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Leading Whole School Improvement in Mathematics: A Teacher Efficacy Project

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Introductions



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Significant number:205

Overview



A. What is teacher efficacy?

- *Definitions, opinions*
- *A suggestion*
- *Possible actions and practices*

B. What is your leadership style/practice?

- *Instructional*
- *Distributive*
- *‘Demandingness’ and ‘responsiveness’*
- *Peacekeeper/Manager/Driver/Listener*
- *‘Servant-first Leader’*
- *Listening Leader*

C. Teacher efficacy and leadership – a survey

D. Reflection and action.

*What is teacher efficacy?
Why does it matter?*

Teacher efficacy is ...



... when a teacher believes in their own ability to guide their students to success ...when teachers feel valued, confident and successful

Research suggests that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students.

(Ref: Room 241 A Blog by Concordia University, Portland Jan 8, 2018)

How?



- Make teachers true stakeholders
- Praise and share the good
- Collaborate
- Listen
- Acknowledge hardships
- Provide useful professional development

*As School Mathematics Leader, in your current context, rank these in order of priority from 1-6.
Share your first 3 priorities with colleagues at your table.*

(Adapted from: Room 241 A Blog by Concordia University, Portland Jan 8, 2018)

Collective Teacher Efficacy – an opportunity



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Using documents pertinent to your school at this present time,

What do you do well, consistently?

Session 1

Step 1: Indicate focus

Step 2: Collect evidence

Session 2

Step 3: Share narrative and evidence with colleagues

Step 4: Colleagues adopt/adapt, and trial

Session 3

Step 5: Colleagues share the success of their trial

Repeat Steps 1-5

Results - possible actions/practices



- Peer observation with a collective and/or individual purpose
- Teacher-led professional learning - collective
- Focused professional learning - individual
- School-wide 'systems' e.g. games
- Consensus in planning processes for learning and teaching, moderation, assessment data analysis
- Development of mathematical language
- Teachers become 'master teachers' (Ref Jackson, R., 2013 p.38ff)
 - > *'Collective teacher efficacy'*

Collective teacher efficacy is ...



...when a staff of teachers believe that *together* they can inspire growth and change in their students.

(Ref: Room 241 A Blog by Concordia University, Portland Jan 8, 2018. My emphasis)

Collective Teacher Efficacy (CTE)

(Ref: Dufour & Marzano, 2011)



Hattie: *collective teacher efficacy has the greatest impact on student achievement*

Dufour & Marzano: *'The Collaborative' or professional learning communities are peers supporting and pressuring each other to do better*

Fullan: *collective capacity is the 'the breakthrough concept' ... teachers continuously improving both their individual and collective practice*

... has argued emphatically that 'strategies that focus solely on improving individuals will fail to improve schools because meeting that challenge requires building collective capacity'

Brain breaks and fluency fun! 😊

What style of leadership is your practice?

Instructional Leadership



- Is grounded in the relentless pursuit of equity and the use of data as levers to eliminate the achievement gap
- Is learning-focussed, strengths-based and measured by improvement in instructional practice and in the quality of student learning

(Ref: University of Washington, Centre for Educational Leadership, 2015)

Distributed Leadership



- Primarily concerned with the practice of leadership rather than specific leadership roles
- Equates with shared, collective and extended leadership practice that builds the capacity for change and improvement

(Ref: Dr Alma Harris, Professor of Educational Leadership at the Institute of Education)

Distributed Leadership



- Means mobilising leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement.
- When distributed leadership works well individuals are accountable and responsible for their leadership actions;collaborative teamwork is the modus operandi, and inter-dependent working is a cultural norm.

(Ref: Dr Alma Harris, Professor of Educational Leadership at the Institute of Education)

Demandingness and responsiveness



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Authoritarian Leadership – high demandingness, low responsiveness

- Expects compliance
- Focus on procedures rather than people
- Inflexible

Permissive Leadership - low demandingness, high responsiveness

- Opposite of authoritarian
- Staff lack direction and accountability
- Lack of transparency and consistency in decision-making.

(Ref: Baumrind in and with Dinham, 'Leading Learning and Teaching', 2016)

Demandingness and responsiveness



Authoritative Leadership - high demandingness, high responsiveness

- Collaboratively build consensus and commitment
- High standards of themselves, colleague and students
- Strategic – realise the impossibility of moving a whole staff forward simultaneously
- Rely on moral rather than positional authority, and influence rather than overt control

Uninvolved Leadership – low demandingness, low responsiveness

(Ref: Baumrind in and with Dinham, 'Leading Learning and Teaching', 2016)

Servant Leadership



‘Servant-first leaders’ - begin with the natural feeling that one wants to serve ...to make sure that others’ highest priorities are met.

The best test and the most difficult to administer is:

Do they grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

(Robert Greenleaf in Defour & Marzano, 2011, p.208)

'The Listening Leader'



'Listening is a greatly underrated leadership skill' van Nieuwerburg, 2012.

Facilitative	
Peacekeeper Places a high value on relationships Often chooses to do the work rather than push others to build capacity May avoid hard conversations May bend to the loudest voices	Listening Leader Leads from a moral imperative Listens to gather data May get bogged down in process; must remember to gather input and then take action Sees relationships as key and andragogy as a vehicle to pedagogy
Top-down	
Manager Keeps things running smoothly Complies with all directives and external mandates May veer towards micromanaging	Driver Has a strong sense of urgency Promotes a results-driven vision Leads with decisive, directive style
<- Status Quo Change agent ->	

(Adapted from 'The Listening Leader' by Shane Safir, 2017 in Educational Leadership, May 2, 2017)

STOP.

START.

CONTINUE.



For collective teacher efficacy to thrive, as the Mathematics Leader

STOP. What do you need to let go of ?

START. What are you going to trial? Why? How? When?

CONTINUE. What's going well? Why?

What just needs more time? How much more time?

Some resources



Collective Efficacy: How Educators' Beliefs Impact Student Learning

Jenni Anne Marie Donohoo

Leading Impact Teams. Building a Culture of Efficacy

Paul J. Bloomberg & Barb Pitchford

Visible Learning for Teachers: Maximizing Impact on Learning

John Hattie

Never Underestimate Your Teachers

Robyn R. Jackson

Leading Learning and Teaching

Stephen Dinham

www.agileschools.com

Leading Improvements in Students Numeracy

Eds: Michael Gaffney & Rhonda Faragher