

Specifying School Leadership Practice Dimensions to Develop School Leadership Competence Framework for Latvia

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iCERi 2019 Conference, Seville



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SCHOOL LEADERSHIP

key role in making schools more effective
(Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007)

second only to teachers as the most influential school-level factor in student achievement (Leithwood et al., 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010)

SCHOOL LEADERSHIP


unique position to bring multiple in-school factors together
(Wallace Foundation, 2013)

impact on all students in a school;
the overall impact of increasing principal quality exceeds the benefit from a comparable increase in the quality of a single teacher (Branch et al., 2013)

CURRENT CONTEXT



- Nation-wide general education reform, introducing competency-based approach to learning;
- The first time, when the curriculum of general education is reviewed in its entirety and successively at all levels of education;
- Legal regulations: Pre-School Education (2018), Basic Education (2018), Upper Secondary Education (2019, TBC);
- Implementation – Pre-Schools from September 2020; Schools from September 2021.



School principals in their role as «change leaders» (Fullan, 2012) have a key role in school improvement and **successful reform implementation.**

LONG-TERM GOAL

To develop a framework of school leadership competence assessment, that is applicable to the Latvian context,

serving as a tool of self-assessment for school principals, as well as a road-map with clear guidelines for further development and improvement scenarios.

RESEARCH GOAL

The aim of this research is to specify and describe criteria under each of the domains of school leadership practices, identifying the starting point, i.e. the lowest and the optimal value for each of the criteria.

Thus setting the ground for developing the framework of school leadership competence assessment.

METHODOLOGY

ANALYSIS OF LITERATURE

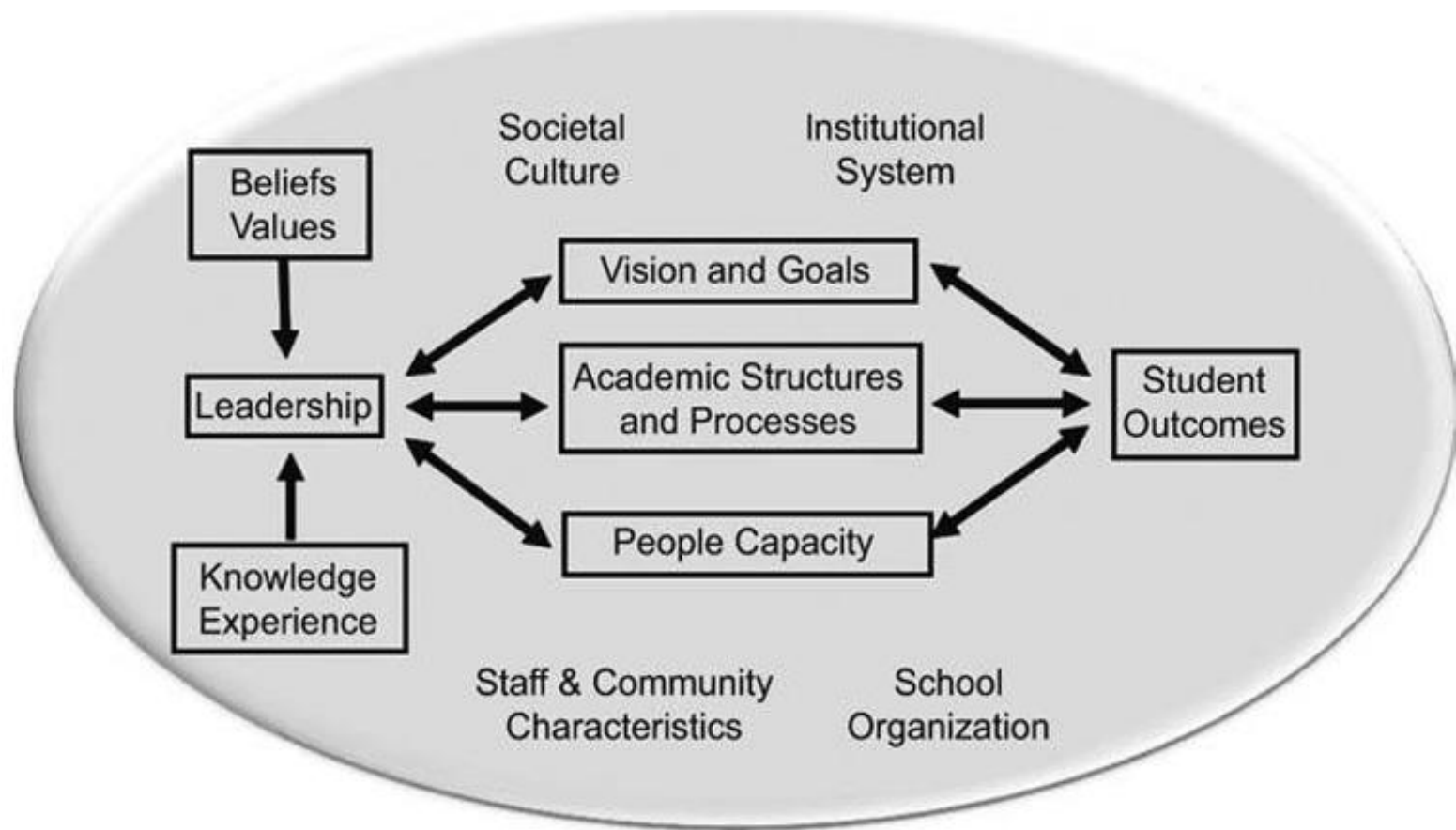
- Hitt & Tucker (2015),
- Hallinger (2011),
- Leithwood (2006, 2008), Mulford (2003, 2008),
- Ontario Leadership Framework (2013), Australian Professional Standard for Principals and the Leadership Profiles (2015).

