

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS/ARGUMENTS
<p><b>Leadership / Curriculum Development / Curriculum Implementation / Teaching Strategies (General)</b></p> <p><i>Submitted to Education Queensland by the School of Education, University of Queensland</i></p>	<p><b>Queensland School Reform Longitudinal Study (2001)</b></p> <p>This study investigated 975 classrooms in 24 schools in Queensland, Australia. The study mapped backwards from student outcomes to pedagogy and assessment to school organizational capacity and leadership to determine what factors had a positive impact on student learning. The vision for student performance was largely based on the criteria developed by Newmann and Associates in their work on Authentic Achievement. The categories developed by Newmann were extended and refined. Two of these revisions are of particular interest. One was to include descriptions of social learning as well as academic learning. The other was to extend the idea of connection to the real world to a much broader vision of connectedness including to the world beyond school to other subject areas, to students' background knowledge etc.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>• A majority of teachers rate basic skills of numeracy and literacy as being their primary goal and social skills as being their second most important goal. The study found an overemphasis on the 'basics' to be counterproductive. Without a greater focus on more complex learning goals, these will never be achieved.</li> <li>• General levels of 'productive pedagogy' and hence 'productive performance' as defined by the study were low in schools.</li> <li>• Teachers tended not to see assessment as an integral part of good practice</li> <li>• Teachers tended to harbor a number of misbeliefs including that behavior management must be taken care of prior to considerations of classroom practice and that the achievement of academic and social goals required some kind of 'trade off'</li> <li>• Leadership in schools tended not to focus on learning</li> <li>• There was no strong emphasis in classrooms on intellectual quality or connectedness, though social support for learning in schools was generally rated highly.</li> <li>• Many assessment tasks set by teachers do not require the application of complex skills or higher order thinking.</li> <li>• The study developed a model of school leadership ( which they called productive leadership) with 9 dimensions based on analysis of the 24 schools. This model was able to account for 96.2% of the variance between schools. The dimensions were:             <ol style="list-style-type: none"> <li>1. A focus on pedagogy - from strong to weak</li> <li>2. A focus on structures and strategies – (to facilitate the smooth running of the school) - from high to low</li> <li>3. A focus on a culture of care (in particular emotional support for teachers and support for teacher risk-taking) – from high to low.</li> <li>4. A focus on supporting professional development and learning community – from strong to weak.</li> <li>5. Nature of change commitment - from focused and thick (where fewer changes are implemented in a more considered way) to widespread and thin.</li> <li>6. Hot / Cold knowledge as a basis for change; pedagogy - from hot knowledge of pedagogy which is grounded in practice) to cold ( disconnected from practice)</li> <li>7. Hot / Cold knowledge as a basis for change; political – from hot (knowledge of the political scene including the local community and society more broadly) to cold ( disconnected from political contexts)</li> <li>8. Commitment to dispersal of leadership – from strong to weak</li> <li>9. Relationships amongst school community (teachers, students, parents, administrators and others) – from involved to aloof.</li> </ol> </li> <li>• Schools tended to form three clusters when analysed for leadership - low leadership (on all dimensions), incoherent leadership ( having a managerial focus, without the corresponding concern for pedagogy and professional development) and coherent leadership</li> </ul>

	<p>( with a strong focus on structures and a focus on pedagogy and commitment to change).</p> <ul style="list-style-type: none"> <li>● No correlation was found between the construct of productive leadership and student productive performance. The researchers speculate that since the relationship of leadership to learning is indirect, perhaps their measures were not sensitive enough to capture it.</li> <li>● A number of individual dimensions of the model were related to student performance, however. They were as follows:             <ol style="list-style-type: none"> <li>1. Highly structured leadership was correlated with low recognition of difference and low levels of citizenship as exhibited in student performance.</li> <li>2. A high culture of care was correlated with higher levels of transformative citizenship.</li> </ol> </li> <li>● The following correlations could be seen between individual dimensions of leadership and productive assessment in classrooms:             <ol style="list-style-type: none"> <li>1. Culture of care is related positively with integration of knowledge (connectedness) and an audience beyond the school.</li> <li>2. Dispersal of leadership is related to a decrease in the integration of students' background knowledge into tasks and less consideration of alternatives built into task design. The researchers find this puzzling, but something which needs to be considered and further investigated. They say it is possible that an increase of dispersal of leadership focused on managerial aspects may lead to increased burdens on teachers which may then negatively impact on assessment practices.</li> </ol> </li> </ul>
<p><b>Leadership</b></p>	<p><b>Lingard, B., Hayes, D., Mills, M., &amp; Christie, P. (2003) <i>Leading Learning</i>. Philadelphia: Open University Press.</b></p> <p>This book is written based on the results of the Queensland School Reform Longitudinal Study. The study mapped back from student performance to assessment tasks and pedagogy and then attempted to determine what the characteristics of school organization were that supported the kind of pedagogy and assessment practices that led to high levels of achievement in both the academic and social spheres. The pedagogy and assessment sections of the research were written up into a book that was summarized in the May PTC summaries. This volume concerns the results of the study that pertained to leadership.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>● The task of the school leader is to lead by creating and sustaining the conditions which maximize both academic and social learning of students and teachers which involves creating the space within the school and the support structures necessary to allow teachers to engage in intellectual discussion about their work.</li> <li>● Official policies as well as the professional literature about the principalship tend to constitute the role of the principal as being that of manager rather than educator.</li> <li>● Definition of teacher leadership - a teacher who (a) has a clear sense of commitment to providing quality learning experiences for ALL students and (b) attempts to influence the learning of students beyond their own classroom</li> <li>● Teachers who had the highest levels of productive pedagogies (see May summary) were more likely to believe they could make a difference. Those with low levels tended to ascribe student outcomes to sources other than their own teaching ( social background, a shoddy curriculum etc)</li> <li>● A large percentage of teacher-leaders (see above definition) had a drive to learn and approached their work as an intellectual activity.</li> <li>● In schools where productive pedagogies were apparent there was             <ol style="list-style-type: none"> <li>1. a high level of substantive conversation among staff related to both student work and teachers' work. ( and indicator of professional learning community)</li> <li>2. a substantial amount of professional development focused on student learning and related to overall school goals</li> <li>3. an overall purpose that could be seen to focus on stimulating student achievement</li> <li>4. teacher responsibility for student learning</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>5. a high level of dispersed leadership ( which does not equate with dispersed management)</li> <li>6. a high degree of social and emotional support for teachers</li> </ol> <ul style="list-style-type: none"> <li>● As a result effective school leadership must attend to:             <ol style="list-style-type: none"> <li>1. a focus on curriculum, pedagogy and assessment as a central activity</li> <li>2. vision, purpose and school goals</li> <li>3. dispersal of leadership</li> <li>4. social relations within the school</li> <li>5. management structures and strategies</li> <li>6. relationships outside the school</li> </ol> </li> <li>● Case studies demonstrated that curriculum change can be used as a vehicle for reform (study schools increased enrolment and student retention rates by using curriculum changes)</li> <li>● School leadership must focus on the behaviors and strategies appropriate for individual school contexts. Successful school leaders shape what is considered appropriate discourse within their school context and solidly focus it on student learning.</li> <li>● Strength of professional community (as measured by traditional indicators) alone does not always equate with ideal outcomes. In some case study schools factors such as teacher ideologies interfered with the potential positive effects – therefore it is important to consider the interplay of all factors within a given context.</li> </ul>
<p>Leadership / Mentoring</p> <p><i>Educational Administration Quarterly 43:1, pp.101 - 137</i></p>	<p><b>Youngs, P. (2007) How Elementary Principal’s Beliefs and Actions Influence New Teacher’s Experiences.</b></p> <p>This was a set of case studies of six elementary school principals looking at how they organized induction for new teachers in their schools and how this was influenced by their beliefs and backgrounds as well as district policy. The influence on the new teachers were also documented. Methodology was qualitative, involving interviews and observations.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>● New teachers were positively influenced by induction programs that focused on instruction and content pedagogy ( ie not just classroom management)</li> <li>● New teachers were most positively influenced when the responsibility for their induction was shared between the principal and a senior mentor colleague with curricular experience in the area the new teacher was working in</li> <li>● New teacher were positively influenced by induction programs that provided specific scheduled times for mentoring, observation and substantive discussion of content pedagogy</li> <li>● Induction programs not focusing on instructional issues seemed to lead to higher possibilities that new teachers would leave the school and / or the profession.</li> <li>● In designing induction programs principals are strongly influenced by their background and beliefs about leadership, induction and teacher evaluation - in particular whether principals view themselves as instructional leaders or not affects their efficacy in inducting new teachers.</li> <li>● Integrated professional cultures ( where more experienced teachers support and mentor less experienced teachers with the support of the principal) seem to be the most supportive of new teachers.</li> </ul>
<p>Leadership</p> <p><i>School Leadership and Management 26</i></p>	<p><b>Gurr, D. Drysdale, L. &amp; Mulford, B. (2006) Models of successful principal leadership.</b></p> <p>A summary of two related series of case studies in two Australian states carried out in 14 schools. The case studies were conducted only in schools that had achieved outstanding results on state-wide tests and also positive school reviews. The data was collected using documents illustrating school achievements and interviews with people at all levels of the schools.</p>

