

## CCEAM Abstracts

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Name	Paper #:	Paper Title:	Reference:
Professor Viviane Robinson	145.00	<i>Making a Difference to Student Outcomes: What Types of Leadership Make the Biggest Difference?</i>	NEW ZEALAND

*Making a Difference to Student Outcomes: What Types of Leadership Make the Biggest Difference?*

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*Despite the public and political expectations, the empirical evidence shows that the impact of school leaders on student outcomes is small and indirect (Hallinger & Heck, 1998). However, a different picture emerges when questions are asked about the impact of particular types of leadership. This paper reports the results of a meta-analysis which compared the impact on student outcomes of two different leadership theories and five different leadership dimensions. The comparison of the two theories - transformational and instructional - showed that the impact of instructional leadership was, on average, three to four times that of transformational leadership. Comparative analysis of the five leadership dimensions showed that school leaders' promotion of and participation in teacher learning and development had considerably stronger effects on student outcomes than four other broad sets of leadership practices (Robinson, Lloyd & Rowe, in press). This paper will describe the meta-analysis that produced these findings and then explore the reasons why instructional leadership, and the leadership of teacher learning in particular, has such powerful effects. The discussion will draw extensively on recent evaluations of teacher professional development in order to identify the particular qualities of professional development that produce positive benefits for the students of the participating teachers (Timperley & Alton-Lee, 2008). The paper concludes with analysis of the knowledge and skills that leaders need to select, design and lead effective teacher professional learning. Recommendations are also made for further research into the relationship between leadership and student outcomes.*

## Co-Authors