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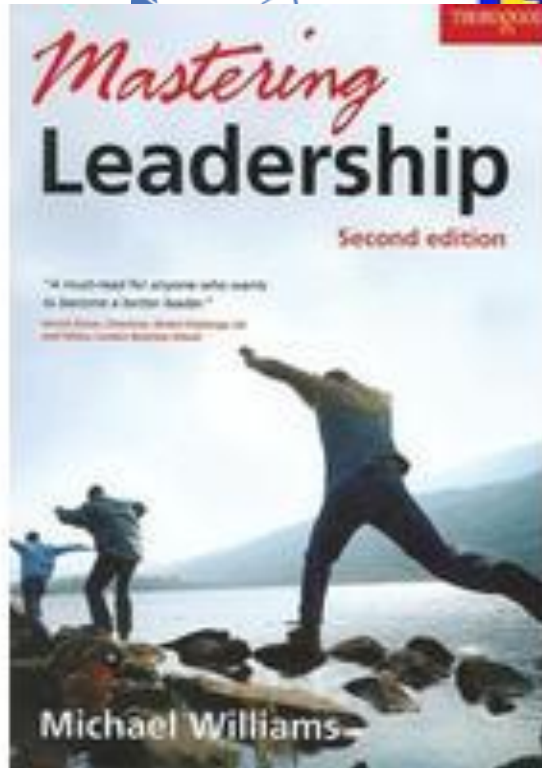
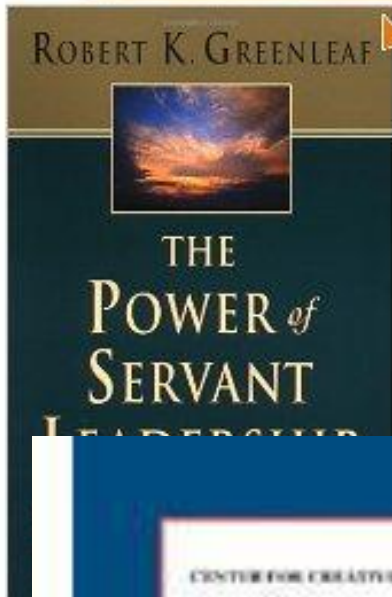
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Leadership Through Capacity Building

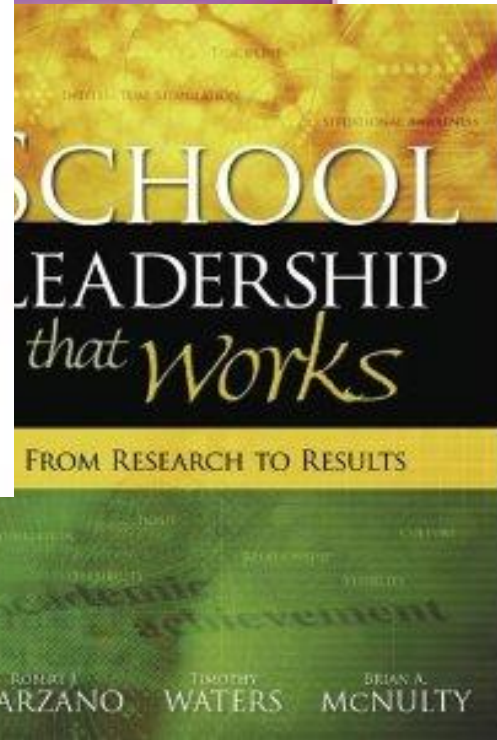
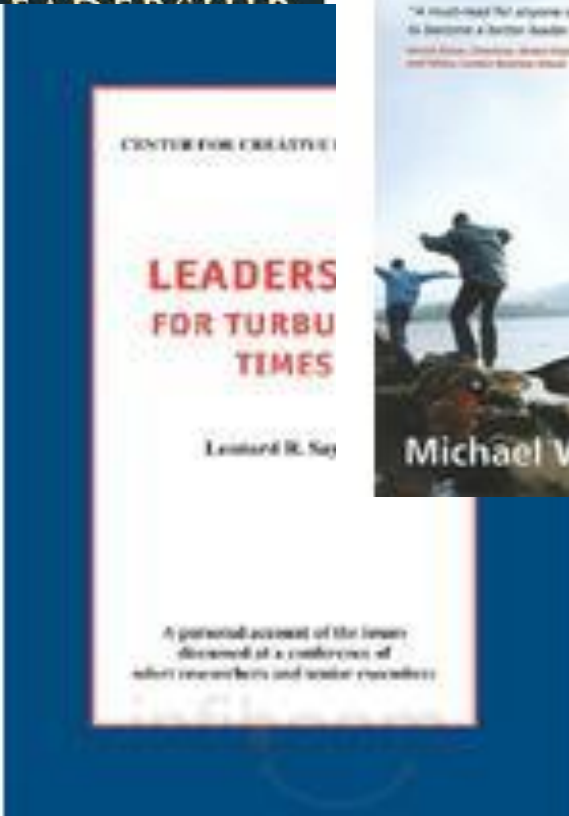
Dr Gerard Calnin
The University of Melbourne, Australia

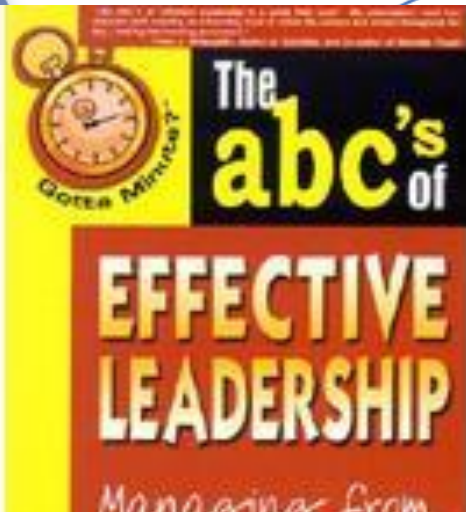
Sue Richards
Global Head of Professional Development
(PYP)

Click to **LOOK INSIDE!**

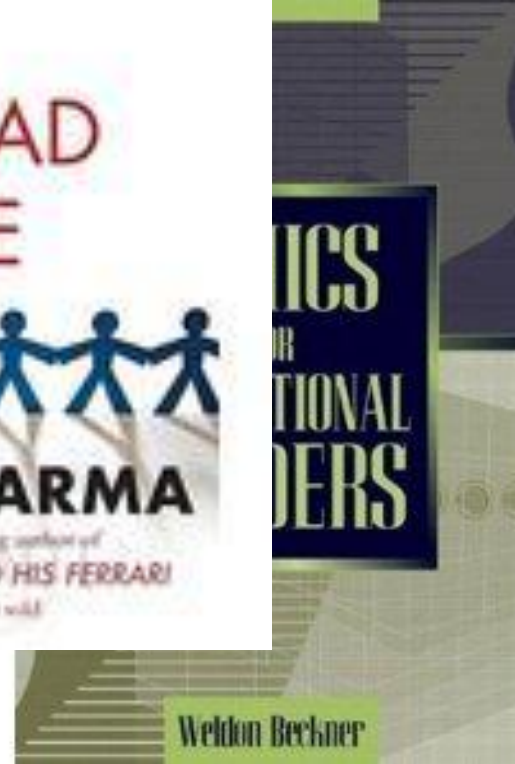
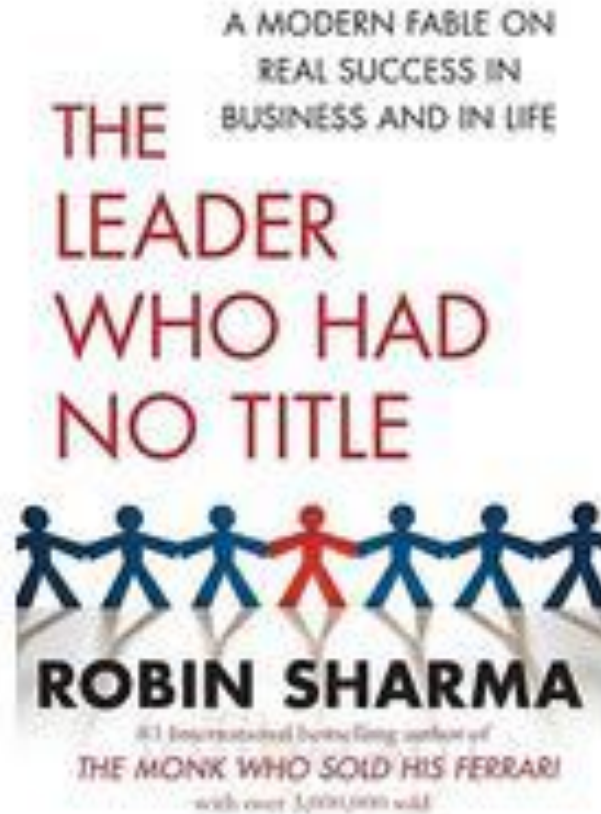
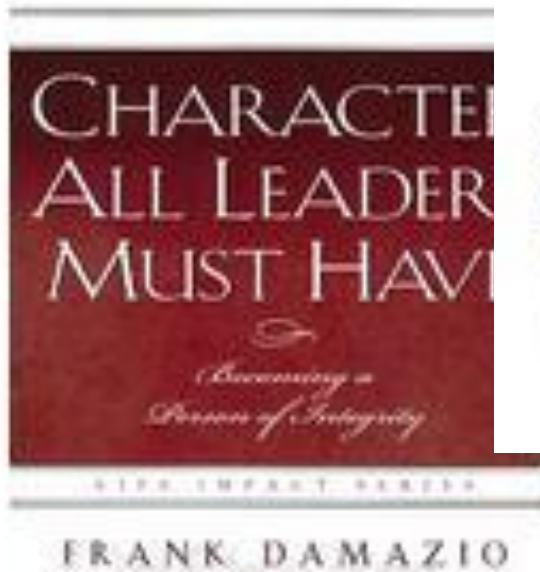
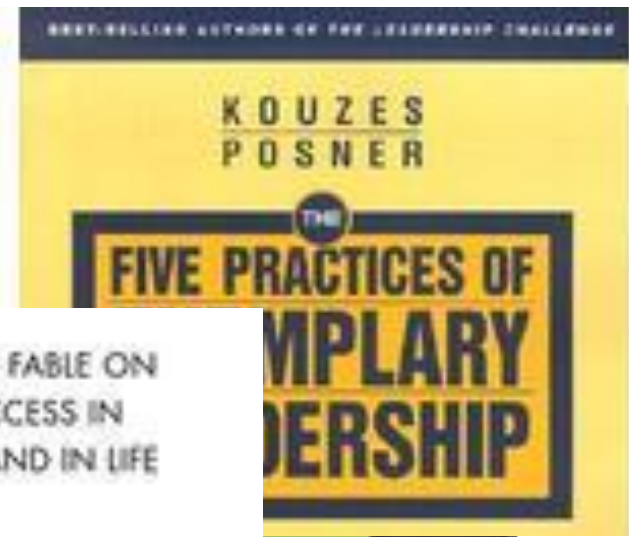


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RA LA VIDA





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Research as: Food for Thought



- effective leadership practices
- evaluating teacher practice
- professional communities
- the IB's response



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Leadership Theories

Leadership Research:

- Personality Theories
 - Hero or charismatic leadership
 - Visionary leadership
- Trait Theories
(behavioural)
 - Transactional leadership
 - Situational leadership
 - Servant leadership

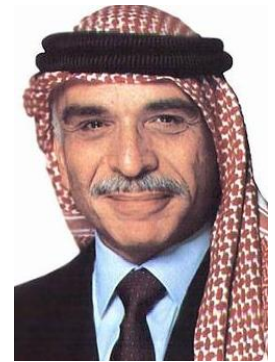


Adjectival Leadership

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- Moral leadership
- Transformational leadership
- Distributed leadership
- Instructional leadership
- Servant leadership
- Exhilarating leadership
- Evaluation leadership
- Top-down leadership





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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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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)



What do we know about leadership?

