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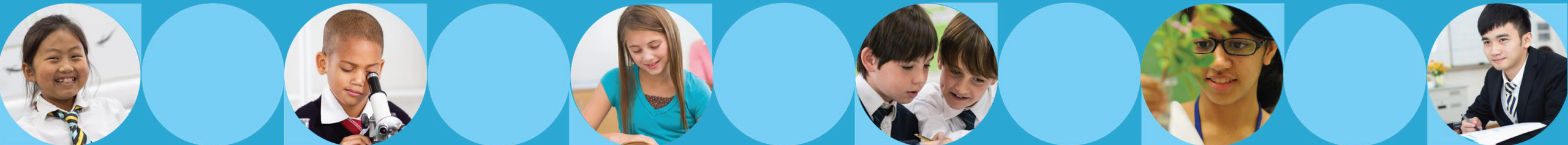
Leadership and the learning environment

The latest thinking, evidence and research and how these impact effective practice in schools

Lee Davis

Director of Teaching and Learning

23 June 2023



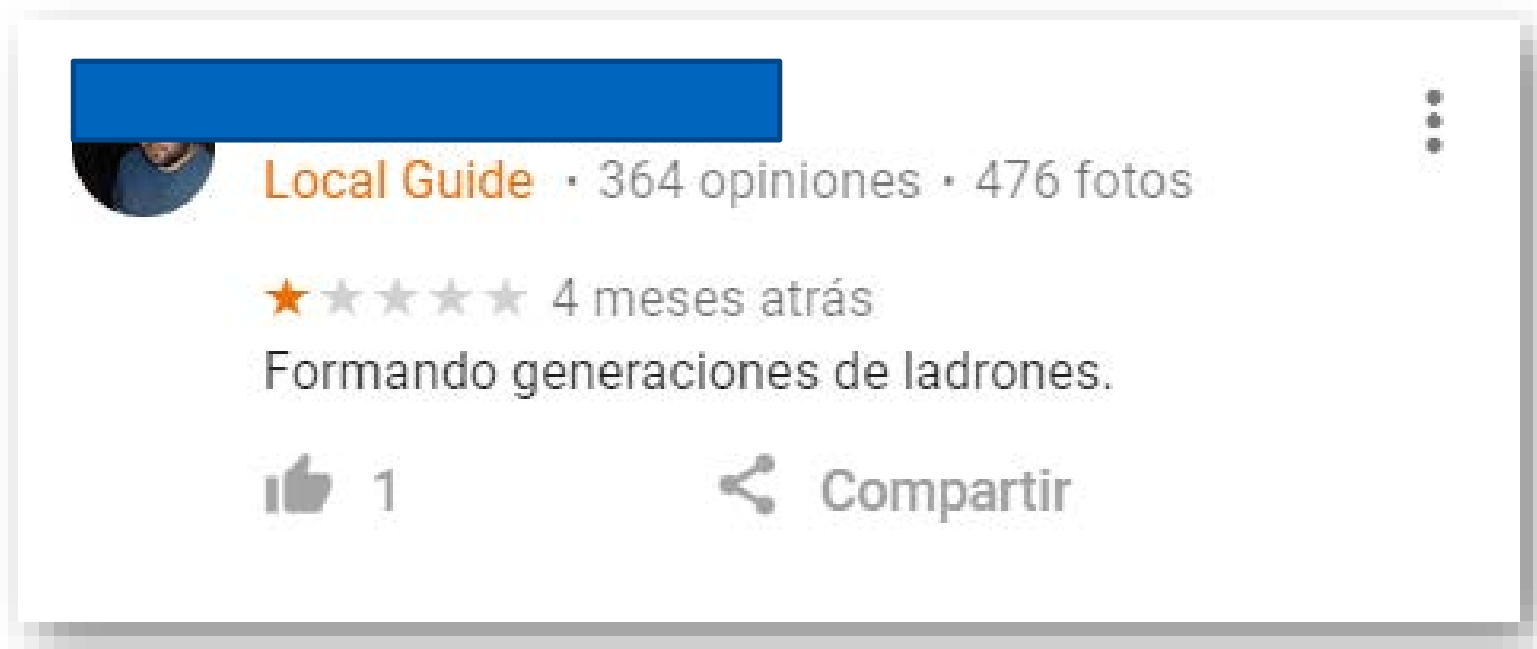
Overview

1. 'Uncovering the story'
2. Five claims about school leadership (+1)
3. A new model for school environment and leadership
4. Evaluation and Improvement

Who tells your story?



