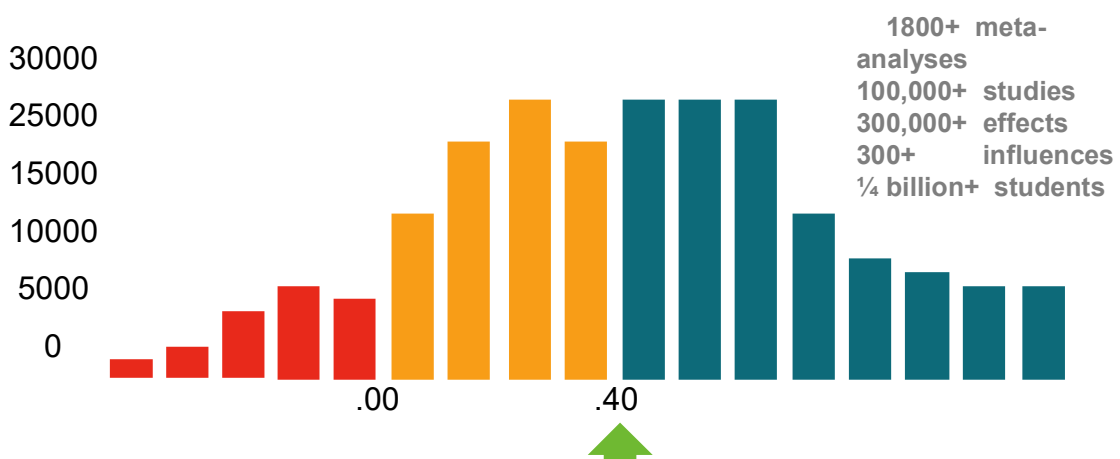


School management and leadership
The current status of the Visible Learning research



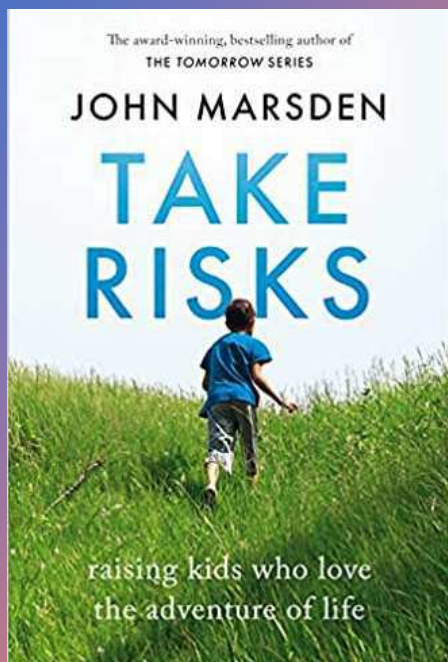
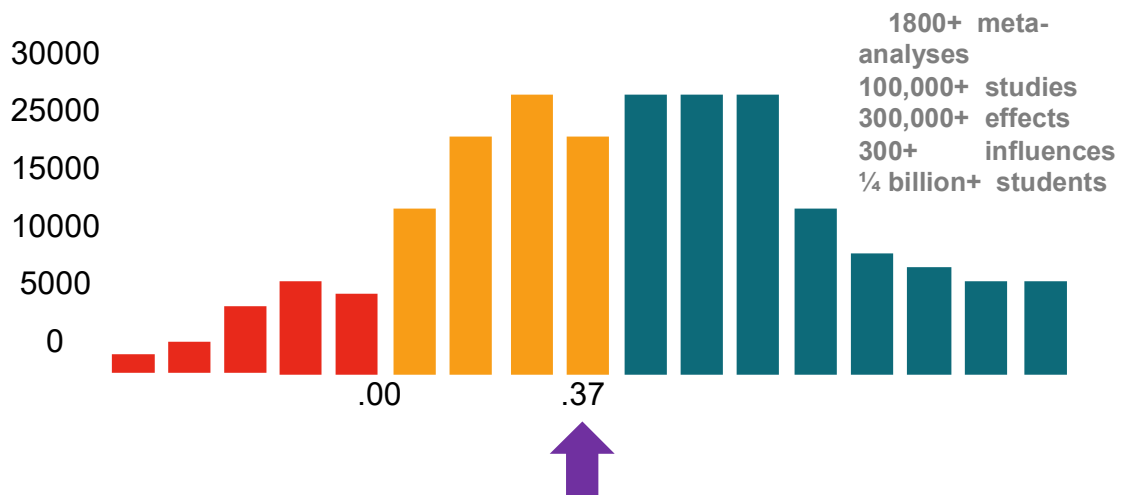
John Hattie

Distribution of Effects



<https://www.visiblelearningmetax.com/>

School Leaders



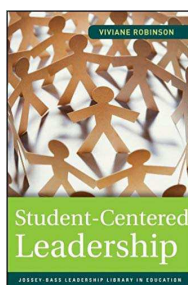
“I’ve seen a bad principal destroy a good school in less than a year.

