

BEING PALLS

using a leadership for learning framework to mentor principals to become leaders of literacy learning in their schools

PRINCIPALS AS LITERACY LEADERS

Sponsor: Australian Primary Principals Association

In partnership with:

Griffith University (QLD)

Edith Cowan University (WA)

Australian Catholic University

WHAT MAKES AN EFFECTIVE LEADER OF LEARNING ?

- A deep knowledge of learning
- Practical strategies to help teachers
- Evidence on which to base actions
- Willingness to be a co- learner

PROJECT OBJECTIVES

The development of principals' capabilities in:

- leadership for learning
- literacy

PROJECT DESIGN

5 Professional development modules:

- *Leadership for Learning*
- *Literacy Learning and Assessment*
- *Literacy Data Gathering and Analysis*
- *Developing , Implementing and Monitoring Literacy Interventions*
- *Evaluating Interventions*

Ongoing support from a Literacy Achievement Advisor

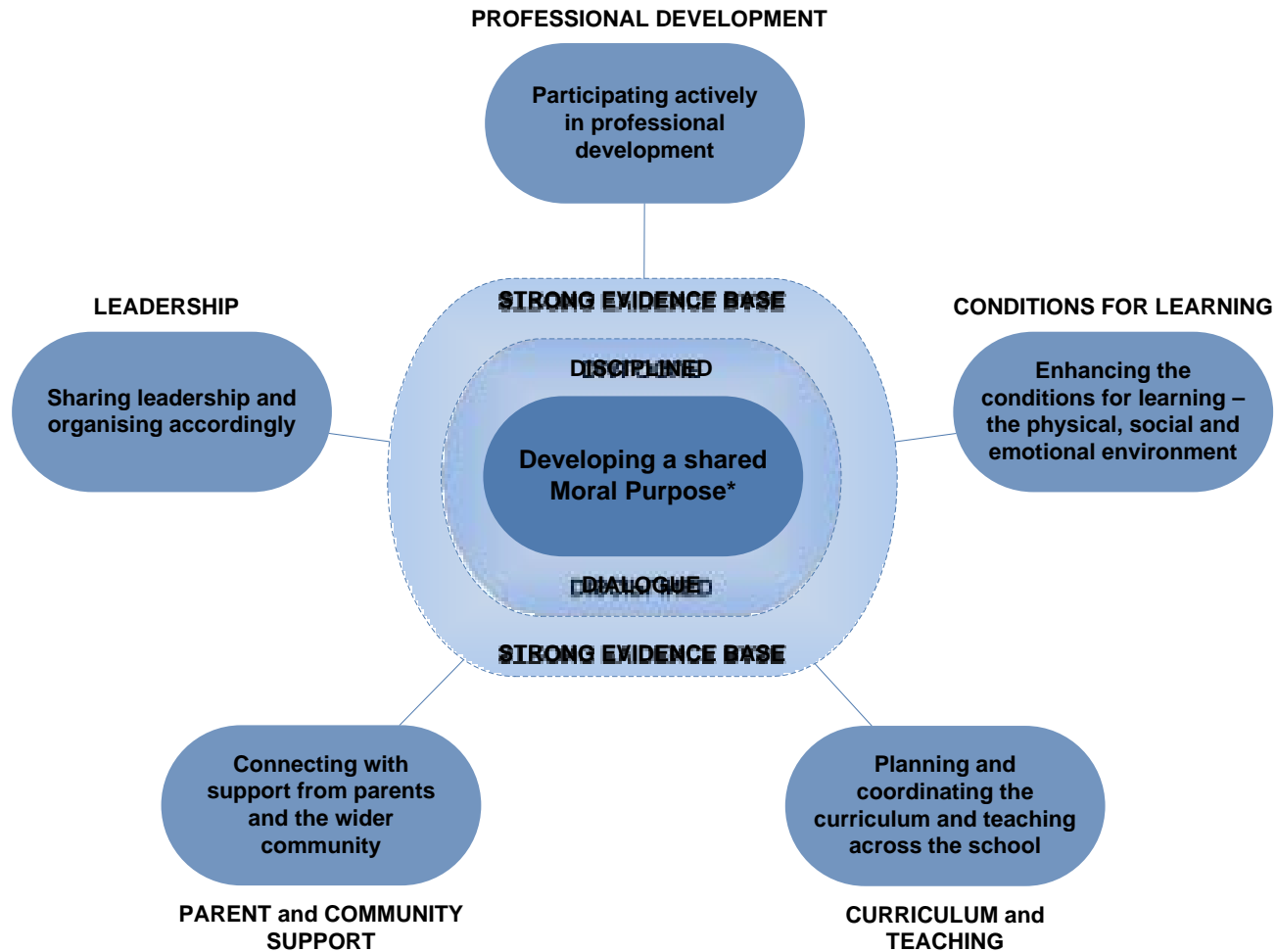
PARTICIPANTS

- Principals from 60 low SES schools
- 4 states/territories - Qld, S.A., W. A., N.T.
- 15 schools in each state/territory
- Cross sector- Catholic, Independent, State

INFORMING FRAMES

- Leadership for Learning Blueprint
- The 'Big 6'

Leading Learning – A Framework



THE BIG 6

- Early language experiences
- Phonological awareness
- Letter- sound knowledge
- Vocabulary
- Fluency
- Comprehension

