

International Leadership Centre Network newsletter January 2006

In this issue...

1. Welcome.....	2
2. Update on membership	2
3. Members' news.....	2
The Educational Leadership Centre, University of Waikato.....	2
2 nd International Leadership Institute - The Role of the Community in Effective Learning.....	2
Center for Educational Leadership, University of Washington.....	3
2006 Summer Leadership Institute.....	3
The Research Findings are In!	4
UNITEC, New Zealand	4
Unique Deep Development Opportunity for Principals.....	4
OPC Centre for Leadership	5
Leading Student Achievement: Our Principal Purpose -expanding the Professional Dialogue	5
National College for School Leadership	6
Four challenges for NCSL	6

1. Welcome

Welcome to the third newsletter of the International Leadership Centre Network.

This edition provides updates on a range of projects underway in partner leadership centres. Details of a number of potentially interesting events are also provided. Thank you to all of you who were able to contribute to this edition.

In terms of the network itself, I'm delighted to welcome on behalf of everyone the Southern California Leadership Academy to the network.

As always a copy of this newsletter can also be accessed via the Network's website - <http://www.ilcn.org/>

Finally any comments or suggestions you may have in relation to any area of the network would as ever be warmly received.

Best wishes

Andy

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2. Update on membership

As noted above, the Southern California Leadership Academy joined the network in December.

Key contact, Terry Canning writes: "The Southern California Leadership Academy (SCLA) is a collaboration of universities, counties, and school districts in Southern California focusing on the development of effective 21st leaders for a diverse society. The SCLA is particularly interested in developing leaders for under-served schools in urban areas. The collaboration is sponsoring visits by members of International Placements for Head Teachers (IPH) through the British Council and is seeking funds to send Southern California principals to England. The SCLA is also focused on global leadership research issues and through faculty exchanges and visits with British educational institutions will develop and share research projects and findings."

Contact details can be found on the members page of the ILCN website (<http://www.ilcn.org/members.htm>).

3. Members' news

The Educational Leadership Centre, University of Waikato

2nd International Leadership Institute - The Role of the Community in Effective Learning

The University of Waikato Educational Leadership Centre in New Zealand and National College for School Leadership in England are hosting their 2nd International Leadership Institute in Hamilton, New Zealand from 6 to 10 March 2006

The International Leadership Institute is an opportunity for participants to explore the issues and implications for leadership of the changing relationships between community, education and school systems. In particular the Institute will explore shared perspectives on the following issues:

- The relative significance of family, community and school.
- Strategies to support effective learning.
- The knowledge, skills and qualities needed for educational leadership in the community.
- Strategies for community regeneration and social entrepreneurship.

The Institute is intended for serving educational leaders: principals/head teachers and middle leaders, education inspectors and superintendents, and tertiary educators. It is neither a taught course nor a conference but rather focuses on the development of shared professional understanding through sustained dialogue in response to short presentations, research data, think-pieces and case studies. Most activities take place in mixed (school) phase, international learning teams who have significant responsibility for managing their own learning. There is significant opportunities for personal review, shared reflection and building learning networks.

Facilitators at the event will include: Prof John West-Burnham (UK), Gavin Kedian (South Africa), Jan Robertson, Jeremy Kedian, Murray Fletcher (University of Waikato).

Further information is obtainable from the website <http://www.soe.waikato.ac.nz/elc/ili/> or contact: Helen Findlay at helenf@waikato.ac.nz.

Center for Educational Leadership, University of Washington

2006 Summer Leadership Institute

SAVE THE DATE . . . June 26 - July 1, 2006

As an extension of its outreach to school districts and individual schools throughout the nation, the Center is sponsoring its fifth annual Summer Leadership Institute. The institute will take place June 26-July 1, 2006 on the University of Washington campus in Seattle. The six day institute provides an opportunity for teams of school leaders to think deeply about the leadership necessary to close the achievement gap at their school and district sites, and develop strategies for engaging their broader school and local communities around these issues.

