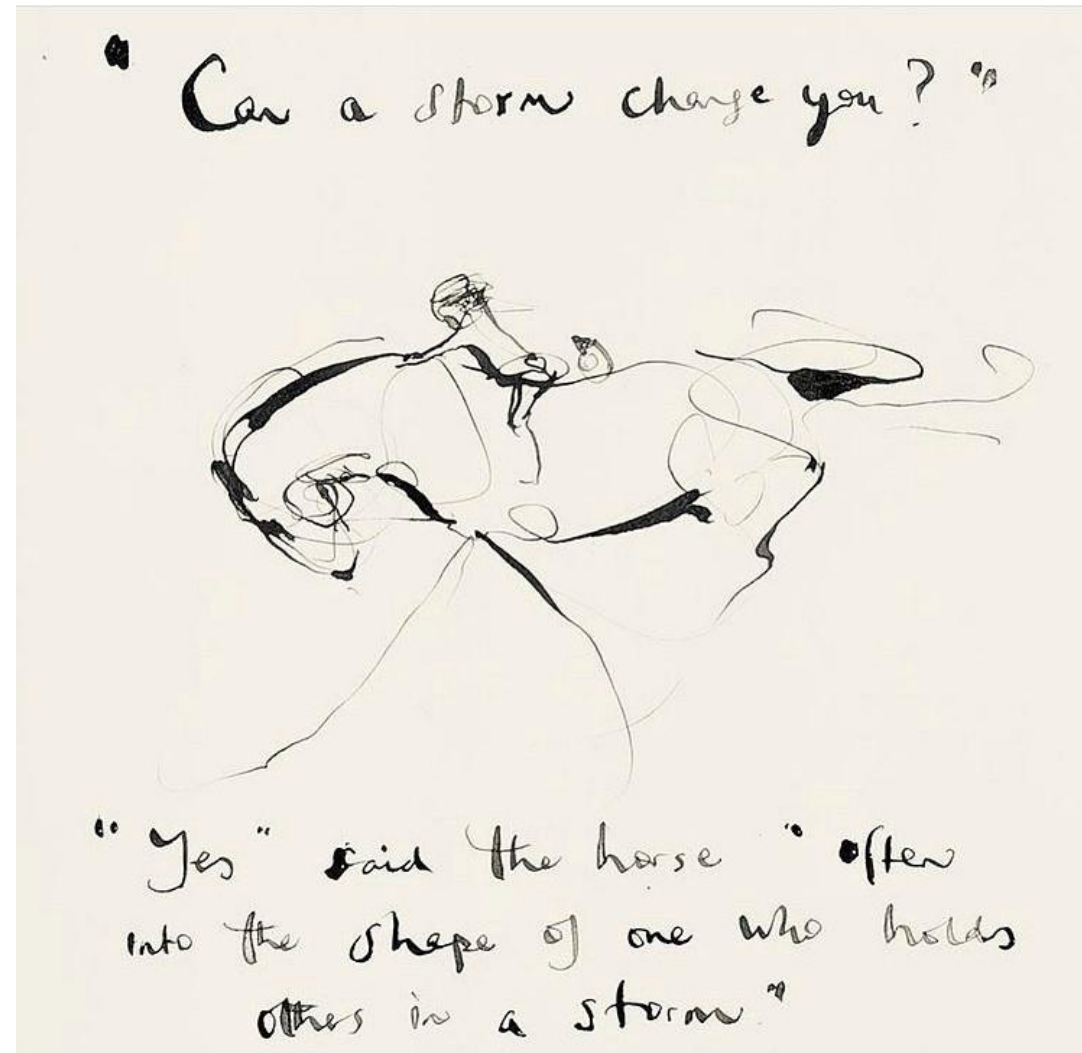# DEVELOPING PROFESSIONALLY-RUN EDUCATION SYSTEMS

CAROL CAMPBELL, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO

TWITTER: @CAROLCAMPBELL4

What have been your most important leadership practices over the past 12 months?

