effective their behaviour needs to align with the leadership expectations of the 'followers'.

Dorfman et al 2012

Continuum of universal leadership attributes

Desirable

- Integrity
- Inspirational
- Visionary
- Performance oriented
- Team integrator
- Decisive
- Administratively competent



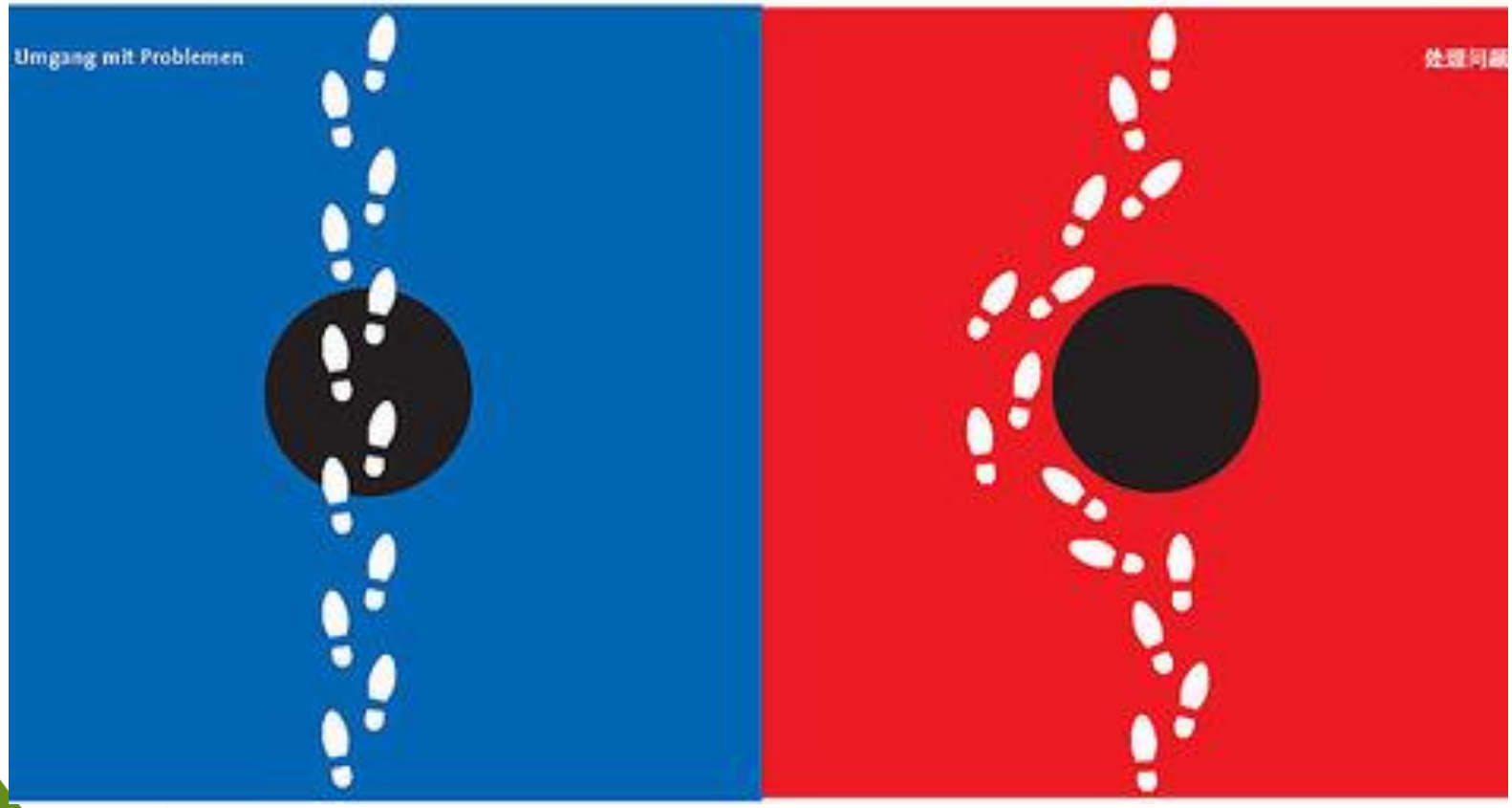
Culturally contingent

- Diplomatic
- Collaborative team orientation
- Self sacrificial
- Modesty
- Humane
- Status conscious

