

AMERICAN EDUCATIONAL RESEARCH  
ASSOCIATION (AERA) FUNDED  
RESEARCH CONFERENCE



# CROSS-NATIONAL EXPLORATION OF PRINCIPALS' TIME USE: PATTERNS, CAUSES, AND EFFECTS

**DATES:** AUGUST 1ST TO AUGUST 3RD 2016

**VENUE:** ANN HARDING CONFERENCE CENTRE,  
UNIVERSITY OF CANBERRA, AUSTRALIA

**ORGANISED BY:** RESEARCH GROUP FOR EDUCATIONAL  
LEADERSHIP AND POLICY, UNIVERSITY OF CANBERRA

2016

break  
through



# CONFERENCE PROGRAM

## JULY 31ST (SUNDAY)

**Welcoming Dinner at Joe's Bar, East Hotel  
(18:00-20:00)<sup>1</sup>**

---

## AUGUST 1ST (MONDAY)

**Depart from East Hotel (08:00)**

**Registration & Morning Tea/Coffee (08:30 – 9:00)**

**Opening Ceremony (09:00 – 9:30)**

### Session 1 (09:30 – 11:30)

Principals' Time Use as a Research Area: Theory and Methodology

- **Moosung Lee**, Centenary Professor, University of Canberra, Australia  
*Principals' Time Use as a Research Area: Cross-National Exploration of Principals' Time Use*
- **Scott Eacott**, Director, Office of Educational Leadership, University of New South Wales, Australia  
*Theoretical Notes on a Relational Approach to Principals' Time*
- **Craig Hochbein**, Assistant Professor, Lehigh University, USA  
*Principal Time Use: Historical Context, Methodological Challenges, and Technological Advancements<sup>2</sup>*

**Coffee Break (11:30 – 11:45)**

### Session 2 (11:45 – 13:00)

Methodological Approaches to Studying Principals' Time Use

- **Brian Rowan**, Burke A. Hinsdale Collegiate Professor, University of Michigan, USA  
*Methodological Approaches to Studying Principals' Time Use<sup>3</sup>*
- **Eric Camburn**, Professor, University of Wisconsin-Madison, USA,  
**James Sebastian**, Assistant Professor, University of Missouri-Columbia  
*Methodological Tradeoffs in Measuring Principal Time Use*

**Lunch (13:00 – 14:00)**

### Session 3 (14:00 – 16:15)

Principals' Time Use and Instructional Leadership (and Beyond)

- **Ellen Goldring**, Patricia and Rodes Hart Professor, Vanderbilt University, USA  
*Finding Time for Instructional Leadership: Evidence from a Time Management Leadership Development Intervention*
- **Jessica Rigby**, Assistant Professor, University of Washington, USA  
*Administrator Observation & Feedback: Does It Lead Towards Improvement in Inquiry-Oriented Math Instruction?*
- **Ting Wang**, Professor, University of Canberra, Australia  
*Instructional Leadership and Effects of Principal Time-Use in Shanghai*
- **Michael O'Malley**, Associate Professor, Texas State University, USA  
*Implications of Principals' Disciplinary and Pedagogical Expertise for Distribution of Time Invested in Instructional Supervision: Findings from Chile's English Language Learning Initiative*

**Coffee Break (16:15 – 16:30)**

### Session 4 (16:30 – 18:00)

Principals' Time Use and Work Intensity

- **Izhar Oplatka**, Professor, Tel Aviv University, Israel  
*Life Under Heavy Workloads: Patterns of Principal Time-Use in Israel*
- **Katina Pollock**, Associate Professor, Western University, Canada  
*Ontario Principals' Use of Time*
- **Stephan Huber**, Professor, University of Teacher Education Zug, Switzerland,  
**Marius Schwander**, Researcher, University of Teacher Education Zug, Switzerland  
*School Leadership Practices in Germany: An End-of-Day-Log Study<sup>4</sup>*

**Dinner at the Conference Site (18:00 – 20:00)**

---

<sup>1</sup> Invited presenters only  
<sup>2</sup> Workshop (50 minutes)

<sup>3</sup> Workshop (40 minutes)  
<sup>4</sup> Video conference call

## AUGUST 2ND (TUESDAY)

### Registration & Morning Tea/Coffee (08:30 – 9:00)

#### Session 5 (09:00 – 11:00)

Principals' Time Use, and School Improvement and Effectiveness

- **Pierre Tulowitzki**, Senior Researcher, University of Teacher Education Zug, Switzerland  
*Principals' Time-Use in France – Findings from a Multiple Case Study in French Secondary Schools*
- **Lawrie Drysdale**, Associate Professor, University of Melbourne, Australia  
**David Gurr**, Associate Professor, University of Melbourne, Australia  
*Dare to Make a Difference: Successful Principals Who Explore the Potential of their Role*
- **Dorothy Andrews**, Associate Professor, University of Southern Queensland, Australia  
**Joan Conway**, Senior Lecturer, University of Southern Queensland, Australia  
**Lyn Smith**, Researcher, Canberra-Goulburn Catholic Education, Australia  
*School and System Alignment of School Improvement Processes: Principal Time-Use the Core of Everybody's Business*
- **Daniel Klasik**, Assistant Professor, George Washington University, USA  
*Principals' Time Use and School Effectiveness*

### Coffee Break (11:00 – 11:15)

#### Session 6 (11:15 – 12:45)

Time Use of Diverse School Leaders

- **Paul Armstrong**, Lecturer, University of Manchester, UK  
*The Changing Face of School Leadership in England: The Growth of the School Business Manager*
- **Sandie Stringfellow**, Ed.D. Student, University of San Francisco, USA  
*Ready to Lead? An Examination of the Alignment of California Preservice School Leaders Fieldwork with Leadership Standards*
- **Courtney Stewart**, Assistant Professor, Utah State University, USA  
*Small Rural School Principal Time*

### Lunch (12:45 – 13:45)

**Cultural Activities: Tour of Mount Ainslie Lookout, War Memorial, & Old Parliament House (14:00 – 18:00)<sup>5</sup>**

**Conference Formal Dinner: Cinnabar Chinese Restaurant, Kingston (18:00 – 20:30)<sup>6</sup>**

## AUGUST 3RD (WEDNESDAY)

### Registration & Morning Tea/Coffee (08:30 – 8:45)

#### Session 7 (08:45 – 10:45)

Time Use of Principals in Developing Countries

- **Vitallis Chikoko**, Professor, University of KwaZulu-Natal, South Africa  
*Patterns, Causes and Effects of Principal Time-Use: Evidence from South Africa*
- **Peter Moyi**, Associate Professor, University of South Carolina, USA  
*A Snapshot of Primary School Head Teachers in Kenya*
- **Sajid Ali**, Associate Professor, Aga Khan University, Pakistan  
*Principals' Time Use in Pakistani schools*
- **Bo Ning**, Researcher, Shanghai Normal University, China  
*Principal's Time Use in Shanghai*

### Coffee Break (10:45 -11:00)

#### Session 8 (11:00 – 13:10)

Large (and New) Data Sources for Research on Principals' Time Use

- **Soo-Yong Byun**, Associate Professor, Pennsylvania State University, USA  
*Large International Data for Research on Principals' Time Use<sup>7</sup>*
- **Mark Shellingner**, Director, National SAM Innovation Project, USA  
*It's About Time: The SAM Process<sup>8</sup>*

### Closing Remarks (13:10 – 13:25)

### Lunch (13:25 – 14:30)

### End of Conference

<sup>5</sup> Invited presenters only

<sup>7</sup> Workshop (40 minutes)

<sup>6</sup> Invited presenters only

<sup>8</sup> Workshop (90 minutes)



# PRESENTATION / WORKSHOP ABSTRACTS (IN ORDER OF PRESENTATION)

## SESSION 1 (MONDAY 1ST AUGUST, 09:30 – 11:30)

### PRINCIPALS' TIME USE AS A RESEARCH AREA: THEORY AND METHODOLOGY

#### PRINCIPALS' TIME USE AS A RESEARCH AREA: CROSS-NATIONAL EXPLORATION OF PRINCIPALS' TIME USE

##### MOOSUNG LEE

CENTENARY PROFESSOR

University of Canberra, Australia

Principal leadership practices have interested researchers of educational leadership and administration for nearly 50 years. Research findings strongly suggest that the way principals exert leadership practices in certain task domains plays a significant role in school improvement in general and particularly in student learning. Despite the large body of literature on principal leadership, research focusing on principals' time use" is thin on the ground. This dearth of empirical studies is surprising given that principals' time use is a useful indicator of principal leadership; clearly, principals should spend more time on what is most important for school improvement. In other words, principals' time use, which reflects principals' goal and task prioritization, constitutes a fundamental dimension of principal leadership (Dwyer, Lee, Rowan & Bossert, 1983; Goldring, Huff, May, & Camburn, 2008). Thus, advancing our understanding of principals' time use as a research area is one important way to improve the knowledge base of principal leadership and enhance school improvement research.

To explore and substantiate the potential of principals' time use as a research area, I think that cross-national exploration and comparison of principals' time use in terms of patterns, causes, and effects is critical. More specifically, I think that it is important to focus on 1) identifying common and/or particular patterns, causes, and effects of principal time-use across countries; 2) developing a framework of data collection and related analytical tools of principal time-use that can be widely applied to the contexts of different countries; 3) documenting various methodological approaches with their strengths and weaknesses; 4) revisiting theoretical issues in relation to principals' time use (e.g., indirect models of principals' leadership effect vs. principals' interactions with individual students); 5) navigating the opportunity of a new research direction within comparative educational leadership; and 6) providing insights and guiding principles for policymakers and principals, respectively, in terms of school improvement. My presentation will discuss these issues in-depth.