<p>371-395</p>	<p><b>Main Findings:</b>                  The Tasmanian case studies identified the following themes: 1. context 2. principal values and beliefs 3. providing individual support and building individual capacity 4. building school capacity 5. towards a shared school vision 5. school outcomes 7. evidence-based monitoring                  The Victorian case studies identified the following themes: 1. principal's contribution to success 2. values and beliefs 3. personal characteristics 4. styles of leadership 5. understanding the context 6. leadership interventions in various areas.                  The authors combine the findings with previous research findings to create a model of school leadership focused on student outcomes.</p>
<p><b>Leadership</b>   <i>Educational Administration Quarterly</i> 42, 620-651</p>	<p><b>Ylimaki, R. (2006) Toward a new conceptualization of vision in the work or educational leaders: cases of the visionary archetype.</b>                  Drawing on a series of cases studies on curriculum directors, where data was collected mostly using narrative inquiry interviews, Ylimaki suggests a new conceptualization of 'vision' in the context of educational leadership. The traditional definitions as either a leader's image of the future or specific change goals do not adequately capture the contextual complexity of true vision and can also be inherently undemocratic. Ylimaki tells the story of three of the case study participants using three metaphors - stepping stones over a river, a view from a bridge and a view from the heart. She relates elements from each narrative back to three qualities of the visionary archetype - 1. tells the truth without blame of judgment 2. knows and communicates own creative purposes 3. honors the four ways of seeing - intuition, perception, insight and holistic seeing ( vision). The three cases are compared with a fourth curriculum director who demonstrates a more typical kind of vision. The definition arrived at is that vision is " a dynamic interaction among inner human resources ( eg. Insight, intuition and perception), an outward perspective and the context of a particular vision.</p>
<p>Leadership   <i>Educational Administration Quarterly</i> 42, 746-772</p>	<p><b>Somech, A &amp; Wenderow, M. (2006) The Impact of Participative and Directive Leadership on Teacher's Performance : The Intervening Effects of Job Structuring, Decision Domain, and Leader-Member Exchange.</b>                  A study of leadership from Israel. The premise of the study was that the effectiveness of leadership style will be contingent on factors in each particular situation and so three potentially intervening factors were chosen to see how they impacted on the effectiveness of participative and directive leadership on teacher performance. Participative leadership was defined as shared influence in decision making and directive leadership as providing team members with a framework for decision making and action in line with the superior's vision. The three intervening factors were defined as follows:                  1. <b>Bureaucratic job structuring</b> - creation of such mechanisms as centralization of authority, routinization of job requirements, formalization of work through emphasis on documentation                  vs <b>Person-job integration</b> – teachers given resources and opportunities to perform supported by feedback and rewards.                  2. <b>Technical decision domain</b> – deals with students and instruction                  vs <b>Managerial decision domain</b> – deals with school operation and administration                  3. <b>Low level of Leader-Member Exchange</b> – out group / low levels of information exchange between leader and teacher.                  vs <b>High level of Leader-Member Exchange</b> – in group / high level of information exchange.                  The study used different instruments, mostly based on responses using a Likert Scale to measure each variable. Teacher performance was measured using the standard Teacher Appraisal document from the Israeli Dept. of Education. <b>Main Findings:</b>  <ul style="list-style-type: none"> <li>● Both participative and directive leadership were positively correlated with teacher performance</li> <li>● When person-job integration was low, teachers performed better when leadership was more directive. When person-job integration was high they performed better when leadership was more participative. When person-job integration was high directive leadership had a negative influence on teacher performance.</li> <li>● Participative leadership in the technical domain correlated positively and significantly with teacher performance. Directive leadership in the managerial domain correlated positively and significantly with teacher performance.</li> </ul> </p>