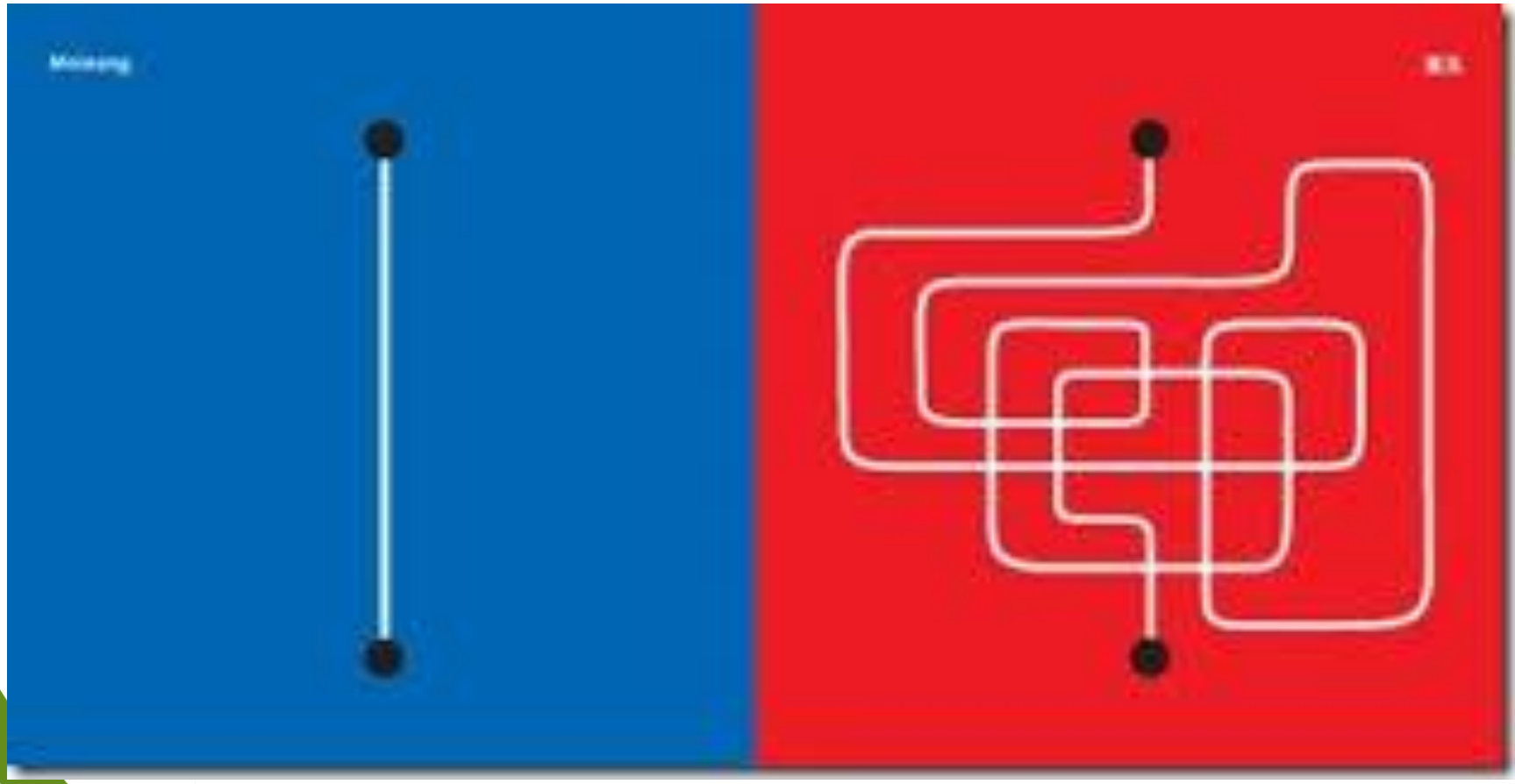
Undesirable

- Conflict inducer
- Procedural
- Autonomous
- Face saver
- Non participative
- Autocratic
- Self centered
- Malevolent

What might this image suggest about different approaches to leadership?



And this?



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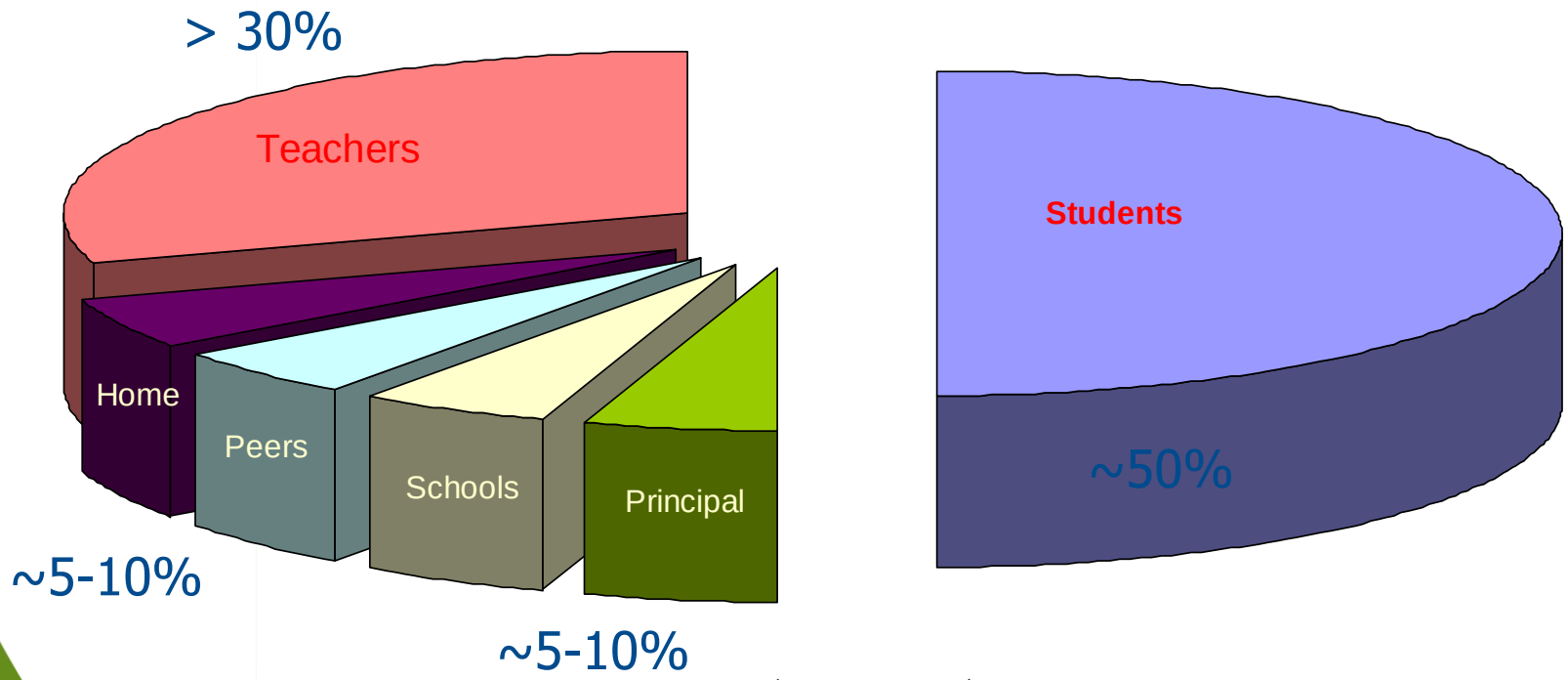
Building Teacher Capacity: WHY?

Educational *effectiveness*



Hattie (2003, 2005)

Some thoughts:

'The effect of poor quality teaching is ***debilitating and cumulative****…*

The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds.'

