

LEADING CHANGE SUCCESSFULLY TO CREATE A SCHOOL CULTURE OF HIGH EXPECTATIONS

2017 Senior Manager's Sabbatical Report

Liz Koni

TABLE OF CONTENTS

The Purpose of my Sabbatical	2
The Premise to my Sabbatical	3
<u>Existing Information/Knowledge:</u>	
The Power of High Expectations	4
Change Leadership in Schools	9
School Culture	14
Process/ Methodology	17
<u>Findings:</u>	
Creating a Culture of High Expectations.....	18
Leading Change Successfully.....	26
Benefits of my Sabbatical.....	32
Conclusion	33
References.....	34

PURPOSE OF MY SABBATICAL

New Zealand learners in the 21st century come from a diverse range of ethnic, cultural and socio-economic backgrounds which puts increasing pressure, and rightly so, on us as educators to take responsibility for instilling in all learners, a self-belief that they can, with effort, achieve success educationally. Yet, over the past few years I have developed an increasing awareness of the lack of self-belief that some learners have about their own ability and the lack of understanding that they have about the relationship between effort and achievement.

I believe that every school culture should be one that is fundamentally built on the belief that we must have high expectations for our students, and ourselves as educators, if we want students to succeed, regardless of their backgrounds. Research confirms that student performance is influenced by subtle (and sometimes not so subtle) messages from teachers about students' worth, intelligence and capability. The famous Harvard teacher expectation study by Rist (1970) and many others since, confirm this self-fulfilling prophecy: Students will perform in ways which teachers expect. In other words, if teachers think that students will be successful, the students will be successful. This verifies the incredible positive power of simply expecting the most out of our students.

Further research verifies that establishing and maintaining high expectations for both ourselves, as teachers and leaders in schools, and our students, is the key, and central tool in our most immediate control, to raising academic achievement (Bamburg, 1994; Miller, 2001; Ricci, 2007; Dweck, 2006).

While in my current school, we as a staff spent 2016 building theoretical knowledge and understanding of the power of high expectations, the next step to building a school culture of high expectations, is to put theory into action. To do this successfully will require change, which is something that I became particularly interested in when completing the National Aspiring Principals Programme in 2015.

The purpose of my sabbatical therefore, was two-fold. Firstly, I wanted to develop my understanding of successful processes and practices that schools use to create cultures of high expectations, and secondly I wanted to develop a deeper understanding of how one can lead change successfully, to develop and maintain a school culture where effort and achievement are the expectation and visible in every facet of school life.

THE PREMISE TO MY SABBATICAL PROJECT

I first came across the idea of the power of high expectations somewhat serendipitously at the end of 2015, when brainstorming and searching for ideas for a new personal professional development focus. One evening I stumbled upon two articles; one by Carol Dweck about growth mindsets, and another by Steven Farr titled 'The Power of High Expectations'. Reading these was energising and inspiring, and prompted me to read more widely about these two ideas. In doing so, I became curious about a third idea; how these two principles could become embedded in a school's culture.

I proposed to our principal that we use the ideas of high expectations and growth mindsets as a staff professional development focus for 2016. It was aptly named 'Great Expectations' (blame the internal English teacher in me), and would focus on learning about growth mindsets in the classroom, the power of a school culture that values academic achievement, and encouraging learners to work hard, build resilience, and overcome adversity to achieve success. We were confident that it would be something that all staff could relate to and be inspired by, buy into and engage with, and be able to implement in their classroom practice.

2016 started by introducing staff to 'Great Expectations' and at the first professional development staff meeting I posed the following questions for staff to reflect on:

- Is there any degree to which you too, despite the best of intentions, tend to see the different backgrounds of students not as an asset, but rather "an obstacle to overcome"?
- Are you tempted to relax expectations of students out of sympathy or pity?
- Do you recognise the damage that such a relaxation of standards can cause?

At the same time I introduced the theory behind the power of high expectations, and how it influences academic outcomes. Teachers were also given visual aides to use in the classroom with their students about developing a growth mindset towards their learning. From this point, at regular intervals throughout the year staff completed readings about mindsets and the high expectations principle, and in our staff PLG's, the focus remained on great expectations for the year. In Term 3 I shared with staff an update of high expectations and at the same time students were privileged to listen to Richard Young, from High Performance Sport NZ, who spoke to them about the role growth mindset plays in the development and performance of some of our most successful athletes.

As the year progressed, however, I realised that while there was a great deal of theory about high expectations, and many global examples of best practice, there was very little practical evidence about how to create a culture of high expectations in the context of New Zealand secondary schools. Thus, the idea for my sabbatical project was born. I wanted to spend time visiting New Zealand secondary schools, where leaders have successfully created school cultures of high expectations. I wanted to know how they achieved this and the impact that this has had on student achievement.

EXISTING INFORMATION/KNOWLEDGE ABOUT THE POWER OF HIGH EXPECTATIONS

Rosenthal & Jacobson's 1968 'Pygmalion in the Classroom' study triggered the beginning of an extensive body of research on the power of high expectations, all of which conclude that "teacher expectations play a significant role in determining how well and how much students learn" (Bamburg, 1994, p. 1). This initial study, and the many which have followed, recognise the self-fulfilling prophecy of expectations, which is that students will perform in whichever ways their teachers expect; so positive, or high, expectations influence student performance positively, and negative, or low, expectations influence performance negatively. This is a somewhat frightening concept, especially when research concludes that teachers' expectations about what a student is capable of achieving can be affected by factors having little or nothing to do with his or her ability (Rubie-Davies, 2015), yet these expectations determine which learning opportunities will be available to a learner.

The New Zealand Curriculum identifies eight key principles which describe the attributes which are important and desirable in every school curriculum, stating that "these principles should provide the foundation of all school curriculum decision making" (p. 9). The first of these eight principles is high expectations and this principle can be used to guide formal curriculum policy and planning, classroom programmes and teaching practice. Indicators of the principle of high expectations in schools include:

- Students can talk about their strengths and weaknesses, and are supported to set regular 'stretch' goals for learning, in consultation with their teacher and/or parents/whānau.
- The school is setting 'stretch' targets for future learning for different student groups in response to rich evidence (p. 40).

Christine Rubie-Davies, who has led the largest New Zealand study on high expectations, called The Teacher Expectation Project, describes the high expectation principle to mean "holding high expectation for all students relative to achievement" She elaborates that "this means a genuine belief that all students can achieve much higher levels than they currently are, and then putting the learning and action plans in place that make sure that students actually get there" (NZC online).

In her research leading to The Teacher Expectation Project, Rubie-Davies identified three key elements that teachers who had high expectation for all their students incorporated into their classrooms, which resulted in consistently higher achieving students. These three elements were:

1. High expectation teachers did not group their students by ability for core subjects.
2. The class climate of high expectation teachers was more positive than that of other teachers; they managed behaviour positively, created a cohesive class environment and high levels of teacher care were evident.
3. Goal setting was evident in high expectation teachers' classrooms; they used assessment information to set goals regularly with students, monitored student progress frequently, and provided ongoing feedback to students. They took into

account student interests when planning activities and gave students some autonomy in selecting learning activities to complete.

The research evidence concludes that incorporating these elements into the classroom promotes student motivation and engagement, where students are likely to achieve at a higher level because they feel supported and cared about. A supportive, encouraging classroom community is promoted by students engaging in cooperative learning with one another, regardless of ability, and students take ownership of their learning and enjoy seeing their own progress. An important consideration for schools here is that where Rubie-Davis' evidence concludes that ability grouping inhibits a high expectations environment, the preference of most New Zealand secondary schools is to stream students by ability, in particular at Year 9 and 10. The questions must then be asked, can we really affirm that we have high expectations if we perpetuate the categorisation of students by ability? How can we say that we have high expectations of all students when we have put some students in the lowest group?

Rubie-Davies (2015) book, *Becoming a High Expectations Teacher: Raising the Bar* is well worth reading to understand the power of expectations in relation to teaching and learning. While her focus is primarily on New Zealand primary schools, she draws on a wide range of international studies and examples, and many of the principles examined in the text are equally applicable to secondary schools. Rubie-Davies draws a number of important conclusions about high expectations, which I believe are worth all educators pondering, including:

- “After the family, school is the most important social environment that students encounter in terms of shaping their psychosocial development. The interactions that students have with teachers and with their peers are thus highly influential in students forming personal beliefs about their academic capabilities” (p.15)
- “Students with high expectation teachers make large academic gains, while their peers with low expectation teachers do not. Further, whereas students with high expectation teachers maintain reasonable positive attitudes, students with low expectation teachers come to view themselves more negatively...it is what the teacher does that creates differences for students” (p. 75)
- “A supportive, psychosocial environment is important for any student’s sense of security and self-worth. A warm, affective classroom provides the secure environment necessary for students to take risks with their learning, to be motivated to achieve, to be successful at their level, and to want to continue to learn” (p. 153)
- “Teacher behaviours that support students emotionally and practices that provide high-quality learning environments are positively associated with student achievement, student social and emotional outcomes, and peer relationships. These results speak to the power of the teacher and how crucial it is that all students experience high-quality classroom environments” (p. 160)

Two ERO publications, *Directions for Learning: The New Zealand Curriculum Principles*, and *Teaching as Inquiry* (May 2011) and *The New Zealand Curriculum Principles: Foundations for Curriculum Decision-Making* (July, 2012) share the findings of ERO investigations into the

extent to which the principles of The New Zealand Curriculum were evident in schools' curricula and enacted in classrooms. In both investigations, ERO found that the principle of high expectations was the most evident of the eight principles, and incorporated both learning and behavioural expectations. They commented that where high expectations were evident in the classroom "teachers indicated that they expected all students to 'succeed and to behave well', in order for teaching and learning to happen" (2011, p. 2).