"Can a storm change you?"

"Yes" said the horse "often into the shape of one who holds others in a storm"

Charlie Macksey

Thank you!

What did we know about educational leadership and developing a professionally-run education system at the start of 2020?

- **Government leadership** (Campbell, 2021/forthcoming):
  - Political leaders who value and prioritize the importance of education.
  - Capable government officials and educators in key leadership roles who can provide expertise to inform strategy development in collaboration with the education sector.
  - Visions for priorities co-developed with stakeholders.
  - Government provides strategic leadership and enabling conditions to support implementation of the vision and priorities identified (strategy, policies, resources, communication, evidence to identify problems and adjust strategies).

District leadership (Leithwood, 2011):
  - *Core processes* **–** system directions, supporting core of schooling, systematic use of evidence for problem-solving.
  - *Supporting conditions* **-** organizational improvement, professional development, alignment of system policies and procedures.

Seven strong claims about successful school leadership
(Leithwood, Harris & Hopkins, 2008, 2020)

1. School leadership has a significant effect on features of the school organization which positively influences the quality of teaching and learning. While moderate in size, this leadership effect is vital to the success of most school improvement efforts.

2. Almost all leaders draw on the same repertoire of basic leadership practices.

3. The ways in which leaders apply these basic leadership practices not the practices themselves demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

Seven strong claims about successful school leadership
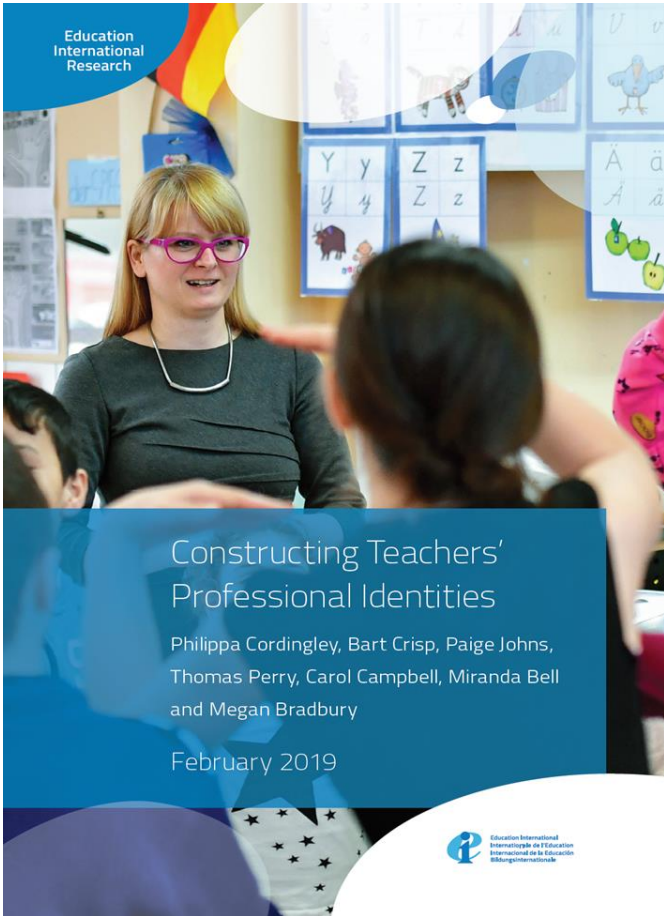## (Leithwood, Harris & Hopkins, 2008, 2020)

4. School leadership improves teaching and learning, indirectly and most powerfully, by improving the status of significant key classroom and school conditions and by encouraging parent/child interactions in the home that further enhance student success at school.

5. School leadership can have an especially positive influence on school and student outcomes when it is distributed.

6. Some patterns of distribution are more effective than others.

7. A well-defined set of cognitive, social and psychological 'personal leadership resources' show promise of explaining a high proportion of variation in the practices expected by school leaders

Teacher Leadership
(Campbell et al., 2018; Lieberman et al., 2017)

- Formal and informal leadership.