#### THEORETICAL NOTES ON A RELATIONAL APPROACH TO PRINCIPALS' TIME

##### SCOTT EACOTT

DIRECTOR, OFFICE OF EDUCATIONAL LEADERSHIP

University of New South Wales, Australia

There has been increased scholarly attention to matters of time, or a temporal turn, in the social sciences. Evidence of this heightened interest can be found in sociology (Adkins, 2009, 2011, 2014), human services (Colley, Henriksson, Niemeyer, & Seddon, 2012), education (Duncheon & Tierney, 2013), teacher education (Eacott & Hodges, 2014), and educational administration (Eacott, 2013, 2015). This paper contributes to this ongoing dialogue and debate through a concern with issues of temporality and the study of principals' time use.

The history of educational administration and leadership, courtesy of Taylorism, has adopted a particular version of temporality – one based on units of the clock. I trouble this orthodoxy on the basis of the clock operating externally to practice. This problem is identified as concerning a reliance on an entity/substantialist approach that overlays a particular version of time on practice. The research object (e.g. principals' practice) remains unchanged as time is nothing more than a measurement construct. I argue that to understand the principalship through clock time is to miscomprehend social practice.

To overcome the 'Neo-Taylorism' (Gronn, 1986) of this orthodoxy I contend requires a relational approach (Eacott, 2015). A focus on relations rather than entities removes the distance between object and theorization. To illustrate this argument I focus on the role of description and the inscription of practice in spatio-temporal conditions. This paper therefore posits that temporality rather than time is a crucial lens for the theorization of educational leadership including the ongoing recasting and potentialities of principals' labor.

## PRINCIPAL TIME USE: HISTORICAL CONTEXT, METHODOLOGICAL CHALLENGES, AND TECHNOLOGICAL ADVANCEMENTS

**CRAIG HOCHBEIN**  
ASSISTANT PROFESSOR  
Lehigh University, USA

For more than 100 years, educators, policymakers, and researchers have been concerned with how principals allocate their time. Understanding the relationships between how principals allot their time and educational outcomes could improve principal training, selection, development, and evaluation. Historically, researchers have described principal time use as an extensive schedule filled with numerous, intense, and fragmented activities. Unfortunately, common methods of collecting data about school leader time use suffer from issues that threaten the validity of researchers' claims. This presentation will report findings from two different studies.

First, I will report findings from a systematic review of principal time use research. Using a "snowball" sampling technique, we identified 55 studies that empirically examined principal time use. This final sample of articles spanned publication between 1920 and 2015 and included both qualitative and quantitative studies published as books, journal articles, dissertation studies, and peer-reviewed conference presentations. From these articles, we report commonalities across findings, examine the evolution of constructs, and identify limitations in this cannon of research.

Second, I will report findings from a pilot study that attempted to overcome common challenges in the study of principal time use. In this study, we identified three prevalent challenges to studying school leader time use and utilized new technology and event sampling methodology to collect data on the time use of 11 school leaders. We collected data between the hours of 8am and 8pm during 28 consecutive days. Our system of notification and response achieved an overall response rate of 85% and enabled the collection of school leaders' perceptions of their time use as they worked in multiple locations over an extended period of time. Replication and extension of the methodology could improve principal time use data collection, as well as enable a wider range of research designs.

---

## SESSION 2 (MONDAY 1ST AUGUST, 11:45 – 13:00) METHODOLOGICAL APPROACHES TO STUDYING PRINCIPALS' TIME USE

### METHODOLOGICAL APPROACHES TO STUDYING PRINCIPALS' TIME USE

**BRIAN ROWAN**  
BURKE A. HINSDALE COLLEGIATE PROFESSOR  
University of Michigan, USA

This presentation will discuss research methods that have been used to collect data on principals' time use as well as some of the challenges associated with these data collection methods. The presentation will begin by placing the literature on principals' time use in the context of time use research more generally and by discussing the opportunities afforded by methods of data collection used in time use research generally for studies of principals' time use. The presentation will then discuss methodological issues associated with the use of specific data collection methods in research on principals' time use, including issues of sampling and data accuracy. Finally, the presentation will discuss methods of data analysis, describing various approaches to construct measurement, reporting of descriptive data, and statistical modelling and hypothesis testing.

### METHODOLOGICAL TRADEOFFS IN MEASURING PRINCIPAL TIME USE

**ERIC CAMBURN**  
PROFESSOR  
University of Wisconsin-Madison, USA

**JAMES SEBASTIAN**  
ASSISTANT PROFESSOR  
University of Missouri-Columbia, USA

Drawing upon a series of studies we have conducted with colleagues, this paper will discuss the tradeoffs of using different data capture strategies to measure principals' time use. The paper will begin by discussing unique challenges in measuring this construct. A typical goal of time use studies is to exhaustively account for principals' allocation of time across important leadership domains. A chief challenge in meeting this goal arises from the complexity and multi-faceted nature of principals' work, as it involves the allocation of time across a large set of functional domains of responsibility, and within domains, there is a vast array of potential actions one might take. A second set of challenges derives from principals' unique roles as busy, difficult to access executives working in distinctive contexts. The second section of the paper will examine an array of strategies that have been used to measure principal time use. Among the strategies discussed are: traditional surveys with long reference periods, various kinds of observations, daily logs, and experience sampling instruments.

This discussion will also look at an emerging methodology for capturing principal time use called the Day Reconstruction Method. Multiple examples of a range of different measurement strategies will be provided. The paper will conclude with a comparative analysis of the unique strengths and weaknesses of different strategies for measuring principal time use. The section will include an in depth discussion of evidence for the validity of different time use measurement strategies including evidence of ecological validity, concurrent validity, and predictive validity.

---

## **SESSION 3 (MONDAY 1ST AUGUST, 14:00 – 16:15)** **PRINCIPALS' TIME USE AND INSTRUCTIONAL LEADERSHIP (AND BEYOND)**

### **FINDING TIME FOR INSTRUCTIONAL LEADERSHIP: EVIDENCE FROM A TIME MANAGEMENT LEADERSHIP DEVELOPMENT INTERVENTION**

**ELLEN B. GOLDRING**  
PATRICIA AND RODES HART PROFESSOR  
Vanderbilt University, USA

Implicit in much of this literature is the idea that increasing the time principals spend on instructional leadership will improve the school's culture, teaching, and, ultimately, student outcomes. However, the field has limited understanding about how principals actually spend their time, and how principals might be trained to change their time allocation to focus more on instructional leadership tasks. Time management may be the type of skillset that can be developed for school leaders, as has been the case in other leadership sectors (Claessenes, et al, 2007).

The purpose of this paper is to describe how principals allocate their time to management and instructional tasks in the context of a program specifically aimed to change principals' time allocation to increase their focus on instructional leadership. We study the time use of principals involved in the School Administration Manager (SAM<sup>®</sup>) process.

The underlying philosophy and approach of the SAM process is that the principal is specifically trained and supported to track his/her time on a unique calendar, and trained to meet daily with a support person, a school administration manager (SAM). The SAM is a school-level staff member who works with the principal to ensure that he or she spends time on instruction. The principal also develops First Responders, other school staff to address immediate administrative tasks to free him/herself for instructional tasks, and meets monthly with a coach to support the quality and intentionality of time use.

This study is based upon data from 373 principals involved in the SAM process, representing 78% of the 481 total SAM teams participating in the SAM process in 2013-14. These principals are distributed across 58 districts (of 63 participating districts) in 18 states in the US.

On average, principals in this program spend more than  $\frac{1}{4}$  of their time on instructional leadership foci; this is much higher than found in previous studies. We found a general increase in time spent on instruction from 38% to 48%. Concomitantly, time spent on management decreases from one year to the next. Most of this change seems to be attributable to increases in instructional office work and preparation; observations and walkthroughs; planning, curriculum, and assessment; and non-directive feedback. Case study data illuminated the changes that occurred not only because participants changed their time allocation, but because they specifically tracked their time.

The implications of this type of time management approach are discussed, raising questions about the quantity versus quality of time use, the knowledge based needed to engage in productive instructional leadership work and the underlying theory of action, and sustainability of this program's approach to time management.

### **ADMINISTRATOR OBSERVATION & FEEDBACK: DOES IT LEAD TOWARDS IMPROVEMENT IN INQUIRY-ORIENTED MATH INSTRUCTION?**

**JESSICA G. RIGBY**  
ASSISTANT PROFESSOR  
University of Washington, USA

**Purpose:** This study examines the content and efficacy of instructional leaders' expectations and feedback (press) to the improvement of middle-school mathematics teachers' instruction.

**Research Methods/Approach:** This mixed-methods study is a part of a larger, eight-year longitudinal study in four large urban school districts across the US. We used transcripts of interview data, surveys, and video-recordings of instruction of 271 cases, over four years, to determine the content of administrator press, as reported by teachers, and the relationship between the content and change (if any) in instruction. To do so we utilized qualitative coding of interview transcripts, and ran a series of statistical models to examine the nature of the variance in and impact of administrative press.



**Findings:** Most of the administrators' press, as reported by teachers, was not targeted towards specific teachers' mathematics instruction in ways that would likely lead towards improvement in those practices. Rather, the press focused on content-neutral instructional practices or classroom management and organization.