DEFINING OUR ROLES



SPONSORSHIP

or



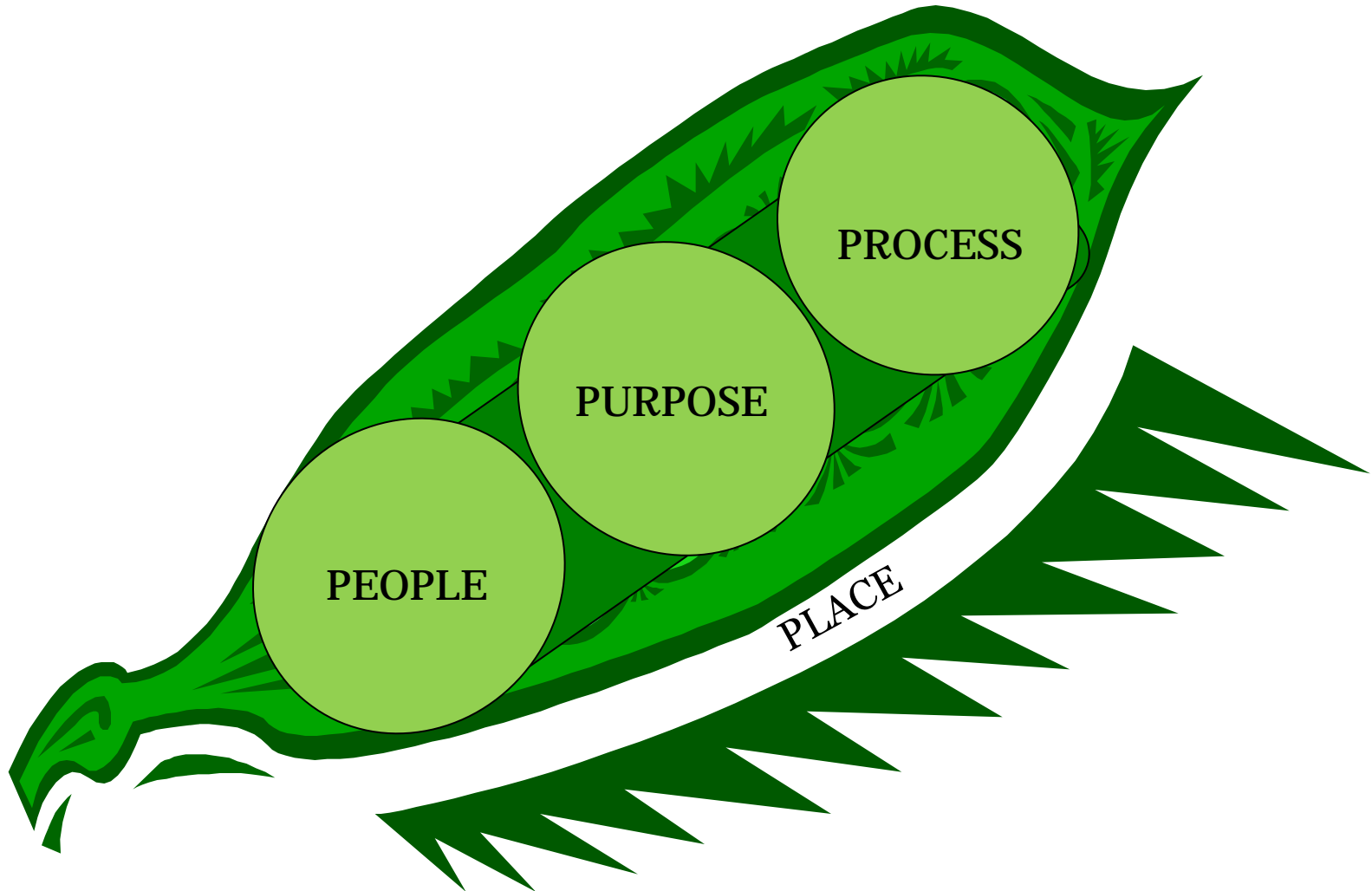
DEVELOPMENTAL

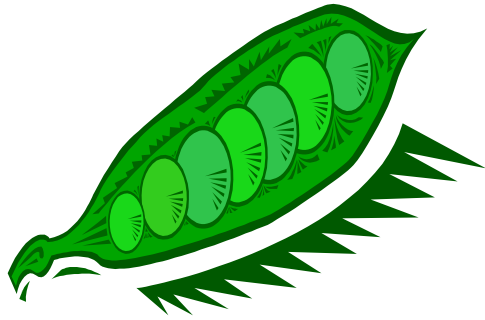
KEY MENTORING QUALITIES

- Has travelled the mentees' path
- Acts as confidential advisor/ guide
- Stimulates professional development
- Mutual learning experience

