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### World Education Leadership Symposium Online Conference (WELSONline)

#### Initiator und Leiter / Initiator and Organizer:

Prof. Dr. Stephan Gerhard Huber

#### Veranstalter WELSONline 2020 (seit 2009) / Host WELSONline 2020 (since 2009):

Institut für Bildungsmanagement und Bildungsökonomie (IBB) / Institute for the Management and Economics of Education (IBB)

Pädagogische Hochschule Zug (PH Zug) / University of Teacher Education Zug (PH Zug)

#### Kooperationspartner / Cooperation Partners:

Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner / Association of school leaders and teachers, ministries and authorities as well as further universities and partners



UNIVERSITY OF  
CAMBRIDGE  
Faculty of Education

# Leadership for Professional Learning towards Educational Equity: A review of literature

**Sue Swaffield**  
Ema Demir

Philip Poekert  
Sage Wright

World Education Leadership Symposium 1<sup>st</sup> Online Conference 1<sup>st</sup>-4<sup>th</sup> September 2020



LEADERSHIP *for* LEARNING  
The Cambridge Network

**UF** | UNIVERSITY of  
FLORIDA

**Leadership**

**Professional  
Learning**

**LfPLEE**


**Educational  
Equity**

Philip E. Poekert , Sue Swaffield , Ema K. Demir & Sage A. Wright (2020)

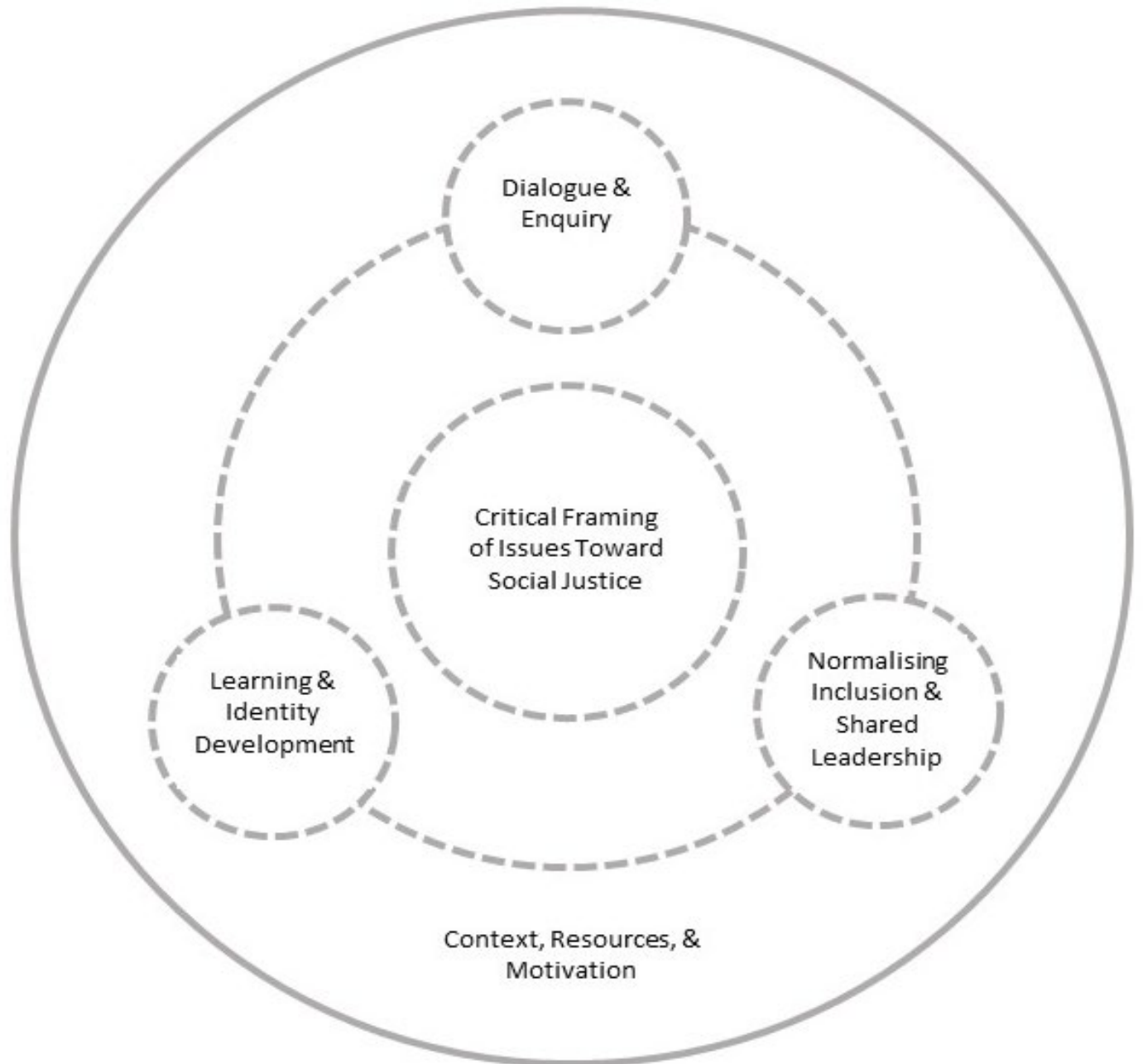
# Leadership for professional learning towards educational equity: a systematic literature review