**Implications for Research and Practice:** The instructional leadership practice of administrator observation and feedback is widespread, yet understudied as it relates to changes in teacher practice. Our findings indicate that current policies that mandate principals to spend substantial time in classrooms are unlikely to result in significant improvements in the quality of instruction unless meaningful resources are invested to support administrator learning.

## **INSTRUCTIONAL LEADERSHIP AND EFFECTS OF PRINCIPAL TIME-USE IN SHANGHAI**

**TING WANG**

PROFESSOR

University of Canberra, Australia

Shanghai students' outstanding performances on the OECD's Program for International Student Assessment (PISA) in 2009 and 2012 have produced a global 'PISA-shock' that has repositioned Shanghai as a significant new 'reference society' at the beginning of the Asian century (Sellar & Lingard, 2013). Results from 2013-2014 The Teaching and Learning International Survey (TALIS) shows that effective teaching and teachers are key to producing high-performing students in Shanghai (OECD, 2016). While the ultimate measure of the effectiveness of professional learning is its impact on students, the first measure of effectiveness is how much it improves instruction in classrooms (Jensen, Sonnemann, Roberts-Hull, & Hunter, 2016). Leadership focused on teaching and learning is critical to the future success of schools (Asia Society, 2012). Leadership is critical because it is determinant of direction and outcomes. As learning is the core business of education, it provides the paramount form and purpose of leadership focused on creating and sustaining environments that are conducive to good learning (OECD, 2013). The findings of 2013-2014 TALIS show that nearly all principals in Shanghai have completed instructional leadership training. Principals' time use reflects the importance of instructional leadership in Shanghai, with more than one third of principals' working time devoted to curriculum and teaching, compared to approximately one fifth on average in TALIS countries (OECD, 2016).

This paper presents some preliminary findings of a larger research project (2015-2017) which investigates and compares school education reforms and professional learning communities in two high performing education systems in China: Shanghai and Hong Kong. Drawing on the analysis of interview data collected in 2015 from six public schools in Shanghai, this paper particularly focuses on instructional leadership and effects of principal time-use in Shanghai. A total of 25 participants were interviewed in 2015, including 3 policy makers, 6 principals, 2 deputy principals, 6 department heads, and 8 teachers. The findings reveal that the primary focus of principal leadership within these schools is instructional and curriculum leadership. Instructional leadership is linchpin to improving the effectiveness of teaching and learning. Principals play a pivotal role in promoting and participating in teacher professional learning and development. They lead the implementation of prescribed curriculum and the development of school-based curriculum. They work with teachers in a purposeful manner and develop collective efficacy that supports student improvement and the achievement of school goals.

## **IMPLICATIONS OF PRINCIPALS' DISCIPLINARY AND PEDAGOGICAL EXPERTISE FOR DISTRIBUTION OF TIME INVESTED IN INSTRUCTIONAL SUPERVISION: FINDINGS FROM CHILE'S ENGLISH LANGUAGE LEARNING INITIATIVE**

**MICHAEL P. O'MALLEY**

ASSOCIATE PROFESSOR

Texas State University, USA

Investments of principal time in instructional improvement can generate differing effects based on the strategy used, with teacher coaching found to be a greater predictor of student achievement gains than instructional walkthroughs (Grissom, Loeb, & Master, 2013). This paper reports on findings regarding principal time use from a national study of principal leadership effects on the success of the Inglés Abre Puertas (IAP) program in Chile. IAP is a Chilean educational initiative that seeks to advance English language learning among K-12 students and to achieve a Spanish-English bilingual Chilean population within one generation. The iterative research design involved an online survey of principals and English language teachers across four Chilean administrative regions (n=602; 42% English teachers and 58% administrators). Survey findings informed design of a multi-case qualitative study of three Chilean schools focused on studying leadership patterns in context. Survey results indicate that principals are perceived to be highly effective at their commitment to instructional improvement and personal knowledge of current research. They are perceived to be minimally effective at instructional supervision (such as teacher coaching) for the English language program in particular, with a preference for distributed leadership strategies. Site visits found patterned reluctance on the part of principals and assistant principals in supervising English language instruction if they themselves are not bilingual.

Principals adopted distributed leadership practices less from a leadership vision and more from a self-perception of limitation and anxiety regarding English language pedagogy and fluency. Such practices were noted to empower teacher agency and fail to respond to systematic programmatic or instructional ineffectiveness. Implications for principal preparation are addressed in order to build generalist capacity for effective instructional supervision beyond leaders' disciplinary expertise, countering observed tendencies to divert principal time invested in instructional leadership away from critical disciplinary areas in which principals perceive themselves as limited.

---

## SESSION 4 (MONDAY 1ST AUGUST, 16:30 – 18:00) PRINCIPALS' TIME USE AND WORK INTENSITY

### LIFE UNDER HEAVY WORKLOADS: PATTERNS OF PRINCIPAL TIME-USE IN ISRAEL

**IZHAR OPLATKA**  
PROFESSOR  
Tel Aviv University, Israel

**Background:** Since the 1990s many educational systems in Western countries, including Israel, have experienced large-scale reforms whose aims included the restructuring of the schooling process and the introduction of accountability into the context of schools. This has led, in turn, to the proliferation and diversification of principals' tasks and spheres of responsibility ranging from simple paperwork, through budgeting and teacher appraisal, to external relations.

**Purposes:**

1. To explore the components of principal workload, its determinants and effects.
2. To trace the principal time-use within and outside the school setting.

**Method:** Semi-structured interviews were conducted with 50 principals, 10 teachers and 10 supervisors, all from the elementary and secondary educational systems of Israel. The sample included men/women, Jewish/Muslims, novice/senior principals and secular/religious. The analysis followed the principles of qualitative research.

**Findings:**

3. Principals face multiple, sometimes contradictory role tasks, an excessive lack of time, and incapacity to complete significant missions and tasks, leading them to experience heavy workloads or a sense of 'waste of time.'
4. Unexpected incidents, administrative work, multiple demands from stakeholders, the principal's own internal drive, and HRM are considered to increase principal workload.
5. The principal's workday lasts intensively from morning to afternoon; s/he arrives early to school (around 7am), and most of his/her workday is used for meetings, classroom visits (mainly in primary education), and walking around the school yard. Some indicated staying afternoon to complete paperwork they had no time to perform during the school day.

**Conclusions:** When principals feel the task, activities, or meetings are of high significance to schooling and instruction, they tend not to connect them with principal workload, although they are aware of the large amount of time and effort they take from themselves, and vice versa. This means that the principal's perceived time-use is entwined in his/her system of educational values.

### ONTARIO PRINCIPALS' USE OF TIME

**KATINA POLLOCK**  
ASSOCIATE PROFESSOR  
Western University, Canada

The work of principals is changing. One way to understand the nature of these changes is to consider how principals currently use their time and compare it to past historical trends. Towards this end, this paper explores principals' current time use within the Ontario, Canada context and compares it to similar studies conducted within the past three decades. Findings from this paper were based on a 2013 online survey funded by the Ontario Principals Council of principals who actively work in the Ontario English-speaking, publicly funded education system. This paper specifically explores how principals' time use affects such items as their work, organizational culture, and their duties and responsibilities. Preliminary findings indicate that principals' spend more time working (~60 hours/week) than principals who worked in the 60s, 70s, and 80s, who worked on average 47 hours/week (Oshagbemi, 1995; Pollock, Wang & Hauseman, 2015). While contemporary principals still engage in many of the practices of their predecessors, the nature and frequency of these practices, behaviours and tasks has changed. For example, before the Internet era, much of the communication took place through meetings and phone calls (Kmetz & Willower, 1982; Martinko & Gardner, 1990). Presently, advances in information and communication technology mean that principals now participate not only in face-to-face meetings, but also in virtual meetings and communicate not only via phone but also through media such as email. These technological advances influence principals' time use.

For example, in this study principals reported spending on average 11 hours per week reading, responding to, and writing emails. Continued analysis of principals' time use has revealed that principals in Ontario are experiencing work intensification (Pollock, Wang & Hauseman, 2015). This has implications for recruitment and retention of principals within the public education sector.

## **SCHOOL LEADERSHIP PRACTICES IN GERMANY: AN END-OF-DAY-LOG STUDY**

**STEPHAN HUBER**

PROFESSOR

University of Teacher Education Zug, Switzerland

**MARIUS SCHWANDER**

RESEARCHER

University of Teacher Education Zug, Switzerland

This study aims to gain empirical insights in the worksetting of school leaders. Its goal is to demonstrate which of their professional activities school leaders actually do which they perceive to be straining. This study therefore reports on school leadership practices, more precisely what school principals in Germany do during their work time. Data was gathered using an end-of-day log approach (755 participants, 4330 logs).

Huber's model of school leadership practices (2011, 2013) was used as a foundation to systematically identify and classify school leadership activities. Huber's model categorizes a plethora of activities along five categories: Instruction, staff issues, administration, quality management and cooperation. The model served as frame of reference to categorize activities of school leaders.

The study is embedded in a wider study in the German speaking countries which consists of a mixed-methods cross-sectional approach. Elements from the qualitative research phase formed the research focus for the quantitative research phase that followed in an exploratory way. The quantitative phases informed the following qualitative phases in an explanative way. A quantitative, standardized online-survey was distributed to school leaders (N=100000 principals; RR 53%). Consequently, we can answer the questions what school leaders should do, what they like, what they experience as burden and what predicts job satisfaction, general job strain and emotional exhaustion.