While this sounds promising, ERO's investigation did identify some shortcomings regarding the principles, concluding that the principles were "more likely to be highly evident in primary schools than secondary" (2012, p.1), and "in secondary schools, the approach continues to be learning area specific, with many of the principles having little impact across the curriculum" (2012, p.23). A further observation by ERO was that teachers' focus in this investigation "was most often on how to meet the learning needs of students at risk rather than on extending more able students" (2011, p. 15), yet ERO define the principle of high expectations, as supporting and empowering "all students to learn and achieve personal excellence, regardless of their circumstances" (2011, p. 5). Worth noting also is that while the findings concluded that high expectations were "visible in more than 80% of classrooms" (2012, p.15), I believe there is a great difference between high expectations being visible in a classroom and actually embedded in the culture of a school. ERO confirm that "in many schools it (the principle of high expectations) is not embedded deeply enough to enable all students to achieve their full potential" ((NZC online). One would hope that of all the principles, high expectations in particular would be evident in every classroom, in every school. Surely it is our job as educators to ensure that students are striving for their best at all times, and they understand that we expect the best from them – both learning and behaviour wise – at all times?

In 2012, Issue 22, the New Zealand Curriculum Update focussed on the principle of high expectations, recognising that high expectations need to be supported by high quality teaching and concluding that schools and teachers with high expectations unleash the potential of all students, regardless of their background, ethnicities, abilities, or gender. They enable all students to accelerate their learning and achieve personal excellence. Two guiding questions are proposed for teachers:

1. In what ways do you demonstrate that you have high expectations for all your students?
2. How do your teaching practices enable students to meet those expectations?

The issue provided a useful table for school leaders and teachers to refer to, to ensure that high expectations are in place for all learners. This includes ways of promoting high expectations for all and further guiding questions to enable school staff to reflect on the degree that they are successfully promoting high expectations in their classrooms.

In two further ERO publications, *The New Zealand Curriculum Principles: Foundations for Curriculum Decision-Making* (July 2012) and *Directions for Learning: The New Zealand Curriculum Principles*, and *Teaching as Inquiry* (May 2011), the following practices have been identified as indicators of high expectations in schools and classrooms:

In a school with high expectations:

- Teachers have high expectations for individual students regardless of their ethnicity, social background, or ability.
- Assessment for learning practices, such as students reflecting on learning and setting goals, are embedded in teacher and student practice.
- Leaders and teachers promote a culture of respect, caring, support, and safety including providing a range of programmes to cater for students with diverse learning strengths and needs.
- Parents and whānau are encouraged to contribute their perspectives about the future direction of the school.
- A partnership between home and school provides parents and whānau with regular feedback on student achievement and progress.

In a classroom with high expectations:

- Students are viewed as capable learners and there is a focus on lifting achievement and accelerating progress.
- The cultural heritage, strengths, and abilities of students are valued, promoted, and celebrated.
- Teachers seek ways to know students well so that they can tailor the teaching programme to suit them – this includes building a relationship and analysing assessment information.
- Teachers eliminate any barriers to the successful involvement of students
- students are given information about their achievement and discuss this with teachers and their parents.
- Students work with their teachers to develop success criteria for learning tasks or units of work.
- Students self monitor their own progress and set high personal and academic goals.
- Students make choices about topics to study, or pose questions for investigation.
- Exemplars and rubrics are used to guide future learning and self assessment.
- Students are fully engaged in their learning and their contributions to the programme are valued and encouraged.

While these lists are excellent starting points for identifying what high expectations look like in schools and classrooms, to some extent they are the end goal. What I want to find out is how to reach these goals/end result. i.e. How do leaders and teachers promote a culture of respect, caring, support, and safety in their school? How are parents and whānau encouraged to contribute their perspectives? How do teachers eliminate barriers to the successful involvement of students?

The theory of growth mindsets, based on the work of Carol Dweck, (her book *Mindsets* is an inspirational and usable text which is well worth reading) has become increasingly popular over the last few years, and is now a catch phrase not only heard in the education sector but in the world of business, high performance sport and personal development. At the heart of understanding a growth mindset is the belief that intelligence can develop over time, as opposed to something that is an inborn trait which cannot change (a fixed mindset). Dweck

(Oct, 2007; Dec, 2007; 2010) emphasizes that it is a teachers responsibility to create a growth mindset culture in the classroom, so that students view challenges as an opportunity to learn, work hard, value effort, build resilience to adversity, and reach their full potential, all of which align closely with the principle of high expectations.

Having a growth mindset is not only important for students, but just as important for those teaching them, with Dweck concluding that “when teachers believe in fixed intelligence, this is exactly what happens. However, when teachers hold a growth mindset, many students who start out lower in the class blossom during the year and join the higher achievers” (Spring, 2007, p. 10). Strategies that Dweck encourages teachers to use include the power of the word “yet”, using goal setting, creating a risk-taking classroom, praising correctly and presenting meaningful learning tasks for all students. Dweck concludes that “teaching people to have a growth mindset, which encourages a focus on effort rather than intelligence or talent, produces high achievers in school and in life” (2007, p. 38)

Ka Hikitia: Accelerating Success (2013) picks up on Dweck’s ideas also, and states that:

- “The most motivated and resilient students are those who believe their abilities can be developed through their own effort and learning”
- “Education professionals who believe students have fixed abilities often have their belief confirmed when students do not improve. On the other hand, education professionals who believe their students can improve through diligence find that students who start at the bottom of the class can improve throughout the year”
- “Education professionals who hold lower expectations for Māori students may harm students’ learning opportunities and outcomes” (p. 37).

Summary

The existing knowledge about the power of high expectations is clearly not a new idea. Since the Pygmalion in the Classroom study it has, if nothing else, provoked thought amongst educators globally and at times been ‘on trend’. More recently it is satisfying to see the theory once again gain traction with those such as Rubie-Davies and Dweck confirming loudly and clearly that having high expectations for our learners is not only incredibly influential but actually crucial to ensuring their success educationally.

EXISTING INFORMATION/KNOWLEDGE ABOUT CHANGE LEADERSHIP IN SCHOOLS

Change in schools is a well-researched, though often difficult thing to do (Fullan, 2009; Leithwood, Day, Sammons, Harris & Hopkins, 2006), and change leadership is a current hot topic in education, as we see an ever-increasing job description for the role of principal and higher accountability on the principal as the individual responsible for the success, or otherwise, of a school. It is to this extent that Fullan (2009) concludes that “principals are being cast increasingly into the role of school saviours” (p. 53).

In both the Ministry of Education’s ‘Kiwi Leadership for Principals’ (2008) and ERO’s most recent publication, ‘School Leadership that Works’ (November, 2016) leading change is identified as a significant part of the principal’s role and one which must be managed carefully to ensure success. ERO summarises six conditions that successful leaders of change implement in their schools. I have used these below, as a way of categorising and summarising what some of the wider body of literature has concludes about leading change in schools:

1. Developing and pursuing a clear vision, goals and targets for equity and excellence:

“Effective school change leaders establish and develop specific and measureable goals so that progress towards equity and excellence can be shown, monitored and acted on. Goal setting works by acknowledging the discrepancy between what is currently happening and some desired future state. Goals focus attention and lead to persistent and unrelenting effort” (ERO, Nov 2016, p.12)

“Educational leadership and leading change requires principals to communicate clearly their intentions to teachers. The more principals focus their relationships with teachers on the core business of teaching, and the more they communicate goals and expectations about quality teaching and learning for each student, the more effective they are likely to be in leading their schools towards improved student outcomes for all” (MoE, 2008, p. 13)

“Visible measures of progress are critical for motivating and encouraging educators to persist in the challenging work of improvement. Even the most dedicated and optimistic among us will stop if there’s no sign that what we’re doing is making a difference or might make a difference eventually” (Elmore & City, 2007, p. 25)

“The discipline of school improvement lies in developing strong internal process for self-monitoring and reflection – not in meeting an artificially imposed schedule of improvement” (Elmore & City, 2007, p. 27)

“They (the principal) need to keep their focus clearly on the central vision for their school, even in the face of distractions” (MoE, 2008, p. 16)

“A competent system is grounded in the school as a complex living system with purpose. It is through systems thinking and collegial conversations that administrators and teachers begin the process of critically analysing assumptions that perpetuate the status quo, recognising previously unseen complexities and conflicts within the school, welcoming

problems as friends, and perceiving the gaps between what is and what can be” (Zmuda, Kuklis & Kline, 2004, p. 55).

“Successful school leadership involves an unalterable commitment to the mission, vision and goals unique to the school...high expectations and unwavering academic focus were demanded of everyone: Teachers, students, staff and parents as stakeholders clearly understood the tremendous challenges in turning around a failing school. A proactive approach to “sweating the small stuff” placed great emphasis on character building and fostering a sense of self-efficacy in students, and a mindset that they are responsible for charting their own successful path” (Notman, 2016, p. 4)

2. Creating an orderly and supportive environment conducive to learning and wellbeing:

The vision and practices of successful leaders revolve around “a number of core personal values concerning the modelling and promotion of respect [for individuals], fairness and equality, caring for the well-being and whole development of students and staff, integrity and honesty” (Fullan, 2009, p.63)

“Having relationships which focused on the wellbeing of each student underpinned a school’s success in keeping secondary students at school and engaged. (School leaders) emphasised the fundamental importance of having deeply caring relationships to establish the school culture they wanted” (ERO, Nov 2016, p. 20)

“Effective leaders recognise that change can bring about counter-productive emotional responses. It can also challenge established practice and professional values. Principals leading significant change need to pay particular attention to:

- Ensuring all staff feel their concerns are genuinely listened to and understood;
- Supporting staff who feel they may lose control during the exploration of new approaches;
- Explaining how changed approaches may be consistent with some established values while challenging others” (MoE, 2008, p. 17)

“Fostering a culture of positive collaboration, commitment and motivation, to bring about continuous improvement in learners’ potential and success” (Tū Rangatira, 2010, p. 21)

A culture of care and wellbeing “gives students a sense of belonging, a sense of purpose, and the motivation to succeed. It binds the school and community together and keeps the students engaged” (ERO, May 2014).

