

CENTRE FOR EDUCATIONAL LEADERSHIP
The Hong Kong Polytechnic University

Research on Impacts of Leadership Practices on Student Outcomes: Four Challenges

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Challenges

- Research Integration
- Studying leadership practices
- Studying leadership
- Instructional and transformational leadership

Challenge 1: Research Integration

How do we integrate leadership research with evidence about effective teaching, teacher learning and school organisation?

Challenge 1: Research Integration

What counts as effective instructional leadership?

Focus on instructional leadership

Focus on effective instructional leadership using evidence to specify what counts as effective

Focus on effective instructional leadership

Challenge 1: Research Integration

What counts as effective instructional leadership?

Frequency of leader's feedback

Regularity of classroom visits

Clarity of criteria for feedback

- What evidence is there that *frequency*, *regularity* and *clarity* make a difference to student outcomes?
- Can more discriminating qualities be incorporated into survey items?

Challenge 2: Studying leadership practices

Are we studying leadership practices?

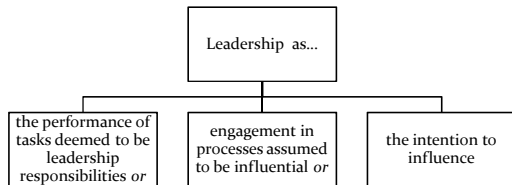
The distinction between leadership practices and leadership behaviours

Does the distinction matter? Why?

If context is constitutive of practice, is it possible to study leadership practice at scale?

Challenge 2: Studying leadership practices

Do these approaches tell us about leadership practice or leadership behaviours?



Challenge 3: Studying leadership

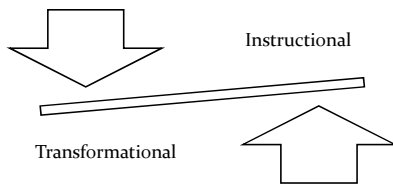
Are we studying leadership?

Should there be more focus on identifying leadership through follower reaction?

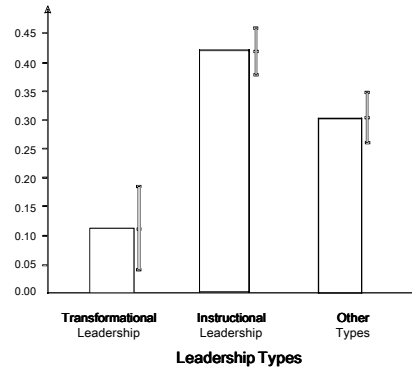
- ask group members to identify those people/ tools which were influential for particular tasks.
- study the processes used by those so identified
- study their sources of influence

Challenge 4: Instructional and transformational leadership

Given the current evidence about the relative impact of transformational and instructional leadership, what emphases should they each have in programmes of leadership preparation?

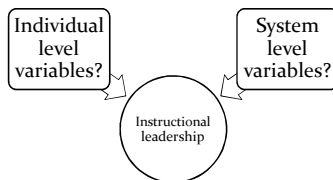


Mean Effect Size Estimate



Challenge 4: Instructional and transformational leadership

What system level variables influence the degree of focus on instructional leadership?
 What individual level variables account for such a focus e.g. gender of leader?



Summary

- Research Integration** - How do we integrate leadership research with evidence about effective teaching, teacher learning and school organisation?
- Studying leadership practices** - Are we studying leadership practices?
- Studying leadership** - Are we studying leadership?
- Instructional and transformational leadership** - What emphases should they each have in programmes of leadership preparation?