



# SEVEN STRONG CLAIMS ABOUT SCHOOL LEADERSHIP

Ken Leithwood, 2006

# INTELLECTUAL SPACE



A large, bold, green number '1' is positioned on the left side of the slide, partially overlapping the main text area.

# CLAIM #1

**School leadership is second only to classroom instruction as an influence on student learning.**

Our dependent variables

# EFFECTING STUDENT LEARNING

- i. Qualitative case studies of exceptional or “turnaround” schools (e.g., Reitzug & Patterson, 1998)
- ii. Large scale studies of leadership effects on student learning (e.g., Hallinger & Heck, 1996)
- iii. Large scale quantitative studies of individual leadership practices on student learning (e.g., Waters, Marzano & McNulty, 2003)
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- v. Leadership succession studies (e.g., Hargreaves & Moore, 2004)

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1 2 3 4 5 6 7  
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2

## CLAIM #2

**Almost all successful  
(school) leaders draw on the  
same repertoire of basic  
leadership practices.**

$$P = f (M, A, S)$$



**P** = teacher's performance

**M** = teacher's motivation

**A** = teacher's abilities,  
professional knowledge  
and skills

**S** = work settings and features  
of their school and  
classroom

almost all successful (school) leaders draw on  
the same repertoire of basic leadership practices  
CLAIM #2

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# LEADERSHIP TASKS, FUNCTIONS OR PRACTICES



Setting  
Directions  
(Motivation)



Developing  
People  
(Ability)



Redesigning the  
Organization  
(Setting)



Managing the  
Instructional Program  
(Stability)

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# SETTING DIRECTIONS (MOTIVATION)



- Identifying and articulating a vision
- Fostering the acceptance of group goals
- High performance expectations
- Promoting effective communication

## LEADERSHIP TASKS, FUNCTIONS OR PRACTICES

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# DEVELOPING PEOPLE (ABILITY)



- Intellectual stimulation
- Individualized support
- Modeling appropriate values and practices

## LEADERSHIP TASKS, FUNCTIONS OR PRACTICES

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# REDESIGNING THE ORGANIZATION (SETTING)



- Building a collaborative culture
- Structuring the organization to facilitate work
- Creating productive relations with families and communities
- Connecting the school to its wider environment

## LEADERSHIP TASKS, FUNCTIONS OR PRACTICES

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# MANAGING THE INSTRUCTIONAL PROGRAM (STABILITY)



- Staffing the instructional program
- Monitoring the progress of students and the schools improvement strategies
- Buffering staff from unproductive external demands for attention
- Allocating resources to foster the school's improvement efforts

## LEADERSHIP TASKS, FUNCTIONS OR PRACTICES

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## CLAIM #3

**It is the enactment of the same basic leadership practices – not the practices themselves – that is responsive to the context.**

An approach to the study of moderators

# TURNAROUND SCHOOLS AS AN ILLUSTRATION



it is the enactment of the same basic leadership practices – not the practices themselves – that is responsive to the context  
CLAIM #3

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# COMMON “STAGES” IN AN ORGANIZATIONAL “TURNAROUND”

- Declining Performance Stage
  - Laissez-faire leadership
- Early Turnaround - Crisis Stabilization
  - Centralized, focused leadership
- Late Turnaround - Achieving and Sustaining
  - Shared, distributed leadership

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# UNDERSTANDING FAILING SCHOOLS:

Perspectives from the inside – M. Nicolaidou and M. Ainscow (2005)

There are stages requiring different leadership approaches:

- Initial stage – things are irrational – leader needs to be more directive, task oriented
- Next stage – some improvement has been made – leader needs to be more democratic, increase staff commitment
- Another stage – when school is out of special measures – more distributed leadership

