

# Best Practice Leadership Styles in Independent Schools

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# Criteria for judging effectiveness

- management ability
- adult relationships
- innovation

but more importantly for this particular research:

ways in which leaders improve student achievement

# Do Leadership Practices add value to student learning?

Leadership is far more focused on teaching and learning in higher achieving schools (Tomlinson, 1999)

Robinson (2011) found that “quality of leadership can make a *substantial* difference to student achievement”



# Independent schools: What is the difference for leaders?

- The community sees the school as a business and expects a customer focused approach
- The independent school leader cannot fall back on state support
- Dealing with wild exaggerations in the media
- Pressure of enrolments
- Disparate demands from parents on resources

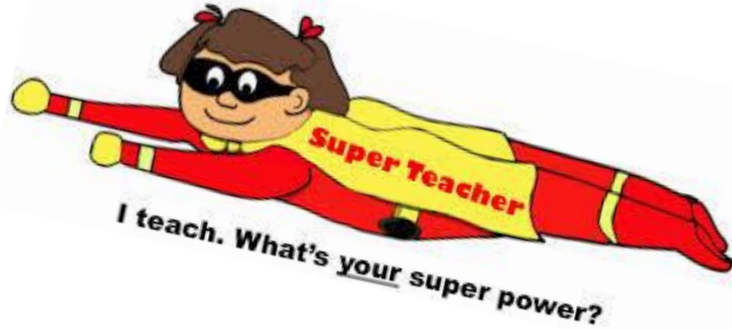


**So what do effective school leaders do?**

# Leading teacher learning and development

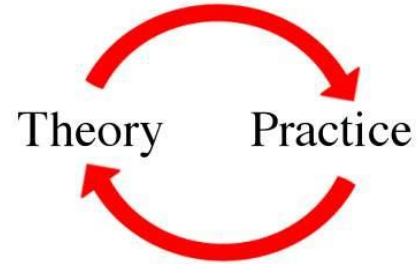
Bain (2004) identifies the “adaptive expert” teacher - they are flexible and aware of their own beliefs underpinning their practice.

Organisations foster adaptive capacity by providing opportunities to learn.



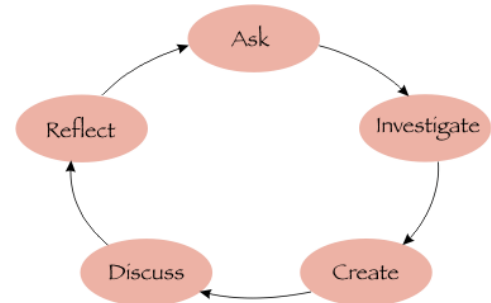
# Effective Professional Learning

Integrates theory and practice



Timely and given time

Involving cycles of inquiry



# Establishing goals and expectations

Timperley (2011) “teachers’ motivation, engagement and learning increases when they are supported to identify where they are at in relation to a goal and what they need to do next to reach it”





# Ensuring and expecting quality teaching



Appraisal systems, when done well, can facilitate this

# Resourcing with a focus on quality teaching

Parents may demand small classes and specialist teachers  
- effective leaders base staff recruitment on analysis of the match between student needs and current staff capability

Robinson (2011) what matters is *how* money is spent not how much money

# Building relationships

Interpersonal respectfulness

Competence

Integrity



# Conclusion

Student outcomes are a major indicator of effectiveness of practice.

Effective leaders of independent schools focus on aspects of leading teacher learning and development, establishing goals and expectations, ensuring and expecting quality teaching, resourcing with a focus on quality teaching and building relationships

# References

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Tomlinson, C. A. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria, Va.: Association for Supervision and Curriculum Development.