Tula'i Mai!

Making a Difference to Pasifika Student Achievement in Literacy

Literacy Professional Development Project 2009 – 2010
Research Component
Pasifika Study

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Preface

A paū se toa, ae tula'i mai se toa

A warrior falls, a warrior stands

This Samoan proverb speaks of the demise of a warrior –
As he falls, another warrior rises up.

The call "Tula'i mai" is a call to young Pasifika people
of the Cook Islands, Fiji, Kiribati, Niue, Samoa, Tahiti, Tokelau, Tonga, Tuvalu
living in Aotearoa New Zealand to heed the call:

TULA'I MAI!

RISE UP WITH MIGHT!

Young Pasifika people have been casualties of the education system in Aotearoa New
Zealand for too long. Now through projects like the Literacy Professional
Development Project there is accelerated shift and successful outcomes for students
previously underachieving in our education system, particularly Pasifika students.

These shifts have occurred because of the unwavering commitment to excellence by
the LPDP project leaders, facilitators, principals, teachers, parents and students.

The time for our young people to rise up to the challenge of educational success is
here!

TULA'I MAI!

The Literacy Professional Development Project (LPDP) was initiated in 2003 as part of the Ministry of Education's Numeracy and Literacy Strategy. It was a response to widespread concern about international data that revealed a wide gap between students situated in the highest and lowest bands of achievement. This "tail" of underachievement includes a disproportionate percentage of Māori and Pasifika students.

The LPDP's strategic outcome was to improve student literacy achievement. This meant working to raise students' overall literacy achievement while placing a special focus on reducing the disparity between those who were well served by the current system and those who needed support that was more responsive to their particular circumstances. Four further project outcomes were based on research into the professional learning processes needed to raise student achievement:

- Evidence of improved teacher content knowledge
- Evidence of improved transfer of understanding of literacy pedagogy to practice
- Evidence of effectively led professional learning communities
- Evidence of effective facilitation.

The LPDP always called itself a "learning project". It used evidence-based inquiry to build the knowledge and skills of all its participants from teachers and school leaders to the project's facilitators, leaders (including policy makers), and researchers. This inquiry approach required participants to use evidence from research to examine and question their practice. It is an approach to professional learning and development that is responsive to the diverse needs and strengths of each individual and community.

The LPDP was demonstrably successful in meeting the goal of raising overall student achievement in reading and writing. It showed particularly large effect sizes for students in the literacy tail and especially for Pasifika students. The Pasifika research component of the LPDP represents part of the Ministry of Education's commitment to using evidence to find out what works for Pasifika learners. In particular, this research sought to understand what school leaders and teachers do to create positive educational experiences for Pasifika students that are reflected in their achievement.

It also investigated the professional development experiences that promote the classroom and leadership practices needed to ensure such practices are enacted consistently across schools.

Acknowledgements

We hope that this report makes a useful contribution to our shared understandings about the knowledge and skills that educators need to make a real difference to the achievement of Pasifika students in New Zealand schools.

Fa'afetai lava! Vinaka vaka levu! Fakaaue lahi mahaki! Malo 'aupito! Meitaki ma'ata! Faka fetai!

Executive Summary

This research report explores classroom and school-related factors associated with improvements in the literacy achievement and progress of Pasifika students beyond expected levels in schools participating in the Literacy Professional Development Project (LPDP). It also identifies the nature of the professional development support that facilitated these outcomes.

Theme One of this report (Chapters 1–3) consists of an introduction to the project and the associated research, a description of the data collection and analysis methods together with a summary of student achievement in the participating schools. The research is located within the national Professional Literacy Professional Development Project (LPDP) that was designed to achieve the national strategic goals of raising student achievement and reducing disparities.

The LPDP project has involved three cohorts of schools (N = 91, 127 and 84, respectively), each of two years duration. The data from the two later cohorts show that, on average, students in the second cohort (2006–2007) progressed at around 2.5 times the expected rate in writing and 1.5 times for reading while the figures for cohort three (2008–2009) were 3.2 and 1.9 times the expected rate, for writing and reading, respectively. The project focus was on accelerating progress for students who began in the lowest 20% of the cohort. Over all three cohorts, this group, on average, made the greatest progress, between 2.4 to 6.2 times the expected rate nationally. The success of the project in raising student achievement, particularly for those students in the lowest quintile and for Pasifika students, made it important to try to identify how raising this achievement and accelerating progress happened.

It needs to be noted that LPDP was never intended to be a specifically 'Pasifika initiative'. Rather, the project was intended to convey a set of general, evidence-based principles that would enable school leaders to support their teachers, and teachers to engage in effective practice, while catering for the diverse literacy needs of students in a wide range of contexts. The schools that participated in the current

research each had a significant percentage of Pasifika students, and it is on these students that we focus.

Method

In 2009, five schools that had participated in LPDP for one year were selected on the basis of having reasonable numbers of Pasifika students and as being amongst those successful with these students. These existing schools were decile 2 to 4 with rolls ranging between 75 and 300 students. Their Pasifika student populations were between 33 and 80% of the roll. Five new schools were recruited that also had considerable numbers of Pasifika students. These schools had a wider range of deciles (1 to 6) and rolls varying from 130 to 550. The percentage of Pasifika student was between 24% and 69% of the school roll.

Data were collected at three main time points; at the beginning of 2009 (Time 1), either late 2009 or early 2010 (Time 2) and the end of 2010 (Time 3). For existing schools, Time 1 corresponded to the beginning of their second year on the project with Time 3 the end of their third year of involvement. For new schools Time 1 occurred at the beginning of the project with Time 3 at the end of the second year. At these time points achievement data were collected for students in Years 4–8 using asTTle reading and / or writing. Leaders and two case study teachers in each school were interviewed. These teachers were also observed teaching with the follow-up feedback from the facilitator or school leader recorded. One case study teacher left an existing ~~the~~ school in 2010 so only nine participated. All teachers were surveyed at the beginning and end of the research. Relevant project and school documents were also analysed.

Forty professional learning sessions were observed and followed by interviews of the five facilitators. In addition, their interactions with the case study teachers were recorded and followed up with interviews. Facilitators regularly provided the research team with an overview of their work in the schools. Facilitators also completed checks on the validity of inferences made from the data.

All interview and observation data were either audio-recorded or extensive field notes taken. They were then coded using a set of indicators of desirable practice for each of the three major dimensions of interest, namely, pedagogy, leadership and community partnerships. The indicators were derived from relevant theoretical and empirical research, together with emerging findings from the research and LPDP project processes. The observed or reported practice relevant to each indicator was categorized at Time 1 and Time 3 using a set of description categories. The category "no evidence of practice" meant that the researchers had not observed the practice or that it had not been reported. The other three categories more frequently used were "rudimentary" referring to practice that was essentially mechanistic or programmatic; "indicative" when there was some evidence of a practice in a relatively robust form but was inconsistent; and "strong" when practice was consistent and responsive to context.

Pasifika student achievement

While acknowledging that Pasifika is an umbrella term for a number of different Pacific nations, it is not possible to analyse them separately as even the predominant groups of Samoan and Tongan have numbers that are still too small for robust analyses.

The rationale for the Pasifika project arose from consideration of the results in previous LPDP cohorts. In the second cohort of LPDP (2006–7), being of Pasifika ethnicity brought a substantial gain in asTTle reading (using a regression model) with Pasifika students progressing around 47 points faster over the two years than students of other ethnicities, given similar starting points. Pasifika students, in the lowest 20% initially for reading, were more likely to make progress above expectation than other students in the lowest 20%. This trend was similar in the third cohort (2008–9) but did not reach statistical significance.

In writing, Pasifika students in the lowest 20% of the 2006–7 cohort were less likely to progress above expectations than other groups, while in 2008–9 they were just as likely to do this as other groups.

When tracking student progress in the 10 schools participating in this research, a number of problems arose. Some schools retained the initially nominated reading or writing focus, others changed focus. Some submitted data on both reading and writing, whether they had changed focus or not. Others submitted data on just one focus. Consequently, for eight of the ten schools we had either a full set of data for just one focus or a full set for one and a partial set for the other, new focus. For the remaining existing school, we had two years of reading data and one year of writing data. For the remaining new school with a writing focus we did not receive any longitudinal student achievement data. In the junior school the only usable data came from the observation survey at 6 years.

Starting Points

In writing, Pasifika students in all writing schools began well below the asTTle V4 norm mean (between 70 and 300 points below, on average). However, the Pasifika students in the new writing school began the project with substantially higher mean scores for most year groups than in the three existing writing schools.

In reading, Pasifika students in the two existing schools were similar in that they started the project about 50 points, on average, below the asTTle reading V4 mean. Of the new schools, one started slightly higher than the existing schools (around 35 points below) while the other two were similar to one another with baseline achievement, around 90 points below the asTTle reading V4 mean.

Progress

Overall, existing schools showed higher effect size gains than the new schools at comparable points in time on the project in both reading and writing. The rates of progress in writing among existing schools were very high in all three years with effect size gains of 0.88, 1.14 and 0.93. In the new schools the effect size gains were lower at 0.50 and 0.41. The expected gain reported for existing national norms is 0.2. So gains for existing schools were at least 4 times expected rate of progress. Even though progress was lower in the new school it was still around double the rate indicated in the expected national norms.

In reading, the effect size gains for the existing schools for each year were 0.54, 0.61 and 0.71. Effect size gains in new schools were 0.27 and 0.49. For both groups of schools the effect size gains increased each year the schools were on the project. The expected gain reported for existing national norms is 0.26 so gains in the existing schools were 2-3 times expected. New schools were similar to expected gains in the first year and twice that expected in the second.

Progress for Pasifika students in each school were equal to or greater for Pasifika than non-Pasifika students for writing on 10 of 11 of the possible annual comparisons[1]. In reading, Pasifika student achievement was equal to or greater than that for non-Pasifika in each school in 11 of 12 possible annual comparisons.

Determining progress for junior students was not possible because the observational survey data were cross-sectional only.

Building knowledge for classroom practice

Theme Two (Chapters 4–6) reports on building knowledge for classroom practice. The two main research questions comprised:

- What classroom practices promoted through the LPDP led to positive educational experiences for Pasifika students and were reflected in their achievement?
- What professional development experiences were needed for teachers to understand and utilise such practices consistently across a school so that their students improve their achievement?

The main theoretical frameworks used to develop the indicators of effective practice for this theme drew on both effective literacy practice for students from diverse

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[1] For writing there were 11 school situations where Pasifika student achievement could be compared with non- Pasifika student achievement - 4 schools in years one, 4 schools in year two, and 3 in year three – and in reading there were 12 school comparisons - 5 schools in years one, 5 schools in year two and two schools in year three.

backgrounds and the more specialised knowledge base of effective practice for Pasifika students and English language learners.

The indicators were organised around the inquiry and knowledge-building cycle from the Teacher Professional Learning and Development Best Evidence Synthesis (Timperley, Wilson, Barrar & Fung, 2008). The indicators are listed below.

Identifying valued outcomes and student learning needs
▪ Teachers gather, analyse, and use data
▪ Teachers set high expectations for student learning
▪ Teachers include students in planning and evaluating their learning

Identifying professional learning needs
▪ Teachers use evidence from student data and from practice to identify own needs and monitor progress

Engagement in PL to deepen knowledge and refine skills
▪ Teachers are reflective practitioners through setting and discussing learning goals, keeping reflective journals, engaging with learning materials for teachers
▪ Teachers participate in a professional learning community

Engagement of students in new learning experiences
▪ Teachers use student data to design and deliver learning sequences
▪ Teachers explicitly teach strategies for written language
▪ Teachers explicitly teach language and vocabulary
▪ Teachers make meaningful connections
▪ Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency
▪ Teachers cater for diverse learning needs

Assessment of impact and re-engagement in the next cycle
▪ Teachers monitor student learning and use that information to notice and understand own impact

▪ Teachers prepare for a new cycle of learning through identifying new questions and going deeper into current puzzles of practice.

Observed practices for each indicator were categorised as rudimentary, indicative or strong for each case study teacher, then aggregated across new and existing schools. A total of 140 indicators were coded for new schools but the absence of one teacher from an existing school reduced the total to 126 for these schools.

In most instances, the shifts evident on the indicators for teachers in schools new to the project (new schools) were from rudimentary to indicative. At Time 1: 94 indicators were categorised as rudimentary, 46 as indicative and none met our criteria for strong practice. At Time 3 (at the end of two years in the project), the balance had shifted considerably, with only 10 indicators categorised as rudimentary, 82 as indicative and 48 as strong practice.

In most instances, the shifts evident on the indicators for teachers in existing schools were from indicative to strong. On the indicators for the nine teachers in these schools at Time 1: 10 indicators were categorised as rudimentary, 74 as indicative and 42 met the criteria for strong practice. At Time 3 (at the end of three years in the project), the balance had shifted considerably, with only 1 indicator categorised as rudimentary, 13 as indicative and 112 as strong practice.

Although these patterns need to be treated with caution because there was considerable variability within and across schools, they suggest that after one to two years' intensive intervention, many teachers exhibited practice fitting the indicative descriptor however it appeared to take three years before most teachers exhibited strong practice over a majority of indicators.

The patterns of progress on the indicators suggest that they captured the focus areas addressed by the facilitators' work in the schools. Observations of professional learning sessions and interviews with teachers and facilitators and LPDP documents confirmed this conclusion. These data sources revealed that each of the teacher practice indicators listed above had specific professional learning activities associated

with them. Two examples used in this summary focus on those of particular relevance to Pasifika students.

For the indicator: "Teachers set high expectations for student learning", facilitators were observed to:

- Reinforce the wider purpose of ensuring all students have the literacy and language skills they need to access the curriculum
- Build an understanding of normative expectations for students at different year/curriculum levels
- Challenge assumptions around low expectations.

For a second indicator, "Teachers explicitly teach language and vocabulary", facilitators were observed to:

- Select resources to build teacher knowledge e.g. ELLP, Making Language and Learning Work DVD
- Help teachers plan lessons
- Focus professional learning on how teachers can teach literacy across the curriculum
- Support teachers in the strategic use of student materials to facilitate students' literacy and language learning
- Build teachers' knowledge about the importance of supporting first language maintenance
- Introduce the *Learning through Talk* text

School leadership for teaching and learning

Theme Three (Chapters 7–9) reports on school leadership learning and practice. The two main research questions comprised:

- What school leadership practices promoted through the LPDP prompted changes in classroom practices that led to improved achievement of Pasifika students?

- What professional development experiences are needed for school leaders to understand and use such practices?

The main theoretical frames used to develop the indicators drew on recent work in leadership where greater emphasis has been given to leaders' instructional role with a focus on professional and student learning (Robinson, et al., 2009); and on the co- and –self regulated inquiry practices and coherence across foci for achieving sustainability (O'Connell, 2010).

The indicators for this theme also followed the inquiry and knowledge building cycle from the Best Evidence Synthesis on Professional Learning and Development (Timperley et al., 2008). They comprised:

Identifying valued outcomes and student learning needs
- *Leaders develop school systems for data collection, organisation, and use*
- *Leaders prioritise student learning and know what is happening*
- *Leaders set a clear vision for student achievement with informed expectations*

Identifying professional learning needs: Teachers and leaders
- Leaders take responsibility for teacher professional learning through supporting teachers to identify their professional learning needs and goals
- Leaders address their own learning gaps through identifying professional learning needs and goals

Teacher engagement in professional learning to deepen knowledge and refine skills
- Leaders take responsibility for teacher professional learning
  - Embed routines of inquiry-based in-school professional learning
  - Have challenging and co-constructed conversations with teachers
  - Ensure coherence

Leaders' engagement in PL to deepen knowledge and refine skills
- Develop own pedagogical content knowledge and skills for challenging collaborative conversations and classroom observations
- Share leadership expertise and responsibility

Assessment of Impact and Re-engagement in the next cycle

- Check change in classroom practice
- Check impact on students
- Prepare for a new cycle of learning

Observed practices for each indicator were categorised as rudimentary, indicative or strong for each leader, then aggregated across new and existing schools. A total of 75 indicators were coded for each of these groups of schools. For the five schools new to the project at Time 1, the majority of indicators shifted from rudimentary at Time 1 to indicative at Time 3. At Time 1, 55 indicators were categorised as rudimentary, 20 as indicative and none met our criteria for strong practice. At Time 3 (at the end of two years in the project), the balance had shifted to the point that no practice in any school was categorised as rudimentary, 50 indicators were categorised as indicative, and 25 as strong.

On the indicators for the five existing schools that had participated in the project for one year before participating in the research, 17 fitted the descriptor for rudimentary, 48 for indicative and 10 for strong at Time 1. At Time 3 (the end of three years on the project), 3 fitted the descriptor of rudimentary, 18 were indicative, and 54 were strong.

As with teaching practice, it appears that shifting from rudimentary to strong leadership practice takes time. It took three years on the project before the majority of indicators fitted descriptions of strong practice. Variability among the schools suggests that some school leaders are able to respond more quickly than others to the project messages and to make the kinds of changes described in the indicators.

A Focus on Pasifika Students

For each part of the inquiry and knowledge-building cycle there were examples of practice in the participating schools that focused specifically on Pasifika students and English language learners. These examples are described below.

Identifying valued outcomes and student learning needs: Implications for Pasifika students

When examining the data on students, some schools focused on puzzles and concerns about Pasifika students, such as the relationship between home language and English literacy. When appropriate, the *English Language Learning Progressions* (Ministry of Education, 2008a) were used to identify students' needs, goals, and targets. The progressions were also used for close monitoring of progress towards the targets with a focus on acceleration to enable them to achieve national expectations. Integral to this process was communicating an expectation that Pasifika students can and will achieve.

Identifying Professional Learning Needs: Implications for Pasifika students

Evidence about the learning needs of Pasifika students was specifically identified in the range of evidence used to establish professional whole school professional learning needs and goals. For example, information from the English Language Progressions, together with monitoring data about the learning of targeted students, was used to identify these whole school needs. Some schools spent time raising teachers' awareness of Pasifika students' cultural and linguistic capital as a support to reflect on their own practice and professional learning needs.

Leaders' and Teachers' engagement in professional learning to deepen knowledge and refine skills: Implications for Pasifika students

In many of the observed professional learning sessions in the schools, there was an explicit expectation that teachers and leaders would consider how their professional learning applied to teaching and learning for Pasifika students. A number of Ministry resources specific to English language learning were used in the sessions to develop leaders' and teachers' knowledge and skills. These resources included *The English Language Learning Progressions* (Ministry of Education, 2008a), *Supporting English Language learners in Primary Schools* (Ministry of Education, 2008f) and *Making Language and Learning Work 3* (Ministry of Education 2008b) and two new oral language handbooks (Ministry of Education, 2009c and 2009d). These helped the participating professionals to link learning about oracy as the foundation for language and literacy to notions of language and identity for Pasifika students. Some leaders specifically prioritised professional learning focused on meeting the needs of Pasifika students and English language learners. These kinds of links to the specific needs of

Pasifika students were also made when teachers were learning about reading, writing and oracy.

Professional learning is enhanced when routines are developed to embed learning in daily classroom activities. The ways in which some schools approached this task included the developing an oral language planning template, ensuring that tools and routines focused attention on specific goals for Pasifika students and English language learners, and developing support systems using the expertise of ESOL teachers' to assist their colleagues' learning.

Part of the process of deepening knowledge and improving practice involved ensuring the effective and integrated use of the Ministry resources in classrooms and across the school through supporting teachers in their classrooms. In some schools, this checking involved observations and follow-up conversations focused on the impact on Pasifika students, challenging evidence of low expectations for Pasifika students, and promoting a sense of urgency for improving outcomes. In other schools, this checking was more formal through the schools' action plans, self-review and appraisal processes.

Assessment of impact and re-engagement in the next cycle: Implications for Pasifika students

The most frequent way in which this part of the cycle was used to focus on Pasifika students was to identify and collect information about the progress of Pasifika students in order to review the effectiveness of changes in leadership and teaching practice. To do this, the information needed to be disaggregated to enable identification of specific groups of Pasifika students and English language learners. Some schools sought the perspectives of the students themselves. As leaders prepared for the next cycle of learning, they delved deeper into specific questions and puzzles of practice with respect to Pasifika students and English language learners.

Building learning partnerships with Pasifika parents, families, and communities

Given the emphasis of this report on Pasifika students, we have paid particular attention to the ways in which the schools built learning partnerships with Pasifika

families and communities (Chapter 10). Although this was not an explicit focus of the LPDP, particularly with the earlier cohorts, it became apparent during this research that schools' participation in the project provided the foundation for successful partnerships to some extent.

This theme was framed around the following two research questions:

- What, if any, school leadership or teacher practices promoted through the LPDP facilitated the development of learning-focused partnerships between school leaders, teachers, and the families of Pasifika students?
- What, if any, professional development experiences did school leaders and teachers consider helped them build such partnerships so that they contributed to improved achievement for Pasifika students?

Research literature on the importance of family and community influences reported in three of the best evidence syntheses (Alton-Lee, 2003; Biddulph & Biddulph, 2003; Robinson et al., 2009) all emphasised the importance of building reciprocal, responsive relationships with families, particularly in situations where the majority of staff are not of the same ethnicity as these families. This is particularly relevant to Pasifika families and communities. In addition, Goal 6 of the 2009 – 2012 Pasifika Education Plan focuses on effective engagement with Pasifika parents and families. The indicators developed for this theme focused on three important constructs of reciprocity, connection and capacity building. The indicators around these constructs throughout the inquiry and knowledge-building cycle are listed below.

Identifying valued outcomes and student learning needs:
- Family perspectives are sought and taken into account when negotiating the valued outcomes for Pasifika students
- Schools provide families with clear, accurate information about their children's achievement in relation to valued outcomes

Identifying professional learning needs: Teachers and leaders:
- Leaders inquire into their own and their teachers' relationship with families and identify areas where they need to learn more and areas of strength

- Teachers inquire into their relationships with families and identify areas where they need to learn more and areas of strength

Teacher and leader engagement in PL to deepen knowledge and refine skills:
- School engages in professional learning aimed at addressing the home–school relationship

Community partnership actions:
- Opportunities are provided for parents to understand school literacy practices and how they can support their children to improve
- Parents are actively supported to recognise the value of what they bring to their children's learning
- Teachers use Pasifika students' cultural, linguistic, and literacy knowledge in classrooms
- Relationships enable mutual understandings about aspirations and concerns and joint problem-solving
- Family and community funds of knowledge are actively sought to inform what goes on at school to become responsive to family and community needs, requirements, and feedback

Assessment of impact and re-engagement in the next cycle:
- The impact of changes in home–school relationships are checked
- New cycles of learning are prepared.

A total of 60 indicators for both new and existing schools were coded. The patterns of progress were not as marked as they were for pedagogical and leadership practices; an unsurprising finding given this was not a project emphasis. Most schools new to the project showed a shift in indicators from rudimentary at Time 1 (72% of indicators) to indicative at Time 3 (59% of indicators). Twenty percent of the indicators were coded as "strong" at Time 3. In existing schools, most shifts were also from rudimentary at Time 1 to indicative at Time 3. In these schools the starting point was higher (63%) as was the percentage of indicators classified as indicative at Time 3 (70%). Twenty-two percent of indicators were categorised as strong at Time 3.

Although progress across the indicators was not as great for this theme as it was for those themes that were a project focus, the patterns suggest that schools' participation in the project did have an impact. All principals expressed the view that their participation in the LPDP had fostered knowledge and inquiry skills that provided a foundation for building more learning-focused relationships with Pasifika families. More specifically leaders described how the project had assisted them to do this through:

- Building schools' capacity to gather and analyse data in relation to Pasifika students and English language learners
- Fostering the schools' ability to report on student achievement and next steps
- Emphasising the importance of knowing the learner, including knowing about Pasifika students' home language, literacy, and cultural practices
- Focusing teachers on their teaching and its impact on students

Afterword

Leaders, facilitators and researchers involved in LPDP have had an 'inquiry habit of mind'. They continually analysed and challenged their own beliefs and practices and showed a willingness to re-engage in new cycles of learning as a natural outcome of working together in 'a learning project'. Broader patterns in the New Zealand education landscape presented challenges with which the LPDP project as a whole has engaged. Four key educational drivers pertinent to the current research are:

- The changing demographics of the NZ (and therefore LPDP) schools with more schools with high numbers of Pasifika students
- Ministry of Education requirements with respect to English Language Learners (ELLs) when assessing *Reading and Writing Standards for Years 1-8*, in 2009;
- The Ministry and the LPDP's focus on the rollout of a range of resources to support teachers working with ELLs
- Ongoing inquiry based on the outcomes of the Auckland facilitator study, which found that part of the knowledge teachers must hold is of "each student's

language and literacy practices outside school as well as in school" (Ministry of Education, 2005, p. 10).

The project continued to find the most effective ways of developing facilitator (and consequently school) knowledge with regard to the importance of knowing the students' culturally, and knowing about oral language development as a prerequisite to building effective literacy learning across the curriculum. The six dimensions of Effective Literacy Practice (Ministry of Education, 2003) were drawn on to focus specifically on Pasifika students, namely:

Knowledge of the learner	Knowledge of Pasifika students
Knowledge of literacy learning	Knowledge of second language acquisition and Pasifika literacy practices
Expectations	Shared expectations of Pasifika students
Instructional strategies	Language learning and scaffolding strategies, including Pasifika languages as resources for learning
Engaging learners with texts	Supporting Pasifika connections with texts, world and literacy knowledge
Partnerships	Partnerships with Pasifika community knowledge holders and specialist support within schools

Evidence of practices relevant to these areas was limited in research schools at the beginning of the project but movement was evident by Time 3. For example, initially most teachers were unable to articulate their students' particular ethnic identities without referring to their records but were more able to do so at Time 3. They were also more focused on the need to find out about their students' total language and literacy resources. Systems for establishing shared expectations by teachers of Pasifika students and ELLs were rare at the beginning of the research but by Time 3 systems were more likely to be embedded to support this.

Research observations and interviews showed increasing evidence of the specific Pasifika dimensions of effective literacy practices identified above and this suggests that LPDP was significant in terms of re-orienting practice for Pasifika students.

However, much more needs to be done in terms of deepening the learning of professional developers and leaders of literacy nationally so that they are able to assist school leaders and teachers to deepen their learning of effective practice for Pasifika students.

Theme 1 : Introduction

This first theme consists of three chapters. The first introduces the Literacy Professional Development project and the associated research. Chapter Two provides a general description of the data collection and analysis methods. Details of these methods are provided in each theme outlining the data and analysis processes relevant to that theme. Chapter Three provides details of student achievement in the participating schools.

Chapter 1 : Introduction to Pasifika Report

Underachievement in New Zealand is a major policy focus and literacy, which underpins all other achievement, is a central concern. Evidence from international studies of reading achievement has shown a consistent trend, high average performance but very large disparity. In New Zealand, both ethnicity and gender are implicated in this diversity. Particularly pertinent to this report are the findings from the most recent PISA (2009), showing that while performance of students in each ethnic group in New Zealand was diverse, Pasifika were the lowest achieving as a group. They were represented disproportionally in the lowest levels of achievement. Around a third (35%) of Pasifika students did not show reading proficiency above Level 1A (94.3% of students in OECD countries can perform at this level or above). Again, at the lowest level of performance (1B) where 98.9% of OECD students achieve so only 1.1% are in this category, there are 13% of Pasifika students in this category (Telford & May, 2010).

Pacific people in New Zealand are a diverse population made up of many different ethnic groups. Today they are mostly New Zealand-born, highly urbanised and predominantly young (http://www.stats.govt.nz/publications/social conditions/pacific). Their rate of increase through birth and immigration is high relative to other groups. The current proportion of Pasifika comprising one in ten learners in the school population will rise to one in five (Ferguson et al, 2008). These changing demographics and the current achievement patterns have significant implications for education.

The changing demographics further emphasise that diversity and difference are central to practice in the New Zealand classroom. The major professional challenge for teachers is to manage simultaneously the complex learning needs of diverse learners. There is diversity within ethnic groups and within individual students as gender, ethnic heritage(s), socio-economic background and individual differences intersect. Quality teaching is seen as a key influence on attaining high quality outcomes for diverse students; teaching that is responsive to diversity can have positive impacts on students at all levels (Alton-Lee, 2003). The Ministry of Education developed a Pasifika Education Plan (2006-2010, revised 2009-2012) to improve education outcomes for Pasifika students by focusing actions on areas with high Pacific populations and by identifying what will make the most difference for Pasifika

students. This is vital as a 2006 Education Review Office report suggested that only 14% of schools were fully effective for Pasifika students (cited in Statistics New Zealand & Ministry of Pacific Island Affairs, ND).

Thus, the broad context for the research reported here is the achievement patterns and learning outcomes of Pasifika. The intention in this introduction is not to revisit the general literature on teaching diverse learners or literature regarding culturally responsive pedagogy to identify what might support Pasifika learners. Alton-Lee's synthesis (2003) of quality teaching for diverse outcomes, for example, derived from the research characteristics of quality teaching and noted that the way in which the identified principles apply in practice is dependent on a number of variables, including the experience, prior knowledge and needs of learners in any particular context. The literature documenting aspects of the experiences of Pasifika learners in the classroom has been recently reviewed by Ferguson and colleagues (2008). Smaller, empirical studies have investigated aspects known to impact learning of diverse students like the need for teachers to "know" their students (Allen, Taleni & Robertson, 2009). The nature of this knowledge is beyond that of learning outcomes or patterns of performance, encompassing a need to develop teachers' cultural self-efficacy so they both appreciate the challenges students from Pasifika cultures face and develop a willingness to learn and apply what they have learned of the social and cultural contexts that shape students' learning and interactions to their teaching. Two studies by Fletcher, Parkhill and colleagues (2005, 2009) were conducted to help identify and understand influences, particularly pedagogical and family/community factors, on literacy outcomes for Pasifika students. They talked with Pasifika students in one and teachers and parents in the other. Their findings emphasised the need for Pasifika languages and cultures to be acknowledged.

Of interest in terms of the focus of the research reported here is the identification, for example by Ferguson and colleagues (2008), of the area of teacher responsiveness to student learning processes/ cycles as an ongoing context for further research and development, including responsiveness to the prior knowledge and experiences that diverse learners bring to the teaching and learning context and how this affects opportunities to learn. There is a dearth of local research that is conducted inside the classroom dynamic with respect to Pasifika learners. Notably, and of specific relevance to the focus of the current research, the authors of the Best Evidence synthesis on professional learning (Timperley et al., 2007) state they were unable to find any studies that were specifically concerned with the professional

learning of teachers of Pasifika students in New Zealand. The Pasifika Literacy Professional Development research is designed to explore what is happening within classrooms and schools that are successful in promoting achievement and progress of Pasifika students and to identify the nature of the support that facilitated such results.

The second and immediate context for the Pasifika Literacy Professional Development research is the Literacy Professional Development Project (LPDP) itself, within which the research was conducted. The Literacy Professional Development Project was designed to achieve national strategic goals of raising student achievement and reducing disparity. The project was initially designed to focus on four contracted outcomes concerning evidence of: (i) improved student achievement; (ii) improved teacher content knowledge; (iii) improved transfer of understanding of literacy pedagogy to practice and, (iv) effectively led professional learning communities. In recognition of the importance of facilitation in achieving these outcomes, a fifth outcome, namely, evidence of effective facilitation was added. The project employed a school-based, job-embedded model of professional development involving expert facilitators working with individual schools. Structurally, the project functioned on four levels: Ministry of Education, contracted service provider, facilitators and schools. Research was an integral component of the project, serving a reflexive role; addressing issues likely to influence project outcomes; helping to identify where learning was needed, and often providing the evidence to serve as a catalyst. Researchers, key personnel from the provider, together with the regional team leaders of facilitators and a Ministry of Education representative formed a leadership team who reviewed progress, considered evidence, made adjustments and planned. LPDP's processes of learning were focussed on ensuring that professional learning at all levels was continually responsive to information about its impact, ultimately, on students. Facilitators each worked with a small number of schools; their sites of learning were within the schools they worked in and their regional and national meetings. Schools appointed literacy leaders who provided the main interface with the facilitator. These leaders were progressively up skilled to become a resource and leader in an ongoing professional learning community.

The LPDP project involved three cohorts of schools (N = 91, 127 and 84, respectively), each of two year's duration. The data from the two later cohorts show that, on average, students in the second cohort (2006-2007) progressed at around 2.5 times the expected rate in writing and 1.5 times for reading while the figures for cohort 3 (2008-2009) were 3.2 and 1.9 times

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the expected rate, for writing and reading, respectively. The project focus was on accelerating progress for students who began in the lowest 20% of the cohort. Over all three cohorts, this group, on average, made the greatest progress, between 2.4 to 6.2 times the expected rate. The success of the project in raising student achievement, particularly for those students in the lowest quintile and for Pasifika students, made it important to try to identify how this raising of achievement and accelerating progress happened. The Pasifika Literacy Professional Development Project and the accompanying research was the response to evidence that the project had had a particularly powerful impact on the literacy achievement of Pasifika students.

The participation of the schools in the Pasifika research component of the LPDP reflected the school leaders' awareness of the disparities in Pasifika achievement nationally and their willingness to do something about them. However, it should be reiterated that LPDP was never intended to be a specifically 'Pasifika initiative'. The project leaders, from the outset were conscious of the need to focus specifically on accelerating the progress of students underachieving in English literacy, including Pasifika students. The project was intended to convey a set of general, evidence-based principles that would enable school leaders to support their teachers, and teachers to engage in effective practice, to cater to the diverse literacy needs of students in a wide range of contexts. The schools that participated in the current research each had a significant percentage of Pasifika students and so, in supporting them to transfer the generic principles to their practice, the facilitators needed to take into account the students' identities as Pasifika and, often, as English language learners. This meant incorporating specific principles and practices related to leading learning and for optimising learning for Pasifika students and English language learners. At times this meant new learning for the facilitators. For example, they engaged with the newer resources that have become available for teaching these students like The English Language Learning Progressions (Ministry of Education, 2008). However, this learning and its translation to practice was coherent with the project's ongoing commitment to responding to messages from research and from its own ongoing inquiry to ensure that its facilitators would focus on helping school leaders and teachers to build the knowledge and skills necessary to promote improved outcomes for their students in their context.

Research questions

- What classroom practices promoted through the Literacy Professional Development Project (LPDP) led to positive educational experiences for Pasifika students and were reflected in their achievement?

- What professional development experiences are needed for teachers to understand and utilise such practices consistently across a school so that their students improve their achievement?

- What school leadership practices promoted through the LPDP prompted changes in classroom practices that led to positive educational experiences for Pasifika students and were reflected in their achievement?

- What professional development experiences are needed for school leaders to understand and utilise such practices so that teachers improve their practice in similar ways?

Chapter 2 : Method

Overview

This chapter provides an overview of the research methods employed. In each of the three sections, namely concerning classroom practice, leadership practice and community school partnerships, where data are presented, relevant additional detail of the methods of both data collection and analysis are presented.

The Pasifika Literacy Professional Development Project research was nested within the Literacy Professional Development Project and was conducted in 2009 and 2010. Five of the participating schools were existing schools on the project, having joined in 2008 as part of the third cohort so they had already completed one year when the Pasifika Research began. They were selected as having reasonable numbers of Pasifika students and as being amongst those particularly successful with Pasifika students. Five new schools were recruited who also had considerable numbers of Pasifika students and were schools who wanted to address issues of Pasifika achievement. The LPDP then continued for a further two years and we researched the intervention in all ten schools. Appropriate ethical approval for the research was obtained from the University of Auckland Human Participants Ethics Committee.

The research accompanying the Pasifika LPDP utilized existing data collection tools of LPDP or those employed in previous research with LPDP cohorts although some underwent minor modifications. Additional data collection instruments were also devised. Multiple methods of data collection were employed: interviews and discussions, questionnaires, observations and document analysis. The project began in each school with a needs analysis to ascertain the pattern of strengths and weaknesses at leader, teacher and student levels. Student achievement data were obtained from a number of standardized measures with national normative data. The data analysed and inferred from were data from Assessment Tools for Teaching and Learning: Reading (asTTle Reading Version 4), a curriculum referenced diagnostic test and, for writing, performance data were obtained from a similarly criterion referenced (to the national curriculum) measure of writing (asTTle writing Version 4)[2].

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[2] Information abou these assessment tools can be found on Assessment Tools for Teaching and Learning Writing (www.asTTle.org.nz). The versions that schools use now are called e-asTTle.

Principals and literacy leaders were interviewed to obtain a picture of the available knowledge base in literacy amongst those in the school and of current practices, particularly with respect to the use of evidence in decision making. Teachers responded to scenarios describing effective and less effective aspects of classroom practice in reading or writing that explored their pedagogical content knowledge and to scenarios that examined their knowledge, interpretation, and use of data. Although classroom observations were conducted for all teachers by facilitators and school literacy leaders, research data were collected from each school from two case study teachers. In each of these classrooms, up to six students, purposively selected to represent a range of ability, were interviewed with respect to their learning in the observed lesson.

These data from student achievement, interviews with leaders, scenarios and classroom observations initially formed the core of an analysis of needs. They were to be used to plan professional learning at school and individual levels and, at later time points, they contributed to the evidence to consider in terms of progress towards the desired outcomes.

Participants

The five existing schools included three schools classified as decile two, plus a decile three and a decile four school. These schools had varying rolls although three were relatively large with just over 300 students; one a school around 130 and one a school of around 75 students. The percentage of Pasifika students at each of the schools was 33, 40, 51, 67 and 80. In three schools Samoans predominated and, in one, Tongans were the largest group. In all cases, Pasifika as a group were the largest ethnic group although, in one, NZ European was close. Given varying roll sizes, the number of teacher participants from each school varied. The large schools had 16 or 17 teachers plus principal and deputy principal while the two smaller schools had 4 (plus a teaching principal) and 5 (plus a principal). These existing schools had stable leadership in terms of principals and literacy leaders; in only one school did a literacy leader step down in the course of the research and s/he was replaced with two new literacy leaders. Three schools were at least initially focused on writing and two on reading but, as noted in Chapter 3 where the student achievement data are presented, schools chose to change focus. The two case study teachers in each of the existing schools were teachers

identified as strong or effective by the literacy leader and facilitator. One case study teacher left the research in 2010. A purposive sample of students in each case study teacher's class was interviewed at the time of an observation about their learning. These students were small groups of Pasifika and non Pasifika children, selected by the teacher, where possible to represent a range of ability in the classroom and amongst that group of children.

The new schools were decile 1, 2, 3, 4 and 6 so they represented a wider range in terms of decile. There were two large schools with rolls around 500-550; a school with a roll around 300 and two schools with rolls between 130 and 160. The percentage of Pasifika students ranged from a low of 24% (Māori and European both slightly higher), to schools with 35%, 36%, 44% and 69%. In the latter four schools, Pasifika were the largest group, followed closely in three cases by Māori and, in one case, equalled by NZ European. The larger schools had staffs of around 25 teachers, plus principal or principal and senior management. In all of these schools the principal and literacy leader remained the same; in two cases, two additional literacy leaders were added. Of these new schools, four focused officially on reading and one on writing. In the new schools, with no information about teachers and, more importantly, about their students' progress and achievement, the two case study teachers from each school that were observed were those teachers who were prepared to be observed. One case study teacher was replaced in 2010 with a colleague. Again, a purposive sample of students, Pasifika and non Pasifika, in each case study teacher's class was interviewed at the time of an observation. As noted, these students were selected by the teacher to represent a range of ability.

The facilitators remained the same in the existing schools; this was the person they had begun the LPDP project with. However, the two new schools in Auckland experienced three changes in facilitator. There were five main facilitators who worked with the schools over the majority of the time period. They were also participants who provided data particularly regarding the feedback or learning conversations with teachers and the professional learning sessions conducted in the schools.

Data collection instruments and procedure

Data were collected at three main time points and largely the same data were collected at each of them. The first data collection was soon after the Pasifika research began (the beginning of year 2 on LPDP for existing schools which was the beginning of the project for new schools). The second data collection point was generally either the end of this same year or the beginning of the next year, while the final round of data was collected near the end of the Pasifika LPDP project (end of 2010 which is the end of three years on LPDP for existing schools and end of two years for new schools).

Student achievement data were analysed from standardized measures at four or five points in time. Data were obtained using Assessment Tools for Teaching and Learning (asTTle) Writing and Reading for students in years 4-8 (a discussion of the properties of the tool appears in the next chapter that reports student achievement).

Interviews, observations and questionnaires were the main sources of data. A series of visits were made to each of the ten schools to collect data associated with certain 'occasions' or 'events'. There were several key events. For example, several sources of data accompanied the observation of classroom practice, of which there were three per teacher. Background information about the lesson to be observed (like what the learning aim was and where the lesson placed in the ongoing programme) was sought from the case study teacher usually through a brief conversation. The lesson was observed, recorded (and later, transcribed). The focus was on identifying the nature of the learning aim and the criteria for success; the extent to which these were explicitly shared with students, and the nature of feedback and feed-forward (see Appendix A). The groups of students were interviewed, either towards the end of the lesson or immediately afterwards, about their learning. They were initially asked to reflect upon the reading/writing lesson to determine their understanding of the lesson purpose and learning intention, whether they understood what successful attainment looked like, and what feedback they received from their teacher and how it related to intended learning. Further questions focused on second language use and home-school connections (see Appendix D).

The feedback conversation that the facilitator (or sometimes literacy leader) conducted with the teacher about the lesson was recorded and afterwards both the teacher and facilitator were interviewed. The facilitator was asked about the aims for the conversation and the teacher asked about what they had taken from the conversation and what they intended to do (see Appendix B and C). All interviews were transcribed for analysis.

The professional learning sessions were also an event around which data were collected. There were four of these sessions attended in each school by the researchers. The PD session was observed. Field notes were taken and afterwards the facilitator was interviewed about aims for the sessions and where it fitted in the overall plan for professional learning. Case study teachers were also interviewed regarding their learning. The interview schedules are in Appendix E and F.

A third major occasion to obtain data was when the leaders took stock of their situation or their progress; these were occasions on which, in a sense, the leaders evaluated the progress their school had made and, by implication, evaluated their practice. The initial interview, conducted between the facilitator and the school leadership team was observed and, likewise, the exit interview. Similarly, when the school worked with the facilitator to complete documents known in LPDP as the Outcomes Review or Evaluation Through the Phases (see Appendix G) these meetings were attended, field notes taken and a copy of the completed document recording decisions was obtained.

The Table below (Table 2.1) gives an overview of the data sources and participants involved. An indicated at the start of this chapter, each section of the report highlights the major data sources and the participants involved.

Table 2.1: Key Data Sources and Participants

Data Type	Participants
Interviews	19 case study teachers (ten in 'new schools' & nine in 'existing' schools (one CS teacher at ES2 withdrew)
	• Prior to classroom observation lessons (2-3 per teacher)
	• Following each practice analysis conversation (2 to 3 per teacher)
	• Following each professional learning session (4 per teacher)
	Facilitators (N = 5)
	• Following each practice analysis conversation (2 to 3 per facilitator)
	• Following each professional learning session (4 per facilitator)
	• A group interview meeting at the conclusion of the project

Literacy leaders involved in observations

- Following each practice analysis conversation where they were involved

Students

- Individuals: following observation lessons (3 students per lesson)

- Pasifika focus groups: following observation lessons (between 2-9 Pasifika students per lesson)

- Non-Pasifika focus groups following observation lessons (between 2-4 non-Pasifika students per lesson)

Leaders

- At start of research

- After outcomes review at end of research

- About community-school partnerships

Observations	Case study teachers (19)
	• 2-3 classroom observations per case study teacher
	• Professional learning sessions (40)
Questionnaires	All teachers
	• Beginning and end of research
Scenarios	All teachers
	• Beginning and end of school participation in project
Achievement data	Students
	• All students in Years 4-8 in new schools were tested beginning and end of each year on the project. For existing schools, generally, students were tested at the beginning and end of year 1, end of year 2 and beginning and end of year 3. The tests were either reading or writing asTTle, depending on current focus.
	• Observational Survey data for students at 5.1 month and 6.1 month
LPDP documents	• Outcomes review
	• Evaluation through the phases
	• Teacher scenario
	• Milestone reports of facilitators and of project

A new tool devised for the Pasifika research concerned community-school partnership and it consisted of a series of questions asked of school principals at two interviews, the first

between September 2009 and March 2010 and the second in May, 2010. In brief, we wanted to get the principal's responses to a set of key ideas about why schools might want to establish a partnership with Pasifika family communities and how these ideas applied in their context. We also wanted to know whether the involvement with LPDP had in any way affected, directly or indirectly, how things were happening in the school in relation to these key ideas and their application (see Appendix H for the interview schedule).

In addition, data were collected from facilitators both in the form of their written reports on the schools (completed twice a year) and at a specially arranged day meeting. The latter was an additional data collection procedure, specific to the Pasifika LPDP. At this meeting facilitators both completed checks for us on the validity of our inferences from the data and also provided us with data. The latter concerned the key levers for promoting change in teacher or leader practice. They were asked to consider a 'critical incident', that is to think about a time when what they did resulted in an identifiable change for teachers or leaders. Then, we asked them to describe the change; what they did and what happened in the context that permitted the change.

Analyses of observations

Interviews were transcribed as were classroom observations. The analysis from individual data collection tools is not presented by tool. A major means of analysis of data has been to consider all of the evidence collected in relation to a set of indicators. For each of the three major dimensions of interest, namely, pedagogy, leadership and community partnerships (these are each represented in a section of the report), indicators that describe desirable or effective practice in this area have been developed. The development of these indicators has been primarily a top down process in that the practices described in the indicators were informed largely by the relevant research literature, both theoretical and empirical. However, particularly in the case of the classroom pedagogy indicators, these were checked in a more bottom-up process against the practices of teachers in the existing schools, known to be effective in relation to growth in student achievement. This also involved looking for practices present that were not described in the indicators to consider them for inclusion.

Indicators were developed to describe practices at different points or dimensions of the inquiry cycle for teachers' knowledge and pedagogical practice; for leadership practices and for community-school relations practices. The actual indicators are presented in each of the three sections. The observed or reported practice described in the indicator was categorized at Time 1 and Time 3 using a set of ordinal descriptors that considered the nature and extent of the practice. To be placed in the first category, "no evidence of practice" meant that the researchers had not observed the practice or that it had not been reported as present. This does not necessarily mean that the practice was absent. The second category, "rudimentary" was allocated to a practice that was essentially mechanistic or programmatic; such was not responsive to context or was perfunctory or was reported in a vague, generalized way such that there was no evidence to indicate or evaluate implementation. The third category, "indicative" was employed where there was some evidence of a practice in a relatively robust form. However, the practice may be inconsistent across indicators <of a practice dimension> or across occasions. Finally, the category "strong evidence of practice" was used for practice that was responsive to context; when there was consistent evidence across the majority of sources and occasions and almost all of the indicators of a dimension were present. Along with a description of the indicator, in each of the three sections, pedagogy, leadership and community-school relations, examples are presented of practice categorized as rudimentary, indicative and strong.

The reliability of the categorization of practices was checked through discussion between the two on-the-ground researchers initially considering the data they had collected. Then, the validity of the inferences made from the data we had collected was checked through a process whereby the facilitator looked at where indicator practices around a dimension of the inquiry cycle had been placed. And, using extensive knowledge of the school and teachers concerned, the facilitator either agreed or put forward an alternative view. We asked specifically of the evidence that facilitators presented for their alternative view if it was compelling; if it was then appropriate adjustments were made. This was done at a specially convened day meeting and facilitators were asked to bring their reports on the schools as well as their write ups from discussions such as that around the Outcomes Review and the Evaluation Through the Phases documents. Asking the facilitators allowed us to check whether the inferences, particularly about the patterns of relative strength and weakness and the shifts over time across dimensions of the inquiry cycle, seemed to fit with what they knew. We also wanted to ensure that conclusions we had drawn from a relatively small snapshot data set were likely to

be similar to what the facilitators perceived from their longer term, more frequent contact with the school and staff.

Chapter 3: Pasifika Student Achievement

Student achievement gains from the Literacy Professional Development Project

The Literacy Professional Development Project (LPDP) (2004-2009) yielded data from three cohorts of schools. These data have been obtained from measures that permit consideration against normative expectations and, therefore, concern largely students in Years 3 to 8. As reported elsewhere (Timperley, Parr & Meissel, 2010), significant progress was made by the vast majority of students in the project and this finding was replicated over three cohorts, each of a two year duration. However, as data from the first cohort were obtained with different assessment tools in reading and from only a limited sample of moderated writing scripts, it is difficult to compare across the three cohorts. The data from the two later cohorts show that, on average, students in the second cohort (2006-2007) progressed at around 2.5 times the expected rate in writing and 1.5 times for reading while the figures for cohort 3 (2008-2009) were 3.2 and 1.9 times expected rate, for writing and reading, respectively.

The project focus was on accelerating progress for students who began in the lowest 20% of the cohort. Over all three cohorts, this group, on average, made the greatest progress, between 2.4 to 6.2 times the expected rate. However, despite significant gains for the majority, there was still a small group who did not meet expected gains each year and so fell further behind their peers. This proportion is different across the different assessment tools. In an effort to ascertain precisely why some students did not make gains, the characteristics of these students, like gender, ethnicity and school decile, were investigated in a preliminary fashion (see Timperley, Parr & Meissel, 2010) and this analysis is ongoing.

Here, we are concerned with investigating the achievement and progress of Pasifika students. In each cohort of LPDP, the data for Pasifika students were analysed separately, where practicable, but often with caveats attached given low sample sizes even for the composite group, Pasifika. While acknowledging that Pasifika is an umbrella term for a number of different Pacific nations, it is not possible to analyse them separately as even the predominant groups of Samoan and Tongan have numbers that are still too small for robust analyses (e.g. most schools have fewer than five students from any one Pacific nation).

From the LPDP project as a whole we have findings from various analyses of Pasifika achievement and progress in reading and writing. In reading, measured by STAR, in the 2004-5 cohort, Pasifika in the lowest stanines were more likely to move out of them compared to New Zealand European or Māori (using odds ratios). In the second cohort (2006-7), being of Pasifika ethnicity brought a substantial gain in asTTle reading (using a regression model) with Pasifika students progressing around 47 points faster over the two years than students of other ethnicities, given similar starting points. Pasifika students, in the lowest 20% initially for reading, were more likely to make progress above expectation than other students in the lowest 20%. This trend was similar in the third cohort (2008-9) but did not reach statistical significance. In this third cohort, the regression model showed school size to be a predictor of Pasifika achievement with such students progressing more slowly in larger schools and tending to do less well in higher decile schools.

In writing in the first cohort (2004-5), achievement data were available only from a researcher-moderated sample and the numbers of Pasifika were too low for separate analysis. In the 2006-7 cohort, Pasifika in the lowest 20% were less likely to progress above expectations than other groups, while in 2008-9 they were just as likely to do this as other groups. The regression model showed Pasifika students likely to make similar gains in writing, irrespective of school decile.

Pattern of progress in existing schools selected for Pasifika LPDP

Schools to be considered for retention in the extension of LPDP, namely, the Pasifika LPDP, had to have a high number of Pasifika students and they had to have been demonstrably successful in terms of the progress of those students. There were 14 schools in the 2008-9 cohort with reasonable to large numbers of Pasifika students. We compared the progress of these schools in their first year on the project (2008) with the average progress of Pasifika students (by year level) in the previous cohort, that is the 2006-7 cohort. We wanted to select schools, where possible, that had made better than average progress with their Pasifika students compared with other schools to date on the project. Eight of the 14 schools with high numbers of Pasifika students had average gain scores (calculated proportionally for each year level, then averaged) higher than the previous cohort average for all Pasifika students.

However, in selecting from these eight, there were additional considerations. We wanted to retain a balance of foci between reading and writing and to ensure that both Auckland and Wellington were represented to spread the facilitator load. Finally, not all of these schools agreed to participate. We selected four schools taking account of these considerations while the fifth school selected was one that had an average gain equivalent to the average gain of Pasifika in the previous cohort. These five selected schools had made progress for Pasifika (in terms of average raw score gains) ranging, in writing, from 161 points to 50 points over the first year of the project (26 points was the average annual expected gain, using asTTle norms, over the two year period) and, in reading, from 81 points to 44 points (expected annual gain was 20 points).

General issues around data collection, entry and analysis

Before investigating the progress of students in the schools (five existing schools who remained on the project for three years and the five new schools who had the usual two years on the project), a number of issues relating to data need to be reviewed. In the majority of cases, these issues were resolved, as there were extensive data checking procedures. As such, this is a discussion of the pragmatics involved in educational research and indicates the steps necessary to rectify these issues to ensure meaningful data are collected and valid conclusions made.

The first set of issues is inter-related. They concern which focus, reading or writing, that data were available for and also the completeness of sets of data. Although schools had a nominated focus in this project, reading or writing, we encountered a situation where schools had decided to change focus (as autonomous schools are wont to do!) and then offered us both sets of data or, alternatively, only one set, that of the new focus. In some cases, where both sets were offered, this was not a change of focus but a realisation of the potential power of considering reading and writing together. For all schools, bar two, we have either a full set of data for just one focus or a full set for one and a partial set for the other, new focus. For one existing school, we have beginning and end of 2008 data for one focus, reading, then 2009 end of year data for this focus and 2010 beginning and end of year data for writing. Finally, for the remaining (new) school we have no longitudinal student achievement data; the data were reported "lost". Consequently, we have data for only four new schools.

It should be noted that for two of the five existing schools we do not have all data points, that is, data for the beginning and end of each of the three years they were on the project. In general, the LPDP project aimed for three data points for students over two years and did not require schools to provide data for all students at the beginning of their second year on the project. However, for the new schools joining the Pasifika LPDP, we asked for these data.

A major issue in data collection and storage concerned the identification of students in order to trace progress longitudinally and in order to consider the progress of Pasifika students. Half of the schools had either no student IDs or these IDs were not consistent across time in initial files provided. An issue like this requires considerable expenditure of time to remedy. In order to rectify this, an approximate string matching algorithm was developed which utilised all available demographic and name information to identify unmatched students where there was a high likelihood that the cases were from the same student. In cases where this algorithm produced an identical match, the cases were merged automatically, while those that produced a high likelihood, the data analyst manually checked each of these to make a decision about whether the two sets of data were from the same student. It is estimated that this ensured accurate matching for more than 99% of cases.

This project concerned the achievement of Pasifika students, yet for one school, the vast majority of ethnicities in the initial data provided were listed simply as "New Zealand". Where AST files were not provided or available it was impossible to double-check the data or retrieve demographics so facilitators contacted schools again to retrieve this vital information.

There is also an issue, alluded to above, in that, even though these schools all had reasonable numbers of Pasifika students, any attempt to analyse data by class, year group, or by different Pasifika nations yielded small numbers. We recognise that it is less than desirable to aggregate these groups, but from a quantitative research perspective, small numbers are not viable for analysis.

The important point is that, despite the assistance of a facilitator, many of the schools had considerable difficulty providing accurate data files for analysis (these findings mirror earlier findings from LPDP and, latterly, from the Building Evaluative Capability in Schooling Improvement Project). This lack was particularly marked when schools moved from simply

recording student achievement at one point in time from a common standardised tool like asTTle, to the stage of tracking of student achievement over time and then to the use of other, more diagnostic tools like the Observation Survey (with trickier issues around scores), to view cohort and individual progress.

Patterns of achievement and progress for schools on the Pasifika Project

The five new schools were invited to join the project in 2009, as intimated previously in the method chapter, because they had large numbers of Pasifika students and wanted to enhance their achievement. In some cases, student achievement for Pasifika was seen as problematic; these schools were identified through a process of referral from Literacy Development Officers.

First the data for these two groups, existing schools and new schools, are shown as each began the project (LPDP for existing schools and Pasifika LPDP for new schools), that is the achievement data for Pasifika in existing schools in 2008 and the comparable data for new schools that joined in 2009. These data are from the applicable standardised tools. We analyse the progress of both groups separately for each year on the project for reading and writing and report the effect size gain for each group by year on the project. Then we consider the achievement and progress of Pasifika students in individual schools relative to other students in that school over the course of the project. Finally, using a technique we have not employed previously, we consider the comparative progress of individual schools against the rest of the cohort, to identify particularly successful schools in order to investigate what may explain relative success with Pasifika students. These analyses allow identification of patterns, for example, schools that were equally successful for Pasifika and other students; schools that were more successful with Pasifika and, potentially, schools that were less successful with either.

Description of tools used

We chose the Observational Survey and asTTle reading and writing as the tools to collect data. They were chosen because they enable people to ask questions about the impact of teaching, leadership, and the project on student achievement in relation to "cohort

expectations". They were also chosen as they are key classroom tools and therefor schools were expected to have systems around administrating, moderating and collating the data (neither researchers or facilitators did this for the schools). There was an ongoing expectation that schools would use other assessment tools where appropriate to build a rich description of their students' strengths and needs. Because of all the issues associated with the particular tools, as described below, it was decided to use asTTle data (year 4 – 8) as the indicative data of baseline, patterns of achievement and progress.

AsTTle

In both writing and reading, data were obtained from a criterion referenced (to New Zealand curriculum) measure of writing that has associated national normative data (Years 4–8 of schooling). (Assessment Tools for Teaching and Learning - http://e-asttle.tki.org.nz/)
A curriculum map outlines the higher-order dimensions of a curriculum area by which learning targets or outcomes or achievement objectives can be categorised. These dimensions represent major teaching and learning areas. For writing, there are six major communicative purposes for writing identified and over 60 different tasks encapsulating these communicative purposes. Seven dimensions of writing are included (audience, structure, content, language resources, grammar, spelling and punctuation). For each of the six main communicative purposes for writing, for each dimension and curriculum level of achievement detailed criterion statements comprise the scoring rubric. In reading, the assessment questions and tasks are designed specifically for the close reading objectives and aims of the English curriculum. The six major aspects of reading identified are: finding information, knowledge, understanding, connections, inference and surface features. The control of the assessment tool is with teachers; it is intended that they generate a test when required and use the detailed diagnostic information to inform teaching and learning. However, in reality, schools make a collective decision about the most appropriate times to obtain the information. Both asTTle tools have been updated since 2009.

asTTle writing

 Limitations of the tool or use of the tool
As with STAR, the limitations within this tool and its use were described in an earlier milestone (March, 2006).

As facilitators have become more familiar with the tool and used it more extensively, they have become aware of some inconsistencies in the language of the original indicators. A new set of indicators, designed by a team funded by the Ministry of Education, were used in 2008–09.

Facilitators and schools have found that students do not automatically transfer their learning about a particular literacy strategy from one writing purpose to another. This means that measuring progress by using a writing purpose that has not been taught may not provide a true reflection of the effectiveness of the teaching or of the students' writing strengths and needs. Facilitators and schools have also found that the purposes for writing are not all equal in the knowledge and skills they demand of the students. For this analysis, we have not identified what purposes for writing schools chose to use. We have assumed that schools have linked the assessment task to the teaching and learning focus.

asTTle writing comes with clear guidelines and supportive material (for example, the moderation guidelines). For national consistency, there has been a focus on moderation across teams to identify any regional variations. In 2010, the focus on moderation of teacher decisions across schools has become an issue with the National Standards.

asTTle reading

Limitations to the tool
Some users have found that if they do not select a test appropriate to the ability of individual students, the results may not reflect the student's achievement but instead reflect the difficulty of particular tasks. Ninety-six students were tested at least twice at one of the three time points. This was generally because the teacher thought that the student's test result was not reflective of his/her ability. It is unclear which test was given first, but the tests were administered at the same time point, within the same term of schooling. On average, students scored more than 70 points higher when tested using a higher level. Three students were tested three times within one time point; in all cases, these students scored higher, the higher the level of the test, making a difference of more than 200 points for two of the students (150 for the third). This shows how imperative it is that teachers choose a test that is appropriate

to the ability of individual students. In the December 2009 milestone we asked that the Ministry of Education look into this phenomenon. We were assured that this will be done.

Limitations in the way the tool was used

Even though there are very clear guidelines and support for data entry, it is still possible to get it wrong. If people are not vigilant and do not compare their findings to what they know about the students from classroom observations, this mistake may not be picked up.

A difficulty when making comparisons across schools in both reading and writing using simple averages is that there are differing numbers of students in each year level so different schools have differing proportions in each of the year levels. As the national norms for year levels have varied markedly in versions of asTTle used, these differing proportions need to be taken into account in calculating school-level average measures of progress.

Observational Survey tasks

These tasks have been designed to support teachers to notice what a child attends to as they read. It is expected that teachers will develop a profile of each child, using the information gained from the whole range of tasks. Clay (2002) describes careful user guidelines so that the information collected can be compared to a cohort of students at a similar age.

Limitations to the tool

The tasks are based on a theory of how young people come to master reading and writing continuous text. This means that there is a "ceiling" (this is the mastery level). The graphs in Clay (2002, page 153) show that the ceiling is particularly apparent in the following tasks: Letter Identification, Clay Word Reading, Hearing and Recording Sounds. Each set of stanines is for a six-month period, for example, 5.00– 5.50 years. However, there is a huge amount of teaching time difference from 5.10 to 5.50 years. We suggested that schools use the same month for collecting the data (for example, 5.10 and 6.10 years), assuming that students who have had one month's teaching will have mastered less than those who have had five months teaching. However, this has not always happened. The ceiling effect means that "average" stanines should not be used for these tools, as not all stanines are possible. For example, in some tasks, the highest stanine possible includes more than one stanine (for example, 7–9). We cannot assume the student is in stanine 8, as there is not an equal chance

of scoring in each group. Therefore, achievement and progress should be considered in terms of comparison to the theoretical distribution.

Limitations in the way the tool was used

Facilitators have put a lot of effort into supporting schools to administer the tool, make sense of the findings, and effectively respond to it. The 2008 milestones reported the increased use of information from this tool at the classroom and syndicate level.

It appears that many schools/teachers need to be more data literate, as the entry of the data into School Management Systems (SMS) led to a number of problems that made it difficult for others (such as principals and project leaders) to effectively use the information. The first issue was around the correct use of stanines, as described above. The second issue we encountered was that many SMS did not enable student demographics to be linked to the achievement data when exported as a CSV file. This means the data can only be manipulated within the SMS (so programmed to do particular analyses) or at the paper level i.e. individual teacher's workbooks, as it has been in the past.

It seems unreasonable to expect each school to design their own SMS when schools do not have the data literacy to do so. We hope that the new systems being developed to support the National Standards will take account of the diverse data literacy knowledge and skills of schools (for example, by ensuring that a 0 stanine score cannot be entered).

Comparison at baseline (initial entry to LPDP)

The two groups of schools, existing (ES) and new (NS), did not begin the LPDP project with comparable levels of achievement. There was variation both within a group and across the groups. In writing, Pasifika students in both existing and new schools began well below asTTle norms (between 70 and 300 points below, on average). However, the Pasifika students in the new writing school (the one for which data were available) began the project with substantially higher mean scores for most year groups than the baseline scores for the three existing writing schools. Two of the existing schools had achievement scores similar to one another, while the third started the project much lower, with average scores more than two standard deviations lower than the new writing school.

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With respect to reading, Pasifika students in the two existing schools were similar in that they started the project about 50 points, on average, below asTTle norms. Of the new schools, one started slightly higher than the existing schools had (around 35 points below norm) while the other two were similar to one another with baseline achievement around 90 points below normative mean, somewhat lower at their starting point on the project than the existing schools.

Progress of existing and new schools

The data with respect to progress are presented as effect size gains, presented for existing and new schools separately as a parsimonious and summary means of looking at progress. These effect sizes were calculated after considering the effect of differing proportions of students at each year level, and differing starting points for each school. These are calculated from gains in raw score using Cohen's *d*, as this appears to be currently the most widely understood measure. However, caution needs to be exercised in making decisions based on such calculations as Cohen's *d* is acknowledged to have some flaws.

