

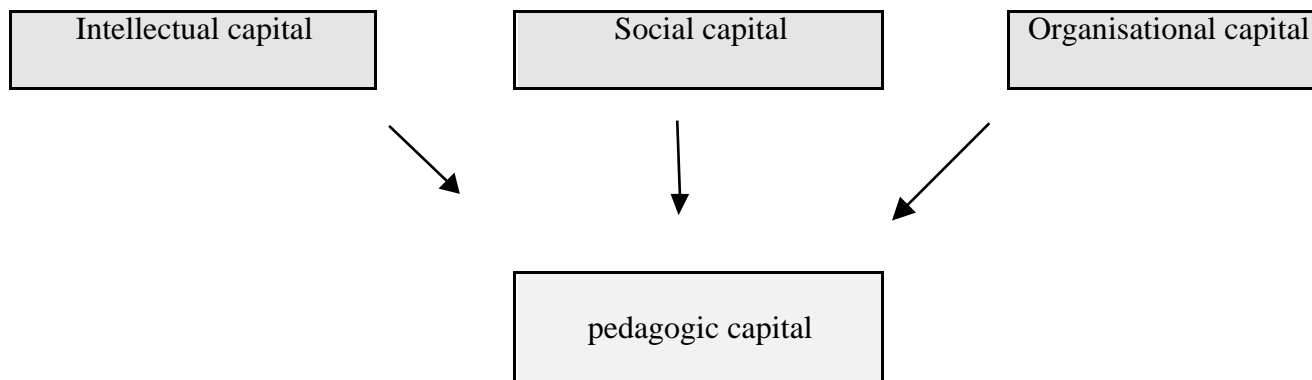
Fostering school improvement through the leadership of learning

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The focus on school improvement needs to take account of the capacity or ‘potential’ of the community or culture to learn. This is determined in part by what the community knows / has in place (that is, the ‘capital’ that the community has in place or can access) and the additional resources it can access to enhance what it knows or does. There are various aspects of capital that need to be taken into account:

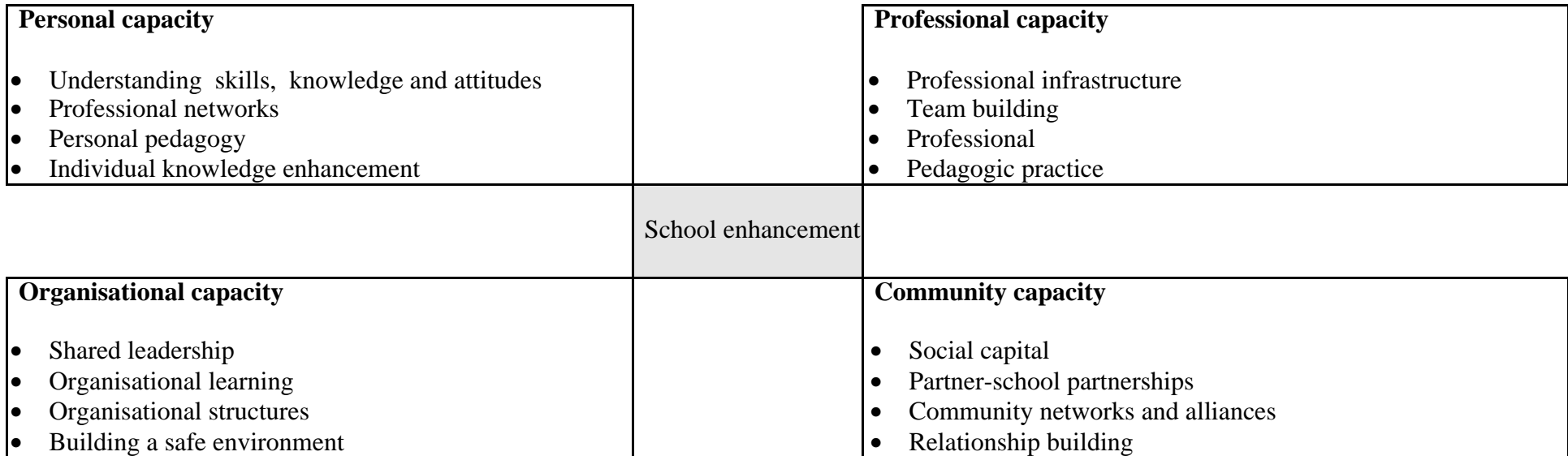
- Intellectual capital : the ‘intellectual’ knowledge of the school, its working knowledge base necessary to support effective student learn, its capacity to learn and increase its knowledge. A challenge here is how well the school can collate and mobilise what it knows, that is, to actually use or operationalise its knowledge.
- Social capital : the level of belief in the community re its capacity to foster effective learning and teaching, its corporate ‘self efficacy’, its goal congruence, its motivational orientation, the knowledge that the community has for working together as a collegiate group, to have goal congruence re the direction of learning, the level of trust for the learning activity within the group, the level of cohesion and cohesiveness within the group.
- Organisational capital : the organisational and management knowledge, processes and structures for fostering and scaffolding the change and for fostering learning.