During the institute, teams are led in dialogue, collective reflection and planning by an experienced facilitator. In addition to the outstanding institute faculty, guest presenters include Pedro Noguera, Professor, Steinhardt School of Education, New York University; Tony Alvarado, former Superintendent, Community District 2, NYC; John Bransford, Professor of Education, College of Education, University of Washington; Ed Taylor, Associate Professor, College of Education, University of Washington.

Registrations are now being accepted for the Summer Leadership Institute. To learn more about this powerful professional development opportunity click on the link below to download a brochure:

http://depts.washington.edu/uwcel/programs/core/summer/summer_2006.pdf#page=2&zoom=100

The Research Findings are In!

Effective teachers are constantly assessing what students know and are able to do in relation to particular standards and goals. Based on evidence of student learning (or lack thereof), they make decisions about what resources and teaching strategies to employ. Effective leaders look for evidence that the adults in their schools are applying what they learn from professional development experiences to their classroom and leadership practice. Ongoing assessment of professional practice in relation to specified outcomes informs planning for future professional development and support. Similarly, the Center for Educational Leadership is engaged in assessing its own effectiveness in working to build the capacity of school and district leaders to improve the quality of instruction for all students.

To this end, CEL has contracted with researchers from the Center for the Study of Teaching and Policy (CTP) at the University of Washington to conduct an inquiry into some of its partnership work. To learn more about CEL's partnership work with school districts click on the link below: <http://depts.washington.edu/uwcel/services/prospectus.html>

The CTP team recently completed a one-year pilot investigation of CEL's partnership with the Highline School District in the greater Seattle, Washington area. The results are both interesting and promising. This year, researchers are expanding their investigation to include two additional CEL partnerships. To review a copy of the executive summary, please click on the link below: http://depts.washington.edu/uwcel/e_newsletter/2006.1.news/research_results.html

The full research report will be available on CEL's website in early January at www.k-12leadership.org

Further information from:
Steve Fink, Director
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UNITEC, New Zealand

Unique Deep Development Opportunity for Principals

Between June 21 – 30, 2006, the UNITEC School of Education and NZ Action Research and Review Centre (NZARRC) will be presenting the 2006 Pacific Institute for Educational Leadership (PIEL) for experienced Primary and Secondary Principals. This is not the usual quick fix training nor is it a conference. It is deep development combining seminars, case studies and project work linked to participants' own schools.

In 2006 the Institute will be held in Fiji, and its aim is to provide a challenging opportunity for 25 school principals from throughout the Pacific to participate in an executive management development event that is stimulating, relevant and rewarding.

The programme is designed to provide principals with topics central to the realities of their complex role and ways of dealing with challenges effectively. Programme content includes:-

- Critical issues of leadership, organization, change and collaborative management
- Organisational learning
- Motivating staff
- The HR cycle in a school
- Strategic management

- Interpersonal skills such as problem-solving, networking and dilemma management
- Maintaining a balance with work and life and avoiding burnout.

The programme, of necessity, is intensive involving individual and group work, group and panel discussion and social events. A strong feature of the programme is a case-based method for executive management development.

Further details can be obtained from Assoc. Prof. Eileen Piggot-Irvine, Director, NZ Action Research and Review Centre, School of Education
epiggotirvine@unitec.ac.nz

OPC Centre for Leadership

Leading Student Achievement: Our Principal Purpose -expanding the Professional Dialogue

The OPC, in partnership with CPCO (Catholic Principals' Council of Ontario), ADFO (Association des directions et directions adjointes des écoles franco-ontariennes) and The Literacy and Numeracy Secretariat, has designed an innovative and comprehensive plan to provide support to school leaders as they build professional learning communities in their schools and across their boards. The objective of the project is to mobilize schools to improve literacy and numeracy and to document successful strategies that can be shared and implemented across the province. For the first year, the project will be limited to 18 pilot boards; however, the long-term plan is to expand the supports to additional schools in the following years.