I’ve seen a great principal turn a bad school around in a couple of weeks”

	Year	Studies	d	
Chin	2007	21	1.12	Transformational leadership
Ertem	2021	21	0.93	School leadership
Renlund	2017	23	0.82	Authentic Leadership teams
Gasper	1992	22	0.81	Transformational leadership
Karadag et al.	2017	57	0.72	School leadership
Karadag et al.	2015	57	0.72	Instructional leadership on achievement
Brown	2001	38	0.57	Leadership on student achievement
Almarshad	2017	14	0.56	Leadership on achievement
Tan, Gao, & Shi	2020	16	0.49	School leaders on student achievement
Waters & Marzano	2006	27	0.49	District superintendents on achievement
Pantili et al.	1991	32	0.41	Assessment ratings of principals and job performance
Robinson et al.	2008	14	0.39	Principals on student achievement
Shen et al.	2020	21	0.39	School leadership
Tsai	2015	12	0.31	Teacher leadership on achievement
Waters et al.	2003	70	0.25	District superintendents on student achievement
Wang	2010	108	0.22	School leadership
Sun & Leithwood	2012	24	0.18	Transformational leadership
Liebowitz & Porter	2019	51	0.11	Principal behaviors
Creemers & Kyriakides	2008	29	0.07	School leadership
Uysal & Sarier	2019	39	0.05	School leadership
Scheerens & Steen	2012	53	0.05	Instructional leadership on achievement
Bosker & Witziers	1995	21	0.04	Principals on student achievement
Hendriks & Steen	2012	15	0.03	Leadership on outcomes
Witziers et al.	2003	61	0.02	Principals on student achievement
Wiseman	2002	59	-0.26	Instructional management on achievement

0.37

School Leaders...



TRANSFORMATIONAL

- Inspirational motivation
- Individualised support
- Sets direction
- Vision, group goals, high performance expectations
- Instructional support
- Monitoring school activity
- Buffering staff from external demands
- Fair and equitable staffing
- Easily accessible
- High degree of autonomy for the school

INSTRUCTIONAL

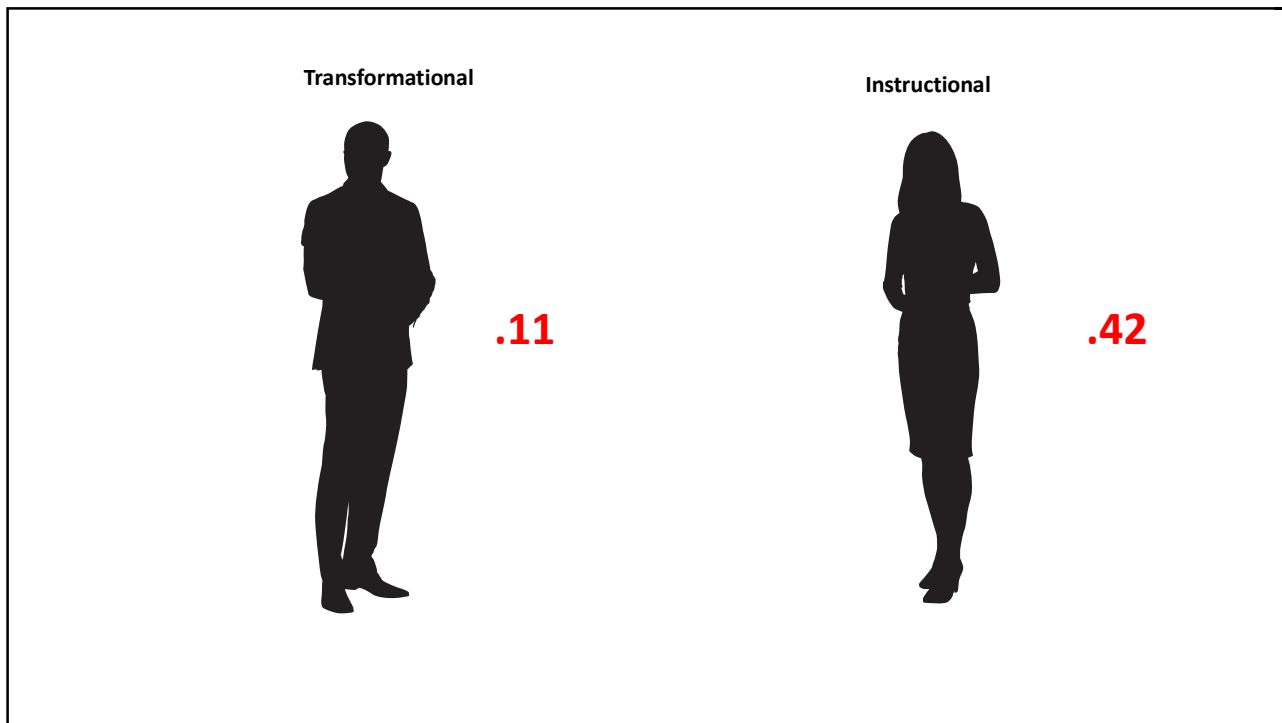
- Classroom observations
- Interpreting test scores with teachers
- Focusing on instructional issues
- Ensuring a coordinated instructional program
- Highly visible
- Communicating high academic standards
- Ensuring class atmospheres are conducive to learning



Joel as a school leader spends much time on ensuring everyone in the school knows, adopts and promotes the goals and expectations they have jointly determined, he gears the strategic resources to realizing these goals and attends to the ensuring the curriculum and teaching is constructed and evaluated to align with the goals. He respects the autonomy and professionalism of his teachers to enact these goals, provides resources equitably, and professional learning is focused on improving the teaching, sharing resources, and engaging in 'best practice'.