	<ul style="list-style-type: none"> <li>● With a low LMX relationship teacher performance was better with directive leadership. No significant relationship was found between LMX and participative leadership.</li> </ul> <p><b>Researcher's Interpretation:</b></p> <ul style="list-style-type: none"> <li>● Leadership style should be integrated with the procedures and processes of the organizational configuration (Person-job integration).</li> <li>● In the decision domain the since it is assumed that principals have more knowledge in the managerial domain and teachers in the technical domain, the appropriate style of leadership depends on who masters the required knowledge.</li> <li>● Teachers who form a low LMX relationship with their principal do not expect to be part of the in-group and so expect a more directive style of leadership.</li> <li>● Both styles of leadership can positively impact teacher performance and should be considered as interpersonal processes rather than stable personality traits.</li> </ul> <p>If the situation is vague, leaders should adopt a participative style, but leaders need to identify the main factors in each situation and choose the appropriate style. They must have the capacity to employ both styles where necessary.</p>
<p>Educational Change Leadership /</p> <p><i>Research Papers in Education Vol 21, No 2, pp. 201 – 215</i></p>	<p><b>Swaffield, S. &amp; MacBeath, J. (2006) Embedding learning how to learn in school policy: the challenge for leadership</b></p> <p>As part of the Learning How to Learn Project, school leaders were interviewed about the processes and strategies used within their schools to embed the idea of learning how to learn in classroom practice. Interviews were coded and strategies were categorized.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>● Two basic approaches were identified - changing structures and changing culture. Individual leaders tended more towards one or the other, though the dichotomy was rarely distinct. Change tended to flow from structure to culture or in the opposite direction.</li> <li>● Four categories of strategy were identified -             <ol style="list-style-type: none"> <li>(1) <i>professional collaborative activity</i> - formal PD, working groups, peer observation, exchange of practice, etc. ( all activities in this category can be viewed through the lens of wither structure or culture),</li> <li>(2) <i>external influences</i> – motivational speakers, network meetings, web sites, staff libraries, applying models gleaned externally etc.</li> <li>(3) <i>integration with management mechanisms</i> - staff bulletins, staff meeting agendas, learning newsletters, policies, recruitment, etc. ( mostly structural, but can have a flow-on effect on culture)</li> <li>(4) <i>embedding through cultural leadership</i> - modeling and leading by example, encouraging the spread of ideas through developing and sharing understandings, creating a culture of talk, etc. ( mostly cultural, longer-term strategies)</li> </ol> </li> <li>● The challenge for leadership seemed to be more the dismantling of entrenched ideas and conventions than the embedding of innovation.</li> </ul>

	<ul style="list-style-type: none"> <li>● The choice is not between approaches that highlight changes to either structure or culture, but rather a matter of sequence, timing and emphasis.</li> <li>● There is a tension between creating a shared purpose while at the same time respecting diversity and professional autonomy.</li> </ul>
<p>Leadership <i>School Leadership and Management</i> Vol. 28, No. 1, pp. 27 - 42</p>	<p><b>Leithwood, K., Harris, A. &amp; Hopkins, D. (2008) Seven strong claims about successful school leadership.</b> A meta-analysis of research into school leadership condensed into seven claims about leadership.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>● <b>Claim 1:</b> School leadership is second only to classroom teaching as an influence on pupil learning. (One study concluded that a 10 percentile point increase in pupil test scores would result from the work of an average head who improved their demonstrated abilities in 21 identified leadership areas)</li> <li>● <b>Claim 2:</b> Almost all successful leaders draw on the same repertoire of basic leadership practices. (Four sets of leadership qualities and practices were identified, each with sub-sets. The four categories were: building vision and setting directions; understanding and developing people; redesigning the organization; managing the teaching and learning program.)</li> <li>● <b>Claim 3:</b> The ways in which leaders apply these leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.</li> <li>● <b>Claim 4:</b> School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions (a model is to demonstrate this graphically - I would be happy to scan this and send it to anyone who would like it)</li> <li>● <b>Claim 5:</b> School leadership has a greater influence on schools and pupils when it is widely distributed (support in the research for this claim is less extensive than previous claims, but nevertheless compelling).</li> <li>● <b>Claim 6:</b> Some patterns of distribution are more effective than others</li> <li>● <b>Claim 7:</b> A handful of personal traits explains a high proportion of the variation in leadership effectiveness (the most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values. They are persistent, resilient and optimistic).</li> </ul>
<p>Leadership <i>School Leadership and Management</i> Vol. 28, No. 1, pp. 83 - 96</p>	<p><b>Day, C., Leithwood, K. &amp; Sammons, P. (2008) What we have learned, what we need to know more about.</b> A synopsis of interim results of case studies of leadership in 20 highly effective or greatly improved schools using surveys and interviews.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>● School staff perceive the head to be the driving force behind increased or sustained effectiveness.</li> <li>● The leadership of the head serves as a catalyst for unleashing the potential capacities that already exist in the organization.</li> <li>● A key strategy of school heads was the alignment of structures and cultures with ‘vision’.</li> <li>● Findings confirmed that successful heads engage in the four core sets of leadership practices identified in “Seven Strong Claims.....” (see below)</li> <li>● Heads did not engage simultaneously in developing, implementing and sustaining the strategies from the core sets of leadership practices, but rather prioritized according to context.</li> <li>● The ability to identify the most important changes was a key characteristic of successful heads.</li> <li>● Heads were perceived by staff to focus primarily on: 1. Creating and sustaining cultures of high expectations; 2. Distributing</li> </ul>

	<p>responsibilities; 3. nurturing trust; 4. Improving relationships; 5. Connecting student behavior with student outcomes; 6. Engaging productively with external agencies.</p> <ul style="list-style-type: none"> <li>• Data suggest that all successful heads build robust systems for monitoring student progress so that decisions about teaching, differentiation and the organization may be informed by these.</li> <li>• School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.</li> <li>• Primary and secondary heads appear to have used different strategies. Secondary heads are more likely to use indirect strategies.</li> </ul>
<p><b>Leadership</b></p> <p><i>School Leadership &amp; Management</i> Vol. 29, No. 2, pp. 181 - 214</p>	<p><b>Murphy, J., Smylie, M., Mayrowetz, D. &amp; Seashore Louis, K. (2009) The role of the principal in fostering the development of distributed leadership.</b></p> <p>This paper is part of a series of papers describing a comparison of three-year longitudinal case studies of distributed leadership initiatives in six schools. The paper mostly describes the situation in a single school, but draws on the researchers' experience in the other schools involved in the study as well as other research on distributed leadership.</p> <p><b>Findings / Arguments:</b></p> <ul style="list-style-type: none"> <li>❖ Overall the principal's role in a distributed leadership initiative is to appropriately             <ol style="list-style-type: none"> <li>(1) craft organizational structures</li> <li>(2) shape organizational culture</li> </ol> </li> </ul> <p><u>Problems with existing organizational structures in schools:</u></p> <ul style="list-style-type: none"> <li>❖ Institutional structures shape and define the relationships and patterns of interaction in organizations</li> <li>❖ Existing structures in schools are hierarchical and bureaucratic and the values embedded in these structures are inconsistent with the norms needed to power distributed leadership.</li> <li>❖ Existing structures are difficult to change because:             <ol style="list-style-type: none"> <li>(1) They are generally perceived to have worked</li> <li>(2) They benefit some people</li> <li>(3) They are the only one most educators know</li> <li>(4) They are not especially malleable</li> </ol> </li> </ul> <p><u>Rebuilding structures at Glencoe Middle School</u></p> <ul style="list-style-type: none"> <li>❖ In selecting teacher leaders the literature suggests administrators need to be careful of perceptions of favoritism. At Glencoe these perceptions sometimes hindered the spread of leadership though in some cases the favoritism storyline was used as an excuse to avoid something a teacher did not want to do in the first place.</li> <li>❖ One issue is the degree to which teachers are freed up to exercise leadership. No teachers was provided time to work largely outside the classroom at Glencoe.</li> <li>❖ Across the 6 schools it was found that the creation of opportunities for collaborative work among teachers were the lifeblood of distributed leadership efforts. At Glencoe, block scheduling was introduced in order to create blocks of time for teachers to work together. Initially this alone was not successful as some faculty groups were unclear on how to productively make use of the time provided. The principal recognized this and responded by:             <ol style="list-style-type: none"> <li>(1) appointing informal leaders for teams that didn't have one</li> <li>(2) providing protocols to structure the meeting time in effective ways</li> </ol> </li> </ul>

