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## **From PISA to LISA: Searching for the right leadership-cocktail mix**

## **Content**

- 1) *Context of the LISA-Project (purpose, rationale, focus)?***
- 2) *Current state or building up the LISA theoretical framework***
- 3) *Next LISA steps***
- 4) *The LISA learning curve of researchers and practitioners?***

*Three main models* of principals' leadership effects on student achievement exist:

1. The model of **direct effects**
2. The model of **indirect effects**
3. The model of *reciprocal effects*

Research and inspection evidence demonstrates the close correlation between the quality of teaching and the achievements of pupils, and the correlation between the quality of leadership and the quality of teaching.

These kinds of presumed links have prompted the definition of national or system-wide standards of effective leadership.

## **1. 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.**

Generally speaking, in the study of School Leadership and its Effects, two main issues have arisen:

1. What *positions or roles* do leaders have in a school organization?
2. Under *what conditions* does school leadership affect student achievement, and to *what extent?*

## Intermediary variables in “indirect effects models” of school leadership

Reference of study	Significant intermediary variables
Hallinger and Heck, 1998	Learning climate Principal's instructional efforts
Hallinger, Bickman and Davis, 1996	A clear school mission Students' opportunity to learn Teachers' expectations
Hill, Rowe, and Holmes-Smith , 1995	Teacher student interactions Professional climate
Bosker, De Vos and Witziers, 2000	Teachers' job satisfaction Teachers' achievement orientation Evaluation and feedback practices
Kythreotis & Pashiardis, 2006	Teachers' commitment to the school Teachers' academic emphasis Personal achievement goal orientations Classroom performance-goal structure

# Implications for the LISA conceptual framework

- Use a broad conceptualization of school leadership
- Choose system level conditions and intermediary school conditions that have a proven positive impact on student outcomes
- (possibly) include effectiveness enhancing teaching conditions



# Effectiveness enhancing teaching conditions

- Opportunity to learn (match between content taught and content tested, or examined)
- Time on task per subject
- Structured teaching
- Reflection on learning strategies (or meta-cognition)
- Formative assessment and feedback