“Effective school leaders not only set high social expectations for staff and students but model respectful and empowering relationships, setting the tone for the whole school” (ERO, Nov 2016, p. 17)

3. Ensuring effective planning, coordination and evaluation of curriculum and teaching:

“When a school’s curriculum fails to connect learners with their wider lives it can limit their opportunities to respond to a particular context or to engage with and understand the material they are expected to learn” (ERO, May, 2012)

“The fundamental purpose of the school is to ensure all students learn at high levels, and the future success of students will depend on how effective educators are in achieving that fundamental purpose. There must be no ambiguity or hedging regarding this commitment to learning, and schools must align all practices, procedures, and policies in light of that fundamental purpose” (DuFour, DuFour & Eaker, 2009, p. 92).

School leaders and teachers “should consider wholesale changes to the way their resources, options and timetable are organised to ensure that those students who may not previously have achieved well are fully engaged and learning” (ERO, Nov 2016, p. 24)

“High expectations coupled with a learner-centric curriculum is a powerful combination” and “Data is the window into understanding student progress and modifying and developing a curriculum that engages them in learning” (ERO, Nov 2016, p. 26)

“Considerable work is needed before all New Zealand secondary schools consistently and effectively use inquiry and improvement that lead to necessary curriculum changes for students at risk of not achieving. This remains an imperative for school leaders who with middle managers and teachers must improve their analysis and interpretation of assessment and other information they collect about students. Such skills are needed to gain greater insights into what is working well and what should change to most influence student achievement” (ERO, Nov 2016, p. 25)

“Data collection and analysis are performed in service to the shared vision. The data inform the staff about the gaps between the shared vision and the current reality so they can produce a collective mandate for change that is in alignment with their core beliefs” (Zmuda, Kuklis & Kline, 2004, p. 104).

4. Promoting and participating in teacher professional development:

“Principals who take their own learning seriously and keep their own passion for learning alive act as important role models for their schools” (MoE, 2008, p. 23)

“Continuous improvement is reliant not on a fixed concept of success but on a constant striving to be better” (Zmuda, Kuklis & Kline, 2008, p. 28)

“An important difference between schools with high quality professional learning and development (PLD) and other schools, regardless of size or location, was the quality of the principal’s leadership and management of the school’s professional learning and development programme. They were not always seen as leading the PLD but they were present and active as learners” (ERO, Nov 2016, p. 32)

“When a school has a positive, professional culture one finds meaningful staff development, successful curricula reform, and the effective use of student performance data. In these

cultures, staff and student learning thrive. In contrast, a school with a negative or toxic culture that does not value professional learning, resists change, or devalues staff development hinders success. School culture will either have a positive or detrimental impact on the quality and success of staff development” (Petersen, 2002, p. 10)

“When principals demonstrate ako, all members of the school community participate in identifying significant issues and solving problems. Students, teachers, leaders and the community together can contribute to the collective knowledge base of the school” (MoE, 2008, p. 23)

“The key to improved learning for students is continuous, job-embedded learning for educators” (DuFour, DuFour & Eaker, 2009, p. 89)

“Successful growth itself is accomplished when the culture of the school supports day-to-day learning of teachers engaged in improving what they do in the classroom and school” (Fullan, n.d., p. 7)

5. Building collective capacity of evaluation and inquiry for sustained improvement:

The work of Elmore (2004) summarises the role of the school leader/s: “The job of administrative leaders is primarily about enhancing the skills and knowledge of people in the organisation, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organisation together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result” (cited in Fullan, 2009, p. 64)

“Leaders focused on change make sure that their teams know what the data is for, ensure it is robust through sound moderation, and refer to it frequently to make real time decisions” (ERO, Nov 2016, p. 38)

“Leaders and their school communities need to be continuously evaluating the impact of what they do on learner outcomes. To do this, they need strong leadership and evaluative expertise. Their systems, processes and resources should support purposeful data gathering, collaborative inquiry and decision making and use a range of quality data. Boards, leaders and teachers should be responsive to findings, make change as necessary, and ensure successful strategies are embedded into school practice so that all learners benefit” (ERO, Nov 2016, p. 41)

“In the change process educators must keep the focus on improved student performance. Through this focus, collective accountability emerges. All staff, as a collective body, and all staff as individuals embrace accountability for achieving the desired results” (Zmuda, Kuklis & Kline, 2004, p. 177)

6. Building relational trust and effective collaboration across the whole school community:

“Principals know how important building and sustaining good community relationships is to the well-being and culture of their schools. Relationship building prepares the ground for creating partnerships between the school and community” (MoE, 2008, p. 14)

In a longitudinal study of Chicago schools, those that evidenced improvement over time had principals who consciously made efforts to develop and sustain relational trust and include not only teachers, but parents and community members to mobilize initiative. Further studies in England draw the same conclusion, and cite successful school leaders as being ‘relationship centred’, and emphasising teamwork, collegiality, participation in decision making, communication and everyone having “high expectations of themselves and others” (Fullan, 2009, p. 63).

“Although the principal is in a critical position to lead change, he or she cannot do it alone. Empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable” (MoE, 2008, p. 16)

“A principal’s ability to establish relational trust among all members of the school community contributes to building a collaborative learning culture that can help bring the school community together around the core values that underpin the vision” (MoE, 2008, p. 16).

Educationally powerful connections are those relationships between schools, parents, whanau and communities that improve educational outcomes for students and “students are active participants in the most powerful relationship” (ERO, Nov 2016, p. 43)

Summary

The six conditions ERO recognise succinctly summarise how successful leaders of change implement new processes and practices in their schools. Interestingly, all of the literature I read on change leadership in schools fits somewhere amidst these six conditions. What is also overwhelmingly obvious from the current and historic research, is that while change is an inevitable part of education, it is not easy to do successfully. Leading change in schools takes a courageous leader and involves walking a fine line between deciding what needs changing and what doesn’t, and how to manage change so that it is successful.

EXISTING KNOWLEDGE/INFORMATION ABOUT SCHOOL CULTURE.

A school's culture is a unique, sometimes indescribable, yet crucially important, element in determining how a school functions daily, how the school community - including students, teachers, parents and the wider community - feels towards the school, and ultimately how successful the school is in terms of student outcomes. 'Kiwi Leadership for Principals' describes school culture consisting of "the customs, rituals, and stories that are evident and valued throughout the whole school" and goes on to clarify that an effective school culture "is one in which the customs and values foster success for all; and where clear boundaries are set, known, and agreed to by everyone" (2008, p. 18), while Turner & Crang (1996) define school culture as the "values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community". They unpack this further, and conclude that "Culture governs what is of worth for this group and how members should think, feel, and behave. The 'stuff' of culture includes a school's customs and traditions; historical accounts; stated and unstated understandings, habits, norms, and expectations; common meanings; and shared assumptions. The more understood, accepted, and cohesive the culture of a school, the better able it is to move in concert toward ideals it holds and objectives it wishes to pursue".

In simpler terms, culture can be described as the individual reality or mindset of school life, often captured in the phrase 'the way we do things around here'. A school's culture is usually characterized by deeply rooted traditions, values and beliefs experiences, but also influenced by factors such as location, demographics and change in leadership. Yet despite school culture being identified as "one of the most complex and important concepts in education, in relation to school improvement", it has also been "one of the most neglected" (Stoll, 1998, p. 9) and "few educators seem to appreciate just how important culture is and actually take steps to intentionally shape it" (Elbot & Fulton, 2008, p. 3).

Every New Zealand secondary school has its own culture, determined by any number of the elements identified above. Yet despite the unique characteristics that a school culture might have, similarities can also be found across schools that have developed cultures resulting in successful student outcomes. In a study of seven lower decile New Zealand secondary schools with commendable student engagement and achievement statistics, ERO (2014) identified a common culture of care and wellbeing as making the big difference. ERO also identified the following elements of a strong and positive school culture that leaders should aim to establish in schools:

- High expectations for every student's success.
- Respectful, supportive and nurturing relationships within and beyond the school community.
- Teachers are empowered to use and reflect on evidence and research to engage students effectively in learning.
- Professional development is carefully integrated with the school vision and direction.
- Shared responsibility in the school community for problems and solutions-focused response to them.

Based on the above comprehensive definitions of school culture, it is not difficult to understand why the prospect of changing any aspect of a school's culture could be a daunting, difficult and definitely a slow (Principals which ERO (2014) spoke to indicated that it took them between three and ten years to develop a school's culture to enhance student success and then continuous ongoing effort to maintain the culture), and cautious process.

