

Principal Sabbatical Inquiry: Critical School Wide Self Review

Jacqui Duncan: Principal Cashmere Primary Christchurch 2010

The status of this paper:

This is a summary of the readings I have done and the interviews I have had. In many cases I have simply recorded other people's ideas and thinking using their words, sometimes without acknowledging the source or using the conventions of referencing required in academic writing. This is not meant to be an academic paper but is simply a journal of my learning and understanding while on sabbatical.

Acknowledgement:

Thank you to the Cashmere Board of Trustees for approving this sabbatical and for providing funds to support the sabbatical inquiry. Thank you Cathy Andrew, the leadership team and staff at Cashmere Primary for giving me the space to undertake the sabbatical inquiry and for keeping the school moving forward while I was away. Thank you Ministry of Education and NZEI for making sabbaticals possible. I have enjoyed the opportunity to undertake an in depth inquiry and to benefit from the hauora effects of a sabbatical.

I have used my time to:

- Professionally read, think, discuss and reflect on school wide self review
- Plan some *just in time* next steps for my school and for me as a principal
- Refresh and re-charge

Executive Summary:

- There is no mystery as to what is effective teaching and leadership. Recent research scaffolds this in detail. It is a case of having the courage, knowledge and skill to lead the changes necessary to ensure that the *theory to practice* happens in schools
- Sometimes this means challenging staff and community assumptions and challenging activities that the staff and school community have buy into yet are ineffective e.g. traditional homework programmes
- Critical school wide self review:
 - Is focused on student learning and student achievement
 - requires pedagogical leadership
 - is inextricably linked to the schools strategic planning and reporting processes
 - is the crucial link to school improvement, student learning and achievement and accountability
 - uses both qualitative and quantitative methodologies
 - have a pedagogical and formative focus to assist school leaders and teachers to decide what is worth doing in the classroom and across the school and what can be stopped

Methodology:

I investigated how to best advance the development of school-based formative assessment and school review. I wanted to identify the leadership skills needed to have these practices at the fore front of school activity and how to embed them into the *business as usual* cycle of *how we do things around here*. I intend to use the skills, knowledge and understanding that I have gained on sabbatical within my school, to advance whole school evidenced based review

(inquiry) to strategically plan and identify next steps and through coaching and a *Layered Review Model* (see below) ensure that this happens at all levels of the school.

I gathered information in three ways:

- School visits and principal interviews
- Literature search
- Interviews with 3 leading academics based in Wellington, two leadership advisors based at UC Education Plus Christchurch, one head office ERO officer and one MOE head office manager

I chose schools to visit based on the following criteria:

- I knew they were working on self review
- I have been working with the principal through Ariki groups, coaching groups or through principal net works.
- I consider all schools visited and principals interviewed as high performing.
- I wanted to be challenged in my thinking and practice.

I am very grateful to the following principals who shared their practice with me and took the time to help me with my sabbatical inquiry.

Schools that I visited and principals that I spoke to were based in Wellington (n = 3) and Christchurch (n = 6):

- Hoon Hay School: Lee McArthur
- Ngaio School: Liz Millar
- Seatoun School: Pete Pointer
- Karori School: Dianne Leggett
- Ilam School: Lyn Bird
- St Albans School: Ginnie Warren
- Russley School: Erika Ross
- Isleworth School: Jeanette Shearer
- Somerfield school: Denise Torrey

The academics and leadership advisors were chosen because of their expertise in the areas I was focusing on: (n = 6)

- Adrienne Alton-Lee: BES leadership and BES Quality teaching for Diverse Learners
- Cathy Wylie: leadership, principalship, adult learners, school review models and school effectiveness
- Carol Mutch: ERO School Self Review
- Colin Williams: UC Education+: MOE review tools and school review in general
- Rema Leitch: UC Education+: MOE review tools and school review in general
- Marion Fitchett: MOE schooling and leadership

I am also grateful to the following consultants and experts that peer reviewed this work and the proposed School Self Review process for Cashmere Primary.

