ICSEI
International Congress for School Effectiveness and Improvement

Marrakech, Morocco
6-10 January, 2020

KINGDOM OF MOROCCO

Ministry of National Education, Vocational Training, Higher Education and Scientific Research

33rd International Congress on School Effectiveness and Improvement

Education, Youth Empowerment, and Sustainable Development: Collaboration between the Global North and South to Improve Education Quality

6-10 January 2020

Marrakech, Morocco

Presenters: Dorothy Andrews and Joan Conway

Topic: Researchers and Practitioners Building Capacity for Sustainable School Revitalisation: A Review of Longitudinal Research by one Australian R & D team

Abstract: The contemporary reality of a researcher's life in academia grapples with the tension between pressure to produce timely ranked research performance and long-term requirement of building capacity with the field for sustainability of enhanced school outcomes for meaningful impact and relevance of research. Moreover, the highs and lows of capacity building within a team of researchers cannot be underestimated – relationship building, collaboration, collective responsibility and celebrating the diversity of team members' contributions, especially with the entry and exit of individuals over time.
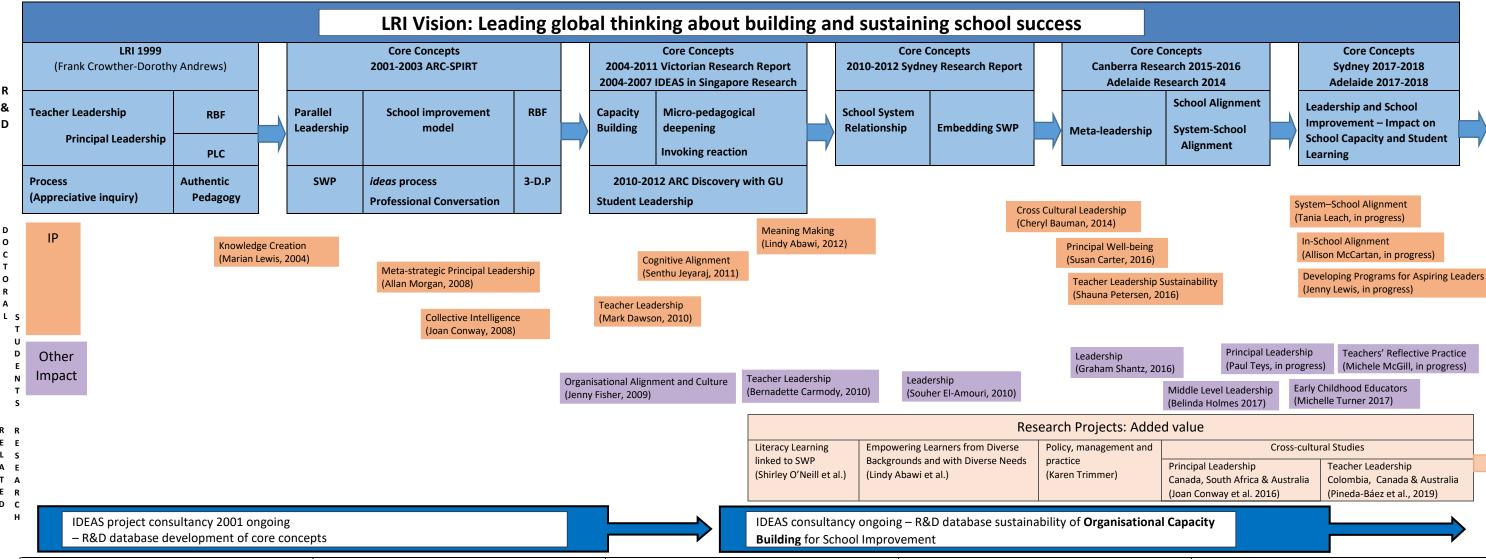
This paper represents 20 years of Research and Development activity by researchers of the Leadership Research International (LRI) team at the University of Southern Queensland (USQ), Australia, as they have worked with schools and researched processes of school revitalisation. It represents a unique partnership between University educators and schools and systems across Australia and internationally. The school improvement project, Innovative Designs for Enhancing Achievements in Schools (IDEAS), has formed the basis of the team's work and been developed by school and university-based researchers working together to make meaning of the complex processes for school revitalisation.

