

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
<p>Leadership</p> <p><i>School Leadership and Management</i></p> <p>Vol. 27 No. 5, pp. 453 - 470</p>	<p>Bennet, N., Woods, P., Wise, C. & Newton, W. (2007) Understandings of middle leadership in secondary schools : a review of empirical research.</p> <p>A review of empirical studies looking at the role of middle leaders (predominantly subject department heads) in middle and high schools. The review included literature from most English speaking countries.</p> <p>Main Findings:</p> <p>Two tensions emerged from the literature</p> <ul style="list-style-type: none"> • There is a tension between expectations that the role of middle leaders will have a whole-school focus and the leader's loyalty to their department. • There is a tension between a growing culture of line management and a professional rhetoric of collegiality. <p>Three issues ran through the literature related to these tensions</p> <p>1. Collegiality</p> <ul style="list-style-type: none"> • In general it was found in many studies that a rhetoric of collegiality meant in real terms that there was an expectation that individual professional autonomy was respected within the department. • This rhetoric of collegiality often prevented middle leaders from undertaking systematic evaluation of their colleagues' practice. <p>2. Professionalism, accountability and monitoring</p> <ul style="list-style-type: none"> • Traditional ideas of teacher professionalism as individual autonomy create a climate where monitoring individual action is often viewed as unacceptable. • Most subject administrators defined their role as subject managers, looking after human and teaching resources. • Where accountability was successfully undertaken it was done in a collective way, where student data was reviewed collectively and all staff observed each other in a way that discussions became the basis for collegiality. <p>3. Authority and expertise</p> <ul style="list-style-type: none"> • Expertise in human relationships is essential for middle leaders. • Much of the authority of middle leaders derives from their perceived level of subject knowledge and expertise as a teacher. • Middle leaders see themselves as managers of curriculum, not of colleagues. • The fragmented, subject-based organization of schools means that middle leaders' legitimacy in the eyes of their department was often partially based on their ability to "protect" their department against possible depredations. This in turn, however, often meant

	<p>that there was a low level of collegiality between middle leaders in a school.</p> <p>Pathways to change</p> <ul style="list-style-type: none"> • A study by Ogawa suggests that tacit beliefs about autonomy and collegiality need to be made explicit and destabilized before roles can change. • Studies suggests change is only possible if the changes are (a) aligned with existing role expectations or (b) so radical that they challenge profoundly the existing historically and experientially based understandings and expectations that shape existing practice - this is partly because agency in these roles is determined by the existing structures.
<p>Instructional Supervision</p> <p><i>Journal of Personnel Evaluation in Education</i> Vol. 20, pp. 85 - 110</p>	<p>Ovando, M. & Ramirez, A. (2007) Principal's instructional leadership within a teacher performance appraisal system: Enhancing students' academic success.</p> <p>The study used open-ended interviews to determine the actions that principals in successful schools took within the teacher appraisal system in place in a Texas School District.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Three views of teacher evaluation have and continue to prevail in schools: past: evaluation focuses on rating teachers on the basis of style or trait criteria. Present: evaluation focuses on analyzing teaching on the basis of accepted practices. Future: evaluation focuses on analyzing teaching on the basis of what students and teachers learn. • Three common appraisal practices were found in the successful schools: <ol style="list-style-type: none"> 1. Principals set clear expectations regarding how the appraisal system would work and what was expected of teachers. 2. Walk-throughs (unannounced classroom visits) were used regularly to monitor instruction. Some kind of written feedback was given as a result of these visits. 3. Performance evaluation was explicitly connected to staff development.
<p>Curriculum Implementation / Professional Development</p> <p><i>Journal of Educational Research</i> Vol. 78, No. 6, pp. 364 - 371</p>	<p>Broyles, I. & Tillman, M. (1985) Relationships of inservice training components and changes in teacher concerns regarding innovations.</p> <p>This study used the Concerns-Based Adoption Model (developed by Hall and Loucks) to investigate the effects of different types of professional development activities on a range of innovations. The Stages of Concern Questionnaire was used before and after different professional development activities (data were obtained from 23 training workshops held early on in the respective implementation processes). The model posits that teachers go through various stages of concern when faced with the need to implement an innovation. These are as follows:</p> <p>0 Awareness - Little concern or involvement with the project</p> <p>1 Informational - Need for general information</p> <p>2 Personal - Uncertainty about her / his role in the project.</p>

