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“Effective IB Leaders…..”
Developing Leaders for and in IB World Schools

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Leadership is....

“... a social process...attributed to influence others in ways that advance the group or organisation’s progress toward its goals”

(Katz & Kahn 1996)
Leadership Theories

- **Personality** (hero or charismatic, visionary)
- **Behavioural** (how they behaved: Concern for task; Concern for people; directive leadership; participative (or shared decision-making) leadership)
- **Contingency** (leadership is determined not so much by the characters of the individuals as by the requirements of social situation)
- **Transformational** (hope to transform others by appealing to their deeper motivations and higher purposes; inspirational)
- **Recent Research** (focuses on effective practices – what makes a difference to student outcomes; evaluating impact)
Leadership by Adjective

- Moral leadership
- Transformational leadership
- Distributed leadership
- Instructional leadership
- Servant leadership
- Exhilarating leadership
- Evaluation leadership
- Top-down leadership
Why focus on Leadership?

“…more evidence has been uncovered to support our original finding that school leadership is second only to classroom teaching as an influence on pupil learning.”

Day, Sammons, Hopkins, Harris, Leithwood, Gu and Brown 2010
More Good News

• A good principal is the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to improve schooling (Darling Hammond)

• School leaders are the biggest single influence on teacher effectiveness (Dinham) and organisational culture (McCall).
What do we know about leadership?

• Improve teaching and learning indirectly through staff motivation, commitment and working conditions.
• Successful principals use the same basic leadership practices, but there is no single model for achieving success.
• Leaders’ values are a key component in their success.
• Differences in context affect the nature, direction and pace of leadership actions.

Leithwood, Day, Sammons, Harris and Hopkins 2006
Successful Leaders...

• Define their vision to raise expectations, set directions and build trust
• Re-shape the conditions for teaching and learning
• Restructure parts of the organisation and redesign leadership roles and responsibilities
• Enhance teacher quality
• Enhance the quality of teaching and learning

(Day, Sammons, Hopkins, Harris, Leithwood, Gu and Brown 2010)
Transformational v Instructional

- Set the vision, school goals, the expectations
- Instructional support
- Monitoring school activity
- Buffering staff from external demands
- Ensures that staffing is fair and equitable
- Easily accessible to students and staff
- Secures a high degree of autonomy for the staff

- Makes several formal classroom observations each year
- Interprets test scores with teachers
- Insists teachers collaborate the teaching program across grades
- Insists teachers expect high proportions of their students to do well on achievement outcomes
- Insists and knows that class atmosphere in this school is generally very conducive to learning for all students.
T v P: ‘3-4 times as great as…’

Mean effect size estimate

Robinson 2008

Leadership type

Transformational leadership

Pedagogical leadership

Other leadership
Relative impact of leadership behaviours

1. Establishing goals and expectations
   Effect Size: 0.42

2. Resourcing strategically
   Effect Size: 0.31

3. Planning, coordinating and evaluating teaching and the curriculum
   Effect Size: 0.42

4. Promoting and participating in teacher learning and development
   Effect Size: 0.84

5. Ensuring an orderly environment
   Effect Size: 0.27

Viviane Robinson, The University of Auckland
Role of the Leader

“the primary strategy consists of… focusing on collaborative cultures that improve pedagogy linked to measurable impact of student learning”.

(Fullan 2015)
Role of the Leader

...schools leaders who have the strongest measured impact on student learning, lead the learning and development of teachers while learning alongside them what works and what doesn't.

(Fullan 2015)
In this sense, it is not *mastery* of the new but the *genuine drive to develop* mastery in leading pedagogy and deep learning alongside teachers as a group that makes impactful school leadership.

(Fullan 2015)
Role of Leaders

• If the aim of schooling is for every student to gain at least one year's worth of learning for a year's input.

• And the largest barrier to student learning: within-school variability.

• **Leaders need to:**
  • Increase effectiveness of all teachers
  • Overcome variability through collaborative expertise

John Hattie, The University of Melbourne
3 key leadership capabilities

A: Integrate pedagogical knowledge

B: Analyse and solve complex problems

C: Build relational trust

Viviane Robinson, University of Auckland
Research: Key Messages

• Accounts for about 25% of in-school effects on student learning
• Achieved through building teacher capacity
• Collaborative expertise
• Use a variety of leadership strategies
Zhao is highly critical of research where culture is conveniently airbrushed out leaving us with simple and sanitised solutions (2014) which can be adopted at the system level.

