



**Effective Leadership for Educational Reform: Report to
Ngā Pae o te Māramatanga**

Contract Number: 05-RFI-08

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Milestone 5: Final Report

**Project Title: Decision-making by school leaders when
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Introduction

In 2005, we (Bishop & O’Sullivan, 2005), in a project funded by Ngā Pae o Te Māramatanga, undertook an extensive literature review in order to develop an hypothesis around what constituted sustainability and scalability of educational reform projects, see Appendix A. That hypothesis was presented in the form of a theoretical framework using a neumonic GPILSEO as an heuristic device for ease of reference. This hypothesis is currently being tested in 33 Te Kotahitanga secondary schools, funded by the New Zealand Ministry of Education; the report about the veracity of this hypothesis will be produced in late 2010. In the meantime, in this project, we have chosen to refine and develop one element of the hypothesis further by examining what might constitute effective leadership for although it is clear that classrooms are the most effective initial sites for educational reform (Alton-Lee, 2003; Hattie, 1999, 2003; Elmore, Peterson and McCarthy, 1996), teachers who work in isolation are unlikely to develop and maintain to any significant extent “new teaching strategies spontaneously and on their own” (Elmore et al., 1996, p. 7). Therefore, Hattie (2003) and Marzano (2003) support Coburn (2003) who suggests that teachers are better able to sustain change when there are “mechanisms in place at multiple levels of the system to support their efforts” (p.6). That is, teachers are strengthened in their capacity to sustain change if they are supported by a broader systemic focus on reform within the school and at national policy levels (Hattie, 1999). In other words, institutional, organisational and structural changes are necessary within the school to create contexts where classroom learning can be responded to, supported and enhanced in order that student achievement can improve and disparities be reduced. *It is leaders who drive these changes.* Which raises the question of “*what leaders need to know and do to support teachers in using the pedagogical practices that raise achievement and reduce disparities*” (Robinson, Lloyd, & Rowe, 2007, p.2). This focus on leadership is central to the reform because as Leithwood, Seashore Louis, Anderson and Walhstrom (2004) identify from a detailed review of leadership literature, “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 7).

This project has set out to identify, in the form of a detailed hypothesis, what might constitute effective leadership of educational reform that seeks to raise the achievement of students not currently well served by the system. The hypothesis was developed from a further examination of the relevant literature supported by a series of in-depth interviews, conducted in 2005 and 2006 with leaders in the twelve schools who have been participating in the Te Kotahitanga research and professional development project since 2003. An in-depth analysis of the decisions that leaders face when seeking to sustain the gains that have been made as the result of a school-wide reform in their schools was undertaken in terms of;

- the goals they set,
- how they support teachers' implementation of a culturally responsive pedagogy of relations,
- the changes they had made to institutional arrangements in the schools,
- how they had spread the project to all staff, parents and community members,
- what developments they had supported to increase the capacity of their staff to gather and use evidence of student progress in a formative manner,
- what ownership had the leaders and schools taken of the project.

The literature and reported experiences of these leaders have been organized according to the GPILSEO pattern developed in Bishop and O'Sullivan (2005), as it was seen that this model proved to be very useful as an heuristic device for organizing the data from the literature and the interviews into an hypothesis for subsequent testing. It is intended that this hypothesis will be tested during 2009 and 2010 with leaders in the current Phase 4 Te Kotahitanga schools to ascertain if the pattern of effective leadership developed in this hypothesis holds for a further set of leaders in a cohort of schools who commenced the Te Kotahitanga school reform project in 2005.

Effective School Leadership for School Reform

Introduction

In 2001 and 2002, the first phase of the Te Kotahitanga research project was undertaken by the Māori Education Research Team at the School of Education, University of Waikato in partnership with the Poutama Pounamu Education Research and Development Centre. The project team commenced with the gathering of a number of narratives of

classroom experience by the process of collaborative storying (Bishop, 1996), from a range of engaged and non-engaged Māori children in five unmodified public/mainstream schools. The aim of our conversations was to gain an understanding of Māori student experiences in the classroom (and also of those others involved in their education) (Bishop & Berryman, 2006). We then sought to develop a means of passing these understandings on to their teachers in a way that might lead to improved pedagogy, which, through improving Māori student achievement, would ultimately reduce educational disparities in our country.

In their narratives the students clearly identified that the main influence on their educational achievement was the quality of the in-class relationships and interactions they had with their teachers and their peers. They also shared how, by changing the ways they related and interacted with Māori students in their classrooms, teachers could create a context for learning wherein Māori students' educational achievement could improve. It was clear from these stories that if Māori students were to achieve at higher levels, teachers must theorise differently about these students and about their own ability to assist Māori students to reach higher levels of achievement. In short, "they must alter their beliefs and conceptions of practice, their 'theories of action'" (Smylie, 1995, p.93).

On the basis of these suggestions from Years 9 and 10 Māori students, together with other information from relevant literature and the experiences of the students' caregivers, principals and teachers, the research team developed an Effective Teaching Profile (ETP) (Bishop, Berryman, Tiakiwai and Richardson (2003). Fundamental to the ETP are teachers' understandings of the need to explicitly reject deficit theorising as a means of explaining Māori students' educational achievement levels, and their taking an agentic position in their theorising about their practice. That is, practitioners expressing their professional commitment and responsibility to bringing about change in Māori students' educational achievement by accepting professional responsibility for the learning of all their students. These two central understandings are then manifested in these teachers' classrooms when teachers demonstrate on a daily basis: that they care for the students as culturally located individuals; they have high expectations for students' learning; they are able to manage their classrooms so as to promote learning; they are able to engage in a range of discursive learning interactions with students or facilitate students to engage

with others in these ways; they know a range of strategies that can facilitate learning interactions; they collaboratively promote, monitor and reflect upon student's learning outcomes so as to modify their instructional practices in ways that will lead to improvements in Māori student achievement, and they share this knowledge with the students.

These understandings formed the basis of the Te Kotahitanga professional development project (Bishop et al, 2003: Bishop, Berryman, Cavanagh and Teddy, 2007), that is currently successfully working with 33 secondary schools in New Zealand (Bishop, Berryman, Cavanagh, & Teddy, 2009).

As was stated above, school level leadership is vital to ensure effective change in classroom practice. We now find at the school level what leaders need to know and do in order to ensure effective school reform is implemented and sustained.

Leadership has an overall purpose

Leadership activities have an overall purpose which is to directly or indirectly reduce educational disparities through improving student outcomes, in effect leaders need to demonstrate a social justice agenda. Fullan (2003) terms this as leaders having a *moral purpose*, which at the school level means:

...that all students and teachers benefit in terms of identified desirable goals, that the gap between the high and low performers becomes less as the bar for all is raised, that ever-deeper educational goals are pursued, and that the culture of the school becomes so transformed that continuous improvement relative to the previous three components become built in (p.31).

Elmore (2004) supports this purpose and argues that the primary purpose of educational leadership is the 'guidance and direction of instructional [pedagogical] improvement' (p. 13). Robinson, Hohepa and Lloyd (in Press), found in the empirical part of their Best Evidence Synthesis of leadership studies, that pedagogic or instructional leadership, where there is a "close involvement of leadership in establishing an academic mission, monitoring and providing feedback on teaching and learning and promoting the importance of professional development" (p.55), has nearly four times the impact on student outcomes than does the other commonly promoted form of leadership, transformational. However, they also warn of our dismissing the qualities of transformational leadership through creating false dichotomies between these two types

of leadership. In effect they are suggesting that leadership needs to exhibit characteristics that encompass the broad rubric of pedagogic or instructional leadership with its unequivocal focus on improving student outcomes as well as incorporating those aspects of transformational leadership and what Shields (2003), terms transformative leadership into the mix of what constitutes effective leadership. In other words, the leadership mix or distribution in schools needs to include instructional leaders' unequivocal focus on improving student outcomes through the provision of support for teaching and learning, transformational leaders' concerns with the collective interests of the group, the "ability to inspire and motivate others and develop group commitment to a common vision" (p. vii), and transformative leaders' (Shields, 2003) focus on creating the conditions or contexts that release others' capacity for self-determination in a manner that promotes the establishment of collaborative relationships for attaining the desired end.

Along with Robinson et al., (in Press), from our experience we would suggest that creating dichotomies in leadership styles can also promote the notion that there is a distinction between tasks and relationships, that is between, "leading through progressing tasks and leading through relationships and people" (p.8). There is also a danger that we talk about there being a sequence of firstly developing relationships, then tasks. In other words, get the relationship right, then pursue the common task, the educational challenges, goal-setting and such like. In contrast however, Robinson et al., (in Press) explain that "relationship skills are embedded in every dimension" (p.8). In goal-setting for example, "effective leadership involves not only determining the goal content (task focus), but doing so in a manner that enables staff to understand and become committed to the goal [relationship focus]" (p. 8). In other words, whether we are focussing at the level of the classroom, school or the system, relationships are part and parcel of everyday activities that seek to improve student outcomes.

At the classroom level, we learnt from detailed interviews with 350 Māori students in 2004 and 2005, that the teaching approaches they preferred and indeed within which they could achieve, was not a matter of teachers being either task or relationship orientated, but both, simultaneously (Bishop, et al., 2007). These Māori students clearly understood that when both were happening at the same time, they were able to engage effectively with learning and see their achievement levels improve. They were able to describe a range of scenarios. The first was when a teacher was task orientated but did not clearly

exhibit that they cared for the learning of their students, learning did not occur. Secondly, if the teacher demonstrably cared for the learning of the students, but was not able to engage them in meaningful learning interactions, again they were not able to learn. It was only when their teachers were task and relationship orientated simultaneously, that is they were able to demonstrate on a daily basis that they cared for the learning of their students, set high expectations for performance and classroom management (including their own subject content knowledge) as well as being able to use a range of discursive interactions and strategies, including formative assessment, that they knew they were going to learn and achieve.

She's dedicated to what we do in our class. I think it's just her passion, that she likes seeing kids achieving instead of failing. Feels cool, that we've got someone who's gonna help us get through school. (School 2)

Fullan (2003) notes that this task/relationship intersection is based on what Bryk and Schneider (2002) term relational trust which their research showed was fundamental to improved student achievement. Just as at the classroom level, relational trust is also fundamental to creating an effective school culture. Robinson et al, (in Press) suggest that practical steps for developing relational trust include:

...establishing norms of integrity, showing personal regard for staff, parents and students; demonstrating role competence and personal integrity through modelling appropriate behaviour, following-through when expectations are not met, demonstrating consistency between talk and action, and challenging dysfunctional attitudes and behaviours. (p. xv)

We would add to this list from our experiences in working with educational reform for indigenous students those qualities created in classrooms and across schools where teachers and leaders create learning relationships wherein learners' culturally generated sense-making processes are used and developed in order that they may successfully participate in problem-solving and decision-making interactions. Such relationships must promote the knowledges, learning styles and sense-making processes of the participants as 'acceptable' or 'legitimate'. Leaders should interact with others in such a way that new knowledge is co-created within contexts where all can safely bring what they know and who they are into the learning relationship. Further, where what participants know, who they are, and how they know what they know, forms the foundations of interaction patterns, in short, where culture counts (Bishop & Glynn, 1999).

