



ESHA

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LISA

Leadership Improvement for Student Achievement

The purpose of the study was to explore the impact of school leadership on school development and students results



ESHA

- the European School Heads Association -
- is Partner in the European Project :
- LISA

Leadership Improvement for Student Achievement

- Eshas Part in this project is to be involved in the project process
- to work together with the LISA Team
- to disseminate the results in ESHA membership and world wide



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From PISA to LISA

ESHA School Leadership Projects

PISA and Leadership 2004
ESLN-Projects 2004-2006 (European School Leadership Network)
PISA II 2006
LISA 2007-2009
(Leadership Improvement for Student Achievement)



LISA is the first European project where School Leaders, Teachers and Researchers tried to work together in a tripartite partnership on the same level and with mutual respect. This is a highly innovative approach which leads to real partnership between researches and practitioners.

28 schools - 2 universities - 1 institute - 7 countries -

**Leading Organization: VO-Raad - The Netherlands -
Sjoerd Slagter - Partner Organization : ESHA**

- Universiteit Twente - The Netherlands - Jaap Scheerens
- Open Universiteit Cyprus - Petros Pashiardis
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF) - Stefan Brauckmann



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The LISA Team of School Leaders Associations



- **England:** ASCL- Association of School and College Leaders – Ian Bauckham
- **Germany:** ASD- Allgemeiner Schulleitungsverband Deutschlands - Margret Rössler
- **Hungary :** Secondary School Heads Association of Hungary - Dr.Katalin Ács
- **Italy:** ANP-Associazione Nazionale Dirigenti e Alte professionalità della scuola - Antonino Petrolino
- **Norway:** Norsk Skolelederforbund - Jens Nicolaisen
- **Slovenia:** Društvo Ravnatelj - Nives Pockar
- **The Netherlands:** VO-Raad - Rinnie van der Horst
- **Europe:** ESHA European School Heads Association Dr.Burkhard Mielke



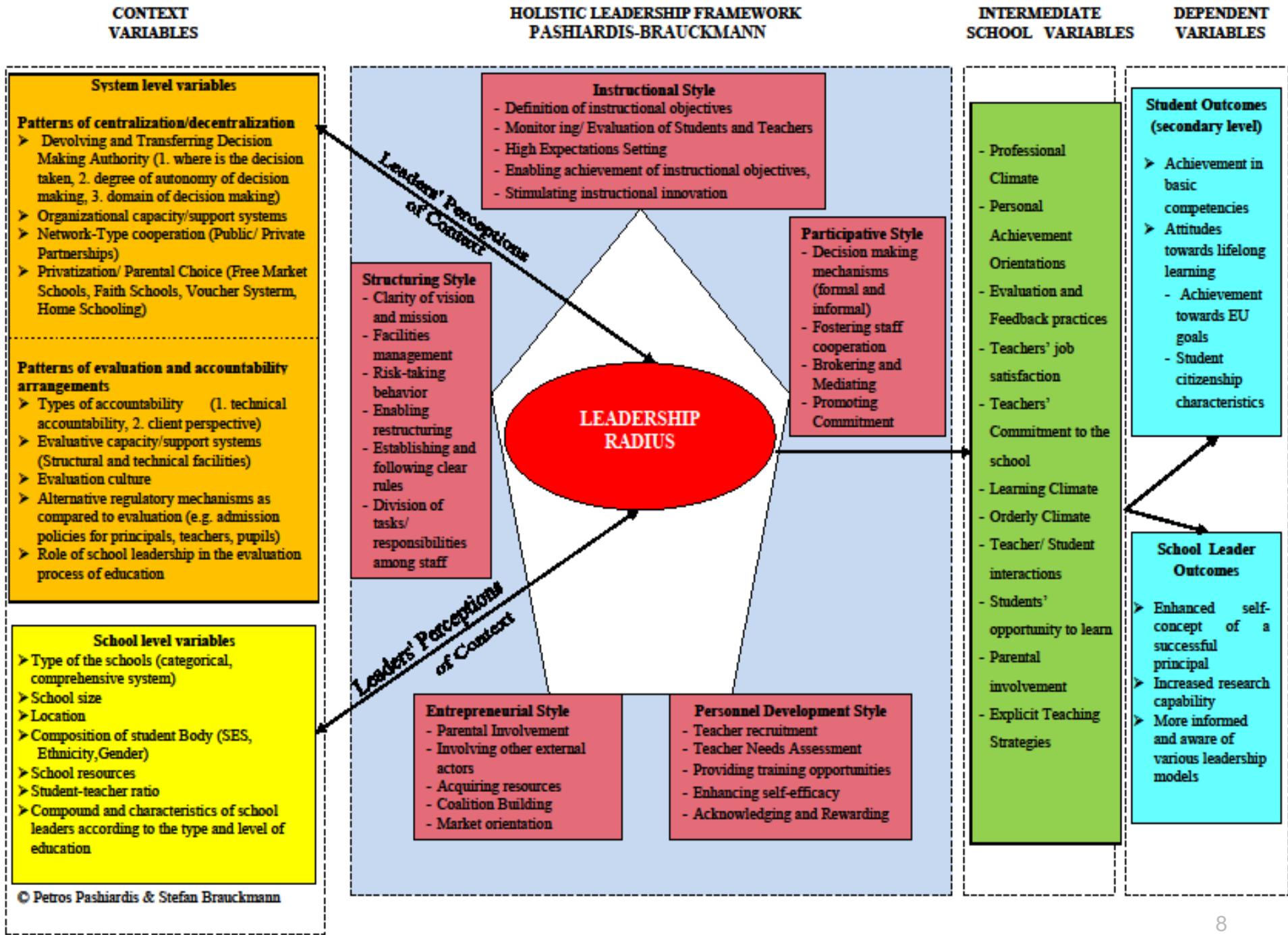
Why this project?

