

DISTRIBUTIVE LEADERSHIP PROJECT; DISTRIBUTIVE LEADERSHIP LITERATURE REVIEW SUMMARY

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Reference	Key words	Description and context	Research methodology	Key findings	Implications for the Leadership Project
Dinham, (2005), Principal leadership for outstanding educational outcomes	Australia Leadership Principals Research Secondary education	Sites studied were identified to be achieving "outstanding" educational outcomes, based performance in standardized tests, public examinations; various value added measures and nominations. Sites were broadly representative and either: subject departments responsible for teaching certain subjects or teams responsible for cross-school programs in Yrs 7-10. Some schools had more than one site, e.g. Mathematics and Student Welfare.	Case studies on a total of 50 sites across NSW from 38 secondary schools to explore the role of Principals in producing outstanding education outcomes in Years 7-10 NSW government schools (p1)	<p>"Leadership was found to be a major factor in the achievement of outstanding educational outcomes."</p> <p>Leadership attributes and practices believed to contribute to outstanding educational outcomes are:</p> <ol style="list-style-type: none"> 1. Awareness and understanding of the wider environment, engaging with and a positive attitude towards change; 2. Innovation and action, experimenting and taking risks 3. High-level interpersonal skills and relationships, having respect and being liked; good communicators and listeners, providing prompt feedback and appropriately recognising followers. 4. Vision, expectations and a culture of success, having long term meaningful, and achievable goals and vision and preparedness to work towards achieving these; 5. Learning, responsibility & trust, valuing learning and funding staff development. 6. Student support, common purpose & collaboration. Strong student support/welfare policies & procedures. 7. Focus on learning & teaching, ensure environment is conducive to students experiencing success, academic, personal & social growth. Principals relentless in quest for enhanced student achievement. (Ref: p343-354 for more details on these attributes and practices.) 	Distributive leaders need to be reflective and look to enhance or develop attributes and practices for effective leadership in their faculty context and for the successful achievement of project outcomes
Elmore, (2000), Building a new structure for school leadership	School Leadership School Improvement Large scale school reform	The focus of this paper is: <ul style="list-style-type: none"> • public school leadership and • the demands standards-based accountability place upon leadership • Standards based reform for large scale improvement of instructional practice and student performance • how leadership impacts on this reform. 	Conceptual paper	<p>For large scale school improvement and to ensure that the complex tasks of schools are addressed it is imperative that leadership and knowledge are distributed.</p> <p>The varying competencies of individuals across the school need to be organised so that expertise can be harnessed and designed to complement the available competencies</p> <p>Distributed leadership ensures that the skills and knowledge of individuals are appropriately utilized.</p> <p>Distributing leadership "fosters high levels of commitment and satisfaction." (Rowan 1990, p373), (cited on p16)</p> <p>It is the distribution of knowledge required for large scale improvement that creates the imperative for the development of models of distributed leadership.</p> <p>The distribution of leadership responsibilities should align to the expertise of individuals.</p>	<p>Distributing leadership ensures the knowledge, skills and competencies of all are utilised to the advantage of the school</p> <p>By distributing leadership the numerous complex tasks involved in large scale school reform are more likely to be expertly</p>