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1. Improve teaching and learning **indirectly** through staff **motivation, commitment and working conditions.**
2. Draw on the same repertoire of **basic leadership practices.**
3. How leaders apply these basic practices – not the practices themselves – demonstrate responsiveness to their **contexts.**



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Impact on Student Outcomes

Transformational leadership

- The capacity to engage with staff in ways that inspire them to new levels of energy, commitment and moral purpose (thus transforming the organisation)

Pedagogical 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.

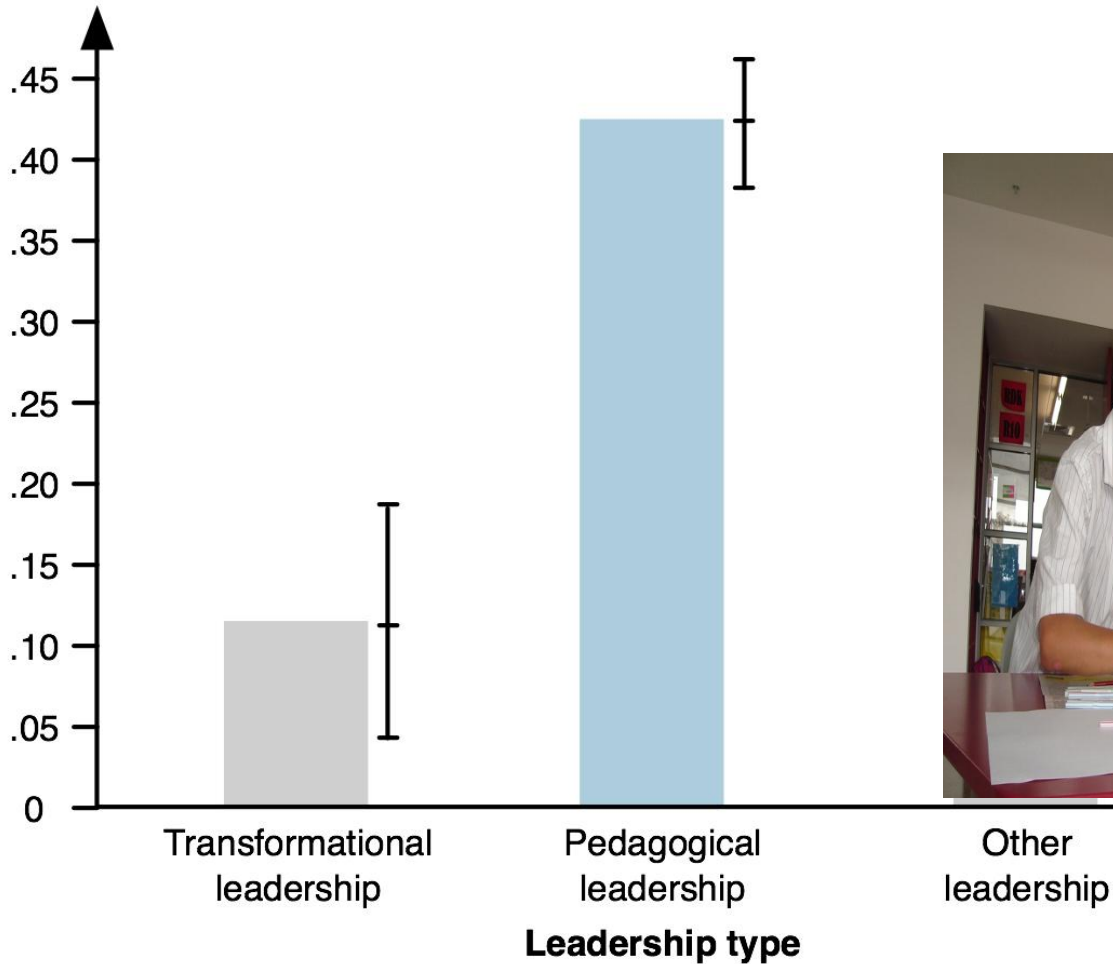


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'3-4 times as great as...'

Robinson 2008

Mean effect
size estimate

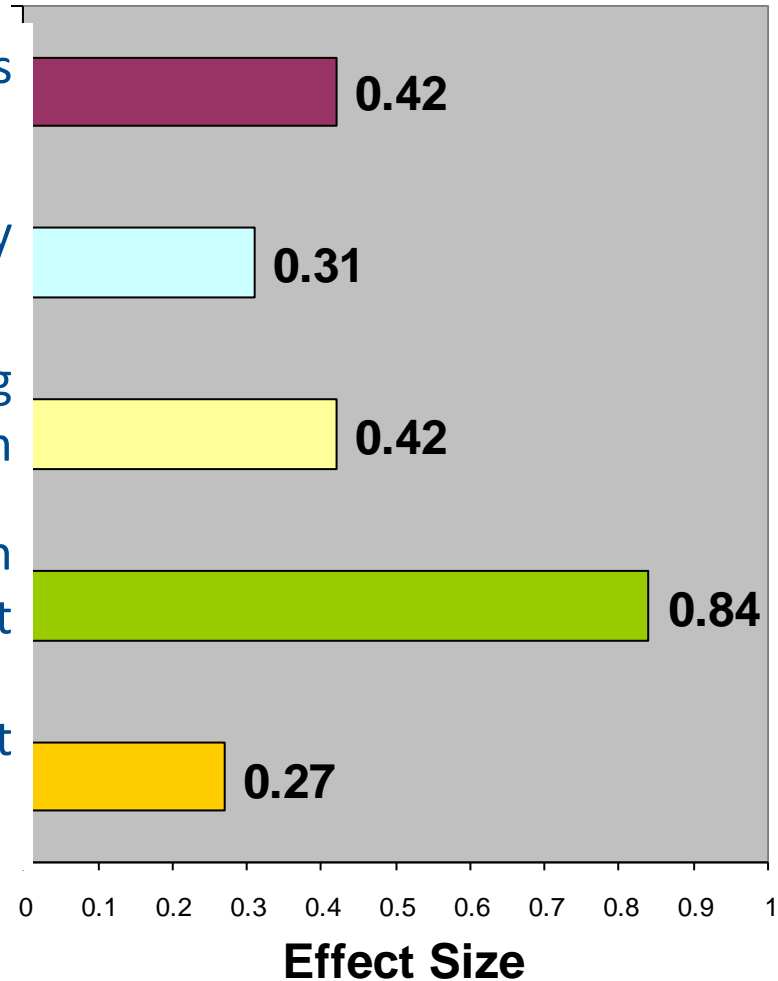




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Relative impact of leadership behaviours

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





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Role of the Leader Fullan (2015)

“the primary strategy consists of...focusing on **collaborative cultures** that improve pedagogy linked to measurable impact of student learning”.





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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).



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Role of Leaders:

- If the aim of schooling is for every student to gain at least one year's worth of learning for a year's input.
- And the largest barrier to student learning: within-school variability.
- **Leaders need to:**
 - Increase effectiveness of all teachers
 - Overcome variability through collaborative expertise

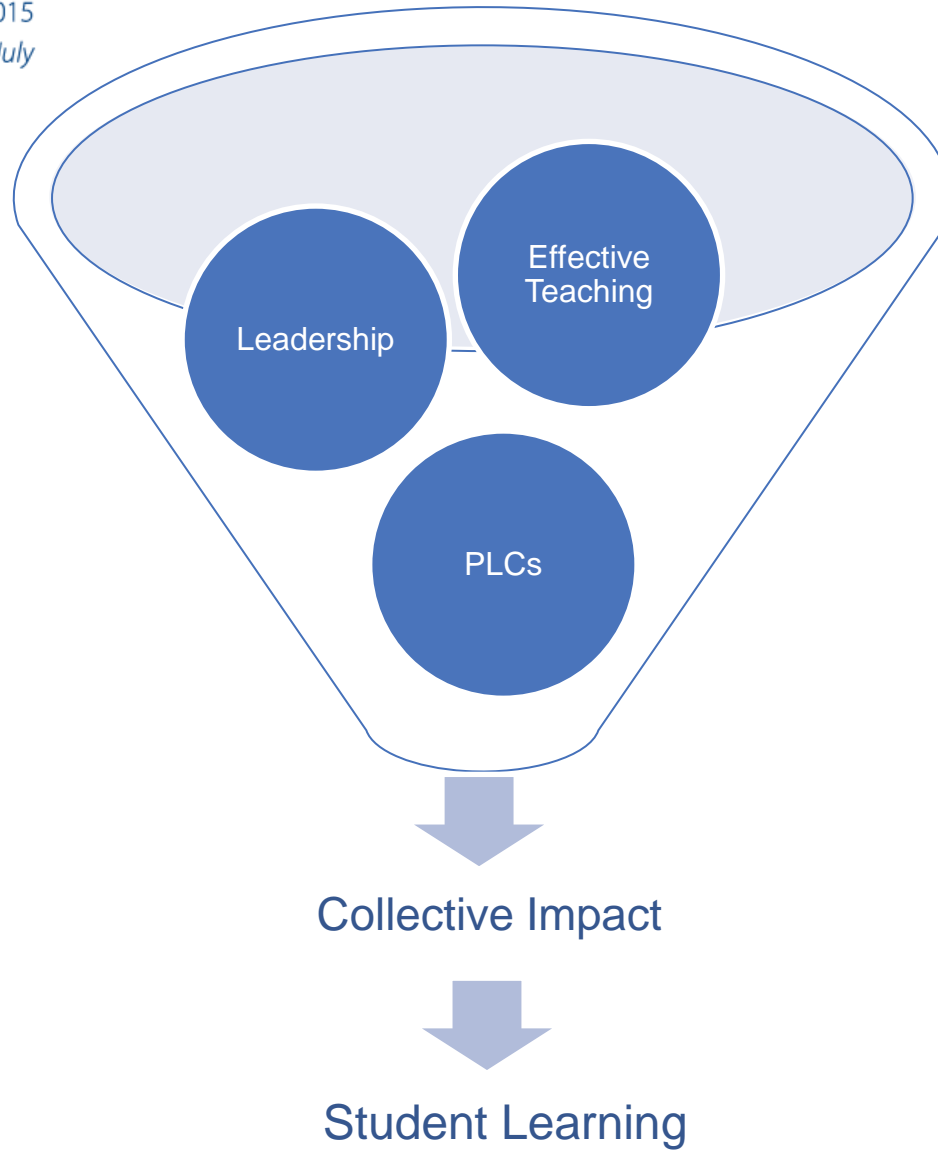
John Hattie, The University of Melbourne





