

International Leadership Centre Network newsletter May 2006

In this issue...

1. Welcome	2
2. Update on membership.....	2
Maryland State Department of Education Division for Leadership Development	2
3. Members' news.....	3
[a] Dutch Principals Academy.....	3
Eight standards of competence for leaders in primary education	3
Center for Educational Leadership, University of Washington	4
[b] Hong Kong Centre for the Development of Educational Leadership	5
Ensuring the Future of School Leadership in Hong Kong: Principal Recruitment, Selection and Appointment.....	5
Organizational Values and Cultures of Schools in Mainland China and Hong Kong.	5
[c] NCSL	6
Research into effective middle leadership	6
[a] Making a difference	6
[a] Primary middle leaders: effective practice in action	6
New models of headship	7

1. Welcome

Welcome to the fourth 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.

I'd also like to introduce a new member to the network - Maryland State Department of Education Division for Leadership Development, who signed up in March. A brief overview of their work is included in this newsletter, which 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. In particular I would be interested to know whether you would like to see the inclusion of a longer piece to explore a specific aspect of school leadership in more depth, or the adoption of themes for the newsletter.

Best wishes

Andy

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2. Update on membership

Maryland State Department of Education Division for Leadership Development

As noted above, the Maryland State Department of Education Division for Leadership Development joined the network in March.

The Maryland State Department of Education (MSDE) provides leadership, support, and accountability for effective systems of public education throughout Maryland. The Department is organized into various divisions, one of which is the Division for Leadership Development.

The Division for Leadership Development, believes that leadership matters, leadership is learned, and leadership impacts on every child's achievement. Its desire is to build the capacity of present and potential school leaders needed to increase student achievement by using the Maryland Instructional Leadership Framework outcomes as the foundation of all learning experiences.

Those outcomes include:

- facilitate the development of a school vision
- align all aspects of a school culture to student and adult learning
- monitor alignment of curriculum, instruction, and assessment
- improve instructional practices through the purposeful observation and evaluation of teachers
- ensure the regular integration of appropriate assessments into daily classroom instruction
- use multiple sources of data to improve classroom instruction
- provide staff with focused, sustained, research-based professional development

- engage all community stakeholders in a shared responsibility for student and school success

The Division offers a variety of learning experiences for potential and aspiring leaders, assistant principals, and principals. The widely recognized, year-long Maryland Principals' Academy is a residential experience for principals in their first five years in the position. The ever expanding Leadership Learning Series, modules designed for specific learning experiences, currently provide school leaders with hands-on experiences in data-driven decision-making, building positive school culture to increase student achievement, and the observation and evaluation of teachers.

Two publications in the past two years have resulted in unique documents that are at the heart of the work of the division. The first is the previously mentioned Maryland Instructional Leadership Framework, which defines what is expected of principals in their roles as instructional leaders. This document has resulted in changes in state policy for principal preparation and licensure requirements. Additionally, it has driven changes in institutions of higher education administrator preparation programs so that leaders of the future have the knowledge and skills they need to be successful in this expanding role. The second publication is currently in draft stage and is being shared with constituencies across Maryland. It is in response to the shortage faced in the quantity and quality of principals, and is titled: Leadership Succession Planning Guide for Maryland Schools. The division believes it to be the first such document dealing with leadership succession issues in public schools in the entire country.

