教育部人文社会科学重点研究基地
华东师范大学基础教育改革与发展研究所

# Improving School Leadership in the Face of the Equity Challenges

YANG Xiaowei

Institute of Schooling Reform and development research ECNU

Asia-Pacific Leadership Roundtable

Mar. 11-12,2013/Shanghai

---

# Do you remember "eight reasons"

- I once gave "Eight Reasons to Go to Shanghai" at the end of Asia Leadership Roundtable 2012 in Ho Chi Ming city and Now I would like to say……

上海欢迎您！

– From Vietnam to China(We are Brothers in the 'socialist camp')

– Teaching and leading schools is a social process , then Shanghai is fantastic field-study site

– Visiting Shanghai schools

– What is the "Chinese" way of instructional leadership

2013-3-13

– We are a participant in the Instructional Leadership in East Asia (ILEA) Project

– Our institute (ISRD) is a collaborative partner with many Chinese schools

– PISA miracle or myth?

– Chinese hospitality!

2013-3-13

## Content

- What are the drastic changes ongoing in China's education?
- How equity issues challenge educational leadership in China?
- How to improve our school leadership?

# 1. What are the drastic changes ongoing in China's education?

- The launch of the *Outline of China's National Plan for Medium and Long-term Education Reform and Development* in 2010 signified that education reform and development in China moved to a new stage.

- The most significant features are
  - The priority shift from quality and efficiency to a more equity-oriented balanced development.
  - The emphasis is no longer simply equal distribution of resources; instead it is to promote a combination of diversity with high-quality equity.
  - The purpose is not only to promise equal access to education, but also to make sure that each child should have equal educational process at the schools.

2013-3-13

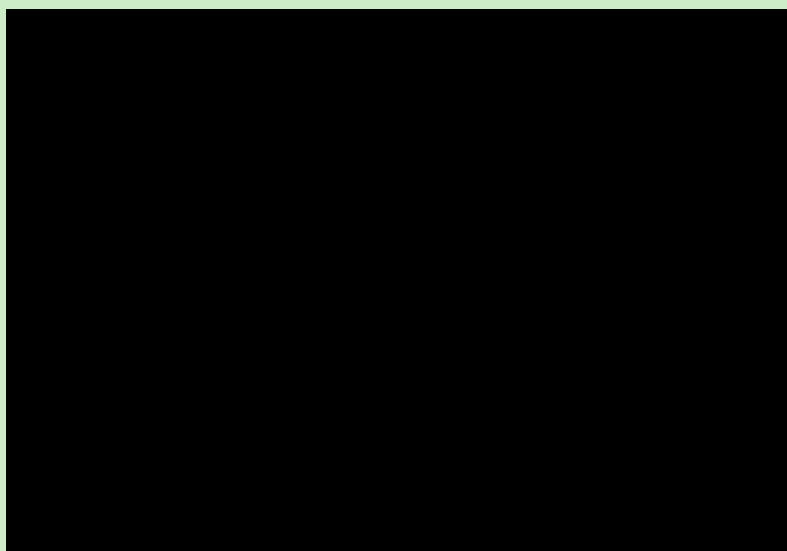- The way of development: from quality and efficiency to a more equity-oriented balanced approach.



"One house school" has become a museum in San Diego, but "single -teacher school" is in a large number in south-west China.
Let's watch a video from Yunnan…

*Video：The Only one on Podium （4'）*

*Video：The Only one on Podium （4'）*

- Teacher LI in the Video——
  - Teaching for the whole life, only two students graduated from high school
  - The great comfort is the children can have a place to learn. However, while his time is devoted to teaching textbook knowledge he has no energy or 'childlike innocence' to play games with kids.
  - The biggest wish is he can have a chance to go to Beijing and Shanghai in his life……

- With adjustment of layout of the primary schools, the number of "single-teacher school" has gradually decreased(the schools were removed or merged into other schools) . What will be their future? Removed? merged? Or reserved?
- Can those newly-merged schools improve quality and enhance its leadership?

After merged school , schoolbus
accidents frequently happened

2013-3-13

要致富、外出打工是条路。

Slogan on the wall of school

- The connotation of development: From simply equal distribution of resources to promoting both diversity and high-quality equity.
  - Take Shanghai for instance, there is an annual increase of thousands of students in the immigrant districts such as Minhang and Pudong (Minhang is 8000 every year)
  - The strategy of the government is to make a newly-opened school as part of one elite school, so as to satisfy parents' desires for high quality education. Then we can see "one school with several campuses (branches)"

上海市闵行区实验小学
MINHANG EXPERIMENTAL
PRIMARY SCHOOL

## The Brief History of A Primary school

| Year | Before 2004 | 2004 | 2008 | 2012 |
|---|---|---|---|---|
| Scale | One campus: Xinsong | 2 Campuses: +Chuncheng | 3 campuses: +Jingcheng | |
| Students | 1100 | 1500 | 2900 | 4300 |
| teachers | 88 | 126 | 208 | 298 |

2013-3-13

- Let each campus has its own characteristics.

2013-3-13

## Let each student has his/her own curriculum
### (Shanghai United International School上海协和双语学校)

- Schools that serve the needs of parents who are willing to pay high tuition fees (They are usually IBO member schools): the major feature is that every student has his/her own curriculum.

2013-3-13



- The phase of development：from "equal **access** to education" to "equal educational **process** at the schools"
  - In Mainland China, there are 200 million migrant workers and 70 million bring their children with them. In Shanghai, One out of three students is the child of migrant workers. <u>For their educational process at schools, do they enjoy equal schooling experience</u>? This is where "Spring Rain Project" comes from！

## Spring Rain Project

- Our Institute, collaborating with *Save the Children* and *Bureau of Education of Min hang District*, carries out a three-year training plan for the children of migrant workers in Shanghai. （"Spring Rain Project" for short）, and delivers development programs for principals, teachers, students and their parents in 16 migrant primary schools.



