



An Australian model of successful school leadership

Moving from success to sustainability

An Australian
model

Lawrie Drysdale, Helen Goode and David Gurr
The University of Melbourne, Melbourne, Australia

697

Abstract

Purpose – This paper seeks to demonstrate how the principal was instrumental in turning around an underperforming school by using a leadership style that modelled appropriate behaviour, and which was consultative, conciliatory, inspirational and empathetic, through having a clearly articulated whole-child-focused educational philosophy, by building relationships and developing staff, and through displaying a range of appropriate personal qualities such as integrity, high energy, sensitivity, enthusiasm, and persistence.

Design/methodology/approach – This was a multiple-perspective, observational case study that included individual and group interviews with the principal, staff, parents and students, and involved shadowing the principal for a total of three days.

Findings – The four themes found in the original study remained important. In addition, the leadership of the assistant principal, and increasingly that of teachers working in teams, were important for success. During the study it became obvious that to move the school from a good school to a great school would likely require a different approach to leadership, changes to school direction, and new improvement strategies. The principal indicated that she was not able to do this and it was time for a new principal to take on this challenge.

Originality/value – This is part of a larger study that is revisiting case studies of successful principals to explore sustainability of successful school leadership and successful schools.

Keywords Schools, Leadership, Principals, Australia

Paper type Case study

Introduction

This paper reports the finding from a longitudinal case study of successful school principalship. All three authors of this paper were involved in the initial study in 2004 and the follow-up study in 2008. The paper outlines the findings from the original investigation and describes the changes and outcomes since the initial study. It shows how the principal was able to sustain success despite new challenges and this success relied on leadership broadly conceived.

Background

This paper describes a Victorian observational case study that is part of the International Successful School Principalship Project (ISSPP), which is the subject of this special issue of the *Journal of Educational Administration*. Having conducted more than 80 case studies, the project is now moving into a phase where the researchers are returning to many of the original case study principals to see whether success has been sustained and the factors that have led to the current level of success. The special issue of the *Journal of Educational Administration* from 2005 provides summary chapters of case studies from the seven original countries (Day, 2005; Gurr *et al.*, 2005; Höög *et al.*,



2005; Jacobson *et al.*, 2005; Møller *et al.*, 2005; Wong, 2005) and a synthesis chapter (Leithwood, 2005). The reader can refer to Gurr *et al.* (2005) for information about the original Australian case studies and the contribution of the principal of this article to our understanding of successful school leadership as described in Gurr and Drysdale (2007), and Gurr *et al.* (2006; see discussion and Figure 1).

Findings from the ISSPP

There have been several important reviews of successful school leadership conducted in recent years (see, for example Leithwood *et al.*, 2006; Leithwood and Riehl, 2003, 2005; Leithwood *et al.*, 2004; Robinson, 2007). Arising from these reviews there is consensus about the core aspects of successful school leadership. For Leithwood *et al.* (2006) successful school leadership involves:

- building vision and setting direction;
- understanding and developing people;
- redesigning the organisation; and
- managing the teaching and learning program.

During the time of these reviews, the ISSPP was collecting and reporting on case studies of successful principals. The ISSP is important because it adds to this basic understanding of successful school leadership. For example, Leithwood and Day (2007a, b, p. 189) found evidence for additional principal leadership practices that include: ensuring there is a safe environment; having clearly articulated core values (the strength and clarity of these values was a standout feature of all of the Australian principals and especially Jan Shrimpton who we focus on in this article); constructed context-sensitive improvement plans; established trust; ensured they were visible in the school; indirectly influenced the instructional program; and, working with the broader context through the building of productive coalitions.