Bryk and Schneider (2002) stress that developing relational trust is effective because it reduces feelings of vulnerability among teachers faced with new and somewhat daunting tasks associated with the reform initiative. The development of relational trust facilitates collaborative problem-solving that allows for curriculum alignment, collaborative decision-making based on evidence of student learning, and supports internal in-school accountability that all students learn and reduces the tendency to look for external agencies to blame. Relational trust is also fundamental to addressing the need for balancing the inevitable tension between individual autonomy and self determination and the need for collective and collaborative action towards a common goal. Lastly, Bryk and Schneider conclude that relational trust provides that moral resource that is needed to sustain “the effort of the long haul” that is needed for school reform. Teachers need to feel that they are working in a context where their strong personal commitments to the organisation and its goals are respected, valued and reciprocated. Just as the students in the example above were willing to give their best efforts when they felt that they were with a teacher who ensured their success at school, so too when school/reform leaders create a context based on relational trust, all school participants are “more willing to give extra effort even when the work is hard” (Fullan, 2003, p.43).

It is important to note that leadership is not just confined to the principal, although much of what we say in this report will clearly resonate with them, but rather we are talking about all leaders; the school’s trustees, the principal, members of the senior management team, heads of departments and syndicates, developers and facilitators of professional development, educational policy makers and analysts, teachers, parents and students since all of these people exercise leadership in some form during their daily interactions.

Underpinning the leaders’ actions is their having an in-depth understanding of the fundamental theoretical principles of the reform so that the reform is able to be deepened and extended by teachers and school leaders in response to changing contextual matters over time and circumstance. This includes deepening teachers understanding of the pedagogies involved, changing the institutions and related policies, spreading the reform to other aspects of the school such as discipline and pastoral care, changing demands for evidence and overall, taking ownership of the reform.

Distributed leadership

The model of leadership we are promoting is one termed *distributed* by Elmore (2000) and is also one of collective responsibility mainly because no one person can be responsible for all of the leadership activities detailed above. It is our understanding that the strength of the school will be greatly enhanced when these leadership activities are covered by all those involved in a collaborative manner. This is particularly important in large secondary schools for as Robinson et al., (2007) identify: “size, more differentiated structures and specialist teaching culture” (p. 21) limit the degree to which the principal may be directly involved in the pedagogic process. This points clearly to the need for leaders other than the principal to be prominent in many of the activities. For example, it may be appropriate for heads of departments or knowledgeable and skilled professional developers to be involved in providing feedback to teachers in their classrooms in secondary schools, whereas this may well be a task that principals of primary schools may well be willing and able to cover.

Like the New American Schools’ project (Berends, Bodily, & Kirby, 2003), the Chicago Annenberg Challenge (Smylie, Wenzel, & Fendt, 2003) found that while principal leadership is critical, it becomes ineffective if it is leadership at the exclusion of all others. In-school leadership is best not left to just one person. Among the Inner London Education Authority’s Junior School Project’s key factors of school effectiveness, which within the school’s own sphere of influence were: the head teacher’s leadership of assessment and professional development; the deputy head teacher’s involvement in policy decisions; the involvement of teachers in curriculum development; and budgetary priorities and policy development (Mortimore & Whitty, 1997). Without diminishing the role of the principal this supports the notion of shared “pedagogic leadership” proposed in the New Zealand Ministry of Education’s Best Evidence Syntheses (Alton-Lee, 2004, p.2).

While distributive leadership can contribute to a coherent sense of direction and strengthen the basis for reform to sustain itself, it remains that if the principal is not instrumental in setting the vision for reform and ensuring the necessary responsive cultural and organisational environment, as Hall and Hord, (2006) identify, space is created for individuals or cliques to take over the leadership of the reform or to destabilise the reform. We have also found that when there is a change in principal, this can

be a time when the reform's aims are seriously challenged to the point of being annihilated by the new principal determining a new direction for the school.

Sarason (1996) warns that, despite the initial success of a reform, once external support and funding is withdrawn, personnel and policies shift, and competition for internal resources grows, reforms tend to founder. Theory-based reforms (McLaughlin & Mitra, 2002) are designed to counter this tendency, in that while they are generally large-scale, they have a motivating theoretical base which establishes core principles or norms of practice that defines the change in terms of the theoretical foundations of classroom practice. This flexibility allows the reform to be appropriate to and owned by practitioners in a wide range of settings and circumstances. Indeed, what is crucial is that the local participants must be able to adapt and modify the actual activities in line with the reform principles to make the reform relevant to their own setting. As Coburn (2003) identifies, to deepen and extend the reform, schools, school leaders, teachers and students need to be able to take ownership of the reform so as to maintain the focus in the face of competing interests and agendas. With Freire (1970) and Fullan (1993), we acknowledge that too many educational reform initiatives have been top-down, drawing on expert theories of change, but ignoring the necessary involvement and ownership by those on the ground. This type of reform contrasts with that which “engages only surface curriculum and discrete materials” (McLaughlin & Mitra, 2002, p.302). Theory-based reforms are usually externally generated and given a practical form in school settings and often require “significant teacher learning and contextualization if they are to change teaching and learning in significant, sustained ways” (p. 302). In short, theory-based reforms are externally generated, contain core principles and allow for “co-invention and flexible implementation in practice” (p.302).

Such an approach is vital for as Elmore (1996) notes, “innovations that require large changes in the core of educational practice seldom penetrate more than a small fraction of U.S. schools and classrooms and seldom last for very long when they do” (p.1). By the core of education Elmore (1996) means:

How teachers understand the nature of knowledge and the student's role in learning, and how these ideas about knowledge and learning are manifested in teaching and classwork. The 'core' also includes structural arrangements of schools, such as the physical layout of classrooms, student grouping practices, teacher responsibilities for groups of students, and relations among teachers in

their work with students, as well as processes for assessing student learning and communicating it to students, teachers, parents, administrators, and other interested parties (p.1).

Leader 7 explained that Te Kotahitanga was one such programme that aims to reach the core of educational practice

lets be blunt about it, we're right in to the inner most workings of peoples minds here aren't we, when we're talking about doing something for a specific group of children who happen to be a racial group, we are right in the hard parts of peoples' minds (Leader 7).

However, Leader 8, who arrived in the school three years after they had commenced the project, said

Well, I came to this school after this school had been involved in the project for three years, and I had had no previous involvement directly, I had read about it, but nothing further really. I also have previously held a position for three years which involved professional development in schools and how to implement curriculum changes, so I think I've had quite a lot of experience in professional development programmes and how they operate in a whole school setting. So when I came here it was the most amazing surprise to me to hear how effective the programme had been. I've had lots of experience of whole school initiatives, and they've been taken up to a degree by a number of staff, but never have I seen a critical mass involved in a school, in completely changing the school culture, and I wasn't expecting that be the case to be quite honest, I thought that this was another initiative which might have changed a small number of teachers in the way they operate, certainly not the majority and certainly not in a major way and I never dreamed it would have influence school culture. However, the more I talk to teachers and I interviewed them extensively before I began the job, the more I realise that in fact this professional development programme is unique in my experience because it seemed to have caught the majority of the staff. I use the word critical momentum a lot because it's important for the way teachers think, and if there's a critical momentum, if the inertia of the staff has been broken and change is under way, that's a really powerful state for a school to be in, and my perception at the moment, four weeks into this position, is that this school is already underway, which is enormously impressive (Leader 8).

However, pursuing a social justice agenda in a school is not achieved without leaders taking on challenges. All of the leaders spoke about the numerous challenges they had faced when they were leading the implementation of the project in their schools. One such leadership response was well illustrated by Leader 1 when the issue of including as many staff as possible in the reform was canvassed. It is generally not possible to bring all the staff of a large school into the project at once so the usual procedure is to bring 30 staff per annum into the project. This approach also allows some teachers the opportunity to evaluate the project in its initial years before they volunteer to take part.

Well, if I go right back to the start. In the first year we took on 32 people that we were training in the first year and they were all volunteers. In fact there were more than 32. So the people who got onto the first 32 places felt privileged to be there and so that was an exciting year and it was a year full of enthusiasm and a year full of vibrancy. The down side for the year, and it was commented on by some of the teachers who weren't in the programme, was that it felt like a secret club that they weren't part of. So in year two everybody else that wanted to go on it, all of our new staff went onto it and we also shoulder-tapped some of our middle managers who hadn't put their hand up and we said, "you know you're a leader, you're a leader of a department, you're a leader of a Deans' team, we have an expectation that you will take this professional leadership role on in your capacity as a middle manager". Some of those did that quite willingly and others did it reluctantly. So that was a slightly more of a challenge that year.

The third year we got to the nitty gritty. We were at the last line of people who hadn't done it and our board had taken a very, very brave decision and we have made it compulsory to be part of it at our school. Our expectation is that it is strategic, it has been written into our strategic plan from the end of the first year. After the first year the Board evaluated the programme, they evaluated the progress made. We presented them with reports and at that stage the Board made a commitment to strategizing it as part of our direction for the school. So we had a commitment at the highest level with the Board and so from that point on, it became 'everybody here will do it here'. It's a school-wide goal and as such, everyone will do it.

When we got to that third year, we faced a number of challenges. We faced some people who stood up in the staffroom and said 'we're not going to be forced to do things.' I was absent from the school, so they waited till I wasn't here and did that. We faced some very public resignations that were attributed directly to Te Kotahitanga. We faced a challenge through the union. We worked with the union and the union's finding at the end of that was that we had an absolute right to expect the teachers to participate. It was a clear strategic goal of the school. It was an acceptable professional development programme and that the school was quite right in asking its members to participate. And that wasn't a difficult situation with the PPTA. It was a protracted one because we actually had to take it slowly. But we went through that and the finding of the PPTA was yes, the members would do it.

And then we had an ERO Review. This was a time when people think right, we'll tell them how bad they are. So everybody who had been disenfranchised, the people who had left the school already and gone to the media, because we had a very good media circus around the resignations, it was a terrible year. It was a terrible year. It was shocking. And so they went to ERO and so the Board said, fine, okay. This is the key issue for our school. You know, we've looked at the evidence, we believe we are doing the right thing. We've got a lot of support. That was the key issue because probably 90% of the staff were behind the programme. We wouldn't have persisted at this level if we weren't getting strong positives from the majority of staff, and from the community I'd have to say because we had some really good community hui and the feedback was 'go for it'. And so, because of that the Board said, we will make Te Kotahitanga the focus of our ERO review. Come on in and look at it yourselves. So they came in with the agenda of all of the complaints. They met with the complainants before they even arrived in the school. So they came in primed to look at all the things that were supposedly wrong and they walked out of the school saying, "this school is better when we came in three years ago". You know, there is an improvement.

I don't think it is exaggerating to say that I felt that I was putting my career on the line because I was saying, 'this is what I believe in'. So it was one of those cases where I thought, 'if this falls over, then I don't know that I want to be in the education system that could just say oh, I don't want to do this because its just too hard? So it was a case of we made an absolute commitment. I met with the team, we talked about the issues. They took personal abuse. I took personal abuse. And we decided we just had to hang in there. So you know, it hasn't been an easy ride. But now it is great. Its real. Its real. We've been through all that. We've tested our resolve. People didn't crumble (Leader 1).