(3) providing summary sheets which indicated the issues that had been engaged with in each meeting and the follow-up that was to be taken

Problems with existing school cultures

❖ Structural changes are necessary, but not sufficient, since the traditional cultural norms of schools can undermine distributed leadership initiatives. In particular the following norms, which emerge from research as being typical in most schools, are potential barriers to establishing distributed leadership:

- (1) The norm of *autonomy* - includes the expectation that teachers will have freedom within their own classroom. This can breed a culture of isolation.
- (2) The norm of *privacy and non-interference* – is closely linked to the norm of autonomy and includes the right to freedom of scrutiny from others and the reciprocal expectation that teachers will not meddle in each others' classroom practice
- (3) The *egalitarian* norm - includes the belief that all teachers are more or less equal and that no one is a better teacher than anyone else.
- (4) The norm of *civility* – includes a high press for cordial relations among faculty and a tendency to avoid confrontation and risk-taking. This norm leads to a preference for the status quo over change.
- (5) The norm of *legitimacy* – sees the sole authentic work of teachers as classroom teaching.
- (6) The norm of *separation of management and teaching* - is closely linked to the norm of legitimacy and sees the work of administrators as managing and the work of teachers as teaching.

Reshaping culture at Glencoe Middle School

- ❖ The principal is the key actor in shaping school culture to support new understandings of and forms of leadership. Research by Smylie ( 2002) suggests that principals need to know how to develop, support and manage these new forms of leadership.
- ❖ The principal used school goals as a means of creating a culture in which leadership was valued.
- ❖ The principal was active in identifying leadership opportunities in the school as well as identifying potential teachers to help meet those opportunities
- ❖ After 3 years of the distributed leadership initiative at Glencoe, all teachers held similar conceptions of what distributed leadership encompassed ( even those who did not believe the school had achieved it). The researchers identify four factors contributing to the development of this shared conception:
  - (1) communities of professional practice brought together through common planning time
  - (2) an opportunity structure where action teams formed around various tasks
  - (3) identification of more discrete leadership opportunities by the management team ( e.g. organizing a basketball tournament, arranging end-of-year ceremonies)
  - (4) the use of teachers from within the school to lead and direct professional development ( teachers who received PD out of school came back and organized PD for their colleagues)
- ❖ In general there was considerable support for teacher leadership and a significant percentage of teachers had taken up leadership roles at Glencoe, though another significant percentage had not.
- ❖ The principal's 'informal' leadership style was seen as contributing to the success of distributed leadership at Glencoe. The principal did not decide everything up front. Rather things were given a broad direction and then adjustments were made as initiatives developed. Part of this leadership style included the principal stepping in to take care of problems that were impeding the work of teachers and teacher leaders
- ❖ Culture at Glencoe at the end of three years was found to have shifted with regard to some of the traditional norms of schools. There was less of a separation of management and teaching and the idea that difficulties should be worked through together rather than in

	<p>isolation had become more prevalent. Though still evident, the norms of autonomy and privacy had become less pervasive, though the norm of egalitarianism remained.</p>
<p><b>Leadership / Professional Development</b></p> <p><i>Journal of Education for Students Placed at Risk Vol 14, pp. 72 - 96</i></p>	<p><b>Graczewski, C., Knudson, J., Holtzman, D. (2009) Instructional leadership in practice: What does it look like, and what influence does it have?</b></p> <p>This piece of research examined the relationship between leadership and coherence and relevance of professional development in a literacy school reform effort in the San Diego school system. The following four aspects of instructional leadership were investigated: (1) coherence of school-wide vision for instructional improvement; (2) focus on student learning and achievement; (3) follow-up / implementation support; and (4) leadership engagement in instructional improvement. The study drew on previous research suggesting that effective professional development should be relevant and coherent and should focus directly on content and curriculum. The effect of leadership on these two aspects of professional development was investigated.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>• All four leadership aspects correlated positively with “relevance and coherence of professional development, but of the four, coherent school-wide vision was by far the strongest predictor and was the only one that was statistically significant.</li> <li>• The above finding from surveys across the district was confirmed in case studies of 9 schools. At schools where the principal was able to foster a coherent vision, there was a greater likelihood that professional development was coherent and relevant. (The following were considered to be indicators of a coherent vision: “(a) The principal is able to articulate clear goals and strategies for the improvement of instruction and student achievement; (b) goals are understood and supported by the majority of the school’s teachers; and (c) the various goals and strategies for professional development and instruction are consistent with each other”. The following were considered to be indicators of the relevance and coherence of professional development: “(a) consistent with the school’s goals to improve teaching and learning; (b) consistent with or complementary to other professional learning opportunities; and (c) consistent with teacher’s goals for professional learning.”)</li> <li>• All of the leadership aspects correlated with a focus on content and curriculum but the direct engagement of the leadership team in professional development activities was by far the strongest predictor and the only one that was statistically significant.</li> <li>• Once again the survey correlations were confirmed in the 9 case study schools. (The following were considered to be indicators of leadership engagement in professional development: “(a) the extent to which the principal visited classrooms; (b) the extent to which the principal provided resources and support for professional development; and (c) the extent to which the principal understood the learning needs of teachers”. The following were considered to be indicators of a content and curriculum focus for professional development: professional development for which the main goals were to (a) strengthen teachers’ content knowledge; (b) develop grade-level standards; (c) articulate curriculum within or across grades; and (d) improve monitoring of student progress”)</li> </ul> <p><b>Obstacles which could hinder site-based instructional leadership</b></p> <p>The following were identified as potential obstacles:</p> <ul style="list-style-type: none"> <li>➤ Principal capacity</li> <li>➤ Competing demands for a principal’s time</li> <li>➤ Top down models of instructional leadership</li> <li>➤ Personal relationships</li> </ul>
<p><b>Leadership / Recruitment &amp; Retention</b></p>	<p><b>Brown, K. &amp; Wynn, S. (2009) Finding, supporting, and keeping: The role of the principal in teacher retention issues.</b></p> <p>The researchers interviewed principals at 12 schools which had low attrition and transfer rates for beginning teachers in order to determine the leadership styles and strategies that helped achieve these low rates.</p>