The project has enabled the growth of professional educators and school-based leadership as they grapple with continual pressure to enhance school outcomes in a public arena where the teaching profession has not received supportive public commentary. School communities have also shown that they have the potential to reshape their communities and in so doing demonstrate to their communities how they can create shared contextual pedagogical practices that meet the needs within their communities.

Research by the LRI into school revitalisation processes has paralleled the schools' implementation. This relationship between development and research has been mapped to illustrate the growth of knowledge that underpins school revitalisation processes and the capacity building of a research team. Document analysis has revealed three contributing interrelated research initiatives – a university based team of researchers with a metaview of conceptual development focusing on leadership, school and system (organisational) alignment and teacher professional learning; doctoral students who have created emerging understandings of new concepts and continued their research career engagement with the team; and targeted research project teams that have explored the application of LRI concepts as they pertain to contemporary issues of education in specific contexts enabling individual team members to strengthen their research specialisation.

The dissemination of findings throughout this journey has enhanced the capacity of the research team to support schools and systems in regard to policy development and implementation of processes for leadership of school revitalisation, practical pedagogical development and implementation, raising the image of the teaching profession and enabling of teachers and school communities to enhance student achievement and well-being. Albeit, whilst juggling the range of personalities, personal motivations and expectations of belonging to a team, long-term researchers of the team have incrementally achieved capacity for leading projects, attracting research income, mentoring early career researchers, supervising incoming postgraduate candidates, and producing quality outcomes.

Map Outlining the Growth of Knowledge that Underpins IDEAS

LRI Vision: Leading global thinking about building and sustaining school success

R & D

LRI 1999 (Frank Crowther-Dorothy Andrews)		Core Concepts 2001-2003 ARC-SPIRT			Core Concepts 2004-2011 Victorian Research Report 2004-2007 IDEAS in Singapore Research		Core Concepts 2010-2012 Sydney Research Report		Core Concepts Canberra Research 2015-2016 Adelaide Research 2014		Core Concepts Sydney 2017-2018 Adelaide 2017-2018
Teacher Leadership	RBF	Parallel Leadership	School improvement model	RBF	Capacity Building	Micro-pedagogical deepening	School System Relationship	Embedding SWP	Meta-leadership	School Alignment	Leadership and School Improvement – Impact on School Capacity and Student Learning
Principal Leadership	PLC					Invoking reaction				System-School Alignment	
Process (Appreciative inquiry)	Authentic Pedagogy	SWP	*ideas* process Professional Conversation	3-D.P	2010-2012 ARC Discovery with GU Student Leadership						

DOCTORAL STUDENTS

IP

- Knowledge Creation (Marian Lewis, 2004)
- Meta-strategic Principal Leadership (Allan Morgan, 2008)
- Collective Intelligence (Joan Conway, 2008)
- Teacher Leadership (Mark Dawson, 2010)
- Cognitive Alignment (Senthu Jeyaraj, 2011)
- Meaning Making (Lindy Abawi, 2012)
- Cross Cultural Leadership (Cheryl Bauman, 2014)
- Principal Well-being (Susan Carter, 2016)
- Teacher Leadership Sustainability (Shauna Petersen, 2016)
- System–School Alignment (Tania Leach, in progress)
- In-School Alignment (Allison McCartan, in progress)
- Developing Programs for Aspiring Leaders (Jenny Lewis, in progress)

Other Impact

- Organisational Alignment and Culture (Jenny Fisher, 2009)
- Teacher Leadership (Bernadette Carmody, 2010)
- Leadership (Souher El-Amouri, 2010)
- Leadership (Graham Shantz, 2016)
- Principal Leadership (Paul Teys, in progress)
- Teachers' Reflective Practice (Michele McGill, in progress)
- Middle Level Leadership (Belinda Holmes 2017)
- Early Childhood Educators (Michelle Turner 2017)

RELATED RESEARCH

Research Projects: Added value

Literacy Learning linked to SWP (Shirley O'Neill et al.)	Empowering Learners from Diverse Backgrounds and with Diverse Needs (Lindy Abawi et al.)	Policy, management and practice (Karen Trimmer)	Cross-cultural Studies	
			Principal Leadership Canada, South Africa & Australia (Joan Conway et al. 2016)	Teacher Leadership Colombia, Canada & Australia (Pineda-Báez et al., 2019)

IDEAS project consultancy 2001 ongoing – R&D database development of core concepts

IDEAS consultancy ongoing – R&D database sustainability of **Organisational Capacity Building** for School Improvement

STRATEGIC PUBLICATIONS

Crowther, F., Andrews, D., Dawson, M., & Lewis, M. (2001). *IDEAS Facilitation Folder*. Toowoomba, Australia: Leadership Research Institute, University of Southern Queensland.