Table 3.1: Average effect sizes for each project year for existing and new schools

	Sample size N	Effect size gain
Reading		
Total Existing Y1	158	0.54
Total New Y1	458	0.27
Total Existing Y2	254	0.61
Total New Y2	533	0.49
Existing Y3	285	0.71
Writing		
Total Existing Y1	286	0.88
Total New Y1	85	0.50
Total Existing Y2	193	1.14
Total New Y2	86	0.41
Existing Y3	460	0.93

Overall, as we might expect having selected the existing schools because they were successful (with Pasifika students in particular), these schools showed higher effect size gains than the new schools at comparable points in time on the project. However, despite existing schools having higher effect size gains in reading than new schools for each year of the project (.54, .61 and .71 compared to .27 and .49), the magnitude of the effect sizes for both new and existing schools increased each year. The typical progress shown in the asTTle normative sample for reading was equivalent to an effect size of .26, so the existing schools showed progress substantially above the usual rate, while the new schools took the first year to accelerate to the national average rate of progress, and almost doubled this in the second year.

Similarly, in writing there was a tendency for existing schools to have higher rates of progress. The rates of progress in writing among existing schools were very high in all three years (.88, 1.14 and .93) – the normative rate of progress in asTTle writing is .2. The large effect sizes are likely to be at least in part due to the very low baseline. Although the progress among the new schools group was lower (ES of .50 and .41), it is well to remember that the baseline achievement was markedly higher at all year levels in this one new school, and progress was still around double the rate indicated in the norms.

Pasifika student progress versus that of other students

In order to compare progress by school, within the context of the Pasifika project, data were analysed using a centring technique to see whether there were particular schools showing better overall outcomes, as well as specifically for Pasifika.

Centring is a technique that has been employed as it produces data that are comparable across schools and groups within the same cohort. Centring involves subtraction of the overall year level grand mean (aggregated across the three years of the Pasifika project) from each individual's score at the respective year level. Since the asTTle standard deviation is equal across year levels, this allows the aggregation of students in different year levels in order to generate a group-level achievement and gain score relative to comparable groups in the Pasifika project. The centred scale is equivalent to the asTTle scale since the standard

deviations do not change, but it provides the "distance" of a particular result or group compared with the rest of the cohort.

Progress is compared in terms of number of years since the school entered the project. As indicated earlier, for existing schools (ES), there are three years of data, with the first being 2008 when they were part of the larger project, while for new schools (NS) there are two years of data. Therefore, for new schools, "first year" refers to 2009, while for existing schools this refers to 2008. In considering the results of these analyses, the very small sample size needs to be always in the forefront.

Writing

The results from the centring show that in the first year of the intervention, ES1 made larger gains compared with other schools. The new schools had much higher initial scores and did not progress as rapidly as the existing schools did during their first year. In the second and third years of the intervention, ES1 again progressed much more rapidly than the other schools, both new and existing. In the third year, an existing reading focus school, ES5, which gave writing data for beginning and end of year, also progressed more rapidly than other schools.

There were no significant differences between Pasifika and other students in year one for all schools (new and existing). In year two, there were no differences between Pasifika and other students in ES1 (the one with more rapid progress), nor within the new school. However, at ES2, the mean achievement of Pasifika was around 50 points greater than for non-Pasifika by the end of the second year. However, the rate of progress for both groups was markedly lower than the overall average for the project.

In the third year, the achievement profile for Pasifika in ES1 was slightly worse than that of non-Pasifika but, on average, both groups progressed more rapidly than the rest of the cohort. There were no other significant differences by ethnicity for existing schools (including those who provided writing data despite being in the reading focus group).

Reading

In the first year of intervention, only one school (ES4) progressed more rapidly than the overall average for the cohort (reflective of the fact that for reading, progress accelerates in

the second year of intervention). In the second year, all schools with a reading focus progressed at virtually identical rates, both new and existing. One school with a writing focus that had provided reading data (ES1) progressed vastly more rapidly however. In the third year of the project, this same school made progress at the average rate for the project, while ES5 showed accelerated progress. This latter school is the school that provided writing data which also showed accelerated progress.

In year one, none of the existing schools show differences in achievement or progress between Pasifika and non-Pasifika. Among the three new schools, two also show no difference, while in the third (NS2), achievement is significantly lower among Pasifika students but progress is equivalent.

In year two, there are no differences between the average scores of Pasifika and non-Pasifika at any of the new and existing schools with a reading focus. The two schools (one new – NS5, one existing – ES1) with a writing focus for whom reading data were collected did show significant differences however, with Pasifika having average scores lower than non-Pasifika in both schools.

In year three, the existing writing focus school (ES1) showed the same pattern of difference, while for the existing reading schools there were no differences by ethnicity.

Progress in junior classes

The following section has been included to show the attempted analysis of the Observational Survey data and the difficulty in making a sensible interpretation of the analysis.

Observational Survey tasks

The use of Observational Survey data to draw conclusions about progress is a fraught process as the issues identified in the section about data limitations are particularly evident with these data. In particular, these tools are designed as diagnostic indicators rather than achievement tests to measure progress, meaning that there is severely limited discriminability for students above the median. This favours schools with a very low entry point as they have room to demonstrate shifts. However, in order to have some indication of the progress of junior children in these schools that have reasonable numbers of Pasifika students, the percentage of

children (at age 6) scoring in each of the stanine bands is presented for each of the years of the project. Only the data for 6 year olds are presented as these data are somewhat more robust, and the children have had some time for any school level effect to begin to become evident. The expected proportion for each stanine band is shown in the table in brackets. These data are not longitudinal since each year of the project sees a new cohort of 6 year olds, but assuming each school's intake of students is reasonably similar over such a short period, a shift towards greater proportions in stanines 5-9 (that is at or above expectation) would indicate progress. Each student has been assessed using up to five tools that form the Observational Survey, so to limit the influence of any particular tool, the proportions are aggregates.

Table 3.2 shows the data for the nine schools that provided data. In one school the number of students for whom data were available was comparatively small meaning that the results should be treated with caution. Where the percentage of students that are "at or above expectation"[3] exceeds typical expected proportions, these figures have been presented in bold. There appears to be little in the way of a pattern. One noticeable feature is that in about half (11 of the 21) of the total years for which there are data, the percentage in stanines 1 and 2 exceeds the expected proportions in this category. Only three schools are within expectations in terms of having a low percentage of students in stanines 1 and 2 (NS2, ES5 and NS5). Progress that is evident in the gain over time with respect to proportions in stanines 5-9 is generally fairly small (NS2, ES5, NS3) and there is not necessarily a consistent move upwards. The exception is ES3 who began with less than half of their children tested scoring in stanines 5-9 and moved to having 84% there in year two and 57% in year three.

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[3] LPDP described expectation as the mean for each of the tools used. The schools with their facilitators worked to get as many students as possible above this mean by acclerating the progress of the students well below a mean at time 1. The mean became the "level of expectation" for all students. For the Observational Survey the mean (and expectation) is stanine 5.

Table 3.2: Percentage of students scoring in stanine bands on observation survey

School		Stanines 1–2 (11%)	Stanines 3–4 (29%)	Stanines 5–9 (60%)
ES1	Year 1	5.4%	18.7%	**75.9%**
	Year 2	10.7%	31.1%	58.2%
	Year 3	25.2%	40%	34.8%
ES2	Year 1	26.2%	36.9%	36.9%
	Year 2	19.2%	29%	51.8%
	Year 3	23.7%	31.6%	44.7%
ES3	Year 1	20%	35%	45%
	Year 2	1.4%	14.3%	**84.3%**
	Year 3	11.7%	31.6%	56.7%
ES4	Year 1	48.9%	11.1%	40%
	Year 2	18%	56%	26%
	Year 3	6.7%	60%	33.3%
ES5	Year 1	8.3%	31.7%	60%
	Year 2	7.4%	24%	**68.6%**
NS2	Year 1	9.8%	31.9%	58.3%
	Year 2	6.3%	34.3%	59.4%
NS3	Year 1	24.5%	37.3%	38.2%
	Year 2	24.7%	33.3%	42%
NS4	Year 1	42.9%	30.9%	26.2%
	Year 2	38.1%	36.1%	25.8%
NS5	Year 1	0%	12.6%	**87.4%**

Note. Expected, normative percentages for stanines shown in brackets.

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Theme 2 : Building knowledge for classroom practice

This theme focuses on classroom practice and addresses the question, "What classroom practices promoted through the Literacy Professional Development Project (LPDP) led to positive educational experiences for Pasifika students and were reflected in their achievement?"

Introduction

Two strands of research literature inform our thinking about teacher practice: effective literacy practice for students from diverse backgrounds and effective practice for Pasifika students and English language learners. Background information about teacher practice in relation to Pasifika students in the LPDP schools and the key concepts informing this chapter follow. A description of the key indicators for effective teacher practice is outlined together with the rating system used to evaluate each teacher's practice. Patterns and trends emerging in schools new to the LPDP (new schools) and schools with one year's participation in the LPDP prior to the research (existing schools) are discussed. Implications for teacher practices promoting improved literacy outcomes for Pasifika students are discussed throughout.

Context

The LPDP's strategic outcome was to improve student literacy achievement. It did this by "providing opportunities for all participants to:

- develop the skills of self-regulatory inquiry
- blend their content knowledge with their knowledge of effective pedagogy to develop their pedagogical content knowledge; the specialised knowledge needed to teach effectively within a specific discipline" (Ministry of Education, 2009e).

However from the beginning of the LPDP, project leaders were conscious of the need to specifically focus on accelerating underachieving students' progress in English literacy, including Pasifika students. This was addressed through:

- providing professional development to facilitators at national seminars to inform the project's understandings about Pasifika students and how best to meet their literacy learning needs

- supporting schools to include ethnicity in school-wide data analysis
- inquiring into the usefulness of home literacy information to improve effectiveness of classroom instruction in meeting the needs of Pasifika students through a small-scale research project undertaken by Auckland facilitators in 2007.

Findings from the Auckland facilitators' (2007) inquiry were:
- most teachers' initial assumptions about students' home language use were inaccurate
- teachers' realisation of their lack of knowledge of Pasifika students' backgrounds and experiences resulted in their learning significantly more about their students through individual inquiries
- teachers made significant changes to practice as a result of these inquiries, in particular, to expectations, task setting, explicit teaching, text, or topic selection and teacher-student interactions. They recognised that it was important to link classroom teaching with Pasifika students' backgrounds, experiences, and interests through deliberate and strategic approaches
- all teachers believed there was an implicit link between their knowledge of home language use and enhanced achievement and that part of the knowledge teachers must hold is of "each student's language and literacy practices outside school as well as in school" (Ministry of Education, 2005, p. 10).

By the end of 2007, student achievement data from schools participating in the LPDP revealed that Pasifika students in all year groups from Years 3–8 were achieving on average, at or above national cohort expectation in both reading and writing schools.

(LPDP Auckland facilitators' Pasifika inquiry, 2007)

Pasifika student achievement through the LPDP continued to exceed cohort expectations in 2008 resulting in the LPDP Pasifika Research Project's design to investigate effective teacher practices promoted through the LPDP, as well as shifts in practice as a result of participation in the LPDP.

Key concepts informing this chapter

The 'Compass for Pasifika Success' in the Pasifika Education Plan (PEP), (2009d) places Pasifika students firmly at the centre of learning, encompassed by Pasifika values of reciprocity, spirituality, respect, leadership, service, love, inclusion, belonging, relationships and family. The PEP states that:

> *Pasifika people have multiple world-views and diverse cultural identities. They are able to operate and negotiate successfully through spiritual, social, political, cultural and economic worlds. Success in education requires harnessing Pasifika diversity within an enabling education system that works for young people, their families and communities. This requires the education system, leadership and curricula to start with the Pasifika learner at the centre, drawing on strong cultures, identities and languages.*

<p align="right">(Pasifika Education Plan, 2009d)</p>
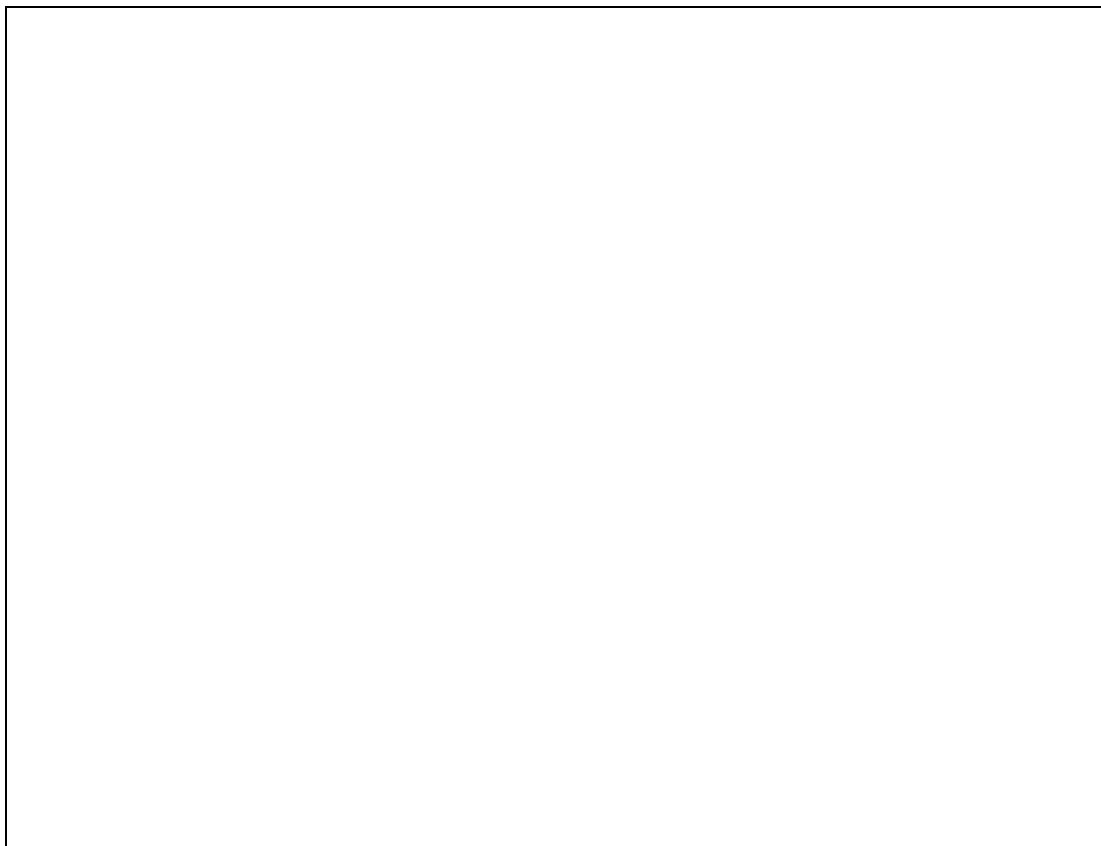
Figure Theme 2.1: Compass for Pasifika Success

As noted previously, the LPDP was not intended as a specifically Pasifika initiative, however the 'enabling education system' referred to in the PEP sits well with the values of the LPDP in which students' prior world and literacy knowledge are considered an important component in promoting student success. Supporting effective teaching and the development of school-wide systems to underpin effective literacy learning were core to the work of the LPDP. Through participation in the LPDP, facilitators supported teachers in developing greater awareness of the range of diverse linguistic and world contexts of their learners. The New Zealand Curriculum (NZC) defines effective pedagogy as teacher actions promoting student learning. It states that "*students learn best when teachers:*

- *create a supportive learning environment*
- *encourage reflective thought and action*
- *enhance the relevance of new learning*
- *facilitate shared learning*
- *make connections to prior learning and experience*
- *provide sufficient opportunities to learn*
- *inquire into the teaching-learning relationship.*

(NZC, 2007, p.34)

The LPDP's inquiries into effective classroom practice were firmly embedded in this approach to teaching and learning. Active learning in a professional learning community included facilitators, literacy leaders, and principals constructing literacy knowledge and processes of facilitation to support teacher learning. Teachers were supported to build new knowledge, while trialling, reflecting and gathering evidence on the impact of changed teaching practice on student achievement (LPDP, 2008).

The phase 1 LPDP project support materials (2008) pose the question: 'What does an evidence-based inquiry into effective literacy practices mean?' and then foreground the six 'dimensions of effective practice' discussed in *Effective Literacy Practice in Years 1–4* (MoE, 2003c, p.12). The researchers developed a new model that incorporated the dimensions surfacing in the LPDP Pasifika research as being fundamental to successful outcomes for Pasifika students. The Pasifika specific dimensions, linked to the existing dimensions of effective literacy practice included the following:

- "Knowledge of Pasifika students" linked to "knowledge of the learner"
- "Knowledge of second language acquisition and Pasifika literacy practices" linked to "knowledge of literacy learning
- "Shared expectations of Pasifika students" linked to "expectations"
- "Language learning and scaffolding strategies, including use of Pasifika languages as resources for learning" linked to "instructional strategies"
- "Supporting Pasifika connections with texts, world and literacy knowledge" linked to "engaging learners with texts"
- "Partnerships with Pasifika community knowledge holders and specialist support within schools" linked to "partnerships".

The Dimensions of Effective Literacy Practice for Pasifika Students

Expectations of Pasifika students' rates of progress

Knowledge of second language acquisition and Pasifika literacy practices

Language learning and scaffolding strategies, including Pasifika languages as resources for learning

Expectations

Knowledge of literacy learning

Instructional strategies

Effective practice

Knowledge of the learner

Engaging learners with texts

Knowledge of Pasifika learners

Partnerships

Supporting Pasifika connections with texts

Partnerships with Pasifika community knowledge holders

Figure Theme 2.2: The dimensions of effective literacy practice for Pasifika students

The dimensions of effective literacy practice were core to the work of the LPDP, as were the Ministry of Education texts, *Effective Literacy Practice in Years 1–4* (2003c) and *Effective Literacy Practice in Years 5–8* (2005). These texts provided the basis of facilitators' work in schools with teachers. The framework for literacy acquisition includes reading and writing having three aspects: learning the code, making meaning, and thinking critically (Ministry of Education, 2003c, p.24). In acquiring these three aspects, learners develop knowledge, strategies and awareness, which may be described as the core components of literacy development. One of the kinds of knowledge outlined in ELP as important to literacy learning is incorporating students' background knowledge, languages and experiences. Cummins (2008) argues that students of diverse backgrounds need to see themselves reflected in the texts used, the stories told and the words written to be able to value what they learn at school. Au, (2002, p.398) argues that a goal for students of diverse backgrounds is to promote ownership of literacy, including valuing and having a positive attitude toward it. The writers of ELP recognised that student diversity can sometimes be a challenge for teachers - that of identifying and building upon the knowledge that all students bring to the classroom and that they "should be aware that what the learner brings to the learning task is as important as what the teacher teaches" (p.27).

In line with this thinking, the LPDP drew on another body of work to inform their thinking: the *Best Evidence Synthesis on Quality Teaching for Diverse Students in Schooling* (Alton-Lee, 2003), which produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. It argues that the concept of diversity is central both to the classroom endeavour and to quality teaching in Aotearoa, New Zealand.

The principles, processes and practices of the LPDP are embedded in the ten characteristics of quality teaching for diverse students. Alton Lee's (2003) characteristics of quality teaching for diverse students are:

- quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students
- pedagogical practices enable classes and other learning groupings to work as caring, inclusive and cohesive learning communities
- effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning

- quality teaching is responsive to student learning processes
- opportunity to learn is effective and sufficient
- multiple task contexts support learning cycles
- curriculum goals, resources, task design, teaching and school practices are effectively aligned
- pedagogy scaffolds and provides appropriate feedback on students' task engagement
- pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse
- teachers and students engage constructively in goal-oriented assessment.

In summary the NZ Curriculum, the *Effective Literacy Practice* (ELP) texts foregrounding the *"Dimensions of Effective Practice"*, and Alton-Lee's (2003) characteristics of quality teaching for diverse students, amongst other writings, informed the thinking and practices of the LPDP and the work that facilitators did with teachers in schools. The LPDP's inquiry 'habit of mind' and their focus on targeting the needs of students from diverse backgrounds put the project in a good position to incorporate new learning.

The LPDP Pasifika Research Project (2009–2011) investigated the leader and teacher practices promoting Pasifika students' English literacy success through the LPDP. The LPDP's core principles and practices were incorporated into the research project's data analysis framework and teacher practice indicators. Although the leaders and the facilitators of the LPDP were aware of the importance of support for first language maintenance, the notion of developing bilingualism and biliteracy at school were not part of the original brief or vision of the LPDP. However, with the advent of new, quality resources the focus on supporting facilitators to become more familiar with ESOL resources in order to meet the needs of English language learners (ELLs) in schools was given added impetus. A natural outcome of becoming more familiar with ESOL principles, practices and resources was developing an understanding of the value of promoting L1 maintenance for ELLs in order to support second language acquisition and strengthen identity. These ESOL principles and practices were incorporated into the LPDP Pasifika research project's data analysis framework and its indicators of teacher practice, which were used to categorise the nature and strength of examples of teacher practice as rudimentary, indicative or strong. The seven principles of effective teaching and learning for English language learners ('ESOL

principles'), derived from Ellis' (2005) principles of second language acquisition are detailed in table Theme 2.1.

Table Theme 2.1: Principles of effective teaching and learning for ELLs (ESOL Principles, ESOL Online)

	Principles of effective teaching and learning for ELLs
Principle 1	Know your learners - their language background, their language proficiency, their experiential background.
Principle 2	Identify the learning outcomes including the language demands of the teaching and learning
Principle 3	Maintain and make explicit the same learning outcomes for all the learners.
Principle 4	Begin with context embedded tasks, which make the abstract concrete.
Principle 5	Provide multiple opportunities for authentic language use with a focus on students using academic language.
Principle 6	Ensure a balance between receptive and productive language.
Principle 7	Include opportunities for monitoring and self-evaluation

These principles and accompanying texts were a focus of professional development for the LPDP facilitators, particularly at national seminars in 2009 and 2010 and were synthesised into their work in schools to varying degrees.

The Literature Review on the Experiences of Pasifika Learners in the Classroom (2008) cites a number of theorists and educational researchers who have identified and developed what they consider to be the key features/characteristics, or principles, of pedagogical practices that are responsive to diverse learners. Among them are Alton's Lee's (2003) characteristics for diverse students and Sheets' (2005) Diversity Pedagogy Dimensions (table Theme 2.2). Ferguson et al (2008) conceded that although all of the frameworks were of relevance in defining diversity, and in making explicit culturally responsive teaching for diverse students, Sheets' (2005) framework was of particular interest in that it made explicit not only the actions of the teacher but also the actions of students in relation to culturally responsive

teaching. Sheets conceptualises two paired, tightly interconnected dimensional elements in eight dimensions guiding teacher *(left)* and student behaviours *(right)*:

Table Theme 2.2: Sheets' framework for Diversity Pedagogical Dimensions

Teacher Behaviours	Student Behaviours
Diversity - consciousness of difference	Identity-ethnic identity development
Social interaction	Interpersonal relationships
Culturally safe classroom context	Self-regulated learning
Language	Language learning
Culturally inclusive content	Knowledge acquisition
Instruction	Reasoning skills
Assessment	Self-evaluation

Ferguson et al, (2008) used Sheets' (2005) Diversity Pedagogy Typology (DPT) to develop a Pasifika adaptation of the DPT, in order to frame their findings in relation to Pasifika learners' experiences in classrooms. In table Theme 2.3 the dimensions of effective practice have been aligned against the dimensions of effective practice for Pasifika students and against Ferguson et al's (2008) Diversity Pedagogy Pasifika Adaptation to define what each dimension might look like in practice for Pasifika students.

Table Theme 2.3: Aligning Dimensions of Effective Practice for Pasifika Students (2011) with Diversity Pedagogy Typology Pasifika Adaptation (2008)

Dimensions of Effective Practice (2003)	Dimensions of Effective Practice for Pasifika Students (2011)	Diversity Pedagogy Typology Pasifika Adaptation (2007)	
		Teacher Behaviours	Student Behaviours
Knowledge of the learner	Knowledge of Pasifika students	*Dimension 2: Identities* *Identity refers to the knowledge of who a person is, as opposed to what groups they belong to. It is based upon biological, cultural,*	*Dimension 2:* *Identity Development* *Identity emerges from membership in particular groups. Pasifika students have distinctive socialisation*

		ethnic, social, psychological and political factors (Sheets, 2005). Teachers will give attention to the multiple nations and identities subsumed within the notion of "Pasifika" peoples.	*processes which are influenced by the degree of personal significance individuals may attach to membership of various groups—including family, culture, religion, sport, peer groups at school, and within the school-based learning context.*
Knowledge of literacy learning	Knowledge of second language acquisition and Pasifika literacy practices	***Dimension 6: Culturally responsive pedagogical practice and content*** *Identifying specific Pasifika students' knowledge, in order to establish strong connections with school knowledge. Decisions about content and approaches to teaching take into account the broader social, political, and economic conditions as well as diverse cultural practices and language that influence students' lives in and out of school.*	***Dimension 6: Knowledge acquisition*** *The process of connecting prior cultural knowledge to new information in ways that promote new understandings and advance the development of knowledge and skills needed to reason, solve problems, and construct new insights.*
Expectations	Shared expectations of Pasifika students	***Dimension 3: Communication and social interaction*** *Communication is essential for the development of such reciprocal relationships—these will involve mainstream (i.e. English) as well as verbal, non-verbal language, and symbolic representations.*	***Dimension 3 Interpersonal relationships*** *Familiar social associations among two or more individuals involving reciprocity and variable degrees of trust, support, companionship, duration and intimacy.*
Instructional strategies	Language learning and scaffolding strategies, including use of Pasifika languages as resources for learning	***Dimension 4: Indigenous and heritage languages*** *The diversity of indigenous and heritage languages is prioritised because of their importance to cultural maintenance of Pasifika communities. For some Pasifika groups, New Zealand is a critical site for language survival (e.g. Niue, Tokelau).*	***Dimension 4 Language learning, language pride*** *Indigenous/heritage language acquired in informal home and community settings and/or in the formal language experiences and social interactions in school. Indigenous/heritage language is a source of interest and pride and is used and*

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		This encapsulates bilingual education, bi-literacy, and immersion approaches.	*expressed freely. Range of competency levels possible.*
Engaging learners with texts	Supporting Pasifika connections with texts, world and literacy knowledge	*Dimension 1: Cultural distinctiveness* *This refers to the inclusion of specific Pasifika learners' ideas, objects, beliefs, values, attitudes, qualities and characteristics, within a personalised learning context.*	*Dimension 1: Cultural distinctiveness* *This refers to the inclusion of specific Pasifika learners' ideas, objects, beliefs, values, attitudes, qualities and characteristics, within a personalised learning context*
Partnerships	Partnerships with Pasifika community knowledge holders and specialist support within schools	*Dimension 5: Co-constructed classroom contexts* *These are premised upon triadic relationships amongst teachers, learners and families, working together to create optimum learning and teaching contexts. Teacher proactively facilitating the contribution of Pasifika parents, the school and the learners to the cultural, linguistic, cognitive, social, and physical dimensions of the classroom context.*	*Dimension 5* *The inquiring confident engaged learner* *Self-initiated, managed, directed disposition that is required to meet personal and group goals, to adapt to established classroom standards to affirm and support the triadic relationship developed via schooling.*

The first chapter (Chapter 4) outlines the indicators used for coding the data sources in the research and presents the overall patterns exhibited in the participating schools. Chapter 5 describes the theoretical and empirical underpinnings of each indicator and illustrates what these indicators looked like in different schools demonstrating rudimentary, indicative and strong practice. The third chapter describes how the project and the facilitators working in the schools assisted them to make progress across the indicators and with student achievement.

Chapter 4 : Building knowledge for classroom practice: Overall patterns

The title of this chapter "Building knowledge for classroom practice" recognises that becoming a more effective teacher takes time and effort, and that it is a constant process of knowledge building, trialling and practice. The Pasifika Education Plan Monitoring Report 2009 (Ministry of Education, 2010b) highlights the "*strong correlation between schools with increased academic and wellbeing outcomes for Pasifika students, and staff involved in professional learning. This was especially so when the professional learning focussed on pedagogical content knowledge and on raising Pasifika student achievement, through literacy programmes*" (p.34). In looking at how the project and its facilitators assisted the teachers to make this progress, the facilitators are recognised as experts who were able to come alongside teachers in strategic and targeted ways to support them to build their practice and be enabled to sustain new learning beyond LPDP. This is discussed in chapter six.

The current chapter outlines the indicators of effective classroom practice, indicates how they align with other theories of effective practice with diverse learners, and then presents the overall patterns over time of the participating research schools, new and existing, in terms of these indicators. As noted in Chapter 2, we derived a set of indicators from the theoretical underpinnings of the project, the evidence derived from research and a close examination of project processes. They are grouped according to an adapted version of the inquiry building and knowledge-building cycle in the Best Evidence Synthesis on Professional Learning and Development Iteration (Timperley et al., 2007).

Indicators for categorising teacher practice

Table 4.1 is an overview of the teacher practice indicators for each dimension of the cycle, and the examples of practices used to categorise teaching. The strength and nature of the examples allowed for categorisation of individual teacher practices as rudimentary, indicative or strong.

Teacher practice indicators

Table 4.1: Indicators and examples used to categorise teacher practice

Teacher practice indicators	Examples of practice
Identifying valued outcomes and student learning needs	
1a) Teachers gather, analyse, and use data	• Knowing appropriate tools for purpose
	• Creating opportunities to gather evidence (to check things, monitor own assumptions)
	• Being able to analyse data
	• Being responsive to a range of evidence (achievement data, but also other sources)
	• Using data to identify what students need to learn – establish and monitor goals
1b) Teachers set high, informed expectations for student learning	• Ensuring goals provide the stepping stones to success
	• Questioning own assumptions about Pasifika students and ensuring they do not interfere with assessment of student achievement
	• Challenging any deficit thinking
1c) Teachers include students in planning and evaluating their learning	• Including students in developing learning intentions and success criteria
	• Discussing the deeper purpose of learning
Identifying professional learning needs	
2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress.	• Developing self-regulating strategies to identify and monitor own needs and student learning needs
	• Monitoring practice and student learning needs to build knowledge of the deliberate acts of teaching
Engagement in PL to deepen knowledge and refine skills	
3a) Teachers are reflective practitioners	• Setting and discussing their learning goals (including using feedback from observations)
	• Keeping reflective journals, folders, note taking
	• Engaging with learning materials for teachers (for example, ELP), including those relevant to teaching and learning for Pasifika students (for example, ESOL resources) and using them strategically in their practice

3b) Teachers participate in a professional learning community (PLC)	• Participating actively in professional learning groups, team/monitoring meetings
	• Solving teaching and learning problems collectively

Engagement of students in new learning experiences

4a) Teachers use student data to design and deliver learning sequences	• Ongoing building of knowledge of the learner
	• Planning instruction (including identification of the purpose)
	• Adjusting instruction (catering for diversity)
4b) Teachers explicitly teach strategies for written language	• Selecting instructional strategies that are targeted to the purpose of the lesson and that are clear to the students
	• Developing clear intentions and criteria with regard to these strategies
4c) Teachers explicitly teach language and vocabulary	• Scaffolding opportunities for student talk
	• Explicitly teaching language features
	• Explicitly teaching academic vocabulary
	• Providing language experiences
4d) Teachers make meaningful connections	• Making meaningful connections to purpose
	• Making meaningful connections to prior knowledge including linguistic and world knowledge
	• Making meaningful connections to concepts within the text (for example, through text selection or explicit teaching)
	• Developing oral, reading and writing links
	• Making meaningful connections to learning within other learning areas
	• Making meaningful connections to other learning opportunities (within as well as out of the observed lesson)
	• Making meaningful connections to context (to ensure learning is authentic)
	• Making meaningful connections to life beyond the school: heritage, culture, language, religious

	beliefs
4e) Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency	• Ensuring students understand the purpose of the learning
	• Ensuring feedback focuses on the learning purpose
	• Promoting metacognitive awareness/student self-monitoring
	• Encouraging student-initiated interaction with teacher
	• Providing opportunities for peer (student/student) feedback
	• Sharing the codified knowledge of how to participate in the classroom discourse
4f) Teachers cater for diverse learning needs	• Differentiating learning intentions and success criteria
	• Differentiating instruction
	• Differentiating feedback
Assessment of impact and re-engagement in the next cycle	
5a) Teachers monitor student learning and use that information to notice and understand own impact	• Learning through observations
	• Learning through opportunities to monitor information about students
5b) Teachers prepare for a new cycle of learning	• Identifying new questions
	• Going deeper into current puzzles of practice

Aligning the teacher indicators with the principles of the LPDP

In order to check that the LPDP Pasifika Research project's indicators of teacher practice aligned with the principles of the LPDP itself, the teacher practice indicators were examined against the "Dimensions of Effective Literacy Practice" (Ministry of Education, 2003c) and against the ten characteristics of quality teaching from the *Best Evidence Synthesis on Quality Teaching for Diverse Students in Schooling* (Alton-Lee, 2003). In Table 4.2 below, the LPDP Pasifika research project's indicators of teacher practice are positioned on the left; the

"Dimensions of Effective Literacy Practice" and the ten BES characteristics that correspond with each indicator are aligned on the right. Clear alignment is evident between the ELP dimensions of effective practice, the BES characteristics and the LPDP Pasifika research indicators of teacher practice. In linking them to the dimensions of effective literacy practice and to Alton-Lee's ten characteristics of quality teaching for diverse students, the indicators and characteristics were matched according to 'best fit' and are not mutually exclusive.

Table 4.2: Aligning LPDP Pasifika research indicators of teacher practice with the dimensions of effective literacy practice (ELP) and BES Quality Teaching Diverse Students characteristics

LPDP Research Indicators of Effective Teacher Practice	Dimensions of Effective Literacy Practice (ELP)	BES Quality Teaching Diverse Students Characteristics
• Teachers gather, analyse and use data • Teachers set high, informed expectations for student learning • Teachers cater for diverse learning needs	• Knowledge of the learner • Expectations	Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.
• Teachers make meaningful connections	• Engaging learners with texts • Partnerships	Pedagogical practices enable classes and other learning groupings to work as caring, inclusive and cohesive learning communities.
• Teachers include aiga in identifying student learning needs and valued outcomes	• Partnerships	Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning.
• Teachers explicitly teach language and vocabulary	• Instructional strategies	Quality teaching is responsive to student learning processes.
• Teachers explicitly teach strategies for written language	• Instructional strategies	Opportunity to learn is effective and sufficient.
• Teachers use student data to build knowledge of the learner • Teachers use student data to plan instruction (including identification of the purpose) • Teachers use student data to adjust instruction (catering for	• Knowledge of the learner • Knowledge of literacy learning • Instructional strategies	Multiple task contexts support learning cycles.

diversity)

• Teachers use evidence from student data and from practice to identify own needs and monitor progress	• Partnerships • Knowledge of literacy learning	Curriculum goals, resources, task design, teaching and school practices are effectively aligned.
• Teachers are reflective practitioners		
• Teachers participate in a professional learning community		
• Teachers prepare for a new cycle of learning		
• Teachers monitor student learning and use that information to notice and understand own impact	• Knowledge of the learner	Pedagogy scaffolds and provides appropriate feedback on students' task engagement.
• Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency	• Expectations • Partnerships	Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.
• Teachers include students in planning and evaluating their learning, for example, developing learning intentions and success criteria	• Knowledge of the learner • Knowledge of literacy learning • Expectations	Teachers and students engage constructively in goal-oriented assessment.

The process of categorising teacher practice according to the indicators

Chapter 2 provides a description of the sources of data for the LPDP Pasifika research. For this chapter, the key sources were observations of classrooms and of professional learning, together with the interviews of teachers (and students) associated with these. The process used to categorise particular teacher practices is also identified in Chapter Two of this report. In summary, a category of "no evidence of practice" was designated when the research evidence with respect to the indicator was not sufficient to make a judgment. An overall categorisation of "rudimentary practice" was made when practice was in the early stages of being learned and the focus was still on the mechanics, rather than being integrated across situations and responsive to students, families, and communities. A practice was categorised as "indicative" when it was more evident and responsive (than that classified as rudimentary)

but the evidence across data sources was inconsistent or only evident in some of the examples. Practice was categorised as "strong" when it was consistent across the majority of data sources and appeared to be embedded into the school's daily routines.

Overall patterns

Overall patterns are identified using 14 indicators for ten teachers in five schools new to the project (140 indicators in total) and the same 14 indicators for nine teachers in five schools that had already completed one year in the project (126 in total). The pattern of indicators and the shifts observed on all dimensions of the inquiry and knowledge-building cycle are presented in Tables 4.3 and 4.4. The patterns will first be discussed in terms of changes over time for all schools. This will be followed by commentary on patterns across schools and for different dimensions of the cycle.

Table 4.3: Shifts in indicators by teachers over time: New schools

Indicator	New Schools									
	1		2		3		4		5	
	Case Study Teachers									
	CS1	CS2	CS1	CS2	CS1	CS2	CS1	CS2	CS1	CS2
1. Identifying student learning										
Data collection and use	I–S	I–I	I–S	I–I	R–I	R–S	I–S	R–I	R–S	R–I
High expectations	R–S	R–R	R–I	R–I	R–I	R–S	R–I	R–I	R–I	R–R
Including students in LIs & SCs	R–I	I–I	R–R	R–R	R–I	R–S	R–I	R–I	R–R	R–R
2. Identifying professional learning										
Use evidence to identify needs	I–S	R–I	R–I	R–I	R–I	I–S	R–I	R–I	R–S	R–I
3. Engaging in professional learning										
Teachers reflect on practice	I–S	R–I	R–S	I–I	I–S	I–S	R–I	R–I	R–I	R–R
Teachers participate in PLC	R–S	R–I	R–I	I–S	R–S	I–S	R–I	R–I	I–S	I–I
4. Engaging students in new learning										
Teachers use student data	I–S	R–I	I–S	I–I	R–S	I–S	R–I	R–I	R–S	R–I
Explicit teaching writing strategies	R–S	R–I	R–I	I–I	R–I	R–S	R–I	R–I	I–S	R–I
Explicit teaching language & vocab	R–S	R–I	R–I	I–I	R–I	R–S	R–I	R–I	I–S	R–I
Making meaningful connections	I–S	R–I	R–I	I–I	R–I	R–S	R–I	R–I	R–S	R–I
Teacher-student relationship	I–S	R–I	R–I	R–I	R–I	I–S	R–I	R–I	I–S	R–I
Catering for diverse needs	R–S	I–I	R–I	I–I	R–I	R–S	R–I	R–I	R–S	R–I
5. Assessing impact & re-engaging										
Monitoring student learning	R–S	R–I	R–I	R–R	I–S	I–S	R–R	R–I	R–S	R–I
Preparing for new learning cycle	I–S	R–I	R–S	R–I	R–I	I–S	R–I	R–R	I–S	R–I
Overall patterns	Mixed	R–I	Most R–I	Mixed	Most R–I	Most R/I–S	Most R–I	Most R–I	Mixed	R–R/I

Note. S = strong practice; I = indicative practice; R = rudimentary practice; NE = no evidence. In the case of no evidence, the practice may be present in the school but the researchers did not have the opportunity to observe its presence or otherwise.

Table 4.4: Shifts in indicators by teachers over time: Existing Schools

Indicator	Existing Schools								
	1		**2**	**3**		**4**		**5**	
	Case Study Teachers								
	CS1	**CS2**	**CS1**	**CS1**	**CS2**	**CS1**	**CS2**	**CS1**	**CS2**
1. Identifying student learning									
Data collection and use	I–S	I–S	S–S	I–S	I–S	I–S	I–S	I–S	S–S
High expectations	I–S	I–S	S–S	I–S	S–S	I–S	R–S	I–S	S–S
Including students in LIs & SCs	I–S	R–I	I–S	R–R	I–S	I–S	R–I	R–I	S–S
2. Identifying professional learning									
Use evidence to identify needs	I–S	I–S	S–S	I–S	S–S	S–S	I–I	I–S	S–S
3. Engaging in professional learning									
Teachers reflect on practice	S–S	I–S	I–S	I–I	S–S	S–S	S–S	I–S	S–S
Teachers participate in PLC	S–S	I–S	I–S	I–I	I–S	I–S	I–S	I–S	S–S
4. Engaging students in new learning									
Teachers use student data	I–S	I–S	S–S	I–S	I–S	S–S	I–S	S–S	S–S
Explicit teaching writing strategies	S–S	R–I	S–S	I–I	I–S	S–S	I–S	I–S	S–S
Explicit teaching language & vocab	S–S	I–S	S–S	R–I	I–S	S–S	I–S	I–S	S–S
Making meaningful connections	I–S	S–S	S–S	I–S	I–S	I–S	R–S	I–S	S–S
Teacher-student relationship	I–S	I–S	I–S	I–I	I–S	I–S	I–S	I–S	S–S
Catering for diverse needs	I–S	R–I	S–S	I–I	I–S	I–S	I–S	I–S	I–S
5. Assessing impact & re-engaging									
Monitoring student learning	S–S	I–S	S–S	I–I	I–S	S–S	R–S	I–S	S–S
Preparing for new learning cycle	I–S	I–S	S–S	I–S	I–S	S–S	S–S	I–S	S–S
Overall patterns	I/S–S	I–S	I/S–S	Mixed	I/S–S	I/S–S	Mixed	I–S	S–S

Note. S = strong practice; I = indicative practice; R = rudimentary practice; NE = no evidence. In the case of no evidence, the practice may be present in the school but the researchers did not have the opportunity to observe its presence or otherwise.

In most instances, the shifts evident on the indicators for teachers in schools new to the project (new schools) were from rudimentary to indicative (6/10 teachers). On the indicators for the ten teachers in new schools at Time 1, 94 indicators fitted the descriptor for rudimentary, 46 fitted the descriptor for indicative and none met our criteria for strong practice (n=140). At Time 3 (at the end of two years in the project), the balance had shifted considerably, with only 10 indicators categorised as rudimentary, 82 as indicative and 48 as strong practice (n=140).

Exceptions (or mixed patterns) in new schools included:
- seven teachers who fitted the descriptor for rudimentary at time 3 across four indicators
- four teachers who fitted the descriptor for indicative at Time 1 and remained indicative at Time 3 across nine indicators
- five teachers who went from rudimentary at Time 1 to strong at Time 3 across 13 indicators.

In most instances, the shifts for teachers in schools that had participated in the project for one year prior to participating in the research at Time 1 (existing schools) were from indicative to strong (7/9 teachers). For the nine teachers in existing schools at Time 1, 10 indicators fitted the descriptor for rudimentary, 74 fitted the descriptor for indicative and 42 met the criteria for strong practice (n=126). At Time 3 (at the end of three years in the project), the balance had shifted considerably, with only 1 indicator categorised as rudimentary, 13 as indicative and 112 as strong practice (n=126).

Exceptions (or mixed patterns) in existing schools included:
- two teachers who fitted the descriptor for strong at both Times 1 and 2 over a majority of indicators (10/14 and 13/14, respectively)
- two teachers who fitted the descriptor for strong at both Times 1 and 2 over approximately half the indicators (five and seven respectively)
- one teacher who shifted from rudimentary to strong across three indicators
- four teachers who shifted from rudimentary to indicative across three indicators
- one teacher who remained at indicative at Time 3 across six indicators
- one teacher who remained at rudimentary at Time 3 on one indicator.

The overall patterns in schools new to the project suggest that there was some strong, but not consistently strong teacher practice after two years participation in the LPDP. The overall patterns in existing schools suggest that three years' participation in the LPDP produced consistently strong results in teacher practice. Given the overall pattern of progress, it appears the indicators accurately captured the project emphases. These trends should be treated with caution as we do not have starting point measures for teachers in 'existing schools' and they may not have been equivalent to teachers in 'new schools', however we did have their student achievement data and they were not very different from the new schools' student achievement data at Time 1.

The majority of teachers new to the project began at Time 1 by exhibiting rudimentary practice across most indicators and after two years intervention, most exhibited indicative practice. The majority of teachers in 'existing schools' moved from exhibiting indicative practice across most indicators to exhibiting strong practice at Time 3. Another caution when interpreting these overall trends is that although there were consistent patterns across teachers in either new or existing schools, there was sometimes high variability of shift between teachers within individual schools (i.e. some teachers made greater shifts than others):

The overall patterns of progress are shown below:
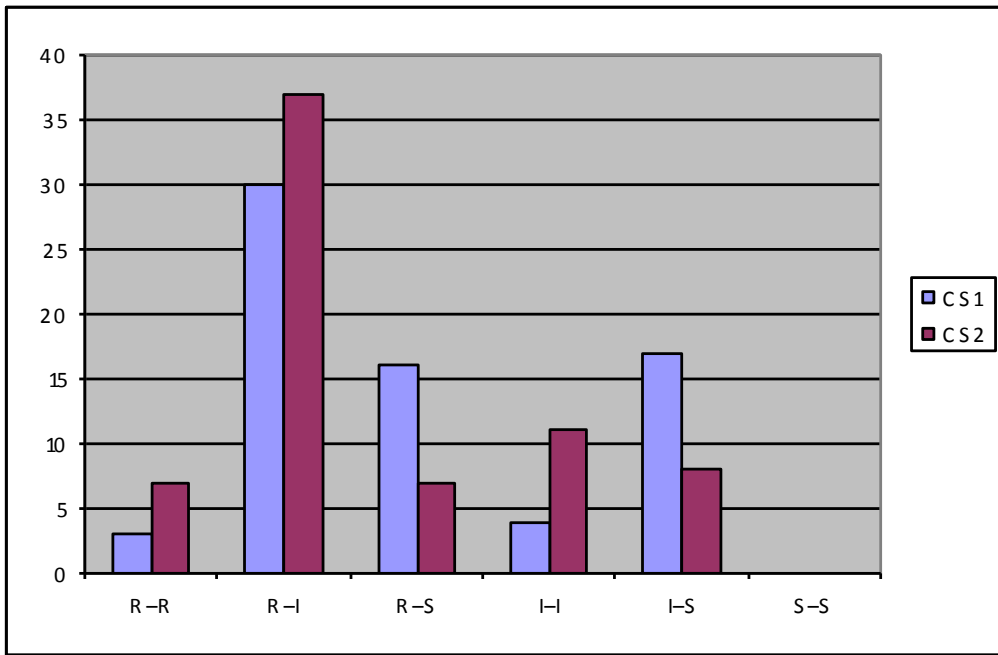
Figure 4.1: Majority indicator shift for CS teachers over T1–T3: New schools
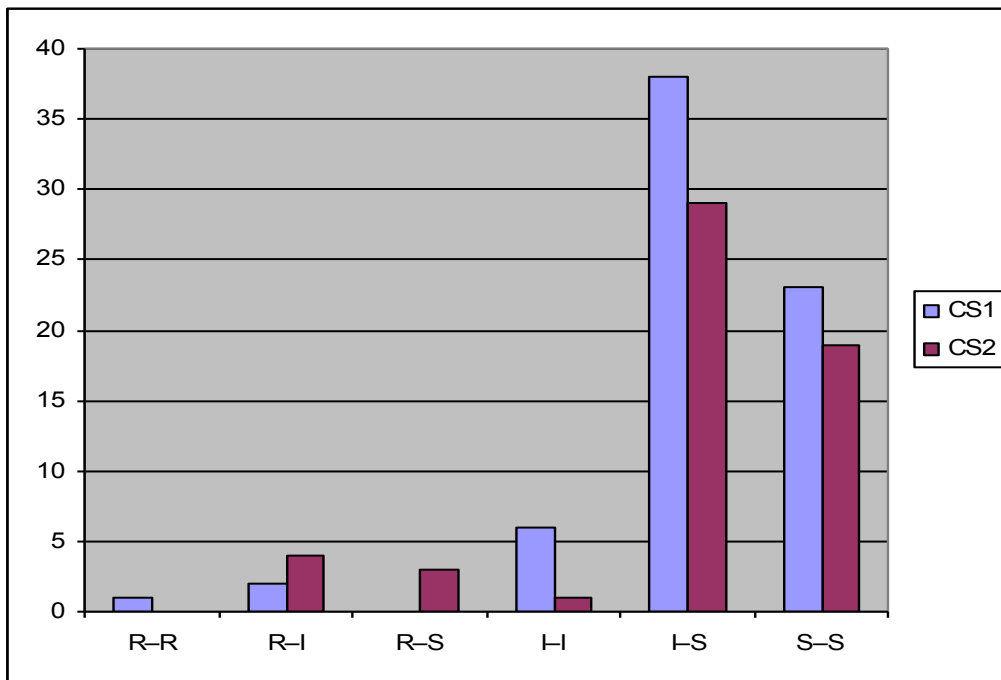
Figure 4.2: Majority indicator shift for CS teachers over T1–T3: Existing schools

In NS1 at Time 1 CS1 was already fitting the descriptor for indicative across seven indicators and by Time 3 she was rated strong across the same indicators. She also rated as strong at

Time 3 for six of the indicators that were rated as rudimentary at Time 1. Her exemplary shift in practice may have been a function of her inquiry state of mind (evident in the data and explained in the following chapter).

In NS2 CS2 began at Time 1 exhibiting indicative practice across seven indicators and remained at indicative at Time 3 for the same indicators. She exhibited solid practice, was reflective and focussed on her students at Time 1 but failed to shift to strong at Time 3 possibly due to finding the process of using evidence to analyse the impact of practice quite challenging.

In NS3 CS2 fitted the indicative descriptor for seven indicators at Time 1. This was due to the original Years 5/6 case study teacher leaving the school after term 2 resulting in this teacher becoming a substitute case study teacher. Consequently her first observation as a case study teacher was in August 2009. She was also a literacy leader 1 (LL1) and led a lot of the professional learning alongside the facilitator in the school, so appeared to benefit from leading learning.

These examples highlight that teachers working in schools involved in professional development often begin at different starting points and may also make varying rates of progress depending on their ability to adequately grasp, transfer and embed what they are learning into their own classroom practice.

As noted above, the indicators were organised into an inquiry and knowledge-building cycle adapted from the Best Evidence Synthesis on Professional Learning and Development (Timperley et al., 2007). We next examined the data to identify if some parts of the cycle were more difficult than others for schools to achieve embedded and consistent practice. Table 4.5 provides an overview of these data and is presented as percentage of indicators across teachers in new and existing schools for each dimension.

Table 4.5: Percentage of indicators for each part of the inquiry and knowledge-building cycle for new and existing teachers according to time in the project

Dimension of cycle	New Teachers Time 1			New Teachers Time 3			Existing Teachers Time 1			Existing Teachers Time 3		
	Rud	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*
1. Identifying student learning needs	80	20	0	20	53	27	19	59	22	4	11	85
2. Identifying professional learning needs	80	20	0	0	70	30	0	56	44	0	11	89
3. Engaging in professional learning	60	40	0	5	50	45	0	61	39	0	11	89
4. Engaging students in new learning experiences	75	25	0	0	67	33	7	61	32	0	11	89
5. Assessing impact/Re-engagement in next cycle	75	25	0	15	45	40	6	50	44	0	6	94

Note. *Str* = strong practice; *Ind* = indicative practice; *Rud* = rudimentary practice.

Participation in the LPDP made a significant impact on all dimensions. No dimensions were strongly evident across our data sources with new teachers at the beginning of the project. The dimensions least evident were 1. "Identifying student learning needs" and 2. "Identifying professional learning needs". It appeared that many teachers in new schools had not analysed their own learning needs in light of students' learning needs.

For new teachers at Time 3, shifts had been made on all dimensions. Although there was some strong practice evident, shift was generally mixed, with the highest percentage of indicators for each dimension in the indicative category. Most new teachers had moved from rudimentary to indicative and some had moved from rudimentary (or indicative) to strong practice across all dimensions. Dimensions 1 and 5 appeared to continue to challenge some teachers, with four teachers still demonstrating rudimentary practice at Time 3 in a dimension

1 indicator ("Teachers include students in planning and evaluating their learning, for example, developing learning intentions and success criteria") and three teachers still demonstrating rudimentary practice at Time 3 in dimension 5 ("Teachers monitor student learning" and "Teachers prepare for a new cycle of learning").

There was much less rudimentary practice evident at Time 1 for teachers in existing schools (beginning of the second year of involvement in the project) with the highest percentage of indicators for each dimension in the indicative category. Across dimensions 2 and 3 ("Identifying professional learning needs" and "Engaging in professional learning"), there was no rudimentary practice evident. The evidence for strongest practice was for dimensions 2. "Identifying professional learning needs" and 5. "Assessing impact and re-engagement in next cycle".

At Time 3 for teachers in existing schools (end of the third year of the project), more than 80% of the indicators were categorised as strong for each dimension. The dimensions showing the greatest contrast between teachers in new and existing schools at Time 3 were also dimensions 2 and 5.   The evidence of strongest practice was for dimension 5. "Assessing impact and re-engagement in next cycle" (94%), followed closely by dimensions 2. "Identifying professional learning needs", 3. "Engaging in professional learning", 4. "Engaging students in new learning experiences" (all 89%) and 1. "Identifying student learning needs" (85%). These patterns suggest that there was consistently strong teacher practice across schools after three years involvement with the project; the implication being that embedding learning in practice takes time, as does the process of teachers recognising and embedding their own learning into an inquiry cycle.

Concluding comments

Over time, the project made an impact on all dimensions with all case study teachers. Each of the indicators represents a teacher practice that research evidence shows to be effective. Once experts withdraw support, teachers need to be able to determine for themselves the effectiveness of their actions. "For this reason the extent to which they (teachers) develop self-regulatory skills is one of the most powerful determinants of ongoing improvement" (Timperley, 2008, p.29). Teachers need a strong foundation of pedagogical content

knowledge to support adaptations to practice in ways that are coherent with the principles of effective pedagogy, including knowledge of how to cater effectively for Pasifika students who are English language learners.

Chapter 5 : Building knowledge for classroom practice: What does it look like?

Introduction

This chapter provides a more detailed description of the specific teacher practice indicators that were listed in the previous chapter, for each dimension of the inquiry and knowledge-building cycle, together with rich descriptions from the research schools. The case study teacher practices that illustrate each of the indicators are described and discussed. Discussion of each stage of the inquiry cycle concludes by suggesting implications with regard to Pasifika students. This chapter addresses the research question: *What teacher practices promoted through the LPDP project led to positive educational experiences for Pasifika students and were reflected in their achievement?*

In summary, for each dimension of the cycle we present:

- an introduction to the indicators
- a description of what was happening in relationship to each of the indicators at a new school that demonstrated rudimentary practice at Time 1, concluding with a description of where they got to by Time 3
- a description of what was happening in relationship to each of the indicators at an existing school that demonstrated strong practice at Time 3, preceded by a description of what practice at that school had looked like at Time 1.

Although the descriptions are specific to these schools, they provide examples of teacher practice at different stages of the PD intervention, as well as the degree of project impact on shift in teachers' practice in this dimension.

Each description also includes discussion of the specific implications for Pasifika students with examples of practice that were particularly effective because they were targeted to students' needs.

There were two case study teachers in each research school (except for Existing School 2, where Case Study Teacher 2 withdrew). In most schools, Case Study Teacher 1 was a

teacher in the junior area of the school (Years 1–3) and Case Study Teacher 2 was a teacher in the senior area of the school (Years 4–6). In three schools, some case study teachers changed the year level they taught or their position in the school from 2009–2010:

- NS3: CS2 taught a Years 5/6 class in 2009 and became a 'walking' literacy leader working with small groups of students across the school in 2010
- NS4: CS1 taught a Years 2/3 class in 2009 and a Years 3/4 class in 2010
- NS4: CS2 taught a Years 4/5 class in 2009 and a Years 3/4 class in 2010
- In ES3, CS2 went on maternity leave in 2010 (having completed all data collection) and another teacher taught her class.

Evidence for Time 1 ratings was drawn from initial interviews with leaders, interviews with teachers, facilitators and students from observations one and two (obs 1 & 2), lesson transcripts from observations one and two, and interviews with teachers and facilitators from professional learning sessions one and two (PLS1 & PLS2).

Evidence for Time 3 ratings was drawn from exit interviews with leaders, interviews with teachers, facilitators and students from observation three (obs 3), lesson transcripts from observation three, and interviews with teachers and facilitators from professional learning sessions three and four (PLS3 &PLS4).

Identifying valued outcomes and student learning needs

Inquiry into the efficacy of teaching practices that impact on student outcomes often requires new and different ways of working for teachers and "inquiry as a means to discover evidence, to build teacher knowledge, or to decide next learning steps for learners is a relatively new term in educators' language" (O'Connell, 2010, p.33). The analysis of student achievement data enables teachers to problem-solve around issues of underachievement and to question, challenge and articulate their practices rather than simply adopting new ideas or strategies (Timperley, 2003). The use of evidence is fundamental to professional discussions around student achievement, and includes the need for teachers to:

- *know what evidence to gather to investigate problems*
- *be data literate with all of the assessment tools available in their curriculum area of expertise*

- *be able to identify trends and patterns*
- *know how to compare results over time*
- *value data.*

<div align="right">(Earl & Katz, 2006).</div>

This dimension had several indicators associated with it and these are described following.

1a)'Teachers gather, analyse and use data'. Our examples of practice in relation to this indicator for categorising the strength and nature of teacher practice as rudimentary, indicative or strong, included:

- Knowing about appropriate tools for purpose
- Creating opportunities to gather evidence (to check things, monitor own assumptions)
- Being able to analyse data
- Being responsive to a range of evidence (achievement data, but also other sources)
- Using data to identify what students need to learn – establish and monitor goals.

Effective literacy teachers know how to use appropriate tools to assess literacy achievement and are able to analyse and use information gained to target teaching to specific students' needs (Assessment Reform Group, 1999; Black & William, 1999; Caygill & Eley, 2001; Timperley & Parr, 2009a). Also professional development focussed on the use of assessment data to adjust teaching to students' needs has been shown to be particularly effective in improving the quality of teaching (Phillips, McNaughton & McDonald, 2001).

1b) 'Teachers set high expectations for student learning'. High expectations is one of the principles underpinning curriculum decision making in the New Zealand Curriculum (2007, p.9) and is reflected in this second indicator which highlights the importance of teacher expectation and its relationship with student achievement (Miller & Satchwell, 2006; Rubie-Davies, Hattie, Townsend & Hamilton, 2007; Rubie-Davies, 2010). The examples of practice in relation to this indicator, for categorising the strength and nature of teacher practice as rudimentary, indicative or strong, included:

- Ensuring goals provide the stepping stones to success
- Questioning own assumptions about Pasifika students and ensuring they do not interfere with assessment of student achievement
- Challenging others' deficit thinking.

1c) 'Teachers include students in planning and evaluating their learning'. The notion that students are better supported in monitoring their own progress toward meeting goals if they have opportunity to co-develop learning intentions and success criteria (Lantham & Locke, 1991; Schunk, 1995) is reflected in the third indicator. The examples of practice drawn on in relation to this indicator, for categorising the nature and strength of teacher practice as rudimentary, indicative or strong, was:

- Including students in developing learning intentions and success criteria
- Discussing the deeper purpose of learning

Progress is more easily measured when goals, as well as the amount and type of effort required for success, are specific (Timperley & Parr, 2009b). It is important that students can articulate what they learn in literacy (Clarke, Timperley & Hattie, 2003), which can be challenging for Pasifika students or ELLs who might not have the academic vocabulary required to successfully complete either the task or the articulation of it.

What this dimension looks like

The examples include a teacher in a new school whose practice shifted from rudimentary at Time 1 to indicative by Time 3 and examples from a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 1 (CS1) at NS3 – Rudimentary at Time 1 in identifying valued outcomes and student learning needs

Summary of evidence used to categorise CS1's Time 1 practice
- Indicator: 1a) Teachers gather, analyse and use data – did not analyse data
- Indicator: 1b) Teachers set high expectations for students learning – articulated belief that students were a "blank page" on entry to school
- Indicator: 1c) Teachers include students in planning and evaluating their learning, for example, developing learning intentions and success criteria – did not share or co-construct learning intention

Description and discussion of evidence

During the initial interview at New School 3 (NS3) at the beginning of 2009, it was evident that there were few school-wide systems in place for the collection, analysis and use of data. This had an impact on individual teacher practice and in the junior area of the school where Case Study Teacher 1 (CS1) worked; there were minimal data collected and what were collected were used mainly for reporting purposes rather than to inform teaching. Analyses of data were the domain of senior managers rather than classroom teachers. The only data collected by classroom teachers themselves were running record data. Observation one took place with CS1 and a group of Year 1 students engaged in a guided reading lesson in her classroom in March 2009. CS1's stated belief was that the children had started school with little or no literacy knowledge and she described their reading abilities in generalised terms (level one or level two). Her learning focus was on text decoding or processing rather than reading for meaning. She did not make the learning intention explicit to her students during the lesson, and only became aware during the student interviews that they had not understood the purpose of the lesson. In the pre-observation interview prior to the lesson, CS1 stated that:

> *Yes it is early (in the year) and the group that I have are… probably my more able group. So they came to me as Level 1 children and I assessed them. One of them I would have said is actually a Level 2 reader, but by and large Level 1. So they haven't really a lot, they had only been at school for a couple of months before the year ended. So really they are coming with nothing, they are, sort of, 'a blank page' so to speak. They had no phonic ability, they were not able to look at words and try and make and use the sounds to make up the word or anything like that.*

> (NS3, CS1, observation 1, pre-observation conversation, March 2009)

CS1 was an overseas trained teacher and stated in the teacher interview following the lesson that she came from an education system where identification of valued outcomes and students' learning needs was not a consideration. This teacher had not previously interviewed students about their learning, had assumed the lesson was successful, and was surprised students had not understood the learning intention. She realised she needed to learn more about being responsive to a range of evidence in relation to students' learning (including student voice):

> *Researcher: In this lesson how effective do you think you were in meeting the learning intention or goal?*

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> *Teacher:* If you hadn't have spoken to the children I would probably have said I did well but after hearing what you said to the children then obviously I didn't meet them at all. So that was really interesting for me.
>
> *Researcher:* Do you think 5 year olds can vocalise what they are learning?
>
> *Teacher:* I am sure they can, but this is a new area for me. As I said to you in the beginning where I have come from it was fairly old school teaching where the children weren't actually even a consideration when you look back at it. "Did you get that box ticked?" "Yes I did", you know?
>
> (NS3, CS1, observation 1, teacher interview, March 2009)

CS1's realisation that the learning intention for the lesson had not been met was supported by both her observation of student responses to questions about their learning and also through the practice analysis session with the facilitator following the lesson:

> *For me what I took from it (the practice analysis session) was the learning intentions, just making them visual and keeping them in mind. So that the children knew exactly what it is that was going to be expected from them…. I suppose it is something I knew that I should be doing, but sometimes you just need somebody there to say 'look'. Yes for me the most significant thing was when you were talking to the children and that is when you get the biggest eye opener, when you realise the children, well they didn't even know, it's not even modelled, they didn't even know. They couldn't answer the questions because they just didn't know.*
>
> (NS3, CS1, observation 1, teacher interview, March 2009)

By observation two, after facilitator prompting to elicit more information than reading levels, CS1 was able to provide specific knowledge based on a range of evidence about her students' reading abilities and needs. She had shifted focus from word processing to reading for meaning using a range of strategies:

> *Facilitator:* Can you tell me something about what their needs are WITHIN Level 7 and 8?
>
> *Teacher:* Yes we have been really focusing on using pictures… and we are still doing that because I still find they tend to jump in and try to read text without looking at the picture to see what it could be. So really that is a big thing - using pictures… to support the meaning. But also they have been learning other strategies as in reading on… So today we will be

using pictures for meaning but also they need… some support with high
frequency words and remembering (that) we know some words and can
actually read them without having to decode them - that is ok. You don't
have to decode every single word.

(NS3, CS1, observation 2, pre-observation conversation, November 2009)

CS1 expressed that her new learning was analysing and using running record data to inform her knowledge of her students and her teaching focus.

It was evident from these conversations that CS1 was on a learning journey and through the student interviews and practice analysis process she had begun to value data to inform teaching, to check her expectations of students and their learning needs, and to see the need to specify learning intentions with her students.

