# Leadership for Learning: Reflections on the Practice of Instructional and Transformational Leadership

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by
Prof. Philip Hallinger
College of Management
Mahidol University, Thailand

# What have we learned in the past 25 years from research & practice about . . .

- ❖ leadership for learning?
- ❖ the instructional leader-ship role of school leaders?
- ❖ the transformational leadership role of school leaders?
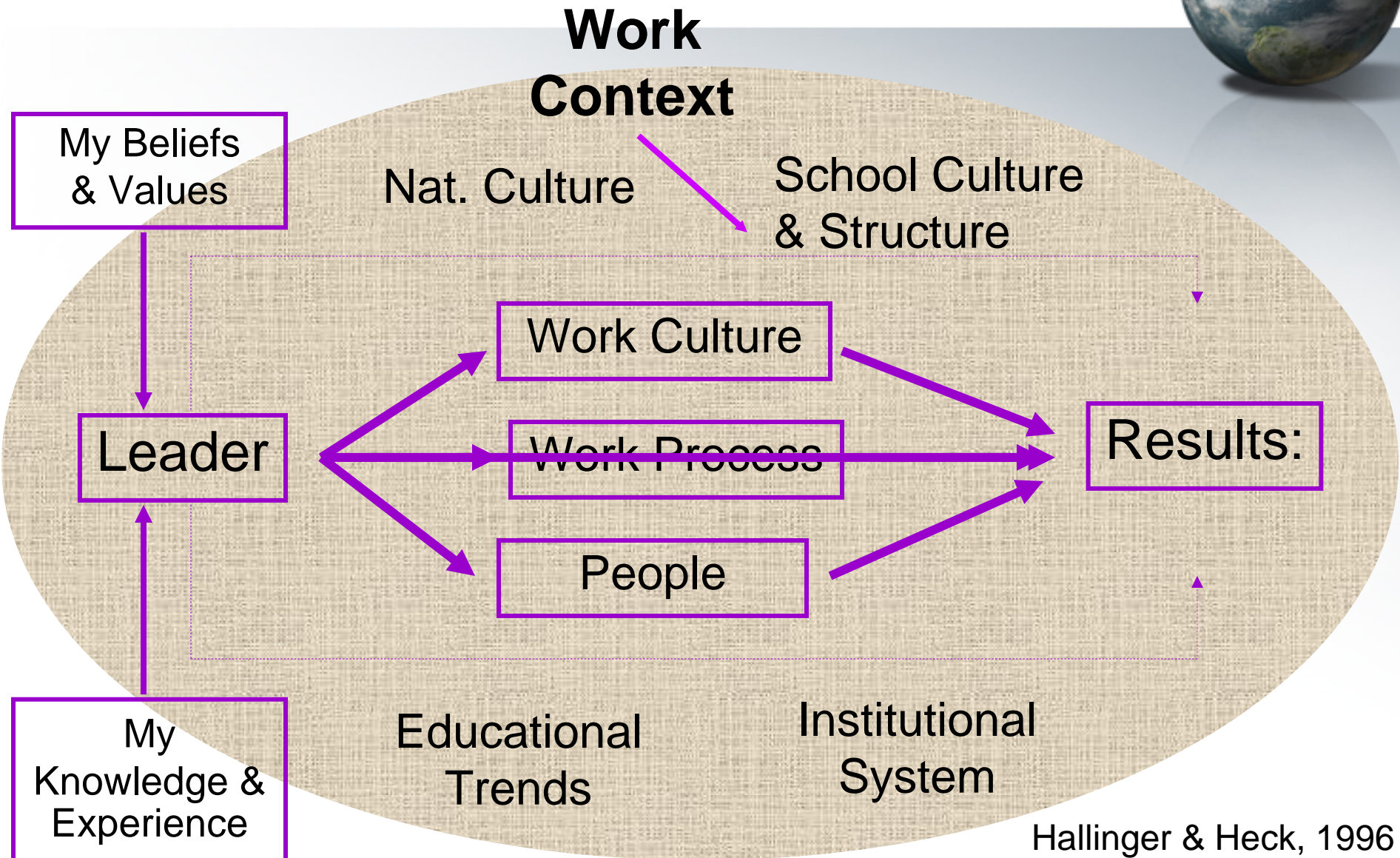- ❖ the practice of shared instructional leadership in schools?

