

# 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



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02 August 2013



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# Principals create the future

The role of the principal of a school in the 21<sup>st</sup> 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



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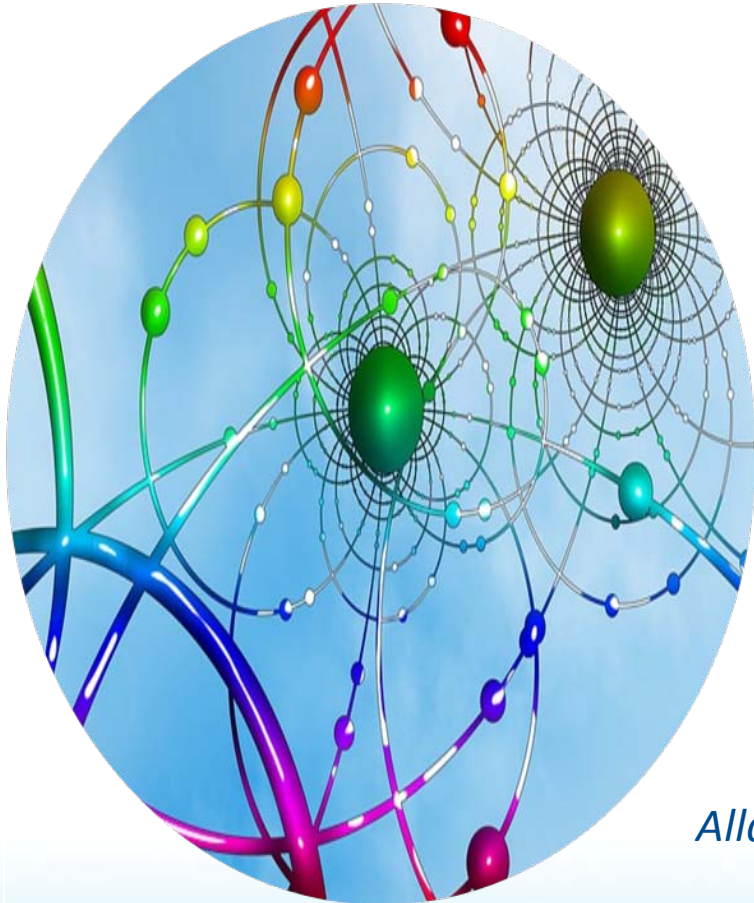
# Embedding holistic viewpoints



- 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*



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# 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

Students and their learning

Professional relationships & behaviours that support learning

Schools as learning focused organizations

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

## DOMAINS OF KNOWLEDGE

1. Philosophy and mission
2. Strategic planning
3. Policy development
4. Organizational structure and roles
5. Culture and ethos
6. 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

# Dr Michael Bell

## Flinders University

Coordinator Educational Leadership and  
Management  
School of Education



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inspiring achievement



.....underexplored.....

