

# ANCHORING THE ABSTRACT

*What great school leadership  
looks like*

Dr Luke Fenwick



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*\*We gratefully acknowledge the comments of our independent reviewers. The views expressed are ours, and so is responsibility for any errors or omissions.*

## *The paper in summary...*

We all know that great leadership is fundamental in well-performing schools. But what does great leadership actually look like? This paper explores just that—the kind of leadership that focuses on students and leads them to better learning outcomes. We analyse leadership theory and look at how it translates at the grassroots. We hope through this to provide useful information to school leaders about how they can build a positive culture, while also contributing to the policy conversation.

### *Leadership theories*

We start off by sketching three popular theories that describe ways of thinking about leadership:

- 1. Transformational leadership*
- 2. Instructional leadership*
- 3. Distributed leadership*

However, as with all theories, these have their limitations—they can tend to lose sight of what exactly leaders are *doing* to foster a positive school environment.

### *Educational Leadership practice and Highfields Primary School*

To combat this, in the second section we trace three areas of leadership practice that follow the work of several experts:

- 1. Goal-setting and high expectations*
- 2. Optimising teaching and learning*
- 3. Creating and fostering a high performance culture*

These areas can seem clunky and abstract, so we provide case study evidence as illustrations. Highfields Primary School is an exemplary case study—a Decile 1, high-performing school in a well-functioning cluster of schools.

### *Leadership, trust and learning communities*

Our last section provides a different lens through which we can look at effective leadership—trust.

*A climate of trust is essential for organisational success. A school's leadership is pivotal in developing a culture based on trusting relationships.*

Following one expert, we frame the relationship between leadership practices and trust like this: practices are the “what” of leadership, while trust plays a major part in the “how” of leadership.

Trusting relationships are often characterised by reliability, honesty, benevolence, openness and competence. These are clearly evident within Highfields' two learning communities:

- 1. The staffroom, where leadership has an direct influence*
- 2. The classroom, where leadership often has an indirect influence*

And also in those learning communities beyond school doors:

3. The *home* (in the context of home-school relationships)
4. The *school cluster*

Leadership plays an especially important role in establishing mutually beneficial relationships in school clusters. When principals partner together and share expertise, this can flow down to other relationships, from staff in school offices to teachers, as seen at Highfields and its cluster. We call this a *learning cascade*.

*When done well, schools in partnership promote learning that cascades—from the cluster to the staffroom to the classroom, even to the home. And it can cascade the other way too.* Leadership, especially the principal's, is critical in providing the framework and impetus for these learning cascades.

In our accompanying policy paper, *Joining Forces*, we draw policy implications from this research and make recommendations on how the Government can facilitate quality leadership.

## SECTION ONE: INTRODUCTION

There was a celebration recently at a school office in South Auckland. A desk divided the office in two, there were filing cabinets stuffed in the corners, and a plastic-veneered couch gave shape to the wall. The principal was there, Corey's teacher was there, and Corey was there with his parents, who, while they live apart, wouldn't miss this celebration for the world.

Corey hit three teachers last year including the principal. Today, the principal talks about Corey when you ask what makes her work rewarding. After a stand-down period, the school created a coalition around Corey that involved the principal, his teacher and his parents. Corey soon returned to school, curbed his anger, and is now engaged in his learning. Of course he's not a saint, but he's come a long way. His progress over the past year is the sort of thing that gets the principal up in the morning. It's the sort of thing that's worth celebrating.<sup>†</sup>

Corey's example provides a snapshot of how school leaders can engage parents and teachers to join forces in impacting children's lives. In addition to this sort of (exceptional) event, school leaders handle a variety of tasks on a given day or week. These tasks, and how they are performed, help shape school and classroom conditions, and influence teachers' internal states as well as a school's external partnerships.

What school leaders do is important. Perhaps we already know from our own experiences that teaching has the most significant effect on student outcomes.<sup>2</sup> For me, the drone in maths class often enticed my eyelids to close, while Room 14 held the enthusiasm of my history teacher and barely contained my excitement. Quantitative research bears out this anecdote: teaching has the greatest within-school influence on student outcomes. But principals and other school leaders create the conditions necessary for great teaching. According to an Education Review Office (ERO) report on effective schools, leaders "set the tone for the school culture and build respectful relationships."<sup>3</sup> The leadership effect on student outcomes is hence "indirect." In other words, what leaders do directly impacts teaching, which in turn directly impacts student outcomes. This is why many researchers consider leadership the second most significant contributor to total school effects on students.<sup>4</sup>

Yet many students do not progress as they could, especially those in low socio-economic areas.<sup>5</sup> Any across-the-board improvement would surely demand a variety of practical, organisational and policy levers. School leadership is one of these levers, as perhaps acknowledged by National's "Investing in Educational Success" announcement that, if re-elected, it will invest \$359 million over four years into two new leadership roles, in addition to two new teaching positions.<sup>6</sup> The Labour Party also proposes to invest in school leadership alongside other measures such as smaller class sizes and greater ICT (Information and Communications Technology) penetration in schools and their communities.<sup>7</sup> The Green Party advocates wrap-around programmes that aim to influence children's home environments.<sup>8</sup> Many of the educational policies across the political spectrum, in any case, are hardly mutually exclusive, and all parties at least claim their proposals will positively impact student outcomes.

### Leadership

Several definitions of leadership emphasise four key components: it is a process; it involves a group of individuals; it involves the exertion of influence from one party to another; and it drives all individuals towards the achievement of an objective. For example, management researcher Gary Yukl writes that leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives."<sup>9</sup>

Our focus is school leadership: we know a great deal about it and what works.<sup>10</sup> This paper explores effective educational leadership—leadership that focuses on students and promotes improved outcomes—and aims to provide information to school leaders and policy makers who want better for our children. We do this in three sections:

1. We first sketch three popular theories that describe ways of thinking about leadership. These theories, though, can lose sight of what *exactly* leaders do to promote school improvement.
2. We therefore, in the second section, trace three areas of leadership practice that track the work

<sup>†</sup> The case study school and our interview participants have been anonymised.

of several scholars. These areas can seem clunky and abstract, so we provide case study evidence as illustrations. Highfields Primary School is an exemplary case study—a low decile, high-performing school in a well-functioning cluster of schools (See Appendices I and II for background on Highfields and our methodology respectively).<sup>11</sup>

3. The last section provides a different lens through which we can view effective leadership—trust. Trust is considered an essential and indispensable element of a well-performing organisation. It represents another major area of leadership research: where some academics focus their work on the impacts of practice, others focus on the role of trust.

Our discussion of trust runs parallel to that about practice. This is a complicated but complementary relationship: leadership practices without trust would

surely come to little, and trust without practices makes no sense. Leadership practices build trust, and trust can furnish further opportunities for effective practice.<sup>12</sup> Trust, also, often emerges from culturally responsive relationships, which can seem left out by leadership practice categories.<sup>13</sup>

In all, this paper does not review nor present a normative “model”—that is, a cookie-cutter conception that all schools should replicate irrespective of context.<sup>14</sup> Instead, our understanding is malleable and can be stretched over a range of contexts. But it does make some demands, and in the accompanying policy paper, *Joining Forces*, we use it as a yardstick to evaluate National’s “Investing in Educational Success” and make recommendations.

## SECTION TWO: THEORIES OF LEADERSHIP

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There is no shortage of theories on effective leadership. Three of these often appear in discussions, and as we shall see, they can overlap.

So-called transformational leadership largely emerged in the late-1970s and captures practices and characteristics that inspire support and enhance people's engagement and effort to achieve specified goals. It harnesses individual aspirations and values to those of the organisation and ensures that all members are working toward a common end.<sup>15</sup> Prolific Canadian academic Kenneth Leithwood explains transformational leadership as a concept that "identifies which internal states of organisational members are critical to their performance and specifies a set of leaders [sic] practices most likely to have a positive influence on those internal states."<sup>16</sup>

Another theory of leadership is instructional (or pedagogical) leadership. It is education-specific and has been widely discussed since its emergence in the 1980s.<sup>17</sup> Put simply, instructional leadership focuses on the quality of teaching, and it is most often associated with the principal. Jana Alig-Mielcarek and Wayne Hoy identify the key practices of instructional leadership as defining and communicating shared goals, monitoring and providing feedback on the teaching and learning process, and promoting school-wide professional development.<sup>18</sup>

*An effect size quantifies the strength of the relationship between two variables. Academic John Hattie considers a 0.2 effect size as small, 0.4 as medium, and 0.6 as large.†*

Distributed leadership is the third idea that enjoys some prominence in the literature. Its popularity by the turn of the millennium was largely a response to the inadequacies of a more centralised, "heroic" leadership style, where an individual or several individuals in formal positions monopolise leadership.<sup>19</sup> In contrast, distributed leadership appears in several forms, though all of these share at least one feature in common: they understand a culture of trust and interdependence as significant in any exercise of influence to achieve goals.<sup>20</sup>

While these leadership theories are sometimes seen in opposition, transformational leadership and instructional leadership are not mutually exclusive, neither are distributed and more "heroic" leadership. Helen Marks and Susan Printy developed one idea of "hybrid" school leadership in 2003 that promotes a school's core instructional work (instructional leadership), while encouraging enthusiastic buy-in and commitment from staff—that is, transformational leadership.<sup>21</sup> Not only so, though Kenneth Leithwood covers practices of transformational leadership, these reflect significant similarities with instructional leadership (see Appendix III).<sup>22</sup>

Lastly, neither transformational nor instructional leadership necessarily exclude the practice of distributed leadership. Theorist Peter Gronn explores the contingent nature of leadership, which he sees as "an emerging state of affairs" where "different kinds and degrees of *both* individualised-focussed and distributed patterns of leadership will co-exist."<sup>23</sup> This idea takes the dynamism of everyday situations into account.<sup>24</sup>

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† J. Hattie, *Visible Learning. A Synthesis of over 800 Meta-Analyses Relating to Achievement* (New York: Routledge, 2009), 9.

## SECTION THREE: EDUCATIONAL LEADERSHIP PRACTICES AND HIGHFIELDS PRIMARY SCHOOL

A disadvantage of leadership theories is that they can fail to describe *exactly how* leadership impacts school-level conditions and student outcomes. Accordingly, some researchers favour an integrated approach that looks at what leaders do. This integrated approach often combines the key practices of transformational leadership, instructional leadership and distributed leadership. The focus is how leadership influences the school by attempting to link certain leadership practices to school-level variables and student outcomes.<sup>25</sup>

### Meta-analyses on leadership practices

A number of meta-analyses bring together a considerable number of independent studies to discover which, and to what extent, leadership practices impact school-level conditions and student outcomes.<sup>26</sup> Waters, Marzano and McNulty derived 21 leadership responsibilities from 70 (mostly American) studies on elementary, middle and high schools, and found that the “average effect size [expressed as a correlation] between leadership and student achievement [was] 0.25,” which means a one standard deviation increase in leadership—that is, the principal’s demonstrated performance—in all 21 responsibilities will see the percentile rank of a school rise from the 50th percentile to the 60th.<sup>27</sup> In a 2005 update of the earlier findings, Marzano, Waters and McNulty again found a 0.25 effect size from a meta-analysis of 69 studies.<sup>28</sup> Otherwise, while Leithwood and Sun’s 2012 meta-analysis of unpublished studies does look at the impacts of leadership practice on student achievement, they discount this approach on the grounds that the necessary statistical models are too sensitive and almost “take on a life of their own.” Because the leadership effect is predominantly on school-level variables rather than student outcomes directly, they advocate for research that analyses the former.<sup>29</sup> For example, they calculated the total leadership impact on school conditions from 46 analyses with 249 effect sizes in 32 studies. They found an overall moderate effect size of 0.44. Where data allowed, it was found that transformational school leadership, according to their categories (see Figure 2), had large or near-to-large effects on shared goals (0.67), working environment (0.56) and improved instruction (0.55).

Moderate effects were reported on organisational culture (0.44) and shared decision-making (0.36).<sup>30</sup>

Many researchers are also interested in discrete leadership practices. We explore the work of two academics in significant depth: an influential 2009 meta-analysis under the authorship of Viviane Robinson, Margie Hohepa, and Claire Lloyd (henceforth “Robinson”), as well as Robinson’s *Student-Centered Leadership*, and the research of Kenneth Leithwood, especially the meta-analysis with Jingping Sun. From a literature review, Robinson derived five leadership dimensions based on direct evidence and three dimensions from indirect evidence, and then conducted an analysis of 12 studies that yielded effect sizes for the direct dimensions.<sup>31</sup> In his many publications, Leithwood argues that certain practices are critical to aligning a school’s staff, channelling their potential and concentrating this on the school’s goals. Leithwood has identified four “core practices” of successful leadership (though he and Sun supplement these in their 2012 paper).<sup>32</sup> The following discussion surveys the overlap between Robinson’s dimensions and Leithwood and Sun’s core practices, which we treat in three areas: goal-setting and high expectations, optimising teaching and learning, and creating and fostering a high performance culture (see Figure 1).<sup>33</sup>

We are aware, nonetheless, that an emphasis on leadership practice can seem static and omit people and culture from the picture. That’s why we explore conceptual understandings of leadership in dialogue with our case study of Highfields Primary School.<sup>34</sup> In doing so, we can appreciate how certain core leadership practices are responsive and pliable—that is, not necessarily restricted by a certain context.<sup>35</sup>

### Goal-setting and high expectations

Robinson found a moderate impact of “Establishing goals and expectations” on student outcomes (0.42).<sup>36</sup> This dimension maps well onto Leithwood’s category of “Setting directions.” According to Leithwood, “Setting directions” involves building a shared vision, fostering the acceptance of group goals, and having high performance expectations.<sup>37</sup> The effectiveness of this work can often lie in self-efficacy, or collective efficacy—the belief that one, or a group, can achieve goals and accomplish tasks.<sup>38</sup> This is important for students too.<sup>39</sup>

Figure 1: Areas of Leadership Practice

<i>Areas of leadership practice</i>	<b>Robinson, Hohepa and Lloyd, 2009: Leadership dimensions</b>	<b>Leithwood and Sun, 2012: Transformational leadership practices*</b>
<b>Goal-setting and high expectations</b>	<i>Leadership dimensions from direct evidence</i> Establishing goals and expectations: average effect size (ES), 0.35; standard error (SE), 0.08.	<i>Setting directions</i> Developing a widely shared vision/goals for the school/building consensus/inspirational motivation/charisma Holding high performance expectations
<b>Optimising teaching and learning</b>	Strategic resourcing (procuring and allocation of staffing and teaching resources for pedagogical purposes): ES, 0.34; SE, 0.09. Planning, coordinating and evaluating teaching and the curriculum (in a personal capacity): ES, 0.42; SE, 0.07. Promoting and participating in teacher learning and development: ES, 0.84; SE, 0.14.	<i>Developing people</i> Providing individualised support/consideration Providing intellectual stimulation/challenging the process Modelling behaviour/idealised influence—attribute, behaviour or total/symbolisation <i>Improving the instructional programme aggregate/ Managing the Teaching programme</i> Focus on instructional development
<b>Creating and fostering a high performance culture</b>	Ensuring an orderly and supportive environment: ES, 0.27; SE, 0.09.	<i>Redesigning the organisation</i> Strengthen school culture Building collaborative structures/enabling others to act Providing a community focus
<b>Other</b>	<i>Leadership dimensions from indirect evidence</i> A focus on educationally powerful connections The use of constructive problem talk The selection, development and use of smart tools.	<i>Related practices</i> Contingent reward Management by exception (active, passive, total)

We can appreciate the importance of goal-setting and high expectations at Highfields. After struggling for many years, Highfields saw a significant change in 2005 when the principal stepped down and the Board of Trustees made a new appointment. The current principal, Stephanie Wicks, was on the Board at the time, and she now sees the appointment as the best possible outcome for Highfields, something that “completely turned the school around.” From a school ridden with behaviour problems and poor achievement, within two years and a slight change of staff the culture had changed and there were high expectations of children’s achievement.