# A Retrospective View of School Leadership 1980 - 2007

❖ In the 1980's forces from policy and practice converged with findings from research to create a policy focus on the instructional leadership role of school principals

❖ In the 1990's as School Leaders continued to be viewed as key players in school improvement but with greater interest in transformational leadership

❖ Since the late 1990's both distributed leadership and instructional leadership have gained leverage

❖ Three key leadership models emerged that have been subject to sustained empirical research:
  – 1980's   Instructional Leadership
  – 1990's   Transformational Leadership
  – 2000+   Shared Instructional Leadership

# How Leaders Achieve Results

**Work Context**

My Beliefs & Values

Nat. Culture

School Culture & Structure

Leader

Work Culture

Work Process

People

Results:

My Knowledge & Experience

Educational Trends

Institutional System

Hallinger & Heck, 1996
Bossert et al. 1982

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# Leader values and beliefs
## Leadership for what?

**Terminal Values**

❖ Learning
❖ Test results
❖ Social growth
❖ Political awareness
❖ Self-discipline
❖ Freedom
❖ Happiness
❖ Virtue & ethical behavior
❖ Social harmony
❖ Cultural transmission
❖ Social contribution
❖ Social justice
❖ Excellence, quality



What do we want from our schools and our students how will we get it?

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# Leader values and beliefs:
## How do I/We work to achieve results?



### Instrumental Values

- ❖ Ambition, results
- ❖ Self-discipline, hard work
- ❖ Mutual respect
- ❖ Honesty, integrity
- ❖ Sincerity, feeling
- ❖ Logic, knowledge
- ❖ Obedience
- ❖ Harmony, relationship
- ❖ Risk-taking, innovation
- ❖ Cleanliness, neatness
- ❖ Imagination, creativity
- ❖ Fairness, justice

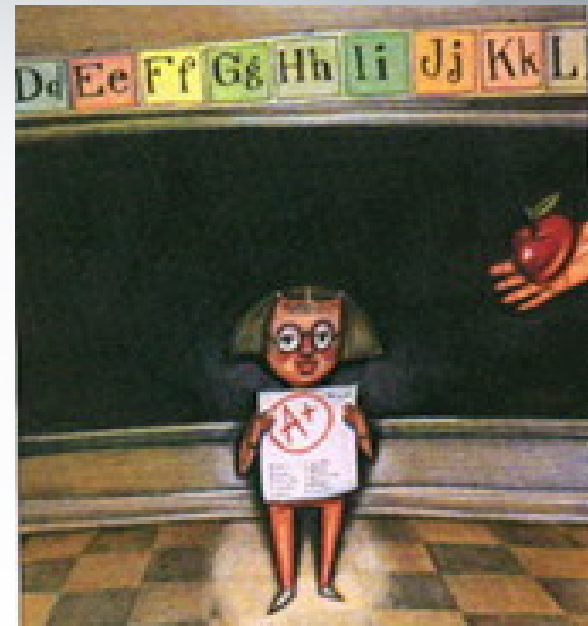# Your Values and Beliefs Impact Leadership for Learning

- ❖ "You can't teach logarithms to illiterates."
- ❖ "If you want higher test scores, start by changing the economic level of the community."
- ❖ All you need is "ganes" desire



Ronald Edmonds
"Father of Effective Schools Movement"

