

**Developing School Leaders for
Quality and Equity – Application of
International Findings to CSML
Program in British Columbia**



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Three Guiding Questions

- How has the study of international leadership development programs informed a local design?
- What have we learned from our local study of leaders and leadership that informs the content of the program?
- What impact on quality and equity are we finding?

Huber 2004

*Preparing School Leaders for the
21st Century – an International
Comparison of Development
Programs in 15 Countries*

London: Taylor & Francis

Program Design – 5 of the Key Findings

- Highly qualified faculty
- Explicitly stated set of aims
- Balance between theory and practice – academically grounded and based on current school specific leadership challenges
- Inspiring collegial learning and intensive collaboration
- Learning opportunities at the workplace – and built in reflection

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Research Foundations

- Leithwood, Jantzi, Day, Robinson
- Harris, Spillane, Lieberman, Miller
- Williams, Walker
- Hargreaves, Stoll, Fink, Earl, Timperely
- Robertson
- Butler, Claxton, Egan, Resnick, McCombs, Black, William

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Local Case Study Research

- Katz and Earl
- McGregor
- Shaw and McGregor (forthcoming)
- Kaser & Halbert

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Foundations for Mindsets

Case studies of BC schools over past ten years

International findings of leadership impact on student learning

International theories and research on leadership



Leadership Mindsets

Learning-Oriented Design

Evidence Informed

Intense Moral Purpose

DEEP LEARNING

Inquiry

Trust

Competence in core responsibilities

Findings to Date - Schools

50% of 125 CSML graduates since 2005 have now assumed formal leadership roles.

In schools and districts led by CSML graduates:

- Improved school completion rates
- Improved achievement – reading, writing, mathematical problem solving, science and the arts
- Increased focus on Aboriginal culture and achievement

Findings to Date – Institutional Impact

- Varies from resistance to responsiveness
- Influence on program delivery and design
- Greater respect for importance of research-practice partnerships
