



香港教育大學

The Education University
of Hong Kong

Research Brief

EPL IMPACT

School Leadership Teams that Work

Presented by

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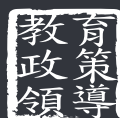
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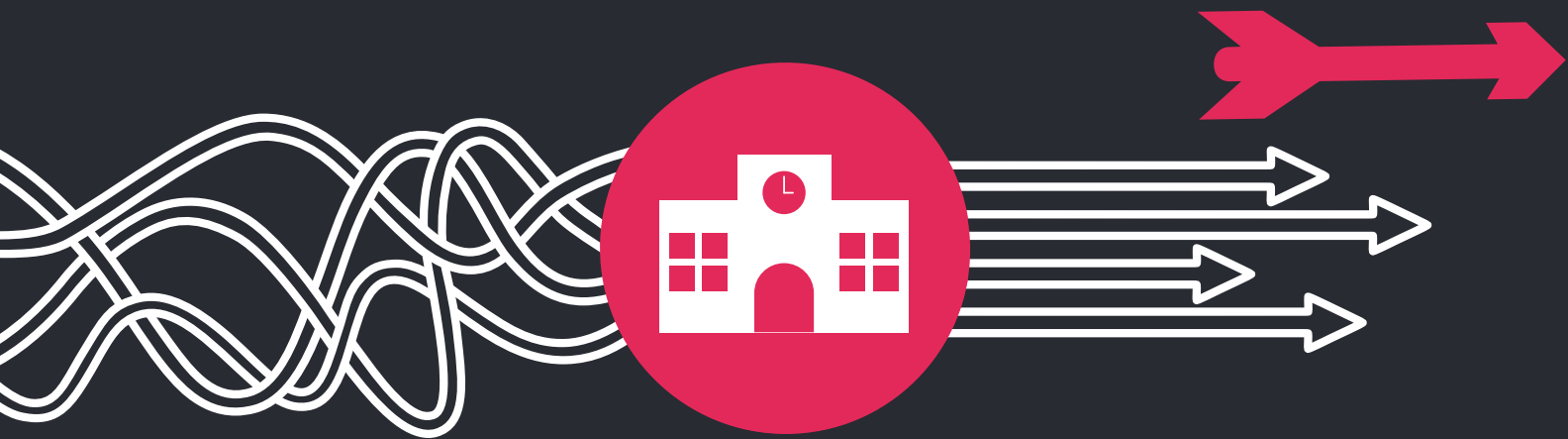
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Introduction

Most educational research on school leadership have traditionally examined the roles of school principals alone. With the global movement towards decentralization of school governance, as well as the increasingly more ambitious but often ambiguous goals for school education, team-based school leadership is expected to function as a central engine for school effectiveness and continuous improvement. However, the forms and dynamics of team-based school leadership is rarely documented in the literature. Interview, experience sampling method (ESM) and triad online survey data from 14 local Hong Kong schools and 10 local Shanghai schools, in addition to online survey data from 12 international schools were collected and analysed. The findings of this research evinced the importance and potential of SLTs and identified key characteristics and strategies that make SLTs more effective.





