Leadership Improvement for Student Achievement

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Overall purpose of LISA is …

… to explore how school leadership, directly or indirectly, affects student achievement.

… meant to uncover relevant differences between countries against the background of differences between national educational systems.

… to find a common core, which might be interpreted as a European dimension in school leadership.

… to promote cooperation and collaborative research activities between school leaders and researchers in a learning environment at a European level.

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 (especially educational outcomes like PISA)

Core question subdivided into **three research guiding questions**:

1. How is the role of secondary school principals positioned in the educational system of the country?

2. How do secondary school principals perceive their role, preferred leadership style, and their effectiveness in enhancing the overall quality of education?

3. Through which intermediary factors and mechanisms can school principals have an impact on the improvement of the well-being and achievement of students?
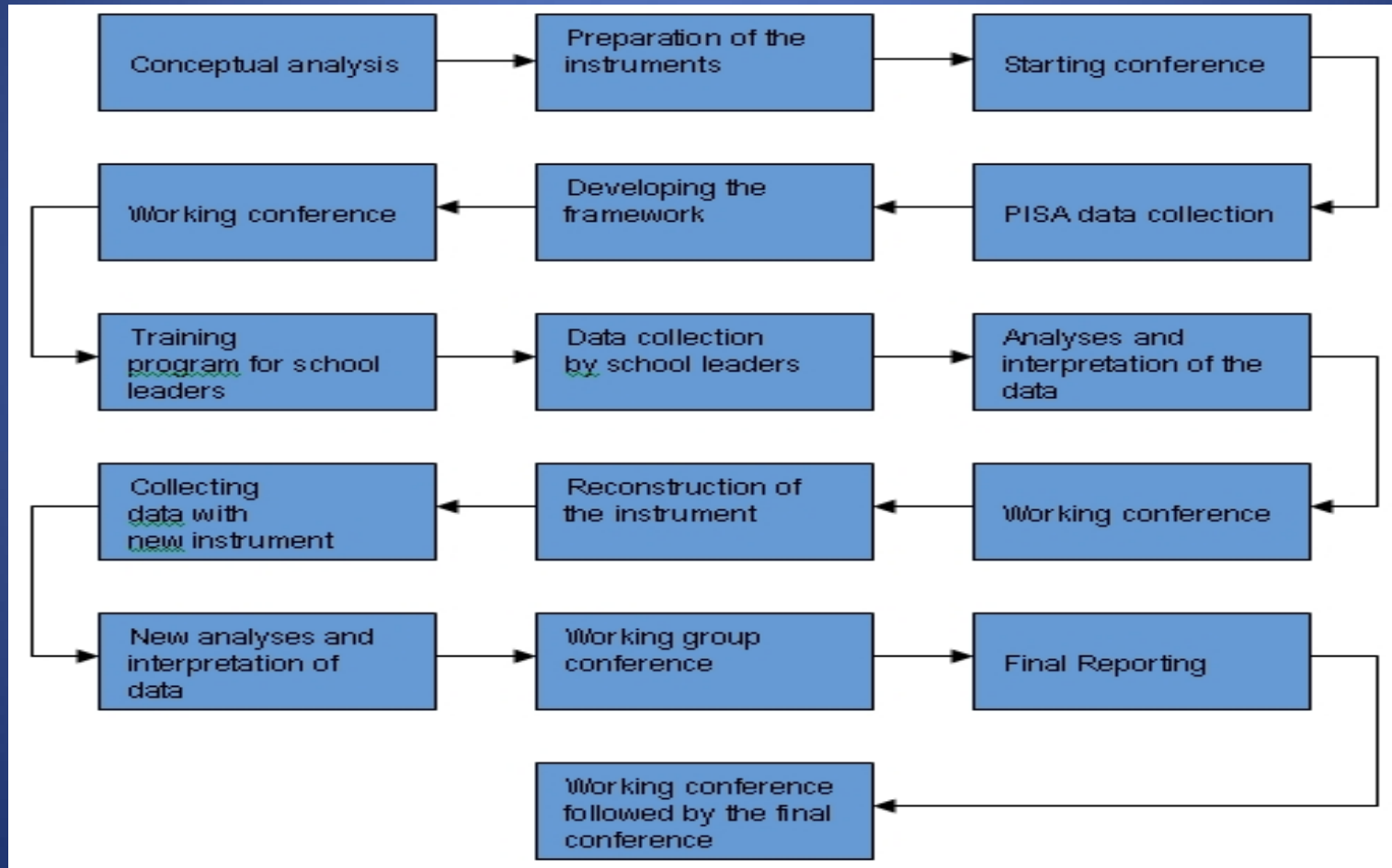
Participating countries