Case Study Teacher 1, CS1 at NS3 – Indicative at Time 3 in identifying valued outcomes and student learning needs

Summary of evidence used to categorise CS1's Time 3 practice
- Indicator: 1a) Teachers gather, analyse and use data – analysed own student data and used them to inform teaching
- Indicator: 1b) Teachers set high expectations for students learning – articulated belief that students have first language, literacy and cultural knowledge
- Indicator: 1c) Teachers include students in planning and evaluating their learning, for example, developing learning intentions and success criteria – formulated learning intentions, although not yet co-constructed with students.

Description and discussion of evidence
During 2009 the facilitator(s) supported leaders and teachers across the school to gather, analyse and use student data to inform teaching and learning, to ascertain trends and to set school-wide goals and targets. The school had not previously used the Supplementary Test of Achievement in Reading (STAR) or Assessment Tools for Teaching and Learning (asTTle), but were supported to do so during 2009 and 2010 by the facilitator(s). Teachers were involved for the first time in collecting and analysing their own student data, including observational survey data in the junior school:

...The observation surveys we have done - and it was the first time that we did them, but even that first time was so exciting because it was quite evident (what their needs were), but for the longer term for me personally I just want to get better at doing the survey itself and examining the survey and using that to instruct my teaching and where I have to go. So for me that is just a longer term goal, it is an ongoing thing, not that I will put it off until the longer term, but in the longer term I want to be more efficient.

(NS3, CS1, professional learning session 3, teacher interview, May 2010)

In the pre-observation conversation prior to the observation three lesson, the facilitator prompted the teacher to talk about the evidence she drew on to understand her students' strengths and needs. The teacher talked about use of running records, anecdotal observations and also observation survey data which the junior school teachers had begun to collect at both five and six years, and which had been used to inform teaching goals:

A strength that I want them to have … is to search for meaning and to use the pictures for that and (to also use) prior knowledge.

The teacher's observation one focus on word processing and punctuation had shifted in the third observation lesson to reading for meaning. The school leaders had worked hard to support their teachers to become familiar with data collection tools including STAR and asTTle and also Ministry of Education documents clarifying curriculum level expectations: the *Literacy Learning Progressions*, and to a lesser degree, the *English Language Learning Progressions*. CS1's knowledge and expectations of her students had grown in that she now recognised that her students knew things that she did not, and she wanted to create opportunities for them to share their first language and cultural knowledge in the classroom context. At the time of observation 1, CS1 had not articulated any specific learning intention with her students but by observation 3 she was focused on ensuring the learning intention was made explicit:

Facilitator: *Do you have a specific WALT or learning intention?*

Teacher: *The WALT that I have put down today is that "We are learning to read by using the pictures and thinking about what we know to understand the story".*

(NS3, CS1, Observation 3, pre-observation conversation, August 2010)

Her learning intention of using visual cues to support comprehension was articulated by students during the student interviews as using pictures to "to know words". The facilitator(s) recognised that CS2 was on a learning journey and had improved her practice through more effective use and analysis of data to inform teaching, through articulating higher expectations of students and through explicit use of learning intentions. The facilitator recognised that CS1was on the way to becoming a stronger practitioner, supported by her eagerness to learn:

> *Researcher:*   *Was there anything that made it particularly difficult or easy to address these issues?*
>
> *Facilitator:*   *Well CS2 is so open to learn. She sought some feedback herself didn't she, and she is a very… reflective learner.*
>
>   (NS3, CS1, observation 3, facilitator interview, August 2010)

The school systems in place after two years PD intervention by the LPDP should support this teacher to continue in the learning journey she has begun.

Case Study Teacher 2 (CS2) at ES5 – Strong at Time 1 in identifying valued outcomes and student learning needs

Summary of evidence of practice used to categorise Time 1 practice:
- Indicator: 1a) Teachers gather, analyse and use data – targeted use of student data to inform teaching goals and learning foci
- Indicator: 1b) Teachers set high expectations for students' learning – articulated belief that students held knowledge and that she believed in their ability to succeed with high level teacher support
- Indicator: 1c) Teachers include students in planning and evaluating their learning, for example, developing learning intentions and success criteria – co-constructed learning intentions and success criteria as standard practice, and situated them in authentic learning contexts.

Description and discussion of evidence
Case Study Teacher 2 at ES5 was leader of the senior syndicate and taught a Years 5-6-7 class. She exemplifies the strong level of practice that six of nineteen case study teachers achieved by Time 3 across all indicators in this dimension of the inquiry cycle. Although the

nine teachers in the existing schools rated strongly in the first two indicators by time 3, strong practice under the third indicator ("Teachers include students in planning and evaluating their learning") proved more difficult to master because it required teachers to shift the locus of control from themselves to students. Observation one took place in May 2009 with a group of students from CS2's class. They were engaged in a guided reading lesson focused on building knowledge of summarising, in order to later support explanation writing related to the class topic study. It should be noted that the facilitator had been working in the school prior to the LPDP, and systems for gathering, analysis and use of data were firmly embedded across the school. In fact school leaders viewed their use of evidence as a major driver of success for Pasifika students at their school. CS1 clearly articulated the lesson purpose and her students' identified learning needs during the pre-observation conversation based on analysis of their asTTle data. As stated, their literacy learning focus was connected to a broader curriculum goal associated with their topic study:

> *In this lesson the children are learning how to summarise and this has come about because our asTTle data showed that finding information and understanding what they read was a need of improvement for the children. So… set in context it ties in with our topic work where the children are now finding information and doing research… and so they need to summarise and I have noticed that it is a skill that they really need to develop. So I am also tying it in with the reading.*

> (ES5, CS2, observation 1, pre-observation conversation, May 2009)

CS2 worked to develop a learning community where students were expected to understand, articulate and practise deep level knowledge and strategies to progress their own learning. High expectations coupled with high levels of support produced successful outcomes for her students:

> *Another rule… is… there is no question that is a dumb question in our class. So if you do not understand, if you do not ask questions then I do not know how to help you and I always tell them my role is not to supply you with the answers but to help you to draw out the answers that you already have. And every kid… has got the answers; they know that they have the answers and it is my job to draw it out of them and to help them make those links.*

> (ES5, CS2, observation 1, teacher interview, May 2009).

CS2 had established a classroom culture where students were expected to take charge of their learning through planning and monitoring, with the shared development of learning intentions and success criteria considered standard practice:

> Teacher: *So for the process of summarising, to be successful at doing that -what should our success criteria look like? What is the first thing that we might do?*
>
> Student: *Skim for the main ideas? ...*

<div align="right">(ES5, CS2, observation 1 lesson, May 2009)</div>

Case Study Teacher 2 (CS2) at ES5 – Strong at Time 3 in identifying valued outcomes and student learning needs

Description and discussion of evidence

At Time 3 CS2 continued to demonstrate exemplary practice in all indicators under this dimension of the inquiry cycle, with even stronger emphasis on supporting students to plan and evaluate their learning. CS2 noticed that her students struggled to transfer learning from one writing purpose to the next, so focused on building their schema and ability to do so.

Students demonstrated a strong sense of efficacy, supported by their teacher who stated that she expected them to have the answers and that her role was to unlock their knowledge through enabling them to reflect. It was evident throughout the lesson and student interviews that she provided explicit scaffolding to enable students to connect new learning to what they already knew and that she built their capacity to formulate and monitor their own goals:

> *So like their targets, they set their own goals, and you know how we said, "What do you want to do next? Where do you want to be"? It is not coming from me, it is them.   We set bite size goals so that they have something to work towards.*

<div align="right">(ES5, CS2, observation 3, practice analysis, August 2010)</div>

The degree to which CS2 understood and addressed each of her individual students' learning needs was evident during PLS1 when the facilitator read a summary sheet of students' asTTle writing levels, describing their needs. CS2 was able to identify the students being referred to based on the description of their literacy needs and asTTle levels. Ongoing use of data to

inform teaching coupled with high expectations and high levels of support, whilst enabling students to actively drive their own learning, were everyday practice for CS2.

Implications for Pasifika students

Pasifika students' learning needs were most often assessed and addressed on an individual rather than an ethnic-specific basis in the research schools. Not all Pasifika students were expected to have the same learning needs. Leaders and teachers stressed that Pasifika students' learning needs were associated more closely with whether students were new migrants or New Zealand born students and whether they had maintained their first languages or not. However there was a consistent theme in the research schools with high numbers of Pasifika students, of the need for teachers to know how to support oral language development and accelerate vocabulary acquisition.

For the existing schools that may have previously focused on developing teacher pedagogical content knowledge in reading and/or writing, there was a growing awareness of the need for teachers to also develop professional knowledge of the principles of second language acquisition, the factors affecting an individual language learner's progress and the teaching practices needed to accelerate language learning during 2009 and 2010. The *English Language Learning Progressions* and the *Learning through Talk* texts were key resources in supporting teachers to understand, assess and address Pasifika students' oracy needs. In schools with accelerated Pasifika student achievement, it was evident that a 'can do' culture was fostered by managers and teachers and that Pasifika students were expected to be as successful as any other students. They were supported by targeted use of evidence to direct teaching and learning and by high expectations with high levels of support to enable success and the development of self-regulated learning and agency.

Table 5.1: Identifying valued outcomes and student learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
1a) Teachers gather, analyse, and use data • Knowing appropriate tools for purpose • Creating opportunities to gather evidence (to check things, monitor own assumptions) • Being able to analyse data • Being responsive to a range of evidence (achievement data, but also other sources) • Using data to identify what students need to learn – establish and monitor goals	• Analysing, identifying and discussing patterns of progress of Pasifika students with attention paid to the implications for learning • Inquiring into puzzles and concerns that emerge from analysis of disaggregated Pasifika student data (for example, the relationship between home language and English literacy) • Giving attention to information about oral language proficiency, including input and output in both English and Pasifika languages • Collecting data on students' first language competencies in order to make links for learning
1b) Teachers set high expectations for student learning • Ensuring goals provide the stepping stones to success • Questioning own assumptions about Pasifika students and ensuring they do not interfere with assessment of student achievement • Challenging others' deficit thinking	• Communicating an expectation that Pasifika students can and will achieve • Setting challenging, appropriate targets for Pasifika students • Frequently revising Pasifika students' goals to ensure momentum • Checking assumptions about Pasifika students • Using the *English Language Learning Progressions* to identify the next steps for learning for English language learners • Providing high level support for high challenge tasks, including Pasifika languages support • Valuing the first languages and bilingualism of Pasifika students
1c) Teachers include students in planning and evaluating their learning • Developing learning intentions and success criteria	• Providing opportunities for Pasifika students to draw on their linguistic and cultural capital to form and evaluate goals

Identifying professional learning needs: Teachers

2a) 'Teachers use evidence from student data and from practice to identify own needs and monitor progress'. The *Teacher Professional Learning and Development Best Evidence Synthesis* (*TPLD BES)* (Timperley et al, 2007) identified that improvement in student achievement is strongly associated with teachers who inquire into their practice and identify their professional learning needs through assessing and analysing their students' learning needs. This ongoing engagement in professional inquiry that makes a difference to students requires teachers to learn how to identify the pedagogical content knowledge and skills needed to assist their students in achieving valued outcomes:

Teachers not only need to learn how to identify their students' and their own professional learning needs, they also need to develop the self-regulatory skills required to monitor and reflect on the effectiveness of changes made to practice. Timperley (2008) argues that without such self-regulation, "changing practice becomes an end in itself instead of a means to benefit students" (2008, p.13).

What this dimension looks like

The examples include a teacher in a new school whose practice shifted from rudimentary at Time 1 to indicative by Time 3 and examples from a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 2 (CS2) at NS4 – Rudimentary at Time 1 in identifying professional learning needs

Summary of evidence of practice used to categorise Time 1 practice:
- Indicator 2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress – developed teacher professional learning goal on generalised rather than specific knowledge and was not able to monitor progress.

Description and discussion of evidence
Case Study Teacher 2 (CS2) at NS4 was a teacher of a Years 4–5 class in 2009. At Time 1 NS4 was new to the LPDP although school leaders in the initial interview believed the

principles on which the LPDP were based connected with the professional learning undertaken in the previous year through "Te Kauhua", a Ministry of Education contract focused on raising Māori student achievement. Observation one took place in March 2009 in CS2's classroom with a group of six students engaged in a guided reading lesson. Although CS2 was able to describe his students' learning needs, he did not specify a professional learning goal based on those needs. After facilitator probing, he was able to articulate what he hoped to do based on recent PROBE testing, which revealed that students were decoding but not comprehending. His students' learning intention was to read, understand and answer comprehension questions based on the text. His professional focus was asking questions to support his students' comprehension of the text:

> Facilitator: *And if they can't answer them* (the teacher's questions) *how will you support them in their learning if they have difficulties in answering them?*
>
> Teacher: *Well as a group firstly we will see who does know and I will monitor myself. I kind of make a self check if they are not being involved I normally choose different ones to check that they all know the answers, but I just have a checklist that I check off to see how well they answer the questions.*
>
> Facilitator: *So the main thing we will be seeing you using will be those questions that you are going to ask them before they read the text?*
>
> Teacher: *Yes… focusing on questioning.*
>
> (NS4, CS2, observation 1, pre-observation conversation, March 2009)

Although CS2 articulated that he would monitor the effectiveness of his learning intention (to comprehend text) and his professional learning goal (questioning), it proved difficult to do because he initially forgot to introduce the learning intention, meaning students were unsure about the lesson purpose. His learning intention was broad rather than specific: supporting students to comprehend text, *("My lesson today will be a broad focus on comprehension or understanding of the story… and understanding of questions that I ask them. The worksheets that follow… will be related to the questioning and answering about the story").* An outcome of having such a broad learning intention was that his professional learning goal was also not sufficiently detailed: "to be able to ask questions to support comprehension". Although recognising that the questions he asked would have an impact on students' abilities to answer them, he was not specific about the kinds of questions he would use "to reveal

students' thinking, including any misconceptions or inappropriate assumptions that they may have" (Ministry of Education, 2003c, p.82). During the practice analysis and teacher interview, CS2 reported that he had realised that his professional learning goal needed to be more specifically targeted toward supporting students' learning needs:

> *Well there's little things I could do to improve… having the learning intentions made clear to them before and during and after the lesson to reinforce what they were learning and making sure they understand… that that is what they are learning… being more specific. Yes, the main issue was… coming out with a new learning intention for the children more specific to their specific needs...*

<div align="right">(NS4, CS2, observation 1, teacher interview, March 2009)</div>

Case Study Teacher 2, CS2 at NS4 – Indicative at Time 3 in identifying professional learning needs

Summary of evidence of practice used to categorise Time 3 practice:

▪ Indicator 2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress – linked teacher professional learning goal to student learning needs and articulated it in more specific terms.

Description and discussion of evidence

By Time 3 CS2 was rated at indicative in using evidence from data and practice to identify professional learning needs. He was more obviously explicit about his students' learning intention, which meant that he also articulated greater specificity around his personal professional learning goal of explicitly teaching "evaluation" in order to support their learning:

> *We are learning to evaluate the main ideas and information in the story. I am going to talk to them about the word evaluate and what it means, what they think it means. What I am looking for (is for) the children to share opinions about the main ideas in the story and give reasons for their opinions. …, my main goal today is to… always explicitly teach evaluation.*

<div align="right">(NS4, CS2, observation 2, pre-observation interview, September 2009)</div>

During observation three CS2's ability to articulate his professional learning goal based on evidence from data and practice had been strengthened by:

- Using a greater range of data to ascertain students' learning needs, "*I have used their asTTle score, PROBE and STAR*" (observation 3, pre-observation conversation)
- Articulating explicit knowledge of the comprehension strategy he was focusing on, rather than just talking about comprehension in general, for example, "*evaluation*" and "*making connections between prior knowledge and the text*"
- Specifying and focusing on the learning intention throughout the lesson resulting in his language being more explicit, and his professional learning goal being more targeted to the students' needs and his overall goal of improvement.

CS2 stated at Time 3 that he had learnt a lot from the observation of facilitator modelling of a guided reading lesson with his students. Having the opportunity to observe an "expert" working with his students, prompted the teacher to notice the gaps in his own practice. He realised the changes he needed to make around identifying his own professional learning goal and focusing on it throughout the lesson in order to both continue to improve and to enable his students to be successful. To progress to strong practice, it was recognised by the facilitator that CS2 needed to continue to focus on use of evidence from data and practice to inform both professional learning goals and students' learning intentions, and that he needed to monitor his progress and continually identify new learning goals as existing ones were mastered, including supporting students to become self-regulating learners:

> *A main idea that came through for me was that these children were ready to take on some of the responsibility for the vocabulary work and they are ready to be into note taking and that is what I would like to see him modelling with them and giving them the responsibility for practising it.*
>
> (NS4, CS2, observation 3, facilitator interview, September 2010)

Case Study Teacher 1 (CS1) at ES5 – Indicative at Time 1 in identifying professional learning needs

Summary of evidence of practice used to categorise Time 1 practice:
- Indicator 2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress – identified specific professional learning goal, was supported to identify other professional learning needs, and to practise self-monitoring and regulation.

Description and discussion of evidence

CS1 was a Year 1 teacher at ES5 where the focus had been on both reading and writing. The leaders of the school in consultation with the facilitator worked to build teacher expertise in strengthening links between reading and writing and other curriculum areas in 2009 and 2010. Observation one took place in May 2009 in CS1's classroom with a group of six students engaged in a guided reading lesson. CS2 articulated clear learning intentions for her students and explicit knowledge of their learning needs:

> *I have got a global learning intention and that is, we are learning how to read by ourselves... The learning intention for the lesson is, we are learning about letters and words...They need to learn their basic words, they are learning letters and sounds and from their last, recent running record we found that they are not using their visual cues and so that is why I am emphasising looking at initial letter, sounding them out and then trying to work them out.*

<div align="right">

(ES5, CS1, observation 1, pre-observation interview, May 2009)

</div>

Her associated professional learning goal was to focus on the learning intention throughout the lesson because of previous feedback during a prior observation. She knew that her own professional learning goal needed to be based on her students' learning needs, hence her focus on articulating and reinforcing the learning intention. The facilitator provided feedback on her professional learning goal but also supported the teacher to think about other issues that required her attention, including a focus on making the success criteria explicit and being conscious of pacing in order to sustain student engagement.

Case Study Teacher 1 (CS1) at ES5 – Strong at Time 3 in identifying professional learning needs

Summary of evidence of practice used to categorise Time 3 practice:

- Indicator 2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress – identified specific professional learning goals based on own self-monitoring and noticing of impact on students.

Description and discussion of evidence

By Time 3 CS1 had identified with support from the facilitator a more explicit range of professional learning goals directly based on her students' learning needs using evidence

from data and practice. Her observation three professional learning goal was to build student engagement through making explicit links with prior literacy knowledge, use of the deliberate acts of teaching (Ministry of Education, 2003) and use of an interactive sequencing task. She recognised that her students needed opportunities to develop oracy, including topic vocabulary and fluency. Shift in identifying a range of professional learning goals was evident in the following practices at Time 3:

- She was more able to articulate where she needed to improve and displayed stronger knowledge of ways to build her students' processing and comprehension strategies.

- She monitored her practice and her students' learning needs to build her knowledge of the deliberate acts of teaching.

- She focused on developing student self-monitoring, reading for meaning, and wait time to allow students to apply strategies such as cross checking and searching.

- She had previously tended to focus her professional learning goals on feedback received from others but had developed self-regulating practice where she was able to notice what she needed to do to improve her teaching based on analysis of her students' needs.

CS2 recognised that she was still strengthening her pedagogical content knowledge in relation to explicit teaching, but she had developed the skills to be able to manage her own learning. She was committed to embedding new knowledge in her practice and to following up suggestions by the facilitator.

Implications for Pasifika students

In research schools with high numbers of Pasifika students, teachers tended to identify their own learning needs in association with specific students' needs rather than 'Pasifika students' needs in general. Key to being able to specify teacher professional learning needs was the ability of teachers to be able to find out about their students' prior linguistic as well as literacy and world knowledge. This meant that teachers needed to know what they were looking for as well as being knowledgeable about how to develop and accelerate oracy and vocabulary learning for English language learners and Pasifika students in particular.

Table 5.2: Identifying professional learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress • Developing self-regulating strategies to identify and monitor own needs and student learning needs • Monitoring practice and student learning needs to build knowledge of the deliberate acts of teaching Article I.	• Building knowledge of the deliberate acts of teaching needed to strengthen Pasifika students' literacy. • Building knowledge around Pasifika students' needs and strengths in order to formulate teacher learning goals, modify practice and monitor progress • Focussing on oracy as well as literacy development • Having systems in place that enable ready access to evidence of the progress of Pasifika students in general and English language learners in particular • Selecting and monitoring the progress of focus Pasifika students and English language learners • Noticing the impact of own teaching practice including noticing impact on Pasifika students

Teachers' engagement in professional learning to deepen knowledge and refine skills

Teachers' professional backgrounds and experiences, especially their professional learning experiences are closely linked with teacher effectiveness and student learning (Medwell et al., 1998; Pressley et al., 1998; Phillips, McNaughton & McDonald, 2001). Timperley et al (2007, p. xxv) note that "it is generally accepted that listening to inspiring speakers or attending one-off workshops rarely changes teacher practice sufficiently to impact on student outcomes" and also that extended opportunities to learn are not necessarily more effective than their one-off counterparts. In-depth understanding is required in order to change practice and develop the skills of professional inquiry. This means "teachers need multiple opportunities to absorb new information and translate it into practice" (Timperley, 2008, p.15), so that learning becomes cyclical rather than linear, requiring teachers to trial new

ideas, and reflect, on the impact of changes made, whilst modifying practice in an iterative fashion, as they continually seek to improve student achievement.

Teachers also need opportunities to share their theories, understandings, beliefs and goals with one another as well as with providers of professional development. Timperley (2007) argues, "The meanings of new theories are mediated via existing theories" and that "bypassing teachers' existing theories about effective literacy teaching, can lead to the rejection of new practice that is based on alternative theories" (p.145). In order for teachers to confidently share their theories, opportunities to learn need to occur in an environment of both trust and challenge where the meanings of new and existing theories can be negotiated and explored through their differing impacts on students. It is also important that external experts "involve teachers in discussing and developing understandings that are meaningful in their particular practice contexts" (Timperley, 2008, p.21) in order to develop the theoretical knowledge and tools that enable a self-regulated, inquiry approach to everyday practice.

The first indicator for this dimension of the inquiry and knowledge-building cycle was **3a) 'Teachers are reflective practitioners'.** The examples of practice to categorise the strength and nature of teacher practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Setting and discussing their learning goals through observations
- Keeping reflective journals, folders, note taking
- Engaging with learning materials for teachers (for example, ELP), including those relevant to teaching and learning for Pasifika students (for example, ESOL resources) and using them strategically in their practice.

The substantive learning required to improve students' literacy achievement also requires what McNaughton et al (2004) describe as an iterative process of forming, testing and refining theories through critical discussion about teaching and learning needs, mediated in collaborative ways. The opportunity for teachers to process new information while keeping their eyes on the goal may be provided through participation in a professional learning community that is focussed on becoming responsive to students:

> *As is the case for all other areas of professional learning, the effectiveness of collegial interaction needs to be assessed in terms of its focus on the relationship between teaching practice and student outcomes. Samples of student work, student achievement*

profiles, and the results of student interviews are all resources that can be used to maintain this focus.

(Timperley, 2008, p.19)

Consequently, the second indicator for this dimension was **3b) 'Teachers participate in a professional learning community (PLC)'.** The examples of practice to categorise the strength and nature of teacher practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Participating actively in professional learning groups, team/monitoring meetings
- Solving problems collectively with peers around teaching and learning**.**

What this dimension looks like

The examples include a teacher in a new school whose practice shifted from rudimentary at Time 1 to indicative by Time 3 and examples from a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 2 (CS2) at NS1 – Rudimentary at Time 1 in engagement in professional learning to deepen knowledge and refine skills

Summary of evidence of practice used to categorise Time 1 practice:
- 3a) Teachers are reflective practitioners – failed to articulate professional learning goal or deliberate act of teaching to focus on in lesson
- 3b) Teachers participate in a professional learning community (PLC) – articulated that she struggled to engage in critical conversations, with PLC not yet established.

Description and discussion of evidence
Case Study Teacher 2 (CS2) was a Years 6–8 teacher at NS1. During the practice analysis conversation following the observation one lesson in March 2009, it became apparent that CS2 was not familiar with the *Effective Literacy Practice* text or the deliberate acts of teaching. She was unable to articulate during the pre-observation conversation what her professional learning goal was for the lesson and was not familiar with the term: 'deliberate acts of teaching'. Her reflections with regard to teaching and learning for Pasifika students

were generalised rather than specific: she stated that she was a learner and wanted to "learn how to be the best that I can be for Pasifika students" (teacher interview, observation 1, March 2009).

There were no monitoring meetings in place at the beginning of 2009. CS2 was a DP and literacy leader and was open to establishing and leading meetings but was aware that she had much to learn in order to be able to effectively challenge her colleagues and to lead critical discussion about teaching and learning needs that were responsive to students. She reported that leading learning conversations was challenging, but that the LPDP focus on use of evidence mediated the difficulty:

> We are… trying to establish this learning community where hopefully we are going to end up being a bit reflective. I mean the most challenging thing for me is being challenging; it is challenging other people that doesn't sit comfortably with me. But I think T_ and I both feel that we have managed to be challenging in a nice, group, huggy sort of way and I don't think I can operate any other way. And I know that (the principal)… has expectations that we will have high expectations… which we try to do, and we will at times be quite hardnosed- about sharing information, about telling it as it is. But that is actually ok with the way the project works because it is so evidence-based. So you are talking about what is said and that actually is… easier rather than your perception of what you said. So I guess the analysis of the data collected means that you can say to people this is what you said and that is what sort of explicit teaching that is. So… look for strengths and gaps and work from there.
>
> <div align="right">(NS1, CS2, observation 1, teacher interview, March 2009)</div>

Case Study Teacher 2 (CS2) at NS1 – Indicative at Time 3 in engagement in professional learning to deepen knowledge and refine skills

Summary of evidence of practice used to categorise Time 3 practice:

- 3a) Teachers are reflective practitioners – articulated professional learning goals based on student needs
- 3b) Teachers participate in a professional learning community (PLC) – led the PLC and articulated that although it was still difficult, she was learning alongside other teachers.

Description and discussion of evidence

By observation three CS2 was setting and monitoring her own professional learning goals with evidence that she was reflecting on what she needed to learn to do in a more explicit and specific way:

> *...Something that I am really working on and it is a personal goal that is part of the whole LPDP process: I am really working to break down the learning goals effectively into success criteria.*
>
> (NS1, CS2, observation 2, teacher interview, October 2009)

At the end of 2009, CS2 stated that they had been "set up for success really well" but that she would be ringing the facilitator for support. She felt that ongoing support was crucial and even though she was more confident, she was also aware of how much more learning she needed to do. She continued with her leadership role but consistently reported in professional learning sessions that she struggled with the necessity of challenging others. At one point she stood down from the leadership, having found it difficult to lead challenging learning conversations, but then changed her mind – as she realised she needed to meet the challenge. In professional learning session 4 CS2 reported that the peer observations she undertook as a literacy leader and the conversations with colleagues had produced a major impact on her own classroom practice.

> *But I think for me… that same concept of 'ako' just really applies here, teacher-learner, learner-teacher… just the whole learning through teaching, learning by observing others and really being in the same boat as others too.*
>
> (NS1, CS2, professional learning session 4, teacher interview, May 2010)

Case Study Teacher 1 (CS1) at ES2 – Indicative at Time 1 in engagement in professional learning to deepen knowledge and refine skills

Summary of evidence of practice used to categorise Time 1 practice:

- 3a) Teachers are reflective practitioners – reflected on practice continually and looked for new ways to improve, but not familiar with ESOL teacher resources.
- 3b) Teachers participate in a professional learning community (PLC) – participated in PLC.

Description and discussion of evidence

Case Study Teacher 1 (CS1) was a teacher of a Year 1 class at ES2. She was clearly a reflective practitioner who demonstrated strong pedagogical content knowledge in literacy with an ability to clearly articulate her professional learning goals and trial strategies. She was constantly reflecting on her current practice and seeking new ways to improve her teaching:

> *I would really like some feedback on catering for those diverse ability groups and different needs, I guess that is the thing I would like feedback on and advice and ideas.*
>
> (ES2, CS1, observation 1, pre-observation interview, November 2009)

In the teacher interview following observation one she articulated what she planned to do as a result of the feedback. Her professional learning goal had been to cater for diverse needs, which she successfully demonstrated. She formulated a new professional learning goal during the practice analysis conversation focused on supporting students to become self-regulating learners:

> *Researcher: Is there anything you intend to change in your teaching as a result of the feedback?*
>
> *Teacher: Making some kind of system where the children have on their tables something that will remind them and bring them back to the WALT as well as their more specific goal, and then some kind of system where they are going to be more active in assessing themselves against that.*
>
> (ES2, CS1, observation 1, teacher interview, November 2009)

The literacy leader stressed that CS1 would implement her goal immediately and that she was a teacher who continually built and refined her theory of improvement through trialling new strategies with her students. The facilitator was also able to work at a sophisticated level with the teacher because of her "reflective nature":

> *Researcher: Was there anything that made it particularly difficult or easy to address these issues?*
>
> *Facilitator: Well I just think it is particularly easy mainly because of CS1's openness and her reflective nature on her teaching and her willingness to consider new ideas and why they might help.*
>
> (ES2, CS1, observation 2, facilitator interview, November 2009)

CS1 however was not familiar with the ESOL resources or resources for Pasifika students, which was a consistent finding in the research schools at the beginning of 2009. She actively participated at team monitoring meetings, but recognition of her strength as a teacher and the advantage of having her in a lead role in the junior syndicate was not in evidence until Time 3 when there was then greater opportunity for her to share her exemplary practice.

Case Study Teacher 1 (CS1) at ES2 –Strong at Time 3 in engagement in professional learning to deepen knowledge and refine skills

Summary of evidence of practice used to categorise Time 3 practice:
- 3a) Teachers are reflective practitioners – developed next teaching steps from reflection on own practice
- 3b) Teachers participate in a professional learning community (PLC) – took on literacy leader role in junior transition programme and PLC.

Description and discussion of evidence
CS1 continued to strengthen her highly reflective practice where she was actively monitoring and inquiring into her own effectiveness, as evidenced by the literacy leader's comment prior to observation three:

> *I struggle to find a next step for her also because I know she is so innovative. You know there will be something new next week… that is the first time I have seen the roll out of that big paper.... You know she has only had the mimeo (interactive whiteboard) for two weeks and it is already part of her programme. So I just think suggesting next steps to her is fine. She will put them into place but she will do that anyway. She is so reflective and she is always thinking about new ways to do things and better ways to do things (so) that I think her next steps come from her own practice.*
>
> (ES2, CS1, observation 3, pre-practice analysis conversation, August 2010)

By Time 3 CS1 had taken on a leadership role in the junior syndicate where she had developed a transition programme for students new to school, in consultation with the principal and the facilitator. It was through this medium that she took on a leadership role in the junior syndicate and was more actively able to share her knowledge and problem solve with colleagues. The facilitator stated that CS1 is "*always open to new ideas that she considers will benefit her students – she is able to read an extract and see a practical*

implication for her teaching that she believes will add to her effectiveness. She also challenges what she reads or hears if something does not fit her theory of improvement" (Profile extract, Dec 2010).

Implications for Pasifika students

Initial interviews conducted with leaders at the beginning of 2009, as well as observations with teachers, revealed that leaders' and teachers' collaborative reflections on meeting the needs of their Pasifika students included recognition of teachers' professional learning needs around supporting oral language development and accelerating vocabulary acquisition. This meant that from 2009 on, there was a stronger focus by facilitators on professional development focussed on utilisation of resources to build oracy.

Of the 40 professional learning session observed, 50% had either a primary or significant reference to Pasifika students and/or English language learners, and these references in most cases were specifically related to supporting oral language development or explicit teaching of vocabulary. The teacher resources explored through these professional learning sessions included the "*English Language Learning Progressions", "Supporting English Language Learning in Primary Schools", "Learning through Talk"* and the "*Making Language and Learning Work"* DVD.

As well as reflection resulting in recognition of the need to build teacher knowledge of oral language development for English language learners, there was some recognition of the need to strengthen teacher knowledge of the learner, including Pasifika students and their families, and building continuity between home and school. Resources that supported these sessions included "*Connections and Conversations; Making Links for Learning"* and the "*Making Language and Learning Work"* DVD. In a significant number of schools and in ES5 in particular, there was a strong commitment to utilising community expertise in classroom topics, for example an art/technology topic was informed by the work of a local Tongan artist. Also at ES1 a Pasifika case study teacher was able to share her knowledge of Pasifika literacy practices at a professional learning session on 'Knowing the Learner'.

Table 5.3: Teachers' engagement in professional learning to deepen knowledge and refine skills: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
3a) Teachers are reflective practitioners • Setting and discussing their learning goals through observations • Keeping reflective journals, folders, note taking • Engaging with learning materials for teachers (for example, ELP), including those relevant to teaching and learning for Pasifika students (for example, ESOL resources) and using them strategically in their practice	• Identifying the implications for Pasifika students • Engaging with community knowledge holders and families to find out areas of strength and need • Engaging with professional learning tools in relation to teaching practice for Pasifika students and reflecting on key messages for example, *"Making Language and Learning Work"* DVD to raise awareness of Pasifika students' cultural and linguistic capital; *Connections and Conversations* DVD to raise awareness of teachers' knowledge, skills, and dispositions in relation to Pasifika students • Engaging in professional learning focussed on supporting bilingual practices in mainstream classes (for example, through participation in *Pasifika Teacher Aide Project*) • Modelling of practices that are known to be effective for Pasifika students • Learning how to support vocabulary acquisition and the development of fluency (for example, through work around the *"Learning through Talk"* books) Article II.
3b) Teachers participate in a professional learning community (PLC) • Participating actively in professional learning groups, team/monitoring meetings • Solving problems collectively with peers around teaching and learning Article IV.	Article III. • Identifying the implications for Pasifika students • Using Pasifika staff expertise to learn more about Pasifika languages and literacy practices and how to incorporate them in practice • Developing close partnerships between classroom teachers and ESOL specialists • Creating opportunities for teachers to learn from community experts

Engagement of students in new learning experiences

Sustained improvement in student outcomes requires teachers to make principled changes to practice in response to student needs through developing professional, self-regulatory inquiry skills. This involves teachers collecting relevant evidence to inquire into the effectiveness of their teaching and then continuing to make adjustments to practice (Timperley, 2008, p.24).

Effective literacy teachers hold insightful knowledge of learners' linguistic, world and literacy backgrounds, and their cognitive strengths and needs, and use this knowledge to effectively plan and implement tasks, to develop differentiated learning activities and to adjust teaching practices (Gadd, in press; Assessment Reform Group, 1999; Black & Wiliam, 1998; Caygill & Eley, 2001). The first indicator under this dimension of the knowledge building and inquiry cycle is **4a) 'Teachers use student data to design and deliver learning sequences'.** The examples of practice to categorise the strength and nature of teacher practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Building knowledge of the learner
- Planning instruction (including identification of the purpose)
- Adjusting instruction (catering for diversity).

Effective teachers of writing also need to provide direct or explicit instruction through scaffolding new learning tasks and utilising a strategically selected blend of modelling, questioning, prompting, probing and explaining in contextualized learning situations (Gadd, in press; Graham & Perin, 2007; Hall & Harding, 2003; Langer, 2001; Parr & Limbrick, 2009; Pressley et al., 1998), leading to the second indicator under this dimension **4b) 'Teachers explicitly teach strategies for written language'.** The examples of practice to categorise the strength and nature of teacher practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students
- Developing clear intentions and criteria with regard to these strategies.

Oral language underpins literacy development and is particularly crucial for English language learners' literacy development. Ellis' (2005) principles of second language acquisition stress

the importance of teachers providing explicit instruction and authentic communicative tasks, as well as opportunities for language learners to interact, negotiate meaning and produce sustained output in the target language. These principles are evident in the next indicator for this dimension: **4c) 'Teachers explicitly teach language and vocabulary',** with examples of practice being**:**

- Scaffolding opportunities for student talk
- Explicitly teaching language features
- Explicitly teaching academic vocabulary
- Providing language experiences.

Effective teachers find out about their students' backgrounds, languages and literacy knowledge, and interests so that they can become more confident about planning literacy activities that build on the "funds of knowledge" in students' lives (Bransford et al., 2005, p.65). Connections made between home, community and school contexts, with students' prior knowledge, and across the curriculum are fundamental to student success at school. Student achievement is enhanced when classroom instruction is adjusted to build continuity with teaching and learning outside school (McNaughton, 2007; Cazden, 1988, Tharp & Gallimore, 1988). Hence the next indicator under this dimension with examples of practice:

4d) 'Teachers make meaningful connections'

- Making meaningful connections to purpose
- Making meaningful connections to prior knowledge including linguistic and world knowledge
- Making meaningful connections to concepts within the text (for example, through text selection or explicit teaching)
- Developing oral, reading and writing links
- Making meaningful connections to learning within other learning areas
- Making meaningful connections to other learning opportunities (within as well as out of the observed lesson)
- Making meaningful connections to context (to ensure learning is authentic)
- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs.

Strong teachers of literacy also develop strong teacher-student relationships that promote self-regulatory learning habits through actions designed to give learners a sense of ownership

of their writing (Gadd, in press; Graham & Perin, 2007; Langer, 2001; Pressley et al., 1998). "This might, for example, involve the promotion of processes for planning, organising and completing writing tasks independently and for self-monitoring progress in relation to what a successful writer does" (Gadd, in press, p.9). Effective teachers of literacy also provide explicit feedback in relation to goals that have been set. In their experimental study, Earley, Northcraft, Lee &Lituchy, (1990) found that the combination of goal setting and process-related feedback enhanced strategy development and use. The importance of developing teacher-student relationships that are focussed on learning, is highlighted in the next indicator,**4e) 'Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency',** with examples of practice being**:**

- Ensuring students understand the purpose of the learning
- Ensuring feedback focuses on the learning purpose
- Promoting metacognitive awareness/student self-monitoring
- Encouraging student-initiated interaction with teacher
- Providing opportunities for peer (student/student feedback)
- Sharing the codified knowledge of how to participate in the classroom discourse.

Finally effective teachers, organise and manage their classrooms and programmes in a way that learners' differentiated learning needs can be efficiently met (Gilbert & Graham, 2010; Graham & Perin, 2007; Hall & Harding, 2003; Parr & Limbrick, 2009; Pressley et al., 1997; Pressley et al., 1998). This requires teachers to utilise changing and strategic variations of whole class, small group and individualized instruction, in order to maximise opportunities for vocabulary and fluency development as well as providing varying interaction patterns for language and literacy instruction (Nation, 1995). This leads to the final indicator and examples of practice for this dimension,**4f) 'Teachers cater for diverse learning needs':**

- Differentiating learning intentions and success criteria
- Differentiating instruction
- Differentiating feedback.

What this dimension looks like

The examples in this part of the report provide an insight into the strength and nature of teacher practices at both new and existing schools in relation to engagement of students in new learning experiences. Although the descriptions are specific to these schools, they provide a range of examples of teacher practice at different stages of the PD intervention, as well as the degree of project impact on shift in teachers' practice in this dimension.

Under the first indicator for this dimension, **4a) 'Teachers use student data to design and deliver learning sequences',** the example includes a teacher in a new school whose practice shifted from rudimentary at Time 1 to strong by Time 3.

Case Study Teacher 1 (CS1) at NS5 – Rudimentary at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:

4a) Teachers use student data to design and deliver learning sequences.
- Building knowledge of the learner – articulated one learning goal for whole class
- Planning instruction (including identification of the purpose) – articulated limited knowledge of writing exemplars to know how to identify purpose
- Adjusting instruction (catering for diversity) – needed support to notice student needs and to use deliberate acts of teaching to meet those needs.

Description and discussion of evidence

Case Study Teacher 1 (CS1) was a teacher of a Year 1 class at NS5. The learning intention for CS1's observation 1 lesson, which was undertaken with her class of five year olds, was based on evidence from "Concepts about Print" student data. Her focus was on teaching punctuation to assist reading aloud. The facilitator highlighted with the teacher what she perceived to be the main issues arising from the observation process:

> *I would like to see her being a little bit more strategic and deliberate about how she*
> *interacts with them. I think again she is an intuitive teacher who does things naturally*

well, but I want her to be more aware of why she is doing what she is doing for different students and to be more aware of the range of needs in that classroom.

(NS5, CS1, observation 1, facilitator interview, March 2009)

It was apparent to the teacher that she needed clarity around ways to prioritise and plan instruction based on a range of needs surfacing in the data. During the practice analysis conversation she realised that she needed to strengthen her practice in making links to prior literacy and world knowledge, and that it may have been more effective to teach punctuation to smaller groups of students who specifically needed it. It was also evident during the teacher interview following professional learning session 1 (PLS1), that CS1 was developing content knowledge of writing and was then able to use that to strengthen her analysis of student data to inform what she should teach:

Looking closely at the exemplars is getting the knowledge to see what other evidence you see in the development of writing. So that was quite specific and it helped you to be specific with what you are going to teach and what they need to learn and to write down what the goal was for each student. You could really be quite detailed about what that student knows, but what they also need to know…. Being skilled to use this knowledge… and being able to ask questions about it and to make sure we understand how to do it.

(NS5, CS1, professional learning session 1, teacher interview, November 2009)

Case Study Teacher 1 (CS1) at NS5 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:

- Building knowledge of the learner – articulated individual students' learning needs and goals
- Planning instruction (including identification of the purpose) – differentiated planning according to individual student needs
- Adjusting instruction (catering for diversity) – grouped students and differentiated instruction according to need.

Description and discussion of evidence

CS1 consistently built her content and pedagogical content knowledge over the two years of the LPDP intervention. She was a literacy leader at the start of the project despite being relatively new to teaching. The development of her content knowledge through facilitator support and engagement with literacy resources allowed her to more specifically understand the needs of individual students and to then focus on addressing those needs through targeted teaching. Her in-depth knowledge of her students was evident during the practice analysis conversation where she was able to talk about each student's needs and strengths based on their individual data. She was more aware of how to differentiate instruction based on her deepened pedagogical content knowledge and knowledge of her students. Consequently the observation three lesson had a clear purpose specific to that group of students and she was also conscious of differentiating instruction for diverse student groups in her class:

> *I think about the middle and lower group, because some of their sentence structures are simple; it is a lot easier for them to predict what is going to happen (because of) the easy sentence structure. Whereas with these guys in the middle, it is getting a bit trickier so they have to draw more on the meaning. In the high group it is obvious they have to do that. So I think probably pay more attention to that middle level.*
>
> (NS5, CS1, observation 3, teacher interview, September 2010)

Her differentiation included making connections with prior linguistic and world knowledge, creating opportunities for oracy development particularly for an English language learner in the group, which included working with family members to ease his transition to school, gauging her questioning according to her in-depth knowledge of each student's needs and strengths, and explicit teaching of target vocabulary.

Under the second indicator **4b) 'Teachers explicitly teach strategies for written language'**, the example includes a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 2 (CS2) at ES3 – Indicative at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:

4b) Teachers explicitly teach strategies for written language:

- Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students - modelled through use of "think alouds" but needed clarification of the processing strategies and notion of scaffolding
- Developing clear intentions and criteria with regard to these strategies – co-constructed, and encouraged use of processing strategies through success criteria.

Description and discussion of evidence

CS2 was a teacher of a Years 7–8 class at ES3. Her observation one lesson took place in her classroom with a group of students engaged in a guided reading lesson in March 2009. The learning intention arising from a specified vocabulary need revealed in the data, was making meaning around unknown words, specifically, "I am learning to use clues in the text to help me understand the words I am unsure of". The teacher's learning goal was to consistently make prompts explicit so that students "were clear about the strategies they needed to use independently, consistently and purposely" (pre-observation conversation, March 2009). The teacher stated that she would model with 'think alouds' to show how to work out unknown words and then provide opportunities for students to do the same. Although the teacher successfully provided explicit prompts through her think aloud process and continually referred to the success criteria to prompt students to use the processing strategies (for example, "I will be successful if I put in another word that makes sense"), the facilitator stated in the post observation interview that CS2 needed clarity around her understanding of the processing strategies and the notion of scaffolding to independence. In particular she needed to ensure her students understood that the reason for reading is to comprehend text.

Case Study Teacher 2 (CS2) at ES3 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:
- Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students – taught higher order thinking to meet sophisticated learning goals
- Developing clear intentions and criteria with regard to these strategies – modelled strategies to support students to use higher order thinking skills to meet success criteria and to become self-regulating.

Description and discussion of evidence

By Time 3 CS2 had strengthened her practice in explicit teaching and had developed learning goals for her students that required higher order thinking, negotiation and justification of opinion. Her learning intention was "to use prediction and inference to identify the main ideas in a text". CS2 modelled asking questions linked to the author's purpose and scaffolded discussion around the theme so students could identify the author's purpose and point of view, discuss themes, make connections and develop their own opinions.

The teacher's next step was to scaffold students to make inferences to support them to identify the main idea. She continued to work on her theory of improvement from a basis of consistently explicit teaching:

> *I know that they can (make inferences) but it is maybe making the connection between that, applying it really and using the skill of making inferences to identify the messages.*
>
> (ES3, CS2, observation 3, teacher interview, May 2010)

She noted that she needed to continually remind students of the bigger picture and why they were learning certain comprehension or processing strategies and she was also focused on supporting students to be self-regulating learners, who were confident to decide on their own next learning goals:

> *(I need to)…make more connections to what they are learning and why they are learning it in terms of their needs… and the bigger picture. Because I think they are always clear about what they are learning and I think my modelling helps them to create success criteria but maybe... in the post observation chat it was clear lots of them didn't know what their next step was or what they needed to do to be a better reader and it comes from their need.*
>
> (ES3, CS2, observation 3, teacher interview, May 2010)

Under the third indicator **4c) 'Teachers explicitly teach language and vocabulary'**, the example includes a teacher in a new school whose practice shifted from rudimentary at Time 1 to strong by time 3.

Case Study Teacher 2 (CS2) at NS3 – Rudimentary at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:

4c) Teachers explicitly teach language and vocabulary:

- Scaffolding opportunities for student talk – used IRE interaction pattern rather than interactive tasks
- Explicitly teaching language features – told rather than supporting communicative negotiation of understandings
- Explicitly teaching academic vocabulary – told rather than supporting communicative negotiation of understandings
- Providing language experiences – shared rather than using interactive experience to build language

Description and discussion of evidence

Case Study Teacher 2 (CS2) was a teacher of a Years 5–6 class at NS3 in 2009, who moved into a literacy lead teacher position in 2010 where she worked with groups of students across the school. The observation one lesson with a group of six students took place in September 2009 due to the previous case study teacher leaving the school and this teacher stepping in as a substitute. The purpose of her guided reading lesson was for the students to find clues and information in the text to answer questions. The teacher's goal was to model through the use of "think-alouds", having stated in the pre-observation conversation that when reflecting on her practice, she had noticed there was more 'telling' than modelling or prompting. Her goal was to model the process of looking for evidence in the text, supported by prompts and explicit feedback to students. Although CS2 explicitly taught new or technical vocabulary to students prior to the lesson, she tended to use an "initiation, response, feedback (IRE)" pattern, rather than a communicative task to provide opportunity for students to strengthen memorisation, build retrieval and develop fluency. Following the lesson and after the practice analysis conversation the teacher stated that she needed to ask more open ended questions and provide opportunities for other ways to respond to questions, such as use of interactive tasks like "Think, pair share" or collaborative writing tasks such as "answers on post-it notes". She realised that it was not necessary to rephrase students' responses to questions. She became more aware of the need to provide opportunities for student talk and negotiation:

It is going to make me more conscious of stepping back and allowing that discussion time for children and also giving them a variety of ways in which they can respond to the text, so that I am not always looking for verbal responses, even within that guided session.

<div align="right">(NS3, CS2, observation 1, teacher interview, September 2009)</div>

Case Study Teacher 2 (CS2) at NS3 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:
- Scaffolding opportunities for student talk –supported use of students' first languages and prior knowledge through text choice
- Explicitly teaching language features – provided contextual support and opportunities for 'think, pair, share' to negotiate understandings
- Explicitly teaching academic vocabulary – provided visual support and opportunities for 'think, pair, share' to negotiate understandings
- Providing language experiences – shared personal taonga (treasure) and prompted students to do the same.

Description and discussion of evidence

By observation 3 CS2's practice in explicit teaching of language had progressed to strong. During the observation 2 lesson and interview (April 2010), CS2 created opportunities for student talk, by providing a text that students could connect with using their first language (Samoan), by making links with their prior knowledge (the lava field in Samoa), by providing visual support to promote vocabulary acquisition and by creating opportunities where students were able to negotiate their understanding of the text and justify their opinions through "think, pair, share" tasks:

I certainly think I have become more aware working in an environment where we do have so many ESOL students of the importance of really hooking in with some visuals and… using the vocabulary in a variety of ways and contexts so that it is a layered approach. By looking at the Icelandic volcano and then looking at how volcanoes are formed and then looking at the articles; that they are seeing the connections of why it is purposeful for them to know the vocabulary… 'Think, Pair, Share' gives you an opportunity to listen to the students articulating their ideas and sometimes they do that

a little bit more confidently just with a partner than they do in front of a full group. Also, you know, by doing that and feeding back, it is giving them those opportunities to talk and use the vocabulary in a bit of a safer context.

<div align="right">(NS3, CS2, observation 2, teacher interview, April 2010)</div>

By observation three it was evident that CS2 scaffolded the reading process by providing a language experience based on sharing of cultural heritages. This enabled her students to successfully make connections with the text by engaging in meaningful talk about their own cultural heritages. CS2 created opportunities for students to use first languages when connecting to concepts in the text ('turangawaewae' and 'treasures') and explicitly taught the academic vocabulary related to the learning intention and success criteria (finding clues in the text to support prediction through use of evidence).

Under the fourth indicator **4d) 'teachers make meaningful connections'**, the example includes a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 2 (CS2) at ES1 – Indicative at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:
- Explicitly teaching language features – taught explicit language associated with different types of sentences, but needed to situate learning within a broader writing context
- Making meaningful connections to prior knowledge including linguistic and world knowledge – made explicit link to Samoan interaction pattern: the use of metaphor to share a message, exemplified through a language experience activity
- Making meaningful connections to context (to ensure learning is authentic) – shared personal recount and used it to support students to critique writing, and write their own recount based on authentic purpose
- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs – connected recount to students' life experiences of bereavement and island homes.

Description and discussion of evidence

Case Study Teacher 2 (CS2) was a teacher of a Years 5–6 class at ES1. The examples of practice provided here illustrate both explicit teaching of language features and making meaningful connections in a range of ways. CS2 was a Samoan teacher who made connections in particular culturally embedded ways with students. These are described below. During observations one and two, CS2 had a major focus on the teaching of academic vocabulary and language features. In observation one she explicitly taught specific language associated with simple, compound and complex sentences.   Her articulated learning from observation one was that she needed to apply longer wait time when in dialogue with students and connect her explicit grammar lesson to a meaningful context:

> *She* (the facilitator) *just picked up on…working on my wait time a bit more. That's in terms of when I have given a question maybe just wait not only for the children to respond, but also wait myself before I respond the second time. You know, that wait just gives the kids the opportunity to… still talk amongst themselves before I finally put in my five cents worth. And also just tying in from this grammar session as such - the simple, compound, complex sentences: how am I going to put that into my everyday writing; the teaching of recounts, explanations, narratives.*

> (ES1, CS2, observation 1, teacher interview, May 2009)

In observation two she clarified the structure of a recount through a language experience activity enabling students to make connections, by making three types of sandwiches to illustrate levels of weak to strong narrative writing. She implicitly used a Samoan literacy practice (use of metaphor to share a message) that her students connected immediately to their knowledge of effective narrative writing. The students were able to independently describe what each sandwich represented:

> CS2:   *We are thinking and we are talking about recounts and I want everyone to be thinking 'What could bread have to do with recounts?'*

> Student: *The first bread is for the beginning like the introduction and the last bread is for the conclusion.*

> CS2:   *…First of all what do you think all my separate ingredients represent on my plate? What do these ingredients show?*

> Student: *Lots of information but no order of events.*

> CS2:   *Can you tell me why you said that Student 1?*

> Student: *Because they are all mixed up.*

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CS2:   *So what does this (other) sandwich show?*

Student: *The introduction and the order of events and the conclusion.*

<div align="right">(ES1, CS2, observation 2, lesson, November 2009)</div>

Following the modelling and discussion of the correct structure of a recount, the teacher provided another opportunity *"for authentic language use with a focus on students using academic language"* (ESOL principle 5), by reinforcing the learning gained from this "metaphorical" language experience. She shared a personal recount of her recent trip to Samoa for a family bereavement. The sequence was jumbled and students needed to collaboratively 'un-jumble' it. Toward the end of the lesson CS2 explicitly referred to one of the language features evident in recount writing: "metaphor" (which had been demonstrated previously through the visual language 'sandwich making' experience).

Student: *… She was like a sister to you.*

Teacher: *Yes absolutely, what sorts of words tell you that? You are right about "darkest", anything else? Oh "my heart was about to explode"; "dearly loved". So what is it, what sort of word is it called when you… say something like "I couldn't think or read instead my heart and head felt like they were about to explode?" What is that called when you use language like that?*

Student: *A metaphor.*

Teacher: *…And what does a metaphor mean again?*

Student: *It is something that isn't real.*

Teacher: *Right so a metaphor is like when something is going to happen but it can't really happen because my head and my heart can't really explode. Is there any other language in there that… shows you a metaphor?*

Student: *"The world stopped".*

<div align="right">(ES1, CS2, observation 2, lesson, November 2009)</div>

The teacher's willingness to share about her family bereavement created an authentic focus for her literacy teaching and meant that her students were fully engaged, because she had been absent for an extended time and they wanted to hear about her trip. The interactive language tasks enabled students to make connections with their world and literacy knowledge and to use their explicit knowledge of the structure of a recount to write about a shared language experience, (the weekend school gala) situated within their current class writing

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purpose. The purpose for the writing was authentic in that the teacher had not been present at the gala, and wanted her students to provide her with an account of it.

Case Study Teacher 2 (CS2) at ES1 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:

- Explicitly teaching language features – supported students to transfer knowledge of the structure of one writing purpose to another
- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs – connected with students through use of humour to motivate engagement.

Description and discussion of evidence

In her final observation lesson CS2 was able to bring together her learning from previous observation lessons to exemplify strong practice in the explicit teaching of language and vocabulary and in making meaningful connections. She supported students to make connections across writing purposes, using knowledge gained from the structure of a recount to inform their knowledge of the structure of an explanation. CS2 also seamlessly embedded the use of humour, within the body of her lesson, a practice perceived by students in the Pasifika Schooling Improvement project (2009) as being a strong motivational tool. Amituanai- Toloa, et al. (2009) reported that students articulated that they preferred teachers who were organised, firm, clear and demanding but also had a sense of humour.

The importance of oracy underpinning literacy development and the value of strengthening reading/writing links was evident throughout CS2's observation lessons where students were provided multiple opportunities to interact with one another and to negotiate their understandings of academic vocabulary within meaningful contexts prior to writing.

Under the fifth indicator **4e) 'Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency'**, the example includes a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 1 (CS1) at ES2 – Indicative at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:

▪ Ensuring students understand the purpose of the learning – linked authentic purpose to meaningful context that was owned by students

▪ Ensuring feedback focuses on the learning purpose – provided explicit feedback to individual students based on differentiated learning goals

▪ Promoting metacognitive awareness/student self-monitoring – used word banks, visual cues, korero buddies, first languages and models to support student vocabulary learning

▪ Encouraging student-initiated interaction with teacher – supported students to dialogue through explicit teaching of vocabulary, use of first languages and speaking frames

▪ Providing opportunities for peer (student/student feedback) – taught explicit strategies to promote self and peer monitoring

▪ Sharing the codified knowledge of how to participate in the classroom discourse – taught academic vocabulary through amplification not simplification

Description and discussion of evidence

CS1 was a new entrant teacher at ES2 whose literacy focus was strongly linked to her work in oracy and to the current writing purpose and topic focus, for example in her observation one lesson, the descriptive purpose and writing of descriptive vocabulary was connected to the mini beast science topic and her students were provided with an authentic purpose for writing:

> Teacher: *What I was thinking was… Room 3 we have been doing lots of writing and we have been looking at lots of different books and you all know lots of information about lots of different mini beasts. You have written lots of reports and lots of information with interesting describing words. What I thought might be a bit interesting to do is you could all choose a mini beast, any of the mini beasts that you already know information about and you can write a 'What Am I?' story about it. When we go to buddy reading on Friday, maybe this Friday or maybe next Friday you could take your 'What Am I?' story and you could tell it to your big buddy and see if they can guess what mini beast you are. Then I was thinking just before the holidays in a few weeks time we are going to go on the stage.*

All: (sounds of amazement – ahh)

Teacher: And I was thinking if you wrote some really interesting 'What Am I?' stories with interesting describing words in them you could get to read your 'What Am I?' story on the stage and see if all the children in the school and all the teachers can tell what mini beast you are. So today for writing we are going to start writing your 'What Am I?' stories.

(ES2, CS1, observation 1, lesson, June 2009)

CS1 also made strong connections with students through use of their first languages as part of every day communication in the classroom:

Researcher: I noticed that you used some Māori and Pacific languages today in your normal communication. Why do you do that?

Teacher: Because I guess it respects… using it and I quite like the idea of not just saying right now is the Māori lesson and … It is sort of integrated and also it makes things a little bit more interesting. And the other children really like it…. They like learning a new word in Samoan or a new word in Māori. … It's really good for children like Child 1: me saying I don't know… but… for the status to change and for me to be a learner …, he is the expert and you teach us what it is called and you could see he was making all these little connections with 'fala', and I think things like that are really good to empower students.

(ES2, CS1, observation 1, lesson, June 2009)

She worked to build students' strengths in literacy through provision of prompts to develop independence. Many were new entrants, and were therefore still significantly dependent on the teacher:

Researcher: What strategies do you use to help them become more independent?

Teacher: Using lots of word banks and modelling, using them, and sometimes depending what it is they can ask a buddy. They can ask their korero buddy if they want they can do that. And like visual cues using lots of those when I can…

(ES2, CS1, observation 1, teacher interview, June 2009)

Case Study Teacher 1 (CS1) at ES2 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:

- Promoting metacognitive awareness/student self-monitoring – modelled use of particular student prompt: self-checklist to build self-monitoring
- Sharing the codified knowledge of how to participate in the classroom discourse – taught strategies and language for developing student independence

Description and discussion of evidence

By Time 3 CS1 had focused on building strategies to promote student agency and independence. Her ability to support five-year old students, particularly those fairly new to school to develop independent strategies to enable them to begin to take charge of their own learning was exemplary. CS1 modelled to students how to work through a self-checklist when they had finished writing. Students had their own checklist with relevant questions to tick when completed.

During the teacher interview, CS1 outlined the strategies she had taught her students for what to do when they did not know what to do:

> *Sometimes they - and it warms my heart to hear it when they ask their friends - they ask the people in their group and like I know yesterday – Student 2 said "How do you spell…?" and Student 3 said "I know - we can find it" and then she helped him and that was really good. Partly that takes some time that perhaps I might need to spend somewhere else. So that helps me, but also more importantly than that, that is the child becoming the teacher and then… that helps her knowledge become embedded, and being able to see each other as people who can help and people who can write and people who have got knowledge and skills…But also we talk about it a lot when we are doing reading. So if I am working with the red group and other children are doing a worksheet or a task and what do you need to do because I am busy with the group, what can you do if you are stuck or you don't know what to do next? Who could you ask? We constantly talk about that so I guess that is flowing over into the writing.*
>
> (ES2, CS1, observation 3, teacher interview, August 2010)

Under the sixth indicator **4f) 'Teachers cater for diverse learning needs'**, the example includes a teacher in an existing school whose practice shifted from indicative at Time 1 to strong by Time 3.

Case Study Teacher 1 (CS1) at ES1 – Indicative at Time 1 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 1 practice:

- Differentiating learning intentions and success criteria – created individual goals based on needs
- Differentiating instruction – provided individual scaffolding strategies to support independent learning, but not convinced about capacity of five-year olds to provide peer-feedback
- Differentiating feedback – provided feedback specific to learning goal and contextual purpose

Description and discussion of evidence

CS1 was an experienced new entrant teacher at ES1. Her three observation lessons provided language experience activities on which CS1 was able to build students' language and literacy ('The Teddy Bears' Picnic, 'The School Fair', 'The Toys' Picnic'). Student learning needs based on Observation Survey data formed the basis of the development of learning intentions and success criteria and were differentiated for individual students, including learning to write words by themselves through writing out of their heads, finding and copying words, sounding them out, using the word cards, and engaging the reader through elaboration of vocabulary using prompts at different levels. As stated by the facilitator: *"The firm expectation is that you all write, even if it is your first day at school" (Profile note, 2009).* The teacher demonstrated exemplary practice in utilising students' experiences, languages, and knowledge in classroom literacy foci. Each writing lesson had a clearly defined authentic purpose, for example, to write to the class teacher aide and CS1's mother to tell them about the picnic because they weren't able to be there. During observation one CS1 constantly checked on students' understandings of the learning intention and success criteria:

> *"If you think you can tell CS1 what you are learning to do in your writing today, put your hand up."*

<div align="right">

(ES1, CS1, observation 1, lesson, May 2009)

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Case Study Teacher 1 (CS1) at ES1 – Strong at Time 3 in engagement of students in new learning experiences

Summary of evidence of practice used to categorise Time 3 practice:
- Differentiating learning intentions and success criteria – taught processing strategies within meaningful context
- Differentiating instruction – created opportunities for first language use to develop communicative competence and sharing of cultural knowledge to develop leadership
- Differentiating feedback – promoted strategies to promote peer monitoring and feedback

CS1 had a major focus on supporting her students to become independent and self-managing learners from their first day at school (for example, hanging up own school bag, organising self to be ready to learn when bell goes, explicitly teaching strategies for when students don't know how to do something). She was challenged by the facilitator to focus on developing peer feedback opportunities and greater self-management by students, although was not sure whether it would work at the new entrant level. During observations one and two, CS1 clearly differentiated learning intentions, success criteria and instruction but by observation three, she was also consistently differentiating feedback and supporting students to monitor and provide feedback to one another on their oral statements or their writing:

> Teacher: Student 2 can you come and put the starting sound for picnic or do you want somebody to help? Can you put it in?.... Now you guys need to check because remember these are the tricky ones that we have. *Is that how you write a 'pa'?*
>
> Student: *No.*
> Teacher: *Who thinks it is?*
> Student: *I don't.*
> Student: *I do…*

> (ES1, CS1, observation 3, lesson, August 2010)

CS1 consistently based her letter-sound work within meaningful contexts which students were motivated to talk and write about. All literacy work was based around shared and authentic experiences inside or outside classroom. There was whole group, small group and

individualised differentiation of vocabulary learning and language feature work as well as differentiated tasks for reading/writing groups with learning intentions and success criteria relevant to their needs and focused on accelerating progress. Finally CS1 stated that professional learning session 2 (PLS2) had a particular impact on her practice in prompting her to provide differentiated opportunities for first language utilisation to support language and literacy learning:

> It was after we looked at the oral language book… the orange book, and in there I was reading. Now… I have always allowed students to speak in whatever they are comfortable in speaking and I have in a social situation, in the playground situation, but I have never actively used it in an academic sense and I have this child in my classroom who didn't speak. So I thought oh ok let's try this and so I actively paired her with the only other Mandarin speaking child who happens to be male and I thought oh this will be interesting. They chatted away together, so the idea is - the question is posed, he has got more English than she has got, they clarify their thinking in Mandarin and then they tell me in English. It was like a key for her to unlock learning. No, it unlocked the ability for her to communicate her learning to me because of course she was able to learn.

