International Trends:
Leading by Heart, Leading for Results

International Trends in School Leadership and Management:
Leading By Heart, Leading for Results

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  - Chief Academic Officer at College of Management, Mahidol U. for
  - Professor of Leadership and Organizations at Vanderbilt U. (USA)
- Author of 10+ books on leadership
- International trainer for 25 years
- Golfer and singer of Thai Country Music

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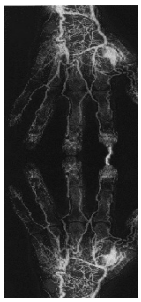
Key International Trends

- Focus on student learning
- Educational quality
- School Accountability
- School-based Management
- Distributed Leadership
- Leadership for Learning
- Learning Networks



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Findings from Research on School Leadership Effects 1960 - 2010

1. No evidence that principals *directly* impact school effectiveness.
2. Principals do have *indirect* effects on schools outcomes by influencing academic organization, culture and people.
3. Principal leadership -- itself -- is influenced by the organizational and environmental context of the school.
4. Any leadership role for the principal must be sustainable for the persons holding the position
5. Instructional leadership should be shared and leadership distributed but the principal still maintains key responsibilities.
6. The appropriate mix of instructional leadership responsibilities should be linked to the *developmental cycle* of the school.
7. Long term organizational leadership in the school must be directed towards sustainable change and building the capacity of others

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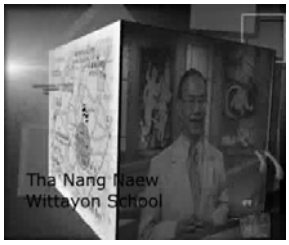
Distributed School Leadership:
Emergence of a New Construct

In a matter of a few short years, the idea of distributed leadership has evolved from a theoretical consideration of naturally-occurring social influence processes in school organization . . . to a mantra for reshaping leadership practice.

(Louis, Mayrowetz, Smylie, & Murphy, 2009)



For example in Thailand

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Leadership and Capacity Building

"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, 2001

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Modeling Principal Effects on Schools

Direct-effects Model

Antecedents → Principal Leadership → Student Learning

Mediated-effects Model

Antecedents → Principal Leadership → Mediating Variables → Student Learning

Reciprocal-effects Model

Principal Leadership ↔ Mediating Variables ↔ Student Learning

Pitner, 1988, pp. 105-108

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Recent Study of School Leadership Effects on Learning

- Tested alternative models
- Data from 200 primary schools over 4 years
- Distributed leadership
- School improvement capacity and student learning

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Measured Distributed Leadership

- School Improvement Focus
- Involvement in school Governance
- Resource Management and Development

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School Improvement Capacity

- Curriculum Standards emphasis and implementation
- Focused and sustained action on school improvement
- Quality of student support
- Professional capacity and learning
- Safety and well-being
- Open Communication

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General Findings Simply Stated. . .

1. Distributed Leadership has indirect effects on growth in school capacity as well as student learning
2. Leadership is a process of "mutual influence"
3. School improvement leadership aimed at building school improvement capacity contributed to growth in learning for students in reading and math
4. The contribution of leadership varies at different points in the ***improvement journeys*** of different schools
5. Both Leadership and Principal Stability seemed most critical for schools in challenging circumstances and/or with low initial levels of achievement

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What Contribution do Principals make?

- Principal Stability was a significant factor for learning in the most "**challenging school contexts**"
- Principal Stability was related to Growth in Distributed Leadership Capacity
- Both Management Stability and Leadership may be most important in challenging circumstances
  - When achievement is low
  - What socio-economic context is lower

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Leadership and Change

Use
both pressure
and support
to make change happen.

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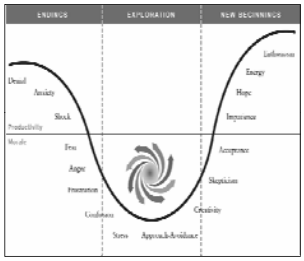
Use Positive Pressure

- ✓ Leader's Expectations
- ✓ School Vision
- ✓ Set Goals
- ✓ Peer Pressure
- ✓ Group Activity
- ✓ Present Progress
- ✓ Teach Skill
- ✓ Demonstrate Process
- ✓ Teach Skill to Others
- ✓ Set a Deadline
- ✓ Reward Performance
- ✓ Celebrate Success
- ✓ Praise for Successful Models



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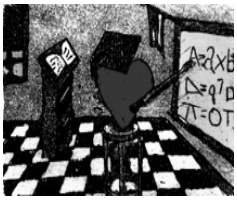
Leadership EQ (emotional intelligence)

- Leaders open people's hearts and minds to the possibility of change
- Reduce resistance to change by taking time to understand the different motivations of other people
- *"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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"I come into a world of iron, to make a world of gold."

You spoke of the dream and of the quest,
How you must fight, and how it doesn't matter if you win or lose if only you follow the quest.

To dream the impossible dream,
To fight the unbeatable foe,
To bear with unbearable sorrow,
To run where the brave dare not go.

To right the unrightable wrong,
To love pure and chaste from afar,
To try when your arms are too weary,
To reach the unreachable stars.

To try though you're wayworn and weary,
Though you know it's impossibly high,
To live with your heart climbing upward,
To reach to the unattainable star.

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Thank you!

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