These experiences illustrate effective leaders theories of action. These leaders are agentic, that is, they are able to bring about change in a sustainable manner, despite all the odds. They demonstrate that their quest for educational equity has a social justice agenda, indeed, a moral purpose. They are not afraid to identify where things are not working well for all students and they have the courage to go against the existing order so that students will benefit.

We now turn to a detailed consideration of the major factors that leaders consider on a day to day basis when they are engaged in decision-making that will sustain the gains made by an educational reform in their schools. To do so we will use the theoretical model, see Appendix A, developed in Bishop and O'Sullivan (2005) and expanded in Bishop, O'Sullivan and Berryman (in Press) that uses the mnemonic device, GPILSEO, to aid in referencing.

It is important to emphasise that, although each element is presented as if it should be implemented in an orderly, linear fashion, this is not an adequate depiction of reality. Rather, each element is interdependent and interacts with each other in a variety of ways and in a variety of settings. How this might look is detailed in the appendix, Table 1.2, again as an ideal type, that in practice is far more complex in terms or interrelatedness and outcomes.

Effective leadership;

1. establishes and develops specific measurable *goals* in order that progress can be shown, monitored over time and acted upon;
2. supports the development and implementation of new *pedagogic* relationships and interactions in the classroom;
3. changes the *institution*, its organisation and structures;

4. *spreads* the reform to include staff, parents, community, reform developers and policy makers so that a new school culture is developed and embedded;
5. develops the capacity of people and systems to produce and use *evidence* of student progress to inform change;
6. promotes and ensures that the *ownership* of the reform shifts to be within the school.

1. Effective leadership establishes and develops specific measurable goals in order that progress can be shown, monitored over time and acted upon

Effective leaders establish explicit academic goals which are “vital for maintaining a coherent and stable student-centred vision” (McDougall, et al., 2007, p.53). Robinson (2007) explains that:

Goal setting works by creating a discrepancy between what is currently happening in some desired future state. When people are committed to a goal, this discrepancy is experienced as constructive discontent that motivates goal-relevant behaviour. Goals focus attention and lead to more persistent effort than would otherwise be the case (p. 10).

I think it's very a part of the fabric of this school, and I say that because when we were setting our charter goals this year... it was really gratifying to me that as we discussed it at that middle management and senior management level, it became quite clear that we could set targets, measurable targets for all the other things, and while we could set some specific measurable targets for Te Kotahitanga, the distinct feeling among the staff was that we shouldn't separate it out because it underpins everything else that happens, and so that was hugely satisfying for me because it's where I wanted us to be, and was never quite sure whether we were there or not and I think, I honestly don't think we are quite there, but we're certainly heading in that direction, so that was hugely satisfying, yeah. (Leader 3)

I do say very clearly that Maori students are to achieve. It's very clearly stated, and the Board's absolutely behind that. It doesn't take much convincing when you see the figures, so we are very very clear about that (Leader 6).

Let me use an analogy. If I was running a business and I had a factory and 20% of my product was coming out below my quality assurance level, I would have some serious concerns about what was happening and so I would go back and I would have a look at the processes and I would find out what was happening in my factory that was meaning that my product was coming out and it wasn't working. That's exactly what we're doing. You know we've got 20% of our students who are not getting the deal out of our school and therefore we have to look at our processes. We have to go back and we have to unravel everything that we're doing and find out how can we do it better. And I spoke about that at the local Rotary Club and the lights all went on because it took I away from race and it took it to quality and it took it to education. And the other thing I said to them, you know, is our pass rate in Level 1 NCEA is 68%. If we want to raise that to 78%

where are we going to get the biggest bang for our buck? It's from the kids who are not achieving at the moment. You know. So that's where we're focusing. So we have a responsibility to focus on Māori education. Now a lot of people in this community have said, now you could make your life so much easier if you just said this is about better teaching and its good for everybody. And I've said no because that is not our focus and what we've got to do is close the gap, its not just about everybody getting better, its actually about closing that disparity we're seeing at the moment and if we focus on our good kids, any teacher can say, I had kids who got an excellence so therefore I'm a good teacher. I want to know what's happening to those other kids (Leader 1).

The place of Te Kotahitanga for us is that it's become an umbrella, under which we are trying to pin a lot of our professional development stuff. It provides us I think with a philosophy on which we can hang a lot of other things. Obviously the focus on Maori achievement is important, but also we can place under that whole umbrella the way we engage with the students. It has a broader focus as well. So one of our important focuses over the last three years has been the achievement of our students generally across the whole school (Leader 10).

Leithwood and Kantzi (2006) argue that people are motivated to set goals and work towards them when individual “evaluation of present circumstances indicates that it is different from the desired state, when the goals are perceived to be hard but achievable, and when they are short term but understood within the context of longer term and perhaps more important, more obviously valuable purposes” (p.206). For an individual to motivate others, however, the individual must possess a high level of self-efficacy or agency. Leadership, therefore, ought to be based on the assumption that “the school improvement process must be conceived of as relating to the school, subgroups and individuals simultaneously, yet still leading... to a coordinated, positive set of results” (Lindahl, 2007, p.321).

Leader 5 spoke of the importance of results.

I'm still very positive about it, and I've just been writing to the newspaper actually about the fact that at the moment in NZ they're talking about the failure rate of Maori boys, 80%, and there is an implication if you're in a low decile school, that you're kids are going to fail. Oh, we're a Decile 2 school, 95% of our students got the numeracy qualification at Level 1 in NCEA 84% I think in literacy: 73 point something percent of our students also passed the Level 1 requirement, that's the Year 11 students.(Leader 5).

Another leader described the need to focus on the target group of students to ensure that their outcomes were as set by the school.

In 2005, we had 61 Maori students at Year 11 and we had 12 Maori students gain Level 1 NCEA. They have to get 80 credits to get a Level 1 certificate, and they have to be eight numeracy, eight literacy credits... it's the first exam that they hit, the first external exams they hit, they do this when they're about 15 or 16. Now in

2006, we had 64 Maori students at Year 11, and 39 gained Level 1, and that was the group that we'd really focused on in Year 9 (Leader 6).

Leader 6 went on to explain that focusing the school's goals on Maori students did not mean that other students missed out, but rather that everyone could not forget Maori students in everything that they did.

...what Te Kotahitanga has done for us is to include Maori kids in everything, you know what I mean, like, you might have had the 15+ thing, (an idea that all students should achieve over 15 credits in each subject), but still in your head thought, well it's not really for Maori kids, so that's the overall thing that Te Kotahitanga's done, is don't dare, don't you dare ignore that Maori kids sitting there with nothing, and don't you make the assumption that "oh well something's gone wrong da da da da da," no, you are responsible as a teacher, you get that kid through, so there's always been that added thing in there, so we did a lot of stuff last year and, it's exciting, and the biggest excitement for me is this figure, it's, that's 60.9% of our Maori students got Level (Leader 6).

Effective principals lead individuals and groups as well as institutions (Lindahl, 2007). Principals need to inspire collective efficacy which means they must, themselves, have a clear sense of purpose. Holloman (2007) identifies a major impediment to implementing a large-scale reforms is that, "[t]he culture of today's school does not promote permanent fixes. In fact, the cynicism that many educators feel today is a result of years of cyclical changes in programmes and innovations" (p.437). Leadership, therefore, begins with a convincing and authoritative introduction to the reform especially to influential school staff members (Hall & Hord, 2006). The principal sets the school's tone and the authority vested in the principal makes the office instrumental to reform. Equally, a new principal unconvinced by the reform's objectives or methodologies has considerable power to undermine reform, even where a school Board of Trustees directs otherwise.

The school's capacity to effect change is not simply the sum of individuals' capacities. No individual can work effectively in a vacuum, which is why leadership must attend to the coordination of all individual activities towards a shared goal. But ultimately, the specifics of change should be demonstrably linked to the reform's wider vision.

Leaders matter. What leaders think, say, and do - and who they are when they come to work each day - profoundly affects organizational performance, the satisfaction they and those with whom they interact derive from their work, and their ability to sustain engagement with their work over the period of time necessary to oversee significant improvements (Sparks, 2005, p.7).

Leadership, in what the Education Review Office (ERO) calls good practice schools for Māori, involves a commitment to improving Māori achievement that is driven by a vision

that is shared by the Board of Trustees, principal and teachers (ERO, 2002). In this context, then, it is incumbent upon school leadership to a) understand what is being promoted by reform initiatives, and b) be simultaneously responsive and proactive in promoting and supporting the reform through institutional and structural change.

Leadership needs to be proactively directed towards a common goal of establishing the school as a high performing institution where high levels of student achievement and learning is normalised. This means that “[i]f goals are to function as influential coordinating mechanisms, they need to be embedded in school and classroom routines and procedures” (Robinson, 2007, pp. 9-10). Leaders of high achieving schools are more likely to see that their goals and expectations are well understood and to see that academic achievement is recognised and conveyed to the community. Staff consensus about goals is more likely to characterise high performing schools (Robinson 2007, p. 10). Goals need to be specific because specificity allows self-regulation: ‘it’s possible to judge progress and thus adjust one’s performance...Goal-setting increases performance and learning’ (Robinson, 2007, p.11). As Leithwood and Riehl (2003) argue, effective leaders understand the importance of leadership that sets relevant examples for staff and others to follow that are cohesive and in line with the school values and goals.

Yes. And I think that another gain is in the self esteem of our Māori students in school. I mean ERO go into lots of schools and they were very, very struck. They kept commenting on the high self-esteem of the Māori students in our school and the kids said things and it actually appeared in the report and I thought wow, you know that they felt that other students were respectful of their culture and their language. And you know, and I think that the whole Te Kotahitanga thing has given them permission to be proud and permission to succeed. We’ve got a Māori deputy head boy and he’s the first one that we’ve ever had. And you know, we sat him down and talked to him on a very adult way and said, because you, know he’s not a perfect student, he’s a natural leader and he has lead our kapa haka group but he has some issues and we said to him, you know, do you want to take this on because we don’t want to set you up for failure. And really, its not exaggeration to say you hold your reputation in your hands, you hold ours and to a degree you hold the reputation of Māori students and that seems like a really big weight but we need to tell you that people are going to be watching you. And he said I’m going to take this on you know, and I’m going to need support. And I said “we’re here for you, that’s what we’re here for” but a day later, a Māori parent said to me, my son came home and said we are all gonna go to year 13, me and my mates, we’re all going to go to year 13, we’re all going to be prefects and the only question is which one of us is going to be head boy and which one is going to be deputy. When we introduced him in assembly, the kapa haka group spontaneously came forward and, you know, they did the haka and heres the person responding to them. And I’m standing behind That’s the strength of it. That’s what people don’t see.

Their absolute right to be proud. You know. And to me that's what its all about. (Leader 1).

That that's one of the things that we keep really high, because its lovely talking with the kids because the kids know that things are good for Maori kids. There's a group of year 13 Maori students who are just getting together and talking about how they can support the younger Maori students and, there's some big changes in the school, so that won't disappear for me (Leader 6).