Who tells your story?



Whose perspective?



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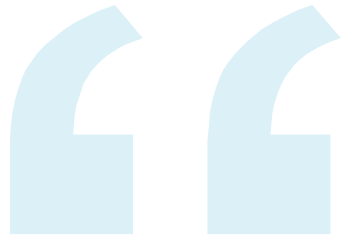
Whose perspective?



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The story is powerful because it is crucial to recognise that schools have a history, a unique cast of characters and a narrative that unfolds over time in unanticipated directions.”

MacBeath, 1999



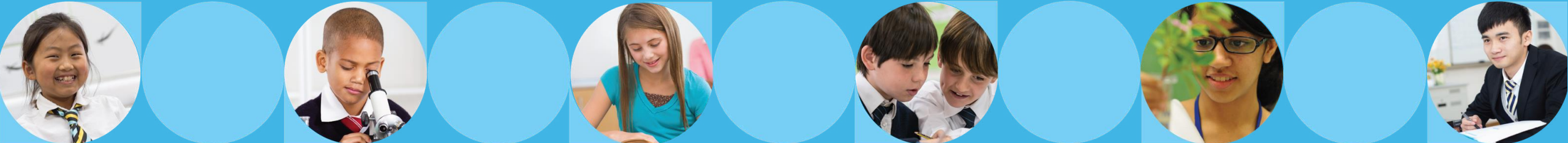
How 'good' is your school and how do you know?

1. On a scale of 1-10, how would you rate your school? Share with colleagues on your table.
2. What evidence do/did you use to reach this score or rating?

