

# AN EXPLORATION OF COLLABORATIVE LEADERSHIP PRACTICES EMPLOYED BY PRINCIPALS IN ELEMENTARY AND MIDDLE SCHOOLS



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# Session Goals

The goal of today's session is to explore **collaborative leadership** by:

- Reviewing past and current literature
- Conducting a comparative study of Collaborative Leadership, Instructional Leadership, and Transformational Leadership
- Exploring four overarching themes of Collaborative Leadership
- Examining Research Findings
- Applying collaborative leadership principles to our daily work



# What we know

**Collaboration among teachers, administrators, and other stakeholders is crucial to student success. When these parties engage in collaborative work to review data, problem-solve and provide support to one another, trust is developed. Trust leads to improved communication and ongoing team-oriented support that ultimately improves teaching practices.**





# Collaborative Leadership

**Hallinger and Heck (2010)** defined collaborative leadership as leadership that focused on strategic school-wide actions directed towards school improvement shared among all stakeholders



# What does research say?

1. **Fullan (1992)** stated that time emerged as the key issue in every analysis of school change; Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment, facilities, or staff development
2. **Hallinger and Heck (2010)** discussed the limited amount of research there is on principals' perceptions of collaborative leadership.
3. **Hallinger and Heck (2010)** Relatively few published studies have investigated the principal's perception of this [collaborative leadership] approach and its impact on school improvement. There is limited research about the principal's perception of collaborative leadership in improving schools and even fewer have studied effects on student learning. (p.256)
4. **Anrig (2013)** A growing body of research shows that collaboration between teachers and administrators-not confrontation-improves student outcomes.” (p. 1)
5. **Hattie (2015)** asserted that the greatest influence on student progression is a school where the leader harnesses the expertise in the school to lead successful transformations. He argued that the major role for school leaders is to provide the support, time, and resources for this to happen. Placing teachers, leaders, and system together gets at the center of the collaborative expertise



## BREAKOUT ROOM

**Choose a quote that resonates with you...In your breakout room discuss it with your roommates**

**Prompts:**

**This quote resonates with me because....**

**This quote makes me think about a time when....**



# #SHAREOUT

**Fullan (1992): #**

**Hallinger and Heck (2010): #**

**Anrig (2013): #**

**Hattie (2015): #**



# Types of Leadership

## INSTRUCTIONAL LEADERSHIP

-What principals do to develop a shared vision, provide professional growth opportunities and use the observation feedback cycle, that leads to improvement in instructional practice. As the “Leader of Leaders”, principals will implement a culture of public and reflective practice using data as levers to inform instruction and eliminate the achievement gap (CEL, 2015, p. 1).

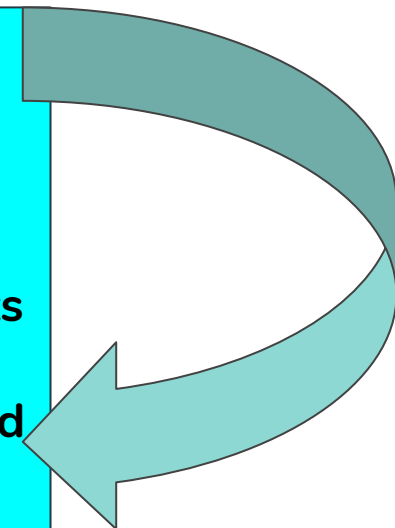
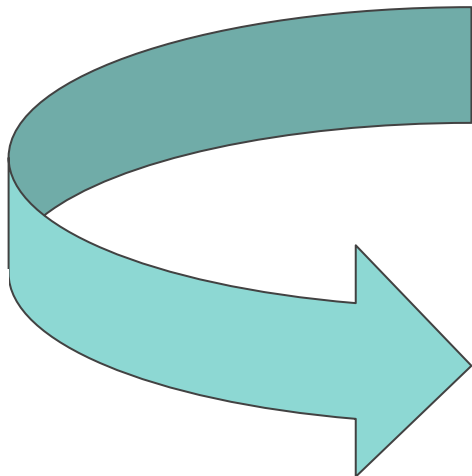
## COLLABORATIVE LEADERSHIP

The purposeful actions we take to:

- Enhance instruction of teachers
- Build deep relationships with all stakeholders
- Deepen learning together. (Dewitt, 2017).