Guest 2000

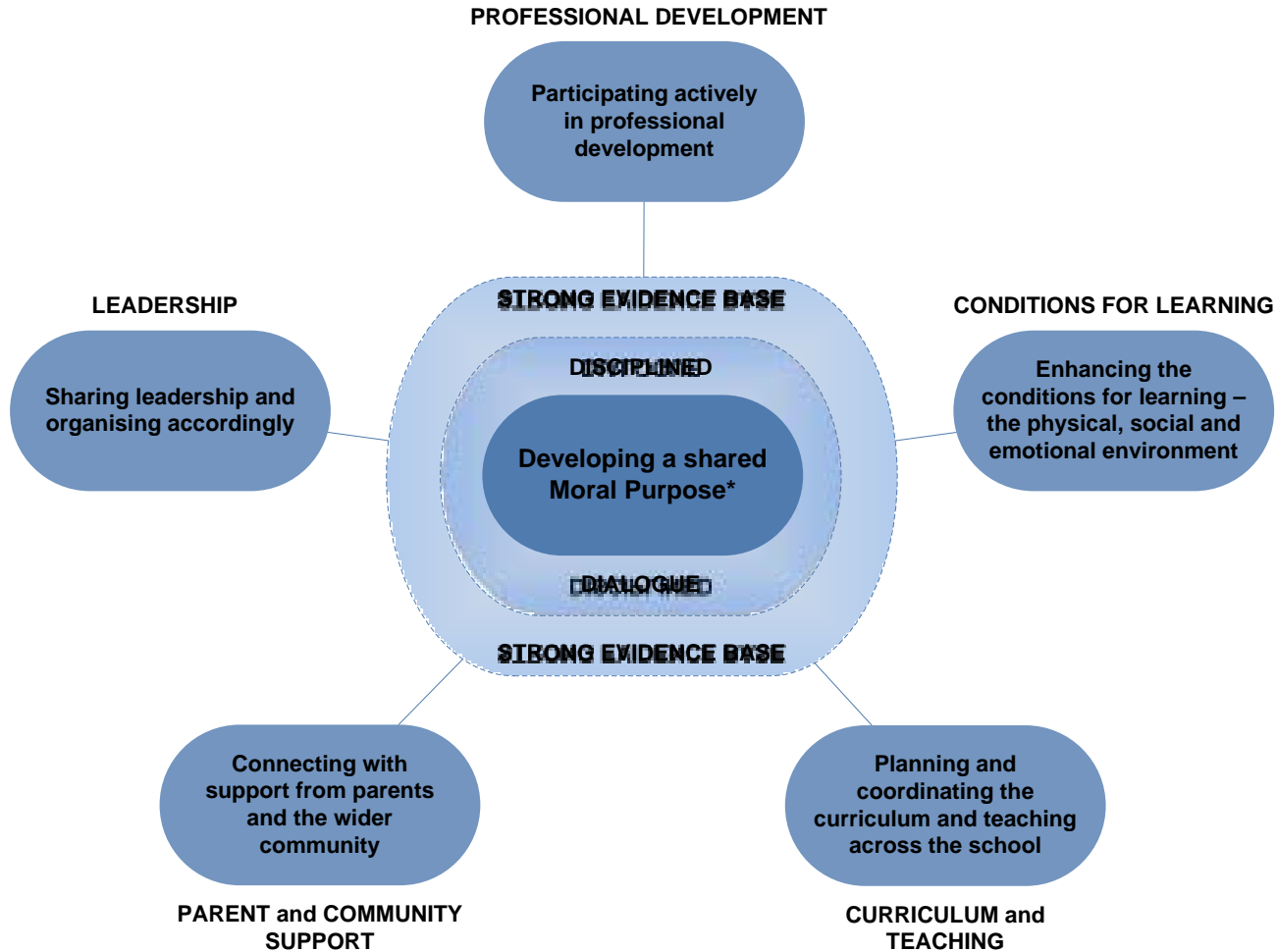
FOUR P MENTORING MODEL

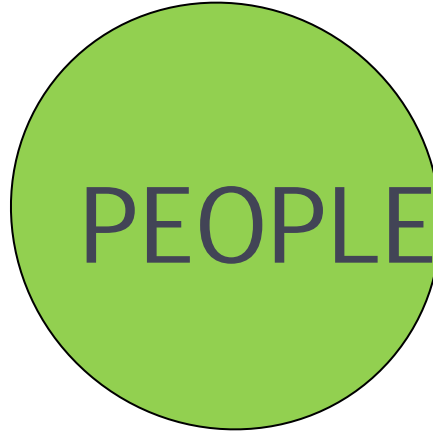
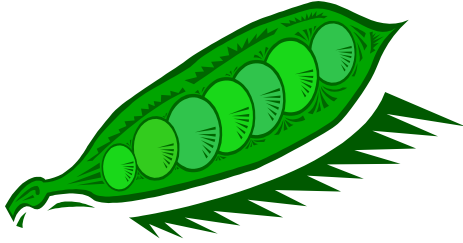




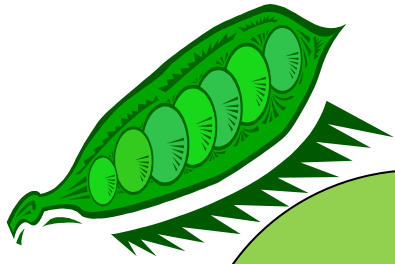
Using the Leading Learning Framework to develop
a school profile

Leading Learning – A Framework





trust + credibility + personality types = ability to build on strengths



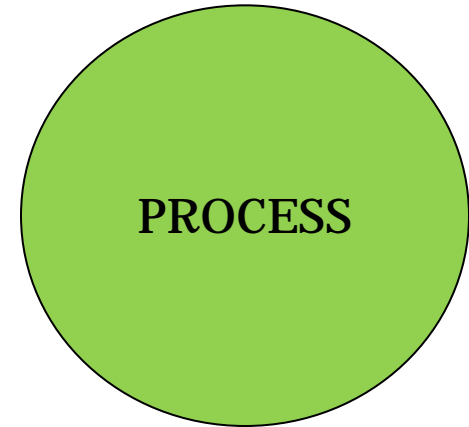
PURPOSE

To enhance skills in leading literacy learning at school

What do you want to do or learn?