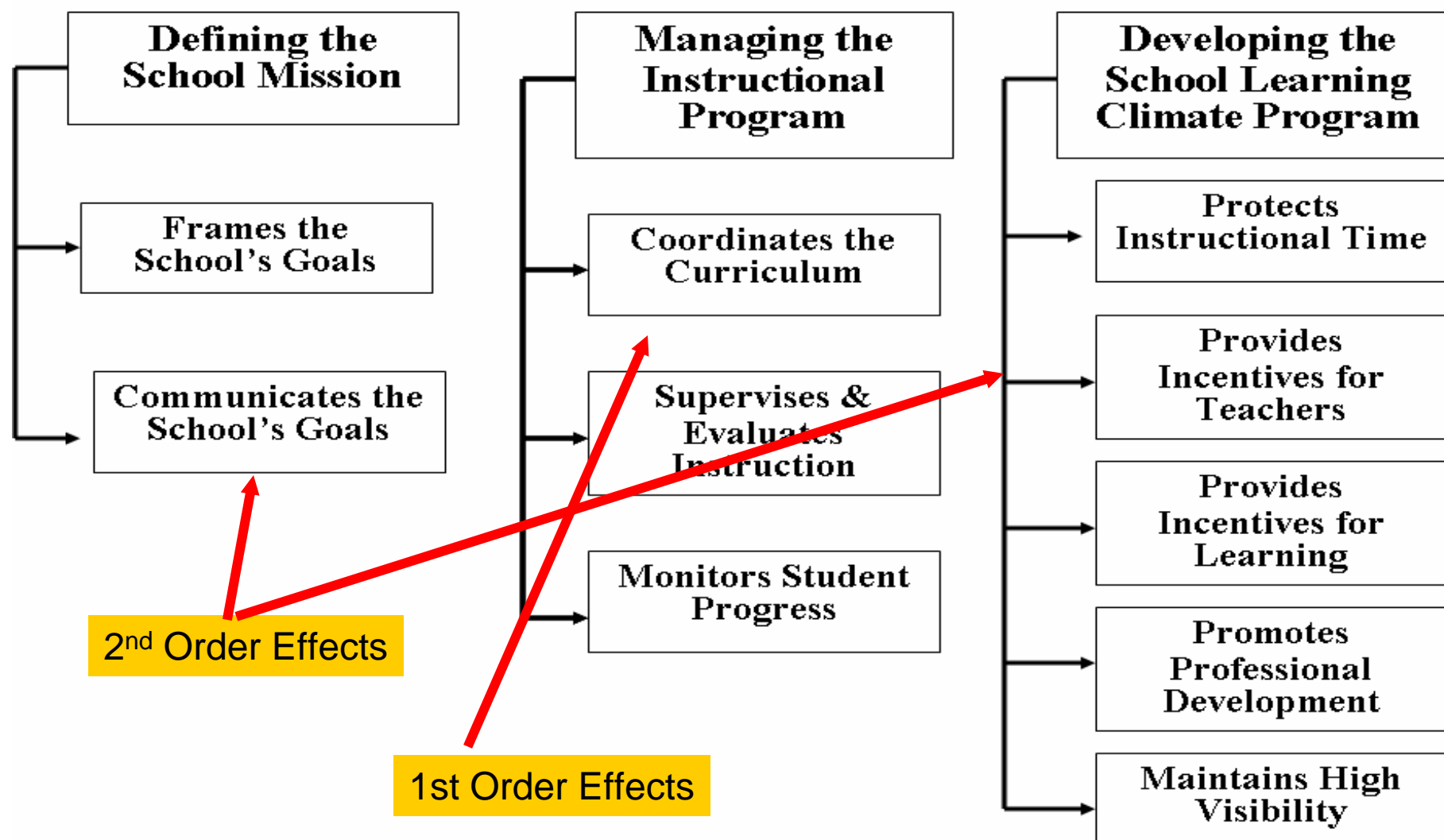# 1980: Instructional Leadership emerged from effective schools studies

1. Directive approach by principal
2. Emphasized "the leader's" vision
3. Often evident in turn-around situations where major change was needed quickly
4. Principal is "hip-deep" in curriculum and teaching
5. Focused on 1st Order Change – direct effects of the leader on teaching and learning in classrooms

