Strengthening leadership for school improvement: understanding the impact of context, culture and collaboration in selected schools of the Sydney Catholic Schools Eastern Region


Abstract

Guided by the work of Hallinger and Heck (2010) and prompted by the Sydney Catholic Schools Eastern Region Director, this study has focused on the strengthening of leadership for school improvement. It was considered important to gain insight into how schools sustain success, and in particular, how an understanding of context, culture and collaboration might be contributing to the strengthening of school leadership. The principals and their leadership teams of eight schools, together with the regional consultants have shared their perspectives on being a successful school and what it means to be a successful leader. The study has been guided by the research question: How does an understanding of the impact of context, culture and collaboration contribute to the strengthening of leadership for school improvement? The final report acknowledges the Principals' understandings of the impact of context, culture and collaboration on leadership. In addition, the report highlights their reflections on how the effectiveness of leadership might be strengthened beyond the findings of Hallinger and Heck.
paper reports findings drawn from a series of empirical analyses that assessed the effects of collaborative leadership on school improvement capacity and student learning in a large sample of US primary schools over a four-year period. Our findings support the prevailing view that collaborative school leadership can positively impact student learning in reading and math through building the school’s capacity for academic improvement. The research extends.