## TRANSFORMATIONAL LEADERSHIP

- Change-oriented
- Focus on second-order changes;
- Offers deep and fundamental shifts in organizational direction requiring new ways of thinking and acting. (Marzano, Waters & McNulty, 2005)





*Revisiting the focus:*

## Collaborative Leadership

Hallinger and Heck (2010) defined collaborative leadership as leadership that focused on strategic school-wide actions directed towards school improvement shared among all stakeholders



# Overarching CL Themes

The Role Do  
School-Based  
Leaders Play  
in the Process  
of  
Collaborative  
Leadership

The  
Processes  
and  
Procedures  
School  
Leaders Use  
to Develop  
Collaborative  
Leadership

School  
Leaders'  
Perception of  
Collaborative  
Leadership  
Effects on  
Instruction  
and Student  
Performance

Collaborative  
Leadership  
Processes and  
Procedures  
Deemed Most  
Effective by  
School  
Leaders



# Survey Time...

**Collaborative Leadership Practices**  
**Experienced and Engaged in**



# Stop and Jot

In the chat.... Share the aha moments you had while completing the survey....

- What did you learn about yourself?
- What did you learn about your current leader, former, leader, etc.?
- What are some practical next steps you can implement to enhance your leadership approach



# #SHAREOUT

- **The role of the leader**
- **CL Processes and procedures**
- **The impact of CL on instruction and student performance**
- **The most effective CL processes and procedures**



# Findings

**Research Question One: What role do school-based leaders play in the process of collaborative leadership?**

**Finding 1.** Nine of fifteen participants indicated that it was their responsibility to ensure there were regularly scheduled teacher team meetings, instructional leadership meetings, and School Leadership Team meetings in place at the school.

**Finding 2.** Seven of fifteen participants indicated it was their responsibility to engage stakeholders in informal dialogue and meaningful conversations to build trust.

**Finding 3.** Five of fifteen participants stated that it was important to gain consensus with stakeholders when making key decisions. The stakeholders consisted of teachers, other staff, parents, students, and local vendors all of whom had a role to play in decision making in the school.



# Findings

## Research Question Two: What Processes and Procedures Do School Leaders Use to Develop Collaborative Leadership?

**Finding 1.** Ten of 15 participants stated that weekly teacher team meetings were an effective process that helped to build collaborative leadership.

**Finding 2.** Nine of fifteen participants indicated that having a system for clear and direct communication with all stakeholders is important to the process of collaborative leadership.

**Finding 3.** Five of 15 participants reported that weekly administrative cabinet meetings fostered collaborative leadership within their school communities.

**Finding 4.** Five of 15 principals stated the importance of strong listening skills to ensure stakeholders know their ideas are valued, expected, and necessary for developing collaborative leadership.

**Finding 5.** Five of 15 principals specified delegation of leadership roles to other stakeholders as an important method to develop collaborative leadership. The participants explained how delegated leadership roles created a collective sense of ownership of the schools' mission and vision.

**Finding 6.** Four of 15 principals pointed out that district level support serves as a model for the collaboration that exists within their school communities.



# Findings

**Research Question Three: How do school leaders perceive that collaborative leadership affects instruction and student performance?**

**Finding 1.** All 15 principals stated that they ask and answer questions often to elicit feedback from their faculty members. These questions and answers may be posed during instructional cabinet, teacher team meetings, surveys, or informal conversations.

**Finding 2.** Six of 15 participants reported that their instructional teams practiced collaborative work related to curriculum, instruction, and assessment and that these efforts subsequently affected instruction and student performance



# Findings

## Research Question Four: What Collaborative Leadership Processes and Procedures are Deemed Most Effective by School Leaders?

**Finding 1.** All fifteen principals identified that the provision of sufficient time for teachers to fully address problems of practice and to develop action plans to address them was an effective collaborative leadership process

**Finding 2.** Nine of 15 participants reported that establishing clearly delineated protocols for use in the weekly scheduled meetings are important to streamline objectives and generate meaningful outcomes of meetings.

**Finding 3.** Five of 15 participants indicated that collegial one-to-one support through inter-visitations and side-by-side coaching is essential to building collaborative leadership among teachers.

**Finding 4.** Five of 15 principals described the importance of conducting learning walks with non-administrators, primarily teachers, as essential to developing collaborative leadership within their school communities.

**Finding 5.** Five of 15 participants indicated the importance of naming and modeling the leadership strategies for potential leaders, so that they can develop a common language and experience to reference when non-administrative staff assumes the leadership for initiatives..



# Principals' Perceptions of Collaborative Leadership

## RQ 1 & 2

(a) establish sufficient time for collaboration,

(b) arrange weekly teacher team meetings,

(c) Establish clear protocols

(d) solicit feedback from stakeholders

(e) involvement in curriculum, instruction, and assessment development

(f) collegial work among peers are important for effective collaborative leadership.