<div align="right">(ES1, CS1, observation 3, teacher interview, August 2010)</div>

Finally CS1 actively created space during her literacy lessons for students to share their own diverse forms of cultural and linguistic knowledge, for example, during the observation two lesson, which was based on the recent school fair, she encouraged students who had performed a Cook Islands hula at the fair, to demonstrate their dance and teach it to other students as part of the lesson.

Implications for Pasifika students

In the 2010 period 2 ESOL funding allocation, there were 33,653 students in 1,236 schools funded for ESOL support. This was 515 more students than in the same period in 2009. These funded English language learners represented 162 different ethnic groups and spoke 114 different languages. The largest funded ethnic group was Pasifika (representing 13,131 students or 40% of the funding allocation) of which Samoan was the largest group with 7,300 first language speakers, followed by 3,381 speakers of Tongan. Around three-quarters

(77.5%) of funded Pasifika students attended schools in Auckland and 11% (the next largest percentage) attended schools in Wellington. Figure 5.1 provides an analysis of the number of students on the ESOL status list, who spoke languages other than English in New Zealand schools in the 2010 ESOL funding period.
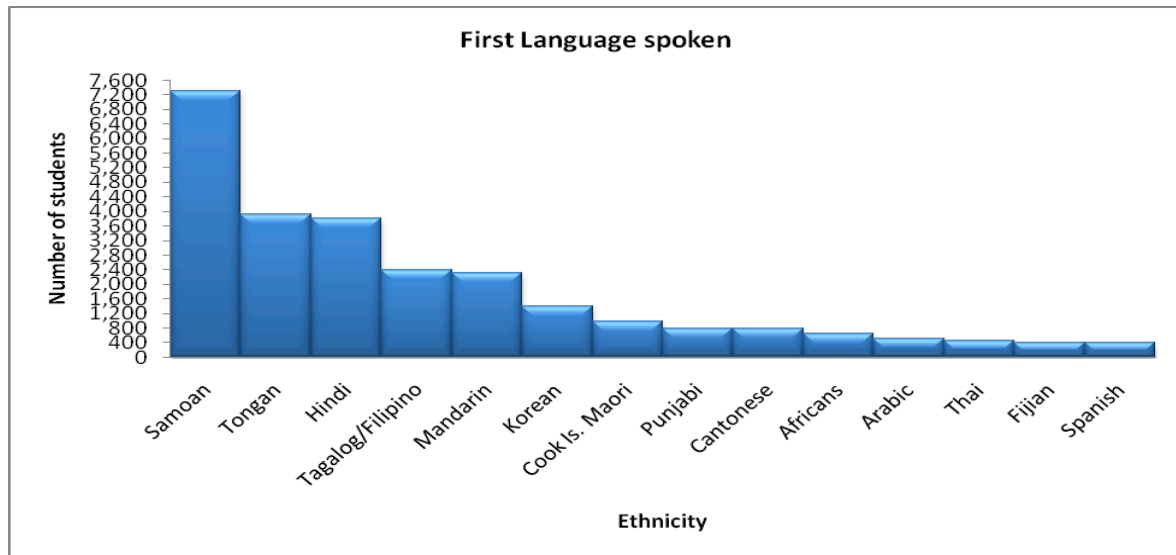
Figure 5.1: First languages spoken by funded ESOL students in 2010 period 2 ESOL funding allocation

These figures highlight the large numbers of English language learners in schools in New Zealand, particularly in Auckland and Wellington, where a significant proportion are Pasifika students. In fact the total number of ESOL funded students represents only a proportion of students with English language learning needs, as many English language learners are no longer eligible for funding. It is reasonable to expect that if Pasifika students represent the highest proportion of ESOL funded students, then teachers of Pasifika students need to know if they have English language learning needs, as well as knowing about the principles of second language acquisition, and instructional strategies that build on Pasifika students' prior knowledge and linguistic capital. Some examples of practice with specific reference to Pasifika students are provided below in Table 5.4

Table 5.4: Engagement of students in new learning experiences: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
4a) Teachers use student data to design and deliver learning sequences: • Building knowledge of the learner • Planning instruction (including identification of the purpose) • Adjusting instruction (catering for diversity)	• Establishing strong enrolment procedures that provide information about Pasifika students' linguistic and cultural knowledge, to make links for learning • Having ongoing learning conversations with Pasifika students to plan or adjust instruction • Using the *English Language Learning Progressions* to identify where English language learners sit in terms of progress towards curriculum level English language competency
4b) Teachers explicitly teach strategies for written language • Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students • Developing clear intentions and criteria with regard to these strategies	• Setting, recording, and monitoring goals for Pasifika students and English language learners that will enable them to achieve national expectations • Using Ministry of Education and other resources to develop understandings about effective practice for Pasifika students and English language learners • Using ESOL scaffolding strategies to support literacy learning • Building on Pasifika students' strengths in memorisation of text and recitation • Using Pasifika literacy practices in instruction, for example, choral reading, text memorisation, use of metaphor, humour, song
4c) Teachers explicitly teach language and vocabulary • Scaffolding opportunities for student talk • Explicitly teaching language features	Article V. • Knowing about and applying principles of second language acquisition

- Explicitly teaching academic vocabulary

- Providing language experiences

- Providing opportunities for tuakana/teina pairings

- Providing opportunities for communicative tasks

- Providing opportunities to develop fluency including utilisation of Pasifika students' skills in text memorisation

- Using song, poetry, and dance for language learning

- Providing opportunities for oral performance, including song and dance

4d) Teachers make meaningful connections

- Making meaningful connections to purpose

- Making meaningful connections to prior knowledge including linguistic and world knowledge

- Making meaningful connections to concepts within the text (for example, through text selection or explicit teaching)

- Developing oral, reading and writing links

- Making meaningful connections to learning within other learning areas

- Making meaningful connections to other learning opportunities (within as well as out of the observed lesson)

- Making meaningful connections to context (to ensure learning is authentic)

- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs

Article VI.

- Creating authentic purposes for writing, relevant to Pasifika students' interests and experiences

- Connecting to Pasifika world views, knowledge, languages, experiences, and texts

- Supporting Pasifika students to read and write in their first languages to support English literacy development

- Accessing Pasifika community experts and family members to share knowledge relevant to classroom topics

- Making links with Pasifika students' island homes and local familiar domains, for example, home, market, church, beach, mall

- Meditating the interactions between students and student learning materials to facilitate students' literacy and language learning

- Using Pasifika interaction practices, for example, metaphor and humour

4e) Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency

- Ensuring students understand the purpose of the learning

- Ensuring feedback focuses on the learning purpose

- Promoting metacognitive awareness/student self-monitoring

Article VII.

- Supporting Pasifika students to self-question

- Supporting Pasifika students to question teacher

- Supporting Pasifika students to question peers

- Supporting Pasifika students to articulate their learning

- Supporting Pasifika students to develop higher

- Encouraging student-initiated interaction with teacher

- Providing opportunities for peer (student/student feedback)

- Sharing the codified knowledge of how to participate in the classroom discourse

order thinking

- Providing opportunities for oral modelling and repetition

4f) Teachers cater for diverse learning needs

Article VIII.

- Differentiating learning intentions and success criteria

- Differentiating instruction based on knowledge of Pasifika groups, and individuals

- Differentiating instruction

- Differentiating feedback

Assessment of impact and re-engagement in the next cycle

To sustain improvement in student outcomes, teachers need to develop theoretical frameworks that provide a basis for principled changes to practice in response to student learning needs. The development of teachers' professional, self-regulatory inquiry skills where they collect relevant evidence, use it to inquire into their teaching effectiveness and make continuous adjustments to practice provide the basis for sustained improvement:

> *When confronted with the specific teaching-learning challenges, teachers can go back to the theory to determine what adjustments they need to make to their practice… Teachers with these crucial self-regulatory skills are able to answer three vital questions: "Where am I going?", "How am I doing?", and "Where to next?"*

(Timperley, 2008, p.24)

Key to being self-regulatory is the ability of teachers to notice and monitor the impact of their teaching on students, which leads to the first indicator and examples of practice under this dimension of the knowledge-building and inquiry cycle: **5a) 'Teachers monitor student learning and use that information to notice and understand own impact':**

- Learning through observations

- Learning through opportunities to monitor information about students.

It is important that teachers continue to develop their self-regulatory skills using a recursive process, as they grapple with new challenges and maintain an unrelenting focus on refining

and honing their craft. Thus the final indicator for this dimension is: **5b) 'Teachers prepare for a new cycle of learning through':**

- Identifying new questions
- Going deeper into current puzzles of practice

Finally O'Connell (2010) argues that any adaptations of new practices need to be guided by the principles that underpin the professional learning so that teachers are able to transfer their learning to new contexts (Coburn, 2001). Also, if teachers make adaptations to their practice, they need skills to notice and evaluate the impact of their teaching so that "any adaptations they make still support improved student achievement" (O'Connell, 2010, p.23; Lai et al., 2009; Timperley et al., 2007).

What this dimension looks like

The example includes a teacher in a new school whose practice in indicator 5a, shifted from rudimentary at Time 1 to strong by Time 3 and in indicator 5b, indicative at Time 1 to strong by Time 3.

Case Study Teacher 1 (CS1) at NS1 – Rudimentary at Time 1 / Strong at Time 3 in 5a) Teachers monitor student learning and use that information to notice and understand own impact

Summary of evidence of practice used to categorise Time 1 practice:

- Learning through observations – recognised the need to specify the learning intention to the purpose of the lesson
- Learning through opportunities to monitor information about students – recognised she need to provide explicit feedback

Indicative at Time 1 / Strong at Time 3 in 5b) Teachers prepare for a new cycle of learning through identifying new questions

- Identifying new questions – focused lesson on an individual student's articulated need
- Going deeper into puzzles of practice – reflected on failures and strategised ways to improve

Description and discussion of evidence

CS1 was a teacher of a Years 2–3 class at NS1. CS1's standard practice was to check students' work and progress during the lesson but through the observation one lesson and practice analysis process, she realised she needed to monitor students more closely and provide more explicit feedback. She was supported by the facilitator to notice the impact of her actions and what needed to be done to improve her practice:

> *Yes. I think there will be some specific changes… and at the moment I am thinking specifically about being more specific with my feedback. So I have started working on that already… I think one of the other issues too was taking the learning intention and making it specific for that lesson and in terms of how to convey that to the children so they knew what was happening, what they specifically needed to achieve to be able to say yes I can do that… And I think the other one was about explicit teaching and those deliberate acts of teaching, which is actually some new learning really*

> (NS1, CS1, observation 1, teacher interview, March 2009)

Summary of evidence of practice used to categorise Time 3 practice:

- Learning through observations – utilised the student questions from the LPDP phase 1 materials to monitor student learning
- Learning through opportunities to monitor information about students – utilised the student questions from the LPDP phase 1 materials to monitor student learning

Indicative at Time 1 / Strong at Time 3 in 5b) Teachers prepare for a new cycle of learning through identifying new questions

- Identifying new questions – focused lesson on an individual student's articulated need
- Going deeper into puzzles of practice – reflected on failures and strategised ways to improve

Evidence of practice used to categorise Time 3 practice:

By observation 3 CS1 had shifted to strong at Time 3 both in monitoring student learning and in preparing for a new cycle of learning. She clearly noticed the impact of her teaching on students and had developed a mindset of self-regulating inquiry, as noted by the facilitator's feedback following the practice analysis conversation:

> *Truly I can see even in that lesson we saw the other day I can see evidence of that growth, that confidence. The fact that she had based her lesson on a need that had*

been articulated by one of her students and in fact one of the kids you would say was struggling but had enough… sense of agency, to be able to say to her, 'We don't know how to do X, Y, Z and you need to show us.' … Probably she wouldn't have been looking for that information a year ago. She wouldn't have been looking or noticing…her kids; she wouldn't have had her ears open to that.

(NS1, CS1, observation 3, facilitator interview, March 2009)

CS1 had adapted the student questions from the LPDP observation template in order to have meaningful conversations with students on the impact of her teaching on a daily basis. She focused on inquiring into the effectiveness of her teaching everyday and stated that her expectations of her students were high because they needed to be, and she was focused on accelerating their progress. However she was able to notice when her expectations were unrealistic or not well supported by effective scaffolding. After the observation three lesson in which some students struggled to grasp what she was teaching (use of connectives), she stated:

Yes (I would try it again) but not so fast. Yes I am still willing to do that because I think we have to. There is an urgency and I think I need to do that and I have misjudged it this time and what I have learnt is that perhaps I needed to do a little bit more thinking, reflecting about that, and then perhaps the leap wouldn't have been as big and there would have been some scaffolding or something else before it.

(NS1, CS1, observation 3, teacher interview, March 2009)

Implications for Pasifika students

At Time 1, eight of ten teachers in the new schools and one of nine teachers in the existing schools did not yet understand the concept of checking impact of teaching by monitoring student learning. By Time 3 four teachers had shifted to strong and four had shifted to indicative in the new schools and eight teachers had shifted to strong at Time 3 in the existing schools. Patterns were similar for the second indicator, 'preparing for a new cycle of learning'. By Time 3 teachers were identifying specific questions and puzzles about what they needed to know and do to promote improved outcomes for their Pasifika students: essential inquiry if teachers are to cater effectively for the diverse needs of these students.

The implications for Pasifika students under this dimension are provided in Table 5.5 below.

Table 5.5: Assessment of impact and re-engagement in the next cycle: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
5a) Teachers monitor student learning and use that information to notice and understand own impact • Learning through observations • Learning through opportunities to monitor information about students	• Modifying practice from learning conversations about puzzles of practice with regard to Pasifika • Selecting Pasifika students as focus students
5b) Teachers prepare for a new cycle of learning through • Identifying new questions • Going deeper into current puzzles of practice	• Going deeper into puzzles of practice specific to Pasifika

Note that Appendix I is a summary of all these tables.

Concluding comments

Over time, the project made an impact on all the dimensions and with all teachers to varying degrees. Certainly by the end of the existing schools' three years involvement with the LPDP there was consistently strong practice across all dimensions for eight of nine teachers. Teachers who were particularly effective in catering for the diverse linguistic and literacy needs of their Pasifika students were those who readily developed self-regulated inquiry and were willing to learn and apply principled knowledge and practices in their teaching. In particular, teachers who were able to synthesise learning about effective literacy practice from the LPDP with their knowledge of oral language development and effective ESOL practice, displayed exemplary practice. One teacher who exemplifies these particular qualities is discussed in the case at the end of the next chapter.

Chapter 6 : Building knowledge for classroom practice: How did the project and its facilitators assist the schools to make this progress?

Introduction

In this chapter the impact of the facilitators' role and their actions to prompt change in teacher practice are highlighted. It looks at how the teacher improvements were achieved and addresses the second research question of this theme:

What professional development experiences are needed for teachers to understand and utilise such practices consistently across a school so that their students improve their achievement?

Specifically, we look at how the LPDP's facilitators supported the teachers to build their self-regulated inquiry skills, content and pedagogical content knowledge while linking evidence-based project principles to their particular school contexts. We present the themes that emerged through the professional learning sessions and practice analysis conversations that were central to facilitator practice and informed teachers' perceptions of their learning within the LPDP. Within this framework, the facilitators introduced concepts about effective teaching and learning for Pasifika students that were coherent with the LPDP principles. A set of effective facilitator practices is extrapolated and aligned with the indicators of effective teacher practice.

In the final section, a case study provides deeper insight into how a Years 6–7 teacher created specific opportunities for language and vocabulary learning to support her students to be successful readers and writers, and how the facilitator supported her to do this.

Method

Data sources

Chapter 2 provides a description of the data sources for the LPDP Pasifika research project and the theoretical frameworks employed for analysis. The examples we used to exemplify the professional learning drew on interviews with facilitators and case study teachers

following each of 40 professional learning sessions and 48 practice analysis conversations. We observed all 40 professional learning sessions and recorded facilitator and teacher interviews following the sessions. We also observed and recorded all 48 practice analysis conversations, and conducted facilitator and teacher interviews following the conversations. These practice analysis conversations arose from the teacher observations and were concerned with classroom practice, as were most of the professional sessions.

Table 6.1 identifies the key sources for this chapter, and the participants associated with each data type.

Table 6.1: Key data sources and participants

Data Type	Participants
Interviews	Teachers and facilitators
	• 10 teachers in new schools: 23 post-practice analysis teacher interviews following observations
	• 9 teachers in existing schools: 25 post-practice analysis interviews following observations
	• 19 teachers in total: 40 professional learning session interviews
	• Seven facilitators: 48 post-practice analysis interviews and 40 professional learning interviews
Observations	Facilitators (all), 19 case study teachers
	• Practice analysis conversations (48)
	• Professional learning sessions (40)
LPDP documents	• Outcomes Review tool
	• Progress Evaluation tool
	• Database records

The process of identifying and exemplifying themes from the data

First we examined the extent to which the content of the professional learning sessions seemed to encompass and refer to Pasifika students. The purpose of the 40 professional learning sessions over the two-year period of the research was to convey specific aspects of the knowledge and self-regulatory inquiry skills necessary for teachers to better meet their students' learning needs. We coded them in four categories: (i) as having a primary reference to Pasifika students or English language learners; (ii) as having a significant reference; (iii) as

having only a passing reference and, (iv) as having no reference. A primary reference was when the main focus of the professional learning session was on meeting the needs of Pasifika students or English language learners. A significant reference was when strong connections were made between generalised principles of effective teaching and their application to Pasifika students, and a passing reference was when notions of effective teaching in relation to Pasifika students or English language learners surfaced during the course of the professional learning session.

Then, we analysed each practice analysis conversation and each professional learning session interview and used the findings from our analyses to rate the practice analysis conversations and the professional learning sessions against the two aspects of *"process"* and *"building knowledge and self-regulation"*. "Process" related to how the professional learning session or practice analysis conversation was enacted by the facilitator and the teacher, and the degree to which:

- Content and process were checked or not checked
- Theories of practice were made explicit or not made explicit
- Opportunities to reflect deeply on new learning and application to students were created or not created
- Understandings and practices were co-constructed or were one sided and superficial
- Understandings and agreement were checked or not checked
- Clear links were evident between purpose of session and relevance to student outcomes or not evident
- Respectful relationships that encouraged risk taking were evident or not evident.

"Building knowledge and self-regulation" related to the level of knowledge built in the professional learning session or practice analysis conversation by the facilitator and the teacher, and the degree to which:

- Deep content and self-regulated learning strategies were developed, or not developed
- Relevant criteria for effective practice was valid and made explicit to teachers, or were ineffective and assumed
- De- and re-construction of practice was analytical and discussed at a principled level with reasons, or was focused on situation specific strategies
- Transfer of knowledge to classrooms and other situations was explicit, or not

- Expectations for change were explicit and referenced to students, or were at a practical rather than a principled level
- Self-regulated learning strategies to assess the impact of practice on students developed, or no specific reference to ongoing self-regulated learning
- Strong alignment between the facilitator's and the teacher's perceptions of knowledge built, or little alignment.

During the post-professional learning session interviews, we asked facilitators and teachers about the intended learning and their perception of its impact. During the post-practice analysis interviews we also asked the teachers about the professional learning session's relevance to their practice and their intention to change or try something new. Analyses of the professional learning session interviews and the practice analysis conversations using these analytical frameworks enabled the researchers to specify the strength and nature of recurring themes. The themes identified by both researchers in the field drew on all data sources. Then within each theme an examination focussed on what the facilitator did to support teacher learning, practice and change.

Results and discussion

Emphasis on Pasifika students in professional learning sessions

First, with reference to the emphasis of the professional learning sessions on Pasifika students, the analysis shows that half of these professional learning sessions had either a primary reference (20%) or a significant reference (30%) to Pasifika students or English language learners. Just over 40 percent (42.5%) of the professional learning sessions had only a passing reference and 7.5% had no reference.

Table 6.2 summarises this:

Table 6.2: References to Pasifika students or English language learners during professional learning sessions

	Primary reference	Significant reference	Passing reference	No explicit reference
ES1	2	1	1	–
ES2	–	2	1	1
ES3	1	2	1	–
ES4	1	2	1	–
ES5	1	–	3	–
Subtotals	*5*	*7*	*7*	*1*
NS1	–	–	2	2
NS2	1	2	1	–
NS3	1	1	2	–
NS4	–	1	3	–
NS5	–	1	3	–
Subtotals	*3*	*5*	*11*	*2*
Totals	8	12	17	3
%	20%	30%	42.5%	7.5%

Themes emerging through the professional learning sessions and practice analysis conversations

We identified six themes that were evident in the foci of professional learning sessions and practice analysis conversations led by facilitators. These themes were central to both facilitator and teacher practice and informed teachers' perceptions of their learning within the LPDP by Time 3. The six themes evident from the data sources were:

1. Developing an inquiry approach to learning
2. Building content and pedagogical content knowledge
3. Strengthening knowledge of the learner
4. Engaging in explicit teaching
5. Supporting student agency
6. Promoting culturally responsive teaching.

In this part of the chapter, we present each theme and discuss what the facilitators did to support teachers to make progress, followed by examples of practice that teachers developed through the professional learning sessions.

At the end of this section, table 6.3 provides a summary of the facilitator actions that were evident in the data sources as promoting the development of teachers' principled knowledge and practice under each of the dimensions and indicators in the inquiry and knowledge-building cycle.

The themes and what the facilitators did to support teachers' practice

Theme 1: Developing an inquiry approach to learning

At Existing School 2 (ES2), the facilitator's third professional learning session took place in March 2010 and was designed to support Case Study Teacher 1 (CS1) in her inquiry focused on meeting the needs of new entrants and pre-schoolers prior to arriving at school. CS1 as a new entrant teacher had noticed that students arriving at school would benefit from experiencing familiarisation sessions prior to school entry, to enable them to settle more readily into school routines and practices. The establishment of an induction programme had been mooted for some time, and the professional learning session included the case study teacher, the facilitator and the principal co-constructing a way forward for its establishment. CS1 articulated that the facilitator's broad range of experience enabled them to successfully:

- Frame their inquiry around the purpose of the induction programme
- Articulate what they hoped pre-schoolers would gain from it
- Strategise on how to meet the clarified pre-schoolers' needs
- Prompt and support them to establish the induction programme in the short term, rather than it remaining a long term goal:

> Teacher: *So I guess the big thing we gained from having the facilitator involved in that discussion was... the benefit of her broad experience at lots of different schools and the way she focused on different aspects of it and then brought it altogether. I think she did that really successfully: first identifying and talking about the purpose of the induction programme*

> *and what it is we want the children to gain from the induction*
> *programme and then talking about what we would do in order to help*
> *them gain that.*
>
> (ES2, CS1, professional learning session 3, teacher interview, March 2010)

The facilitator also articulated the importance of inquiring into student data to inform the development of the induction programme's foci, as well as the use of teacher resources, such as the *Literacy Learning Progressions*, to support clarification of expected rates of progress:

> *I think the important thing was really to link teacher observations of children's*
> *behaviours and the data that they were gathering from their one month checks to think*
> *about how they could support students to begin school in an environment that was*
> *going to be supportive but also give the teacher a little bit of prior information… And*
> *probably just linking it back to the literacy learning progressions… getting them to*
> *think about catering for diverse needs, and how to use the resources that they have got*
> *in a more beneficial way.*
>
> (ES2, CS1, professional learning session 3, teacher interview, March 2010)

The facilitator continued to support the case study teacher and the principal in their goal of establishing an induction programme, and reminded them of the importance of continuing to inquire into its effectiveness by collecting baseline and ongoing data in order to track progress and make changes as needed.

Theme 2: Building content and pedagogical content knowledge

At New School 4 (NS4), professional learning session 2 (PLS2) took place in September 2009. The facilitator had previously modelled the teaching of a guided reading lesson with each of the case study teachers' students. PLS2 involved the facilitator working with each case study teacher to plan their own guided reading lesson based on student learning needs surfacing in the data, followed by the teaching of the lesson and then joint analysis of the teacher practice transcript to ascertain teacher effectiveness and next steps. Case Study Teacher 2 (CS2) articulated that the facilitator had provided clear guidance and clarification of use of the processing and comprehension strategies, enabling the teacher to build self-monitoring processes to support daily integration of principled practice:

Researcher:	Is there anything you will change in your teaching practice as a result of today's professional learning session either immediately or in the longer term?
Teacher:	I think in the longer term, it will be about always going back to the strategy for each lesson and making sure I follow those processes… I have… gained some knowledge in that area and it's not always easy to do in your day to day.

(NS4, CS2, professional learning session 2, teacher interview, September 2009)

The facilitator supported CS2 during the professional learning session to analyse student data to formulate a teaching goal and to be able to produce evidence for the teaching focus rationale. CS2 had analysed his student data previously and decided on a professional learning goal of teaching students the comprehension strategy of "evaluation". The facilitator checked the teacher's rationale for choice of strategy and co-constructed the planning of the guided reading lesson with him:

Researcher:	I noticed that you and the facilitator both actually analysed those quite in depth?
Teacher:	Yes, using all that evidence from the Probe results, we analysed and went over if I had figured out a good learning intention for those children and we decided, yes that was a good thing to do, which was 'evaluation'.
Researcher:	Ok so you focused on evaluation. So did your students' data reveal that they needed more work around the evaluation comprehension strategy?
Teacher:	Yes it was a major hole in their learning really.

(NS4, CS2, professional learning session 2, teacher interview, September 2009)

Case Study Teacher 1 went through the same process with the facilitator and articulated that she found his modelling of questions to students during the modelled guided reading lesson of particular value in clarifying how to effectively question:

Researcher:	Is there anything that you will change in your teaching practice as a result of today's session?
CS1:	I think it is the way he (the facilitator) phrases the questions. I love the way he puts the questions.
Researcher:	You mean questions for students?

CS1:   *To students yes, because sometimes it can be really hard to phrase it in the right way that you are not giving away the answer but equally it is not so wide open they won't understand it. But he has a lovely way of phrasing questions.*

Researcher: *You think that you will work at that in your own teaching?*

CS1:   *Yes.*

(NS4, CS1, professional learning session 2, teacher interview, September 2009)

At the end of 2010, both case study teachers articulated that the facilitator's modelling of an effective guided reading lesson, coupled with individual support to analyse data, use of it to inform teaching goals, and teaching of the lesson followed by collaborative deconstruction of the lesson transcript, supported the teachers to notice where they most needed to make changes to practice. Both teachers reported that this professional learning experience produced the biggest impact on changing their practice, enabling them to take risks and trial new learning:

With this facilitator I felt that we could experiment, that we could go out of the box, that he was much more into drawing out what you could out of the children and it was about your relationship and building up trust that they could take risks... I definitely felt confident to take risks with the facilitator and he talked us through it and I felt he encouraged you, hey just try it if it didn't work, it didn't work, try it.

(NS4, CS2, professional learning session 4, teacher interview, September 2010)

Theme 3: Strengthening knowledge of the learner

Existing School 1's first professional learning session in 2009 was on "Knowing the Learner". Each of the case study teachers participated in the professional learning session in their syndicate groups. The facilitator focused first on clarifying the purpose of focusing on knowing the learner and then on building principled knowledge of teacher practices to strengthen knowledge of the learner, including:

- Developing understandings about use of "wait time",
- Supporting oral language development
- Creating opportunities for first language utilisation to support teaching and learning
- Creating learner connections by finding out what the learner knows and can build on at school, for example, music, the family, the market, texts with relevant experiences, and others.

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- Introducing teacher resources that supported the focus and exemplified effective teacher practice, for example, *ELP, ELLP, Learning through Talk*
- Co-constructing the learning conversations to enable teachers to share their own ideas around incorporating knowledge of the learner in classroom practice.

Case Study Teacher 1 articulated the important ideas in the post-professional learning session interview and that she was prompted to create opportunities for utilisation of first languages in the classroom, both for her Mandarin speakers and also for her Samoan speakers, in order to actively teach for transfer. The professional learning session was clearly co-constructed and prompted CS1 to examine her beliefs and practices in relation to first language utilisation in the classroom:

Teacher: *The key message for me was the importance of knowing your students, their prior knowledge, their cultural background and utilising that in an explicit way to enable students to make links into their future learning and what you are going to be actually doing with them….*

Researcher: *So you were actively promoting opportunities for transfer of that cognitive knowledge?*

Teacher: *Absolutely and all I could think of to myself was how could I have been so stupid not to have used this? So I allowed the others if they want to speak in Samoan, I have actively gone out and encouraged them if they want to. But with those two there was no choice, it was, "This is what you will do," whereas with the others it is more choice because they have much more English.*

(ES1, CS1, professional learning session 1, teacher interview, September 2009)

The facilitator articulated that she wanted the teachers to view their students' linguistic and cultural capital through additive rather than subtractive theorising, and to inquire consistently into a broader range of evidence to build their knowledge of their learners:

It was really about making the links… particularly using that inquiry diagram because we have used that a lot, but we have really used it in a very narrow focus… And going from so what are the strengths that you have identified and what are the needs and how do we try and use those strengths? So that was really what I wanted to keep pushing today was to come from the aspect of knowing your students and knowing it as a strength rather than knowing it as a need and how to make those connections.

The strategies that were shared were underpinned by theory from key teacher resources that the facilitator explored with the teachers, including *ELP, ELLP* and the *Learning through Talk* texts. Case Study Teacher 2, a Samoan teacher, expressed that she was "hugely gratified" that a professional learning session was focused on knowing the learner and on valuing and validating the knowledge and languages that Pasifika and other students bring with them to school and articulated the value of emphasising 'first language maintenance' with Pasifika parents. She stated that the facilitator foregrounding the cultural and linguistic capital of Pasifika students and others through the PL session would challenge teachers to re-examine their expectations and beliefs as they may have previously believed that Pasifika students came to school with "nothing".

Finally the facilitator articulated the important ideas that informed the professional learning focus, stating that it had developed out of the school's last Outcomes Review and grew from an inquiry into how to support oral language development:

> *So for me the important messages in today's session were irrespective of whether you are just looking at literacy as in reading and writing or whether you were just looking at effective pedagogy: one of the important starting points is knowing your students and that came about because the school management and the literacy team were thinking about the outcome review which we did in June. The big thing that came out of that was: teachers felt that what was holding students back, was the oral language. Then the more we looked at the oral language it was more thinking about "Well how are we actually enabling our students to use what they already know in situations in the school?"*

The facilitator was able to lead an effective professional learning session that arose out of a school wide inquiry and that supported teachers to develop an inquiry habit of mind about their own beliefs in relation to knowing the learner as well as the development of self-

regulating practices that supported oral language development and first language utilisation in classrooms.

Theme 4: Engaging in explicit teaching

At New School 3 (NS3), professional learning session 1 (PLS1) took place in June 2009. The PL session was a whole school staff meeting on the use of learning intentions and success criteria to focus teaching and form professional learning goals. The development of the learning intention and success criteria were informed by evidence of students' needs surfacing in the data. Both case study teachers clearly articulated the learning gained from the session and the intended change to their practice:

> *Yes it was really emphasising the importance of explicit learning intentions in order to drive learning forward, but also not just about success criteria as to what it will look like when the children are achieving it, but also the idea of co-constructing the success criteria with the children so that they have got ownership of it as well.*
>
> (NS3, CS2, professional learning session 1, teacher interview, June 2009)

> *Researcher:*   *Is there anything you will change as a result of this session?*
> *CS1:*   *I'm looking at the data she gave us today from this handout and about the girl and all the different children that she had… I've been trying to think more explicitly about what my learning intentions are going to be, but maybe… not thinking as much about the success criteria. So for me the next step will be linking those two together and trying to monitor how they go together and how can I assess them and from the children how can I see if that has actually worked?*
>
> (NS3, CS1, professional learning session 1, teacher interview, June 2009)

CS2's explicit teaching focus was to co-construct the success criteria with her students, which up until then had been done haphazardly:

> *I mean for me I think the co-construction of the success criteria with the children is something that I really have to be very conscious of, because I would say I am very haphazard with that at the moment and although I do it sometimes more in guided writing than guided reading. You know, I am aware of what the success criteria would be and share it with the children, but not necessarily have them take an active role in co-constructing something.*

CS2 also articulated that the most powerful moment for her during the PL session was when the facilitator shared the schools' student achievement data, which had not previously been owned or used by teachers to inform teaching:

> *I guess I felt it was major in terms of I thought it was very powerful when the facilitator shared with us the data was from our school. It was our data: that is what we are looking at and at that point I certainly felt in the room that there was actually a bit of a shift in terms of - what we are doing, we are looking at the data and we are getting our learning intentions from real evidence. It is not just punched from the air because we think the children might need this.*

Both case study teachers articulated that their professional learning over the previous six months, particularly in analysis of data to inform teaching and in developing knowledge and use of the deliberate acts of teaching had clearly impacted their teaching. They also articulated that the facilitator was particularly adept at monitoring, probing, and guiding the learning during the professional learning sessions, as well as providing guidance in the use of teacher resources to support self-regulating teacher inquiry and the development of new ways of thinking about teaching and learning:

> *Researcher:* *Let's look at key idea 3 – teachers need to understand why they are focusing on particular content and or processes and how they will use them. So this is about understanding why you focus on particular content or processes.*
>
> *CS1:* *To me it was a major focus.*
>
> *Researcher:* *And how do you know it was a major focus?*
>
> *CS1:* *... Some of the things K_ and I were discussing, the facilitator came along and redefined it, just look here and even asked probing questions and what are you trying to pull out from this?*
>
> *CS2:* *I think what has been really invaluable over the last six months… is that we have gradually been building up a knowledge base and doing work with the facilitator and exploring data and using the evidence. But actually we can't unpack that evidence unless we have got the knowledge of the processes and the content and actually what the bigger*

picture. You know, in terms of: What are the comprehension strategies? What are the processing strategies? What is it that we actually have to do, those deliberate acts of teaching so that we can actually teach the skills?

(NS3, CS1 & CS2, professional learning session 1, teacher interview, June 2009)

The ability of the facilitator to clearly articulate the learning and, to carefully monitor individual teacher progress in relation to that learning, through small group tasks was evident both in the facilitator's report and in the interactive teacher conversations during the PL session. The facilitator also highlighted the importance of using more that one data source as evidence to inform teaching:

Key ideas for today were that evidence informs the learning intention. The learning intention helps make the learning explicit and success criteria are the signposts to helping students achieve the learning intention. The key point for today was that the students' data or evidence from the students is used to inform the learning. So it was actually a big picture look that I wanted and in addition to that I wanted some micro messages, that the learning intentions and success criteria were task aligned, that drawing information from more than one set of data is crucial to inform the learning. Those are the key ideas really and also that thinking about the planning. You might have students on exactly the same level of text, but in fact the learning determines the learning intention, the teacher prompts, and the task that you set and we gave examples of that, and that took a lot of planning. The learning is determined by the evidence so it is bigger than data because in fact the model that I had was normative data, the running record and 'what I notice' and it is really important to have those three.

(NS3, professional learning session 1, facilitator interview, June 2009)

Theme 5: Supporting student agency

At Existing School 1(ES1) professional learning session 4 took place in August 2010 and was focused on supporting metacognitive learning, and on building teacher practices to enable students to develop self-monitoring and self-regulating strategies. The case study teachers' comments following the PL session highlighted that developing self-regulating student behaviour requires teachers to actively plan and teach metacognitive strategies, and that for some teachers, this involves new learning, and new ways of thinking:

What were the important ideas in the session for you?

CS1: *The important message was that metacognition doesn't happen by chance. It has to be structured for students; that was probably the key message that came through from what we did. Then we did some other work around what that would look like and what we would see.*

CS2: *For me the key learning or the important ideas that I got from today's session with the facilitator was the fact that you have actually got to teach… children what metacognition is and for me that was just like "Oh yes". When the facilitator shared "Well you actually need to teach the children the different stages of being a metacognitive learner." What she said was "You have got to model, say the strategy in your think aloud and then you have got to model it for the children and get the children to practise." So the key idea for me today was: we actually need to teach the children how to be metacognitive thinkers.*

(ES1, CS1 & CS2, professional learning session 4, teacher interview, June 2009)

CS2 articulated that she hadn't really thought about the concept prior to the PL session, or that she should be teaching students ways to monitor their thinking and their learning:

So CS2 do these ideas have any relevance to you in your teaching situation?

CS2: *Absolutely like I said before it didn't really occur to me that I have to teach my kids to think. I know that sounds awful but to really think about, I mean I always ask "How did you get that answer in maths? Can you show me another way?" and for some kids it is just "Oh I know the answer", "But ok well can you show me how you got that answer?", "But I just know it Miss." So today it was like the light had gone on, hey you actually need to peel back and teach the kids. So it does have absolute relevance to my teaching situation* **because it lets them in on the secret***… and so I went back after morning tea and then I just did this whole session on metacognition: being a metacognitive thinker and learner.*

CS1: *And did you use the word?*

CS2: *I did, I used the word and I set the challenge. I lay the challenge down to my class today. I want every single one of you, all 25 of you to go home today and tell someone in your family mum, dad, uncle whoever you live*

with tell them you learnt a new word and its definition and then give

them the example, metacognition: 'thinking about thinking'.

CS2 also articulated that she was particularly challenged by the facilitator sharing about Gadd's (in press) PhD research, which focuses on highly effective teachers and their use of metacognitive questioning, to develop self-regulated learners. She articulated that she was determined to become one of those teachers:

CS2:   *For me definitely, I learnt something very important today from the facilitator. She was sharing about Murray Gadd, who is doing a PhD, and his study has found that the difference between an effective, and a highly effective teacher is - the questioning from the teacher. And I was thinking, "Yes that is what I am going to work on so that I can become a highly effective teacher!"*

CS1:   *In the short term?*

CS2:   *Yes immediately! The level of questioning and I know that anyway, that any sort of guided reading session it is not dumbing down, but often I don't ask enough higher level thinking questions. It is always literal stuff whereas I should really be pushing my kids and I have such high expectations. So you know, the sky is the limit. So that is definitely going to in the longer term of course, it is not going to happen overnight, but it is definitely something that I am going to aspire to and work towards making my questioning a lot more specific, a lot clearer to generate these amazing conversations and discussions to get the children thinking about their thinking... And the difference between an effective and highly effective teacher is, that when teachers begin asking the right questions, children become a lot more self-monitoring and self-regulatory.*

The facilitator supported learning through the professional learning session by:
- Supporting teachers to articulate their thinking
- Providing tools to refer to, to build their knowledge
- Scaffolding the learning tasks

- Modelling appropriate strategies
- Encouraging interactive dialogue and problem solving
- Supporting teachers to take risks with their learning
- Demonstrating expertise across a range of levels.

Teacher perceptions of the evidence of facilitator effectiveness in relation to these practices were based on their three years professional relationship with the facilitator:

Researcher: *So how did that respect show itself within the session?*

CS2:   *We were all actively listening, actively participating in the discussions.*

CS1:   *Given the opportunity to speak and in today's session, the facilitator I think is a master at this scaffolding the task.*

CS2:   *She is indeed.*

CS1:   *She really is a master at her craft. I just think she is a superb facilitator absolutely.*

CS2:   *Yes.*

CS1:   *She has the ability to model. She does all the things that we are supposed to be doing. She has that modelling of what it is we are after. She scaffolds you through the task, then she sits and lets you talk about it together and then she will add something...*

Researcher: *Build on what you say?*

CS1:   *Yes and she can give you some good examples or she will question to get more information. She does all of those sorts of things brilliantly well.*

CS2:   *Yes professionally and non threatening, it is very safe…*

    ES1, CS1 & CS2, professional learning session 4, teacher interview, June 2009)

Theme 6: Promoting culturally responsive teaching

At ES3 over half of the students in Case Study Teacher 2's class of Years 7–8 students were Pasifika, with many others being new migrants for whom English is an additional language. Case Study Teacher 2 described how she used students' first languages as resources for learning. She was careful to provide opportunities for students to process their thoughts in their first languages, believing that this was essential if students were to make connections to their prior knowledge:

One of the examples I would use is making connections to my prior knowledge. You know, if I am reading a text and then when kids are writing down their prior

knowledge, spelling or not being able to get their ideas down in English has been a hindrance. So it is saying to kids, just write it down in your own language or talk to each other in your own language if you can't write and then afterwards we will try to work out what that means in English. ... It has really made me think about wait time. I know we always talk about wait time, but thinking about the process kids go through, hearing it in English, translating it into their home language and then translating it again into English in their mind and giving it back.

(ES3, CS2, literacy leader interview, May 2010)

Case Study Teacher 2 is Samoan, though not a fluent speaker of the language. She was one of the few teachers who could describe using the Tupu readers as a resource for learning in the classroom:

Some of the (Tupu readers) we have used by just using the pictures and getting kids to write, but working with, not so much now – I don't have any kids who speak Samoan and Tokelauan who are kind of new from the islands anymore – but when I did have those kids, it was good to just talk it through with them. Because I can't fluently speak the language but I can still understand what is there and then give it to them in English. So it was good to try to do guided reading sessions with them using those [resources] and it was motivating for them and good for them to take them home, too.

(ES3, CS2, literacy leader interview, May 2010)

Case Study Teacher 2 also used her students' world knowledge as a resource for learning and integrated literacy and language learning with topic learning. Following the final observation lesson, both groups of students talked about recent topic work where they had shared their cultural knowledge, for example, about music and dance. A Tokelauan student told the researcher that he had learned, "That not only Pacific Islands do tattoos, because Philippines and Burmese people - they have tattoos too, traditional ones." A Taiwanese student commented, "I never knew that, I am not sure if it is Samoan or Māori, they have this tattoo starting from here to the neck, the tattoo is really big and it represents their culture. It is really cool." When asked about this learning, this student said, "Yes, that was really good, because we can share our cultures, what is happening in our cultures, that we are proud that we are from that country. It is really good because we can share ideas."

At Existing School 1 the facilitator articulated the strategies that she and the teachers co-constructed from their discussion on knowing the learner during professional learning session 1. The focus was on inquiry to discover more about students' linguistic and cultural backgrounds, in order to connect school learning to existing knowledge:

> *So for some of them it was the fact that they were going to put students who had similar first languages together to see if that made a difference. For some of them it was putting their hesitant speakers together irrespective of their first language to see if having two less keen participants actually placed that expectation. For some of them it was that they were going to use the 3, 2, 1 so that gave them opportunities to prepare and see if they could fine tune it. For some it was simply talking about doing the donut with sentence starters so that it was an opportunity; very focused talk but then having multiple opportunities… So handing over some of that ownership. So they (the teachers) have actually done quite a bit on it.*
>
> (ES1, CS1, professional learning session 1, facilitator interview, observation 1, September 2009)

The facilitator also stressed that she wanted the teachers to consistently inquire into a broader range of evidence to build knowledge of their learners and to identify students' strengths:

> *It was really about making the links that hopefully they have had in many other ways and just thinking about particularly using that inquiry diagram… And going from so what are the strengths that you have identified and what are the needs and how do we try and use those strengths? So that was really what I wanted to keep pushing today was to come from the aspect of knowing your students and knowing it as a strength rather than knowing it as a need and how to make those connections.*
>
> (ES1, CS1, professional learning session 1, facilitator interview, observation 1, September 2009)

At New School 1 the case study teachers expressed that incorporation of cultural knowledge was a strong teacher practice that the facilitator was able to build on during the professional learning session:

> *CS2: So we presented some information about teachers understanding cultural diversity; catering for diversity. We had evidence of that in the interviews and we found that was a strength.*

Researcher: *Do you think that through this session that this was another way the facilitator was communicating the importance of the need for that informed knowledge?*

CS2:   *She was very strongly presenting the idea that our teaching needs to be based on...*

CS1:   *Needs, children's needs.*

(NS1, professional learning session 2, teacher interview, September 2009)

CS2 taught senior students and actively encouraged them to use their first languages, especially to support students who were new to New Zealand. She was a fluent speaker of Te Reo Māori and showed a keen interest in her students' Pasifika languages and cultures, by creating space for their incorporation into class routines:

I really value the contribution of the translators. I think they are really special people in the class and I try to make sure that the children understand how much them speaking their language in the classroom is valued.

Her students' responses showed that they understood and appreciated this message:

Student 2:   *I am really proud of my culture, and sometimes I want to show that I am proud of it by speaking [my language] in class… There are some kids in our class who don't know how to speak English fluently so I have to speak Samoan to them in order for them to understand what is happening. … At the moment, she put me in a group with a boy named J__ who doesn't speak English that well. She put me in there so I could help him with his learning. … He has only recently moved here.*

Researcher: *So what sort of thing would you do for him?*

Student 2:   *Like if his teacher aide or the person who is helping him read, can't say stuff to him that he can understand, then she might ask me to translate it for him. …*

Researcher: *What is your teacher saying to you by getting you to use these different languages?*

Student 3:   *She encourages us to speak our language. She doesn't want us to forget it, but at the same time she wants us to learn more.*

Student 1:   *She is encouraging us to show our culture.*

Researcher: *And do you think that is a good thing?*

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Students: *Yes.*

Researcher: *Why is it good?*

Student 2:   *Because we have a teacher who lets us speak our language in our class and she understands or she sometimes uses our languages to speak to other kids. Like if she is encouraging J___, the boy who recently moved to New Zealand, she would say in Samoan, 'good work'. And it is encouraging, because every time we speak, she gets phrases that she can use to encourage other kids.*

(NS1, CS2, student interview, October 2009)

Two of the students in this group of three talked about how they memorised Bible verses for recitation during family prayer times and as part of White Sunday. They articulated their use of this skill to facilitate their own learning. One student said it had helped when taking part in a school play. Student 2 explained how it helped him learn English:

I was born in Samoa, and came to New Zealand in 2000, and when I first came to this school I found it hard to read books because I was only … five and I didn't understand English. So I tried to listen to the teacher all the time to hear words and how she pronounces the words, and as I got older I knew how to speak English and I learnt how to memorise verses from home and I brought that [ability] to school.

(NS1, CS2, student interview, October 2009)

The indicators and what the facilitators did to support teachers' practice

The researchers developed a set of effective facilitator practices from evidence in the professional learning session interviews and practice analysis data and aligned them against the teacher practice indicators under the dimensions of the knowledge-building and inquiry cycle. These facilitator practices are aligned against the teacher practice indicators in Table 6.3.

Table 6.3: Indicators and what the facilitators did to develop teachers' practices

Teacher practice indicators	How this was developed (what the facilitators did)
Identifying valued outcomes and student learning needs	
1a) Teachers gather, analyse, and use data	• Undertaking needs analysis
• Knowing appropriate tools for purpose	• Interpreting and using assessment tools – building shared understanding across syndicates and schools.
• Creating opportunities to gather evidence (to check things, monitor own assumptions)	• Building responsiveness to a range of evidence
• Being able to analyse data	• Moderating assessments including exemplars, asTTle
• Being responsive to a range of evidence (achievement data, but also other sources)	• Selecting target students and discussion around how to meet their learning needs and accelerate their progress
• Using data to identify what students need to learn – establish and monitor goals	• Helping teachers to develop appropriate expectations and to select the specific instructional practices that will help meet those expectations (for example, feedback and feed forward)
	• Coaching teachers through analysing data, designing and delivering a lesson
	• Using moderation to build shared understandings
	• Drawing attention to normative expectations in tools, LLP and ELLP
1b) Teachers set high expectations for student learning	• Reinforcing the bigger purpose of ensuring all students have the literacy and language skills they need to access the curriculum
• Ensuring goals provide the stepping stones to success	• Building an understanding of normative expectations for students at different year/curriculum levels
• Questioning own assumptions about Pasifika students and ensuring they do not interfere with assessment of student achievement	
• Challenging others' deficit thinking	• Challenging assumptions and deficit thinking
1c) Teachers include students in planning and evaluating their learning	• Undertaking student interviews
• Developing learning intentions and success criteria	• Undertaking practice analysis conversations and exploring whether students own the goals and can self-regulate their learning

Identifying professional learning needs

2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress, etc.

- Undertaking needs analysis
- Helping teachers notice what they're doing
- Ensuring content of professional learning is responsive to needs, for example,:
  - Emerges from observations
  - Developed in consultation with lead team – where they see needs
  - Explicit links generally made at start of PL sessions to where the need came from

Engagement in PL to deepen knowledge and refine skills

3a) Teachers are reflective practitioners

- Setting and discussing their learning goals through observations
- Keeping reflective journals, folders, note taking
- Engaging with learning materials for teachers (for example, ELP), including those relevant to teaching and learning for Pasifika students (for example, ESOL resources) and using them strategically in their practice

- Building teacher pedagogical content knowledge (PCK) through professional learning sessions
- Linking specific context to broader principles
- Using resources that match the need and capture the principles in strategic ways (for example, ELP, ELLP)
- Modelling and coaching
- Making constant connections between bigger principles and specific practices and students so teachers can put principled knowledge into practice (in PACs and in PL sessions)
- Targeting support where teachers have a particular need
- Answering specific questions from teachers

3b) Teachers participate in a professional learning community (PLC)

- Participating actively in professional learning groups, team/monitoring meetings
- Solving problems collectively with peers around teaching and learning

- Checking assumptions and ongoing perceptions about teacher knowledge (initial leadership interviews, pre-observation conversations, PACs, PL sessions)
- Setting expectations that teachers will record their learning journey
- Making explicit connections between sites of professional learning
- Surfacing teacher knowledge from the start (scenarios, initial interview) and monitoring its

growth (scenarios + outcomes review)

- Challenging teachers' beliefs about appropriate instructional practices (in PACs)

Engagement of students in new learning experiences

4a) Teachers use student data to:

- Building knowledge of the learner

- Planning instruction (including identification of the purpose)

- Adjusting instruction (catering for diversity)

- See above – use of data

4b) Teachers explicitly teach strategies for written language

- Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students
- Developing clear intentions and criteria with regard to these strategies

- Providing professional learning sessions that build knowledge of strategies and link to own students, for example,

- Introducing oral language book

- Engaging in mini inquiries into strategies

- Prompting the use of student interviews to check teacher effectiveness

4c) Teachers explicitly teach language and vocabulary

- Scaffolding opportunities for student talk

- Explicitly teaching language features

- Explicitly teaching academic vocabulary

- Providing language experiences

- Building knowledge of the learner through professional learning sessions to strengthen connections between home and school learning

- Building teachers' knowledge about the importance of supporting first language maintenance

- Building teachers' knowledge about use of first languages to support learning

- Selecting resources to build teacher knowledge for example, ELP, Making Language and Learning Work DVD

- Helping teachers plan lessons

- Focusing professional learning sessions on the ways in which teachers can teach literacy across the curriculum

- Focusing practice analysis conversations where facilitators and teachers discuss the ways in which teachers can teach literacy across the curriculum

- Supporting teachers in the strategic use of student materials to facilitate students' literacy and

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4d) Teachers make meaningful connections

- Making meaningful connections to purpose

- Making meaningful connections to prior knowledge including linguistic and world knowledge

- Making meaningful connections to concepts within the text (for example, through text selection or explicit teaching)

- Developing oral, reading and writing links

- Making meaningful connections to learning within other learning areas

- Making meaningful connections to other learning opportunities (within as well as out of the observed lesson)

- Making meaningful connections to context (to ensure learning is authentic)

- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs

language learning

- Introducing the *Learning through Talk* text

- Providing guidance through professional learning sessions, coaching and modelling sessions, and practice analysis conversations on development of teacher knowledge and practices in relation to making connections

4e) Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency

- Ensuring students understand the purpose of the learning

- Ensuring feedback focuses on the learning purpose

- Promoting metacognitive awareness/student self-monitoring

- Encouraging student-initiated interaction with teacher

- Providing opportunities for peer (student/student feedback)

- Sharing the codified knowledge of how to participate in the classroom discourse

- Prompting through professional learning sessions, and practice analysis conversations on development of teacher knowledge and practices relating to developing student agency

4f) Teachers cater for diverse learning needs

- Differentiating learning intentions and success

- Prompting teachers about the kinds of questions they could ask to monitor student learning

- Prompting about what to look for in student work

criteria

- Differentiating instruction

- Differentiating feedback

- Using practice analysis conversations to help teachers notice the impact of the lesson as they conduct it

Assessment of impact and re-engagement in the next cycle

5a) Teachers monitor student learning and use that information to notice and understand own impact

- Learning through observations

- Learning through opportunities to monitor information about students

- Supporting teachers to use learning from observations to reflect on their teaching

- Supporting teachers to use monitoring meetings to learn from and with each other

- Referring explicitly to what has been learned through observations and monitoring meetings and working with teachers to help them plan next steps based on this information

5b) Teachers prepare for a new cycle of learning through

- Identifying new questions

- Going deeper into current puzzles of practice

- Establishing systems

The following case study provides exemplification of both teacher and facilitator practices to support valued outcomes for Pasifika students, particularly in regard to developing language focused literacy teaching and independent, self-regulating students.

Case study: Language-focused literacy teaching at ES5

Case Study Teacher 2 (CS2) was deputy principal and Years 5/6/7 teacher at ES5, a middle sized 'existing' school, with a diverse population of approximately 300 students, half of whom were Pasifika of which Tongan was the largest group, followed by Māori then other Pasifika groups, followed by students of European and Asian descent. CS2's effective literacy practice was evident in the student achievement results, which show accelerated rates of progress in reading and writing and over 80% of students achieving at or above expected national levels for Years 7 and 8. Māori and Pasifika students made double the rate of progress in comparison to national average mean scores in reading, and more than triple this rate for writing (ERO Report, June 2010, p.3).

The researcher collected data from three rounds of teacher observations at ES5. In 2009 two observation lessons were conducted in CS2's classroom. Both observation lessons were

reading focused. In 2010 one observation lesson was conducted in CS2's classroom and was reading and writing focused. CS2 stated during the teacher interview after observation two, that she had been able to weave and synthesize new learning through the LPDP with previous learning from her TESSOL training. It was evident from the pre-observation conversation during observation one, that CS2 was responsive to a range of evidence and had very specific knowledge of her students' language and literacy learning needs:

Facilitator: *Ok so tell me what you are aiming to do in this lesson.*

Teacher: *In this lesson the children are learning how to summarise and this has come about because our asTTle data showed that finding information and understanding what they read was a need for improvement for the children. So - and set in the context - it ties in with our topic work where the children are now finding information, doing research and stuff and so they need to summarise and I have noticed that it is a skill that they really need to develop. So I am tying it in with the reading.*

(ES5, CS2, observation 1, pre-observation conversation, May 2009)

CS2 clearly made connections between reading/writing and other curriculum areas. She did this by planning for it to happen during lesson time but also through ongoing learning conversations with students in other curriculum areas such as their social studies or science topic study. She purposively connected her reading texts and writing purpose with current topic studies, for example, explanation writing with science topics such as "Black Holes" or "Native Gardens":

Facilitator: *In this preliminary context information we have got the aim of the focus, you said it was summarising. So where does it fit, is this a new learning intention or have they done some (work on it before?)*

Teacher: *They have started on it but the thing is I need to keep revisiting and working on it because while we do this in reading time, writing also necessitates a bit of information gathering because we are doing explanation. So the text is chosen so that they can find information, which will lead onto them writing their own explanation about a 'Black Hole' and the other thing is they are also in the process of finding information about our native gardens. So when we do Internet searches there's loads and loads of information. Just yesterday somebody said I can't write everything down and I said perhaps you might think about*

what we are doing in reading. And the child said 'Oh yes summarise, that is what we need to do - summarise. So that is what I try to do, merge the two.

<div style="text-align: right">(ES5, CS2, observation 1, pre-observation conversation, May 2009)</div>

CS2's strength in explicit language teaching resulted in sophisticated language production by her students. Her skills included both teacher modeling and use of communicative tasks to create opportunities for negotiation, hypothesis formation and fluency development: particularly in cognitive academic language proficiency (CALP): the academic language of the curriculum:

CS2:	*Now one of the main things that we are looking at so we are not retelling the whole thing in a long winded way; we are doing a...*
Students:	*Summary.*
CS2:	*So in a summary you are retelling in a...*
Students:	*Nutshell.*
CS2:	*It needs to be in a nutshell. Who can tell me what nutshell means? What should it look like?*
Student:	*It is like - short and sweet.*
CS2:	*Short and sweet ok.*
Student:	*Or short and sharp.*
CS2:	*Short, sharp and sweet. Very good. Student I heard a word?*
Student:	*Precise.*
CS2:	*If I say it has to be precise what does that mean?*
Student:	*It means like right on the dot.*

<div style="text-align: right">(ES5, CS2, observation 1, lesson, May 2009)</div>

In observation lesson two, CS2 again used in-depth knowledge of her students' literacy needs to refine her lesson focus, to link to other curriculum areas and to provide an authentic context for learning:

Facilitator:	*What's the purpose of the lesson with the students today?*
Teacher:	*They are learning how to evaluate.*
Facilitator:	*To evaluate what - ideas in text or something like that?*
Teacher:	*Information they read and it is more making judgments, forming opinions and being able to justify using evidence.*

<div style="text-align: center">170</div>

Facilitator: *So I am writing evaluate information, make judgements with justification. So tell us about the group, what class levels are they?*

(The teacher provides a detailed description of the students' learning needs based on evidence from their asTTle data)…, then:

Facilitator: *So why did you choose evaluation as a strategy?*

Teacher: *It is looking at them being able to form opinions, to be able to articulate and evaluate. One of the things that they need to be able to do is distinguish between what is fact and opinion and what is useful and what isn't. And we are doing it around an inquiry for them to be able to put in a proposal to the Board of Trustees in order for us to get some heat pumps. Our topic is 'How to become energy efficient at school'. They need to be able to do all of those things and this is a way forward for them.*

(ES5, CS2, observation 2, pre-observation conversation, November 2009)

CS2 began observation lesson two by supporting her students to make links with their prior literacy knowledge. She made the point that before co-constructing the success criteria, the students needed to make connections with their own understandings of the terminology in order to strengthen their perceptions of the concept:

Teacher: *This morning we are going to learn how to evaluate. Now before we go into our success criteria of what evaluating would look like I want you to think about a time when we actually evaluate in our classroom. Ok Student 1?*

Student: *Our goals.*

Teacher: *We evaluate our goals. Now when we are evaluating our goals, what are we trying to do? Student 2?*

Student: *Make a judgement or form an opinion if we have succeeded.*

Teacher: *So evaluating then is saying or forming a judgment.*

Student: *Or an opinion.*

Teacher: *…So making a judgement or forming an opinion, when you are doing this opinion - who can describe to me what opinion means?*

Student: *What you think.*

> *Teacher:*   *It's about our thinking ok.*
>
> <div align="right">(ES5, CS2, observation 2, lesson, November 2009)</div>

The teacher continued to interact with students through a genuine learning conversation, which probed and extended their ideas in relation to 'evaluating'. The teaching of the language (or vocabulary) required to complete the task - was central to the lesson focus and was woven seamlessly into her dialogue. Through this explicit focus on language, CS2 provided particular prompts or speaking frames that enabled students to articulate their learning. She also provided opportunity for 'student-to-student' talk to enable fluency development and time for students to process and articulate their thinking:

> *Teacher:*   *So for today's lesson there are two catch phrases that we are going to use to show our evaluation and one is going to be 'I think that' and the other one is…*
>
> *All:*   *'In my opinion'*
>
> *Student:*   *'Because'*
>
> *Teacher:*   *Who can tell me why we need to have that 'because'? This may be a good time to say why you need to have 'because'. Do a 'Think pair share' on why we need to have 'because'.*
>
> *(Students 'Think, pair, share')*
>
> *Teacher:*   *3,2,1, now when we do this 'because' - that is providing what…?*
>
> *Student:*   *Evidence.*
>
> *Student:*   *Or proof.*
>
> *Teacher:*   *Or proof and when you are trying to prove something it is called?*
>
> *Student:*   *Justifying.*
>
> *Teacher:*   *Justification, that 'because' is your justification of what you do, all right?*
>
> <div align="right">(ES5, CS2, observation 2, lesson, November 2009)</div>

CS2 continued to 'amplify' rather than 'simplify' the literacy terminology students needed to make sense of the lesson focus, thus enabling them to become participants in the use of the codified knowledge of the classroom:

Teacher:	Now where does this justification or the evidence come from? Where should the evidence come from?
Student:	Prior knowledge.
Teacher:	Our prior knowledge, what is our prior knowledge? Who can tell me what prior knowledge is?
Student:	The things that you already know.
Teacher:	The things that we already know to do what...?
Students:	To recognise what we are learning.
Teacher:	So that is your prior knowledge.

<div align="right">(ES5, CS2, observation 2, lesson, November 2009)</div>

During the post-observation teacher interview, CS2 articulated her beliefs around what is important in the teaching of vocabulary. She explained that students should be provided with opportunities to make connections with 'technical vocabulary' and that vocabulary instruction should be amplified rather than simplified:

In this lesson did you explicitly teach vocabulary and what are the important things that you take into account when you do teach vocabulary?

Teacher:	That they get the exact word; I don't try to baby it down for them and I think the kids say 'dumb it down', but I don't do that. I do introduce them to the vocab that they need to be successful, the academic learning language that they need and then I amplify it with the other words that they would know. And I do that throughout, no matter what it is, whether it is numeracy or literacy - that thing happens across the board. Language is power and they need all the power that they can get.
Researcher:	This next question just asks about whether you did any explicit teaching around language structures. What I noticed was your use of speaking frames in order to form evaluative statements.
Teacher:	It sets them up for success too because they know that is how they need to phrase it 'in my opinion', 'because' and that 'because' will build in the justification part and sometimes if you do give them that lead - it is not just 'I think in my opinion', but it gives them a multiple perspective on how to phrase these sentences too.

<div align="right">(ES5, CS2, observation 2, teacher interview, November 2009)</div>

The teacher's thinking on what was important in the teaching of reading and writing was confirmed during the student focus groups interviews by the responses to the questions:

Can you tell me more about what helps you to learn? What helps you to become a better reader/ writer?

Students: *The teacher: because she gives us hints and clues but she doesn't give it away because she knows that we already have the answer.*

The teacher answers our questions.

We ask questions so we can clarify.

There are no dumb questions.

Oh yes and nobody laughs at anybody.

And there's no right and wrong questions and you have evaluative questions and some convergent questions and some recall questions, rhetorical questions, divergent questions, I know lots from my teacher."

(ES5, CS2, observation 2, Pasifika group interview, November 2009)

The students also talked about the importance of a good relationship between teacher and students, with a common thread being a relationship focused on learning, underpinned by mutual trust and enablement to take risks:

Students: *It will be good if we have a relationship with our teacher because if you hate the teacher the teacher would go 'I hate everything about this child', but if you have a good relationship you will study more and develop good learning.*

We have a good, good relationship with our teacher because for our vows we promise we will learn for a reason and always have a reason to learn.

Yes because she is important because she has a sense of humour and she helps me learn new things.

One last one, she is like our mum at school.

(ES5, CS2, observation 2, Pasifika group interview, November 2009)

CS2 articulated during the teacher interview that it was necessary to have more than high expectations for students. She argued that high expectations needed to be supported by explicit teacher knowledge and high levels of support (an ESOL principle):

Anything else you would like to add in relation to teaching and learning for Pasifika?

Teacher: *Have very high expectations, very, very high expectations and back it up and that would mean you go do your homework yourself before teaching. You can't just run it on the children without knowing the content yourself because high expectations won't mean anything unless you match it up with your own teaching.*

<div align="right">(ES5, CS2, observation 2, teacher interview, November 2009)</div>

In the third and final observation lesson which took place in August 2010, CS2's goal was to strengthen reading and writing links and to support students to become self-regulated writers, which she talked about doing by making connections with their prior literacy knowledge as well as incorporation of ESOL strategies such as:

- Practising Paul Nation's "4,3,2", to promote fluency development
- Sequencing a narrative text in collaborative pairs using success criteria focused on articulating the meta-language of the narrative structure
- Using a writing frame to support independent writing
- Using a checklist to support student self-monitoring.

