Examining School Leadership as a Congruency-Typology to Inform Teacher and Leader Practice

Alex J. Bowers

Associate Professor of Education Leadership, Teachers College
Columbia University, New York

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12:45 – 14:00
Room 205, Runme Shaw Building, HKU
(Chair: Dr CY Tan)

Abstract:

Historically, leadership in schools has been studied through the theories of transactional, transformational, and instructional leadership, in which people who lead schools are encouraged to move from a management perspective, to creating capacity building with teachers through empowering them to collaborate, build trust, and make decisions together around instructional improvement while setting the vision, mission and curriculum focus for the school. Yet, much of this research has focused either exclusively on teachers only, or leaders only, without taking into account the fact that teachers and leaders exist within a dynamic relationship in which they are nested within schools and each influence the other. In this seminar, Dr. Alex J. Bowers will discuss how he studies this issue through what he calls a "congruency-typology" model, in which school leadership is examined as a dynamic interaction between school leaders and teachers. Dr. Bowers examines these interactions using multilevel, longitudinal and latent subgroup analysis of large representative samples of teachers and administrators from the United States of America. Through these methods, he provides a means to help school and teacher leaders work more closely together to help improve instruction for all students in a school.

About the speaker

Alex J. Bowers is an Associate Professor of Education Leadership at Teachers College, Columbia University, in New York City USA, where he works to help school leaders use the data that they already collect in schools in more effective ways to help direct the limited resources of schools and districts to specific student needs. His research focuses on the intersection of effective school and district leadership, organization and human capital resources, data driven decision making, student grades and test scores, student persistence and dropouts. His work also considers the influence of school finance, facilities, and technology on student achievement. Dr. Bowers studies these domains through the application of Intensive Longitudinal Data analysis (ILD), data science, and "Big Data" analytics, such as data visualization analytics, multilevel and growth mixture modeling, and cluster analysis heatmap data dashboards. He earned his Ph.D. in K12 Educational Administration from Michigan State University, and previous to teaching and education research, spent a decade as a cancer researcher in the biotechnology industry, with a M.S. in Biochemistry, Microbiology and Molecular Biology, and a B.S. in Biochemistry.

Twitter: @Alex_J_Bowers

Website: http://www.tc.columbia.edu/faculty/ab3764/

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