INSTRUCTIONAL LEADERSHIP AND STUDENT ACHIEVEMENT

Dr. Paulette Hanna
Invitational International Symposium on School and System Improvement
February 10, 2010
THE STUDY

- Significance of the principal as instructional leader
- Five dimensions of instructional leadership, Krug (1992)
- How principals manage the dimensions of instructional leadership and the relationship of their behaviors to student learning
- How teachers perceived the behaviors that principals thought constituted instructional leadership
CONTEXT

- Increase in accountability
  - Alberta Government Accountability Act, 1995
  - Alberta Initiative for School Improvement, 200
  - Alberta Commission on Learning, 2003
  - Alberta Education Renewed Funding Framework, 2004

- Instructional Leadership
  - Narrow view, Leithwood (1999)
  - Broad definition, Sheppard (1996)
RESEARCH METHODOLOGY

- Qualitative research

- June, September, October and November 2008

- Exploratory multicase study
  - 40 semi-structured interviews
  - 10 principals
  - 30 teachers
  - Document analysis
  - PAT results
CONCLUSIONS

- Consistency among the principals in demonstrating behaviors reflective of instructional leadership described by Krug’s (1992) model
- Consistency among the principals towards carrying out their duties that deal directly with teaching and learning
- Teachers supported the principals' view of their instructional leadership behaviors
- All principals believed teachers were more effective when they collaborated with their colleagues and their role as principal was more of a facilitator through leading and learning rather than commanding and controlling
- Time was a limiting factor for principals when carrying out their duties that were directly related to teaching and learning and providing opportunities for collaboration
RECOMMENDATIONS

- Instructional leadership must be clearly defined.

- Training programs for principals and leadership development programs can be developed using the dimensions of leadership that focus directly on teaching and learning.

- Address the concept of time