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# **Lead Live: Evaluation Results of an Innovative Program for School Leaders**

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**ředitel  
naživo**

# About Lead Live - *Ředitel naživo*

- ❑ an innovative two-year course for headteachers and their deputy headteachers
- ❑ the program helps the headteachers in transforming into pedagogical leaders
- ❑ designed for *headteachers aiming to develop schools to become a safe space where pupils can learn actively and with joy*
- ❑ 350 hours of seminars, school excursions, job shadowing, individual support (provided by a coach or a mentor) and self-help groups
- ❑ domains: school vision, school culture, impact on student learning, leadership competencies and personal development
- ❑ the program is organized by Teach Live, an educational organisation with evidence-based approach. The presented evaluation research was conducted by an internal evaluation team.

# Educational and transformative leadership

- ❑ the Czech context:
  - ❑ the support for headteachers not systematic, existing programs mostly focused on school management (not instructional leadership)
  - ❑ Czech headteachers do not feel educated enough in leadership, 42 % of Czech headteachers never participated in an education program focused on instructional leadership - below the European average (Federičová, 2019)
  - ❑ educational leadership is part of Ministry of Education Strategy 2030

# Educational and transformative leadership

- ❑ a quarter of all the influence a school can have on children's outcomes depends on the school's leadership (Wallace Foundation, 2004)
- ❑ characteristics of leaders having impact on better educational results: (Leithwood et al., 2006)

building a united school vision

understanding people and developing them

transforming inner school organisation

leading and managing school educational plans

- ❑ 1. teacher professional development, open classes, ability to observe and provide feedback to teachers, 2. own ongoing development in teaching competencies, personal development, 3. willingness to cooperate with other stakeholders (Backor & Gordon, 2015)

# Bridging research & practice – role of evaluation research in Lead Live

Lead Live (part of Teach Live organisation) is a laboratory that develops, tests out and aims disseminate new models for teacher training.

*“When adopting the intervention, also adopt the evaluation.”*

## **Why evaluation?**

- ❑ learning organisation: evaluation team is part of organisation.
- ❑ results are discussed and implemented in the next year to constantly improve the programme
- ❑ bringing all the actors of teacher preparation to discuss common goals and track quality
- ❑ laboratory: setting the culture of evaluation, sharing methodology of evaluation with other institutions, proposing open data to compare with other university programmes
- ❑ open the discussion about what does a good teacher mean
- ❑ results for advocacy and for donors

# Research questions and methodology

## Kirkpatrick's model (2014)

## EVALUATION QUESTIONS

## RESEARCH METHODS

Reaction  
(Program  
evaluation)

How well does the programme provide learning opportunities?

**Feedback form after each training session**

**Yearly feedback**

Learning of  
participants

How does self-concept of the participants change through the course? Which transferrable skills do they obtain?

**Self-assessment questionnaire**

**TALIS benchmarking**

**Semi-structured interviews**

Behavior &  
results  
(Impact on  
school culture  
and teaching)

How do the new skills influence the school environment?  
How do new innovations influence the quality of teaching and learning?

**Focus group with school teachers**

**School climate and teacher self-efficacy questionnaire**



# Self-assessment

- ❑ self-evaluation tool in main domains of the training
- ❑ included TALIS indexes on job satisfaction, academic quality, innovations, involvement of stakeholders etc.
- ❑ progress report provided to the participants and worked with at the trainings
- ❑ frequency: beginning of year 1, end of year 1, end of year 2

## Concept of self-efficacy

- social-cognitive theory of A. Bandura (1977):

*“self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments”*

- characteristic by willingness to try new things (instead of fearing them) (Schleicher, 2020)
- the self-efficacy can be increased by feedback of others (Bandura, 1977)
- related to emotional intelligence and burn out (Jennings & Greenberg, 2009; Smetáčková, 2017).