At the heart of the change was the new principal, especially her goal-setting around student learning.<sup>40</sup> The new principal encouraged her staff to think, to be reflective and plan ahead. This signalled a move from being reactive—putting out fires everywhere—to taking control of the situation and setting the agenda.<sup>41</sup> The agenda pivoted on student learning. This is not to say that other student outcomes were or are unimportant, far from it, but as the current principal expressed: “If children’s learning needs are met, we’ve got [fewer] behaviour problems.”

\* Rather than measuring the relationship between leadership practices and student outcomes, Leithwood and Sun favour an evaluation of the correlations between practices and school-level conditions.

Today, the school's learning goals are based on data. Underlying this is a mindset where the staff "own all the kids and own all the data." One day per term, the staff sit down with their data and discuss how they are tracking against their individual and group achievement targets. Three times a year, the Senior Leadership Team (SLT) collate the data and see how the school is tracking against its goals. Goals this year include improving new entrants' concepts about print and writing vocabulary, girls' maths achievement and boys' writing achievement, as well as extending the school's "gifted and talented." At the last meeting it was observed that the students didn't go as well as staff had hoped, and had even dropped a little. The SLT decided to re-evaluate this goal to ensure it was achievable. The goals were then discussed with the rest of the staff, each of whom have individual targets within their syndicates (Years 1-2, Years 3-4, Years 5-6, and Years 7-8).

More regularly, the SLT discuss progress toward the school's charter goals once a fortnight, while each syndicate meets weekly.<sup>42</sup> Full staff meetings take place once every three weeks. According to the principal, the goals of the school are clear and staff understand them: "We have the same ethos. It's quite clear what we're here for."<sup>43</sup> This clarity was further apparent in other interviews at Highfields.<sup>44</sup>

## Optimising teaching and learning

Robinson calls the second dimension "Strategic resourcing"—procuring and allocating staffing and teaching resources for pedagogical purposes. This was found to have a lesser, though still significant, impact on student outcomes (ES: 0.31).<sup>45</sup> Leithwood has only recently developed an equivalent category—"Resourcing the school." Still, both Robinson's and Leithwood's focus remains on the technical core of the school—teaching and learning. Two more of Robinson's dimensions facilitate this: "Planning, coordinating and evaluating teaching and the curriculum (in a personal capacity)" and "Promoting and participating in teacher learning and development."<sup>46</sup> Robinson found that the second of these dimensions had the greatest impact on student outcomes (with an almost unbelievable effect size of 0.84), while the first had a more moderate one (0.42). Leithwood approximates these with "Managing the teaching programme," and "Developing people." "Managing the teaching programme" captures what leaders do through staffing and pedagogical support,

monitoring student progress, and protecting staff from distractions to teaching and learning.<sup>47</sup> "Developing people" occurs when leaders provide intellectual stimulation, role modelling and individualised, personal support, as well as emotional understanding.<sup>48</sup>

We can see many of these practices in action at Highfields. The principal appointed in 2005 valued her staff, provided support and modelled leadership. Stephanie Wicks put it this way: "We were being taken along on a professional ride...and it felt like we were being valued as leaders...the [principal] modelled the ideal of leader – she was a learning leader."<sup>49</sup> The outgoing principal was less hands-on: she would instigate professional development sessions for the Highfields staff and then leave. In contrast, the incoming principal participated and encouraged the staff to do extra study. She took Graduate Diploma of TESSOL (Teaching English in Schools for Speakers of Other Languages) papers alongside Wicks, and in her approach to staff learning, Wicks believes, she had succession in mind. In particular, Wicks noted that the principal's modelling of leadership and learning "has had a huge impact on me."

Middle leaders also model to and support teachers. For example, the Team Leader for Years 1 and 2 helps teachers with planning and anything else that's needed; she has an open door policy. The Head Teacher for Years 3 and 4 lays out her expectations by clearly stating what needs to be done within a certain timeframe, and then provides reminders and support when necessary. This support includes modelling and observing. She notes that just saying something is never enough, she also needs to model and *show* the difference.<sup>50</sup>

In addition, teacher professional development at Highfields is based on the school's goals, at the centre of which stands improving the quality of teaching and student learning.<sup>51</sup> The Team Leader for Years 3 and 4 put it this way: "Students are the main focus. Everything we do, the focus is on students, all the time."<sup>52</sup> The principal and deputy principal have taken a "Visible Learning" course, while Highfields employs a literacy consultant and a maths consultant to focus on improving teaching practice. Both consultants feed into the evaluation cycle: teacher observation, feedback and collaborative goal-setting, modelling and re-observation. This is considered useful, even for experienced teachers.<sup>53</sup> Another present focus is to develop peer feedback among the students: encouraging children to comment positively, effectively and accurately.<sup>54</sup>

Much of this development takes place within the teacher syndicates. Here, “Ako” is a guiding concept.<sup>55</sup> Ako describes a state of affairs where teachers learn from each other and from the children, where all pursue the goal of improving learning deliberately. Within the teams, each syndicate member engages in the evaluation cycle outlined above. Team members are looking for things like learning intentions, success criteria, time management, children’s understanding of what is being taught, and other things.<sup>56</sup> In this, leaders are learners. The Team Leader for Years 3 and 4, for instance, remarked that she was learning from the student teacher currently under her supervision.<sup>57</sup>

## Creating and fostering a high performance culture

Robinson found her fifth and last “direct” dimension—“Ensuring an orderly and supportive environment”—had the least impact on student outcomes (0.27). Despite the small effect size, Robinson believes this dimension sets the “foundation for all the rest.”<sup>58</sup> Robinson’s dimension again doesn’t cleanly map onto Leithwood’s areas of practice; his equivalent is somewhat broader. Leithwood describes “Redesigning the organisation” as something leaders do to create a collaborative culture, to promote work (through re-structuring), and to embed the school within the wider environment by building productive relationships with families and communities.<sup>59</sup> Robinson covers off the last of these with another dimension, “Focus on educationally powerful connections,” though given this dimension was gleaned from indirect evidence, she didn’t calculate an effect size.<sup>60</sup> We address home-school relationships below (p.10).

Last year, Highfields restructured in order to facilitate learning and enable greater collaboration toward achieving the learning goals. Highfields previously had a principal and two associate principals. It now has a principal, a deputy principal and four team leaders—one for each syndicate.<sup>61</sup> The teams are small: the largest is four and the smallest is two. Two thoughts underpinned the restructure. Firstly, it was a way to value and recognise teachers by offering leadership positions to those who desired them. Secondly, it was a way to facilitate Ako—teachers learning from each other (and also students) with the goal of improving student learning. Previously the principal and associate principals were responsible for teacher assessment and development through the

evaluation cycle. They oversaw teacher observation, the co-construction of goals, modelling and sometimes co-teaching. Yet they never had time to finish the cycle (re-observation), let alone begin it again. The appointment of team leaders to oversee the cycle has wholly addressed this problem.<sup>62</sup>

## Closing comments

Robinson concluded in the following way:

*...Pedagogically focused leadership has a substantial impact on student outcomes. The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.*<sup>63</sup>

As for Leithwood and Sun, they found that all individual transformational leadership practices had at least a moderate impact ( $\geq 0.40$ ) on school conditions (the highest being “Building collaborative structures” with 0.47).<sup>64</sup> They calculated small to moderate/large impacts of transformational leadership practices on teachers’ internal states and behaviours. The highest effect sizes were under the “Developing people” category—“Modelling behaviour” (0.54) had the greatest impact—and “Setting directions,” where Leithwood and Sun computed a 0.50 effect size for “Developing a shared vision and building goal consensus.”<sup>65</sup> But Leithwood and Sun, by no means, argue that these practices should crowd others out—they conclude that the breadth of leadership practices used together are more likely to lead to school improvement than a narrow set. Each practice should build upon and reinforce others.<sup>66</sup>

## SECTION FOUR: LEADERSHIP, TRUST AND LEARNING COMMUNITIES

A complementary way to view effective school leadership is through the lens of trust. Trust plays a large role determining the extent of leadership influence, and a significant amount of social science research elaborates on trust's importance to a healthy organisational culture.<sup>67</sup> This is no different in education—educational researchers consider trust an indispensable part of a healthy culture, which itself is key to a school's sustained success.<sup>68</sup> A considerable body of research links trust to positive student outcomes.<sup>69</sup> One recent study of 64 schools in the United States, for instance, found improvements in student achievement in schools with greater levels of trust. The researcher calculated that trust explained 78 percent of variance in student achievement.<sup>70</sup>

### Trust

Many definitions of trust include the ideas of vulnerability, positive expectation, risk and interdependence. Roger Mayer and colleagues put it this way:

*[Trust] is the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that party.*

R.C. Mayer, J.H. Davis, F.D. Schoorman, "An Integrative Model of Organizational Trust," *Academy of Management Review* 20, 3 (1995), 712.

Megan Tschannen-Moran and Wayne Hoy have written many publications on trust in schools, and they provide this definition:

*[Trust is] an individual's or group's willingness to be vulnerable to another individual or group, based on the confidence that the latter will act in a benevolent, reliable, competent, honest, and open manner.*

W.K. Hoy and M. Tschannen-Moran, "Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools," *Journal of School Leadership* 9 (1999), 189

But how do we understand trust? Some theorists see trust as both relationally- and competence-based.<sup>71</sup> For instance, Megan Tschannen-Moran and Wayne Hoy identify the following characteristics of a trusting culture: openness, benevolence, honesty, reliability and competence.<sup>72</sup> Two other scholars, Anthony Bryk and

Barbara Schneider, consider the following four indicators integral in developing "relational trust": integrity, respect for each and every person involved in a child's schooling, personal regard for others, and the competence of each individual to perform her role.<sup>73</sup>

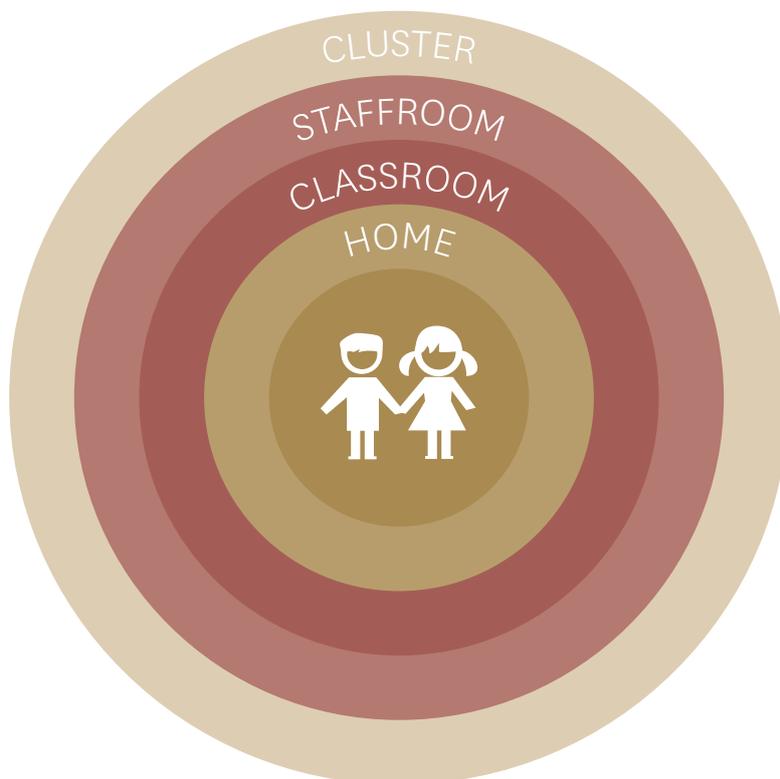
But a healthy and trusting culture does not simply appear; it is cultivated, and leadership is important in this.<sup>74</sup> Leaders, as one academic writes, "strengthen the norms, attitudes and values of teachers so that leaders can trust teachers and grant them discretion as professionals."<sup>75</sup> In fact, leadership influences, in different ways, the different communities that encourage learning and that surround each child. Within the school, leadership has its greatest influence on the staffroom, while it has less impact on teacher and student relationships. Outside the school, leadership has a much slighter impact on the home environment, the community most intimate to the child. Some schools are also involved in clusters, where leadership is often a critical factor in cooperation. Highfields is one school involved in a cluster. (Figure 2 shows all of these learning communities).

In the following discussion, with specific reference to Highfields, we explore how school leadership can directly or indirectly facilitate trust—and with this, cooperation—in each of these learning communities.<sup>76</sup> Principals are perhaps the sole common denominator: they shape the direction of the school in cooperation with the Board of Trustees; they significantly impact the school culture and work settings of teachers; and, while they often have little contact with parents, they may have an indirect effect through teachers (so far as teachers liaise with parents). Principals also "represent" their school to others—to local schools and to the public at large—and have the opportunity to learn and build trust. In this way, principals with a laser-like focus on student progress can recruit other important players to this goal and so create *learning cascades*—that is, promote not just students' learning, but teachers' learning, parents' learning, other leaders' learning, and of course, their own learning.