Key Issues and Significant Findings

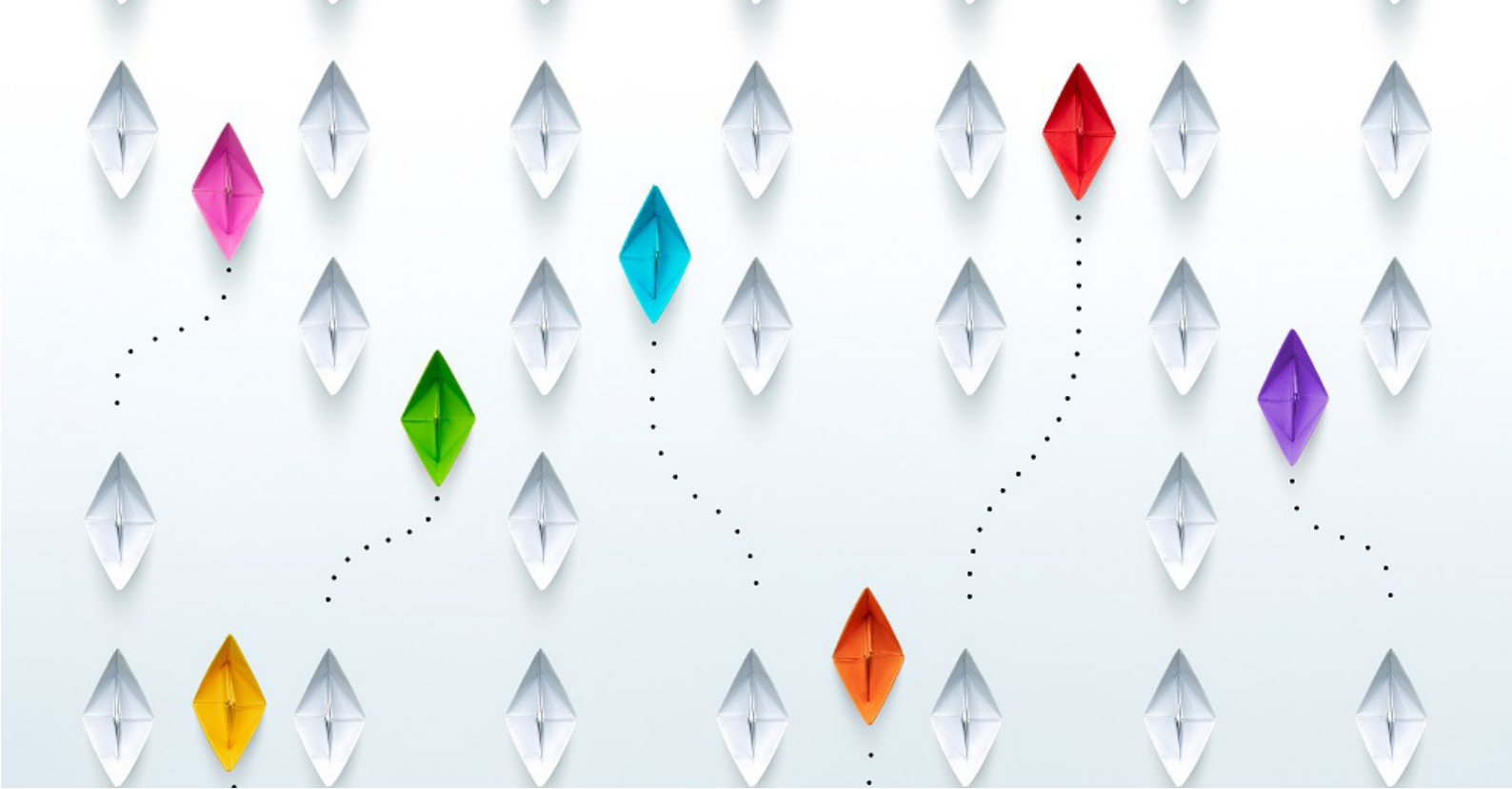
- Shared vision within school leadership teams (SLTs) enhances teachers' perception of school alignment and coherence, which in turn promotes teacher commitment and teacher support for students.
- Cooperation within SLTs is mirrored by teacher collaboration in the schools.
- When SLT members perceive that their goals are positively linked to those of other members and broader school direction, they are more likely to engage in open and constructive discussion of diverse views and participative group processes.
- The project has found notable differences in the compositional characteristics of SLTs between Hong Kong and Shanghai, however, there are more similarities in how SLTs make decisions and influence teachers at both cities.



Main Stakeholders and Engagement with Them

- School leadership teams members (school principals, vice-principals, school administration) are the main stakeholders.
- The researcher writes regularly for local professional magazines; seeks opportunities to contribute to the EDB commissioned leadership programmes; works with another colleague to deliver training and consultancy services to schools.





Recommendations

- It is important for school leaders to realize that the shift of focus from on principal leadership alone to school leadership teams (SLTs) is hugely potential for achieving a wide range of important teacher outcomes. These outcomes include more positive evaluation of management alignment and coherence by teachers, higher teacher commitment, more teacher collaboration, and better teacher support for students.
- Successful SLTs are characterised by shared vision and positive goal interdependence among SLT members.
- Shared vision and positive goal interdependence among SLT members can be achieved through an intentional participative process of involving SLT members in strategic planning.
- SLTs especially appreciate that members keep the disagreements within the team and speak to outside the team in one vice.



For more Information:

- 1 Hallinger, P., & Lu, J. (2014) Modelling the effects of principal leadership and school capacity on teacher professional learning in Hong Kong primary schools. *School Leadership & Management*, 34 (5), 481-501. doi:10.1080/13632434.2014.938039.
- 2 Lu, J., & Hallinger, P. (2018). A mirroring process: From school management team cooperation to teacher collaboration. *Leadership and Policy in Schools*, 17(2), 1-26. doi:
- 3 For any inquiries, please contact Dr Jiafang LU by lujf@eduhk.hk.



Video Interview