# ...sustainability...

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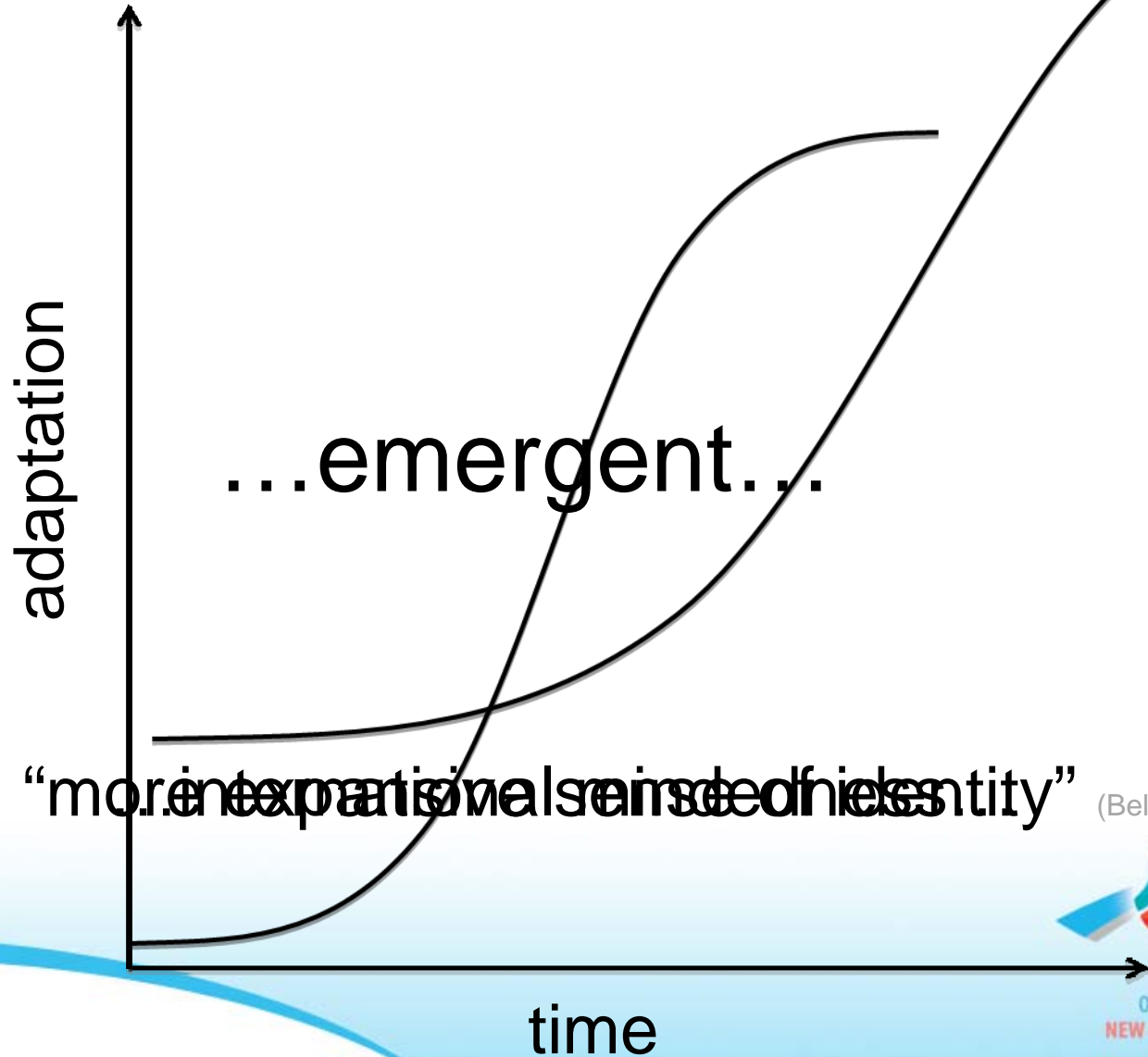
(Bessant, 2003)

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Product  
process  
position  
paradigm  
...innovation...

...sustainability...



(Bell, 2013)



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### DOMAINS OF KNOWLEDGE

1. Identification, clarification and articulation of contemporary leadership issues in the IB context
2. Critical analysis of contemporary IB leadership issues
3. Contextualising and interpretation of IB leadership issues

### DOMAINS OF KNOWLEDGE

1. Application of planning and scoping processes in IB contexts
2. Collection, analysis, interpreting and reporting of evidence

3. Evaluation of research activity
4. Reflection on and dissemination of findings and implications for leadership practice

## Reflection

## AREAS OF INQUIRY

## Research

### PARTICIPANTS MUST...

reflect upon their own leadership capabilities

conduct rigorous and systematic investigative work

Contemporary leadership issues in IB education

Linking theory to practice in an IB context

Building capacity for practitioner inquiry

Research practice

### DOMAINS OF KNOWLEDGE

1. Identification and selection of source material
2. Critical reading and reflection

3. Interpretation and evaluation of source material
4. Synthesizing research and experiential evidence

### DOMAINS OF KNOWLEDGE

1. Relevant research questions
2. Modes of research and methods of data collection

3. Research design
4. Analysing, interpreting and reporting research findings

...practice... praxis... (Friere) ...theory...



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inspiring achievement

# 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**



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