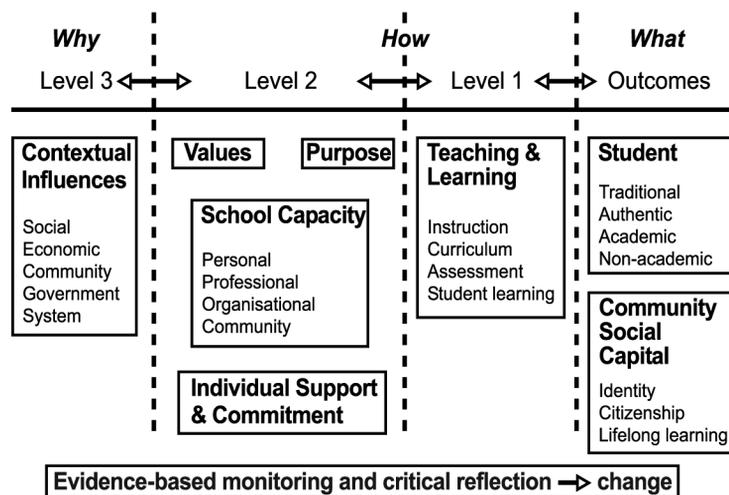


Figure 1.
Australian model of
successful principal
leadership

Gurr *et al.* (2006) constructed a model derived from the 14 Australian case studies (nine Victorian and five Tasmanian), which is presented in Figure 1. In this model, principals exert an influence on student outcomes (broadly conceived) through a focus on teaching and learning which is driven by their own values and vision, an agreed school vision, elements of transformational leadership, and increasing school capacity, across four dimensions (personal, professional, organisational, and community), taking into account and working within the school context, and using evidence-based monitoring, and critical reflection to lead to change and transformation.

This model provides several conceptual frameworks to allow principals to locate their work. It indicates that they can impact both directly and indirectly on student learning, but that mostly the impact is indirect. All the areas of principal leadership highlighted in this paper are either explicitly mentioned or implied. An interesting aspect of this model is that it can be applied to those school personnel holding other leadership positions, especially those in coordinating roles. For example, there are 16 elements that describe the school capacity section, and these are relevant for anyone who has a supervisory role – if a school leader wants to exercise leadership, an important aspect is helping to develop these capacities in those that the school leader works with.

The case study described in this paper takes one of the original Victorian schools, considers the extent to which success has been sustained and then, through multiple-perspective interviews and shadowing of the principal, it considers the role of leadership in sustaining success.

Methodology

In this case study, three researchers were involved with the school over a three-week period, spending approximately ten days in the school conducting interviews, collecting appropriate documents, and observing the practice of the school principal and the life of the school. The main methods used to collect data were:

- individual interviews with the principal (two interviews), assistant principal, curriculum coordinator, six other teachers (two previously interviewed, two long-serving at the school, one experienced teacher recently appointed to the school, one newly qualified teacher recently appointed to the school), school council president, and school council parent member,
- group interviews with parents (two groups of 5-8) and students (two groups of 5-8);
- observation of the work of the school principal and aspects of the life of the school; and
- collection of documents to confirm the success of the school and to inform the observational and interview data.

Individual and group interviews used a semi-structured interview schedule focused on three broad questions:

- (1) Can you tell me about the changes to the school that have occurred since we were previously at the school?
- (2) Can you tell me about how your leadership (the principal's leadership) has developed over this time?

- (3) The evidence presented to us indicates that the school has remained successful. To what do you attribute this?

Observation of key school events (leadership team meetings, staff assemblies, whole-school assemblies, sport activities, classrooms in action, etc) were used to verify views expressed in the interviews about the principal's leadership behaviour, and the relationships, processes and practices of the school. Events observed were chosen by the researchers in consultation with the principal and the other interviewees. Depending on the event, one or more researchers were involved and events video taped. The researchers used field notes and a reflective journal to record observations and responses to events. Debriefing amongst the researchers and/or with the principal occurred at the end of each observation day.

In addition to interview and observational data, relevant documents were collected such as school development plans, school prospectuses, school review reports, newsletters and examples of media coverage. These sources were used to contextualise the empirical data and to enhance trustworthiness.

Findings

School profile

Morang South Primary School is a co-educational government primary school that was first established as a rural school in 1877. It is situated some 23 kilometres north of the central business district of Melbourne. The school caters for children from Preparatory Year to Year 6 with an age range between 5 to 12 years. The school moved to a new site in 1996 to cope with anticipated enrolment increases from the rapidly developing surrounding suburbs. At the time of the initial study the school enrolment had grown from 322 in 1999 to 583 in 2004, and there were 52 staff, including 36 teachers and various support staff.