Who’s afraid of the big bad dragon: why China has the Best (and worst) education system in the world.
Walker and Hallinger (2013) argue:

• that 'the reality of where leaders work - their context – refracts’ the content of national leadership frameworks

• what is needed is a deeper understanding of context, culture and location in order to provide leaders with meaningful support and development opportunities.
we can no longer 'cling to a fragile hope that copying the best will somehow lift the rest' and that what we need is leaders who 'do not go with the herd but take a path that is always different'

(Harris 2015, p. 20).
Universal leadership attributes.

Is there such a thing?
IB Challenge and Journey

1. What did the research tell us about universal leadership attributes?

2. To what extent was culture significant?
Geography of thought

Western researchers explore the physical, objective world asking:
"Where did all these things come from? How did they get here?"

In the West, knowledge is discovered through examination of outer phenomenon.

Eastern researchers explore the inner, subjective world asking:
"Where did all these thoughts come from? Why do we have them?"

In the East, knowledge is realized through an inner experience.

Both have much to offer; neither stands alone.
Hofstede’s cultural dimensions

- Power distance « PDI »
- Individualism/ Collectivism « IDV »
- Masculinity / Femininity « MAS »
- Uncertainty avoidance « UAI »
- Long term orientation « LTO »
GLOBE Study (Dorfman et al)

Global Leadership and Organizational Behaviour Effectiveness Study
Research into effective leadership traits was conducted

- in 62 different cultural groups
- in more than 900 companies
- using more than 17,000 respondents
- over more than 20 years
- by 100s of researchers
GLOBE’s 9 Cultural Dimensions

• Power distance
• Uncertainty avoidance
• Humane Orientation
• Collectivism (institutional)
• Collectivism (in group)
• Assertiveness
• Gender Egalitarianism
• Future Orientation
• Performance Orientation
Leadership Attributes

- Integrity
- Inspirational
- Visionary
- Performance oriented
- Team integrator
- Decisive
- Administratively competent
- Diplomatic
- Collaborative team orientation
- Self sacrificial
- Modesty

- Humane
- Status conscious
- Conflict inducer
- Procedural
- Autonomous
- Face saver
- Non participative
- Autocratic
- Self centered
- Malevolent

GLOBE 2012
Continuum of universal leadership attributes

Desirable
- Integrity
- Inspirational
- Visionary
- Performance oriented
- Team integrator
- Decisive
- Administratively competent

Culturally contingent
- Diplomatic
- Collaborative team orientation
- Self sacrificial
- Modesty
- Humane
- Status conscious

Undesirable
- Conflict inducer
- Procedural
- Autonomous
- Face saver
- Non participative
- Autocratic
- Self centered
- Malevolent
GLOBE Study

Challenge
“To develop global leaders comfortable with managing and leading people with varied **values, beliefs and expectations** for their leaders.”

Key finding
In order for leaders to be effective their behaviour needs to align with the leadership expectations of the ‘followers’.

Dorfman et al 2012
BUT

• Our schools are not mono-cultural settings
• Characterised by teachers with diverse cultural backgrounds.
“There are limitations on the transportability of leadership theories across national traditions and cultures which follow from the way in which the role of the head is conceptualised.”

Leif Moos 2000

Aarhus University, Denmark
IB Leadership Capabilities

- Strategic Intelligence
- Pedagogical Intelligence
- Relational Intelligence
- Entrepreneurial Intelligence
- Cultural Intelligence
- Reflective Intelligence
- Heuristic Intelligence
Vision Statement:

IB leaders are adaptive, globally and locally engaged and inspire commitment to create a better world through education by leadership grounded in professional inquiry.
What have we done thus far?
What informs IB Approach to leadership development

- No single paradigm of leadership
- No simple solutions - complex and differentiated settings
- Need to build capabilities rather just knowledge/skills/competencies
- Transferability of capabilities
- Effective leadership emerges from:
  - a knowledge of self, values, beliefs,
  - then a knowledge of context/culture/followers
  - research all of which inform leadership practices
IB leadership development mission:

To challenge and support leaders to move beyond their experience and draw on the complexity of local and global contexts to develop and apply their leadership intelligences to be a successful international leader in education.
Focus group feedback: Considerations

• The need to define the term **Executive** and how inclusive it would/could be dependent on the topic. This could include Assistant Principals, District/Authority leadership, District Trustees, Board Governors - depending on topic and breadth of offering
• The need for a variety of flexible, service delivery models
• The appeal of the three Global Centers as regional hosts
The cohort – Executive leadership

<table>
<thead>
<tr>
<th>Principal characteristics</th>
<th>Mission and aspirational focus</th>
<th>Professional motivation</th>
<th>Academic profile</th>
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<tr>
<td>Principals who have been in the role of principal for more than 3-5 years</td>
<td>Strong alignment with the IB mission and share the aspiration to 'create a better world through education'</td>
<td>Driven by their professional needs rather than the acquisition of credentials</td>
<td>More likely to hold a higher degree / academic qualification</td>
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20/11/15
Focus groups: Recommendations