Emma is more focused on the impact of the adults in the school (teachers, assistants, front office, support staff, substitute teachers, librarians); that they are clear what they mean by impact, what a year's growth looks like, and that their notions of impact includes achievement, social and emotional aspects. She too ensures an orderly and supportive environment, promotes & resources teacher learning to maximize this impact, and continually questions whether the goals and expectations are appropriate and implemented. The professional learning is about understanding what growth looks like and listening to how teachers use multiple sources of evidence to make decisions and judgements.





Leadership dimension	Meaning of dimension	Mean effect size and standard error
1. Establishing goals and expectations	Includes the setting, communicating, and monitoring of learning goals, standards, and expectations and the involvement of staff and others in the process so that there is clarity and consensus about goals.	ES = .42 (.07) 49 effect sizes from 7 studies
2. Resourcing strategically	Involves aligning resource selection and allocation to priority teaching goals. Includes provision of appropriate expertise through staff recruitment.	ES = .31 (.10) 11 effect sizes from 7 studies
3. Planning, coordinating, and evaluating teaching and the curriculum	Direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers. Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals.	ES = .42 (.06) 80 effect sizes from 9 studies
4. Promoting and participating in teacher learning and development	Leadership that not only promotes but directly participates with teachers in formal or informal professional learning.	ES = .84 (.14) 17 effect sizes from 6 studies
5. Ensuring an orderly and supportive environment	Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.	ES = .27 (.09) 42 effect sizes from 8 studies

The Difference Maker Is...

*“The more leaders focus their relationships,
their work, and their learning on the
core business of
teaching and learning,
the greater the influence on student outcomes.”
(p. 636)*

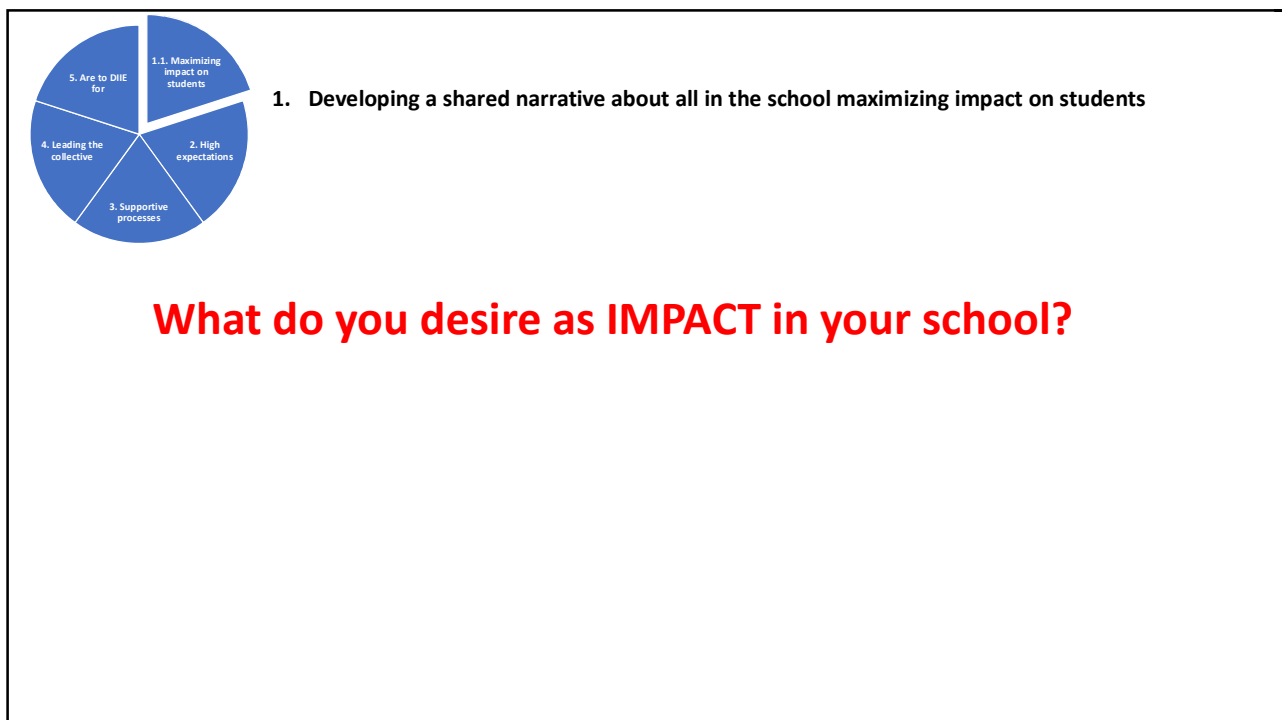
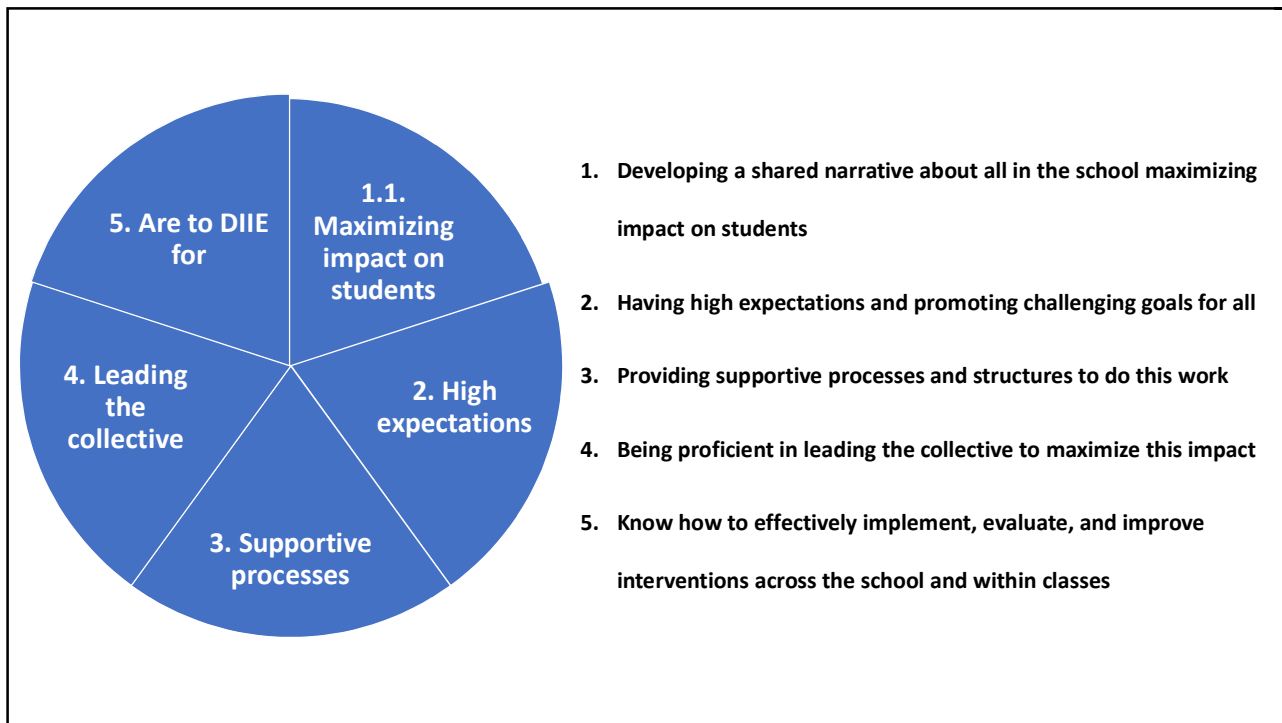
Source: Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674.