Added to this complexity is the reality that a school culture can both change or evolve naturally over time, as well as be deliberately altered, again over time, when specific measures are put into place to develop one or more aspects of the culture in a certain way. In the case where school leaders, in collaboration with their school community, recognise that change in the culture of the school is necessary, a form of reculturing needs to occur. Morgan (1997) defines reculturing as "a challenge of transforming mindsets, visions, paradigms, images, metaphors, beliefs, and shared meanings that sustain existing...realities and of creating a detailed language and code of behaviour through which the desired new reality can be lived on a daily basis...It is about inventing what amounts to a new way of life" (cited in Stoll, 2000, p. 13). Again, such an explanation reinforces the great challenge involved in altering an existing school culture. Stoll (2000) reinforces this challenge: "Real improvement cannot come from anywhere other than within schools themselves, and "within" is a complex web of values and beliefs, norms, social and power relationships and emotions. Changing schools is not just about changing curricula, teaching and learning strategies, assessment, structures, and roles and responsibilities. It does not happen just by producing plans as a result of external inspections or reviews. Nor does it happen just by setting targets because data, even valid and sensitively analysed data, has suggested that all pupils or certain groups of pupils could be doing better. It requires an understanding of and respect for the different meanings and interpretations people bring to educational initiatives and work to develop shared meanings underpinned by norms that will promote sustainable school improvement" (p. 13 – 14).

Having defined school culture and recognised the complexity of changing a school's culture, it is also important to acknowledge that such change, while usually led by the principal or other senior leaders, cannot be successfully embedded in a school by these individuals alone. Lane (1992) explains that "a culture building mode is not meant to imply that the principal single-handedly constructs the school culture. Rather, it is meant to describe the principal's efforts to influence or shape the existing values and norms of the culture in a direction that best supports instructional effectiveness" (p.92). Therefore, successful change in a school culture relies on consultation, communication and collaboration with the entire school community and it is paramount that this community understand the reasons for change, the process involved to make change, and are on board with the change. Turner & Crang (1996) also point out that "those involved in building school culture will have to accept that the process evolves and that there are no right or wrong answers, only ones that apply to each individual school". Thus, changing the culture of a school also requires patience, flexibility and adaptability.

Finally, it is worth noting that nowadays all schools in New Zealand, and globally for that matter, need to accept that change, and more rapid change than ever before, has become a constant which school leaders, teachers and students need to take into consideration in their daily leading, teaching and learning practice. Leading the development of a school

culture which understands and embraces change has certainly become another important criterion for successful leadership in schools. While Robinson, Hohepa & Lloyd (2009) identify eight key leadership dimensions which principals need to manage successfully, they also conclude that principals have to constantly be skilful change managers.

For school leaders and staff interested in reviewing their own school culture, there is a comprehensive checklist titled 'What is our School Culture Like?' for evaluating a school's culture on www.educationalleaders.govt.nz. This checklist identifies the following 6 areas of cultural activity in a school:

1. General cultural issues
2. Strategy, planning and culture
3. Teaching and learning issues, and culture
4. Staff issues and culture
5. Resourcing and culture
6. Community issues and culture

Using a checklist such as this can be a good starting point to gather data which identifies the impact that cultural issues, beliefs, practices, norms and values have on student success in any school.

Summary

Identifying and understanding a school's culture should not be underestimated, regardless of whether or not there are specific parts of that culture which need to change. While responsibility for the culture of the school rests, along with most other things, on the principal, it is the entire school community who have the power to shape it, and while a school's culture will, with or without deliberate action, change and evolve over time, it is important that, at regular intervals, the culture is assessed by staff, students, parents, and the school community, to see where improvements or amendments need to be made.

Bringing it all together

Undoubtedly there is an abundance of readily available literature about school culture, change leadership, and high expectations, but more often than not, they are investigated in isolation to one another and in contexts other than that of New Zealand secondary schools. What follows is what I have learnt over the course of my 10 week senior managers sabbatical, about creating and sustaining a school culture of high expectations and how leaders can manage the change process effectively so that the desired outcome is a positive one; first and foremost increased engagement and achievement of all students, but also the creation of a school environment where both students and teachers feel supported, valued, challenged, and inspired to put in their very best effort, be it teaching or learning, every day.

PROCESS/METHODOLOGY

The process for my sabbatical involved visiting variety of secondary schools to see first-hand what schools are doing to successfully create a culture of high expectations, with regard to behaviour, effort and achievement, and to speak to members of school communities about what works, what doesn't work, and why. The rationale for the focus of my intended sabbatical to be on school visits lies in the fact that, while there are many examples of successful practices and initiatives referred to in the literature about the effects of high expectations on student achievement, and about successful change leadership, very few, if any, of these examples are from New Zealand secondary schools, yet examples from 'our own back yard' are often the best to use because they are in the most relevant and relatable context.

In Term 4, I began to make contact with senior managers/relevant personnel at secondary schools throughout New Zealand. I chose a variety of schools, including some that I had read or heard about where new leadership had instigated a change in expectations to develop the school culture. I included single-sex and co-ed schools, and schools from low to high decile, deliberately so that I could see what best practice looks like in a variety of school contexts. I was lucky enough to speak to, observe and survey principals, teachers and students in a range of secondary schools, allowing me to hear from a variety of individuals about high expectation and change initiatives.

Prior to visiting schools and talking to leaders and students, I created an online survey for distribution amongst all staff at the schools. This survey, importantly, was an anonymous way for staff to share their feelings about high expectations and change, and allowed me to hear from a much greater number of leaders and teachers than I would be able to speak to directly during my sabbatical.

The process for speaking to principals and visiting schools included the following:

- Interviewing the principal (in person, or via Skype/phone) about their views on creating a high expectation school culture and how they manage/lead change.
- Interviewing selected groups of students about their views on high expectations and the culture within their school.
- Speaking to staff who have lead change initiatives or been using the principle of high expectations as a focus in their classrooms.
- Staff having the opportunity to share ideas, practices and resources that have been implemented in their school to build a school culture of raising expectations to raise achievement.

These visits allowed me to investigate closely how schools have successfully created a school culture of high expectations. It was inspiring to be able to build on my current knowledge of the theories of both leading change and high expectations, by learning about practical initiatives to meet this vision.

FINDINGS

Prior to beginning my school visits and interviews with staff and students, the idea of how to present the findings of my sabbatical project was somewhat overwhelming. Interestingly however, the more schools I visited and people that I spoke with, the more I became aware of the common elements which exist and are used in schools where successful change leadership has built a school culture of high expectations.

As such, the findings of my report have been summarised by these common elements, but beneath each heading I have included some of the direct words of those I spoke with and surveyed to explain each element in more detail. In brackets at the end of each quote I have identified either the source or the role of the person: (P) Principal, (T) Teacher, (S) Student and (A) Anonymous (survey response)

CREATING A CULTURE OF HIGH EXPECTATIONS

1. REFUSAL TO ACCEPT DEFICIT THINKING FROM STUDENTS OR STAFF (ALL STUDENTS ARE CAPABLE OF SUCCESS):

- “Whatever we demand of our students, they will give us” (P)
- “Demographics should not equal destiny” (Jones, 2017)
- “The first change had to be changing the mentality that our kids were average” (P)
- “We compare our school with the best schools, not other schools of the same decile” (P)
- “Challenge staff deficit thinking. Don’t accept it. It is not a legitimate reason that if someone comes from a disadvantaged home they are not capable of achieving academically” (P)
- “Teachers must develop their own teaching skills, believe both in their own effectiveness and in a student’s potential to learn, and act to foster the learning they expect” (Miller, 2001, p. 4)
- “It is our job to set high expectations and then to instill a belief in students that they can achieve those expectations” (T)
- “We can’t look at a deficit model of young people; we must use a strengths-based approach” (T)
- “A low decile is not an excuse for not being able to achieve; we can and should do as well as anywhere else” (P)
- “We don’t want ‘good’, we want ‘great’” (P)
- “Tackle deficit thinking head-on with staff and students” (P)
- “We have to get across to staff that our kids are not fixed in time; maturation and blossoming happens for different kids at different times” (P)
- “Don’t typecast kids; we have to find their talents and grow them. Never write them off” (P)
- “Ensuring that no matter what background, ethnicity or decile rating, all students deserve the best” (A)

2. TEACHERS MUST TAKE RESPONSIBILITY AND ACCOUNTABILITY FOR THEIR STUDENTS' OUTCOMES:

- “It is not a good enough excuse to blame the students” (P)
- “Give staff the opportunity to reflect on their own performance” (P)
- “The principal’s job is to look after the students; if holding some staff to account is part of this, then so be it” (P)
- “Confront teachers with their beliefs. Get them to think about what they are doing and why” (P)
- “What is their (students) potential and how do we bring this out?” (T)
- “Teachers should never stop searching for better ways to educate, engage, and motivate students” (O’Leary, 2001, p. 4)
- “Students complete surveys for teachers at the end of each unit – it can be eye opening but is important for teachers to reflect on” (T)
- “Having open to learning conversations is a daily part of the job” (T)
- “Difficult conversations are needed at times. You have to ask “How can I help you to be the best teacher that you can be?” (P)
- “The data is sometimes a good place to start to have a difficult conversation with a staff member” (P)
- “We have to make a positive difference for our students” (T)
- “We are not in the business of making ourselves great; we are in the business of making our students great” (P)
- “As the chief educator I have to be the one eyeballing those that are not up to it and not doing what they are meant to be doing” (P)
- “Teachers can shape their students’ futures. They have a responsibility towards every child, to treat each one equitably and with kindness, and yet challenge them to reach their highest potential” (Rubie-Davies, 2015, p. 47).

