LEAD ON: Learning From LSA Voices

Issue #6, May 2019

Monitoring the Impact of Our Leadership

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*Leadership "is about the kind of collaboration that understands the necessity of both interdependence and **individual accountability** within a shared space".*

- S. Katz, L. Dack, and J. Malloy-

Direct and Indirect Effects of Principal Leadership on Student Learning

High impact leaders are leaders who:
1. Believe their major role is to evaluate their own impact (ES=.91)
2. Get everyone in the school working together to know and evaluate their impact (ES = .91)

High-Impact Leadership, John Hattie, 2015

Ken Leithwood said: There is very little evidence about the direct effects of principals on kids learning – the received wisdom in the leadership field now is that leadership exercises an indirect effect on kids learning … [but] … Principals shouldn't underestimate the connection they can make with kids by virtue of their position, but also by virtue of what they have to say, and the creation of expectations … [The kids] were simply responding to a higher level of expectation from somebody they saw as particularly important in their educational lives …

https://thelearningexchange.ca/videos/ken-leithwood-principal-influence/

Lyn Sharratt said: The most effective leaders gauge the success of their leading on how well their teachers and students are learning and take this as powerful feedback about the effectiveness of their leading.

You said: Principals collaborate to engage in intentional conversations with a focus on the four coherence drivers in order to structure a leadership plan that will influence teacher practice and the learning culture in the school and classroom.

System Leader, Halton DSB

Considering Some Data from a Test of the LSA Theory of Action
(Data from Leithwood, Sun, Schumacker, 2018, AERA)

- Principals had significant direct effects on all four paths in the LSA Theory of Action.
- Most of the conditions identified on the four paths had significant direct effects on student learning.

BUT

- Principals had significant indirect effects on student achievement only through the rational path.

DOES THIS MEAN PRINCIPALS SHOULD ONLY WORK TO INFLUENCE CONDITIONS ON THE RATIONAL PATH?
ABSOLUTELY NOT !!!

Deep Learning Questions

How do you monitor the impact of your leadership?

Do you influence everyone in the school to work together to know and evaluate their own impact? How?

When you consider the impact of your leadership on student achievement, what actions are direct? What actions are indirect?

School leadership *improves teaching and learning, indirectly and most powerfully, by improving the status of significant key classroom and school conditions and by encouraging parent/child interactions in the home that further enhance student success at school.*

Seven Strong Claims About Successful School Leadership Revisited, Leithwood, Harris, Hopkins, 2019

Making Sense of Our Leadership Impact Continuously to Refine Our Practice

School leaders who improve teaching and learning of mathematics in their schools, monitor improvements in the school and plan their next leadership moves to respond to the student work data and their observations of teachers, students, and school culture.
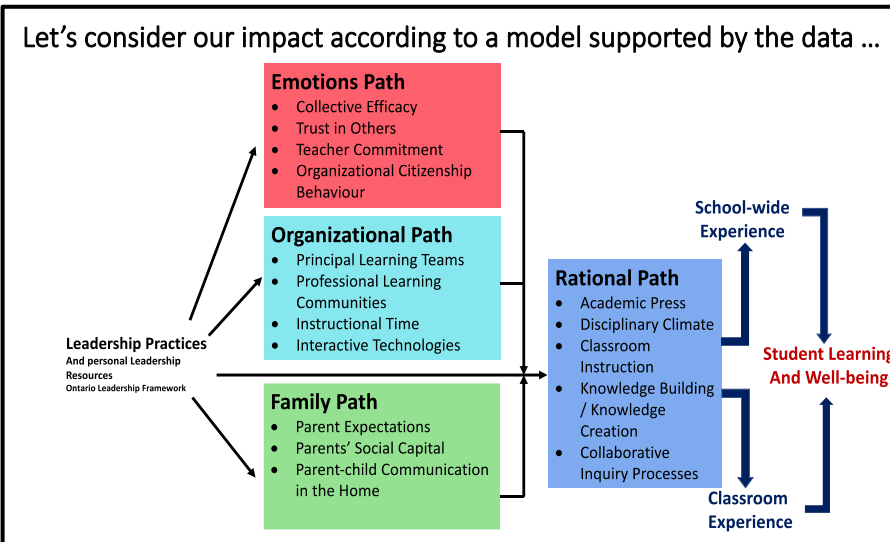<div align="right">Duff and Small, 2018</div>

Ken Leithwood said: If school leaders were to improve the status of just the Emotions, Organizational or Family Paths - and not the Rational Path - the effects on achievement would be close to nothing. This underlines the main finding of the study, that unless school leaders' efforts to improve those three paths don't pay off in improvements on the Rational Path, student achievement is unlikely to be improved.
<div align="right">Ken Leithwood, 2019</div>

You Said: Through the collection of artifacts such as teacher testimonials and dedication to collective goals as observed through walk-throughs and discussed during staff learning sessions, the following staff impacts were identified: increased sense of collective efficacy, contemplative practitioners, derivatization of practice.
<div align="right">Principal, Halton DSB</div>

Let's consider our impact according to a model supported by the data …

Emotions Path
- Collective Efficacy
- Trust in Others
- Teacher Commitment
- Organizational Citizenship Behaviour

Organizational Path
- Principal Learning Teams
- Professional Learning Communities
- Instructional Time
- Interactive Technologies

Family Path
- Parent Expectations
- Parents' Social Capital
- Parent-child Communication in the Home

Leadership Practices
And personal Leadership Resources
Ontario Leadership Framework

Rational Path
- Academic Press
- Disciplinary Climate
- Classroom Instruction
- Knowledge Building / Knowledge Creation
- Collaborative Inquiry Processes

School-wide Experience

Student Learning And Well-being

Classroom Experience

Deep Learning Questions

What conditions on the rational path are you trying to influence? What conditions on the emotions, organizational and family paths are you trying to influence?

How do you monitor the effectiveness of your practices and actions towards achieving school/district goals? What evidence do you collect?

How can focused, purposeful Learning Walks and Talks be a data collection tool to assist you in collecting evidence and making sense of your own impact as a leader?

Principal Learning Teams (PLTs) Support Leaders to Learn How to Increase Impact

Lyn Sharratt said: Seeking improvement is a constant goal; it is the cyclical and iterative nature of collaborative work that moves teams forward.

[1]**You said:** The development of PLTs over the years is leading to greater principal efficacy and autonomy, principals are sharing more honestly and with greater transparency. Principal inquiries are happening much more authentically now. The success of those PLTs is recognized in the feedback they have shared, in the evidence we see when going into their schools, and even in their student achievement.

Goals of Leadership Networks

The Knowledge Diffusion Goal	The Knowledge Creation Goal
To contribute to the capacity of individual members by exposing them to the practices, dispositions, and ideas of others faced with similar tasks and responsibilities … ensuring that knowledge already developed goes to scale.	To stimulate potentially rich interactions among members, resulting in new and creative ideas or practices, not initially part of the repertoire of any individual network member.

Looking back … Moving Forward

Ken Leithwood said: *Leadership for learning can be described …as the process of (a) diagnosing the status of potentially powerful learning conditions in the school and classroom, (b) selecting those learning conditions most likely to be constraining student learning ⋯ and improving the status of those learning conditions.*
<div align="right">*Leadership Development on a Large Scale: Lessons for Long-Term Success* (2019)</div>

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[1] *You said* responses came from the fall 2018 LSA System Leader interviews.