- Deborah Elliott (Cashmere Primary BOT). Deborah's position as *quality assurance* manager at CPIT helped give me another perspective on this inquiry.
- Helen Moore UC Education Plus
- Lois Christmas Consultant
- Cheryl Doig Consultant
- My Ariki Group

Key Inquiry Questions:

1. *How are schools developing evidenced-based, valid and rigorous whole school cyclic self review (inquiry) capacity and how do they demonstrate knowledge and understanding of*

their strengths and next steps in implementing the NZ Curriculum 2007 across all areas of school activity leading to improved student achievement?

- 2. How are schools developing classroom-based teacher inquiry to facilitate reflective practice to inform teachers on their next steps and how is this included as part of teacher performance development and support systems?*
- 3. What are the leadership dispositions and practices needed to have this happening in our schools?*

Supporting Inquiry Questions:

- 4. What are the important theoretical leadership understandings and perspectives that schools should consider when developing School wide and Teacher Inquiry?*
- 5. What does the current literature have to say about school review, school improvement and classroom-based teacher Inquiry?*
- 6. What are examples of self review approaches seen in schools that are transferrable?*
- 7. What does John Hattie's research and BES leadership research tell us is worth doing in schools?*

Introduction:

I visited and interviewed 9 principals, 2 academics, 1 ERO officer, 1 MOE manager and 2 leadership and management advisors. I read "BES leadership", "BES Quality Teaching for Diverse Learning" and "BES Quality Teaching Early Foundations" (summary only). I also read readings on adult learning, teacher Inquiry including Practitioner Research for Educators Viviane Robertson and Mei Kuin Lai, ERO publications including a thorough analysis on Education Review Office "Reading and Writing in years 1 and 2" December 2009, MOE "Kiwi leadership" and "Ka Hikitia – Managing for Success", MOE self review tools and information on their web site and on the TKI web site on leadership, and "Visible Learning" by John Hattie. I also referred to Clarity in the Classroom by Michael Absolum

The school visits, interviews with practitioners and academics and the readings have given me theory, evidence and practical insights as to how *Critical School Wide Self Review* can be utilised to provide direction on future school improvement, knowing the pace of progress of children and cohorts of children over time and how self review can provide accountability within and outside the school.

Education review "Evaluation Indicators for school Reviews" Draft April 2010 Page 10 refers to the six dimensions of good practice:

At the centre is student learning: engagement and achievement and

Around the centre are:

- **Effective teaching**
- **Safe and inclusive school culture**
- **Engaging parents whanau and communities**
- **Governing the school**
- **Leading and managing the school**

How are schools developing evidenced-based, valid and rigorous whole school cyclic self review (inquiry) capacity and how do they demonstrate knowledge and understanding of their strengths and next steps in implementing the NZ Curriculum 2007 across all areas of school activity leading to improved student achievement?

I gained the following insights and understandings of effective practice from the schools I visited

- Schools visited:
 - had school review and its link to school improvement, with student achievement at the centre, as its over arching focus
 - understood that the focus of school review and school improvement initiatives needed to be on the six dimensions of good practice: “Evaluation Indicators for school Reviews” Draft April 2010 Page 10 see above
 - had teaching of a rich deep and broad curriculum (NZC 2007) as their purpose and ensuring that children are literate and numerate to access the curriculum as a high priority
 - understood that multi source data needs to be collected and used for different purposes

- Schools visited are doing the following to varying degrees:
 - Some schools described a layered approach to school wide self review including:
 - Student review/ inquiry
 - Teacher review/ inquiry
 - Leadership team review/ inquiry
 - BOT review/ inquiry
 - Interschool sharing and QLC
 - School review came out of the school’s strategic and annual plans which came out of the school charter
 - Schools are putting emphasis on literacy and numeracy quantitative and qualitative data and building the leadership team capability to:
 - Analyse
 - Validate
 - Find the challenge and next steps from the data
 - This information is being shared with their BOT
 - Schools are using multisource data e.g.
 - Triangulated test results
 - Observations
 - Work samples
 - Criterion based indicators
 - Coaching models
 - Document searches and....
 - Schools are becoming more strategic and thoughtful on what data to collect and how to use it.
 - Schools are using research and literature to guide them in their learning and school improvement initiatives.
 - Principals belonged and participated in Quality Learning Circles or similar
 - Principals were leading their staff to belong and participate in Quality Learning Circles or similar
 - Schools are linking multi source data to their school reviews to varying degrees. Schools were either using data in learning conversations or were learning how to do this

