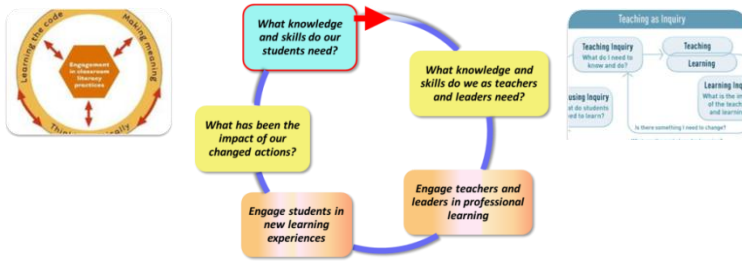


## Teacher Inquiry & Knowledge-Building Cycle



'Teacher Professional Learning and Development Best Evidence Synthesis' (Timperley, Wilson, Barrar & Fung, 2007)

**Inquiry Question**

How does targeting leadership learning impact on teacher and student learning?

**Inquiry Premise**

Quality leadership makes an educationally important difference to student outcomes (BES 2009)

**Inquiry Context**

2010 ERO report priorities  
School charter aims  
Annual plan strategic intent & targets  
Aligned appraisal goals (Mahoney model 2010)

**What knowledge and skills are needed?**

### 80 Target Students

Improve writing achievement to meet national standards  
Understand own learning and processes  
Through: targeted teaching

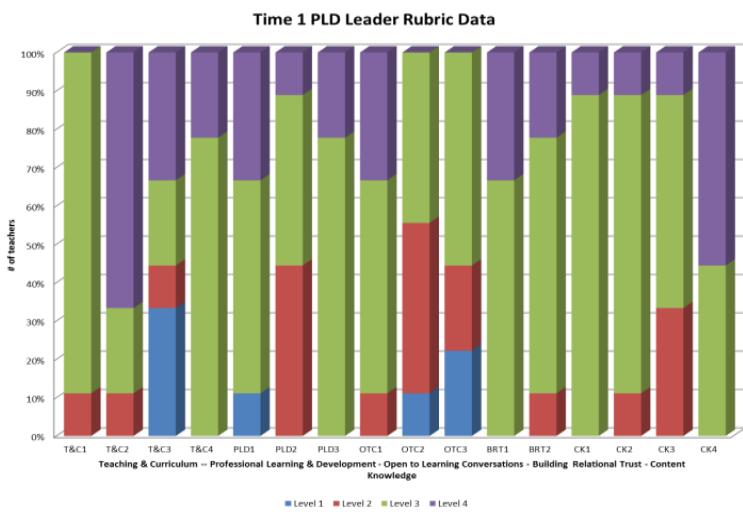
### 20 Teachers

Improve writing instruction and programs  
Develop strategies for teaching as inquiry  
Through: targeted learning

### 9 Leaders

Establish achievement team target discussions  
Inquire into leadership practices that are effective  
Through: targeted coaching

## Time 1 Professional Learning & Development Leader Data



\*'Leader PLD rubric: collaborative assessment of leader learning needs in leading writing' (R. KauKau, 2011)

## Targeting Leadership Learning

A professional learning rubric\* was developed and used to assess leaders' practices, skills and dispositions in:

- Planning, coordinating and evaluating teaching and the curriculum (D3 0.42)
- Promoting and participating in teacher learning and development (D4 0.84)
- Engaging in constructive problem talk & open-to-learning conversations (D7)
- Building relational trust
- Writing: pedagogical content knowledge

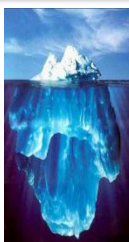
## Learning Areas

NB: A Leadership Probe Tool was used in Time 2 to gauge shifts in OTCs

Time 1 data showed a need to focus on:

- Open to learning conversations – dealing with dilemmas (OTC3) and engaging theories of action (OTC2)
- Ensuring an intensive focus on the teaching learning relationships (PLD2)

**Engage teachers and leaders in professional learning**



### Leadership Coaching Sessions

Explicit coaching & practice in:

- Engaging in open to learning conversations
- Challenging deficit thinking
- Evaluating theories of action
- Moving up and down the ladder of inference
- Respectfully challenging **Observations and Feedback**
- By critical buddy and coach on personal leadership goal

### Achievement Team Meetings

Purposeful support with:

- Establishing high-trust relationships and ako
- Establishing protocols and using **\*Smart Tools\*** to facilitate talk
- Ensuring an unrelenting focus on what makes a difference for students and their learning
- Using evidence to track and monitor student achievement and learning pathways

### Professional Readings

Robinson et al (2009) 'Leadership BES' pgs. 129-132; 190-200; 221-226 (case study 2) ~ Hattie (2003) 'Teachers make a difference'. ~ Stoll (2010) 'Stimulating learning conversations'. ~ Sparks (2005) 'Listen to others in a deep, committed way'. ~ Timperley (2005) 'Distributed Leadership'. ~ Easton (2009) 'Protocols for Professional Learning'. PLC series.

**What has been the impact of our changed actions?**

"Leadership coaching had a direct correlation with student achievement, teacher appraisals and even post-interview discussions when appointing staff, by looking closely at how people are going to fit into a team, how they would feel about their practice being highlighted and how reflective they are" Maria Heron (principal).

### 80 Target Students

72 of 80 students are writing at National Standard  
This means they made accelerated gain  
Students have greater support with understanding their own learning pathways  
Further inquiry – what has been the impact on other students' rate of achievement?