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Role of Leaders





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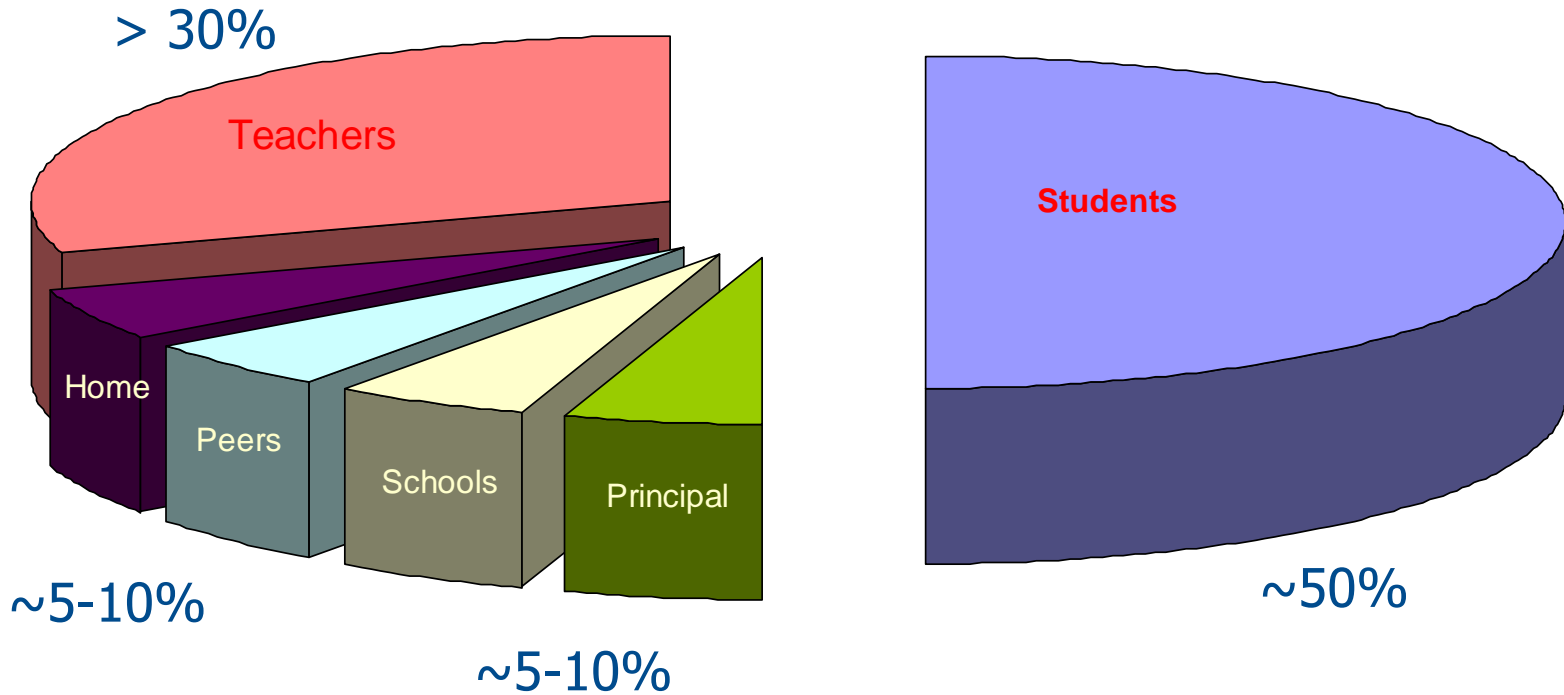
Building Teacher Capacity: WHY?





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Educational *effectiveness*



Hattie (2003, 2005)



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Good News

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

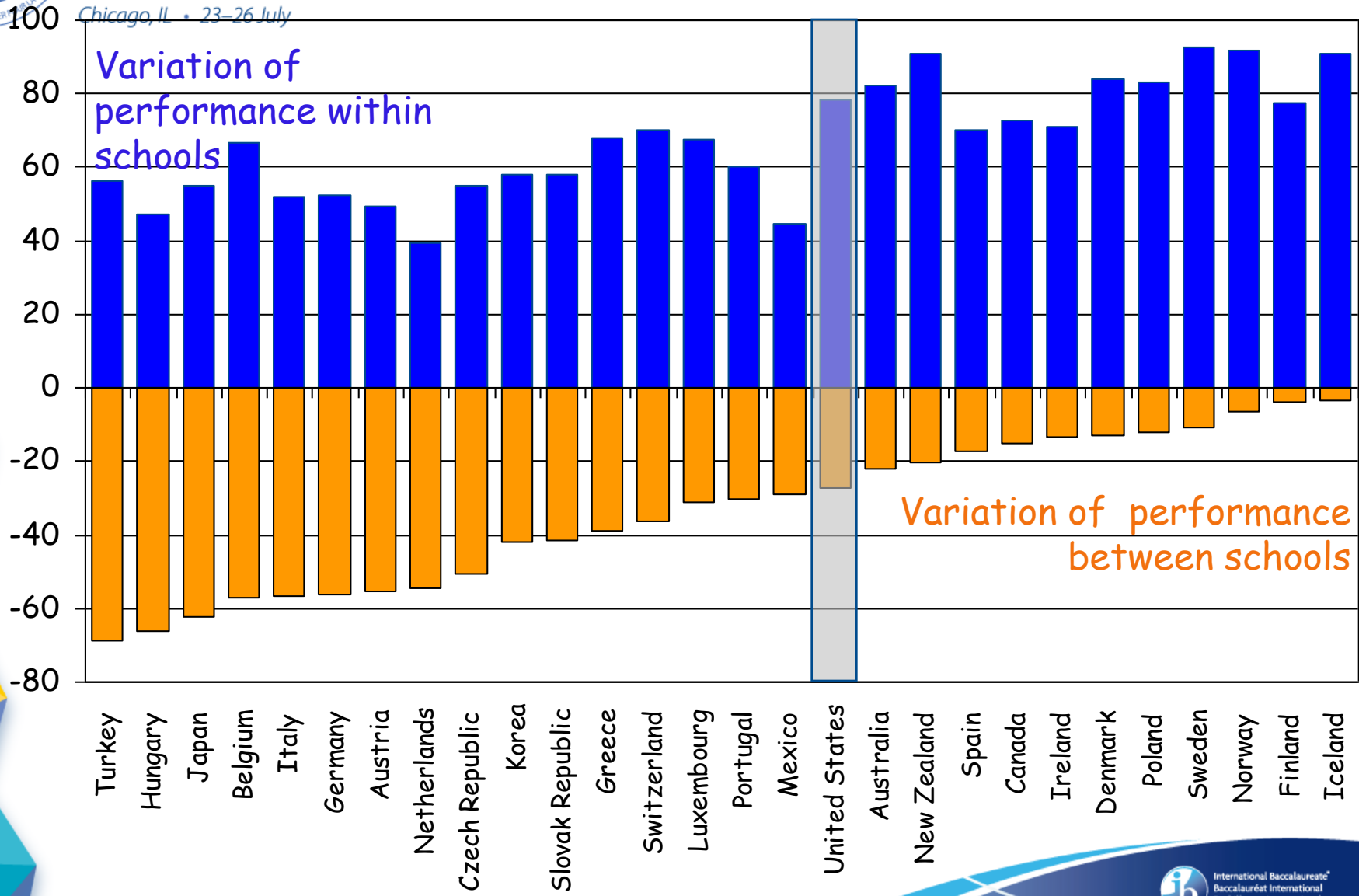
BUT

Not all teachers (teaching practices) are equal.



PISA Data: Maths

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



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Research

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



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Effective Teaching:

*‘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)



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95% of practices have a positive
impact...

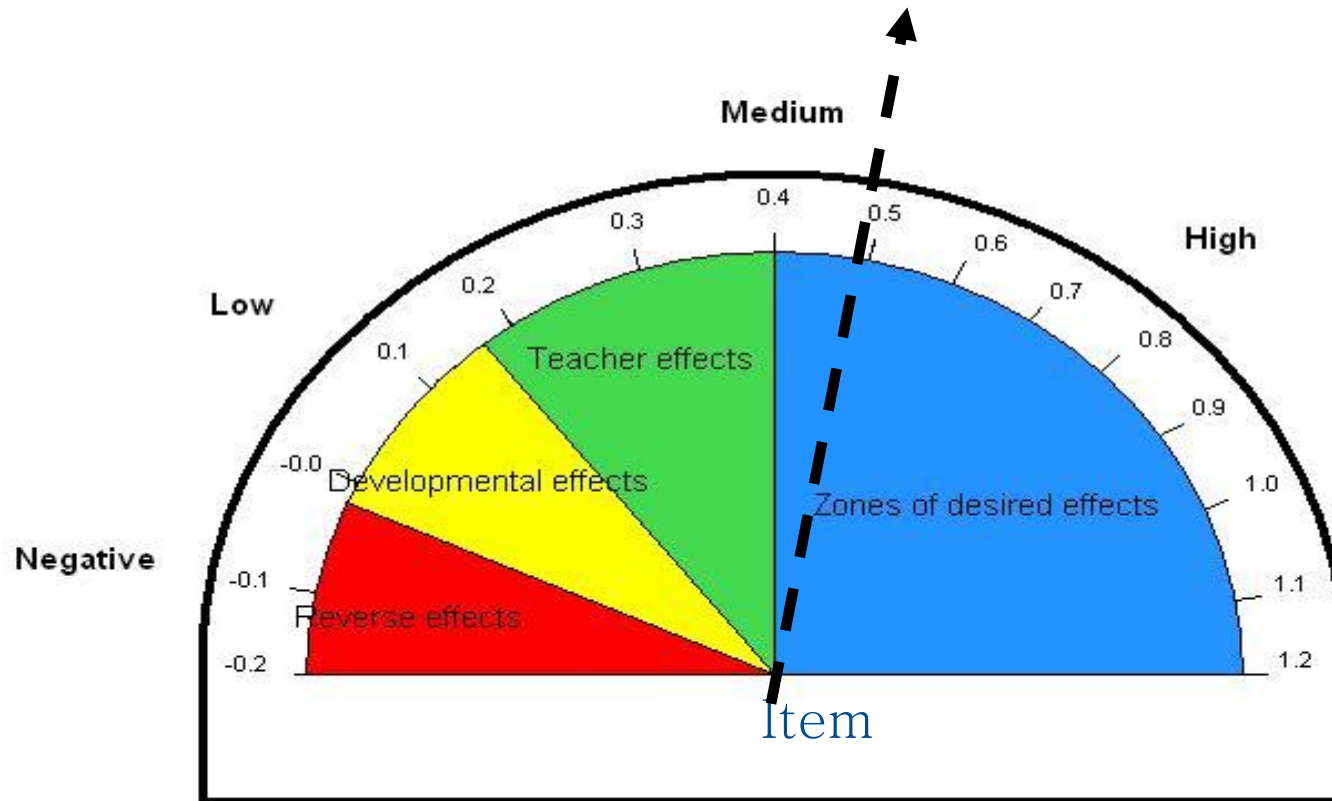
The more important question is:
‘What works best?’ ...