- There had been significant development in constructing each schools' curriculum (based on NZC 2007) and there was some form of cyclic curriculum review in place in schools
- The impact of National Stds in the schools visited has resulted in more emphasis being put on reading, writing and mathematics data or the already good practice in these curriculum areas meant simply continuing current practice with some acknowledgement of National Stds. However the introduction of National Stds has meant greater emphasis on:
 - Whole school consistency in moderation
 - More awareness on the importance of reporting to parents and the BOT in clear plain language
 - Concerns by principals on how this data will be used once it leaves the school

How are schools developing classroom-based teacher inquiry to facilitate reflective practice and to inform teachers on their next steps and how is this included as part of teacher performance development and support systems?

From interviews I have come to the following understandings or have had my current understanding validated:

- School and teacher Inquiry needs to have as its focus:
 - Student learning, engagement and achievement and...
 - Effective teaching and.....
 - Engaging parents, whanau and communities and....
 - Safe and inclusive school culture Bes leadership
- Having regular learning conversations within teams (staff can be released to do this using CRT) on what the data is saying is crucial and it involves asking the following:
 - What is the data telling us?
 - Can we explain what the data is saying?
 - What were the surprises?
 - Is the data valid?
 - Do we believe it?
 - What are the challenges?
 - What are the next steps for teachers and leaders?
 - What are the next steps for the students leading to improved student achievement? Kiwi leadership, John Hattie, Practitioner Research for Educators Viviane Robertson and Mei Kuin Lai
- Simply collecting data doesn't lead to improved student achievement but collecting less data and using it in several ways with a focus on student achievement and quality teaching will.
- Leadership teams collating whole school data, making sense of it, moderating it and using it to determine student next steps, teacher next steps and P.D. next steps leads to improvement in whole school student achievement.
- Leadership teams and syndicate teams using data as evidence to determine the effectiveness of a particular intervention and deciding on whether the intervention is worth continuing is good practice
- Focusing on the pace of student progress and knowing the added value of teaching and learning programmes is good practice.
- Being forward focused is important
- A layered approach to school review ensures all aspects are covered and is one approach recommended by ERO as a good model to follow.
- Focusing on formative assessment is good practice: *The process used by teachers and students to recognise and respond to student learning in order to enhance that learning during learning* Clarity in the Classroom. M. Absolum. P. 20

What are the leadership dispositions and practices needed to have this happening in our schools?

and

What are the important theoretical leadership understandings and perspectives that schools should consider when developing School Wide Critical Self Review and Teacher Inquiry?

From the literature and from interviews I have come to the following understandings or have had my current understanding validated:

- Student learning, engagement and achievement needs to be the focus of school leaders and the focus of school review. (ERO 2010)
- BES Leadership found that school leaders do make a critical difference to the quality of schools and the education of young people. The closer that educational leadership gets to the core business of teaching and learning the more likely leaders will have a positive impact on students.
- Of importance is the skill of leaders to build trust relationships if leaders are to engender and sustain improvements in teaching and learning. Leaders who show regard for others and treat them with respect are seen to be competent and having integrity and are trusted. Such leaders can foster the levels of inquiry, risk taking, and collaboration that school improvement requires.
- Effective educational leadership requires in-depth knowledge of the core business of teaching and learning and requires detailed knowledge and understanding of the importance of home-school connections.
- BES leadership (Page 45) describes what is worth doing to improve student achievement. Parent and teacher intervention has an effect size of 1.80. School leaders can build educationally powerful connections with families, whanau and communities through home learning, and through school home relationships.
- Promoting and participating in teacher learning and development stood out as one of the more statistically significant leadership dimension that directly impacted on student learning (0.84)
- Leadership rather than leaders is what is required. It is unrealistic to expect any one leader to possess all the leadership (KSDs) knowledge, skills and dispositions to a high level. What is reasonable is to expect a school to access these capabilities either inside or outside the school. This has implications for leadership development and assessment and for the development of tools to support leaders in this challenging work.
- Previous research on leadership has been more concerned with the relationships between adults in the school community than the impact of leadership on student outcomes.
- The four KSDs (see below column C) are all based on BES analysis of the dimension of effective leadership and came out of the two groups of research studies set in New Zealand schools. These were used to determine how leadership can contribute to improved student outcomes.