The following transcript illustrates the use of these practices in order to build student self-regulation and monitoring:

Getting them thinking about thinking, and becoming self regulated writers… I have been trying a few strategies and I will show you in class when you go in and when I teach I am forever looking at ways to get them to go up a level all the time and in doing that I thought when we are reading we sort of know the cues if the meaning breaks, you have to reread or read on or whatever. What is it that we do as writers that would help us do that? So I have been doing a lot of reflective questioning which you will see in the planning and the execution of what I do, and I have got questions good writers ask on the wall, but it also accompanies each stage of their writing process and I will show you that too….

So you might not see them using the whole thing in its entirety, but I have got it there so you can see how it is staged because… it is often better than the whole thing all at once. So what you will see is how I begin a lesson and where I go from there. So I have been using ESOL strategies like "4,3,2". That's already been done…

When I was looking at their writing earlier on I realised that they know the recount structure, they know the descriptive writing structure, but when it comes to

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piecing that together to do the narrative they are not quite attuned to what narrative itself should look like. So we are deconstructing a narrative text, we are looking at using narrative writing to create their own narratives. What they will do is they have got a story, which is cut up so they will have to put it together against the success criteria and talk about the different components of that. First they will do it in pairs and then they will do it in groups of four and I have got eight kids hopefully that will be there and then what they will do is, I will do the plenary part and then they have got a scenario which is linked to our topic and it is about 'Challenge'.

What they will do is they have a writing frame which they will use to do the planning part and the questioning prompts will be there, the questions good writers ask, they will do that and then they do their writing bit and when they do their writing I have also got a Self Checklist. So it is just the writing frame modified and they have got those little elements in it too and what I have tried doing with them is connecting between the descriptive and their narratives so that they have got a hook and they are reading what is going with it, so we are learning to make connections. So knowing what we know.

(ES5, CS2, observation 3, pre-observation interview, August 2010)

During the lesson the students had extended time to work in interactive pairs and then in groups of four to negotiate the sequence of a narrative text using narrative structure cues as their success criteria. The language and content knowledge used by the students was both sophisticated and explicit. The communicative tasks provided students with sufficient, targeted time to be able to practise the language of 'narrative writing', to practise their negotiating and justifying skills and to reinforce their knowledge of the narrative writing structure. CS2 effectively scaffolded the language and content learning to enable her students to produce the technical vocabulary they needed to be able to successfully complete their writing task. She was articulate about the things that good writers did and consistently directed students to the clues on the wall on how to be self-regulating writers:

Once you have done the planning I want you to see how it and look at that ok, but once we start planning further then we are going to put the writing against this bit here. And these are the self-checks that you are going to use to make sure that you have all the elements plus the features of narrative writing using the correct structure. Are we confident using the structure this time as we do our plan? Is there anybody that is not confident?

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Finally the students talked about what the teacher did to help them to learn. Included in their responses was that their teacher was a learner who showed her value of students' languages by learning from them:

Researcher: *What helped you to learn?*

Student: *Practice makes perfect…*

Student: *Our teacher learning words in our own language*s.

Student: *Our teacher makes learning fun.*

(ES5, CS2, observation 3, Pasifika group interview, August 2010)

What the facilitator did to support CS2

Data on what the facilitator did to support CS2 were collected from the analysed practice analysis conversations following observation lessons 1-3.

The process of engaging in jointly constructed practice analysis conversations is outlined in Parr & Timperley, (2009). They state that the practice analysis protocols focus on learning conversations (Timperley, 2001; Robinson & Lai, 2006) involving a process of collaborative knowledge construction. Teachers and facilitators should engage in a joint analysis of practice whilst surfacing teachers' theories of practice, followed by joint construction of next steps: "Following this analysis possible new practices are co-constructed in ways that involve both facilitators' and teachers' viewpoints. Part of the process of co-construction involves questions asked by the facilitator being supported by reasons for asking them so that the teachers do not feel interrogated but rather understand why considering such a question was important" (Parr & Timperley, 2009, p.5).

They argue that should the teacher dominate, the learning could be limited and should the facilitator dominate, it is likely to lead to non-engagement of the teachers' current theories of practice with limited active engagement in their learning (Kinnucan-Welsch et al., 2006). The student interviews were used within the practice analysis sessions as the basis for the critique of practice. Facilitators' suggestions should also make reference to wider principles or theories of effective teaching and provide opportunity for co-construction of strategies to judge the effectiveness of proposed changes to practice in her absence.   Self-regulation depends on the learner having specific goals and monitoring strategies to judge progress towards those goals. If teachers are to continue to improve their practice independently of the presence of the facilitator, then the development of such self-regulatory practices is essential and should include effective feedback focused on the task, process and self-regulation; all

It was evident through the practice analysis conversations undertaken by the facilitator with CS2, that the teacher's existing theories of practice were engaged as were her understandings of how students learn, to promote transfer to teaching. The practice analysis conversation was jointly constructed with the criteria for effective practice of knowledge building strongly evident and with the level of content strongly linked to principled strategies. The facilitator supported the teacher to reflect on the broader purpose of the lesson in supporting students to develop transferable knowledge and skills:

> Facilitator: *So I guess as a summary of that description to me it looked like you were putting a lot of time into making sure the children really understood the process of how to summarise rather than worrying about summarising this particular story with me today, would that be a fair assumption?*
>
> CS2: *Yes and the thing that I tell the kids all the time it's not about what we are doing, it's about the skill that we are learning whatever strategy that we are focusing on. And sometimes with school journals kids would have read the text you select and I say it's not about the story, it's about the skill we are going to practice. If I talk about the strategy or the skill that we are going to hone in on it sort of channels their thinking to that. So everything else is aside of what we are doing.*
>
> *...*
>
> Facilitator: *So it would be fair to say that your expectation for these children in today's lesson and in the lessons preceding it, that you really want them to get this idea that we are learning how to summarise, we know why we need that and the importance of it and these are the steps to make sure we can summarise. Would that be fair?*
>
> CS2: *Yes.*
>
> (ES5, CS2, observation 1, Practice analysis conversation, May 2009)

The facilitator collected and analysed the evidence, and based all comments on her analysis of the transcripts. Perceptions of the knowledge built were strongly linked to evidence on the impact on students:

> Facilitator: So judging on what the children did today and possibly what we gleaned from when we interviewed them afterwards how successful do you think you have been so far in achieving that learning goal with them?
>
> CS2: I think I have done well; actually the kids have done really well.

> (ES5, CS2, observation 1, Practice analysis conversation, May 2009)

The facilitator, teacher (and in the second observation, the principal also) checked understandings with each other throughout the conversation:

> Teacher: You see - utilising that in real life contexts, in authentic situations.
>
> Facilitator: I am not getting clarity here. So as a teacher, as a professional, you are going to go away and explore how you can facilitate your children to use literacy in a wider context.
>
> Teacher: Yes.
>
> Facilitator: So how to foster children's awareness of their...?
>
> Teacher: Literacy practices is it?
>
> Principal: No wider.
>
> Facilitator: Awareness of their own learning?
>
> Principal: Of their own..., it is taking their learning in literacy, it is being able to transfer, no use their learning in literacy...

> (ES5, CS2, observation 2, Practice analysis conversation, November 2009)

The facilitator supported the teacher to articulate the rationale for the approach taken and the principles underpinning the tasks:

> Facilitator: So in terms of engagement they were engaged. So what were you doing, what was it that enabled that engagement? What did you deliberately think about when you were planning?
>
> CS2: When I did it I wanted it to be more them talking than me.
>
> Facilitator: How do you facilitate that then?
>
> CS2: 'Think, Pair, Share' initially, so they had the partner thing, the group of four...

> (ES5, CS2, observation 3, practice analysis conversation, August 2010)

Finally the facilitator supported the teacher to think about ways to share her expertise effectively with her team.

Concluding comments

The role and work of the facilitators in the research schools was fundamental to the success of the LPDP in supporting teachers to be effective and self-regulating teachers of students from diverse backgrounds, and specifically Pasifika students. During 2009-2010 facilitators' own professional learning was developed through national seminars and team meetings on the ESOL resources, including the "*English Language Learning Progressions*", *the "English Language Intensive Programme", the "Supporting English Language Learning in Primary Schools" and the "Making Language and Learning Work" DVD* in order to support their utilisation by teachers in schools.

The LPDP leaders were focused on making a difference for Pasifika students and ensuring their facilitators had the knowledge and skills to support teachers and leaders to meet Pasifika students' needs. National and regional seminars from 2004-2010 focused on supporting facilitators to use Ministry of Education resources to support teachers in meeting those needs.

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Theme 3 : Leadership

The three chapters in this third part of the report examine how school leadership evolved over the time of the schools' participation in the project and how the facilitators' work in the schools assisted this development. The two research questions comprised:

- What school leadership practices promoted through the LPDP prompted changes in classroom practices that led to improved literacy achievement for Pasifika students?
- What professional development experiences were needed for school leaders to understand and use such practices?

Underlying concepts

The LPDP recognised the importance of school leadership from its inception. "Evidence of effectively led professional learning communities" was one of the four project outcomes that were intended to enable the project to achieve its strategic outcome of improved student achievement.

Theories of leadership and its role in enhancing student outcomes that underpinned this research were informed by a body of recent empirical and theoretical understandings. Two main strands are highlighted here. One strand consisted of the research about instructional leadership. The concept of 'instructional leadership' has been around for several decades and sometimes is referred to as 'pedagogical leadership' or 'leadership for learning'. In their best evidence synthesis on School Leadership and Student Outcomes, Robinson, Hohepa, and Lloyd (2009) conclude that:

> *Pedagogically focused leadership has a substantial impact on student outcomes. The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.*

(page 40)

The approach the LPDP used to support schools to make changes in practice and achievement was designed to develop leadership knowledge and skills that would be sustained after the schools exited from the project, so a second strand of research that informed the project's

understandings about leadership was that around sustainability. The emphasis on developing schools' instructional leadership capacity across a number of leaders was designed to promote sustainability. In addition, research undertaken by co-project director Pam O'Connell[4] identified the importance of schools developing co-and self-regulated inquiry and coherence of effective understandings and practices within classrooms and across the school.

O'Connell (2010) found that when schools that had exited the LPDP systematically applied their new learning and practices to subsequent cohorts of students, many were able to maintain achievement gains that were similar to those reached during the time of their participation. However, a smaller group of schools was actually able to sustain the upward trajectory of their achievement gains. In these schools:

- the inquiry was iterative, with schools continually refocusing their inquiry on persistent issues of underachievement and investing in continued knowledge-building to address those issues
- the teachers and school leaders sought to identify and understand the "big ideas" underpinning practice to ensure coherence across instructional practices and curriculum areas.

In a forthcoming book, Timperley (in press), draws on the literature about 'routine' and 'adaptive' experts to contrast the knowledge and skills teachers and school leaders need to maintain the gains made through professional learning with that needed to sustain improvement:

> *Routine experts learn how to apply a core set of skills with greater fluency and efficiency. Adaptive experts, on the other hand, continually expand the breadth and depth of their expertise and are tuned into situations in which their skills are inadequate.*

(page 12)

Leaders who are adaptive experts develop the adaptive capacity of their schools. This capacity includes deliberately inquiring into the school's organisational routines to check when they are or are not working. Timperley describes "the primary role of facilitators of professional learning as one involving a partnership with leaders and teachers to work

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[4] See Ministry of Education (2009a) for a summary.

through cycles of inquiry and knowledge-building in ways that build adaptive expertise so they can take control of their own learning in the future" (page 158).

The title of this part, "School leadership for teaching and learning" reflects our understanding that in the LPDP, the purpose of leadership was to promote improved teaching as the key lever for improved student achievement. The role of the facilitators was to build the capacity of teachers and school leaders to take control of their learning after the school had ended its involvement in the project.

Method

An overview of the methodological approach for the project as a whole is provided in Chapter 2. In this introductory section to Theme 3, an overview of the data sources used for this leadership section is provided in Table 3.1 because these data sources are common to each chapter.

Table Theme 3.1: Key data sources and participants

Data Type	Participants
Interviews	School leaders • Principals: initial interview, exit interview • Literacy leaders: invited to participate in the initial interview (19 participated], literacy leadership interview (22 participated, including 5 principals, 2 of whom were literacy leaders); invited to participate in the exit interview (18 participated) Case study teachers • Following each practice analysis conversation (2 to 3 per teacher) • Following each professional learning session (4 per teacher)
Questionnaires	All teachers • Beginning and end of research
Observations	Facilitators (all), school leaders (10 school principals and 20 case study literacy leaders, of whom 2 who were also school principals], case study teachers (19) • Practice analysis conversations (40) • Professional learning sessions (40)
LPDP documents	• Outcomes Review tool • Progress Evaluation tool • Database records

Theme three chapter overview

Chapter 7 provides details of the indicators used for coding the data sources for this third theme and presents the overall patterns for new and existing schools. Chapter 8 describes the theoretical and empirical underpinnings of each indicator in detail and describes what these indicators looked like in schools demonstrating rudimentary practice at Time 1 and strong practice at Time 3. Chapter 9 examines how the LPDP facilitators supported the school leaders to build the knowledge and skills required to lead schools in ways consistent with the indicators of strong practice.

Chapter 7 : School leadership for teaching and learning: Overall patterns

We begin this chapter by describing the 'indicators' of school leadership practices developed from the relevant literature that we proposed as effective in promoting achievement for all students, and for Pasifika students in particular. How each school's leadership practices were categorised using the indicators is described together with the overall patterns and trends that emerged from our analysis.

Indicators for categorising leadership practice

We derived a set of indicators from a combination of the theoretical underpinnings of the project, the evidence from engagement in the research, and an examination of the LPDP processes. In order to give coherence to the indicators across themes, they are grouped according to an adapted version of the inquiry and knowledge-building cycle from the Best Evidence Synthesis on Professional Learning and Development (Timperley, Wilson, Barrar, & Fung, 2007).

Table 7.1 provides an overview of the indicators for each dimension of the cycle, with examples of the practices that were used to categorise schools on them. Indicators related to building learning partnerships with Pasifika parents, families, and communities are described in Chapter 10 because this leadership responsibility is the focus of that chapter.

Table 7.1: Leadership indicators with examples

Leadership Indicators	Examples of Practice
Identifying valued outcomes and student learning needs	
1a) Leaders develop school systems for data collection, organisation, and use	• Using a range of quantitative and qualitative data related to an area of concern or interest (e.g. student engagement in learning) • Learning to disaggregate data in a purposeful way • Developing understandings about what data means for teaching and learning • Incorporating student perspectives into data collection • Having systems in place that enable ready access to evidence of student progress.
1b) Leaders prioritise student learning and know what is happening	• Conducting targeted classroom visits • Participating in observations and practice analysis conversations • Participating in professional learning sessions and monitoring meetings.
1c) Leaders set a clear vision for student achievement with informed expectations	• Understanding the expected patterns of development in language and literacy Understanding the curriculum expectations • Setting and monitoring student progress targets that that are referenced to national expectations • Writing student progress targets into the strategic plan • Developing an understanding of expectations with teachers and relevant members of the community • Challenging inappropriately low expectations.
Identifying professional learning needs: Teachers and leaders	
2a) Leaders take responsibility for teacher professional learning through supporting teachers to identify their professional learning needs and goals	• Using a range of evidence, including student achievement data, to identify clearly defined whole school professional learning needs and goals • Supporting teachers to use a range of evidence, including student achievement data, to identify clearly defined personal professional learning needs and goals

| 2b) Leaders address their own learning gaps through identifying professional learning needs and goals | • Establishing clearly defined leadership learning needs and goals that will support teacher and student learning |
| | • Using a range of evidence, including student achievement data, to identify those goals. |

Teacher engagement in professional learning to deepen knowledge and refine skills

3a) Leaders take responsibility for teacher professional learning	• Setting expectations for teachers' professional learning
	• Establishing processes for ongoing collaborative review and monitoring of professional learning needs and goals
	• Focusing staff meetings on professional learning
	• Providing targeted support where teachers have a particular need
	• Prioritising professional learning when making managerial decisions
3b) Embedding routines of inquiry-based in-school professional learning	• Selecting, developing, and using smart tools
	• Systems and routines set up for inquiry
	• Routines include systematically seeking the views of students
	• Using evidence to make strategic decisions about resourcing
	• Explicit and repeated messages about the importance of inquiry and evidence-informed decision making.
3c) Having challenging and co-constructed conversations	• Leading practice analysis conversations
	• Leading challenging, co-constructed conversations during professional learning sessions and monitoring sessions.
3d) Ensuring coherence	• Developing cohesive action plans that target the identified professional learning needs and goals
	• Linking teacher professional inquiry to layers of inquiry for leaders and for students
	• Where appropriate, linking school self-review to teacher appraisal goals and student learning goals
	• Making deliberate connections between different sites of teacher professional learning

	• Linking professional learning about reading, writing, and oracy to each other, to an understanding of the deeper purpose of the learning, and to learning across the curriculum
	• Being explicit about expectations and "how things are done here"
	• Ensuring all decisions contribute to achieving the school's vision.

Leaders' engagement in PL to deepen knowledge and refine skills

4a) Development of pedagogical content knowledge and skills for challenging collaborative conversations and classroom observations	• Building sufficient pedagogical content knowledge to support teachers to identify and resolve teaching problems
	• Developing the interpersonal skills and confidence necessary to participate in evaluative conversations.
4b) Sharing leadership expertise and responsibility	• Providing specific learning opportunities for literacy leaders
	• Including literacy leaders in observations
	• Sharing the facilitation of professional learning
	• Including literacy leaders in decision-making.

Assessment of impact and re-engagement in the next cycle

5a) Checking change in classroom practice	• Conducting informed classroom visits
	• Conducting focused lesson observations
	• Reviewing leadership practice
5b) Checking impact on students	• Checking student data
	• Seeking students' perspectives on their learning.
5c) Preparing for a new cycle of learning	• Identifying new questions
	• Going deeper into current puzzles of practice.

Categorising leadership practice

The process used to categorise particular school leadership practices is described in Chapter Two of this report. In summary, a category of "no evidence of practice" was designated when the research evidence with respect to the indicator was not sufficient to make a judgment. An overall categorisation of "rudimentary practice" was made when practice was in the early stages of being learned and the focus was still on the mechanics, rather than being

integrated across situations and responsive to students. A practice was categorised as "indicative" when it was more evident and responsive to student need but the evidence across data sources was inconsistent or only evident in some of the examples. Practice was categorised as "strong" when it was consistent across the majority of data sources and we had evidence that it was embedded into the school's daily routines.

Overall patterns

Overall patterns are identified using the 15 indicators for five schools new to the project (75 indicators in total) and the same indicators for the five schools that had already completed one year in the project (75 in total). The pattern of indicators and the shifts observed on all dimensions of the inquiry and knowledge-building cycle are presented in Table 7.2. The patterns will first be discussed in terms of changes over time for all schools, comparing new and existing schools, then the patterns across schools and for different dimensions of the cycle.

Table 7.2: Shifts in indicators by schools over time

Indicator	New Schools					Existing Schools				
	1	2	3	4	5	1	2	3	4	5
1. Identifying student learning										
Data collection and use	R – I	I – S	R – I	I – S	R – I	I – S	R – I	I – S	R – I	I – S
Prioritising student learning	R – I	R – S	R – I	I – S	R – I	I – S	I – S	S – S	I – I	I – S
Vision and expectations	R – I	R – S	R – I	I – S	R – I	I – S	I – I	I – S	R – I	S – S
2. Identifying professional Learning										
Supporting teacher learning goals	R – I	R – I	R – I	I – S	R – I	I – S	R – I	I – S	R – I	I – S
Identifying leader learning goals	R – I	I – S	R – I	I – S	R – I	I – S	I – S	S – S	R – R	I – S
3. Supporting teacher learning										
Organising teacher learning	R – S	I – S	R – I	I – S	R – I	I – S	I – I	S – S	R – I	I – S
Routines of inquiry	R – I	R – I	R – I	R – I	R – I	I – S	I – S	I – S	R – I	I – S
Having challenging conversations	R – I	R – S	R – I	I – S	R – I	I – S	I – S	I – S	R – R	S – S
Ensuring coherence	R – I	R – S	R – I	I – S	R – I	I – S	I – S	S – S	R – I	S – S
4. Engaging leader learning										
Leader PCK	R – I	I – S	R – I	I – S	R – I	I – S	I – S	I – S	R – R	I – S
Sharing expertise	R – I	R – S	R – I	I – S	R – I	I – S	R – I	R – I	R – I	I – S
5. Assessing impact / Re-engagement										
Checking changed practice	R – I	R – S	R – I	R – I	R – I	I – S	I – S	I – S	R – I	S – S
Checking student impact	R – I	R – S	R – I	I – S	R – I	I – S	I – S	I – S	R – I	S – S
Preparing new cycle	R – I	I – S	R – I	I – I	R – I	I – S	I – I	I – S	I – I	I – S
Overall patterns	R – I	R / I– S	R – I	Most I – S	R – I	I – S	Mixed	Most I – S	R – R / I	I / S – S

Note. R = rudimentary practice; I = indicative practice; S = strong practice.

In nearly all instances, the shifts evident on the indicators were either from rudimentary to indicative or from indicative to strong. In only two schools new to the project were the shifts for any indicator categorised as moving from rudimentary to strong over the time of their involvement in the project. The implication appears to be that shifting from one category to another required considerable development within each school and took time to be consistent and embedded. The process of change in these schools was mostly steady but clearly not easy.

On the indicators for the five schools new to the project at Time 1, the evidence for 55 indicators fitted the descriptor for rudimentary, 20 fitted the descriptor for indicative and none met our criteria for strong practice. At Time 3 (at the end of two years in the project), the balance had shifted to the point that no practice in any school was categorised as rudimentary, 50 indicators were categorised as indicative, and 25 as strong. These patterns are illustrated in Figure 7.1.
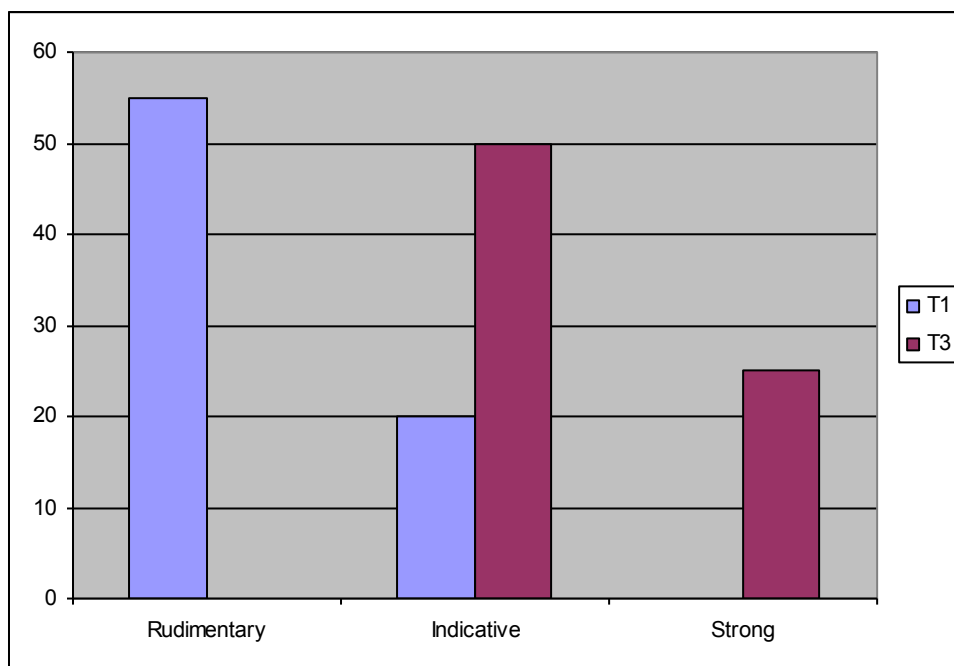
Figure 7.1: Overall patterns in new schools

On the indicators for the five schools that had participated in the project for one year before participating in the research, 17 fitted the descriptor for rudimentary, 48 for indicative and 10 for strong at Time 1. At Time 3 (the end of three years on the project), 3 fitted the descriptor

of rudimentary, 18 were indicative, and 54 were strong. These patterns are illustrated in the graph below.
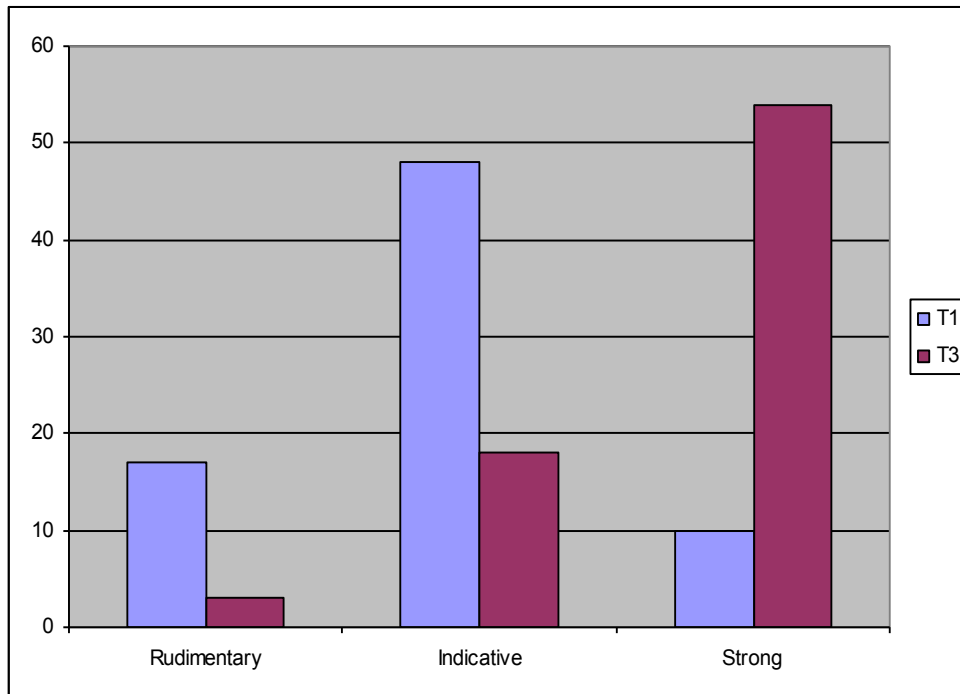
Figure 7.2: Overall patterns in existing schools

The patterns show an overall trend for the number of years schools participated in the project when new and existing schools are combined. The data on these trends need to be treated with caution because we do not have measures of starting points for the existing schools and they may not have been equivalent to the new schools. However, it appears from the number of practices categorised as rudimentary in the five schools new to the project, it is likely that many schools at the beginning of a professional learning project such as the LPDP are likely to evidence the nominated practices at a rudimentary level. After one to two years, given intensive intervention, most of these practices are likely to have shifted to fit the descriptor of indicative. However, it appears to take three years before the majority of indicators reflect descriptions of strong practice. It takes time to embed major shifts to practice into daily routines across schools.

Another caution when interpreting these overall trends is the high variability among the schools. For new schools 1, 3, and 5 the pattern is consistent across indicators. Most practices moved from being categorised as rudimentary at the beginning of the first year to

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showing evidence of indicative practice after two years. School 2 was an exception in that on four of the indicators the evidence showed a shift from rudimentary to strong. The rapid shift for this school is explained partly by the principal's earlier participation in the project in a different school, working with the same facilitator. This principal knew what to expect, had prepared her staff, and had already begun setting up some of the processes and practices that are normally set up in the first phase of the LPDP prior to the project starting. In School 4 most of the indicators began as indicative and shifted to strong. The more advanced starting point for this school can be explained by the school's earlier participation in professional learning focused on lifting outcomes for Māori students and the expertise of the school principal and her leadership team in supporting teachers to transfer their learning to a new focus.

In the existing schools, the patterns for schools 1, 2, 3, and 5 are similar. At Time 1 (one year into the project), most of the practices observed were categorised as indicative with some evidence of strong practice. School 4 was the exception with practices categorised as rudimentary at Time 1. Some remained as rudimentary at Time 3 but most shifted to indicative. The principal frequently commented on the difficulty of managing the multiple roles and responsibilities required to lead a small school. As well as her leadership roles, she was responsible for the design and delivery of the school's ESOL programme and did some classroom teaching. She saw these as separate tasks and had difficulty integrating them.

This variability among schools suggests that some schools are able to respond more quickly than others to the project messages and make the kinds of changes associated with improved student achievement. Others respond more slowly and need more intensive intervention.

As noted above, the indicators were organised into an inquiry and knowledge-building cycle adapted from the Best Evidence Synthesis on Professional Learning and Development (Timperley et al., 2007). The next cut of the data examined if some parts of the cycle were more difficult than others for schools to achieve embedded and consistent practice. Table 7.3 provides an overview of these data and is presented as percentage of indicators across schools for each dimension.

Table 7.3: Percentage of indicators for each part of the inquiry and knowledge-building cycle for new and existing schools according to time in the project

Dimension of cycle	New Schools Time 1			New Schools Time 3			Existing Schools Time 1			Existing Schools Time 3		
	Rud	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*
1. Identifying student learning	73	27	0	0	60	40	20	67	13	0	33	67
2. Identifying professional learning	70	30	0	0	70	30	30	60	10	10	20	70
3. Supporting teacher learning	80	20	0	0	65	35	20	60	20	5	20	75
4. Engaging leader learning	70	30	0	0.0	60	40	40	60	0	10	40	50
5. Assessing impact/Re-engagement	80	20	0	0.0	73	27	13	73	13	0	27	73
Overall	75	25	0.0	0.0	66	34	25	64	11	5	28	67

Note. *Rud* = rudimentary practice; *Ind* = indicative practice; *Str* = strong practice.

Overall, the project appeared to have made an impact on all dimensions. Some dimensions, however, presented more challenges to schools than others. None of the dimensions were strongly evident across our data sources in new schools at the beginning of the project. The dimensions least evident even at an indicative level were 3. "Supporting teacher learning" and 5. "Assessing impact / re-engagement".

For new schools at Time 3, shifts had been made on all dimensions. At this point in time, none were categorised as rudimentary. Dimension 5 appeared to continue to challenge schools, together with dimension 2 "Identifying professional learning needs for teachers and leaders".

A more mixed picture was evident for existing schools at Time 1 (beginning of the second year of involvement in the project), with the highest percentage of indicators for each dimension in the indicative category. At this time, there was no evidence of strong practice on dimension 4, "Engaging leader learning". The strongest evidence was for dimension 3

"Supporting teacher learning". It appears that a greater focus was on promoting teacher learning than leader learning at this time.

At Time 3 (end of the third year of the project) more than 50% of the indicators were categorised as strong for each dimension. The dimension of the cycle showing the least consistent practice continued to be dimension 4, "Engaging leader learning". The dimension showing the greatest contrast between new and existing schools at Time 3 was dimension 5, "Assessing impact and re-engaging in inquiry". These patterns suggest that embedding learning in practice takes time, as does the process of leaders recognising and embedding their own learning into an inquiry cycle.

Concluding comments

Over time, the project made an impact on all the dimensions and in all schools.   Given that all schools made shifts over time, it appears the indicators accurately captured the project emphasis. The patterns suggest, however, that it takes time to embed significant learning in practice.

Chapter 8 : School leadership for teaching and learning: What does this look like?

This chapter provides a more detailed description of the indicators listed in Chapter 7 for each dimension of the inquiry and knowledge building cycle together with rich descriptions of examples from the research schools.

In summary, for each dimension of the cycle we present:

- an introduction to the indicators
- a description of what was happening in relationship to each of the indicators at a school that demonstrated rudimentary practice at Time 1, concluding with a brief description of where they got to by Time 3
- a description of what was happening in relationship to each of the indicators at a school that demonstrated strong practice at Time 3, preceded by a brief description of what practice at that school had looked like at Time 1
- discussion of the specific implications for Pasifika students with examples of practice that were targeted to these students' needs.

Identifying valued outcomes and student learning needs

This dimension had several indicators associated with it. Each is described below.

Indicator 1a: Leaders develop school systems for data collection, organisation, and use
A fundamental premise of the LPDP has been that evidence of improvements in student achievement must form the "touchstone" for making decisions about practice (Timperley, 2003). The analysis of the empirical evidence reported in the *Best Evidence Synthesis on Professional Learning and Development* (Timperley et al., 2007) identified that improvement in student achievement requires school communities to begin with an analysis of what students already know and can do in relation to those outcomes valued by the community in which they live and learn. This task requires that leaders have systems for collecting organising and using relevant student data. The examples of school practice we drew on to

categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Using a range of quantitative and qualitative data related to an area of concern or interest
- Learning to disaggregate data in a purposeful way
- Developing understandings about what data means for teaching and learning
- Having systems in place that enable ready access to evidence of student progress
- Incorporating student perspectives into data collection.

Indicator 1b: Leaders prioritise student learning and know what is happening

This indicator went beyond examining student data alone to include ways leaders obtained a much wider picture of what was happening for students and the conditions that may or may not be promoting their learning. Activities used as examples of this indicator included:

- Conducting targeted classroom visits
- Participating in classroom observations and follow-up conversations
- Participating in professional learning sessions and monitoring meetings.

Indicator 1c: Leaders set a clear vision for student achievement with informed expectations

The best evidence synthesis on *School Leadership and Student Outcomes* (Robinson et al., 2009) identified that improvement in student achievement is strongly associated with leaders who establish goals and expectations. Those goals need to be important, clear, and appropriate and give students the competencies they need to participate actively and confidently in the wider world (Ministry of Education, 2007b). To undertaken this task leaders need to understand how students are doing in relation to national patterns of progress and in what areas students need support to make accelerated progress in order to catch up with others in their year group. If such understandings are to influence school, classroom and community practice they need to be shared with teachers and others in the school community with connections made to the national priorities for accelerating Pasifika achievement that are set out in the Pasifika Education Plan (Ministry of Education, 2009e). The examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Understanding the expected patterns of development in language and literacy
- Understanding the curriculum expectations

- Setting and monitoring student progress targets that are referenced to national expectations
- Writing student progress targets into the strategic plan
- Developing an understanding of expectations with teachers and relevant members of the community
- Challenging inappropriately low expectations.

What this dimension looks like

The two schools selected to illustrate this dimension were:
- NS1 that shifted from being categorised as rudimentary to indicative in relation to all three indicators
- NS2 that shifted from being categorised as indicative to strong for the first indicator and .rudimentary to strong for the second and third indicators.

New School 1

The initial leadership interview was with the school principal, the assistant principal, and the two case study teachers, both of whom were taking on the role of literacy leaders. One of these teachers was also a deputy principal. At this time it was evident that the leaders at this school brought a range of strengths to their role, but most practice they described in relation to this dimension of the inquiry cycle fitted our category of rudimentary. The reasons for categorising practice in this way are elaborated below.

The limitations of the school's systems for data collection, organisation, and use reduced the leaders' ability to use evidence of student achievement to know what was happening for their students and to make informed decisions about practice. STAR data formed the primary source used by the leadership team. Seventy percent of the students at this school were Pasifika and the principal disaggregated the data according to the Pasifika nations with which the students identified. The data were organised into graphs for each group. However, there was no in-depth analysis of what the data showed or the implications for teaching and learning.

The leaders explained that in 2007, students in stanines 2–3 were tracked and teachers undertook to improve their literacy knowledge through exploring the Effective Literacy Practice handbooks (Ministry of Education, 2003b and 2005). They reported that teachers used PROBE and other classrooms assessments that were recorded on a weekly basis and used for formative assessment purposes. However, the facilitator found that the teachers had not analysed their data, the STAR data had been incorrectly moderated, and was rarely used. The structure of staff meetings in whanau groupings (that is juniors through to Year 8) rather than in syndicates meant that those meetings tended to focus on pastoral care rather than student learning (Facilitator interview, April 2009). Teachers could talk about 'what's on top', but there was no culture of taking examples of student work or achievement results to the meetings in order to address specific issues or concerns.

The ESOL teacher used the *English Language Learning Progressions* (ELLP: Ministry of Education, 2008a) as an assessment tool when English language learners first arrived at the school and all staff had participated in a professional learning session on the use of the ELLP matrix. However, this was not embedded practice across the school and the information was not organised and brought to the initial interview. The reliance on information from STAR remained despite one leaders' scepticism about its appropriateness for measuring the progress of Pasifika students.

Observations of classroom practice allowed the leaders to have a "sense" of what was happening through the appraisal process and the class descriptions, but said they did not appear to know enough to address issues of teaching and learning. One literacy leader had not observed other teachers' practice.

When asked about their goals for student learning, NS1's leadership team explained that as 70% of the students are Pasifika - the school's goals were the Pasifika goals. There were no written targets for the students but the leaders had identified some stanine shifts they hoped to see.

The vision was more general and expressed in its motto: "We Expect the Best". The leaders also referred to the vision for Māori and Pasifika students expressed in Ka Hikitia (Ministry of Education, 2007a) and the Pasifika Education Plan (Ministry of Education, 2009e) indicating some familiarity with these documents. However, it became clear early in the

initial interview that the school's vision had not been clearly articulated to teachers nor to the wider community and was not supported by 'informed expectations'. The school did not yet have its goals and targets recorded in its strategic plan; indeed, those goals had not yet been clearly identified. The goal that had been suggested for reading was for an overall average stanine of 4, with an average shift for Pasifika students from 3.5 to 4. Furthermore, when the facilitator shared individual class data with teachers, they expressed an acceptance that none of the students had achieved beyond stanine 6. Neither leaders nor teachers expected the patterns of progress for students at their school to match those of students at other schools. The leaders agreed that most teachers would not be very aware of the school goals and would think that their purpose was primarily for reporting to the Board of Trustees.

In relation to the school motto, the principal's comments accorded with the facilitators' concerns about low expectations for student achievement.

> *I think teachers do [expect the best] but sometimes it's around behaviour and I often think it gets in the way. I think managing is very important and creating a lovely safe environment where children are on task, but 'on task' and 'engaged in learning' do not mean the same thing.*
>
> (NS1, initial interview, February 2009)

Shifts in practice

Two years later, at Time 3, and in the face of unexpected challenges (including the departure of six staff members and the arrival of four graduate teachers), leadership practice at NS1 had moved on to be categorised as indicative against all three of the indicators.

Staff training in the effective use of already familiar tools (such as STAR and the Observation Survey) and in the use of new tools (asTTle) together with the development of the school's database had enabled the school to closely track and monitor both specific groups of students and individual 'focus students' whose progress was of concern. Teachers had been encouraged to seek students' perspectives on their learning, and some were doing this as a matter of routine.

Monitoring meetings involving examining student progress and work had begun. The leaders

were monitoring their implementation and had goals and actions for improving their own practice in relation to both the monitoring meetings and the observations of teacher practice. With the facilitator's support, the principal and her team had begun to address the issue of inappropriately low expectations of student achievement.

The leaders' increased familiarity with the Literacy Learning Progressions and the English Language Learning Progressions along with the improvements in data collection, organisation, and use had enabled them to set specific targets in relation to students' year group, ethnicity, and language background.

New School 2

At Time 1 NS2 was categorised as indicative for the indicator 1a (school systems for data collection and use) and rudimentary for indicators 1b (prioritising student learning and know what is happening); and 1c (setting a clear vision with informed expectations). It was one of two new schools that made sufficient progress that by Time 3 it was categorised as strong in relation to all three of the indicators for this dimension. At both these schools, the leaders were able to build on prior learning.

In NS2, the principal was a recent appointment to a school that had experienced high staff turnover. However, the principal had participated in the LPDP at her previous school. This meant that she knew what to expect and had put considerable thought into how the LPDP practices and principles would be enacted at this school. She also referred several times in the initial interview to having had conversations with teachers to prepare them for what they could expect from the LPDP. There was evidence of this in the staffroom, where the inquiry cycle diagram from the Best Evidence Synthesis on Teacher Professional Learning and Development (Timperley et al., 2007) was on display and had clearly been the focus of discussion.

The key data source for this description was the exit interview because the focus is on strong practice at Time 3. The exit interview was conducted alongside the school's final progress evaluation. The principal and literacy leader 2 was present at this interview. The deputy principal, who was one of the school's two literacy leaders (referred to here as LL1), was unwell, but supplied written responses to the research questions. These responses accorded

very closely to the principal's judgements. Other data sources, including that from four professional learning sessions, were consistent with their statements.

Literacy leader 1 described the picture prior to the school's participation in the LPDP:

> *Data was collected and analysed … but at times the amount of data collected was overwhelming. I found it difficult to get an idea of where students were at as a school, year group, or class. Data was analysed in ethnic groups but at times little seemed to be done with the data – it was shared and then put away until the next assessment round.*
>
> (NS2 literacy leader 1, exit interview, November 2010)

By November 2010, literacy leader 2 described a very different picture:

> *We closely assess students using a variety of methods such as running records, observational survey, STAR, and asTTle to monitor progress and achievement. We can also delve deeply into data if there is an assessment result that doesn't fit with what we know about the child. [The principal] is often chatting with teachers about the findings of school-wide and class data, as well as about individual students. Some syndicate meetings are held around how we can help and support those children who are not achieving.*
>
> (NS2 literacy leader 2, exit interview, November 2010)

The principal referred to teacher conversations that showed that teachers understood the importance of using multiple sources of both qualitative and quantitative data before drawing any conclusions about student progress in relation to their goals. Professional learning in 2010 focused on making 'overall teacher judgements' had helped clarify this concept for both school leaders and teachers:

> *It has been interesting the discussion around that [data] compared to STAR and compared to wedge graphs [5] because [the teachers] said, "If we just went on assessment, if we just looked at our wedge graph, we would have so many more above because that is just running records." … So they have taken a lot of different things in there and on one hand they are saying if we had just looked at running records so many*

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[5] The Literacy Professional Development Project's (LPDP) wedge graph was based on one that was developed by Dr Gwenneth Phillips

more of our children would be high, but if we just looked at STAR so many more of the
children would be low.

<div align="right">(NS2 principal, exit interview, November 2010)</div>

Both school leaders referred to teachers' growing skill and confidence in using data. The principal described how a teacher realised she was no longer using data solely to measure progress from the beginning to the end of a sequence of learning, but in an ongoing way to make day-by-day teaching decisions:

> *During appraisal, the teachers look at things that they would like to look at for next*
> *year and one of them was talking about summative assessment. She said, "I realised I*
> *hadn't really done much summative assessment this year because it has all just been all*
> *the time as we are working" and I went, "Yes!" So that sort of really emphasised that*
> *the formative ongoing assessment of looking at where the children are at, what they are*
> *doing, and next steps [has been understood].*

<div align="right">(NS2 principal, exit interview, November 2010)</div>

At a professional learning session attended by the researcher in October 2010, the focus was on making overall teacher judgements against National Standards. There was considerable discussion about the importance of streamlining systems for organising data in ways that would allow its use for different audiences and purposes (for example, for the principal to report to the Board of Trustees and the Ministry of Education, for teachers to report to the principal and parents, and for teachers to use for their planning and to provide feedback to students). It was clear that the school leaders and teachers already had considerable knowledge to bring to this discussion, so the focus was on clarifying the evidence they would bring and the school's moderation process and discussing the changes that needed to be made to the end-of-year report form. This included modifying the report form for English language learners so that parents could understand how they were doing in relation to the *English Language Learning Progressions*.

The leaders at this school clearly prioritised student learning. As it entered the LPDP, the school also commenced a second intervention targeted at the students with the greatest needs. This required careful co-ordination and adaptations of the usual LPDP processes that were negotiated with the facilitator. For example, the selection of three focus (or 'target') students, an LPDP process that enabled intensive monitoring of specific students, was done through a

set of criteria that included selecting one student from the targeted intervention and one Pasifika student. The principal and literacy leaders attended many of the observations, often questioning students about the learning, and their professional learning included learning how to lead practice analysis conversations.

At NS2, the principal described a school literacy document that had been created by the school leaders in collaboration with the teachers that set out a vision and a set of expectations.

> *We have built up a literacy document over the two years that we have been doing this project, things that we have done in staff meetings as a team, for example, the writing process and what it looks like in our school, what language we are going to use, that is in there. It has actually become a lot bigger than what we wanted it to be. It is how it is linked to the principles of the curriculum .... We incorporate the school vision, what that looks like through the literacy and the principles through the literacy, planning what our main focus is, the inquiry part of it. We have what the school-wide project looks like, the interactions of the literacy, what does effective pedagogy in literacy look like.*
>
> *So we have had staff meetings around that. It is a document that we have built up and it has been built up with the staff. It is not just "these are our expectations".*

<div align="right">

(NS2 exit interview, November 2010)

</div>

The school used the LPDP's Outcome Review process to identify annual goals and targets, the degree to which the school had achieved its targets by the end of the year, and the tools used to gather the information. The plan included specific targets for Pasifika students. The targets for 2011 also included one for English language learners: "To shift students through at least one stage on the *English Language Learning Progressions* within the 2011 year." The school was able to get to this point by collecting and monitoring information about student progress from a range of tools and by disaggregating achievement data for specific groups, such as Pasifika students, English language learners, and students who were regarded as being "at risk" or "of concern" in relation to their ability to meet curriculum expectations at their level.

The principal expressed concern that the LPDP's end of year teacher questionnaire had shown that teachers still did not see themselves as being involved in the target setting

process. While the school targets were displayed visually, she and the deputy principal felt that the teachers were more focused on their individual target students and did not have a strong understanding of their contribution to meeting the school's annual goals. In response to this evidence, they planned to share the most recent school-wide data with teachers and collaboratively set targets and develop action plans from that discussion.

Implications for Pasifika students

Over the period of their participation in the LPDP, the leaders of all ten participating schools improved their ability to interrogate data in relationship to Pasifika students, developed deeper understandings of what was happening for these students, and began to set targets for the students that would enable them to accelerate their learning. Table 8.1 lists some examples of practices within this dimension that enabled the schools to be more responsive to their Pasifika students. Note that Appendix J provides the tables for all dimensions of the inquiry cycle.

Table 8.1: Identifying valued outcomes and student learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
1a) Leaders develop school systems for data collection, organisation, and use	
• Using a range of quantitative and qualitative data related to an area of concern or interest • Learning to disaggregate data in a purposeful way • Developing understandings about what data means	• Inquiring into puzzles and concerns that emerge from analysis of disaggregated Pasifika student data (e.g., the relationship between home language and English literacy) • Giving attention to information about oral language proficiency
• Using data to identify what students need to learn (i.e. to establish and monitor goals)	• Using the *English Language Learning Progressions* to identify the next steps for learning for English language learners
• Selecting and monitoring the progress of focus students	• Selecting and monitoring the progress of focus Pasifika students and English language learners

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- Having systems in place that enable ready access to evidence of student progress

- Having systems in place that enable ready access to evidence of the progress of Pasifika students in general and English language learners in particular

1b) Leaders prioritise student learning and know what is happening

- Conducting targeted classroom visits

- Noticing the impact of teacher practice in classroom visits, observations, and monitoring meetings includes noticing Pasifika students

- Participating in observations and practice analysis conversations

- Identifying the implications for Pasifika students

- Participating in professional learning sessions and monitoring meetings

- Identifying the implications for Pasifika students

1c) Leaders set a clear vision for student achievement with informed expectations

- Understanding the expected patterns of development in language and literacy

- Understanding the curriculum expectations

- Using the *English Language Learning Progressions* to identify where English language learners sit in terms of progress towards curriculum level English language competency

- Setting and monitoring student progress targets that will enable students to achieve national expectations

- Writing student progress targets into the strategic plan

- Setting, recording, and monitoring goals for Pasifika students and English language learners that will enable them to achieve national expectations

- Developing an understanding of the standard of professional practice they would like teachers to achieve

- Using Ministry of Education and other resources to develop understandings about effective practice for Pasifika students and English language learners

- Challenging inappropriately low expectations

- Communicating an expectation that Pasifika students can and will achieve

Identifying professional learning needs

The meta-analysis reported in the Best Evidence Synthesis on School Leadership and Student Outcomes (Robinson et al., 2009) identified that improvement in student achievement is strongly associated with leaders who promote and participate in professional learning and development. Further research in the LPDP itself identified that the most effective leaders go beyond participation with teachers and take an active part in leading their learning and development (Timperley, 2011). The two indicators for this dimension of the inquiry and knowledge building cycle are described below.

Indicator 2a: Leaders take responsibility for teacher professional learning through supporting teachers to identify their professional learning needs and goals

The importance of goals for students was described above in relation to the first dimension of the inquiry cycle. The focus of this dimension is on goals for teachers as a way to focus their professional learning (Timperley, Parr, & Bertanees, 2009). The process of identifying their goals provides teachers with a clear understanding of the gap between the current situation and the outcomes they want to achieve. That understanding provides a powerful motivation to learn and change and supports teachers to become self-regulated learners who can monitor the success of their efforts. The examples of school practice we drew on in this section to categorise school practice as rudimentary, indicative, or strong included:

- Using a range of evidence, including student achievement data, to identify clearly defined whole school professional learning needs and goals
- Supporting teachers to use a range of evidence, including student achievement data, to identify clearly defined personal professional learning needs and goals.

Indicator 2b: Leaders address their own learning gaps through identifying professional learning needs and goals

Most leaders find that there is considerable learning for themselves as they take on this sometimes new leadership role. Because the success of whole school change depends on leaders leading that change, this second indicator focuses on leaders. The examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Establishing clearly defined leadership learning needs and goals that will support teacher and student learning
- Using a range of evidence, including student achievement data, to identify those goals.

What this dimension looks like

We selected two schools to illustrate this dimension of the inquiry cycle:
- NS5 that shifted from being categorised as rudimentary to indicative for both indicators
- ES3 that shifted from being categorised as indicative to strong for the first indicator and that maintained a category of strong for the second.

New School 5

NS5 provides an example of a school in which the leadership practice was categorised as rudimentary in relation to both indicators for this dimension at Time 1 and as indicative at Time 3. The primary data sources for this description were the initial interview, teacher interviews following the observation of practice and interviews with the facilitator.

There was little evidence at Time 1 that either teachers' or leaders' professional learning needs and goals were being identified in response to evidence about student learning. While the school leaders said they hoped that their participation in the LPDP would help them to achieve that target of improving "the achievement of Pasifika and at risk students by at least one stanine" (Initial interview, February 2009), they were not able to express clearly defined professional learning goals directed at achieving it.

The usual practice at NS5 was for the principal and board of trustees to set school-wide professional learning goals at the start of the school year as part of a regular five-year cycle of self-review. The principal stated an expectation that teachers should "buy in" to the school-wide goal and that they would set individual goals as part of the appraisal process. At times, teachers had also been set goals as part of their participation in professional learning projects, but these were separate from their appraisal goals. At the time of the first of the LPDP observations, each of the case study teachers had a general idea of an aspect of their

practice that they wished to address, but neither could articulate a clearly defined professional learning goal upon which to focus.

Shifts in practice

Two years later, the leadership practice at NS5 was categorised as indicative for both indicators. The principal had devolved much of the in-school leadership of the literacy professional learning to one of the two literacy leaders. Despite the fact that this leader was relatively new to the profession, the other leaders expressed great respect for how she had grown in the role. The comments made by this leader during the exit interview reflected her understanding of the underlying principles of the LPDP, c and a willingness to take a lead in the senior school.

With the literacy leader's support, the two syndicate leaders were participating in the observation and follow-up conversations with their teachers and supporting them to develop their professional goals. At the same time, teachers were "writing their own journey" through reflection journals as part of the appraisal process around their goal (Facilitator interview, 15 July 2010). According to the school leaders, this was not yet embedded practice.

The principal had developed a management goal around the school's implementation of the LPDP. Literacy leader 1 had worked towards a series of leadership goals around building her pedagogical content knowledge and asking teachers probing questions. The senior syndicate leader reported that he was also learning how to support teachers to identify their goals.

Existing School 3

ES3 is an example of a school where the leadership practice was categorised as indicative at Time 1 for the identification of teachers' professional learning needs and already demonstrated practice consistent with the indicator for "strong" for identifying leaders' professional learning needs. By Time 3, both sets of practices were categorised as "strong". The main sources of data were the leaders' exit interview, interviews with the facilitator and case study teachers, and observations of the leaders discussing teaching practice with case study teachers.

When ES3 entered the project in February 2008, teachers had engaged in a variety of professional learning opportunities but did not have differentiated goals for specific groups of students or themselves. During 2008, the facilitator supported the school to engage in inquiry into their reading and writing data, supporting teachers to understand the implications of this evidence for student and teacher learning. A key finding was that vocabulary was a need for students across the school, a finding that the facilitator ascribed to the high number of English language learners. At the same time, teachers examined the intent of the new English curriculum document and its implications for their students. During a subsequent teacher-only day focused on identifying students' needs they discussed what they meant by "building vocabulary", what it looked like, and how they could integrate this into their teaching. Out of this discussion, they developed shared professional learning goals:

- To build content knowledge of explicit teaching of vocabulary in both reading and writing
- To make connections during instructional reading to prior literacy strategies and understandings previously learned in order to strengthen intended new learning
- To continue to give deliberately focused feedback, especially in the areas of language, punctuation, and grammar in both reading and writing.

The goals for individual teachers were developed in relationship to the school-wide goals, but also including the specific learning needs of the students and themselves. The teachers took part in one-on-one sessions with the facilitator and principal where they brought their reading and writing data, talked through their target students, and talked about their previous teacher inquiries. They drew up a table to record what they might do for each student given an analysis of their needs and from this identified their own learning goals.

Case Study Teacher 2's goal evolved over time. Early in 2009 the goal was "Making my prompts explicit so that students are able to be clear about the strategies they need to use independently". By October, it had become: "To expose students to higher level comprehension strategies and to use analysis and evaluation to unpack the themes of a story." She had clear criteria for gauging her success: "I would be modelling and scaffolding discussion around the theme and I will/should be asking questions linked to the author's purpose."

One of the reasons for the principal's success in supporting teachers to identify and address their professional learning needs and goals was that she was engaged in identifying and working towards her own set of professional learning goals. In this school, as in many others, the principal's learning goals focused on conversations with teachers following the observation of practice, known as practice analysis conversations. In these conversations, a teacher and observer undertake a joint analysis of the teacher's practice and then co-construct the teacher's next learning goals. In ES3, the principal identified that she dominated the analysis, making it very one-sided. Her learning goal became one of reducing her dominance so the analysis was a joint exercise that incorporated the teacher's understandings and ideas as well as her own so they were both contributing to the conversation. Through the facilitator's coaching, her practice developed and her goal evolved. By June 2010, her learning goal was shared with two other literacy leaders and comprised: "To continue to build our capability by developing and consolidating the skills necessary to co-construct a learning conversation which will assist teachers to identify practices that will accelerate student learning" (June 2010 Outcomes Review). The way in which this occurred is illustrated in the first of the two cases in Chapter 9.

Implications for Pasifika students

The school leaders who participated in the project were motivated in part by specific concerns about literacy for their Pasifika students. While they may not have been clear about their own or their teachers' learning needs in relation to Pasifika students and their literacy learning, they did perceive that the LPDP would help them to identify and address those needs. Table 8.2 described some of the changes that occurred in relation to this dimension of the inquiry cycle that enabled them to become more responsive to their Pasifika students by the time they exited the project.

Table 8.2: Identifying professional learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
2a) Leaders take responsibility for teacher professional learning through supporting teachers to identify and monitor their professional learning needs and goals	
• Using a range of evidence, including student achievement data, to identify clearly defined whole school professional learning needs and goals	• Incorporating evidence about the specific learning needs of Pasifika students in the range of evidence used to establish professional whole school professional learning needs and goals (e.g., information from the ELLP matrices and from monitoring the learning of target students)
• Supporting teachers to use a range of evidence, including student achievement data, to identify clearly defined personal professional learning needs and goals	• Raising teachers' awareness of Pasifika student's cultural and linguistic capital and supporting teachers to reflect on their own practice in relation to this (e.g., through using the *Making Language and Learning Work* DVD)
	• Raising teacher's awareness of their own knowledge, skills, and dispositions in relation to Pasifika students (e.g., through using the *Connections and Conversations* DVD)
2b) Leaders address their own learning gaps through identifying professional learning needs and goals	
• Establishing clearly defined leadership learning needs and goals that will support teacher and student learning	• As for 2a
• Using a range of evidence, including student achievement data, to identify the professional learning needs and goals	• As for 2a

Teachers' engagement in professional learning to deepen knowledge and refine skills

Having supported teachers to identify what they need to learn and do in order to achieve the goals for student learning, leaders then needed to design and implement professional learning opportunities that would facilitate that learning. One of the concepts underpinning this dimension is that of 'reciprocal accountability' – the idea that demands for accountability must be balanced by support to improve:

> *Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.*

<div align="right">(Elmore, 2002, page 93)</div>

This dimension of the inquiry cycle had four indicators, each of which is described below.

Indicator 3a: Leaders take responsibility for teacher professional learning
All school leaders in the project promoted and participated in the teachers' professional learning, the dimension of school leadership that Robinson et al. (2009) found most closely related to improved student outcomes. They promoted the project to their teachers and Boards of Trustees and provided the resourcing and changed organisational arrangements when required. They all took part in at least some of the professional learning activities.

For professional learning opportunities to deepen professional knowledge and refine skills in ways that have positive consequences for students, these opportunities must be carefully planned and designed and become core school business. Part of the leadership role involves:

> *... ensuring that teachers understand new information, engaging dissonance constructively when existing assumptions are challenged, ensuring that teachers have productive opportunities to learn, and providing incentives for teachers to continue to enact the new learning in practice.*

<div align="right">(Timperley, 2008, pages 22–23)</div>

The specific examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Setting expectations for teachers' professional learning
- Establishing processes for ongoing collaborative review and monitoring of professional learning needs and goals
- Focusing staff meetings on professional learning
- Providing targeted support where teachers have a particular need
- Prioritising professional learning when making managerial decisions.

Indicator 3b: Embedding routines of inquiry-based in-school professional learning

Within the LPDP, the process of reviewing and monitoring teacher professional learning needs and goals takes place throughout a cycle of professional learning. In schools where inquiry-based professional learning is an embedded process, it takes place in a range of settings, such as in monitoring meetings and through structured feedback conversations accompanying observations of practice. The specific examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Systems and routines set up for inquiry
- Routines include systematically seeking the views of students
- Selecting, developing, and using smart tools
- Using evidence to make strategic decisions about resourcing
- Explicit and repeated messages about the importance of inquiry and evidence-informed decision making.

A challenge raised by several of the teachers and school leaders was the time needed for intensive professional learning. One way in which this was addressed was by setting up systems that ensured that the notion of inquiry was both understood across schools and enacted in ways that minimised unnecessary disruption and loss of teaching time. Routines (such as regular monitoring meetings) can alleviate this problem together with selecting, developing, and using smart tools. The concept of 'smart tools' derives from research by Aitken (2005). The writers of the best evidence synthesis on *School Leadership and Student Outcomes*, (Robinson et al., 2009) say that "Leaders select and design smart tools by:

- Ensuring they are based on valid theories
- Ensuring they are well designed" (page 44).

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The project's tools included graphs and charts that enabled users to see 'at a glance' the rates of progress of individual students over time and in relation to national expectations. Other tools included the Outcome Review and Progress Evaluation matrices, which enabled leaders and facilitators to identify where schools were situated in terms of each project outcome and where they needed to focus more attention.

The information collated within these tools can then become the focus for associated routines, including monitoring meetings and leadership team meetings. Timperley and Parr (2009)[6] looked at the routines and tools that promoted "sense making" around the project's key messages and found that:

> *Tools that effectively conveyed key project messages were those that required users to examine evidence related to their own practice and/or their students' understandings, together with providing a clear direction for how to improve.*

(page 150)

Other tools provided protocols for conducting conversations around this evidence. Timperley and Parr (2009) report that respondents to their research identified the LPDP's observation protocols as a valuable part of their learning, noting in particular the protocols around practice analysis conversations and the integration of student interviews.

The most important project routines identified by the respondents were those around the use of assessment information. While the respondents recognised that it was essential to have assessment information about teacher and leadership knowledge and practices, they understood the key message that student achievement was the "touchstone" for measuring improvement and identifying areas for change.

In schools where the routines of inquiry were embedded, evidence was used to make resourcing decisions. According to Robinson et al. (2009), "When identifying and obtaining resources, leaders in high performing schools:
- Use clear criteria that are aligned to pedagogical and philosophical purposes
- Ensure sufficient funding for pedagogical priorities" (page 41).

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[6] See Ministry of Education (2009b) for a summary of this research.

During the initial interviews, it was clear that this research message had been heard in schools, as several of the school leaders talked about the importance of ensuring that they were strategic in the decisions they made when obtaining and allocating resources. However, when asked more specifically about their awareness of the resources that were available to support literacy and language learning and how they were used in their school, few of the leaders in the new schools could describe strong systems for introducing new resources to teachers. Furthermore, few of the school leaders expressed a great deal of familiarity with the range of resources available to support teaching and learning for Pasifika students. The leaders of: 4 schools said they were not aware of or had not obtained any of these resources; 3 schools said they were aware of them but had not yet looked at them; and another 3 schools expressed some familiarity with them. In most schools, it was the only the ESOL teacher who used these resources.

Indicator 3c: Having challenging, co-constructed conversations

A range of researchers show that effective leaders "engage in constructive problem talk" in which they "describe problems in ways that invite ownership and commitment and can respectfully examine how they and others might be contributing to a problem" (Robinson et al., 2009, page 44–45). In the LPDP, the conversations following observations became the site of considerable learning as the project developed a set of protocols for conducting 'practice analysis conversations'. The purpose of practice analysis conversations was for participants to analyse practice and its impact on students collaboratively for the purpose of improving practice. The challenge in these conversations arose as teachers and leaders came to notice that aspects of their practice were having unintended negative consequences on students. At times, such realisations led teachers to question deep-seated theories and beliefs. For the conversations to be effective, they needed to be co-constructed with the participants sharing what they noticed and making sense of it together. The examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Leading practice analysis conversations
- Leading challenging, co-constructed conversations during professional learning sessions and monitoring sessions.

Indicator 3d: Ensuring coherence

As explained in the introduction to this leadership theme, the LPDP responded to research into sustainability (O'Connell, 2010) by increasingly emphasising the concept of coherence. There are many ways in which school leaders can ensure coherence, for example, understanding how teaching and learning in one area of the curriculum is related to another (O'Connell, 2010) and aligning appraisal with cycles of individual and organisational inquiry (Sinnema, 2005). The examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Developing cohesive action plans that target the identified professional learning needs and goals
- Linking teacher professional inquiry to layers of inquiry for leaders and for students
- Where appropriate, linking school self-review to teacher appraisal goals and student learning goals
- Making deliberate connections between different sites of teacher professional learning
- Linking professional learning about reading, writing, and oracy to each other, to an understanding of the deeper purpose of the learning, and to learning across the curriculum
- Being explicit about expectations and "how things are done here"
- Ensuring all decisions contribute to achieving the school's vision.

What this dimension looks like

We selected two schools to illustrate this dimension:

- NS3 was initially categorised as rudimentary on all indicators but shifted to indicative on indicators 3b and 3d
- ES3 illustrates what strong leadership practice looked like for all four indicators.

New School 3

The leadership practices at NS3 were rated as rudimentary at Time 1 for each dimension of inquiry. The school had a relatively new principal who was keen to drive change in his school. However, he devolved much of the day to day responsibility for implementing the LPDP learning to the school's team of literacy leaders, regarding his own role as being one of providing the resources to support the initiative. By Time 3, all leadership practices for this

dimension were rated as indicative. The following description illustrates the importance of having embedded routines of inquiry-based professional learning to achieve coherence.

Throughout the initial interview, the literacy leaders at NS3 referred to the lack of systems for creating coherence across the school. They were particularly aware of the need for better systems for collecting, organising, and using data to check and monitor impact. It became apparent, however that systems were also lacking in other areas. For example, information about students' home language was collected on school entry, but not passed on to classroom teachers. A system for introducing new resources to the staff had ceased when the teacher who was responsible went on sabbatical. Consequently, there was little awareness of the resources available for teaching Pasifika students and English language learners, despite one of the literacy leaders stating that "in the juniors there would easily be at least 10 or 12 or 15 students in each of the classes that are ESOL." Some teachers, and the principal himself, had ESOL expertise, but the leaders said they did not have the systems set up to make effective use of that expertise in classrooms. The principal explained:

> These [resources] are all good things, but we don't have systems, and because we don't have systems, no one knows. People don't know what is happening around this school, and I can't say whether they're working or not because there is no baseline data to compare it against. We have to make some really tough calls as a literacy team about where we want to spend our money to get best return for those kiddies.
>
> (NS3, initial interview, February 2009)

As part of setting up routines for inquiry-based learning, the leaders wanted help in setting up better systems for collecting, organising, and managing data. They connected this to their desire to build school-wide a staff culture of ongoing collaborative professional inquiry.

