

# SO WHAT ARE THEY SAYING

## PERSPECTIVES RELATED TO EDUCATIONAL LEADERSHIP

"Before individuals are willing to dedicate their efforts to a vision, the visionary must prove that vision to be compelling - and prove himself or herself trustworthy."  
Carol Ann Tomlinson

"... reform is no use anymore, it is simply improving a broken model.... what we need is not evolution, but a revolution in education."  
Sir Ken Robinson

"In order for principals to devote more time and attention to the improvement of instruction, their jobs will need to be substantially redesigned."  
K. Leithwood

"There is a strong correlation between effective leaders and student achievement."  
Bottoms & Schmidt-Davis

"Over 25 years of research on effective schools has underscored the central role that school leaders play in creating the conditions and norms necessary for supporting high levels of student achievement."  
Walters, Marzano & McNulty

"In an era of accountability when student achievement is paramount and evidence of the effects of principal leadership on student achievement continue to accumulate, it is not enough to just know what is important; principals must also know what is essential."  
Waters, T. & Grubb, S.

"Improvement requires a less differentiated administrative structure with more focuses on the skills required for the practice of improvement."  
Elmore

"Teachers must be supported by instructional leadership and organizational leadership."  
Daggett

"Our conclusion from this evidence as a whole is that leadership has very significant effects on the quality of school organisation and on pupil learning. As far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership."  
Leithwood, Day, Sammons, Harris & Hopkins

"There is a lot of research that shows how important that a school leader is to student success, but if principals are finding they're spending all their time dealing with other things then they're not necessarily able to do what they're meant to be doing....."  
A Kidder (People for Education)

"Changing our mental models about what we teach, how we teach it, and how we assess students' learning growth will take some getting used to. Such changes require open-mindedness, flexibility, patience, and courage."  
Costa & Kallick

Educational Leadership

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“Numerous studies show that the time required to fulfill the management-related responsibilities is increasingly crowding out the time for principals to observe, evaluate, and support teachers.”

The Center for the Future of Teaching and Learning (2011)

“The second meta-analysis involved a more detailed examination of the impact on student outcomes of particular leadership dimensions..... The effect size of dimension 4 (Promoting and participating in teacher learning and development) is twice that of any of the other dimensions.”

Robinson, Hohepa & Lloyd, BES New Zealand (2009)

“Of the professional development opportunities and supports available to them, principals reported that individualized mentoring and support directly targeted to their needs was especially valuable.”

The Center for the Future of Teaching and Learning (2011)

“...the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes.”

Robinson et al. (2008)

“It is rare to have an explicit strategy of leadership development that connects it directly to strategies of educational reform, yet change without leadership has no chance of being sustainable. The leadership agenda is the change agenda..... Beyond the revolving doors of leadership that plague many systems today, sustainable leadership builds capacity and develops leadership succession in a dynamic and integrated strategy of change.”

Hargreaves & Shirley (2009)

“To support personalized learning, schools need to be redesigned so that they no longer are organized around age cohorts, classes, and classrooms. Instead, schools should be organized around the learning needs of students.... Educators are not only those who are employed as teachers; the field should be enlarged to include experts from outside the school and community.”

Yong Zhao (2009)

“Teaching ALL students NEW skills is a new education challenge that requires development of new accountability structures, different ways of teaching and testing, and new ways of working together and with our students.”

Tony Wagner (2010)



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