- ‘Merely enhancing learning is not enough – for maximum student outcomes, the teacher needs to know the **magnitude of his or her impact** and then **evaluate whether this impact** is sufficient.’

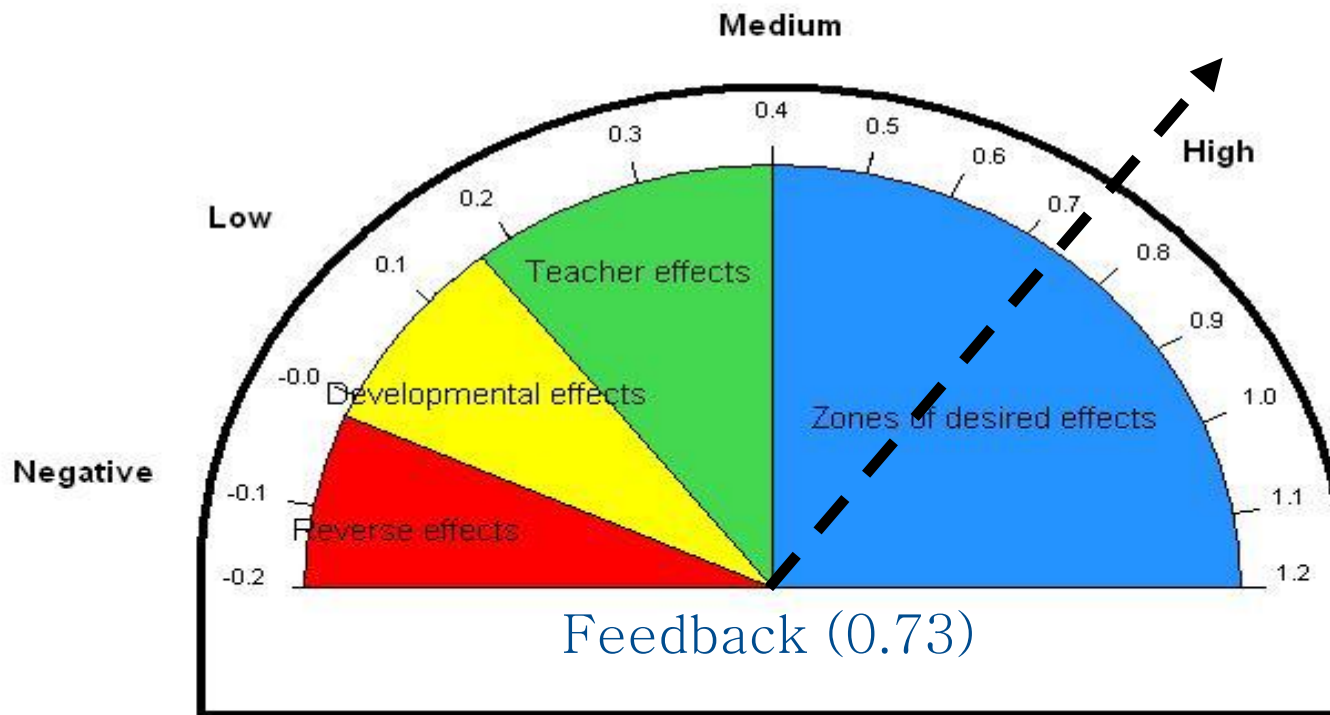
Hattie

2015

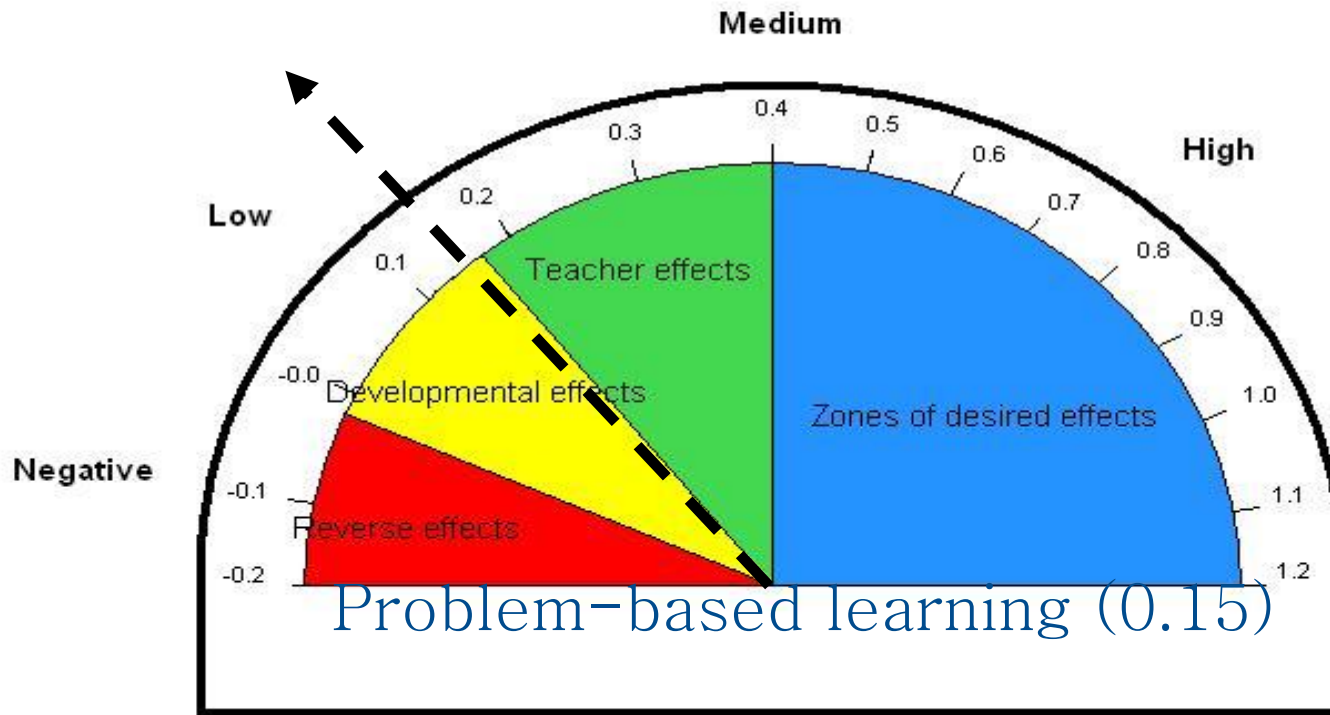
Hattie – Effect Size and Visible Learning