- sessions which can demonstrate the uniqueness of leading IB schools
- allow leaders to share common IB experience, practice and knowledge
- to be challenged with what they know, built from their own practice, so that they can make the connection and decide how it will inform their current practice
Research findings

Exposed to people with a common level of experience

Mix with global leaders outside of the world of education

Provides stimulus to bigger picture thinking

Small groups to capitalize on discussion, case studies and sharing of leadership experience

The opportunity to build a network of people who may continue to provide support beyond the course
Focus Groups: Facilitators

• The importance of selecting the appropriate facilitators/presenters was emphasized.
• Each of the Regional Councils expressed a willingness to assist in the identification of such individuals from within their region.
Profile of leadership workshop
leaders /IB leadership mentor

Experience
• Recent or practicing school head
• In an IB World school
• With academic background

Values
• Willingness to work with others towards education for a better world
• A strong desire to develop their own leadership understandings beyond self interest

Capabilities
• Ability to mentor others
• Ability to promote professional inquiry
Leadership Series – Workshop Leaders

<table>
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<tr>
<th>Peter Allison</th>
<th>Chris Wyatt</th>
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<tr>
<td>Margaret Alvarez (Miller)</td>
<td>Denise Coates</td>
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<td>Mark Beach</td>
<td>Catherine Ige</td>
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<td>Kathy Derrick</td>
<td>Peter Kotrc</td>
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<td>Kim Edwards</td>
<td>Peter Murphy</td>
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<td>Deidre Fischer</td>
<td>Andreas Swoboda</td>
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<td>Nigel Forbes-Harper</td>
<td>Peter Welch</td>
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<td>Brendan Kean</td>
<td>Chris Wright</td>
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<td>Medin Lamichhane</td>
<td>Peter Howe</td>
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<td>J Courtney Lowe</td>
<td>Jeff Aiken</td>
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<td>Mark McCallum</td>
<td>Gerard Calnin</td>
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<td>Glen Odland</td>
<td>Raquel Katzkowica</td>
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<tr>
<td>Malcolm Pritchard</td>
<td>Jim McConnell</td>
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<td>JoAn Radojkovich</td>
<td>James McSwain</td>
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<td>Kathy Saville</td>
<td>Marisa Perazzo</td>
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<td>Mona Seevai</td>
<td>Lucila Sotomayor</td>
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<td>Vanita Uppal</td>
<td>Jimena Taboada</td>
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<td>Sean Watt</td>
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Common across all regions

• The mode is dependent on topic, region, presenter and circumstance.
• Quality was considered to be more important factor than quantity/time.
• The sessions needed to follow adult learning principles in their structure and presentation, and where possible develop a professional learning community.
Executive Leaders

Master classes
(under development)

- 1 day
- Facilitated by heads
- Offered in global centres or as pre conference

Potential topics
- Evaluating Teacher Performance
- Leadership capabilities
- Leading intercultural communities of practice
- Governance issues
- Talent management and succession planning
- Strategic partnerships and alliances
- Leveraging and making the most of the IB brand

Pilots
- ECIS Leadership Conference (April Brussels)
- IB Regional and Heads Conference (October The Hague)
Options for executive leaders

**IB World Leaders Institute: The International Leader**
- 2-3 days
- Limited numbers
- High profile
- One per year

**Intensive / residential**
- 5 days
- Expert and content specific
- Run in the regions
IB World Leader Institute

- Student global mobility
- Future thinking - possible futures
- Evaluating teacher performance
- Managing change and theories of change
- Evaluation Leadership: Measuring impact
- Impact of technology
- Mindfulness
Intensive / Residential

- Leading for a better world
- Leading in an international Context (multi-cultural, transnational, multi-lingual)
- Technology
- Sustainability
- Science of learning (neuroscience)
- Leading in a global context
- Leading international education initiatives
- Philanthropy and international education
- Leading through advocacy and public policy
Potential partners

**Education NFP**
- World vision
- OECD
- World Bank
- IMF
- Save the Children

**Education Groups Gov’ts**
- ECIS
- CIS
- UWS
- ESF
- Gems
- System leaders

**University CEOs**
- IBEC
- Research unis

**Health NFP**
- MSF
- World Vision
- The Red Cross

**Thought leaders**
- demographics, globalisation, mobility

**Leadership Research Institutes**
- Brookings Institute
- Wharton
- Columbia Uni
- Hoover Institute

**Business leaders**
- MBA s
- Tech Co
The IB Leadership Development Pathway
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