



*School Leadership that Makes a
Difference:
Lessons from 30 Years of International
Research*

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Model Your Values

- ◆ Leaders use their values to inspire and influence others
- ◆ Modeling brings values to life by showing people what is important in actual practice day-by-day
- ◆ “Be the change you want to see in the world around you. Be the change!” (M. Gandhi)

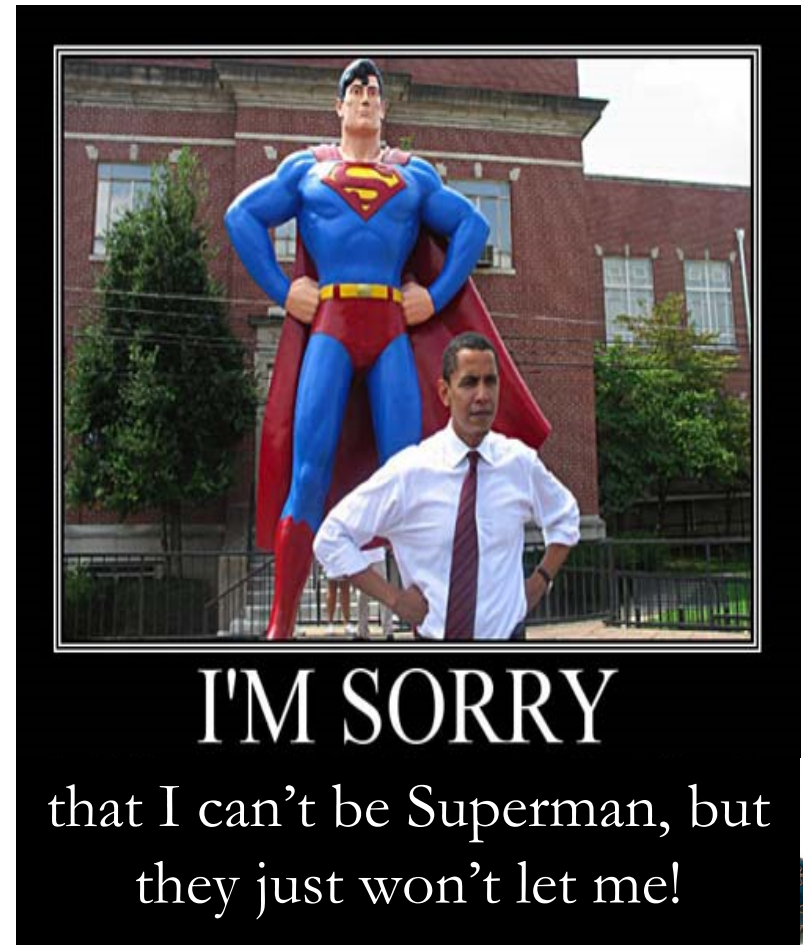


“Your sphere of influence may be small or large.”



Leaders are *change agents*, but they must always be mindful of the school's culture

- ◆ Obama looked like a leader with a great vision, but the 'culture' wouldn't let him make changes as quickly
- ◆ Principals can be catalysts for change, but the impact of the school's culture on a principal is **almost always** greater than the principal's impact on the culture



The Schoolhouse is the Community's 'Museum of Virtue'