### The staffroom

We have seen that leadership has the greatest influence on school-level conditions, especially teachers' mind-sets and work settings. Trust is an important part of this. According to Megan Tschannen-Moran, trust within the staffroom correlates with trust in the classroom and

Figure 2: Learning Communities



even trust between teachers and parents.<sup>77</sup> Tschannen-Moran gathered a sample of 3,215 faculty, 2,959 parents and 8,256 students spread over 64 elementary, middle and high schools in the United States.<sup>78</sup> She distributed questionnaires that captured participants' level of trust. She found significant and positive correlations among staff trust in the principal, colleagues and students and parents, parent trust in the school, and student trust in teachers.<sup>79</sup> The amount of staff trust in the principal was related to how much staff trusted each other, and this level of trust was carried over into staff-student relationships. Tschannen-Moran concluded with this thought: "Where adults trust each other, trust is more likely to be extended to students as well."<sup>80</sup>

Highfields models several of Tschannen-Moran's indicators of trust. The school has a focus on relationships that are supportive, collaborative, benevolent but honest, and open but demanding. The principal stresses open and supportive relationships, and stated that the staff got on "really well, both professionally and personally." She also emphasised the importance of giving space to teachers to do their jobs:

*And having professional trust enough to know...yes, still check up, there's still some who need a little more guidance than others, but I think you've got to have professional trust in people that they're going to do their job well.<sup>81</sup>*

In the event of conflict, she commented:

*We have an ethos in the school that if there's something going on, it needs to be brought out into the open... I'm a great believer in that if your energies are channeled to a personal conflict, then they're not being channeled to the right place. In the school, they should be channeled to student learning.<sup>82</sup>*

The Team Leader for Years 3 and 4 talked about her approach in a similar fashion:

*I think about the other person as a person. Nobody's perfect. It doesn't work when one is too bossy—working alongside is best...I am honest, I always speak the truth. I don't backbite. Whatever I say to them, I say to my senior as well. They know if I have said this, this is how it is and how it is going to be presented further as well.<sup>83</sup>*

The Team Leader for Years 1 and 2 noted something similar: "Everything is really open. The Senior Leadership

Team trust us staff just to get on with our job, and are incredibly supportive if you need help.”<sup>84</sup> This support includes an open door policy, while the Senior Leadership Team responds to teachers’ particular issues.<sup>85</sup>

Above all, the focus on teaching and learning lies at the heart of Highfields’ staffroom relationships.<sup>86</sup> And such a focus, according to some theorists, should bolster trust in schools. One study holds that an emphasis on learning “strengthens teachers’ perceptions of others’ trustworthiness.”<sup>87</sup> Others suggest that teachers’ focus on learning builds trust. For instance, research on teacher data teams found trust a necessary component of their effectiveness, while another project, in Dutch primary schools, found that the more work-related discussion, the greater trust among staff—a finding that held at both individual and school levels.<sup>88</sup>

## The classroom

Tschannen-Moran’s research, again, shows that the level of trust between the school leadership and the staff can positively impact staff-student relations. Others conclude that trust, in general, supports teachers’ work.<sup>89</sup> Teachers have to build trust with colleagues and with students; trusting classrooms imply a safe and caring climate, one that facilitates learning.<sup>90</sup>

One way this climate develops is through cultural responsiveness. In their work, Russell Bishop and colleagues stress the importance of mutually respectful, caring teacher-student relationships for Māori learning, especially teachers’ cultural awareness and acceptance of their students’ backgrounds.<sup>91</sup> Bishop’s work has influenced the Ministry of Education’s Māori education plan.<sup>92</sup> For example, one of the Ministry’s priority outcomes is “Māori enjoying education success as Māori.”<sup>93</sup> ERO reports also indicate the importance of acknowledging students’ cultural backgrounds.<sup>94</sup> Overseas, Tschannen-Moran notes that, in situations where students and parents’ values are perceived to clash with teachers’ own, suspicion and fear can result among staff, which in turn obstructs students’ and parents’ perceptions of the central elements of trust: benevolence, openness, reliability and competence.<sup>95</sup>

Leadership entrenches cultural responsiveness through a willingness to listen and learn from different perspectives and values.<sup>96</sup> This openness enshrines diversity in a school’s DNA. It can involve significant

effort, including changing teachers’ mind-sets. Such work is important because, as some studies show, a more diverse school is more likely to have lower trust than a more homogeneous one.<sup>97</sup> Recent ERO reports on Māori and Pasifika education emphasise the importance of leaders’ evaluation and support of culturally sensitive pedagogy.<sup>98</sup> They urge leaders to possess a clear vision, embrace diversity and have an achievement focus.<sup>99</sup>

We can appreciate cultural responsiveness at Highfields, where most of the children are Māori and Pasifika.<sup>100</sup> The values of these cultures significantly inform the school’s direction and the relationships between staff and students. The school holds a principle of aroha—here understood as “cultural identities/worldviews recognised”—while the school’s values describe the characteristics of strong, educationally relevant and culturally responsive connections: rangimarie (peacefulness), whanaungatanga (strong family and community relationships), manaakitanga (caring and hospitality) and tuku marie (tolerance). This concern is not limited to words. The teachers speak about the absolute importance of considering the stories that shape their children, and especially the importance of culture. Language is important given that many of the children speak English as a second language. For instance, the Team Leader for Years 1 and 2, an Englishwoman, sometimes uses Tongan in class. She currently has 15 boys and five girls, and the majority of the boys are Tongan. When they get unruly, the teacher tells them off in Tongan, and they respond to this. Other teachers also use the children’s native languages.<sup>101</sup>

## Home-school relationships

Beyond school walls, research suggests that background characteristics such as home environment and socio-economic status play a major role in student outcomes.<sup>102</sup> In fact, they explain considerably more of the variation in student achievement (up to 60 percent) than total school effects—both classroom and leadership effects combined (approximately 20 percent).<sup>103</sup> And, as we might expect, school leadership has little impact on what happens at home or socio-economic status.<sup>104</sup> School leaders are in a unique position, however, to set the direction and tone for productive home-school relationships.<sup>105</sup> And trusting staff-parent relationships are important to students’ success.<sup>106</sup>

Multiple studies find the positive impact of good

school-home relationships.<sup>107</sup> In light of this, Ministry of Education policy, ERO reports and academics urge schools to develop strong links with students' homes as a way to promote positive outcomes, especially those of Māori, Pasifika and other minority students.<sup>108</sup> Overseas, for example, Zellman and Waterman note that parental involvement in school eases children's learning problems, while Hoover-Dempsey and Sandler conclude that parental involvement contributes to students' learning and knowledge.<sup>109</sup>

Highfields, in particular, invests great effort in building positive relationships with parents, relationships that are culturally responsive and focus on student learning.<sup>110</sup> Although the school began with the Ministry of Education's Home-School Partnership programme, it found that this wasn't working, and instead, in 2005 Highfields tried other approaches. It decided to put students at the centre of its efforts to bring parents on board. The school now holds "Reading together" evenings twice a term where it invites parents to the hall to observe what and how reading is taught to their children. The children bring their parents and sit down to a lesson followed by an activity.<sup>111</sup> The same has been done with maths.

Traditional parent-teacher evenings similarly didn't work—five parents would show up. Now, Highfields has "whanau conferences" where the child sits down with her parents and the teacher, and they talk about the child's learning and how parents can work with the teacher to reach the child's learning goals. From a recent evening, one class had 100 percent participation from parents, and the other 69 percent. The principal describes the general attitude of parents in this way: "Parents coming in, and it's welcoming, it's open, and again the [positive] feedback...They don't feel threatened coming in. That's a big thing."<sup>112</sup>

In this way, parents are very much partners in learning and teaching at Highfields. And there is no evidence of deficit thinking—the belief that because a child comes from an impoverished or difficult background, she cannot progress and achieve.<sup>113</sup> Instead, teachers take ownership of the children's learning, and encourage the children and their parents to do likewise.<sup>114</sup> This attitude accepts the children where they are at; the belief is that all children can progress, and progress is the shared responsibility of the teacher and the parents. The Team Leader for Years 1 and 2 calls the parents of her new

entrants and provides them with useful resources. At whanau conferences, she sets out to parents where their child is at, and what they need to do in order to ensure their child reaches where she needs to be. She notes that when parents are on board, the child moves on at a much faster rate. Often she needs to badger parents to ensure that their child's learning progresses; she has even told parents off for stopping reading to their child. She encourages all parents to talk to their children about learning.<sup>115</sup>

This is not always easy, of course, and some parents are almost impossible to reach. The Team Leader for Years 3 and 4 finds that parents are often shy at the beginning, so the teacher needs to take the first step and be open and transparent about the learning process. She does this through phone calls and messages through the children, while she sometimes stops them in person (at road patrol for instance).<sup>116</sup>

In general, Highfields' focus is committed, open and trusting relationships with children, their parents and the community at large.<sup>117</sup> The staff and the school's leadership necessarily play a significant role in this.<sup>118</sup> The principal cited a guiding principle, the Māori saying "He tāngata, he tāngata, he tāngata!" (It's people, people, people). The Team Leader for Years 3 and 4 put it succinctly: "Relationships percolate." It seems solid relationships in the staffroom percolate to the classroom and beyond, to the home.<sup>119</sup> This is an impressive effort given that trust among teachers, parents and students can be more fragile in low socio-economic areas.<sup>120</sup>

## Lateral learning

The cluster of schools is perhaps the learning community furthest removed from the child. The cluster is a group of schools committed to supporting each other. When schools share expertise, this is "lateral learning." When leaders are appointed to head clusters, this is sometimes called "system leadership." Following the work of several commentators and academics, a number of governments around the world have looked to lateral learning and system leadership as means to promote improvement across the education sector.<sup>121</sup> While lateral learning and system leadership can describe different things, perhaps the link most pertinent to this discussion is where leaders work in their own schools and link with other schools; and where one school oversees inter-school cooperation, thus contributing to improvement through

sharing knowledge and expertise.<sup>122</sup> This can provide a resource for schools to tackle challenges that occur in a similar context.<sup>123</sup> Other benefits can include the rationalisation of resources, greater leadership capacity, increased cooperation, and with these, the potential for sustainability and better student outcomes.<sup>124</sup> According to Beatriz Pont and David Hopkins:

*The collective sharing of skills, expertise and experience will create much richer and more sustainable opportunities for rigorous transformation than can ever be provided by isolated institutions.*<sup>125</sup>

In our accompanying “Policy recommendations,” we analyse the international evidence on lateral learning and system leadership, but here we’ll evaluate its influence at Highfields Primary School.

Highfields has seen, and continues to see, many benefits from its membership in a 12-strong cluster of schools. The cluster has formed around a common programme focussed on the effective use of technology to improve student outcomes. For this purpose, each school has Netbooks and iPads for their children’s use. The Highfields principal believes the programme has brought the schools together and promoted a common sense of purpose within and between schools.<sup>126</sup>

This partnership between schools includes meetings that Highfields staff attend according to their expertise. Specifically, in addition to annual huis and board of trustee forums, there are cluster meetings for administration staff, teachers, “lead teachers” and principals. For instance, there are “Toolkits” classes for all teachers at least twice a term. These classes seek to improve teachers’ digital literacy and provide a forum for participants to exchange ideas on what’s working for their

children’s learning. Some trade iPad apps, while others exchange tips on blogging.<sup>127</sup> One of the team leaders commented on the value of sharing expertise in this way: “We are growing in our ICT skills, and everyone is doing it. We, the teachers, are growing.”<sup>128</sup> Beginning teachers can also access the considerable experience within the cluster. They can observe not only expert teachers within their own school, but also lead teachers in other schools, teachers identified for just this purpose.<sup>129</sup> Lastly, teachers across the cluster seek to moderate grading by meeting with their children’s work and marking schedules.<sup>130</sup>

Before she was principal, Stephanie Wicks was a former lead teacher and so attended cluster meetings for lead teachers.<sup>131</sup> She speaks highly of their value—they provided up-skilling that was subsequently fed back to Highfields’ teachers. Currently, Highfields sends two lead teachers to these meetings, and these two debrief Highfields staff on their discussions. At the senior leadership level, Wicks attends principals’ meetings once a month. The attendees share best practice and research, and discuss issues and the management of the cluster’s technology programme. Wicks notes that there is a cooperative atmosphere at these meetings: there is wide consultation and all stakeholders are entitled to speak. She considers the cluster a larger learning community that feeds into what Highfields is doing—in the staffroom, the classroom and with parents. The cluster facilitates learning cascades and builds capacity.

## SECTION FIVE: CONCLUSION

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Leadership is fundamental in well-performing schools. Almost all scholars agree on that. Some consider highly effective leadership to be “transformational leadership,” some prefer the label “instructional leadership,” and some focus on “distributed leadership.” These concepts are not exclusive, however. Transformational leaders, say, can focus on the quality of instruction and distribute leadership responsibilities to others. The theoretical similarities are more apparent once we investigate leadership practices. These “open up” the theories to closer observation: we can appreciate what exactly leaders do and how they impact school-level conditions and student outcomes. Areas of practice include:

1. Setting clear goals and having high expectations
2. Optimising teaching and learning through developing and supporting people personally and professionally
3. Creating and fostering a high performance culture

We see these in our case study—the goals and vision of Highfields Primary School are demanding and clearly presented to staff; professional development is focussed on student learning, while the leadership provides support and an open door policy; and the leadership ensures that there are as few structural obstacles to instruction as possible.

Parallel to our discussion of leadership practices is a discussion of trust. Trust has a synergetic relationship with practice: trust informs what school members can and will do, while practices shape a climate of trust. *Within and without schools, a climate of trust is a prerequisite of organisational success. A school’s*

*leadership is integral in developing a culture based on trusting relationships.* These relationships are often characterised by reliability, honesty, benevolence, openness and competence. We see such relationships at Highfields, where, as the principal notes, the staff gets on both professionally and personally.

But trust is also important in the learning communities that encompass each child and that are external to the school: the home and the school cluster. School leadership has little direct influence on the home, certainly, though it can have an impact through building trust in the staffroom and setting the tone for strong home-school partnerships. We saw this in the case of Corey. Highfields didn’t give up on Corey after he’d hit three different staff members and instead saw an opportunity to use his behaviour as a chance to focus and improve his learning. This could only be done with the cooperation of Corey’s parents, who of course wanted the best for their son. The coalition of principal, teacher and parents has worked wonders so far—Corey is progressing with his reading and writing and maths. He’s learning.

As for the school cluster, Boards of Trustees and principals play a key role in establishing mutually beneficial relationships with nearby schools. And this can flow down to teacher-to-teacher and even administrative staff-to-administrative staff relations, as at Highfields and its cluster. When done well, learning cascades from each community—from the cluster to the staffroom to the classroom, even to the home. And it can cascade the other way too. Leadership, especially the principal’s, is critical in providing the impetus for these cascades.

## APPENDIX I: THE CASE-STUDY BACKGROUND

1. Highfields Primary School
2. A “high-performing” school
3. School leadership and “high performance” at Highfields

### 1. *Highfields Primary School*

Highfields is a state, co-educational primary school in South Auckland.<sup>132</sup> It has a roll of almost 250 students spread over Years 1-8, and ten fulltime teachers in addition to support staff and a teacher in charge of reading recovery (mutukaroa). A principal and a deputy principal lead the school, while a team leader heads each syndicate of teachers: Years 1 and 2, Years 3 and 4, Years 5 and 6, and Years 7 and 8. Highfields is also part of a 12-strong regionally-based cluster of schools that pivots on a shared ICT initiative.