Mary Cary,
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3. Members' news

[a] Dutch Principals Academy

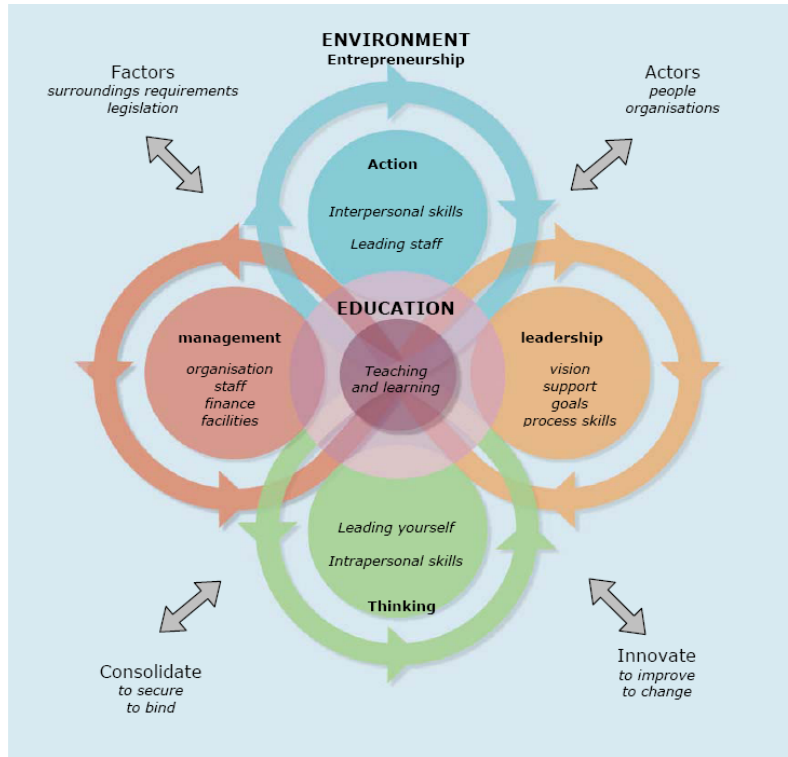
Eight standards of competence for leaders in primary education

The Dutch Principals Academy has developed eight professional standards to provide clarity for people within and outside of education, on the competencies needed to be a leader in primary education. They therefore form the frame of reference for the professional development of all leaders in primary education or for those who aspire such a post. These standards have been produced in conjunction with the institutes for school management courses Octaaf and Magistrum.

The standards cover four areas of personal effectiveness and four organisation effectiveness. These are summarised in the table below:

Personal effectiveness	Organisation effectiveness
Leading yourself	Teaching and learning
Intra-personal skills	Leadership
Leading staff	Management
Interpersonal skills	Entrepreneurship

Each standard comprises a series of competencies which leaders should be able to display. The inter-relationships between standards, education and broader environmental factors are summarised in the figure below:



Further information on the standards can be obtained from the Dutch Principals Academy's website:

<http://www.nsanederland.nl/docs/bpwebsite.asp>

For further information contact Jan Heijmans at j.heijmans@nsa.nl

Center for Educational Leadership, University of Washington

The Center for Educational Leadership (CEL) is pleased to present a new publication documenting its various programs, school district partnerships and technical assistance. The publication titled, *Attacking Inequity in America's Classrooms*, creates a compelling picture of CEL's impact on local and regional schools and school districts. A PDF copy of this publication can be obtained from:

<http://depts.washington.edu/uwcel/resources/CEL-brochure2-pp4.pdf>

Also, research on CEL's partnership work is producing some promising findings. Dr. Chrysan Galluchi, CEL's Research Director, co-presented a paper at the annual meeting of the American Educational Research Association meeting in San Francisco, California in April. The paper titled, *District Reform as Teaching and Learning: How the System "Learns" to Improve Instruction* includes an interesting framework in the conclusion section that attempts to explain how individual learning is connected to organizational learning. The full text of this document can be obtained from:

http://depts.washington.edu/uwcel/resources/aera2006district_reform_paper.pdf

For further information, contact Steve Fink at finks@u.washington.edu

[b] Hong Kong Centre for the Development of Educational Leadership

As well as designing and running innovative leader and school development HKCDEL aims to conduct relevant, high quality research in Hong Kong and the Chinese Mainland. Centre members have recently won two competitive Hong Kong Research Grants Council grants to fund such research. These are briefly introduced below, further information can be found at <http://www.fed.cuhk.edu.hk/leaders/>.

Ensuring the Future of School Leadership in Hong Kong: Principal Recruitment, Selection and Appointment

The current educational reform environment in Hong Kong and elsewhere substantiates the importance of principal leadership in schools while, at the same time, expresses concern about the quantity, quality, preparation and development of future principals. Expressions of concern about how principals are recruited and appointed to their positions and the efficacy of the process form an important part of this discussion both locally and globally.