It is important that the goals and vision of the school, along with outcomes and successes, are made visible to all involved with the school, through presence on the school's website, newsletter, reports, among other activities. One of the groups that need to be reached is the local community who are often at a loss as to actually know what is happening within their local schools, especially those whose children do not fare well in the school. The celebration and promotion of 'good news stories' is one way of promoting the outcomes of the reform to community members, as well as to other schools and to policy makers. Copas (2007) reported that one principal held off giving information to Māori parents until she could give them good news as she maintained "they have had bad news for eons". Although initially criticised by some staff for taking this stance, it proved effective in gathering momentum and achieving community buy-in for Te Kotahitanga because once the community began to see the positive results, they became very supportive of the school's initiative. The Te Kotahitanga schools have devised a variety of ways (electronic and visual) of celebrating Te Kotahitanga successes within their organisations and communities, engendering support for their goals.

Professional development staff need to develop teacher capacity to set goals

It is important that leaders of educational reform initiatives, such as professional development facilitators, themselves set and support teachers to set specific goals rather than unspecified changes or developments. This is because "the potency of leadership for increasing student achievement hinges on the specific classroom practices which leaders stimulate, encourage and promote" (Leithwood, & Jantzi, 2006, p.223). Achieving these goals requires leadership, which looks beyond short-term solutions to immediate problems. A mixture of long-term and short-term goals is necessary. Schmoker (1999) promotes the setting of short term-goals as being motivational. However, Hargreaves and Fink (2006) warn that setting short term-goals may promote the practice of teaching so that students can pass the next test. Therefore, focusing on long term learning gains is

necessary and will focus teaching activities on sustainable long-term change designed to eliminate barriers to achievement. Short-term goals however, are also necessary to monitor progress towards the long-term goals.

Goal setting is encouraged at a number of levels in Te Kotahitanga: school wide, groups and individual teachers and within classrooms. Boards of Trustees and Principals are supported to set specific measurable goals in reference to those students not currently being served well by the school. Teachers are supported to set both individual goals in feedback sessions following formal observations in their classrooms and group goals are set during collaborative co-construction meetings. Students are supported to set goals based on examinations of their performance.

2. The need to promote and support pedagogic reform

Effective leadership for sustainable educational reform promotes and is responsive to the development and implementation of pedagogic relationships and interactions in the classrooms that promote the reduction of educational disparities through improvements in student learning and achievement. Effective leaders do this by providing and/or supporting the means/process of professional learning for teachers that allows embedding the conceptual depth of the reform into the theorising and practice of classroom teachers, principals and national policy makers. Teachers' conceptual depth of the theoretical principles that underlie the reform is a major indicator of sustainability. This involves a change in focus for leaders' support of staff.

we are definitely moving into a new way of doing things with our teachers, that much of what teachers perceive to be developmental in their work was around gaining new knowledge about their subject, so for many years that was the imperative, "I must keep up date with my subject what ever it might be", but with this project and with other developments flow from that within the school, we're actually talking about the way in which I teach, and to me that is getting into an area which teachers have stronger internal feelings about, I feel that teachers can expect that they might get behind in their knowledge of accounting or chemistry or whatever, but once you start delving into what they actually do, which is teach, I think you're moving into a very sensitive area and for some teachers much more sensitive, and to me that's, so were actually working down a new pathway for training and working with our teachers (Leader 7).

... If we focus on the student, then we're going to take the student from where they are, and the whole idea is to get them engaged and excited and moving in their learning. I think then that the content is important, but it's not more important, and really if you start focusing on content, then you're really going to lose the students, because that's what the narratives are full of, they don't care that the teachers are

amazingly knowledgeable about English literature, “she doesn’t show that she cares about me, I’m out of here”, really that’s got to come first...

... You see, what we’re doing here is we are trying to change decades of professional development, and decades of a teachers view of training, and decades of a teacher’s view of, of what my classroom stands for, in the secondary profession. Basically what’s happened for as long as I can remember and probably a long time before, is a group of kids has walked, lined up outside a classroom, the teacher has opened the door, invited them in and shut the door and those 30 kids and that teacher have carried on in some way, shape or form, apart from the occasional inspection. Now what we’re trying to do to staff is we’re trying to open up discussion about ‘how I teach, how do other people view it’. We’re trying to get discussion around a group of kids. That’s what the facilitator’s are trying to do with the co-construction meetings. Here’s a group of kids who come together 5 times a day and they troll through the school, and here’s a group of teachers who work with them, lets talk about that, now that is not traditional in secondary teaching. We are trying to change that, and that’s what we’re trying to do. We’re trying to change what teachers do...and Te Kotahitanga is a vehicle that we’re using to change things. (Leader 7).

There’s a change in the way we talk about things. We don’t now talk about, ‘we can’t change because of what’s happening at home’. We talk about what we can do, whereas I think we did have a lot of conversations like, ‘well, they don’t get support from parents’ and all that sort of stuff, so we don’t talk about that anymore. We talk about what we can do at school and what changes we can make to our teaching practice to help engage those students in their learning (Leader 10).

Teachers and school leaders who have a deep understanding of the underlying theories and principles and can implement appropriate practices are better able to respond flexibly to new demands and changing contexts in ways that will sustain and perhaps deepen the reform over time. Reform without depth of understanding will trivialise the initiative and teachers and schools will revert to old explanations and practices in a short time. Two of the dimensions of leadership identified by Robinson et al. (In Press) support this understanding. The first is that which “involves leadership of effective teaching, including how to improve and evaluate it, along with skills in developing collegial discussions on instructional matters” (p. x). Their empirical analysis showed this dimension to have a moderate impact on student outcomes and includes such activities as: leaders being actively involved in collegial discussions on how teaching practice impacts on student achievement; an active oversight and coordination of the teaching programme; involvement in teacher observation and feedback; leading staff to systematically monitor student progress so as to inform their ongoing teaching programme.

Coupled with this dimension is that which focuses on promoting and participating in teacher learning and development. This dimension includes actions such as leaders using

their own knowledge to help staff solve teaching problems, working directly with teachers or subject department heads to plan, coordinate and evaluate the impact of teachers and teaching on student learning and achievement through the monitoring of student progress in relation to what is being taught and how it is being taught.

Leader 6 explained how she works to create contexts wherein teachers are able to benefit from the project.

If one teacher has a lot of behaviour problems and the others say, well look come and watch me because I really think I've got a handle on this kid, or on this group of kids. We've talked a lot about the sort of collegiality, and if you are good at something, if you are really good at management of kids, then for goodness sake, mentor the one who's not, the one who's not might have something else that they're really good at like the building of resources, so then hook into that person, and in these groups we've talked a lot too about what are you good at, what's your strength, what can bring to this group, what are the best things about your teaching. For me, it's about moving the whole school forward now (Leader 6).

Leader 6 explained how important it was that leaders are inextricably linked to the project and indeed ensure that the quality is maintained. When asked what this leaders relationship was to the facilitation team, this leader (who was the school's principal), explained that;

I actually keep a very close eye on the facilitation team. To the extent that I participate in all the hui and give feedback on the process. For example, recently I went to the first day of our induction hui for new teachers and it wasn't good enough, it was absolutely not good enough. (Another school was taking part as well). It was about lunch time, and I thought, I was doing the bit after lunch so I thought, right I can control that, so I did that bit, and then the bit they did after me before afternoon tea was their bit. At that point I just called them all together and said, no no no. I'm going to be absolutely dogmatic here, and you are not going to continue, you are not continuing, you are stopping, and so we sent them all off to afternoon tea and I said, ok what are you going through from now on, ok you're doing it like this, we've got to model good practice, all you've done so far is stand in the front and use the videos, so that people were watching the videos, and then they'd talk about something, and I said, where's the good practice? Like a class, these people just need to have an opportunity to talk with each other, to focus their ideas and share. Now I said to them, you might be offended but I actually don't care at this point, I can't, and I'm never like this really, but I said, no we're not doing it like that, so they very quickly changed everything, and I picked it up and I ran it for a little while and then I called a facilitator back and said 'you're to run this section', because she wasn't even employed here, but I had lost faith in this facilitator completely. Then the next day we stayed afterwards, and I rewrote the programme for the next day, and went right through it because they just had no focus. What struck me from this experience was, gosh how incredibly dependant we are on good facilitators. I was very, very disappointed. It's just that there are some people 'who know how to do it.'

I thought, oh no no, I'm not having this anymore, and our facilitator, one of our facilitators, she knew that she'd got it really wrong. So I brought them in again, and said to them 'now we need to work on our relationship', but they were both very, very quick to say, 'look we can see now'. But what struck me was, oh my God, if I hadn't been here, these brand new teachers in both our schools, top rate teachers, and they were just sitting there, and I could see that they were thinking, well its good stuff, but this is boring (Leader 6).

It is also important that leaders are seen to be learners themselves, as an integral part of the whole learning process. The evidence gathered by Robinson et al. (In Press) showed that:

leaders who are actively involved in professional learning gain a deeper appreciation of what teachers require to achieve and sustain improvements in student learning, which enables them to discuss the changes with teachers and support them in making appropriate adjustments to class organisation, resourcing and assessment procedures (p. xi)

In short, the more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.

We believe that our kids can succeed, and really that's what Te Kotahitanga is about, well isn't it, saying Maori students can learn, lets make sure that we have a proper teaching methods for them...we believe our students can learn. Their achievement rate is up there with the rest of the kids...and we're well above the national average, and that's against every other sort of school from 10s down. We're a decile 2, we do well, and that has to be at least half attributable to Te Kotahitanga, and just the professional debate that it has going in the school over what you're doing in classrooms, ...it was interesting we had an ERO team here last year who commented on the nature of the conversations in the staff room, and the level of professionalism in those, and that was without me prompting staff to do that of course (Leaders 5)

It is, and that's been one of the remarkable things about it, the changes that have come in people, and I keep going on about it, but, the DP in the office next door has been teaching for, I don't know, 35 years or something, and he was quite open about the fact that he was very reluctant to change and wasn't sure that he could, but he has changed and moved on. He tells the story of some kids. He got the class going and one of the groups asked if they could talk to him and said they didn't think they way he was going to finish the lesson was the way to go, and he said he "retired wounded to the death". He then discussed it with the kids and changed what he was doing. I think that's superbly to his credit, it's very difficult to do, you're going outside your comfort zone all the time (Leader 5).

The New American Schools project (Berends, et al., 2003) found that principal involvement in planning, coordination and supporting teaching was the single most significant contributing factor to project implementation by the classroom teacher. Principals took an active role in classroom level implementation of reform, through ensuring the effective use of formative assessment. They also facilitated curriculum

coherence which in Robinson's (2007) terms meant that "common objectives and assessment tools make it easier for teachers to focus on teaching problems and make a more sustained effort to develop or acquire the expertise needed to solve them" (p. 15). Principals assisted teachers in judging their own performance relative to goals, through classroom observations and feedback. Among the characteristics of effective principal leadership were the clear expression of expectations, supported by adequate resources, a personal interest in the project's professional development, and a willingness to engage in pedagogic discussion with teachers. The project found a positive correlation between teacher implementation and teacher perception of principal leadership. There were further positive correlations between these factors and improved levels of children's achievement. Implementation was, however, impeded by high principal turnover even where the new principal was supportive of the project (Berends, et al. 2003).