- ◆ Culture
- ◆ Values
- ◆ Traditions



Nothing changes quickly inside
schools



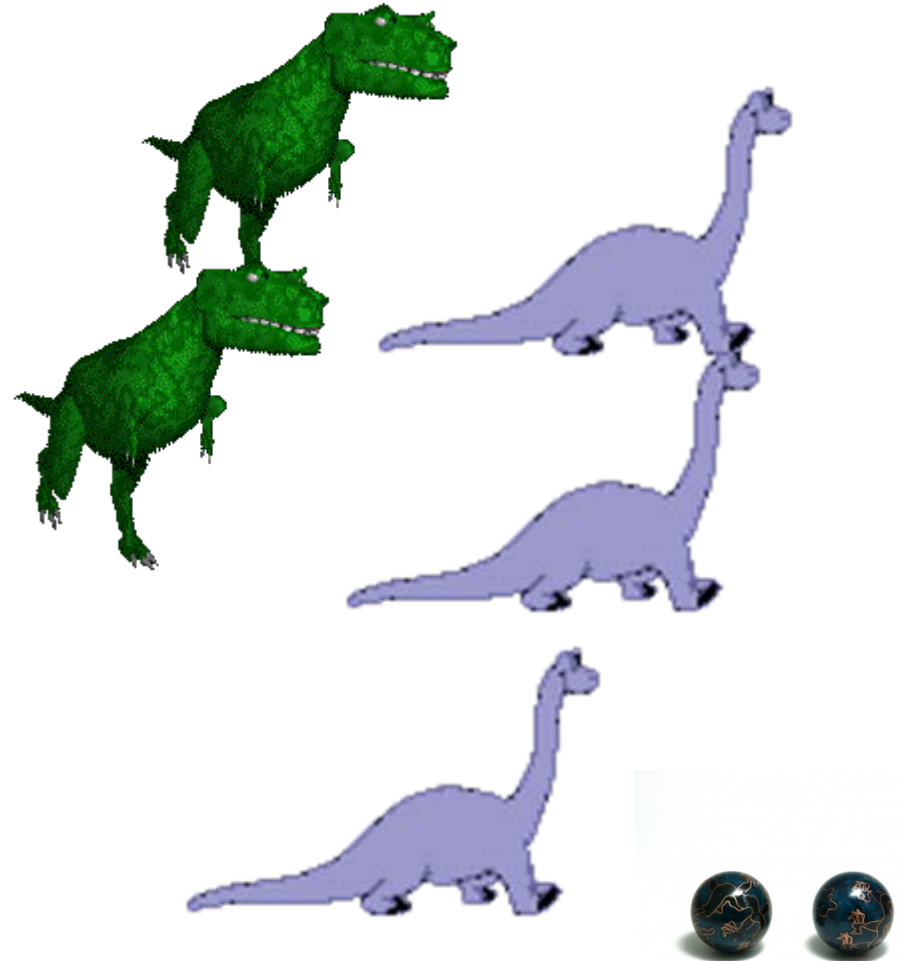
Change Involves Emotions and Skills

Change involves letting go of the past, while gaining new skills and confidence.



Resistance to Change

- ❖ If change is too fast we become confused and ineffective.
- ❖ So resistance to change can be healthy.
- ❖ But, too much resistance and you become a dinosaur.



Build Capacity, Enable Others to Act



"It has become increasingly clear that leadership at all levels of the system is the key lever for reform, especially leaders who focus on capacity building and develop other leaders who can carry on." Michael Fullan

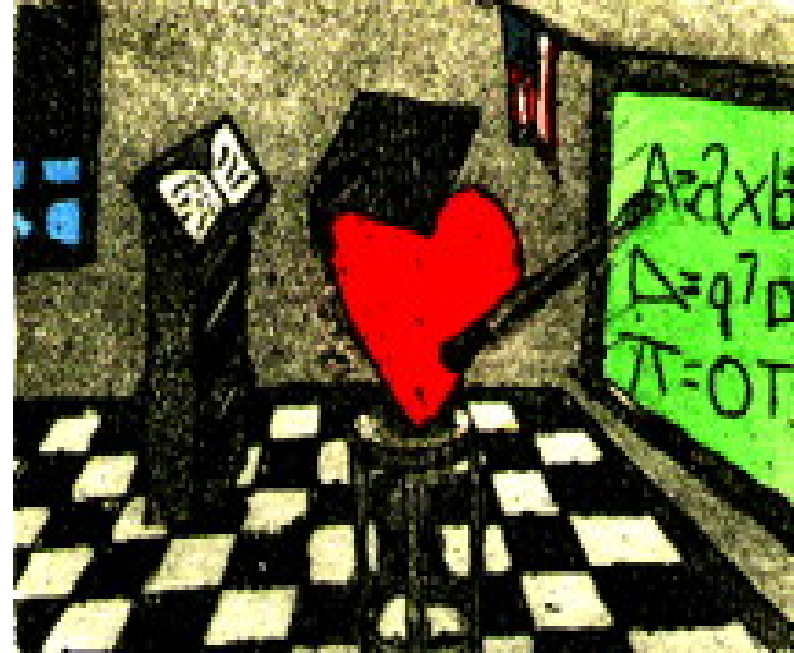


The Impact of Leadership Capacity Building on Learning

Leadership Dimension	Definition	Effect
Establishing Goals and Expectations	Sets, communicates and monitors learning goals, standards and expectations; involves staff and others in the process so that there is goal clarity and consensus.	ES = 0.42 (0.07)
Strategic Resourcing	Aligns resource selection and allocation to priority teaching goals. Ensure quality staffing.	ES = 0.31 (0.10)
Planning, Coordinating and Evaluating Teaching and the Curriculum	Direct involvement in the support and evaluation of teaching through regular classroom visits and feedback to teachers. Direct oversight of curriculum	ES = 0.42 (0.06)
Promoting and Taking Part in Teacher Learning	Promotes and participates with teachers in formal or informal professional learning.	ES = 0.84 (0.14)
Ensuring an Orderly and Supportive Environment	Protects time for learning by reducing interruptions; establishes orderly and supportive environment	ES = 0.27 (0.09)

Individualized Support for Staff and Students is a Key to Change

- ◆ Strategic leadership must also be personal (TL)
- ◆ Change happens one person at a time, but individuals **are** influenced by the social system
- ◆ *“People don’t change when you tell them they should; they change when they tell themselves they must.”*