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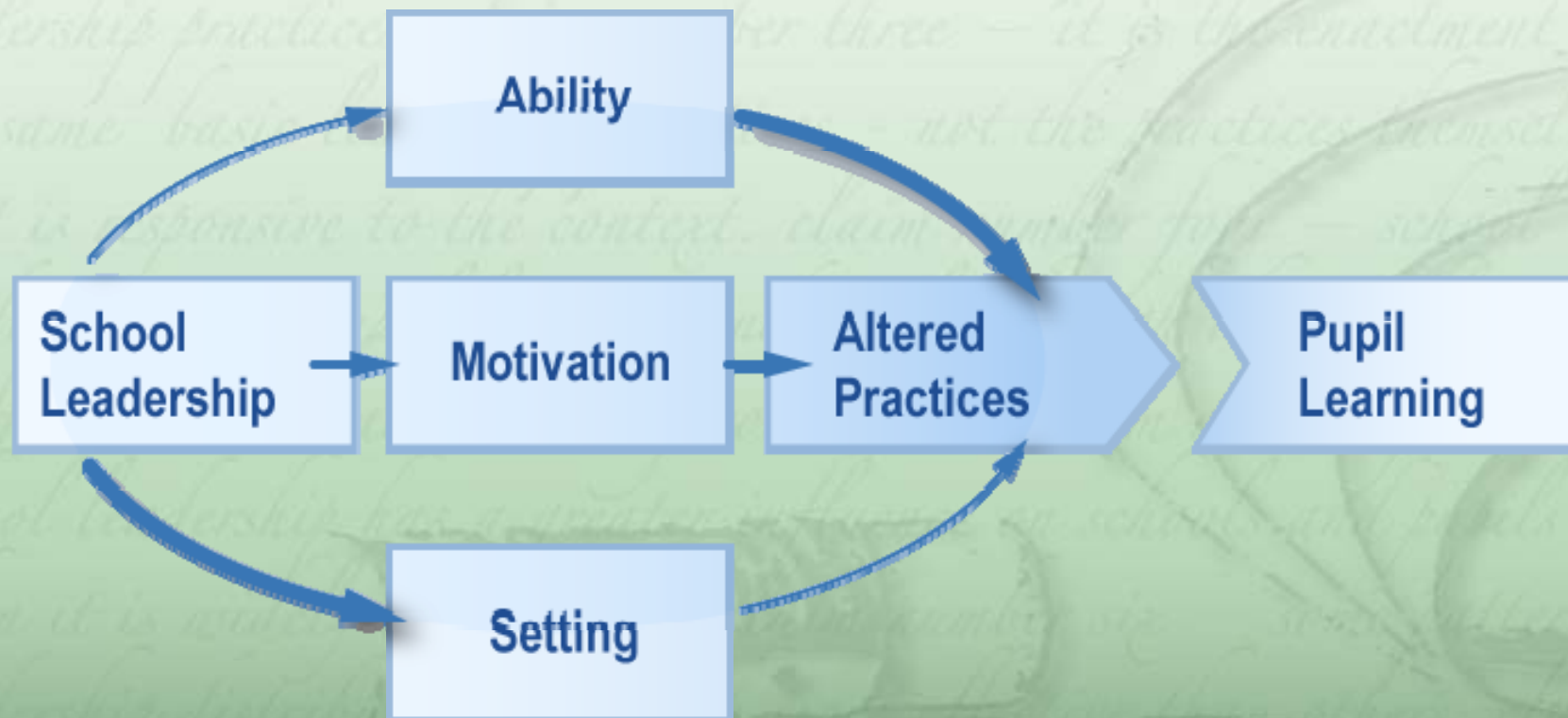
# 4

## CLAIM #4

**School leaders improve pupil learning indirectly through their influence on staff motivation and working conditions.**

Some mediating variables

# EFFECTS OF SCHOOL LEADERSHIP ON IMPLEMENTATION OF THE PRIMARY STRATEGIES



school leaders improve pupil learning indirectly through their influence on staff motivation and working conditions  
CLAIM #4