The children at Highfields are mostly Pasifika and Māori. Tongan, Samoan and Niuean children comprise over fifty percent, while Māori and Cook Islands Māori account for about forty percent. The average income of families in the area is between \$17,000 and \$19,000; this places Highfields in decile one.

### 2. *A “high-performing” school*

But the decile one “tag” is not indicative of a low-quality education. Highfields is a high-performing school according to both its ERO reports and National Standards data, and this is to say nothing of other important, but not necessarily measurable, student outcomes.

The latest ERO report for Highfields, March 2012, noted that “students are learning, engaging and progressing well” and make particularly significant gains over their first three years at school. ERO attributed this success to effective use of data that enables teachers to attend to individual progress. It acknowledges also the role of engaged and informed leadership, clear and high expectations for student achievement, quality teaching and community engagement. In light of this, ERO will not review Highfields for another four to five years, which places the school among the top 15 percent of schools.

The average ERO review cycle is three years. ERO reviews schools every one to two years when “it has concerns

about the education and safety of students...,” every three years when “it finds that the school is effective in promoting student learning, engagement, progress and achievement,” and every four to five years when “it finds that the school’s curriculum is consistently effective in promoting student learning—engagement, progress and achievement.”<sup>133</sup>

As for National Standards, data from 2012 shows that 68 percent of Highfields students are performing at or above the reading standard (the National Average [NA]: 77.4 percent), 64.9 percent are performing at or above the writing standard (NA: 70 percent), and 60.5 percent are performing at or above the maths standard (NA: 73.6 percent).<sup>134</sup> For a decile one school, this is a significant achievement, and despite lagging the national average in the above areas, Highfields’ Māori students outperform the national and regional average for Māori in reading (71.5 percent at or above the standard compared to 68.2 percent nation-wide and 66.2 percent in the Auckland region) and writing (71.5 percent at or above the standard compared to 60.2 percent nationally, 59.2 percent regionally), though they dip below in maths (62.6 percent at or above the standard compared to 63.6 percent nationally, 64.1 percent regionally). Similar is true for Highfields’ Pasifika students, though these outperform the national and regional average in all categories: in reading, 65.2 percent of students are at or above the standard compared to 62.6 percent nationally, 62.1 percent regionally; in writing, 63.6 percent of students are at or above the standard compared to 56.8 percent nationally, 56.7 percent regionally; and in maths, 60.4 percent of students are at or above the standard compared to 59.7 percent nationally, 60.2 percent regionally.

National Standards are of course not moderated systematically across schools—even though they are moderated across the Highfields cluster—so it’s perhaps more important to show progress within the school.<sup>135</sup> From 2011 to 2012, Highfields improved in every category: in reading, the percentage of students achieving at or above the national standard jumped almost nine points; in writing, the figure rose eight points; and in maths, over four. In terms of the 2013 data, nevertheless, the principal commented that Highfields didn’t attain their internal target for maths.<sup>136</sup>

This positive overall performance is despite low baseline achievement in school entry assessment

tests. Five year olds enter Highfields with stanine two achievement in “Concepts about print” and “Hearing and recording sounds,” and stanine three achievement in “Writing vocabulary,” “Word recognition,” and “Letter identification.”

Stanines break a year group’s results into nine parts, where eight and nine denote above average and outstanding achievement, and two and one, below average and low achievement.

Given a normal distribution of results, stanines two and three give Highfields students a percentile rank between 4 and 22.<sup>137</sup>

### *3. School Leadership and “high-performance” at Highfields*

It is extremely difficult to answer why exactly Highfields performs well. The data available doesn’t permit robust causal inferences. But we know generally that leadership plays an important role in school success, and we can make a qualitative assessment of the role and shape of school leadership at Highfields based on documentation, observations and interviews. Our case study is really a portrait of leadership that reflects on what has worked at Highfields. Questions about external validity—to what extent our comments can be generalised beyond Highfields’ bounds—are inevitable, and we discuss this and other issues in Appendix II. At the very least, ERO identifies the attentiveness and focus of staff and Highfields’ leadership team as integral to the school’s success.

## APPENDIX II: METHODOLOGY

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1. Theory
2. Sampling strategy
3. Two phase process
4. Use of evidence
5. Weaknesses of our approach

### *1. Theory:*

We combined a limited quantitative (see 3.-5. below) measure of leadership practices with a qualitative text-based analysis to explore what leadership looks like in our exemplary case-study school, Highfields Primary.

### *2. Sampling strategy:*

We used a purposive sampling strategy to select an extreme (or deviant) case—a high-performing, low-decile school in a well-functioning cluster of schools (see Appendix I for an elaboration of “high-performing”).<sup>138</sup> This school is information-rich, and offers a real world manifestation of successful leadership in action.<sup>139</sup> Our questions and observations probed the uniqueness of this case study, and our knowledge from this, we hope, may be used to apply to other situations (see 4. and 5. below).

### *3. Two phase process:*

We conducted two research phases over eight months (November 2013-June 2014). In the first phase, we gathered data on leadership practices at Highfields from a 54-item staff perceptions questionnaire based on a number of overseas and New Zealand surveys (but see “Weaknesses of our approach” below).<sup>140</sup> The data allowed us to appreciate practices based on Kenneth Leithwood’s taxonomy—setting directions, developing people, redesigning the organisation and managing the teaching programme—as well as resourcing the school, accountability, and related practices. All of these constructs had strong internal consistency ( $\alpha > 0.8$ ), which is essential to ensuring an operational set of objective measures.

In the second phase, we developed and refined the research questions so that they followed from secondary literature, documentation about the school, and the

data gathered in the first phase. We then employed an embedded case study design with three units of analysis: we interviewed the principal, two syndicate leaders and a principal at a nearby school active in the cluster.<sup>141</sup> We used the survey data ( $n = 5$ ) to isolate concepts with our Highfields interviewees, each of whom had filled out the questionnaire before the interview. This ensured the interviewer and the interviewees were discussing the same constructs—that is, effectively playing the same “language game.” The interviews were semi-structured, and we asked both open-ended and close-ended questions.<sup>142</sup> We created transcripts and, together with other data gathered from the school, organised it with concept-driven coding.<sup>143</sup>

### *4. Use of evidence:*

We rely on multiple sources of evidence, a “converging line of inquiry” that builds our picture of school leadership with documentation from the school and online, interviews and direct observation.<sup>144</sup> The use of subjective and objective data allows us to triangulate the nature of leadership and build internal validity. As an additional aid to validity, we presented the draft report to the interview participants and sought their opinions.<sup>145</sup>

### *5. Weaknesses of our approach:*

There are weaknesses in our approach.

Firstly, we only got one survey response from a teacher who was not a syndicate leader, and we could not get an interview with her. We therefore largely lack a unit of analysis that would have built additional internal validity. While the single survey affirmed what was discussed in our three interviews, and two of them involved full-time teachers, it would have been beneficial to hear more “teacher voice”.

Secondly, there are weaknesses associated with a qualitative approach. For instance, qualitative evidence is vulnerable to the biases of the researcher and the charge of weak construct validity.<sup>146</sup> We tried to mitigate both of these weaknesses by using the survey data to isolate and talk through specific constructs. We also acknowledge the lack of external validity that can inhere in case studies. Yet, we attempted to build a conception that is generalisable—an analytic generalisation rather than statistical generalisation.<sup>147</sup> Some may see this project undermined by the nature of our case study: Highfields

is a relatively small school, a decile one school, and a primary school, and it may therefore have little to say to other schools that do not share these characteristics. This is true to an extent. For instance, there are multiple leadership differences between primary and secondary schools, and these are well-discussed in the literature.<sup>148</sup> And it is also accurate that leadership can take different forms in different socio-economic areas and in different sized schools.<sup>149</sup> But there are leadership similarities among such schools as well—principles that can be

shared across contexts.<sup>150</sup> It is here that other studies, especially meta-analyses, are extremely important. Meta-analyses try to probe “what works” across contexts by combining multiple discrete studies. Thus, when we present our case-study in dialogue with meta-analyses, we are “testing” not only our own results but also those of the meta-analyses. This aids the validity of an analytic generalisation.

## APPENDIX III: INSTRUCTIONAL AND TRANSFORMATIONAL LEADERSHIP PRACTICES TABLE

The "Areas of Leadership Practice" column (with the exception of number 5.) follows K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research," 339. Certain wording differences between models are quoted in the footnotes.

Areas of Leadership Practice	Instructional Leadership							Transformational leadership		
	Hallinger & Murphy (1985)	Murphy (1990)	Heck, Marcoulides & Lang (1991) <sup>1</sup>	Heck (2000) <sup>2</sup>	Alig-Mielcarek & Hoy (2005)	Robinson et al. (2009) <sup>3</sup>	Bendikson (2011)	Leithwood et al. (2006)/Louis et al. (2010)	Leithwood, Aitken & Jantzi (2001)	Sashkin & Sashkin (2003) <sup>4</sup>
<b>1. Setting directions</b>										
Developing a widely shared vision/goals for the school/building consensus/inspirational motivation/charisma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Holding high performance expectations	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>2. Developing people</b>										
Providing individualised support/consideration			✓	✓	✓	✓	✓	✓	✓	✓
Providing intellectual stimulation/challenging the process	✓ <sup>5</sup>	✓ <sup>6</sup>	✓	✓	✓	✓	✓	✓	✓	
Modelling behaviour/idealised influence—attribute, behaviour or total/symbolisation	✓ <sup>7</sup>	✓ <sup>8</sup>				✓	✓ <sup>9</sup>	✓	✓	
<b>3. Redesigning the organisation</b>										
Strengthen school culture	✓	✓		✓		✓	✓	✓	✓	✓
Building collaborative structures/enabling others to act		✓ <sup>10</sup>	✓ <sup>11</sup>	✓	✓ <sup>12</sup>	✓	✓ <sup>13</sup>	✓	✓	
Providing a community focus		✓ <sup>14</sup>	✓ <sup>15</sup>	✓		✓		✓	✓	
<b>4. Improving the instructional programme aggregate/Managing the Teaching programme</b>										
Focus on instructional development	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>5. Resourcing the school<sup>16</sup></b>										
Strategic recruitment/procurement, and the allocation of resources		✓	✓	✓ <sup>17</sup>	✓ <sup>18</sup>	✓	✓	✓		
<b>6. Related practices<sup>19</sup></b>										
Contingent reward	✓ <sup>20</sup>	✓ <sup>21</sup>							✓	
Management by exception (active, passive, total)							✓		✓	

## APPENDIX III FOOTNOTES

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1. R.H. Heck, G.A. Marcoulides and P. Lang, "Principal Leadership and School Achievement: The Application of Discriminant Techniques," *School Effectiveness and School Improvement* 2, 2 (1991), 115-35.
2. R.H. Heck, "Examining the Impact of School Quality on School Outcomes and Improvement: A Value-Added Approach," *Educational Administration Quarterly* 36, 4 (2000), 513-552.
3. Robinson and colleagues also consider two further "dimensions" of leadership not covered explicitly by Leithwood and Sun: "The use of constructive problem talk" and "The selection, development and use of smart tools."
4. M. Sashkin and M.G. Sashkin, *Leadership That Matters: The Critical Factors for Making a Difference in People's Lives and Organizations' Success* (San Francisco: Berrett-Koehler, 2003).
5. "Promoting professional development": P. Hallinger and J. Murphy, "Assessing the Instructional Management Behavior of Principals," 223.
6. "Promoting professional development": J. Murphy, "Principal Instructional Leadership," 176-7.
7. However, it's unclear whether "Maintaining high visibility" quite captures "modeling behaviour": P. Hallinger and J. Murphy, "Assessing the Instructional Management Behavior of Principals," 223-4.
8. However, it's unclear whether "Maintaining high visibility" quite captures "modeling behaviour": J. Murphy, "Principal Instructional Leadership," 175.
9. "Is an active participant in professional development with teachers": L. Bendikson, "The Effects of Principal Instructional Leadership on Secondary School Performance," 193.
10. "Staff plan, make decisions and resolve conflicts about instruction and curriculum (both formally and informally)": J. Murphy, "Principal Instructional Leadership," 179-80.
11. "Involves staff in critical instructional decisions": R.H. Heck, G.A. Marcoulides and P. Lang, "Principal Leadership and School Achievement," 124.
12. "Leader works collaboratively with staff to define, communicate and use shared goals of the school": J.M. Alig-Mielcarek and W.K. Hoy, "Instructional Leadership: Its Nature, Meaning and Influence," 34.
13. "The principal and teaching staff share in leadership roles, using individual and team strengths": L. Bendikson, "The Effects of Principal Instructional Leadership on Secondary School Performance," 193.
14. "Forging links between home and school": J. Murphy, "Principal Instructional Leadership," 180-1.
15. "Informs community about academic achievements": R.H. Heck, G.A. Marcoulides and P. Lang, "Principal Leadership and School Achievement," 124.
16. This section does not appear as a separate category in Leithwood and Sun, who could conceivably subsume it under "Managing the teaching programme."
17. "The principal makes sure there are sufficient resources for effective instruction": R.H. Heck, "Examining the Impact of School Quality on School Outcomes and Improvement," 541.
18. "Furnishes useful professional materials and resources to teachers": J.M. Alig-Mielcarek and W.K. Hoy, "Instructional Leadership: Its Nature, Meaning and Influence," 38.
19. Leithwood and Sun include these last two practices as they appear in "traditional approaches to leadership." They do not consider them necessarily "transformational": K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research," 401-2.
20. "Derived from the incentive structure" and "Providing incentives for teachers": P. Hallinger and J. Murphy, "Assessing the Instructional Management Behavior of Principals," 224.
21. "Derived from the incentive structure" and "Providing incentives for teachers": J. Murphy, "Principal Instructional Leadership," 176.

