Relationship-Based Leadership: Theory and Practice.

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28th September, 2015
Globally Education suffers from a number of problems.

• No real common code of practice or scaling,
• The plague of ‘good ideas’ rather than evidence-based practice,
• Most PD is ineffective, open to political manipulation.
• Teachers’ voice is heard more often than students,
• Culture is most often seen as customs and objects, rather than as a medium or sense-making processes,
• Leadership is often spoken about in terms of actions, or transforming leadership practices rather than in relation to student outcomes.
Freeing Ourselves

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This book draws together many previously published articles and book chapters produced by the author over the past 20 years of work in the field of indigenous education. However, rather than just being a compilation of a series of papers, this book is a record of the development of an indigenous approach towards large-scale, theory-based education reform that is now being implemented, in two different forms, in almost half of the secondary schools in New Zealand. Fundamental to this theorising is the understanding, identified by Paulo Freire over forty years ago, that answers to the conditions oppressed peoples find themselves in is not to be found in the language or understandings of the oppressors. Rather, it is to be found in those of the oppressed. This realisation has been confirmed by the examples in this book. The first is seen where it is identified how researching in Maori contexts needs to be conducted dialogically within the world view and understandings of Maori people. Secondly, dialogue in its widest sense is crucial for developing a means whereby Maori students are able to participate successfully in education.

The book details how researching the impact of colonization on his mother’s Maori family enabled the author to develop a means of researching within indigenous, Maori contexts. It then details how the lessons learnt here appealed as being a means by which the marginalization of Maori students in mainstream, public school classrooms could be re-theorised, and how schools and education systems could be reorganised so as to support indigenous students to be successful learners.
Relationship-Based Leadership: A Definition

• Relationship-Based Leadership is a means of forming caring and learning relationships and interacting discursively and (culturally) responsively with those for whose learning you are responsible.
Best Evidence Synthesis: Leadership

• Robinson et al, (2009) set out to find empirical studies that showed links between leadership and improved student outcomes.
• They found very few studies that matched this criteria.
• Those studies that match the criteria showed that most effective leadership actions were those whose actions were closest to classroom/students/families.
• “what [do] leaders need to know and do to support teachers in using the pedagogical practices that raise achievement and reduce disparities” (Robinson et al., 2007, p. 2).
We should see evidence of the following:

- **Goal**: Focus should be on improving target student’s participation and achievement
- Development of a **Pedagogy** of Relations to depth
- Development of supportive **Institutions** and Structures
- Development of distributed and instructional **Leadership**
- **Spread of** the reform to include others
- **Evidence** of the progress of the reform in the school
- **Evidence of Ownership**
<table>
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<tr>
<th>Key features of Leadership BES findings (Robinson et al., 2009)</th>
<th>Effective leadership of sustainable educational reform: (Bishop &amp; O’Sullivan, 2005; Bishop, O’Sullivan &amp; Berryman, 2010)</th>
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<td>- Establishing goals and expectations</td>
<td>- Establishes and develops specific measurable <strong>goals</strong> so that progress can be shown, monitored and acted upon</td>
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<td>- Planning, promoting and evaluating teaching and the curriculum</td>
<td>- Supports the development and implementation of new <strong>pedagogic</strong> relationships and interactions in the classroom</td>
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<td>- Promoting and participating in teacher learning and development</td>
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<td>- Using smart tools</td>
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<td>- Ensuring an orderly and supportive environment</td>
<td>- Changes the <strong>institution</strong>, its organisation and structures</td>
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<td>- Creating educationally powerful connections</td>
<td>- <strong>Spreads</strong> the reform to include staff, parents, community, reform developers and policy makers so that a new school culture is developed and embedded</td>
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<td>- Engaging in constructive problem talk</td>
<td>- Develops the capacity of people and systems to produce and use <strong>evidence</strong> of student progress to inform change</td>
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<td>- Resourcing strategically</td>
<td>- Promotes and ensures that the <strong>ownership</strong> of the reform shifts are within the school</td>
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Which raises the next key question.

*how do leaders support teachers in using effective pedagogical practices that raise achievement and reduce disparities?*
Relationship-Based Teaching and Leadership Profile.

• Part 1: *Creating* an extended-family context in classrooms and schools,

• Part 2: *Interacting* in ways that promote learning,

• Part 3: *Evaluating* progress by using student and teacher ‘voice’; “Know your impact”

- *Promoting* Anti-deficit thinking
- *Caring* for the children/teachers
- *Demonstrating* high expectations
- *Managing* learning effectively
- * Knowing* what needs to be learnt.
Part 2: Interacting within the Learning Context.

- *Using* evidence of current performance of students and teachers to determine future practice and actions
- *Interacting* discursively: P. FB. FF. Co.
- *Using* power-sharing strategies
Part 3: Evaluating student and teacher progress by using their ‘voice’; Know your impact (Hattie, 2014).

- What are you learning today?
- How well are you going?
- How do you know?
- What do you need to learn next?
Relationships and Discursive Interactions.
Scatterplot of the predicted probability of high Discursive Practice by Whanaungatanga

Figure 1 Scatterplot of the predicted probability of high Discursive Practice by Whanaungatanga
Figure 1: Scatterplot of the percentage of Engagement observed relative to the mean level of observed Whanaungatanga
Figure 1: Figure 2 Scatterplot of the predicted probability of high Engagement by Whanaungatanga
Story of two classrooms/schools.
Ma te Runga Rawa koutou, e tiaki, e manaaki.