Each of these is an aspect of the school’s capacity. Each needs the others in place for overall effective learning. Together they contribute to the school’s pedagogic capital; its teaching or instructional strength.



It is the school's pedagogic capital that leads to the change in student outcomes. Unless this is achieved, the three components will not lead to improvement. Each teacher needs to implement effective teaching procedures in a systematic and consistent way.

Community learning and change in practice is a complex process. To understand the process and to operationalise it, the learning needs to be broken into components. Four capacities can be identified, as shown in the following diagram.



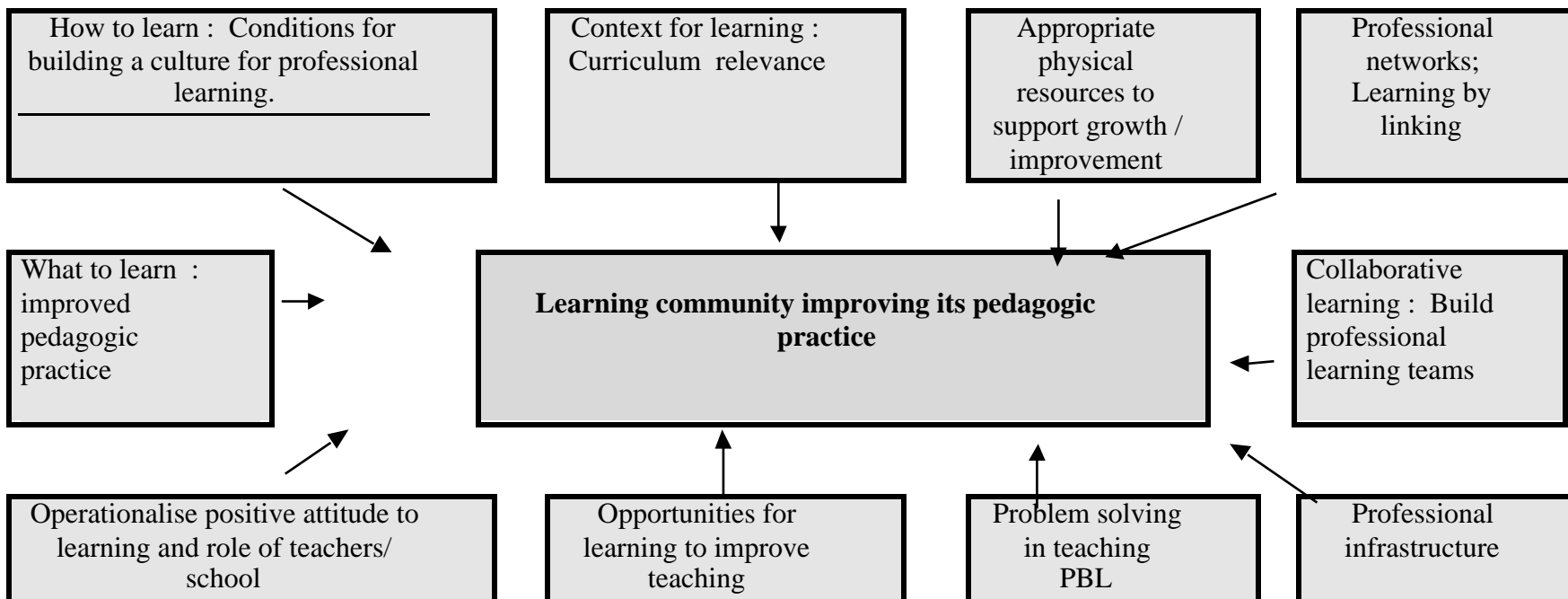
School enhancement needs to be

- achievement focused, both for students and for the professionals who will be making this happen. The unpacking of the school's vision into clear, explicit student focused goals that are approached by a clear learning pathway is necessary.
- research based
- informed by a knowledge base that comprises research validated learning, pedagogic, curriculum and educational theories.
- enquiry driven
- implementation oriented
- interventionist oriented
- externally supported
- systemic

Pupil achievement and learning is influenced by several factors: staff development, collaborative planning, use of data and staff involvement. These operate with curriculum strategies and an intelligent accountability framework. These influences are shown in the following diagram.

Key stage curriculum strategies	Staff development	Collaborative planning	Use of data	Intelligent accountability framework
		Pupil achievement and learning		
	Involvement			
	Intervention			

The key aspects of a learning community improving its pedagogic practice are shown in the following diagram.