- It is accepted by the authors of BES that there may be other KSDs but the 4 listed are seen as the most important because they are evidenced based and they are broad enough to subsume many of the qualities that are important for successful school leadership.
- The dimensions below should not be viewed as a check list but as aspects of the educational landscape. All should be kept constantly in view but at any given time the focus is likely to be on particular ones as specific problems or conditions are encountered and must be dealt with.

A	B	C
Dimensions from direct evidence (derived from forward mapping)	Leadership Knowledge, skills and dispositions (KSDs)	Dimensions from indirect evidence (derived from backward mapping from NZ evidence)
<ul style="list-style-type: none"> • Establishing goals and expectations • Resourcing strategically • Planning, coordinating and evaluating teaching and the curriculum • Promoting and participating in teacher learning and development • Ensure and orderly and supportive environment 	<p>These come out of the forward mapping and backward mapping</p> <ul style="list-style-type: none"> • Ensure administrative decisions are informed by knowledge about pedagogy • Analyse and solve complex problems • Build relational trust • Engage in open to learning conversations 	<ul style="list-style-type: none"> • Setting educational goals • Obtaining and allocating resources aligned to pedagogical goals • Creating educational powerful connections • Creating a community that learns how to improve student success • Selecting, developing and using smart tools

- Effective pedagogy informs leaders when determining:
 - Student grouping
 - Teacher appraisal
 - Resource selection
 - Teacher selection and supervision
- These 4 dispositions by them selves won't lead to school improvement as aspects of transformational leadership are also required.
- ERO talks about there being three main types of school review:
 - Strategic: Whole school vision and future focused and used for goal setting and planning
 - Regular: business as usual where data is gathered on a regular basis to monitor goals and to determine effectiveness of programmes.
 - Emergent: Spontaneous reviews that are put in place to respond to an unplanned event, an issue or change that needs to be dealt with.
- Ministry Tools: The Ministry of Education has produced self review tools for the school to use. They are designed to support teachers, in-school leaders and boards of trustees to critically review:
 - Where we are now?
 - What does integrated practice look like?

- What are our next steps?
- Coaching models: Coaching is seen as having a high effect size to change in practice by school leaders and teachers. Using expert, leadership and peer coaching in schools is part of the formula to lift school wide achievement
- Understanding of adult learning is crucial as adults need to be involved in the co-construction of their own learning and need to believe that the changes being suggested will lead to an increase in student achievement. Simply mandating change won't shift practice. However there does need to be pressure and support within a school to ensure changes that lead to school improvement and better teaching and learning do happen.
- Staff do need to trust the leaders in the school that the changes being focused on are pedagogically sound and that the process of examining data to improve teaching and learning is done within a trustful agreed to protocol environment PLOT
- Performance management, transparency, honesty and accountability are important components of school review and school improvement

What does the current literature have to say about school review, school improvement and classroom-based teacher Inquiry?

