IB CONFERENCE OF THE AMERICAS 2015
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Leadership Through Capacity Building

Dr Gerard Calnin
The University of Melbourne, Australia

Sue Richards
Global Head of Professional Development (PYP)
Research as: Food for Thought

- effective leadership practices
- evaluating teacher practice
- professional communities
- the IB’s response
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
- Top-down leadership
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)
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?

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.

Leithwood, Day, Sammons, Harris and Hopkins 2006
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.
‘3-4 times as great as…’

Robinson 2008

Mean effect size estimate

Leadership type

Transformational leadership

Pedagogical leadership

Other leadership
Relative impact of leadership behaviours

1. Establishing goals and expectations
   - Effect Size: 0.42

2. Resourcing strategically
   - Effect Size: 0.31

3. Planning, coordinating and evaluating teaching and the curriculum
   - Effect Size: 0.42

4. Promoting and participating in teacher learning and development
   - Effect Size: 0.84

5. Ensuring an orderly environment
   - Effect Size: 0.27

Viviane Robinson, The University of Auckland
“the primary strategy consists of…focusing on collaborative cultures that improve pedagogy linked to measurable impact of student learning”.
• 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).
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
Role of Leaders

- Leadership
- PLCs
- Effective Teaching

Collective Impact

Student Learning
Building Teacher Capacity:
WHY?

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Educational effectiveness

Hattie (2003, 2005)

Percentage of Achievement Variance

- **Students**: ~50%
- **Teachers**: > 30%
- **Home**: ~5-10%
- **Peers**: ~5-10%
- **Schools**: ~5-10%
- **Principal**: ~5-10%

*Findings from meta-analytic research: >500,000 studies*
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.
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)
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)
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

Feedback (0.73)
Problem-based learning (0.15)
Hattie – Effect Size

Direct Instruction (0.59)
Hattie – Effect Size

Inquiry-based teaching (0.31)
Hattie – Effect Size

Ability Grouping (0.12)
Teacher Performance

How do you assess teacher effectiveness?
Model of Teacher Evaluation

- Indicators
- Type
- Progression
- Target

Weighted Criteria

Data collection

PLC and support

Method

- Contribution to PLC
- Leadership support
- Professional learning
- Multiple
- Mixed

Purpose
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

Teaching & Learning

Feedback

Peer Reflection
Dashboard
Detailed Feedback

Live Captions
Student Survey
Transcript
Coding of Transcripts
Real-time captioning

1. Audio to captioner
2. Text to user within 5 seconds
At any time during a lesson, students provide feedback about their learning.
Student Feedback on Learning

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
The Dashboard

- Deep vs Surface Questions
- How fast you spoke
- Teacher Talk Time

My Analytics

- Select Session ID
- Select Session
- Date range: 01/07/2013 to 31/07/2013

Teaching

- Average number of students at session: 27
- Survey Measures: 2013:36:20

- Percentage of teacher dialogue in session:
  - Teacher dialogue: 68%
  - No teacher dialogue: 32%

- WPM: 108.7
Transcripts

Teachers received a transcript at the end of their lesson.

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 next page there is a story about the Duke of Disaster and I am going to read it.

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

Coding transcripts to identify high-impact teaching practices.

**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

**Promoting Critical Analysis / Thinking**

- Engage and Understand
- Feedback & Additional Instruction
Personalised Feedback

The evidence-feedback is designed to promote change in effective teaching strategies.
NO PRESSURE!

NO PROBLEM!
Role of Leaders

- Leadership
- Effective Teaching
- PLCs

Collective Impact

Student Learning
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.
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.
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)
“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)
Effective Leadership Practices

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

- Strategic intelligence
- Cultural intelligence
- Pedagogical intelligence
- Entrepreneurial intelligence
- Reflective intelligence
- Relational intelligence
- Heuristic intelligence
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
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.
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!
People will stop asking you questions if you answer back in interpretive dance.
Contacts:

gerard.calnin@unimelb
sue.richards@ibo.org