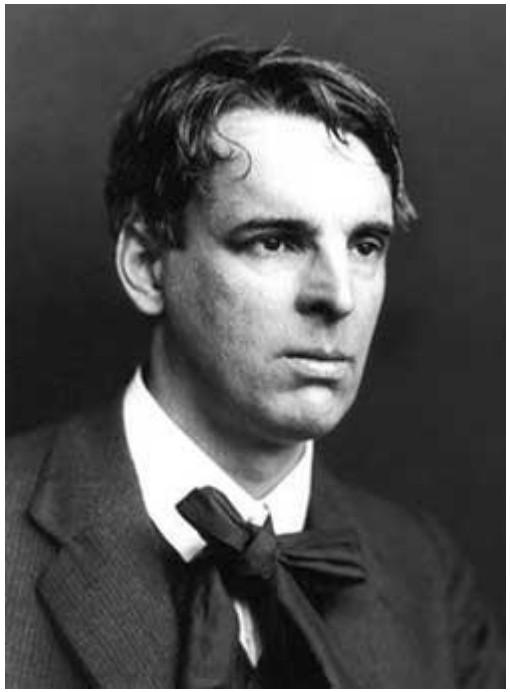
(Linda Darling-Hammond 2000)

Some thoughts:

'…improvements in instruction have immediate *effects on student learning…The present generation of students deserve the best practice we can give them and* ***their learning should not be mortgaged against the probability that something good will happen for future*** *generations. Improvements should be focussed directly on the classroom experiences of today's students.*

(Richard Elmore)

The Teacher, or Teaching?



'How can we know the dancer from the dance?

W B Yeats, 'Among School Children'

Good news:

Teachers are the most important of the variables over which we can exercise some influence.

BUT

But not all teachers (teaching practices) are equal.

- McKinsey
- Louden
- PISA Data

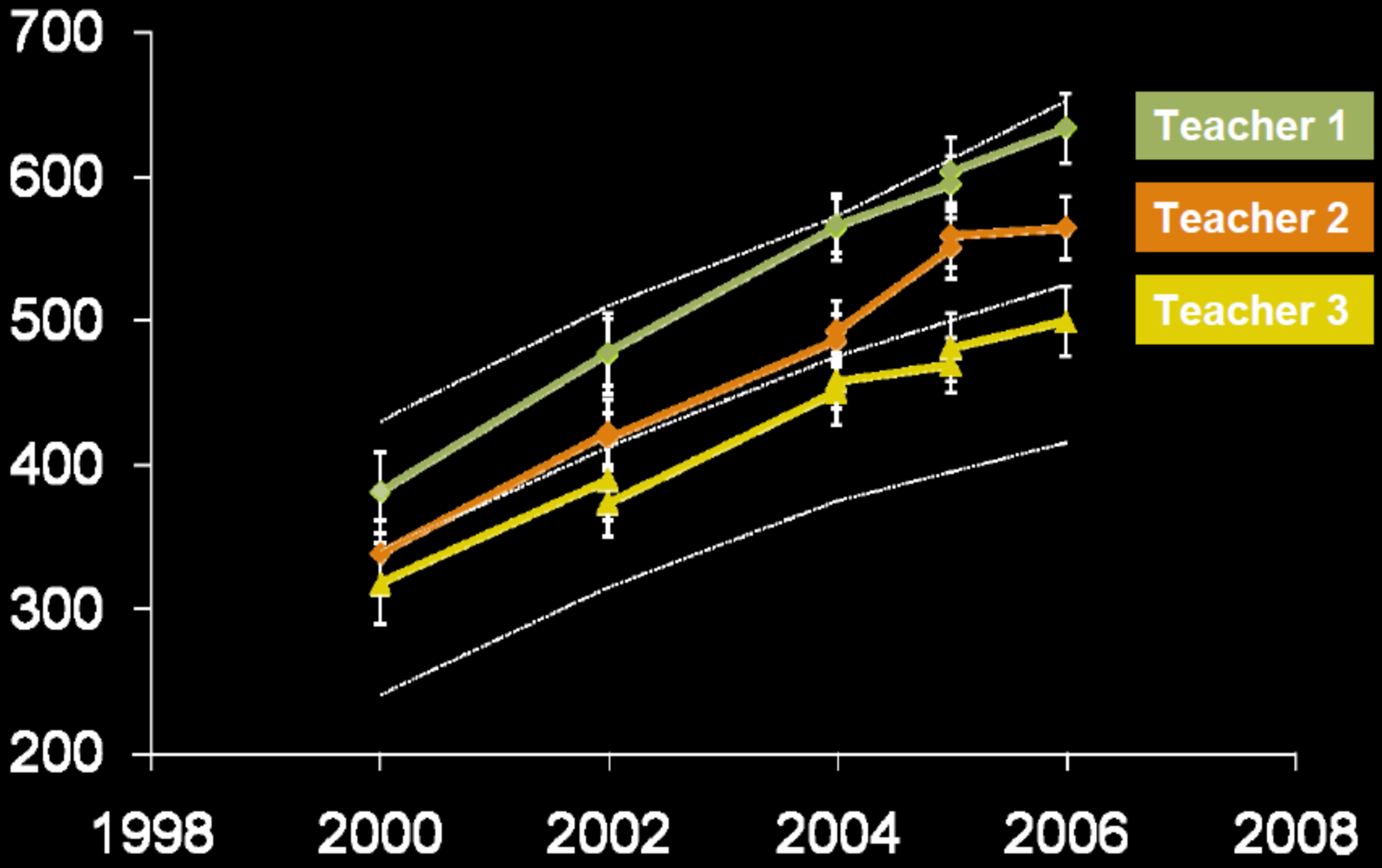
Research (1)

- students placed with high performing teachers will progress three times as fast as those placed with low performing teachers (McKinsey 2007)
- a high-performing teacher can improve percentile ranking by 50 points while dropping class size from 23 to 15 produces an 8 point lift (McKinsey 2007)

Research (2)

- that students placed with high quality teachers progress up to two years further than those with low quality teachers (Louden)