The processes involved at each tier of the learning community are shown in the following table.

	School leadership	KLA / level leaders	KLA / level groups	Classroom teachers
<p>Learning conditions for professional growth, for building a culture for learning.</p> <p>How to learn</p> <ul style="list-style-type: none"> • goals • indicators • how to foster learning • how to value learning • establish ownership 	<ul style="list-style-type: none"> • Unpack and operationalise vision, map into an action plan for growth, develop procedures for monitoring growth at the institutional level • Identify indicators of growth and the procedures to be used for gathering evidence of improvement at the school level. • Collate existing knowledge at the leadership level • Attitude and instructional dialogue that fosters growth of institution as knowledge enhancing organisation • Identifies procedures it will use to demonstrate a valuing of teacher learning and improved pedagogy at the school level • Identifies procedures it will use to indicate ownership of the improvement agenda at the school level and the procedures it will use to encourage teacher ownership. 	<ul style="list-style-type: none"> • Lead KLA to see itself as a professional growing community • Teach the KLA group to (1) identify and value evidence for the KLA making progress and (2) lead the group to develop and implement indicators to measure progress and the procedures to be used. • Lead KLA to develop a professional growth plan • Co-ordinate and direct the collation of existing knowledge in KLA and integrate with existing institutional knowledge • Identify procedures the KLA can use to show a valuing of teacher learning and improved pedagogy; these procedures need to be based in professional practice • Identify procedures leader will use to increase ownership of the improvement agenda at the KLA level and the instructional leadership dialogue that will be used to foster this 	<ul style="list-style-type: none"> • Identify goals for KLA, unpack and contextualise the goals of the school in the KLA, link the goals of the KLA with the vision, goals of the organisation • Identifies sets of indicators of growth and means for gathering evidence of improvement at the KLA level and the procedures to be used. • Discuss how KLA will grow, specify a growth action plan for KLA • Assemble level of existing knowledge re specific areas of growth • identify procedures for valuing gains made by the group and by members of the group. • Identify the need for KLA ownership of the improvement agenda (for example, how it will solve existing problems in the teaching, how it will enhance the professional standing and status of the KLA within the community, the steps it will take to do this. 	<ul style="list-style-type: none"> • Develop an explicit personal plan with indicators of growth • Identify how professional growth will be achieved, activities to be implemented • Generate indicators of improved practice and student learning and procedures for gathering evidence. Teachers can look for evidence of (1) student achievement (2) student engagement in learning (3) student knowledge of how to learn and (4) positive attitude to the content being learnt. • Identify their part of the improvement agenda, the actions they will take to implement it, the unique contribution they will make to the KLA knowledge, how this will solve problems in their teaching.