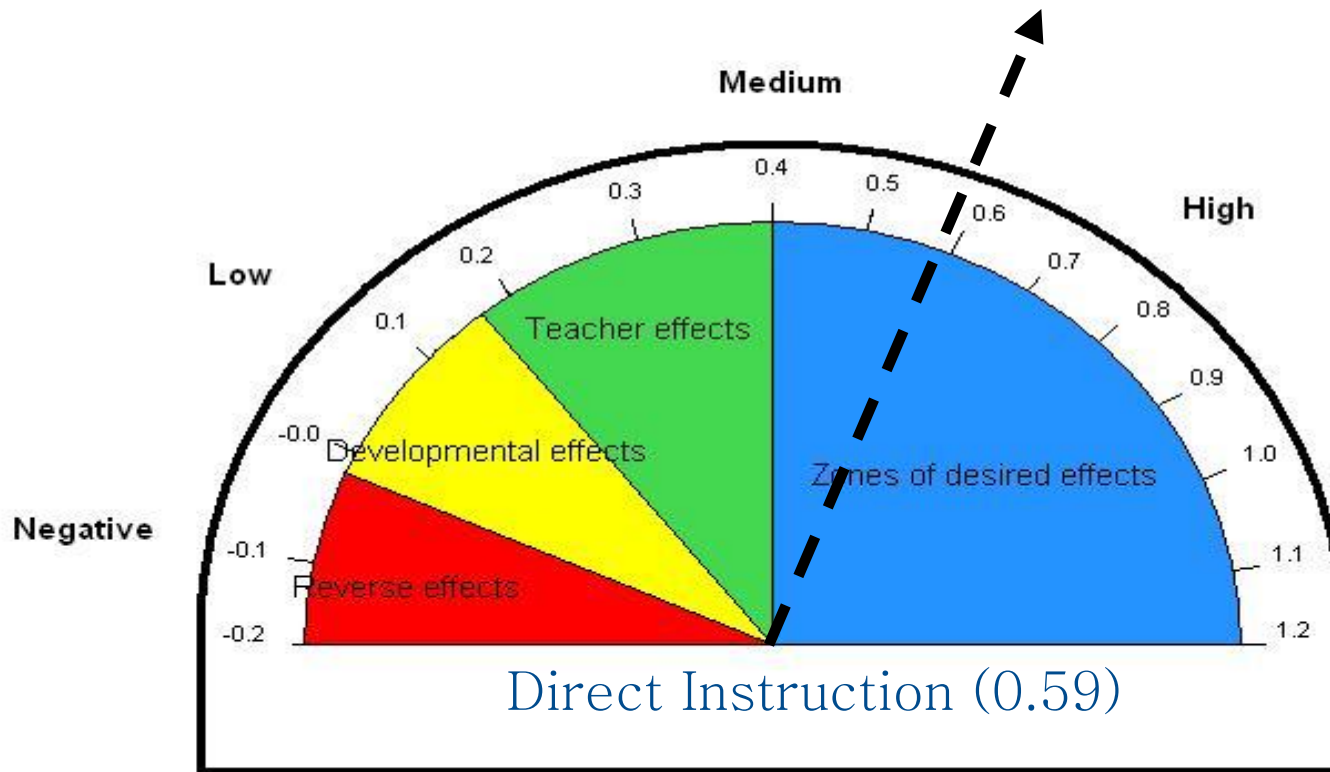
Hattie – Effect Size: Feedback



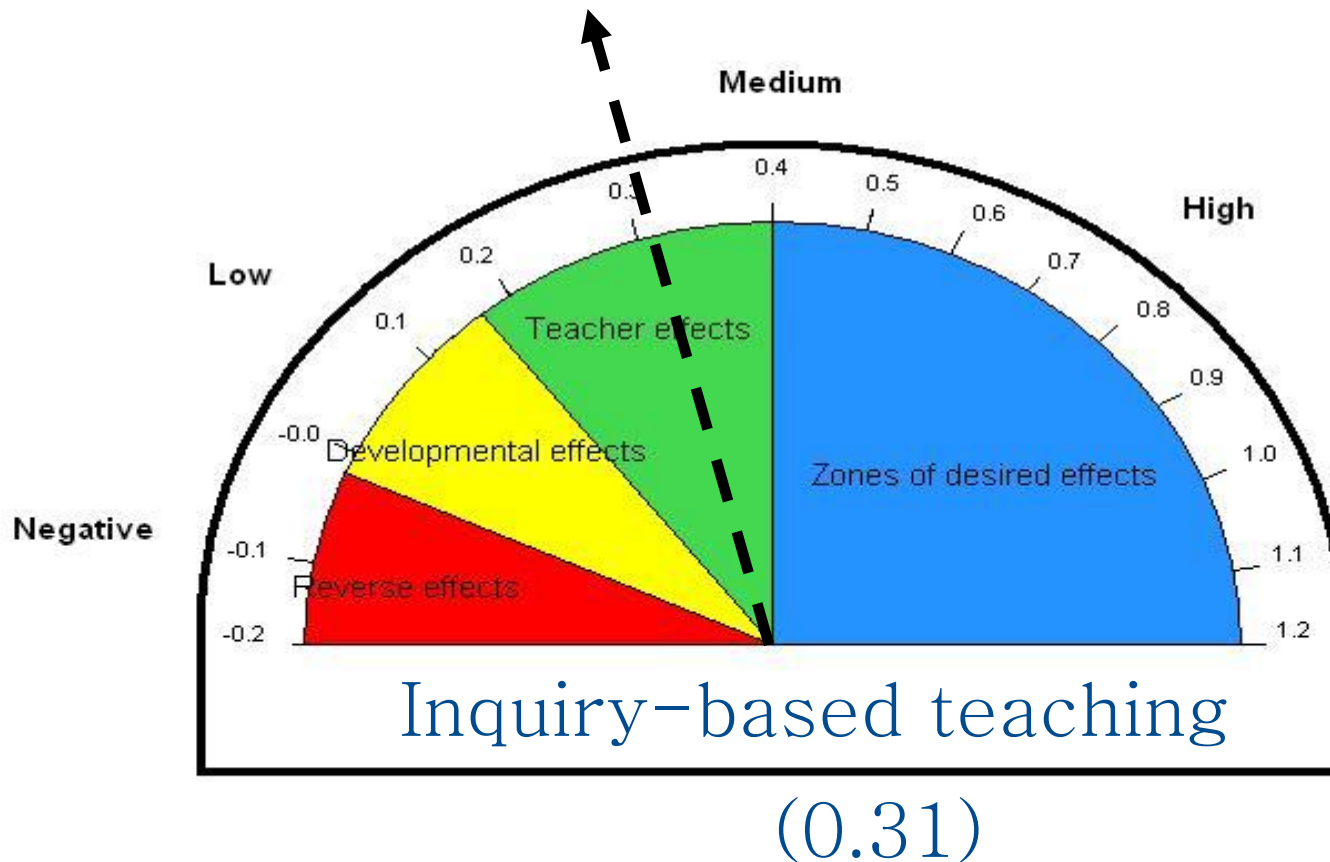
Hattie – Effect Size



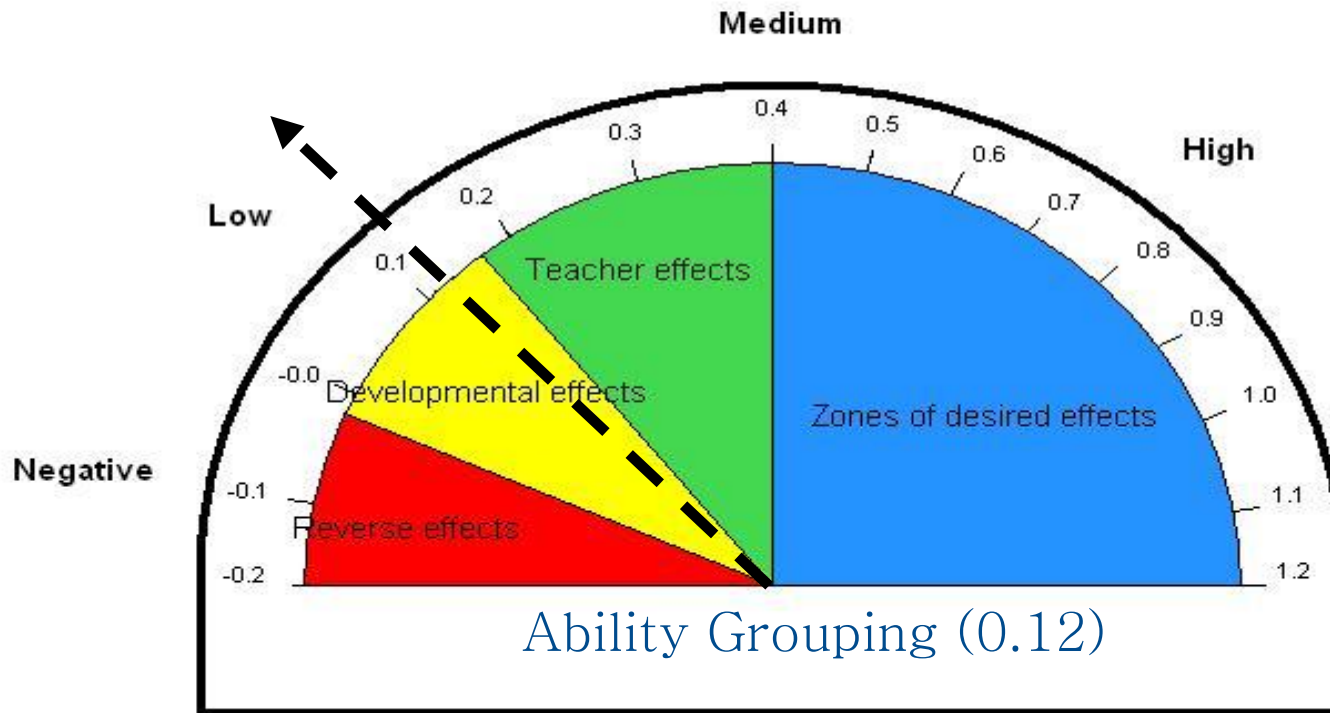
Hattie – Effect Size



Hattie – Effect Size



Hattie – Effect Size





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Teacher Performance

How do you assess teacher effectiveness?





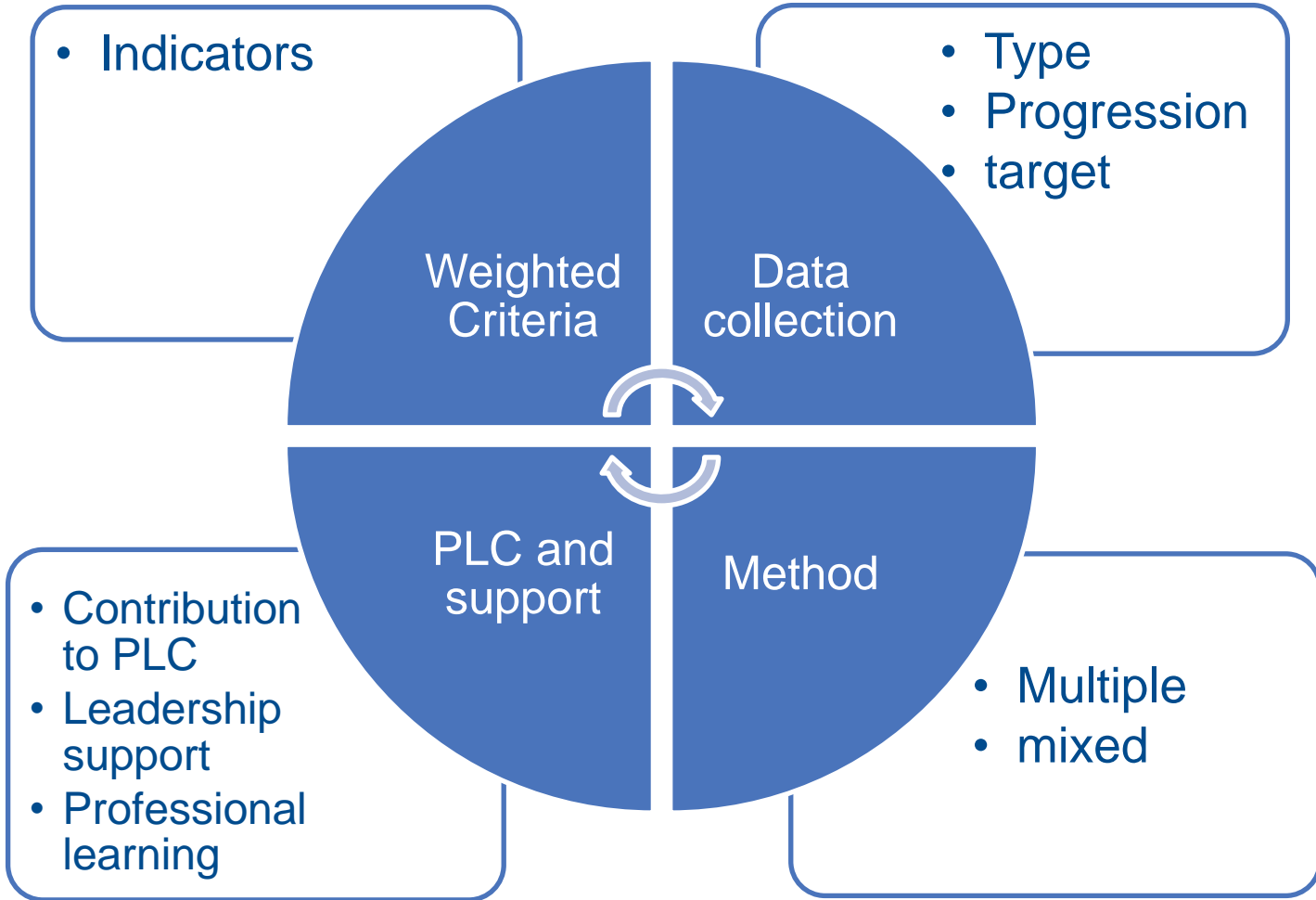
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Model of Teacher

