



LISA: Leadership Impact on Students' Achievement

- LISA en PISA
- PISA: Nederlands doet het zo slecht nog niet!
- Heeft Nederland:
 - Slimme leerlingen?
 - Excellente docenten?
 - Een effectief onderwijssysteem?
 - Of goede schoolleiders?



Resultaten van een pilot study

- 2006: Onderzoek door de Universiteit van Twente (Jaap Scheerens)
- Nederlandse schoolleiders nemen interviews af bij Europese collega's
- Europese conferentie georganiseerd door schoolmanagers-vo met subsidie van het ministerie



De relatie met PISA: hoe zijn de verschillen te verklaren? Rol van de schoolleider?

- Verschillen binnen de landen
- Verschillen tussen de landen
- Is er een directie relatie met de resultaten van de leerlingen?
- Een indirecte relatie –via andere schoolkarakteristieken?
- Invloed van de nationale context op de wijze waarop schoolleiderschap wordt ingevuld?



Wat is interessant?

- De verschillende visies op schoolleiderschap
- De indirecte manier waarop schoolleiderschap leerlingresultaten beïnvloedt
- De plaats die schoolleiderschap in het PISA-onderzoek krijgt

De wetenschappelijke benadering van 'schoolleiderschap'

Reference of study	Significant intermediary variables
Hallinger and Heck, 1998	Learning climate Principal's instructional efforts
Hallinger, Bickman and Davis, 1996	A clear school mission Students' opportunity to learn Teachers' expectations
Hill, Rowe, and Holmes-Smith , 1995	Teacher student interactions Professional climate
Bosker, De Vos and Witziers, 2000	Teachers' job satisfaction Teachers' achievement orientation Evaluation and feedback practices
Kythreotis & Pashiardis, 2006	Teachers' commitment to the school Teachers' academic emphasis Personal achievement goal orientations Classroom performance-goal structure



Deelnemende landen

- Nederland
- Duitsland (NRW)
- Hongarije
- Engeland
- Italië
- Noorwegen
- Slovenië



Wetenschappelijke ondersteuning

- Universiteit Twente
(Prof. Dr. Jaap Scheerens)
- Open Universiteit Cyprus
(Prof. Dr. Petros Pashiardis)
- Deutsches Institut fuer Internationale
Padagogische Forschung
Dr. Stefan Brauckmann



Doet de schoolleider er toe?

- Wat is de positie van de schoolleider in de deelnemende landen?
- Hoe vullen ze hun rol in en op welke wijze dragen ze bij aan de kwaliteit van het onderwijs? Met welke leiderschapstijl?
- Welke factoren en mechanismen spelen daarbij een rol?



Wat wil LISA ook?