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# TEACHERS' "PROFESSIONALLY SIGNIFICANT" INTERNAL STATES

- Individual teacher self efficacy
- Collective teacher efficacy
- Organizational commitment
- Job satisfaction
- Stress and burnout
- Morale
- Engagement
- Trust

school leaders improve pupil learning indirectly through their influence on staff motivation and working conditions  
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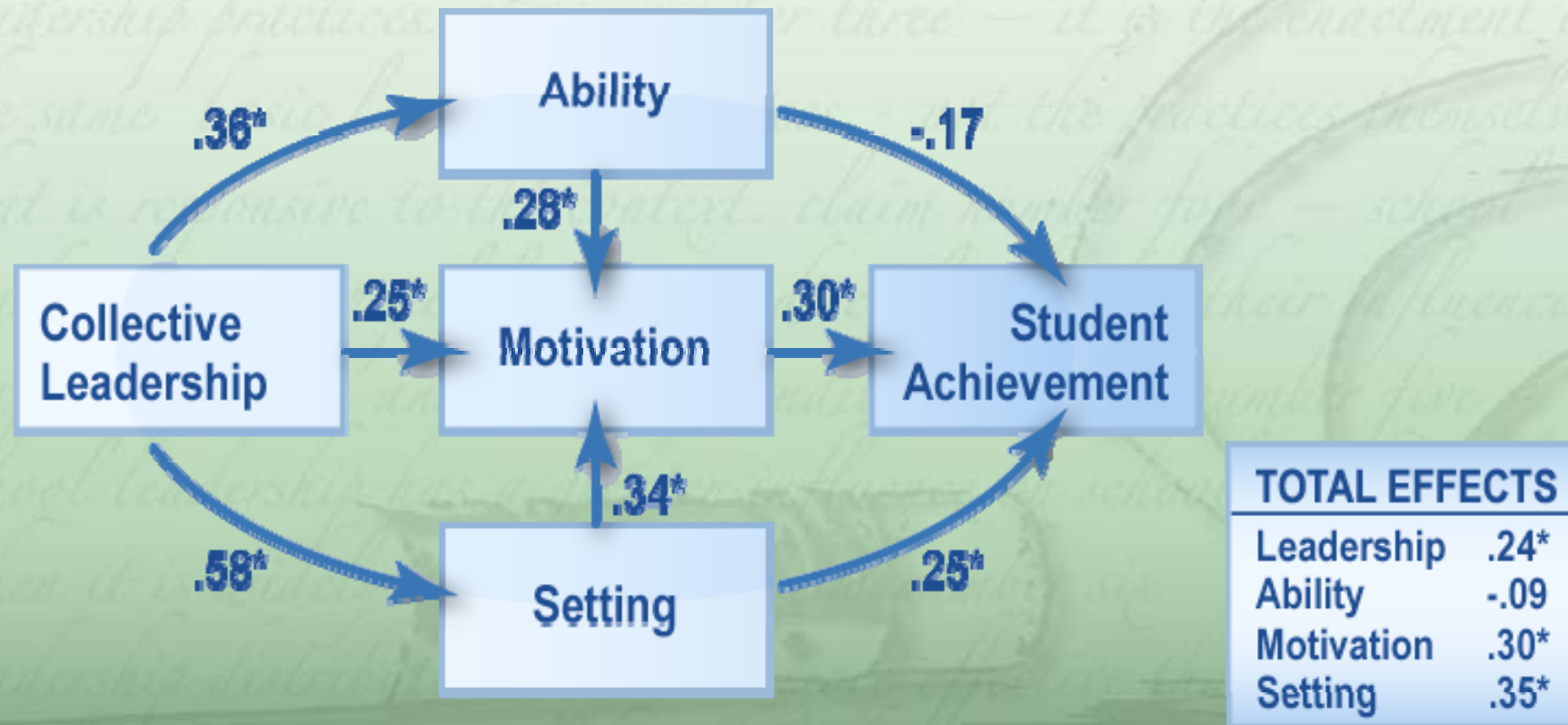


# 5

## CLAIM #5

**School leadership has a greater influence on schools and pupils when it is widely distributed.**

# EFFECTS OF COLLECTIVE LEADERSHIP ON STUDENT ACHIEVEMENT



school leadership has a greater influence on schools and pupils when it is widely distributed  
CLAIM #5

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A large, bold, green number '6' with a slight shadow effect, positioned on the left side of the slide. The background is a light green gradient with faint, cursive text from a document about school leadership claims.