# Conclusions: Effective Practices

Five collaborative leadership practices the principals in this study deemed most effective:

(a) establishing sufficient time,

(b) having clearly delineated protocols,

(c) collegial one to one support

(d) learning walks

(e) naming and model leadership strategies.

(f) ask and answer questions often to elicit feedback



# BREAKOUT ROOM

**In your break out room, discuss the following:**

1. Establishing Sufficient Time
2. Clearly delineated protocols,
3. Collegial one to one support
4. Learning walks
5. Naming and Modeling Leadership Strategies
6. Soliciting Feedback



# #SHAREOUT

- Establishing Sufficient Time
- Clearly delineated protocols,
- Collegial one to one support
- Learning walks
- Naming and Modeling Leadership Strategies
- Soliciting Feedback



# Recommendations

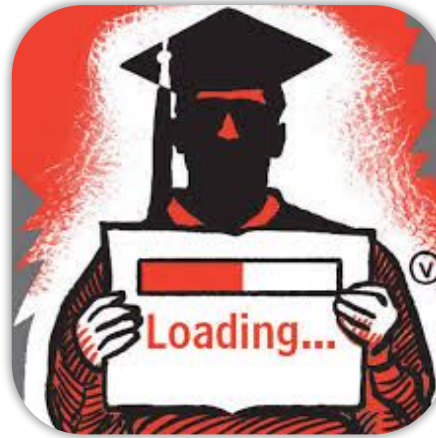
for Practice and Policy



Pre-service professional development for future school leaders that includes a bank of protocols for meetings



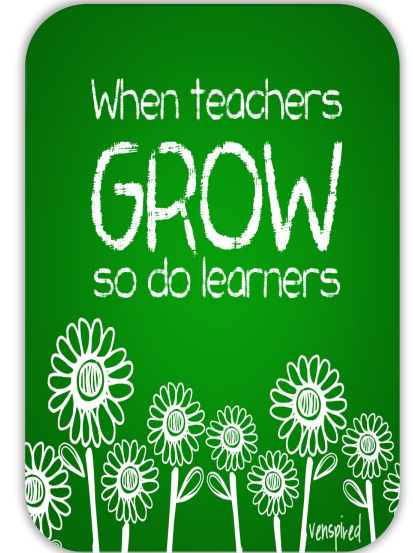
District-level goal setting and expectations of collaborative leadership structures in schools



Higher education embeds coursework on using informal conversations to support collaborative work in schools.



District-level professional learning to principals on how to hold stakeholders accountable for collaborative work.



District-level require schools to conduct class inter-visitations regularly.



# Recommendations

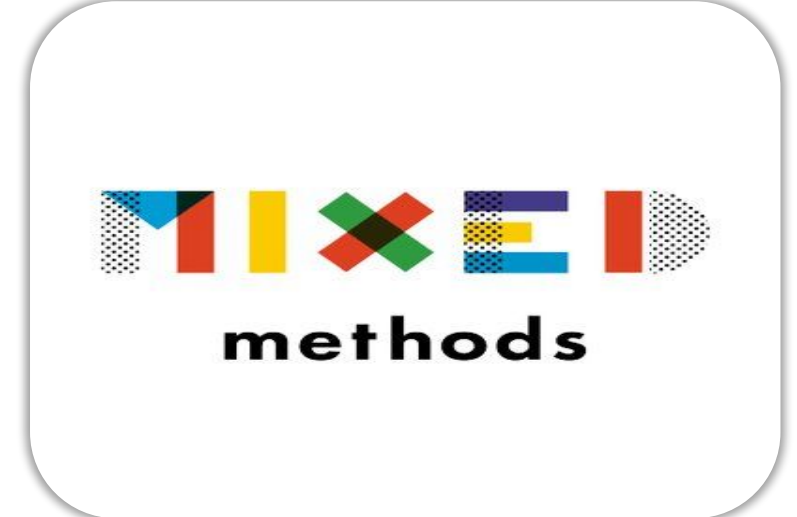
## for Future Study



A quantitative study that measures the frequency with which school leaders engaged in the five collaborative leadership practices the principals in this study deemed most effective:



A case study is recommended to perform an in-depth analysis of the effective practices of successful schools whose students have sustained strong performance for five or more years.



Mixed methods study of the five collaborative leadership practices identified in this study. Future researchers could examine the perceptions of stakeholders, inclusive of assistant principals, teachers, teacher leaders, other staff, parents, and community-based partners, regarding the practices identified.