> Principal: What I would like … is for you guys to provide us with the assistance and identify good quality systems that we implement. So that we are not wasting our time reinventing wheels when a school, say ES3, has fabulous systems … Schools are sick of reinventing the wheel. Give us the system, help us tailor it to our needs, and we will then have to go to our Board of Trustees and ask for the resourcing to make sure it is fully implemented. I guess that is what I want. What do you guys want?

Literacy leader 1:   The systems are really important, because I don't think there are good systems at the moment, but I also want to see that what we do is followed through in terms of real teaching and learning and then it flows back so teachers can see it's a definite cycle. So they are not just collecting this data because that is what you have to do to, tick that box. I think in the past, that is why we collected the data; it didn't drive the teaching and the learning.

Literacy leader 2:   I think it's really important that all staff see the importance of what we are doing. It's not just another project; it is actually going to really impact on the learning of the children if we get it right.

Principal: And embedding it, and we do it for two years and tick the box, the Ministry is happy, and they go off, and we go off in our little dream world, and four years later we are back where we were.

The concerns being identified here are not easily addressed. A year later, the school's LPDP facilitator believed that there was still a lack of coherence in both the school's systems and practices and the thinking underpinning those systems and practices.

What I have noticed is the loose fragmentation of thinking, of beliefs, of practices, of instructional delivery, and I feel that we need to find some way of pulling it into this common, cohesive something. They can all then reflect on their practices in relation to something they have agreed on or some … goals they have set themselves.

(Facilitator interview, Term 1, 2010)

Shifts in practice

Two years later, leadership practices at NS3 were categorised as indicative against both of the second and fourth indicators for leadership practice in relation to this dimension. These indicators were embedding routines of inquiry-based professional learning and ensuring coherence.

By Time 3, the leaders had put in place systems and routines across the school that were intended to facilitate an inquiry approach to professional learning. These included the

establishment of more effective systems for the collection and analysis of student data; the re-focusing of appraisal on learning; the introduction of regular cycles of observations and practice analysis conversations; and the introduction of monitoring meetings led by the literacy leaders within the context of level team meetings. The principal provided an example of how the leaders were gathering and responding to what they noticed during the monitoring meetings:

> *Once a term, the team writes a report, which we then we analyse and discuss in the senior leadership team. ... For instance, say they have a team goal about such and such, they give us feedback in their ... team report. There is a thing in the report where they identify, using data, how many children have moved whatever, what has worked, what hasn't worked. ... We follow that up with discussion. We identified a teacher who was not moving children and we monitored that teacher for a while and a decision was made to move that teacher into incompetency. We identified two other teachers through the data where we decided, after discussion with them and collecting data, they just needed extra support.*

> (NS3 principal, exit interview, November 2010)

The teachers had been introduced to the *English Language Learning Progressions* (Ministry of Education, 2008a) and *Supporting English Language Learners in Primary School Classrooms* (Ministry of Education, 2009f) and the leaders believed that this had led to teachers making more effective use of their ESOL-trained teacher aides, working with them, rather than relying on them to teach the English language learners for them. However, the literacy team leader identified the use of those resources as an area for further development.

> *One of the things that comes to mind is we need to go more deeply into the ELIP [English Language Intensive Programme, Ministry of Education, 2003a] and SELLIPs documents in order to really ensure that teachers are able to use them effectively to map where the students are at. Because there are a number of students who we have identified will not be doing STAR or asTTle, and so we need to ensure teachers are able to use the tools that we have got.*

By this time, the school had developed coherent and aligned goals for school, teacher, and student learning. At the beginning of 2010, one of the literacy leaders was taken out of the classroom to lead literacy teaching and learning in the school. She worked with the other

literacy leaders to steer and monitor the teacher professional learning, coaching and modelling effective practice as required.

Existing School 3

ES3 already fitted the descriptors for strong practice in relation to two of the indicators for supporting teacher learning at Time 1. These indicators were: leaders take responsibility for teacher professional learning and ensuring coherence. Leadership practices fitted the descriptor for indicative in relation to the other two indicators: embedding routines of inquiry-based in-school professional learning and having challenging and co-constructed conversations. By Time 3, the school's leadership practices were categorised as "strong" for all four of the indicators for this dimension.

We have already described leadership practice at ES3 in relationship to the identification of professional learning needs. By Time 3, the principal's practice was strong in regard to both of the indicators for that dimension of inquiry and she was inducting two new literacy leaders in the role. The strength of the school's leadership practices with regard to the identification of student and teacher learning needs enabled them to plan and implement a coherent and differentiated programme of professional learning, as described below.

ES3 had a regular cycle of observations during which the principal was learning to lead practice analysis conversations that would support teacher learning. The processes around the observations and practice analysis conversations were constantly refined, prompting a shift from a categorisation of indicative at Time 1 to strong at Time 3. For example, a specific issue with one of the teachers led to a carefully planned intervention in which video was used to help the teacher to notice what the leader and facilitator could see that she could not. The effectiveness of this approach was monitored through teacher feedback and when it became apparent that it was successful, it became an embedded part of the school's observation process. Observations were often followed by coaching sessions that were targeted to the professional learning needs of teachers whose students were not moving as quickly as others.

It was clear from the initial interview that the principal of ES3 prioritised teacher professional learning, communicating her expectations in words and deeds. For example, she explained

that she communicated high expectations through setting closely aligned student, teacher, and school targets. The facilitator confirmed this was the case.

The school had a clear cycle of goal setting, monitoring, and revision of professional learning goals providing the leadership team with a detailed picture of each teacher's strengths, gaps, and next steps. By Time 3, the principal was making greater use of student evidence (including draft writing books and student interviews during teacher observations) to monitor professional learning, as recorded in the school's Outcomes Review at the end of 2009.

Professional development was targeted to where teachers and students had particular needs. The leaders and facilitator developed an action plan early in 2009 based on the findings of their inquiry into student and teacher learning needs. This plan was revised term by term, and included professional development around oracy and writing. Both case study teachers responded very positively to these sessions. For example, when interviewed following a session on the use of the Learning through Talk handbooks (Ministry of Education, 2009 e and f), Case Study Teacher 2 pointed out that the focus on vocabulary was identified as a school-wide need earlier in the year and that teachers needed to scaffold writing and make links between reading and writing. Case Study Teacher 1 recognised this learning as meeting a particular need for the school's large percentage of English language learners. Both teachers could describe what they intended to do when applying their learning in the classroom. This included engaging further with the SELLIPs (Ministry of Education, 2009f) resource and integrating its use into their planning.

The response to teacher needs was also prompt. When a session on using asTTle reading and the curriculum exemplar matrix to identify the needs of specific groups of students exposed gaps in teacher pedagogical content knowledge, professional learning was immediately designed and implemented to address those gaps.

The principal stated that "all staff meetings are professional learning meetings". Staff meetings were held every Monday, with monitoring meetings held every Tuesday. Administration was dealt with in a separate meeting before school. At Time 1, she said:

> So we are in the process of getting our heads shifted there. As the lead learner and the professional learner, it's up to me ... There have been times when I've said, "Ok, before we have a monitoring meeting we need to get our heads into [the idea that] the

monitoring meeting is about us, not about the kids. The kids' data is there, but it's actually about us and our practice.

By Time 3, the routines for monitoring meetings were being refined at ES3, with a shift to what the principal called "progress tracking meetings".

Facilitator-led professional learning sessions were designed in consultation with the principal. The principal always took an active part, at times questioning the facilitator's suggestions for evidence of their value or efficacy. For example, she had doubts about the use of the English Language Learning Progressions as an assessment tool, but participated in staff professional development around their use and came to acknowledge their value as a planning tool in tandem with SELLIPs.

The notion of coherence was very strong at this school. This was particularly evident in the work the school did to make links between the teachers' earlier learning, which was focused on reading, and later work that focused on writing and oral language. The leaders developed a student inquiry cycle, which the principal and Literacy Leader 2 both believed had helped teachers to connect their learning to that of their leaders and their students.

The principal reflected on the growing connections between the identification and monitoring of student, teacher, and leader learning goals at the exit interview:

I was reading about inquiry [prior to the LPDP] but it wasn't something that meant something to me, really. It wasn't language we used or a process we were a part of, but now students have an inquiry cycle that they know they are working through, teachers have inquiry cycles that they are working through, which links to their monitoring meetings, and their practice analysis, and their progress tracking, and to their appraisal. When they came to their appraisal, they were bringing their learning journals, too. I had mine, and then the Board is using their inquiry for self-review.

So it is all there in the levels and ... they are linked in that the annual goal is my goal, is the teacher's goal, and is about [what] the kids are working on. There are deliberate obvious links. I feel confident about all of that and that is what we do here now. I am confident it will continue. It is really the systems of checking the data to not get any surprises at the end of the year.

(ES3, exit interview, 25 November 2010)

In a separate interview, literacy leader 2 endorsed this statement with reference to leadership learning through a cluster workshop.

The biggest thing that came out of that for me was making the inquiry cycle come alive in our school. So after that workshop we had to look at the inquiry cycle and think about how we use it now in terms of looking at data and then figuring out kids' needs and the school-wide picture. Then J__ and K___ and I were saying, "Do we really know this well as a staff?" So we planned what we would do as literacy leaders with our staff and from that we have developed our own teacher inquiry cycle based on the different models of the inquiry cycle, and then after that we developed our own student inquiry cycle based on the same model, and that has had a huge impact on learning this year.

(Literacy leader 2, literacy leader interview, 20 May 2010)

Implications for Pasifika students

Over 25% of the professional learning sessions attended by the researchers included at least passing references to the Ministry of Education's professional learning resources for supporting teaching and learning for Pasifika students. The *English Language Learning Progressions* (Ministry of Education, 2008a) and *Supporting English Language Learners in Primary Schools (SELLIPS)* (Ministry of Education, 2009f), *Making Language and Learning Work 3* (Ministry of Education, 2008b) and the two new oral language handbooks (Ministry of Education, 2009c and 2009d) received particular attention. By Time 3, *The English Language Learning Progressions* in particular were becoming integrated as a key resource in three of the schools. That resource, along with the others, had been used to build school-wide understandings about how English language learners acquire English language and about oral language as the foundation for language and literacy. On the other hand, we found little evidence of the integrated and systematic use of resources such as the Tupu readers and *LEAP: Language Enhancing the Achievement of Pasifika* (McComish, May, Franken, & 2007). The Tupu readers provide text for students in five Pasifika languages, while LEAP provides strategies that teachers can use to enable bilingual Pasifika students to use their first language as a resource for learning. It seems that without support in their use, these resources

will remain under-utilised. Examples of how resources and other foci that were evident in the schools were used to support professional learning are provided in Table 8.3.

Table 8.3: Supporting teacher learning: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
3a) Leaders take responsibility for teacher professional learning	
• Setting expectations for teachers' professional learning	• Being explicit about the expectation that teachers will consider how their professional learning applies to teaching and learning for Pasifika students
• Establishing processes for ongoing collaborative review and monitoring of professional learning needs and goals	• Setting up expectations that teachers will monitoring their learning relative to its impact on Pasifika students and English language learners
	• Monitoring meetings include discussion of teacher practice in relation to focus Pasifika students and sharing of knowledge
	• The noticing of impact of teacher practice in observations includes noticing the impact on Pasifika students
	• Leaders' meetings include discussion and review of leadership practice in relation to Pasifika students
• Focusing staff meetings on professional learning	• Being explicit about how principles of professional learning link to notions about effective practice for Pasifika students and English language learners (e.g., linking learning about oracy as the foundation for language and literacy to notions about language and identity for Pasifika students and English language learners)
• Providing targeted support where teachers have a particular need	• Targeting some professional learning sessions directly at supporting teachers to achieve the goals and targets that have been identified for Pasifika students and English language learners(e.g., through engaging with resources such as the *Making Language and Learning Work* DVDs and SELLIPs)

• Prioritising professional learning when making managerial decisions	• Prioritising professional learning focused on meeting the needs of Pasifika students and English language learners in particular

3b) Embedding routines of inquiry-based in-school professional learning

• Selecting, developing, and using smart tools	• Development of an oral language planning template for junior syndicate
• Systems and routines set up for inquiry	• Ensuring that tools and routines focus attention on the specific goals for Pasifika students and English language learners
	• Setting up systems for identifying and monitoring the needs and strengths of English language learners that promote whole school inquiry (e.g., expecting that classroom teachers will fill out the forms for the ESOL status list)
• Routines include systematically seeking the views of students	• Interviewing students to find out how the learning is impacting on their learning and identities as Pasifika people
• Using evidence to make strategic decisions about resourcing	• Developing programmes (e.g., learning support programmes and targeted student interventions) that explicitly address the needs and strengths of Pasifika students and English language learners
	• Obtaining teaching resources and student learning materials that promote effective teaching and learning for Pasifika students and English language learners and ensuring their effective and integrated use within classrooms and across the school
	• Ensuring that English language learners are taught by their teachers while also benefitting from the expertise of people who have been trained in meeting their needs or who have a Pasifika language
• Explicit and repeated messages about the importance of inquiry and evidence-based decision making.	• Expecting that evidence-based inquiry will be used to make decisions with regard to Pasifika students

3c) Having challenging and co-constructed conversations

• Leading practice analysis conversations	• The noticing of impact of teacher practice in classroom visits, observations, and monitoring meetings includes noticing the impact on Pasifika students
• Leading challenging, co-constructed conversations during professional learning sessions and monitoring sessions	• Challenging any evidence of low expectations for Pasifika students and promoting a sense of urgency for improving outcomes for these students

3d) Ensuring coherence

• Developing cohesive action plans that target the identified professional learning needs and goals	• Planning for integrated professional learning opportunities that focus on supporting teachers to meet their targets for their Pasifika students
• Linking teacher professional inquiry to layers of inquiry for leaders and for students	• The expectations for monitoring meetings include monitoring the progress of deliberately selected Pasifika students
• Where appropriate, linking school self-review to teacher appraisal goals and student learning goals	• Explicitly integrating inquiry into improved practice Pasifika students into school action plans and self-review and appraisal processes
• Making deliberate connections between different sites of teacher professional learning	• Explaining how more generic learning (e.g., about oral language) links to other learning that is more focused on Pasifika students (e.g., the importance of first language maintenance)
• Linking professional learning about reading, writing, and oracy to each other, to an understanding of the deeper purpose of the learning, and to learning across the curriculum	• Linking professional learning about reading, writing, and oracy to the specific strengths and needs of Pasifika students and English language learners
• Being explicit about expectations and "how things are done here"	• Being explicit about the expectations around Pasifika students
• Ensuring all decisions contribute to achieving the school's vision	• Connecting decisions about teaching and learning for Pasifika students to the school's vision

Leaders' engagement in professional learning to deepen knowledge and refine skills

In Appendix 8.1 of the *Best Evidence Synthesis on School Leadership and Student Outcomes* Robinson et al. (2009) identify some of the knowledge, skills, and dispositions that leaders require to promote and participate in teacher learning and development. These are grouped around the headings:

- Use of data
- Pedagogical content knowledge
- Knowledge of effective professional development
- Taking collective responsibility.

This simplicity of this list belies the complexity of the knowledge and skills it represents. Project researcher Helen Timperley (2011) has investigated the knowledge and capabilities of five principals whose leadership practices contributed to improved student literacy outcomes. She connected what she found to the theoretical literature, finding that the literature has tended to underestimate the extent of knowledge needed for learning-focused leadership. She suggested that the capabilities of effective school leaders fit within three domains, each associated with two sub-domains:

- Having and building own and others' pedagogical content knowledge
  - leaders as a source of knowledge
  - ensuring the transfer of knowledge to practice
- Developing learning relationships
  - relational trust
  - challenging evaluative conversations
- Developing expectations for all to learn
  - linking student and teacher learning
  - high expectations of self and others.

A shared characteristic of the leaders who demonstrated strong practice was that they conceived of themselves as 'lead learners'. They understood that for the learning from the project to be sustainable, they themselves needed to engage actively in the professional learning to be effective in each of these domains. Their participation helped to foster a

culture of collaborative inquiry. The two indicators used to categorise schools on this dimension are described below.

Indicator 4a: Development of pedagogical content knowledge and skills for challenging collaborative conversations and classroom observations

When we interviewed the literacy leaders involved in this research, all but one identified facilitators' coaching and modelling of how to lead observations and practice analysis conversations (see Chapter 9) as an important part of their LPDP learning. To undertake these processes effectively, leaders need deep pedagogical content knowledge. These leaders also talked about how knowledge of these protocols and associated practices had transferred to a range of other contexts, including professional learning sessions and monitoring meetings. The examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Building sufficient pedagogical content knowledge to support teachers to identify and resolve teaching problems
- Developing the interpersonal skills and confidence necessary to participate in evaluative conversations.

Indicator 4b: Sharing leadership expertise and responsibility.

Given the pedagogical content knowledge demands involved in these professional conversations and that individual leaders did not always have this knowledge, it was important to distribute leadership responsibilities across a team. This was a deliberate strategy in the LPDP, informed by researchers such as Spillane, Halverson, and Diamond (2001) and Elmore (2002b), who states:

> *Instructional practice and the improvement of instructional practice are complex and require high levels of knowledge and skills across a number of important domains. …*
>
> *To be successful at this complex work, schools need to have structures that develop the knowledge and skills of individuals and that stretch this expertise among people occupying the same role (such as teachers) and different roles (such as teachers and administrators). In these situations, learning grows out of concrete tasks that require shared expertise and allow people to develop their own skills and contribute to the development of others' knowledge and skills.*
>
> <div align="right">(Elmore, 2002b, page 24)</div>

The examples of school practice we drew on to categorise school practice as rudimentary, indicative, or strong included:

- Specific learning opportunities for literacy leaders
- Inclusion of a range of leaders in observations
- Co-facilitation of professional learning
- Including literacy leaders in decision-making (for example, around goals).

What this dimension looked like

We selected only one school to illustrate this dimension because there have been several references to leadership learning in previous sections and detailed case studies follow in Chapter 9. The leadership practice described below was in NS5 where these practices were initially categorised as rudimentary but became indicative on both indicators by Time 3.

New School 5

Leadership practices at NS5 were discussed earlier in reference to the identification of professional learning needs. At Time 1, the processes were not sophisticated enough to provide a clear direction for professional learning for either teachers or leaders. At the initial interview, the principal explained that she normally led appraisal discussions, but that where observations were related to a professional learning focus she left them to the lead teacher because she did not have the necessary knowledge for those conversations. No reference was made to any training having been provided to the lead teachers to support them.

Responsibility for leading the LPDP followed NS5's usual pattern, with two teachers being appointed to lead the learning literacy within their respective syndicates. The principal made it clear that she regarded the observations as the literacy leaders' responsibility. She wanted to be involved initially, but then to be more "hands-off". She did express interest in being more involved in the LPDP than she had in other professional learning contracts, but this was in case she wanted to go back to the classroom rather than to enhance her own skills as a leader of learning.

The literacy leaders participated in the initial interview with the researcher. Literacy leader 1 was fairly new to teaching. When asked by the facilitator to assess her current level of

literacy expertise, she found it difficult to respond, as she felt she didn't have a clear picture of what usual practice might look like:

> Literacy leader 1: *I think the areas that I would like to develop are being able to assess effectively and use that in my planning. So teaching more explicitly to what they need. I think I will try to integrate a lot of the literacy across the different curriculum areas and...*
>
> Principal: *I think you are very good. No, she has very good relationships with her children, she works very closely with individual children, she is very hands-on, and does a lot of very good modelling.*
>
> Literacy leader 1: *Yes, I think that part of it, too, with this literacy PD, is being able to see whether what am I doing is right. [The principal] can say it, but when you haven't been teaching that long, you wonder, "Am I doing it right?" So, yes, I feel that I am doing things right, but having more surety about it.*
>
> (NS5, initial interview, February 2009)

Literacy leader 2 was an experienced teacher and deputy principal. He felt confident in teaching reading but less so about writing.

Shifts in practice

Two years later, leadership practice at NS1 was categorised as indicative against both of the indicators in relation to this dimension. Both the literacy leaders and the senior syndicate leader had led practice analysis conversations around observations. Literacy leader 1 had worked towards a series of specific learning goals related to her leadership practice, including goals related to leading professional learning sessions with teachers who were often her senior. Her progress was acknowledged by her colleagues at the exit interview. She said: "I have shifted, because I felt in the beginning it was for me to help people with their goals, [that] I had say, "This is what you're doing", whereas now I understand that it is about being able to sit down with somebody and asking them questions that help them to come to those conclusions, and that is something that I have had to learn from [the facilitator]. But I couldn't have done that at the start."

The senior syndicate leader became increasingly involved in the project. The facilitator noted he was asking questions, problem-solving, requesting that the facilitator modelled specific practices, and working hard to apply his learning to his practice. At the exit interview, he expressed his enthusiasm for the learning. He felt he was more reflective and he was starting to learn to lead observations. He had also taken on responsibility for data management. In a separate interview, the literacy leaders described the principal as having provided the organisational support and resourcing needed to implement the learning.

Implications for Pasifika students

In our discussion of dimension 3, we explained that at Time 1 many of the leaders did not have the knowledge and skills necessary to be effective in strategically resourcing to meet the needs of Pasifika students and, especially, of English language learners. Table 8.4 indicates some of aspects of leadership learning that focused on Pasifika students that were evident in some of the schools.

Table 8.4: Engaging in leader learning: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
4a) Development of pedagogical content knowledge and skills for challenging collaborative conversations and classroom observations	
• Building sufficient pedagogical content knowledge to support teachers to identify and resolve teaching problems	• Building knowledge about teaching and learning for Pasifika students and English language learners, including knowledge about the resources that are available for use with these students, including *The English Language Learning Progressions, Supporting English Language Learners, Making Language and Learning Work* DVDs, oral language handbooks, Tupu readers, and *LEAP: Language Enhancing the Achievement of Pasifika*
• Developing the interpersonal skills and confidence necessary to participate in evaluative conversations	• Deliberately planning how to address evidence of teachers having low expectations for English language learners
4b) Sharing leadership expertise and responsibility	

• Providing specific learning opportunities for the literacy leaders	• Collaborative learning about how to effectively meet the needs of Pasifika students and English language learners (for example, using information about oral language strengths and needs to develop an oral language planning template
• Including the literacy leaders in observations	• Ensuring literacy leaders take note of the impact of teaching on Pasifika students
• Sharing the facilitation of professional learning	• Making use of the ESOL teacher's expertise by including this person within all professional learning experiences and having them lead those that are focused on English language learners.

Assessment of impact and re-engagement in the next cycle

Within this dimension of the inquiry and knowledge-building cycle, leaders must consider the impact of their practice on teachers and through on to students. This involves collecting data on:

- students' progress with respect to the student learning goals that were identified within the third dimension of the inquiry cycle
- teachers' progress with respect to the teacher learning goals that were identified within the second dimension
- leaders' progress with respect to the leader' learning goals that were identified within the third dimension.

Leaders need to integrate the data from these different layers within the school in ways that enable discussion about the relationships between changes in student data and in the practice of both teachers and leaders. As noted above, the LPDP developed a number of tools to facilitate this inquiry, amongst them the Outcome Review and Progress Evaluation matrices. However, as also noted, their effective use requires the development of routines of inquiry, the most important of which is a relentless focus on evidence of impact. Leaders use this information to discuss patterns and trends across the school, seeking the answer to three key questions: "Where are we going?", "How are we going?', and "Where to next?" (Hattie, 2005). Inquiry-minded leaders ask probing questions and look for the unexpected. This includes being aware of any possible negative consequences from the changed practice. "What dropped off? Was anything forgotten? Is there anything else we need to know?"

The three indicators used to categorise leadership practices on this dimension are described below.

Indicator 5a: Checking change in practice

Checking changes in practice involves re-use of many of the tools and routines of inquiry that leaders had already used. However, the specific examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Conducting informed classroom visits (for example, interviewing students, looking for something specific)
- Conducting focused lesson observations
- Reviewing leadership practice.

Indicator 5b: Checking impact on students

Checking impact on students similarly involves re-use of many of the tools and routines of inquiry that leaders had already used. The specific examples of leadership practice we drew on in relation to this indicator included:

- Checking student data
- Seeking students' perspectives on their learning.

Indicator 5c: Preparing for a new cycle of learning.

Sitting underneath all of these processes and routines, school leaders need to have a deep understanding of the purpose and nature of inquiry, recognising that it must indeed be cyclical, with schools engaging in iterative inquiry as they re-focus on persistent issues of underachievement, invest in continued knowledge-building, and establish coherence of instructional practices within and across curriculum areas (Timperley et al, 2007; O'Connell, 2010). This process requires engagement in new cycles of learning. The specific examples of school practice we drew on to categorise leadership practice in relationship to this indicator as rudimentary, indicative, or strong included:

- Identifying new questions
- Going deeper into current puzzles of practice.

Table 7.3 (indicators by schools over time) shows that by Time 3, the leadership practice in five of the schools were categorised as strong for 5a (Checking change in classroom practice) and in six schools for 5b (Checking impact on students). Only four schools were categorised as having strong practice in relation to 5c (Preparing for a new cycle of learning). This pattern suggests that setting up the routines for checking change and impact were becoming established, but that the ability to engage in iterative inquiry was more tentative.

What this dimension looks like

We selected two schools for discussion in relation to this dimension:

- NS3 illustrates a school that shifted in its categorisation of leadership practice from rudimentary to indicative in relation to all three indicators
- ES5 illustrates a school that maintained its strong categorisation for indicators 5a and 5b and made a shift from indicative to strong for 5c.

New School 3

As has already been discussed, at Time 1 NS3 did not have well-established routines of inquiry that could be used to check the impact of professional learning on teacher practice. For example, some of the literacy leaders said they had conducted classroom observations, but these were not used to identify professional learning needs and goals and monitor whether they were being met. One of the leaders commented:

> *You know, that has been for many years a bit of a closed door, you're just working in your own solitary little bubble, so there's been a move towards more … collegiality and people sharing ideas.*

> (NS3, Initial Interview, February 2009)

Because the school did not have strong systems for the collection, analysis, and use of student data, the leaders had not been able to develop clear literacy goals or targets against which they could check the impact of any changed practices on students. As the principal explained:

> *The issue for us was… the person who collected the data… collected no data in written language, no data in oral language, and [with] the reading data there was a question*

mark as to its reliability and its validity. So I was not prepared to make any targets until we collected reliable and valid data.

<div align="right">(NS3, Initial Interview, January 2009)</div>

The school did not hold monitoring meetings where data could be collaboratively analysed, though some of the leaders said team leaders had begun to move their team meetings towards a professional learning focus:

I would have to say that in general some of the team leaders are now trying to do that within teams, and you know that is more of a professional learning circle than the admin-based traditional team meetings that have been part of the school culture up to now. So I would say that is beginning to happen.

<div align="right">(NS3, Initial Interview, February 2009)</div>

The school was introducing students to the notion of inquiry learning, but the only reference to teacher inquiry in the initial interview was when one of the literacy leaders expressed the hope that "in time" they would have a "definite cycle" in place.

Shifts in practice

Two years later, the leadership practice at NS3 was categorised as indicative against both indicators in this dimension. Monitoring meetings had been introduced as part of level team meetings. At the exit interview, one of the literacy leaders said that "teachers are setting goals based on the evidence that is coming to the table in a monitoring meeting and then we are feeding that back through [so] the next time we have a monitoring meeting, they will start off in advance." As described in relation to the previous dimension, information from monitoring meetings was fed back to the literacy lead team to enable them to monitor the school-wide shifts in classroom practice. Similarly, observations and practice analysis conversations had become a school routine, driven by the literacy team. The team itself was reviewing and reflecting on its effectiveness. For example, one literacy leader said: "We have also got our learning goals, but underneath that we have also got our emotional intelligence goals as well, which I guess [means] increasing our self-awareness about what we are doing, [and how] that might be actually impacting on the effectiveness of the team."

The principal described how data was now being used to set team goals, which were set out in each team's 'charter'. The charter was then used to develop action plans for achieving the goals. The data were analysed and connected to information about classroom practice to better understand what was going on and make decisions about what to do next. The principal said: "So we are building every time on noticings from what is happening in the class, looking at data and then feeding that through, and [in the] discussions we are having in our teams we are building in readings."

Though the leaders could describe significant growth in their own knowledge as leaders and in the development of systems and conversations to support an inquiry process in the school, they agreed with the facilitator that the notion of inquiry as an ongoing process of reflection about the impact of practice on students was not embedded across all teachers and all teams. The principal described how he intended to address this:

> *The very first thing that is going to hit us next year is the changes to the teacher criteria and the pieces of the evidence that we will be looking for will be spelling out the attitudes and those processes being implemented. I think that is a really key one.*
>
> *Secondly, it is also spelling out in people's job descriptions, and that includes team leaders, the notion of inquiry because what we need to do is have a mindset that inquiry is core business. It is not something extra that if you have got time you can do it.*
>
> *Thirdly, in terms of processes, we as team leaders and as leadership need to be making sure that we have scheduled this thing. If we think it is that important, we need to schedule it to make it happen.*
>
> (November 2010)

Existing School 5

ES5 already had ongoing embedded practices for using evidence to check impact and decide on next steps at Time 1. The only indicator for which these practices were not rated as strong at Time 1 was indicator 5c (preparing for a new cycle of learning).

Table 8.5 is an excerpt from the school's July 2010 Outcome Review. It provides an insight into the evidence the leaders used to check the impact of their practice on teachers and students.

Table 8.5: Excerpt from ES5's July 2010 Outcome Review

	What this outcome looks like in our school in July 2010	This is/These are our goals for the next 6 months:	This is what we will notice during this time
Evidence of an effectively led professional learning community	• Regular observation of classroom practice takes place by literacy leaders, principal, team leaders, and peers to engage teachers in practice analysis conversations on the effectiveness of the strategies they are trialling • Staff and syndicate meetings regularly focus on the analysis of data. Follow up discussions consider where to next for both students and teachers • Many teachers are taking an increased responsibility for analysing their own class data to determine strengths and weaknesses and considering implications for their practice. • Class by class data is used for appraisal processes to help determine teachers' learning goals for the next term. • Leaders have attended National Standards training workshops • Principal is part of a national reference group for the MOE	Literacy Leaders will: • Provide focused feedback to teachers which supports student achievement. • Continue to use learning conversations in practice analysis conversations. Theory of Action framework is used to facilitate learning conversations based on data • Make teachers and students aware of curriculum expectations and the specific teaching strategies necessary for students to meet those targets • Provide support for new teachers • Review Literacy Progressions/Standards for portfolios and reporting • Track of cohorts throughout school over time, with specific analysis of sub-cohorts to further monitor school effectiveness.	• Leaders constantly referring to curriculum expectations and school targets in their discussions with teachers and students • Leaders check shared knowledge and beliefs and challenge teacher beliefs where appropriate • Quality of learning conversations are focused and purposeful • Staff are more aware of and are more pro-active in using data to inform teaching and make OTJs • Leaders investigating use of new SMS to facilitate effective reporting

As evident in the outcomes review, the principal and literacy leaders were clear that the inquiry needed to be ongoing. This was an understanding that strengthened in the school during the period of the research:

Principal: *But I think one of the epiphanies that I have had is I always thought we would reach a sort of utopia, and it would be great and we wouldn't have to do [any more]. But I think the real epiphany for me has been that utopia is actually working with people constantly, and it is never a perfect world, but it is actually about being responsive and doing something about it.*

Literacy Leader (J):   *Yes, responsive.*

Principal: *That we know what is going on, and we are responsive to it, and we are trying to find solutions. And that is the utopia. It's not about getting everybody completely perfect, it is actually about our process of working through all of those things....*

                                   And we are working things out all the time. You know, there is so much that we don't know. The last piece of work is a classic where we're trying to work out the stuff around reporting and there is so much that we don't know about that, but we just give it a go and draw a whole lot of things together and see if we can make it work. So we are also quite experimental too, aren't we? ...

Literacy Leader/DP (A): *And there is a good culture of learning, whether it's the kids or the staff, everybody is on board with new learning. They are open to new ideas and suggestions, and I can't think of anyone who doesn't want to try anything new. ...*

Principal: *The LPDP has been really great for us. It has been really, really great for us and just I think the depth of knowledge that [facilitator] has brought has been*

really, really good for us. But we need to think about
the time beyond that now. The capacity has grown,
but we still want to think about how we can challenge
ourselves and we don't get too navel gazing. Go
around patting ourselves on the back, saying, "Wow,
that was so great!"

<div align="right">(ES5, exit interview, November 2010)</div>

Implications for Pasifika students

At Time 1, many of the school leaders did not yet fully understand the concept of checking impact or iterative inquiry, and did not have the information or the systems needed to participate in such inquiry. By Time 3, both the concept and systems that would enable the checking of impact were developing. Leaders were beginning to move from a generalised concern for Pasifika students to the identification of specific questions and puzzles about how they could more effectively lead professional learning aimed at improved outcomes for their Pasifika students. Such inquiry is essential if schools are to cater effectively for the diverse needs of these students. The kinds of practices observed are listed in Table 8.6.

Table 8.6: Assessment of impact and re-engagement in the next cycle: Implications for Pasifika Students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
5a) Checking change in practice	
• Conducting informed classroom visits • Conducting focused lesson observations	• The collated information used to review the changes in teacher practice includes specific information about teachers' impact on Pasifika students
• Reviewing leadership practice	• The collated information used to review the changes in leadership practice includes specific information about the leaders' impact on Pasifika students
5b) Checking impact on students	

• Checking student data	• The review of student achievement includes the review of disaggregated information about specific groups of Pasifika students and English language learners
• Seeking students' perspectives on their learning.	• Leaders ask Pasifika students and English language learners for their perspectives on their learning

5c) Preparing for a new cycle of learning

• Identifying new questions • Going deeper into current puzzles of practice.	• Leaders go deeper into specific questions and puzzles of practice with regard to Pasifika students and English language learners

Concluding comments

The school leadership practices described provide an insight into what leadership looked like as leaders shifted from practices we rated as rudimentary to practices we rated as indicative or strong. They reinforce the message from the results presented in Chapter 7 that the learning needed to improve practice within each of the indicators was deep, complex, and took time to embed. A shift from practices that fitted the descriptor for indicative practice to practices that fitted the descriptor for strong practice may reflect a move from routine to adaptive capacity (Timperley, in press).

Each of the indicators represents a school leadership practice that research evidence shows to be effective. The principle underpinning all of the indicators is that effective leaders "focus their influence, their learning and their relationships with teachers on the core business of teaching and learning" (Robinson et al., 2009, page 40). Responsiveness to the diverse strengths, needs, and personal identities of Pasifika students does not involve leaders doing something inherently different from what they would do when focusing on other groups of learners. Rather, it involves taking an inquiry approach to supporting teachers to adapt classroom practices they know to be effective to be more responsive to their Pasifika students' needs in strategic ways. Leaders need a strong foundation of pedagogical content knowledge if they are to support such adaptations to ensure their coherence with the principles of effective

pedagogy, including specific knowledge about how to cater effectively for Pasifika students and English language learners.

An important focus of the learning for schools engaged in this LPDP Pasifika research was around the Ministry of Education's resources for Pasifika students and English language learners. These capture important information about effective pedagogy for these students and about the learning pathways they may be expected to follow. It is clear from this research that leaders, along with their staff, valued opportunities to engage more deeply with these materials and were beginning to integrate them into their practice.

Chapter 9 : School leadership for teaching and learning: The facilitation of leadership learning

This chapter addresses the research question, "What professional development experiences are needed for school leaders to understand and use leadership practices that prompt changes in classroom practices leading to improved literacy achievement for Pasifika students?" Specifically, we look at how the LPDP's facilitators supported the school leaders to build their co- and self-regulated inquiry skills and pedagogical content knowledge using key evidence-based project principles in each school context.

The chapter begins with an analysis of the interviews with the literacy leaders that took place at Time 2 (the midpoint of the research period) about the learning opportunities they had experienced within the LPDP and its impact on their learning as literacy leaders. Nine overall themes emerged. We then describe the professional learning opportunities associated with these nine themes by drawing on the observations of the 40 professional learning sessions and the associated interviews.

In the final section, two case studies provide deeper insight into some of the school leadership practices that led to achievement gains for Pasifika and other students at two schools and the ways in which the LPDP facilitators helped the leaders of those schools to understand and use those practices. The first case study describes how a school leader learned to apply the LPDP observation and conversation protocols so that she made a more helpful contribution to her teachers' professional learning. The second describes the implementation of monitoring meetings at a school that faced considerable unexpected challenge.

Literacy leader learning

The following nine themes emerged from the interviews with literacy leaders about the learning opportunities within the LPDP that they found particularly important to them. They are presented according to the frequency with which they were referred to:

1. Building data analysis capability
2. Leading classroom observations and practice analysis conversations
3. Building "leadership capacity"
4. Developing effective literacy practice
5. Providing professional reading (and discussion)
6. Providing opportunities for learning beyond the school
7. Establishing monitoring and other professional meetings
8. Developing school-wide targets and action plans
9. Developing effective practice for English language learners.

The frequency with which leaders referred to particular kinds of learning opportunities are presented in Figure 9.1.
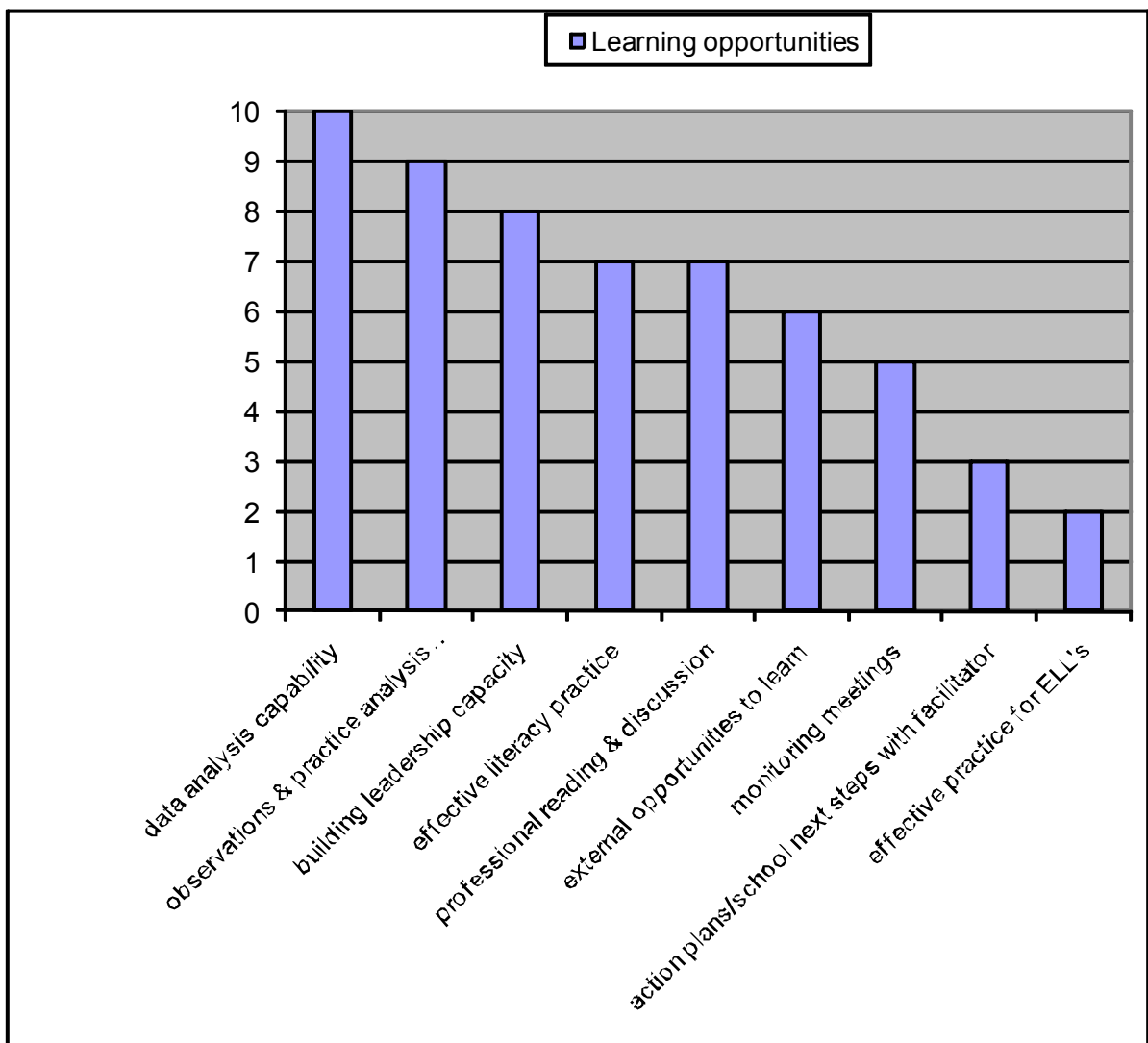
Figure 9.1: Frequency of the references made to the nine themes

The pattern of responses indicates that leaders more often referred to themes applying to all students rather than specifically to Pasifika or English language learners. Only two leaders referred to in-school sessions focused on effective practice for English language learners as a significant part of their learning and none of them identified sessions where the focus was primarily on Pasifika students. This pattern was no doubt influenced by the timing of the interviews. They took place prior to facilitators focusing on new Ministry of Education resources and other relevant literature on second language learning in these schools.

The analysis of the professional learning sessions, however, showed that the specific needs of Pasifika and ELL students were usually introduced in the context of learning opportunities that focused on theories and practices effective for all learners.

Specific analysis by theme

In this section, we provide more detail on the nine themes and unpack them in relationship to the:
- skills developed
- knowledge built
- impact of learning
- specific links to teaching and learning for Pasifika students and English language learners.

Some themes are illustrated with examples in a particular school. These examples draw primarily on interviews following observations of professional learning sessions.

Data analysis capability

Literacy leaders from all ten schools referred to opportunities to build their data analysis capability as an important part of their project learning. They referred to the following specific skills:
- collecting, analysing, and moderating data
- understanding the inquiry cycle and the use of evidence

- using formative assessment

- using achievement information to identify next learning steps

- identifying and monitoring at-risk students

- using the LPDP Outcomes Review and Progress Evaluation tools to monitor progress

- using smart tools to organise student achievement data in a way that makes it easier to identify and discuss what it shows

- setting up improved systems for organising data that enable comparison over time and across different cohorts.

The knowledge they identified included:

- appropriate expectations for students particularly through engaging with the *Literacy Learning Progressions, English Language Learning Progressions*, and National Standards)

- assessment tools and their applications.

An example of leaders' learning

At Time 1, NS3 did not have systems set up to allow the literacy lead team to form an accurate picture of student achievement in relationship to national expectations or to use this as the basis for establishing teacher professional learning goals. By Time 2, teachers shared an overarching professional learning goal focused on using evidence from student achievement data to inform their teaching, and to identify what to look for when monitoring the impact of their practice (Facilitator database interview, October 2009). At the same time, the leadership team were learning how to analyse data and use it to identify school-wide patterns that could be used as the basis for planning professional learning.

A three-day workshop in term 4 was identified by the school's literacy leaders as pivotal in their LPDP learning. Prior to the LPDP, the school had never used STAR or asTTle. On the first two days, the facilitator worked separately with the junior and senior literacy leaders, supporting them to work with data from STAR, asTTle, and the Observation Survey. The facilitator explained that she wanted them to identify:

- Patterns of both progress and achievement

- Connections between STAR and asTTle data

- Who was at risk and who was at the norm and the patterns of need of each of those groups
- Sites of teaching practice for excellence and need.

On the third morning, the whole literacy team met together and shared their findings. Together, they constructed a matrix that recorded significant information about the shifts they had noticed and the strengths, needs, and any other patterns they had identified. This was the first time the leaders had constructed a whole school picture and it allowed them to start to develop a plan for what they would do the next year and how they would resource the plan's implementation. One of the literacy leaders described this process, along with other learning such as the collation of information from observations, as one of "putting all the pieces of the jigsaw together so that we have actually got a big picture and unpacking all of that data so that we have now got direction." She said:

> So even though it is not necessarily a pretty picture, it feels like we've got some wheels in motion in terms of where we are actually going to head, and that is a really good thing. We can't bury our heads in the sand any more, we have got to actually drive that forward. So I guess I don't know the impact of that yet, because we haven't gone out and worked with everybody, but hopefully that message will cascade to everybody in terms of driving student learning forward
>
> (Literacy leader interview, November 2009)

This literacy leader explained that the next step was to provide teachers with the data and to support them to use it in their classrooms. This included supporting teachers to better understand the curriculum level expectations and what they needed to do to ensure their students met or exceeded those expectations, regardless of their home circumstances.

The leaders' analysis of the data alerted them to a number of issues including some for English language learners. They realised that, based on anecdotal evidence (rather than just those students captured in the ESOL status list), 22 of their 68 five-year-olds and 55 of the 81 six-year-olds were English language learners. They connected this to another finding, that junior students were being pushed through the reading levels on the basis of their ability to decode text that often they could not understand. This

confirmed an impression literacy leader 1, a teacher of senior students, had already formed, and it prompted her to take a greater interest in the junior school:

> *I know there has been a big focus on powering kids through levels as opposed to what they were actually doing to get there. I am interested in what the data is showing us now that there has been some PD, there has been a focus on literacy, and whether we are seeing different trends to what we were before, particularly for those ESOL [students].*
>
> *My opinion as a professional was because there was so much of a focus on flying them through levels, that actually impacts on the 'barking at print' and compounds it. I do think children get to a stage where they fly, but actually it is the processes that are put in place that get them to that stage, and usually when that happens they fly very, very quickly.*
>
> (Literacy leader 1, post professional learning session interview, November 2009)

An immediate conclusion was that there needed to be a greater focus on comprehension and vocabulary. A later decision was that the school would shift to using the *English Language Learning Progressions* instead of asTTle for the ESOL-funded students, because of the information the matrix provided them about learners' development in terms of language structure, grammar, and vocabulary. The next step was going to be to triangulate student's reading data with their writing data.

Leading observations and practice analysis conversations

The literacy leaders from nine of the schools referred to coaching in how to lead classroom observations and practice analysis conversations as an important part of their learning from the project. In the tenth school, an unusual set of circumstances (including facilitator turnover) may have made this seem less evident.

Practice analysis conversations[7]

The theory underpinning practice analysis conversations

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[7] See Parr, J. M,, & Timperley, H. (2009) for a description of the evolution of the LPDP's observation protocols and its theory of practice analysis.

In 1999, Donovan, Bransford, and Pellegrino published a renowned synthesis of the evidence on how people learn. While their focus was on students, the authors made it clear that their findings apply to all learners. The synthesis was a key resource for the LPDP, with its findings informing decision-making at all levels of the project. Three core principles are embedded within the practice analysis tool. They are discussed below, along with some implications for teachers:

1. Learners bring their existing knowledge and beliefs to all new learning situations. These prior understandings can provide a sound foundation on which to build new knowledge but, if they include misconceptions, they can inhibit learners' ability to comprehend new knowledge or mean that learners grasp new knowledge fleetingly, later returning to their previous understandings. This means that before new learning can begin, learners need to surface and examine their preconceptions. For teachers, this includes engaging their 'theories of practice': the complex array of beliefs, understandings, and values that they bring to addressing the myriad of problems and issues that arise as a regular part of their teaching practice.

2. Significant learning that can be transferred to a wide range of new situations requires a deep foundation of factual and conceptual knowledge. This knowledge needs to be integrated into a conceptual framework that is organised in such a way that it can be readily accessed and applied to new situations. For teachers, this means that it is not good enough to simply be presented with a suite of new teaching strategies. Teachers need to understand the deeper principles that sit beneath the strategies so that they understand and can recognise the situations where those strategies usefully apply.

3. A metacognitive approach to learning allows learners to take control of their own learning by defining their learning goals and monitoring their progress towards those goals. If teachers are to self-regulate their professional learning in this way, they first need to establish a set of learning goals that they recognise as worthwhile. They then need to establish an appropriate set of strategies for monitoring their progress. These strategies should focus their attention on the impact of any changed practices on their students, allowing them to make further changes in response to what they notice.

Key features of practice analysis conversations

Donovan et al.'s (1999) learning principles are all embedded within the practice analysis tool, which includes the following features:

- The teacher and the person leading practice analysis "contract" the conversation so that everybody is clear about the student learning goals, the teacher learning goals, and the teachers' criteria for effectiveness.

- Practice analysis is explicitly linked to the 'Teacher Inquiry and Knowledge-building Cycle to Promote Valued Student Outcomes' (Timperley et al., 2007).

- The conversation is analytical, rather than purely descriptive.

- The person leading the conversation is explicit with teachers about the conceptual frameworks they bring to the analysis. The most important of these are the

dimensions of effective literacy practice, as described in the two *Effective Literacy Practice* handbooks, (Ministry of Education, 2003b and 2005).

- The analysis of the lesson is based on evidence. This consists of a transcript of practice (usually written) and interviews with students that provide information about the impact of practice. Practice analysis is jointly conducted by the leader and teacher with both contributing what they notice about what happened.

- The leaders of practice analysis conversations are explicit about their theories of practice and ask probing questions that support teachers to surface and examine theirs.

- Leaders are explicit about their suggestions for changes in practice, but they make these suggestions tentatively, always recognising that teachers may have valid reasons for believing that a suggestion may not translate well into practice in their context.

- Suggested strategies are linked to evidence-based principles of effective practice that can be transferred to a range of contexts (such as the dimensions of effective practice outlined in the *Effective Literacy Practice* handbooks (Ministry of Education, 2003b and 2005).

- Where possible, suggestions are linked to other professional learning opportunities that the teacher has experienced and to their application in relation to other aspects of literacy, other students, or other parts of the curriculum.

- Teachers are supported to identify new goals for themselves and to develop strategies for monitoring their progress towards the new goals.

- Teachers leave practice analysis conversations feeling assured that even if they are not yet clear about where their learning journey will take them, they will be given the support they need to undertake it.

(Based on Timperley, Parr & Hulsbosch, 2008)

The skills the leaders said they had built through these learning opportunities included the following:

- being reflective, including improving their own practice while helping others to reflect on theirs

- learning what to look for and how to help teachers to 'notice' impact for themselves

- challenging other teachers in ways that leaves relationships intact

- providing reasons for questions

- interviewing students to get their perspective.

The knowledge that they had developed or refined included:

- the 'vocabulary' needed to describe and analyse practice
- the resources that can be used during conversations
- standards of professional practice.

Building leadership capacity

The literacy leaders from eight of the schools referred to more generic opportunities for building "leadership capacity". Sometimes those references were made in relationship to occasions when the facilitator had helped them to develop their own skills as leaders, and at other times the principals and deputy principals interviewed referred to the concept of distributed expertise. Often this learning seemed to take place in the context of other activities, for example, in the course of a discussion about how to address a sensitive issue. At other times it was more explicit, for example, when facilitators helped leaders to identify areas for improvement and monitor their progress.

Leaders referred to having built the following skills through these learning opportunities:

- setting professional goals for leading professional learning
- asking probing questions that prompted reflection on leadership practice
- modelling the concept of the 'leader as a learner'
- reflecting on personal theories of practice
- reflecting on the role of literacy leader as both a model and support for teachers.

The knowledge that they had developed or refined included:

- practical skills for organising and running a staff meeting
- the terminology needed to participate in professional dialogue
- effective literacy leadership.

An example of leaders' learning
This example concerned a facilitator supporting a highly effective classroom teacher to mentor her colleague.

The teacher talked about how the facilitator had provided a model for her new role as a mentor:

Teacher: *[The facilitator] is affirming and she encourages you to work on things, but she also listens to you and your ideas and from that it is a dialogue. It is not, "This is what you need to do." It is a discussion where you come up with your own ideas about what you need to do. It's quite a clever way of coaching. It's, "I will guide you but I'm not going to tell you", but she does in some ways, giving you little things to work on, but in essence you want to do it yourself, which I think is powerful.*

Researcher: *Has that been something you have been able to take over to your role as X's tutor teacher? ...*

Teacher: *I am probably not so good at that myself. I find, and that is also based on her experience, she has had to be – I don't want this to come across the wrong way – but she has had to be told how to do a number of things. I have had to tell her, "This is what you need to do" because she just needed the knowledge, and understanding, and just having someone to say what she needed to do. ... As the journey goes on, it will be more dialogue as her expertise increases.*

Researcher: *If you reflect on that with [the facilitator], do you feel like that has been something that has shifted in your relationship over time?*

Teacher: *Oh, definitely. When I think about my first session, [the facilitator] had to show me a lot of material, had to show me how to do things and tell me, because I had never taught junior school before and I had very little knowledge of all the assessments. I didn't know what a Six Year Net or a School Entry Assessment was. I didn't know how to teach a guided reading lesson, I didn't know how to teach a shared reading lesson, how to teach juniors writing. I had no clues. So now it has evolved as my expertise has increased.*

(ES4, Cast study teacher 1, Professional learning session 4)

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Effective literacy practice

The literacy leaders from seven of the schools referred to sessions with the facilitator focused on effective literacy practice as an important part of their LPDP learning. Leaders referred to having built the following skills through these learning opportunities:

- challenging assumptions and stereotypes
- being reflective about how to make new ideas work for themselves and their students.

The knowledge that they said they had developed or refined included:

- the principles of effective literacy practice
- the resources available from the Ministry, the alignment between them and their use
- literacy "terminology" (for example, the language of grammar) and recognising its use in different resources
- the deeper purpose of literacy learning and the value of integrating literacy lessons with topic work
- the continuum of student learning.

Some literacy leaders made specific links to what they had learned about effective literacy practice in relation to improving teaching and learning for Pasifika students and English language learners. Those links included:

- recognising that knowledge of a child as a Pasifika learner is about more than knowing that a child is Samoan
- the alignment between ESOL resources such as ELLP and SELLIPs and how they link to other teaching resources.

Professional reading and discussion

The literacy leaders from seven of the schools referred to reading and discussing professional literature as an important part of their learning from the project. They

said they had had built their professional knowledge about effective literacy practice and their inquiry skills through reflecting on professional reading and putting their learning into action.

The leaders provided the following examples of what they perceived to be the impact of learning in their schools:

- they had a sharper focus on what they are doing
- there had been a growth in content knowledge about effective literacy practice
- the two *Effective Literacy Practice* handbooks and Davis' book on reading comprehension had become "like Bibles"
- teachers and leaders understood the importance of maintaining a programme of professional reading and discussion.

The literacy leaders did not made specific links to what they had learned through their professional reading about improving teaching and learning for Pasifika students and English language learners during the interviews, but such learning was evident when we observed the professional learning sessions.

Opportunities for learning beyond the school

The literacy leaders from six of the schools referred to opportunities for learning beyond the school as an important part of their LPDP learning. These included opportunities to meet with the leaders of schools that had been previous participants in the LPDP, cluster leadership days, LPDP presentations and, in one case, a visit to observe teaching practice in another small school. A feature of all of these occasions is that the focus of the learning was coherent with what the leaders were already learning with their colleagues at their own schools.

Leaders referred to developing the following understandings through these learning opportunities:

- the concepts underpinning the inquiry model and its importance in sustaining growth

- recognition that the goal is not to reach a state of perfection but to work with colleagues in an ongoing way that is responsive to their needs
- the importance of formative assessment
- the purpose of monitoring meetings
- the concept of 'sustainability'
- how to link reading and writing
- catering for English language learners and the resources available to support their learning
- constructing a picture of what effective practice looks like (for one leader who observed a teacher in another small school).

One literacy leader described how attendance at a workshop on English language learners and the resources available for use with them had prompted her and her colleagues to engage more deeply with the *English Language Learning Progressions* (Ministry of Education, 2008a) and *Supporting English Language Learners in Primary Schools* (Ministry of Education, 2009f) and consider how they could use those resources to improve teaching and learning for Pasifika students and English language learners.

An example of leaders' learning

The practice of the school leaders at ES5 was already categorised as indicative or strong in reaction to the leadership indicators at Time 1. Nevertheless, an address by researcher Pam O'Connell on the concept of sustainability had a powerful impact on these leaders.

The school leaders explained that their approach to opportunities for learning beyond the school was to learn the theory, to "think about its value for where we are at the moment", and then to "see it in action". They said that they found it affirming to talk to people from other schools and find out what they were doing. This helped them to check they were "on the right track". The principal then explained why O'Connell's presentation had such an impact. This is a lengthy extract, but it is included because it reinforces so clearly the importance of iterative inquiry and of ensuring coherence:

> *I really love that stuff about sustainability from Pam O'Connell, because I think that really gives us clarity about why we make some of the decisions we make*

and [the importance of] sticking to that for those reasons around cohesion and alignment. ...

When we went down to [O'Connell's presentation], it was the first time we had heard about it, and as she was drawing the axis so many things clicked, because the idea about alignment has always been something that we have stuck to. We have always thought about [it] and probably described it as being our core business: knowing why we are here, what is the most important thing that we need to do at this school, and making sure that everything that we do in school drives off that. So we tend to say no to a lot of things and sometimes that is quite hard, because you know the school up the road is doing all these amazing things and you wonder, "Are we denying ourselves something?" It was nice to see that thing about alignment, making sure everything that came in actually supported [what we're doing]. So that was really good.

Then the coherence coming off it was about looking at that, moving towards that higher end of inquiry. One of the things that we have always tried to do here is use our evidence to make decisions about how we allocate resources, or how we shape our PD, or all that sort of stuff. And that was really good, too, because at the higher end of that axis it really talked about developing teachers as inquirers. So that we look at our data and think about what are the other things to be solved and how do we work our way through that.

So we have used the teacher inquiry model to shape our appraisal and we have used a similar approach in staff meetings where we get data and we ask, "What are the questions we have got?" So we are trying to drive up that way of inquiring into our practice. So rather than the stand and deliver pedagogy of the past we have tried to do it as learners ourselves as a staff.

So that axis brought those two bits together, but also in terms of reaffirming stuff. This year is our numeracy focus and so we have made sure that our numeracy development plan reflects very strongly the shape of our literacy PD, because we want to show that it is just more learning, it is not another new thing

to do. It is actually more about our learning, inquiring as teachers into what effective pedagogy looks like.

(ES5, Principal, literacy leader interview, March 2010)

Monitoring and other professional meetings

The literacy leaders from five of the schools referred to the support given to establish and enhance contexts for learning with their peers as an important part of their LPDP learning. Most often they referred to monitoring meetings, but they also referred to syndicate meetings and professional learning community groups. We had anticipated that more leaders would refer to such opportunities, but closer investigation revealed that formal protocols for such meetings had not yet been established at some schools at the time the leaders were interviewed.

Leaders referred to themselves and teachers having built the following skills through these learning opportunities:

- identifying and monitoring at-risk students
- making the links between teacher and student learning goals
- using achievement information to identify next learning steps
- using data to develop teachers as inquirers.

Several literacy leaders said that these meetings had supported them to improve teaching and learning for Pasifika students and English language learners as they became more skilled at identifying, monitoring, and discussing the progress of purposefully selected Pasifika students.

The example describing the process of monitoring meetings is the focus of the second extended case at the end of this chapter. For this reason an example is not provided here.

Targets and action plans

The literacy leaders from three schools identified discussions with the facilitator on setting targets and developing action plans as an important part of their LPDP learning. This aspect is likely to have been identified more often if the principal had been a participant in the interviews or the interviews had taken place later in the project.

None of the literacy leaders made specific links from what they had learned about establishing school-wide next steps and action plans to improving teaching and learning for Pasifika students and English language learners.

Effective practice for English language learners

The literacy leaders from two of the schools referred to in-school sessions with their facilitator focused on effective practice for English language learners as an important part of their LPDP learning. These leaders did not refer to having built any specific inquiry skills through these learning opportunities, but they did say that the knowledge that they had developed or refined included:

- The resources that are available to support teaching and learning for English language learners (including the DVDs, ELLP, and SELLIPs) and how to use them
- The pattern of development for English language learners
- How to support English language learners to develop their oral language and their understandings of grammar in written English.

Case studies

The final section of this chapter provides two extended case studies to exemplify leadership learning over time. The first involves a principal learning about leading practice analysis conversations in an existing school. The second involved establishing monitoring meetings in a new school.

Case study 1: Leading practice analysis conversations at ES3

We collected and analysed data for three rounds of classroom observations and follow-up conversations at ES3 which illustrates the development of the principal's skills in leading those conversations. This case describes her growing effectiveness as she learned to loosen control of the conversations and place greater trust in the process. In the first two sets of observations, the facilitator was present and supported the principal and another literacy leader through the process in a way that mirrored the support she hoped the leaders would give the teachers and the teachers would give the students. In the final round of observations, the facilitator was absent and it was the principal who took on the role of supporting two new literacy leaders in leading the conversations.

The case demonstrates the principal's increasing skills with respect to five of the leadership practice indicators in particular in which leaders:

2a) take responsibility for teacher professional learning through supporting teachers to identify and monitor their professional learning needs and goals

2b) address their own learning gaps through identifying professional learning needs and goals

3b) have challenging and co-constructed conversations with other staff members

4a) develop the pedagogical content knowledge and skills underpinning challenging collaborative conversations and classroom observations

4b) share leadership expertise and responsibility.

The case also demonstrates the development of this principal's leadership practice within the following indicators in which leaders:

1b) prioritise student learning and know what is happening

3a) take responsibility for teacher professional learning

3b) embed routines of inquiry-based in-school professional learning

5a) check changes in classroom practice

6b) check impact on students

6c) prepare for a new cycle of learning.

We have used abbreviations to refer to the teachers in this case. CS1 was an experienced teacher of junior students. CS2 taught senior students (in Years 7–8) and became a literacy leader towards the end of 2009.

Observation 1: Case Study Teacher 2

The first set of observations took place in March 2009. In each case, the observation process was very clear and explicit. The principal was present and participated in both of the practice analysis conversations, but she led the conversation with CS2, and so our focus will be there.

The observation process commenced with a **pre-observation conversation** in which CS2 was asked to identify:

- the student's learning needs as indicated by their achievement data: vocabulary, focusing for this group on making meaning around unknown words
- her teaching goal that was, "To consistently and purposefully make prompts explicit so that the children are clear about the strategies they need to use independently"
- her criteria for success in achieving the teaching goal that were, "I need to model with think-alouds and to show how to work out unknown words and then I need to give opportunities for the children to do the same".

The principal, literacy leader and facilitator observed CS2 as she took a guided reading lesson. They took written transcripts of practice, writing precisely what CS2 said as far as possible. They then interviewed the students to find out what they believed they were learning about, the purpose of this learning, and whether they understood what success would be like and how it would help them to be better readers.

Prior to the practice analysis conversation, the facilitator discussed the observation with the principal who was to leading the conversation. In these conversations, the facilitator modelled the kinds of questions and prompts that she hoped that the leaders would use to ensure that the conversation would be conducted in a spirit of inquiry. These included:

- starting each conversation by asking the leader to recall the teachers' goal for the lesson

- asking the leaders to think about the evidence from the student interviews about the impact of the lesson

- asking them what they noticed about the lesson and its impact on students, encouraging them to deconstruct the lesson for themselves

- modelling tentativeness and checking for understanding and agreement: "I am wondering", "What do you think?"

- sharing her own theories of practice while encouraging the leaders to go beyond discussion of particular strategies to deeper thinking about their own theories

- supplying gaps in leader knowledge and accompanying this by references to specific pages in the relevant resource (usually the *Effective Literacy Practice* handbooks)

- asking open questions that promoted reflection: "Yes, she is doing a lot of the modelling and being very explicit, but if they are going to move towards independent use of those strategies, what does she need to do differently?".