3. HIGH EXPECTATIONS FOR STUDENT EFFORT TOWARDS THEIR LEARNING:

- “We have to keep extending kids beyond where they think they can go and what they can achieve” (P)
- “Our teachers insist that students put every effort into everything that they do – in the classroom and out – and they know the students well enough to know when they are or are not doing this” (P)
- “There is no such thing as failure; students, with teacher support, learn and keep going until they get it. Effort, not intelligence is what is important” (T)
- “Everyone here uses high expectation language with each other; we don’t ‘hope’, we ‘expect’” (P)
- “We got students to raise the bar, to aim higher and set lofty goals – merit is par and aiming for that or above has become the norm” (P)
- “We teach students to take ownership of what they produce and hand in” (T)
- “Working with other students helps me to aim higher” (S)
- “We have a junior certificate of achievement so we have something to aim for” (S)
- “When the teachers believe in my and what I can do I don’t want to let them down” (S)

- Using strategies such as ‘No opt out’ and ‘Stretch it’ (Lemov, 2011)
- “Our expectations go beyond the academic. We expect students to be much more. It included culture, sport and demeanour. We expect students to give back as well” (P)
- “Students who expect and are expected to succeed are more likely to succeed” (Ka Hikitia, 2013, p. 37)
- “Students understand here that what will get them ahead is a whole lot of hard work and it’s no different when they leave school” (T)
- “We deliberately teach our students that to be better, to get better results, they just have to work harder. It is about effort, not intellect, most of the time” (P)

4. STAFF LEAD BY EXAMPLE AND MODEL HIGH AND CLEAR EXPECTATIONS:

- “Requiring of myself my absolute best all the time” and “transferring this to staff and students” (P)
- “If we expect students to be on time, we need to lead by example and be punctual as well” (T)
- “The best teachers relentlessly pursue excellence” (Jones, 2017)
- “I have to be the best role model of all – for staff and students” (P)
- “Keeping expectations for staff is as important as it is for students. They need to lead by example” (P)
- “Expectations which show respect are important; respect for self in dress and presentation, respect for others in how we treat each other” (T)
- “The person these kids see at school has to be the one that inspires them to work hard and achieve their absolute best. This isn’t always there at home” (P)
- “High expectations can only truly be achieved with consistent, accountable and embedded practices, everyone singing from the same song sheet, paddling the same waka” (A)
- “It requires teachers and school leaders to constantly reinforce the culture of high expectations by role modelling their own high expectations. Always looking for improvements in practice” (A)
- “I would role model positive learning behaviour” (A)

5. EFFECTIVE PASTORAL CARE SYSTEMS/PROGRAMMES IN THE SCHOOL FOR STUDENTS; TO BUILD RELATIONSHIPS, MONITOR PROGRESS AND TRACK ACHIEVEMENT:

- “Tuakana-teina programme” (P)
- “Senior mentoring in small groups meet once per week to set goals, monitor progress and develop relationships” (T)
- “Support systems range from academic tutoring and mentorship to assist our priority learners. This has made a huge difference in achievement, in particular, for our Maori and Pasifika students” (P)
- “Our academic mentoring is much more than this. It is coaching and the focus is just as much on building relationships as it is on tracking academic achievement” (T)
- “Teachers have to learn to coach, not just teach and there are 3 questions which

they can use regularly in conversations with their students:

1. What's the goal? (Why are you here?)
 2. What's the plan? (How are you going to get there?)
 3. How's the plan going? (What do you need to keep doing or change?)” (P)
- “Academic achievement and pastoral care go hand in hand. You don't get the achievement without the care” (P)
 - “A strong tutor system and academic mentoring programme so every student has a person with them for support” (T)
 - “An emphasis on pastoral systems is important; the role of the form teacher and ‘Big sister – little sister’ relationships are two examples” (P)
 - “I know there is always someone I can go to for support, no matter what” (S)

6. CELEBRATE SUCCESS:

- “When you get a bit of success, celebrate it! Get staff on board with it, get it into assembly. Make a culture of academic success cool for students” (P)
- “Even small victories are worthy of celebration – it could be a student who is always late getting praise for being on time. Every bit counts” (T)
- “Being a tall poppy is a good thing; students can hold their heads high and be proud of what they achieve” (P)
- “We don't pull people down; we celebrate every success” (T)
- “Normalise the celebration of success. Talk to students (in assemblies etc) about what they and NZ need to get ahead. Blend acknowledgement of academic successes into stories about how it is important for us as a school to creating opportunities/career pathways for kids. Bring speakers into the school telling students their stories and saying how important it is for NZ – that we need people who are going to be pathfinders, people who are going to make a difference in the world. Intertwining this with recognising student achievements is powerful stuff” (P)
- “Celebrating excellence endorsements with a special assembly and awarding of blues for these; pupils are equally proud to wear these as they are for sporting blues” (A)
- “Full school assemblies reward and acknowledge student successes” (A)
- “Formal systems for acknowledging achievement – junior graduation, NCEA benchmarks throughout the year, scholarship assembly. Recognising these helps create a culture of academia and says what counts around here” (P)
- “It's all about being proud to be a tall poppy!” (T)
- “Celebrate success – talk about it, recognise it, reward it” (P)
- “Lots and lots of celebration – not just the academic/sport/culture stuff, but the character and service as well. You have to watch the middle group of kids that might feel that nobody celebrates them” (P)

7. CLEAR GUIDELINES FOR APPEARANCE AND BEHAVIOUR:

- “Uniform for students to develop identity and pride in school” (P)
- “If you look after the small things, like having students wear their uniform correctly

and with pride, the big things will start to look after themselves; there is a ripple-on effect” (P)

- “The first bar to set was what would we expect of students when they came into school and drawing a line in the sand to identify what behaviours we would not tolerate” (P)
- “We say ‘The way you wear your uniform is what you think of your school’” (P)
- “We understand now why it’s important to wear our uniform properly. It’s not just a rule for no reason. It shows we are proud of who we are” (S)

8. SCHOOL WIDE TARGETS/GOALS/VISION CLEARLY AND REGULARLY COMMUNICATED TO SCHOOL COMMUNITY:

- “At every opportunity we get, we are reminding staff, students and the school community what our vision is and how we want to realise it – school assemblies, staff meetings, newsletter, any time there is a chance we talk about it” (P)
- “The school goals are included at the top of every newsletter that goes home” (P)
- “The school goals are very clear and they are always referred to, to guide practice and inform the school community” (A)
- “Our school goals are woven throughout staff meetings, recapped and built upon each year, and built into our appraisal process. It’s very effective having that continuity” (A)

9. IMPROVING HOME-SCHOOL PARTNERSHIPS:

- “Contact home to share the successes with whanau, not just the concerns” (P)
- “Make school a welcoming, non-threatening environment” (P)
- “We try to share as much information with parents as we can and the focus is on sharing academic success – no matter how small the gains – to show them that this is what we are aspiring towards” (T)
- “We have whanau hui and talano for Pasifika families every month” (T)
- “Convince the community of the value of the school” (P)
- “Communicating with parents the expectations we have is a crucial part in making them come to life” (P)
- “Weekly notes are part of our home-school partnership. Constant communication keeps parents informed and is appreciated” (T)
- “Focus on completing the 3 pivotal wheel- student, teacher, parent and our weekly note system speaks to effort rather than academic ability. Focus is on the student making a real effort to ‘be the best that he can be’” (A)

10. FOCUS ON MANAAKITANGA; RESPECT AND CARING FOR PEOPLE AND PLACE:

- “When we show that nothing they can do will ever make us give up on them, we give them permission to start believing in themselves” (Solomon, 2014)
- “Expectations + love = students reaching their potential” (P)
- “Build a school culture with a soul of love” (P)
- “At the heart has to be teachers who love their students” (P)

- “Respect for self, school and community” (T)
- “Our Year 1 ethos/focus was to create a culture of care” (P)
- “Nobody cares how much you know, until they know how much you care” (P)
- “The principal shows that they care by being visible inside and outside of school” (S)
- “Feeling valued when you walk in the school gate” (S)
- “Protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong” (Tū Rangatira, 2010, p. 14)
- “If that teacher is prepared to be here, they care about us – that’s what counts” (P)
- “It is about holding true to why our school was founded, the values it is built on” (P)
- “It’s really good around here because everyone cares about each other. It doesn’t matter who you are” (S)

11. FOCUS ON WHANAUNGATANGA; BUILDING POSITIVE, SUPPORTIVE RELATIONSHIPS:

- “Knowing, respecting and valuing who students are, where they come from and building on what they bring with them” (Ka Hikitia, 2008, p. 22)
- “A condition of employment was to be involved in extra-curricular activities so “students can see teachers and build relationships with them outside of the classroom and get them to like teachers as people” (P)
- “Building relationships is crucial. Students need to know that the teacher cares, is supportive, and wants them to succeed” (T)
- “Creating high trust relationships is crucial” (P)
- “If you haven’t got connections, then there is not going to be success” (P)
- “If students know you, and know what you expect of them, they will give their best” (T)
- “It is important that I maintain a visual connection with students” (P)
- “I like learning from teachers that I know and that know me” (S)

12. CLOSE MONITORING OF STUDENT ACHIEVEMENT DATA; STUDENTS NEEDING SUPPORT ARE IDENTIFIED EARLY AND TARGETED SUPPORT IS PROVIDED:

- “We analyse the data and then ask, why are things the way they are?” (P)
- “The early tracking of students who are at risk of not achieving means that we can do something about it before it is too late” (T)
- “Using data is a very good way of turning the story around. We look at the strengths but also what can we do more of?” (P)
- “Get the teachers who are doing it (using data) really well to populate everybody else” (P)
- “Wellbeing and pastoral data is also important to scrutinise” (P)
- “Get external reviews done to provide data. When presented with the facts that the data reveals it can be a powerful tool to use” (P)
- “Use data to explore what went well and what didn’t. Where do departments need support? Resourcing? Who need greater support? What initiatives do we need to focus on to raise achievement?” (P)