Effective principals, in this project, ensured that there was immediate and accessible advice available to teachers (Berends, et al., 2003). Teachers also reported that the in-school professional development facilitators were more likely to gain professional respect from their colleagues than were outside advisers because as immediate colleagues they had already demonstrated their professional credibility. Teachers were more likely to accept their advice and also regarded them as a source of motivation (Berends, et al. 2003). Similarly, Farrell (2003) found that in his Comprehensive School Reform programme, Expeditionary Learning, the single most significant predictor of success was the principal's understanding and commitment to the programme. In successful schools commitment was demonstrated by a willingness to remain in the school and lead the project for five years or more.

Creating, promoting and developing professional learning communities

According to Robinson (2007), "[s]uccessful leadership influences teaching and learning through both face-to-face relationships and by structuring the way that teachers do their work" (p.10). Creating and sustaining effective school-wide professional learning communities would appear to be a critically important function of leadership. Professional Learning communities in this sense being an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and

together to learn new and better approaches that will enhance all pupil's learning (Stoll, et al., 2006).

The Chicago Annenberg Challenge (Smylie, Wenzel, & Fendt, 2003) found that teacher professional learning communities fostered successful project implementation in that they provided opportunities for reflection, inquiry, collaboration and productive “intellectual tensions”. Successful schools exhibited orderly conduct, strong school-community relationships, well-placed and coordinated curriculum that extends beyond basic skills to “challenging intellectual work”, and where “instructional time is protected from interruption” (Smylie, Wenzel, & Fendt, 2003, p.142-143). The professional learning community will not arise of its own accord, and is necessarily a product of leadership. It must be consciously created and thoughtfully and systematically sustained. Consideration needs to be given to means of incorporating meetings into school routine without additional cost and without closing the school for the duration of the meeting (DuFour, 1998)). This emphasises the need for the reform to be placed at the centre of school routine such that the necessity of each school meeting might be assessed against its contribution to the reform. Schools might then consider prioritising meeting agendas for their contribution to reform goals. In order to do this Holloman et al. 2007, suggest that they “[m]ake sure that there are no committees [or meetings] within your school's organizational structure that have no purpose. Aimless committees [and meetings] represent a lack of organization and can promote misalignment” (p. 440).

Robinson and Timperley, (2007), referencing Bolam, McMahon, Stoll, Thomas and Wallace (2005), warn that there is little evidence that professional learning communities have a strong impact upon student outcomes unless they promote “the type of teacher learning that makes a difference to their students” through “an intensive focus on the relationship between what the teacher had taught and what the students had learned” (p.11). By this it is meant that in these professional learning communities, leaders not only supply or demonstrate how teachers can obtain evidence of student participation and learning but also lead collaborative problem-solving and decision-making discussions about the relationship between teaching practice and student outcomes based on collaborative analysis of this evidence. In other words, leaders focus “the group on how to move beyond analysis of the data to identifying specific teaching practices to help a

particular student or group of students” (p.12). In this role leaders are facilitators of student learning rather than leaders of collegial discussions.

3. The need to redesign the institutional and organisational framework, the culture of the school

Leaders need to create opportunities for connections to and collaboration with other teachers engaged in the reform. The institutionalisation of a means to ensure that this happens in a systematic manner is an essential element of sustaining change. Such institutions need to be prioritized so that they are seen to be supportive of the efforts of teachers and are aligned with and indeed can inform school policies and strategic plans. Effective leadership that aims to sustain an educational reform needs to strategically promote and align organisational and structural changes with the need to embed the reform within the everyday practices of the school. This will include changing timetables, meeting times and agendas, staff recruitment procedures, staff promotion criteria, the provision of support and space for in-school professional development staff, the establishment of permanent positions for professional development staff in the school, the reshaping of the role of the heads of departments, and the reshaping of the composition of the senior management team to include senior professional developers among others.

New Zealand schools are self-managing. Responsibility for operational decisions, including the provision of professional learning opportunities for the staff of the school, has been devolved to the governance of boards of trustees. This includes the provision and allocation of funds from schools’ budget for the ongoing provision of professional learning opportunities for staff. The prioritising of the allocation of a significant amount of funding that could be directed towards sustaining of the reform, once the externally generated support and funding is withdrawn, is thus in the hands of New Zealand schools.

Current evidence from the Te Kotahitanga programme (Bishop et al., 2007a) from our five year study of facilitated teacher learning about how to implement changes in classroom relationships and interactions shows that gains in teacher competence with the practices that are fundamental to the implementation of the Effective Teaching Profile continue to grow over time. It follows that if these gains are to continue and remain, it is important that the facilitated activities that support these gains, the formal term-by-term cycle of: observations, feedback, co-construction meetings and shadow-coaching that is

supplemented by ongoing content and strategy workshops, is maintained. These conditions mean that for Te Kotahitanga, once the external support has been withdrawn from the school, the professional development Cycle Plusⁱⁱ needs to be maintained within the schools with its attendant staffing and organisational support. For leaders, this means that they will need to (re)prioritise and rationalise resource expenditure. For some, this will involve conflict as previous resource allocations are challenged but alignment of resource allocation to the visions and goals of the school is necessary and unless resource procurement and allocation is strategic, the reform will face great challenges and will probably remain as a 'project' on the periphery of the school's activities rather than being centralised as is necessary.

So we have two days with the new intake, and then the third day we all go together, and they go into their co-construction groups for that year, and they begin their planning and their working together and co-construction groups on that third day. It's like everything we do. We talk about Te Kotahitanga. We talk about deficit theorising. We talk about all of that sort of stuff. It's absolutely there. Our deans meetings revolve around that sort of stuff so what we did, in terms of the co-construction meetings staff have a choice to either use the non-contact period and have it reimbursed if they want it reimbursed some of them don't, or we have it after school so what we do is we actually co-construct when they'll have their co-construction meetings. On that first day at the hui they went into their groups and they co-constructed when they wanted to have so they actually worked together on when would it work best for them. I haven't heard of any difficulties at all so some of them are having them in a non-contact, when say three of them might have a joint non-contact and we're releasing the other two people. We will release people to do it. The union rep came and saw and said 'you can't impinge on peoples' non-contact' and we said no we wouldn't do that, so we've made it very clear to the staff that they have an absolute right to that non-contact and so if they're using it for a co-construction meeting or a feedback meeting they can just approach us and we will actually give them another hour, we'll release them for another hour at a different time (Leader 1)

In reference to the impact of Te Kotahitanga on the structural arrangement of the school, Leader 7 explained that;

Well, the view that I've taken is an organisational view in that, we have a limited resource for professional development, and I made the decision after the discussion with the senior management team that our focus for professional development funding was to be on teaching practice pedagogy, and that the maintenance of levels in terms of content was a matter for a professional to do, and we were not going to fund an endless parade of content based courses for teachers, and so, I, that was sold to the faculty managers, we didn't want that to happen anymore, some are better than others, and now if you want to send a teacher on a content based course, the rules say that you should be able to show why the teacher needs training in that particular aspect of content, and why they need to take up school time and school funding to do so, I mean that was the first time in my experience as a principal that I felt that I had a real role, and I mean that

role was from the very outset because I think it might sound simple but often go and get the money and go right, over to you. Go and do it, I trust you implicitly. Now this was not a project like that. I mean we were all there, we were a team and we had to be a team because we had to get through this. But even in the early days I felt I had a real role. There was an expectation that principals would have an in-depth knowledge of how the project worked. And so when I speak about it, I can do that with authority and direct knowledge because I had done the training myself. And so I felt that, you know, all of that was really strong, and so that's why we had so much faith in the project. And we were seeing the differences. We were absolutely seeing the differences (Leader 7).

While these considerations are concerned with increasing the numbers of teachers involved in the reform initiative, what is of equal importance is that spread at the school level not only involves more and more classrooms and teachers but also “reform principles or norms of social interaction becoming embedded in school policy and routines” (Coburn, 2003, p.7). To McLaughlin and Mitra (2001) this form of scaling means not only spreading reform practices across subject areas but applying reform principles to selection of new materials, to reconstruct approaches to student assessment and evaluate discipline. This notion of scale not only means that the reform affects classroom practices, “it also means that the changed practices signify, emerge from, and reinforce layers of knowledge, norms, and activities that constitute a whole professional practice or the workings of a whole organization’ (p. 315).

For example, the caring and learning relationships developed within Te Kotahitanga classrooms should inform the development of relationships outside of the classroom. School-wide discipline policies and practices need to match those being developed in the project classrooms to provide consistency and coherence to students and teachers. In other words, school policies need to ensure that approaches to problem-solving are familiar to staff and students and are informed by practices and principles developed elsewhere in the project.

One principal spoke to us about a problem that had been drawn to their attention following a recent visit to their school by the Education Review Office (ERO)iii. The ERO team had identified that while relationships were excellent in the classroom, these in-class relationships between teachers and Maori students were not as evident outside of the classroom. One piece of evidence, apart from observations, that highlighted this situation, was the greater number of incidents that were leading to stand-downs and suspensions that were originating from outside the classroom compared to there being very few originating from within the classrooms. This caused the school's leaders to

evaluate the external discipline policies of the school which were based on the affirmative action discipline programme in relation to the discipline practices and principles of Te Kotahitanga. They identified that under the assertive discipline approach, too many Maori students were being caught up in punitive judgements leading to stand-downs and suspensions. These outcomes were out of proportion to both their demographic representation as a group and also to their low representation within classroom incidents. They moved to investigating the potential efficacy of introducing restorative justice, which is an approach that is based on promoting quality caring relationships. In line with Te Kotahitanga, the principal sought external expertise from a member of the Te Kotahitanga team to assist teachers to work with the new policy and approach to discipline in a way that was consistent with Te Kotahitanga practices and principles. She explained that:

We needed more skills – we grow them in the classroom with Te Kotahitanga ... now we are going to grow these skills in regard to behaviour [outside the classroom]. Just as you co-construct learning relationships in your classrooms, with a restorative justice programme, you can co-construct behaviour in other settings (Leader 1).

4. The role of effective leaders in spreading the reform

Effective leadership that aims to sustain an educational reform needs to develop a means to spread the reform so that parents, whānau and community are engaged in a manner that addresses their aspirations for the education of their children. Through these actions, we would expect to see a re-connection by parents and families with the educational advancement of their children and an enormous change in the life chances and life styles of those peoples currently underserved by the education system. Communicating the intentions of the reform, and signalling that the school is prepared to be accountable to the community is a necessary step in promoting effective relationships with the community. One way this is done in Te Kotahitanga is for the schools to hold annual staff induction workshops at local marae hosted by local Māori families. At these events there are opportunities for the leaders, formally and informally, to inform the local community, in a very convivial setting, of their intentions to develop and/or persist with goals of raising the achievement of their children.

