• High quality Low Equity Education System
• Focus on lifting achievement for all, but especially bottom 20% who tend to be Maori, Pasifika, students with special learning needs
• National Certificate of Educational Achievement for Secondary, National Standards in Reading, Writing, Mathematics for Primary provide bench line data for measurement
• Analysis by gender, ethnicity, other variables
• Evidence based reporting, informed by research
• Targets, strategic goals in charters annually, reported against
• Accountable to Boards community and Ministry of Education
• Acceptance that teachers and teaching can make a difference
BUILDING THE CLIMATE TO LIFT ACHIEVEMENT

Self-Review Continual Self-Improvement

C Communication Channels
L Learning from Leading
I Informed with Information
M Manaakitanga
A Accountability and Awhinatanga
T Transforming the Student/Staff Experience
E Empowering Self and Others
COMMUNICATION CHANNELS

• Open and two way
• Transparent
• Appropriate
• Honest
• Evidence based
• Speak for self
• Beware of well-poisoners
LEARNING FROM LEADING

Admit and learn from mistakes

Reflection or refraction on practice

Under promise, over deliver

Reframe
INFORMED WITH INFORMATION

• Do you know or do you only THINK you know?

• How do you know you know?

• If you can’t answer that question then you probably don’t know.

• If you don’t know, what do you need to do to find out?
Finding the moral high ground:
This is a good fit with our valued student outcomes....
This is the greatest good for the greatest number...
This is how management have decided it will be....
This gives us the best results for children’s learning.......
This fits really well with our school culture and mission statement.....
Research has shown that this works well....
Your way has worked well in the past, but this is what we need now because....
Self review is about continual self-improvement..
We are taking a *whole school* approach.....
We have set these targets for 2013 and must be able to track our progress towards them...
This is a Ministry of Education priority for all schools....
ACCOUNTABILITY AND AWHINATANGA

Accountability Mechanisms and Communication Systems

- Guidelines
- Polices
- Directives
- Evaluations
- Rules
- Reports
- Reviews
- Appraisal
- Attestations
- Observations
- Emails
- Face to face
- Letters
- Memos
- Meetings
- Phone calls
- Newsletters
- Data tables
- Professional Development
- Briefings
- Web site

Supporting each level of the hierarchy to be accountable
TRANSFORMING THE STUDENT/STAFF EXPERIENCE

Learning from research and linking research to practice.

Establishing valued student outcomes and putting these at the centre of all decision making.

Adrienne Alton-Lee
Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) June 2003

Viviane Robinson
Empowerment is about being able to see all the choices you have when making decisions, and having the knowledge and skills to analyse the potential effect of each choice to make the best choice.

What's the biggest risk?
Where is the moral high ground?
Who is effected?
Who has the problem?
Is it urgent and important?
What is the valued student outcome I want to achieve?
Alton-Lee: Quality Teaching for Diverse Students

1. Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.

2. Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities.

3. Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning.

4. Research-based characteristics are specific to curriculum context and the prior knowledge and experiences of the learners.

5. Opportunity to learn is effective and sufficient.
LINKING RESEARCH TO PRACTICE

6 Multiple task contexts support learning cycles.
7 Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned.
8 Pedagogy scaffolds and provides appropriate feedback on students' task engagement.
9 Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.
10 Teachers and students engage constructively in goal-oriented assessment.
HOW CAN LEADERS SUPPORT BEST PRACTICE?

• establishing and communicating learning goals and expectations
• strategic resourcing allocated to priority teaching goals
• direct involvement by leaders in planning, coordinating and evaluating teaching and curriculum
• promoting and participating in teacher learning and development
• ensuring an orderly and supportive environment so that teachers and students can focus on teaching and learning.
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CONCLUSION

• Quality teachers and teaching does make a difference
• Valued student outcomes need to drive all decision making
• Finding the higher moral ground makes leadership decision making easier
• Research into quality teaching shows what can make a difference
• Research into effective educational leadership shows what can make a difference
• Combining the two adds focus
• Reflection, and self Review are crucial to improvement