Knowledge/understanding about:

- Context
- Data
- Aspect of Leadership framework
- Literacy



PROCESS

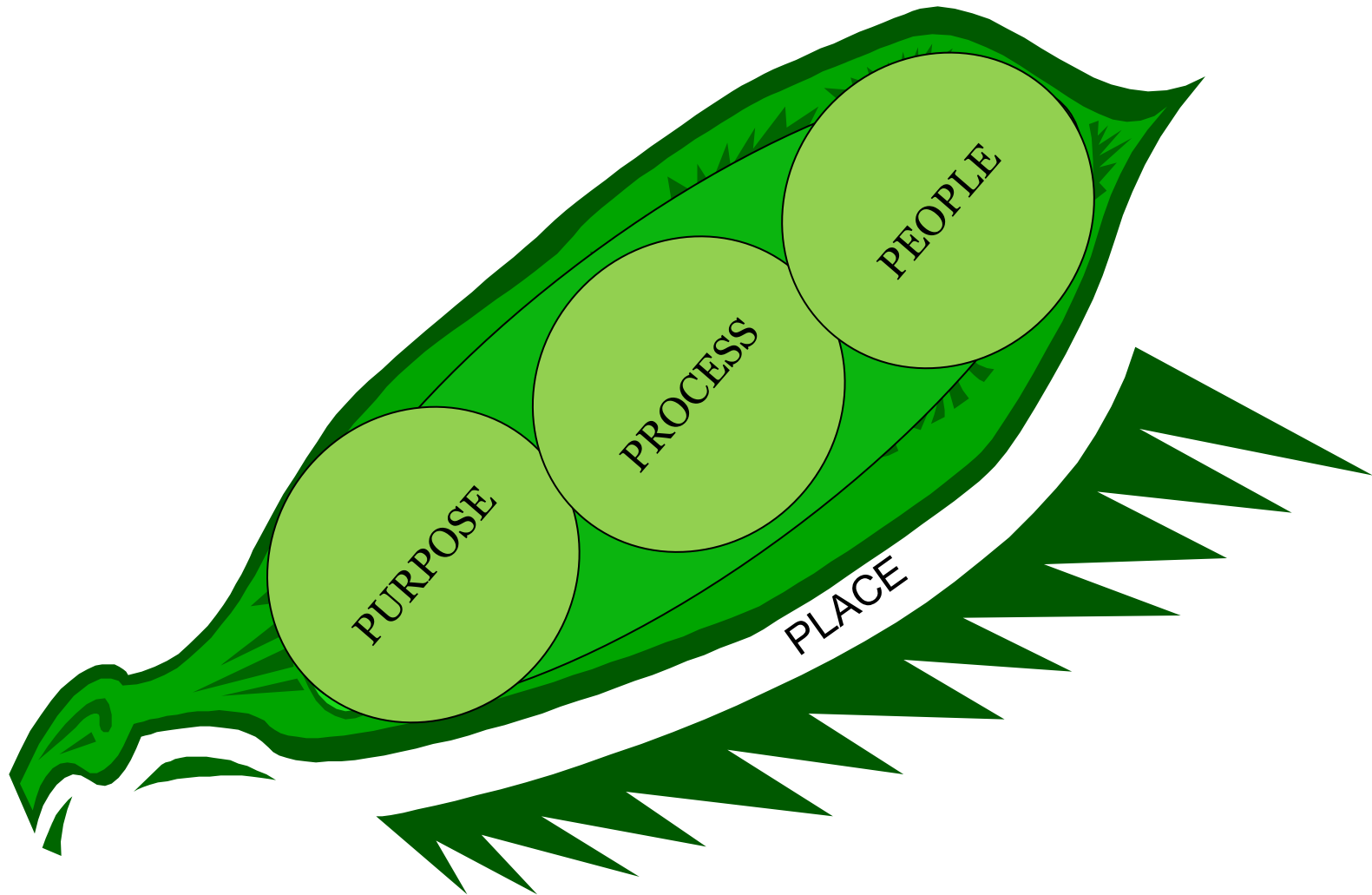
Key strategy: disciplined dialogue based on evidence

How can we help you to do this?

Used strategies, including:

- Modelling
- Co- presenting
- Professional development
- Researching/ reflecting
- Publishing ideas/guides

HOW DO WE KNOW IF THIS WORKED?



WHAT ARE WE SEEING?