- Professional judgement, expertise and experience to support improvements for students, schools and education systems.

- Engaging in and leading professional learning and collaboration.

- De-privatization of practices.

- Knowledge mobilization.

Education International Research

Constructing Teachers' Professional Identities

Philippa Cordingley, Bart Crisp, Paige Johns, Thomas Perry, Carol Campbell, Miranda Bell and Megan Bradbury

February 2019

- ✓Berlin
- ✓Chile
- ✓Kenya
- ✓Ontario
- ✓Scotland
- ✓Singapore
- ✓Sweden

https://ei-ie.org/en/detail/16177/teachers

Constructing teachers' professional identities: Recommendations

SYSTEM CONTEXT

- Positive links to career paths and teacher supply

- The interaction between system level improvement and teachers' professional identities

- Explicit policies for raising the status of the profession

TEACHERS' ROLES AND VALUES

- Respect for education and respect for teachers and teaching

- Expectations about time and work life balance

- Positioning professionalism and teachers' orientation to students within reform
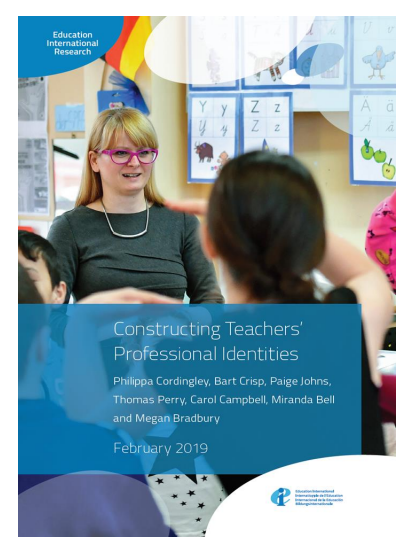
Constructing teachers' professional identities: Recommendations

TEACHER AUTONOMY

- Teacher led education systems

- Trust

- Teacher leadership

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- Prioritisation of and support for CPD