Evaluation

Purpose





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Teaching and Learning International Survey (2013)

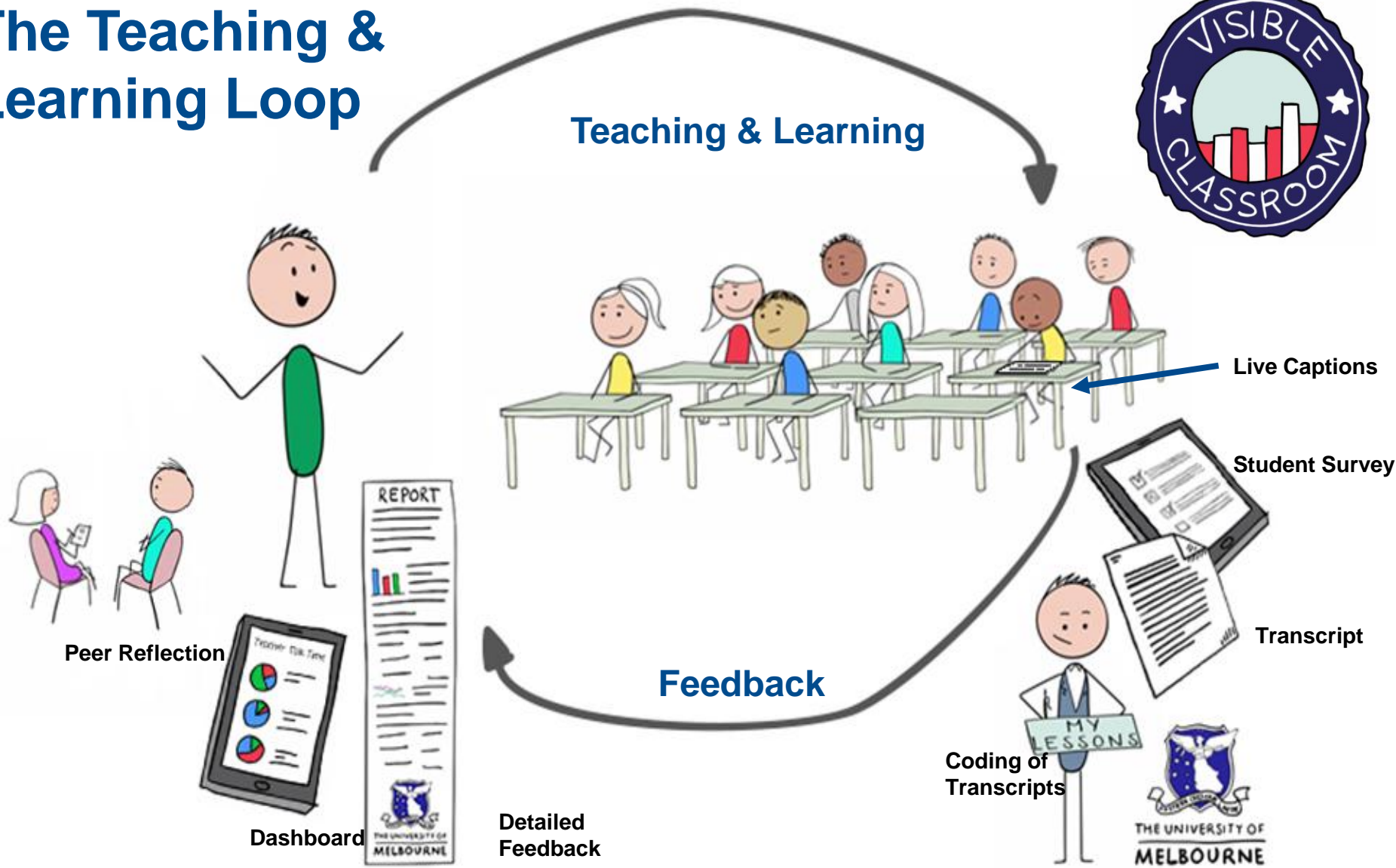
In Australia:

- 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 the way they teach,
- The majority (62%) believe appraisal and feedback is primarily an administrative task, and **has a detrimental effect** on their job satisfaction.

Feedback



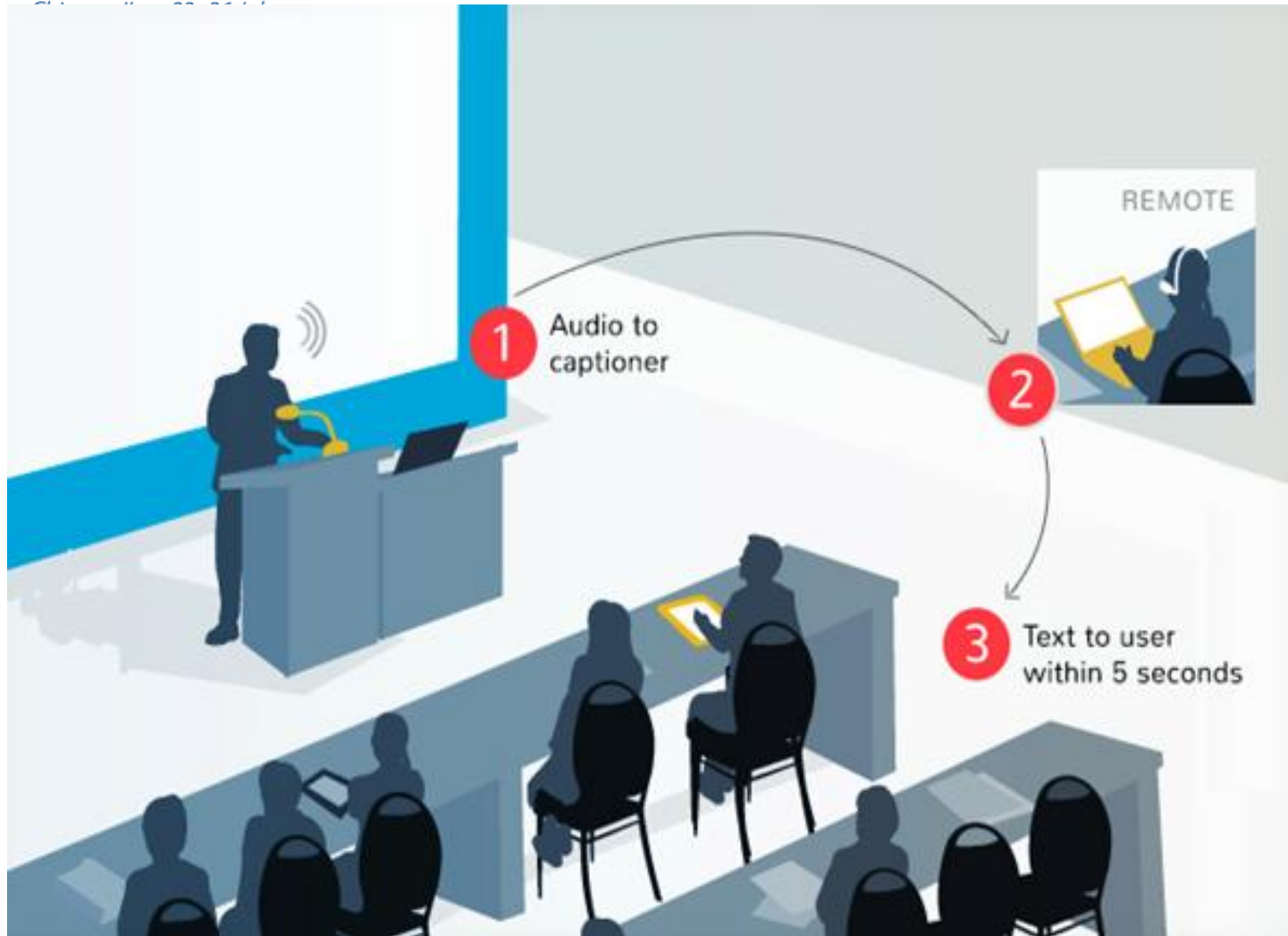
The Teaching & Learning Loop





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Real-time captioning





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Student

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

ai live Chat
No Messages

Rate the quality of your learning in this class. *

☆☆☆☆☆

Rate the quality of the captioning in this class. *

☆☆☆☆☆

My teacher explains difficult things clearly. *

Really disagree	Disagree	Slightly disagree	Slightly agree	Agree	Really agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I like the ways we learn in this class. *

Really disagree	Disagree	Slightly disagree	Slightly agree	Agree	Really agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Student Feedback on Learning

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At any time during a lesson, students can complete a Session Survey on their tablet.

8 questions based on MET study items.

'Merely enhancing learning is not enough – for maximum student outcomes, the teacher needs to know the magnitude of his or her impact and then evaluate whether this impact is sufficient.'

Hattie 2015

ai live

Rate the quality of your learning in this class. *

☆☆☆☆☆

Rate the quality of the captioning in this class. *

☆☆☆☆☆

My teacher explains difficult things clearly. *

Really disagree	Disagree	Slightly disagree	Slightly agree	Agree	Really agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