<p><i>Leadership and Policy in Schools Vol. 8, No. 1, pp. 37 - 63</i></p>	<p><b>Main Findings</b></p> <p><b>Literature Review</b></p> <ul style="list-style-type: none"> <li>• Large schools tend to have lower turnover rates than smaller ones ( Ingersoll, 2001)</li> <li>• Large class sizes are associated with higher attrition ( Henk, Zahn &amp; Carroll, 2001; Kirby, Berends &amp; Haftel, 2001)</li> <li>• While pay and other factors influence attrition, teacher participation in decision-making, administrative support and school climate are statistically related to teacher turnover ( Ingersoll, 2001)</li> <li>• A third of dissatisfied teachers blame a lack of support from the principal as the key reason for their departure ( Ingersoll, 2001)</li> <li>• Teacher autonomy, class size and a collegial atmosphere are decisive factors leading to successful retention ( Southeast Center for Teacher Quality, 2005; Weiss, 1999)</li> <li>• Beginning teachers' decisions to remain at a school are strongly influenced by principal leadership and school climate ( Wynn, Carboni Wilson &amp; Patall, 2005; Wynn &amp; Patall, 2006)</li> <li>• Principal's support for mentoring and induction programs ( particularly those related to collegial support) plays a prominent role in the decisions of beginning teachers about whether to remain in a school ( Smith &amp; Ingersoll 2004)</li> <li>• The traits and strategies of 20 principals working in low-attrition schools were found to be passion and commitment, the ability to diagnose and resolve organizational problems, the provision of feedback, direct assistance, the creation of collaborative working conditions, involving teachers in meaningful decision making ( Charlotte Advocates for Education, 2004; Southeast Center for Teaching Quality, 2005)</li> <li>• Schools which have "integrated professional cultures' where teachers collaborate at all levels were more likely to retain new teachers ( Johnson &amp; Birkeland, 2003)</li> </ul> <p><b>This study</b></p> <p>The following styles &amp; strategies emerged from the interviews as being effective for recruitment and retention:</p> <p><b>Recruitment:</b></p> <p>Shared Values</p> <ul style="list-style-type: none"> <li>• Try to find a 'fit' with both the other members of the team and with the vision of the school</li> <li>• Look for teachers who care passionately about kids and their learning</li> </ul> <p><b>Retention:</b></p> <p>Support / Needed Resources</p> <ul style="list-style-type: none"> <li>• Be an advocate, protector and mentor for new teachers</li> <li>• Be available to new teachers - 'open door' + visible presence</li> <li>• Support the growth and development of teachers</li> <li>• Ensure that the materials necessary for good teaching are available to teachers</li> </ul> <p>Flexibility</p> <ul style="list-style-type: none"> <li>• Situational leadership is crucial in meeting the needs of teachers, especially new ones.</li> <li>• Establish relationships with new teachers</li> <li>• Make the time to listen to new teachers</li> <li>• Involve teachers in relevant decision-making on substantive issues</li> <li>• Differentiate support based on the needs of individuals</li> </ul> <p>Learning Communities</p> <ul style="list-style-type: none"> <li>• Involve teachers in collective inquiry</li> </ul>
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	<ul style="list-style-type: none"> <li>• Expand teacher leadership capacity</li> <li>• Provide time for teachers to collaborate and work towards shared goals</li> </ul>
<p><b>Leadership / Using Data</b></p> <p><i>American Journal of Education</i> Vol.112, pp. 521 - 548</p>	<p><b>Young, V. (2006) Teachers’ use of data: Loose coupling, agenda setting, and team norms.</b> The researcher investigated grade level teams in four schools to examine the influence of leadership practices and team norms on data use.</p> <p><b>Main Findings:</b></p> <p><b>Leadership practices</b></p> <ul style="list-style-type: none"> <li>• Agenda setting by school leaders including (1) articulating a rationale for data use; (2) establishing expectations for how teachers will use particular forms of data; (3) modeling data use; (4) planning and scaffolding teachers’ learning about data use and; (5) structuring time to allow teachers to use data collaboratively, was associated with the establishment of grade level team norms conducive to productive data use and with productive use of data by teachers.</li> <li>• The use of data by leaders primarily for accountability purposes can easily become decoupled from teachers’ use of data for instruction. The purpose of data and how teachers might use data can be unclear to them.</li> </ul> <p><b>Team norms</b></p> <ul style="list-style-type: none"> <li>• Four sets of norms were found to influence whether and how team members used data for instruction. These norms were plotted on continua from (a) team discord ---- team cohesion; (b) story swapping ---- joint work; (c) low leadership for teachers’ data use - --- high leadership for teachers’ data use and; (d) low collaboration on data use ---- high collaboration on data use.</li> </ul> <p><b>Roles for data-related functions ( Organizational capacity)</b></p> <ul style="list-style-type: none"> <li>• The main functions related to data use include: (1) dealing with data reporting; (2) interpreting data and teaching teachers about data; (3) furnishing instructional resources linked to issues arising from data analysis; (4) facilitating meetings so that teachers answer “so what”; (5) following up with teachers on responses to data analysis</li> <li>• Schools where these roles were not performed did not effectively use data for instruction</li> <li>• The school where data was used most effectively for instruction evidenced all of the functions though some were not explicitly delineated as being the responsibility of a particular individual.</li> <li>• At the second school where data was used effectively for instruction, the roles were all explicitly delineated, but for this school the idea of using data for instruction was relatively new and the researchers suggest that the emphasis on assigning nonclassroom roles to particular individuals may be developmental.</li> </ul> <p>Overall the researchers conclude that schools must go beyond presenting compelling arguments and providing professional development. Schools must effect organizational change in leadership patterns, collegial norms and role definitions in order to create the capacity within the school for effective data use.</p>
<p><b>Leadership / Using Data</b></p> <p><i>American Journal of Education</i> Vol.112, pp. 496</p>	<p><b>Kerr, K., Marsh, J., Ikemoto, G., Darilek, H. &amp; Barney, H. (2006) Strategies to promote data use for instructional improvement: Actions, outcomes, and lessons from three urban districts.</b> This study examined the strategies employed by three school districts to promote data use for instructional improvement.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>• Strategies used by the three districts included the development of interim assessments; the development of technology / systems for housing, analyzing and reporting data; the provision of professional development and / or technical assistance on how to</li> </ul>