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				Creating a model of distributed leadership requires: 1) establishing protocols for the activity; and 2) determining how leaders will share responsibility	accomplished in a more efficient timeframe.
Harris & Muijs, (2002), Teacher leadership: A review of research Note: very concise overview of the research in the area, Very good briefing article for a broad overview.	Teacher leadership, School effectiveness Teacher effectiveness School Improvement School education	A review of research literature to: • interrogate international research relating to teacher leadership • Identify definitions and interpretations of the term 'teacher leadership' • explore teacher leadership and school/classroom improvement research • investigate the barriers to teacher leadership • consider how teacher leadership can be enhanced or developed • identify areas for future research and development (p2 of 30)	Literature Review	Distributed leadership has positive impact on student outcomes research suggesting: • gains in student learning and achievement Wong (1996). “ “Student outcomes are more likely to improve where leadership sources are distributed throughout the school community. (Silns & Mulford, 2002)” (p9 / 30) Teacher’s participation in decision making is positively related to school effectiveness (Taylor and Bogotch, 1994; Rosenholz, 1985; Sickler, 1988) School improvement is more likely to occur when leadership is distributed and when teachers have a vested interest in the development of the school” (Gronn, 2000) “The clear message from the literature is that school improvement is more likely to occur when leadership is distributed and when teachers have a vested interest in the development of the school (Gronn, 2000; Jackson, 2002).” P 15 / 30	Distributing leadership activity to teachers has a positive influence on: • Student learning outcomes • school effectiveness • school improvement • their ability to innovate in the classroom
MacBeath, (2005), Leadership as distributed: A matter of practice	Distributed leadership Distributive leadership	This study was conducted in schools in three English local authorities with head teachers & teachers in the 11 participating schools ¹ . Data was gathered initially with formal leaders with what 'distributed leadership' meant to them & how it matched their theory in action. To explore these connections semi-structured	Research paper of study conducted to explore what distributed leadership looked like in practice	“Distributing leadership is premised on trust.” (p353) “Distribution also implied teachers’ mutual acceptance of one another’s leadership potential. “ (p353) “Such potential, however, relied in turn on the self-confidence and self-esteem which would allow someone to see herself/himself as leading others.” (p353) “Headteachers professed their need to be in control, on the ready to intervene and to meet the expectation that they will exert their authority to solve problems and make life easier for their staff, as well as other stakeholders. Heads admit to the anxiety of not being in charge and they worry about too much surprise.” (p354) “Some heads admit that the dependency of others on them can reinforce feelings of being in control, enjoying an authority and identity that is respected. The exercise of	The buy in of positional leaders to the concept of distributed leadership is imperative otherwise unnecessary blocks may be encountered Opportunistic distribution of

¹ 11 schools (four secondary, two middle school, three primary and two junior/infant) within three Eastern Region local authorities (Essex, Suffolk and Hertfordshire). The schools, which were located in both urban and rural settings, were purposively chosen, based on recommendations from their local authorities, as schools which exemplified distributed leadership and/or were interested in becoming more distributive in their practice.

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		<p>interviews were conducted, followed by a day shadowing heads and noting what they did. Subsequent data was collected from questionnaires, shadowing and workshops with representatives from the schools, 6 models of distribution were derived. In the final stages of the project these were tested with teachers and head teachers & further refined.</p>		<p>too much independence on the part of others may undermine that human need to be needed.” (p354)</p> <p>“Distribution clearly implies an ability to relinquish one’s role as ultimate decisionmaker, trusting others to make the right decisions. A belief in the potential and authority of others, listening with the intent to understand, negotiation and persuasion are the levers that allow trust to gain a foothold and leadership to be assumed and shared. this means having information, advice and support.” (355)</p> <p>Distributed leadership is a developing process which can be:</p> <p>Formally distributed: hierarchical in nature through designated roles/job description, Pragmatically distributed: through necessity/ often ad hoc delegation of workload, leadership decisions about informed by a knowledge of staff and individual capacity. Strategically distributed: focused on long term goals and planned appointment of leaders implies a process of top down delegation. Incrementally distributed: distinctive purpose is sponsored growth essentially focused on professional development of people who have proven their ability. Opportunistically distributed: leadership “is taken rather than given” (p361); “assumed rather than conferred”; “opportunistic rather than planned”(p361). Capable people willingly extend their leadership roles. Culturally distributed: People exercise initiative spontaneously and collaboratively, with no necessary identification of leaders or followers, leadership is a “community of people working together to a common end” (p362).</p>	<p>leadership more in line with distributive leadership.</p>
<p>Spillane, J.P. (2006), Distributed Leadership</p>	<p>Distributed leadership Leadership practice Effective leadership</p>	<p>Underpinned by the DLS 5yr longitudinal study in elementary schools in Chicago (reported in Spillane & Camburn, 2006). This study was designed to:</p> <ul style="list-style-type: none"> • explore and understand leadership as a practice of instructional improvement in mathematics, science, and literacy, and • examine the relations between leadership practice and teachers' classroom work. 	<p>Construct a theoretical framework that is grounded in the day-to-day practice of leadership, thereby increasing the relevance of this conceptual framework to practice.</p>	<p>School leadership <i>practice</i> is <i>distributed</i> in the interactions of school <i>leaders</i>, <i>followers</i>, and their <i>situation</i></p> <p>Distributed leadership is first and foremost about leadership practice rather than leaders, leadership roles, or leadership functions. “While knowing what leaders do is important knowing how they do it is also essential”. (p5)</p> <p>Findings illustrate that most leadership functions and activities involve multiple leaders. “Leadership can occur without evidence of its outcome.” (p5)</p> <p>Leaders act, within a situation that is partly determined by the interdependent actions of others – it is in these actions that leadership practice evolves. From a distributed perspective, aspects of the situation such as organizational routines also contribute to defining the practice.</p> <p>Leadership is a system of interacting practices that is collective more than the sum of the individual actions of leaders.</p> <p>Leadership is imperative in 7 critical areas- instruction, culture, management, human</p>	<p>Identify what the key leadership activities are and who’s responsible for them. The critical issue is <i>how</i> these are distributed over leaders, followers, and their situation.</p>