# Instructional Leadership Framework

| Defining the School Mission | Managing the Instructional Program | Developing the School Learning Climate Program |
|---|---|---|
| Frames the School's Goals | Coordinates the Curriculum | Protects Instructional Time |
| Communicates the School's Goals | Supervises & Evaluates Instruction | Provides Incentives for Teachers |
| | Monitors Student Progress | Provides Incentives for Learning |
| | | Promotes Professional Development |
| | | Maintains High Visibility |

2nd Order Effects

1st Order Effects

Hallinger, P., & Murphy, J. (1985). Assessing the instructional leadership behavior of principals. Elementary School Journal, 86(2), 217-248.

# Limitations of Instructional Leadership Model



❖ Not applicable in all schools

❖ Perceived by some as undemocratic

❖ May not incorporate views and values of all stakeholders

❖ Makes unrealistic demands on expertise of the principal

❖ Creates dependency on the leader

❖ Focus on a single leader makes it difficult to sustain

# 1990: Move to Transformational Leadership

The restructuring movement's preoccupation with redistribution of power and responsibility fostered greater interest in empowerment of teachers and community members including shared leadership. A different image of the ideal school emerged -- flatter, more problem than task- focused, with highly permeable boundaries, less in need of control, more in need of support and capacity development.
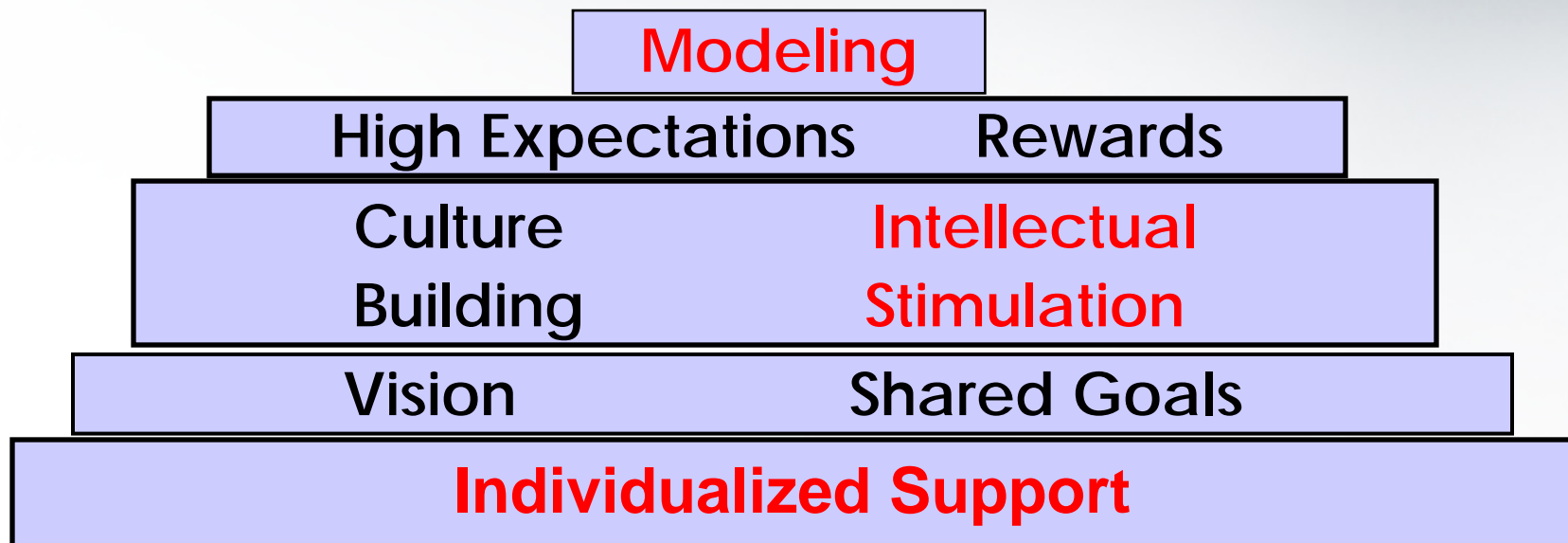
Prof. Ken Leithwood, 1996