- The Netherlands
- Germany
- Hungary
- England
- Italy
- Norway
- Slovenia

scientists

- ☐ Universiteit Twente – The Netherlands

- (Prof. Dr. Jaap Scheerens)

- ☐ Open Universiteit Cyprus

- (Prof. Dr. Petros Pashiardis)

- ☐ Deutsches Institut fuer Internationale Pedagogische Forschung

- Dr. Stefan Brauckmann

Current state of LISA?

System level variables

Patterns of centralization/decentralization
- Devolving and Transferring Decision Making Authority (1. where is the decision taken, 2. degree of autonomy of decision making, 3. domain of decision making)
- Organizational capacity/support systems
- Network-Type cooperation (Public/ Private Partnerships)
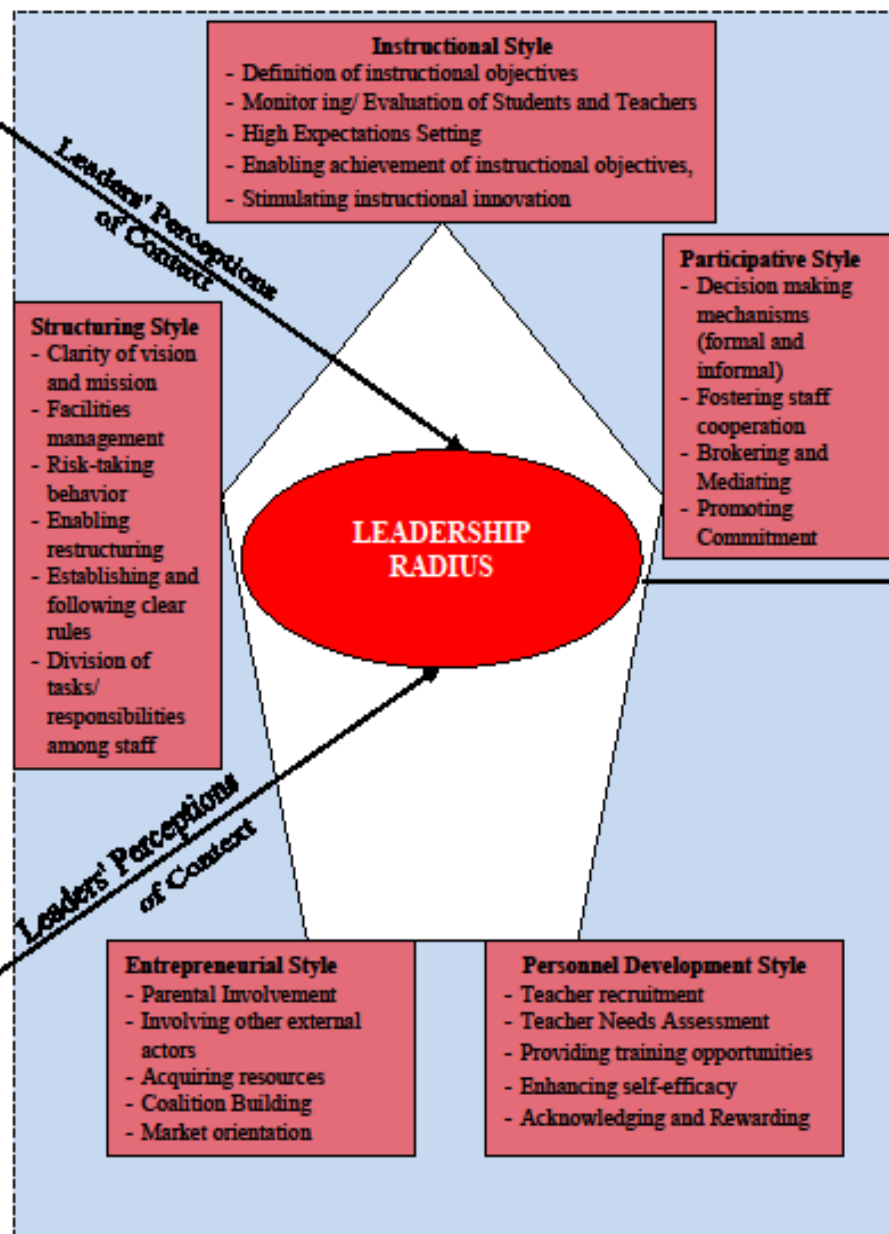- Privatization/ Parental Choice (Free Market Schools, Faith Schools, Voucher System, Home Schooling)