# Self-assessment questionnaire - 4 domains of the training

BUILDING SCHOOL VISION	SCHOOL CULTURE	IMPACT OF TEACHING ON STUDENT LEARNING	LEADERSHIP SKILLS
Máme vytvořenou školní vizi. (Ano/Ne)	Jsem si jistý/á, že učitelé i děti se v naší škole při učení cítí bezpečně	Mám vyhrazený čas, kdy vedu s učiteli rozvojové rozhovory o tom, jak sledují dopad své výuky na učení dětí.	Mojí hlavní rolí je zlepšovat kvalitu výuky na naší škole.
Hlavním bodem naší vize naší školy je dosáhnout toho, aby se každé dítě učilo naplno a s radostí.	Učitelé mi sami říkají, jakou profesní, materiální či organizační podporu potřebují.	Jsem si jistý/á, že všichni učitelé na naší škole se aktivně zabývají tím, co si žáci odnášejí z výuky (zapojení, pohoda, výsledky).	Vyhrazuji si dostatek času, který mi umožňuje se systematicky věnovat rozvoji kvality výuky v naší škole.
Členové našeho pedagogického sboru naši školní vizi sdílí a věří jí.	Když mi učitel řekne, jakou podporu (profesní, organizační, materiální) ke zlepšení svého učení potřebuje, je pro mne naprostou prioritou mu ji zajistit.	Učitelé na naší škole mají vyhrazený čas, kdy se společně aktivně zabývají tím, co si žáci odnášejí z výuky (zapojení, pohoda, výsledky)	Znám sám sebe jako lídra - vím, co umím, a hledám, co potřebuji
Naše vize nám s pedagogickým sborem pomáhá při rozhodování, jak zlepšit výuku a řešit různé školní situace.	Učitelé na naší škole mezi sebou spolupracují na zlepšování své výuky.		Vím, jak v pedagogickém týmu pracovat s vnitřní motivací lidí.
Máme se sborem vyhrazený čas, kdy se cíleně vracíme k vizi, a vyhodnocujeme, jak dobře nám slouží.	Máme ve škole nastavený způsob, kterým se členové pedagogického sboru mohou podílet na vytváření nebo změně celoškolně dodržovaných pravidel.		Daří se mi zapojit pedagogický sbor do zlepšování kvality výuky směřující k tomu, aby se každý žák učil naplno.
	Zajišťuji, aby učitelé mohli věnovat maximum času dětem a zlepšování jejich učení a nemuseli se věnovat činnostem, které k němu nevedou.		



# School climate and teacher feedback

- ❑ national Kalibro survey
  - ❑ a comparison between more motivated schools (57 Czech schools with 660 teachers participated in the Kalibro survey in 2018-2020, schools participate in Kalibro survey on voluntary basis)
  - ❑ headteachers, deputy headteachers and teachers answer questions about quality of teaching, relationships at school, job satisfaction
- ❑ questions used from TALIS
  - ❑ indexes of Teaching practices, Self-efficacy in classroom management, Teacher co-operation, Professional collaboration, Participation
  - ❑ international and national standardised benchmark, over 3400 Czech teachers
- ❑ additional questions based on the program curriculum about school vision, support provided to teachers, impact on pupils
- ❑ frequency: beginning of year 1, one year after programme, three years after programme

# Case studies

- ❑ In-depth interviews with the pair of headteacher and deputy headteacher
- ❑ Focus groups with 5-8 teachers, selected by the headteacher, combining more progressive and conservative teachers

Formative report provided to the leadership from the FG

- ❑ Frequency:
  - ❑ after year 1, after year 2, one year after the end of the training

# Programme evaluation

How likely are you to recommend the programme Lead Live to other school principals?