Results of the analysis of the eod-logs show that school leaders spend a significant amount of time on matters of administration which they find, however, particularly straining (also using LCA). The analysis shows that there is also hardly any difference in the distribution of work time with relation to job preferences. School leaders do most the activities they dislike and experience as burden. Activities they should do, given findings from school leadership effectiveness studies, and they also prefer like instructional leadership, are relatively under represented. The results are contrasted with findings from US-American studies with similar aims.

---

## **SESSION 5 (TUESDAY 2ND AUGUST, 09:00 - 11:00)** **PRINCIPALS' TIME USE, AND SCHOOL IMPROVEMENT AND EFFECTIVENESS**

### **PRINCIPALS' TIME-USE IN FRANCE - FINDINGS FROM A MULTIPLE CASE STUDY IN FRENCH SECONDARY SCHOOLS**

**PIERRE TULOWITZKI**

SENIOR RESEARCHER

University of Teacher Education Zug, Switzerland

The purpose of this contribution is to show how school principals in France spend their work time and when and under what circumstances they deal with school improvement-related matters. The aim is to contribute to the understanding of school leadership practice, especially with regard to the time-use of school principals, as well as to the transcultural understanding of school leadership.

For the study presented in this contribution, a combination of quantitative and qualitative methods was used. Five French collèges (secondary schools) from one school district were visited for a week each. Each principal was shadowed, his/her actions and the context were recorded and categorized. Additionally, a semi-structured interview was held with each principal towards the end of the observation period. The interviews revolved around retracing past and ongoing activities of the principal in school (time-use) and the principal's involvement in school improvement activities. Activities that had been observed during the school visits were referenced during the interviews and used as prompts for discussion.

The results show how principals spend their work time. Among other things, they reveal very fragmented workdays. They performed a multitude of tasks, shouldering many responsibilities and had to cope with a demanding level of complexity. Oftentimes they worked in short bursts of activity, frequently being interrupted. Most principals put a low emphasis on school improvement and struggle with conflicting expectations (preservation vs innovation). Shared leadership was only observed in one case.

Regarding possible limitations, the specificity of the sample limits the possible ranges of interpretation and generalization. At the same time, similar findings of principals' time-use have been found in other contexts. Also, it remains unclear whether one week of observation per school is enough to get a reliable estimate of a principal's daily work. There is a need for further empirical studies of the matter.

## **DARE TO MAKE A DIFFERENCE: SUCCESSFUL PRINCIPALS WHO EXPLORE THE POTENTIAL OF THEIR ROLE**

**LAWRIE DRYSDALE**

ASSOCIATE PROFESSOR

University of Melbourne, Australia

**DAVID GURR**

ASSOCIATE PROFESSOR

University of Melbourne, Australia

This paper explores how successful school principals 'dare to make a difference' and enhance the lives and performance of members of their school communities by exploring beyond the boundaries and potential of their role. The paper outlines a model called the 'total role concept' that attempts to balance the leadership and management roles through defining work roles as including core, expected, augmented and potential elements. Through re-analysis of three extensive case studies of the work of successful Australian principals involved in the International Successful School Principalship Project (ISSPP) we suggest that successful leaders leave the relative safety of their concrete and tangible management roles and focus on the more abstract and intangible leadership aspects of their role. The paper shows how principals can be innovative and creative by exploring and enacting the outer boundaries and potential of their role. This paper is being published in *International Studies in Educational Administration*, and is co-authored with Helen Goode.

If you need a second proposal this abstract is from another paper we are currently preparing and which will be published in the ACEL journal, *Leading and Managing*. One paper/presentation might be sufficient so only use this if you need to. It is not as strongly related to the conference theme as the first presentation.

## **SCHOOL AND SYSTEM ALIGNMENT OF SCHOOL IMPROVEMENT PROCESSES: PRINCIPAL TIME-USE THE CORE OF EVERYBODY'S BUSINESS**

**DOROTHY ANDREWS**

ASSOCIATE PROFESSOR

University of Southern Queensland, Australia

**JOAN CONWAY**

SENIOR LECTURER

University of Southern Queensland, Australia

**LYN SMITH**

RESEARCHER

Canberra-Goulburn Catholic Education, Australia

The relationship between systems and schools is a prominent current issue calling on principals and teacher leaders to respond authentically to system and broader government requirements. The data that inform this research are drawn from a project conducted in an Australian Catholic Education System. The study aimed to trace the implementation of a school-based contextual specific pedagogical approach to teaching and learning (Schoolwide Pedagogy) in a school defined priority area for improvement reflected in the Annual School Improvement focus, a requirement of the system.

The researchers tracked four schools of various enrolments in Catholic rural and urban contexts over a two year period. Evidence of processes and improvement in each context was collected through group discussion and documentation and school improvement data. Two major themes emerged from the study centring on the concept of alignment: system-school alignment and internal school alignment.

The System has system-wide accountability requirements, mandatory for each school: school-wide planning in the form of strategic plans and annual improvement plans; development of pedagogy; teacher quality processes; and leadership formation. The interrelationship between these components shows they complement each other and are vital to the success of school improvement strategies. The System focus on skinny goals (maximum of three per school) managed by the Principal, has provided time (funding) for teachers to collaborate on analysis of their work informed by data, and enabled the positive outcome of clear alignment.

Internal school alignment of leadership and agreed processes for school improvement were found to be two crucial factors in enhancing school improvement. The cohesion between each school's school improvement team which included the Principal in all cases was vital to sustaining a mindset for improvement. The Principal's use of data and opportunities for relevant professional learning enabled teachers' critical review of current practice and subsequently raised expectations for student achievement. The study found, in all cases, the sustainability of improvement focus depended on the meta-strategic actions of the principal.

## **PRINCIPALS' TIME USE AND SCHOOL EFFECTIVENESS**

**DANIEL KLASIK**  
ASSISTANT PROFESSOR  
George Washington University, USA

School principals have complex jobs. To better understand the work lives of principals, this study uses observational time-use data for all high school principals in a large, urban district to answer four main research questions:

1. What do principals do?
2. Where do principals spend their time?
3. How do principals' roles vary by school characteristics? and
4. How are variations in principals' actions reflected in measurable school outcomes?

Our observational time use data allow us to combine depth and breadth in examining the actions of principals. We measure 43 different tasks that a principal engages in daily, recorded at five-minute intervals over the course of a full school day. This data was combined with administrative data including school-level student achievement and student achievement gains in multiple years; teachers' assessments of the school; teachers' satisfaction in general and at their current school; parents' assessments of the school; and characteristics of teachers, principals, and schools. We examine the relationship between the time principals spent on different types of activities and school outcomes, including student achievement, teacher and parent assessments of the school, and teacher satisfaction. We find that principals spend much of their day on administration and organization management tasks and substantially less on day-to-day instruction and instructional program tasks. We find that time spent on organization management activities is associated with positive school outcomes, whereas day-to-day instruction activities are marginally or not at all related to improvements in student performance and often have a negative relationship with teacher and parent assessments.

---

## **SESSION 6 (TUESDAY 2ND AUGUST, 11:15 - 12:45)** **TIME USE OF DIVERSE SCHOOL LEADERS**

### **THE CHANGING FACE OF SCHOOL LEADERSHIP IN ENGLAND: THE GROWTH OF THE SCHOOL BUSINESS MANAGER**

**PAUL ARMSTRONG**  
LECTURER  
University of Manchester, UK

Increasing workloads and the growing complexity of the role are often cited as being partly responsible for current challenges internationally in the recruitment and retention of school principals. In 2002, in response to these demands, the government in England set out bold plans to professionalise what was previously a fragmented section of the school workforce, including school bursars, secretaries and clerical staff, under the moniker of 'school business manager' (SBM). It was believed this group of staff would be ideally positioned to relinquish the financial, administrative and operational burden from school principals thereby facilitating succession planning and easing workload pressure on those occupying the role. This paper draws on empirical data from two research projects in this area that provide evidence of the means by which these 'professional support staff' are supporting the work of school principals and changing the composition of the school workforce. The first is a large-scale national initiative in which groups of schools developed context specific means of sharing business management expertise. Amongst the multiple strands of data collection was a workload diary whereby school principals were asked to record their work activity in 30-minute blocks over a 24-hour period over seven days. Data suggested a widespread tendency for the school principals to devote a high proportion of the week to school-related business with many recording in excess of 60-hour working weeks. The paper also reports emerging findings from a more recent study exploring the role of the contemporary SBM in the English school system. This research revisits the SBM role to explore its composition and the type of work incumbents are engaging in to support the work of school principals as schools adapt to a faced-paced policy landscape characterised by widespread structural reform with considerable implications for the organisational management and leadership of schools.

## READY TO LEAD? AN EXAMINATION OF THE ALIGNMENT OF CALIFORNIA PRESERVICE SCHOOL LEADERS FIELDWORK WITH LEADERSHIP STANDARDS

**SANDIE STRINGFELLOW**

ED.D. STUDENT

University of San Francisco, USA

**Purpose:** School-leader-preparation programs have been criticized for failing to adequately train future leaders. This study investigates (a) how preservice school leaders (PSLs) spend their time during their Preliminary Administrative Services Credentialing program's fieldwork and (b) the reasons for PSLs' time allocation. Participants logged their time against the standards and substandards outlined in the California Professional Standards for Education Leaders (CPSEL). The study aimed to gain a better understanding of PSLs' time use during fieldwork, and the relationship between time use and feeling prepared to lead a school.

**Setting and Sample:** The exploratory case study was conducted in Northern California. The three participants were credentialed teachers or coaches working toward their Preliminary Administrative Services Credential at a preparation program at a small private university.

