

School Leadership Practices and School Quality: A Comparative Study of Two States in North-Eastern Region

Presentation

by

N.Mythili

Assistant Professor, NCSL-NUEPA, New Delhi

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sastry.mythili18@gmail.com

Critical Concerns on Quality of Education

- There is a cumulative learning deficit among students as they progress to higher classes.
- Despite several efforts by SSA and RMSA since the year 2000, student learning outcomes continue to be low
- Student enrolment is increasingly drifting towards private schools.

Reasons for low student achievement

- Weak implementation of educational reforms
- Poor teacher quality and teacher education
- Ineffective teacher training programmes
- Weak stakeholder participation
- Superficial understanding about child-centred pedagogy
- School heads are mostly left out of the systemic reforms and teacher training by SSA and RMSA since 2 decades.

Importance of School Leadership for Student learning

- 25 % of the total school effects on student learning comes from school leadership.
- It is second only to classroom instruction

Leithwood, *et.al.*, 2004.

- Leadership is arguably the greatest equaliser in circumstances of multiple deprivations of schools

Potterson, 1997

- Leadership effects are the largest in the most challenging schools when they are coming-off their 'low base' and circumstances

Louis, *et.al.*, 2010

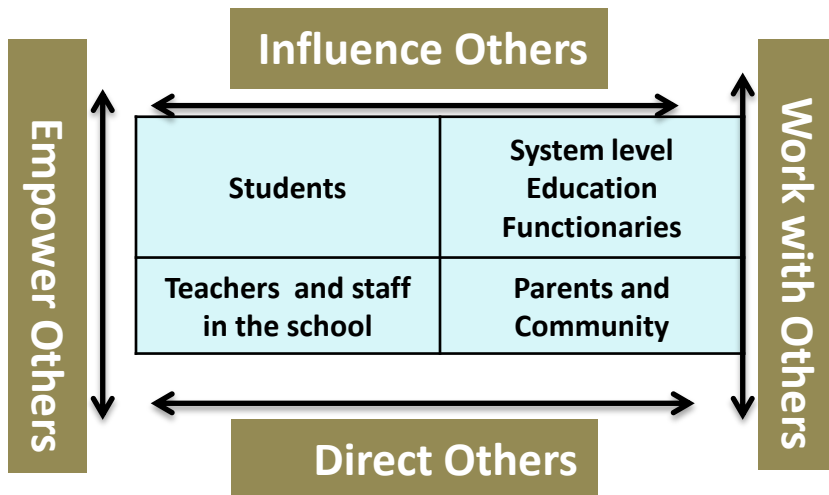
Insights from review of studies

Four broad dimensions of school leadership

- Influence others
- Direct others
- Empower others
- Work with others

School head interacts mainly with 4 types of people

- teachers and staff
 - students
- system level functionaries
 - stakeholders



While the review was highly informative, it was also confusing because it highlighted:

- a number of styles, processes, factors, practices and perspectives as relevant
- prescriptive rather than evidence based practices
- micro analyses of minute actions/processes in independent studies
- significant leadership practices ranging from 4 to 25 factors from the 9 meta reviews

Also,

- Hardly any studies in Indian context except for Govidna (ed), 2006.
- It highlights several systemic constraints under which a school head works in India.

Research questions

Which school leadership practices are critical for improving student learning in the Indian context?

Which leadership path(s) do school heads traverse in order to reach out to teachers and students?

Conceptual framework for the study

- From the meta reviews, five major factors were identified that are relevant to Indian context - common/ similar in intent
 - Vision building including Shared Vision
 - Goal Setting
 - Organizational / School Improvement
 - Commitment to Teaching Learning Process
 - Achieving goals
- A matrix was developed using the four major dimensions and five major leadership factors identified from the review
- Most commonly found sub-factors were positioned suitably in different cells of the matrix

Core Leadership practices	Major Dimensions of School Leadership			
	Influence Others (I)	Direct Others (D)	Empower Others (E)	Work with Others (W)
Vision building (including shared vision) (VB)	Model organizational values Personal values of school head Professional values of school head	School Culture - A Climate of high expectation	Need to understand what drives human actions rather than a focus on the actions themselves	Establish strong partnership with communities and parents Self effacing approach to meet the needs of people Create strong network and ties with education departments
Goal Setting (GS)	Demonstrate high performance expectation	Facilitate teachers in setting individual goals	Challenge performance standards of teachers and students	Involve SMC/parents and teachers in goal setting for the school
Organizational / school Improvement (Schlimprov)	Transformational leadership	Look for underlying causes for Teacher behaviour	Develop structures to foster participation in school's decisions Create teams for collaborative working environment Development of community / parents	Safe and orderly environment A culture of concern Home-school relationship Offer individual support Create a productive school culture Distributed leadership
Commitment to teaching-learning process (TLP)	Provide intellectual stimulation	Principal's Strong Instructional leadership focus	Develop teacher leadership Teacher professional development	
Achieving goals (AG)	Student motivation Promote positive values	Learning directed student Assessment	Desire to improve the life chances of learners Foster citizenship Personal, economic and social capabilities	student engagement