# Transformational Leadership



- ❖ Targets **2nd order changes**

- ❖ Leadership focused on "capacity building" rather than "leading, directing, coordinating and controlling" learning

- ❖ Leader focuses on understanding individual needs and empowering others

# Leithwood's Transformational Leadership Model

**Modeling**

High Expectations        Rewards

Culture                  Intellectual
Building                 Stimulation

Vision                   Shared Goals

**Individualized Support**

Red = Unique to TL Model
Black = Common to IL and TL Models

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# Leadership Style Must be Sensitive to the School's Context

There are stages of school development requiring different leadership approaches:

❖ Initial stage – things are irrational and the leader needs to be directive and task oriented

❖ Improving stage – some improvement has been made and the leader needs to be more participative

❖ Succeeding stage – when school has demonstrated some success and the principals needs to build and support more distributed leadership

Perspectives from the inside – M. Nicolaidou and M. Ainscow (2005)
seven strong claims about school leadership
Ken Leithwood, 2006

# Effective Leadership must be Sustainable



Donaldson (2001) claimed that any successful model of school leadership must meet two functional tests:

– Promote school improvement

– Be sustainable for the leaders themselves

# Shared Instructional Leadership

# 2000: Shared Instructional Leadership

❖ Emerged at turn of century in recognition that:

  – Schools are communities of learners with Principal as Head Learner (Barth, Seashore-Louis)

  – "Principals can't do it alone" (Hall, Spillane, Donaldson)

  – Evidence that both instructional and transformational leadership contribute to school improvement (Hallinger & Heck, Leithwood, Marks & Printy, Mulford & Silins, Day, Cheng, Jackson)

❖ Conceptualizes key leadership functions of principal, other administrators and teacher leaders

# Assumptions Behind Shared Instructional Leadership
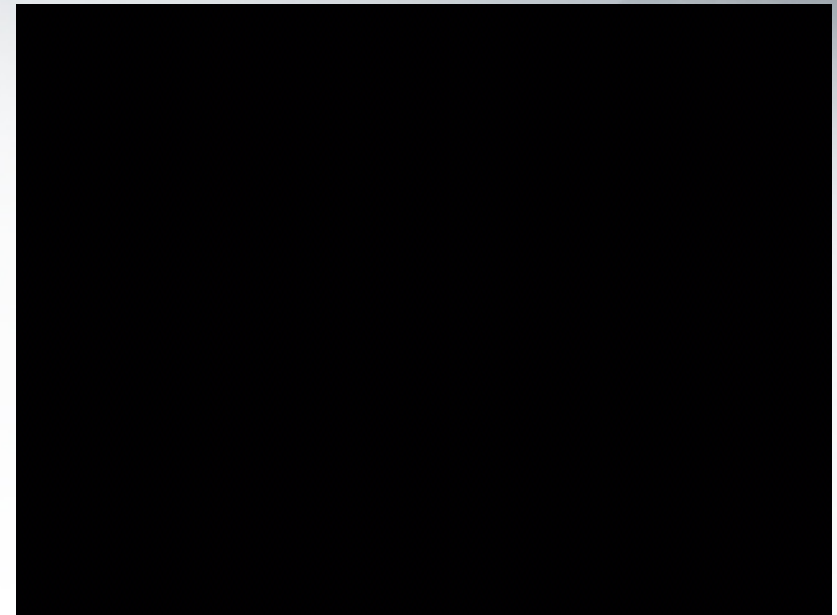

Tha Nang Naew Wittayon School

- ❖ Distributed expertise
- ❖ Implementation effect
- ❖ Decision-making
- ❖ Career development
- ❖ Adult learners
- ❖ 1st & 2nd order leadership effects