- Approaches to CPD and alignment with aspirations for student success

- Sustaining professional learning
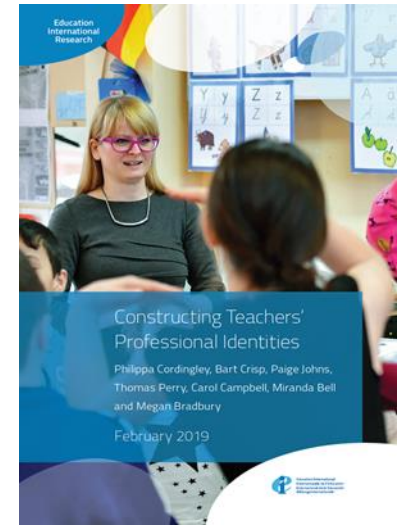
What are we learning about educational leadership and developing a professionally-run education system as we move through the pandemic?
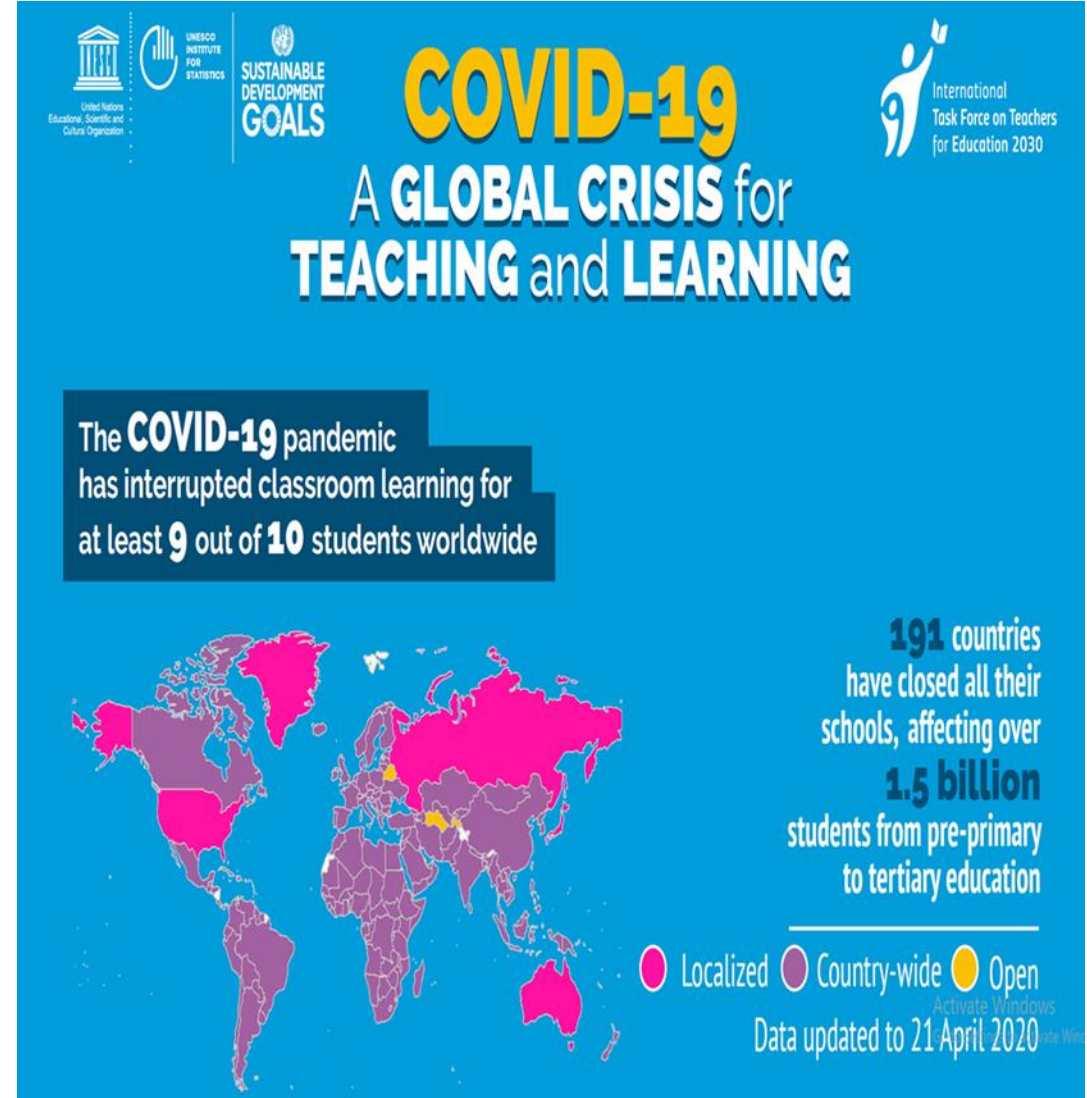
Leading Educational Change and the Education Profession in Pandemic Times

- Rapid shift to emergency response crisis leadership.

- Importance of collaboration and co-planning by government and education system together.

- Education profession having to innovate and navigate through changing schooling and remote learning conditions

- Recognition of the importance of all who work in education.

Protecting and Supporting the Education Profession

- In Canada:
  - During the first period of remote learning: Educators expressed concerns about their own mental and physical health (CTF, 2020a);
  - Recent evidence indicates deteriorating mental and physical health for educators in 2020-21 school year (CTF, 2020b).

- International evidence:
  - Increasing workload, work intensification, and work-life balance (Education International, 2020).
  - Need for professional learning and supports for changing forms of teaching and learning, addressing student inequities, and attending to students' mental, emotional and physical health.