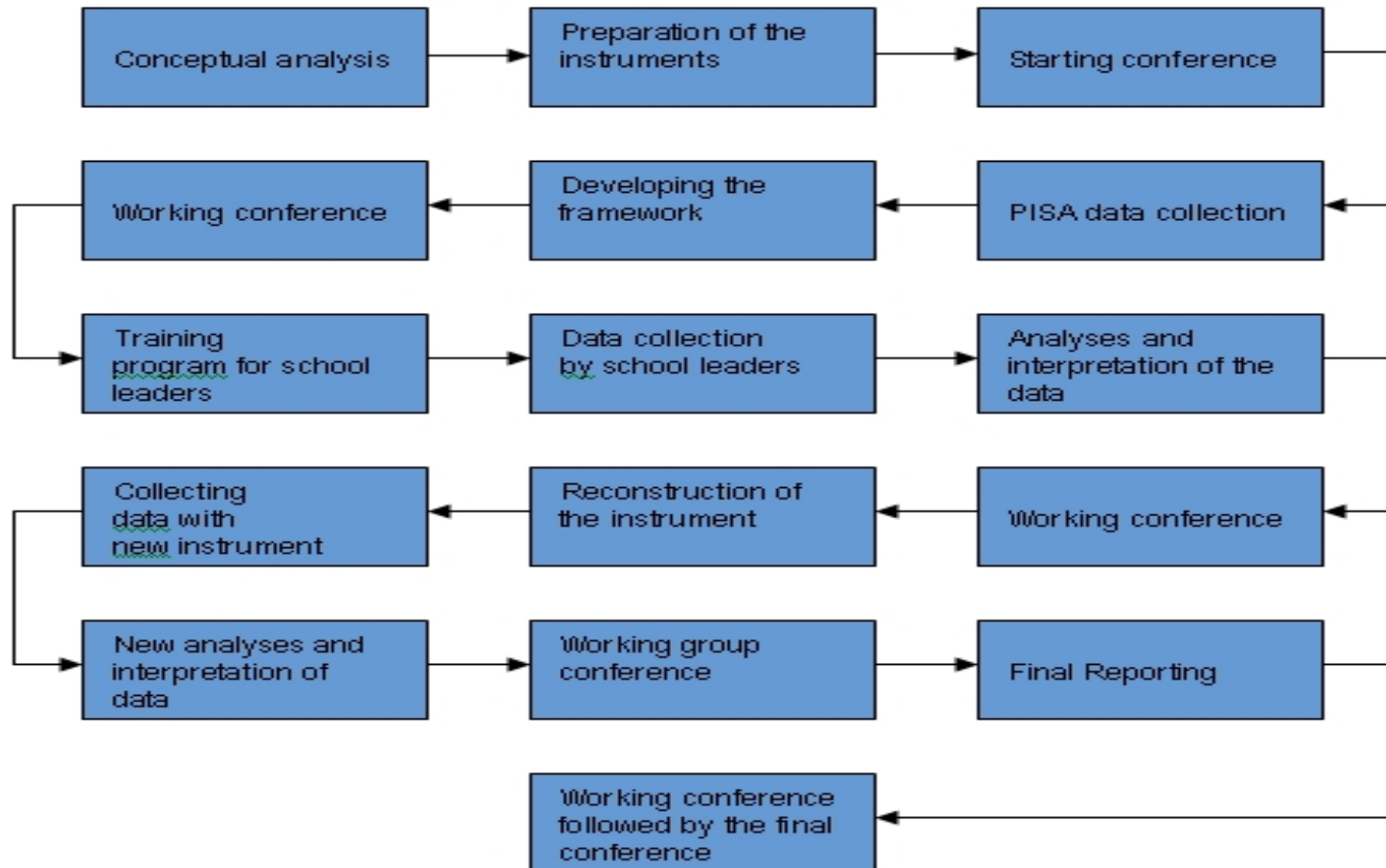
- Vaststellen in hoeverre een Europese dimensie vastgesteld kan worden bij schoolleiderschap
- Samenwerking tussen wetenschap en praktijk tot stand brengen: schoolleiders leren om te gaan met dataverwerking en wetenschappelijk onderzoek



Wetenschappelijke aanpak:

- Studie naar de wijze waarop bepaalde patronen herkenbaar zijn in het handelen van schoolleiders vanuit de kernbegrippen: centrale of decentrale sturing en accountability
- Het ontwikkelen van een eigen 'frame work' en eigen 'instrumenten'
- Kwantitatieve analyse van PISA-resultaten

Current state of LISA?





Instructional school leadership scale (een voorbeeld)

How often do you carry out the following activities:

Discussing vision and mission	1	2	3	4	5	6
Appraising teachers	1	2	3	4	5	6
Taking over lessons from teachers	1	2	3	4	5	6
Rewarding teachers for special contributions	1	2	3	4	5	6

