



**ASIA LEADERSHIP
ROUNDTABLE**

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Leadership and Learning in Asia Pacific: Challenges for Research and Practice

School-Wide Professional Community and Mathematics Achievement: Cross-National Evidence from TIMSS 2003 and 2007

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In this study we examine the cross-national evidence for the conjecture that school-wide and learning-centered professional community is one of the key correlates of student achievement. We use TIMSS 2003 and 2007 data and focus on the mathematics achievement of 8th graders and in-school learning conditions reported by principals and teachers. We ask: To what extent the TIMSS questionnaires capture the attributes of learning-centered professional community? Are there evidences associating learning-centered professional community with student achievement in mathematics? If yes, what is the nature of the association? Results indicate that among high-performing educational systems, core elements of learning-centered professional community such as high learning expectations, teacher collaborations, and peer accountability are most strongly linked with student achievement.



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