

# LEADERSHIP 2017

## at Rowville Primary School

### THEORETICAL PLATFORM

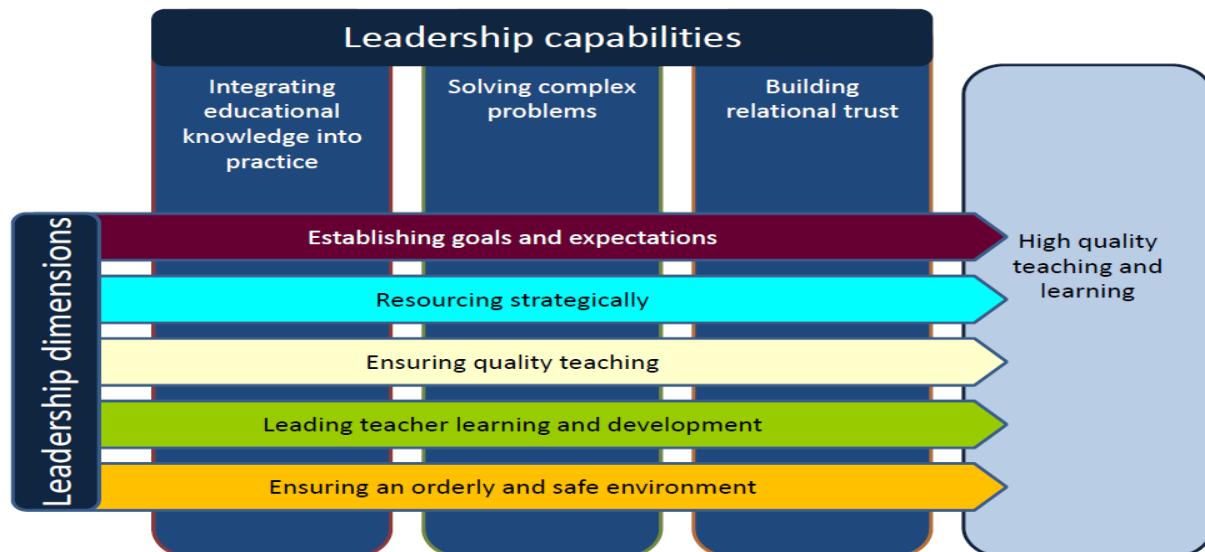
Among all school related factors that contribute to what students learn, leadership is only second to classroom instruction as in enhancing their learning outcomes. Current educational research identifies leadership as a practice rather than a role. Good leaders create conditions for good learning to occur.

*'The quality of the leadership is a key determinant of all highly effective and improving organisations'*  
Townsend

Leadership must link to improved learning outcomes. The more those leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on

student outcomes. This includes high quality conversations about rigorous teaching and learning. Viviane Robinson (University of Auckland) says there are five dimensions to effective leadership. She also identifies the variable impact of each dimension on improving an organisation student learning outcomes. The higher the variable rating the higher the impact:

1. Establish goals and expectations 0.42
2. Resourcing strategically 0.31
3. Planning, coordinating and evaluating teaching and curriculum 0.42
4. Providing and participating in teacher development 0.84
5. Ensuring an orderly environment 0.27



## WHAT ARE THE IMPLICATIONS FOR US AS LEADERS?

The leadership practices to engage each leadership dimension that have been identified by Viviane Robinson include:

- **Integrating Educational Knowledge into Practice** – learning goals (what is it we want our students to learn eg improve mathematical reasoning and problem solving) – pedagogical shift required (how does teaching practice need to change to achieve this goal eg from computational fluency to mathematical understanding) – administration shift required to support pedagogical shift
- **Analyse solve complex problems** – this involves looking at the constraints and what we can do within these constraints – leaders carefully plan a collaborative problem solving process – they openly disclose their own views and encourage others to do the same – they overtly manage meetings and summarise ideas – they do not express negative emotions.
- **Build relational trust** – leaders are interpersonally respectful – they have personal regard for others – they are competent in their role and have personal integrity – they outreach to parents and the broader personal community.

## WHAT WILL LEADERSHIP AT ROWVILLE LOOK LIKE IN 2017?

Our Vision is that “*Leaders Support Guaranteed Success for Every Child*”

The messages about our practice are so strong and the values are so clear that we absorb newcomers. Student results get better and better. The five dimensions of effective leadership are evident in our work. Our capabilities as leaders are getting stronger and stronger.

### Our Vision is that the Leadership Team is a true Guiding Coalition

The purpose of the leadership team is to drive whole school improvement. It is about “growing” people. It is about creating structures, processes and opportunities that facilitate the learning for everyone. The focus of our work is about modelling the learning process and providing scaffolding that enables all the people associated with the organisation to learn more and more. The agenda for the work of teacher PLT leaders and members of the Principal class is working side by side on the shared purpose of student learning. PLT Teacher leaders, a leading teacher together with the Principal and Assistant Principal, form the whole school

leadership team. They exhibit high capability in all five dimensions as described by Viviane Robinson. The actions are strategic and are linked to the Strategic Plan.

### Distributed Leadership is Essential for Whole School Improvement

Planning, coordinating and evaluating teaching and curriculum 0.42

Providing and participating in teacher development 0.84

1. The Professional Learning Community (all staff) meets and learns together on topics identified in the annual implementation plan. (Members of the leadership team lead the learning.)
2. The Professional Learning Team meets: What do we want our students to know and understand at the end of this unit of work? Let’s plan it together? How will we know that the students have understood what we wanted?(PLT Leaders lead the learning) Professional learning team leaders provide support (enable the teachers in team to do the work.) How can I help you (model, observe, team teach)? They develop processes to monitor the learning of every student. They lead the social and emotional learning of every student. They work with other members of the team in a solutions focussed way when students are presenting challenges They are a reference point for elements of our practice: classroom environments;; classroom libraries; word walls; number walls;; word study; Reading Reflection journals; Writer’s Notebooks; Four Rooms of Change; Restorative Practices. They demonstrate all elements of our whole school instructional practice at an exemplary level in their own classrooms.
- Teachers bring evidence of work students are undertaking as a result of new learning. What have you learnt about your students this week? There is a constant looking at the formative data. What am I noticing about the students? What am I documenting? Where am I planning to go next?
3. Research Teams will be convened to enable teachers to build knowledge of curriculum and facilitated by leaders from within.
4. A range of whole school projects will be identified and our leaders will oversee short term working parties that lead the completion of each project