- “You can say ‘We have a problem, were not cutting it’ when you have a clear picture and data provides this picture. Use this to put in front of staff and say ‘We have an issue here’. Some staff will block and you have to front these honestly and then collectively say ‘Where do we go from here to turn this around?’ (P)
- “Identify early those at risk of not graduating; meet with them and their families and do whatever it takes to the kids over the line” (P)
- “NCEA results are analysed and presented to staff at the start of each year” (A)

13. REGULAR REVIEW OF CURRICULUM:

- “It is our job to create an environment where they (students) want to learn” (P)
- “Curriculum review and change to make learning meaningful for students” (P)
- “Education can and should be fun!” (T)
- “We had to ask, ‘What do we know about our learners, what is the data telling us? and redesign the curriculum to meet their needs” (P)
- “Schools should be about igniting a passion for learning, not making them regurgitate facts” (Jones, 2017)
- Application of the “big picture learning/schooling model” (P)
- “We have to ask, ‘What opportunities do we need to offer our students to prepare them for life?’” (P)
- “We want students to think in terms of learning first, credits later” (T)
- “Always look for ways to challenge and extend students – the worst thing you can do is restrict them” (P)
- “We have to change what and the way we teach to meet our students’ needs” (T)
- “The important thing is continual review of what works and what doesn’t” (A)

14. VALUES BASED EDUCATION:

- “This is about building students on the inside and has three components – head (what you learn), hands (what you do) and heart (who you are). The heart part stands great schools out from good schools” (P)
- “Start with the values” (P)
- “The values of the school creates the culture, so the values need to explicit, modelled and strong” (P)
- “We have a values theme each year to guide us” (S)
- “The holistic stuff comes before achievement for us, but it has a positive effect on achievement” (P)
- “Our school values are constantly reinforced and modelled and they include ‘we work hard’ and ‘we are responsible for all we do’” (A)

15. DISTRIBUTED LEADERSHIP/A FOCUS ON DEVELOPING LEADERSHIP CAPACITY AMONGST STAFF AND STUDENTS:

- “Do it with people, not to them or for them” (P)
- “Leadership is communicating the worth and potential of another person so strongly that they begin to see it for themselves” (P)

- “My job is to focus on growing the capacity of staff” (P)
- “I assume people’s competence and then provide support when it is not there, rather than assume ignorance and tell them what the answers are and what to do” (P)
- “The most powerful thing to do for high expectations academia is to sit down regularly with your HOD’s and talk to them about what is happening in their department; what is working? What isn’t? They are the leaders who make all the difference” (P)

16. USE OF POSITIVE BEHAVIOUR FOR LEARNING (PB4L):

- “Students had a voice and decided what they wanted our PB4L to look like” (P)
- “The school community decided what they would expect and accept” (P)
- “PB4L was a natural progression from our values” (P)
- “Our core values are much older than PB4L, but it has helped us distil it” (P)
- “PB4L has definitely been a framework we have used to establish consistent approaches and create a positive culture in the school” (A)
- “Everyone knows what is expected of them and PB4L rewards us when we do it well” (S)

17. INQUIRY BASED APPROACH TO TEACHING AND LEARNING:

- “Engage in inquiry learning and action research to identify sound mātauranga and gather evidence to support learner learning” (Tū Rangatira, 2010, p. 23)
- “Using inquiry helps staff consciously and committedly reflect and improve their teaching” (P)
- “We had time spent on developing people in the ‘teaching as inquiry’ model to enable teachers to become self-determining in the professional development to improve teaching and learning practice” (A)

18. PROFESSIONAL DEVELOPMENT PROGRAMME LINKED TO SCHOOL VISION AND TARGETS:

- “The professional growth of teachers is paramount to success” (P)
- “It is important to have a balance and do PD with your staff; being part of the team and leading by example. I went in to the classroom to show I could do what I was telling them (staff) to do. This is profound for some staff so they know it’s not an ‘us’ and ‘them’. Closing that gap is really important” (P)
- “That I would expect to keep learning and strive to be a better teacher” (A)

LEADING CHANGE SUCCESSFULLY

1. WORK OUT WHAT NEEDS TO CHANGE AND WHAT DOESN'T AND FOCUS ON WHAT YOU CAN CHANGE, NOT WHAT YOU CAN'T CHANGE:

- “You need to ask the question, ‘What’s the real problem?’ and drill down until you get to the core issues” (P)
- “Decide what matters the most, what makes the biggest difference to students and families” (P)
- “There is a culture in the town which cannot be changed, but once you step into school it is a different culture” (P)
- “Pick your battles; what to champion and what to let go of” (P)
- “Learn whether or not the community will embrace change and ask ‘Is it worth it, if they won’t?’ (P)
- “We had to address the real issues in this school head on” (P)
- “Start leading change by getting to grips with the data on achievement and then it is comparative” (P)
- “You have to hold to ‘what’s best for the students?’ And if a change is not best for them, then don’t do it” (P)
- “A big start is getting everyone to the same common purpose or belief of why they are there” (P)
- “We have to ask, ‘Where are we going from here’, ‘What do our 21st century learners need?’ (P)
- “I probably use intuition (about what needs to change), but after over 20 years of being a principal I have learnt that it has to be backed up by empirical evidence” (P)
- “Schools that engage in evaluation for improvement are motivated to make changes that will have a positive impact on the learning and wellbeing of all their students, and they are sustained by the belief that they – leaders and teachers – can do better” (ERO, 2016, p. 24)
- “Ask ‘Where to from here?’ and ‘What’s best for the students?’” (P)
- “Change takes time and effort, and if it is to be successful it needs to be very well planned, thought through in order for it to take place while day-to-day school life takes place” (A)
- “Change for change sake is unlikely to work” (A)

2. HAVE A STRONG VISION AND CONVICTION FOR WHAT YOU BELIEVE IN:

- “Your own belief, your own vision has to shine through; it has to be real” (P)
- “Have a clear vision about where you want to get to and what you need to do to get there” (P)
- “Start with the vision, trust the vision, and surround yourself with people who share this vision” (P)
- “Hold the line, don’t fold from your convictions, even when challenged/confronted” (P)

- “Staff want direction and certainty, but they also want to know you as a person” (P)
- “You need to be a champion; someone who is proud and out there, but also inclusive” (P)
- “You have to have a big picture view, a strong vision but hold that lightly enough to be able to listen to the heartbeat of the kids and teachers” (P)
- “Include staff in a visioning process; we got staff in teams to brainstorm and set out what we counted for/what was important to us moving forward. This becomes a powerful thing with dissident staff because you can link back to the vision statement and say this is the consensus view of the staff” (P)
- “You need to be insistent, persistent and consistent” (P)
- “A principal needs to have a ‘we can do this!’ attitude. They must have integrity, be a champion of change, and initiate/get things going” (P)
- “You have to have a vision and a common purpose. The ‘why’ is number one, and then getting the buy in and the ownership through the ‘how’” (P)
- “We should not think of vision as something only for leaders...asking ‘what difference am I trying to make personally?’ is a good place to start” (P)

3. FOCUS ON RELATIONSHIPS:

- “Successful change relies on relationships” (P)
- “Building high trust relationships – with staff, students and parents is the key” (P)
- “Everything is dependent on effective relationships; these are developed over time with listening, open conversations, understanding each other’s perspectives, and being genuine/authentic” (P)
- “Relationships must be built on trust – individually and collectively” (P)
- “Our common ground is how we can make it better for the students” (P)
- It’s not about what, it’s about who” (P)
- “We use the analogy of the balcony view: step up and look down and see what’s happening, then let’s get down, get amongst it and be a part of it. A good leader has to ‘step down from the tower’ and balance leading the team with being a part of the team” (P)
- “Relationships count 110%. They are fundamental to successful change” (P)
- “I have to work with these people, so I have to do all I can to get them to trust me – so that they are working in an environment where students can flourish” (P)
- “Relational trust cannot be underestimated” (P)

4. CLARITY OF COMMUNICATION WITH THE SCHOOL COMMUNITY:

- “Communication and getting this right is the most important thing in leading change” (P)
- “I wrote a letter to staff about what leadership meant to me and what my vision for the school was” (P)
- “I want teachers and parents to see and understand the why of what we are doing, not just the what we are doing” (P)
- “You have to be able to articulate what you stand for” (P)
- “Keep telling the story, and often. And share the successes as you go” (P)

- “Remind them that this is for the betterment of the place. It’s not about you or me; it’s about the kids in this place” (P)
- “It’s really important that everyone knows what is going on and the reasons why” (T)

5. INCLUDE THE ENTIRE SCHOOL COMMUNITY IN THE CHANGE PROCESS:

- “Get teachers working together so it becomes a collaborative project. This can create a safe way to share successes as well as failures” (P)
- “Get staff input but have a plan and start with that” (P)
- “An invitation went out to everyone in the school community inviting them to share their answer to the question, ‘What really matters for us?’ (P)
- “Connect with people, not just data, to find out about what and how to change” (P)
- “We organised a number of forums so everyone had a chance to come in and chat about the change” (P)
- “I interviewed every staff member to get their view and ideas. I interviewed panels of students and this gave me the best information. They told me clearly what they thought needed to be changed and what needed to be protected” (P)
- “The best resource is with each other” (P)
- “If they can see why you’re doing what you’re doing, they will go along with it” (P)
- “Change is considered carefully. It is managed well so we don’t feel too swamped with change. Change is highly consultative, with students, staff, parents and the wider school community each being consulted” (A)
- “The challenge is always in others ‘taking on board’ the whakapapa. This has gained momentum with staff culture as it has been modelled by leadership and as people have recognised that it is a collaborative process involving everyone within our school community” (A)
- “The success of this change is often driven by members of leadership initially and then permeates through other people within our school community. As people (staff, students, whanau, community members) have understood their part to play and had a voice in the process, this has engaged them, causing the change process to gain momentum” (A)