The project began in April of this year with a symposium that was hosted by the Literacy and Numeracy Secretariat in partnership with the three principals' associations. It highlighted the important role that principals will play in reaching the targets set by the government. The Secretariat has identified eight strategies for success. Its plan is to develop working teams of principals, school boards, supervisory officers, student achievement officers and teachers who can identify strategies that make a difference, share them with other schools and develop interventions that will overcome barriers to success.

The work will involve small groups of principal learning teams being given the opportunity to dialogue and define their learning needs, action plans and measures of success. Each participating board will identify a team leader who, in collaboration with 10 to 12 other principals, will make up the board's learning team for the coming year.

As a group, the learning teams will examine student success as defined by the *Literacy for Learning: Report of the Expert Panel* document that focuses on shared leadership, shared vision and culture, assessment and other information, classroom practice, support for all students, family and community engagement, targeted resources and professional learning. From these discussions, baseline information will be gathered and starting points will be defined for specific goals and needs.

The learning teams will then embark upon an inquiry process, posing questions such as: What do we need to achieve our goals? Who is available to help? What baseline data will we need to measure growth? What professional development opportunities will assist us? Who among us has expertise that we can share? The list of questions will undoubtedly grow as the process continues.

The project's success will be measured by improved student achievement and changed teacher practice. This is no small task, yet it is an important and innovative project. School leaders tend

to embrace challenges if efforts are recognised, success is measured and creativity and professionalism are put to good use.

The pilot boards will stay connected and share best practices. In January, the team leaders will get together to share experiences, identify ongoing needs and plan for the remainder of the school year. In June, another meeting will identify measures of success.

Leading Student Achievement: Our Principal Purpose involves new ways to improve student achievement. The launch has been well received and participants are excited to begin. As the year progresses, we will reflect, review, revise and improve. Interim reports of the inquiry process will be provided. The overall goal is to give leaders what they need to establish professional learning communities in their schools and among their colleagues. Through this project, the power to achieve this goal lies directly in the hands of principals and vice-principals.

Further information from Joanne Robinson, Senior Consultant at the OPC Centre for Leadership. jrobinson@principals.on.ca

National College for School Leadership

Four challenges for NCSL

In its new remit letter, received in December, NCSL has been asked to provide advice and guidance to the Department for Education and Skills on how to improve succession planning for headteachers.

The challenges facing the profession in ensuring an adequate and sufficient supply of new headteachers are well documented. These stem in part from general demographic trends in England, but are also affected by changes in the nature of headship. A general shift in employment patterns away from remaining in one profession for an extended period of time in favour of 'profiling' during the course of one's working life has further exacerbated this trend.

The College is therefore undertaking a range of research related activity in relation to succession planning. Part of this involves a review of work previously published on this issue in England. A further review of work completed outside of the education context will also be undertaken, to assess other approaches that may be used to inform future strategies in schools. A third strand will involve discussions with partners internationally concerning work that is underway overseas to improve succession planning in schools.

A separate but related project is underway to develop guidance and support for those involved in the recruitment and appointment of headteachers. A further aspect of this work involves developing recommendations for policymakers on broader systemic changes that may help increase the overall candidate pool.

Succession planning represents one of four key challenges that are seen to be facing the College in the short to medium term. The three others are:

- The implications of the Children Act - the balance between the Standards and whole child agendas
- System leadership - developing capacity within the school and leadership beyond the school to promote improvement and reduce variation in achievement
- Leading a school in the 21st century - dealing with issues of relentlessness, complexity and accountability.

Further information on the nature of each of these are outlined in the speech given by the College's Chief Executive Steve Munby in a series of regional conferences NCSL ran last year and available at:

<http://www.ncsl.org.uk/media/C39/8B/munby-speech-leadership-challenges.pdf>

These challenges will guide our future research and programme activity in the coming period.