Principal profile

The Principal, Jan Shrimpton, worked in Victorian government schools for 40 years and was a principal for 17 years. She first took up the role of principal in 1990, and in 1993 successfully initiated and then merged two primary schools. She remained principal at the merged school until term three in 1998 when she was seconded as a Senior Education Officer in the Northern Regional Office of the Victorian Department of Education and Training. At the request of the Regional Director she took up an acting principal position at Morang South Primary School in term four of that year. When the position was advertised the following year, she applied, was successful, and was in the substantive position until her retirement in term 2 of 2008.

Background: previous findings

The initial case study was conducted in 2004. The school was identified as a turn-around school as a result of a systemic school review conducted in 2003 (each Victorian government school is currently required to undergo self-assessment and independent verification every four years, and previously every three years; see Gurr, 2007b). Prior to Jan's appointment in late 1999, the school had experienced a considerable decline in performance, especially between 1995 and 1999. Evidence of the school's performance was noted in the *Triennial School Review* (1997, p. 6):

The analysis of student learning at Morang South highlights that many children are working below the expected Curriculum and Standards Framework levels in English and Mathematics.

A further decline in performance between 1997 and 1998 was noted in the 2000 *Triennial School Review*. A major reason for the poor results was explained by the poor school culture that had developed, with this most obvious in conflict between the principal, teachers and parents. Much of the conflict was attributed to the school's move to a new site and the then principal's management style.

From the time Jan was appointed principal in late 1999, the school's performance improved on a number of measures. The *Triennial School Review* (2000, p. 2) showed that:

It is evident that the school has made a significant recovery since 1998 and the new leadership team is well placed to tackle the curriculum issues that the school must address over the next Charter period.

During our study we found evidence of improved student performance in Mathematics and English, staff opinion, parent opinion, resource management, school image, and principal reputation and esteem among peers and the school community. This was supported by findings in the *School Review Report* (2003, p. 2):

Morang South Primary Schools is to be congratulated on continuing its improvement over the triennium. The school provides a stimulating and dynamic curriculum that successfully caters for the needs of the school community. Improvement in all aspects of the school is commendable.

The school identified its success on a range of criteria. In addition to improved performance in literacy and numeracy the school noted: development of a clearly defined philosophy; collaborative, happy, committed staff; positive and rich learning environment for the children; community support; and a sound reputation in the community.

The main reason for success was reported to be the principal's positive contribution. She described her greatest achievement as having the whole community working with her. From our analysis of the data we identified four core themes that appeared to account for her success – leadership style, personal philosophy and values, building relationships and personal characteristics. In terms of her leadership style she was described as a positive role model, inspirational, and empathetic. Her style was consultative and conciliatory. Her personal philosophy was centred on the whole child and not just academic results:

I have had a long and enduring commitment to all children receiving the best possible range of educational experiences, opportunities to succeed and to reaching their full potential (Principal, 2004).

She had introduced the notion of the school moving from a "rules based" approach to a "values based" approach. Building positive relationships was a corner stone of her approach to improving teacher morale and commitment, and establishing community support. Her personal characteristics included integrity, high energy, sensitivity, enthusiasm, and persistence:

There is nothing you cannot achieve and fix if you are persistent, consistent and tenacious (Principal, 2004).

Changes since the last visit

During our return visit in 2008 we were interested to see what changes had occurred and to what extent the school was able to sustain its performance. The following changes were noted:

- The school enrolment had declined from a high of 611 students in 2005 to 500 students in 2008. This resulted in the need to reduce staff through transfer, retirement or non-renewal of those teachers on yearly contracts (in Victorian government schools the majority of teachers are employed on a tenured basis, but all schools will have some teachers employed on one-year contracts to cater for permanent staff, leave, fluctuations in enrolments, curriculum needs and so forth). Changes in enrolments were largely due to the establishment of two new schools in the area designed to cope with the project growth in population in this rapidly expanding outer fringe of Melbourne).
- The staff profile showed an older staff as many of the younger teachers had moved for promotion, or their contract had not been renewed because of a decline in student enrolments.
- The school demographics was said to have changed to the point that behavioural problems were more pronounced due to more students coming from challenging family backgrounds.
- Major Education Department initiatives imposed on the school included implementing a new curriculum framework, new assessment and reporting practices, and greater accountability procedures, and these had put increased pressure on staff and school resources.
- At the time of the research the principal announced her retirement after ten years as principal; Jan retired in term 2 of 2008 and her assistant principal, Julie, was successful in gaining the principalship.