## **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:

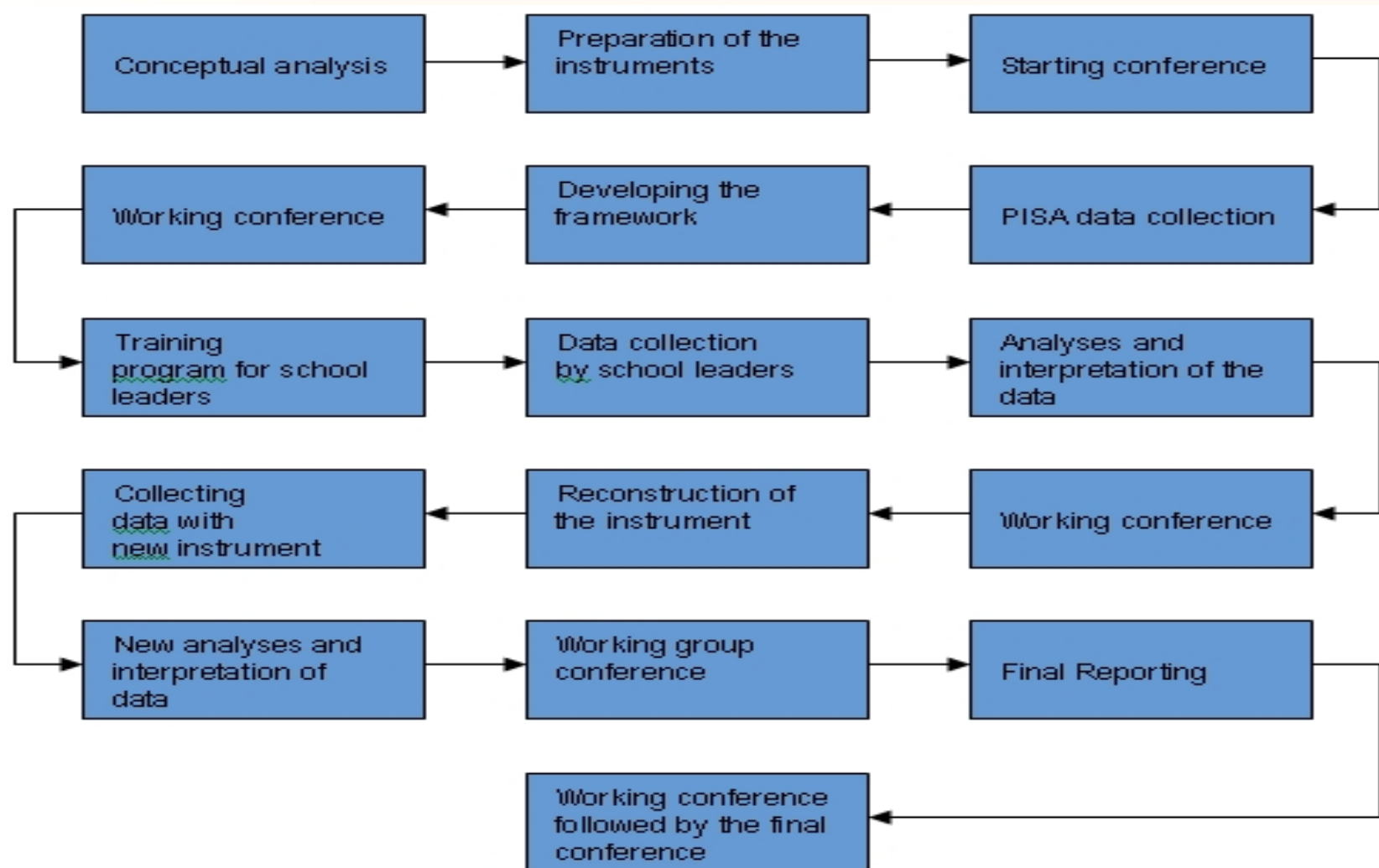
- 1. How is the role of secondary school principals positioned in the educational system of the country?**
- 2. How do secondary school principals perceive their role, preferred leadership style, and their effectiveness in enhancing the overall quality of education?**
- 3. Through which intermediary factors and mechanisms can school principals have an impact on the improvement of the well-being and achievement of students?**

## **Tasks and methods according to those three guiding research questions**

- 1.**     **T:** To study the way the functions of school leaders in secondary education in the participating countries are shaped by patterns of decentralization and centralization as well as accountability requirements.  
          **M:** Documentary analyses, questionnaires, semi-structured interviews
  
- 2.**     **T:** To develop our own conceptual framework for measuring the effectiveness of school leadership in an international context.  
          **M:** Hypothetical model building, operationalization based on model guided self-perception instruments
  
- 3.**     **T:** To specify intermediary factors between school leadership characteristics and student outcomes.  
          **M:** Quantitative secondary analysis of international data-sets, resulting in numerical estimates of path coefficients for each participating country

## 2. Current state of LISA?

Working stages of the project:

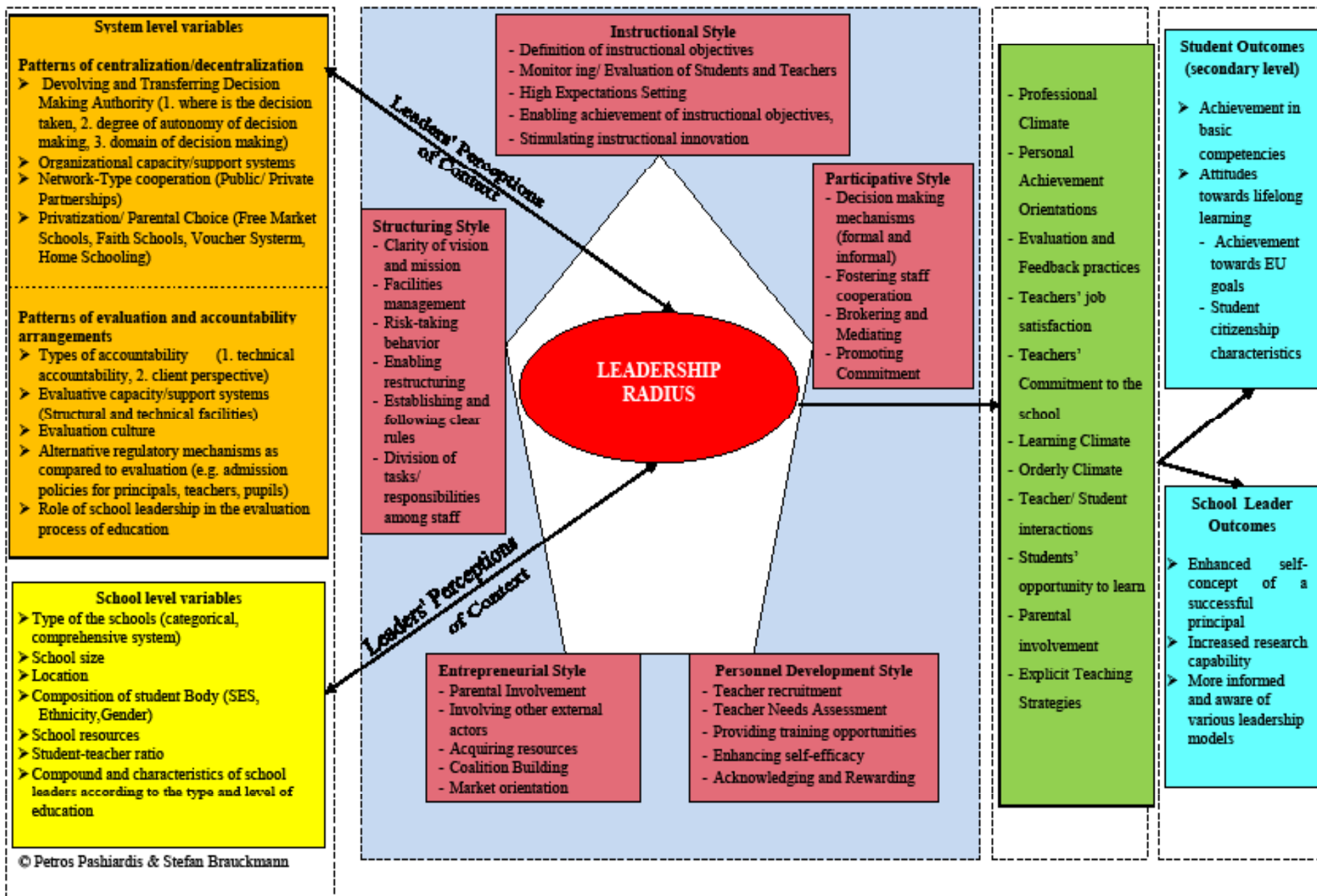


# CONTEXT VARIABLES

# HOLISTIC LEADERSHIP FRAMEWORK PASHIARDIS-BRAUCKMANN

# INTERMEDIATE SCHOOL VARIABLES

# DEPENDENT VARIABLES



### **3. What do we intend to do next?**

- Validation of the instruments
- Training school leaders in order to become co-researchers (workshops)
- Data collection through the validated instruments in the seven participating countries
- Analyses of our data and cross-comparisons between the countries in an effort to reach some generalizable results
- Setting the stage for a larger scale pan-European research, as this is an exploratory, outlier research study

## What to keep in mind for the mutual LISA learning process?

For Practitioners:	For Researchers:
Research problems are narrow	Difficulties in meeting the so-called accuracy standards of empirical research, particularly reliability and objectivity
Research methods lack ecological validity	Lack of knowledge on empirical research methods to function well as collaborators of researchers
Difficulties in the functioning of diffusion	
<p style="text-align: center;"> Agree on a working theory (creating a working platform)  Feedback processes (creating a working language, common understanding)  Cooperation in defining the research and development targets  Discuss together the research outcomes (sense making process) </p> <p style="text-align: center;"><b>Becoming a learning professional community!!!!</b></p>	