

LINKING LEADING FOR LEARNING WITH THE TEACHING PRACTICE

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Abstract:

There is a broad body of literature on leading for learning, mostly focusing on school leaders and their influence on student's achievements (Dumont in Istance, 2013; Townsend, 2012; Darling-Hammond idr., 2007; Levin, 2013; Earley, 2013 ...). With our contribution, we are looking on link between leading for learning and characteristics of teaching in school practice in Slovenian elementary schools. We can research this link with several different methods. Some researchers used methods such as interviews and questionnaires for teachers, headeachers and students (Seashore Louis, Leithwood, Wahlstrom in Anderson, 2010; Luyten et. al., 2012), case study (Bezzina, 2013), using data from other sources (Sebastian and Allensworth, 2012). Three methods are used in our research: classroom observation, interviews with school leaders and questionnaires for teachers. Quantitative approaches will give the basis of statistical comparisons and statistical induction (Neuman, 2009), qualitative approaches will give better insight and the possibility of causal explanation (Mažgon, 2006). In our contribution we are focusing on discussing classroom observation as a research method. Classroom observation is not only a research method, but also one of the elements of leading for learning in practice. With the observation form, we are taking classroom observation on the other level. Advantages, limitations and challenges of this method will be discussed during presentation.

Keywords: leading for learning, classroom practice, research method, observation