The Difference Maker Is...

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But do teachers welcome this notion of leadership?

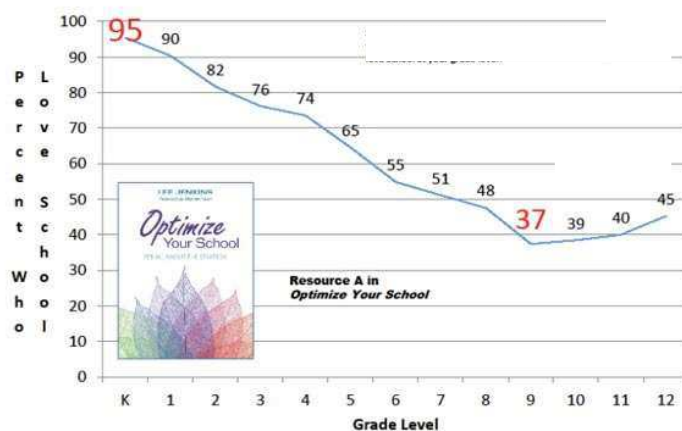
Source: Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674.





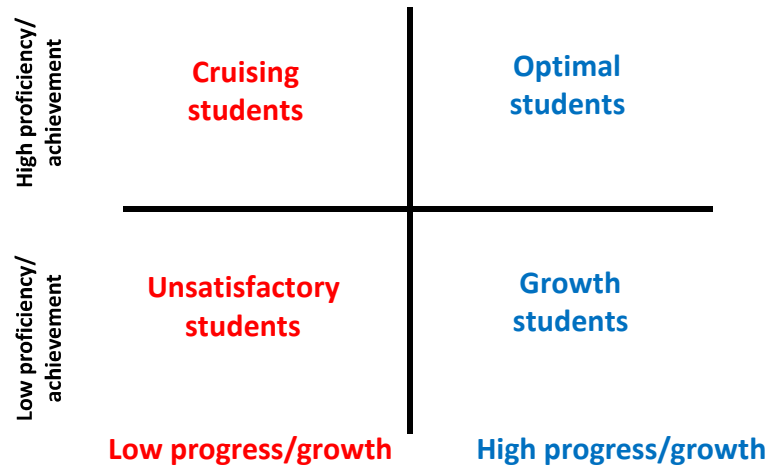
A basket of impacts...

The Jenkin's Curve

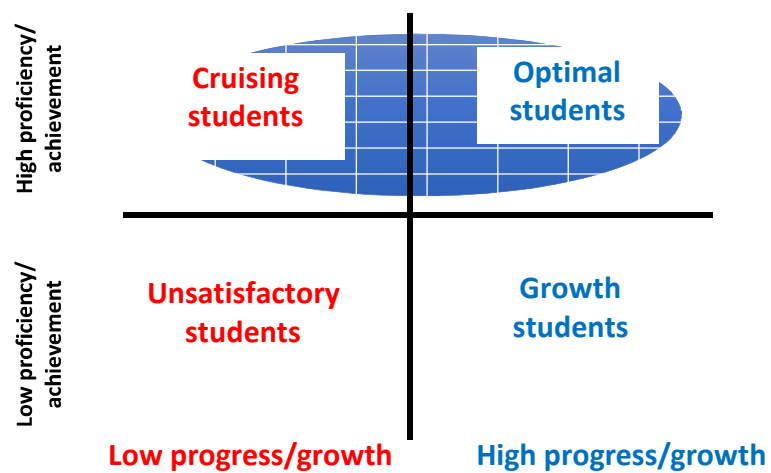


Do you want to
come to school to
learn what the
teachers teach
you?