## CLAIM #6

**Some patterns of leadership distribution are much more effective than others.**



## Study One: RATING OF LEADERSHIP SOURCES BY QUINTILES BASED ON STUDENT ACHIEVEMENT

- 110 schools were sampled in an effort to relate levels of student achievement to patterns of leadership distribution
- The sources of leadership were measured as to how influential each was perceived to be in the schools
- Schools were divided into quintiles by levels of student achievement

# STUDY ONE: INFLUENCE AND ACHIEVEMENT



Some patterns of leadership distribution are much more effective than others  
CLAIM #6

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## RATING OF LEADERSHIP SOURCES BY QUINTILES BASED ON STUDENT ACHIEVEMENT

- Schools in the highest quintile attributed relatively high levels of influence to all sources of leadership
- Schools in the lowest quintile attributed relatively low levels of influence to all sources of leadership
- Highest quintile schools, as compared to the lowest, differed most in ratings of teams, parents and students
- Principals were rated as having highest influence in schools in ALL quintiles

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# STUDY TWO: ALTERNATE PATTERNS OF LEADERSHIP DISTRIBUTION



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# "ACADEMIC OPTIMISM" AS THE DEPENDENT VARIABLE

– Hoy, Tarter & Woolfolk Hoy (2006)

- Faculty trust in parents and students
- Teachers' collective efficacy
- Academic emphasis

Strong effects on student achievement in reading, writing, social studies, science and math

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# PATTERNS OF LEADERSHIP DISTRIBUTION AND ACADEMIC OPTIMISM

## PATTERNS

- Planful Alignment
- Spontaneous Alignment
- Spontaneous Misalignment
- Anarchic Misalignment