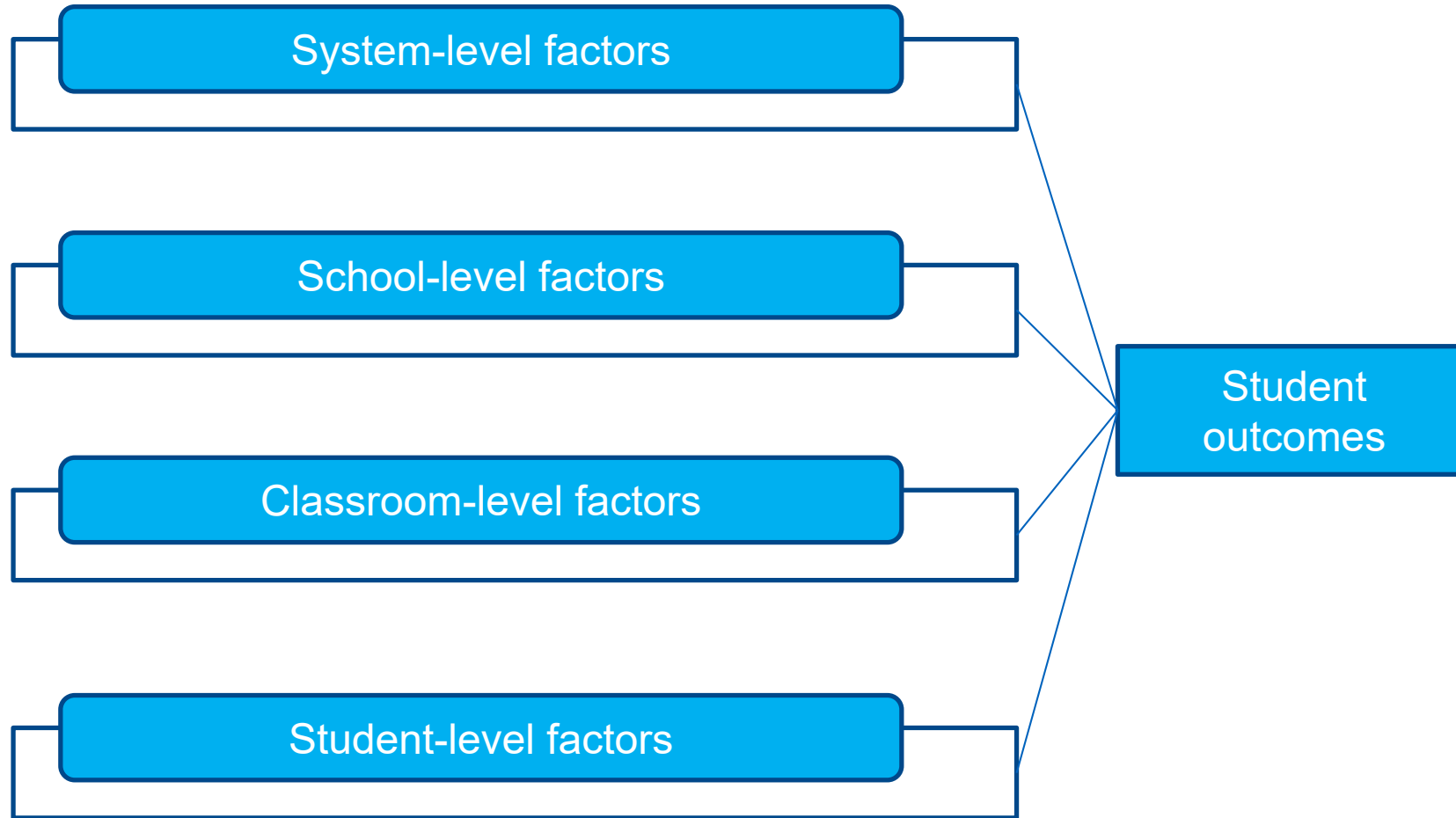
Leadership matters, but does it explain the difference?

What does the research tell us?

Claims about leadership and its impact on outcomes



First principles: multi-level factors



Five claims about school leadership

Claim No.1: Individual school headteachers have different outcomes

Claim no. 2: Retention of both teachers and headteachers matters

Claim no. 3: Individual teacher effects depend on the quality of the school's leadership

Claim no. 4: School-level characteristics are associated with student outcomes

Claim no. 5: School-level characteristics predict school and teacher growth

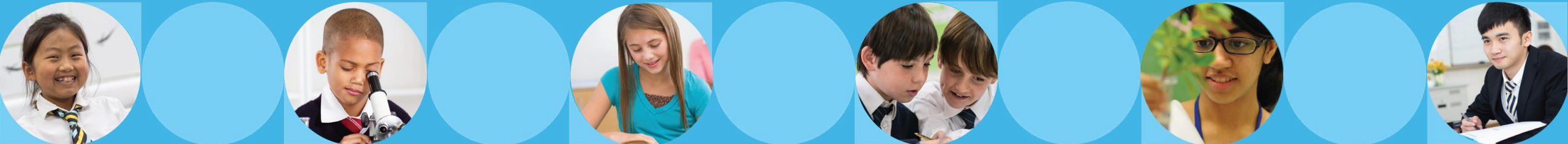
Source: <https://evidencebased.education/school-environment-and-leadership-evidence-review/>

The 6th claim: we still don't know the following:

- The (changeable) behaviours of heads/principals that make a difference.
- The size and nature of the contribution of school leaders who are not Heads.
- Anything about the size and distribution of teacher or headteacher effects from different contexts.
- The extent to which teacher and headteacher effects depend on interactions with key factors.
- How to train and support headteachers to become more effective.

Based on our understanding of the evidence so far...