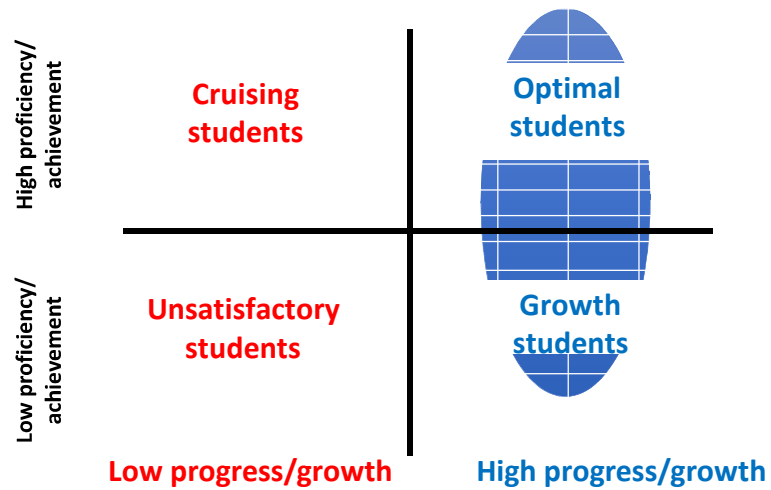
Progress to achievement



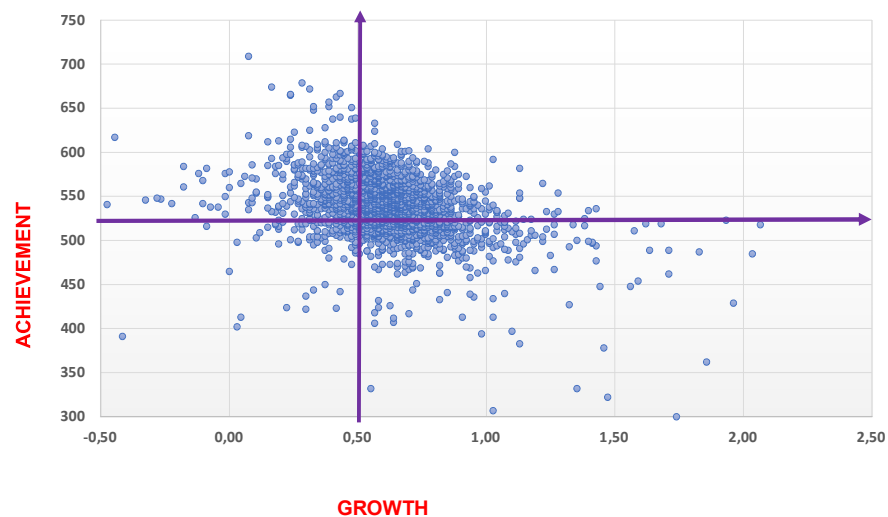
Progress to achievement

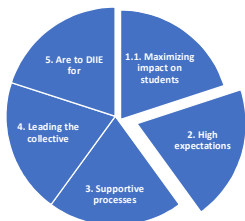
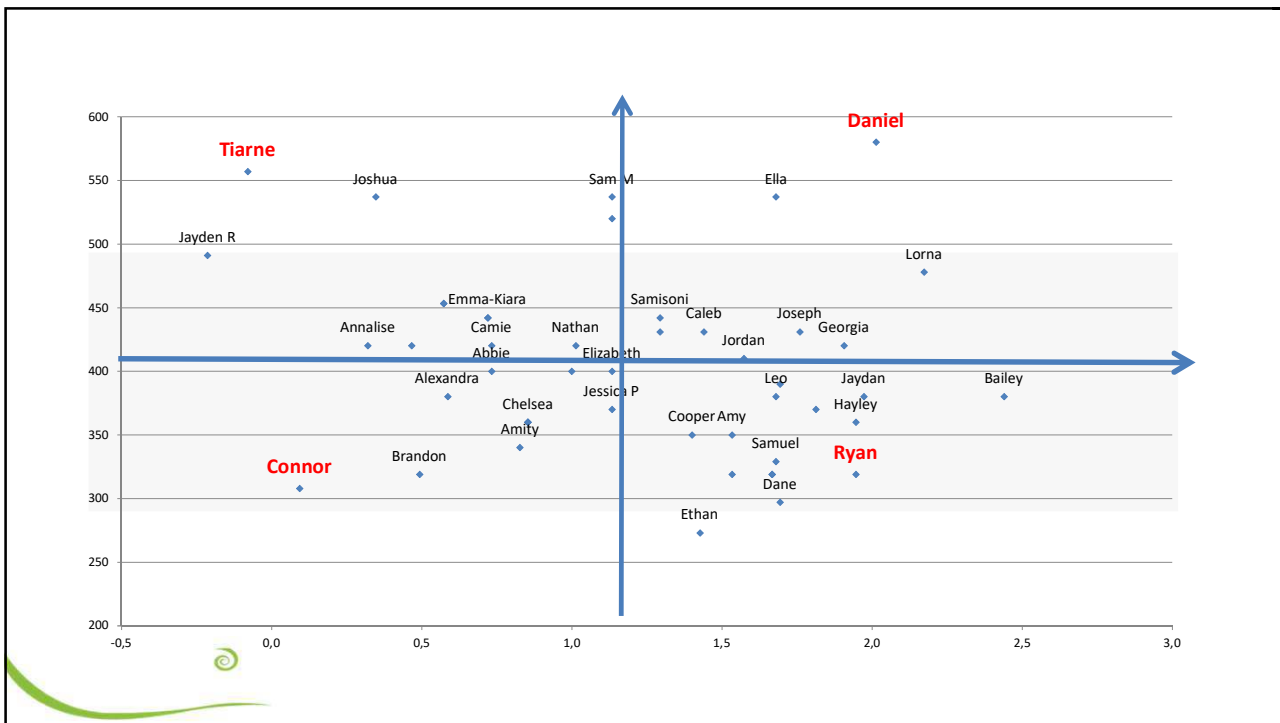