2013-3-13



- This new wave of education equity has posed some new expectations and challenges for school leadership.

18

## 2.How the Equity Issues Challenge Education Leadership in China?

- There are mainly three new expectations:
- First, school leaders need to develop a new conception of school quality. In addition to cost effectiveness, they need to also focus on the essential meanings of education, that is, the role played by education in promoting student personal development and social justice.

**For example:**

(Shanghai) Students Scholastic Quality
Green Index System
《（上海）中小学生学业质量绿色指标体系》

– Shanghai was rated No.1 in PIZA accidentally

– Through data analysis and problem reflecting ,A "Green Index "evaluation system was created. It consists of 10 indicators.

| indicators | Sub-indicators | Data collection means |
|---|---|---|
| achievement | Reached achievement , high lever thinking abilities , achievement balance(totality, district and county, schools) | measurement; |
| **motivation** | **Confidence, motivation, pressure and identification with the school** | Questionnaire for students |
| **Study load** | **Composite index and sub-index (sleep time, homework time and make-up time )** | |
| **relationship between teachers and students** | **whether the teacher respect and trust students and treat them equally** | |
| Teaching method | self-evaluation and **the evaluation by students** | Questionnaire for teachers and students |

| indicators | Sub-indicators | Data collection means |
|---|---|---|
| Principal's curriculum leadership | Curriculum decision and plan, curriculum draw up and carry out , curriculum management and evaluation etc. | Questionnaire for teachers and principals |
| ESCS influence | ESCS of Students' families | Questionnaire for students |
| Moral character; | Ideal and faith , civil quality, perfect personality , etc. | |
| Health | Students' physiology, psychology and emotion, etc. | Questionnaire for students and monitoring data from education administrative departments |
| Yearly advance | **Motivation, Study load relationship between Ts & Ss** | Analyses above data |

- From the "Green Index ", We can know :

- Among 10 indicators , 4.5 are related to students' state, needs and feelings

- Also refer to "Principal's curriculum leadership" and "ESCS  influence" of Students' families

- Second, this new policy shift expects school leaders to consider the sense of equity perceived by all the stakeholders. To what extent different stakeholders share the feeling of being equitable is critical to the success of the equity reform.

2013-3-13

- We plan to establish a database of school change and performances, in which we collect data from principals, teachers, students, parents, educational governance bodies and the public, about their interpretation of the school change, their perception of the effectiveness of change, and particularly how teachers and students are satisfied about their learning and worklives.

2013-3-13

- Third, research shows that school performance is highly relevant to the school inter-personal relationships and the organizational atmosphere. Leading a school is essentially cultivating and leading a school culture.
- Thus, a third challenge facing school leaders is to reformulate school culture that embraces the concepts such as equity and justice.

# 3. How to Improve Our School Leadership?

- The method of improving school leadership: principal development, teacher development, lesson study, professional learning group of the teachers, etc.

- Based on my experience in leading a project named "school improvement and university-school partnership" , I would like to share my thinking from the view of a university professor：

---

# SDP：form the new decision-making mechanism in the school

- Encourage a wider participation of teachers; tap teachers' opinions; form consensus; formulate the school development plan together; improve school leadership
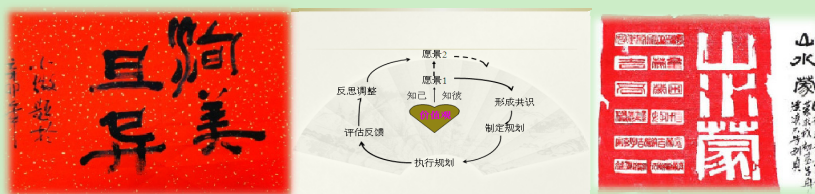
## Lesson study ：improve the professional leadership of the teachers

– Providing systemic knowledge framework to enhance the curriculum awareness of teachers.

– Designing the key knowledge unit to provide a model for research.

– Participating and organizing lesson studies of various levels and scales, discussing with the teachers towards of the dual purposes of promoting professional growth of both teachers and leaders.



2013-3-13

---

- Joint research projects ：looking for the new direction for development

  – University and high schools co-apply the research project , improve the research abilities of school teachers and use the research inform the practice of  school reform.

- Report writing ：getting the experience from introspection

  – As the participant, every teacher is a narrator of his/her practice；the narration helps them trace the change of thinking and improve their experience；

- Sharing the achievement of learning: supporting leadership with research
  - workshops, salons, forums are the good way to share and magnify the research achievement.

2013-3-13

# Epilogue：inspiration from Teach For All

What is "Teach For All"?

- "Teach For All" has the concept that the quality a good teacher needs is exactly what a good leader need. so do we cultivate them to be a teacher or a leader？ or both?
- "Teach For All" recruits the students from the first-class universities worldwide to teach in the remote area. This idea quite caters to Chinese traditional concept of "the best students should be the teachers"!

2013-3-13



- "Teach For All" uses the idea "improving the leadership" to encourage the outstanding students to join; it can also solve the problem of teacher shortage in the remote areas. It is so called "killing two birds with one stone"!
- "Teach For All" considers the education as the platform for improving, which focuses more on the improvement of personal leadership, instead of the sustainable development of education (as a short-term mission rather than a professional career)how we can find the balance between fostering teachers and training leaders （or the possibility of both）?

*Thank you for listening!*