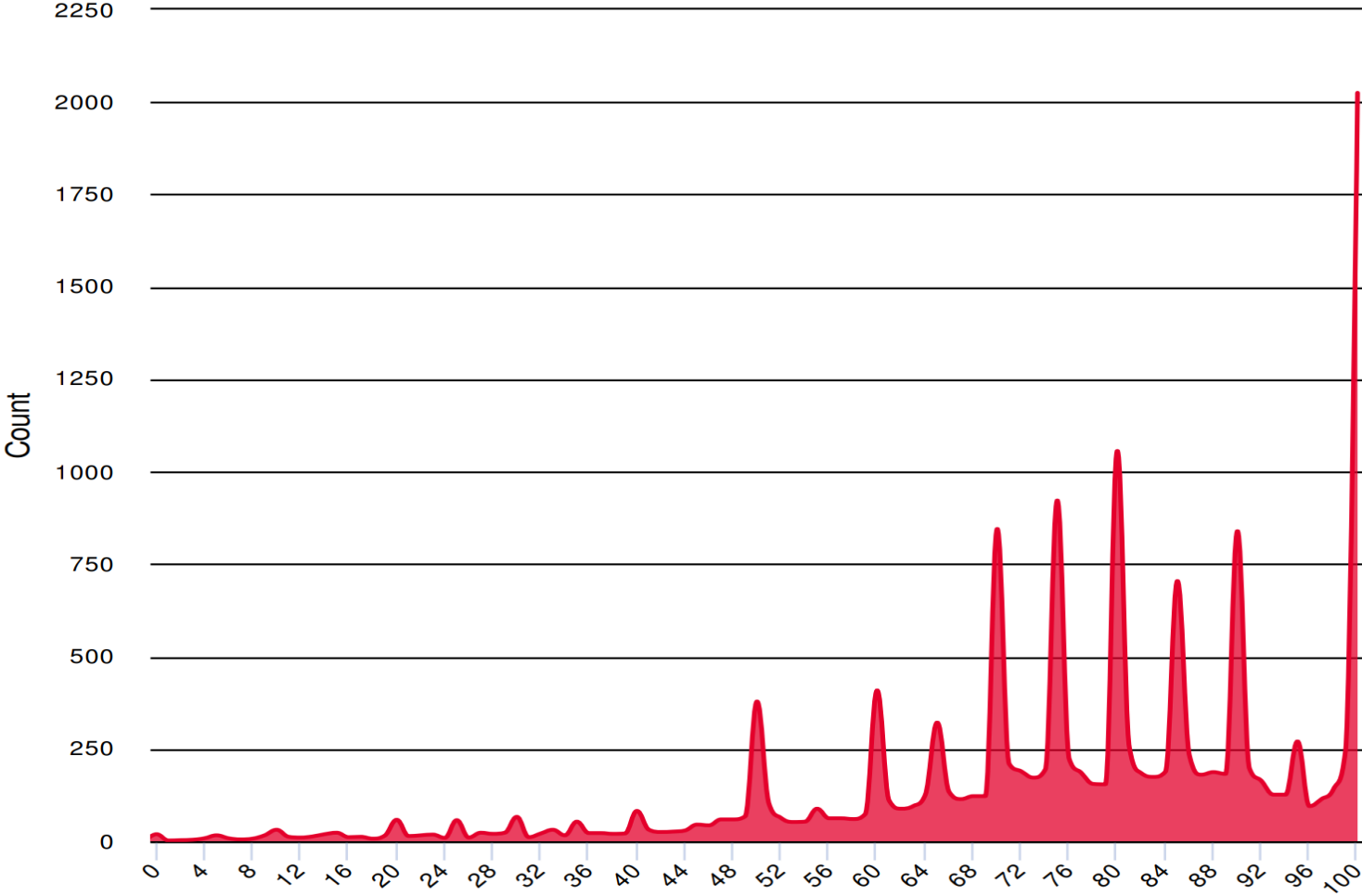# Teacher Mental Health Check-In Survey (CTF, 2020b)

