

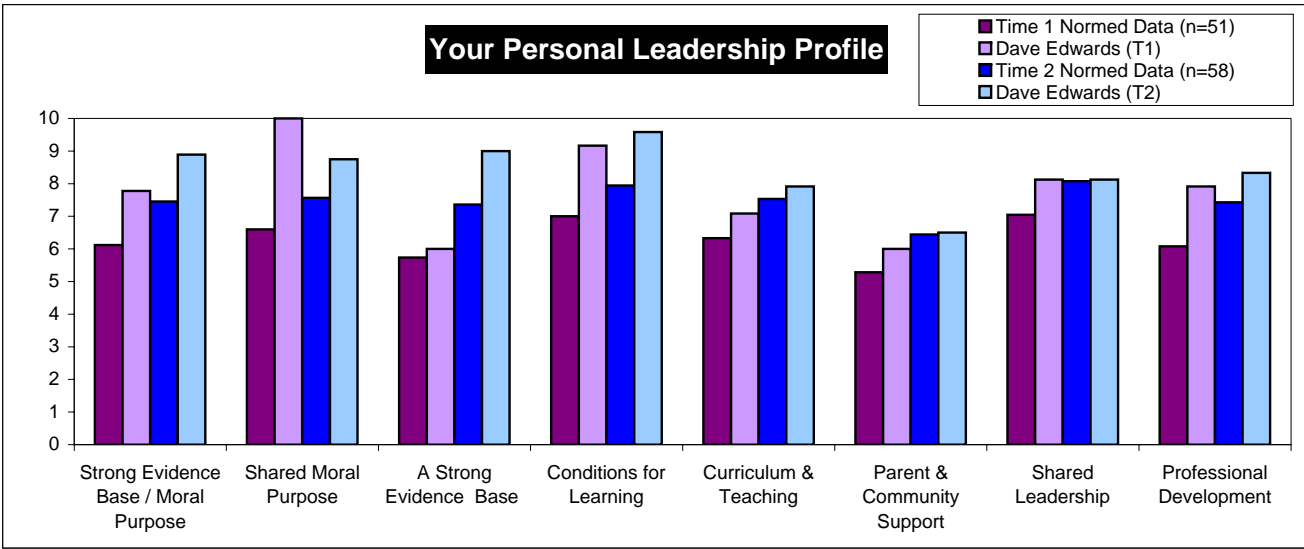
# PALL Report

## for Dave Edwards

You completed a Personal Leadership Profile (PLP) when you began the PALL Project in March 2009 (or after that time). At the Adelaide Conference in May 2010, you completed the profile again. It should be of interest then to look below to compare your personal views over the 14 month period and to reflect on any changes. The normed data for both sets of PLPs are also provided for reflection.

### Section 1a - Personal Leadership Profile (PLP)

On a scale from 'limited' to 'excellent' rate the status of your knowledge and skill to undertake each aspect of leadership for learning. Please note that the original scale of 1 to 4 on the survey was converted to a scale of 1 to 10 (1 = Limited, 10 = Excellent) to aid comparison.



**Notes:** Based on your survey results the diagram on the left shows your scaling (light) and the average for the normed sample (dark). Time 1 data is presented in purple with the Time 2 data presented in blue. Each scale score was calculated by averaging your results in relation to the 36 questions on the PLP instrument. Think about what differences between your profile and that of the normed group might mean and also the difference between your own personal views taken on 2 occasions.

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Initial PLP was run after March 2009: N