1 = never

2 = seldom

3 = regularly

4 = often

5 = very often

6 = not applicable



The LISA Framework



**CONTEXT
VARIABLES**

**HOLISTIC LEADERSHIP FRAMEWORK
PASHIARDIS-BRAUCKMANN-SCHEERENS**

**INTERMEDIATE
SCHOOL VARIABLES**

**DEPENDENT
VARIABLES**

System level variables

Patterns of centralization/decentralization

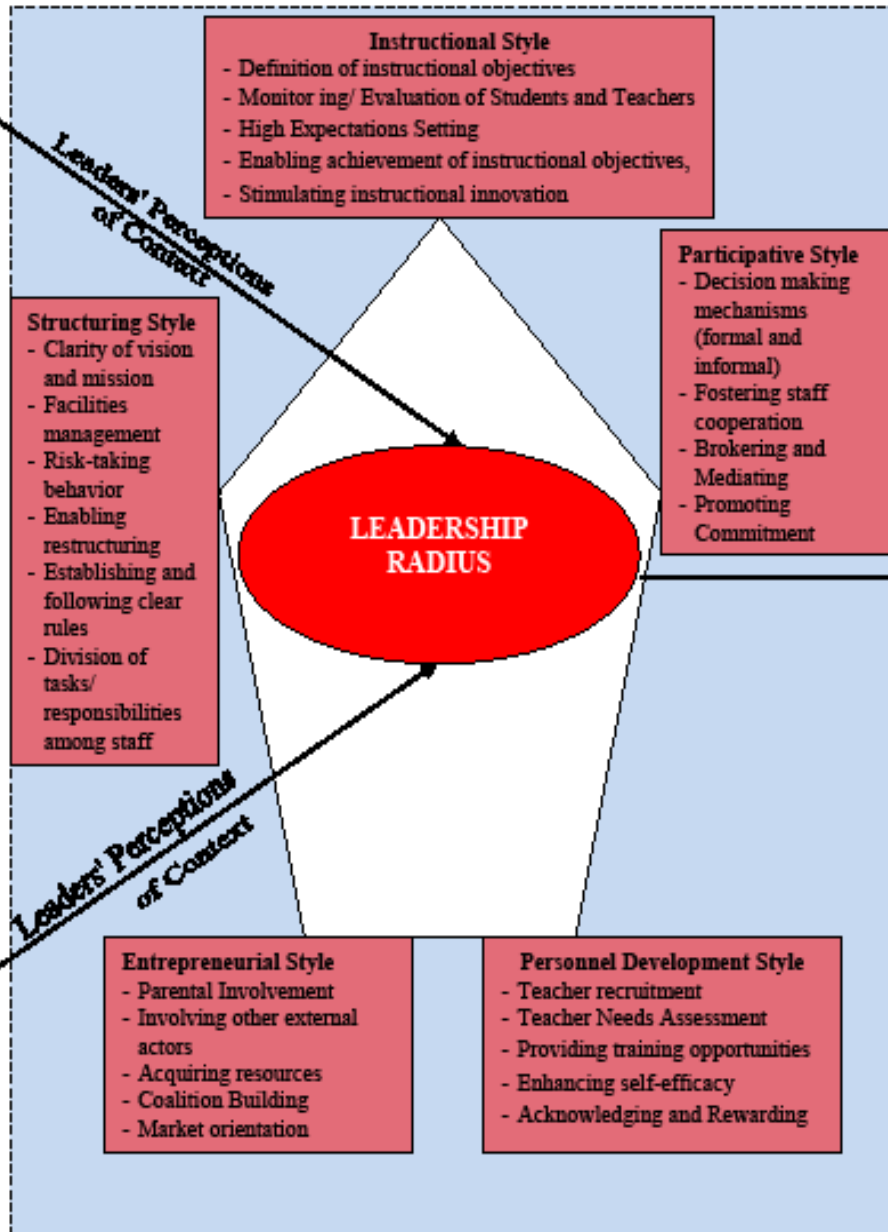
- Devolving and Transferring Decision Making Authority (1. where is the decision taken, 2. degree of autonomy of decision making, 3. domain of decision making)
- Organizational capacity/support systems
- Network-Type cooperation (Public/ Private Partnerships)
- Privatization/ Parental Choice (Free Market Schools, Faith Schools, Voucher System, Home Schooling)

Patterns of evaluation and accountability arrangements

- Types of accountability (1. technical accountability, 2. client perspective)
- Evaluative capacity/support systems (Structural and technical facilities)
- Evaluation culture
- Alternative regulatory mechanisms as compared to evaluation (e.g. admission policies for principals, teachers, pupils)
- Role of school leadership in the evaluation process of education

School level variables

- Type of the schools (categorical, comprehensive system)
- School size
- Location
- Composition of student Body (SES, Ethnicity, Gender)
- School resources
- Student-teacher ratio
- Compound and characteristics of school leaders according to the type and level of education



- Professional Climate
- Personal Achievement Orientations
- Evaluation and Feedback practices
- Teachers' job satisfaction
- Teachers' Commitment to the school
- Learning Climate
- Orderly Climate
- Teacher/ Student interactions
- Students' opportunity to learn
- Parental involvement
- Explicit Teaching Strategies

Student Outcomes (secondary level)

- Achievement in basic competencies
- Attitudes towards lifelong learning
- Achievement towards EU goals
- Student citizenship characteristics

School Leader Outcomes

- Enhanced self-concept of a successful principal
- Increased research capability
- More informed and aware of various leadership models



Werken met het instrument

Instructional Style

- In what ways do you use student results to develop the school's educational goals?
- How do you encourage the implementation of teaching methods where "higher order form of learning" is enhanced?
- How do you connect the learning experiences in the school with practices which are followed outside the school?
- How do you monitor standards of teaching and learning throughout the school?
- How do you provide feedback to staff on teaching and learning?
- How do you use information which accrues from school inspections and teacher appraisal in order to improve personnel?



Participative Style

- Are your teachers autonomous in order to organize and schedule their teaching? Any examples you can think of?
- In which ways do you encourage staff to be actively involved in the planning and implementation of the school vision?
- Are teachers involved in the decision making processes? In which ways?
- How are conflicts resolved?