Andrews, D., & Crowther, F. (2002). Parallel leadership: A clue to the contents of the 'black box' of school reform. *International Journal of Educational Management, 16*(4), 152-159.

Andrews, D., & Lewis, M. (2002). The experiences of a professional community: Teachers developing a new image of themselves and their workplace. *Educational Research, 44*(3), 237-254.

Crowther, F., Kaagan, S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success.* Thousand Oaks, CA: Corwin Press.

Andrews, D., & Crowther, F. (2003). 3-dimensional pedagogy - The image of 21st century teacher professionalism. In F. Crowther (Ed.), *Australian College Yearbook 2003: Teachers as leaders in a knowledge society* (pp. 95-111). Deakin West, ACT, Australia: Australian College of Educators.

Andrews, D., Conway, J., Dawson, M., Lewis, M., McMaster, J., Morgan, A., & Starr, H. (2004). *School revitalisation: The IDEAS way*. ACEL Monograph No 34. Winmalee, NSW: Australian Council for Educational Leaders.

Andrews, D., & Lewis, M. (2004). Building sustainable futures: Emerging understandings of the significant contribution of the professional learning community. *Improving Schools, 7*(3), 129-150.

Erwee, R., & Conway, J. (2006). Cocreation of knowledge: Roles of coresearchers in research teams. *The Educational Forum, 70*(2), 171-184.

Andrews, D., & Lewis, M. (2007). Transforming practice from within: The power of the professional learning community. In L. Stoll & K. Seashore Louis (Eds.), *Professional learning communities: Divergence, depth and dilemmas* (pp. 132-147). Maidenhead, UK: Open University Press.

Andrews, D., & USQ-LRI Research Team. (2009). *A research report on the implementation of the IDEAS Project in Victoria, 2004-2009.* Toowoomba, AU: Leadership Research International (LRI), University of Southern Queensland.

Crowther, F., Ferguson, M., & Hann, L. (2009). *Developing teacher leaders: How teacher leadership enhances school success* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Chew, J. & Andrews, D. (2010) Enabling teachers to become pedagogical leaders: case studies in two IDEAS schools in Singapore and Australia. *Educational Research for Policy and Practice*, 9 (1). pp. 59-74. ISSN 1570-2081

Crowther, F., Abawi, L., Andrews, D., Conway, J., Jeyaraj, S., Lewis, M., Morgan, A., & Petersen, S. (2011). *From school improvement to sustained capacity: The parallel leadership pathway*. Thousand Oaks, CA: Corwin.

Petersen, S., & Conway, J. M. (2011). I can see clearly now: Teacher leaders invoking reaction. *International Journal of Pedagogies and Learning, 6*(3), 175-186.

Andrews, D., Crowther, F., Morgan, A., & O'Neill, S. (2012). *The Effectiveness of the IDEAS Project in Sydney CEO - A research report.* Toowoomba, AU: Leadership Research International (LRI), University of Southern Queensland.

Crowther, F., Andrews, D., Morgan, A., & O'Neill, S. (2012). Hitting the bullseye of school improvement: The IDEAS Project at work. *Leading & Managing, 18*(2), 1-33.

Crowther, F., Andrews, D., & Conway, J. M. (2013). *Schoolwide Pedagogy: Vibrant new meaning for teachers and principals. Lessons from a successful school system.* Moorabbin, Victoria: Hawker Brownlow Education.

(2013) Special Edition: *Improving Schools, 16*(2).

Editorial: O'Neill, S. & Abawi, L. Metaphor, vision and schoolwide pedagogies, pp. 87-88.

Articles:

Abawi, L. School meaning systems: The symbiotic nature of culture and 'language-in-use', pp. 89-106.

