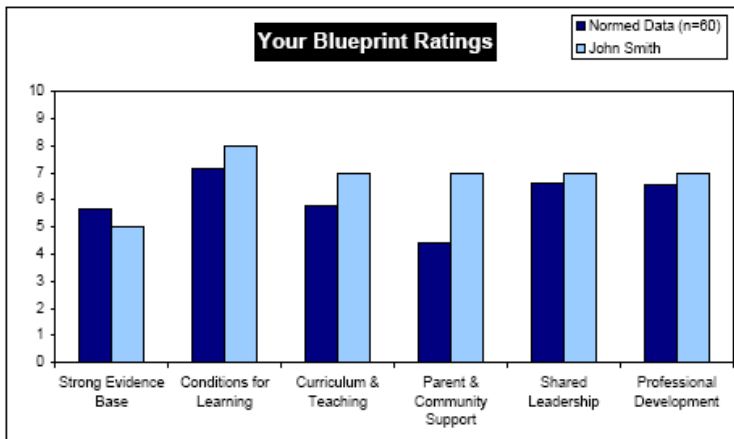**Section 2 - Leading Literacy Learning - A blueprint of what it takes**

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.

Shared Leadership

In response to the question, *How strongly would you say shared leadership is in evidence in your school?* the mean score for the PALL Pilot Project Principals was 6.6 on a 10 point scale. Examination of the reasons given make this rather low score somewhat surprising, with very few weaknesses mentioned. There were isolated comments about the need to devolve roles and maybe increase leadership density, to provide more opportunities, and to achieve genuine collaboration. One principal remarked that with ageing staff, many were not willing to take the lead.

Shared leadership was seen variously as sharing with one or just a few (usually specialists such as literacy leaders or curriculum coordinators) or with many staff; sharing within the school and sharing within clusters. Some principals spoke of creating leadership opportunities in this domain ("appointment of Literacy Coordinators to oversee literacy targets"; "actively seeking opportunities for others to develop … and taking on leadership in literacy"), while others were using existing hierarchies within the school. Sometimes shared leadership was associated with sharing accountability. Frequent mention was made of literacy committees, groups or teams (often including a designated leader or mentor), and of collaborative planning. A few principals indicated a clear structure of shared leadership, from a literacy coordinator through a literacy team, then cluster discussions culminating in whole school discussion; another described the approach as "sharing literacy across small group of schools across year level clusters of staff". One principal referred to a systemic pedagogical initiative with a whole school literacy focus, in which his school was participating: "[It] brings a structural formula to assist with sharing leadership for literacy."

Other reasons given by Principals for their rating in this area included sharing practice at staff meetings, mentoring—which has seen delegating/collaborative dialogue taking place, teachers' observation of others' practice, and reflection or giving feedback.

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 such as these do? Realistic suggestions:**

_____

_____

_____

_____

_____

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