A new model



A model for school environment and leadership

Three groups of factors:

1. Learning time
2. Learning supports
3. Management factors

Learning time

1. Amount of classroom time allocated to learning the content
2. Time students spend on meaningful learning activities outside the classroom
3. Student attendance at schools
4. Disruption to timetabled lessons

Learning supports

1. Student-focused supports:

- i. Family and community support
- ii. Student needs
- iii. Student beliefs and dispositions

2. Curriculum focused supports:

- i. Goals and demands
- ii. Resources and materials

3. Teacher-focused supports

- i. Collaboration
- ii. Collective teacher expertise
- iii. Professional learning

Management factors

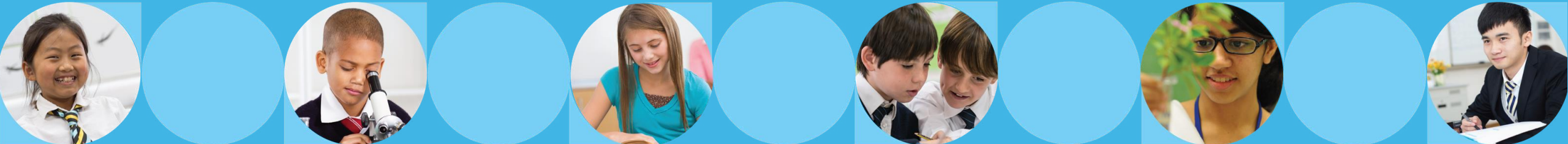
1. Supportive working relationships
2. Improvement mindset
3. Delivery – focus on core activities
4. Staffing

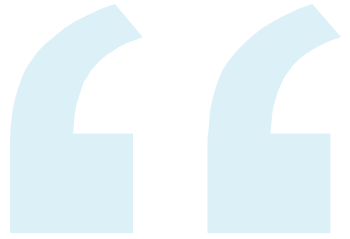
Over to you...

- How would you rate your school (1-10) on each of these factors?
- Compare with your colleagues.
- Which of these would you like to improve? Choose one only.
- Can you identify the *barriers* and *levers* for you to do so.

How do we know and then how can we improve?

Evaluation leading to Improvement





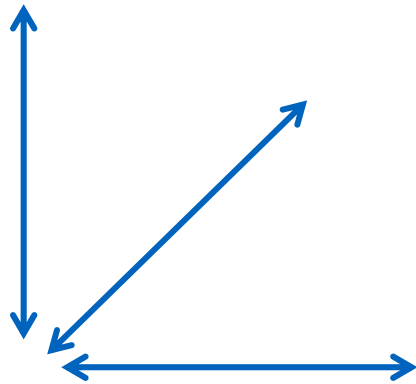
What you do not know... is often more important than what you do know. The darkness does not destroy what it conceals.

Frost, R (1995)



Three dimensions of school evaluation

External	↔	Internal
Pressure	↔	Support
Top-down	↔	Bottom-up



Schatz and Steiner-Löffler, 1998

Optimum blend of all three – determines whether schools will grow and flourish or stagnate and decline.

Cambridge: self-evaluation

“Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organisational learning.” (MacBeath 2005)

What is an effective school?

Effective schools:

....are those that successfully progress the learning and development **of all of their students**, regardless of intake characteristics, beyond the normal development curve.

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. Resources for learning
5. School community engagement

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. **Quality of teaching and learning**
4. Resources for learning
5. School community engagement

Cambridge - Standards

Domain 3 – Quality of Teaching and Learning

1. The school's written curriculum is fully articulated and made available to the school community.
2. The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
3. Teachers and teaching are of an excellent quality and are enhanced by systematic, high quality professional development opportunities.
4. The teaching and learning programme caters effectively for individual student needs.
5. Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.
6. Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.
7. Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.