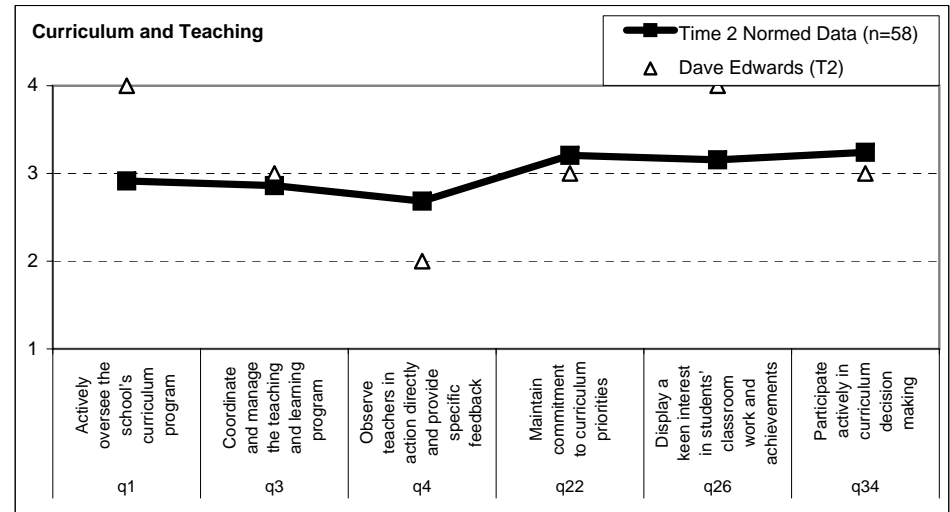
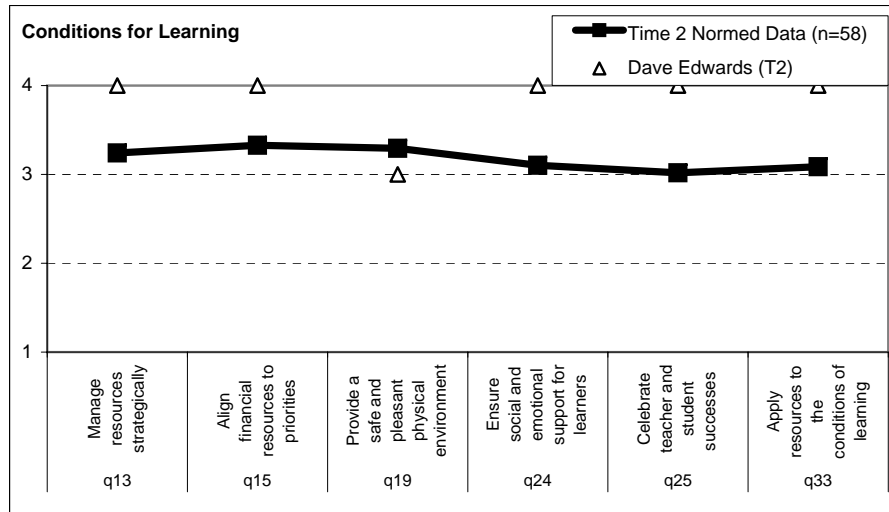
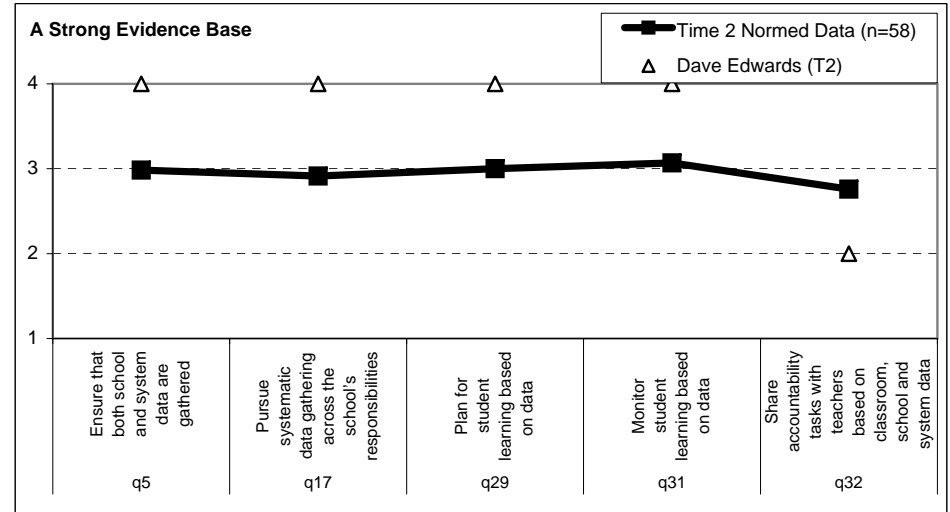
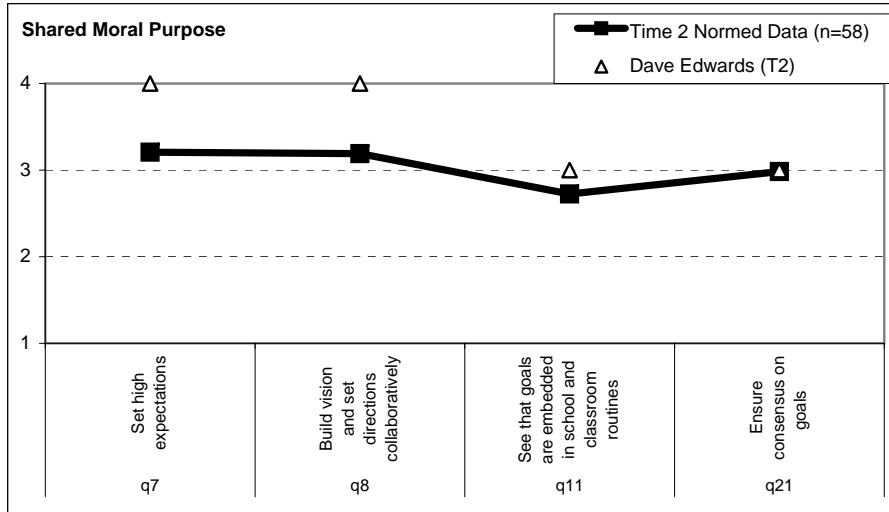
	Further Breakdown							
	Strong Evidence Base / Moral Purpose	Shared Moral Purpose	A Strong Evidence Base	Conditions for Learning	Curriculum & Teaching	Parent & Community Support	Shared Leadership	Professional Development
Scale 1 = Low and 10 = High	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)
<b>Time 1 Normed Data (n=51)</b>	6.1 (1.3)	6.6 (1.6)	5.7 (1.4)	7.0 (1.2)	6.3 (1.2)	5.3 (1.4)	7.0 (1.3)	6.1 (1.3)
<b>Dave Edwards (T1)</b>	7.8	10.0	6.0	9.2	7.1	6.0	8.1	7.9
<b>Time 2 Normed Data (n=58)</b>	7.5 (1.2)	7.6 (1.2)	7.4 (1.4)	7.9 (1.1)	7.5 (1.2)	6.4 (1.4)	8.1 (1.3)	7.4 (1.2)
<b>Dave Edwards (T2)</b>	8.9	8.8	9.0	9.6	7.9	6.5	8.1	8.3