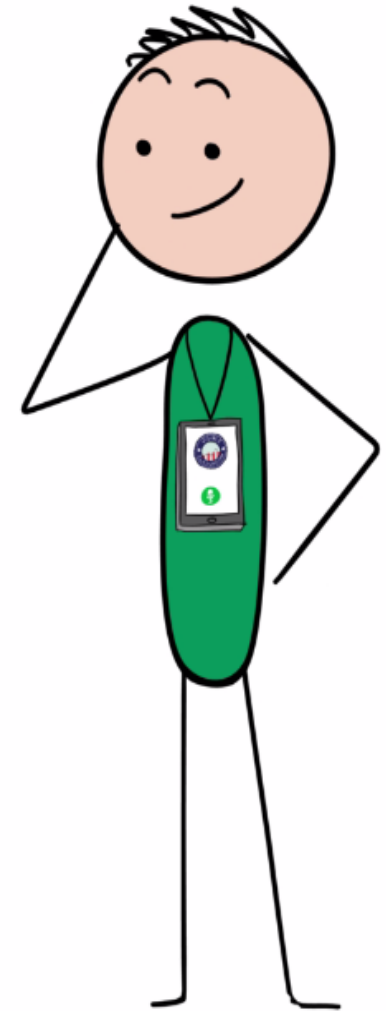
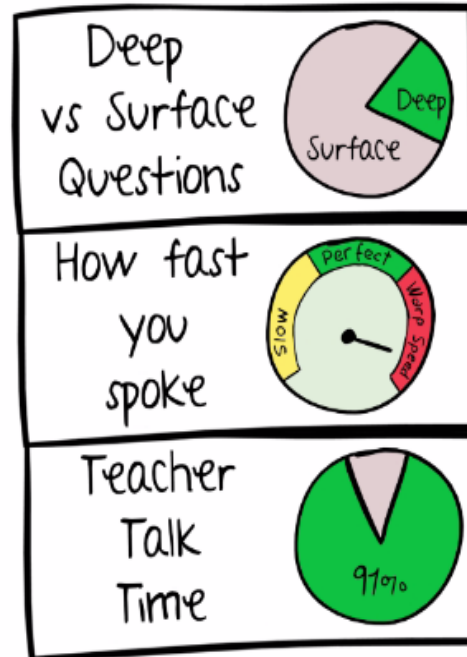
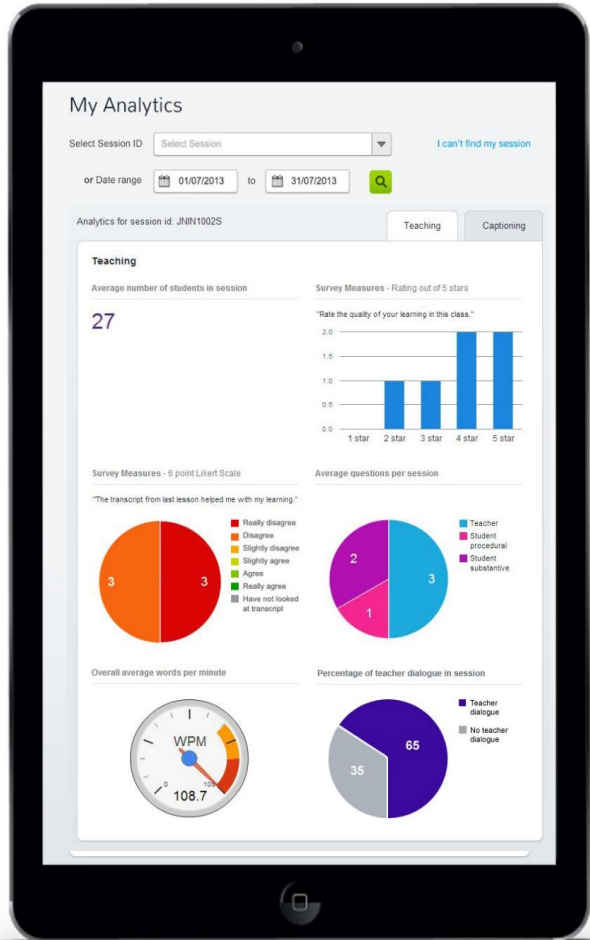
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Really disagree	Disagree	Slightly disagree	Slightly agree	Agree	Really agree
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The Dashboard

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SCHOOLS

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Shaping minds, shaping the world



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Transcripts

Teachers received a transcript at the end of their lesson.



Visible Classroom - Ms Butler

TEACHER:

That is brilliant. The fact that you picked up on the language that tells us that it probably is fiction, isn't it.

What about the Duke of Disaster? [Q_Teacher] On the net there is a story about the Duke of Disaster and I am going

In the olden days, especially in Wales, there were lots of caves underground to the coal mines. A colliery is a mine where and it is based on a true story.



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The Rubric

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Coding transcripts to identify high-impact teaching practices.



Promoting Critical Analysis / Thinking

Engage and Understand

Feedback & Additional Instruction

Coding transcripts

- Deepen understanding
- Connect ideas
- Scaffolded activities
- Collaborate
- Connections
- Divergent
- Convergent
- Repeats comment
- Positive classroom environment
- Review
- Behaviour
- Prompting
- Instructions
- Summarise
- Feedback
- Resources
- Important
- Introduces & explains
- Goals
- Positive classroom environment



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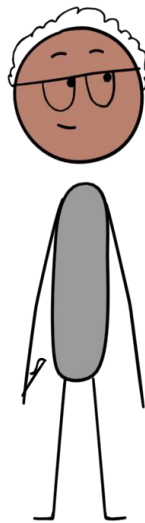
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Personalised Feedback

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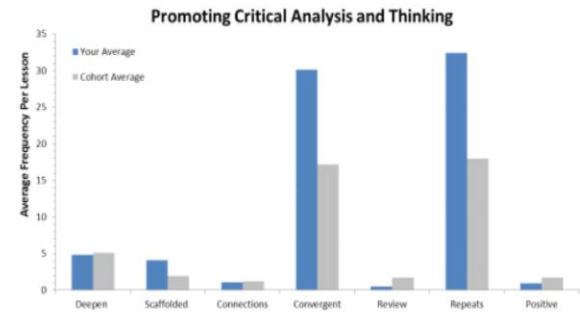
The evidence-
feedback is designed
to promote change in
effective teaching
strategies.



Promoting Critical Understanding and Thinking

This category is about the elements of teaching practice that deepen pupils' understanding to promote critical thinking and conceptual understanding. It encompasses: providing pupils with opportunities to deepen understanding by connecting new knowledge with previously learned concepts and asking divergent questions; scaffolded activities and collaboration with peers; facilitating pupils to make connections between new knowledge and the real world; convergent questioning; reviewing previously learned concepts; repeating comments and questions from pupils; and creating a positive classroom environment that generates an atmosphere of trust, and is welcoming of discussion and feedback. These elements are important because employing a combination of surface level teaching pedagogies, which foster knowledge acquisition, and deep pedagogies, which allow for extended processing and transformation of knowledge, helps to promote pupil engagement and attainment.

This graph displays your performance in the 7 dimensions which comprise this category, which is based on your 10 lessons across the reporting period June 13th-27th.



WHAT DOES IT MEAN?

You can compare your performance relative to other teachers participating in the Visible Classroom trial by looking at the grey bars in the graph above. There are some aspects of promoting critical analysis/thinking in which you show **strength**, such as asking *convergent questions*, *repeating student comments*, and providing opportunities for *scaffolded collaborative activities*.

There are also some areas that you could **improve**, particularly *reviewing prior lesson content* and creating a *positive learning environment*.

WHERE TO NEXT?

Provide a review of previous learning. Reviewing prior lesson content helps the pupils link what they have already learned to the new information you are planning to teach them. The process activates prior knowledge retrieval from long term memory and develops pupil inference and predictive skills. Review and discuss prior learning before introducing new material to encourage pupils to make connections.

Encourage pupils to ask questions about lesson content. When pupils feel able to freely ask questions, it is an indicator that they feel safe in the classroom environment and engaged or open to learning. Asking questions also helps learners to become cognitively active and provides scaffolding for their learning. You can teach the pupils to monitor their understanding of content so that they can recognise when they need to ask for an explanation, and show them how to ask specific questions for clarification.



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NO PRESSURE!

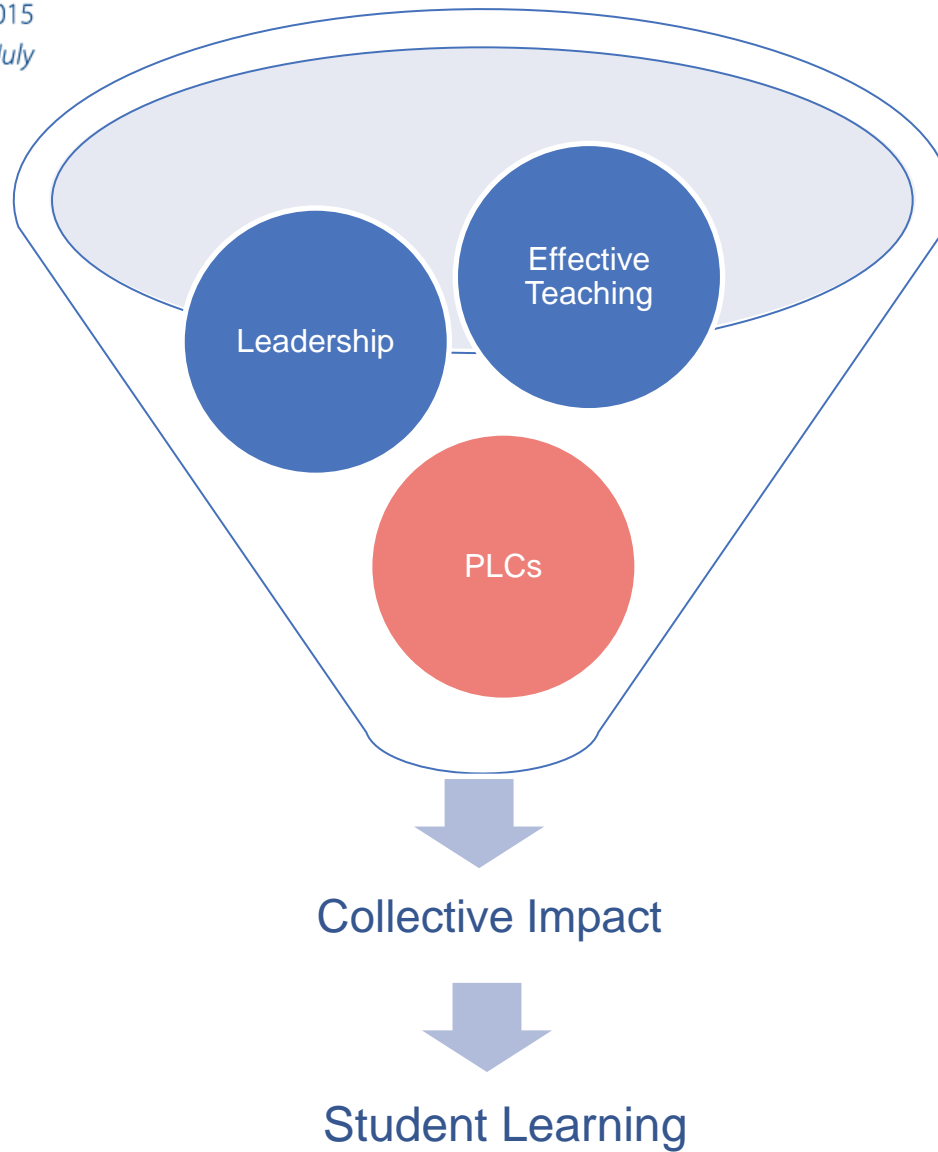


NO PROBLEM!



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Role of Leaders





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Role of the Leader Fullan (2015)

...schools leaders who have the strongest **measured impact** on student learning, lead the learning and development of teachers *while learning alongside* them what works and what doesn't





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Role of the Leader Fullan (2015)

In this sense, it is not *mastery* of the new but the *genuine drive to develop mastery in leading pedagogy and deep learning alongside teachers as a group* that makes impactful school leadership.





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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)





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Effective Leadership Practices

What, then, are the attributes / capabilities needed for effective leadership in IB world schools?