## ACADEMIC OPTIMISM

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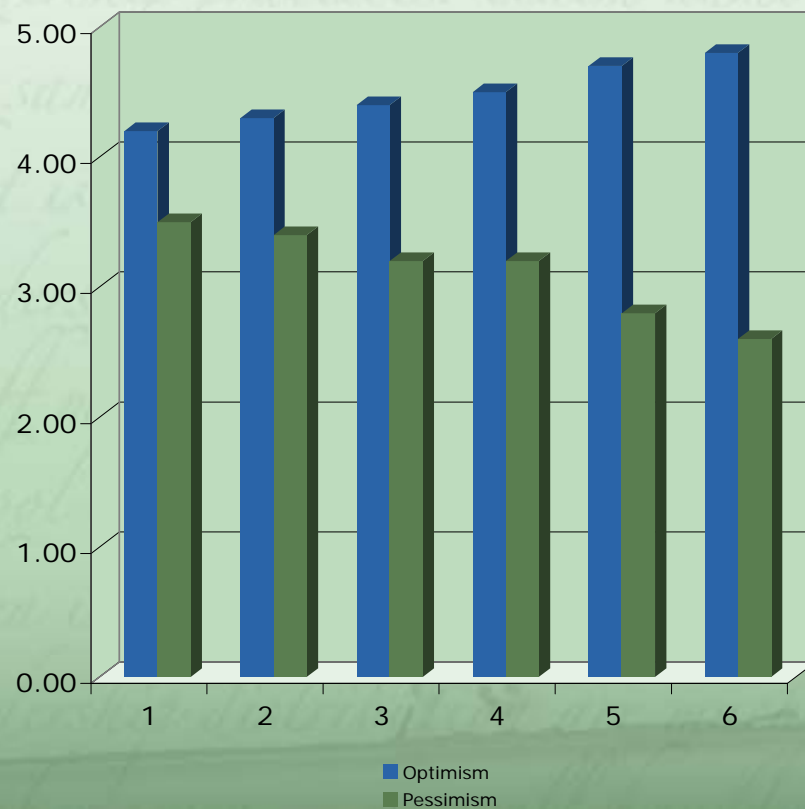
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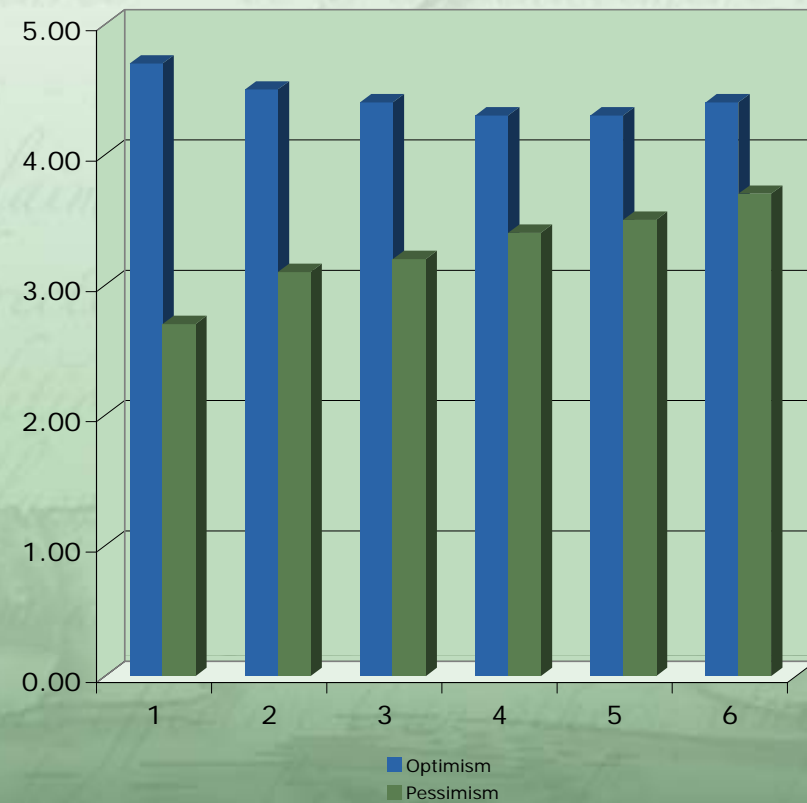
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# ACADEMIC OPTIMISM UNDER COORDINATED AND UNCOORDINATED PATTERNS OF DISTRIBUTION