**Approach:** Participants logged their time with a proprietary mobile web-based application (Project Reflect) designed specifically for this study for three weeks at three different points in the school year. Presurveys of PSLs at the beginning of each data collection cycle determined how the PSLs anticipated using their time. Postsurveys elicited their reflection on their time logs and the reasons for their time use. Each data collection cycle concluded with a semistructured interview between each PSL and the researcher.

**Results:** PSLs' time use varied according to their roles at their school or district, and also varied by the time of year. As their fieldwork was ad hoc, the PSLs did not feel fully prepared in all of the standards and found it difficult to gain experience in certain standards. Finally, only one of the PSLs felt ready to lead a school upon completion of her credentialing program. This indicates a need for a reassessment of the preparation program's fieldwork experience to ensure that PSLs spend time in authentic leadership opportunities and feel fully prepared for their career.

## SMALL RURAL SCHOOL PRINCIPAL TIME

**COURTNEY STEWART**

ASSISTANT PROFESSOR

Utah State University, USA

Rural districts in Utah are remote and isolated. This research highlighted how Utah small rural school principals have different needs and practices in regards to the time spent collaborating with other principals, teachers, and superintendents when compared to medium sized rural school principals. Overall, rural principals spent most time collaborating with teachers ( $M=4.58$ ) and the least amount of time with the superintendent ( $M=0.72$ ). Although participants reported a substantially lower amount of time spent collaborating with other principals than teachers, there was a statistically significant difference between medium ( $M=1.57$ ) and small ( $M=0.77$ ) school principals in time spent with other principals. In small schools, principals indicated that they are collaborating most with teachers by an average of almost 3 hours a week, yet still 2 hours less than the medium school principals average time spent with teachers.

Overall principals reported a mean of 1.34 hours of professional development and 4.47 hours of mentoring to teachers. When comparing the two sizes of schools, the smaller school principals spent less time with mentoring than did the mid level school principals ( $M=3.71$ ,  $M=5.11$ ). Further comparison of these two groups indicated that the difference of hours spent mentoring teachers for small and medium level school principals was statistically significant ( $F=.074$ ,  $p=.05$ ). An additional finding also revealed that those principals who are also teachers spent on average more than 30 minutes less time a week collaborating with other principals, district office, and superintendents than those principals who were not also teachers.

Little is known regarding the time principals' spend collaborating with others, but even less is known regarding small, remote, and rural principal time use in these endeavors. This research attempts to contribute to this gap in the literature.

.....

## **SESSION 7 (WEDNESDAY 3RD AUGUST, 08:45 – 10:45)**

### **TIME USE OF PRINCIPALS IN DEVELOPING COUNTRIES**

#### **PATTERNS, CAUSES AND EFFECTS OF PRINCIPAL TIME-USE: EVIDENCE FROM SOUTH AFRICA**

**VITALLIS CHIKOKO**

PROFESSOR

University of KwaZulu-Natal, South Africa

In 1994 apartheid was brought to an end in South Africa and democracy was launched. One of the major tasks the government faced was to rebuild the education system, a system that had been characterised by deep inequalities between races, between rural and urban schools, between the rich and poor and many more. How could the system be transformed to achieve social justice? How was quality education for all to be achieved? Given the plethora of issues to attend to, where was government going to start? Transforming the education system entailed, among other things, huge government expenditure. In this connection and seeking to improve the quality of education for all government categorised all public schools into quintiles (1-5). Quintile One schools are those located in the poorest communities while Quintile Five are those in the most affluent ones. Government funding is prorated according to the quintiles with the former receiving the highest and the latter the lowest. While this government intervention has gone some way in redistributing resources accordingly, many schools particularly those in quintiles one-three, are still underperforming in terms of learner academic achievement. Leadership is widely believed to be one of if not the missing link. This raises the question: how do principals use their time as leaders and managers? In this paper I seek to report on a study currently under way, of patterns, causes and effects of some quintile one-three principals. Evidence is drawn from deep conversations with the principals, school circuit managers (principals' immediate supervisors) and former principals and deputy principals. This multi-perspective qualitative study is hoped to contribute immensely to our understanding of South African principals' time-use.

#### **A SNAPSHOT OF PRIMARY SCHOOL HEAD TEACHERS IN KENYA**

**PETER MOYI**

ASSOCIATE PROFESSOR

University of South Carolina, USA

The 2003 Free Primary Education (FPE) policy in Kenya accelerated enrolment. This increased enrolment affected quality. To improve quality, the government is focused on providing textbooks, teacher training, reducing class size, curriculum reform, and information technology. Research shows that quality education can also be achieved by transforming the way schools are managed, yet this has been largely ignored by the government. Available studies of educational leadership within poor, less developed countries find that head teachers operate under different role expectations from those in Western, more developed countries.

Therefore, this study seeks to understand the nature of the policy environment within which primary school head teachers in Kenya work and what these primary school head teachers actually do in their schools. There are two parts to this descriptive study. First, what skills or competencies are implied by government policy documents? Key documents (such as the Sessional Paper No. 1 of 2005; The Constitution of Kenya 2010; Sessional Paper No. 14 of 2012; Teachers Service Commission Act 2012; Basic Education Act, 2013) are carefully analyzed to determine the skills that are needed by primary school head teachers. Second, within this policy environment, what do primary school head teachers actually do? Quantitative data from the Kenya 2012 Snapshot of School Management Effectiveness (SSME) survey is analyzed to determine what is going on in primary schools in Kenya. The SSME survey was developed under the USAID EdData II project to evaluate school management and governance factors that are strongly associated with school effectiveness and learning achievement such as teaching, teacher observation, instructional support, and school resources. The survey sought to determine which classes head teachers teach, how many hours they teach, how often they provided instructional support for teachers, who was responsible for teacher observations, etc.

## PRINCIPALS' TIME USE IN PAKISTANI SCHOOLS

**SAJID ALI**  
ASSOCIATE PROFESSOR  
Aga Khan University, Pakistan

Pakistan has many kinds of schools, which are mainly divided into public and private at an approximate ratio of 70:30. Within public sector schools there are two main categories: schools run by the district and provincial administration and schools run under the armed forces. The private schools can mainly be categorised into elite, average and low-fee private schools. The dynamics of both teaching and learning and principals' activities are quite varied amongst these various types of schools. This research investigates these different kinds of schools and their principals' activities as heads of institutions. The research pursues the following set questions:

- What does principals' job entail in various kinds of public and private schools?
- How much time principals invest in different tasks required by their particular job environment?
- How effective is this time distribution in terms of effective teaching and students' learning?

Following a comparative case study design two schools from each category were selected. The sample selection was based on type of schools, positive reputation of schools and willingness of principals to participate in the research. Time log diaries were provided to all the head teachers to record their time against activities related to school tasks. Interviews were carried out with principals to explore the unique administrative, cultural and pedagogical environment that exist in the schools. Principals were also asked to explain the time log diaries and how this time utilisation affects teaching and learning at schools both positively and negatively.

At the time of submission of this abstract the negotiation with school principals is going on. It is expected that the data gathering will complete within the month of June. The data will be analysed in the month of July and findings will be ready to be presented in the conference in early August.

## PRINCIPAL'S TIME USE IN SHANGHAI

**BO NING**  
RESEARCHER  
Shanghai Normal University, China

Results from TALIS 2013 show that junior school principals' time distribution differs across countries and economies. In general, principals spend a third of their time on each of the following three aspects: curriculum and teaching related issues, administration, and communication. Compared to the international averages, Shanghai principals spend lower proportion of their school time on communication with students, student parents and local community. Meanwhile, Shanghai principals spend lower proportion of their school time on administration issues such as personnel, rules and regulations, reports, budgets, teaching schedule, class constitution, strategic planning, office work, and debriefing to government authorities etc. In contrast, Shanghai principals spend higher proportion of their school time on curriculum and teaching related issues such as curriculum development, classroom teaching and observation, student evaluation, teacher tutoring and teacher professional development, which directly relate to students' learning activities.

In line with these findings, our follow-up study of the principals sampled in TALIS 2013 Shanghai survey shows that principals' professional ability structure coordinates with their time distribution.

1. **Curriculum and teaching related issues:** In Shanghai, a majority of junior school principals are expert teachers themselves. In fact, being expert teachers is the main way for teachers being promoted to principals. Compared to knowledge and skills on curriculum development, teaching skills, and learning theories, Shanghai principals are relative weak in ICT skills in terms of interactive teaching based on ICT facilities, development and usage of electronic teaching materials, and cultivation of school curriculum system based on ICT skills.
2. **School administration:** Compared to new principals, the experienced ones tend to spend less time on daily administration, such as keeping rules and regulations, logistics, and office work. Meanwhile, principals' abilities differ in leading teachers' professional development, planning school development, and cultivating learning environment, which compose large sections of many training projects for principals nowadays in Shanghai.
3. **Communication skills:** Most principals communicate well with people within the hierarchical structure of local educational administration, such as teachers and students within school, officers in local educational bureau, teaching experts in teaching and study units affiliated to local educational bureau, and teachers and researchers in local teacher college. But they are not good at finding supports from common people and professionals living or working in local community, such as teachers and researchers in higher institutes, who aren't affiliated to local educational administration. Promoting principals' public communication skills with these people should be a growing part in future training projects for principals.