Teachers' knowledge and skill

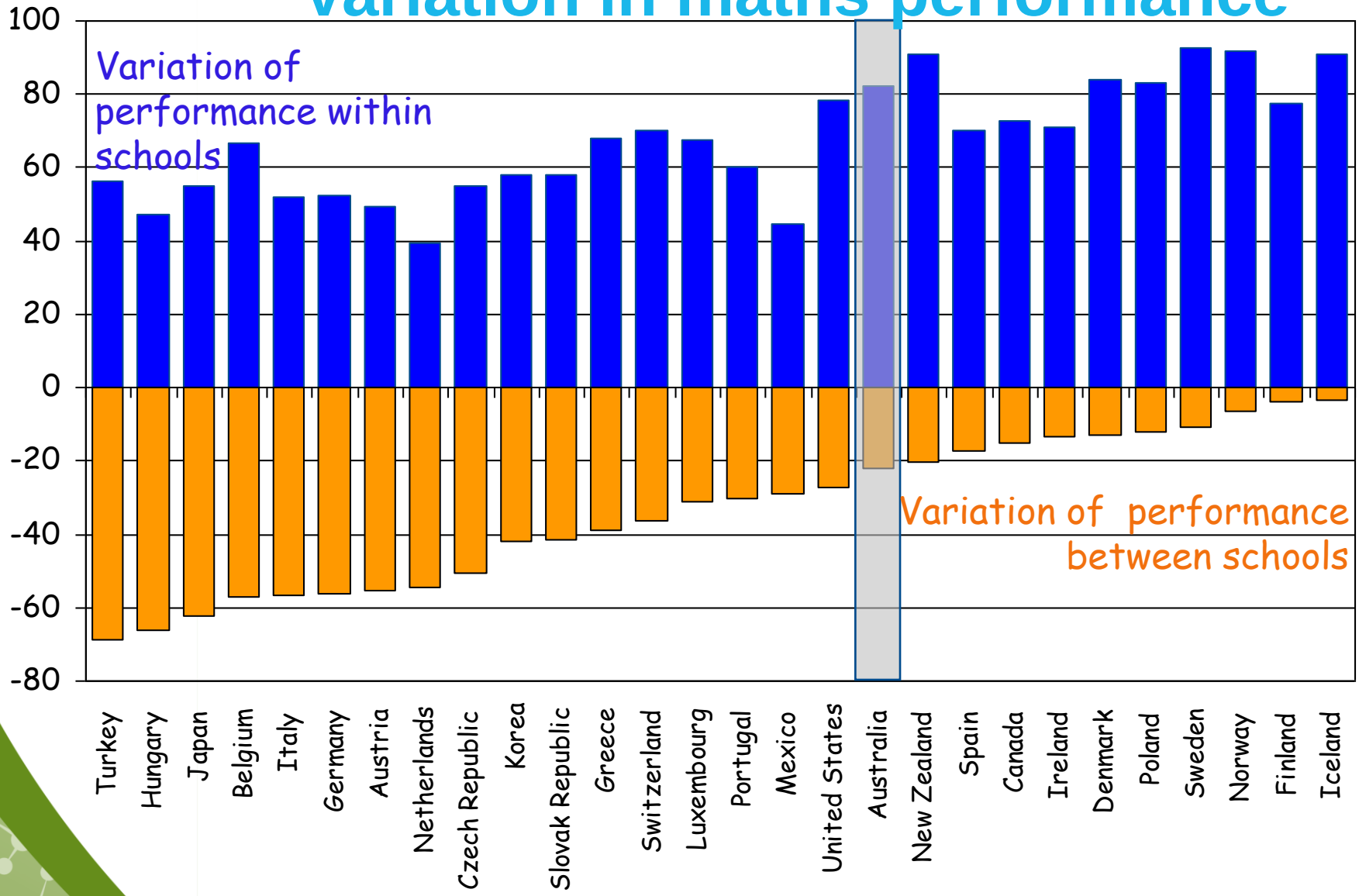


[Students' numeracy growth trajectories, high, low and average growth classes, 2005. Source: Louden, Rohl & Hopkins, forthcoming]

Research (3)

- PISA Data (McGaw)

PISA Data
Variation in maths performance

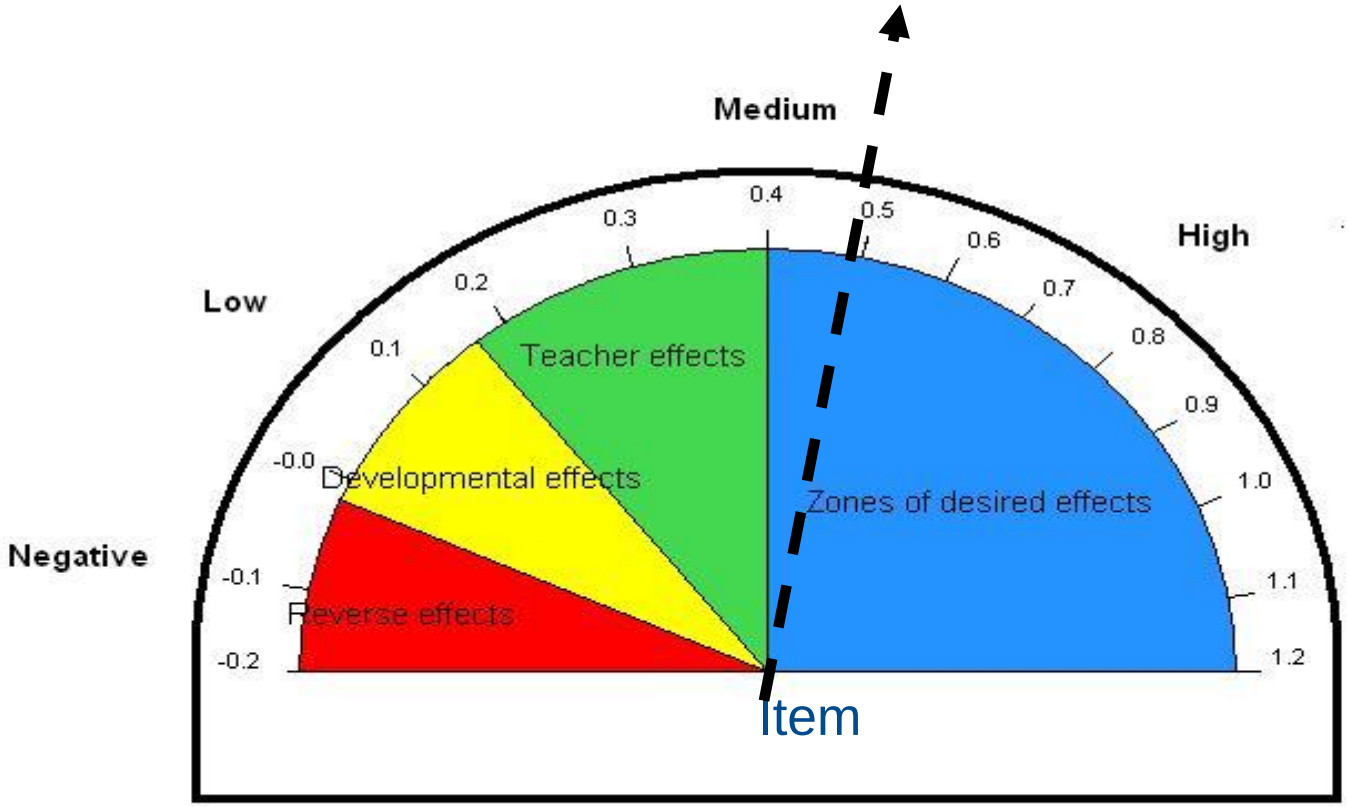


OECD (2004), *Learning for tomorrow's world*, Table 4.1a, p.383.