- Education review “ Evaluation Indicators for school Reviews” Draft April 2010 Page 10 refers to the six dimensions of good practice :
 - At the centre is student learning: engagement achievementAround the centre are these 4 aspects relating to teacher inquiry:
 - Effective teaching
 - Safe and inclusive school culture
 - Engaging parents whanau and communities
- Education review “ Evaluation Indicators for school Reviews” Draft April 2010 Page 11
 - School self review is cyclic and based on an inquiry model e.g.:
 - **School self review ↔ Planning ↔ Implementation ↔ Monitoring ↔ Reporting ↔ School Self review and repeat the cycle**
 - Considering: e.g. where are we now, how did we get here? What do our findings show
 - Organising: Where do we want to be? How will we get there? Who do we need to talk to?
 - Putting in place: What further data do we need to gather? What do we now do?
 - Checking: How well have objectives been met? How effectively have resources been used?
 - Informing: Who needs to know? What do they need to know? How will they be informed?
- Teachers and school leaders can use evaluative questions, prompts and indicators to conduct their own inquiry.
- Inquiry questioning leading to substantive dialogue can include:
 - Paraphrasing
 - Probing
 - Active listening
 - Clarifying
 - Testing for different perspectives
- Teacher inquiry and school review is the process used to focus on continuous improvement.
- School self review will involve all aspects of the school – teacher practice, policies, finance, property professional development and student achievement
- Self review in the classroom is working with the student to build his/ her capacity to be reflective and to use evidence to recognise progress and next steps
- Self review in the staff room is working with the teacher to build his/ her capacity to be reflective and to use evidence to recognise progress and next steps

What are examples of self review approaches seen in schools that are transferrable?

No one approach will do the job but a combination of the approaches below and using the ERO "Evaluation Indicators for school Reviews" Draft April 2010 Page 10 six dimensions of good practice: and the Ministry of Education Self review tools then a school can be certain to have a holistic pedagogically focused rigorous and formative school self review model.

The layered approach has as its mantra the following:

- School self review is a comprehensive collaborative process of gathering evidence to support student learning outcomes
- School self review is improving and supporting the learners capacity to learn
- School self review is looking for a school focus on continuous improvement including sustainability, quality education and reflective practice which involves all stakeholders in the process.
- The layered approach has self review happening at a student level, teacher level, leadership level, BOT level and across school level
- The MOE self review tools will be helpful with this approach

The cyclic approach:

- Considers all aspects of school activity that should be reviewed and then timetables the review and allocates resources to ensure it happens.
- Some reviews will be each term or yearly, some over two – three years
- The review process will be similar across all areas being reviewed
- The MOE self review tools and ERO publication on Evaluation Indicators will be helpful with this approach

The strategic whole school improvement approach:

- Is holistic
- Is based on an agreed to school strategy
- Needs to be pedagogically focused
- Is transformational

Coaching models: From PLOT Joan Dalton and David Anderson

- There are three key forms of coaching relevant to improving learning and contributing to transformational growth in schools:
 - Peer coaching: a non evaluative reciprocal process
 - Instructional coaching: a feed back model to assist the teacher learn and build capacity
 - Leadership coaching: The primary focus is to work with individuals and teams whom they have a supervisory responsibility. The goal is to empower others to be the best they can
- Coaching is an on-going relationship which focuses on coachees being empowered to realize their goals. It is a process of inquiry and adult learning

The narrative approach: i.e. telling a story on what has happened in a school. The process followed and the journey taken

The no excuses approach: Systematically removing all of the "but" and rationale as to why a child isn't learning and replacing the language *with what can we do at school to get this child*

learning? What could I and what will I change in my classroom programme so that this child can learn?

The most invidious "game" is to blame the students. "I have taught them, but they have not learned", "They come from poor homes so I cannot be responsible", "There is no tail of underachievement, there is a tail of poverty", "I have Maori/Pasifika/ESL (or many other groups) and they underachieve," "He's ADHD/Aspergers/Dyslexic (and so on), so I cannot be held responsible," "I cannot be asked to set targets, as if the kids don't reach them it is because they would not put in the effort, do the homework." John Hattie

PD with outside credible facilitators: Credible outside facilitators can speed things up and result in greater by in by teachers.

Teachers visiting other schools as part of a team inquiry: Sending Scale A teachers off on pedagogical inquiries to help embed change more quickly. The momentum for change comes from the grass roots and becomes a bottom up initiative

What does John Hattie's research, BES leadership and other publications and research tell us is worth doing in schools?