Cambridge - Standards

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Gathering data from Students

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Students**:

- ▶ *My teachers provide me with feedback about my learning on a regular basis.*
- ▶ *My teachers help me to understand the mistakes I have made.*
- ▶ *My teachers regularly mark my work and return it to me promptly.*
- ▶ *My teachers provide support when I am having difficulties.*
- ▶ *I am encouraged to give feedback to teachers on my learning.*
- ▶ *In my assignments, I know what I have to do to be successful.*

Gathering data from Teachers

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Teachers**:

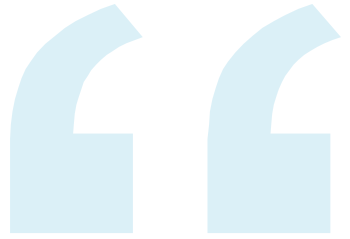
- ▶ *In my classes, I use a broad range of assessment tasks.*
- ▶ *Students have opportunities to provide written feedback about their learning.*
- ▶ *Students have opportunities to improve their work after they receive feedback.*
- ▶ *It is important to show students what success looks like in their learning.*
- ▶ *I always give students written feedback about their work.*
- ▶ *I use a range of formative assessment strategies to plan the next steps in my students' learning.*
- ▶ *I know what the key concepts are for my curriculum area and pay particular attention to them in my classroom practice.*

Gathering data from Parents/Carers

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Parents and Carers**:

- ▶ *Teachers provide feedback through written comments on assignments.*
- ▶ *Our children receive individual attention with any difficulties they may encounter.*
- ▶ *Our children know where they are in their learning and what they have to do next to improve.*



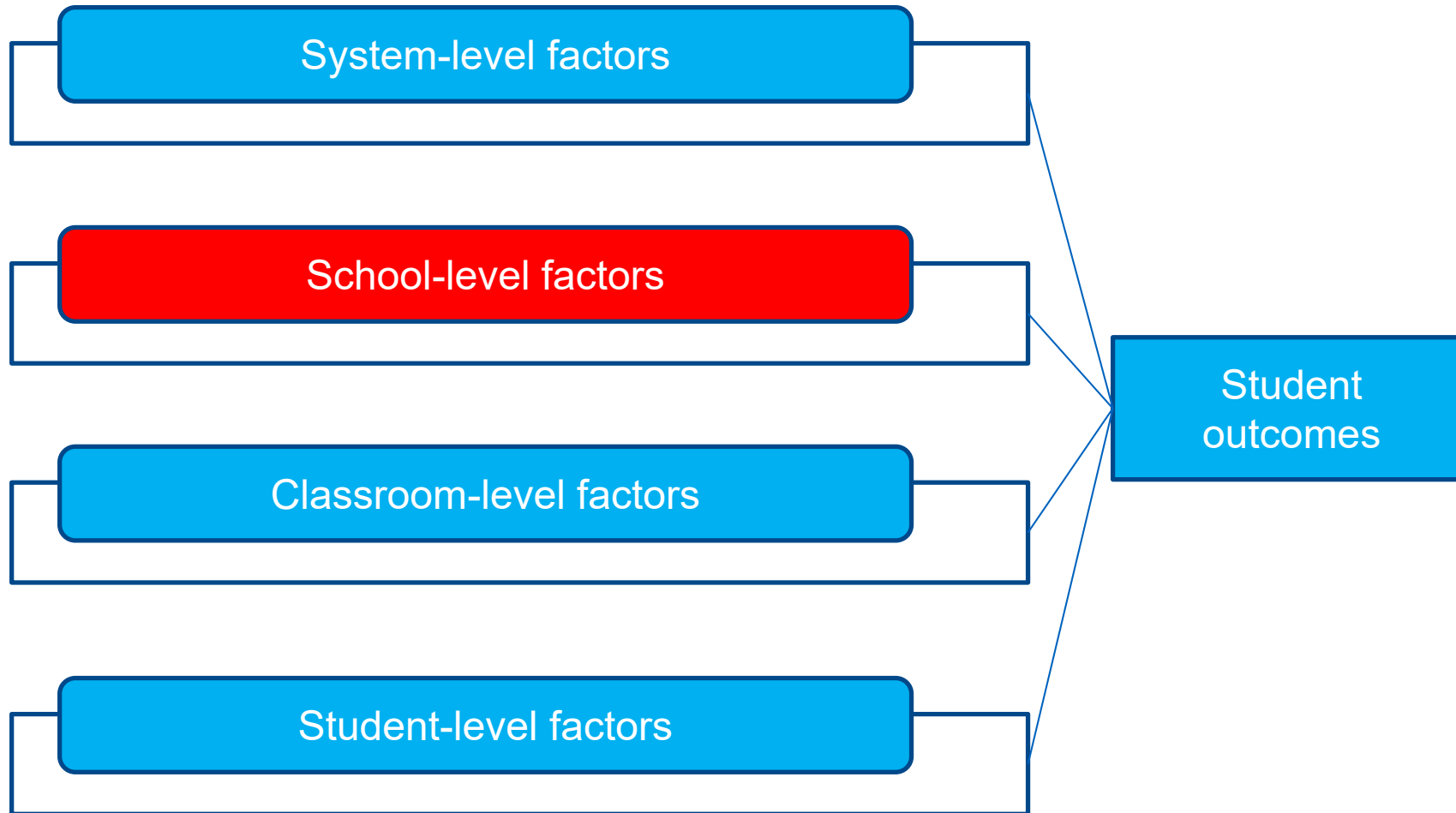
Evaluation alone will not improve practice.