## ENDNOTES

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1. Interview with Principal Stephanie Wicks, 3 April 2014.
2. K. Leithwood, K.S. Louis, S. Anderson and K. Wahlstrom, *How Leadership Influences Student Learning* (New York: The Wallace Foundation, 2004), 5. See also, in general: J. Hattie, *Visible Learning. A Synthesis of over 800 Meta-Analyses Relating to Achievement* (New York: Routledge, 2009).
3. Education Review Office (ERO), "Evaluation at a Glance: What ERO Knows About Effective Schools" (Wellington: ERO, March 2011), 26. The role of school leaders is acknowledged by other Ministry of Education documents and programmes: Ministry of Education, "Kiwi Leadership for Principals. Principals as Educational Leaders" (Wellington: Ministry of Education, 2008); Ministry of Education, "Statement of Intent, 2010-2015" (Wellington: Ministry of Education, 2010); Ministry of Education, "Leading from the Middle. Educational Leadership for Middle and Senior Leaders" (Wellington: Learning Media Limited, 2012). See also: C. Wylie, "The Development of Leadership Capability in a Self-Managing Schools System: The New Zealand Experience and Challenges," in T. Townsend and J. MacBeath (eds.), *The International Handbook of Leadership for Learning* (Dordrecht: Springer, 2011), 653-71.
4. K. Leithwood, K.S. Louis, S. Anderson and K. Wahlstrom, *How Leadership Influences Student Learning*, 5; K. Leithwood, A. Harris and D. Hopkins, "Seven Strong Claims about Successful School Leadership," *School Leadership and Management* 28, 1 (2008), 28-9. A recent example of an "indirect effects" study is G. ten Bruggencate, H. Luyten, J. Scheerens and P. Sleegers, "Modelling the Influence of School Leaders on Student Achievement. How Can School Leaders Make a Difference?" *Educational Administration Quarterly* 48, 4 (2012), 699-732.
5. For instance, on results from the Programme for International Student Assessment (PISA) 2009, see: M. Telford, "Reading to Learn: New Zealand 15-Year-Olds' Reading Habits, Learning Approaches and Experiences of Teaching Practices" (Wellington: Ministry of Education, 2013). Accessed 8 November 2013 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0013/116203/PISA-2009-Reading-to-Learn-Part-1.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0013/116203/PISA-2009-Reading-to-Learn-Part-1.pdf). For results from the latest PISA, 2012, see: S. May, S. Cowles and M. Lamy, "PISA 2012: New Zealand Summary Report" (Wellington: Ministry of Education, 2013). Accessed 16 January 2014 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0008/144872/1015\\_PISA-Summary\\_2012.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0008/144872/1015_PISA-Summary_2012.pdf). On the relationship between student performance and socio-economic status, see: Organization for Economic Cooperation and Development (OECD), "PISA 2012 Results: Excellence through Equity. Giving Every Student the Chance to Succeed. Volume II" (OECD Publishing, 2013), 38ff. Accessed 5 December 2013 at: [http://www.keepeek.com/Digital-Asset-Management/oced/education/pisa-2012-results-excellence-through-equity-volume-ii\\_9789264201132-en#page1](http://www.keepeek.com/Digital-Asset-Management/oced/education/pisa-2012-results-excellence-through-equity-volume-ii_9789264201132-en#page1); C. Wylie, "Schools and Inequality," in M. Rashbrooke (ed.), *Inequality: A New Zealand Crisis* (Wellington: Bridget Williams Books, 2013), 134-47. On the links among socio-economic status, student achievement and school leadership in New Zealand, see: V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes: Identifying What Works and Why," Best Evidence Synthesis Iteration (BES) (Wellington: Ministry of Education, 2009), 56-7. Accessed 27 May 2013 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0015/60180/BES-Leadership-Web.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf). The Ministry is understandably interested in success across the board: Ministry of Education, "Statement of Intent, 2010-2015," 10, 14-5, see also 7, 18; New Zealand Government, "Government Response to the Children's Commissioner's Expert Advisory Group on Solutions to Child Poverty" (Wellington: 28 May 2013). Accessed 14 June 2014 at [http://www.beehive.govt.nz/sites/all/files/Government's\\_response\\_to\\_the\\_Childrens'\\_Commissioner's\\_EAG\\_report.pdf](http://www.beehive.govt.nz/sites/all/files/Government's_response_to_the_Childrens'_Commissioner's_EAG_report.pdf).
6. Press Release, "PM Announces \$359m Education Investment," *Beehive.govt.nz*, 23 January 2014. Accessed 24 January 2014 at <http://www.beehive.govt.nz/release/pm-announces-359m-education-investment>.
7. New Zealand Labour Party, "Backing Quality Education," 2014. Accessed 7 July 2014 at [https://www.labour.org.nz/sites/default/files/issues/backing\\_quality\\_teaching\\_factsheet.pdf](https://www.labour.org.nz/sites/default/files/issues/backing_quality_teaching_factsheet.pdf); New Zealand Labour Party, "Education for the 21st Century," 2014. Accessed 6 July at [https://www.labour.org.nz/sites/default/files/issues/21st-century-policy\\_o.pdf](https://www.labour.org.nz/sites/default/files/issues/21st-century-policy_o.pdf). See also: New Zealand Labour Party, "Labour Party Policy Platform," November 2013, 32ff. Accessed 4 April 2014 at <https://www.labour.org.nz/policy-platform>.
8. The Green Party, "Schools at the Heart: School Hubs – Ensuring Education Is a Route Out of Poverty," Green Discussion Paper (Wellington: January 2014). Accessed 5 March 2014 at <https://www.greens.org.nz/schoolsattheheart>.
9. G. Yukl, *Leadership in Organizations*, 6th edn (Upper Saddle River, N.J.: Prentice-Hall, 2006), 8. Education academic James Spillane puts it this way: "Leadership refers to activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect, or practices of other organizational members or that are understood by organizational members as intended to influence their motivation, knowledge, affect, or practices": J.P. Spillane, *Distributed Leadership* (San Francisco: John Wiley & Sons, 2006), 11-2. See also more involved definitions of educational leadership, such as that of Robinson et al.: V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 66ff.
10. The literature on school leadership activity is vast. According to Ben Levin: "Leadership has been written about as much or more than any other topic in the whole literature of education": B. Levin, *How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level* (Cambridge, MA: Harvard Education Press, 2008), 171.
11. On the particular importance of leadership in challenging contexts (including low socio-economic areas), see: H.W. Klar and C.A. Brewer, "Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts," *Educational Administration Quarterly* 49, 5 (2013), 768-808; M. Masumoto and S. Brown-Welty, "Case Study of Leadership Practices and School-Community Interrelationships in High-Performing, High-Poverty, Rural California High Schools," *Journal of Research in Rural Education* 24, 1 (2009), 11-2; G.F. Branch, E.A. Branch, and S.G. Rivkin, "Estimating the Effect of Leaders in Public Sector Productivity: The Case of School Principals," National Bureau of Economic Research Working Paper 17803 (Cambridge, MA: February 2012); G.F. Branch, E.A. Hanushek and S.G. Rivkin, "School Leaders Matter," *Education Next* (Winter 2013), 63-9; J. Archambault and R. Garon, "Elementary School Principals in Low Socio-Economic-Status Schools: A University-Based Research Programme Designed to Support Mandated Reform," *International Journal of Leadership in Education: Theory and Practice* 15, 1 (2012), 5.
12. Viviane Robinson refers to leadership dimensions, or practices, as the "what" of student-centred leadership, and trust as a leadership capability, or the "how" of student-centred leadership: V. Robinson, *Student-Centered Leadership* (San Francisco: Jossey-Bass, 2011), 12-8, 34ff. Megan Tschannen-Moran writes about how trust is cultivated through visioning, modelling, coaching, managing and mediating: M. Tschannen-Moran, *Trust Matters: Leadership For Successful Schools* (San Francisco: Jossey-Bass, 2004), 175-83. For further on the links between trust and leadership practice, see: K. Leithwood, S. Patten and D. Jantzi, "Testing a Conception of How School Leadership Influences Student Learning," *Educational Administration Quarterly* 46, 5 (2010), 677-8; M. Tschannen-Moran, "Fostering Organizational Citizenship: Transformational Leadership and Trust," in W.K. Hoy and C.G. Miskel (eds.), *Studies In Leading and Organizing Schools* (Greenwich: Information Age Publishing, 2003), 173-4; M. Tschannen-Moran, "What's Trust Got to Do with It? The Role of Faculty and Principal Trust in Fostering Student Achievement," Paper for the Annual Meeting of the University Council for Educational Administration, Kansas City, MO, (2004). Accessed 10 February 2014 at <http://ucea.org/storage/convention/convention2004/proceedings/04ucea20.pdf>; N.M. Moolenaar, S. Karsten, P.J.C. Sleegers and A.J. Daly, "Linking Social Networks and Trust at Multiple Levels: Examining Dutch Elementary Schools," in D. van Maele, P.B. Forsyth and M. Van Houtte (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 224.
13. Interview with Principal James McKee, Viewpoint Primary School, 4 April 2014. See pp.10 below.
14. On how leadership dimensions or practices should be sensitive to context, see: V. Robinson, *Student-Centered Leadership*, 146ff; K. Leithwood, A. Harris and D.

- Hopkins, "Seven Strong Claims about Successful School Leadership," 31-2; K.S. Louis, K. Leithwood, K.L. Wahlstrom and S.E. Anderson, *Learning from Leadership Project: Investigating Links to Improved Student Learning. Final Report of Research Findings* (University of Minnesota/Wallace Foundation, July 2010), 94-102. Accessed 2 June 2013 at <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>. On Leithwood's practices, see: K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," (Institute for Education Leadership, 2012), 4-6; H.W. Klar and C.A. Brewer, "Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts," 771-3. Cf., further, on the importance of context: B. Levin, *How to Change 5000 Schools*, 176ff; R. Bishop, D. O'Sullivan, M. Berryman, *Scaling Up Education Reform: Addressing the Politics of Disparity* (Wellington: NZCER Press, 2010), 43.
15. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research," *Educational Administration Quarterly* 48, 3 (2012), 388.
  16. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 388-9. Leithwood is arguably the most prominent figure in (educational) transformational leadership, beginning from at least the early 1990s: K. Leithwood, "Leadership for School Restructuring," *Educational Administration Quarterly* 30, 4 (1994), 498-518. Leithwood has collaborated with a significant number of other academics, including Doris Jantzi. Their review of research in this area is informative: K. Leithwood and D. Jantzi, "A Review of Transformational School Leadership Research 1996-2005," *Leadership and Policy in Schools* 4, 3 (2005), 177-99.
  17. An influential early publication was an article by Phillip Hallinger and Joseph Murphy: P. Hallinger and J. Murphy, "Assessing the Instructional Management Behavior of Principals," *The Elementary School Journal* 86, 2 (1985), 217-47. Both men have continued in the area. For instance: J. Murphy, "Principal Instructional Leadership," in R.S. Lott and P.W. Thurston (eds.), *Advances in Educational Administration. Volume 1, Part B: Changing Perspectives on the School* (Greenwich, CT: JAI Press Inc., 1990), 163-200; P. Hallinger, "Methodologies for Studying School Leadership: A Review of 25 Years of Research Using the Principal Instructional Management Rating Scale," Paper Prepared for Presentation at the Annual Meeting of the American Educational Research Association (March 2008). Accessed 5 August 2013 at [http://alex.state.al.us/leadership/Principals%20%20Files/RG-5,%20PIMRS\\_Methods\\_47.pdf](http://alex.state.al.us/leadership/Principals%20%20Files/RG-5,%20PIMRS_Methods_47.pdf).
  18. J.M. Alig-Mielcarek and W.K. Hoy, "Instructional Leadership: Its Nature, Meaning and Influence," in W.K. Hoy and C.G. Miskel (eds.), *Educational Leadership and Reform* (Greenwich, Conn.: Informational Age Publishing Inc., 2005), 34. These three elements represent a simplification and synthesis of three previous models of instructional leadership—those of Phillip Hallinger and Joseph Murphy, Murphy, and James Weber: P. Hallinger and J. Murphy, "Assessing the Instructional Management Behavior of Principals"; and J. Weber, "Leading the Instructional Program," in S. Smith and P. Piele (eds.), *School Leadership* (Eugene, Oregon: Clearinghouse of Educational Management, 1996), 253-78.
  19. Howard Youngs offers a good overview at: "Distributed Forms of School Leadership: A Critical and Sociological Analysis," Ph.D. Thesis (Hamilton: University of Waikato, 2012), 26. Specific examples of the concept include M.H. Brown and D.M. Hosking, "Distributed Leadership and Skilled Performance as Successful Organisation in Social Movements," *Human Relations* 39, 1 (1986), 65-79; D. Barry, "Managing the Bossless Team: Lessons in Distributed Leadership," *Organisational Dynamics* 20, 1 (1991), 31-47; M.M. Polite, "A Case of Distributed Leadership: Middle School Transformation beyond Initial Transition," Annual Meeting of the American Educational Research Association (Atlanta, Georgia: April 12-16, 1993). Accessed 23 May 2013 at <http://eric.ed.gov/PDFS/ED360733.pdf>; R.J. House and R.N. Aditya, "The Social Scientific Study of Leadership: Quo Vadis?" *Journal of Management* 23, 3 (1997), 409-73. Critics of "heroic" leadership allege its limited capacity, knowledge and expertise: J.P. Spillane and J.B. Diamond, "Taking a Distributed Perspective," in J.P. Spillane and J.B. Diamond (eds.), *Distributed Leadership in Practice* (New York: Teachers College, Columbia University, 2007), 8-10; H. Youngs, "Distributed Forms of School Leadership: A Critical and Sociological Analysis," 38.
  20. Theorists of distributed leadership often use different language and emphasise different components. Indicative of the concept's elasticity is the number of near-synonyms that it seems to maintain. Examples are shared leadership, delegated leadership, co-leadership, collaborative leadership, democratic leadership, participative leadership and peer leadership. See, on shared leadership: C.L. Pearce and J.A. Conger (eds.), *Shared Leadership: Reframing the Hows and Whys of Leadership* (Thousand Oaks: Sage Publications, 2003). On collaborative leadership: P. Hallinger and R.H. Heck, "Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning," *School Leadership and Management* 30, 2 (2010), 95-110. On peer leadership: R.J. House and R.N. Aditya, "The Social Scientific Study of Leadership: Quo Vadis?" Spillane himself treats distributed leadership as a synonym for democratic leadership: J.P. Spillane and J.B. Diamond, "Taking a Distributed Perspective," 1. Several researchers pay attention to the various influences—both human and non-human—that shape the exercise of distributed leadership. Such influences include leaders, followers and situation, though James Spillane and Peter Gronn both call the leader/follower dichotomy into question. For Spillane's view, see J.P. Spillane and J.B. Diamond, "Taking a Distributed Perspective," 10. Gronn argues that the neat theoretical categorisation of leader on the one hand and followers on the other obscures the reality of everyday situations: P. Gronn, "Leadership: Who Needs It?" *School Leadership & Management* 23, 3 (2003), 278ff; P. Gronn, "Distributed Leadership as a Unit of Analysis," *Leadership Quarterly* 13, 4 (2002), 423-51.
  21. H.M. Marks and S.M. Printy, "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership," *Educational Administration Quarterly* 39, 3 (August 2003), 370-97. See also: P. Hallinger, "Leading Educational Change: Reflections on the Practice of Instructional and Transformational Leadership," *Cambridge Journal of Education* 33, 3 (2003), 329-52.
  22. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 408ff; K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," 4ff.
  23. P. Gronn, "Hybrid Leadership," in K. Leithwood, B. Mascall and T. Strauss (eds.), *Distributed Leadership According to the Evidence* (New York: Routledge, 2009), 19.
  24. P. Gronn, "Hybrid Leadership," 35. See, in addition, P. Gronn, "From Distributed to Hybrid Leadership Practice," in A. Harris (ed.), *Distributed Leadership: Different Perspectives* (Dordrecht: Springer, 2009), 208-9, 213-4; K.S. Louis, K. Leithwood, K.L. Wahlstrom and S.E. Anderson, *Learning from Leadership Project*, 35.
  25. K. Leithwood and B. Levin, "Assessing School Leader and Leadership Programme Effects on Pupil Learning. Conceptual and Methodological Challenges", Research Report 662 (Toronto: Department for Education and Skills [Ontario], 2005), 14ff; V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 94ff.
  26. These include T. Waters, R.J. Marzano and B. McNulty, "Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement," McRel Working Paper (2003); R.J. Marzano, T. Waters and B. McNulty, "School Leadership that Works: From Research to Results" (Alexandria, VA, and Aurora, CO: Association for Supervision and Curriculum Development and Mid-Continent Research for Education and Learning, 2005); V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes"; K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership." Studies on leadership practices include G. ten Bruggencate, H. Luyten, J. Scheerens and P. Slegers, "Modelling the Influence of School Leaders on Student Achievement"; K.S. Louis, K. Leithwood, K.L. Wahlstrom and S.E. Anderson, *Learning from Leadership Project*; K. Leithwood, S. Patten and D. Jantzi, "Testing a Conception of How School Leadership Influences Student Learning"; and, in New Zealand: L. Bendikson, "The Effects of Principal Instructional Leadership on Secondary School Performance," Ph.D. Thesis (Auckland: University of Auckland, 2011).
  27. T. Waters, R.J. Marzano and B. McNulty, "Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement," 3.
  28. R.J. Marzano, T. Waters and B. McNulty, "School Leadership that Works: From Research to Results," 10, 42-3.
  29. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 412.

30. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 402-3.
31. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 90, 94-102; V. Robinson, *Student-Centered Leadership*.
32. Leithwood and Sun add "Related Practices": K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 399. See also: K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," 11-31; K. Leithwood, C. Day, P. Sammons, A. Harris and D. Hopkins, *Successful School Leadership: What It Is and How It Influences Student Learning*, Research Report 800, (London: Department for Education, 2006), 25, 30-1. The four core practices roughly line up with the 21 leadership responsibilities of Waters' and Marzano's meta-analyses, as well as Hallinger and Heck's leadership domains, specified in a 1998 literature review (P. Hallinger and R.H. Heck, "Exploring the Principal's Contribution to School Effectiveness: 1980-1995," *School Effectiveness and School Improvement* 9, 2 [1998], 157-91). They also align with Gary Yukl's 14 areas of agreement among empirical or theoretical taxonomies of managerial behaviour: G. Yukl, *Leadership in Organizations*, 446. Cf. K. Leithwood, K.S. Louis, S. Anderson and K. Wahlstrom, *How Leadership Influences Student Learning*, 8-9, 23-5. These researchers elaborate on the following three categories: setting directions, developing people and redesigning the organisation.
33. While leadership dimensions/practices are analytically distinct, they can and often do overlap in practice. Consider, for instance, at Highfields: the syndicate teams focus on student learning and teacher improvement through goal-setting, professional development, individualised support and collaborative structures, among other things.
34. Cf. another New Zealand study, part of the International Successful School Principalship Project (ISSPP): R. Notman and D.A. Henry, "Building and Sustaining Successful School Leadership in New Zealand," *Leadership and Policy in Schools* 10, 4 (2011), 375-94. Notman and Henry talk about practices as "strategies" (381-3). For similar studies overseas, see: H.W. Klar and C.A. Brewer, "Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts"; S.L. Jacobson, L. Johnson, R. Ylimaki and C. Giles, "Successful Leadership in Challenging US Schools: Enabling Principles, Enabling Schools," *Journal of Educational Administration* 43, 6 (2005), 607-18.
35. See n. 14 above.
36. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 96-8, 106-11. See also V. Robinson, *Student-Centered Leadership*, 45-59.
37. K. Leithwood, C. Day, P. Sammons, A. Harris and D. Hopkins, *Successful School Leadership*, 34-6.
38. K. Leithwood and D. Jantzi, "Linking Leadership to Learning: The Contributions of Leader Efficacy," *Educational Administration Quarterly* 44, 4 (2008), 496-528, esp. 501-3, 507. See also, on teacher beliefs about student learning, pp.10 below.
39. J. Hattie, *Visible Learning for Teachers* (London: Routledge, 2012), 40-2.
40. Interview with Principal Stephanie Wicks, 3 April 2014.
41. Cf. on the importance of self-reflection: R. Notman and D.A. Henry, "Building and Sustaining Successful School Leadership in New Zealand," 386ff, 390-1; D. Mongon and C. Chapman, "Successful Leadership for Promoting the Achievement of White Working Class Pupils" (Nottingham: National College for School Leadership, November 2008).
42. On senior management meetings, also: Interview with Hayley Witt, 30 May 2014.
43. Cf. Interview with Sue Auva'a, 30 May 2014.
44. Interview with Sue Auva'a, 30 May 2014; Interview with Hayley Witt, 30 May 2014.
45. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 98-9, 111-6. See also V. Robinson, *Student-Centered Leadership*, 61-80.
46. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 99-101, 116ff. Robinson more recently understands the first of these as "Ensuring quality teaching" and the second as "Leading teacher learning and development": V. Robinson, *Student-Centered Leadership*, 81-123.
47. K. Leithwood, C. Day, P. Sammons, A. Harris and D. Hopkins, *Successful School Leadership*, 42-3.
48. K. Leithwood, C. Day, P. Sammons, A. Harris and D. Hopkins, *Successful School Leadership*, 36-8.
49. According to Hattie: "Learning leadership is the most powerful incentive to stay in teaching": J. Hattie, *Visible Learning for Teachers*, 153. See also, on the importance of learning and knowledge for a leader, especially the importance of imparting knowledge to others: H. Timperley, "Knowledge and the Leadership of Learning," *Leadership and Policy in Schools* 10, 2 (2011), 145-70, esp. 155-60.
50. Interview with Sue Auva'a, 30 May 2014.
51. On the impact of professional development on student achievement, see J. Hattie, *Visible Learning*, 119-21; K. Leithwood, S. Patten and D. Jantzi, "Testing a Conception of How School Leadership Influences Student Learning," 680; H. Timperley, A. Wilson, H. Barrar and I.Y.Y. Fung, "Teacher Professional Learning and Development," Best Evidence Synthesis Iteration (BES) (Wellington: Ministry of Education, 2007), 33ff. Cf. Y.L. Goddard, R.D. Goddard and M. Tschannen-Moran, "A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools," *Teachers College Record* 109, 4 (2007) 877-896, esp. 891-3; P.R. Hallam, S.K. Dulaney, J.M. Hite, and H.R. Smith, "Trust at Ground Zero: Trust and Collaboration Within the Professional Learning Community," in D. van Maele et al. (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 148. On the importance and characteristics of effective Professional Learning Communities, see: R. Elmore, *School Reform from the Inside Out* (Cambridge, MA: Harvard University Press, 2004), 89-132; and, in general: H. Timperley, A. Wilson, H. Barrar and I.Y.Y. Fung, "Teacher Professional Learning and Development." Professional development at Highfields has clear goals, encourages and focuses deliberately on raising student achievement. On the role of principals in professional development, see: S. Cosner, "Building Organizational Capacity Through Trust," *Educational Administration Quarterly* 45, 2 (2009), 271-2.
52. Interview with Sue Auva'a, 30 May 2014.
53. Interview with Sue Auva'a, 30 May 2014.
54. On this, see also: Interview with Hayley Witt, 30 May 2014.
55. On Ako, see n. 92 below.
56. Interview with Hayley Witt, 30 May 2014.
57. Interview with Sue Auva'a, 30 May 2014.
58. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 101-2; V. Robinson, *Student-Centered Leadership*, 14 (quotation), 125-142.
59. K. Leithwood, C. Day, P. Sammons, A. Harris and D. Hopkins, *Successful School Leadership*, 38-41.
60. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 38. The other two dimensions without effect sizes are: "The use of constructive problem talk," and "The selection, development and use of smart tools." Cf. V. Robinson, *Student-Centered Leadership*, 133-141.
61. This re-structure represents a good example of the hybridity of leadership—while leadership is distributed, a hierarchy remains. See: K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," 9-10.

62. Interview with Principal Stephanie Wicks, 3 April 2014.
63. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 40; V. Robinson, *Student-Centered Leadership*, 15.
64. With the exceptions of contingent reward and management by exception, which fall outside Leithwood's conception of transformational leadership (K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 401).
65. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 404-5, 407.
66. K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 403. But how do we explain the differences in impacts reported by Robinson and colleagues, on the one hand, and Leithwood and Sun on the other? Leithwood and Sun provide some hints here. They question the results of Robinson and her collaborators on several grounds, including the non-reporting of several important indicators and the inappropriate combination of academic and non-academic student outcomes (K. Leithwood and J. Sun, "The Nature and Effects of Transformational School Leadership," 410-1). But few, if any, quantitative approaches are immune from critique, including "theory-free" meta-analyses. Given these difficulties, it is difficult to identify definitively what practices have the greatest impact on student outcomes. Following Leithwood and Sun, and research as it stands, it seems that the best approach is to understand a combination of practices as impacting student outcomes.
67. J.I. Menges, F. Walter, B. Vogel and H. Bruch, "Transformational Leadership Climate: Performance Linkages, Mechanisms, and Boundary Conditions at the Organizational Level," *The Leadership Quarterly* 22, 5 (2011), 893-909; K.T. Dirks and D.L. Ferrin, "The Role of Trust in Organizational Settings," *Organizational Science* 12, 4 (2001), 450-67; C.R. Leana and H.J. Van Buren III, "Organizational Social Capital and Employment Practices," *Academy of Management Review* 243, 3 (1999), 538-55; B. McEvily, V. Perrone and A. Zaheer, "Trust as an Organizing Principle," *Organization Science* 14, 1 (2003), 91-103; D.E. Zand, "Trust and Managerial Problem-Solving," *Administrative Science Quarterly* 17, 2 (1972), 229-39. *Inter alia*, trust provides the basis for cooperation (D. Gambetta, "Can We Trust Trust?" in D. Gambetta [ed.], *Trust: Making and Breaking Cooperative Relations* [Oxford: Oxford University Press, 1988], 213-37), order (B.A. Misztal, *Trust in Modern Societies* [Cambridge: Cambridge University Press, 1996]) and risk-taking (J.S. Coleman, *Foundations of Social Theory* [Cambridge, MA: Harvard University Press, 1990]). Coleman and Robert Putnam talk about trust as building social capital: J.S. Coleman, "Social Capital In The Creation of Human Capital," *American Journal of Sociology* 94, Supplement (1988), S95-S120; R.D. Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6, 1 (1995), 65-78. Social theory also elaborates on other variables key to successful leadership (e.g. self-efficacy), though trust has garnered a greater echo in the literature. See, for instance: K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," 12, 19-20, esp. 48-52.
68. Trust is, in the words of Viviane Robinson, a "leadership capability": V. Robinson, *Student-Centered Leadership*, 16, 34ff. See also: V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 182-90. On the importance of culture, see: B. Levin, *How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level*, 188ff; J. Hattie, *Visible Learning for Teachers*, 150; P.B. Forsyth, C.M. Adams and W.K. Hoy, *Collective Trust: Why Schools Can't Improve Without It* (New York: Teachers College Press, 2011); M. Tschannen-Moran and W.K. Hoy, "Trust in Schools: A Conceptual and Empirical Analysis," *Journal of Educational Administration* 36, 4 (1998), 341ff, 348-9; R. Elmore, *School Reform from the Inside Out*, 11; R. Notman and D.A. Henry, "Building and Sustaining Successful School Leadership in New Zealand," 288-9. We understand culture as "a fairly stable set of taken-for-granted assumptions, shared meanings and values that form a kind of backdrop for action": L. Smircich, "Is the Concept of Culture a Paradigm for Understanding Organizations and Ourselves?" in P.J. Frost, L.F. Moore, M.R. Louis, C.C. Lundberg and J. Martin (eds.), *Organizational Culture* (Beverly Hills: Sage, 1985), 58.
69. On the relationship between student outcomes and trust, see: A.S. Bryk and B. Schneider, *Trust in Schools. A Core Resource for Improvement* (New York: Sage, 2002), 111ff; M. Tschannen-Moran, "What's Trust Got to Do With It? The Role of Faculty and Principal Trust in Fostering Student Achievement," Paper for the Annual Meeting of the University Council for Educational Administration, Kansas City, MO, (2004); M. Tschannen-Moran, *Trust Matters: Leadership For Successful Schools*; M. Tschannen-Moran, "The Interconnectivity Of Trust In Schools," in D. van Maele et al. (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 57-81; R.D. Goddard, S.J. Salloum and D. Berebitsky, "Trust as a Mediator of the Relationships Between Poverty, Racial Composition, and Academic Achievement: Evidence from Michigan's Public Elementary Schools," *Educational Administration Quarterly* 45, 2 (2009), 292-311, esp. 301-4. On the relationship between "mindfulness" and trust, see: W.K. Hoy, C.Q. Gage and C.J. Tarter, "School Mindfulness and Faculty Trust: Necessary Conditions for Each Other?" *Educational Administration Quarterly* 42, 2 (2006), 236-55; P.A. Smith and C. Scarbrough, "Mindful Schools as High Reliability Organizations: The Effect of Trust On Organizational Mindfulness," in M. Di Paola and P. Forsyth (eds.), *Research and Theory in Educational Administration. Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy* (Greenwich: Information Age Publishing, 2011), 36-9.
70. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 73. On the relationship between trust and its outcomes being mutually reinforcing, see: D. Van Maele, M. Van Houtte and P.B. Forsyth, "Introduction: Trust as a Matter of Equity and Excellence in Education," in D. van Maele et al. (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 15-6; M. Tschannen-Moran, "Collaboration and the Need For Trust," *Journal of Educational Administration* 39, 4 (2001), 326-7.
71. On "technically competent role performance" and the "expectations of fiduciary obligation and responsibility" that inhere in relationships, see: B. Barber, *The Logic and Limits of Trust* (New Brunswick: Rutgers University Press, 1983), 14-25. Cf. K.S. Cook, R. Hardin and M. Levi, *Cooperation Without Trust?* (New York: Russell Sage Foundation, 2005); D. McAllister, "Affect- and Cognition-based Trust as Foundations for Interpersonal Cooperation in Organisations," *Academy of Management Journal* 25, 4 (1995), 24-59; K. Edwards, "The Interplay of Affect and Cognition in Attitude Formation and Change," *Journal of Personality and Social Psychology* 59, 2 (1990), 202-16; J.D. Lewis and A. Weigert, "Trust As a Social Reality," *Social Forces* 63, 4 (1985), 967-85.
72. W.K. Hoy and M. Tschannen-Moran, "Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools," *Journal of School Leadership* 9, 3 (1999), 187-8. See also: M. Tschannen-Moran and W.K. Hoy, "Trust in Schools: A Conceptual and Empirical Analysis," 335ff; M. Tschannen-Moran and W.K. Hoy, "A Multidisciplinary Analysis Of the Nature, Meaning and Measurement of Trust," *Review of Educational Research* 70, 4 (2000), 556-8; P.B. Forsyth, C.M. Adams and W.K. Hoy, *Collective Trust: Why Schools Can't Improve Without It*, 19-20; P.A. Smith and A.A. Flores, "Principal Influence and Faculty Trust: An Analysis of Teacher Perceptions in Middle Schools," in D. van Maele et al. (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 273.
73. A.S. Bryk and B. Schneider, *Trust in Schools*, 22ff. Others elaborate on integrity, or authenticity, as well: V. Robinson, *Student-Centered Leadership*, 35-6; R.C. Mayer, J.H. Davis, F.D. Schoorman, "An Integrative Model of Organizational Trust," *Academy of Management Review* 20, 3 (1995), 719-20 (see also the "Trust Antecedents" table on page 718); M. Makiewicz and D. Mitchell, "Teacher Trust in the Principal: Factor Structure and Effects," in D. van Maele et al. (eds.), *Trust and School Life* (Dordrecht: Springer, 2014), 110ff; M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 58ff.
74. S. Cosner, "Building Organizational Capacity Through Trust," 248-91, esp. 256-8, 263ff, 282ff; M. Tschannen-Moran and W.K. Hoy, "Trust in Schools: A Conceptual and Empirical Analysis," 348-9; J.R. Kochanek, *Building Trust For Better Schools: Research-Based Practices* (Thousand Oaks, CA: Corwin Press, 2005), 82ff; M. Tschannen-Moran, "Fostering Teacher Professionalism: The Role of Professional Orientation and Trust," *Educational Administration Quarterly* 45, 2 (2009), 217-47, esp. 239ff; M. Tschannen-Moran, "The Interconnectivity Of Trust In Schools," 75; P.A. Smith and A.A. Flores, "Principal Influence and Faculty Trust: An Analysis of Teacher Perceptions in Middle Schools," 259; N.M. Moolenaar, S. Karsten, P.J.C. Sleegers and A.J. Daly, "Linking Social Networks and Trust at Multiple Levels," 224; M. Fullan, *The Moral Imperative of School Leadership* (Thousand Oaks, CA: Corwin, 2003), 43-5, 65; A.S. Bryk and B. Schneider, *Trust in Schools*, 136-7; P.A. Smith and C. Scarbrough, "Mindful Schools as High Reliability Organizations: The Effect of Trust On Organizational Mindfulness," 38-9. For a New Zealand perspective, see H. Timperley, "Knowledge and the Leadership of Learning," 160-2.
75. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 75.