Ability to maintain or improve performance

In the four years since the initial research there was sufficient evidence to indicate that the school had maintained its overall performance. The 2007 *School Review Report* (2007, p. 4) noted in the executive summary:

It is a good, successful school which aims to consistently provide high quality education and continuously improve.

The report listed successful attributes as a strong sense of purpose and community, high level of collegiality, strong leadership, and quality professional learning. It congratulated the school on its initiatives to improve student outcomes and improve the quality of school life through a focus on learning, social competencies, student leadership, citizenship, student well-being, values development, and extra curricular activities.

School data across a range of areas supported this view. The *School Level Report* (assembled centrally from data supplied by all government schools) showed that literary results in the early years (Prep to Year 2) remained well above state benchmarks, and results for English and Mathematics in the statewide testing program (AIM) in Year 3 and Year 5 showed a slight upward trend with results at or above the state average. Student absence rates remained high but showed improvement, and parent opinion of key aspects of the school had improved on

most items, although general satisfaction showed a slight decline. One area where results were not sustained was staff opinion as this declined in most variables but remained at very high levels nevertheless, declining from the 90th to the 70th percentile compared to other primary schools. Two areas that teachers were concerned about were student behaviour and student motivation. However, there were data that indicated some very positive improvement with, for example, the 2008 records showing a decline in incidents with serious consequences from 481 in 2004 to 26 in 2007.

Reason for sustainability

The interview and observational data collected from the return visit showed that the same four themes had emerged – leadership style, personal characteristics, relationship building, and personal philosophy and values. The interviews and observations provided greater clarity concerning the interventions and approaches used by the Jan to improve school performance. Her focus on staff, parents and students remained central to how she worked.

Leadership style. Jan noted that her style had not changed, although while she said she had not lost any of her patience, she had had to be tougher on some occasions. She described herself as not being afraid to address issues head-on, whilst remaining cognisant of the welfare of all involved:

I will be tough if I need to be but I always try for a win/win (Principal).

She was observed to be influential and purposeful. Her style was open and invitational rather than confrontational. As one experienced teacher remarked:

Even if you have done the wrong thing you feel like you are being congratulated (Experienced Teacher).

Her approach to decision making was described as “collaborative”, “democratic” and “consultative”. Key decisions were discussed in forums where issues could be openly raised by staff. Jan and her assistant principal Julie worked as a team. Julie had been selected to the position because she was perceived to have complementary skills. Jan was the communicator who was able to articulate the vision and build relationships. Julie was the curriculum leader whose expertise was in teaching and learning. Indeed, the revisit confirmed that the success of the school relied on both Jan and Julie, and increasingly on teachers involved in leadership teams.

Jan had developed a structure that promoted professional learning teams at each level, and she had empowered the teams to set their own goals and try new approaches:

We don't interfere with staff once they run with an idea (Principal).

Teachers were encouraged to be leaders at every level and both individuals and teams were expected to be accountable for their performance. Interestingly, while she empowered staff she was also a “hands on” leader. She frequently visited classrooms and provided support where possible. This type of support was described by the LOTE (Languages Other Than English) teacher who had recently requested a return to the classroom:

Last year to make the transition a smooth one she gave me planning time with the Year 5/6 team, provided me with opportunities to attend professional development, a general ‘Hi how are you going?’, and coming into my classroom to see how I am going, and giving me confidence to do a better job. The whole Year 5/6 team has been supportive.

Personal characteristics. Jan displayed a range of personal characteristics. A key characteristic was a strong sense of purpose and persistence. She outlined that it had taken her five years to turn the school around and that it was important not to let go of the momentum. She spoke about how it was being alert to events and stepping in before events escalated: I try to avoid going into damage control (Principal).

Jan had a positive self-image: I see myself as a successful leader (Principal). Her success was based on teacher and community support and trust of the children. She was able to bring the community together and maintain the momentum. Her positive view was regarded by teachers as a role model to others that helped create confidence and a positive school climate. She also had numerous personal qualities that were admired and respected by staff. She was described as friendly and upbeat, creating good vibes, very loud and very funny, compassionate yet tough also. She was vigilant, self-contained as a person yet very open and a good listener. As one teacher said:

With Jan you can walk into her office and say anything that is on your mind -personal or work.