- ... to explore how school leadership, directly or indirectly, affects student achievement.**
- ... to uncover relevant differences between countries against the background of differences between national educational systems**
- ... to promote cooperation and collaborative research activities between school leaders and researchers**



Research questions of LISA

- **Core question: role that principals' leadership styles, attitudes and practices can play in contributing to the improvement and effectiveness of the school**
 - **How is the role of secondary school principals positioned in the educational system of the country?**
 - **How do secondary school principals perceive their role, preferred leadership style, and their effectiveness in enhancing the overall quality of education?**
 - **Through which intermediary factors and mechanisms can school principals have an impact on the improvement of the well-being and achievement of students?**



- **Effective leadership styles**
- Five leadership styles were extracted and labelled. This was based on a thorough literature review over the last few decades on school leadership, educational governance and school effectiveness, and according to the heuristic theoretical framework as developed by Pashardis and Brauckmann.

Entrepreneurial Style

- ❑ Parental Involvement
- ❑ Involving other external actors
- ❑ Acquiring resources
- ❑ Coalition Building
- ❑ Market orientation

Structuring Style

- Clarity of vision and mission
- Facilities management
- Risk-taking behavior
- Enabling restructuring
- Establishing and following clear rules
- Division of tasks
- Responsibilities among staff

Instructional Style

- ❑ Definition of instructional objectives
- ❑ Monitoring/Evaluation of Students and Teachers
- ❑ High Expectations Setting
- ❑ Enabling achievement of instructional objectives
- ❑ Stimulating instructional innovation

Participative Style

- Decision making mechanisms (formal and informal)
- Fostering staff cooperation
- Brokering and Mediating
- Promoting Commitment

Personnel Development Style

- Teacher recruitment
- Teacher needs assessment
- Providing training opportunities
- Enhancing self-efficacy
- Acknowledging and Rewarding

LISA Results

Predominance (5 of 7 countries) of

- Enrepreneurial Style and
- Structuring Style

Probably this has to do with the shift towards more autonomy and prinipals responsibility for the single school.

- The other leadership styles have more variation

Results of other studies

In other studies - TIMMS and TALIS (OECD)
and a Dutch study :

- Instructional leadership is the most frequently used concept of school leadership and also the most important one for student achievement

(J. Scheerens)

ESHA Conclusions

We see different results about the impact of school leadership strategies on students achievement and school development

Quantitative analysis underlines this but cannot clearly point out what really makes a good school leader.

This can be a cocktail-mix of different leadership styles.

For the future we need school heads with the ability to use different leadership styles in different situations.

ESHA Conclusions 2

What we know is:

- School Leadership has in all school forms and countries a high influence on school quality
- School leaders have an indirect direct influence (via intermediate school variables to students outcomes)
- **There is no good school without a good school leader**

Dr.Burkhard Mielke, Margret Rössler