## Planful Alignment



## Spontaneous Misalignment



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7

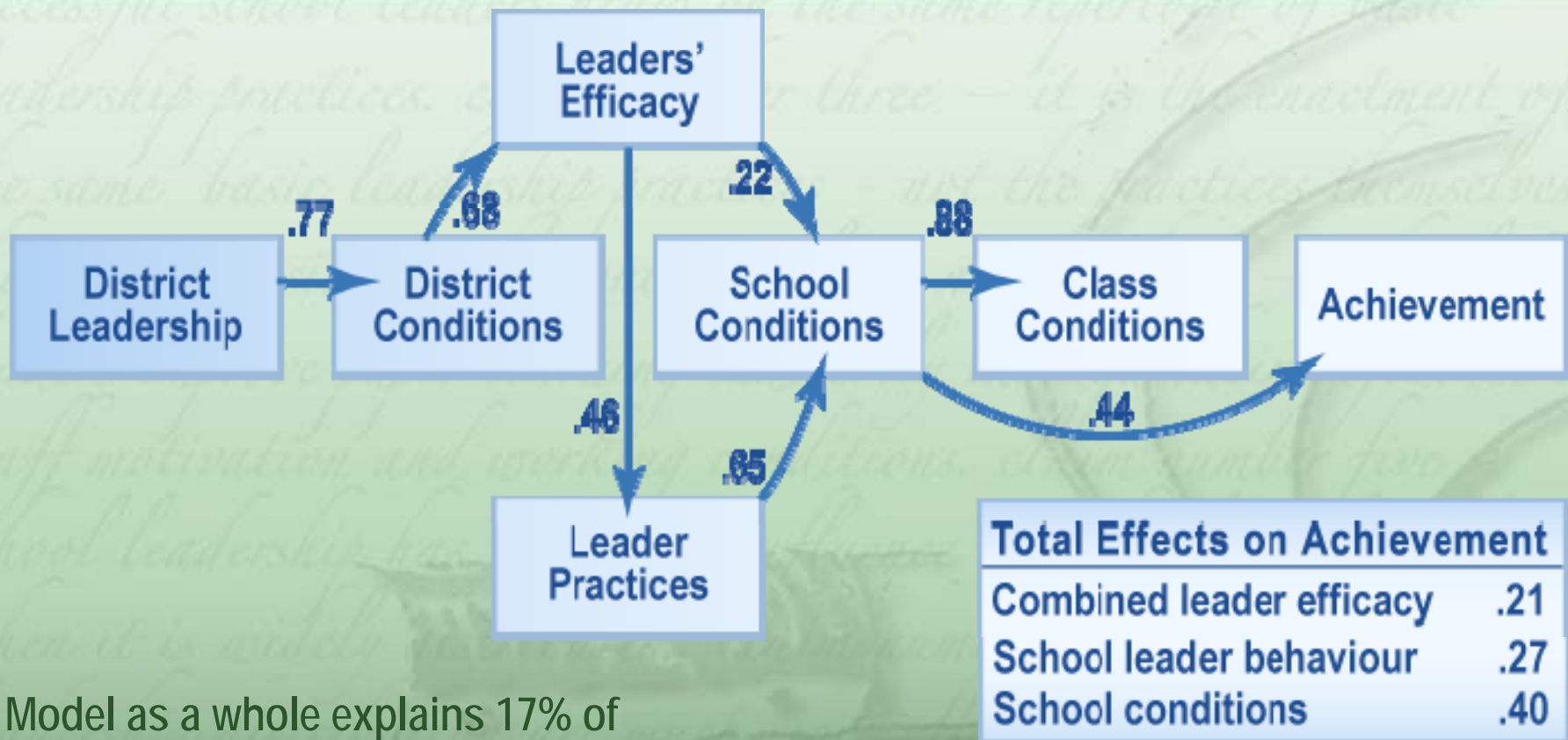
## CLAIM #7

**A handful of personal “traits”  
explain a high proportion of  
the variation in leader  
effectiveness.**

Some antecedents of leadership behavior



# STUDY ONE (QUANTITATIVE): LINKING DISTRICTS, SCHOOLS AND STUDENTS



Model as a whole explains 17% of variation in student achievement

a small handful of personal "traits" explain a high proportion of the variation in leader effectiveness  
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## STUDY TWO (QUALITATIVE FOLLOW-UP): LINKING DISTRICTS, SCHOOLS AND STUDENTS

DISTRICT CONDITION	POSITIVE	NEGATIVE
1. Achievement focus	29	19
2. Use of data	15	2
3. Focused improvement effort	13	0
4. Instructional leader investment	21	6
5. Teamwork/PLC	15	2
6. District/school relations	23	11
7. Culture	6	1
8. PD	26	7

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## OTHER KEY TRAITS

- Open minded
- Flexible
- Persistent and optimistic

Socially and emotionally “intelligent”

