Visions of educational leadership

Leading the learning across cultures

Sue Richards

Doug Hamilton  Royal Roads University
Michael Bell Flinders University
Leading learning across cultures

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Why leadership?

Quality of the teacher

Quality of school leadership
Principals create the future

The role of the principal of a school in the 21st century is one of the most exciting and significant undertaken by any person in our society. Principals help to create the future.

*Melbourne declaration on educational goals for young Australians (2008)*
Key to successful schools

School reforms rarely succeed without effective leadership. ...There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.  

McKinsey 2007, p71
Embedding holistic viewpoints

• Personal and social outcomes
• Pupil and staff motivation
• Engagement and wellbeing
• Quality of teaching and learning
• School’s contribution to the community.
What is leadership?

“Leadership is essentially about designing, managing and energizing the right connections, and untying the wrong ones, in order to make schools successful, equitable, happier places.”

Allan Walker, Hong Kong Institute of Education
IB framework of leadership practice

**DOMAINS OF KNOWLEDGE**
1. Curriculum design and implementation
2. Instructional design
3. Curriculum articulation and coherence
4. IB Assessment strategy, policy and practice
5. Reporting and feedback
6. Evaluating learning

**DOMAINS OF KNOWLEDGE**
1. Partnerships, networks and alliances
2. Participation and involvement
3. External relations and communications
4. The legal and political environment
5. School parent relationships

**IB World School Authorization**

**KEY PROCESSES**
- EVALUATION
- INNOVATION
- IMPROVEMENT
- SUSTAINABILITY

**CONTEXTUAL LEVELS**
1. Students and their learning
2. Professional relationships & behaviours that support learning
3. Schools as learning focused organizations
4. Working within the wider IB community to support learning

**Programme Implementation**

**DOMAINS OF KNOWLEDGE**
1. Creating learning communities
2. Professional development planning and policy
3. Developing leadership capacity
4. Team building and deployment
5. Appraisal and performance
6. Organizational structure and roles
7. Culture and ethos
8. Resources and infrastructure
Our University partners

- Royal Roads University, Canada
- Flinders University, Australia
- Institute of Education University of London
- California State University San Marcos
- Hong Kong Institute of Education
Dr Doug Hamilton
Royal Roads University

Associate professor, School of Education and Technology
Head of the MA in Educational Leadership and Management program and chair of the Curriculum Committee at Royal Roads
...unexpected... emergent... complexity...
...adaptation...

...sustainability...

...emergent...

"more expansive sense of identity" (Bell, 2013)
...practice...praxis... (Friere)...theory...
Q&A
Leadership Focus Group

Saturday 8 – 9 am in the Marlborough MC: Andy Krawczyk

Facilitators:
Dr Doug Hamilton Royal Roads University
Dr Michael Bell Flinders University,
Dr Elizabeth Wood Institute of Education
University of London
Dr Carol Van Vooren California State University