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

**STRONG EVIDENCE BASE**

- **DISCIPLINED**
  - Developing a shared Moral Purpose*
- **PROFESSIONAL DEVELOPMENT**
  - Participating actively in professional development
- **LEADERSHIP**
  - Sharing leadership and organising accordingly
- **PARENT and COMMUNITY SUPPORT**
  - Connecting with support from parents and the wider community
- **CONDITIONS FOR LEARNING**
  - Enhancing the conditions for learning – the physical, social and emotional environment
- **CURRICULUM and TEACHING**
  - Planning and coordinating the curriculum and teaching across the school

* Improving student learning and performance

N.Dempster 2008
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

**PROFESSIONAL DEVELOPMENT**
- Participating actively in professional development

**LEADERSHIP**
- Sharing leadership and organising accordingly

**PARENT and COMMUNITY SUPPORT**
- Connecting with support from parents and the wider community

**CURRICULUM and TEACHING**
- Planning and coordinating the curriculum and teaching across the school

**CONDITIONS FOR LEARNING**
- Enhancing the conditions for learning – the physical, social and emotional environment

**STRAIGHTLINE BASE**
- Developing a shared Moral Purpose*

Dempster 2008

* Improving student learning and performance
trust + credibility + personality types = ability to build on strengths
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

**How can we help you to do this?**
Used strategies, including:
• Modelling
• Co-presenting
• Professional development
• Researching/reflecting
• Publishing ideas/guides

**Key strategy:** disciplined dialogue based on evidence
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?
“Whenever there is an unequal distribution of power between two people, the relationship becomes a moral one.”

Sergiovanni 2001