Please examine the data on pages 2 to 6. Look for dimensions (the 8 areas) where you see some difference in your two surveys, particularly in relation to your personal ratings shown below. Please indicate the differences and give reasons why you believe they may have changed. Of particular interest are those dimensions marked with an asterisk showing that your second score differs from the first by more than 2.5 Standard Deviations. This is normally a sign that your response is quite different.

Dimension	Time 1	Time 2	Change (T2-T1)	Dave Edwards - Reasons for Change
Strong Evidence Base / Moral Purpose	7.8	8.9	1.1	
Shared Moral Purpose	10.0	8.8	-1.2	
A Strong Evidence Base	6.0	9.0	3	
Conditions for Learning	9.2	9.6	0.4	
Curriculum & Teaching	7.1	7.9	0.8	
Parent & Community Support	6.0	6.5	0.5	
Shared Leadership	8.1	8.1	0	
Professional Development	7.9	8.3	0.4	

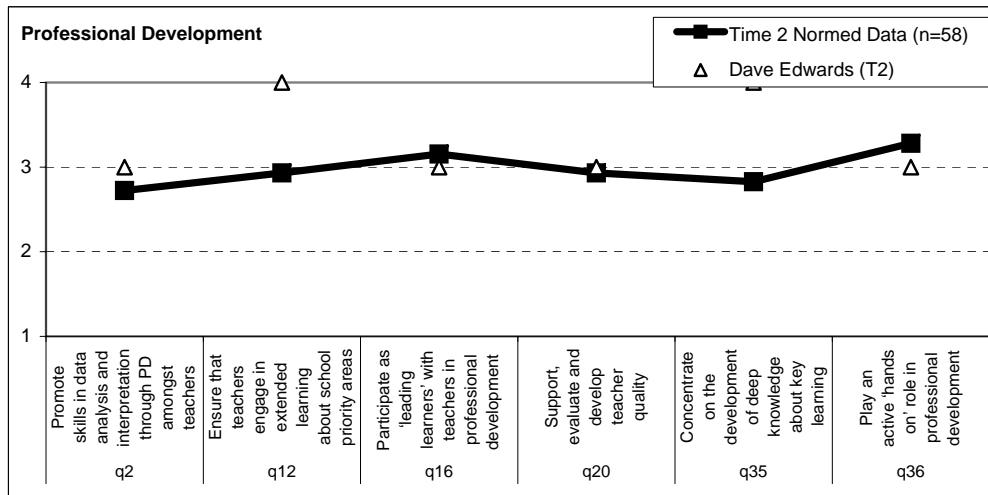
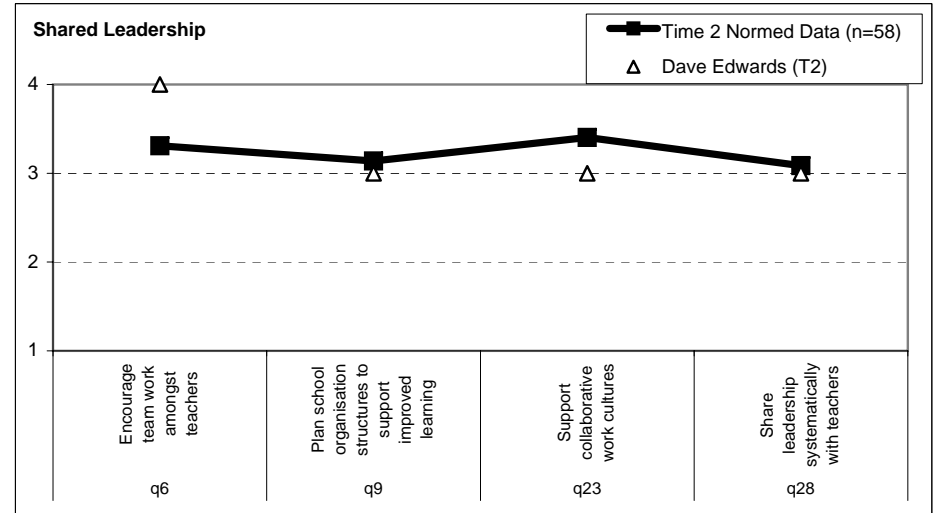
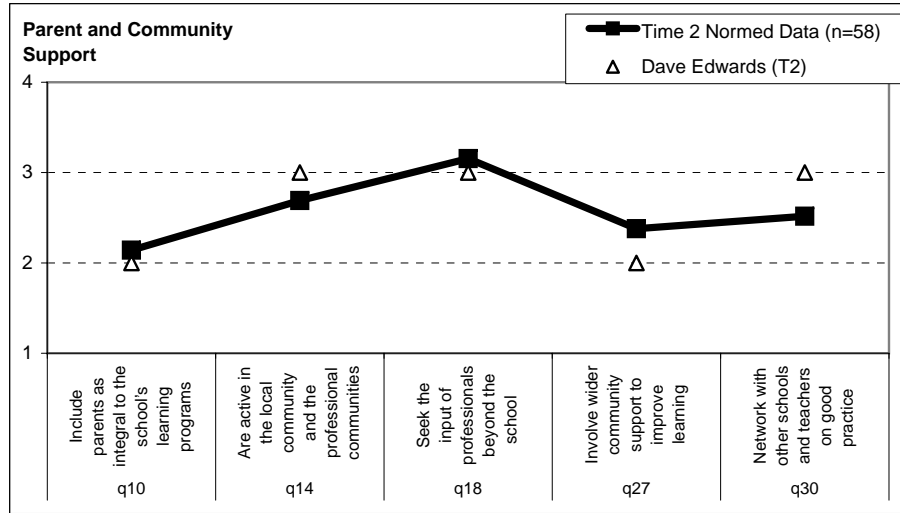
**Section 1b - Results by Question (PLP)**

In the following graphs your own ratings (1 = Limited, 2 = Sound, 3 = Very good, 4 = Excellent) as well as the average ratings for the normed data are presented.



