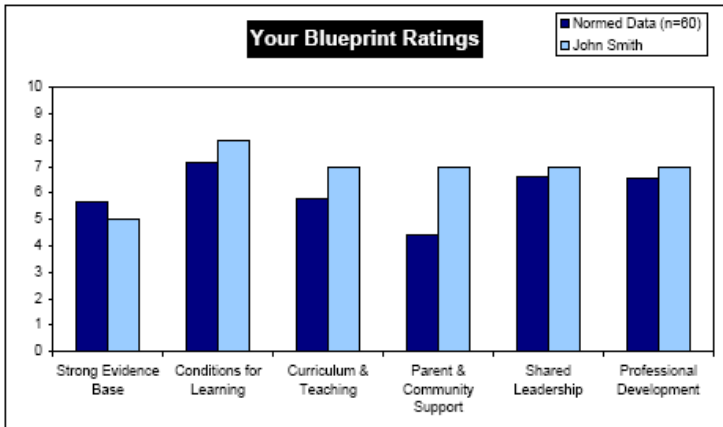**Section 2 - Leading Literacy Learning - A blueprint of what it takes**

On a scale of 1 to 10 (where 1 = Low and 10 = High), how would your rate the strength of each Framework dimension in your school?

Notes: Based on your blueprint submission the diagram on the left shows your scaling (light) and the average for the normed sample (dark). Think about what differences between your profile and that of the normed group might mean.

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Scale: 1 = Low and 10 = High	Strong Evidence Base	Conditions for Learning	Curriculum & Teaching	Parent & Community Support	Shared Leadership	Professional Development
	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)
Normed Data (n=60)	5.6 (2.0)	7.1 (1.3)	5.8 (1.8)	4.4 (1.8)	6.6 (1.8)	6.6 (1.5)
John Smith	5	8	7	7	7	7

* an asterisk next to your score(s) shows that your score differs from the normed data by more than 2.5 standard deviations. This is normally a sign that your response is quite different.

Parent and Community Support

The lowest score of 4.4 on a 10 point scale from the PALL Pilot Project Principals was in response to the question, *How strongly would you say parent and community support is in evidence in your school?* The need to develop this dimension of the *Leadership for Literacy Learning Blue Print* is widely recognised by Principals, and detailed reasons are provided for both the low rating given and the attempts being made to improve it. Some Principals note that their schools enjoy wider-community but not parent support, while in other schools the opposite is the case; but the overall impression is that parent support is the more lacking. Principals describe their parent community variously as "unengaged" or "reluctant to participate"; one Principal's comment sums up many responses: "lots of effort—little results".

The wider-community is seen variously as the (general) local community, the local cultural community (e.g., Indigenous), businesses or sporting organisations, community organisations such as the Smith Family, professional educational connections such as school clusters, and tertiary education institutions such as universities with which the school is engaged in research projects (including this one). Support from the latter is spoken of in terms of "partnerships", while parent support is more likely to be referred to in terms of "involvement" in the school (often through "helping" or "volunteering" or P & C membership) or "supporting" their children's learning such as through home reading. "Local issues", including lack of resources in the home and fractured family situations, are indicated as reasons for differing levels of support.

The introduction of particular programs or "new incentives" has resulted in increased parent and community support in some schools, with one Principal commenting on a 'reading in the community' project that "sustainability into the second year should make more of a presence". Another Principal, noting that "families strongly support some activities — raffles, donations, bringing used monitors/keyboard" to the school - wonders if this support is because "the purpose and action is clear". However, the frustration of so many Principals is evident in the reasons they provide for their low rating in this dimension, with comments that it is "very difficult to find inroads to parent participation". One Principal's strategy to address this issue is to establish "'gatekeepers' who would act as conduits into the community".

These Principals acknowledge that in some schools there is a "very long way to go in engaging" support. Some indicate that they have introduced particular efforts (e.g., support for parents through literacy workshops); others speak of the need for promotion ("lots of work needed to develop a community culture of belief in education").

1. What are you hearing and seeing in the findings from the sixty schools reported here? Note three specific findings:

1. _____

2. _____

3. _____

2. What reasons do Principals offer in explanation? Note the significant ones:

(a) _____

(b) _____

(c) _____

3. What could or should schools do? Realistic suggestions:

_____

_____

_____

_____

_____