







Side-by-Side Comparison of Robinson’s Capabilities and Leithwood’s Leadership Pathways

Robinson’s Three Capabilities (Finer-grained Knowledge, Skills and Dispositions) ¹	Attributes	Leithwood’s Three of Four* Leadership Pathways ²	Attributes
Building Relational Trust 	Develop the trust that is essential for doing the hard work of improving teaching and learning (can’t achieve much on your own), engage others in the work that delivers for learners; respect (valuing the ideas of others), trustworthiness, competence, and integrity	Emotions Path (emotions direct cognition) 	Commitment, networking between staff, teacher efficacy, collective efficacy (leads to persistence), stress, trust, morale
Applying Relevant Knowledge 	Deepen teacher knowledge, develop expertise to do the work, using knowledge about effective teaching, teacher learning, and school organization to make high-quality administrative decisions	Rational Path 	Quality of instruction, student learning (standards), curriculum, problem-solving capabilities, “technical core”, establishing high expectations, shared goals about academic achievement, orderly environment
Solving Complex Problems 	All about context specific to each school, take many conditions into account for making decisions, discern challenges and craft solutions that adequately address them	Organizational Path 	School infrastructure, professional networks, structures to support collaboration, instructional time, complexity of teachers’ workload, opportunities for teachers’ growth, time devoted to instruction

*Family Path Not Included

¹Robinson, V., (2011). *Student-Centered Leadership*. 22-38.

²Leithwood, K. et al. (2012). *School Leaders’ Influences on Student Learning: The Four Paths*. 3-5