NPS:

■ pozitivní hodnocení (9-10) ■ neutrální hodnocení (7-8) ■ vlažné či negativní hodnocení (0-6)

group A  
- year 1



74

group A  
- year 2



88

group B  
- year 1

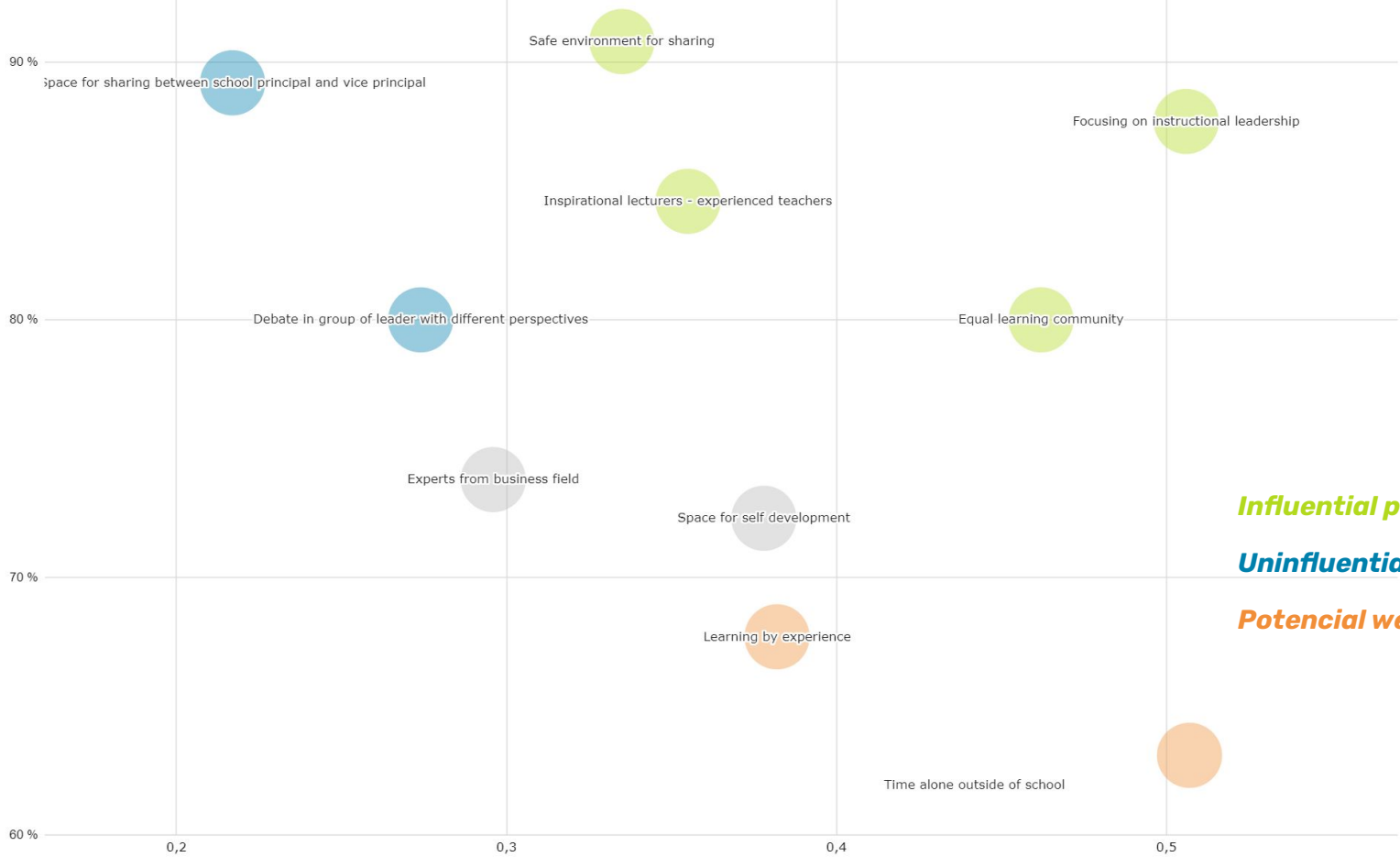


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# What contributes to learning?