ANALYSIS OF LATVIAN CONTEXT

- Interviews: 21 interviews with the heads and their deputies of various types of schools of the Valmiera municipality,
- Artefacts (school leaders' worksheets) collected through an exercise of competence mapping.

Hallinger, 2011,

Synthesized Model of Leadership for Learning



Hitt & Trucker, 2015,

Key Leader Practices

1. Establishing and Conveying the Vision

- Modeling Aspirational and Ethical Practices,
 - Promoting Use of Data for Continual Improvement.
-

2. Building Professional Capacity

- Providing Opportunities to Learn,
 - Supporting, Buffering, and Recognizing Individuals.
-

3. Creating a Supportive Organization for Learning

- Building Collaborative Processes for Decision Making,
- Considering Context to Maximize Organizational Functioning.

4. Facilitating a High-Quality Learning Experience for Students

- Developing and Monitoring the Instructional Program,
- Developing and Monitoring the Assessment Program.

5. Connecting with External Partners

- Building Productive Relationships With Families and Communities,
- Anchoring Schools in the Community.

RESULTS

- Defined local context relevant criteria in each domain of the school leadership framework,
- Criteria described by defining the starting point and the optimal value, with clear indication of the expected behaviour or practice example.





The starting
point

The optimal
value



0

1

2

3

4

AN EXAMPLE

Criteria/ dimensions	Focus of the criteria	Starting Level (0)	Optimal Level (3)
1. Creating, articulating and stewarding shared mission and vision.	Involvement of various parties	- The process is dominated by the school leadership.	- Various stakeholders (teachers, students, parents, community, etc.) involved in the process of creating, articulating and stewarding mission and vision.
	Relevance	- Primarily, the mission and vision represents the view of school leadership.	- The mission and vision is known and relevant for all involved parties.
2. Implementing vision by setting specific and learning-focused goals and performance expectations, performance measurement procedure and accountability.	Vision-goals hierarchy	- Goals aren't directly related to vision.	- The implementation of goals will ensure the achievement of vision.
	SMART	- Goals are too general.	- Goals are specific, measurable, achievable, realistic, and timely.
	Focus on learning	- Vision and goals represent broad thematic scope; no clear focus on learning as the central task of the school.	- Vision and goals explicitly concern student learning and progress.
	Clarity on performance expectations and measurement	- Some or all goals are linked to certain performance expectations, but there are no or deficient procedures to measure progress (measurement methods/approaches, accountable staff members).	- All goals are tied to clear performance expectations (qualitative and quantitative dimension); - Relevant performance measurement methods/approaches (assessment, surveys, etc.) are identified; - Staff members are assigned.

FURTHER RESEARCH

- Further development of level descriptions of all school leadership practice criteria,
- Collection of local context specific examples from school practice, illustrating each level for each of the criteria,
- Development and field-testing of the self-assessment and development tool for an effective school leadership practice.

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Thank you!

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