Progress to achievement



Australia Years 3-5 Reading





2.

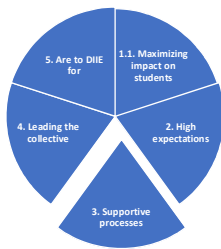
Having high expectations and promoting challenging goals for all





	Effect
Student	1.33
High expectations teachers	0.90
Parent	0.70
Teacher	0.42

Low expectation	High expectation
Effects = -.03 to .20	Effects = .50 to 1.44
Expect low performance, see low performance, and this reinforces their views about low performance	Expect improvement, see the errors, and seek negative evidence to enact improvement
Sees role as facilitators, constructivists, socializers	Sees role as director, active change agent, academic instructor
Sees great differences between students in class	Sees lower differences between students in class
Argues that some are expected to improve	Argues that all are expected to improve
Has more differentiated activities in class	Has less differentiated activities in class
Comments on low effort, class behaviour, in-class relationships	Comments on developing confidence, motivation, persistence, and attitude to work



3. Providing supportive processes and structures to do this work;

- **Staff room is supportive, fair, and safe**
- **Problems needed that require multiple interpretations**
- **Privilege problem solvers**
- **Good management & creates time for collective impact sessions**
- **Aims to build the skills and confidence among their teachers to collectively have and realize high expectations about progress to achievement**

If you envision a group of producers cutting their way through the jungle with machetes. They're the producers, the problem solvers. They're cutting through the undergrowth, clearing it out.

The managers are behind them, sharpening their machetes, writing policy and procedure manuals, holding muscle development programs, bringing in improved technologies, and setting up working schedules and compensation programs for machete wielders.

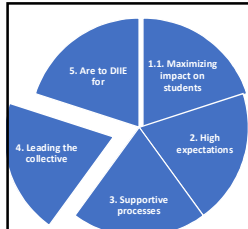
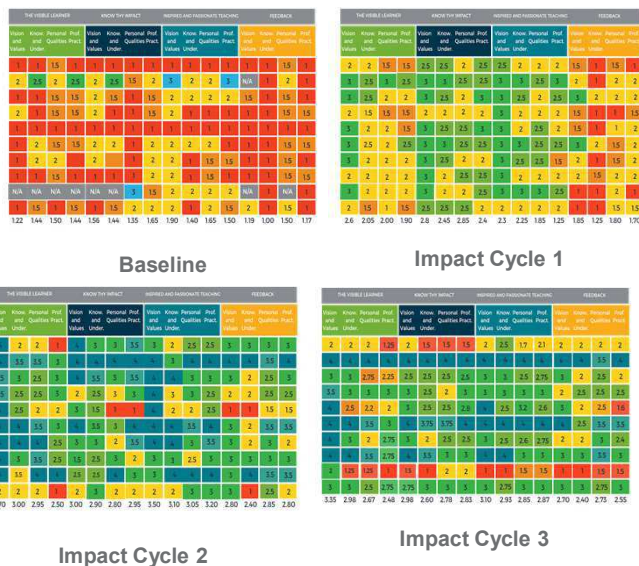
The leader is the one who climbs the tallest tree, surveys the entire situation, and yells, 'Wrong jungle!'