76. Cf. K. Leithwood, "The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations," 48ff; M. Fullan, *The Moral Imperative of School Leadership*, 43. Though trust is not a mere individual phenomenon. Zucker, for instance, considers trust process-based, characteristic-based and institutional-based: L.G. Zucker, "Production of Trust: Institutional Sources Of Economic Structure, 1840-1920," in B.M. Staw and L.L. Cummings (eds.), *Research in Organizational Behaviour* 8 (Greenwich: JAI Press, 1986), 53-111. See also: F. Torche and E. Valenzuela, "Trust and Reciprocity: A Theoretical Distinction of the Sources of Social Capital," *European Journal of Social Theory* 14, 2 (2011), 181-98.
77. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 75. There are dissenting voices that play down principals' influence—a study that gathered, for instance, the perceptions of 1,990 teachers in 29 Texas middle schools found that the predictive power of principal influence on both teacher trust in colleagues and trust in clients was not supported (P.A. Smith and A.A. Flores, "Principal Influence and Faculty Trust: An Analysis of Teacher Perceptions in Middle Schools," 270-1; cf. M. Makiewicz and D. Mitchell, "Teacher Trust in the Principal: Factor Structure and Effects," 111)—though Tschannen-Moran's conclusions remain plausible after taking account of her larger data set and solid (albeit not flawless) methodology, as well as other studies on principal influence. However, as (almost) always, we are talking about correlations rather than causation: P.A. Smith and A.A. Flores, "Principal Influence and Faculty Trust," 270; M. Makiewicz and D. Mitchell, "Teacher Trust in the Principal: Factor Structure and Effects," 112.
78. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools." See also: M. Tschannen-Moran, J. Parish and M.F. Di Paola, "School Climate and State Standards: How Interpersonal Relationships Influence Student Achievement," *Journal of School Leadership* 16 (2006), 386-415.
79. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 72.
80. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 73.
81. Interview with Principal Stephanie Wicks, 3 April 2014. Cf. on professional trust: M. Tschannen-Moran, "Fostering Teacher Professionalism: The Role of Professional Orientation and Trust," 239ff.
82. Interview with Principal Stephanie Wicks, 3 April 2014.
83. Interview with Sue Auv'a'a, 30 May 2014.
84. On the importance of trust among peers, see: J. Hattie, *Visible Learning for Teachers*, 71; M. Tschannen-Moran, "Fostering Teacher Professionalism: The Role of Professional Orientation and Trust," 240ff.
85. Interview with Hayley Witt, 30 May 2014. For instance, the SLT helped the Team Leader with a "move-through" of several five and six year olds who couldn't sit at their table. They'd monopolised time and impeded the learning of others.
86. The leadership team facilitates this. Cf. A.S. Bryk and B. Schneider, *Trust in Schools*, 137.
87. D. Van Maele, M. Van Houtte and P.B. Forsyth, "Introduction: Trust as a Matter of Equity and Excellence in Education", 13.
88. P.R. Hallam, S.K. Dulaney, J.M. Hite, and H.R. Smith, "Trust at Ground Zero: Trust and Collaboration Within the Professional Learning Community", 147-8; N.M. Moolenaar, S. Karsten, P.J.C. Sleegers and A.J. Daly, "Linking Social Networks and Trust at Multiple Levels," 221. See also: M. Makiewicz and D. Mitchell, "Teacher Trust in the Principal," 102. *Trust deepens with greater interactions in Professional Learning Communities*: J.R. Kochanek, *Building Trust For Better Schools: Research-Based Practices*, 82ff; M. Tschannen-Moran, *Trust Matters: Leadership For Successful Schools*; A. Harris and L. Lambert, *Building Leadership Capacity for School Improvement* (Maidenhead: Open University Press, 2003), 91-2; A.S. Bryk and B. Schneider, *Trust in Schools*, 136-7.
89. Apart from Tschannen-Moran's work, see: A.S. Bryk and B. Schneider, *Trust in Schools*, 91ff; P.B. Forsyth, C.M. Adams and W.K. Hoy, *Collective Trust: Why Schools Can't Improve Without It*; J.R. Kochanek, *Building Trust For Better Schools: Research-Based Practices*; K. Louis, "Trust and Improvement in Schools," *Journal of Educational Change* 8, 1 (2007), 1-24, esp. 17-20; D. Van Maele and M. Van Houtte, "The Role of Teacher and Faculty Trust in Forming Teachers' Job Satisfaction: Do Years of Experience Make a Difference?" *Teaching and Teacher Education* 28, 6 (2012), 881ff, 886-7; S. Cosner, "Building Organizational Capacity Through Trust," 248-91.
90. See, on this: J. Hattie, *Visible Learning for Teachers*, 69-71, 139ff; R.G. Croninger and V.E. Lee, "Social Capital and Dropping Out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance," *Teachers College Record* 103, 4 (2001), 548-581; M.T. Hallinan, "Teacher Influences on Students' Attachment to School," *Sociology of Education* 81, 3 (2008), 261-83, esp. 281-2; J. Hattie, *Visible Learning*, 118-9; J. Cornelius-White, "Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis," *Review of Educational Research* 77, 1 (2007), 130-2; R.D. Goddard, "Relational Networks, Social Trust, and Norms: A Social Capital Perspective on Students' Chance of Academic Success," *Educational Evaluation and Policy Analysis* 25, 1 (2003), 59-74.
91. C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices: The Impact of Deficit Thinking on Education* (New York: Peter Lang, 2005), 79-80; R. Bishop, D. O'Sullivan, M. Berryman, *Scaling Up Education Reform: Addressing the Politics of Disparity*, 28-9. Cf. V. Robinson, *Student-Centered Leadership*, 134-5.
92. The Māori education plan is based on the success of the Te Kotahitanga programme, which ran from 2001 to 2013. Its aim was to investigate how to raise Māori secondary students' achievement and reduce disparities with other demographics. The researchers developed a "Culturally Responsive Pedagogy of Relations" based around an "Effective Teaching Profile." The profile encompasses six elements: Manaakitanga: teachers care for their students as culturally located human beings above all else; Mana motuhake: teachers care for the performance of their students; Nga whakapiringatanga: teachers are able to create a secure, well-managed learning environment; Wananga: teachers are able to engage in effective teaching interactions with Māori students as Māori; Ako: teachers can use strategies that promote effective teaching interactions and relationships with their learners; and Kotahitanga: teachers promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students: <http://tekotahitanga.tki.org.nz/About/The-Development-of-Te-Kotahitanga/Effective-Teaching-Profile> (Accessed 14 January 2014). On the progress of the programme, see: R. Bishop, M. Berryman, J. Wearmouth, M. Peter and S. Clapham, "Te Kotahitanga: Maintaining, Replicating and Sustaining Change. Report for Phase 3 and 4 Schools: 2007-2010" (Wellington: Ministry of Education, 2011). Accessed 21 February 2014 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0007/105838/988\\_TeKotahitanga.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0007/105838/988_TeKotahitanga.pdf); R. Bishop, M. Berryman, A. Powell and L. Teddy, "Te Kotahitanga: Improving the Educational Achievement of Māori Students in Mainstream Education. Phase 2: Towards a Whole School Approach" (Wellington: Ministry of Education, 2007). Accessed 21 February 2014 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0009/9909/TeKotahitanga-Phase2.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0009/9909/TeKotahitanga-Phase2.pdf); R. Bishop, M. Berryman, S. Tiakiwai and C. Richardson, "Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms" (Wellington: Ministry of Education, 2003). Accessed 21 February 2014 at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0017/7532/te-kotahitanga.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0017/7532/te-kotahitanga.pdf).
93. Ministry of Education, "Statement of Intent, 2010-2015," 24ff. The current Māori education strategy provides a road map toward the goal: Ministry of Education, "The Māori Education Strategy: Ka Hikitia – Accelerating Success, 2013-2017" (Wellington: Ministry of Education, 2013), 11, 13.
94. ERO, "Promoting Success for Māori Students: Schools' Progress" (Wellington: ERO, 2010), 3: "Effective schools had a climate in which tea o Māori was recognised, respected and valued"; ERO, "Progress in Pacific Student Achievement: A Pilot Evaluation of Auckland Schools" (Wellington: ERO, September 2009), 3; ERO, "Promoting Pacific Student Achievement: Schools' Progress" (Wellington: ERO, June 2010), 1.
95. M. Tschannen-Moran, "The Interconnectivity of Trust in Schools," 73. Shields et al. finds evidence of something similar in New Zealand: C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices*, 77.