Considered beneficial



***Influential positives***  
***Uninfluential positives***  
***Potencial weaknesses***

Relationship with overall programme evaluation

# Qualitative illustration

Strongest experience



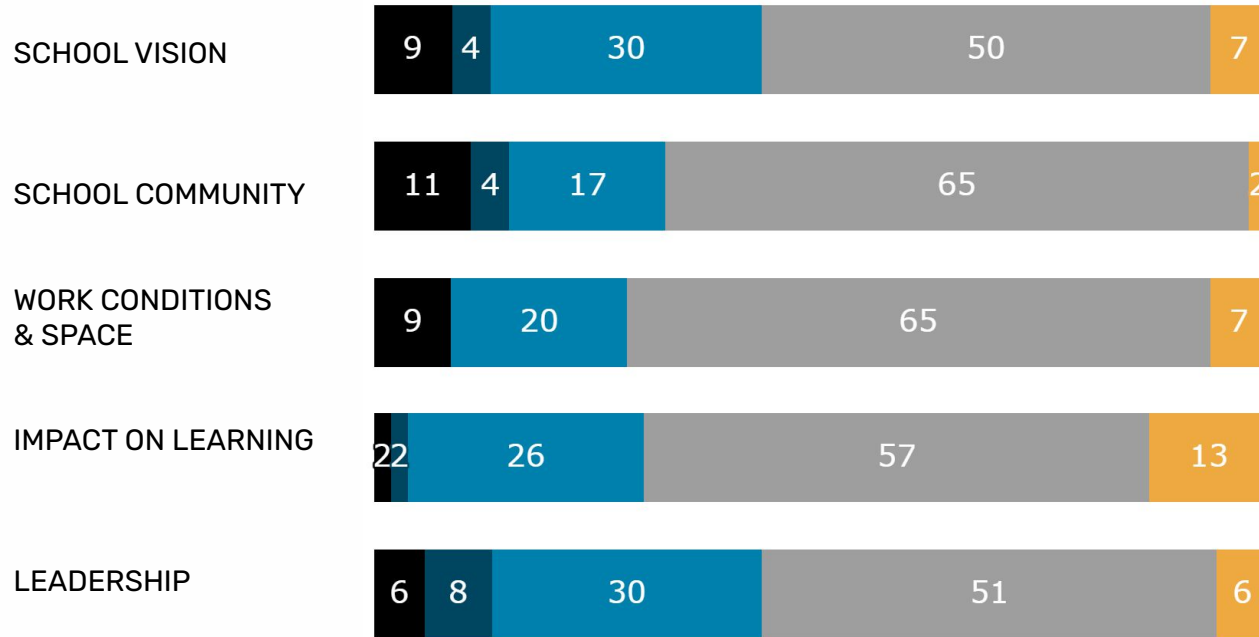
SHARING

Biggest contribution of the programme



FOCUSING  
ON QUALITY  
OF  
LEARNING  
AT SCHOOL

## Where do participants feel progress? *self-evaluation 2019-2021*



# Development of participants in leadership

**I know how good educational leadership looks like**



**I know how to work with inner motivation of people**



**I continuously reflect my role of school leader**





# Development of participants in impact on student learning

I have dedicated time to observe the teaching in our school in terms of its impact on student learning