*Professional Development in Education*, 46:4, 541-562,

DOI: <https://doi.org/10.1080/19415257.2020.1787209>

- Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement
  - Searches + Eligibility
  - Quality + Relevance
  - Weight of Evidence
  - Analysis + Discussion
  - Moderation + Agreement
- 
- 41 key empirical articles
- Predominantly:*
- Teachers & School leaders
  - K-12 schools
  - North America
  - Qualitative
- [NB Limitations]

**How can  
leadership  
advance  
professional  
learning  
toward  
educational  
equity?**



# ***Critical framing of issues towards social justice***

- Deliberately and habitually framing issues in terms of equity

(Galloway & Ishimaru, 2019)

- Expansive definitions of equity  
Focusing on quality of daily learning experiences

(Braaten et al., 2017)

# ***Dialogue and Enquiry***

- Leadership of ‘data talk’ – shaping culture, focus and nature of data dialogue, prioritising equity-focused enquiry, using routines (Gannon-Slater et al, 2017)
- PD pairing critical reflection with guided critical examination of intersecting inequalities affecting students  
(Brown & Crippen, 2017)

# ***Learning and Identity development***

- Strengthening teachers' identity development as champions of social justice by engineering early and sustained professional learning

(Kose, 2009; Deckman, 2017)



# ***Context, resources, and motivations***

- Internal school cultures support of professional learning? Especially when PL challenges the status quo? (Jacobs et al., 2014)
- Multiple complexities of external contexts require critical, creative, empowering, and sustained leadership responses (Reed & Swaminathan, 2016)

# ***Normalising inclusion and shared leadership***

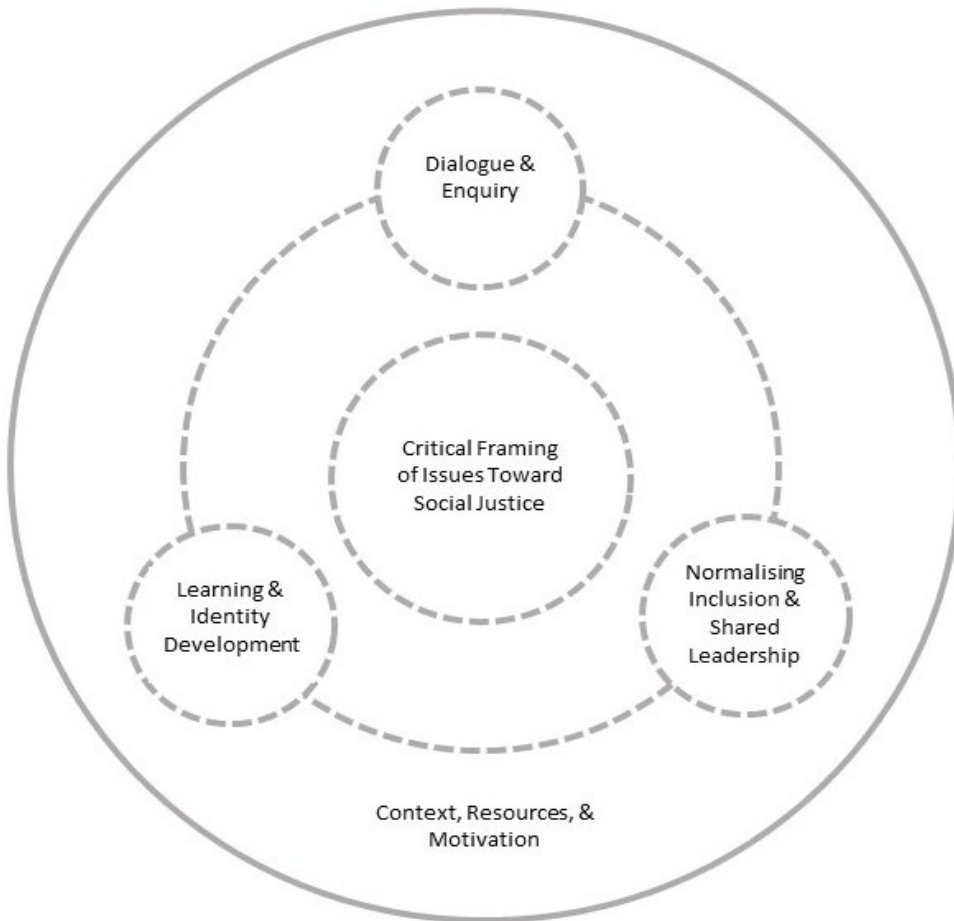
- Teachers and school leaders collaborating in PLC meetings,

... fostering culture of equity for teachers and students alike (Ezzani, 2019)

... promoting learning culture informing teaching and ensuring more equitable outcomes (Nicholson & Kroll, 2015)

# Five nascent principles

... to plan, guide,  
and evaluate  
**Leadership for  
Professional  
Learning towards  
Educational Equity**



... to inform in-the-moment  
decisions, shape speech and  
actions

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