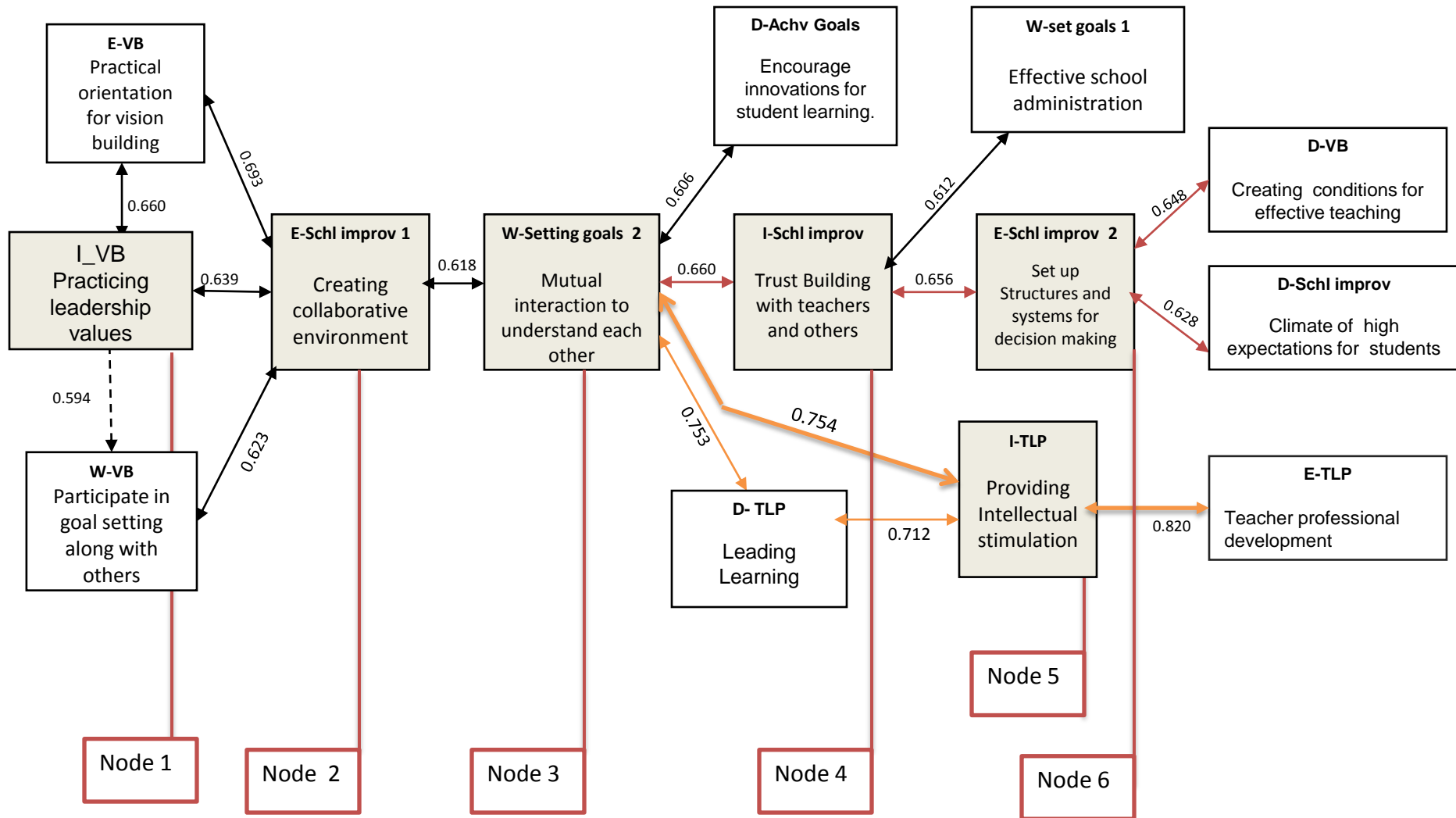
Methodology

- Site of Study – Manipur and Sikkim

Manipur	Sikkim
78 School heads	80 school heads

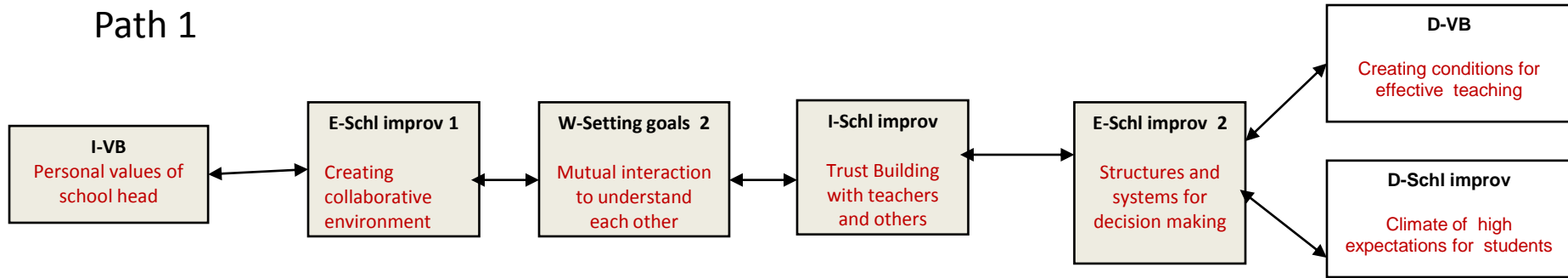
- Purposive sampling –
 - Secondary level school heads
 - Noticed by the department of education as having improved schools
 - Nominated by the department of education to undergo SLDP as SRGs
- Rating scale was developed based on conceptual framework
- It was administered as a self reflective exercise on school leadership practices
- **Analysis**
 - Correlation
 - Derivation of leadership paths for each state
 - Compare the two states