Productive feedback must be accompanied by opportunities to learn.

Darling-Hammond, 2013



Multi-Level Factors



Policy

Examples might include:

- ▶ Teaching and Learning
- ▶ Student behaviour
- ▶ Parent/carer communications
- ▶ Teacher performance evaluation

Policy

Examples might include:

- ▶ **Teaching and Learning**
- ▶ Student behaviour
- ▶ Parent/carer communications
- ▶ Teacher performance evaluation

Teaching and Learning Policy

- ▶ Example key strand: *“We support students to become responsible for their own learning.”*
- ▶ Firstly, how do we know?
 1. Student voice data
 2. Student progress data
 3. Lesson observations

Student voice data

Student Questionnaire

We are interested in hearing about how you learn.

Write down the "things that help you learn" and the "things that make learning more difficult" below.

Place the completed form in the box provided.

Thank you!

Things that help me learn

telling you why you are
learning something.

examples and stories which
help you understand.

showing you how and why
you are doing wrong.

the teacher can control
the class.

helping you learn in different
ways.

letting you set targets
for yourself.

when your friend helps
you.

Things that make learning more difficult

teacher making fun of you
in front of the class.

teacher making you feel
stupid.

other pupils laughing at
you for trying hard.

people making about.

when the work is too
easy.

when you get too many
examples of stuff you already know.

when there is a boring
atmosphere.

Student voice

Did the lesson/topic achieve its stated aims?

- Yes, completely
- Mostly**
- Not at all

Did you find the work:

- Too easy
- Just about right
- Too difficult?**

Were you able to ask for help if you didn't understand something?

- Yes, from the teacher
- Yes, from another student
- No**

Were you able to talk about your learning in the lesson?

- Yes, a lot
- A little
- Not at all**

Which of the following ways of working was most helpful to you?

- Individually
- In pairs**
- In groups
- As a class
- With technology

Teachers	True of nearly all teachers	True of most teachers	True of some teachers	True of only a few teachers
Share learning intentions and success criteria				X
Treat people equally		X		
Let students know how they are doing				X
Encourage us to talk about our learning				X
Encourage us to talk about our learning with one another				X
Listen to the views of young people			X	
Make allowances for students with problems			X	
Take time to explain things		X		
Don't give up on you			X	
Know how to help you when you don't understand			X	
Help you to feel self-confident				X
Expect you to work hard and do well			X	