Ka Hikitia – Managing for Success: The Maori Education Strategy 2008 - 2012 *identifies 'focusing on responsive and accountable professional leadership' as one of the levers the evidence shows will be most effective in bringing about change.*

Leadership Actions include (adapted to the school context):

- Provide strong leadership within school to ensure Māori have learning success as Maori
- Develop and implement an organisational success strategy to build the schools capacity and capability to cater for all students learning.
- Develop tools and processes to support teacher planning that will lead to improved outcomes for and with Māori.
- Use evidence deliberately to focus decisions and investments on what works for and with Māori students.
- Develop and implement communications strategies to increase effective sharing of information that will lead to a step up in the performance of the school for and with Māori students.

Kiwi leadership model of Educational Leadership:

Educational leadership

Educational leadership is at the centre of the model. Educational leaders lead learning to:

- Improves learning outcomes for all students, with a particular focus on Māori and Pasifika
- Create the conditions for effective teaching and learning
- Develop and maintain schools as learning organisations
- Make connections and build networks within and beyond their schools
- Develop others as leaders.

School context

Different contexts can present different challenges for school leaders. As educational leaders, principals need to adapt or adjust their leadership practices to meet the particular demands of school context.

Manaakitanga, pono, ako, and awhinatanga

Effective school leaders demonstrate these four qualities. They are essential for school leaders who are focussed on educational leadership.

Leading change and problem solving

Leading change and problem solving are key activities of effective educational leaders.

Culture, pedagogy, systems, partnerships, and networks, bounded by relationships

School leaders work across these four interconnected areas of practice. In order to be effective, they must be knowledgeable and capable in all. Quality relationships are pivotal to effectiveness in all four areas.

BES leadership informs us of the following:

Impact of types of Leadership:

- Promoting and participating in teacher learning and development stood out as the most statistically significant leadership dimension that directly impacted on student learning (0.84)

Followed by:

- Planning, coordinating and evaluating teaching and the curriculum (0.42)
- Establishing goals and expectations (0.42)

↑ **Factors above this line make a difference**

↓ **Factors below this line don't make a difference and below 0 can be harmful**

- Resourcing strategically (0.31)
- Ensuring an orderly and supportive environment (0.27)

What does make a difference (the numbers in brackets are the effect size. Anything over 0.4 is seen to be statistically significant. Page 45):

Findings of a meta-analysis of research on the educational impact of making connections between schools, families/whanau and communities: BES Leadership

- Parent teacher intervention (1.81)
- Teacher designed interactive homework with parents (1.38)
- Strategy to access family or community fund of knowledge (0.93)
- Teacher feed back on home work (0.81)
- Parent intervention (0.63)
- Parent involvement (0.47)

↑ **Factors above this line make a difference**

↓ **Factors below this line don't make a difference and below 0 can be harmful**

- Parent-child communication about school (0.39)
- Parent volunteering in school (0.35)
- Family-level intervention (0.29)
- Good-teacher parent relationship (0.29)
- Parent support for homework (0.28)
- Homework general effects (0.27)
- Computer in the home (0.27)
- Time spent on homework (0.23)
- Parent role in governance (0)
- Teacher-parent interactions (-0.04)
- Homework surveillance (-0.19)
- Parent help with homework (-0.24)
- Teacher parent relationship less than good (-0.26)

John Hattie informs us of the following in his writings on what impacts on student achievement Teaching approaches that work: Page 36 "Visible Learning"

- Paying deliberate attention to learning intentions and success criteria
- Setting challenging tasks
- Providing multiple opportunities for deliberative practice
- Knowing when teacher and student have met the goals
- Understanding the critical role of teaching appropriate learning strategies
- Planning and talking about teaching
- Ensuring the teacher constantly seeks feedback information as to the success of his or her teaching on students

Below provides some examples of influences above the average in effect size (0.4) so they do make a difference to student achievement: John Hattie