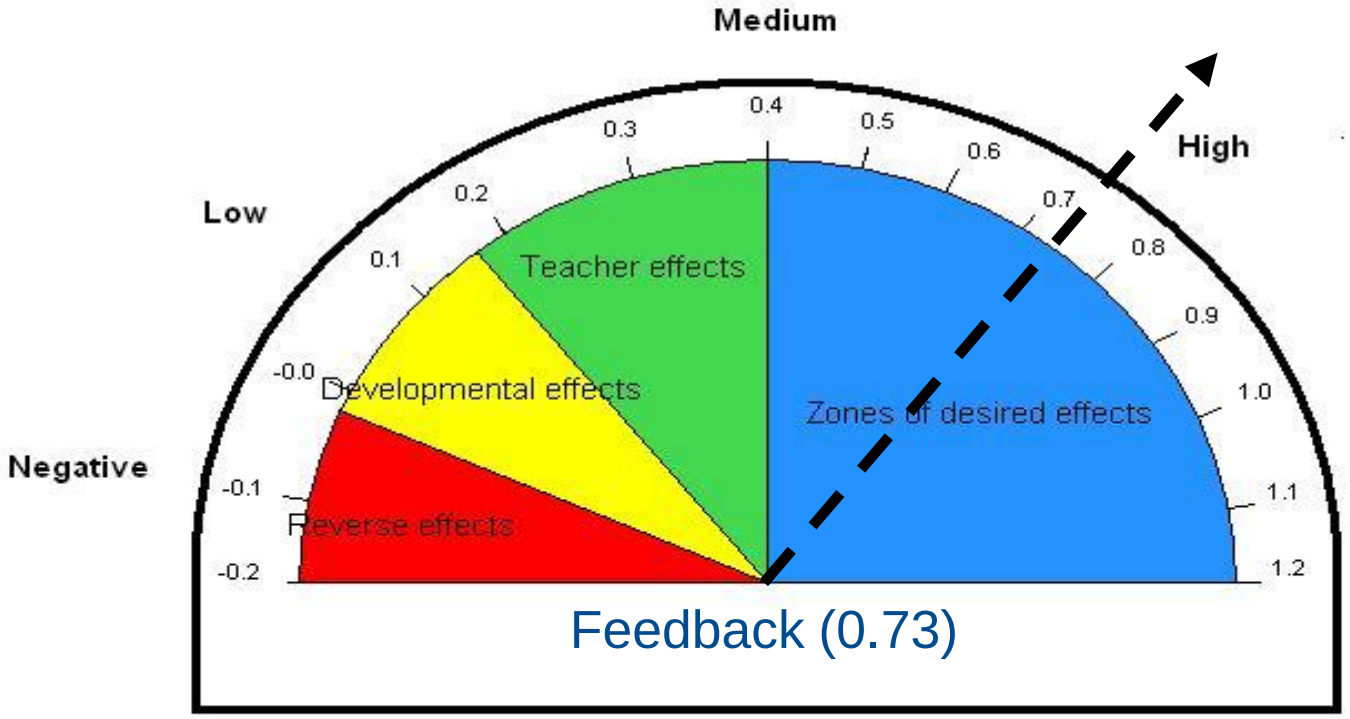
'Teachers can and usually do have positive effects, but they must have exceptional effects. We need to direct attention at higher quality teaching, and higher expectations that students can meet appropriate challenges.'

- Hattie (2005)

Hattie – Effect Size and Visible Learning



Hattie – Effect Size: Feedback



Feedback (0.73)

So, we know what expert teachers do.....'Know Thy Impact'

- Have deep representations about teaching and learning
- Adopt a clinical problem-solving stance to their work
- Identify progressions within their subject
- Guide learning through classroom interactions
- Monitor learning and provide feedback
- Influence student outcomes.

Leader of Excellence – Effect Size

- .93 Teachers, working together, as evaluators of their impact
- .79 The power of moving from what students know now, towards explicit success criteria
- .72 Errors and trust are welcomed as opportunities to learn
- .72 Maximize feedback to teachers about impact
- .71 Getting the proportion of surface to deep correct
- .60 The Goldilocks principles of challenge and deliberate practice to attain the challenge

More Good News

- A good principal is the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to improve schooling (Darling Hammond)
- School leaders are the biggest single influence on teacher effectiveness (Dinham) and organisational culture (McCall).

NO PRESSURE!
NO PROBLEM!

LEADING
YOUR TEAM

PROFESSIONAL LEARNING COMMUNITIES

What is the research imperative?

- Build the capacity, not just of the individual, but of the school community: here lies the power to sustain change (Newmann)
- Higher levels of learning communities results in higher student achievement (Marks)
- Schools that function as professional communities are four times more likely to be improving academically (Lewis)
- The focus must shift from helping individuals become more effective in their isolated classrooms and schools, to creating a new collaborative culture based on interdependence, shared responsibility, and shared accountability (Dufour and Marzano)