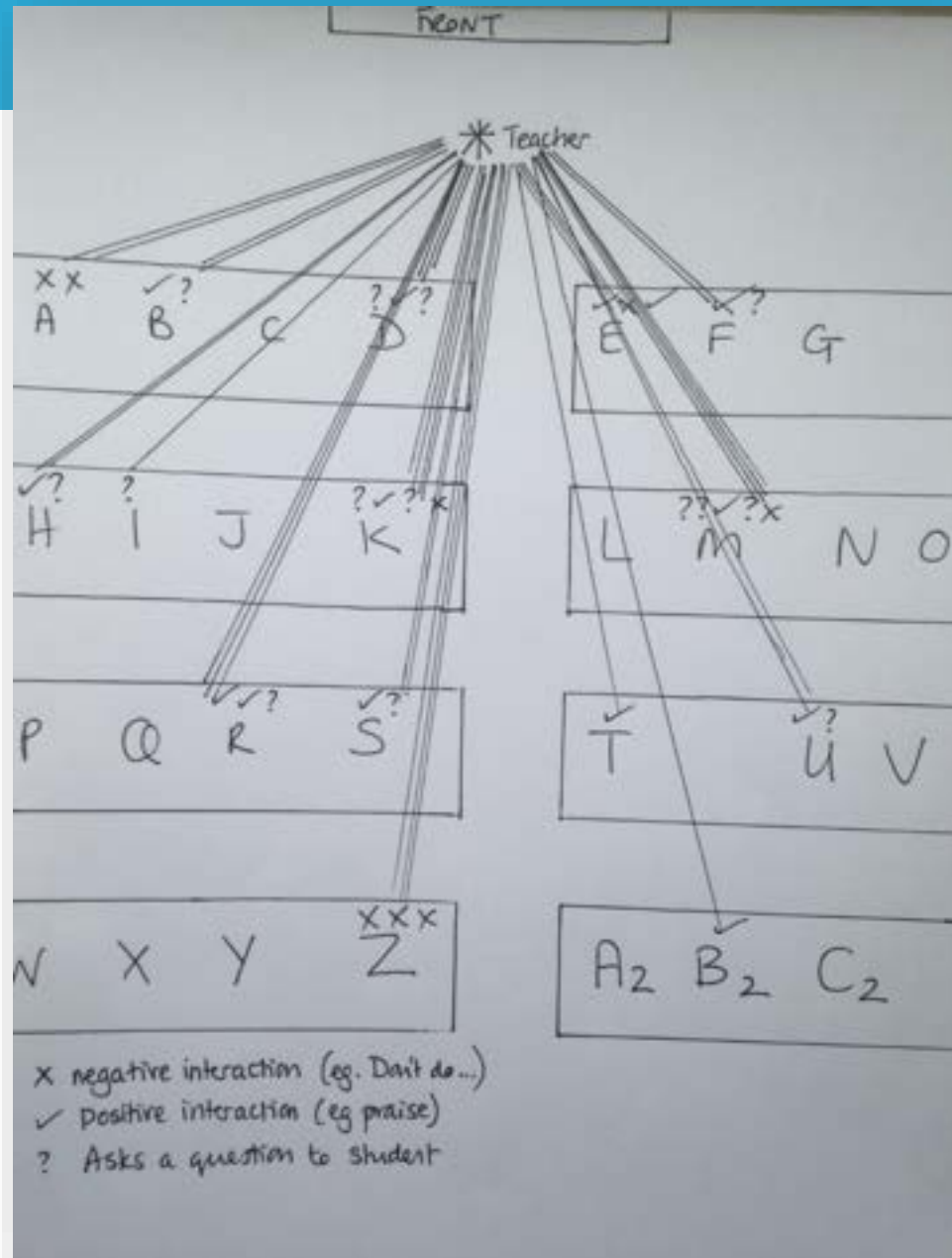
Student progress data

Student	September Task	November task	Individual Effect Size
Katya	13	15	0.22*
Maria	15	20	0.55
Joao	17	23	0.66
David	20	18	-0.22
Mushtaq	23	25	0.22
Caio	25	38	1.43
Cristina	28	42	1.54
Panchalika	30	35	0.55
Hema	32	37	0.55
Jennifer	35	40	0.55