6. GET STAFF ON BOARD:

- “Getting teachers to step up and get on board is the biggest challenge, but also the most important” (P)
- “My goal is that anyone who walks into my office for a conversation, walks out stronger, more aware, and more capable of dealing with a situation” (P)
- “If you haven’t got a staff that are willing to come with you, you’re stuffed” (P)
- “We put together an implementation team to lead the new initiative; some staff hand-picked and some volunteers. We invited the sceptics to be part of the team too, saying ‘join the team, keep us honest, better to be inside the team and kill it from the inside if it doesn’t make sense’. They ended up understanding the reasons why we wanted to do this and were our greatest advocates” (P)
- “Remember to acknowledge staff, pat them on the back” (P)

- “Shared vision allows people to work more autonomously while still working interdependently” (P)
- “Being confrontational will never work. Swamp the backsliders; get things rolling so it is impossible to swim against the tide” (P)
- “You have to support your staff. Have genuine, trusting relationships with your HOD’s/staff. Let staff know how much you value them” (P)
- “If staff leave morning briefing feeling optimistic, then that’s what they will take with them into the classroom” (P)
- “A strong orientation programme for new staff helps them understand the school culture” (P)
- “For any change, you have to set the bar, but then you have to support them to get over it?” (P)
- “Get to know staff and ‘the way we operate around here’ and let staff get to know you” (P)
- “Parade the successes and the wins of the staff that are on board in an effort to get others on board. Get quantum by getting the middle third to become adopters” (P)
- “I enjoy being challenged and like to be pushed outside my comfort zone. There is always going to be stress with change, but that doesn’t have to be a bad thing – it can be very motivating” (A)
- “Getting buy in throughout the whole process is really important” (A)

7. SHARED LEADERSHIP:

- “The best leaders know what they stand for, but they are aware of their limitations and share power” (P)
- “Use collaborative leadership to create positive change and build leadership capacity on your staff” (P)
- “The top-down approach does not always work when it comes to change. Giving staff the opportunity to get on board and be involved in leading the change can be very powerful and very positive” (P)
- “Utilise your ‘early adapters’ to help lead change; trusted, good steady hands to fit it into the culture and bring the people with them” (P)
- “Get a team around you to lead the change with you. Get them to make it stick” (P)
- “If you only have one champion leading change it becomes their thing and can make staff feel quite dismissive if they feel like they don’t own it. Layers of support and reporting need to be shared out, to create shared responsibility” (P)
- “Change leadership is about distributive leadership – it was Roosevelt who said ‘The best executive is the one who has sense enough to pick good men to do what he wants done, and the self-restraint to keep from meddling with them while they do it’” (P)
- “It takes excellent leadership, extending beyond the principal through to key personnel in the school, to achieve coherence, to manage change and to maintain the momentum and commitment to continuous improvement” (ERO, 2014, p. 32).
- “You have to have your structures in place; a strong senior team and HOD’s who have to buy into and champion the change in their departments” (P)
- “Leadership is not only about the adults – getting the students to lead is very

powerful; we talk about the blazer delivering the message, not the suit delivering the message” (P)

- “Use the expertise of your staff; trust them and let them do what they do best” (P)

8. GET STUDENTS ON BOARD:

- “Don’t disregard what students think and how they feel” (P)
- “Our students are our biggest advocates” (P)
- “Be visible to the students, talk to them, get to know them, walk amongst them” (P)
- “Ask the students, what do you want for your school?” (P)
- “Our first priority is to value and support those students we have on our roll. Their genuine educational needs must be met and they must believe that being at school is valuable” (P)
- “Students can be the force for change and using the student voice can be really powerful” (P)

9. TAKE SMALL STEPS:

- “You can’t do it immediately, you can’t do it overnight” (P)
- “Take care of the little things first; high expectations around how we look, speak, behave, then look at the pass rates (P)
- “The hardest thing is not making the change, it is embedding the change in the school culture. This takes time and energy and lots of small, consistent steps” (P)
- “Articulate the every-day things clearly that matter – work routines, punctuality, learning tone in classrooms” (P)
- “Appreciate that change is a long game – a very very long game” (P)
- “Put energy into doing things and accept that some components won’t work. When it does work, celebrate it. You have to keep chipping away” (P)
- “Don’t get too far ahead of everybody” (P)
- “Don’t change initiatives too often. Focus on ‘embed’ rather than ‘new’ (P)
- “It hasn’t been too much at once, and is woven throughout all our record keeping (appraisal etc) to minimise additions to our workload” (A)

10. KEEP AN OPEN DOOR AND AN OPEN MIND AS A LEADER:

- “You walk into this school, nothing is set in concrete. We have a culture that we want you to buy into, but you can try new things” (P)
- “If you fail when you’re giving it your all, it doesn’t matter – as long as you’re getting closer and closer to those targets” (P)
- “Don’t give in, but learn to give way. You also have to understand that you could be wrong” (P)
- “You can achieve anything you like in this world as long as you don’t care too much about who gets the credit for it” (P)
- “We keep reshaping the culture over time; it doesn’t end” (P)
- “Good leaders, both in school and out of it, listening to feedback and being prepared to change the way things are done, but not the final goal” (A)

The above are just some of the examples of what principals, teachers and students shared with me over the course of my sabbatical about both high expectations and leading change. Primarily the above quotes are the words which resonated with me the most, and which I believe help to clarify and unpack each of the indicators which I have identified.

These results have provided me with a great deal of insight into what different members of a school community believe about the principle of high expectations and managing change in schools, and it is enlightening to see that many of them speak about the same concepts and draw very similar conclusions. For those embarking on a change process, whether it be around creating a culture of high expectations or any other change initiative, I believe the above indicators, opinions and examples have the ability to provide a solid starting point to ensure that the change process is a successful one. As for which of the ten change indicators to use, that will depend somewhat on the current school culture and climate and the scale of the change, but in general I believe that it is a case of the more indicators, the better, being applied to ensure that change is successful in a school.

Likewise, I believe that if a school wants to work towards building an embedded culture of high expectations that they could apply any number and combination of the above 18 indicators, advice and examples into their current school culture, to help achieve this goal. And why wouldn't every school want to do this, when the effects can be so powerful? Rubie-Davies (2014) sums them up perfectly when she states "it should be the aim of all teachers to ensure that every inkling of talent that students possess is nurtured....this begins and ends with having high expectations for all students, decreasing the inequities associated with low expectations, and showing all students that we care. The positive teacher attitudes and equitable teaching strategies of high expectation teachers lead, not only to student academic success, but also to high levels of motivation, engagement, self-efficacy, and incremental notions of intelligence" (p. 230)

BENEFITS OF MY SABBATICAL

I am very grateful for the opportunity to have a sabbatical to complete this professional learning, as it has allowed me to strengthen my knowledge and understanding of areas of practice that I am developing a passion for. It has helped develop my role as a senior leader because it has allowed me to hear and learn from successful leaders about how to implement change successfully and how to build a school culture in a way that is non-threatening, respectful, inclusive, and beneficial to the current school culture and community. It has also enabled me to grow in confidence as a senior leader, up-skill my current qualities as a senior manager, strengthen my leadership skills, and given me greater insight into the role of the Principal.

The sabbatical has contributed to improving leadership and management for the benefit of our school because having examples of best practice in a known context, means that we can greatly avoid the 'trial and error' approach to managing change. Any change process will have a higher likelihood of being successful and one which builds capacity amongst middle leaders and teachers around their own leadership and knowledge of best practice. This will allow individuals to feel a part of any change process, and empowered about it, which will have a positive influence on staff morale, relationships and well-being.

My professional learning will benefit students because it has the potential to improve student outcomes; not only academic outcomes but also the well-being of students. Led by teachers and senior leaders, students can continue to develop their understanding of the link between effort and achievement, the practice of resilience, and their self-belief about their academic ability. It is not rocket science - if students can have success at school, the follow on effect can be phenomenal; students enjoy school more if they know it is a place where they can find success. This, in turn, encourages them to make the most of opportunities offered at school, take up further challenges to learn and grow as individuals, value their education more, and look to continue their education beyond secondary school. Having high expectations of students, with regards to even seemingly small things like how they wear their uniform, how they treat others, and how behaviour is managed in the classroom sets a standard for students to aspire to, and benefits students outside of their school environment as well as in it.

My professional learning also contributes towards the Ministry of Education's education priorities and long term outcomes with regards to making sure that every student achieves educational success, but also with regards to the role we play in ensuring that New Zealanders have the skills and knowledge for work and life. Raising expectations, through developing a growth mindset towards learning new knowledge and skills, and building resilience to overcome adversity, are part of the skill set that young New Zealanders need to be successful in the future, in both their work and life. My professional learning has the potential to guide leaders and teachers so they are able to successfully lead change to create a culture of high expectations in their schools, which in turn has the potential to increase the participation, engagement and achievement of our students.

CONCLUSION

It is my hope that this report will provide leaders and teachers in New Zealand secondary schools, who are looking to raise achievement through raising expectations, with examples of best practice and evidence of successful change practice, which will enable them to do so.

Visiting schools and speaking to leaders, teachers and students, was an eye-opening experience and among other things, I witnessed practices that schools are implementing to help students build resilience to adversity in learning, how to create a culture of growth mindsets amongst students and how mentoring relationships are supporting student engagement and achievement at school. Students helped me understand what influences their behaviour and effort inside the classroom, teachers shared how they create classroom cultures where high expectations are the norm with regard to work completion, homework, meeting deadlines and behaviour management, and leaders explained how they successfully use specific techniques to lead change in a way that is trusting, influential, inspiring and enduring to the school staff and community.