Further information from:

Andy Coleman, Senior Research Officer, NCSL

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Hong Kong Centre for the Development of Educational Leadership (HKCDEL)

Leadership learning programmes

HKCDEL has recently launched two new leadership learning programs. One focuses on Beginning Principals in local schools at the end of their first year in post, and the other on mid-level leaders in international schools. Centre members have also won three RGC-funded research grants. The learning programs and one of these research projects are introduced below. Further details can be found at <http://www.fed.cuhk.edu.hk/leaders/>.

blue skies: A professional learning program for beginning principals

Blue skies is an integrated approach to ongoing professional learning for Beginning Principals in primary, secondary and special schools in Hong Kong. It is a comprehensive program designed to help Beginning Principals: start their principalship on a positive note; clarify what is important about their school and principalship, and engage them together in ongoing professional learning over an immediate period of approximately fourteen months – from the end of their first year of the principalship to the completion of their second year – all within a supportive collegial environment. It is hoped that during this period that all involved will develop the 'habit' of learning and carry this with them through their principalship. Blue skies is designed to fit within the overall Hong Kong Principal Professional Development Framework and with other components offered for Newly Appointed Principals in Hong Kong. For further details please visit: http://www3.fed.cuhk.edu.hk/eldevnet/blue_skies.asp

Leading Upstream: A learning program for front-line leaders in international schools

Leading Upstream is a supportive learning program designed to help mid-level managers and other educators who are who are prepared to look inward, outward and forward in their quest to become exceptional leaders. It is geared for educators who see the value in working closely with and learning from colleagues, and who recognise that leadership learning travels by many and varied paths. Leading Upstream is based on the belief that no single theoretical model can capture the essence nor



diversity of what leadership entails. The program comprises a series of ongoing experiential activities which provide participants with varied opportunities to develop or adapt their own theory or frame of what makes outstanding mid-level leaders, one that has real meaning for them in their school context. The guiding framework, the Leading Upstream Professional Learning Framework, is comprised of seven principles which participants are invited to add to, adjust and further define as the program progresses. For further details please visit: <http://www3.fed.cuhk.edu.hk/eldevnet/Upstream.asp>

Research Project

***Vice Principals in Hong Kong Secondary Schools: Their Worklives and Preparation for the Principalship - A Longitudinal Investigation* (a Hong Kong Research Grants Council Funded Research Project)**

The current educational reform environment in Hong Kong and elsewhere substantiates the importance of leadership in school while, at the same time, expressing concern about the quantity, quality and preparation and development of future principals. Over the last two years, 60% of new secondary school principals in Hong Kong have come directly from the ranks of vice principals. Despite this fact and policy concerns about the next generation of school leaders, empirical investigation and substantive theories into their worklives, motivations and learning of vice principals remains inadequate. This is particularly so in Hong Kong where research into vice principals, and particularly those who aspire to the principalship, is virtually nonexistent. Given this void, this project aims to investigate the worklives of vice principals, consider what may constitute an appropriate preparation for the principalship and how they conceive the relationship between the vice principalship and principalship itself.

This study has three main interrelated objectives / purposes:

- To survey a group of Hong Kong secondary school vice principals (VPs) in order to construct a picture of their worklives, regardless their aspirations towards the principalship.
- To compare and contrast the worklives of secondary school vice principals who aspire to the principalship (assistant / aspiring principals) with those who do not (career assistant principals).
- To 'track' a group of secondary school vice / aspiring principals over a two year period in order to further investigate how they manage their worklives (e.g. motivations, beliefs and influences), develop their leadership, prepare / do not prepare for the principalship, and how they view their contribution to school leadership.

For further details please visit http://www3.fed.cuhk.edu.hk/eldevnet/RP/RP_MainPag.asp

For further information contact Allan Walker at adwalker@cuk.edu.hk