- Principals leading/participating in professional development
- Broader use of a range of data for decision making
- Use of disciplined dialogue
- Intervention action plans in place
- Increased shared leadership
- Deeper understanding of 'community'

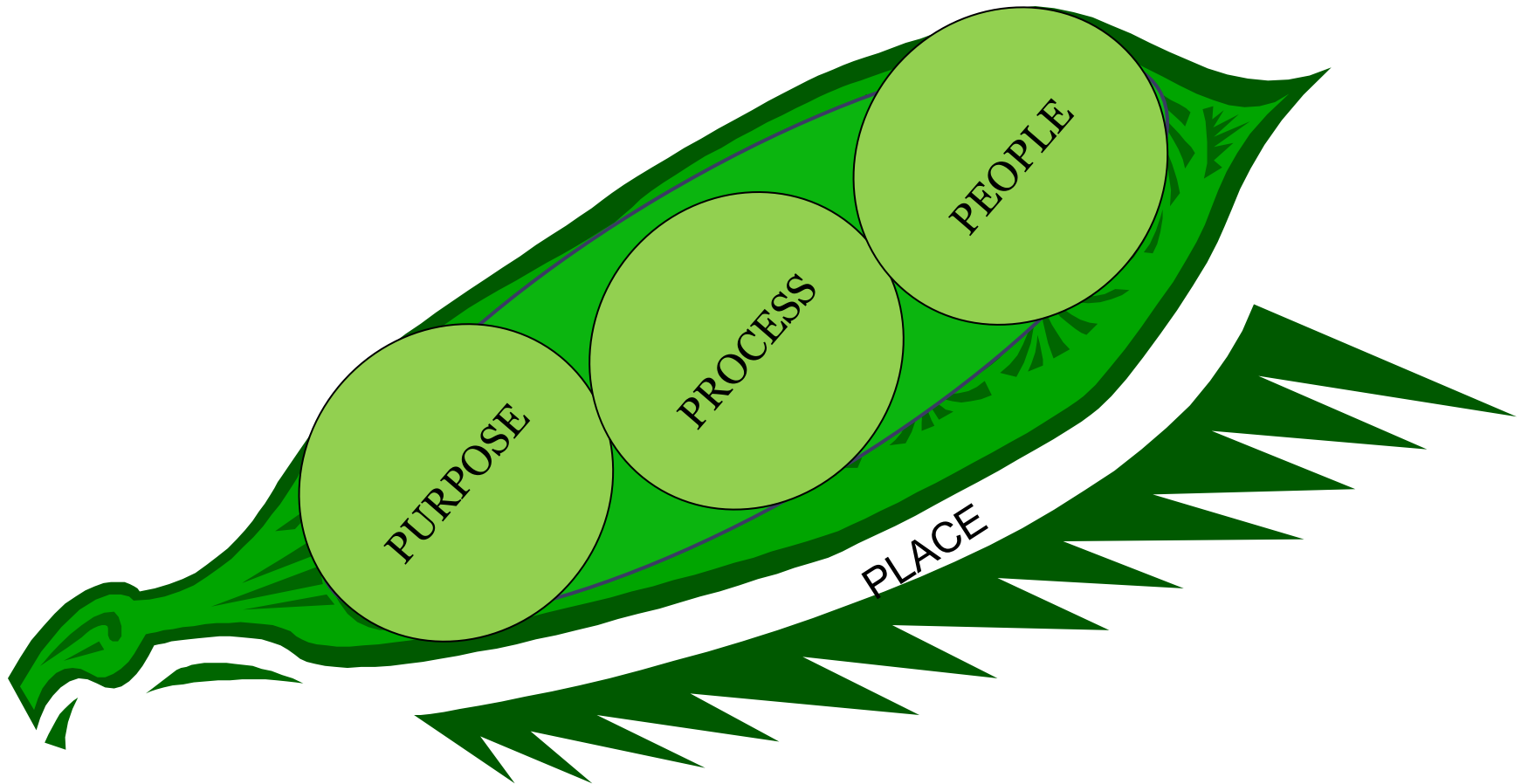
WHY IS THIS SO?

- A partnership focus
- Deeper understanding of leadership and literacy
- Learning personalised for people and place



**What, if any, learning do we
now have about our model?**

POWER



“ Whenever there is an unequal distribution of power between two people, the relationship becomes a moral one. ”

Sergiovanni 2001