Relationship between different school leadership practices in Manipur

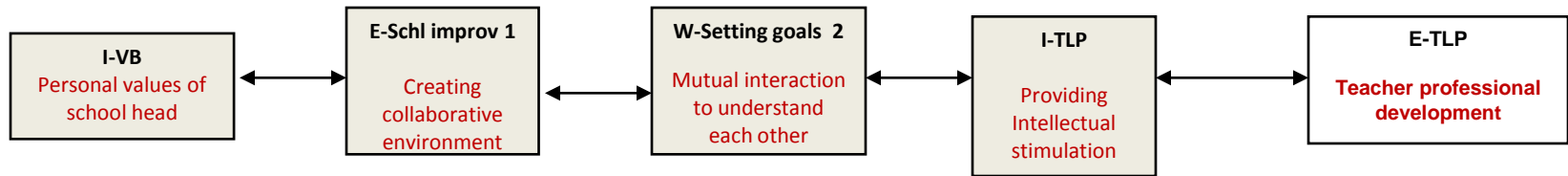


Leadership paths for improving student learning in Manipur

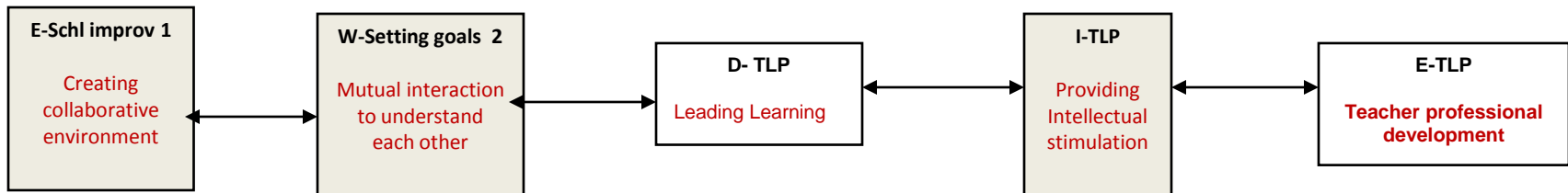
Path 1



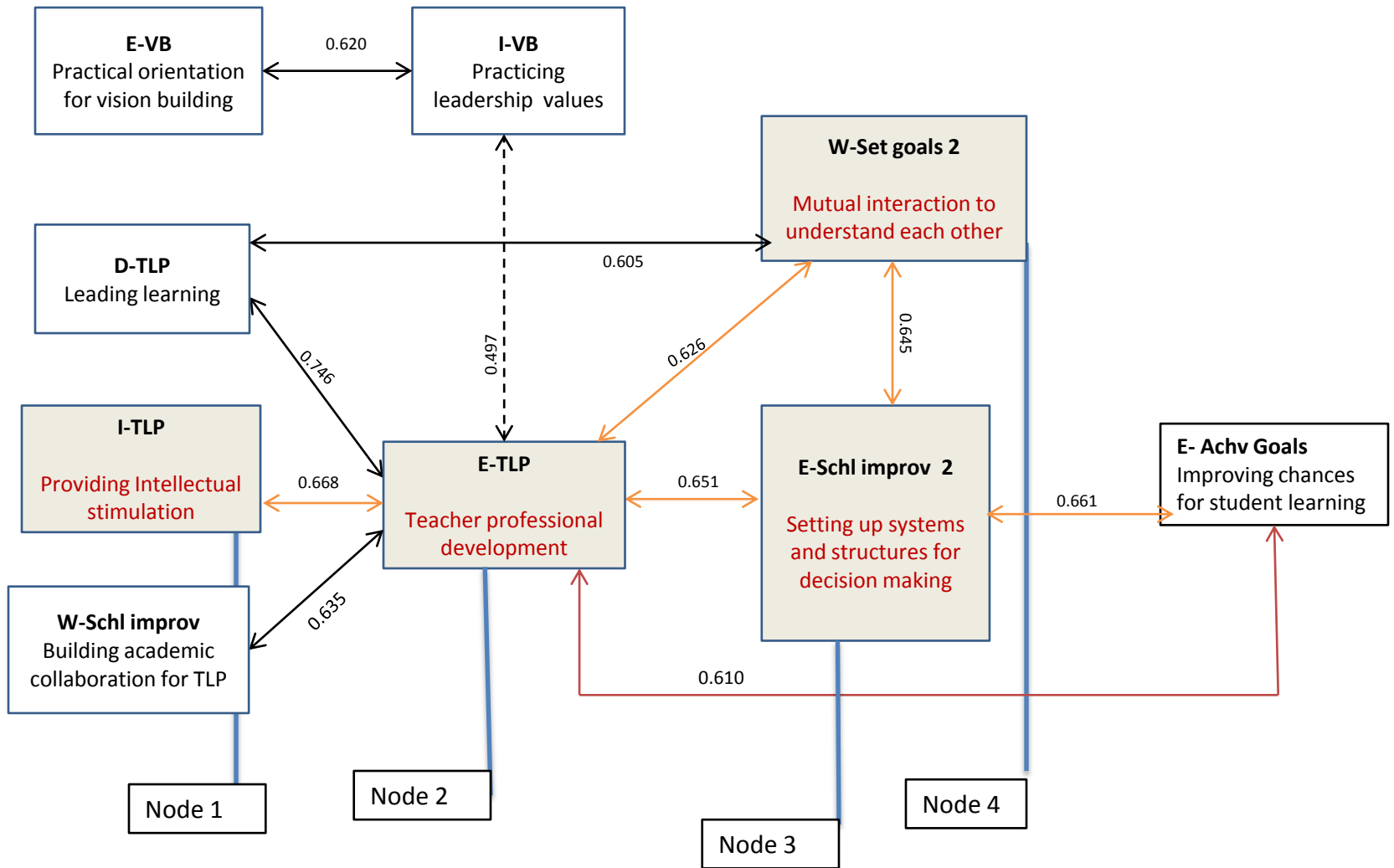
Path 2



Path 3

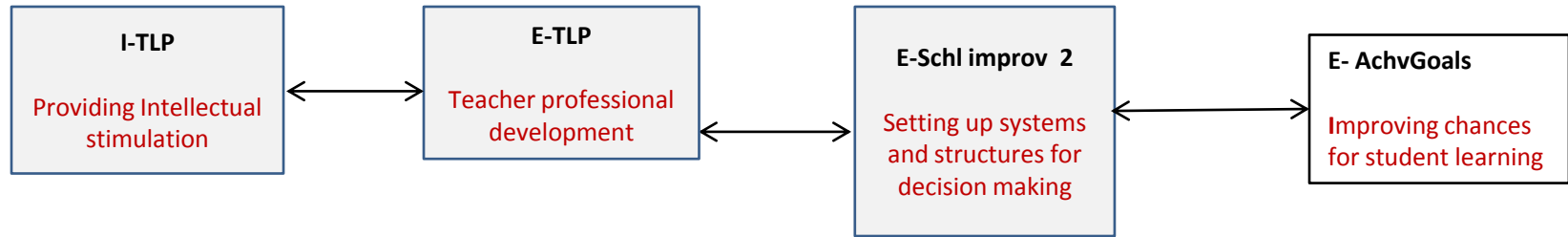


Relationship between different school leadership practices in Sikkim

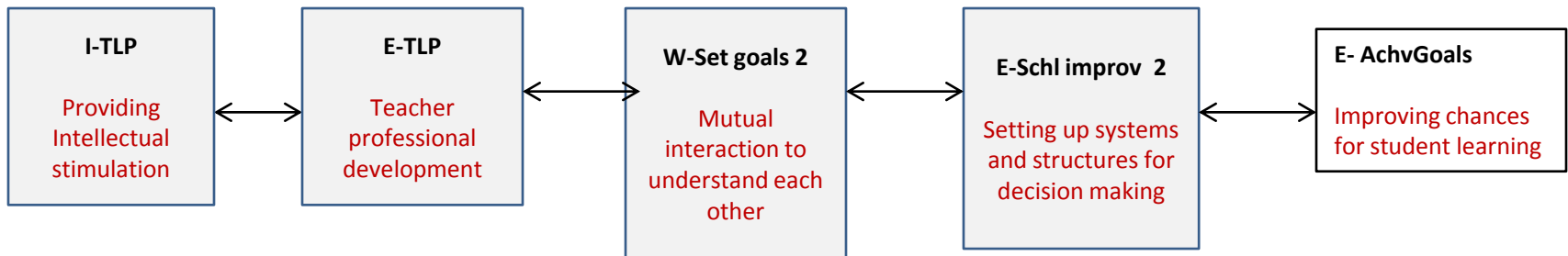


Leadership path for improving student learning in Sikkim

Path 1



Path 2



Path 3



Comparing leadership practices in Manipur and Sikkim

Critical leadership practices distinct for the two states

Manipur

Personal values of school head
Creating a collaborating environment
Trust building with teachers and others

Sikkim

Teacher professional
development

Critical leadership practices common to Manipur and Sikkim

- Mutual interaction to understand each other
- Structures and systems for decision making
- Providing intellectual stimulation

Distinction in the nature of application in both states

Teacher professional development

Treated as outcome in Manipur

Treated as an input in Sikkim

Systems and structures for decision making

Treated as leadership processes in both states

Mutual interaction to understand each other

Outcome (s) of leadership practices

Manipur

Creating a conditions for effective teaching

Climate of high expectations for students

Teacher professional development

Sikkim

Improving chances for student learning

Findings

- School heads adopts several paths involving a few critical leadership practices in achieving the set goals - layered approach