Stephen Covey

Diagnose/ Discover == Together

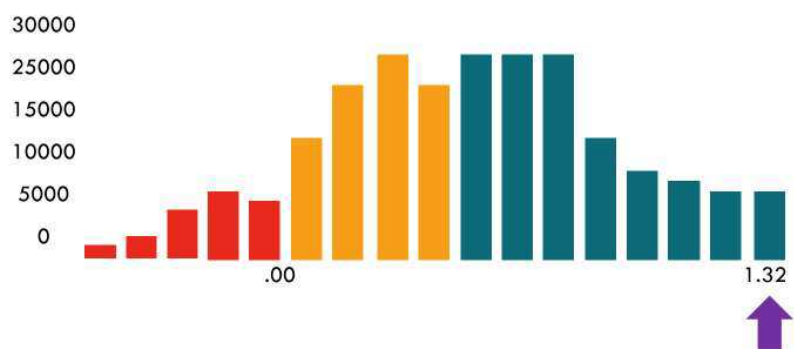


Building School Capability

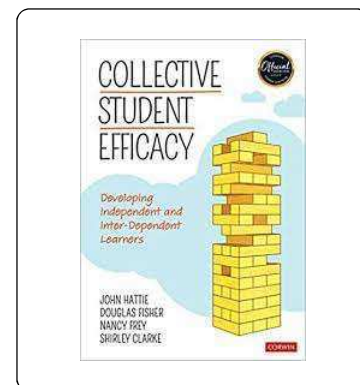
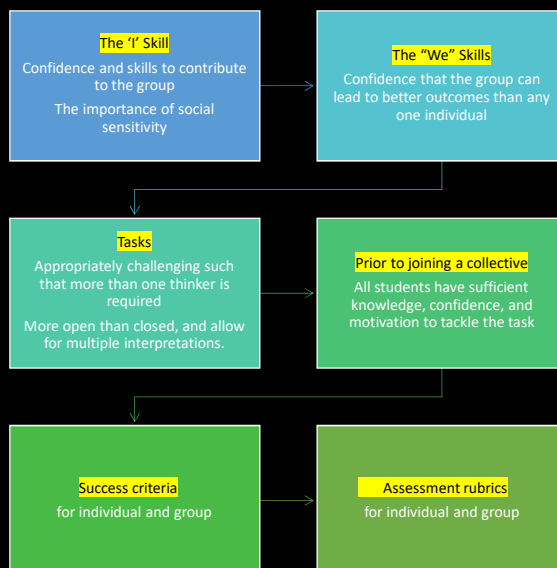
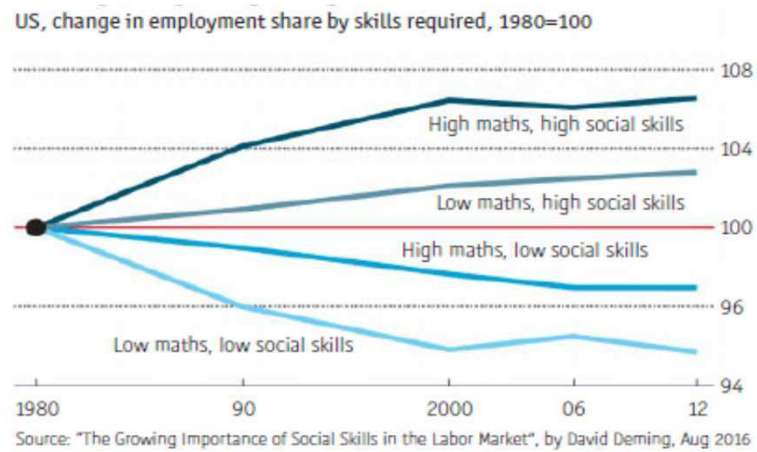


4. Being proficient in leading the collective to maximize this impact

Teacher Collective Efficacy



Respect for self and others



School Leaders



1

CONSTRUCT
NARRATIVE
OF IMPACT

2

BUILD TRUST

3

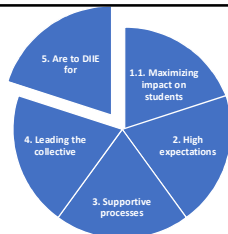
MONITOR
IMPLEMENTATION
TO MAXIMIZE
IMPACT

4

ENSURING
ALL ARE
INVOLVED

5

JOINT
OWNERSHIP OF
ALL STUDENTS,
ALL SUCCESSES



5. Know how to effectively implement, evaluate, & improve interventions

across the school and within classes

Impact is to DIIE for:

D iagnose

I nterventions

I mplementation

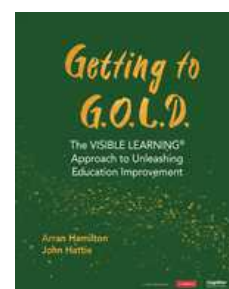
E valuate

G old Hunt

O pportunity

L ifting

D ouble back



<https://www.visiblelearning.com/content/gold-papers>

Do you engage in **Diagnoses**

What's in your basket of goods (impact)



Great diagnosis is
the first step to
improvement

Interventions: Teaching with Intent

What does it mean to be a learner in this school?

1. **Lesson design** A deep understanding of curriculum
Learning progressions
Knowing what success looks like
2. **Diagnoses** Where they have come from
How close to success
3. **Learning strategies** of the surface, deep, transfer phases
4. **Provision of feedback** to reduce the learning gap from
where they commence to the desired success criteria
5. **An evaluation strategy** for monitoring implementation &
impact on students during and at the end of the lesson(s).