<p>- 520</p>	<p>interpret and use student test results; the revamping of school improvement planning processes; the encouragement of structured review of student work; the use of a classroom observation protocol called the Learning Walk to assess the quality of classroom instruction. Districts varied widely in the emphasis they gave to different strategies.</p> <p><b>Focal Initiatives</b></p> <ul style="list-style-type: none"> <li>• One district focused on examining assessment results by grade level to identify areas of needed improvement in math and English and to address a narrow range of strategies to address those needs. A detailed School Improvement Plan was written based on these analyses</li> <li>• School faculty in this district consistently described school improvement planning as useful, described the process of improvement planning as useful, and were positive about the impact of the improvement plan on their instruction. They did, however, find the process time-consuming and challenging.</li> <li>• A second district focused on creating comprehensive, standards-aligned interim assessments between standardized test intervals. These assessments were linked to a sophisticated data management system. Principals were enthusiastic about the validity and usefulness of the data created, but teachers' opinions were mixed with only 59% of teachers finding them moderately of very useful for guiding instruction and 60% reporting that other classroom assessments provided more useful planning information.</li> </ul> <p><b>Factors affecting data use</b></p> <ul style="list-style-type: none"> <li>• A history of state accountability provided incentives for to use data</li> <li>• Lack of accessibility and timeliness of data limited use</li> <li>• Perceived validity of data greatly affected data buy-in and use</li> <li>• Perceived lack of flexibility to alter instruction limited data use</li> <li>• Staff capacity and support enabled data use</li> </ul> <p><b>Primary Conclusions</b></p> <ul style="list-style-type: none"> <li>• A major challenge for schools wanting teachers to use data is to provide data that is timely, valuable and in a user-friendly format - data from standardized tests were often perceived by teachers to be not timely or adequately aligned with daily instruction. Of all the types of data used teachers reported "systematic review of student work" to be the most useful for guiding instruction.</li> <li>• A second challenge is to ensure that the goal of data use is aligned within a coherent overall policy framework and in particular to ensure that policies related to curriculum ensure the flexibility to address needs identified by data analysis - some districts had policies of standardized curricular content and pacing which were perceived by teachers to conflict with data use. Many teachers chose to follow curriculum guides rather than make use of information from data.</li> <li>• A third challenge is the building of capacity to deal with data analysis and identify appropriate interventions.</li> </ul>
<p><b>Leadership / Using data</b></p> <p><i>American Journal of Education</i> Vol. 112, pp. 549 - 571</p>	<p><b>Wayman, J. &amp; Stringfield, S. (2006) Technology-supported involvement of entire faculties in examination of student data for instructional improvement.</b></p> <p>This research reports case studies (primarily using interviews and focus groups of administrators and teachers) of three schools attempting to involve entire faculties in the examination of student data supported by data systems.</p> <p><b>Main Findings:</b></p> <p><b>Factors that facilitate widespread use of data tools to inform practice</b></p> <ul style="list-style-type: none"> <li>• <i>District support</i></li> <li>• <i>Principal involvement</i> - interviewees at all levels highlighted the fact that principal leadership was a key factor</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Non-threatening triangulation of data</i> - data drawn from multiple sources, but used for non-threatening, diagnostic purposes</li> <li>• <i>Efficient data access</i> - faculty at every school noted increased efficiency from the use of data management software. Technology was key to facilitating data use.</li> <li>• <i>Time to examine data</i></li> </ul> <p><b>Changes in faculty practice as a result of data use</b></p> <ul style="list-style-type: none"> <li>• <i>Increased sense of teacher efficiency</i> - many teachers cited an increased sense of teacher professionalism and pride that their school was participating in data initiatives. Teachers noted increased efficiency supported by the use of data software and systems.</li> <li>• <i>Better response to student needs</i> – teachers reported that the data systems enabled them to get a more rounded view of student performance. The possibility of accessing detailed information relating to contradictions and consistencies helped avoid the misdiagnosis possible from a single data source. Many teachers reported they were better able to group students as a result of data.</li> <li>• <i>Reflecting on practice</i> – teachers often reported that data enabled them to examine their own practice. The data often enhanced differentiation of instruction. Teachers in all schools, however, reported some difficulty in connecting data to instruction due to a lack of preparation. One principal was leading teachers in a process of writing their own assessments to reinforce the connection and teachers felt this initiative was successful. Some teachers (often those who also reported that data had helped them improve practice) were dubious about whether there had been an overall improvement in practice. This was often related to concerns about the amount of time used assessing that took away from instructional time.</li> <li>• <i>Collaboration</i> – teachers reported that using data had helped them establish a ‘common language’, that data created more opportunity and need for collaboration and was a respected conversation starter. Some teachers noted that collaboration had become more academic and professional.</li> </ul>
<p><b>Leadership</b></p> <p><i>School Leadership &amp; Management</i> Vol. 28, No. 2, pp. 189 - 203</p>	<p><b>Perillo, S. (2008) Fashioning leadership in schools: an ANT account of leadership as networked practice.</b></p> <p>Actor-Network Theory (ANT) was used to analyze perceptions of how leadership was related to changes in teaching practices, curriculum and professional learning in two Australian schools. Perceptual data was collected through interviews with school administrators and teachers. ANT conceives of leadership as being ‘stretched’ across people, situations and tools in a networked, ongoing process. Elements derive their significance from relations with, and in the way they differ from, other elements.</p> <p><b>Main Findings:</b></p> <p><b>Site One</b></p> <ul style="list-style-type: none"> <li>• In this school leadership positions and attributes were the largest contributors to conceptions of leadership of curriculum and classroom practice</li> <li>• The knowledge of school leaders and their development of staff knowledge were commonly identified as important characteristics of leadership practice as were their leadership attributes.</li> </ul> <p><b>Site Two</b></p> <ul style="list-style-type: none"> <li>• In this school the most commonly attributed example of leadership was an unanticipated event which had a mobilizing effect in the area of professional development. A teacher had the opportunity to engage in action research in conjunction with a university.</li> <li>• Leadership in professional learning at this school was perceived as being fashioned collectively with groups of teachers engaging in and sharing reflective writing led by the teacher who had done the action research.</li> <li>• The connection between an individual teacher’s experience and the shared experiences that followed was perceived as central</li> </ul>