(Adapted from Davis 2017)

$$\text{The effect size for this class} = \frac{29.3 - 23.8}{8.8} = 0.62$$

**Lesson observations:
learning environment
– interactions that
involve dialogue about
learning, e.g.
clarifications,
'bounce', exposition,
expand on/add to,
alternatives, etc.**



Lesson observations: criteria template

Teacher: <i>L Davis</i> Class: <i>Economics IGCSE</i> Observer: <i>T Stobie</i>	Date: <i>2 March 2022</i> Focus: <i>Teaching approaches that support the development of metacognition in learners</i>
Evidence:	Comments:
a. LD uses the 'bounce' strategy to encourage further thinking and responses from students	Specifically asks for students to think of different approaches to the task/problem
b. LD asks students to discuss in pairs how they are going to approach the task	LD listens to discussion and monitors responses.
c. LD circulates around the class and actively listens to student dialogue	At times LD prompted students to consider if they were on track.
d. LD introduces a 'thinking routine' to help scaffold student reflection (before and after the task)	3-2-1 Bridge - routine helps students understand their own process of learning by considering their conceptions of the task before and after, and how their conceptions changed.

Actions

1. Agree timeframe for the improvement project.
2. Bring in expertise to support teachers in understanding and developing effective learning habits in students.
3. Teacher collaboration – with a focus on approaches to learning (supportive; challenging the status quo).
4. Agree new classroom strategies to be implemented – by whom, with whom? Examples might include:
 - i. Clarify learning intentions with students at the beginning of each learning progression
 - ii. Devise *diagnostic* and *discussion* questions that deliberately make students think ‘hard’
 - iii. Ask students to verbalise their thinking through scaffolding, e.g. *Visible Thinking Routines*
 - iv. Scaffold student reflection.

Actions (cont.)

5. Agree assessment task(s) to be given to students *before* and *after* new strategies are implemented.
6. Agree when you're going to check in on progress.
7. Re-administer student voice questionnaires, classroom observation protocols, and look at student progress data.
8. Has there been improvement?

Over to you...

Please contact me at lee.davis@cambridge.org if you would like to know more...

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More information on the Cambridge approach to school improvement and evaluation can be found here:

- ▶ <https://www.cambridgeinternational.org/support-and-training-for-schools/school-self-evaluation/>
- ▶ Education Endowment Foundation – a summary of the research into what works (and what doesn't) in education:
- ▶ How to guide here: <https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits>
- ▶ Toolkit here: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

References:

Coe et al: <https://evidencebased.education/school-environment-and-leadership-evidence-review/>

Visible Thinking Routines: <http://pz.harvard.edu/thinking-routines>

Summary of what works in education:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Bartanen et al (2022) <https://www.edworkingpapers.com/sites/default/files/ai22-621.pdf>

Grissom et al (2021) <https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf>

Kraft et al (2016)

https://scholar.harvard.edu/files/mkraft/files/kraft_marinell_yee_2016_school_contexts_teacher_turnover_and_student_achievement_aerj.pdf

References:

Robinson et al (2009)

https://www.researchgate.net/publication/242493851_School_Leadership_and_Student_Outcomes_Identifying_What_Works_and_Why_Best_Evidence_Synthesis_Iteration_BES/link/0046352c76ef753faa000000/download

Liebowitz and Porter (2019) <https://www.semanticscholar.org/paper/The-Effect-of-Principal-Behaviors-on-Student%2C-and-A-Liebowitz-Porter/de59ccc7b6550723e79808c4b0827fb87207c854>

Creemers and Kyriakides (2011)

<https://www.taylorfrancis.com/books/mono/10.4324/9780203817537/improving-quality-education-bert-creemers-leonidas-kyriakides>

Bryk et al (2010) 5Essentials Surveys: <https://uchicagoimpact.org/our-offerings/5essentials>

Your feedback

- ▶ Please let us know your views on this session
- ▶ Scan the QR code and share your feedback with us





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