# Qualitative insights

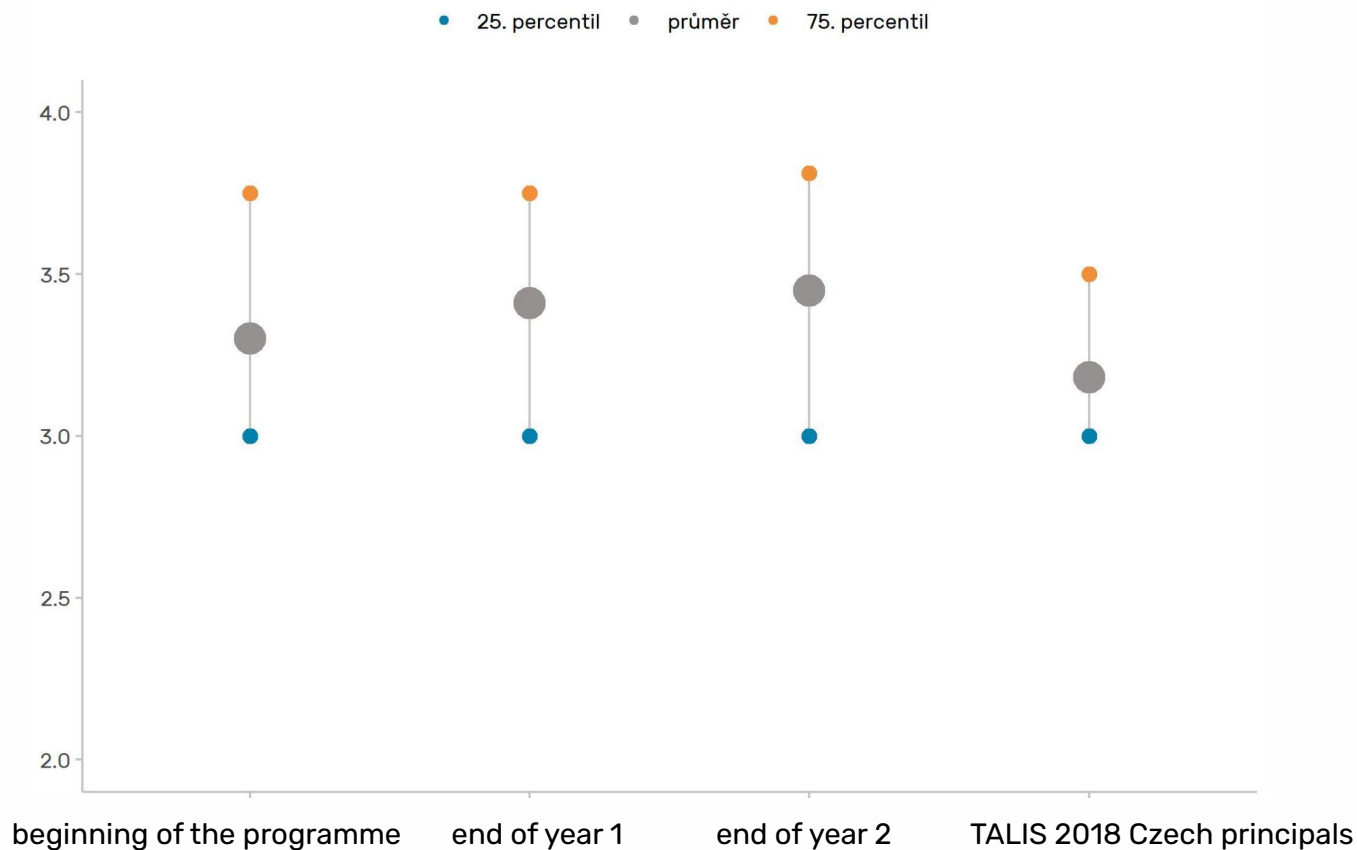
**Self-awareness  
and gaining  
self-confidence**