One of the unexpected things was the fact that the kids who were helping in the kitchen were our students. The kids who were helping in the kitchen were helping their families. They came out and joined in some of the teaching strategies with

us, so like they were out there being part of it and again the same thing happened this year. They just joined the groups. It was funny. They just came in and they joined in the groups and they chose which one looked the most interesting and the kids, and they went and they joined in with the teachers. That would never have happened at one time. Also just the discussions in the evening with the local families who came up and talked. There was an immediate step forward because they saw the will to make a difference in our staff and the fact that they were giving up three days of their holidays because we held it at the end of the holidays, they were giving up three days of their holidays to do professional development about helping their kids to achieve better. I'll never forget one of the mothers who caters for these induction hui for us. I'll never forget her coming out of the kitchen when we wanted to thank her, and saying very tearfully, 'I just can't believe you're doing this for our students and they are valuable and they're precious to us and you're recognising it'. One of our really hard nosed people turned to me and said 'without anything else, that's enough isn't it', and so, going to the marae was a real strength. People actually went there and they relaxed. We would never begin a year without one now, and in fact one of our heads of faculty asked us that last night, do you conceive of a time when we might not be having a hui at the start of the year and we said no... (Leader 1)

We are linking up very closely with the school community. There's six schools in this community and we're very close. I've been to every staffroom and talked about Te Kotahitanga with them, and they're very receptive and excited... that's developed a huge amount of, discussion amongst the teachers in the schools here...and what we're doing is getting the principals in particular to come in, we're sharing, we're doing shared professional development around the different staffrooms, because it just means that we need to show our hand, show who we are, that's really important... (Leader 6).

Communication of the outcomes of the reform in terms of raised student achievement is also important on a regular basis. When students begin to achieve well at school, parents who have previously been absent from parent –teacher report meetings for example, become only too visible. This visibility then begins to be seen in other activities of the school's life. Success attracts success.

So in terms of the community. We had the Maori community in a while back. What I'm really excited about now is that we're going to call the Maori community in again, and I'm really pleased, We haven't talked to them much before, but now we can say "look what your kids are doing, isn't this exciting", rather than saying, "ohhhhh, ahhhhh", giving all these terrible statistics. And they get a real surprise, and it's really nice, like they're really, pretty excited by it. We will now have another meeting, a follow up meeting. We had one at the start, to talk about the achievements that their kids are making. And it will be a meeting just for Maori parents (Leader 6).

Leaders need to spread the reform to others, within and outside the school so as to align the new norms of the reform within the school and within the norms of supporting institutions and within communities in association with the school. Spreading the reform to include all staff can pose problems and is something that needs to be undertaken with

care. Holloman et al (2007) propose a 'purpose-driven' leadership model which requires an organisation to 'define its purpose, maintain integrity... prevent burnout and sustain vitality' (p. 438). The model supposes a school culture in which there is constant reflection on why certain methodologies are favoured over others. Leithwood, and Riehl (2003) suggest that educational improvement often means making personal changes to the way responses have been undertaken in the past, and, in order to achieve this, effective principals respect staff and show that they are concerned for their feelings. Therefore, as Bolman and Deal (2003) identify, effective leaders need to learn how to cope with power and conflict, how to build coalitions, hone their political skills and deal with internal and external politics.

Effective leaders allow the reform to permeate the whole school and use the process of the reform in other areas.

...as a school we stopped having full staff meetings because we said they are an absolute waste of manpower, one person stands at the front and talks to 52 other people or 80 other people as we are now with whatever and everybody sits there and half of them go to sleep and the 3 or 4 people who want to get on a bandwagon do. Well now we have what we call staff forum, and what we do is we use Te Kotahitanga strategies. We use interesting ways to divide ourselves into different groups, cross curricular groups or whatever and we'll have discussions and we'll use the feedback mechanisms that Te Kotahitanga use, we'll do stay and strays so that we get different, and, we're actually practicing it as a staff. When we went to the prefects' training we found ourselves using Te Kotahitanga strategies in terms of the way we got the kids working together in groups so it's spreads to everything that you do because where's your credibility if you don't do it yourself and those forum are just fantastic we're getting so much more information and practical stuff out of them...(Leader 1).

I haven't said it's focused around what Te Kotahitanga does but that's what really it's focused around, it's around the whole coaching, mentoring aspect of the project, and I'm so impressed with it. The development of the professional learning centre and the other coaches is based on what our Te Kotahitanga lead facilitator has done and the success she's had. I've seen that we can expand this to other areas of our school which are important, literacy has vital importance to our staff, and therefore we've expanded the model to do with literacy. I didn't think that we did a good a job as we could with our beginning teachers, so we've tried to expand the model to support our beginning teachers. Te Kotahitanga is having quite an effect on the way this school operates and the way this school is organised, and they are positive effects, so I am very positive about what we're doing (Leader 7).

A questioning culture is one that will be best supportive of such developments. It is a way of challenging people more inclined to being negative about a reform to re-focus their attention on constructive criticism, which "could more clearly define the purpose of the school". In turn, it is argued, re-focusing resistance can foster "purposeful dialogue"

(Holloman et al. 2007, p. 438). These ideas, however, presuppose reform that is theoretically well-informed and supported by valid empirical data. Robinson (2007) considers that, “[p]eople cannot adapt descriptions of effective practice to their own contexts unless they understand the theoretical principles that explain why they work and under what conditions”. Further, “[i]t is the combination of description, practical example and theoretical explanation that makes for powerful professional learning” (Robinson 2007, p. 5). To this end, leaders are reliant on robust evidence to support the direction of the reform initiative. This means that any attempts to weaken the connection between research and practice can be expected to compromise seriously school leaders’ capacity to support sustainable reform. Whatever the case it is important that as many teachers as possible are included into the reform because ‘effective professional development is likely to involve teachers investigating pedagogy and analysing data within their own settings’ (Alton-Lee 2004, p.10), because ‘quality of teaching is critical to... a shift’ in student achievement (Alton-Lee 2004, p.4).

Spreading the reform within the school has many permutations.

I mean I went to the Deans’ meeting at the start of this year. They have a day with the deputy principals and I said, “what I want you to do with the challenge I’m throwing out to you is to say to you if suspension and stand-down was abolished this year as a means of dealing with discipline, what would you do instead?” And you know I just threw that question in and they came back with some really imaginative consequences. And so we’re very much wanting to have the restorative and we are doing a lot of restorative work but even when we looked at the suspensions and stand downs, the thing that we noticed was that we were almost exclusively out of the classroom behaviours that were [causing the problems] .. so, you know we’d seen a huge change. Our referrals to the Deans’ centres from class are significantly sliced in terms of the level. We don’t have an in-school detention anymore, you know, where teachers can just write down and send kids for a lunchtime detention. That’s gone. You know there’s been a huge shift in our thinking. It’s about relationships and it’s about if you do something wrong, we sort it out together (Leader 1).

5. Effective leaders develop the capacity of people and systems to identify, gather and use evidence

Effective leaders assess how well the school is performing, ask critical and constructive questions, emphasize the use of systematic evidence and encourage careful monitoring of pupils progress (Leithwood, & Riehl, 2003, in Atkinson 2006, p. 7).

Fundamental to Collin’s (2001) study of what shifts an organisation from good to great, is the understanding that effective leaders work continually to select the right people and

work continuously to support and develop them. For example, Te Kotahitanga professional development facilitators as leaders of professional learning develop the capacity of teachers to identify and continually question their discursive positionings and theories of action through the provision of professional learning opportunities that use alternative theories, evidence and vicarious experiences. Leaders also provide necessary resources and tools for teachers to be able to engage effectively with the reform goals and processes. Robinson et al., (In Press) note that leaders of sustainable educational reform are able to reshape the situation in which they work so that others can learn to do their job strategically by selecting, developing and using tools that will assist their own learning and in the promotion of student learning. They found that such tools include physical qualities such as classroom furniture to smart white boards. However, of primary necessity is what they termed 'smart tools' which includes software for student management systems to provide teachers with differentiated data about student attendance and achievement, formative assessment packages such as asTTle and PAT, school's strategic plans, policy documents and the means of reporting student progress to the students, their families and the community. Leaders also support the use of reform specific 'smart tools' such as tools that enable teachers critically to reflect upon their practice and theorising in such a way as to bring about changes in practice. One such example from Te Kotahitanga is the PSIRPEG model which, following the intervention elements of observations, feedback, co-construction and shadow-coaching affords teachers the opportunity to *plan* for their next learning activities, choose appropriate *strategies*, identify appropriate *interventions*, identify the *relationships* that are likely to develop, and the positive student *experiences* that will lead to improved *achievement*.

As Te Kotahitanga grows and develops in each school, systemic and institutional developments are necessary to support the changes taking place in the classroom. An area that needs to be developed is that of accurately measuring student attendance data, stand-downs, suspensions, early leaving exemptions, retention rates and achievement data, for two purposes. First, this allows teachers the opportunity to reflect collaboratively on these data to inform their ongoing practice. Second, they can use the same data for summative purposes so as to identify if there is a relationship between the implementation of the educational reform in question and positive changes in student participation and achievement. In order that these objectives are met in the sequence of

formative preceding summative purposes, it is important that the project schools are able to undertake the task of data gathering and processing themselves in real time. To do so they will need to continue to develop the use of electronic Student Management Systems (SMS) so that the schools are able to use the data for formative purposes in collaborative settings, and so that these data can then be aggregated for summative purposes.

I think one of the things that I have struggled with is timely data. You know, ...you need evidence and sometimes we struggled to get that. That's an issue for us that's come through very, very strongly in our ERO review that we have to have better data on student achievement. You know. So that's our next big thrust to support the programme because we need to be able to say very quickly, 'how did our Māori students who've just done three years in the programme do in NCEA?' And actually that's no stuff I have at my fingertips yet. And so that's what we need to be able to do now. We need to have that really, really conclusive data. We've got really good data about behaviour. I mean we have, and we have always had an elevated level of suspensions and stand-downs and now we're asking hard questions. (Leader 1).

The data analysis from what we collected ... was important for our staff, because they are intellectual, and a lot of people do like the support of research, and the data, and when we were able to use the data and show people how they act, moved or provided some movement in the students and themselves, it gave them a positive feeling about what they were doing, and that's really important because you can't always see. It's anecdotal, but the data gave people something to hold on to, and that was really good, and has been really good about the project that enabled us because resourcing, enabled us to gather the data, send it away, out of the school, get it feedback, and our staff really appreciated the fact that there was something tangible for them, and not just 'good on ya mate', it was tangible. (Principal 4).

I guess there was something, there was something Russell said at the last meeting that really rang a bell with me, and I thought right, it's dealing with data. You know in a secondary school you've got all the different subject areas, and they can gather data, and we can do the big data gathering from the primary, but I wanted something concrete to actually measure data with, and it's not easy. You know you've got to know where all the kids are at in terms of curriculum levels and things like that. We can gather data easily at year 11 because of the NCEA results, that's fine, so anyway this year I've decided that we will gather data and this is our kind of mantra for the year. We'll gather data on attendance, we're going to aim for 100% attendance, and 100% completion of tasks. The kids have to complete the tasks, and what we're saying to the kids, there's nothing magical about achieving, if you do both of those that will happen automatically for you. Now you'll see all around the school, there's posters, and I've introduced this at the full school assembly. Not only that, I've been to every group, like the HOD group, what are they going to do about it? How are they going to approach this. I've been to the deans, and then the house leaders, how can we have fun with it, (Leader 6).