	<p>to this leadership.</p> <ul style="list-style-type: none"> <li>• Similarly, an initiative to upgrade teachers' IT skills was not fashioned in isolation. Benchmark Classrooms were established where facilities were upgraded and technology trialed, the results of which led to modifications in the set-up of subsequent classrooms.</li> </ul>
<p><b>Leadership / Using data</b></p> <p><i>International Journal of Leadership in Education</i> Vol. 11, No. 3, pp. 319 - 329</p>	<p><b>Shen, J. &amp; Cooley, V. (2008) Critical issues in using data for decision-making.</b></p> <p>The authors identify eight critical issues in using data for decision-making based on their work with 16 principals, the state department of education, major state level professional associations, and universities in a midwest state of the USA.</p> <p><b>Main Findings / Arguments:</b></p> <p>The eight issues identified are:</p> <ol style="list-style-type: none"> <li>1. An overemphasis on achievement data based on standardized tests does not provide a clear student learning profile and has limited implications for curriculum and instruction.</li> <li>2. The current emphasis on data tends to centre on data 'of' learning, rather than data 'for' learning, the data being used more for accountability purposes, rather than to improve teaching and learning. Data is currently used primarily for accountability purposes.</li> <li>3. Student achievement data not intersected with other streams of data will not facilitate student learning. Intersection involves four types of data: (a) demographic data; (b) perceptual data; (c) student achievement data (both formal and informal); (d) school process data. Of the 16 principals interviewed, only two used student and community background data and only 3 reported using school process data.</li> <li>4. Many districts do not possess the technological infrastructure to analyse data in a form for efficient and effective use by teachers, principals, central office administrators and others.</li> <li>5. District level and school level turf wars and the politics of data compromise school and district effectiveness. These turf wars are related to the purposes for which data is used.</li> <li>6. University teacher education and administrator preparation programmes fail to meet the needs of the teachers and administrators they serve.</li> <li>7. The function and role of data in the educational process must be clearly defined or the promise of data will likely be compromised - are decisions data-driven, data-based or data-informed? The authors claim they should be data-informed since while data provide a sound foundation for influencing education, the moral dimension of education must also be considered.</li> <li>8. Data-informed decision-making along will not renew the educational system, there has to be coherent changed in the system to make sure that stakeholders have the knowledge and skills in data-informed decision-making and structural arrangements in place to facilitate date-informed decision-making and harness the power of data-informed decision-making.</li> </ol>
<p><b>Professional Development / Leadership</b></p> <p><i>Journal of Staff Development</i> Vol. 29, No. 4, pp. 60 - 63</p>	<p><b>Drago-Severson, E. (2008) Four practices serve as pillars for adult learning.</b></p> <p>The author draws on her research on effective principals to suggest four strategies that principals can use to promote adult learning within schools.</p> <p><b>Main Findings / Arguments:</b></p> <p>The four strategies are:</p>

- *Teaming* – Collaboration in the schools studied centered around curriculum, literacy, technology, teaching, and diversity. Getting teachers working in teams helped to:
  - Open communication and decrease isolation;
  - Share philosophies of teaching and learning;
  - Provide a safe environment to share perspectives, challenge each others' thinking, and question assumptions about curriculum and student work;
  - Examine the school's mission;
  - Overcome adults' resistance to change;
  - Facilitate the implementation of new initiatives;
  - Share leadership and make decisions collaboratively.
- *Giving leadership responsibility* – When principals get colleagues to step up to increased responsibility, it gives them the chance “uncover their assumptions and test out new ways of working as professionals.” The effect was often transformational.
- *Collegial inquiry* – Effective principals get adults engaged in conflict resolution, goal-setting, decision-making, and studying the school's curriculum and instructional practices.
- *Mentoring* – “Mentoring and coaching creates an opportunity for broadening perspectives, examining assumptions, and sharing expertise and leadership,” varying from “mission spreading” to sharing valuable insights to giving emotional support to novice teachers.
- Robert Kegan identifies three “ways of knowing.” Being aware of these can help principals be thoughtful about customizing the above initiatives for maximum adult learning.
  - Instrumental – This is a concrete orientation to life: “What do you have that can help me? What do I have that can help you?” People in this way of knowing are oriented toward following rules and procedures and accomplishing their goals. “These learners cannot yet fully consider or acknowledge another person's perspective. Principals and teachers can help instrumental knowers grow by creating situations where they must consider multiple perspectives.”
  - Socializing – “Others' approval and acceptance is of utmost importance to socializing knowers. Interpersonal conflict is almost always experienced as a threat...” School leaders can help these adults share their views in small groups before getting involved in large-group discussions.
  - Self-authoring – These adults have developed their own internal value system, but may be unable to recognize that other people can legitimately hold completely opposite views that may be worth hearing. Principals and colleagues can support

	<p>self-authoring knowers' growth by gently challenging them to let go of their own perspectives and embrace alternative, diametrically opposing points of view that can inform their own.</p>
<p><b>Assessment / Professional Learning Communities / Leadership</b></p> <p><i>Journal of Staff Development</i> Vol 29, No. 4, pp. 43 - 46</p>	<p><b>Pijanowski, L. (2008) Striking a Balance: Georgia District Adds Assessments and Transforms Classroom Practice</b></p> <p>Lissa Pijanowski, associate superintendent in the Forsyth County Schools in Georgia, reports on her district's impressive student-achievement gains, which she attributes to "focused, collegial conversations" about interim assessment results.</p> <p><b>Main Arguments:</b></p> <ul style="list-style-type: none"> <li>• the key was organizing three levels of reflection on interim assessment results, with teacher leaders involved at every stage of the process:             <ul style="list-style-type: none"> <li>• <i>Level 1: Individual teachers</i> – Classroom teachers look at their interim assessment item analyses and ask themselves these questions:                 <ul style="list-style-type: none"> <li>- Which items did my students miss most frequently?</li> <li>- What standards was each of these items assessing?</li> <li>- How did my students' results compare to school performance on each item?</li> <li>- Why did most of my students choose the incorrect responses they did?</li> <li>- What will I do now to reteach the most problematic missed standards?</li> <li>- Which individual students need additional help based on these results?</li> </ul> </li> </ul> </li> </ul> <p>Teacher understanding of their own performance data must precede conversations within a professional learning community.</p> <ul style="list-style-type: none"> <li>• <i>Level 2: Grade-level or content teams</i> – Having done their individual reflections, teachers meet in same-grade or same-subject teams and ask these questions:             <ul style="list-style-type: none"> <li>- What are our team strengths based on these results?</li> <li>- What are our team challenges?</li> <li>- What factors in our curriculum and instruction do we feel influenced these results?</li> <li>- How can we collaboratively modify instruction and reteach standards that our students had the most difficulty learning?</li> <li>- How will we know if our students have mastered each standard?</li> <li>- What remediation and intervention will be most effective for individual students with low performance?</li> <li>- Is there additional professional development and learning support that we need as a team to help us achieve our goals for student learning?</li> </ul> </li> </ul>