## **SESSION 8 (WEDNESDAY 3RD AUGUST, 11:00 – 13:10)** **LARGE (AND NEW) DATA SOURCES FOR RESEARCH ON PRINCIPALS' TIME USE**

### **LARGE INTERNATIONAL DATA FOR RESEARCH ON PRINCIPALS' TIME USE**

**SOO YONG BYUN**  
ASSOCIATE PROFESSOR  
Pennsylvania State University, USA

This workshop is designed to introduce large-scale international assessment databases (e.g., Program for International Student Achievement [PISA], Teaching and Learning International Survey [TALIS], Trends in Mathematics and Science Study [TIMSS], etc.) and demonstrate how to utilize these databases to study school administrator/principal leadership effects from a comparative perspective. A number of international large-scale data will be introduced, a number of empirical studies using these international data will be reviewed, and their analyses will be replicated via computer labs. Participants will be expected to read assigned articles/book chapters in advance and to complete computer lab assignments during the workshop. These assignments will help participants to develop a wide range of research skills necessary to collectively or independently conduct comparative research using large-scale data, including formulating a research question, conducting a literature review, analyzing empirical data, and interpreting results.

### **IT'S ABOUT TIME: THE SAM PROCESS**

**MARK SHELLINGER**  
DIRECTOR  
National SAM Innovation Project, USA

SAM® is a unique professional development process proven to increase principal time and focus on instructional leadership. Mark Shellinger, a former teacher, principal and superintendent, created the process with his wife, Carol Merritt, in 2004 with support from the Wallace Foundation. Mark now directs the National SAM Innovation Project (NSIP), a US company providing SAM implementation and support services for more than 700 schools and principal supervisors in twenty-one states.

Independent and external research determined that SAM principals gain the equivalent of 27 extra days of instructional leadership time in their first year using the process (PSA, 2011). By the third year the gain of instructional leadership time exceeds 55 days. Participants report that the process increases shared leadership, improves leader work/life balance and increases time spent on teaching and learning.

In his presentation Mark will share and demonstrate five tools/practices used in the SAM process:

1. Time/Task Analysis, the tool used to determine how long a principal works each day and how much time is spent on instructional, management and personal tasks. The principal is "shadowed" for five days with data collected every five minutes. This creates a time use baseline and is repeated annually.
2. TimeTrack®, the smart calendar SAM principals and other leaders in the school use as lesson plan that tracks time spent with individual and groups of teachers and breaks out the categories of instructional work and their frequency.
3. FirstResponders, the tool support staff use to mitigate school management related interruptions.
4. SAM Daily Meeting, a reflective practice session designed to increase the leader's positive impact on teaching and learning.
5. The reflective practice coaching and instructional leadership development model used by SAM coaches and implementation specialists.

Attendees will receive a copy of a journalistic account of the SAM process and a list of web links to studies, videos and support materials.

.....



# BIOGRAPHICAL DETAILS OF PRESENTERS & KEY PARTICIPANTS (IN ALPHABETICAL ORDER)



**SAJID ALI**  
AGA KHAN UNIVERSITY,  
PAKISTAN

Sajid Ali is an Associate Professor at the Aga Khan University's Institute for Educational Development, Pakistan. He holds a PhD in Policy Studies from University of Edinburgh, an MEd in Leadership and Policy from

Monash University, and a Masters in Sociology from the University of Karachi. Dr Ali is the recipient of various awards including: A.R. Kiyani Gold Medal – 1997, Australian Development Scholarship – 2003, Commonwealth Youth Leadership Award – 2003, Edinburgh Research Scholarship – 2006, South Asian Visiting Fellowship at Oxford – 2011 and Australian Alumni Excellence Award - 2014. Dr Ali has taught at Hamdard University, Karachi University and University of Edinburgh. He is the current General Secretary of Pakistan Association for Research in Education (PARE). His research interests include globalisation and education policy, new forms of educational governance, policy networks, education reforms, privatisation of education and role of knowledge resources in shaping policy.



**DOROTHY ANDREWS**  
UNIVERSITY OF SOUTHERN  
QUEENSLAND, AUSTRALIA

Dr Dorothy Andrews is an Associate Professor at the University of Southern Queensland. Together with Dr Joan Conway (University of Southern Queensland) and Mrs Lyn Smith (Canberra-Goulburn

Catholic Education) they have worked for several years with a number of schools in the quest for sustainable school improvement. All schools have adopted the IDEAS (Innovative Designs for School Improvement) project, research-based and proven in over 400 schools to support capacity building for organisational alignment. Key to this alignment is the parallel leadership of the Principal and Teacher Leaders as they acknowledge the contextual nature of their collaborative work for overall success.



**PAUL ARMSTRONG**  
UNIVERSITY OF MANCHESTER, UK

Dr Paul Armstrong is Lecturer in Education at the Manchester Institute of Education, University of Manchester where he is Programme Director for the part-time MA in Educational Leadership and Management. His research interests are contemporary

forms of educational leadership and management. He is currently undertaking research exploring the evolving role and influence of school business managers in England. Paul has previously worked at the University of Nottingham and University College London on two projects; exploring leadership and policy enactments in schools in England and Hong Kong and the working practices of young school leaders in London, New York and Toronto.



**SOO-YONG BYUN**  
PENNSYLVANIA STATE  
UNIVERSITY, USA

Soo-yong Byun is an Associate Professor of Educational Theory and Policy in the Department of Education Policy Studies at the Pennsylvania State University, USA. His research investigates variations in mechanisms

and processes of social stratification across different countries and geographic contexts using large-scale national and international data. His work also focuses on the rigorous assessment and evaluation of educational policies and school interventions especially relating to unique populations and contexts. His articles have been published in leading peer-reviewed journals, including American Educational Research Journal, Comparative Education Review, and Sociology of Education.



**ERIC CAMBURN**  
UNIVERSITY OF WISCONSIN-  
MADISON, USA

Eric Camburn is a professor and chair of the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and a Senior Research Specialist at the Consortium for Policy Research in Education. Eric's research involves two related lines of inquiry: investigation of factors that support instructional improvement, and the use of survey methods for studying instructional improvement. Along with colleagues, Eric has led improvements in measuring educational practice in K-12 settings by advancing the use of daily self-report instruments called logs. With colleagues, Eric has recently received funding to develop a day reconstruction instrument for use with teachers.



**VITALLIS CHIKOKO**  
UNIVERSITY OF KWAZULU-  
NATAL, SOUTH AFRICA

Vitallis Chikoko is a Professor of Educational Leadership in the School of Education at the University of KwaZulu-Natal, Durban, South Africa. He has published in the areas of leadership development, school-community partnership, education in rural contexts, internationalisation of higher education, and leadership that works in deprived contexts. He is currently leading the writing of an edited book on leadership that works in deprived contexts in South Africa. Vitallis has successfully supervised 50 Master's dissertations and 10 PhD theses.



**JOAN CONWAY**  
UNIVERSITY OF SOUTHERN  
QUEENSLAND, AUSTRALIA

Dr Joan Conway together with Associate Professor Dorothy Andrews (University of Southern Queensland) and Mrs Lyn Smith (Canberra-Goulburn Catholic Education) have worked for several years with a number of schools in the quest for sustainable school improvement. All schools have adopted the IDEAS (Innovative Designs for School Improvement) project, research-based and proven in over 400 schools to support capacity building for organisational alignment. Key to this alignment is the parallel leadership of the Principal and Teacher Leaders as they acknowledge the contextual nature of their collaborative work for overall success.



**LAWRIE DRYSDALE**  
UNIVERSITY OF MELBOURNE,  
AUSTRALIA

Lawrie Drysdale is Associate Professor in the Melbourne Graduate School of Education, The University of Melbourne. Lawrie teaches in leadership, human resource management, marketing, school effectiveness and improvement, and learning communities. His research interests are in marketing in education, and successful school leadership. This research has produced important findings on school leadership in different contexts and created models of successful school leadership. Currently he is a member of the International Successful School Principalship Project (ISSPP), and the International School Leadership Development Network (ILSDN). Both organisations include teams of international researchers who are investigating successful school leadership in a range of contexts in over 18 countries. Lawrie is also involved in consultancy work in the Victorian school system including conducting government school reviews and independent school inspections, and involvement in a wide range of professional learning programs. Lawrie is Co-Editor of International Studies in educational Administration (ISEA), Journal for the Commonwealth Council for Educational Administration and Management (CCEAM). His publications include 16 scholarly book chapters; 26 refereed journal articles; and over 50 presentations at international conferences. He is currently a board member of Australian Council for Educational Leadership (ACEL) and Overnewton Anglican Grammar School, Melbourne.



**SCOTT EACOTT**  
UNIVERSITY OF NEW SOUTH  
WALES, AUSTRALIA

Scott Eacott is Senior Lecturer and Director of the Office of Educational Leadership in the School of Education at the University of New South Wales. His research interests and contributions to educational leadership fall into three main areas: i) developing a relational approach to scholarship; ii) theory and methodology; and iii) social epistemology. Recent publications include: Questioning Leadership: New Directions for Educational Organizations (with Gabriele Lakomski and Colin Evers, 2017, Routledge); New Directions in Educational Leadership Theory (with Colin Evers, 2016, Routledge); and Educational Leadership Relationally (2015, Sense). Scott is currently working on a book project entitled Beyond Leadership: Advancing Educational Leadership Research Relationally (Springer).



**ELLEN GOLDRING**  
VANDERBILT UNIVERSITY, USA

Ellen Goldring is Patricia and Rodes Hart Professor and Chair, Department of Leadership, Policy and Organizations, Peabody College, Vanderbilt University. Her research interests focus on the intersection of education policy and school improvement with particular

emphases on education leadership. A fellow of the American Educational Research Association and Past Vice-President of AERA's Division L-Policy and Politics, her research examines leadership practice, and the implementation and effects of interventions such as professional development, coaching, and performance feedback.