Along with learning about how to manage change successfully to create a school culture of high expectations, I have learnt a number of other important things over the course of the past ten weeks. In particular, speaking to principals who are successfully leading New Zealand secondary schools about their leadership was educational, enlightening and inspiring. Their descriptions of their role were very similar to one another, regardless of the type of school they were leading and one principal summed up the position succinctly, concluding that “the underlying principles are diligence (working hard, meeting expectations), doing right (having moral purpose), and ingenuity (constantly looking for ways to improve/do it better)”. This said, the complexity of leadership is not to be underestimated, and it is important to be aware of the fine balance that effective leadership must have: “If the leader comes on too strong, the culture will rebel. If the leader is overly respectful of the existing culture, he or she will become absorbed into the status quo” (Fullan, n.d., p. 2). If they get it right however, leadership can have a powerful effect on those within its influence: “Members of the community are empowered and energised. High relational trust exists in the school, staffing is stable and the passion for young people and their learning is a tangible characteristic of the schools” (ERO, 2014, p. 32). Surely, every school in New Zealand should be aspiring to be like this. And if it is leadership which determines such positive effects, then recognising, embracing and supporting future educational leaders is crucial.

It was a true privilege to be welcomed into secondary schools throughout New Zealand and to speak to principals who have successfully implemented change in schools in an effort to specifically raise expectations of students with the goal of raising achievement, staff who have been a part of such change, and students for whom change has been to improve the academic outcomes for. I wholeheartedly thank those who approved my application for sabbatical; there is no doubt that without the ten weeks of time to complete my professional learning, it would not have been possible.

REFERENCES

- Anders Ericsson, K., Prietula, M.J., & Cokely, E.T. (2007, June). *The making of an expert*. Retrieved August, 2016 from <https://hbr.org/2007/07/the-making-of-an-expert>.
- Anderson, J. (n.d) *The thoughtful teacher*. Retrieved May, 2016 from <http://habitsofmind.org/wp-content/uploads/2014/08/The-Thoughtful-Teacher.pdf>.
- Bamburg, J.D. (1994). *Raising expectations to improve student learning*. Portland, OR: North Central Regional Educational Laboratory.
- Bendikson, L., & Robinson, V. (2013, July). *Establishing academic goals and expectations*. Auckland: University of Auckland Centre for Educational Leaders.
- Bishop, R., & Berryman, M. (2009). *The Te Kotahitanga Effective Teaching Profile*. Retrieved January 2017 from http://www.nzcer.org.nz/system/files/set2009_2_027.pdf.
- Bronson, P. (2017, February). *How not to talk to your kids*. Retrieved August, 2016 from <http://nymag.com/news/features/27840/>.
- Brewster, C., & Railsback, J. (2003). *Building trusting relationships for school improvement: implications for principals and teachers*. Portland, Oregon: Northwest Regional Educational Laboratory.
- DuFour, R., DuFour, R. & Eaker, B. (2009). New insights into professional learning communities at work. In Fullan, M. (Ed.). *The challenge of change: Start school improvement now!* (p.87 - 103). Thousand Oaks, CA: Corwin.
- Dweck, C.S. (2007, October). *The perils and promises of praise*. Retrieved June, 2016 from <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>.
- Dweck, C.S. (2007, December). *The secret to raising smart kids*. Retrieved June, 2016 from <https://www.scientificamerican.com/article/the-secret-to-raising-smart-kids1/>.
- Dweck, C.S. (2007, Spring). Boosting achievement with messages that motivate. *Education Canada*, 47 (2), 6 – 10.
- Dweck, C. S. (September, 2010). Even geniuses work hard. *Giving Students Meaningful*

Work, 68 (1), 16 – 20.

Dweck, C. S. (2012). *Mindset: how you can fulfil your potential*. London: Robinson.

Dweck, C.S. (2015, September). *Carol Dweck revisits growth mindset*. Retrieved November, 2015 from <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>.

Dweck, C.S., & Mackie, S. (2016, August). *Carol Dweck revisits growth mindset*. Workshop presented at Queen's Wharf, Wellington.

Elbot, C. F., & Fulton, D. (2008). *Building an intentional school culture: excellence in academics and character*. Thousand Oaks, CA: Corwin Press.

Elmore, R.F. & City, E.A. (2007). The road to school improvement. In Fullan, M. (Ed.). (2009). *The challenge of change: start school improvement now!* (p.21 – 39). Thousand Oaks, CA: Corwin.

ERO (2011, May). *Directions for learning: The New Zealand curriculum principles, and teaching as inquiry*. Wellington: Education Review Office.

ERO (2012, May). *Improving education outcomes for pacific learners*. Wellington: Education Review Office.

ERO (2012, July). *The New Zealand curriculum principles: Foundations for curriculum decision-making*. Wellington: Education Review Office.

ERO (2014, May). *Towards equitable outcomes in secondary schools: Good practice*. Wellington: Education Review Office.

ERO (2015, December). *Raising student achievement through targeted actions*. Wellington: Education Review Office.

ERO (2016). *Effective school evaluation: How to do and use internal evaluation for improvement*. Wellington: Education Review Office.

ERO (2016, July). *School evaluation indicators: Effective practice for improvement and learner success*. Wellington: Education Review Office.

ERO (2016, November). *School Leadership that works: A resource for school leaders*. Wellington: Education Review Office.

- Farr, S. (2010). *The power of high expectations: Closing the gap in your classroom*. Retrieved November, 2015 from [http://teachingasleadership.org/sites/default/files/Related Readings/DCA_Ch2_2011.pdf](http://teachingasleadership.org/sites/default/files/Related_Readings/DCA_Ch2_2011.pdf).
- Fullan, M. (n.d.). *Motion leadership: The skinny on becoming change savvy* [Workshop booklet].
- Fullan, M. (2009). The principal and change. In Fullan, M. (Ed.). *The challenge of change: start school improvement now!* (p.55 - 69). Thousand Oaks, CA: Corwin.
- Jones, J. (2017). Retrieved March, 2017 from <http://www.radionz.co.nz/national/programmes/ninetoon/audio/201835148/'we-only-seem-to-value-what-we-can-measure'>
- Lane, B.A. (1992, February). Cultural leaders in effective schools: The builders and borders of excellence. *NASSP Bulletin*. Thousand Oaks, CA: Sage.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful school leadership: What it is and how it influences pupil learning*. Retrieved January, 2017 from <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR800.pdf>.
- Lemov, D. (2011). *Teach like a champion: the complete handbook to master the art of teaching*. San Francisco, CA: Jossey-Bass.
- Miller, R. (2001, November). *Greater expectations to improve student learning*. Washington: Association of American Colleges and Universities.
- Ministry of Education (2008). *Ka Hikitia: Managing for Success*. Wellington: Learning Media.
- Ministry of Education (2008). *Kiwi leadership for principals: Principals as educational leaders*. Wellington: Learning Media.
- Minsitry of Education (2010). *Tū Rangatira: Māori Medium Educational Leadership*. Wellington: Huia Publishers
- Ministry of Education. (2012). The principle of high expectations. *The New Zealand Curriculum Update*, (22), June. Wellington: Learning Media.
- Ministry of Education (2012, June,). *The principle of high expectations*. Retrieved March,

2016 from <https://nzcurriculum.tki.org.nz/content/download/18347/.../file/NZC-update-22.pdf>.

Ministry of Education (2013). *Ka Hikitia: Accelerating Success*. Wellington: Learning Media.

Notman, R. (2016, November). *Challenges for principals in high-needs schools*. *Centre for educational leadership and administration newsletter*. Dunedin: University of Otago College of Education.

O'Leary, A. (2001, September). *The average student*. Retrieved August, 2016 from <http://blog.core-ed.org/blog/2015/09/the-average-student.html>.

Petersen, K. (2002). Positive or negative. *Journal of Staff Development*, 23 (3), 10 – 15.

Ricci, M. C. (2013). *Mindsets in the classroom: building a culture of success and student achievement in schools*. Waco, TX: Prufrock Press.

Ritchhart, R. (2015). *Creating cultures of thinking: the 8 forces we must master to truly transform our schools*. San Francisco, CA: Jossey-Bass & Pfeiffer Imprints, Wiley.

Robinson, V., Hohepa, M., & Lloyd, C., (2009). *School leadership and student outcomes: Identifying what works and why: Best evidence synthesis*. Wellington: Ministry of Education.

Rubie-Davies, C. M. (2015). *Becoming a high expectation teacher: Raising the bar*. Abingdon, Oxon: Routledge.

Rubie-Davies (2015, February). *Research: The teacher education project*. Retrieved May, 2016 from <http://www.educationreview.co.nz/magazine/february-2015/research-the-teacher-expectation-project#.WH58ia377IU>.

Solomon, B. (2014). *The Pygmalion Effect: Communicating High Expectations*. Retrieved February, 2017 from <https://www.edutopia.org/blog/pygmalion-effect-communicating-higher-expectations-ben-solomon>,

Stoll, L. (2000). School culture. *School Improvement Network's Bulletin*, (9), 9 – 14.

Turner, J. & Crang, C. (1996). *Exploring school culture*. Retrieved January, 2017 from <http://people.ucalgary.ca/~ccl/resources/read7.html>.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: creating a culture of*

continuous improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

The following websites are well worth reading for further information:

<http://nzcurriculum.tki.org.nz/Principles/High-expectations>

<http://www.education.auckland.ac.nz/en/about/schools-departments/ldpp/ldpp-research/ldpp-research-projects/teacher-expectation.html>

<http://www.educationalleaders.govt.nz/>

<http://www.greaterexpectations.org>

<https://www.mindsetworks.com/>