Patterns of evaluation and accountability arrangements
- Types of accountability (1. technical accountability, 2. client perspective)
- Evaluative capacity/support systems (Structural and technical facilities)
- Evaluation culture
- Alternative regulatory mechanisms as compared to evaluation (e.g. admission policies for principals, teachers, pupils)
- Role of school leadership in the evaluation process of education

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School level variables
- Type of the schools (categorical, comprehensive system)
- School size
- Location
- Composition of student Body (SES, Ethnicity, Gender)
- School resources
- Student-teacher ratio
- Compound and characteristics of school leaders according to the type and level of education

Leaders' Perceptions of Context

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

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

LEADERSHIP RADIUS

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

Personnel Development Style
- Teacher recruitment
- Teacher Needs Assessment
- Providing training opportunities
- Enhancing self-efficacy
- Acknowledging and Rewarding

Leaders' Perceptions of Context

Intermediate School Variables
- Professional Climate
- Personal Achievement Orientations
- Evaluation and Feedback practices
- Teachers' job satisfaction
- Teachers' Commitment to the school
- Learning Climate
- Orderly Climate
- Teacher/ Student interactions
- Students' opportunity to learn
- Parental involvement
- Explicit Teaching Strategies

Student Outcomes (secondary level)
- Achievement in basic competencies
- Attitudes towards lifelong learning
  - Achievement towards EU goals
  - Student citizenship characteristics