Finally she was seen as being an excellent communicator, totally trustworthy, diplomatic, and supportive.

Personal philosophy. Over the ten years as principal at the school, Jan's philosophy remained the same. She felt it was important to work holistically. For example, while literacy and numeracy were important, so were the Arts, social competency, and tolerance of others. Her aim was to bring together the resources to create a community of life-long learners, rather than striving to being the top school in the state:

The Educational Department focuses too much on literacy and numeracy, yet we know we do well by our students who do well at secondary school (Principal).

The Year 6 teacher reflected that Jan saw her work as a vocation rather than a career:

She works well and gets something positive out of even the most difficult student, parent or situation.

Another teacher outlined the philosophy by commenting that the school did not have the best student outcomes data, but the kids were motivated and happy. and parents saw the school as successful and a happy place. Jan strongly believed that schools were for kids and this was demonstrated by her recruitment philosophy:

We recruit for attitude. First of all they must be passionate about teaching, love kids, and want to be part of a team. Then skills come second (Principal).

Relationship building. Jan was able to build relationships with a wide range of individuals and groups. She had demonstrated her capacity to do this when she turned the school environment around from one that was caustic with everyone fighting, to a harmonious and friendly atmosphere. She was able to reach out to the community and establish trust and confidence in the school. She talked about building community through the use of open door policies, lots of meetings with parents, encouraging teachers to invite parents in the classroom, providing parenting programs and acknowledging parents' good work.

She was able to effectively manage staff. For example, if she had to move a staff member from the school she tried to ensure that both the school and the teacher were both satisfied. Relief teachers provided feedback that they saw Jan as very welcoming and they preferred to teach in this school more than any other school. She empowered

young teachers and provided them with quality professional learning and leadership opportunities. Jan was very supportive of her staff and gave an example of a direct intervention with a staff member:

A young, excellent teacher wanted to be friends with the students but who seemed to be heading for disaster...I sat down with her and was very directive about what she had to do...in her second year I set her up in a team teaching situation. . .she is now one of our best teachers.

Above all she established trust:

When I was acting principal last term I felt comfortable in the role and Jan trusted me to do this (Assistant Principal).

She was approachable and students, teachers and parents felt they were welcomed to speak to her any time.

Interventions. As a leader Jan introduced a range of interventions that impacted directly on individuals and groups, and indirectly through programs and processes.

Key programs that made a positive impact included programs such as “Quality in Schools”, “Restorative Practices”, developing social competencies, and a clear code of conduct that emphasised communication rather than sanctions. The values program was particularly effective with specific values used consistently during the school day. One example observed was a small group of boys who had been in conflict in the school grounds and called to Jan’s office. Her conversation with them began by referring to the school values.

Each class had also established its own code of conduct with their own rules and consequences.

Another positive intervention was the responsibility that was given to students. For example, students staffed the front office at recess, took telephone calls and passed on messages. During one visit, one of the students came into the staffroom at lunchtime to remind Jan she was on yard duty!

There were also interventions that were smaller scale, but nevertheless had a positive impact. For example, Jan acquired two King Charles Cavalier spaniel dogs, one belonging to Jan, and one to another teacher. These were school dogs, with one living in Jan’s office and the other in a teacher’s classroom during the school day. These dogs had had a positive impact in a number of ways. For example, they had a calming effect on distressed or badly behaved students, particularly Jan’s dog Clipper who sat in a basket in her office; they provided support for students who had difficulty mixing, as they were able to come to the office during breaks, put the dog on a lead and take him into the yard.

A number of extracurricular activities had been introduced. One of these was a choir. This was open to all students, regardless of whether or not they could sing. Jan trained this group each week. They performed regularly at a local old people’s home.

Discussion

The school was able to maintain its overall performance and the principal’s leadership continued to be a major driving force. The impact of her contribution was do with who she was – her personal characteristics, her leadership style and her personal philosophy and values that helped shape the culture of the school. Most particularly she had the ability to build strong and sound relationships with a wide audience. She was effective because she was able to model behaviour and act with integrity.