Currently, she is leading the evaluation of the implementation of the Wallace Foundation's Principal Supervisor Initiative, studying the implementation of an Institute of Education Sciences funded State Partnership Grant of the Instructional Partnership Initiative, and is working on an IES funded validation study of a diagnostic assessment of instructional leadership capacity. Her recent publications include, "Make Room Value-Added Measures: Principals' Human Capital Decisions and The Emergence of Teacher Observation Data", Educational Researcher, and, "Multi-Source Principal Evaluation Data: How Principals Approach, Interpret and Use Teacher Feedback Regarding Their Leadership Effectiveness", Educational Administration Quarterly.



**DAVID GURR**  
UNIVERSITY OF MELBOURNE,  
AUSTRALIA

David Gurr is an Associate Professor in educational leadership within the Graduate School of Education at the University of Melbourne, and has a 36-year background in secondary teaching, educational psychology, school

supervision, and research in educational leadership. He is a founding member of the International Successful School Principalship Project, and the International School Leadership Development Network. He has more than 100 publications and has presented at more than 100 international conferences. David has been the Vice-president of the Australian Council for Educational Leaders and past Editor of Hot Topics, Monograph and the academic journal, Leading and Managing. He has received several honours from ACEL including being awarded the National Presidential Citation in 2004, a national fellowship in 2006, the Hedley Beare Educator of the Year award in 2012, and Gold Medal in 2014. David is a research fellow of the Asia Pacific Centre for Leadership and Change, and member of the advisory board for the International Executive Master of Arts in Educational Leadership and Change, both at the Hong Kong Institute of Education, an International Associate of the Robert Owen Centre for Educational Change at the University of Glasgow, and a Faculty Fellow at Western University in Ontario. He is one of two editors of the CCEAM journal, International Studies in Educational Administration.



**CRAIG HOCHBEIN**  
LEHIGH UNIVERSITY, USA

Craig Hochbein is an Assistant Professor of educational leadership at Lehigh University and an assistant editor of the international journal School Effectiveness and School Improvement. His research utilizes

quantitative analyses to examine the longitudinal development of school performance. Hochbein has specifically investigated factors associated with declining academic achievement and the effectiveness of policies intended to improve school performance.



**STEPHAN HUBER**  
UNIVERSITY OF TEACHER  
EDUCATION ZUG, SWITZERLAND

Stephan Huber is Head of the Institute for the Management and Economics of Education, University of Teacher Education Zug, Central Switzerland. He also is a co-opted member of the School of Education (ESE) at the

University of Erfurt, Senior Research Fellow Hong Kong Institute of Education, Adjunct Professor Institute for Education Research Griffith University Brisbane. He is member of the academic advisory board of the 'Studienkolleg' (interdisciplinary course for gifted students in teacher training) of the German Economy Foundation (sdw), member of the academic board of the German Academy for Education Leadership (DAPF), and of the board of trustees of the State Academies of Baden-Württemberg. For several years now, he has hosted and chaired the International Seminar and organised the Education Symposium Switzerland and international School Leadership Symposium ([www.EducationSymposium.net](http://www.EducationSymposium.net)). Last time it attracted around 800 participants from 52 countries from all continents.



**DANIEL KLASIK**  
GEORGE WASHINGTON  
UNIVERSITY, USA

Daniel Klasik is an Assistant Professor in the Department of Educational Leadership at the George Washington University Graduate School of Education and Human Development in Washington, DC. He uses a wide

variety of quantitative research methods to provide both rich descriptions and causal analyses of issues relating to education policy. His research focus has ranged from the link between what principals do and school performance to college application behaviour. In his current work, he is using network analysis to understand student perceptions of college options. Dr Klasik earned his PhD in Education Policy and Master's in Economics from Stanford University.



**MOOSUNG LEE**  
UNIVERSITY OF CANBERRA,  
AUSTRALIA

Moosung Lee holds one of the University of Canberra's prestigious Centenary Professor appointments, ten of which have been made across the University's five strategic areas of research. Prior to joining the University of Canberra, he held appointments as Associate Professor and founding Deputy Director of the Education Policy Unit at the University of Hong Kong. He earned his Ph.D. in Educational Policy and Administration in 2009, funded by a number of scholarships and fellowships including a Fulbright scholarship. He has published widely in high-quality academic forums (e.g., Educational Researcher, Educational Administration Quarterly), in the areas of educational leadership and administration. Some of his articles have received 'best paper' awards from academic societies such as the American Educational Research Association's (AERA) Special Interest Group (Leadership for Social Justice) and the International Association for the Evaluation of Educational Achievement (IEA). He received the AERA's Emerging Scholar Award (Division A – Administration, Organization, and Leadership) in 2015. He currently serves on the editorial board of a number of international journals and is co-editor of the Multicultural Education Review.



**JENNY LEWIS**  
INTERNATIONAL CONGRESS FOR  
SCHOOL EFFECTIVENESS AND  
IMPROVEMENT, AUSTRALIA

Jenny Lewis is an experienced national and international consultant and provides leadership, coaching and facilitation roles for state, national and international education systems, individual schools, and school leaders to develop innovative and sustainable practices to improve student outcomes. She has led organisational and systemic reviews and implementations, and has been a member of global leadership teams that have assisted the Abu Dhabi, the Kingdom of Saudi Arabia, Qatar, the Solomon Islands, South Africa and the Tongan governments to implement micro and macro leadership reforms.

Jenny is the Executive Director of the International Congress for School Effectiveness and Improvement and the CEO of the Commonwealth Council for Educational Administration and Management. In these roles she provides global support to educators who work with schools and systems in their pursuit of improving student outcomes through quality leadership and organisational improvement programs. Jenny is currently leading the development of the School Leadership Strategy and Leadership Capability Framework for the British Commonwealth.



**PETER MOYI**  
UNIVERSITY OF SOUTH  
CAROLINA, USA

Peter Moyi is an Associate Professor in the Department of Educational Leadership and Policies at the University of South Carolina (USC). He is the Program Coordinator for the Educational Administration Program. He joined USC from Amherst College where he was the Andrew W. Mellon Postdoctoral Fellow in Education and Social Justice. He received his PhD from Pennsylvania State University in 2006. His main research interests are in the areas of educational inequality and leadership development in sub-Saharan Africa. In recent years he has focused on the effects of policy and legislative changes on access to school for children with disabilities, the impact of the civil conflict on school enrolment patterns, and education reform and leadership development. He also serves as the Chair of the Africa Special Interest Group, of the Comparative and International Education Society (CIES).



**BO NING**  
SHANGHAI NORMAL UNIVERSITY,  
CHINA

Dr Bo Ning is a Researcher in the Research Institute for International and Comparative Education, Shanghai Normal University. In 2014, Bo Ning obtained his PhD degree in educational sciences from KU Leuven, Belgium. He has strong research interests in school effectiveness and school improvement, international and comparative education, and educational policies. Up till now, he has more than 20 papers on leading international and Chinese journals in these domains. Meanwhile, he participated in the formulation of several important educational policies on behalf of the Central and Shanghai municipal government in China. Collaborating with OECD and World Bank, his Institute organized several large scale educational surveys in Shanghai, including PISA 2009 and 2012, TALIS 2013, and SABER 2013. Currently, they are applying for a UNESCO Category 2 institute entitled International Center for Teacher Training in Shanghai.



**MICHAEL O'MALLEY**  
TEXAS STATE UNIVERSITY, USA

Michael O'Malley is Chair and tenured Associate Professor of Educational Leadership at Texas State University, USA. His research agenda focuses on effective and equity-oriented principal leadership, and on educational leadership through public pedagogy.

O'Malley served as a Fulbright Scholar in Chile and continues to serve as a periodic visiting scholar of educational leadership at Universidad Alberto Hurtado in Chile. He has secured external funding to support projects investigating principal leadership and educational leadership for social transformation in Chile. O'Malley serves as Associate Director of Publications for the University Council for Educational Administration (UCEA) and has a strong publication record.



**IZHAR OPLATKA**  
TEL AVIV UNIVERSITY, ISRAEL

Izhar Oplatka is a Professor of Educational Administration and Leadership at The School of Education, Tel Aviv University, Israel and the head of the dept. of Educational Policy and Administration. Prof. Oplatka's research focuses on the lives and

career of school teachers and principals, educational marketing, emotions and educational administration, and the foundations of educational administration as a field of study. His most recent books include Higher Education Consumer Choice (2015, with Jane Hemsley-Brown, Palgrave), The legacy of educational administration: A historical analysis of an academic field (2010, Peter Lang Publishing); The essentials of educational administration (2015, Pardes Publisher, in Hebrew); Organizational Citizenship Behaviour in Schools (2015, Routledge, with Anit Somech). Prof. Oplatka's publications have appeared in varied international journals including Educational Administration Quarterly, Journal of Educational Administration, Educational Management Administration & Leadership, Comparative Education Review, Teacher College Record, Canadian Journal of Education Administration and Policy, International Journal of Leadership in Education, Journal of Education Policy, School Leadership & Management, Urban Education, and International Journal of Educational Management.