# What is a Leadership?

## Leadership

A **leadership** is a process of ability to motivate a group of people, organizing a group of people to achieve a common goal through intentional influence.



# What is a leader?

- Peter Drucker（彼得·德鲁克）："The only definition of a leader is someone who has followers."
- John C Maxwell（约翰·C·马克斯韦尔）："leadership is influence - nothing more, nothing less."
- Warren Bennis（沃伦·班尼斯）："Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential."
- John W. Gardner: Leadership is the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purpose, or the shared purposes of all."



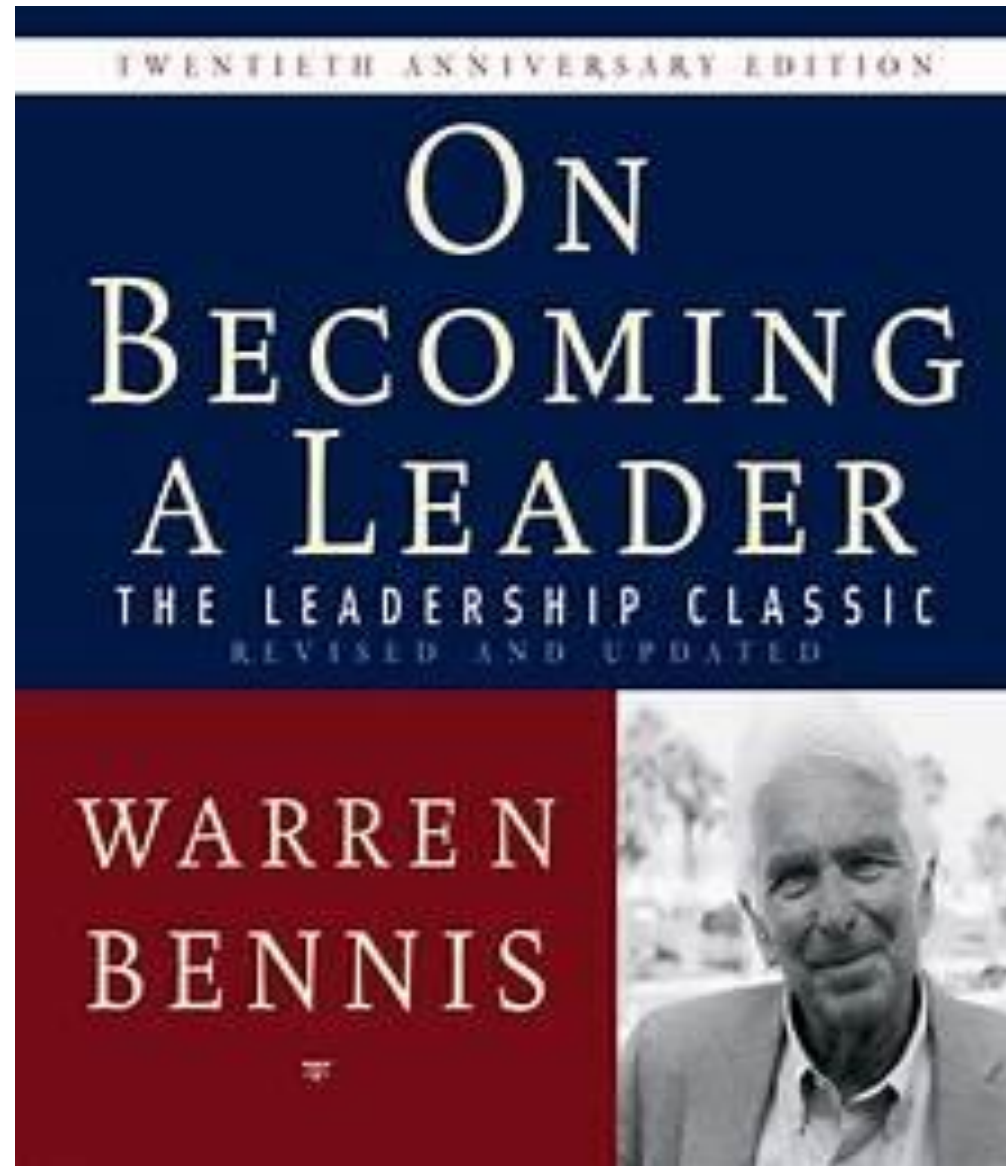
# On Becoming a Leader...

*“Becoming a leader  
is synonymous with  
becoming yourself.  
It is precisely that simple,  
and it is also that difficult.”*

~ Warren Bennis



# Book Recommendation











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