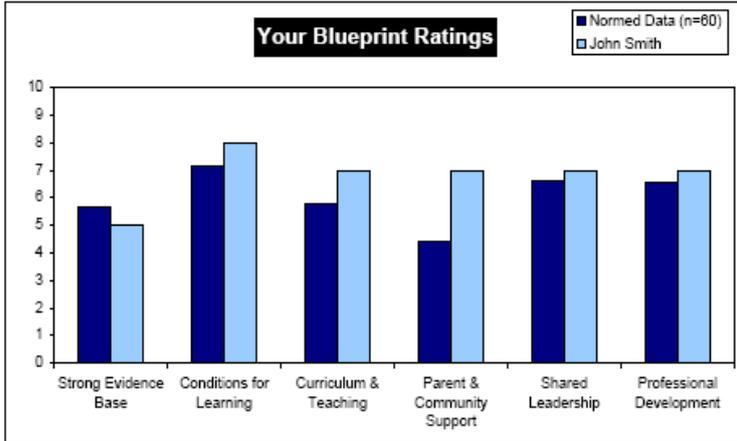**Section 2 - Leading Literacy Learning - A blueprint of what it takes**

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?



**Your Blueprint Ratings**

■ Normed Data (n=60)
□ John Smith

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.

# Professional Development

The 60 Principals in the PALL Pilot Project were asked to respond to the question: *How strongly would you say literacy professional development is in evidence in your school?* The graph shows that in aggregate, this dimension of Leadership for Literacy Learning scored 6.6 on the 10 point scale. The data suggest that there is a weakness in this area in some schools while there is a strength in others. In support of their ratings, principals provided reasons for what is happening or not happening in their schools. The summary below records the main reasons given for the normed group's ratings, not for individual schools.

As the finding in the Table above suggests, reasons given for the ratings in this area vary from active promotion of and involvement in every available literacy PD opportunity, to being a facilitator rather than a participant. Others reported that they were "beginning the dialogue", while some said that they had "very little involvement" in this area. The most frequent response however, is that the Principal attends and participates in all professional literacy learning activities in the school, with one highlighting that this is the case even if they she had attended the courses before. The importance of modelling is highlighted. Literacy is identified as a "key priority area" by some Principals, and a typical response is "I attend all PD and also run a great deal of it".

Particular programs or areas of focus named were First Steps (10), ESL (4) and Naplan (3). Responses made specific mention of writing (8), reading (7), assessment (5), spelling (3), grammar (1) and speaking/listening (1). Other trends identified were a whole school literacy focus, professional conversations on literacy (including it in staff meetings) and the increasing profile that literacy professional development was gaining or was about to gain in their schools. These aspects implied aspects of shared leadership, and not surprisingly, shared leadership attracted a similar score (mean 6.6) to professional development.

There was isolated mention of weaknesses or shortcomings: a comment that more shared knowledge is needed, and that opportunities to drive implementation in classrooms is limited [opening up a possible link to curriculum and teaching which is shown as low at 5.8 in the figure above].

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:**

_____

_____

_____

_____

_____


**Neil Dempster, Griffith University**