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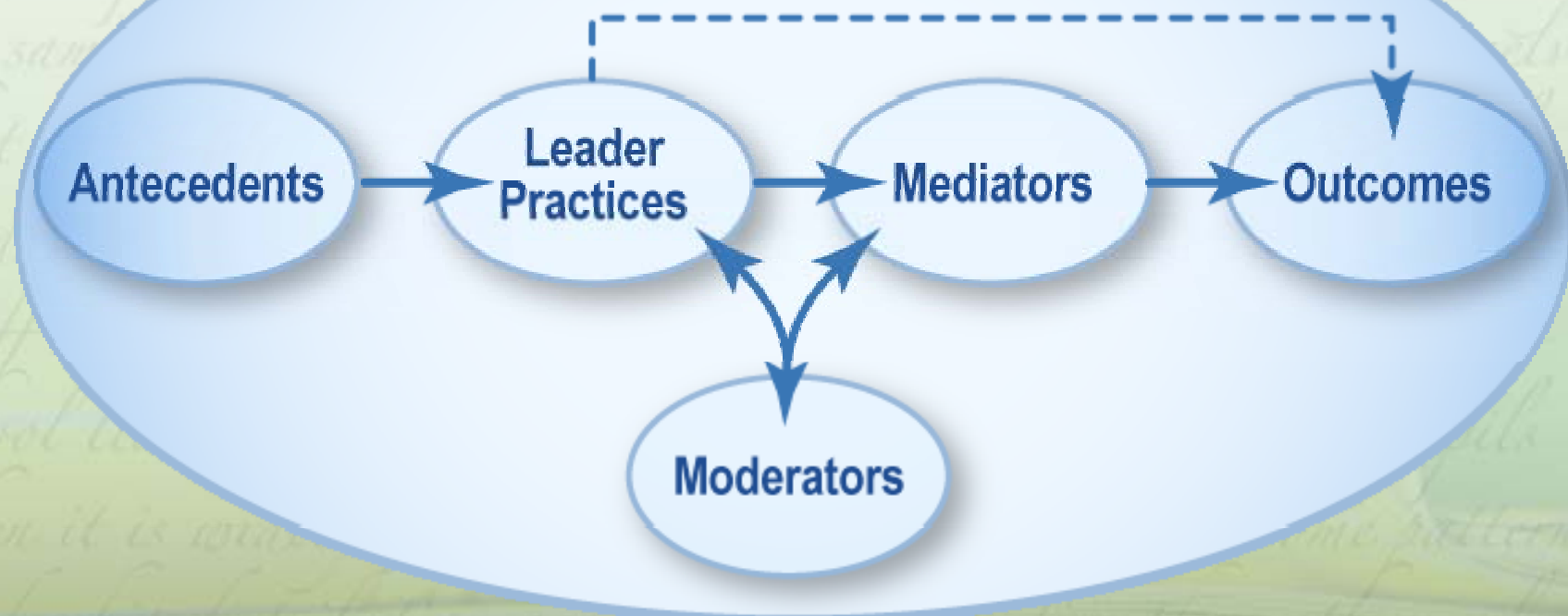
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- 1. Answer the question on the back of the exercise sheet*
- 2. Explain why your most effective initiative worked*
- 3. Figure out how your most effective initiatives compare to the initiatives of others at your table*

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# SETTING DIRECTIONS (MOTIVATION)



## YUKL'S MANAGERIAL TAXONOMY

- Motivating and inspiring
- Clarifying roles and objectives
- Planning and organizing

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# DEVELOPING PEOPLE (ABILITY)



## YUKL'S MANAGERIAL TAXONOMY

- Supporting
- Developing and mentoring
- Recognizing
- Rewarding

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# REDESIGNING THE ORGANIZATION (SETTING)



## YUKL'S MANAGERIAL TAXONOMY

- Managing conflict and team building
- Delegating
- Consulting
- Networking

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# MANAGING THE INSTRUCTIONAL PROGRAM (STABILITY)



## YUKL'S MANAGERIAL TAXONOMY

### ■ Monitoring

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# PRINCIPALS WHO SUSTAIN SUCCESS:

Making a difference in schools in challenging circumstances – C. Day (2005)

- These principals knew the tensions between “attainment and welfare” and included students’ “cultural, aesthetic, personal and social education through a focus on community”
- They connected their values with those of the community
- They managed external pressures
- They were realistic about reform agendas and respectful of teachers who were implementing them

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