# Create a School Mission

❖ **Frame School Mission and Goals**

❖ **Communicate Mission and Goals**

❖ **Use personal values and vision to add value to school mission**

Dennis "Doc" Littky

# Inspire a Shared Vision

- ❖ Build "shared vision"
- ❖ Enable others to act and organize for success
- ❖ Give moral support

Flight of the Buffalo
Learning to Let Others Lead

# Modeling the way: Be the change you want to see in the world

❖ Set high expectations and standards

❖ Talk openly about personal & shared values

❖ Model key values and behaviors

❖ Measure important things



MARILYN CARLSON NELSON
Chmn. & CEO, Carlson Companies

Each of us has our own sphere of influence.

# Managing the Instructional Program

- ❖ "Direct" Instructional Leadership Role
- ❖ Three Functions
  - Supervise and Develop Instruction
  - Coordinate Curriculum
  - Monitor Student Progress
- ❖ Principal delegates responsibility for **parts** of these functions to middle managers and teacher leaders

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# Intellectual Stimulation



- ❖ Leaders foster a climate in which people question "how and we do things around here"
- ❖ Be open to new ideas
- ❖ Model risk-taking
- ❖ Debrief failure & success

# "Individualized Support"

- ❖ Focus on motivation through meeting individual needs and inspiring interest in the school's vision
- ❖ Inspire commitment rather than demanding compliance
- ❖ Build capacity through coaching
- ❖ Provide moral support



Learn by Heart
เรียนด้วยใจ

# Support Teacher Development

- ❖ Set high expectations
- ❖ Leaders coach others
- ❖ Organize and enable others to coach
- ❖ Provide a climate for collaboration and team learning



The Skillful Teacher
Coaching Examples

# Provide Incentives for Students & Teachers

❖ Create a set of meaningful incentives to reward what's important in your school

❖ Reward both individual as well as collective effort

# *I come into a world of iron, to make a world of gold.*

You spoke of the dream and of the
    quest,
How you must fight, and how it doesn't
matter if you win or lose, if only you
    follow
the quest. What is the **quest**?

To dream the impossible dream,
To fight the unbeatable foe,
To bear with unbearable sorrow,
To run where the brave dare not go.

To right the unrightable wrong,
To love pure and chaste from afar,
To try when your arms are too weary,
To reach the unreachable star.

To try though you're wayworn and
    weary,
Though you know it's impossibly high,
To live with your heart climbing upward,
To reach the unreachable star.



From the Movie – The Man of La Mancha

# Prof. Philip Hallinger
## Hallinger@gmail.com

## Concurrent Sessions 1

Session A                                                          Waldorf 5-6

**"Quality Australian evidence on leadership for improved student learning" –
Professor Bill Mulford, University of Tasmania**

Session B                                                          State Ballroom

**"Got a minute? Can instructional leadership exist despite the reactive nature of
principalship?" -Professor Sheryl Boris-Schacter, Hunnewell school
Massachusetts, USA.**

Session C                                                          Waldorf 1-2

**"Why would anybody want this job? The challenge of attracting and sustaining
effective leaders for Australian schools" -Dr. Louise Watson University of
Canberra**

# RESEARCH CONFERENCE 2007

## Concurrent Sessions 2

Session D                                                Waldorf 5-6
**"Authoritative leadership, action learning and student accomplishment"** – **Professor Stephen Dinham, ACER.**

Session E                                                State Ballroom
**"Leaders, acting to improve outcomes for Indigenous students"** -**Professor Paul Hughes, University of S.A, Ms Susan Matthews and Mr Gavin Khan, National Aboriginal Principals' Association.**

Session F                                                Waldorf 1-2
**"Standards for school leadership: Gateway to a stronger profession?"** -**Dr. Lawrence Ingvarson and Ms Michelle Anderson, ACER.**

The Leadership Challenge

ACER

# Morning Tea