Teacher activity	Effect size
Non teacher activity	
Reinforcement	1.13
Students prior cognitive ability	1.04
Instructional quality	1.00
Acceleration	0.85
Instructional quantity	0.84
Direct instruction	0.82
Teacher Clarity	0.75
Teacher – student relationship	0.72
Home factors	0.67
Remediation/feedback	0.65
Professional development	0.62
Students disposition to learn	0.61
Mastery learning	0.58
Class environment	0.56
Challenge of Goals	0.52
Bilingual programs	0.51
Peer tutoring	0.50
Teacher in-service education	0.49
Small group learning	0.49
Ability grouping for gifted students	0.49
Parent involvement	0.46
Teacher expectations	0.43
Questioning students about their understanding	0.41

Michael Absolum Clarity in the Classroom: Effective learning is:

- Focus on learning and for learning to be effective it must enable the learner to “own” the learning process
- For learning to be significant it must result in the learner *owning* what is learnt
- Assessment for learning involves using classroom assessment to raise student achievement and to promote future learning
- It is important for all teachers and students to:
 - build a learning focused relationship
 - have clarity about what is to be learned
 - actively reflect on the learning process

Conclusion:

It has been a privilege and honour to interview the people that I have while working on my sabbatical inquiry. Through inquiry questioning, interviews and readings I appreciate how important school wide self review is to school improvement, that school review needs to have a pedagogical focus and how important leadership is in embedding self review practices across the school. I have a far greater understanding of the research which informs school leaders of what does make a difference. I am keen to return to school and to analytically review what we already do at school to improve student learning and student achievement and to consider what we can start to do and also what we can stop doing.

My next steps: To develop a critical self review process for Cashmere Primary based on the learning I have undergone during this sabbatical with the end point being:

- To continue to focus on Improving student achievement
- Ensuring that what we do make a difference (using evidence to evaluate programmes)
- Stopping what doesn't make a difference to student achievement and learning yet soaks up resources and time
- Having continuous research based school improvement as a focus
- To continue to build the capacity of staff to deliver the student achievement outcomes needed to ensure all children can have success with their learning
- To ensure there is a direct link between the following:
Theory to practice: Experience → Reflection → Draw conclusions → Consider new possibilities → Take action [Ngaio School Wellington](#)
- To have a school charter, strategic plan, annual plan, layered school review process happening that is streamlined, research based, future focused and has challenge and rigor
- To continue to build the leadership capacity within the school by coaching leaders on how to led professional learning conversations and quality learning circles

References:

Texts:

Visible Learning: *A Synthesis of Over 800 Meta-Analyses Relating To Achievement* by John Hattie 2009

Practitioner Research for Educators: *A Guide to Improving Classrooms and Schools* Viviane Robinson and Mei Kuin Lai 2006

Clarity in the Classroom: *Using Formative Assessment* By Michael Absolum 2006

Best Evidence Synthesis:

- *The School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis iteration.* Robinson, V., Hohepa, M. and Lloyd, C. (2009).
- *Quality Teaching for Diverse Students in Schooling:* Adrienne Alton-Lee June 2003
- *Quality Teaching Early Foundations: Best Evidence Synthesis Iteration* Author: Sarah-Eve Farquhar: Date Published: January 2003

Papers:

How well are we doing? *Research on standards quality and assessment in English primary education* Primary review University of Cambridge 2007

Breaking the leadership rules. *The five new rules of leadership* by Pamela Macklin 2004

The Inquiring teacher: *Clarifying the concept of teacher effectiveness* Dr Graeme Aitken

Focusing leadership on adult learning: Cathy Wylie NZCER 2010

Ministry of Education Resources:

- Using National Standards for Improvement *Introduction to the Self Review Tools, A Self Review Tool for Reporting, A Self Review Tool for Teachers, A Self Review Tool for School Leaders and A Self Review Tool for Board of Trustees*
- MOE “Kiwi leadership”
- “Ka Hikitia – Managing for Success”,

ERO Publications and Papers:

- Reading and Writing in Years 1 and 2 December 2009
- Managing Professional Learning and Development in Primary Schools January 2009
- The collection and Use of Assessment Information: Good Practice in Primary Schools June 2007
- Self Review In Schools “Workshop for Principals and their Senior leadership Teams 2010
- Self Review In Schools “Background notes and Discussion Starters”
- Draft Evaluation Indicators for School Reviews. April 1 2009