Personnel Development Style

- In which ways do you provide recognition for excellence and achievement?
- In which ways do you utilize information and insights gained in professional development programs for self-improvement?
- In which ways do you encourage teachers to develop themselves professionally?
- In which ways do you reward teachers for their special contributions to the school?
- Can you make recommendations with regards to personnel placement, transfer, retention and dismissal? How?



Entrepreneurial Style

- How do you encourage relations between the school on one hand and the community and parents on the other?
- Are parents encouraged to participate in decision making within the school?
How?
- How do you secure the support of influential and powerful people (e.g. inspectors, parents, mayor, others)?

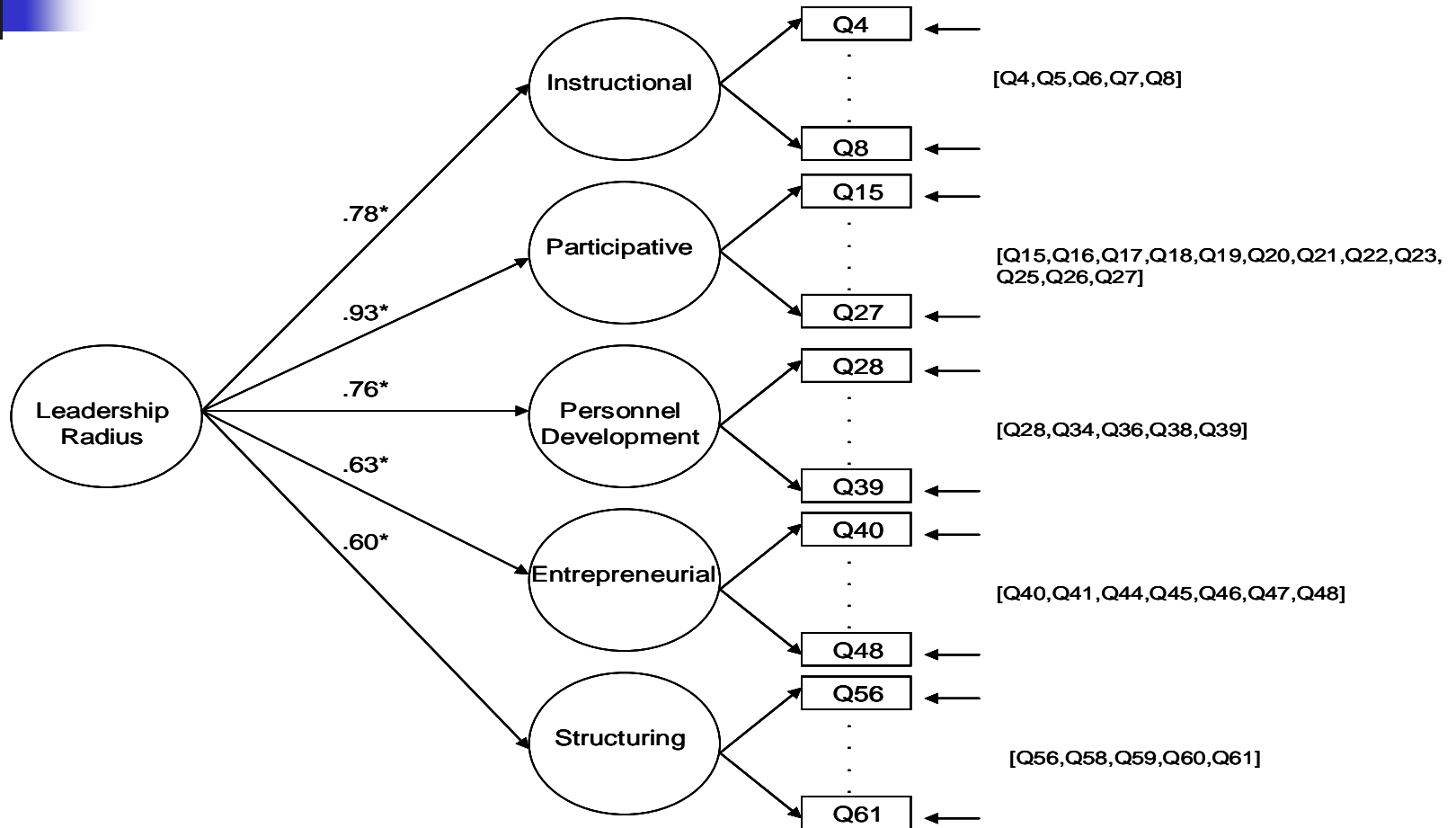


Structuring Style

- Do you have a vision for your school? What is it? How do you articulate and communicate the school vision to all members of the school and the external community?
- How do you ensure that there is clarity about the roles and core activities of the staff?
- How do you ensure that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students?
- Would you say that there is an orderly atmosphere in your school?
- Do you take risks for school improvement even against the Ministry's directives?
- Do you experiment with new concepts and procedures in running your school on a daily basis?