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				<p>resources, strategic planning, external development & micropolitics.</p> <p>Co-leadership relies on the leaders having shared values, aspirations & goals</p> <p>Effective Leadership is perceived by followers in terms of the leaders:</p> <ul style="list-style-type: none"> • Human capital - knowledge, skills and expertise, • Cultural capital – interactive styles that are valued in particular contexts, • Social capital – a person’s networks or connections and the prevalence of norms such as trust, collaboration and a sense of obligation • Economic capital – money and other material resources including books, computers 	
Spillane & Camburn, (2006), <i>The Practice of Leading and Managing: The Distribution of Responsibility for Leadership and Management in the Schoolhouse</i>	<p>Leading and managing</p> <p>Distributed leadership</p> <p>School education</p>	<p>The Distributed Leadership Studies (DLS) project – was a mixed methods study of 12 Chicago elementary schools. Data was collected using</p> <ul style="list-style-type: none"> - observations, - structured & semi-structured interviews, - videotapes of leadership practice,² - social network surveys, and - leader logs. <p>The National Institute for School Leadership (NISL) Project was mixed method study conducted in a mid-sized urban school district in Southeastern United States. Baseline data was collected from school principals & 2400 school personnel including teachers in 52</p>	<p>Draws on data from:</p> <p>1. The DLS project -a 5yr longitudinal study of elementary school leadership.</p> <p>2 An evaluation of the NISL - a longitudinal study designed to evaluate the NISL leadership development program</p>	<p>The distributed perspective involves two aspects:</p> <ul style="list-style-type: none"> • the leader-plus aspect – recognising that school leadership involves multiple individuals, positional leaders, and others without such positions. • The practice aspect - leadership <i>practice</i> is a product and takes shape in the interactions of <i>leaders</i>, <i>followers</i>, and their <i>situations</i>. The distributed perspective defines leadership practice in regard to the interactions of people and their situations. <p>Organisational routines and formally designated positions, frame and shape leadership practice.</p> <p>Data collected in the study of school principals' activities (via the ESM) indicated that:</p> <ul style="list-style-type: none"> • on average almost one-third of the school principal's workday, they were participating in an activity where someone else was the leader and the individuals they identified as the leaders included classroom teachers, other professional staff, subject area specialists, teacher leaders, and assistant principals. • School principals co-lead almost half (48%) of the activities they were leading. classroom teachers most frequently their co-leaders. (p9 & 10 of 14) <p>Analysis of how school principals spend their day suggests that the actual work of leading & managing involves multiple others. More striking is that individuals with no formal leadership tend to lead over ¼ of all activities school principals reported participating in but not leading.</p> <p>The extent to which principals co-performed an activity with someone else Vs</p>	<p>The distribution of responsibility for leading and managing should ensure that the individual's experience and expertise are commensurate with the needs of the leadership function or routine</p>