**Constructive
alignment of**

Goals

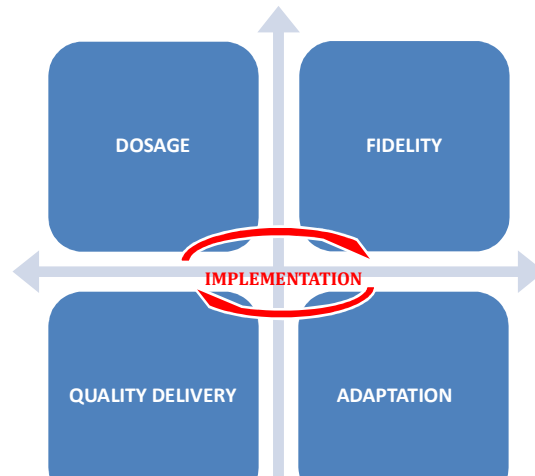
Success

Feedback

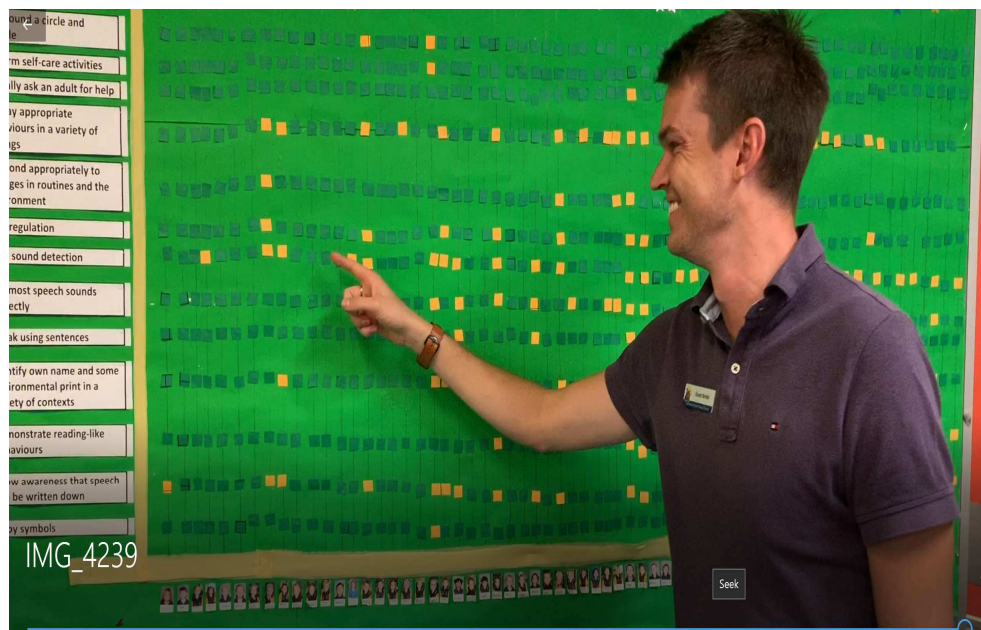
**Learning
strategies**

**Teaching
methods**

Implementation



Evaluate





Evaluative
thinking

Evaluative Thinking

Evaluative Questions

- | | |
|--|---|
| 1. Critical thinking valuing evidence | 1. What are the students ready to learn? |
| 2. Addressing the fidelity of implementation | 2. Have I chosen optimal, evidence based interventions & built a Logic Model to focus on implementation |
| 3. Investigating potential biases | 3. Am I seeking evidence that I might be wrong? |
| 4. Focusing on knowing one's impact | 4. What are the shorter, medium, & longer term impacts expected, and am I monitoring & reporting these? |
| 5. Understanding others' points of view | 5. Am I seeking others' perspectives & evidence about fidelity and impact. |

Evaluative Thinking

Evaluative Questions

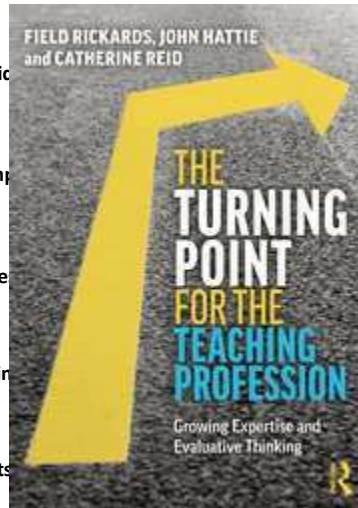
1. Critical thinking valuing evidence

2. Addressing the fidelity of implementation

3. Investigating potential biases

4. Focusing on knowing one's impact

5. Understanding others' points of view



Are students ready to learn?

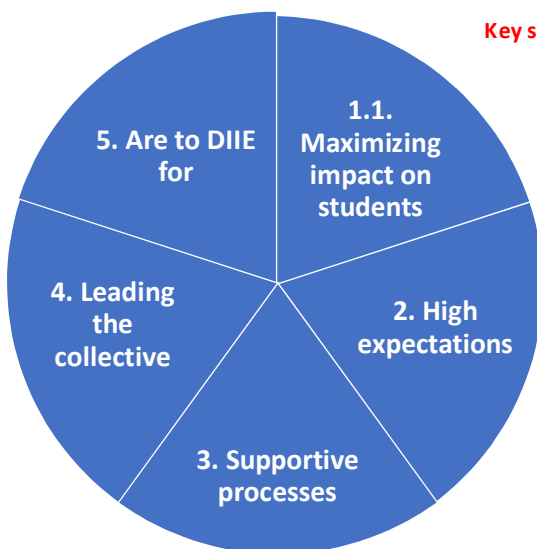
Optimal, evidence based
Built a Logic Model to focus on

Evidence that I might be wrong?

Shorter, medium, & longer term
, and am I monitoring &

Others' perspectives & evidence
of impact.

School management and leadership - the current status of the Visible Learning research



Key skills: Listening, Implementation, Evaluative thinking

**Developing collectives, high expectations, high trust, clarity of Impact
Oh, do not forget the Management skills**

1. Developing a shared narrative about all in the school maximizing impact on students
2. Having high expectations and promoting challenging goals for all
3. Providing supportive processes and structures to do this work
4. Being proficient in leading the collective to maximize this impact
5. Know how to effectively implement, evaluate, and improve interventions across the school and within classes