How well are you coping with the daily stresses of teaching right now?
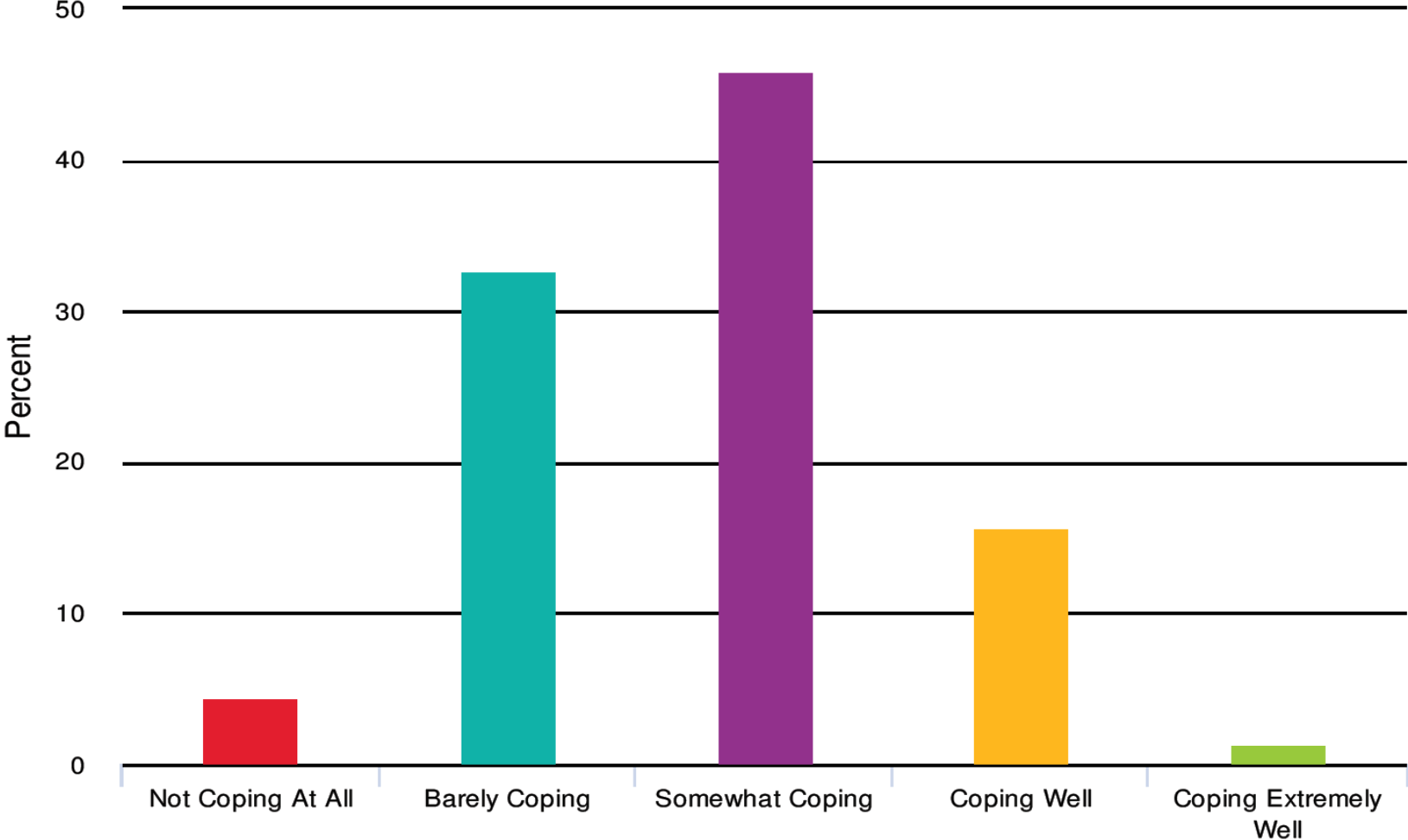
Teacher Mental Health Check-In Survey (CTF, 2020b)

How stressful is your job right now?