- School leadership directly influences in creating a favourable climate for improving over all school quality
- School leadership indirectly influences student learning by creating necessary conditions fro teaching and learning.
- School heads continue to focus their attention on teachers' development and improve student learning even though SSA and RMSA have taken over their role of instructional leadership in the form of teacher training.

Conclusion

- If school quality and student learning has to be improved, teacher professional development must lie within the school and led by school heads as leaders.
- Other structures in the education system from cluster resource centres to national institutions may provide need-based and school-specific support.

Policy implications

- Schools must be considered as unit of teacher professional development to be led by the school leadership for improving student learning and school quality.

A sunset sky with a thought bubble containing the text 'Thank u'. The sky transitions from a pale blue at the top to a warm orange and red near the horizon where the sun is visible. The thought bubble is white with a blue outline and a small tail pointing towards the bottom center.

Thank u

Step 2: Review of meta studies

Review meta studies

Findings

Leithwood et.al (2004)

4 factors : Setting direction, directing people, redesigning the organization, improve instructional programme.

Robinson et.al. (2009)

5 factors: Establish goals and expectations, resource strategically, plan coordinate and evaluate teaching-learning process, promote and participate in teacher learning and development, ensure supportive and orderly environment,

Collins (2003)

5 factors : Rely on high standards for attaining goals, choose right people to work with, create a culture of discipline, honestly look at facts, entertain difficult questions

Townsend (2011)

6 factors : Mission and goals, safe and orderly environment, climate of high expectations, strong instructional leadership, time-on-task, frequent and learning directed assessment, home-school partnership

Maringe & Molestone (2015)

6 factors : Leadership of teams, commitment to teaching and learning, safe and orderly environment, culture of concern, improve life chances of learners, working with community and parents, create strong ties with local and national departments

Review of meta reviews

Factors

Leithwood et.al. (2006)

7 strong claims about school leadership

2nd most important factor influencing student learning; way in which leadership practices are applied; responsive and not dictate;

Shannon & Bergeson (2007)

9 factors : Clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction, assessment aligned with state standards, frequent monitoring of learning, and teaching, focused professional development, supportive learning environment, high levels of family and community involvement.

Marzano et.al. (2005)

21 leadership behaviours: Affirmation, contingent rewards, involvement, knowledge, outreach, intellectual stimulation, monitoring and evaluation, change agent, culture, communication, etc

Cottons (2003)

25 factors : Safe & orderly environment, vision & goal focused, high expectations for student learning, self confidence, positive & supportive climate,