5. School Leadership Questionnaire

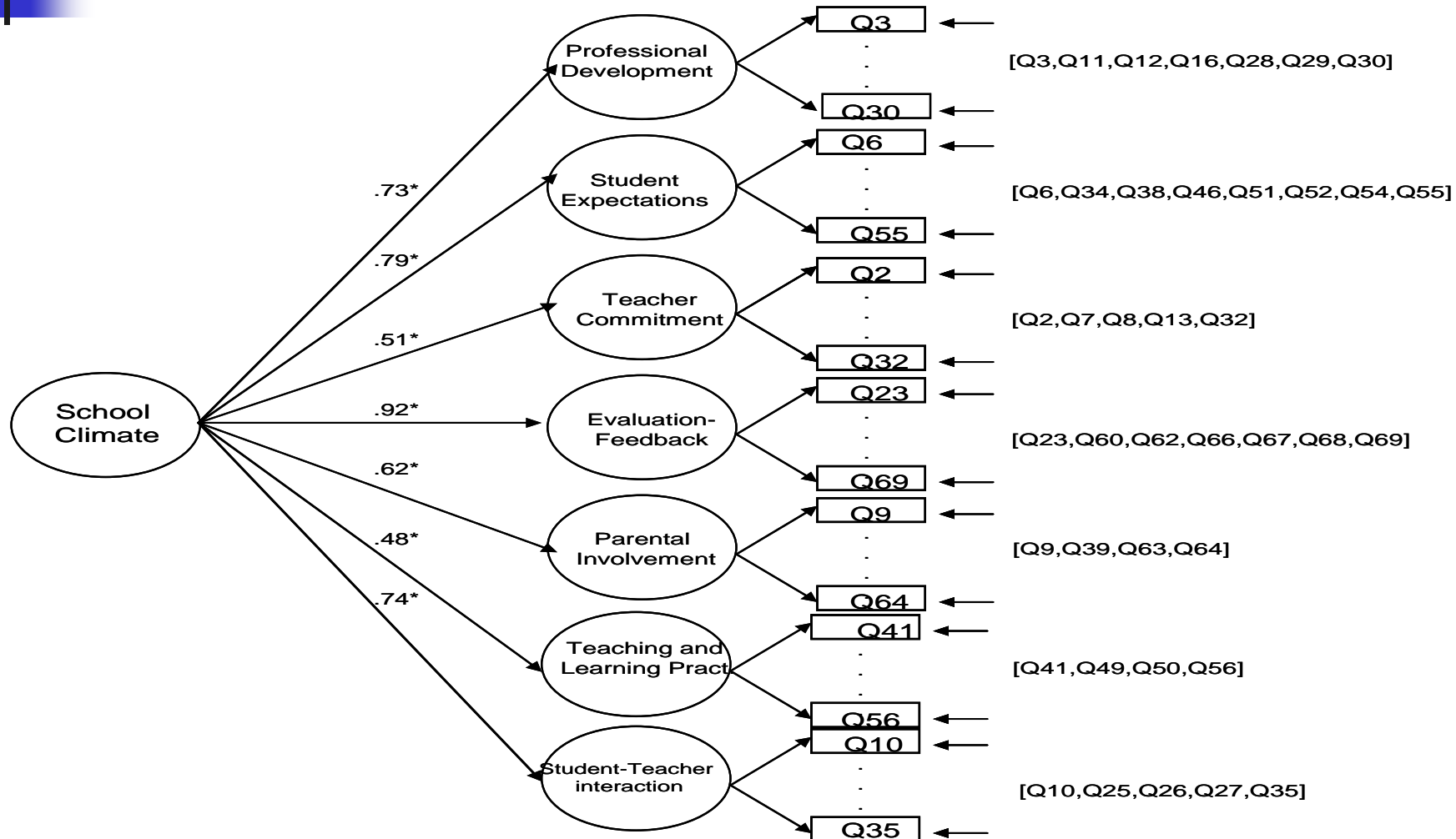
Figure 3. Leadership Styles Model



* $p < .05$

6. School Variables Questionnaire

Figure 11. School Climate Model



* $p < .05$