**KATINA POLLOCK**  
WESTERN UNIVERSITY, CANADA

Dr Katina Pollock is Associate Professor of Educational Leadership and Policy in the field of Critical Policy, Equity, and Leadership Studies at the Faculty of Education, Western University. A scholar in leadership and policy, Katina has been awarded a number of

research grants and contracts with various funders. Three of these projects are funded by the Federal government's Social Sciences and Humanities Research Council of Canada (SSHRC). The first SSHRC insight development grant focuses on the contemporary work of secondary school principals (2013-2016). The second, with Drs Pinto and Winton, explores the complexities of policy layer enactment in Ontario secondary schools (2015-2020). The most recent SSHRC grant, with Dr. Fei Wang (UBC) (2016-2020) explores principals' work intensification. To date, Katina's research efforts have generated 2 co-authored books, 25 peer reviewed articles, 3 special issue journals, 7 book chapters, 2 professional articles, and numerous conference presentations, among other scholarly accomplishments.



**JESSICA RIGBY**  
UNIVERSITY OF WASHINGTON, USA

Dr Jessica Rigby is an Assistant Professor in Education Policy, Organizations, and Leadership in P12 Systems in the College of Education at the University of Washington, Seattle. Her current research uses

design-based implementation research in partnership with leaders in schools and central offices to improve learning opportunities for all students, especially in elementary mathematics. To do so, she uses both sociocultural and learning theory approaches, investigating and integrating social structures and human agency.



**BRIAN ROWAN**  
UNIVERSITY OF MICHIGAN, USA

Brian Rowan is the Burke A. Hinsdale Collegiate Professor in Education, a Research Professor at the Institute for Social Research, and a Professor of Sociology at the University of Michigan. A sociologist by training (Ph.D., Stanford University), Rowan's scholarly interests

lie at the intersection of organization theory and school effectiveness research. Over the years, he has written about schooling as an institution, the organization and management of instruction in schools, the nature of teachers' and school leaders' work, and how schooling affects students' academic achievement. Rowan's recent research has involved empirical work on the measurement of teaching and several quasi-experimental and experimental studies of instructional intervention programs in both elementary and secondary school settings.



**MARIUS SCHWANDER**  
UNIVERSITY OF TEACHER  
EDUCATION ZUG, SWITZERLAND

Marius Schwander is researcher at the Institute for the Management and Economics of Education (IBB) at the University of Teacher Education Central Switzerland (PHZ). He studied social and business psychology at the

University of Zurich. He is involved in many projects at the IBB, in particular the Competence Profile School Management (CPSM), the World School Leadership Study (WLSL), the School Leadership Study in the German-speaking countries, School Leadership Job Analysis.

---



**JAMES SEBASTIAN**  
UNIVERSITY OF MISSOURI-  
COLUMBIA, USA

James Sebastian is an Assistant Professor in Educational Leadership and Policy Analysis at the University of Missouri-Columbia. He received his PhD in Educational Leadership and Policy Analysis from the University of

Wisconsin-Madison. His research interests include the study of school leadership, organizational theory and behaviour, organizational learning, and urban school reform. Focusing primarily in quantitative methods, including the application of multilevel and latent variable models, he is also interested in the application of mixed-methods and qualitative comparative analysis in examining leadership and school organization.

---



**MARK SHELLINGER**  
NATIONAL SAM INNOVATION  
PROJECT, USA

Mark Shelling directs the National SAM Innovation Project with offices in Louisville, Kentucky. Prior to creating the SAM process, he served as a school district superintendent for ten years in three states, Alaska, Nevada and

Minnesota. Prior to his district level work he taught for seven years and served as an elementary school principal for ten where he received national recognition and was named Alaska's principal of the year.

Mark was raised in Fairbanks, Alaska where he and his wife, Carol Merritt, spend most of the summer. Their daughter, Jessica, is a teacher in Las Vegas, Nevada.

---



**LYN SMITH**  
CANBERRA-GOULBURN  
CATHOLIC EDUCATION,  
AUSTRALIA

Mrs Lyn Smith together with Dr Dorothy Andrews Associate Professor at the University of Southern Queensland and Dr Joan Conway (University of Southern Queensland)

have worked for several years with a number of schools in the quest for sustainable school improvement. All schools have adopted the IDEAS (Innovative Designs for School Improvement) project, research-based and proven in over 400 schools to support capacity building for organisational alignment. Key to this alignment is the parallel leadership of the Principal and Teacher Leaders as they acknowledge the contextual nature of their collaborative work for overall success.

---

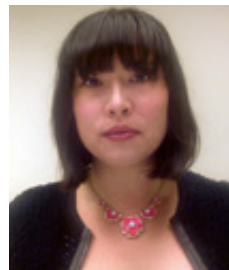


**COURTNEY STEWART**  
UTAH STATE UNIVERSITY, USA

Dr Courtney Stewart is a former middle/high school science/math teacher and principal. He received his M.Ed. and Ph.D. in Educational Leadership and Foundations from Brigham Young University. Prior to joining Utah State University's

Instructional Leadership faculty, he held appointments as Associate Professor at University of Montana and Minnesota State University, Mankato. In addition to being a well-respected teacher, he was recently ranked as the third most influential person on campus. Dr Stewart has previously directed principal academies and consulted for schools developing professional learning communities. He has published works within the areas of school reform, educational leadership, and rural education.

---



**SANDIE STRINGFELLOW**  
UNIVERSITY OF SAN FRANCISCO,  
USA

Sandie Stringfellow is a Doctoral student at the University of San Francisco's School of Education, majoring in Organization and Leadership, with a minor in Learning and Instruction. Sandie has an AB in

Psychology from Harvard and an MSc in Organizational and Social Psychology from the London School of Economics. She lives in San Francisco with her husband Alastair, their daughter Eloise (4 yrs.), son Freddy (18 mos.), and several pets. Sandie served on AERA's Graduate Student Committee and Division D's Affirmative Action Committee. Her interest in school leader time use stems from working in classrooms at public and charter schools.

---





**PIERRE TULOWITZKI**  
UNIVERSITY OF TEACHER  
EDUCATION ZUG, SWITZERLAND

Pierre Tulowitzki is a Senior Researcher at the Institute for the Management and Economics of Education at the University of Teacher Education Zug, Switzerland. His research interests include educational leadership,

school improvement, and accountability as well as matters of educational change.

Pierre Tulowitzki has conducted and presented research on many topics from the realm of educational leadership research and school improvement. Together with Jacob Easley, he currently serves as the coordinator of the ICSEI Educational Leadership Network. He is also the new link convener of the Educational Leadership Network of the European Educational Research Association.

---



**TING WANG**  
UNIVERSITY OF CANBERRA,  
AUSTRALIA

Ting Wang is Professor in Education and the Director of Transnational Education Programs in the Faculty of Education, Science, Technology and Mathematics, University of Canberra ACT 2601, Australia.

She specializes in educational administration, management and leadership, professional learning communities, cross-border educational leadership development, transnational and international education. She has presented internationally, and published numerous international peer reviewed journal articles and book chapters. She is a co-guest editor of a special issue: Global Perspectives on Developing Professional Learning Communities in the *Asia Pacific Journal of Education* 2016, 36(2).

---

# INTRODUCTION TO THE RESEARCH GROUP FOR EDUCATIONAL LEADERSHIP AND POLICY

The Research Group for Educational Leadership and Policy at the University of Canberra aims to form a critical mass of scholars to conduct research on how educational leadership and policy impact and influence all stakeholders within the diverse education communities that encompass schools and school systems in the Asia Pacific region. The vision of the Group is to be a research hub creating and disseminating knowledge for educational leadership and policy in the region. The Group focuses on the following core themes:

- Developing an evidence base for sustainable improvement drawn from school communities, systemic policy, and program performance.
- Enhancing alignment in perspectives and practices of stakeholders at each level of the system (classroom, school, education central office, government department) about the nature and factors that influence student learning.

- Building and analysing solid empirical databases that chart multi-level contexts of student learning (classroom, school, system) to identify organisational design, management, and policy elements conducive to effective teaching and learning.
- Designing high quality and high equity schooling systems that incorporate the findings from empirical research.

Drawing from research activities with a focus on these core themes, the Group has produced and disseminated a variety of research-based outcomes, including peer-reviewed journal articles, policy reports, program evaluation reports, research tools, publicly available databases, research graduates, and research training courses. In so doing, as a valued partner, the Group focuses on building international research collaborations with key research institutes in the region (China, Hong Kong, Singapore, South Korea) and internationally.

## MEMBERS OF THE RESEARCH GROUP FOR EDUCATIONAL LEADERSHIP AND POLICY

### STAFF

Professor Moosung Lee (Leader of the Research Group for Educational Leadership and Policy)

Doctor Jenny Chesters

Professor Michael Gaffney

Doctor Misty Kirby

Professor Ting Wang

Professor Louise Watson

### ADJUNCT AND STAFF AFFILIATES

Francesca Beddie

Daniel Kaczynski

Kathryn Shah

Mahsood Shah

### HIGHER DEGREE AND HONOURS STUDENT AFFILIATES

Brendan Briggs

Bernard Brown

Alison Childs

Maxine Courtier

Jenny Dean

Ross Digby

Patricia Farnes Gallagher

Gabrielle Koutoukidis

Peter Lee

Suzanne McKinnon

Carolyn Page

Ili Pelletier

Barbara Preston

Sheryl Rees

Yani Tian

Paramjit Tyndall

Leslie Williams





PLEASE  
RECYCLE

Australian Government Higher Education  
(CRICOS) Provider, #00212K.

Printed July 2016

UCESTM0068



**THE UNIVERSITY OF CANBERRA**

Canberra ACT 2601

AUSTRALIA

**[WWW.CANBERRA.EDU.AU](http://WWW.CANBERRA.EDU.AU)**