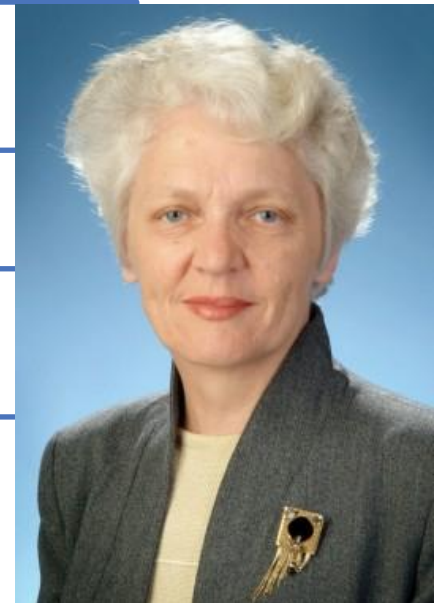
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3 key leadership capabilities

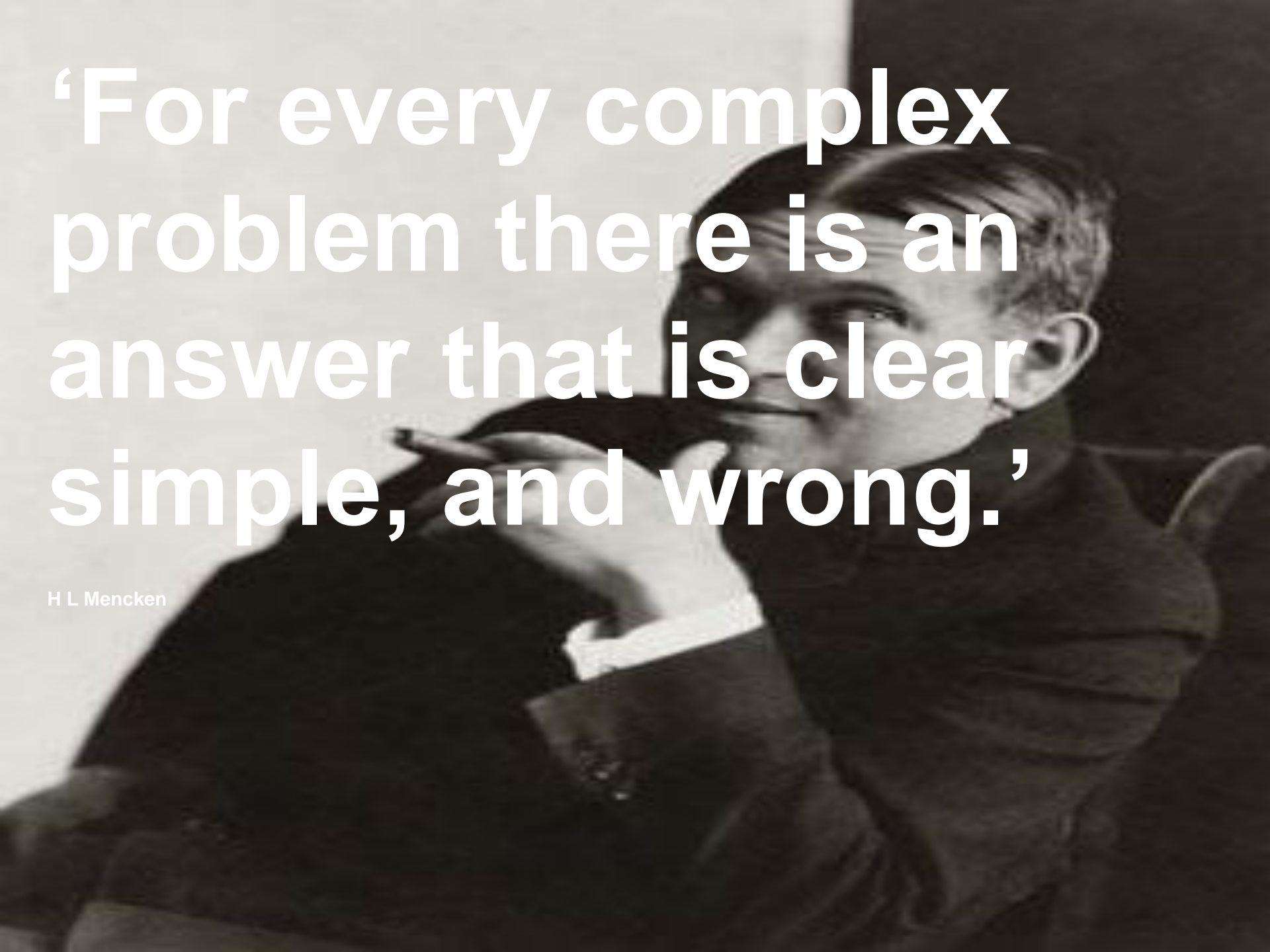
A: Integrate pedagogical knowledge

B: Analyse and solve complex problems

C: Build relational trust



Viviane Robinson, University of Auckland



**‘For every complex
problem there is an
answer that is clear
simple, and wrong.’**

H L Mencken



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Culture and Context

Zhao is highly critical of research where **culture is conveniently airbrushed out** leaving us with simple and sanitised solutions (2014) which can be adopted at the system level.



Who's afraid of the big bad dragon: why China has the Best (and worst) education system in the world.



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Culture and Context

Walker and Hallinger (2013)
argue:

- that 'the reality of where leaders work – their context – refracts' the content of national leadership frameworks
- what is needed is a deeper understanding of context, culture and location in order to provide leaders with meaningful support and development opportunities.





Transportability

“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.”



Leif Moos 2000

Aarhus University,
Denmark



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



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Leadership Attributes

- Integrity
- Inspirational
- Visionary
- Performance oriented
- Team integrator
- Decisive
- Administratively competent
- Diplomatic
- Collaborative team orientation
- Self sacrificial
- Modesty
- Humane
- Status conscious
- Conflict inducer
- Procedural
- Autonomous
- Face saver
- Non participative
- Autocratic
- Self centered
- Malevolent

GLOBE 2012

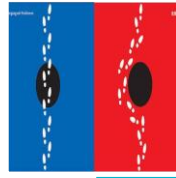


Continuum of universal leadership attributes



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



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IB Leadership capabilities

STRATEGY



Strategic intelligence

CULTURE



Cultural intelligence

LEARNING



Pedagogical intelligence

ENTERPRISE



Entrepreneurial intelligence

RELATIONSHIP



Reflective intelligence

REFLECTION



Relational intelligence

INSIGHT



Heuristic intelligence



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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



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Aspiring leaders workshops

Workshop snapshots

1

Understanding leadership

Build your own leadership platform.

2

Leading with a clear vision and strategy

Continue to refine your vision.

3

Leading through an understanding of culture and context

Discover how to engage with a diverse global community.

4

Leading for effective teaching and learning

Create a culture of inquiry.

5

Leading an effective professional learning community

Promote inquiry, collaborative learning and critical thinking.



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Conclusion: Role for School Leaders

- Strengthen teacher capacity
- Build collaborative expertise
- Engage with teachers in the struggle
- Know what works and evaluate impact



We can do it!

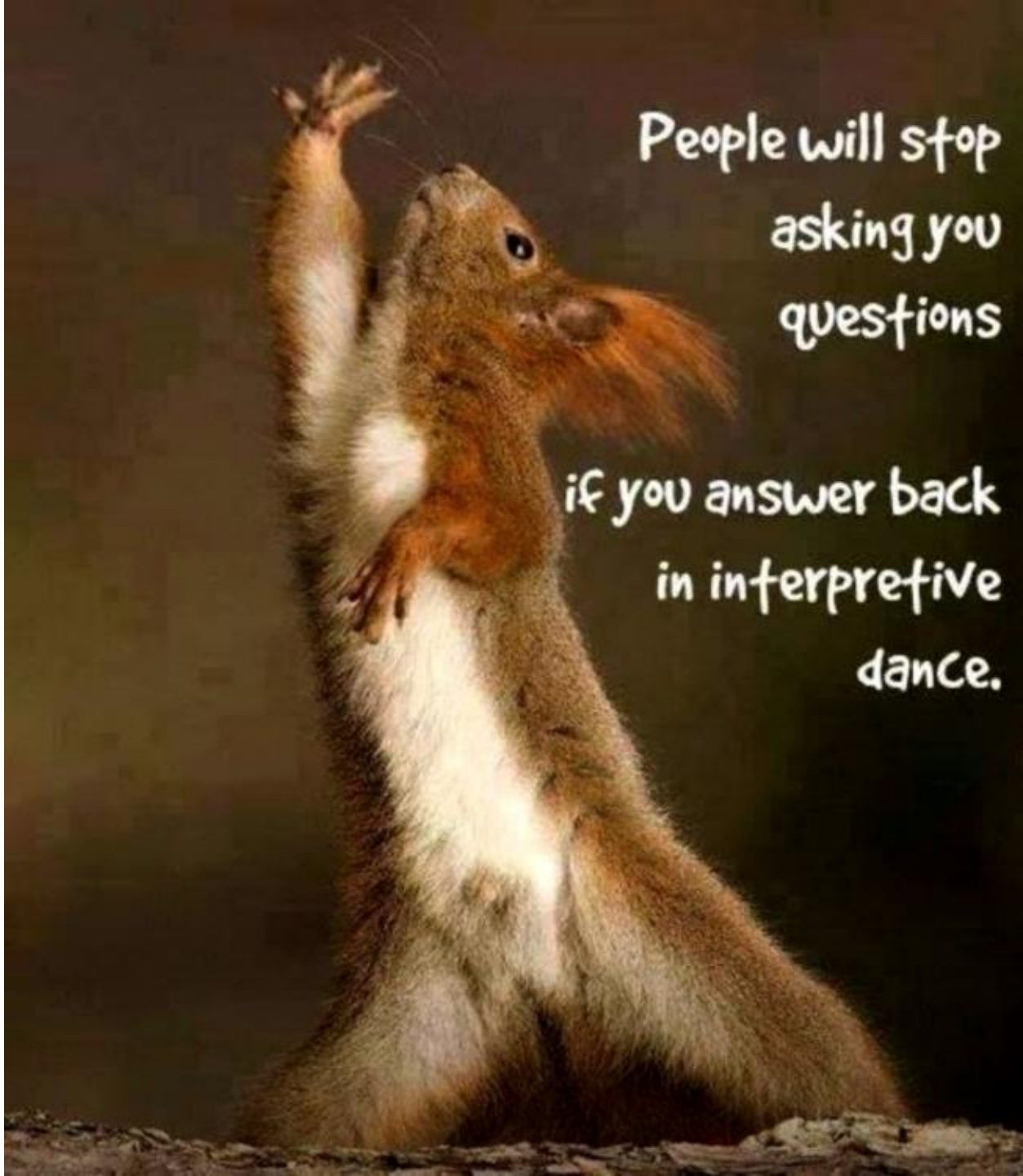


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Questions?

People will stop
asking you
questions

if you answer back
in interpretive
dance.





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