	<p>Teachers analyzed their results even more intensely and took actions they may not have otherwise considered in isolation.</p> <ul style="list-style-type: none"> <li>• <i>Level 3: Schoolwide dialogue</i> – Finally, school leaders got the whole staff together to focus on interim assessment results and other schoolwide data, answering these questions:             <ul style="list-style-type: none"> <li>- Do the results show we are making progress toward meeting our school improvement goals?</li> <li>- How did we perform on the reading/English language arts and math target areas we identified for improvement this year?</li> <li>- How did our subgroups and at-risk students perform?</li> <li>- Are there strategies and actions in our school improvement plan that need to be modified based on these results?</li> <li>- Are our remediation and intervention strategies closing the achievement gap?</li> <li>- Do we need to modify our professional learning plan to provide additional support?</li> <li>- What resources do we need to accomplish the curriculum and instructional changes we have identified?</li> </ul> </li> </ul>
<p><b>Leadership / Teaching Strategies (General)</b></p> <p><i>The Sydney Morning Herald September 10, 2007</i></p>	<p><b>Gittins, Ross. It takes more than money to make the world go round.</b>            This article summarizes work done by Professor Bruno Frey at the University of Zurich on motivation.</p> <p><b>Main Arguments:</b></p> <ul style="list-style-type: none"> <li>• In situations where intrinsic motivation is important, introducing extrinsic rewards can ‘crowd out’ that intrinsic motivation.</li> <li>• Three processes account for the way this ‘crowding out’ takes place:             <ol style="list-style-type: none"> <li>1. when individuals perceive the external intervention to be controlling, in the sense that it reduces the extent to which they can determine their own actions, then the extrinsic reward substitutes for intrinsic motivation</li> <li>2. if outside intervention implies that the person’s own intrinsic motivation is not acknowledged, the person can feel their competence is not appreciated, their self-esteem can be impaired and their intrinsic motivation can be undermined.</li> <li>3. if an intrinsically motivated person is deprived of the chance to exhibit their motivation to others it can be undermined.</li> </ol> </li> <li>• The effect is not always negative. External intervention can increase intrinsic motivation if the person involved perceives it to be supportive as this can foster self-esteem and self-determination.</li> <li>• The undermining effect will exceed the supportive effect the more that the rewards are expected, the more conspicuous the reward is, the more conditional the reward is on performance, the more deadlines and threats are used, the more intensive the surveillance is and the more routine the work is that is being rewarded.</li> <li>• The more highly motivated a person was before the reward was offered, the more the intrinsic motivation is likely to be undermined.</li> <li>• Monetary rewards are more undermining than other material rewards.</li> <li>• Praise and social approval tend to be perceived as more supportive and less controlling.</li> <li>• When intrinsic motivation is undermined the person is likely to substitute quantity for quality, is likely to learn less about complex tasks and is likely to be less creative.</li> <li>• A ‘motivational transfer effect’ exists, where the undermining of intrinsic motivation can spread to other areas of a person’s involvement.</li> </ul>
<p><i>Curriculum Implementation /</i></p>	<p><b>Lo, Y. (2007) The micro-politics of curriculum leadership.</b>            This paper consists of three case studies of curriculum coordinators in Hong Kong primary schools and attempts to look into how they</p>

<p><i>Leadership Curriculum Perspectives</i> 27:1 pp 26 - 39</p>	<p>deal with micro-politics in their schools while implementing curriculum reforms mandated by the Hong Kong government.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> <li>● Leadership styles which rely on personal interaction with informal contact are more effective than authoritarian leadership styles for curriculum coordinators.</li> <li>● Curriculum coordinators need to consider the micro-politics of their school situation when planning their implementation strategies.</li> </ul>
<p>Leadership</p> <p><i>School Leadership and Management</i> Vol. 27 No. 5, pp. 453 - 470</p>	<p><b>Bennet, N., Woods, P., Wise, C. &amp; Newton, W. (2007) Understandings of middle leadership in secondary schools : a review of empirical research.</b></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><b>Main Findings:</b></p> <p><b>Two tensions emerged from the literature</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● There is a tension between a growing culture of line management and a professional rhetoric of collegiality.</li> </ul> <p><b>Three issues ran through the literature related to these tensions</b></p> <p><b>1. Collegiality</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● This rhetoric of collegiality often prevented middle leaders from undertaking systematic evaluation of their colleagues' practice.</li> </ul> <p><b>2. Professionalism, accountability and monitoring</b></p> <ul style="list-style-type: none"> <li>● Traditional ideas of teacher professionalism as individual autonomy create a climate where monitoring individual action is often viewed as unacceptable.</li> <li>● Most subject administrators defined their role as subject managers, looking after human and teaching resources.</li> <li>● 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.</li> </ul> <p><b>3. Authority and expertise</b></p> <ul style="list-style-type: none"> <li>● Expertise in human relationships is essential for middle leaders.</li> <li>● Much of the authority of middle leaders derives from their perceived level of subject knowledge and expertise as a teacher.</li> <li>● Middle leaders see themselves as managers of curriculum, not of colleagues.</li> <li>● 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 that there was a low level of collegiality between middle leaders in a school.</li> </ul> <p><b>Pathways to change</b></p> <ul style="list-style-type: none"> <li>● A study by Ogawa suggests that tacit beliefs about autonomy and collegiality need to be made explicit and destabilized before roles can change.</li> <li>● 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 -</li> </ul>

<p>Leadership / Learning Communities</p> <p><i>The Australian Educational Leader Vol. 29, No. 1, pp. 46 - 47</i></p>	<p>this is partly because agency in these roles is determined by the existing structures.</p> <p><b>Avenell, K. (2007) Common themes on learning communities.</b>  Avenell summarizes a study done by DEST (Department of Education, Science and Training - Commonwealth of Australia) and places it in the context of theories of learning communities. The DEST study was an investigation of 20 highly effective schools.</p> <p><b>Main Findings (of the DEST study):</b></p> <ul style="list-style-type: none"> <li>• Without exception, each of the highly effective schools in the study performed as a professional learning community. The common characteristics of the learning communities in these 20 schools were as follows: <ul style="list-style-type: none"> <li>• explicit expectations of learning</li> <li>• aligned values, culture and actions</li> <li>• focussed leadership and teaching</li> <li>• networked linkages</li> </ul> </li> <li>• Overlaid across each of these characteristics was the pervasive trait of relatedness and relationships which accented shared beliefs and understandings, interaction and participation, interdependence and concern for individuals.</li> <li>• Consistent across the study was the central and pivotal importance of school leadership and particularly the principal in transforming a school into a learning community.</li> </ul>
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