But it was not only who she was, but what she did and how she did it. Her interventions included those identified in the literature (e.g. Leithwood and Day, 2007b) such as building trust, making it a safe and secure place to work, building a positive school culture and providing opportunities for quality professional learning. She built appropriate structures that encouraged learning teams and built important connections and alliances within the community that helped provide support and resources for the school. Jan's leadership was identified as helping the school sustain its current level of performance and promote continuous improvement.

Conceptual model

Jan's leadership was consistent with the conceptual framework of Figure 1. In terms of outcomes Jan placed equal emphasis on authentic outcomes such as social competencies, citizenship, and instilling in students a love of learning. She placed great emphasis on capacity building in areas such as professional learning, professional learning teams, acknowledging the individual talents of teachers. There was a continuous effort to engage the community and enhance the reputation of the school. She attempted to develop a distributed leadership model by encouraging professional learning teams, and she relied greatly on the curriculum knowledge and program implementation skills of her assistant principal. Jan and Julie had complementary skills. Jan noted that she did not have the curriculum knowledge necessary to make interventions in the classroom: Julie was seen as the curriculum leader and expert who had the capacity to make the necessary interventions. Jan's priority was people. She was best able to build a sense of community and cohesion. Julie as the curriculum leader encouraged and developed the staff by exposing them to the latest teaching and learning methods and techniques. Jan's mantra was to raise standards, and in Julie, she had the person with the teaching and learning skills to fulfil this.

From good to great

Jan's leadership was identified as helping the school sustain its current level of performance and promote continuous improvement. This was established by the multiple perspective interviews and analysis of performance data. The findings re-enforced the role of the principal in maintaining sustainable performance. However, we also wondered why the school had not gone to the next step in performance. Despite the ability of the school to maintain its current performance, results had plateaued. The school described itself as a "good" but not a 'great' school. We had investigated how Jan had turned around the performance of the school and how she was able to maintain its performance over time. Given the context and challenges this was an admirable achievement. However, the questions remains – Why had the school not succeeded in raising performance to the next level? Perhaps Jan's belief in focussing on a holistic approach to learning rather than being driven only by literacy and numeracy results contributed to this. She agreed that her philosophy was at odds with the current government emphases on schools focusing strongly on improving literacy and numeracy outcomes. For Jan it was therefore time for her to "move on", as she was not the person to drive that improvement. She explained this by discussing a nearby school where, whilst the results had dramatically improved, the principal "had dragged staff kicking and screaming" to achieve these results. It was something that she would never do though as it conflicted with her emphasis on working with staff, parents and students in a

supportive and caring way to develop the whole child, rather than to just be results-focused.

The observational data largely confirmed what was found in the interview data but added another dimension and layer of analysis. The observations suggested that the school had developed a “country club” feel about it, a culture where older teachers were content to stay because of this. An example of what might be termed complacency or contentment was when teachers were observed taking their time in returning to class from the staff room after morning, lunch and afternoon breaks. Some teachers were observed to be in the staff room before the first session, remain there until the bell rang, and then wander to class with a cup of coffee. This was obviously a good place to work, but it seemed that teachers had perhaps become too comfortable. There was almost a feeling that staff were supported too much.

To move the school’s performance to a higher level it seems likely that a new approach to leadership, combined with new improvement strategies will be needed. With the inability to recruit new teachers because of a decline in enrolments, Jan had commented that she had found it difficult to get the older teachers to take on new leadership roles and accept greater responsibility. They were happy to remain in their current roles and they were reluctant to step-up for new challenges, and Jan did not appear to have the leadership skills needed to address this.

On announcing her retirement she said that it was time for the school to move in a new direction, and that she recognised that she had taken them as far as she could. It was time for a new leader to challenge and build on the current success and move the school to a new level. This case study showed how success had been sustained through the contribution of a dedicated and skilful principal, ably supported by an equally dedicated and skilful assistant principal, and increasingly by many other teachers. It also suggested that sometime a leader’s personal approach and view about leadership and organisational development may prevent further development in a school, unless the leader can continue to grow and develop themselves. To move this school to a higher level of performance (which in our view is achievable) may require a change in school direction, a different leadership approach, and/or new improvement strategies. Jan was not prepared to change her leadership style for the new challenge that lay ahead for the school in order to move from “good” to “great”. Consequently, she was retiring to leave this challenge to the new principal.