**Introducing  
respectful  
communication  
among teachers**

**Identification with  
role of the  
instructional  
leader**

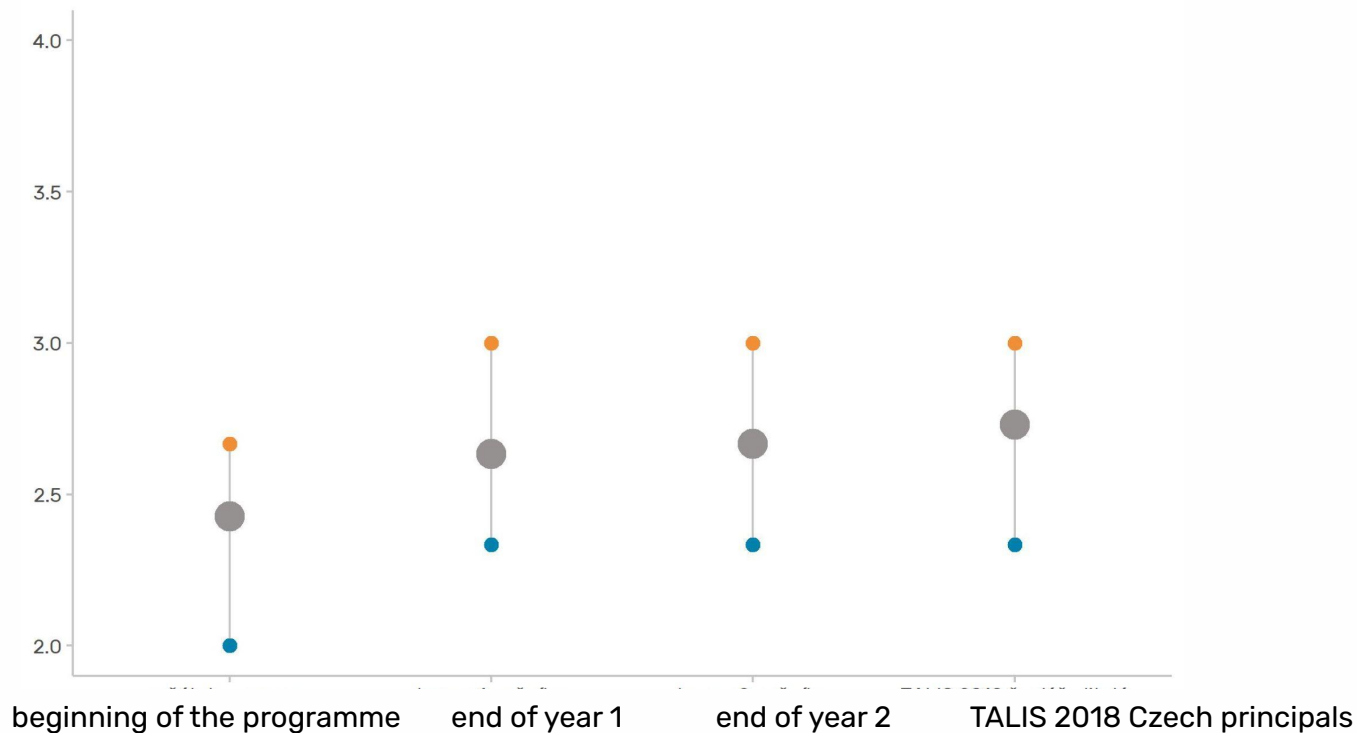
*"We have been able to share things that don't work. And that is huge for me, an absolute development in my own self perception. I have never ever honestly talked about what we are not good at in our school. And now, when I talk to school principals, I have no problem saying: "This doesn't function in our school - how do you do it?" I have never done that before."*

# Job satisfaction (TALIS)



# Educational leadership (TALIS)

25. percentil průměr 75. percentil



# Interpretations - lessons about school leadership from Lead Live

- sustainable change starts with transformation of school leader: values, views on leadership, self-knowledge
- self-efficacy and motivation of school leaders can be improved by feedback of others and supportive community
- clear educational vision gives the headteacher more self-confidence and tools for organisational change
- quick wins and quick fixes can have impact, but not long term organisational change lasts many years and continuous professional development is needed for school leaders

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# Question time...

## ... and our questions

What do we miss when focusing on self assessment?

Role of evaluators and evaluation in the organisation (applying results for practice, EB decision making/independent external organisation)