How principals are recruited, selected and appointed may be particularly pertinent in Hong Kong given the presence of so many diverse hiring agencies, the fact that principals tend to remain in the one school for most of their career and that very little is known about those holding the power of appointment – School Supervisors and School Management Committees. However to date very little research has been undertaken in this field.

This study is intended to investigate the efficacy, effectiveness and legitimacy of the principal recruitment, selection and appointment [RSA] process in Hong Kong and to develop a model of good practice for possible implementation in schools. For the first time, the study proposes to collect perceptions from those on both sides of the process in order to both inform theory and improve policy and practice through the identification of the most effective approaches to RSA. Using a four-phase, multi-method research design this study slots neatly into a longer term agenda which aims both to better understand and further develop educational leadership in Hong Kong schools.

The objectives of this study are:

- To identify current practice in the recruitment, selection and appointment of principals in Hong Kong schools.
- To identify blockages to the meritocratic recruitment, selection and appointment of principals in Hong Kong.
- To identify very initial examples of current practice in the recruitment, selection and appointment of principals in Hong Kong.

Organizational Values and Cultures of Schools in Mainland China and Hong Kong

Since the handover of Hong Kong to China in 1997, the Hong Kong Special Administrative Region (HKSAR) and mainland China have been increasingly interrelated socially, culturally, economically and politically. This study proposes a comparative investigation of organizational values and cultures of schools in Shanghai and Hong Kong. Shanghai and Hong Kong, as large metropolitan areas in China, share many comparable features and, consequently, can learn much from each other in the area of school administration and in the quest for quality school education.

A theoretical framework assessing organizational values and cultures of schools and two self-created instruments have been successfully developed in the contexts of both Hong Kong and the Chinese Mainland separately and at different times.

This study will explore cross-cultural commonalities and differences in organizational culture of schools in Shanghai and those in Hong Kong and will examine the effects of organizational cultures on school processes and outcomes in different contexts. A comparative study of the two education systems aims to identify strengths and weaknesses, offer opportunities for mutual learning and find ways of tackling challenges and difficulties created from environmental change. The findings of this study will seek to provide policy advice and to improve school administration in both mainland China and Hong Kong.

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

[c] NCSL

Research into effective middle leadership

Middle leaders are crucial in securing a focus on learning and teaching throughout the school. To understand how middle leaders do this, NCSL has been studying the ways middle leaders in both primary schools and in secondary schools facing challenging circumstances lead learning in classrooms and across the school.

[a] Making a difference

Making a Difference aimed to explain the variation in performance between departments in secondary schools in challenging circumstances, and to offer practical guidance for school leaders. Practising middle leaders were used to investigate what other middle leaders were doing in 21 departments, in order to understand how they make a difference to pupil learning. Detailed portraits of successful practice have been developed together with online resources to share practical tips with schools.

The project was conducted over the last 18 months, led by Professor Geoff Southworth and Professor John West-Burnham. Findings from this work are available at:

<http://www.ncsl.org.uk/middleleadership>

Field Code Changed

[a] Primary middle leaders: effective practice in action

The work is illustrated by a DVD of school-based practice which features the work of 12 successful middle leaders in six schools by exploring how their good practice improves teaching and learning, and raises standards. This good practice is examined through ten key leadership practices and four learning-centred leadership strategies.

The headteachers featured in this DVD all firmly believe that leadership should be distributed and developed. This provides opportunities for them to act as system leaders and for others to adopt new leadership roles. It also ensures that leadership at all levels within the school is focused on improving learning and teaching.

Project findings can be accessed at: <http://www.ncsl.org.uk/middleleadership>

Field Code Changed

For further information contact Amanda Hatchett at Amanda.hatchett@ncsl.org.uk

New models of headship

NCSL has undertaken a series of projects which have explored the new models of leadership that have emerged in response to the changing demands on schools.

Work has focused particularly on three areas. These are:

- Co-headship - two headteachers job-sharing a single headship or two full-time joint headteachers.
- Executive heads - a head already leading one school adding the leadership of another to their remit.
- Federations - a group of two or more schools with a formal agreement to work together to raise standards.

Further information on each of these is available from NCSL's website:

<http://www.ncsl.org.uk/modelsofheadship>

Field Code Changed

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