² Leadership events observed included meetings PD workshops, observing teaching practices & events where leaders discussed subject matter

³ ESM is a technique in which principals are beeped at random intervals throughout the school day alerting them to fill out a brief questionnaire programmed on a handheld computer (PDA). Among other things, principals reported on where they were, what they were working on, whether they were leading or co-leading the activity, and with whom they were co-leading – administrators, teacher leader, specialists, teachers, etc. If they were not leading the activity, school principals reported on who was leading. The ESM log captures behaviour as it occurs within a natural setting.

⁴ In the SSQ School staff indicated the specific leadership roles they fulfill in the school as well as the percentage of their time that is assigned to this role.

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		<p>schools – elementary, middle, high, and special schools.</p> <p>The data from 2 tools: Experience sampling method (ESM)³ school principal log, and school staff questionnaire (SSQ⁴). was included in this analysis</p>		performing the activity on their own depended on the type of activity	
<p>Spillane, Halverson, & Diamond, (2001), Investigating school leadership practice: A distributed perspective</p> <p>http://www.ses.p.northwestern.edu/dls/project/s/</p>	<p>School improvement</p> <p>Educational leadership</p> <p>Distributed leadership</p> <p>School education</p>	<p>Examined the practice of school leadership in working to improve mathematics, science, and literacy instruction.</p> <p>This research identified the tasks, people, actions, and interactions of school leadership as they unfolded in the daily life of schools.</p> <p>The research involved:</p> <ul style="list-style-type: none"> • in-depth observations and interviews with formal and informal leaders and classroom teachers • a social network analysis of the schools in the Chicago metropolitan area. 	4-year longitudinal study, analysing leadership practice in urban elementary schools in Chicago	<p>Distributed leadership is grounded in activity rather than position or role; it is concerned with how leadership practice is distributed among positional and informal leaders.</p> <p>Functions essential for educational leadership:</p> <ul style="list-style-type: none"> • constructing and selling a vision; • building norms of trust, • collaboration and academic press; • supporting teacher development and • monitoring instructions and innovation. (Firestone & Corbett, 1988; Heller & Firestone, 1995; Purley & Smith, 1983; Sheppard, 1996).” (p24) <p>Research suggests that the execution of leadership tasks is often distributed among multiple leaders. Leadership responsibility is distributed among people in different roles according to their areas of expertise rather than neatly divided among them.</p> <p>Structures that support communication and information sharing are necessary.</p> <p>Organisational arrangements are essential for distributing leadership practice.</p> <p>Leadership is a product of the interactions of leaders, followers, situation and tools</p>	<p>Distributive leaders can work separately but interdependently in pursuit of a common goal.</p> <p>Strategies to address the functions essential for educational leadership should be considered in the development of the action plan.</p> <p>The expertise of others should be utilised to achieve the project goals</p>
<p>Spillane, Halverson, & Diamond, (2004), Towards a theory of leadership practice: A distributed perspective</p>	Distributive leadership	<p>Goal of the paper is to develop a conceptual framework for investigating leadership practice from a distributed leadership perspective</p>	Conceptual	<p>Leadership activity is distributed in the interaction of leaders, followers, and their situation; and is related predominantly to the distribution of practice.</p> <p>Situation is a significant factor underpinning and resultant of leadership activity. Aspects of the situation facilitate <i>or</i> limit leadership activity.</p> <p>Leaders’ work is impacted on by a range of artifacts. These artifacts range from <i>tools</i>, such as memos, meeting agendas, computer & policies to more abstract things such as workday schedules. A distributed perspective on leadership seeks to identify the artifacts that are relevant to leadership practice and differentiate the way that these characterize and are characterized by leadership activity.</p>	<p>Examination and reflection of day-to-day leadership practice will enable better awareness and understanding of the strategies and needs for leadership development.</p>