ASSESSING DIRECTORSHIPS IN THE SCHOOLS OF TICINO: LEADERSHIP AND INNOVATION

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OBJECT OF THE PRESENTATION

• A self-evaluation questionnaire on principal leadership and propensity towards school innovation...
  - ... based on current models and theories of school leadership
  - ... that will be complemented by teachers’ perceptions
  - ... with a formative approach to principal assessment, functional to coaching and school improvement
PLAN

1. SOCIAL AND GEOGRAPHICAL COORDINATES
2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
3. QUESTIONNAIRE STRUCTURE
4. PROCESS OF DEVELOPMENT
5. KEY POINTS AND AIMS
1. SOCIAL AND GEOGRAPHICAL COORDINATES
The tool complies with the school system of Ticino.
LEADERSHIP & INNOVATION IN TICINO

• The era of school reforms
  - National level: HarmoS
  - Cantonal level: «La scuola che verrà» («The forthcoming school»)

→ How do schools deal with these changes?

• Leadership as a key-factor
  - The financing body (State) agreed on the need for a questionnaire on leadership and funded it
2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
THEORETICAL FRAMEWORK

Personal and motivational factors

Practice of leadership

Style of leadership

PRINCIPAL’S APTITUDE TOWARDS CHANGE
MAIN REFERENCES

Style of leadership
• Bass & Avolio (1994). *Improving organizational effectiveness through transformational leadership*
• Hargreaves & Fink (2006). *Sustainable leadership*
• Harris (2013). *Distributed school leadership: Developing tomorrow's leaders*

Personal and motivational factors
• Huber & Hiltmann (2010). *Competence Profile School Management – CPSM Practice of leadership*

Practice of leadership
• Robinson (2007). *Leadership dimensions*
3. QUESTIONNAIRE STRUCTURE
PERSONAL AND MOTIVATIONAL FACTORS

- Achievement motivation
- Power motivation
- Affiliation motivation
- Avoidance motivation
- Self-efficacy
- Empathy
- Openness to criticism
- Motivation for change and innovation

20 items
Example: I consider unforeseen events as good opportunities for changing
PRACTICE OF LEADERSHIP

Establishing goals and expectations
Strategic use of resources
Planning and coordinating teaching and the curriculum
Promoting teacher learning and development
Ensuring an orderly and supportive environment

LEADERSHIP IN EVERYDAY ACTIVITIES

70 items
PRACTICE OF LEADERSHIP - GOALS

• Vision
• Mission
• Sharing of objectives
• Communication of objectives
• Implementation of change & innovation
PRACTICE OF LEADERSHIP - RESOURCES

Strategic use of resources

- Human resources management
- Material resources management
- Time management
- Budget management
- Legal issues
PRACTICE OF LEADERSHIP- COORDINATION

- Coordination of curriculum
- Timetable
- Student educational needs
- Personal involvement in the coordination and collaboration between teachers
- Data collection and use
PRACTICE OF LEADERSHIP – PROFESSIONAL DEVELOPMENT

- Advising and sustaining teachers
- Personal involvement in teacher training
Ensuring an orderly and supportive environment

- Providing an organized environment with its own rules
- Creating and improving a positive environment
- Relationship with the outside world
RATING SCALES

Example: I encourage teachers to promote an inclusive climate

Frequency

Relevance
4. PROCESS OF DEVELOPMENT
FIRST VERSION – MAY 2017

• Based on theoretical definitions and on what already done in other studies...but complying with the reality of Ticino

• First pool: 150 items
ALFA 1 & 2 – JUNE/ AUGUST 2017

• Meeting with 5 principals
  - Questionnaire review by identifying critical and missing points

Examples:
  ➢ Human resources: the overall staff, not only teachers
  ➢ Budget, legal issues
  ➢ Strengthening of the dimension of the relationships between schools and their environment
FEEDBACK FROM FUNDING BODY

• Meeting with the funding body

• Agreement on the format and choices
BETA 1 – SEPTEMBER/DECEMBER 2017

• Pilot administration to two principals with feedback

• Last review of the principal’s questionnaire
  Present version: 90 items

• Teacher questionnaire (60 items)
  - Only items relative to leadership practice, no personal/motivational factors
  - 10 not pertinent items excluded
  - Response option «I don’t know»
• Administration to a larger group (200-300 principals) for validation

• Administration to the whole school system of Canton Ticino
5. KEY POINTS AND OBJECTIVES
KEY POINT OF THE DEVELOPMENT PROCESS

• Co-construction: involvement
AIMS OF QUESTIONNAIRE DEVELOPMENT PROCESS

→ Gaining principals’ trust, supporting them in the management of their school

→ Using a multi-perspective, multi-dimension and multi-focus approach to get useful information

→ Formative purpose: collecting data functional to continuous school improvement... through principal coaching and advising: fostering a real understanding on what can be/should be actually changed/improved
PRACTICAL AND ETHIC QUESTIONS ABOUT DATA TREATMENT

Which information, in which format and to whom?

- Political decision maker
- Coworkers
- Principal

Resume of overall aggregated results in Ticino?

Coaching and advising
COACHING AND ADVISING THE PRINCIPAL

Main features of the questionnaire:

- Teacher answers
- Multiple perspectives
- Importance
- Behavior
- Principal answers
- Personal factors
- Frequency / Desirability

First version based on theory
Alfa 1 & 2: Principals feedback
Feedback from funding body
Beta 1: Principals feedback
Final validation and submission
Counselling: Researchers feedback
THANK YOU!