### 20 Teachers

Leaders reported:

"Teachers are less focused on the minutes and more into discussion"  
"Teachers attitudes have changed – they're open to discussions and don't feel so bombarded"  
"Teachers are more aware that they are accountable for students' learning"

### 9 Leaders

77% of leaders feel a lot more knowledgeable about engaging in open to learning conversations (32% at the start of the year)  
82% of leaders feel a lot more confident to engage in open to learning conversations (29% at the start of the year)  
6 leaders made shifts in all leadership rubric dimensions

**Engage teachers and leaders in professional learning**

## \*Collaborative Construction of Smart Tools\*

During the coaching sessions, the leadership team developed a shared vision of an effective professional learning community and co-constructed aligned smart tools which were used and modified at achievement team meetings. Key learning from this practice:

- Tools were developed from the ground up which meant there was full buy-in and no additional unpacking needed
- Shared understanding that the tool targets learning by tracking student achievement, capturing effective teacher practices, identifying barriers to learning and recording action at leadership and system level
- The tools help maintain a focus on evidence-based inquiry
- The tools provide a stream-lined system for recording so teachers can get on to talking about “the good stuff – learning”
- It’s important to allow the time and space to “grow the tool”

## Leadership Kete for 2012

Leadership rubric & probe tool  
Open to learning conversation template

Open to learning conversation sequential steps

John Hattie diagram and professional reading

Achievement team meeting protocols

Targeting Teaching and Learning Tool

Leadership Probe Tool	Knowledge at the start of the year	Knowledge now	Confidence with this practice at the start of the year	Confidence with this practice now
Use a 1 to 4 scale where 1 is "I don't know" and 4 is "I am confident"				

### Leader Professional Learning and Development Rubric

Collaborative assessment of leader learning needs in leading writing

Time 1 Date	Leader	Position
Time 2 Date	Responsibilities	

**Training, supporting and evaluating teaching and the curriculum**

**Promote ongoing discussions of teaching and how it impacts student achievement**

**Provide advice and support to teachers**

**Ensure an inclusive focus on the teaching-learning relationship**

**Engage in professional learning and development**

**Engage in open-to-learning conversations**

### Engaging in Open to Learning Conversations

Opening an open to learning conversation by:

- discussing the whole agenda
- inviting dialogue and offer support by sharing the responsibility for improvement
- checking the agenda

Discussing the data or evidence by:

- describing the action or thinking I want to explore

Engaging theories of action by:

- discussing my view, the reasoning that leads to my view and the consequences
- asking for the others' view, the reasoning that leads to that view and the consequences
- helping others access their implicit theory behind their view through respectful inquiry
- inviting others to inquire into the implicit theory

Evaluating theories of action by:

- noticing differences
- inviting ways to test or explore differences
- returning to the data or evidence (bottom of 'leader of inference') when there is no agreement

Diagnosing the differences by:

- agreeing on the changed aspect
- clarifying the implicit theory behind the change

Supporting teachers to do something different by inquiring:

- what steps will be taken to improve the agreed aspect?
- what support is needed and who will give it and when?
- how will both parties know if improvement has been made?

Closing an open to learning conversation by:

- asking the teacher to summarise what they have learnt about their teaching or thinking
- summarising what I have learnt about their teaching or thinking as a result of the conversation

**Leading achievement team meetings**

Using leadership practices that positively impact student outcomes

Using skills and strategies to challenge deficit theory thinking

Using research and evidence to support professional learning

Using a Target Tool to track student achievement

Using a Target Setting Tool to inquire into teacher practice

Using a Target Setting Tool to inquire into leader practice

Using team meeting agendas to focus discussion on inquiry

Using professional learning protocols to dream-time meetings

### LEADERSHIP PROBE TOOL

Leader	Syndicate	Date
Role	School	

Use a 1 to 4 scale where 1 is "I don't know" and 4 is "I am confident"

Knowledge at the start of the year	Knowledge now	Confidence with this practice at the start of the year	Confidence with this practice now

**Engaging in Open to Learning Conversations**

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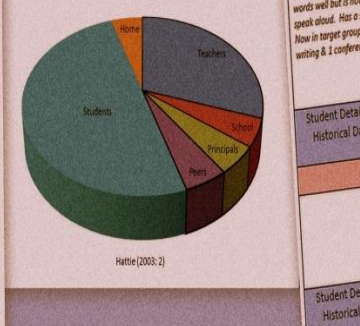
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- summarising what I have learnt about their teaching or thinking as a result of the conversation

"It is what teachers know, do, and care about which is very powerful in this learning equation"



### Targeting Teaching and Learning Tool for Teams

Teacher/s	Term	Team	Review
Teacher A Example	Practices that positively impacted student achievement	Implications for Syndicate	
Teacher B			
Teacher C			

### Targeting Teaching and Learning Tool for Classroom Teachers

Teacher	Room	Term One			Term Two			Term Three			Term Four		
		Year	Expected Entry Level	Expected Level	Year	Expected Entry Level	Expected Level	Year	Expected Entry Level	Expected Level	Year	Expected Entry Level	Expected Level
Anne Example	7	3P	3B	3P	3P	3A	3A	3A	3A	3A	3A	3A	4B

Continued tracking progress towards national standard - firm 4B as the end of year.

Action - Year 8 initial focus on ensuring writing process is being used (forgetting to use plan)