Indicate using the slider scale

Source: Colclough (2021) – survey for Education International

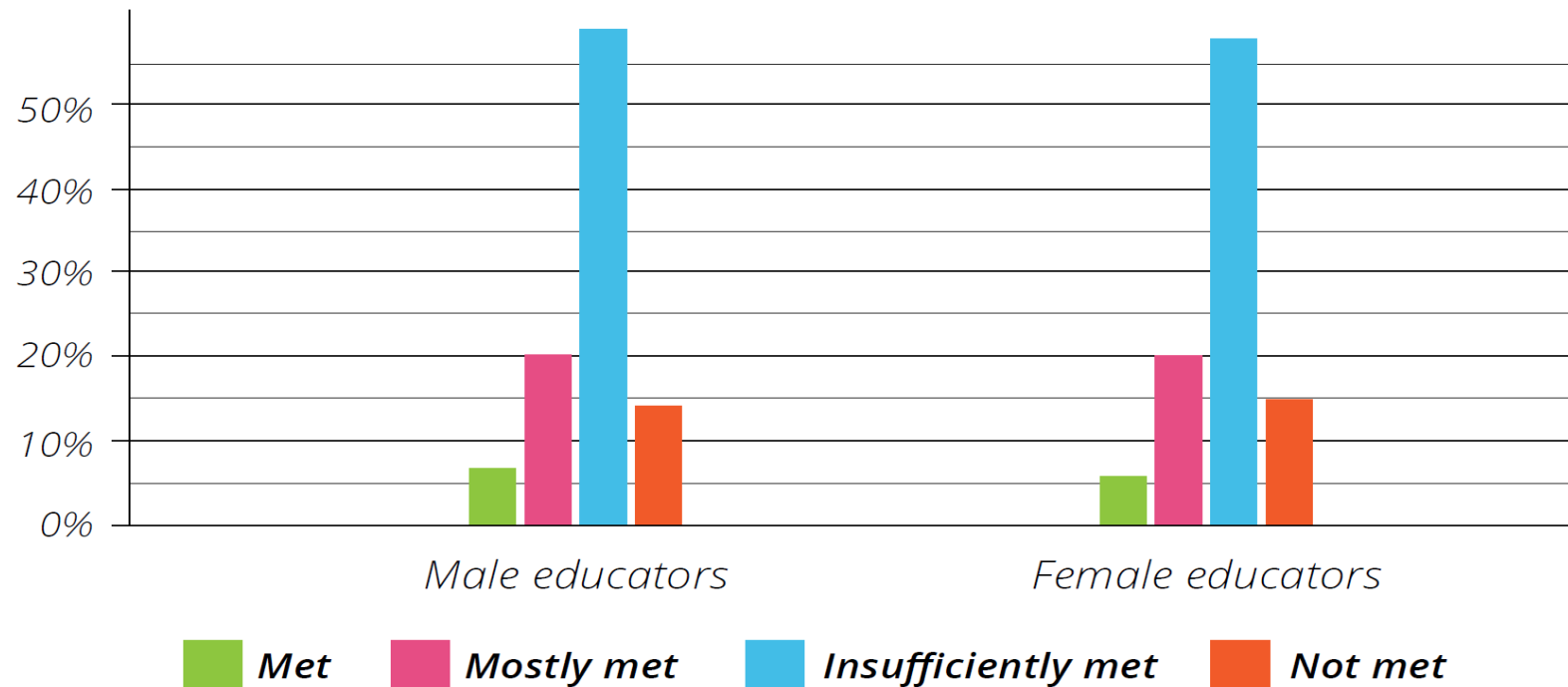# Digital Competencies, Training and Support

Figure 24. Global aggregate for whether male and female teachers' training needs are met

Looking forward for educational leadership and a professionally-run education system

- From emergency crisis response to sustainable leadership.

- New ways to engage and support:
  - All education and related support workers
  - Parents/guardians/families
  - Students' voices, experiences and leadership

- Global connections, local innovations.

- Professional collaboration, networks, collegiality and trust.

- Gathering and acting on evidence throughout

What is one leadership priority for developing a professionally-run education system in 2021-22 school year?

Charlie Mackesy