O'Neill, S. Activating 'language for learning' through schoolwide pedagogy: The case of MacKillop School, pp. 107-118.

Geoghegan, D., O'Neill, S., & Petersen, S. Metalanguage: The 'teacher talk' of explicit literacy teaching in practice, pp. 119-129.

Abawi, L. Metaphor: Powerful imagery bringing learning and teaching to life, pp. 130-147.

O'Neill, S., Geoghegan, D., & Petersen, S. Raising the pedagogical bar: Teachers' co-construction of explicit teaching, pp. 148-158.

Abawi, L., & Oliver, M. Shared pedagogical understandings: Schoolwide inclusion practices supporting learner needs, pp. 159-174.

Conway, J., & Abawi, L. Creating enduring strength through commitment to schoolwide pedagogy, pp. 175-185.

Abawi, L., & Conway, J. M. (2013). Meaning-filled metaphors enabling schools to create enhanced learning cultures. In: *Metaphors for, in and of education research* (pp. 189-206). Newcastle Upon Tyne, UK: Cambridge Scholars Publishing.

Conway, J. M. (2014). Re-forming leadership at a whole-school level: Teacher leaders and their principal invoking reaction within and beyond their school. *Journal of Educational Leadership, Policy and Practice, 29*(2), 32-46.

Trimmer, K. (2014). Principals' voices via modelling? Issues of voice in quantitative studies and the use of complexity theory. In W. Midgley, A. Davies, M. Oliver, & P. Danaher. (Eds.), *Echoes: Ethics and issues of voice in education research* (pp. 197-209). Rotterdam: Sense Publishers.

(2015) Special Edition: *Leading & Managing, 21*(2).

Articles:

Petersen, S. Re-imaging teacher leaders leading school improvement: The untapped potential, pp. 1-28.

Conway, J. M. Sustainable leadership for sustainable school outcomes: Focusing on the capacity building of school leadership, pp. 29-45.

Bauman, C. A refreshing perspective on teacher leadership: How teacher leaders effectively combine the use of autonomy and collaboration to enhance school improvement, pp. 46-59.

O'Neill, S. (2015). School leadership and pedagogical reform: Building student capacity. In K. Beycioglu & P. Pashiardis (Eds.), *Multidimensional perspectives on principal leadership effectiveness* (pp. 103-131). Hershey, PA: IGI Global.

Conway, J. M., & Andrews, D. (2016). Leading with Moral Purpose: Teacher leadership in action. In G. Johnson, & N. Dempster (Eds.). *Leadership in Diverse Learning Contexts* (pp. 175-200). Dordrecht, The Netherlands: Springer.

Conway, J. M., & Andrews, D. (2016). A school wide approach to leading pedagogical enhancement: An Australian perspective. *Journal of Educational Change, 17*(1), 115-139

Andrews, D., & Abawi, L. (2017). Three-dimensional pedagogy: A new professionalism in educational contexts. *Improving Schools, 20*(1), 76-94.

Conway, J. M., Andrews, D., van Jaarsveld, L., & Bauman, C. (2017). Cross-cultural stories of practice from school leaders. In P. Miller (Ed.). *Cultures of Educational Leadership: Global and intercultural perspectives* (pp. 221-243). Dordrecht: Springer.

Andrews, D., Conway, J. M., & Smith, L. (2017). *Leadership of system-school alignment: Leading actioning of Schoolwide Pedagogy (SWP) for school improvement*, Research Report. Toowoomba, AU: University of Southern Queensland.

Abawi, L., Bauman-Buffone, C., Pineda-Báez, C., & Carter, S. (2018). The rhetoric and reality of leading the inclusive school: Socio-cultural reflections on lived experiences. *Education Sciences, 8*(2), 55.

Abawi, L., Carter, S., Andrews, D., & Conway, J. (2018). Inclusive schoolwide pedagogical principles: Cultural indicators in action. In O. Bernad Cavero & N. Llevot-Calvet (Eds), *New pedagogical challengers in the 21st century - Contributions of research in education* (pp. 33-55). London, UK: IntechOpen.

Pineda-Báez, C., Bauman, C., & Andrews, D. (2019). Empowering teacher leadership: A cross-country study, *International Journal of Leadership in Education.* Online. https://doi.org/10.1080/13603124.2018.1543804