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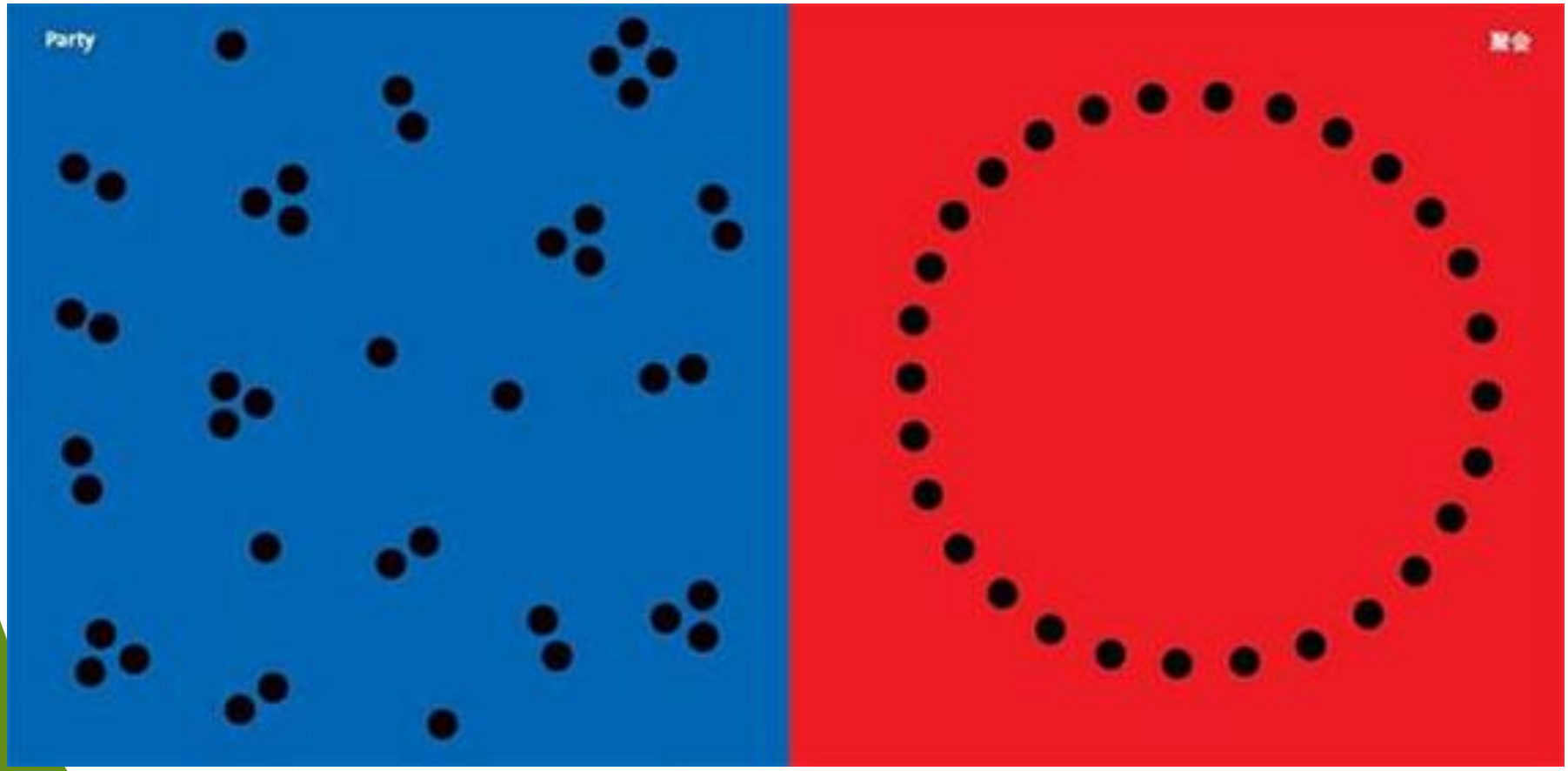
Professional Learning Communities

"educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for education.

(DuFour, DuFour, Eaker & Many, 2006)


Party

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The Story Thus Far

- Leaders are the second most important variable impacting on student outcomes
- High quality teaching has the greatest in-school effect on student outcomes
- Professional learning teams add value beyond the individual teacher
- Leaders determine culture and therefore....all of the above!
- So.....

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Teacher Performance

How do you assess teacher effectiveness?

Teaching and Learning International Survey (2013)

In Australia:

- Nearly all teachers report being formally appraised (97%)
- Nearly half (43%) report that the appraisal and feedback systems in their school have had little or no impact on they way they teach,
- The majority (62%) believe appraisal and feedback is primarily an administrative task, and has a detrimental effect on their job satisfaction.

Evidence and Feedback

- Effective systems have developed an integrated set of measures that show what teachers do and what happens as a result.

  Darling-Hammond et al (2011)

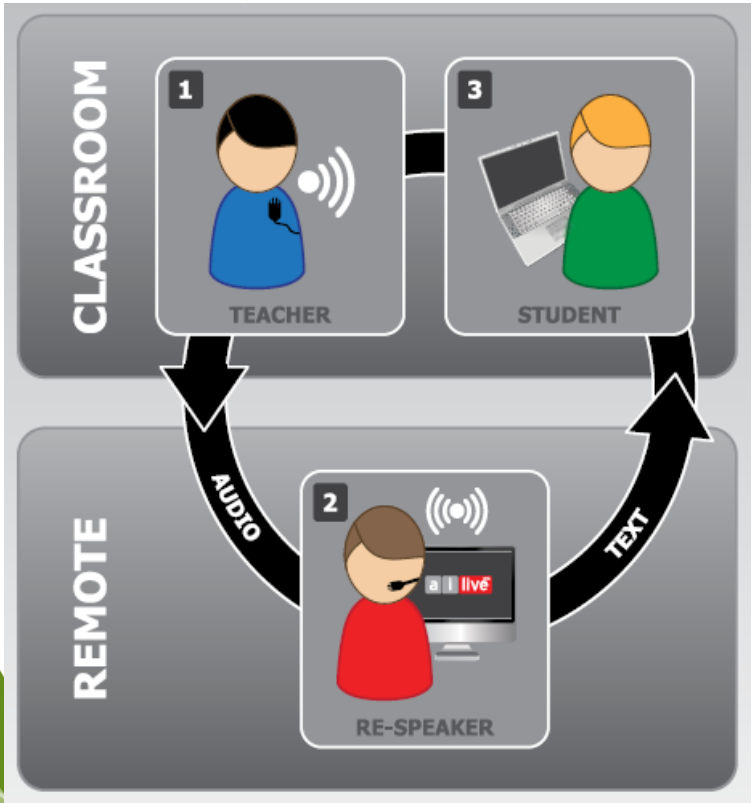
- Performers can only adjust their performance successfully if the information fed back to them is stable, accurate and trustworthy.