The principal led the practice analysis conversation with CS2, with the facilitator stepping in at times to prompt and re-direct. In their preparatory conversation, the two agreed that the lesson had been highly effective, and that what was needed to shift a very good teacher to greater effectiveness was for her to scaffold the students to greater independence in the use of the strategies.

When we analysed the practice analysis conversations, we considered two aspects: knowledge-building and process. In terms of process, the conversation began with the principal inquiring into how CS2 felt her lesson went, with explicit reference to the impact on students. For a number of reasons, though, the process that the principal then followed reduced its effectiveness in building the teacher's knowledge. One reason was the difficulty in finding a lever for change in a lesson that was highly effective in terms of the teacher's goals, although less effective in relation to fostering student independence. Rather than taking the time to deconstruct the lesson, the principal rushed through and failed to seek the teacher's perspective, despite intervention from the facilitator:

Principal: Yes, there was lots of evidence. There was certainly a fair range
               of strategies being used as well. We are all in agreement there,
               aren't we? Is that enough deconstructing [facilitator], do you
               think or do you want to go deeper into that?

Facilitator: CS2, are you happy that [we've] looked at enough evidence to
               support you and where we are going?

CS2:   I just have a little question. We set that goal, we talked about the
               [prompting] questions and I didn't really know. I was trying to
               use sentence starters. In the evidence you would have written
               down whether I just used questions for my prompts or do you
               remember that [facilitator], you don't just use questions for
               prompts.

As the excerpt below demonstrates, the principal did reveal her own theories and
ensure that the conversation was analytical rather than purely descriptive. However,
she dominated, forgetting to reference her suggestions to evidence from the lesson or
to probe deeply into the teacher's own theories. As a consequence, the teacher ended
up as the somewhat confused recipient of new knowledge rather than its creator. In
this excerpt, the facilitator tries to shift control to the teacher:

Principal: We are really thinking about what is your next step for improving
               your teaching practice. What do you think that might be?

CS2:   So it could be one of the things … like the conversation I had at the
               end, the one-sided speech I had at the end. I needed to sort of
               round off at the end and send them away [inaudible].

Principal: So do you want the children to engage in that conversation a bit
               more?

CS2:   Yes.

Principal: Okay, so we will talk about the balance of talk, that the teacher's
               directing more, but I think the conversation … Because we [she
               and the facilitator] were talking about how everything the children
               did today, they were well supported in the success criteria. It was
               quite directed by you and that seemed to be what they needed with
               that text, and we were thinking the next step is probably to be a bit
               more … to integrate what they have learnt today a bit more into

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> *their tools of reading, but more naturally. Like what we were talking about, what you were saying, "Good readers do this." So to try and give them practice at doing that ... choosing a text that is a little bit more supportive so that they could have a bit more independence.*

CS2:   *So [think about] the text?*

Principal: *Yes.*

CS2:   *So do I still teach at that level or give them something else easier or teach at their level?*

Principal: *It's a hard balance, isn't it, because if it was an easier text, they would be gaining meaning from the text from other cues as well, it would be integrated with that, the toolbox, and it would probably help them engage in the conversation a bit more, too.*

Facilitator: *What do you think, CS2, in terms of thinking about how you might build or give them more practice in using the strategies themselves? Still giving support though, we are not saying take the framework away, but less scaffolding on your part for them to be using those strategies. Or is it too early for that, actually?*

The principal then moved to constructing a new goal and associated success criteria without checking that the teacher had fully understood the "problem of practice" they were trying to solve.

In trying to explain where she hoped CS2 would go, the principal was at times more challenging than she intended. By acknowledging this failing, she explicitly linked her own professional learning to that of the teacher: "I'm being rough, aren't I? That is my problem."

The principal was certainly attempting to build principled knowledge (that is, evidence-based principles of effective practice). That knowledge was about scaffolding the students to be independent learners who can make meaning from text and it was referenced to two teacher texts with which CS2 was very familiar. However, the facilitator felt that CS2 finished the conversation unclear as to what

scaffolding is, and this impression was confirmed by a later conversation with the teacher.

Following the conversation, the facilitator explained her thinking to the researcher. She said that she was removing herself from the practice in order to ensure that by the time the school finished with the project, the leaders could take over the practice analysis conversations. While she limited her intervention during the conversation, afterwards she discussed it with the principal and they agreed on two actions:

- The facilitator would provide professional learning on the topic of scaffolding, drawing in key texts. This would include the whole staff, because the observations showed this to be a shared need. Teachers understood the concept of explicit teaching, but needed to provide greater space for students to interact with each other and with texts.

- The principal agreed that she had and not checked the teachers' understanding sufficiently when they deconstructed the lesson. Together, they formulated a new leadership goal: "To refine my practice analysis conversations by spending more time on deconstruction. To highlight the evidence to support deconstruction".

Observation 2: Case Study Teacher 1

Five months later, the researcher was present at another observation and practice analysis conversation, this time involving CS1, whose focus for her students was on cross-checking when they come to difficult words and making connections to prior knowledge. CS1's goal was to scaffold students to make connections and cross check. Scaffolding had emerged as a goal from the first observation attended by the researcher. It was an important concept that she was still exploring. The text used with the students was about trapping possums.

Once again, the facilitator was present at this observation and supported the principal's leadership of the conversation. The researcher noticed some significant changes in the principal's practice that were confirmed on closer analysis.

One change was that in the first round of observations, the principal had referred to her own learning, but she modelled this more explicitly in the second round, so that

the teachers were very aware that this conversation was not just about their learning or that of their students but also about her progress to her own goals. The following exchange took place during the pre-observation conversation:

Principal: *What should we be noticing during your lesson? What should we be looking for that will show us those things?*

CS1: *I think prompts to use the processing strategies and also prompts to think what they know and then connect it.*

Principal: *Thanks, CS1. [To facilitator] Do we need to go into any more of that? Just remembering that the leadership day that we just had really showed up how important this part of the conversation was, something that I hadn't noticed until then. But that was very clear, CS1 is quite clear about what she is doing.*

Facilitator: *Absolutely, specifically the notion that the important part is the scaffolding, then to make connections. CS1 identified that she is doing modelling but is moving into the prompts. "What are we likely to see the students doing if you are scaffolding?" is the other one.*

Another important change was that the principal spent considerably more time on deconstruction, drawing out evidence of the impact of specific acts of teaching on the students. She was assisted in this by the use of a video recording made by the teacher. The teacher talked about how useful she found this innovation:

I feel more relaxed without that physical presence of that ring of people staring down at me. It's less stress. I'll probably do that again for myself because I can look to see, you're not distracted. You can be an observer of this person teaching and you can just reflect on it and analyse it. I think it's good. Because you can't do that when people are observing you, you don't know what you did, but there I can go back and look at it.

The teacher also conducted her own student interviews about their understanding, helping her to focus more on the impact the lesson had on the students.

The principal talked less and asked questions that helped the teacher to reflect thoughtfully on her practice. This was an important moment:

Principal	So you can see the connections that they are making. Do they see those connections? Do they know what they're doing?
Teacher:	I don't really know – are they supposed to voice they have made a connection? I don't really know.

One of the teacher's assumptions was that the two Pasifika girls in the reading group of three were at more of a "surface level" than the Pakeha boy. The principal challenged this obliquely, pointing out that part of this perception may have related to aspects of the girls' Pasifika world knowledge that had been left untapped:

Teacher	So in actual fact, if I wanted to do that, I would have elaborated a bit more when I got to that part, and stopped, and said "Well ...?" and the girls didn't really, Child X said something about "grab it by the legs".
Principal:	Yes, that might have been something to do with her prior knowledge; she might have seen someone catch a chicken in Samoa.

The principal was also more tentative in the suggestions she made than she had been, using phrases such as "It seemed ..." and "I am wondering ...".

There was one important aspect of the principal's practice that reduced our assessment of the effectiveness of the conversation. The principal tended to focus her suggestions more at the strategy level than at the level of principled knowledge. In the excerpt below, the facilitator tries to shift the conversation from specific strategies to principles:

Principal:	So these sorts of prompts in here, when you were saying that you want to prompt them to make connections, so the sorts of prompts we could use:" What do we already know about traps?" Child Y told you a lot about that. And "Think about what you know as you read the text and see if the text helps you expand on that in any way" or "Let's dig a bit deeper into the text." Do you think those are the sorts of prompts that are going to help?
Teacher:	Yes.

> Facilitator: So let's forget "A Clever Possum" for a moment and come out of the specifics. You want them to make connections on any text, then what will your prompting look like, explicitly to support students in helping them make those connections? ...
>
> Principal: Because even Child Y's discussion on connecting the old knowledge to the new knowledge you could bring that into that "Okay, we are going to hold Samuel's idea of a trap in our head, read this bit about a trap" – I'm going back to the possum, sorry – and then at the end, "How did those things connect if we were going to link our old knowledge to our new knowledge to what happened?"

Following this practice analysis conversation, the principal and the facilitator agreed that the process of moving from the specifics of the lesson to the general principle was an issue for her. To help with this, the principal asked the facilitator to lead a particularly difficult practice analysis conversation and listened attentively to what she did to move the teacher on. In an interview with the researcher, she described how her improved knowledge and skills for leading practice analysis conversations had increased her ability to notice what the facilitator was doing:

> I was listening to [the facilitator] and what she was doing at a different level. ...I was particularly interested in how she moved from the specifics of the lesson to the general, because that was something she picked up that I needed to be better at. There were things that I needed to focus on myself and I was ready to hear a good example of that. Now if I had listened to that sooner, I wouldn't have picked up on those little details, but I knew what I needed to pick up on. I mean it was interesting on that level, but also at the level of how she was getting this teacher to where we needed her to be.
>
> (Literacy leader interview, September 2009)

Observation 3: Case Study Teacher 2

In October 2009, the researcher was again present at a practice analysis conversation following an observation of CS2. Analysis of the transcripts confirms the improvement in the principal's leadership of the conversation. As well as the shifts

already noted, we found that the principal asked the teacher for the criteria for effective practice:

Principal: *What should we be noticing during your lesson? What would you like us to be looking for?*

Teacher: *I would be modelling and scaffolding discussion around the theme and I will or should be asking questions linked to the author's purpose.*

Principal: *How will we know these things are happening?*

Teacher: *The students will be identifying the author's purpose and point of view and they will be discussing themes and making connections and developing their own opinions. I don't think we will be seeing that all today, but we are on that journey.*

The principal achieved her goal of grounding suggested strategies in evidence while also linking them to bigger principles:

Teacher: *Especially because I only see this group once a week and I feel like I rip them off if it's only a 25-minute lesson or when you are trying to push through groups. I want it to be good but then if I am scaffolding them to be independent I have to make sure the gap between what they do with me and what they do independently is bridged clearly.*

Principal: *I think that is the heart of the matter there. All of us are learning more and more what scaffolding is and it's not just, "Right, we have done this, now you do that." It is that bridging thing, yes, scaffolding to independence clearly from what has been done in the group.*

Once again, the evidence from CS2's observation was of a highly effective lesson. However, the facilitator and principal both noticed that there was a point at the very end of the lesson where the students seemed to become confused. Replaying the video of that part of the lesson was a powerful way of identifying how that confusion arose and was the catalyst for identifying how CS2 could improve:

Principal: *You see what you did?*

Teacher: I said, "Think about it from their point of view" when actually I was trying to say "Look at your point of view" with them and that is why S____ said, he said ... oh.

Principal: There is a lot in these instructions that you are giving them. You were very, very precise in the lesson and then it now explodes into something quite big.

Teacher: Like a rush, "Come on, we have got to go onto the next one. You guys do that, and I will tell you, and then go ..." And I can understand why N___ said [in the student interview] about finding the key points and summarising, because I put this effort into making sure you have got your chapter summaries done because we are going to do that when we come together as a group. But then when I went back to what I had done here, I needed to do the author's point of view before we could get into the chapter summaries. Yes, being clear about that ... I just heard what I said! [Laughs]

Our perception of the improvements in the principal's leadership of the conversation was confirmed by the teacher:

Teacher: I am never nervous about it. I look forward to it, because it is helpful. It only makes things better and it is never threatening because we co-construct what I am going to do. And I think the videoing is so much better than having the observation and then just transcribing what happens because, as you saw today, I could hear exactly what I said, whereas before they would have transcribed that and told me what I had said, but would I have believed them?

Researcher: You are trusting that they got it right.

Teacher: Yes, and [the principal] and [facilitator] are always so positive and make me feel good about what I am doing and then the next steps are just there, it is easy to see .... [The principal] was much more confident, and I think last time we had the conversation I came up with the goal that I needed to use the higher level comprehension strategies, but, neither of us had the

content knowledge ourselves. And so I have done lots of reading and talked about it at monitoring meetings and so her confidence today was obviously because she also knew what I was supposed to be doing as well and yes, she was much more clear about what she was supposed to be doing.

I mean she did clarify with [the facilitator] but not as much as she usually does because quite often in the past [the facilitator] has taken over because [the principal] has been stuck. I admire what she does because I wouldn't like to do that.

The principal herself reflected on her shifts after the conversation:

I think I am getting better at not being stressed, about letting it be more of a conversation. That is my thing, and I think I feel better about the fact that it was more of a conversation this time. I think I am now focused more on listening to what they have to say [rather] than what I am going to say next. ... That is a big shift. So I have to relax about not having an agenda or an end point and listen to what they say and go wherever it takes us. ... And we have talked about that the teachers are scaffolding the kids, and I have to scaffold the staff. The 'telling' doesn't work quite as well as helping them recognise themselves.

Observations 4 and 5: Case Study Teachers 1 and 2

The next question for the researchers – and for the principal – was whether the shifts were going to be maintained when the principal was on her own, without the facilitator's support. The final two observations for which we have data were conducted on the same day and provide an interesting contrast. Two new literacy leaders were present at these observations, with one of them being supported by the principal to lead the conversation. A feature of both practice analysis conversations was that all three literacy leaders made explicit references to the inquiry cycles that they had developed for the staff and students.

Observation 4: Case Study Teacher 1

Observation 4 was primarily led, not by the principal but by CS2 in her role as literacy leader. The two of them were joined by a new literacy leader, who was being trained to take up this role. The principal was now the coach. Like the facilitator

before her, she deliberately supported CS2 (literacy leader 2) to lead this conversation.

All participants viewed the lesson, and then the three leaders took time to discuss their impressions of the lesson and the support they would provide during the practice analysis conversation. The following exchange took place at the conclusion of this discussion:

Literacy Leader: *What do I start with? [Is it] "What do you think went well?"*

Principal: *Well, remember we're not trying to trip people up. So you are starting with the contracting for the purpose of this conversation [which] is to look at the impact of your teaching and find an area for us to help you grow forward, kind of thing: "Okay, can you tell me what you think about the impact of your teaching [after] watching that?" And she will do a bit of talking about that, probably. Then that is when you start...*

Literacy Leader 2: *Listening to what she says.*

Principal: *Hopefully, we can follow her into something there.*

Literacy Leader2: *So we are going with modelling and think-alouds.*

Principal: *We are aiming for the explicitness of teaching, when you look at that front page of the needs analysis stuff.*

Literacy Leader 2: *The modelling, being really clear with the modelling, [and that] would lead itself to clearer success criteria.*

Principal: *Yes, that is what we are thinking.*

This conversation showed that the principal's learning around practice analysis conversations, and especially her learning about the importance of ensuring control sits with the teacher and not the person leading the conversation. Before the conversation started, the principal handed CS1 a pen and stated:

We have got these [goals] from last year that I am struggling to put into practice, I have to be honest, it's 'who holds the pen holds the power'. In this conversation, it is all about you, and it would be nice if you were the person in

control. So we are giving these to teachers to make sure that they have control of what their goal is coming out of it.

The shared leadership seemed to work well and the conversation was certainly both analytical and explicit. The teacher emerged with a professional learning goal, accompanied by criteria that she could use to self-regulate her learning. She expressed satisfaction that she had come out with "practical strategies" for showing students what success looks like that she intended to try. Nevertheless, the conversation was not jointly constructed. It seemed that though the teacher was highly committed to her students and open to new learning, she wanted to be told what to do, rather than to construct her own solutions. This could have been countered with more explicit probing of her theories of practice, but instead, both the literacy leaders and principal tended to explain and clarify their own thinking:

Literacy Leader 2:   *When you talked about the feedback thing at the end, you said, "Let's go back to the learning intention, do you think we were successful? Look at the success criteria," and you talked about the example of 'colander', what we know. So you made a reference to the success criteria and then you said to O___, "You shared your knowledge. You talked about Mum doing that." And so that was at the end of the lesson and that was when children made connections. So I was thinking, maybe, when she did that in the lesson, would it have been more useful if the feedback was given then?*

Principal: *Almost exactly what you said then, but in an immediate way ... "I noticed O___, our sharing at home – that you know your prior knowledge and you are bringing it to the book." So it is what you're thinking, you're putting it out there for them.*

CS1:   *And connecting it to what the success criteria or the learning intention is – do you mean in those words?*

Literacy Leader 2:   *Well, you connected it to the success criteria because you said, "You thought about what you know, and you shared your knowledge, and you thought about what we might do*

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> *as we are reading." So the feedback was according to the*
> *success criteria, but it was just the timing.*

As she left, CS1 made a final comment that was intended as a joke, but was consistent with the impression that she did not yet own the process:

> *Teacher: Well, was I successful?*
>
> *Principal: Were you – we can't answer that question.*
>
> *Literacy Leader: You have to answer it yourself.*

Observation 5: Case Study Teacher 2

The second of the two observations provided a marked contrast. This time, CS2 (literacy leader 2) was the subject. The lesson opened with the students reflecting on where they were in their inquiry cycle and concluded with them reflecting on whether they had met the criteria for success for the lesson, agreeing that they had not, and modifying the criteria to better meet their needs. Given the degree of student engagement and understanding, it was not likely that the practice analysis conversation would be very challenging. Nevertheless, the three leaders were able to conduct a jointly constructed, highly analytical conversation and emerge with a worthwhile goal: To scaffold students to make inferences that will support them to identify the main idea. The following extract demonstrates the way each person contributed their knowledge and theories, but did so in a genuine spirit of inquiry:

> *CS2/Literacy leader 2: He was, "I think I have got it now and I think I have got*
> *another example", but even though it wasn't right, he*
> *took a risk to say, "Oh, yes. I think I do get it now." I*
> *wondered about the teaching around inferencing*
> *though, because that was the gap. I don't know if they*
> *would be able to go away and then do that in their pairs*
> *to make the inferences. Is that where the gap was, is*
> *that why they couldn't?*
>
> *Literacy Leader 3:   That was your gap, and your success criteria, that was*
> *the bit that they struggled around.*
>
> *CS2/Literacy leader 2: But is that the gap in their learning, like, you know, in*
> *their knowledge of being able to identify the main idea?*

Principal: *It could be, and another thing I just want to bring up*

              before we jump to solutions is – maybe just in the

              student responses – Do they know what they are

              working on to be better readers? Do they know where

              this is coming from?

Following these two observations, the researcher questioned both the principal and CS2/literacy leader 2 on their impressions of the conversations. CS2 reflected:

It was good to do it without – it is not being negative against [facilitator] – it was good to do it without her and still feel confident that we were on the right track. It really was collaborative and it felt like we were really going through the inquiry cycle to identify what I need to do to be an effective teacher and move my kids.

However, she wondered whether the respect with which she was held by the principal might actually have a negative impact on the conversation:

But sometimes I wonder if [the principal] would ever challenge me, anyway. She puts me up on a bit of a pedestal sometimes and I wonder if she would ever challenge what I thought my next step was.

The observations described here were part of a regular, ongoing cycle, and so the principal and CS2/literacy leader 2 brought that knowledge to their responses. Both expressed similar frustrations that there were teachers who wanted to be told what to do and were trying to guess what was in their heads. The principal shared a conversation that had taken place between the three literacy leaders:

We were talking, the three of us, about how different it is or how I think my ideal would be that all of our practice analysis conversations could be like the two we had with the literacy leaders. Where there are no secrets, they know the process of the practice analysis conversation and we are all just collaborating together. It is not, "I am the leader and you are the person that has come to hear me impart my wisdom." It is more like a monitoring meeting, actually, where you just have a puzzle of practice and we are going to figure it out together.

I think that is where we are heading, but we did talk about the required shift in thinking in everybody's head that they are coming to be reflective, that we are helping you to notice, we are not telling you what you did wrong, but we are also not giving you a pat on the back. That is not what this is about. It is not to say, "Gee, you're a good teacher" or to say, "You know, you did that wrong."

The principal shared her strategy for addressing this issue:

We have to do something differently, because I guess it is an ongoing conversation that we keep having, and there are no secrets about that. We will be debriefing these sessions at our teacher only day next week and talking about how different it was with the three of us collaborating. Basically, this conversation we are having now will be had on the teacher only day, debriefing about how the [way the] teachers see themselves deeply impacts on the value they will get on the conversation. Because as much as the teachers are "my class" and I have to do things differently to meet those needs, I definitely believe that, but I also believe they are adults who have to take some measure of responsibility. That is different from when you have a class of children. They have to take responsibility for the beliefs and assumptions that they are bringing into that conversation.

An interview with CS1 since these observations took place suggests that this strategy has been successful both within the context of practice analysis conversations and in the other interactions the teachers and leaders were having with each other. CS1 told the researcher:

I'm feeling a lot better. I'm realising that [the leaders'] task is to question and get me to reflect on my learning and find my ideas. So that's developing. I didn't [understand] at first. ... I've learned over the time that we've had this professional learning and had the conversations that I'm there to contribute and to listen. I'm learning to respect other people's opinions and take my turn. We're respectful of each other. We're learning to have really good professional learning conversations in this school. They're enjoyable.

Case study 2: Establishing monitoring meetings at NS1

NS1 made substantial progress through its participation in LPDP in 2009, with the improvements in student writing achievement spread fairly evenly across all groups. This was the consequence of intensive targeted professional development, including a focus on the specificity of feedback to students and on challenging low expectations of student learning amongst teachers.

In 2010, the researcher at NS1 observed the facilitator working with the school's literacy lead team at two professional learning sessions held early in terms 1 and 2. At both of these meetings, the facilitator and leaders needed to respond to new and significant challenges. For the facilitator this meant being responsive to the realities of the context while maintaining a focus on core project principles. For the school leaders, this meant maintaining a focus on the professional learning that they knew to be crucial to enhancing the literacy outcomes for their students. This resolute focus in the face of challenge led to the school being categorised as strong on the leadership indicator 3a (Leaders take responsibility for teacher professional learning) at Time 3.

On all other leadership indicators the school showed shifts from rudimentary to indicative. These shifts were supported by the facilitator's activities in the school. This case study demonstrates this support with regard to all of the other leadership practice indicators, but particularly for:

1a) leaders develop school systems for data collection, organisation, and use
3b) embedding routines of inquiry-based in-school professional learning.

The first of the sessions was a leadership team meeting where the purpose was to develop protocols for monitoring meetings. The facilitator explained that this focus was a response to evidence that emerged during the December 2009 Progress Evaluation showed that neither the leaders nor the teachers were monitoring the impact of teaching and changes to practice as closely as was needed:

> *So [the leaders] thought this year it would be a good idea to start off with these meetings. So not just developing the habit of having them but developing understandings about the importance of talking together about students' achievement, and using data, and all that. That was another thing we noticed, that there wasn't as big a focus on using evidence as we would have liked.*

The facilitator described the main ideas she wanted to convey as follows:

'Using evidence' was a big idea and understanding that although they are monitoring students' progress and they are talking about strategies for improving students' learning and achievement, it's really about monitoring the impact of their teaching so that the focus is on their strategies. It is on them rather than on just monitoring students and seeing how they are going. So talking about the students, and their writing and reading, and whatever is the vehicle for understanding their teaching.

Unfortunately, there had been significant staff turnover over the summer with the departure of almost half the staff. The six new teachers included four beginning teachers who had done a one-year graduate pre-service course. It was already evident that they needed basic teaching strategies and were struggling with classroom management. The leaders believed that their school had gone backwards in terms of teacher knowledge. The deputy principal, who was the school's greatest expert on both data analysis and literacy pedagogy, was spending considerable time supporting the graduate teachers. The classroom management issues had spilled over into conflict in the playground, with a particularly disturbing incident having taken place on the day of the meeting. Unsurprisingly, it was these issues that were foremost in the leaders' minds as the meeting commenced.

In the face of these challenges, the facilitator knew that she could not proceed straight into introducing the LPDP protocols for monitoring meetings:

I had to acknowledge what they'd been through. But I also had to say, "This is still important." I went to the gains they'd made the previous year, but I also had in my head that it had to come from the principal. I had to shut up. It's one of the things I've learned to do.

The principal was not a literacy leader, but she belonged to the literacy lead team and participated in all the planning. She showed her leadership at this meeting by

maintaining a focus on her vision for improvement and her expectations for teachers. The facilitator recalled that after allowing time for the leaders to talk about the repercussions of what was happening:

> *I said, "What do you think [principal], what is your feeling?" and she thought for a second and she said, "We made such good progress, we don't want to lose that". This was, in my opinion, absolutely crucial.*
>
> <div align="right">(Facilitator interview, February 2010)</div>

In an interview a week after the session, literacy leader 2 recalled that that the principal talked about the school's goals and targets and used the word "urgency", a word that had come to have a deep meaning for the lead team in their work the previous year. She also made connections to Ka Hikitia (Ministry of Education, 2007a) and the Pasifika Education Plan (Ministry of Education, 2009e) and what they meant for their school.

The leaders agreed that they wanted to continue with their overall plan for professional learning, but needed to make adjustments to take into account the urgent needs of the beginning teachers. It was decided that the deputy principal (literacy leader 3) would continue to provide differentiated support for these teachers. This was a difficult decision, as the intention had been to use her expertise to provide in-class support for all teachers, building on the previous year's learning.

During the discussion it emerged that teachers had become confused about the criteria for selecting focus students. The facilitator noted that this was not the agreed purpose of the meeting and asked the leaders whether they thought it was something they should re-visit before going further. The team agreed, and together they re-established the purpose, criteria, and expectations for selecting and monitoring focus students.

The discussion moved to the monitoring meetings, with the facilitator taking the leaders through a set of LPDP protocols. Throughout the discussion, the facilitator reinforced the key message that monitoring meetings are about using evidence to talk together about genuine puzzles of practice. She checked for agreement ("Do you agree on the purposes?", "Is that doable"?) and for understanding ("Are you okay?,

Do you know what you're doing?") The leaders expressed their thoughts and concerns, including the participation of the beginning teachers. Some were concerned that it was asking too much of them, given their limited pedagogical content knowledge, but the facilitator suggested that it was important for them to understand the key message that decisions should be based on data, including decisions about professional learning. The principal made the decision that the beginning teachers should participate in monitoring meetings, but the team also agreed that the specifics of the expectations (for example, the number of focus students and the amount of data) would be adjusted for them.

The following extract from the facilitator's records outlines the leadership team's decisions about how the meetings should be introduced:

We decided that the first monitoring meeting should be led by the leaders, [Literacy leader 1, Literacy leader 2, and Literacy leader 3].

At the meeting

- *revisit the purpose for focus students,*

- *share some progress of a focus student, if available*

- *revisit the purpose for monitoring meetings*

Choose a piece of recent writing from a focus student in your class, or another at the same level, photocopy it for everyone at the meeting, and lead the discussion in identifying:

- *What the student knows about writing*

- *Strengths as a writer*

- *Needs as a writer*

- *Possible next steps, links to reading*

- *Teaching strategies – reading and writing*

Use the asTTle indicators or exemplar indicators to assist. There should be a copy of these for everyone as well.

Have ELP alongside

Have the Literacy Learning Progressions to see where the student sits. (The draft ones are fine if you don't have the new ones yet.)

At the end of this first meeting, the facilitator talked about need to share the "big picture" with the rest of the staff, including sharing the school plan. She reminded the leaders that in the face of all the changes, the sustainability of the improvements they had achieved "are about you". The principal finished by talking about the importance of avoiding "deficit talk" about the new teachers.

The researcher interviewed two of the literacy leaders a week later, after each had led their first monitoring meeting. Both were enthusiastic about how they had gone. Literacy Leader 1 talked about how they had begun by talking about the vision and how this had been successfully communicated to the beginning teachers in her team:

> *In our team we talked a lot about why we were here, why we were giving up an hour of our precious time for preparation after school to be in this group. ... And then we talked about the vision. The vision is that we want to improve student achievement and if we can have that in our head every time we meet together, it gives the whole meaning for the meeting. ... We have a number of new teachers in our team. Everyone was just straight on board. ... A shared understanding, yes, and we decided that we are just going to highlight that every time we meet so it is right in front of us, you know, raising student achievement through improved teacher performance.*

Literacy Leader 1 was particularly pleased that the beginning teachers had picked up both the big idea about evidence and some practical strategies that they could apply straight away:

> *It was interesting. We stayed very focused on the data, which was great, because we looked at a piece of writing. What was great was we didn't get stuck on surface features, we really got into the deeper features, which was one of my goals that I really wanted. So that was great, and everyone was really included. At the end, we went round the room and said, "What can we take away from our discussion today to use?", and it was interesting what people chose, and I think the most interesting thing was that the teachers who were more beginning, they chose something that was very practical rather than kind of a concept to take away, which was great. I mean, they have still got something to work on that may help them go a little bit deeper.*

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Literacy Leader 2 provided an example where the more experienced group of teachers in her group drew on important principles learned through the previous year's professional learning to provide challenge where it was necessary. While Literacy Leader 2 felt that the challenge should have come from her, this also provides an example of how classroom teachers themselves can provide leadership when they have the right expertise:

> *What was interesting was the new person was going right off track in terms of their goal for that student, and you could see the professional development that the others had done as part of this programme. They were really aware that they are getting right back to the evidence and really honing it down, too, and prioritising the goal, because it was all very big for this person. It was, "I want them to be publishing a great piece of writing yesterday." They had gone away from the data and it was all very big. But it was someone else in the group that returned that person back to the data and said to them – which probably at that stage was my role to do it – but they did it, they said, "What was your goal for this student?"*

Both literacy leaders felt that while the session with the facilitator had not proceeded quite as intended, it had been essential in preparing them for this part of their role. For example, Literacy Leader 1 referred to the modelling the facilitator had provided through her own interactions with the team:

> *I think on [the facilitator's] part there was some modelling of that kind: of setting up protocols, the kind of language, the kind of preparation that is needed, just making everything really clear for each member of the team, the leaders and the teachers. That was really helpful in yesterday's meeting to be able to talk about that in terms of these are the expectations we have, and also an important thing was the purpose or the vision.*

As indicated above, both literacy leaders talked about how clearly the message had come through about the need to base suggestions on evidence. They also talked about the importance of modelling the use of professional learning resources to build content knowledge:

> *Literacy Leader 2:   I guess we were reminded of – and I came away from that session knowing – that the* Literacy Learning Progressions

	and the Effective Literacy Practice *books need to be at hand in what we were doing. So I just came away thinking, right, with this PD that we are doing those need to be there and that I had to do like a talk-aloud, you know, thinking out loud what I had actually done. So I guess we had to be modelling that we had used some resources to improve our knowledge of written and oral language development.*
Researcher:	*That was interesting. There was a bit of debate with [Literacy Leader 3] not feeling sure if those beginning teachers are ready for it.*
Literacy Leader 1:	*Yes, and how could they participate fully in a monitoring meeting if they didn't have that background knowledge? Were we expecting too much of them, and I think she was concerned there was that step missed out. So yes, we did have our* Effective Literacy Practice *books with us and I did make the point this is an important resource and we need to be looking at and using them.*

At another professional learning session early in term 2, the purpose was to design teacher professional learning on the basis of what had been discovered through collating information from a series of observations of teachers throughout the school. Unfortunately, the collated information supported the leaders' earlier perception that many of the gains of the previous year had been lost. When interviewed, the literacy leaders expressed a sense of 'disbelief and dismay', but they also talked about the need for teachers to maintain a zest for teaching and a sense of optimism. Literacy leader 2 said:

> *Challenging, it wasn't just challenging because … there is only one way we can go and we also know that we have been there before with writing. We know we have started there before and we made good progress. So there's lots of hope and positives that you can take from it … well, you can't take positive from it … but there are lots of challenges for us that I think we can work through.*

In this spirit of determination, the implementation of monitoring meetings continued over the rest of 2010 with the meetings taking place every two weeks (alternating with

staff meetings). At the July 2010 Progress Evaluation meeting, the facilitator and leadership team identified the need for:

> *... a sharpened emphasis on using evidence of the impact of teaching on the focus students. ... Analysis of the monitoring meetings by leaders revealed that although the discussion was supportive and focused on teaching, it was not focused on precise teaching and learning for focus students. This is an important focus for teams 3, 4, and beyond.*

The team and facilitator addressed this professional learning issue by deciding that the facilitator would go to the meetings and provide feedback to the leaders on their facilitation. She told the researcher:

> *So my role is to give them feedback on how they are facilitating those meetings, so the key messages and how well they are articulating those key messages, you know, the need for urgency, that improving teaching improves achievement, that evidence supports teaching decisions and all students can achieve expected levels.*

> (Interview with facilitator, July 2010)

This round of observations took place and then became part of the evidence that informed an important leadership day in October at which the facilitator helped the leadership team to construct a shared picture of first, "What would an effective teacher at NS1 look like?" and then, "What do we [leaders] need to keep doing, change, or start doing to sustain and support improvement?" The first set of actions identified at this meeting focused on their monitoring meetings:

- *Focus on effective teaching knowledge and strategies, across the curriculum – could be literacy or numeracy*

- *Transferability of teaching strategies is explored and discussed explicitly – reading, writing, numeracy, science, PE, etc*

- *A key goal is for students to develop independence*

- *A focus on acceleration includes the notion that not only the next step, but also the following step are identified*

- *Data underpins all discussions and drives the focus for learning*

- *Data is shared and discussed, class by class*

At the exit interview two months later, the principal referred to the recent school climate survey. Despite ongoing difficulties at the school, the teachers had made an overwhelmingly positive response to a question about how professional development in the school had impacted on their teaching: "So the other page [of the survey results] was saying how horrible the school was in terms of workload, but this page said, "Yes, we get it.""

By meeting their responsibility to provide professional learning support that was targeted at needs, the leaders had taken staff with them on their journey. By maintaining a strong commitment to her core beliefs and principles, the facilitator had ensured that though the pace of change at the school had slowed, it had continued in the right direction.

Concluding comments

The LPDP always conceptualised its facilitators as 'visiting leaders'. From the time of the facilitators' arrival in schools they worked towards the day they would leave. In a process that mirrored the way effective teachers work with students, initial intensive scaffolding was gradually reduced so that by the end of a facilitator's time in a school, she or he was functioning as a resource and a sounding board for the leaders rather than providing intensive leadership.

We attended 40 professional learning sessions in the course of the research. While most of these were led primarily by the facilitators, they were always planned, to some degree, in tandem with the school leaders. Each session conveyed specific aspects of the knowledge and self-regulatory inquiry skills necessary for teachers and school leaders to better meet their students' learning needs. We found that eight of these sessions had a primary focus on Pasifika students; 12 had a significant focus as strong connections were made between generalised principles of effective teaching and their application to Pasifika students, and at 17 sessions these references were

made in passing. No references were made in three of the sessions. It may be that supporting leaders to meet the specific needs of Pasifika students requires an inquiry approach to implementing principles of effective pedagogy, but also requires facilitators and school leaders to keep Pasifika students in mind in whatever they are doing.

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Theme 4 : Community partnerships

This theme examines how the participating schools developed partnerships with Pasifika families and communities. Although such partnerships were not a major focus of the Literacy Professional Development Project, the specific research on Pasifika students brought these partnerships into central focus. How the project impacted on them is the subject of this chapter.

Chapter 10 : Building learning partnerships with Pasifika parents, families and communities

Introduction

The Literacy Professional Development Project had no contracted outcomes regarding school–community relationships as related to student outcomes in literacy. However, a substantial body of literature supports the notion that effective relationships between home and school can have an impact on student achievement and progress. In the *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*, Alton Lee (2003) identifies the creation of effective links between school cultural contexts and other cultural contexts in which students are socialised as one of ten characteristics of quality teaching that facilitates learning, and as especially important when there is a mismatch between the ethnicity, culture, or social class of teachers and students. Similarly, such relationships are viewed as one of eight dimensions of effective leadership. Educationally powerful connections are those explicitly focused on student learning. They support students to experience continuity as they move between settings, including between home and school (Robinson, Hohepa & Lloyd, 2009).

With respect to Pasifika parents, Gorinski and Fraser (2006) conclude that there is broad scope within home-school relationships for increased reciprocity and power sharing. In an evaluation into Pasifika achievement at 53 Auckland schools, the Education Review Office (September 2009) found that schools did not find engaging with their communities an easy task and that efforts to increase parental participation and support were generally regarded as being beneficial, but were often not formally reviewed.

From its inception, the primary focus of the LPDP was on "what teachers actually do, moment by moment in their classrooms, that makes a difference to student achievement" (Ministry of Education, 2003, back cover). And, some key elements of the project's theories of learning included attention to the cultural, linguistic, and literacy resources students brought from home to build on them; knowledge of the

learner included knowledge about the language and literacy practices of their homes and communities (Ministry of Education, 2003).

As a learning project, constantly inquiring into the effectiveness of its practices, LPDP embraced the new resources that captured important principles and guidelines for working with Pasifika students and English language learners. Policy messages about the importance of home–school engagement were contained in Goal 6 of the 2009–2012 Pasifika Education Plan, namely, "increase the effective engagement between Pasifika parents, families and teachers and schools focused on learning." Arguably, the implementation of the National Standards during the period of the research was intended, in part, to help meet that goal. Their implementation underscored the work facilitators were doing with school leaders and teachers in terms of understanding data and how they could report on student progress and achievement in plain language and how they could communicate with parents about the ways school and home could work together to support children's learning.

This brief chapter focuses on the roles and responsibilities of school leaders (but also teachers) in building educationally powerful connections with Pasifika families and communities and is framed around the following two research questions:

- What school leadership or teacher practices promoted through the LPDP reportedly facilitated the development of learning-focused partnerships between school leaders, teachers, and the families of Pasifika students?
- What professional development experiences did school leaders and teachers consider helped them build such partnerships so that they contributed to improved achievement for Pasifika students?

Method

Briefly, we describe the indicators that were developed to describe practice regarding school-home partnerships and the data that were collected and analysed in order to categorise practice in relation to community-school partnerships.

Indicators for categorising community partnership practice

As noted in Chapter 2, the indicators for community partnership were derived in a different way from those for pedagogy or school leadership. They came from an examination of the research literature and were then tested by being applied to our evidence from the research schools.

Three important constructs underpinned our thinking about the relationships we observed between schools and homes: 'reciprocity', 'connection', and 'capacity building'. In considering reciprocity, we looked for evidence that teachers and school leaders valued and sought to learn from and about the educational cultures their Pasifika students experienced at home and in their communities and Pasifika families and communities were being supported to learn about, value, and be included in the educational culture of the school. Reciprocity enables Pasifika families, school leaders, and teachers to help students make connections between their learning at home and at school. Thus, we also looked for evidence that teachers and leaders were making connections with students' lives and community resources, including their language, literacy, and cultural practices. Finally, we were interested in whether teachers and school leaders were building the knowledge, skills, and attitudes necessary to forge educationally powerful home–school partnerships.

In order to give the indicators coherence, they are grouped according to an adapted version of the inquiry and knowledge-building cycle in the Best Evidence Synthesis on Professional Learning and Development (Timperley, Wilson, Barrar, & Fung, 2007). Table 10.1 is an overview of the indicators for each dimension of the cycle and of the examples that were used to categorise particular school practices.

Table 10.1: Indicators and examples used to view schools' actions with regard to school–community partnerships

School–Community Partnership Indicators	Examples of Practice
Identifying valued outcomes and student learning needs	
1a) Family perspectives are sought and taken into account when negotiating the valued outcomes for Pasifika students	• Consulting families on what they see as their children's strengths, needs, and interests

	• Actively seeking information about what families think are important outcomes for their children.
1b) Schools provide families with clear, accurate information about their children's achievement in relation to valued outcomes	• Supporting families to interpret student achievement information (e.g., reports are clear, sessions with parents on how to interpret data)
	• Promoting families' participation in discussion about the next steps needed for progress and what the family can do
	• Informing families about the patterns of progress for Pasifika students with reference to national expectations.
Identifying professional learning needs: Teachers and leaders	
2a) Leaders inquire into their own and their teachers' relationship with families and identify areas where they need to learn more and areas of strength[8]	• Engaging with research about home–school relationships
	• Collecting data about the school's <or own> relationship with families
2b) Teachers inquire into their relationships with families and identify areas where they need to learn more and areas of strength	• Using evidence to identify an area where they lack knowledge and are unsure how to promote partnership with Pasifika families and communities.
Teacher and leader engagement in PL to deepen knowledge and refine skills	
3) School engages in professional learning aimed at addressing the home–school relationship	• Building knowledge of Pasifika students' family and community backgrounds, including their cultural, linguistic, and literacy knowledge and practices
	• Using evidence to challenge beliefs about Pasifika families
	• Seeking Pasifika perspectives on concerns, issues, and opportunities
	• Deliberately linking teacher learning with interventions designed to help parents to support their children's learning[9]
Community partnership actions	
4a) Providing opportunities for parents to understand school literacy practices and how they can support their children to improve	• Holding fono with Pasifika parents and families
	• Implementing carefully planned three-way

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[8] Indicative meant there's some evidence of collecting data. To get to strong, they needed to be doing something on the basis of evidence.
[9] That is, a joint parent/family and teaching intervention.

	• conferences
	• Implementing the Reading Together programme
4b) Actively supporting parents to recognise the value of what they bring to their children's learning	• Encouraging parents to value the language in which they are most competent and use it with their children
	• Designing homework that taps into family and community expertise.
4c) Teachers using Pasifika students' cultural, linguistic, and literacy knowledge in classrooms	• Finding out about Pasifika students' family and community backgrounds and using this as a resource for learning
	• Actively promoting the use of students' Pasifika languages
4d) Building relationships that enable mutual understandings about aspirations and concerns and joint problem-solving	• Opening lines of communication
	• Setting up school activities that actively include families
	• Growing Pasifika membership of boards of trustees.
4e)Deliberately accessing family and community funds of knowledge to inform what goes on at school and being responsive to family and community needs, requirements, and feedback	• Asking for feedback on specific matters and taking action in response
	• Changing meeting times and places to suit families
	• Collaborating with families and communities to develop curriculum
	• Drawing on the knowledge and expertise of church and other community members to implement curriculum.
Assessment of impact and re-engagement in the next cycle	
5a) Checking the impact of changes in home–school relationships	• Checking student data for impact
	• Seeking Pasifika students' perspectives on how changes in the school's relationships with their families affect their learning
	• Seeking Pasifika families' perspectives on how changes in their relationships with school have affected them and their children.
5b) Preparing for a new cycle of learning	• Identifying new questions about the relationship between families and school
	• Going deeper into specific aspects of the relationship between school and Pasifika

The data that were used to categorise community partnership practice and understand the project's impact

Chapter 2 provides a detailed description of the data sources that were used in the project and of the theoretical frameworks and processes used for analysis. This chapter while drawing from the interviews with principals, in particular the one concerning community partnership, also incorporates relevant material from facilitator, literacy leader, teacher and student interviews.

Results and discussion

We present and discuss the results in three sections that follow the overall structure we used to discuss pedagogy and school leadership. But, as community-school partnerships were not an explicit focus of our inquiry or of the project and only one instrument gathered data specifically around this aspect, the level of detail is lacking and conclusions should be treated as tentative.

The first section provides an overview of the patterns in the ten schools. As in the previous two themes, we describe the overall pattern of progress in the schools from February 2009 to December 2010, commenting on the patterns relative to those for pedagogy or school leadership. The second section provides some examples of community partnership practices that were observed in relation to three of the indicators. The third section looks at how the improvements were achieved.

Overall patterns

Table 10.2 shows the percentage of indicators within each dimension of the inquiry and knowledge-building cycle categorised as rudimentary, indicative, and strong. The patterns will first be discussed in terms of changes over time for all schools. The table enables comparison between the categorisations made for schools that were new to the project at Time 1 and schools that had already completed one year in the project at Time 1. This is followed by a limited discussion of patterns across schools.

Table 10.2: Percentage of indicators for each part of the inquiry and knowledge-building cycle for new and existing schools at Time 1 and Time 3

	New Schools Time 1			New Schools Time 3			Existing Schools Time 1			Existing Schools Time 3		
Dimension of cycle	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*	*Rud*	*Ind*	*Str*
1. Identifying student learning												
1a. Seeking family perspectives	80	20	0	20	60	20	80	20	0	20	60	20
1b. Informing families about achievement	60	40	0	20	60	20	60	20	20	0	60	40
Overall	70	30	0	20	60	20	70	20	10	10	60	30
2. Identifying professional learning												
2a. Leaders inquire into relationships	40	40	20	0	60	40	60	20	20	0	80	20
2b. Teachers inquire into relationships	80	20	0	20	80	0	60	40	0	0	80	20
Overall	60	30	10	10	70	20	60	30	10	0	80	20
3. Engaging in professional learning												
Overall	80	20	0	20	60	20	60	40	0	0	80	20
4. Community partnership actions												
4a. Parents understand school practices	80	20	0	20	60	20	40	40	20	0	60	40
4b. Valuing parent expertise	60	40	0	40	40	20	60	40	0	20	60	20
4c. Cultural knowledge in classrooms	80	20	0	20	80	0	80	20	0	0	100	0
4d. Problem-solving relationships	60	40	0	20	40	40	80	0	20	20	60	20
4e. Family funds of knowledge	80	20	0	20	60	20	60	40	0	0	80	20
Overall	72	28	0	24	56	20	64	28	8	8	72	20
5. Assessing impact/Re-engagement												
5a. Checking student impact	80	20	0	40	40	20	60	20	20	20	60	20
5b. Preparing new cycle	80	20	0	20	60	20	60	20	20	20	60	20
Overall	80	20	0	30	50	20	60	20	20	20	60	20
Across all indicators	72	26	2	21	59	20	63	27.5	9.5	8	70	22

Note: *Str* represents "strong practice"; *Ind* represents "indicative practice"; and *Rud* represents "rudimentary practice".

The first observation is that there was little difference at the starting point of the research (Time 1) between the new and existing schools even although existing school had been engaged with the project for a year. Across all indicators, 72% of the community partnership practices in new schools were categorised as rudimentary for Time 1, compared to 63% of those practices in existing schools. This contrasts to a gap of 50 percentage points between the percentage of leadership practices categorised as rudimentary in the new schools at Time 1 and the percentage of indicators in the existing schools where those practices were categorised as rudimentary.

By Time 3, there was little difference in the percentage of community partnership practices categorised as strong between new schools and existing schools. There was a slightly greater difference in the percentage of practices categorised as indicative, with 59% of new schools categorised as indicative, compared to 70% in existing schools

Clear shifts were made for all schools, new and existing. At Time 1, the majority of practices across all schools were rated as rudimentary. By Time 3, the majority of practices were rated as indicative. On the indicators for the five schools new to the project at Time 1, the evidence for 72% of the indicators fitted the descriptor for rudimentary, 26% fitted the descriptor for indicative, and 2% met our criteria for strong practice. At Time 3 (at the end of two years in the project), the evidence from indicators for 21% of the indicators was categorised as rudimentary, 59% were categorised as indicative, and 20% as strong. On the indicators for the five schools that had been engaged in the project for one year before participating in the research, 63% of indicators fitted the descriptor for rudimentary, 27.5% for indicative, and 9.5% for strong at Time 1. At Time 3 (the end of three years on the project), 8% fitted the descriptor of rudimentary, 70% were indicative, and 22% were strong. These patterns are illustrated in Figure 10.1
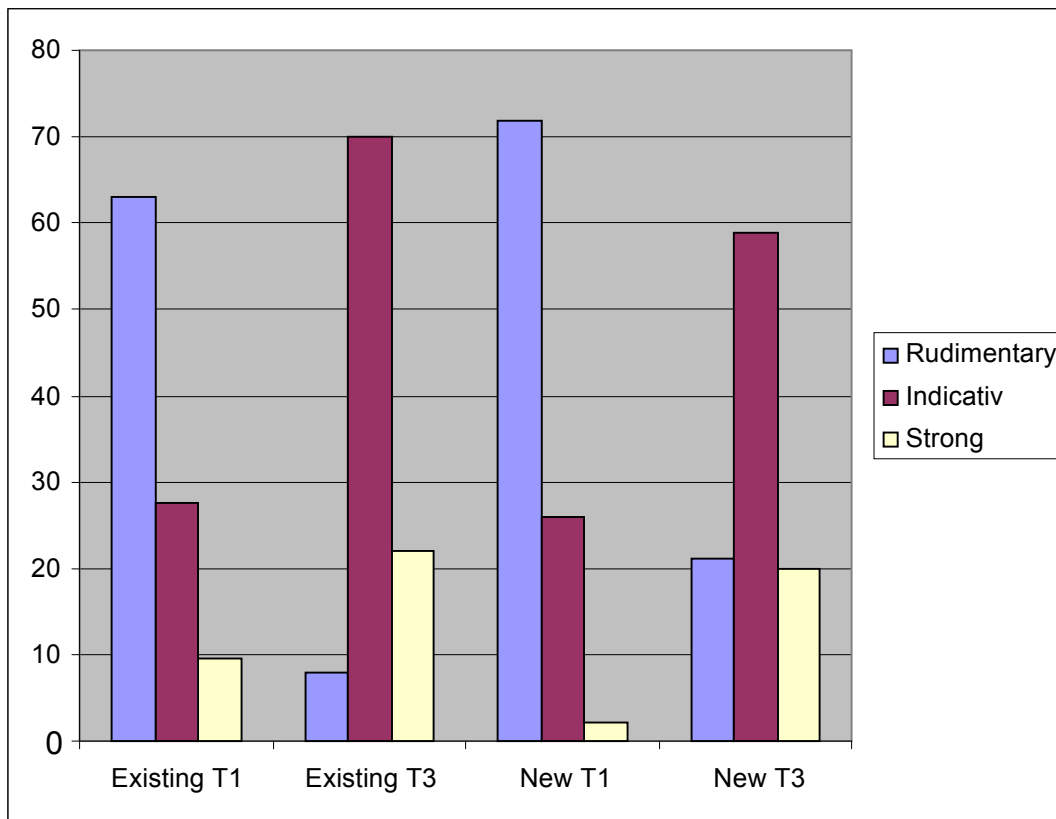
Figure 10.1: Graph showing percentage of indicators at each of three levels at T1 and T3 for existing and new schools

These shifts were not as strong as those made for leadership and for pedagogy. We know that schools do not find it easy to forge reciprocal relationships with Pasifika families and communities, so the shifts are important and justify further exploration.

While we are not presenting the analysis for individual schools here, it is important to note that two schools – NS4 and ES5 – exhibited particularly strong community partnership practice. These were schools that had strong leadership practices. The community partnership practices at NS4 were categorised as indicative at Time 1 for all the indicators. By Time 3, they were all categorised as strong. The school made very similar progress in relationship to the leadership indicators. The school had previously participated in Te Kauhua, a professional development initiative that helps schools and whanau to work together in ways that improve outcomes for Māori learners through school-based action research projects based on Māori student data.

The leaders explained that home–school relationships were an important priority for them and that they were deliberately using their learning from the LPDP to support that priority.

The community partnership practices at ES5 were categorised as indicative or strong for all indicators at Time 1 and strong for all indicators at the end of three years in the project. Again, the patterns for leadership in this school matched those for community partnership. The school prioritised community partnership, as reflected in its participation in the Pacific Islands School Community Parent Liaison (PISCPL) project. As will be discussed further, the leaders deliberately used their LPDP learning about effective pedagogy and evidence-based inquiry to foster improved partnership with parents and families.

These patterns provide some support for the contention that effective community partnership requires instructional leaders who both prioritise community partnership and have the knowledge-building and self-regulated inquiry skills necessary to enact it.

Specific analysis by indicators

We now illustrate two of the dimensions of the cycle and associated indicators with examples from the research schools. While each school engaged with its community in its own particular way, the descriptions here provide an insight into practice and some of the changes that occurred over time. Each group of examples is introduced by some introductory text about the indicator and the examples we selected to exemplify it.

Identifying valued outcomes and student learning needs

1b) Schools provide families with clear, accurate information about their children's achievement in relation to valued outcomes
A large part of each school's learning within the LPDP involved fostering their ability to select, analyse, and use student achievement data. There was considerable

evidence that as schools developed this capacity, they transferred it to their interactions with families, so that those conversations became more powerfully connected to the core business of teaching and learning.

The first example of community partnership practice in relation to this indicator is from a school that fitted the descriptor for rudimentary community partnership practice at Time 1, but indicative practice at Time 3. The second example is from a school where the practice was already strong at Time 1 and even stronger at Time 3.

Sharing accurate information relative to national benchmarks at New School 2

At the initial interview, it was clear that NS2's principal had done a lot of thinking about home–school relationships and was keen to build a closer, more interactive relationship with the Māori and Pasifika community. However, as a relatively new principal in a school that had experienced high staff turnover, the primary focus was first on building a professional learning community with staff.

The principal was very clear about the importance of honest, accurate reporting. For example, the parents of students in a 'targeted student' programme were informed about the gap that had been identified between their children's performance and national norms. The principal said that while parents were naturally concerned about their children, they were also pleased to know that their children were receiving intensive support to achieve the appropriate level.

When interviewed in February 2010, the principal said she believed that participation in the LPDP and the targeted student programme would mean that teachers would become more explicit about students' next steps:

> *I think after these two literacy programmes that we have got going, the teachers will report in more detail, more specifically. Rather than, "Your child needs to improve their reading", it's actually, "Your child needs to improve, this is what we are working on at the moment" and I think breaking it down in those steps will really help with the home–school partnership.*
>
> <div align="right">(NS2, Community partnership interview, February 2010)</div>

During the year, the facilitator helped the school re-develop its report form to incorporate overall teacher judgments against the National Standards and the English Language Learning Progressions. At the end of the year, the principal explained that the report form now incorporated a section for parents on their children's next learning steps, with an explanation of what the school would do for the child and how parents could help. The reports also reflected an expectation that all will improve, whether their achievement was high or low. The teachers and school leaders had worked with the ESOL specialist and the LPDP facilitator to build deeper understandings about the patterns for progress for English language learners (ELLs) and felt a growing confidence in their ability to talk to parents and the board about the support they were giving these students:

> *I know myself, through looking at the ELLs, and I was talking to my board chair about that the other day and just explaining how that works and there is no need to panic but there is a progression, there is work happening. So we have changed our reports a little bit at the end of the year to report against the ELLs, although we didn't do it for everyone. But the biggest part was adding a place in the comments to say, if this is where your child is at, whether they are high or low, what it is we're doing for them. If they are on the ELLs report form or they are low because they are ESOL, actually they are part of this programme that we are implementing in school and the teachers are using these, you know. So it is just not [parents] looking and wondering, what on earth does that mean?*
>
> (Principal, NS2, exit interview, November 2010)

Prior to the LPDP, Pasifika consultation meetings had been held at a local church, led by the principal along with the sole Pasifika member of the board of trustees. In November 2010, leadership of that meeting transferred to the three Pasifika parents who had since joined the board:

> *So we had another consultation meeting this year but they led it rather than me, and in the first one it was a lot more formal and we did have one Pasifika parent on the board then. I tried to step back so he would talk more than me and we did look at data a lot. This year, we looked at data a bit more and were able to say there has been improvement ... but it was a really nice evening. It was very relaxed, very casual; there was a lot of talk in Samoan as well as English.*
>
> (Principal, NS2, exit interview, November 2010)

The handout the principal prepared for parents included tables and graphs that were explicit about the progress of the school's Pasifika students relative to national norms and school targets. The handout included goals and targets for Pasifika students that were intended to ensure that the patterns of achievement for Pasifika students would at least match the national norms. It clearly stated that "these data show some progress has been made in improving achievement for our Pasifika students but the progress needs to be accelerated even more."

Fostering conversations about learning with parents at Existing School 5
ES5's practices in terms of informing families about student achievement were already strong at Time 1. The principal said that it is important that parents get honest, accurate, and timely information about their children's progress relative to national expectations. Consequently, the school sent all data home in the students' portfolios, accompanied by reflective comments from the students and teachers on what they meant. Comments were written in the language of the school but amplified so that parents could share in the conversation:

> *We talk about teaching [our kids] the academic language and our kids have got*
> *really good at that, amplify not simplify, and it is the same thing for our parents.*
>
> (Principal, ES5, initial interview, March 2009)

The principal added, however, that student data must always be accompanied by discussion of the next steps needed for progress:

> *You just never show them the results without a plan. It's always about what is*
> *next and also, it's about showing the results before that. … You have to tell the*
> *truth, but you also have to say, this is what is happening next and this is the*
> *target for them. So they see the journey.*
>
> (Principal, ES5, initial interview, March 2009)

The school leaders had developed a style of 'Plunket Book' with graphs that parents could use to keep track of their children's progress. This was not just about keeping parents and families informed, but also about power sharing and accountability:

> *It's about sharing it, and it's actually quite scary. It's not easy. When I first got*
> *here and I sent home the first one, it was, "Oh, my gosh, they will close us*

down!" But I say at staff meetings, "It's about our profit and loss as an organisation, it's about how well are we doing, where do we need to pick it up." And the parents have a right to know.

<div align="right">(Principal, ES5, initial interview, March 2009)</div>

Parents were encouraged to go to their children's teacher if they were concerned and ask what they were doing for their child. However, teachers found that parents still were not asking them challenging questions. The school tried the Home School Partnership approach and had a huge community response in terms of attendance but found that parents were often too intimidated to ask what they thought might be 'dumb questions'. Parents told the principal that while they appreciated access to their children's data, they found it difficult to understand.

The school addressed these issues by developing a proposal for a 'School and Community Learning Partnership' aimed at raising student achievement through actively and promptly engaging with parents around their children's progress and achievement:

It's that whole notion of cultural capital. If I think about high decile schools with demanding parents, I think great, that's fantastic, and why do they do that? It's because they know stuff, its second nature to them. Sometimes, in a community where that's not second nature, you can't be demanding because you don't know what to ask.

So the idea is that we create a centre at school, but while it's based at school it's going to be very mobile, and it's going to take parents through learning about data and what it means to be responsive to data. What it means for school and what it means for them as parents, and to grow their knowledge around it so that they can be more demanding of us and they can think about what they would do if they want their kids to be successful at school. ... People will never catch up if they don't ever have the opportunity to learn about things in a systematic and methodical way.

<div align="right">(Principal, ES5, initial interview, March 2009)</div>

The school successfully applied for substantial funding from a private source to set up its initiative. By the end of 2010, the centre was under way. It is managed by a

highly effective teacher and she is assisted by a parent who is a member of the board of trustees. Their initial focus is on the parents of new entrants. The manager meets with each child's parents every ten weeks at a place and time to suit them. Her purpose is not to bypass the teachers, but to help parents to build the knowledge and inquiry skills they need to inquire into data and ask challenging questions. At the same time, she reminds parents of the resources they bring to their child's learning and how they can support progress. Over time, parents will take over leadership of the centre.

The school leaders are fully involved in the initiative. This has included the development of a 'learning conversation framework' and a DVD for parents. The initiative is accompanied by an external research component as well as internal evidence-based inquiry. The initial evidence indicates that the school is successfully building a more reciprocal relationship with the community:

> *Principal*   *We have already started to see in the last round of three-way conferences that parents were more specific about asking questions.*
>
> *Associate principal / literacy leader / Case Study Teacher 2: They were actually asking questions that were pertinent to their child's learning as opposed to, "Oh, is he a good boy or is she a good girl?" So it was beyond that.*
>
> (ES5, exit interview, November 2010)

Community partnership actions

4a) Providing opportunities for parents to understand school literacy practices and how they can support their children to improve

Robinson et al. (2009) found a significant variation in the effect of different types of home–school linkages. In some cases, relatively brief interventions had a high impact. The two examples here provide an interesting contrast. Both ES3 and NS4 evidenced indicative practice in relationship to this indicator at Time 1 and strong practice at Time 3. Their practice at Time 3 was categorised as strong because it was supported by evidence from research and from the school's own checking of its

efficacy. However, the context was different. Community partnership was not as great a priority for ES3's principal as addressing the need to improve the instruction of students at school. At NS4, community partnership was an equal and integral part of its approach to achieving improved student outcomes, along with effective teaching and evidence-based practice.

Shifting important concepts about learning with parents at Existing School 3

ES3 had tried a variety of approaches to improved engagement with the family and community of the school's primarily Pasifika students, including holding induction interviews, parent information evenings, and Home School Partnership workshops. The principal placed a high value on approaches that are supported by evidence of effectiveness. She had implemented two such approaches with the intention of sharing the school's literacy practices with parents.

One approach was the Reading Together programme, which enabled the principal and teachers to communicate important concepts about how parents could support children in their reading development. Parents learn about what reading comprehension is, why it is important, and how they can support their children to develop their comprehension strategies through conversations about books. Reading Together is one of the interventions that Robinson et al. (2009) identify as highly effective, and the principal at ES3 found it so in practice:

> *The feedback we get from the parents is astounding. ... They write about how they can't believe what they used to do, and how different it is to what they do now, and how they are so pleased they have had that experience. ...*
>
> *The programme is four sessions, and I think we've had about 6 to 8 families on each one. It's a nice, small group where people feel safe to say their thing and it has been really good relationship-building, I think. I am in every session, but the teachers have turns at coming. So everyone is involved at some point, but for me particularly to have four sessions with that group of parents, they get to know me and vice versa quite closely. That has been really good.*
>
> (ES3, community partnership interview, February 2010)

The principal had also thought a lot about how to shift parents' concepts about learning from a transmission model to an inquiry model. Three-way conferences

were a strategy for achieving this, which we noted in the discussion of indicator 1b) has at least some evidence of efficacy. We explained there that at ES3, the school had tried to help parents develop the skills to participate actively in the conferences. The principal said, though, that there had been mixed results:

> *So we had upskilling of the parents as well. We [had] meetings at 9 o'clock, and 12 o'clock, and 6 o'clock one day that people could opt in to come and see what part they could play in the learning conference. We gave the parents little cards with questions they could ask the kids, like 'what are you learning', 'why are you learning it', and 'how will you know when you have learned it'. ... And I talked to them about the inquiry cycle, too, showed them that and some asked if they could take it home and put it on their fridge. So we did do that, but it is still very one-way. ...*
>
> *One of the most powerful things about [the three-way conferences] was that the kids were doing most of the talking, and the kids could talk in their home languages, and I said to the teachers, who cares if you can't understand, it is not about your learning. The students are the ones that have to know the most about their learning so they are doing most of the talking. So the teacher was there to support the child rather than to lead ... Sometimes the teacher was just a spectator to a conversation in another language they didn't understand, and that is ok. You could see that the kids were demonstrating their maths strategy and explaining it, and the parents went home, I think, feeling empowered that they knew what questions to ask.*
>
> <div align="right">(ES3, exit interview, November 2010)</div>

As the related example for indicator 1b) shows, evidence from a teacher and her students suggests that this approach to building the capacity of parents to engage in discussion about their children's achievement did have a positive impact.

Building on prior learning at New School 4

NS4 was committed to community partnership as one of the key levers for improved literacy achievement:

> *We have a circular diagram on our staffroom wall. It talks about the really important things in terms of lifting students' achievement in literacy, and they*

are teachers as effective practitioners and knowing their students, and analysing
the data, and the other one is partnership with parents and whanau.

<div align="center">(Principal, NS4, community partnership interview, March 2010)</div>

At the initial interview in February 2009, the school leaders explained their strategy of using learning from participation in Te Kauhua, an initiative directed at building engagement with Māori parents, as a lever for engaging more deeply with Pasifika parents. The school had allocated a management unit for a 'whanau engagement facilitator'. This person would create a team that would develop and evaluate strategies for engagement as part of the school's overall strategic plan.