<p>Pedagogic practice</p> <p>What to learn</p>	<ul style="list-style-type: none"> • Highlights pedagogy as a foundation for work in the organisation • Identifies, develops a school-wide pedagogy generic across the school • Encourages staff to identify personal pedagogy • Encourages staff to relate individual pedagogy to school pedagogy 	<ul style="list-style-type: none"> • Provides models of personal pedagogy • Trained to lead KLA group to contextualise the school-wide pedagogy • Contribute to the school wide code of teaching practice • Lead the development of a KLA-wide pedagogy <p>Encourage each member to develop, explicate personal pedagogy</p>	<ul style="list-style-type: none"> • Identify, develops a KLA-wide code of teaching practice that fits within the school-based generic code across the KLAs • Provide the opportunity for members to stabilise, research, trial and enhance personal pedagogy 	<ul style="list-style-type: none"> • Explicate, describe, personal pedagogy, how it links with school wide pedagogy, enhance pedagogy, trial new teaching procedures • Implement the KLA based pedagogy by matching it with personal pedagogy and contextualising it in individual teaching. • Examine what the KLA-wide pedagogy looks like for individual teachers; each teacher contextualises the KLA-wide approach to pedagogy.
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<p>Curriculum relevance</p> <p>Context for learning</p>	<ul style="list-style-type: none"> Evaluates current curriculum in terms of the needs of the school in its community, its future directions Prioritises curriculum components Decides to target particular areas of knowledge / competence and selects curriculum target these. estimates the intellectual / economic resources available to school. 	<ul style="list-style-type: none"> Trained as curriculum reviewer and leader of innovation in KLA Lead evaluation of curriculum in KLA, integrates this with the school direction re curriculum 	<ul style="list-style-type: none"> Select the most appropriate curriculum and means of delivering it Develop a curriculum enhancement plan Plan and implement professional development for curriculum development in their area. Contextualise proposed curriculum improvements and teaching in its area and identifies possibilities for further development. 	<ul style="list-style-type: none"> Explore the curriculum innovations in their teaching, including data gathering from students.
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<p>Appropriate physical resources to support growth / improvement</p>	<ul style="list-style-type: none"> Identify the physical resources available to support growth in the school Identify additional resources necessary (including teacher time for learning, experimentation and reflection) to support innovation Encourage a focus on the physical aspects of the teaching context, the optimal use of school facilities on a school-wide level. 	<ul style="list-style-type: none"> manage and direct the evaluation and management of physical resources in the KLA 	<ul style="list-style-type: none"> physical resources for optimising learning, learning contexts, access to learning materials, ICT in the KLA optimal use of classroom, school buildings and facilities for effective learning 	<ul style="list-style-type: none"> physical arrangements in classrooms likely to optimise learning access to IT, optimal management and structuring of student learning materials.
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<p>Operationalise positive attitude to learning and role of teachers/school</p>	<ul style="list-style-type: none"> • Fosters a trust within the school, a positive self efficacy that school practice can improve • evaluates ways in which commitment to pedagogic improvement, goal congruence at school level can be enhanced. 	<ul style="list-style-type: none"> • Trained to facilitate positive attitudes and commitment to pedagogic improvement • Identify the instructional leadership dialogue likely to lead to improved teacher self efficacy, motivation to improve pedagogy and goal congruence • Review and identify procedures and activities for leading all members of KLA to believe that changes to their teaching practice can enhance student learning 	<ul style="list-style-type: none"> • Develop procedures for enhancing the level of commitment and motivation of the group, the extent to which it can be successful in enhancing student learning 	<ul style="list-style-type: none"> • positive attitudes to improvement in the classroom, improved teaching • preparedness to tap into support systems for problems in teaching, persisting with difficult students, classes
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<p>operationalises opportunities for learning to improve teaching</p>	<ul style="list-style-type: none"> • Fosters a context for authentic pedagogic improvement, values risk-taking for improvement, implements instructional structures to allow systematic self-managed improvement with opportunity for institutional consolidation • Models / engages in explicit learning at institutional level • Instructional leadership dialogue that fosters agenda for improving teaching 	<ul style="list-style-type: none"> • Is trained to coach, mentor, lead the KLA in an improvement agenda • Develop a set of activities for professional development of KLA based on sound adult learning principles • Manage and directs the action research / learning activity of the KLA 	<ul style="list-style-type: none"> • Develops a plan for pedagogic improvement in the KLA, prioritises targets for improvement • Implements a set of action-research activities to trial teaching procedures that could enhance quality of teaching • Work with colleagues in mutual support research teams 	<ul style="list-style-type: none"> • Trial new pedagogic procedures • Trial the pedagogic procedures trialed successfully by colleagues • Support, coach peers • Take a leadership role in particular aspects of pedagogic improvement
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<p>Problem solving in teaching PBL</p>	<ul style="list-style-type: none"> • Dialogue that models and encouraging problem solving, prioritising problems • Foster concept of teaching as problem solving 	<ul style="list-style-type: none"> • Lead in problem solving and framing up problems • Model problem solving at the KLA level 	<ul style="list-style-type: none"> • Problem framing and solving at KLA level, identify problem and propose solution • Engage in group problem solving • 	<ul style="list-style-type: none"> • Action plan for problem solving through enhanced pedagogy
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<p>Building professional learning teams,</p> <p>Collaborative learning</p>	<ul style="list-style-type: none"> • Models good practice in learning teams, models dialogue to foster team learning 	<ul style="list-style-type: none"> • Trained to build and support learning teams • Using dialogue that fosters ‘the team’ in teaching and in designing teaching 	<ul style="list-style-type: none"> • Develops a team ethos based on shared responsibility for teaching in the KLA, shared responsibility for enhancement • A team approach to teaching difficult classes, dealing with problems • Team identifies problems, 	<ul style="list-style-type: none"> • Each teacher is aware she / he is not alone when facing a difficult class, team approach to student engagement
<p>Professional networks</p> <p>Learning by linking</p>	<ul style="list-style-type: none"> • School identifies networks at the school level for support / enhancement • Resources and supports networking 	<ul style="list-style-type: none"> • Learn how networks operate, how to facilitate networking for various purposes, how to use networks for growth 	<ul style="list-style-type: none"> • Identify and use ‘weak’ networks for new possibilities and ‘strong’ networks for testing ideas • Network ‘leader’ rotates 	<ul style="list-style-type: none"> • Show that individual staff are supported, networks • Encouraged and assisted to access /tap into / use network for support • Report outcomes, gains of networking • Enhance network
<p>Professional infrastructure</p>	<ul style="list-style-type: none"> • Provide time and support staff learning and reflection • Valuing what is currently being done in tangible ways 	<ul style="list-style-type: none"> • Identify the infrastructure support necessary for growth • Take responsibility for managing / allocating infrastructure 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Accesses infrastructure support