  Wiggins (2012)

A Performance and Development Culture is characterised by:

- Learning-focussed leadership
- A clear focus on student learning
- A deep understanding of effective teaching practices
- Coherence and shared learning goals
- Strong processes to improve teaching practices through
  - Reflection
  - De-privatised classrooms
  - Reference to professional standards
  - Professional dialogue / feedback

Real-time captioning: Facilitating a teaching & learning loop

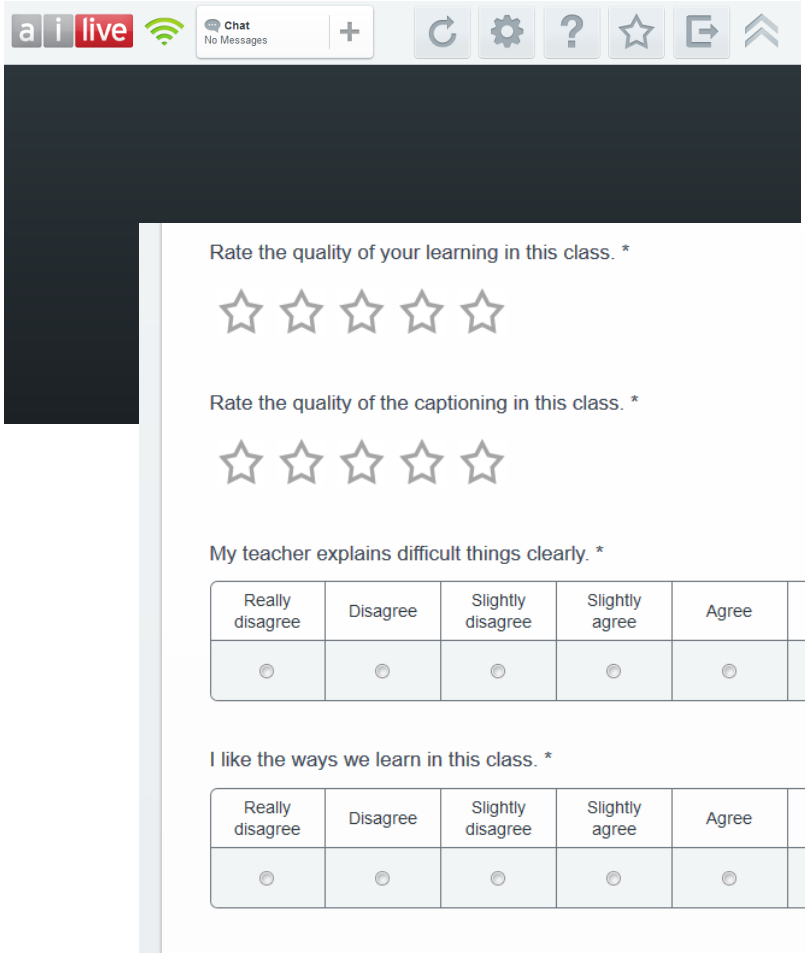


The Visible Classroom process

Teacher talk → Student listens, sees, feeds back on learning → Teacher receives transcript and feedback → Teacher shares, evaluates, resets

Student survey

At any time during a lesson, students provide feedback about their learning.



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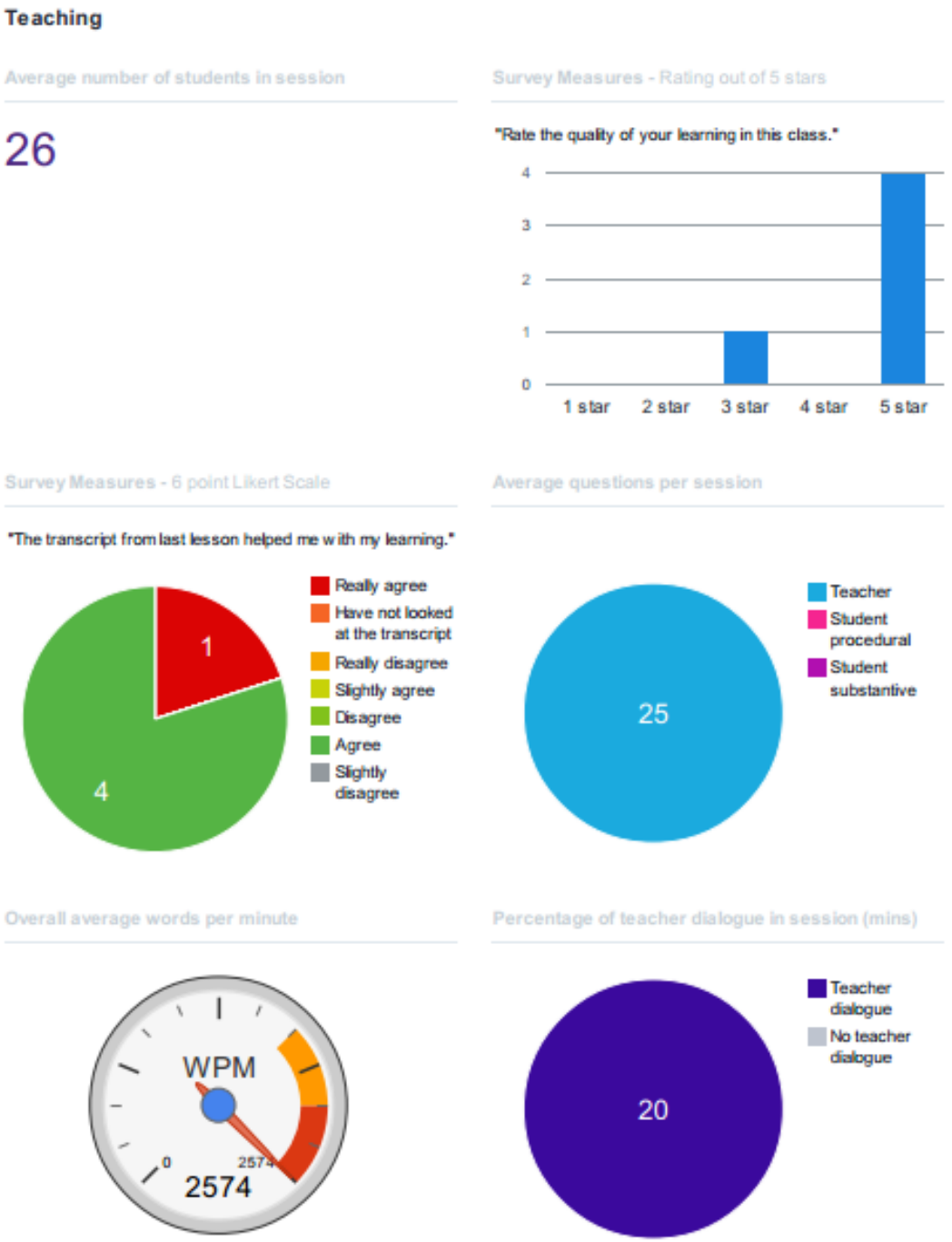
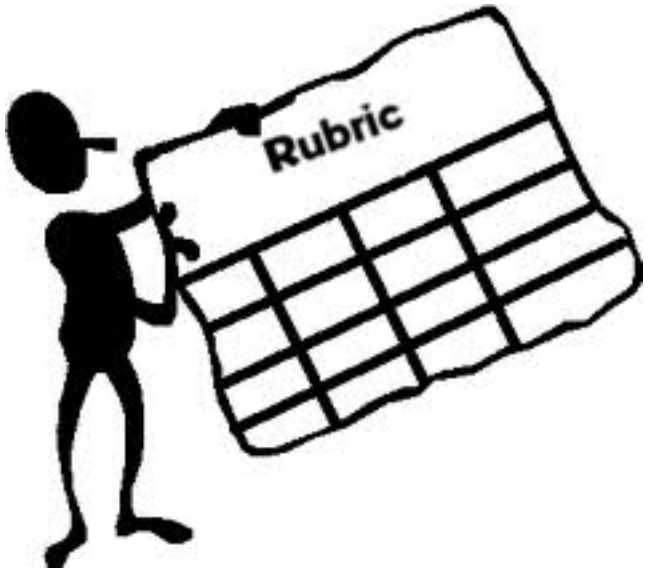
The Dashboard