School Leader Outcomes
- Enhanced self-concept of a successful principal
- Increased research capability
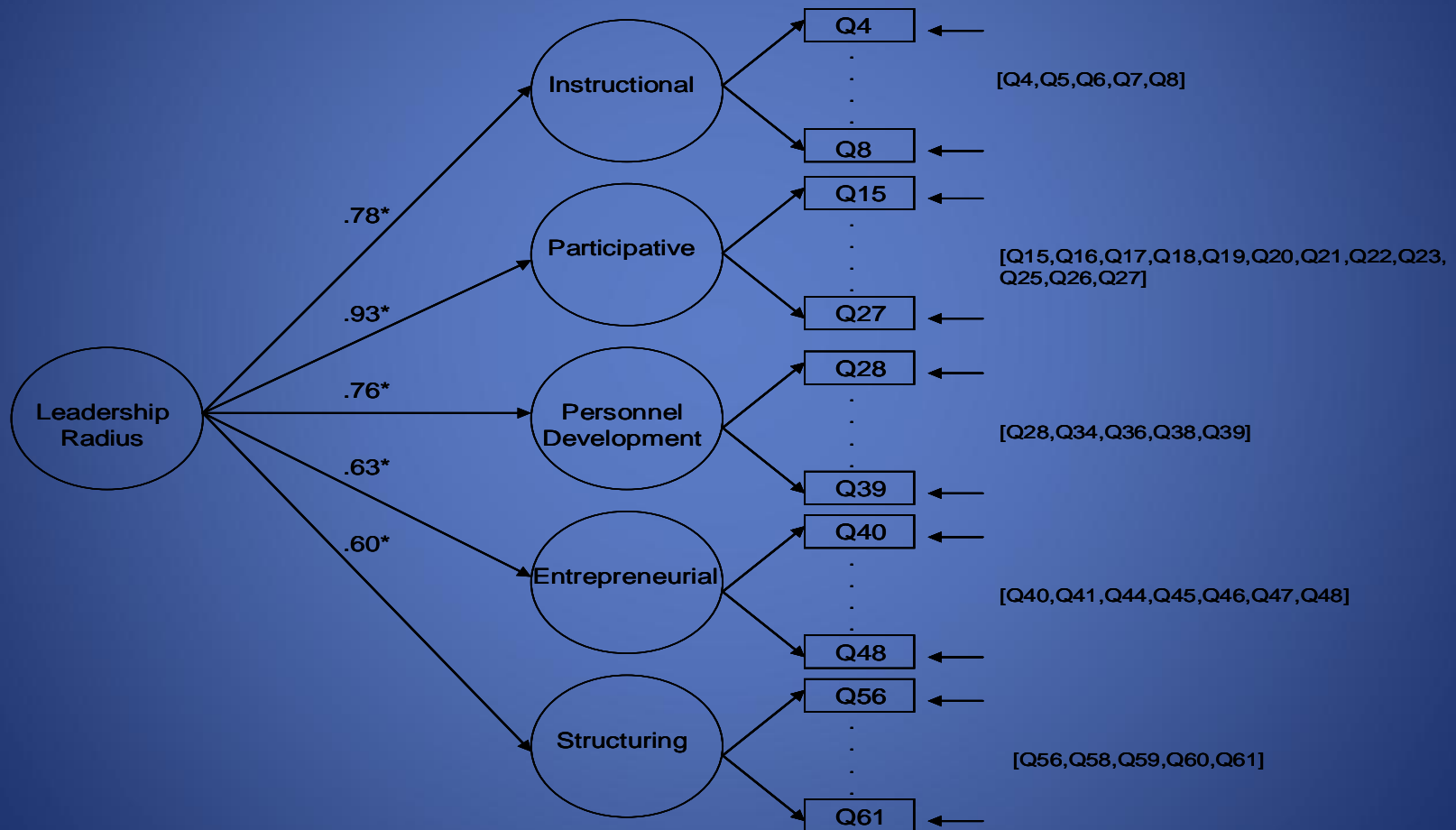- More informed