References

- Day, C. (2005), “Sustaining success in challenging contexts: leadership in English schools”, *Journal of Educational Administration*, Vol. 43 No. 6, pp. 573-83.
- Gurr, D. (2007b), “Diversity and progress in school accountability systems in Australia”, *Educational Research for Policy and Practice*, Vol. 6 No. 3, pp. 165-86.
- Gurr, D. and Drysdale, L. (2007), “Models of successful principal leadership: Victorian case studies”, in Leithwood, K. and Day, C. (Eds), *Successful School Leadership in Times of Change*, Springer, Toronto, pp. 39-58.
- Gurr, D., Drysdale, L. and Mulford, B. (2005), “Successful principal leadership: Australian case studies”, *Journal of Educational Administration*, Vol. 43 No. 6, pp. 539-51.
- Gurr, D., Drysdale, L. and Mulford, B. (2006), “Models of successful principal leadership”, *School Leadership and Management*, Vol. 26 No. 4, pp. 371-95.

- Höög, J., Johansson, O. and Olofsson, A. (2005), "Successful principalship: the Swedish case", *Journal of Educational Administration*, Vol. 43 No. 6, pp. 595-606.
- Jacobson, S., Johnson, L., Giles, C. and Ylimaki, R. (2005), "Successful leadership in US schools: enabling principals, enabling schools", *Journal of Educational Administration*, Vol. 43 No. 6, pp. 607-18.
- Leithwood, K. (2005), "Understanding successful principal leadership: progress on a broken front", *Journal of Educational Administration*, Vol. 43 No. 6, pp. 619-29.
- Leithwood, K. and Day, C. (Eds) (2007a), *Successful School Leadership in Times of Change*, Springer, Toronto.
- Leithwood, K. and Day, C. (2007b), "What we learned: a broad view", in Leithwood, K. and Day, C. (Eds), *Successful School Leadership in Times of Change*, Springer, Toronto, pp. 189-203.
- Leithwood, K. and Riehl, C. (2003), "What do we already know about successful school leadership?", paper presented at the AERA Division A Task Force on Developing Research in Educational Leadership.
- Leithwood, K. and Riehl, C. (2005), "What we know about successful school leadership", in Firestone, W. and Riehl, C. (Eds), *A New Agenda: Directions for Research on Educational Leadership*, Teachers College Press, New York, NY, pp. 22-47.
- Leithwood, K., Seashore Louis, K.A., Anderson, S. and Wahlstrom, K. (2004), *How Leadership Influences Student Learning*, The Wallace Foundation, New York, NY.
- Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006), *Seven Strong Claims about Successful School Leadership*, National College of School Leadership, Nottingham.
- Møller, J., Eggen, A., Fuglestad, O.L., Langfeldt, G., Presthus, A.M., Skrøvset, S., Stjernstrøm, E. and Vedøy, G. (2005), "Successful school leadership – the Norwegian case", *Journal of Educational Administration*, Vol. 43 No. 6, pp. 584-94.
- Robinson, V. (2007), *School Leadership and Student Outcomes: Identifying What Works and Why*, Monograph No. 41, Australian Council for Educational Leaders, Melbourne.
- School Review Report* (2003), *School Review Report Morang South Primary School*, Department of Education and Training, State Government of Victoria, Melbourne.
- School Review Report* (2007), *School Review Report Morang South Primary School*, School System Development Division, Department of Education, Melbourne.
- Triennial School Review* (1997), *Verification Report, Morang South Primary School*, Education Victoria, Melbourne.
- Triennial School Review* (2000), *Verification Report, Morang South Primary School*, Education Victoria, Melbourne.
- Wong, K.C. (2005), "Conditions and practices of successful principalship in Shanghai", *Journal of Educational Administration*, Vol. 43 No. 6, pp. 552-62.

Further reading

- Gurr, D. (2007a), "We can be the best", in Duignan, P. and Gurr, D. (Eds), *Leading Australia's Schools*, ACEL and DEST, Sydney, pp. 124-31.
- Møller, J. and Fuglestad, O. (Eds) (2006), *Ledelse i anerkjente skoler*, Universitetsforlaget, Oslo.

Corresponding author

Lawrie Drysdale can be contacted at: drysdale@unimelb.edu.au

To purchase reprints of this article please e-mail: reprints@emeraldinsight.com
Or visit our web site for further details: www.emeraldinsight.com/reprints