Learn by Heart

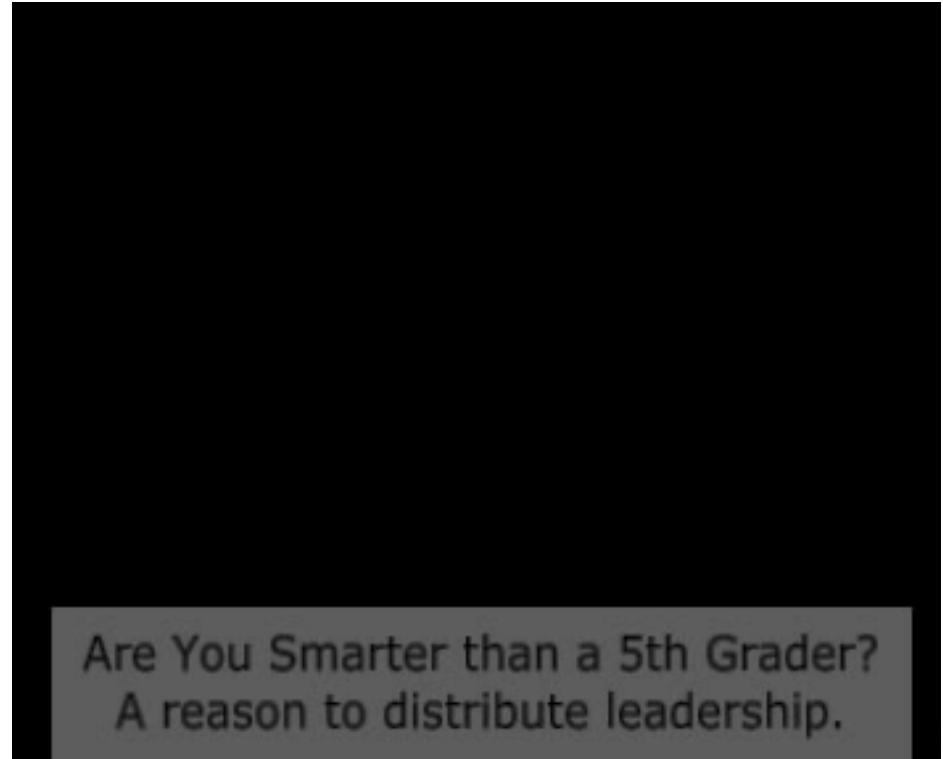


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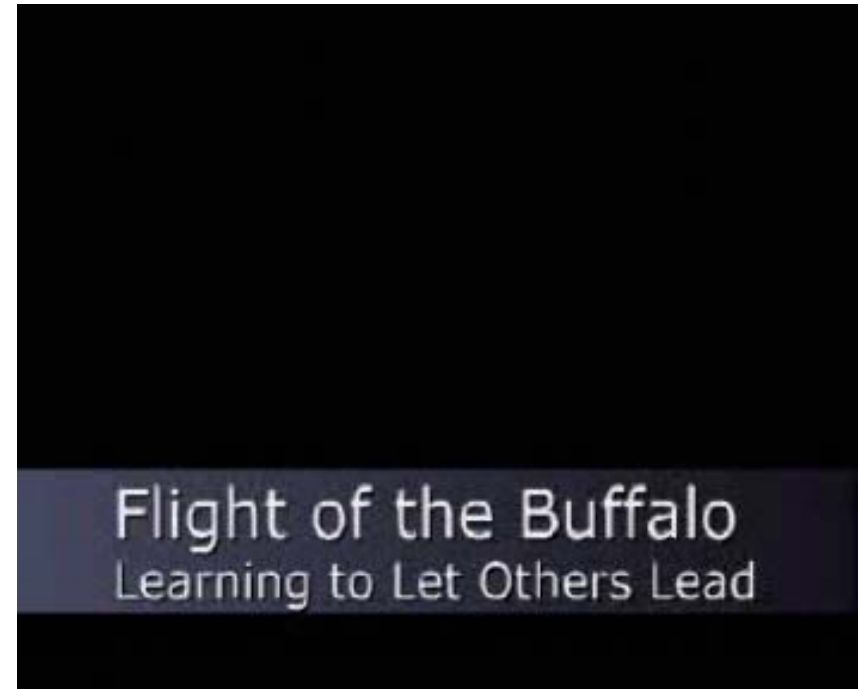
Expertise in Developing Learning and Teaching is Naturally Distributed

- ◆ Leadership for learning requires knowledge of learning, curriculum and instruction
- ◆ But the principal can't know everything necessary for developing C & I in school
- ◆ How and when will you distribute responsibilities for developing learning and teaching among others?



From My Vision to Our Vision

- ◆ Vision is the broad expression of our values – the ends to which we aspire
- ◆ Many schools are visionless without a clear picture of the future it would like to create
- ◆ A vision may start with an individual but its impact is only realized when it is shared
- ◆ Leaders create coherence through and around the vision



There is Not One Effective Leadership Style for All Contexts

- For decades, scholars have asserted that leadership must adapt to its context
- We now know that different leadership styles are needed during stages of a school's improvement journey
- Leadership style and focus depend on opportunities, needs, and constraints that change over time



Contributions of 30 Years of Research to Leadership Practice

1. Values/vision guide leadership for learning.
2. Principal leadership must include an instructional focus.
3. Leadership for learning actively models and supports capacity building by professional learning.
4. Successful leadership adapts to the context in which the principal works.
5. Sharing the tasks of leading learning is progressive, and should be planned.



Be the Change!



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