- Real-time teaching analytics



Coding transcripts: The rubric

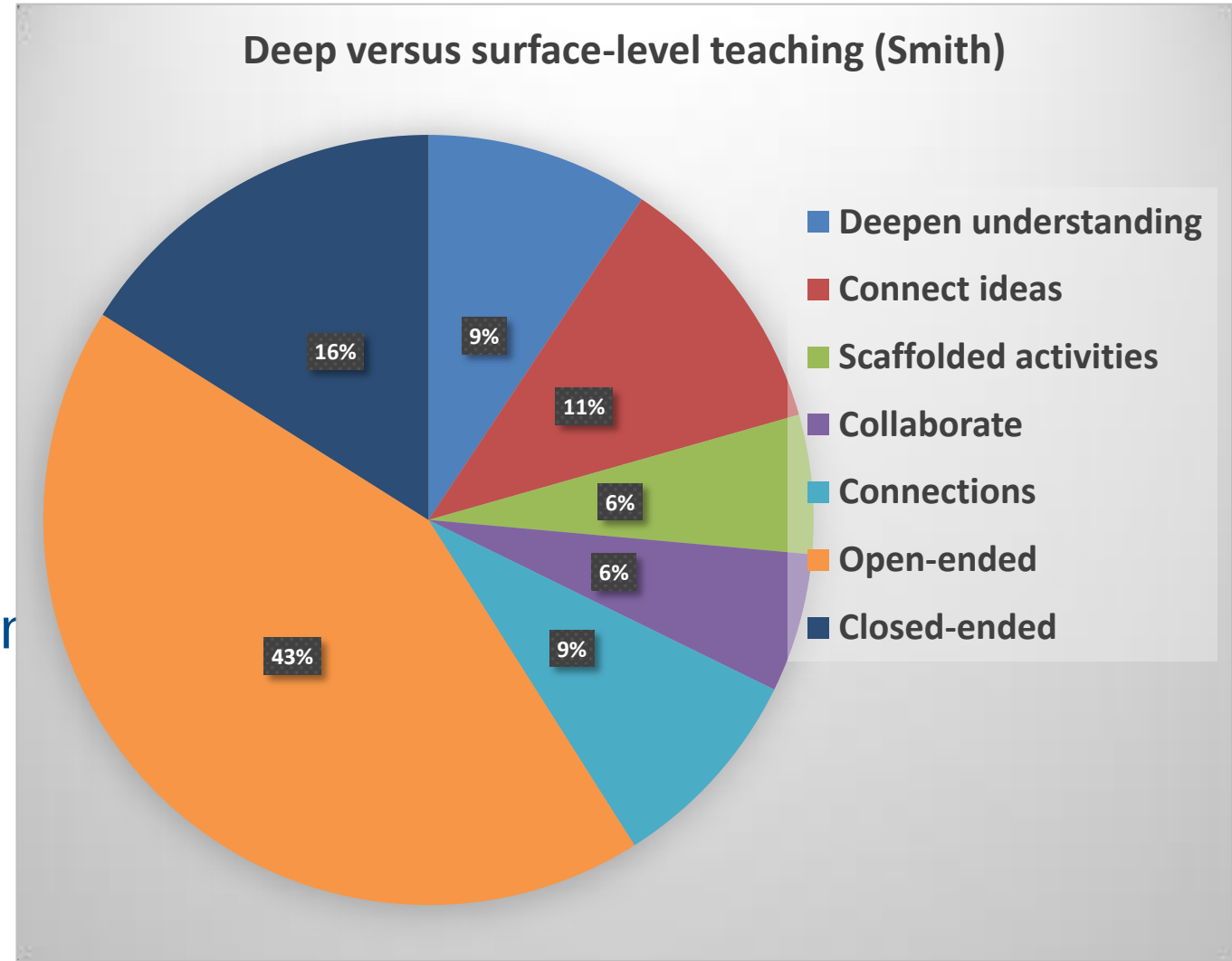
1	Deepen understanding
2	Connect ideas
3	Scaffolds activities
4	Collaborate
5	Connections
6	Open-ended
7	Closed-ended
8	Introduces & explains
9	Resources
10	Important
11	Instructions
12	Feedback
13	Review
14	Prompting
15	Goals
16	Repeats comment
17	Summarises
18	Behaviour management
19	Positive environment



In-depth feedback

Over time:

- Deep and surface
- Lesson structure
- Student feedback
- Classroom environment
- Clarity of communicatior



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Effective School leadership is complex, context bound and difficult

What characteristics do you believe are required for effective school leadership?