

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

Dr.Burkhard Mielke

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# ESHA

[www.esha.org](http://www.esha.org)

## 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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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. Th 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

# From PISA to LISA

## ESHA Projekte zum Schulleitungshandeln

PISA and Leadership 2004

ESLN-Projects 2004-2006 (European School  
Leadership Network)

PISA II 2006

LISA 2007-2009

(Leadership Improvement for Student  
Achievement)

## 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 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





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## 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

**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?**

## CONTEXT VARIABLES

## HOLISTIC LEADERSHIP FRAMEWORK PASHIARDIS-BRAUCKMANN

## INTERMEDIATE SCHOOL VARIABLES

## DEPENDENT VARIABLES

### System level variables

#### Patterns of centralization/decentralization

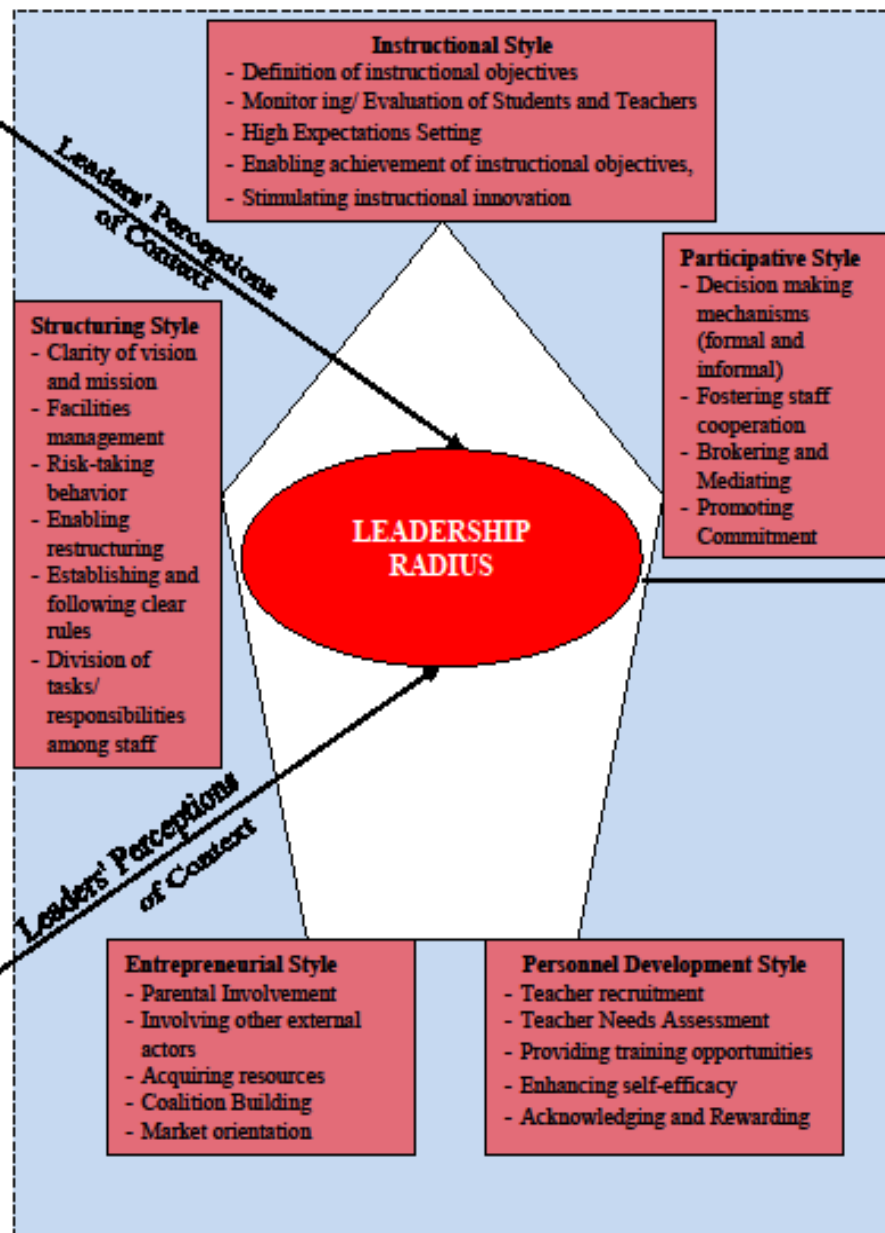
- Devolving and Transferring Decision Making Authority (1. where is the decision taken, 2. degree of autonomy of decision making, 3. domain of decision making)
- Organizational capacity/support systems
- Network-Type cooperation (Public/ Private Partnerships)
- Privatization/ Parental Choice (Free Market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

### 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



- 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



## What are effective leadership styles and in what way can they be structured?

- ▣ 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 Pashiardis and Brauckmann.

# Leadership styles

## Instructional style

representing leadership practices that enable achievement of instructional objectives i.e. providing instructional resources, encouraging higher order forms of teaching and learning, promoting the implementation and use of knowledge in a variety of forms, monitoring standards of teaching and learning, providing concrete feedback to staff, utilizing evaluation data in order to improve personnel

# Leadership Styles

## Personnel Development Style

- ▣ **representing leadership practices that promote training and development of teachers**
- ▣ i.e. providing recognition for excellence and achievement, rewarding teachers for their special contributions, encouraging the professional development of teachers, registering outstanding performance of teachers, making informed recommendations to personnel placement, transfer, retention and dismissal, complimenting teachers who contribute exceptionally to school activities, informing teachers about possibilities for updating their knowledge and skills

# Leadership Styles

## Participative Style

- ▣ **representing leadership practices that promote cooperation and commitment**
- ▣ i.e. promoting open communication with the staff, leaving instructional autonomy to teachers, creating a common vision for school improvement, actively involving staff in planning and implementing this vision, solving problems in cooperation with the teachers, implementing participative decision making processes, facilitating decision making by consensus, discussing school affairs with the teachers

# Leadership Styles

## Entrepreneurial Style

- ▣ **representing leadership practices that promote the involvement of external actors** i.e. encouraging relations between the school and the community and parents, promoting cooperation with other organizations and businesses, discussing school goals with relevant stakeholders, utilizing appropriate and effective techniques for community and parental involvement, promoting two-way communication between the school and the community, projecting a positive image to the community, building trust within the local community, communicating the school vision to the external community



# Leadership Styles

## Structuring Style

- ▣ **representing leadership practices that promote establishment and implementation of clear rules**
- ▣ i.e. ensuring clarity about the roles and activities of staff, ensuring clarity about work priorities, providing clarity in relation to student behaviour rules, ensuring that school rules and consequences of misconduct are uniformly
- ▣ applied to all students, working on the creation of an orderly atmosphere, providing clarity regarding policies and procedures to be implemented)

# Results

School Leadership has in all school forms and countries a high influence on school quality. There is no good school without a good school leader.

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 and the ability to use different styles in different situations.

The Instructional style forms the baseline of effective school Leadership.

*Instructional, Structuring, and Entrepreneurial Styles* of leadership are essential components of this cocktail mix

- ▣ “What remains to be seen is if we will ever reach a formula about what the best leadership styles mix looks like or if it will remain a secret recipe for every individual principal who should be made aware of the necessary ingredients, but, in the end, the creation is unique and only his/her own”

(Petros Pashiaridis and Stefan Brauckmann)

# LISA Results - ESHA Conclusion

School Leadership has in all school forms and countries a high influence on school quality. There is no good school without a good school leader.

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 and the ability to use different styles in different situations. To answer the open questions we need to go on with a more qualitative analysis