They have to bring that class to that group each time, and say this is their attendance at the moment, and this is how many kids have completed tasks. This is how many Maori kids have completed tasks, this is how many Maori kids are attending my class, and my aim is to get them to 100% with this particular class.

Now we've got some data, so we can say, ok the first assessment has happened, and only 80% completed it, and I want 100%, (Leader 6).

Probably more important than the systems for providing the evidence upon which teachers can collaboratively make practice changing decisions is the need for capacity building in the sense of leaders of the reform providing professional learning opportunities for teachers to learn how to both identify and gather appropriate evidence for learning and to be able to use evidence of student learning to ascertain where and how to modify their classroom practice through the ongoing provision of appropriate and responsive professional learning opportunities.

6. Leaders take ownership of the project

Effective leadership that aims to sustain an educational reform takes ownership of the reform. The first characteristic of ownership is of leaders taking responsibility for the performance of students that are currently not benefiting from their school/system.

I became aware that the Maori students weren't achieving but I felt a helplessness, I had no idea how to go and I remember saying to my husband, I don't want to retire and feel that I haven't done anything for these kids, I don't want to do that because something has to be done. You go through all of your theories in your mind about what might be and I guess that's where deficit theorising came in for me. That was a period of time where I thought, what can we do, because I'd been out to the children's home a number of times to visit families that had kids in trouble and, I'd gone out there to talk with them and I saw that many of them were living close to poverty, and I guess at that stage, that was probably the closest I came to deficit theorising thinking 'what chance have we got, what can we do?', and the answer was here all the time, but it's a very different school than it was when I first arrived.

We'd had a long history and in fact, you know I've been here since 1993 and it was a constant concern for me. In fact, I remember sitting years ago when I was a deputy principal talking to Māori students about what can we do for you? What can we do? Do you have insights that we don't have? And I remembered we tried so many things. "We had the will and not the way" is the way to put it. That is where we were so we'd tried other things. We'd hired Māori teachers to be positive role models. We'd strengthened Te Reo. We'd absolutely taken a firm stance that it would be absolutely compulsory in Years 7 and 8 and every student in our school goes and has a marae stay so that that they can have a cultural understanding. We'd done that. We'd had set up a bi-lingual unit and the parents had approached us and so we'd set up a Year 7/8 bilingual unit. We'd strengthened kapa haka. I remember in the early years when there would be four or five boys in it and now we've got about 40 and they're so strong its overwhelming. Like whoa. Its like hairs on the back of your neck. You know we'd actually taken a very strong stance and we'd had limited success. There were the seven essential learning areas in the curriculum and we incorporated an eighth essential learning area and that was actually Māori. And so not as Te Reo but we had a faculty of Māori and that was for all things Māori in the school and we had a

shared leadership of a male and a female who shared that role. And so we'd taken that step and so we were trying to do all of those things. We were part of the suspension reduction initiative because our Māori students were over-represented. We had an enormous amount of data. I was doing an MBA and I had for my research projects for my final paper an analysis from entry to school certificate and I had very clear evidence that our Māori students were coming in behind the rest of our cohort but also leaving behind. I talk about our school being a classic pizza school and we have a high level of achievement, our students are absolutely up there. Our average is higher than the national but we had the big tail. And so we had a lot of evidence then. It was actually a regional Manager from the Ministry who rang me and she said, 'I know from our discussions that you probably want to be part of this'. There's a programme coming up and you've got two weeks to put together all your data and put in an application. I actually surveyed the staff. Our head of guidance guy went down, and we listened to Russell and we listened to the Ministry people talking about the project and we came back and we fed back to the staff what we learned and I surveyed the staff about whether or not they wanted us to go into Te Kotahitanga. (Leader 1).

Well, what happened was in early 2003 we looked at our 2002 data, and we picked up this one statistic about one Maori girl in three leaving without any qualifications, well I did, I didn't share it with the staff. I didn't share it with anyone. It was terrible, because to me it was an indictment. It was really terrible, and I could look back and it had been the same, basically sort of for the five years that I'd been in this school. Round about between 25 and 35%. And the national average was 33%, so we were just sitting on the national average. But, we talked about the fact that we needed to do something and that we weren't giving our Maori students any chances. Our Maori students didn't seem to be achieving anything like the rate of our European, the other students in the school, and so what could we do about it? We identified a whole range of things, we tried to put Maori names around the school, we had been part of a programme called Tu Tangata, that was started in 1998. The profile of the staff was very European, both teaching and non-teaching when I came back in 97. And we'd tried to introduce, tried to build up our Maori numbers, and it had been much easier to do that in non-teaching staff than teaching staff, we didn't, it seemed to be quite hard to attract Maori teaching staff (Leader 2).

This involves careful disaggregation of data to identify the learning outcomes of specific groups of students and the implementation of processes to ensure that this information is disseminated and acted upon.

We're about 20%, and interestingly we've experienced consistent roll growth for a number of years and I did an analysis of the last five years and 47% of our roll growth can be attributed to Maori, so our percentage of Maori in the school is going to go up and up and up because it's soaring and so, there's another reasons why you can't just sit back and let this not happen, you've got to actually do something about it because we're going to have an increasing population of students for who we have to meet their needs. (Leader 1).

To do so leaders work towards building a school culture that focuses on an ongoing reduction of educational disparities through the ongoing improvement of student learning and outcomes. To ensure that this happens in an ongoing manner, leaders take

responsibility for ensuring that the integrity of the means of producing increased achievement gains for the target students (such as the Cycle Plus and the facilitation teams in the Te Kotahitanga project) is not jeopardised by conflicting and competing interests and agendas.

Leaders also need to take the responsibility for building capacity among students/staff/other leaders so that they are able to take responsibility for student outcomes rather than focusing totally on accountability systems. This aspect of leadership is often at odds with national policies that limit the time available to develop support for the development of in-school capacity, nevertheless, persistence in pursuit of the goals of reducing disparities is the hallmark of effective leadership. The unrelenting pursuit of goals that will also involve leaders in creating classrooms/school culture/education systems where new situations are addressed from an in-depth understanding of the reform's aims and approaches rather than from past practice. Past practices have led us to a situation of educational disparities based on ethnic lines. Effective leaders express their dissatisfaction with this situation and are prepared to own the consequences of promoting and sustaining educational reforms to reduce disparities through targeting and raising the achievement of students currently not well served by the education system.

Ownership of the reform also means that effective leaders lead the process of moving the reform from the periphery of the school to become what happens at the core of the schools' activities. The idea of the reform becoming 'business as usual.

... its very, very much what we do around here and everyone knows that. Its overt. You know. Theres no question about it. New appointments know that that's what they're going to be doing. The staff here know that we've faced the challenges and we've come through the challenges and we're stronger for the challenges. We've had our educational review office review which has given us an absolute big tick in terms of "yes". And in fact, validated what we're doing. And so really its really now, this is how we do things here, this is life at Number One High School. We've moved through that stage of culture change to the point where we have an identity, we have a common language, we all know what we mean when we're talking about things... (Leader 1)

I was just saying, I just keep trying to put in the word embedded, it's embedded as part of our strategic development, the concept of teacher relationships, as being critical to making positive movements for our kids. It is just part of who we are, ... again it's hard to separate Te Kotahitanga away from who we are and what we do. (Leader 4).

Q. Do you see Te Kotahitanga as central or peripheral to the school?

A: I see it as central, I wouldn't be putting aside the funding for it that we have, or the emphasis that we put on it, and I see it as ongoing, I think initially Russell, and

I could be misjudging him, but I think initially he had this hope that once you've done the training and had say 5 years in it, it would have a life of it's own, I think that's true to some extent, but I think that it's always going to require and I've said from day one, you will need to have a facilitator, because, otherwise it will be slippage, people will go backwards. I've talked to the board about this and we have a long term commitment to it, because otherwise, I can just see them saying 'ok well it's costing too much money'. We're not in a lot of projects so I don't have the dilemma that some Principals have, and therefore that Te Kotahitanga might be one that goes. We'll it won't be the one that goes here, and certainly as long as I'm here. I believe that it's embedded in the school now. (Leader 5).

Q. Who owns Te Kotahitanga?

A: Well, I'd like to think the whole school does. (Leader 5).

I just want us to be a Te Kotahitanga school. I don't want it that we've got a group of Te Kotahitanga teachers here. No we haven't, we're a Te Kotahitanga school. It's the way we do things everywhere... I'm just getting a big poster up for the wall, and it's going to be in the staffroom, and it's going to have the effective teacher profile on it, so that we can refer to it. For example, deficit theorising, we talked about that at the first meeting, and it's for everybody. And we talk about it for Maori students, but actually, I don't want anybody in this school, not being respected. As any school, we've got a lot of little kids who struggle, we've got a lot of kids who struggle, and, I guess what I've always resented hugely is that schools are for a certain group of people, and they're sporty, and academic, and attractive, and middle-class and all the rest of it. I guess I want this school for to be for every single kid to think, 'I've got a place here and I'm really special at this school', and that means Maori kids, it means, all these other little kids too, like it means everybody, and, so that's something now that I've put under the Te Kotahitanga umbrella in a way. That is the way we do things around here. We respect everybody, nobody comes under the line. (Leader 6).

For me it's a way that we do things, it's a way that we engage with students, it's a way that we look at our professional development. It's a way that we have a belief that when students come through our gates we may can make a difference (Leader 10).

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We now present the finding from this report in a summary table.

Table 4.1: GPILSEO: Summary of Effective Leadership (Bishop, O’Sullivan & Berryman, In Press)

GPILSEO	Tasks associated with each GPILSEO element
<i>Leaders establish and develop specific measurable goals in order that progress can be shown, monitored over time and acted upon.</i>	<p>Leaders:</p> <ul style="list-style-type: none"> • Build from the dissonance that is created when the difference between the current reality and the desired state is highlighted. • Learn how to set SMART goals for student participation and achievement in its widest sense. • Develop specific goals so as to ensure that all involved can judge their progress toward the goals and responsively adjust their practice or learning. • Have the capacity (self-belief) to meet goals from their current understandings or be able to learn what is needed to meet the goals. • Communicate with others about performance in terms of goals.
<i>Leaders support the development and implementation of new pedagogic relationships and interactions in the classroom,</i>	<ul style="list-style-type: none"> • Support the means of embedding the conceptual depth of the reform into the theorising and practice of the classroom teachers, principals and national administrators. Teacher’s conceptual depth is a major indicator of sustainability. • Focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes. • Create learning contexts wherein learners’ gain the capacity and self-belief that they will be able to meet goals from their current understandings or that they will be able to learn what is needed to meet the goals. • Promote the cultural identity of learners as being fundamental to learning relations and interactions. • Engage in classroom observations and provide specific feedback/co-construct with teachers ways to improve classroom practice. • Provide specific professional learning opportunities for the consolidation of content and strategy learning. • Create and sustain effective school-wide professional learning communities. • Build capacity for teachers to take collective responsibility for student outcomes and collective action for changing teaching practice based on student experiences and academic performance. • Ensure collective action for changing teaching practice is based on student experiences and academic performance.
<i>Leaders change the institutional framework, its organisation and structure, to support the reform within the schools.</i>	<ul style="list-style-type: none"> • create opportunities for connections to and collaboration with other teachers (including teachers in other schools) engaged in similar reform • Institutionalise the means for teacher collaborative decision making in a systematic manner. • Prioritize the establishment of new institutions so that they are seen to be supportive of the efforts of teachers and are aligned with school plans and policies and which inform national policies. • Modify structural and organisational arrangements so as to accommodate new institutions (such as Cycle Plus components of Te Kotahitanga) and staffing (re)allocations. • (Re)prioritise funding to support the ongoing implementation of the reform’s professional learning processes beyond the initial project funding phase. • Ensure that the reform is symbolically represented within the school.