The leaders made two interesting observations about their involvement in Te Kauhua. One was that Pasifika families actually responded in greater numbers than Māori families to invitations to attend events such as special assemblies. The other was that some of the teachers were whakama about mingling with Pasifika and Māori parents and families, especially in more informal settings. The principal at NS4 strongly believed that ongoing informal interaction was as important as one-off formal occasions. She had to be explicit in her expectations that teachers would mingle with family members and the leaders had provided specific support for some teachers in how to set up workshops for parents:

I think … what parents appreciate is when you can just grab them and say
something about progress or next steps and keep the learning valid and carry on
all year, not waiting for the formal whanau conference.

<div align="center">(Deputy principal, NS4, exit interview, November 2010)</div>

Another approach was the Reading Together programme. The school had invited one of the programme's developers to help with initial implementation, focusing particularly on Māori and Pasifika parents. This allowed the school to make adaptations to the programme in response to feedback while keeping to the programme's principles:

We did two cycles of Reading Together and each time we got feedback from the
parents about what they found most valuable, how they found the programme,
what we could have changed to make it better for them, and over time we
redeveloped the whole programme, and we brought in a lot of practical things

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into it. The teachers had brought in some stuff the children were doing like
'chunk, check, cheer', and the parents had seen the kids coming home and using
the 'chunk, check, cheer' strategies, and teachers had been sending notes home.
So we did a little mini-session on that and other things they were using, like
basic sight words or phonological awareness activities. The ... parents said
they found those really practical things really helpful and they could use them at
home, and the kids were using them at school, and they were seen as [part of
the] language around the classrooms.

<div align="right">(Principal, NS4, community partnership interview, March 2010)</div>

Early in 2010, a focus group session was held at which parents who had attended the
programme looked at the collated feedback and worked with the Reading Together
programme's facilitators and the school leaders to re-write the programme. The
changes parents asked for included making some goals for themselves as parents and
changing the pacing of the sessions. The school also intended to train parents as
facilitators. The re-worked programme was to be launched the next term.

Another approach that had been initiated as part of Te Kauhua was a reading mileage
programme, where students worked towards a target, with a celebration at the end of
term for those who met the target. The school found that the students who read the
most books experienced accelerated reading progress. The Reading Together
programme and reading mileage programme had unexpected positive effects beyond
the school:

The parents were just thrilled [at the impact of the reading mileage
programme]. The kids come home and they are so motivated to read, they want
to read. The local library wrote us a letter and said it was fantastic, after
school we see parents coming in with their kids and taking out heaps of books,
and our library is full, and that was a direct result of that. They said the parents
told them all about the Reading Together programme, and the library came
down and did a presentation. The library was launching a summer reading
programme for the holidays and all those families that did the first Reading
Together that finished at the end of the year, they all went and enrolled their
kids in the summer reading programme. It was awesome.

<div align="right">(Principal, NS4, community partnership interview, March 2010)</div>

How did the project / facilitators assist the schools to make this progress?

This part of the chapter addresses the research question, "What professional development experiences did school leaders and teachers consider helped them build learning-focused partnerships that contributed to improved achievement for Pasifika students? Specifically, we look at how the LPDP's facilitators supported the school leaders and teachers to build partnerships with Pasifika parents, families, and communities that were aligned with the project's fundamental principles.

We begin by presenting findings from the 10 community partnership interviews with the principals that took place at Time 2 (in the middle of the research period). Five themes emerged about the kinds of learning experiences that had been a significant part of their LPDP learning in relation to community partnership. We then describe in greater detail the learning that was promoted, drawing primarily on those interviews and the school's exit interviews. In our discussion, we refer to 'school leaders' rather than simply 'principals' to reflect the fact that while the initial themes emerges from interviews with the principals, the final picture was build from evidence from the exit interviews in which many of the literacy leaders who were not principals also participated.

Principals' perception of the LPDP's impact on school–community relationships

The interviews were aimed at finding out about the principals' responses to a set of key ideas about the schools' rationale for establishing a partnership with Pasifika families and communities and the application of those ideas in their context. The final question was: "Has your involvement in the LPDP in any way influenced how things are happening in your school in relation to these ideas (either directly or indirectly)?" The responses to this question, along with responses to a question about community partnership in the exit interview, provided the starting point for looking at how the facilitators supported schools to build more reciprocal, learning-focused

relationships with their communities. For some, the response indicated that LPDP was a catalyst for action in this area:

> *The first thing, it has given me a kick in the pants to actually get off my backside and get it happening. I knew what I had to do and it has given me huge motivation. Secondly, it has reminded me of my responsibility to these kids, and we're not talking about some nameless little child who sits in a chair. That child has a name, and a whanau, and needs. Thirdly, I guess it has helped create a focus for the staff. The staff are slowly starting to get it that this is not something extra, this is core business and that it is going to lead to better outcomes for everyone. Their job will be easier as a result.*
>
> (Principal, NS3, community partnership interview, November 2009)

We identified an initial set of themes from the principals' perceptions about the LPDP's impact on their relationships with the community. All of the principals said that the LPDP had fostered knowledge and inquiry skills that provided a foundation for building more learning-focused relationships with Pasifika families. Other examples of the project's impact on schools' relationships with Pasifika communities are basically sub-themes that feed into this main theme. The principals said that the LPDP:

- built schools' capacity to gather and analyse data in relation to Pasifika students and English language learners
- fostered the schools' ability to report on student achievement and next steps
- emphasised the importance of knowing the learner, including knowing about Pasifika students' home language, literacy, and cultural practices
- focused teachers on their teaching and its impact on students.

Fostering knowledge and inquiry skills that provided a foundation for building more learning-focused relationships with Pasifika families

The leaders of all ten schools believed that they and their colleagues were transferring at least some of their learning about self-regulated inquiry and evidence-based practice to their interactions with their Pasifika communities. That transfer was particularly deliberate at ES5. We discussed the school's establishment of a community centre above in relation to indicator 1b: "Schools provide families with clear, accurate information about their children's achievement in relation to valued

outcomes". According to the school's June 2010 Facilitator and School Leadership Progress Evaluation:

> *The establishment of the centre is a natural progression of our belief that raising student achievement is contingent on effective teaching, evidence-based practice, and a learning partnership with our community. The past several years have seen us focus on developing effective teaching and becoming deliberate about using data to inform our practice at every level of the school. [The centre] is a part of developing an increasingly effective partnership with our parent community.*

The principal was adamant that the new initiative would not have been possible if the school leaders and teachers had not first built their own capacity through participation in the LPDP:

> *I think one thing that the LPDP has helped us become is far more knowledgeable about using data, being analytical about data, but also the planning of the where to next. ... It has got us to a place where we feel confident to have this sort of relationship with our parents because we know enough to do it… because, actually, it would have been a nightmare if we had started this four years ago. You couldn't do it because you could start a war because you would almost be setting up two groups of people against each other. ... So we have to be very knowledgeable. We [leaders] need to know our staff, our parents need to feel confidence about our ability to deliver, and we need to be people that are hopeful because we have got a plan. So it is about instilling hope and getting to where we can work together.*
>
> <div align="right">(Principal, ES5, community partnership interview, November 2009)</div>

Building schools' capacity to gather and analyse data in relation to Pasifika students and English language learners

Leaders from eight schools said that participation in the LPDP had built their schools' capacity to gather and analyse data in relation to Pasifika students and English language learners. Several said that their LPDP facilitator had helped set up the school's ESOL register. As the following quote illustrates, the data that were being analysed were not just disaggregated student achievement data, but also data about teaching practice and its impact:

I think through LPDP the staff ... has a better understanding of how to use the data, how to analyse it and how to identify student needs. Therefore, they have got better at planning and therefore they have got better at teaching. ... We have a teacher now in charge of ESOL who has been through the LPDP training and she is identifying a larger number of ESOL students [for the status list] and a lot of them are Pasifika. The management are more proactive in observations of teaching and teacher discussions about planning and teaching, and I think the teacher to teacher discussions have been a lot more professional through LPDP. The teachers are comparing data and they are discussing teaching, and planning, and assessment.

As a result of D___ and I being a lot more au fait with what was actually happening in the classrooms, we run planning interviews with every teacher at the beginning of each term where they bring their planning to us, and explain it to us, and explain the differentiation and why they are doing this for that child, and so on, and that has been pretty powerful. I think that is a direct result of the LPDP.

The analysis of data includes breakdown, through LPDP, specific breakdown of Māori, and Pasifika, and English.

<div align="right">(Principal, ES2, community partnership interview, March 2010)</div>

Fostering schools' ability to report on student achievement and next steps

Leaders from eight schools said that their schools' enhanced capacity to select, analyse, and use data meant they were better able to report on student achievement and the next steps for learning.

Several schools said that they were using three-way conferences as a vehicle for sharing the concept of an inquiry approach to learning with parents. At NS1, the principal had a deep personal interest in community partnership and cultural responsiveness. A recently completed Masters thesis by the principal investigated how school leaders could support the principle of cultural diversity and the school was a participant in NZCER research aimed at establishing a more equitable partnership with the community. This school had deliberately chosen three-way conferences as a lever for facilitating partnership, which the principal saw as a way of building an understanding of formative assessment. During 2009, it emerged that

teachers' own understandings of formative assessment were fragile, and so this became the focus of much of their professional learning. As early as September 2009, the principal reported s/he could see changes in the conduct of the three-way interviews as teachers learned more about the importance of student agency:

> *We introduced the three-way conferences before we did LPDP, but what it has done, it has sharpened up our understanding of the importance of being able to articulate….for kids to be able to articulate to their parents their learning and understanding and their comprehension.*
>
> (Principal, NS1, community partnership interview, September 2009)

More than any other school, ES5 drew directly on facilitator expertise to help set up a new community initiative. This included helping the teacher who was appointed to manage the school's new community centre to develop a framework for conducting learning conversations with families around student progress and achievement. The principal and deputy principal explained:

> *Principal:*   *We call them 'learning conversation frameworks' now … They are really important and they are far more complex than we ever thought they would be. I guess it goes back to what we were talking about before, that [the facilitator's] role has extended beyond classroom practice because...*
>
> *DP / LL:*   *It was part of what the school was doing and what we embedded as a school. We needed support so we just thought, oh, [the facilitator] can help us here and [the facilitator] did.*
>
> (Exit interview, ES5, November 2010)

A comment made by several of the principals in the community partnership interviews and by many of them in the exit interview was that participation in the LPDP had helped to prepare them for implementation of the National Standards while a smaller group felt ready to report against the *English Language Learning Progressions.*

Emphasising the importance of knowing the learner, including knowing about Pasifika students' home language, literacy, and cultural practices

School leaders from nine schools talked about how their LPDP facilitator had emphasised the importance of knowing the learner, including knowing about Pasifika students' home language, literacy, and culture.

The message was reinforced through the Effective Literacy Practice handbooks ('ELP', Ministry of Education, 2003 and 2005) emphasis on the importance of 'knowing the learner'. Several principals said that facilitated engagement with the Ministry's resources for Pasifika students and English language learners had helped build their knowledge of these students, especially when they had actually used them in practice:

> *We have made some good strides in that, we really have, especially when we did that staff meeting where we had a look through the* English Language Learning Progressions *and then [had] to write the reports [for] the English language learners based on those [progressions].*
>
> (Deputy principal, NS1, exit interview, November 2010)

Principals also said the inquiry at their schools had involved them and their staff questioning their assumptions, including with regard to the ideas about community partnership that we asked them to consider in the interview schedule:

> *We're always questioning and discussing what we are doing and why we are doing it and questioning the values and assumptions we are making and how we are going to make things better. ... So when you asked if, as literacy leader, I have made it explicit that people can be using their home languages, then that is just part of the constant discussion and knowing what is going on at home and that prior knowledge stuff. That actually has been one of the things that has been a huge highlight from the Literacy Professional Development Project, has been the prior knowledge. But I mean, for three years we have had a constant discussion about teacher effectiveness and doing the best for the kids we have in front of us. So all of these ideas keep coming up and we keep going over them and around them.*
>
> (Principal, ES3, community partnership interview, February 2010)

The principal of ES1 was another who believed that participation in the LPDP had helped teachers to be more aware of the need to get to know their students and their

home language and culture. He thought the teachers were making fewer generalisations about students' cultural backgrounds in his hearing, though he wondered whether it would ever be possible to completely counter the dominance of Pakeha culture. He was thinking deeply about questions regarding language, literacy, and culture:

> *My point has been, though, we need to think about it in our own lives first and what makes us literate, and how do we become literate, and what cultural practices still perpetuate and sustain our literacies and then think, is there a chance that Pasifika cultures have a whole different literacy, and what is it? How can we get common language, and how can I build a relationship with Pasifika families that is based on mutual respect and not have some come to the principal's office and walk out being made to feel like they're really bad being Pasifika?*
>
> <div align="right">(Principal, ES1, community partnership interview, February 2010)</div>

Focusing teachers on their teaching and its impact on students

Leaders from nine schools said that the project was making teachers focus their inquiries into their teaching and its impact on students. Professional conversations where they shared their inquiries sometimes resulted in teachers realising that they were not making connections to children's home language and culture. At some schools, such as NS2, it was more likely that teachers would ask these questions because there was an expectation that each teacher would include at least one Pasifika student in their group of four target students who were always discussed at monitoring meetings:

> *I think the really explicit teaching that comes through LPDP, the fact that it makes the teachers think about their teaching and what they are doing that is making a difference. I think that is a huge thing in our monitoring meetings that we have through this: "Ok, this is where the child is at. This is where I couldn't move him or her. Why is that?" And the first question is, '"What am I doing that is preventing that shift, what do I need to change doing?" So I think having those monitoring meetings and always starting with, "Ok, what shifts has the child made and what have I done?" What am I doing and what am I not doing, instead of "Why can't that child get it?" I think that is a really big thing in LPDP. That is really good....*

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And if they say what am I not doing, analysing it, and thinking, "Well, it is something to do with the child's cultural background? Am I not making connections? How can I make a connection to that child's background? What am I doing that is not making that connection?" It still comes back [to the teacher].

(Principal, NS2, community partnership interview, February 2010)

Concluding comments

When we applied the indicators we had developed to our data, we found that the inquiry skills regarding a schools' students and their practice and the pedagogical content knowledge that school leaders and teachers developed through their participation in the LPDP provided a foundation on which to build more learning-focused relationships with Pasifika families and communities. Importantly, it included raising participants' awareness of the importance of supporting Pasifika students to make learning connections between the educational cultures of their families and communities and the educational culture of school. This message strengthened as facilitators built their knowledge about the resources Pasifika students bring from home and the ways teachers can help students to build on those resources.

We also discern a connection between the strength of school leadership practices and the strength of school's relationships with their communities. The strongest connections were in the two schools where the school leaders themselves prioritised those relationships and made them the focus of iterative inquiry. Other school leaders had talked about the notion of diversity and the importance of avoiding assumptions, but the principal of ES5 was adamant about the importance of avoiding stereotypical thinking and getting to know each child and their family as individuals:

For us it is about knowing families, knowing about the structure of the family, who is important in the family, the stuff that they do. When I think about those things, I don't tend to think about them under the umbrella of Pasifika. I probably think about them more in terms of those families. So if we are talking about the M___ family, it is about that family and we know that Dad has been very sick, and all that sort of stuff.

So it is really knowing the details of things that we know are going to impact on those kids a lot, and we do make it our business to know that stuff, and part of that is just about being able to be sensitive, too, and to cater for them over the course of the day. But also, we are sometimes a bit obsessive about this, but we think of them more as readers or writers and we are trying to extend them as readers across the day, as writers across the day. So we think about those things, about those families in terms of those kids being learners, and so just knowing things about them, we can leverage off those things for them in relation to their learning.

(Principal, ES5, community partnership interview, November 2009)

The fact that, at Time 3, only one-fifth of the possible categorisations fitted the descriptors for strong practice reflects how difficult it is for schools to shift to reciprocal relationships with Pasifika parents and communities. While some schools worked to support parents to be agents in their children's school-based learning and, in particular, to help parents ask challenging questions of student data, it was the leaders' own perception that, at Time 3, the relationships remained predominantly one-way. Teachers and leaders focused more on informing parents and whanau about school practices rather than learning from them and seeking their perspectives, but they did this better than they had at Time 1.

These findings are consistent with O'Connell's (2010) contention about the importance of instructional leaders taking strategic action to create coherence and alignment between the instructional practices students experience within and across the curriculum and with McNaughton's (2002) message about the importance of supporting students to make connections between the worlds of home and school. They are also consistent with the idea that strong home–school connections require capacity-building for teachers and school leaders at least as much as for family members (Education Review Office, September 2009) and Bishop et al.'s (2010) argument about the importance of transferring the norms of educational reform across the boundaries of home and school.

What these data suggest is that teachers and school leaders need to feel confident in their own knowledge and skills when they work to build relationships with their

communities. The principal at ES5 warned that there are real risks if schools' engagement with communities is not managed carefully and strategically. The data also suggest that professional developers can support teachers and school leaders to create coherence, over time, between their learning from professional development and its application to building educationally powerful partnerships with their community, in this case, the families of Pasifika students.

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Appendices

Appendix A : Preliminary context information

Name:	Year level:	Class size:
Position in school:	No. Pasifika students:	No. ESOL students

We would like to observe the first 30 or so minutes or so of your reading or writing lesson or the part where you are leading/ teaching.

Here is what we are mainly interested in:

- How students understand the aim of the lesson

- The range and nature of 'activities' (including teacher actions); differentiation

- Teacher talk; feedback

- Links with other things students know and are learning

Often, in the classroom, there is insufficient opportunity to brief us so, in order to help us understand the lesson segment we may see, please take a few minutes to jot down some points around:

1. The aim or focus of this lesson:

2. Where lesson fits (e.g. what doing before- it may be part of a series in terms of planned learning; it may be linked to other work etc).

3. How lesson will be organised (e.g. teacher works with group for guided writing, rest work on …. Or whole class, teacher-led part, followed by independent work etc.)?

4. What the students will be doing. If students work independently (e.g. while teacher is with a group or after a teacher-led segment), what have you planned for them specifically to work on? Briefly outline (if there are copies of tasks/ activities we would appreciate them). If different groups are doing different things, please indicate.

What doing?	Why doing this?
As individuals	
In groups	
Whole class	

How typical is this lesson for reading/ writing is this in your classroom? (How often does the reading/ writing lesson run like this?)				
almost always like this	often	sometimes	occasionally	hardly ever

We would like to talk informally with two small groups of children (3 Pasifika children and 3 children who are neither Pasifika nor Maori) about their work. These groups should represent high, medium and lower reading/ writing level. One group might be the ones you are working with as we observe and the other two the levels not represented by the teacher-led group. Please tell us when we come how we can identify these groups of children.

MANY THANKS

Appendix B : Facilitator post observation & practice analysis interview/questionnaire

Note: NOT in teacher's presence

Facilitator Post Observation & Practice Analysis Interview/ Questionnaire

Facilitator Name_____

Teacher Name_____   Class Level_____

1.   Overall, in my professional experience, I thought the observed lesson was:

Amongst the worst seen   Amongst the best seen

        1   2   3   4   5   6

2.   What was the main message you gave in the feedback about the extent of changes in teaching
        practice (tick box)
    □   Continue with what I am currently doing
    □   Tweak what I am already doing
    □   Make some specific changes
    □   Make significant changes

3.   What were the main issues you wanted to address with this teacher in the feedback?
_____

_____

_____

4.   Was there anything that made it particularly difficult or easy to address these issues?

_____

_____

_____

5.   In practical terms, how useful do you think the feedback was in helping the teacher to improve
        his/her teaching?

definitely not	not really	slightly	moderately	mostly	definitely
useful	useful	useful	useful	useful	useful
1	2	3	4	5	6

Reason for rating:

_____

_____

6.   Do you think that the teacher intends to change in his/her teaching as a result of this feedback? If so, what is it likely to be?

_____

_____

Are there any other comments you would like to make about this feedback session?

_____

_____

_____

THANK YOU FOR YOUR HELP

Appendix C : Teacher post observation & practice analysis interview

If this interview follows an observation and practice analysis with the facilitator, ask the first group of questions about the practice analysis. Tell the teacher that the interview will be in two sections – the first about the practice analysis, the second about the lesson itself.

SECTION A: REFLECTION ON THE PRACTICE ANALYSIS

Teacher Questionnaire

(NB There is a parallel questionnaire for Facilitator)

Teacher Name_____   Class Level_____

Facilitator Name_____   Lesson detail (date, description etc_____

1.   Overall, I thought the observed lesson was: (circle)

Amongst the worst I've taught   Amongst the best I've taught

           1   2   3   4   5   6

2.   What was the main message you took from the feedback about the extent of changes expected in your teaching practice?
- □   Continue with what I am currently doing
- □   Tweak what I am already doing
- □   Make some specific changes
- □   Make significant changes

3.   What were the main issues (if any) talked about at the post-observation session?

_____

_____

4.   In practical terms, how useful was the feedback in helping you to improve your teaching?

definitely not useful	not really useful	slightly useful	moderately useful	mostly useful	definitely useful
1	2	3	4	5	6

Reason for rating:

_____

_____

5.   Is there anything you intend to change in your teaching as a result of this feedback? If so, what?

_____

_____

Are there any other comments you would like to make about this feedback session?

_____

_____

_____

(Note: Ask facilitator to respond either orally or in writing to questions 1–6 of facilitators' questionnaire (see below). If in writing, make sure you get a copy).

SECTION A: REFLECTION ON THE LESSON

NB: These post observation questions could be spread over two or three observations. Ask the ones related to the current observation.

Teacher Practice

1.   In the lesson today, what were the main ways in which you consider language learning was promoted? (By this I mean, how did you help the children to learn the language they need to succeed at school, for example, language features, vocabulary, and grammatical structures.)

2.   Is this how you usually do it or are there other ways you do this?

Diversity

1.   When talking about Pasifika achievement, we often hear talk of diversity. What is your understanding of this term - diversity?

2.   Specifically, how did you cater for diversity in the lesson I observed/ this lesson?

3.   *If used, ask*:

      I noticed that you used Pasifika languages today. Why did you do that?

4.   During the lesson, was there anything you did particularly to support Pasifika students to learn?

5.   Are there other things you routinely do to support them?

6.   Are these things any different from what you might do for other students?

7.   In this lesson, how effective do you think you were in meeting the learning intentions/goals? How did you tell?

8.   Are there any other things you look for to monitor the effectiveness of your literacy teaching?

Knowledge / Strategy Questions

1.   Today, I noticed (a specific learning intention that dealt with…..)…..What were the two most recent literacy learning intentions prior to today's one? Tell me about how they link?

2.   Where did you make use of student prior knowledge in this lesson? Can you tell me how you linked this to what you wanted the students to learn?

3.   Thinking about what you were doing today in teaching (… …e.g. inference) Do you approach this any differently for your Pasifika students than for other students?

4.   In the lesson, I noticed that you…….. (used a specific teaching strategy to promote student interaction/ engagement - like think pair share etc). Why did you do this?

If not seen: In this lesson, I didn't see the students interacting with each other. Do you think opportunities for student interaction is important? In other contexts, how do you usually do this?

5.   I noticed some students initiated interaction with you. Is this usual? Did you specifically teach them to do that?

6.   In this lesson, did you explicitly teach vocabulary? What are the key things you take into account/consider are really important when you teach vocabulary.

7.   In this lesson, you did some explicit teaching around language structures. What are the key things you take into account/consider are really important when you teach language structures?

8.   In the lesson (with respect to whether noticed students asking for help, questioning to learn more etc……If did not see students clarifying etc, say "It seems like the students cottoned on to what was needed today but….). What do your students generally do when they don't know something? Is this the same for your Pasifika students? What strategies do you use to help them to become independent?

9.   Is there anything else you would like to add in relation to teaching and learning for your Pasifika students?

Appendix D : Student questionnaire

Questions for students

These are asked in small groups of three (one Pasifika and one non-Pasifika). If it is OK with the students, the interview is recorded. Ask them and remind them it is OK to ask that the tape recorder be turned off.

Ideally, the facilitator will conduct the interviews with the researcher making field notes and contributing. Next option is for the researcher to ask questions and rely on tape and post interview notes. The idea is to try to allow every student some air time and to change the order (rotate around the group) in which the students are invited to respond so quieter/ lower ability students sometimes speak first.

Start by talking about yourself and your background – ask student: Where are you from? (probe further e.g. what island in Samoa are you from?)

1.   What are you reading/writing today? (Purpose: general introduction to get students talking).

First Name	Response

2.   Why are you reading/writing it? (Purpose: to find out if they are aware of the purpose for their reading/writing)

Name	Response

3.   What are you learning to do as a reader/writer while you are doing this reading or writing? (Purpose: to find out if they are aware of the learning intention)

Name	Response

4.   How will you know if you are successful? (Purpose: to find out if they are aware of the criteria for success)

Name	Response

5.   What do you need to work on to be a better reader/writer? How do you know this? (Purpose: to

        find out what feedback is received and how interpreted)

Name	Response

6.   What did the teacher do in this lesson that helped you to learn (if anything?)

Name	Response

Follow-up focus group with either same / different Pasifika students (need permission).

1.   What languages do you speak? *(What languages do you speak at home?)*

2.   Do you use <this language/ these languages> in your classroom? When do you do this?

3.   Do you want to use <this language> in your class? Does your teacher encourage you to? What about the other students in the class?

~~4.~~   Do the people who look after you at home, like your mum and dad, come to the school or classroom? What sort of things do they come for?

5.   Do you talk to the people who look after you at home about what you are learning at school?

6.   What sort of things do you learn at home? Are you able to use what you learn at home to help you learn at school? Can you tell me more about that? *(When you're reading at home, what language is the book written in? What languages do you use to talk about the books?)*

7.   Is the way you learn at home different to the way you learn at school?

8.   If it's different: how is it different?

9. If it's the same: how is it the same?

10. Can you tell me more about what helps you to learn? What helps you to become a better reader/ writer?

Appendix E : Professional learning session – Teacher questionnaire

Date:

School:

Facilitator:

Focus of PL session:

Part One

What were the important ideas in today's session for you today?

Do these ideas have any relevance to you in your teaching situation?

Is there anything that you will change in your teaching practice as a result of today's professional learning session?

- Immediately?

- In the longer term?

Part 2: Introduction

We have some ideas about why professional learning in LPDP might have a positive impact on Pasifika students. Different professional learning opportunities are likely to communicate information relevant to different ideas. We want to understand which of these ideas were being communicated in the observed session.

Key Idea 1 –Teachers need informed knowledge of their learners if they are to make links that are necessary for learning to take place (e.g. links between what students know and their new learning).

Some indicators for idea 1 might be (oral examples only):

- Unchecked assumptions about students are challenged (e.g. assumptions about their cultural, literacy, and linguistic knowledge).

- Teachers are given skills to build relevant knowledge of the learner that can be linked to instruction.

- Teachers are given skills to recognise students' current knowledge and skills

- Teachers use their knowledge of their students to think about what they will do next.

- Teachers gather information about students' needs and strengths from a range of sources.

- Student achievement data is tracked and monitored in relationship to age-level expectations.

- Evidence about students' strengths and needs is clearly linked to planning and instruction.

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

K**ey Idea 2** – It is important to make learning explicit. To do so, teachers need content knowledge about written and oral language development and how language works. This idea applies to both the content and the process of learning.

Some indicators for idea 2 might be (oral examples only):

- Teachers are provided with underpinning knowledge (e.g. through working with the Literacy Progressions or asTTle indicators, focusing on this knowledge)

- Teachers are provided with the skills to use this knowledge in practice

- Teachers are provided with the skills to be specific with their students in both content and process (e.g. deliberate acts of teaching of content). The focus might be on:

  - Vocabulary and language structures
  - Deliberately amplifying language

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 3 – Teachers need to understand why they are focusing on particular content and/or processes and how they will use them.

Some indicators for idea 3 might be (oral examples only):

- Teachers become aware of their current knowledge and skills in relation to teaching effectiveness (both strengths and needs)

- The rationale for focusing on target students is explicit

Note: "Processes" could refer to reading, writing processes, language acquisition, curriculum processes. Could also refer to LPDP ways of doing things such as those around target students

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 4 – Teachers should expect that all students can achieve at or beyond curriculum level expectations while providing the support needed to get there.

Some indicators for idea 4 might be (oral examples only):

• Showing teachers how they would move students to engage with more cognitively demanding tasks

• Challenging teachers' expectations of students (e.g. through setting goals and targets)

• Goals and targets across school and classroom are sufficiently salient that they influence practice

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 5 – Leaders of professional learning should communicate high expectations of teacher learning and change and provide the resources and support needed to meet those expectations.

Some indicators for idea 5 might be (oral examples only):

• Discussing the importance of identifying target students who are underachieving

• Communicating expectations that practice needs to change to meet the needs of these students

• Setting challenging goals for professional learning

• Communicating expectations that teachers will read professional literature

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 6 – If students are to have a clear sense of continuity in their learning, they need their teachers to look beyond their own classrooms and take collaborative responsibility for student achievement.

Some indicators for idea 6 might be (oral examples only):

- Encouraging teachers to use the same text

- All teachers participate in professional learning (including specialist teachers and teacher aides)

- All teachers expected to be teachers of the language of the curriculum

- All teachers participate in discussion about planning

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Thank you very much for sharing your time and your thoughts.

Appendix F : Professional learning session – Leader questionnaire

Date:

School:

Facilitator:

Focus of PL session:

Part One

What were the important ideas in today's session for you today?

Part 2: Introduction

We have some ideas about why professional learning in LPDP might have a positive impact on Pasifika students. Different professional learning opportunities are likely to communicate information relevant to different ideas. We want to understand which of these ideas were part of your aims in the observed session.

Key Idea 1 –Teachers need informed knowledge of their learners if they are to make links that are necessary for learning to take place (e.g. links between what students know and their new learning).

Some indicators for idea 1 might be (oral examples only):

- Unchecked assumptions about students are challenged (e.g. assumptions about their cultural, literacy, and linguistic knowledge).

- Teachers are given skills to build relevant knowledge of the learner that can be linked to instruction.

- Teachers are given skills to recognise students' current knowledge and skills

- Teachers use their knowledge of their students to think about what they will do next.

- Teachers gather information about students' needs and strengths from a range of sources.

- Student achievement data is tracked and monitored in relationship to age-level expectations.

- Evidence about students' strengths and needs is clearly linked to planning and instruction.

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

K**ey Idea 2** – It is important to make learning explicit. To do so, teachers need content knowledge about written and oral language development and how language works. This idea applies to both the content and the process of learning.

Some indicators for idea 2 might be (oral examples only):

- Teachers are provided with underpinning knowledge (e.g. through working with the Literacy Progressions or asTTle indicators, focusing on this knowledge)

- Teachers are provided with the skills to use this knowledge in practice

- Teachers are provided with the skills to be specific with their students in both content and process (e.g. deliberate acts of teaching of content). The focus might be on:
  - Vocabulary and language structures
  - Deliberately amplifying language

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 3 – Teachers need to understand why they are focusing on particular content and/or processes and how they will use them.

Some indicators for idea 3 might be (oral examples only):

- Teachers become aware of their current knowledge and skills in relation to teaching effectiveness (both strengths and needs)

- The rationale for focusing on target students is explicit

Note: "Processes" could refer to reading, writing processes, language acquisition, curriculum processes. Could also refer to LPDP ways of doing things such as those around target students

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 4 – Teachers should expect that all students can achieve at or beyond curriculum level expectations while providing the support needed to get there.

Some indicators for idea 4 might be (oral examples only):

- Showing teachers how they would move students to engage with more cognitively demanding tasks

- Challenging teachers' expectations of students (e.g. through setting goals and targets)

- Goals and targets across school and classroom are sufficiently salient that they influence practice

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 5 – Leaders of professional learning should communicate high expectations of teacher learning and change and provide the resources and support needed to meet those expectations.

Some indicators for idea 5 might be (oral examples only):

- Discussing the importance of identifying target students who are underachieving

- Communicating expectations that practice needs to change to meet the needs of these students

- Setting challenging goals for professional learning

- Communicating expectations that teachers will read professional literature

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 6 – If students are to have a clear sense of continuity in their learning, they need their teachers to look beyond their own classrooms and take collaborative responsibility for student achievement.

Some indicators for idea 6 might be (oral examples only):

- Encouraging teachers to use the same text

- All teachers participate in professional learning (including specialist teachers and teacher aides)

- All teachers expected to be teachers of the language of the curriculum

- All teachers participate in discussion about planning

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Part 3

You will have your own ideas about why professional learning in LPDP has a positive impact on Pasifika students. Have we captured them here?

Thank you very much for sharing your time and your thoughts.

Appendix G : Facilitator and School Leadership Progress Evaluation: Progress Towards Outcomes

School name: **Date:**

Processes that support the outcomes	Phase 1: Inquiries into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we are:	The school is underway in phase 1, as we are:	The school is starting to move into phase 2, as we are:	The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcomes 1, 2, 3 & 4 *Using evidence*	• obtaining and processing accurate data, on the strengths and learning needs of students, teachers, leaders and our professional learning community • developing our understanding about assessment tools and their different purposes • presenting and describing evidence in different ways for different purposes and audiences (e.g. for the teacher, senior management, BOT) • investigating our school-wide data to identify areas for further inquiry.	• sharing and discussing data (on individual students and on classes) at professional meetings • in agreement on the description of what the data shows us • are identifying students who are 'at risk' and/or 'of concern' and developing our understanding of the pace that needs to be picked up for these students • sharing and discussing teacher and leadership data	• drawing "meaning" and implications from evidence about the teaching and learning needs of students, particularly those who are 'at risk' or 'of concern' • drawing "meaning" and implications from evidence about the professional learning needs of teachers and leaders in order to meet the students' needs; • translating these learnings into professional learning goals and actions. • selecting focus students	• drawing "meaning" and implications from evidence about the teaching and learning needs of students, and building learning profiles particularly for the focus students • drawing "meaning" and implications from evidence about the effectiveness of teaching and learning, particularly of the focus students.	• using appropriate assessment tools to monitor and discuss the students' progression, in particular, the progression of the focus students • using ongoing evidence (especially evidence of learning from the focus students to inform teaching decisions and to reflect on the effectiveness of teaching practice).	• using data to collectively discuss the progressions of all students ,of the focus student, and of other students considered 'at risk' or 'of concern' • identifying the patterns of achievement within classes and across classes to assess adequate rates of progress, particularly for the focus students and other students considered 'at risk' or 'of concern' • using patterns of achievement data to identify the future professional learning needs of teachers.	• using data to collectively discuss the progressions of all students • identifying the patterns of achievement within classes and across classes to assess adequate rates of progress • using patterns of achievement data to identify the future professional learning needs of teachers.

Evidence of this in our school

Processes that support the outcomes	Phase 1: Inquires into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we:	The school is underway in phase 1, as we:	The school is starting to move into phase 2, as we are:	The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcomes 2 and 3 *Linking needs to teaching*	• understand the diagnostic possibilities of different tools • are aware of the literacy progressions and curriculum expectations for each year level.	• understand different ways tools define "need" (criterion vs. relative); • know why we want to use evidence to make programme decisions and decisions about the effectiveness of our teaching.	• Collaboratively thinking about adjusting elements of instruction (such as strategies and resources) to match the identified needs of students 'at risk' and/or 'of concern'	• Collaboratively and individually thinking about matching elements of instruction (such as strategies and resources) to the identified needs of students, in particular, the focus students.	• deliberately trialling, through planned inquiries new approaches and instructional strategies (DATs) to meet both the purpose of the teaching and the students' learning needs; particularly for the focus students.	• making informed adjustments to teaching practice (intuitive/expert moment-by-moment practice) based on the impact it is having on the achievement of focus student and other students considered 'at risk' or of 'concern'.	• making informed adjustments to teaching practice (intuitive/expert moment-by-moment practice) based on the impact it is having on student achievement; particularly for those at risk or 'of concern'.

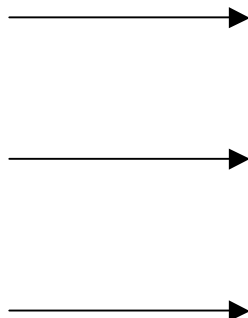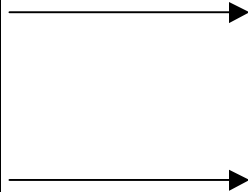**Evidence of this in our school**

Processes that support the outcomes	Phase 1: Inquiries into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we:	The school is underway in phase 1, as we:	The school is starting to move into phase 2, as we are:	The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcomes 2 and 3 *Knowledge of learner development*	Individual learners • understand that individual students have varying strengths and needs – an individual "profile" Generic • understand that students can be expected to achieve certain outcomes at particular points in their progress – draft literacy learning progressions.	Individual learners • are developing an understanding of what contributes to diversity (i.e. multiple pathways) Generic • understand what "adequate progress" is for literacy acquisition.	• using achievement data and literacy learning progressions to describe precisely, the nature of the gap between the expected level of achievement and current levels of achievement for those who are 'at risk' and/or of concern' • using achievement data and literacy learning progressions to set appropriate learning goals, particularly for those who are 'at risk' or 'of concern'.	• using achievement data and literacy learning progressions to describe precisely, the nature of the gap between the expected level of achievement and current levels of achievement for the focus students • using achievement data and literacy learning progressions to set appropriate learning goals for the focus students.	• monitoring and observing the progressions of the focus students towards meeting their identified learning goals • developing teacher awareness of appropriate next learning goals for students • developing teacher awareness about the importance of engaging students in thinking about their learning.	• evaluating the pace of progression of the focus students and others who are 'at risk' or 'of concern' towards meeting their identified learning goals; and continuously adjusting teaching to push the pace so that these students "catch up" • evaluating the students' ability to think cognitively and metacognitively about their learning.	• evaluating the pace of progression of all students; particularly those students 'at risk' or 'of concern'; and continuously adjusting teaching to push the pace, so that underachievers achieve • creating a classroom learning community that supports students' ability to think cognitively and metacognitively about their learning.

Evidence of this in our school

Processes that support the outcomes	Phase 1: Inquiries into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we:	The school is underway in phase 1, as we:	The school is starting to move into phase 2, as we are:	The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcomes 2 and 3 *Pedagogical content knowledge*	• acknowledge and believe in the importance of effective teaching as a contributor to achievement • are building our literacy content knowledge and knowledge of literacy acquisition, in particular the knowledge required for interpreting literacy assessment data.	• believe that all students can learn successfully with good teaching • are continuing to build on our literacy content knowledge and knowledge of literacy acquisition, and are developing a shared language to describe this knowledge.	• putting structures in place to set up conversations that allow teachers and leaders to think about our beliefs and how they are enacted in our practice • building knowledge of effective instructional strategies relevant to the diverse needs of students, particularly those who are at risk" or 'of concern'.	• building and developing our knowledge of effective instructional strategies relevant to the diverse needs of the focus students • engaging in conversation with the focus students about their learning needs and our teaching decisions.	• being strategic in selecting instructional strategies and appropriate texts that will help the students achieve the learning goals • developing precision in "instructional talk" • valuing and engaging in conversations with other teachers and with students about teaching decisions • articulating the modifications to our teaching practice and the impact these are having on student achievement; particularly the focus students • developing feelings of personal and collective efficacy based on meeting the needs of students and making a difference to student achievement.	• using deliberate acts of teaching that focus learning for a particular reading or writing purpose • extending our feelings of personal and collective efficacy based on meeting the needs of students and making a difference to student achievement • creating classroom learning communities that support the students in developing feelings of personal efficacy through being more in control of their learning.	• using and monitoring deliberate acts of teaching that focus learning for a particular reading or writing purpose • extending our feelings of personal and collective efficacy based on meeting the needs of students and making a difference to student achievement • creating and monitoring classroom learning communities that support the students in developing feelings of personal efficacy through being more in control of their learning.

Evidence of this in our school

Processes that support the outcomes	Phase 1: Inquiries into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we are :	The school is underway in phase 1, as we are :	The school is starting to move into phase 2, as we are:	The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcome 4 *Managing and organising a professional learning community*	• discussing/refining and developing a shared understanding of the literacy goals and targets in the strategic plan • planning to facilitate professional readings around effective literacy practice linked to literacy goals and targets.	• providing opportunities for teachers and school leaders to discuss professional readings and discuss quality reading or writing • putting systems in place for everyone to engage in ongoing practice analysis conversations around teaching and the impact it has on student learning • putting systems in place for content knowledge building, particularly in relation to the literacy learning progressions; and for joint planning • developing an understanding of the knowledge and skills required by teachers' and leaders' to achieve the literacy goals in the strategic plan • providing a process for teachers to set professional learning goals	• providing opportunities for teachers and school leaders to discuss professional readings in terms of promoting learning, particularly for students considered 'at risk' or 'of concern'. • supporting teachers and leaders to develop a shared language for discussing literacy learning • putting a cycle in place for knowledge building, trialling/action, practice analysis conversations, and reflection, with data starting the conversation – raising the questions and hypotheses • able to say that we take joint responsibility for the students' progress and achievement • improving processes and practices for monitoring students progress towards meeting achievement goals; in particular for those whose progress is 'at risk' or 'of concern'.	• providing opportunities for teachers and school leaders to discuss professional readings in terms of promoting learning for their focus students • putting a cycle in place for knowledge building, trialling/action, practice analysis conversations and reflection, with data starting the conversation – raising the questions and hypotheses • aware that we should take joint responsibility for the students' progress and achievement • putting in place monitored interventions for those students most at risk • providing a process for teachers to monitor professional learning goals • providing opportunities for teachers to engage with those "experts" who are providing additional literacy interventions for any at risk students.	• carrying out regular formal and informal professional learning meetings where leaders are engaging teachers in evidence-based discussions about the progress of the focus students • supporting each other and teachers in evidence-based decision making • identifying sites of effective practice • supporting teachers to be explicit about their assumptions and personal teaching theories • ensuring continuity of instruction for at risk students by providing opportunities for teachers to engage with those "experts" who are providing additional literacy interventions.	• using multiple sources of data to undertake complex analysis and to further experiment in planning and teaching; particularly in relation to the focus students and other students considered at risk or of concern • able to handle ambiguity and complexity as learners within the support of our professional learning community • using school systems of coaching and observation to engage teachers in practice analysis conversations on the effectiveness of the strategies they are trialling • able to say that we take joint responsibility for the students' progress and achievement.	• using multiple sources of data to undertake complex analysis and to further experiment in planning and teaching; particularly for students 'at risk' or 'of concern' • able to handle ambiguity and complexity as learners within the support of our professional learning community • using school systems of coaching and observation to engage teachers in practice analysis conversations on the effectiveness of the strategies they are using with those students 'at risk' or 'of concern' • able to say that we take joint responsibility for the students' progress and achievement • asking new questions, using new tools, and inquiring deeper into our own practice • growing leadership and inducting new teachers and leaders • deprivatising practice.

Processes that support the outcomes	Phase 1: Inquiries into school-wide practices Building content knowledge and a foundation for sustainable change			Phase 2: Inquiries into effective classroom practices Building knowledge and implementing change through active learning			Phase 3: Ongoing inquiry
	Developing awareness, engaging phase			A readiness to take risks in the classroom and to be supported by a professional learning community			Evaluating change and embedding a sustainable evidence-based model
	The school has begun phase 1, as we:	The school is underway in phase 1, as we:	• The school is starting to move into phase 2, as we are:	• The school has moved into phase 2, as we are:	The school is underway in phase 2, as we are:	The school is starting to move into phase 3, as we are:	The school has embedded inquiry processes, as we are establishing habitual practice in:
Outcome 4 *Leading and sustaining a professional learning community*	**with facilitator support, have leaders who are:** • locating and discussing professional readings that support the identified focus and professional learning needs of teachers • engaging in practice analysis conversations in structured classroom observations that: affirm/challenge the effectiveness of aspects of our literacy teaching practice; and that co–construct improved practice • reflecting on the impact of the changed teaching practice • linking current professional learning to previous professional learning • articulating expectations to teachers.	**with facilitator support, have leaders who are:** • engaging teachers in discussions around professional readings, building literacy content knowledge • engaging in practice analysis conversations in structured classroom observations that: affirm/challenge the effectiveness of aspects of teachers' literacy teaching practice; and that co–construct improved practice • gathering, collating and analysing data on teachers' professional learning needs • using evidence to inform joint planning and content knowledge building at syndicate and /or whole school meetings • using data to link own professional learning needs with identified student and teacher needs and set professional learning goals • supporting teachers to understand expected rates of progression linked to the demands of the curriculum through ongoing exploration of the literacy learning	**with facilitator support of leaders:** • engaging teachers in reflective dialogue whereby they examine research and make links to their practice, developing a shared language, deepening their instructional knowledge and using this research to challenge their own assumptions and practices • using student data to engage teachers in a process of identifying common patterns of literacy behaviour in students considered 'at risk' or 'of concern' • using data to help teachers link their professional learning needs with identified student needs and set professional learning goals • continuing processes for growing leadership and inducting new teacher and leaders.	**with facilitator support of leaders:** • leading and guiding teachers in a collective focus on student learning and achievement, where data are used to reflect on the effectiveness of changed teaching practice for focus students • leading meetings where teachers share expertise, critically examine practices and call on each other to develop skills and knowledge to meet the needs of their focus students • engaging teachers in professional learning conversations around progress towards meeting their professional learning goals.	**with decreasing facilitator support:**	• Engaging teachers in a collective focus on student learning and achievement, where data are used to reflect on the effectiveness of changed teaching practice for target students • growing leadership and inducting new teachers and leaders.	

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		progressions • establishing processes for growing leadership and inducting new teacher and leaders.					

Evidence of this in our school

Appendix H : Community partnership questionnaire

School: Date:

Participants:

Key Idea 1: If teachers know more about Pasifika families, communities and their literacy practices, they are better able to link classroom practices to family & community practices. *[draw out what leaders consider Pasifika literacy practices]*

How important to you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very important	Extremely important
✓					

Comment ie anything that happens in your school in relation to this area?:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical
✓					

Comment:

Key Idea 2: If parents understand school practices (like literacy & assessment) they can link their family practices to school practices, resulting in greater coherence between home and school and enhanced student literacy achievement. *[focus is on practices]*

How important to you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very important	Extremely important
✓					

Comment ie anything that happens in your school in relation to this area?:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical
✓					

Comment:

Key Idea 3: If schools support Pasifika parents to recognise the value of what they bring to their children's learning parents will feel more confident to engage with schools and teachers and have an influence on what happens in school.

How important to you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very important	Extremely important
✓					

Comment ie anything that happens in your school in relation to this area?:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical
✓					

Comment:

Key Idea 4: If schools communicate clearly and accurately with parents about: students' achievement, the next steps needed for progress and how parents can support their children to improve, a learning partnership will be developed.

How important to you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very important	Extremely important
✓					

Comment ie anything that happens in your school in relation to this area?:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical
✓					

Comment:

Key Idea 5: If parents are encouraged to value the language in which they are most competent and to use it with their children, and if Pasifika students have opportunities to use their home languages at school – literacy learning will be progressed.

How important to you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very important	Extremely important
✓					

Comment ie anything that happens in your school in relation to this area?:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical
✓					

Comment:

Final question: has your involvement in LPDP in any way influenced how things are happening in your school in relation to these ideas – either directly or indirectly?

Other:

Appendix I : Teacher inquiry and knowledge-building cycle to promote valued student outcomes: The implications for Pasifika students

Identifying valued outcomes and student learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
1a) Teachers gather, analyse, and use data • Knowing appropriate tools for purpose • Creating opportunities to gather evidence (to check things, monitor own assumptions) • Being able to analyse data • Being responsive to a range of evidence (achievement data, but also other sources) • Using data to identify what students need to learn – establish and monitor goals	• Analysing, identifying and discussing patterns of progress of Pasifika students with attention paid to the implications for learning • Inquiring into puzzles and concerns that emerge from analysis of disaggregated Pasifika student data (for example,, the relationship between home language and English literacy) • Giving attention to information about oral language proficiency, including input and output in both English and Pasifika languages • Collecting data on students' first language competencies in order to make links for learning
1b) Teachers set high expectations for student learning • Ensuring goals provide the stepping stones to success • Questioning own assumptions about Pasifika students and ensuring they do not interfere with assessment of student achievement • Challenging any deficit thinking	• Communicating an expectation that Pasifika students can and will achieve • Setting challenging, appropriate targets for Pasifika students • Frequently revising Pasifika students' goals to ensure momentum • Checking assumptions about Pasifika students • Using the *English Language Learning Progressions* to identify the next steps for learning for English language learners • Providing high level support for high challenge tasks, including Pasifika languages support • Valuing the first languages and bilingualism of Pasifika students
1c) Teachers include students in planning and evaluating their learning • Including students in developing learning intentions and success criteria • Discussing the deeper purpose of learning	• Providing opportunities for Pasifika students to draw on their linguistic and cultural capital to form and evaluate goals

Identifying professional learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
2a) Teachers use evidence from student data and from practice to identify own needs, monitor progress	
• Developing self-regulating strategies to identify and monitor own needs and student learning needs • Monitoring practice and student learning needs to build knowledge of the deliberate acts of teaching	• Building knowledge of the deliberate acts of teaching needed to strengthen Pasifika students' literacy. • Building knowledge around Pasifika students' needs and strengths in order to formulate teacher learning goals, modify practice and monitor progress • Focussing on oracy as well as literacy development • Having systems in place that enable ready access to evidence of the progress of Pasifika students in general and English language learners in particular • Selecting and monitoring the progress of focus Pasifika students and English language learners • Noticing the impact of own teaching practice including noticing impact on Pasifika students

Teachers' engagement in professional learning to deepen knowledge and refine skills: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
3a) Teachers are reflective practitioners • Setting and discussing their learning goals (including using feedback from observations) • Keeping reflective journals, folders, note taking • Engaging with learning materials for teachers (for example, ELP), including those relevant to teaching and learning for Pasifika students (for example, ESOL resources) and using them strategically in their practice	• Identifying the implications for Pasifika students • Engaging with community knowledge holders and families to find out areas of strength and need • Engaging with professional learning tools in relation to teaching practice for Pasifika students and reflecting on key messages for example, *"Making Language and Learning Work"* DVD to raise awareness of Pasifika students' cultural and linguistic capital; *Connections and Conversations* DVD to raise awareness of teachers' knowledge, skills, and dispositions in relations to Pasifika students • Engaging in professional learning focussed on supporting bilingual practices in mainstream classes (for example, through participation in *Pasifika Teacher Aide Project*) • Modelling of practices that are known to be effective for Pasifika students • Learning how to support vocabulary acquisition and the development of fluency (for example, through work around the *"Learning through Talk"* books) • Creating opportunities for teachers to learn from community experts
3b) Teachers participate in a professional learning community (PLC) • Participating actively in professional learning groups, team/monitoring meetings • Solving teaching and learning problems collectively	• Identifying the implications for Pasifika students • Using Pasifika staff expertise to learn more about Pasifika languages and literacy practices and how to incorporate them in practice • Developing close partnerships between classroom teachers and ESOL specialists

Engagement of students in new learning experiences: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
4a) Teachers use student data to design and deliver learning sequences: • Ongoing building of knowledge of the learner • Planning instruction (including identification of the purpose) • Adjusting instruction (catering for diversity)	• Establishing strong enrolment procedures that provide information about Pasifika students' linguistic and cultural knowledge, to make links for learning • Having ongoing learning conversations with Pasifika students to plan or adjust instruction • Using the *English Language Learning Progressions* to identify where English language learners sit in terms of progress towards curriculum level English language competency
4b) Teachers explicitly teach strategies for written language • Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are clear to the students • Developing clear intentions and criteria with regard to these strategies	• Setting, recording, and monitoring goals for Pasifika students and English language learners that will enable them to achieve national expectations • Using Ministry of Education and other resources to develop understandings about effective practice for Pasifika students and English language learners • Using ESOL scaffolding strategies to support literacy learning • Building on Pasifika students' strengths in memorisation of text and recitation • Using Pasifika literacy practices in instruction, for example, choral reading, text memorisation, use of metaphor, humour, song
4c) Teachers explicitly teach language and vocabulary • Scaffolding opportunities for student talk • Explicitly teaching language features • Explicitly teaching academic vocabulary • Providing language experiences	• Knowing about and applying principles of second language acquisition • Providing opportunities for tuakana/teina pairings • Providing opportunities for communicative tasks • Providing opportunities to develop fluency including utilisation of Pasifika students' skills in text memorisation • Using song, poetry, and dance for language learning • Providing opportunities for oral performance,

including song and dance

4d) Teachers make meaningful connections

- Making meaningful connections to purpose
- Making meaningful connections to prior knowledge, including linguistic and world knowledge
- Making meaningful connections to concepts within the text, (for example, through text selection or explicit teaching)
- Developing oral, reading and writing links
- Making meaningful connections to learning within other learning areas
- Making meaningful connections to other learning opportunities (within as well as out of the observed lesson)
- Making meaningful connections to context (to ensure learning is authentic)
- Making meaningful connections to life beyond the school: heritage, culture, language, religious beliefs

- Creating authentic purposes for writing, relevant to Pasifika students' interests and experiences
- Connecting to Pasifika world views, knowledge, languages, experiences, and texts
- Supporting Pasifika students to read and write in their first languages to support English literacy development
- Accessing Pasifika community experts and family members to share knowledge relevant to classroom topics
- Making links with Pasifika students' island homes and local familiar domains, for example, home, market, church, beach, mall
- Meditating the interactions between students and student learning materials to facilitate students' literacy and language learning
- Using Pasifika interaction practices, for example, metaphor and humour

4e) Teachers build effective teacher-student relationships and foster interactions that are focused on learning and build student agency

- Ensuring students understand the purpose of the learning
- Ensuring feedback focuses on the learning purpose
- Promoting metacognitive awareness/student self-monitoring
- Encouraging student-initiated interaction with teacher
- Providing opportunities for peer (student/student) feedback
- Sharing the codified knowledge of how to participate in the classroom discourse

- Supporting Pasifika students to self-question
- Supporting Pasifika students to question teacher
- Supporting Pasifika students to question peers
- Supporting Pasifika students to articulate their learning
- Supporting Pasifika students to develop higher order thinking
- Providing opportunities for oral modelling and repetition

4f) Teachers cater for diverse learning needs

- Differentiating learning intentions and success criteria
- Differentiating instruction
- Differentiating feedback

- Differentiating instruction based on knowledge of Pasifika groups, and individuals

Assessment of impact and re-engagement in the next cycle: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
5a) Teachers monitor student learning and use that information to notice and understand own impact • Learning through observations • Learning through opportunities to monitor information about students	 • Modifying practice from learning conversations about puzzles of practice with regard to Pasifika • Selecting Pasifika students as focus students
5b) Teachers prepare for a new cycle of learning through • Identifying new questions • Going deeper into current puzzles of practice	 • Going deeper into puzzles of practice specific to Pasifika

Appendix J : Teacher inquiry and knowledge-building cycle to promote valued student outcomes

Leadership practice and the implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
1a) Leaders develop school systems for data collection, organisation, and use	
• Using a range of quantitative and qualitative data related to an area of concern or interest	• Inquiring into puzzles and concerns that emerge from analysis of disaggregated Pasifika student data (e.g., the relationship between home language and English literacy)
• Learning to disaggregate data in a purposeful way	
• Developing understandings about what data means	• Giving attention to information about oral language proficiency
• Using data to identify what students need to learn (i.e. to establish and monitor goals)	• Using the *English Language Learning Progressions* to identify the next steps for learning for English language learners
• Selecting and monitoring the progress of focus students	• Selecting and monitoring the progress of focus Pasifika students and English language learners
• Having systems in place that enable ready access to evidence of student progress	• Having systems in place that enable ready access to evidence of the progress of Pasifika students in general and English language learners in particular
1b) Leaders prioritise student learning and know what is happening	
• Conducting targeted classroom visits	• Noticing the impact of teacher practice in classroom visits, observations, and monitoring meetings includes noticing Pasifika students
• Participating in observations and practice analysis conversations	• Identifying the implications for Pasifika students
• Participating in professional learning sessions and monitoring meetings	• Identifying the implications for Pasifika students
1c) Leaders set a clear vision for student achievement with informed expectations	
• Understanding the expected patterns of development in language and literacy	• Using the *English Language Learning Progressions* to identify where English language learners sit in

- Understanding the curriculum expectations

- Setting and monitoring student progress targets that will enable students to achieve national expectations

- Writing student progress targets into the strategic plan

- Developing an understanding of the standard of professional practice they would like teachers to achieve

- Challenging inappropriately low expectations

terms of progress towards curriculum level English language competency

- Setting, recording, and monitoring goals for Pasifika students and English language learners that will enable them to achieve national expectations

- Using Ministry of Education and other resources to develop understandings about effective practice for Pasifika students and English language learners

- Communicating an expectation that Pasifika students can and will achieve

Identifying professional learning needs: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
2a) Leaders take responsibility for teacher professional learning through supporting teachers to identify and monitor their professional learning needs and goals	
• Using a range of evidence, including student achievement data, to identify clearly defined whole school professional learning needs and goals	• Incorporating evidence about the specific learning needs of Pasifika students in the range of evidence used to establish professional whole school professional learning needs and goals (e.g., information from the ELLP matrices and from monitoring the learning of target students)
• Supporting teachers to use a range of evidence, including student achievement data, to identify clearly defined personal professional learning needs and goals	• Raising teachers' awareness of Pasifika student's cultural and linguistic capital and supporting teachers to reflect on their own practice in relation to this (e.g., through using the *Making Language and Learning Work* DVD)
	• Raising teacher's awareness of their own knowledge, skills, and dispositions in relation to Pasifika students (e.g., through using the *Connections and Conversations* DVD)
2b) Leaders address their own learning gaps through identifying professional learning needs and goals	
• Establishing clearly defined leadership learning needs and goals that will support teacher and student learning	• Same as 2a
• Using a range of evidence, including student achievement data, to identify the professional learning needs and goals	• Same as 2a

Supporting teacher learning: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
3a) Leaders take responsibility for teacher professional learning	
• Setting expectations for teachers' professional learning	• Being explicit about the expectation that teachers will consider how their professional learning applies to teaching and learning for Pasifika students
• Establishing processes for ongoing collaborative review and monitoring of professional learning needs and goals	• Setting up expectations that teachers will monitoring their learning relative to its impact on Pasifika students and English language learners
	• Monitoring meetings include discussion of teacher practice in relation to focus Pasifika students and sharing of knowledge
	• The noticing of impact of teacher practice in observations includes noticing the impact on Pasifika students
	• Leaders' meetings include discussion and review of leadership practice in relation to Pasifika students
• Focusing staff meetings on professional learning	• Being explicit about how principles of professional learning link to notions about effective practice for Pasifika students and English language learners (e.g., linking learning about oracy as the foundation for language and literacy to notions about language and identity for Pasifika students and English language learners)
• Providing targeted support where teachers have a particular need	• Targeting some professional learning sessions directly at supporting teachers to achieve the goals and targets that have been identified for Pasifika students and English language learners(e.g., through engaging with resources such as the *Making Language and Learning Work* DVDs and SELLIPs)
• Prioritising professional learning when making managerial decisions	• Prioritising professional learning focused on meeting the needs of Pasifika students and English language learners in particular
3b) Embedding routines of inquiry-based in-school professional learning	

- Selecting, developing, and using smart tools

- Systems and routines set up for inquiry

- Routines include systematically seeking the views of students

- Using evidence to make strategic decisions about resourcing

- Explicit and repeated messages about the importance of inquiry and evidence-based decision making.

3c) Having challenging and co-constructed conversations

- Leading practice analysis conversations

- Leading challenging, co-constructed conversations during professional learning sessions and monitoring sessions

- Development of an oral language planning template for junior syndicate

- Ensuring that tools and routines focus attention on the specific goals for Pasifika students and English language learners

- Setting up systems for identifying and monitoring the needs and strengths of English language learners that promote whole school inquiry (e.g., expecting that classroom teachers will fill out the forms for the ESOL status list)

- Interviewing students to find out how the learning is impacting on their learning and identities as Pasifika people

- Developing programmes (e.g., learning support programmes and targeted student interventions) that explicitly address the needs and strengths of Pasifika students and English language learners

- Obtaining teaching resources and student learning materials that promote effective teaching and learning for Pasifika students and English language learners and ensuring their effective and integrated use within classrooms and across the school

- Ensuring that English language learners are taught by their teachers while also benefitting from the expertise of people who have been trained in meeting their needs or who have a Pasifika language

- Expecting that evidence-based inquiry will be used to make decisions with regard to Pasifika students

- The noticing of impact of teacher practice in classroom visits, observations, and monitoring meetings includes noticing the impact on Pasifika students

- Challenging any evidence of low expectations for Pasifika students and promoting a sense of urgency for improving outcomes for these students

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3d) Ensuring coherence

- Developing cohesive action plans that target the identified professional learning needs and goals

- Linking teacher professional inquiry to layers of inquiry for leaders and for students

- Where appropriate, linking school self-review to teacher appraisal goals and student learning goals

- Making deliberate connections between different sites of teacher professional learning

- Linking professional learning about reading, writing, and oracy to each other, to an understanding of the deeper purpose of the learning, and to learning across the curriculum

- Being explicit about expectations and "how things are done here"

- Ensuring all decisions contribute to achieving the school's vision

- Planning for integrated professional learning opportunities that focus on supporting teachers to meet their targets for their Pasifika students

- The expectations for monitoring meetings include monitoring the progress of deliberately selected Pasifika students

- Explicitly integrating inquiry into improved practice Pasifika students into school action plans and self-review and appraisal processes

- Explaining how more generic learning (e.g., about oral language) links to other learning that is more focused on Pasifika students (e.g., the importance of first language maintenance)

- Linking professional learning about reading, writing, and oracy to the specific strengths and needs of Pasifika students and English language learners

- Being explicit about the expectations around Pasifika students

- Connecting decisions about teaching and learning for Pasifika students to the school's vision

Engaging in leader learning: The implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
4a) Development of pedagogical content knowledge and skills for challenging collaborative conversations and classroom observations	
• Building sufficient pedagogical content knowledge to support teachers to identify and resolve teaching problems	• Building knowledge about teaching and learning for Pasifika students and English language learners, including knowledge about the resources that are available for use with these students, including *The English Language Learning Progressions*, *Supporting English Language Learners, Making Language and Learning Work* DVDs, oral language handbooks, Tupu readers, and *LEAP: Language Enhancing the Achievement of Pasifika*
• Developing the interpersonal skills and confidence necessary to participate in evaluative conversations	• Deliberately planning how to address evidence of teachers having low expectations for English language learners
4b) Sharing leadership expertise and responsibility	
• Providing specific learning opportunities for the literacy leaders	• Collaborative learning about how to effectively meet the needs of Pasifika students and English language learners (for example, using information about oral language strengths and needs to develop an oral language planning template
• Including the literacy leaders in observations	• Ensuring literacy leaders take note of the impact of teaching on Pasifika students
• Sharing the facilitation of professional learning	• Making use of the ESOL teacher's expertise by including this person within all professional learning experiences and having them lead those that are focused on English language learners.

Assessment of impact and re-engagement in the next cycle: Implications for Pasifika students

Indicator and example of practice	Example of practice where the focus is on Pasifika students
5a) Checking change in practice	
• Conducting informed classroom visits • Conducting focused lesson observations	• The collated information used to review the changes in teacher practice includes specific information about teachers' impact on Pasifika students
• Reviewing leadership practice	• The collated information used to review the changes in leadership practice includes specific information about the leaders' impact on Pasifika students
5b) Checking impact on students	
• Checking student data	• The review of student achievement includes the review of disaggregated information about specific groups of Pasifika students and English language learners
• Seeking students' perspectives on their learning.	• Leaders ask Pasifika students and English language learners for their perspectives on their learning
5c) Preparing for a new cycle of learning	
• Identifying new questions • Going deeper into current puzzles of practice.	• Leaders go deeper into specific questions and puzzles of practice with regard to Pasifika students and English language learners