	<p>3 Management - Attention on the processes and tasks of using the project</p> <p>4 Consequence - Focus on the impact of the project on the learner</p> <p>5 Collaboration – Focus on coordination and cooperation with others regarding the project</p> <p>6 Refocusing - Exploration of alternative uses of the project or a replacement.</p> <p>Four different types of workshop content were identified -introductory, skills, organization and theory.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • In general, PD activities greatly reduced the intensity of awareness, informational and personal concerns. • The intensity of management concerns was slightly reduced • If a great deal of time was spent on introductory content, personal concerns were higher after the training. • When higher proportions of time were spent on skills content, the intensity of consequence concerns decreased. • When more time was spent on organizational content, the intensity of informational concerns decreased. • When more time was spent on theory, personal concerns remained high and refocusing concerns increased. (The model predicts that refocusing concerns should not be a significant issue until long after implementation so this result was a surprise considering these workshops took place prior to or early in the implementation of the programs. The researchers suggest that theory should therefore not be included in initial PD.) • When concrete examples and demonstrations were given, participants showed fewer refocusing concerns. (The researchers suggest that if high levels of program fidelity are desired, then demonstrating concrete examples may help achieve this.)
<p>Curriculum Implementation</p> <p><i>Journal of Educational Research</i> Vol. 85, No. 4, pp. 226 - 232</p>	<p>Bailey, D. & Palsha, S. (1992) Qualities of the Stages of Concern Questionnaire and implications for educational innovations.</p> <p>This study administered the Stages of Concern Questionnaire (see description of stages of concern above) to 142 teachers participating in inservice workshops. Various statistical analyses were conducted on the results to verify the validity of the stages.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • A factor analysis did not support the subscale structure of the stages. The reliability of some subscales was low. The researchers proposed and tested a shortened 5 factor version of the stages as follows: 1 Awareness 2 Personal 3 Management 4 Impact 5 Collaboration (The new scale accounted for 79.4% of the variance)
<p>Curriculum Implementation</p> <p>Paper presented at</p>	<p>Loucks, S. & Hall, G. (1979) Implementing innovations in schools: a concerns-based approach.</p> <p>This study applied the CBAM model to the implementation of a new elementary Science curriculum in Colorado. The design of the implementation process itself had been based on the Concerns-Based Adoption Model.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Initial implementation strategies targeted primarily information and personal concerns.

<p>the annual meeting of the American Educational Research Association (AERA) San Francisco, April 8 – 12, 1979</p>	<ul style="list-style-type: none"> • The next set of implementation strategies focused on helping teachers plan, set up and actually teach units (management concerns). • When workshops were offered teachers generally selected workshops that matched their general stage of concern. • Initial implementation strategies saw teachers generally decrease in concerns in stages 0 – 3 and increase in concerns in the later stages. (4 – 6). • By fairly early in the implementation, refocusing concerns had already become significant. • In two schools where principal’s incidental interventions were concerned (one principal - School 1 was supportive of the new curriculum and the other – School 2 was not) a difference in implementation was observed. In school one, half of the teachers were in routine use and their concerns were at the consequence stage at the end of the second year. In school 2, a significant number of users were still in mechanical use after two years of implementation. • In general - it seems to take more than one year to implement an innovation and the active support of the principal seems critical.
<p>Teaching Strategies – General / ESL</p> <p><i>Journal of Curriculum Studies</i> Vol. 39, No. 2, pp. 177 - 194</p>	<p>Chan, E. (2007) Student experiences of a culturally-sensitive curriculum: ethnic identity development amid conflicting stories to live by.</p> <p>This researcher describes three case studies where curriculum events intended to be culturally inclusive were not entirely successful.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • In the first case study a graduation event aimed at celebrating all cultures ended up highlighting the differences in practices, beliefs and values between norms in the home culture and those in the school culture. The result was a Muslim girl who had difficulty convincing her mother she should attend. • In the second case study, a “Family Studies Unit” was intended to focus on all the cultures in the classroom, but some students were reluctant to share aspects of their home cultures, perhaps because these were seen to be “badges of difference”. The story suggests that it may be naïve to assume that all students want their home cultures to be focused on at school. • In the third case study, a multi-cultural night was perceived by some students as really being a celebration of Chinese New Year, suggesting that well-intentioned activities may be perceived in complex ways depending on the relations of various ethnic groups within the school.