and aware of various leadership models
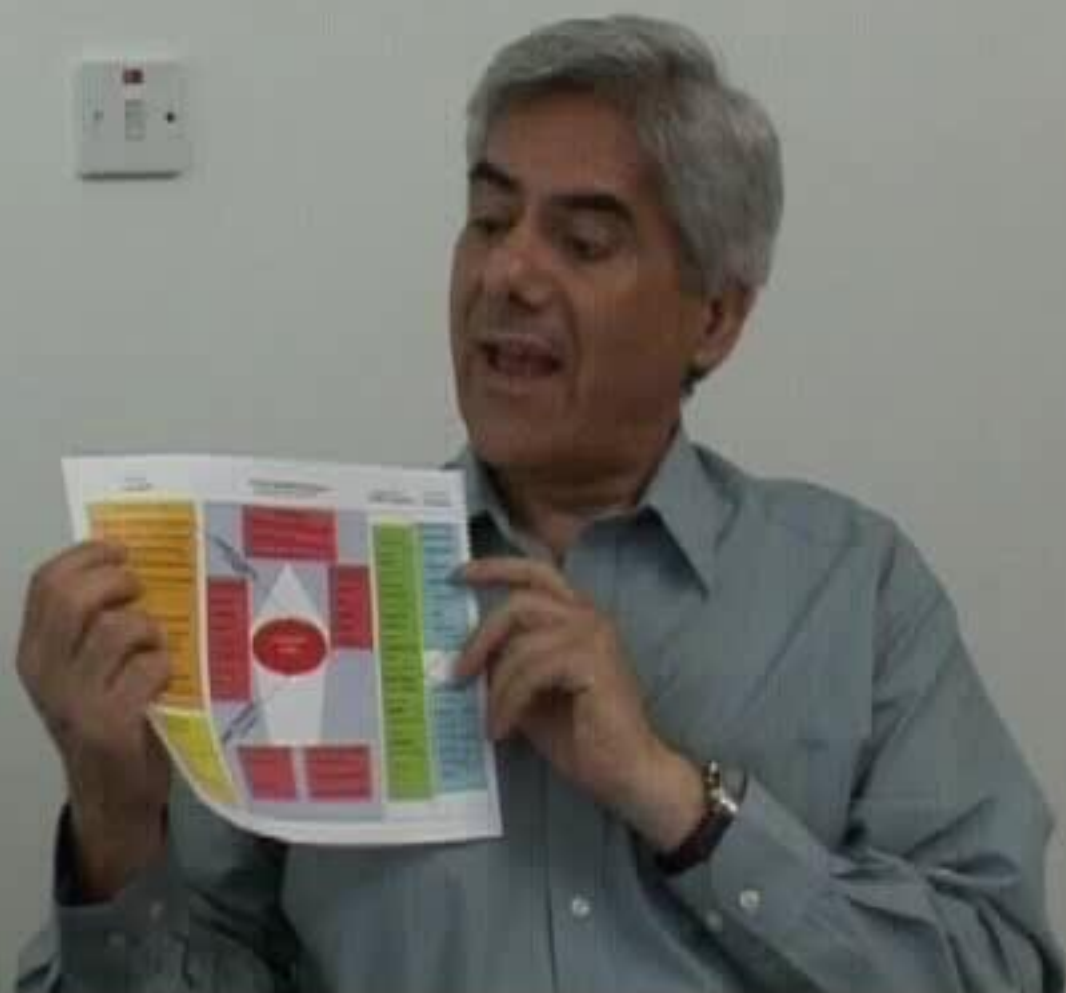
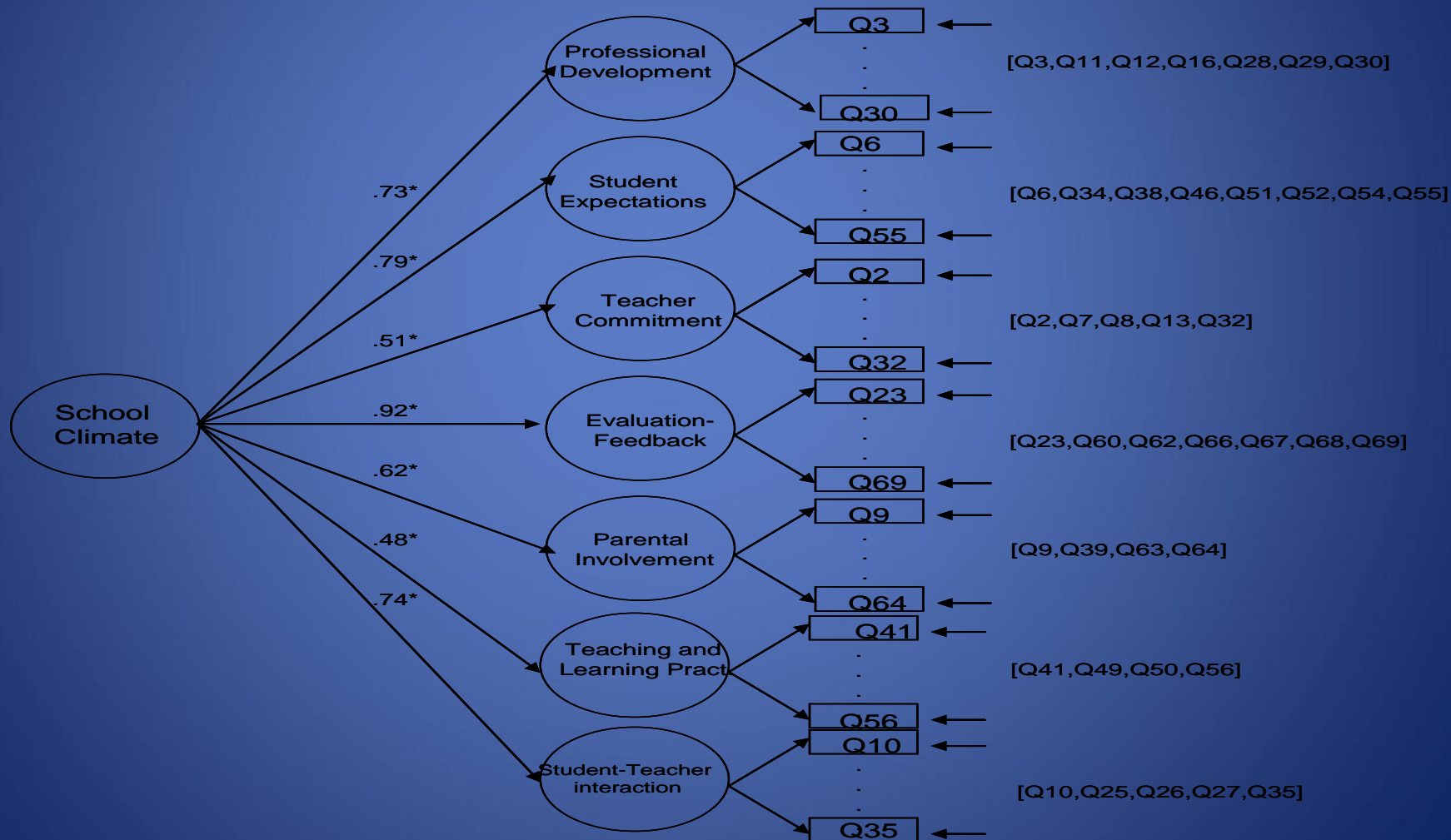# School Leadership Questionnaire