<p><i>Leaders need to be knowledgeable about their role in the reform.</i></p>	<ul style="list-style-type: none"> • Focus on improving the performance of those least well served by the system. • Have a sound understanding of the theoretical foundations of the reform and of what that theoretical basis means for classroom practice, school structure and culture. • Accept responsibility for student learning outcomes. • Demonstrate their understanding that; <ul style="list-style-type: none"> a) A focus on Māori has strong benefits for other students. b) Pedagogic leadership has powerful effects on student outcomes. c) No one person can provide all leadership needs. d) Proactive, responsive and distributed leadership is essential for the sustainability of a reform in a school.
<p><i>Leaders need to spread the reform to include all students, teachers and the community,</i></p>	<ul style="list-style-type: none"> • Spread the reform to others, within and outside the school so as to align the new norms of the reform within the school and within the norms of supporting institutions and within communities in association with the school. • Spread the reform so that parents, whānau, community are engaged in a manner that addresses their aspirations for the education of their children.
<p><i>Leaders develop the capacity of people and systems to produce and use evidence of student experiences and progress to inform change,</i></p>	<ul style="list-style-type: none"> • Develop the capacity of teachers to identify and continually question their own discursive positionings and theories of action. • Provide professional learning opportunities for teachers that use alternative theories, evidence and vicarious experiences. • Develop and grow systems in their schools that accurately measure student attendance data, stand-downs, suspensions, early leaving exemptions, retention rates and achievement data for formative and summative purposes. • develop the capacity of teachers to learn how to both create appropriate evidence for learning and to be able to use student evidence to modify their classroom practice
<p><i>Leaders ensure that the ownership of and responsibility/authority for the goals of the reform must shift to the school/system.</i></p>	<ul style="list-style-type: none"> • Identify and take responsibility for the performance of students that are currently not benefiting from their school/system. • Take responsibility for ensuring that the integrity of the means of producing increased achievement gains for the target students (the Cycle Plus and the facilitation teams) is not jeopardised by conflicting and competing interests and agendas. • Take responsibility for building capacity among students/staff/other leaders so that they are able to take responsibility for student outcomes. • Work towards building a school culture that focuses on an ongoing reduction of educational disparities through the raising of student learning and outcomes. • Work to create a classrooms/school culture/education system where new situations are addressed from an in-depth understanding of the reform’s aims and approaches rather than from past practice.

Conclusions

Leading school reform is difficult because: “[t]he complexity of interacting contextual variables... is enormous” (Lindahl 2007, p. 328), but as a starting point, a great deal is known about the conditions that are necessary to support student learning. Among the keys to sustainable reform is leadership which is cognizant of these conditions and willing to make their support the purpose of all school routines, procedures and practices, and to shape a school culture centred on reform.

The fundamental changes that are needed in classroom relationships and interactions and the culture of schools, through the institutionalisation of schools as professional learning communities focused on improving student learning, are reliant upon leaders having a

sound understanding of the theoretical underpinning of the reform while simultaneously being responsive and proactive about supporting and promoting reform processes and goals. To this end, principal leadership is essential. However, principal leadership at the exclusion of others is ineffective. Principals therefore in Kouzes and Posner's (2002) terms need to inspire a shared vision, model the way, enable others to act and challenge the status quo.

Overall a measure of the effectiveness of leadership will be seen in the actions and beliefs of teachers. Ineffectively led schools foster and support teachers who are likely "to attribute student achievement to global factors or student traits, such as experience and knowledge, socioeconomic conditions, inexperience with the English language, academic and ability, lack of readiness, and inadequate parental involvement" (McDougall et al. 2007, p. 74). Whereas, effectively led schools are characterised by teachers who attribute: "student achievement toward specific, teacher-implemented, instructional actions and planning processes, and away from teacher and student traits, and non-instructional explanations" (McDougall et al. 2007, p. 74). In other words, effective leaders support and foster committed, agentic educators.

Appendix A: GPILSEO: Elements and foci (Bishop, O’Sullivan & Berryman, In Press).^{iv}

GOALS: establishing <i>goals</i> and a vision for reducing disparities through improving targeted students’ educational achievement in its widest sense;
PEDAGOGY: embedding a new <i>pedagogy</i> to depth so as to change the core of educational practice;
INSTITUTIONS: developing new <i>institutions</i> and organisational structures to support in-class initiatives;
LEADERSHIP: developing <i>leadership</i> that is responsive, pro-active and distributed;
SPREAD: <i>spreading</i> the reform to include all teachers, parents, community members and external agencies;
EVIDENCE: developing and using appropriate tools and measures of performance to provide <i>evidence</i> to monitor the progress of targeted students and the reform in the school/s as a means of modifying core classroom and school practices;
OWNERSHIP: creating opportunities for all involved to take <i>ownership</i> of the reform in such a way that the original objectives of the reform are protected and sustained.

Table 1.2: GPILSEO: Details of each element. foci (Bishop, O’Sullivan & Berryman, In Press)^v

<p><i>Establishing GOALS and vision for improving targeted student participation and achievement</i></p>	<p>The reform must contain a means whereby individual teachers, schools and policy makers can set specific, measurable goals about improving student participation and achievement in its widest sense. Targeted student achievement must be the focus of the reform, as non-specific, <i>education for all</i> approaches, simply maintain the status quo, albeit while all students may increase their achievement, the disparities remain.</p>
<p><i>Developing a new PEDAGOGY to depth.</i></p>	<p>The reform must contain a means of embedding the conceptual depth of the reform into the theorising and practice of the classroom teachers, school leaders, principals and national administrators. Coburn (2003) suggests that teachers and schools that have a deep understanding of the underlying theories and principles and can implement appropriate practices are better able to respond to the new demands and changing contexts in ways that will sustain and deepen the reform over time. Reform without depth of understanding will trivialize the initiative and teachers and schools will revert to old explanations and practices in a short time. From their detailed synthesis of best evidence regarding what constitutes effective professional development and learning for teachers, Timperley, et al. (2007) also found that sustainability appears to be dependent on whether teachers acquire an in-depth understanding of the underlying theoretical principles so that they could use their learning flexibly in their classrooms when new situations and challenges arise. Such understandings are relevant to all levels of the education system.</p>
<p><i>INSTITUTIONALISING the elements of the reform.</i></p>	<p>Connections to and collaboration with other teachers including teachers in other schools engaged in similar reform is essential and the institutionalisation of a means to ensure this happens in a systematic manner is an essential element of sustaining change. Also such institutions need to be prioritized so that they are seen to be supportive of the efforts of teachers and are aligned with and indeed can inform national policies. Similarly, structural and organisational arrangements need to be modified so as to accommodate new institutions and staffing (re)allocations.</p>
<p><i>Developing proactive, responsive and distributed LEADERSHIP.</i></p>	<p>Proactive, responsive and distributed leadership is essential for the sustainability of a reform in a school. Leaders at all levels, classroom, school and system, need a sound understanding of the theoretical foundations of the reform and of what that theoretical basis means for classroom practice, school structure and culture and national policies. Above all, leadership activities need to focus on and accept responsibility for student learning outcomes.</p>

<p><i>SPREADING the reform</i></p>	<p>The reform needs to contain, from its very inception, a means of spreading the reform, within existing teachers' classrooms, to other teachers in the schools, outside of the school to community and national policy makers as well as to new sites. This element is necessary so it aligns the new norms of the reform within the school and within the norms of supporting institutions and within communities in association with the school to ensure sustainability. Extending the reform to other sites is based on implementing the same flexible, responsive reform in new partnerships.</p>
<p><i>Using EVIDENCE to engage in individual and collaborative problem-solving decision-making.</i></p>	<p>The reform needs, from the very outset, a means of engaging teachers in individual and collaborative, evidence-based problem solving activities. Evidence can range from narratives of students' experience through to results of norm-referenced standardised tests. Whatever the case, it is vital that the capacity of the staff is raised in order that they can gather and use appropriate evidence of student performance. As the reform grows and develops in each school, systemic and institutional developments are necessary to support the changes taking place in the classroom. An area that needs to be developed is that of accurately measuring student attendance data, stand-downs, suspensions, early leaving exemptions, retention rates and achievement data, for two purposes. First, to allow teachers the opportunity to collaboratively reflect upon this data to inform their ongoing practice. Second, to use the same data for summative purposes so as to identify if there is a relationship between the implementation of the educational reform in question and positive changes in student participation and achievement. In order that these objectives are met in the sequence of formative preceding summative purposes, it is important that the project schools are able to undertake the task of data gathering and processing themselves in real time. To do so they will need to continue to develop the use of electronic Student Management Systems (SMS) so that the schools are able to use the data for formative purposes in collaborative settings, and so that these data can then be aggregated for summative purposes.</p>
<p><i>OWNERSHIP of and authority for the goals of the reform must shift to the school</i></p>	<p>The last consideration is that ownership of and responsibility for the reform must shift from the external originators so that the authority over the reform shifts to be within the institution. This is necessary so that the ongoing changes to the culture of the school are located within the hands of those most responsible for student learning and outcomes. One of the key considerations therefore of reform is the creation of conditions within the very project itself that will ensure that in-depth knowledge of and authority for the project shifts from external actors to teachers, schools and policy-makers; this shift in ownership ensuring the reforms become self-generative while at the same time maintaining the integrity of the reform so as to ensure that the aims of the reform are met. This shift also ensures that new situations are addressed from an in-depth understanding of the reform's aims and approaches rather than from past practice. This shift in ownership is crucial, despite being the least reported aspect in the literature on sustainability, because it is not the reform itself that needs to be preserved, but rather the goal, in this case the long term ongoing reduction of educational disparities through the raising of student achievement.</p>

ⁱ The objectives of this project were to;

- a. Analyse the ongoing problem-solving and decision-making process that school leaders, (including principals and delegated staff) undertake as they grapple with the need to sustain a successful reform initiative in their schools.
- b. Analyse what constitutes a school taking ownership of a project of this nature in terms of the role and responsibilities of school leaders
- c. Evaluate the usefulness of the model produced by Bishop and O'Sullivan (2005) for the sustainability of a reform project by reference to the experiences of the leaders of schools currently in the Te Kotahitanga project.

ⁱⁱⁱ The Education Review Office is a formal government agency that visits schools on a tri-annual rotation to identify how effectively the school is addressing government policy.

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