96. Cf. V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 117-9; L. Johnson, "Rethinking Successful School Leadership in Challenging U.S. Schools: Culturally Responsive Practices in School-Community Relationships," *International Studies in Educational Administration* 35, 3 (2007), 49-57.
97. C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices*, 73. On the importance of mind-sets, see: J. Hattie, *Visible Learning for Teachers*, 87, 160ff, esp. 166-7; M. Fullan, *Change Leader. Learning to Do What Matters Most* (San Francisco: Jossey-Bass, 2011), 5. On trust in this regard, see: D. Van Maele, M. Van Houtte and P.B. Forsyth, "Introduction: Trust as a Matter of Equity and Excellence in Education," 14; P.B. Forsyth, L.B. Barnes and C.M. Adams, "Trust Effectiveness Patterns in Schools," *Journal of Educational Administration* 44, 2 (2006), 137-8; M. Tschannen-Moran and W.K. Hoy, "A Multidisciplinary Analysis Of the Nature, Meaning and Measurement of Trust," *Review of Educational Research* 70, 4 (2000). On potentially "strained trust relations" among ethnically diverse and low socio-economic schools: R.D. Goddard, S.J. Salloum and D. Berebitsky, "Trust as a Mediator of the Relationships Between Poverty, Racial Composition, and Academic Achievement," 308.
98. ERO, "Promoting Success for Māori Students," 4.
99. ERO, "Progress in Pacific Student Achievement," 32. See also: ERO, "Promoting Pacific Student Achievement: Schools' Progress," 20-1.
100. Cf. nearby Viewpoint: Interview with Principal James McKee, *Viewpoint Primary School*, 4 April 2014.
101. Interview with Hayley Witt, 30 May 2014.
102. See n. 5. See also: New Zealand Treasury, "Treasury's Advice on Lifting Student Achievement in New Zealand: Evidence Brief"; K. Leithwood, K.S. Louis, S. Anderson and K. Wahlstrom, *How Leadership Influences Student Learning*, 46-8; J. Hattie, *Visible Learning*, 61ff.
103. K. Leithwood, S. Patten and D. Jantzi, "Testing a Conception of How School Leadership Influences Student Learning," 681; J. Hattie, *Visible Learning*, 61-71; J. Hattie, "Teachers Make a Difference: What Is the Research Evidence?" Australian Council for Educational Research Annual Conference on Building Teacher Quality, October 2003. Accessed 9 October 2013 at [http://www.educationalleaders.govt.nz/content/download/501/3926/john\\_hattie.pdf](http://www.educationalleaders.govt.nz/content/download/501/3926/john_hattie.pdf).
104. K. Leithwood, S. Patten and D. Jantzi, "Testing a Conception of How School Leadership Influences Student Learning," 695.
105. J.R. Kochanek, *Building Trust For Better Schools: Research-Based Practices*, 76-8, 82ff; K. Leithwood, "Four Key Policy Questions about Parent Engagement: Recommendations from the Evidence," in R. Deslandes (ed.), *International Perspectives on Contexts, Communities and Evaluated Innovative Practice* (London: Routledge, 2010), 8-20; K. Leithwood, K.S. Louis, S. Anderson and K. Wahlstrom, *How Leadership Influences Student Learning*, 48; V.M.J. Robinson, M. Hohepa and C. Lloyd, "School Leadership and Student Outcomes," 160ff.
106. K.S. Adams and S.L. Christenson, "Trust and the Family-School Relationship: An Examination of Parent-Teacher Differences in Elementary and Secondary Grades," *Journal of School Psychology* 38, 5 (2000), 447-497, esp. 491-5; M. Tschannen-Moran, "Collaboration and the Need for Trust," 321-8; V. Robinson, *Student-Centered Leadership*, 133ff, esp. 136-8. On the correlation between staff trust in students/parents and student achievement, see: M. Tschannen-Moran, "What's Trust Got to Do with It? The Role of Faculty and Principal Trust in Fostering Student Achievement."
107. See, in particular: F. Biddulph, J. Biddulph and C. Biddulph, "The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis" (Wellington: Ministry of Education, 2003), iii-vi; J. Hattie, *Visible Learning*, 168-70; W.H. Jaynes, "A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement," *Education and Urban Society* 35, 2 (2003), 202-118; W.H. Jaynes, "The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis," *Urban Education* 42, 1 (2007), 82-110; K.S. Louis, K. Leithwood, K.L. Wahlstrom and S.E. Anderson, *Learning from Leadership Project*, 126; K.S. Adams and S.L. Christenson, "Trust and the Family-School Relationship: An Examination of Parent-Teacher Differences in Elementary and Secondary Grades," 493-5; G.L. Zellman and J.M. Waterman, "Understanding the Impact of Parent-School Involvement on Children's Educational Outcomes," *The Journal of Educational Research* 91, 6 (1998), 370-380.
108. Ministry of Education, "The Māori Education Strategy: Ka Hikitia – Accelerating Success, 2013-2017," 15ff; ERO, "Promoting Success for Māori Students," 1, 4, 17-8, 23; ERO, "Progress in Pacific Student Achievement: A Pilot Evaluation of Auckland Schools," 3, 32; ERO, "Promoting Pacific Student Achievement: Schools' Progress," 2, 14-5, 20-1; C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices*, 79ff. See also: A. Bull, K. Brooking and R. Campbell, "Successful Home-School Partnerships: Report to the Ministry of Education" (Wellington: Ministry of Education, 2008), 20-1.
109. G.L. Zellman and J.M. Waterman, "Understanding the Impact of Parent-School Involvement on Children's Educational Outcomes," 370-380; K.V. Hoover-Dempsey and H.M. Sandler, "Parental Involvement in Children's Education: Why Does It Make a Difference?" *Teachers College Record* 97, 2 (1995), 310-331.
110. Cf. L. Johnson, "Rethinking Successful School Leadership in Challenging U.S. Schools: Culturally Responsive Practices in School-Community Relationships," 54-5.
111. Interview with Hayley Witt, 30 May 2014; Interview with Principal Stephanie Wicks, 3 April 2014; Interview with Sue Auva'a, 30 May 2014. This is an example of teaching parents the language of learning: J. Hattie, *Visible Learning for Teachers*, 165-6.
112. Interview with Principal Stephanie Wicks, 3 April 2014.
113. On this phenomenon, see: C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices*, 74ff. Low socio-economic status does not condemn students to educational failure: F. Biddulph, J. Biddulph and C. Biddulph, The Complexity of Community and Family Influences on Children's Achievement in New Zealand, iv. Deficit thinking also impedes trust-building: D. Van Maele and M. Van Houtte, "Collegial Trust and the Organizational Context of the Teacher Workplace: The Role of a Homogeneous Teachability Culture," *American Journal of Education* 117, 4 (2011), 456-7.
114. Cf. C.M. Shields, R. Bishop and A.E. Mazawi, *Pathologizing Practices*, 82ff; H. Timperley, "Knowledge and the Leadership of Learning," 160-2; J. Hattie, *Visible Learning for Teachers*, 22; J. Hattie, *Visible Learning*, 63.
115. Interview with Hayley Witt, 30 May 2014.
116. Interview with Sue Auva'a, 30 May 2014.
117. This aligns with what has been seen to work elsewhere. For instance, see: R. Notman and D.A. Henry, "Building and Sustaining Successful School Leadership in New Zealand," 381, 383; F. Biddulph, J. Biddulph and C. Biddulph, The Complexity of Community and Family Influences on Children's Achievement in New Zealand, v-vi, 170ff; A. Bull, K. Brooking and R. Campbell, "Successful Home-School Partnerships: Report to the Ministry of Education," 5ff. On the importance of communication in developing trust, see: P.A. Smith and C. Scarbrough, "Mindful Schools as High Reliability Organizations: The Effect of Trust On Organizational Mindfulness," 493ff.
118. Overseas, see: K.S. Louis, K. Leithwood, K.L. Wahlstrom and S.E. Anderson, *Learning from Leadership Project*, 116, 126.
119. Interview with Sue Auva'a, 30 May 2014.
120. D. Van Maele, M. Van Houtte and P.B. Forsyth, "Introduction: Trust as a Matter of Equity and Excellence in Education," 12; R.D. Goddard, S.J. Salloum and D. Berebitsky, "Trust as a Mediator of the Relationships Between Poverty, Racial Composition, and Academic Achievement: Evidence from Michigan's Public Elementary Schools," 308. Also among colleagues: D. Van Maele and M. Van Houtte, "Faculty Trust and Organizational School Characteristics: An Exploration Across Secondary Schools in Flanders," *Educational Administration Quarterly* 45, 4 (2009), 556-89; D. Van Maele and M. Van Houtte, "Collegial Trust and the Organizational Context of the Teacher Workplace," 437-64, esp. 454ff.
121. M. Fullan, *The Moral Imperative of School Leadership*, 41. On shared expertise as the "driver of instructional change", see: R. Elmore and D. Burney, "Investing in

- Teacher Learning,” in L. Darling-Hammond and G. Sykes (eds.), *Teaching as the Learning Profession* (San Francisco: Wiley, 1999), 266. See also: D.H. Hargreaves and D. Fink, “Distributed Leadership: Democracy or Delivery?” *Journal Of Educational Administration* 46, 2 (2008), 229-40; B. Pont and D. Hopkins, “Approaches to System Leadership: Lessons Learned and Policy Pointers,” *Improving School Leadership. Volume II: Case Studies on System Leadership* (OECD: 2008), 258; D. Hopkins and R. Higham, “System Leadership: Mapping the Landscape,” *School Leadership and Management* 27, 2 (April 2007), 154-6; R. Elmore, *School Reform from the Inside Out*, 253ff; M. Mourshed, C. Chijioke and M. Barber, “How the World’s Most Improved School Systems Keep Getting Better” (London: McKinsey and Company, 2010), 73; M. Fullan, *All Systems Go. The Change Imperative for Whole System Reform* (Thousand Oaks, CA: Sage, 2010), 35ff; M. Barber, F. Whelan and M. Clark, “Capturing the Leadership Premium: How the World’s Top School Systems Are Building Leadership Capacity for the Future” (London: McKinsey and Company, 2010), 17ff. On the role of trust in managing external relations, for instance, see: A.S. Bryk and B. Schneider, *Trust in Schools. A Core Resource for Improvement*, 139-40.
122. R.F. Elmore, “Leadership as the Practice of Improvement,” *Improving School Leadership. Volume II: Case Studies on System Leadership* (OECD: 2008), 37-68. On other forms of system leadership, see D. Hopkins and R. Higham, “System Leadership: Mapping the Landscape,” 155-6. Collaboration within schools is almost axiomatic; see, for instance: A. Harris and L. Lambert, *Building Leadership Capacity for School Improvement*, 113-4.
  123. Cf. F. Kofman and P.M. Senge, “Communities of Commitment: The Heart of Learning Organizations”, in S. Chawla and J. Renesch (eds.), *Learning Organizations: Developing Cultures for Tomorrow’s Workplace* (Oregon: Productivity Press, 1993), 27; P.M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday, 1990), 3. On “adaptive leadership,” see: R.A. Heifetz, *Leadership Without Easy Answers* (Cambridge, MA Harvard University Press, 1994); M. Fullan, *Leadership and Sustainability: System Thinkers in Action* (Thousand Oaks, CA: Corwin, 2004), 53ff.
  124. B. Pont and D. Hopkins, “Approaches to System Leadership: Lessons Learned and Policy Pointers,” 264-5. On developing capacity, for instance: M. Barber, F. Whelan and M. Clark, “Capturing the Leadership Premium,” 21; M. Mourshed, C. Chijioke and M. Barber, “How the World’s Most Improved School Systems Keep Getting Better,” 75-9; M. Fullan, *All Systems Go*, 71ff.
  125. B. Pont and D. Hopkins, “Approaches to System Leadership: Lessons Learned and Policy Pointers,” 270. Cf. M. Barber, F. Whelan and M. Clark, “Capturing the Leadership Premium,” 28.
  126. Interview with Principal Stephanie Wicks, 3 April 2014.
  127. Interview with Hayley Witt, 30 May 2014; Interview with Sue Auva’a, 30 May 2014.
  128. Interview with Sue Auva’a, 30 May 2014.
  129. Interview with Sue Auva’a, 30 May 2014.
  130. Interview with Hayley Witt, 30 May 2014.
  131. Interview with Principal Stephanie Wicks, 3 April 2014.
  132. Appendix I is based on Highfields’ last two ERO reports, Highfields’ current charter (2014-16), information from the Highfields website, information stored about Highfields on the Education Counts website, and interviews with Principal Stephanie Wicks on 3 April 2014, Principal James McKee (Viewpoint Primary School) on 4 April 2014, and teachers Sue Auva’a and Hayley Witt on 30 May 2014.
  133. ERO, “Framework for School Reviews, 2011” (Wellington: ERO, 2011), 11-12.
  134. Education Counts, “2012 National Standards Achievement Information,” 23 October 2014. Accessed 10 November 2014 at <http://www.educationcounts.govt.nz/topics/121981/122072>.
  135. Interview with Principal Stephanie Wicks, 3 April 2014.
  136. Interview with Principal Stephanie Wicks, 3 April 2014.
  137. New Zealand Council for Educational Research (NZCER), “Understanding Stanines.” Accessed 9 April 2014 at <http://www.nzcersupport.org.nz/marking/?p=75>.
  138. G. Guest, *Collecting Qualitative Data. A Field Manual for Applied Research* (Thousand Oaks, CA: Sage, 2013), 48ff; Peter G. Swanborn, *Case Study Research: What, Why and How?* (Thousand Oaks, CA: Sage, 2010), 38ff.
  139. M.Q. Patton, *Qualitative Research and Evaluation Methods*, 3rd edn (Thousand Oaks, CA: Sage, 2002) 230.
  140. The following two instruments were kindly provided by Leithwood: K. Leithwood and D. Jantzi, “Successful Leadership Survey,” 1995; K. Leithwood and D. Jantzi, “The Leadership and Management of Schools,” 1997. We consulted three other resources as well: K. Leithwood, R. Aitken and D. Jantzi, *Making Schools Smarter, A System for Monitoring School and District Progress*, 2nd Edn (Thousand Oaks, CA: Corwin Press, 2001), 134ff; P. Hallinger and J. Murphy, “Assessing the Instructional Management Behavior of Principals,” 239-43; L. Bendikson, “The Effects of Principal Instructional Leadership,” 193-201.
  141. R.K. Yin, *Case Study Research: Design and Methods*, 3rd Edn (Thousand Oaks: Sage, 2003), 42-3; R.S. Barbour, *Introducing Qualitative Research* (Los Angeles: Sage, 2008), 113ff.
  142. Cf. A. Tashakkori and C. Teddlie, *Handbook of Mixed Methods in Social and Behavioural Research* (Thousand Oaks, CA: Sage, 2003), 229-233; G.Guest, *Collecting Qualitative Data*. 113ff.
  143. G. Gibbs, *Analyzing Qualitative Data* (Los Angeles: Sage, 2007), 44-5.
  144. R. K. Yin, *Case Study Research: Design and Methods*, 13-4, 97ff.
  145. P.G. Swanborn, *Case Study Research: What, Why and How?*, 99ff, 110-1.
  146. R.K. Yin, *Case Study Research: Design and Methods*, 34ff.
  147. R.K. Yin, *Case Study Research: Design and Methods*, 10, 31-3; P.G. Swanborn, *Case Study Research: What, Why and How?*, 66-8.
  148. The differences lie in several areas, including culture and curriculum complexity. Given the less advanced nature of their curriculum, primary school principals are more likely to be engaged in “instructional leadership,” while secondary principals may devolve class supervision and feedback tasks, say, to departmental heads. Following this, academic Linda Bendikson has argued that secondary principals largely carry out “indirect” instructional leadership practices—such as setting systems and routines, as well as problem-solving—instead of “direct” instructional leadership practices, which might include observing classes and offering feedback. Bendikson cites a number of studies, albeit a dated collection, that differentiate the tasks of primary and secondary principals: L. Bendikson, “The Effects of Principal Instructional Leadership,” 7-8. See also on the differences: B. Portin and M. Knapp, “Expanding Learning—Focussed Leadership in US Urban Schools,” in T. Townsend and J. MacBeath (eds.), *The International Handbook of Leadership for Learning* (Dordrecht: Springer, 2011), 503-27; K. Leithwood, “The Ontario Leadership Framework 2012 with a Discussion of the Research Foundations,” 7-9.
  149. See n. 11.
  150. For instance, the Professional Standards agreed for principals at primary and secondary levels. Both stipulate much the same content under identical focus areas:

Culture: [Principals should] provide professional leadership that focuses the school culture on enhancing learning and teaching  
Pedagogy: [Principals should] create a learning environment in which there is an expectation that all students will experience success in learning  
Systems: [Principals should] develop and use management systems to support and enhance student learning  
Partnerships and networks: [Principals should] strengthen communication and relationships to enhance student learning.  
Ministry of Education, "Professional Standards for Primary Principals," Primary Principals' Collective Agreement, 8 March 2013-7 November 2015. Accessed 24 October 2013 at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/TeachersPrincipals/PrimaryPrincipals/CollectiveAgreement/ScheduleTwo.aspx>; Ministry of Education, "Professional Standards," Secondary Principals' Collective Agreement, 8 April 2013-31 March 2016. Accessed 24 October 2013 at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/TeachersPrincipals/SecondaryPrincipals/CollectiveAgreement/ProfessionalStandards.aspx>.