Figure 3. Leadership Styles Model

*p<.05

School Variables Questionnaire

Figure 11. School Climate Model

Instructional school leadership scale

How often do you carry out the following activities:

Discussing vision and mission	1	2	3	4	5	6
Appraising teachers	1	2	3	4	5	6
Taking over lessons from teachers	1	2	3	4	5	6
Rewarding teachers for special contributions	1	2	3	4	5	6

1 = never   4 = often
2 = seldom   5 = very often
3 = regularly   6 = not applicable

Leadership Style

Instructional Style

- In what ways do you use student results to develop the school's educational goals?

- How do you encourage the implementation of teaching methods where "higher order form of learning" is enhanced?

- How do you connect the learning experiences in the school with practices which are followed outside the school?

- How do you monitor standards of teaching and learning throughout the school?

- How do you provide feedback to staff on teaching and learning?

- How do you use information which accrues from school inspections and teacher appraisal in order to improve personnel?

Personnel Development Style

- In which ways do you provide recognition for excellence and achievement?
- In which ways do you utilize information and insights gained in professional development programs for self-improvement?
- In which ways do you encourage teachers to develop themselves professionally?
- In which ways do you reward teachers for their special contributions to the school?
- Can you make recommendations with regards to personnel placement, transfer, retention and dismissal? How?

Participative Style

- Are your teachers autonomous in order to organize and schedule their teaching? Any examples you can think of?

- In which ways do you encourage staff to be actively involved in the planning and implementation of the school vision?

- Are teachers involved in the decision making processes? In which ways?

- How are conflicts resolved?

Entrepreneurial Style

- How do you encourage relations between the school on one hand and the community and parents on the other?

- Are parents encouraged to participate in decision making within the school? How?

- How do you secure the support of influential and powerful people (e.g. inspectors, parents, mayor, others)?

Structuring Style

- Do you have a vision for your school? What is it? How do you articulate and communicate the school vision to all members of the school and the external community?

- How do you ensure that there is clarity about the roles and core activities of the staff?

- How do you ensure that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students?

- Would you say that there is an orderly atmosphere in your school?

- Do you take risks for school improvement even against the Ministry's directives?

- Do you experiment with new concepts and procedures in running your school on a daily basis?