**Section 1b cont'd - Results by Question (PLP)**

In the following graphs your own ratings (1 = Limited, 2 = Sound, 3 = Very good, 4 = Excellent) as well as the average ratings for the normed data are presented.



**Additional Notes on Scale Score compositions:**

Scale	Questions comprising scale
Strong Evidence Base / Moral Purpose	q7, q8, q11, q21, q5, q17, q29, q31, q32
Shared Moral Purpose	q7, q8, q11, q21
A Strong Evidence Base	q5, q17, q29, q31, q32
Conditions for Learning	q13, q15, q19, q24, q25, q33
Curriculum & Teaching	q1, q3, q4, q22, q26, q34
Parent & Community Support	q10, q14, q18, q27, q30
Shared Leadership	q6, q9, q23, q28
Professional Development	q2, q12, q16, q20, q35, q36

### Section 1c - Distribution of Results by Question (PLP)

#### Question Level Results

#	Question	Time 1 Normed Data (n=51)				Dave Edwards (T1)		Time 2 Normed Data (n=58)				Dave Edwards (T2)	
		Limited	Sound	Very good	Excellent	Rating	Category	Limited	Sound	Very good	Excellent	Rating	Category
q1	Actively oversee the school's curriculum program	10%	49%	<b>39%</b>	2%	3	Very good	3%	19%	<b>60%</b>	17%	4	Excellent
q2	Promote skills in data analysis and interpretation through PD amongst teachers	20%	<b>43%</b>	35%	2%	2	Sound	3%	34%	<b>48%</b>	14%	3	Very good
q3	Coordinate and manage the teaching and learning program	10%	51%	<b>33%</b>	6%	3	Very good	0%	22%	<b>69%</b>	9%	3	Very good
q4	Observe teachers in action directly and provide specific feedback	22%	<b>45%</b>	31%	2%	2	Sound	5%	39%	<b>39%</b>	18%	2	Sound
q5	Ensure that both school and system data are gathered	6%	31%	<b>59%</b>	4%	3	Very good	2%	22%	<b>52%</b>	24%	4	Excellent
q6	Encourage team work amongst teachers	4%	18%	55%	<b>24%</b>	4	Excellent	2%	10%	<b>43%</b>	45%	4	Excellent
q7	Set high expectations	0%	25%	63%	<b>12%</b>	4	Excellent	0%	10%	<b>59%</b>	31%	4	Excellent
q8	Build vision and set directions collaboratively	4%	32%	44%	<b>20%</b>	4	Excellent	0%	14%	<b>53%</b>	33%	4	Excellent
q9	Plan school organisation structures to support improved learning	2%	29%	<b>57%</b>	12%	3	Very good	2%	14%	<b>53%</b>	31%	3	Very good
q10	Include parents as integral to the school's learning programs	<b>43%</b>	49%	8%	0%	1	Limited	18%	56%	<b>21%</b>	5%	2	Sound
q11	See that goals are embedded in school and classroom routines	14%	41%	41%	<b>4%</b>	4	Excellent	5%	26%	<b>60%</b>	9%	3	Very good
q12	Ensure that teachers engage in extended learning about school priority areas	10%	33%	49%	<b>8%</b>	4	Excellent	0%	28%	<b>52%</b>	21%	4	Excellent
q13	Manage resources strategically	0%	31%	<b>55%</b>	14%	3	Very good	0%	9%	<b>59%</b>	33%	4	Excellent
q14	Are active in the local community and the professional communities	16%	49%	25%	<b>10%</b>	4	Excellent	5%	40%	<b>36%</b>	19%	3	Very good
q15	Align financial resources to priorities	2%	29%	49%	<b>20%</b>	4	Excellent	0%	5%	<b>57%</b>	38%	4	Excellent
q16	Participate as 'leading learners' with teachers in professional development	6%	27%	<b>57%</b>	8%	3	Very good	0%	14%	<b>57%</b>	29%	3	Very good
q17	Pursue systematic data gathering across the school's responsibilities	8%	<b>53%</b>	37%	2%	2	Sound	3%	19%	<b>60%</b>	17%	4	Excellent
q18	Seek the input of professionals beyond the school	8%	25%	55%	<b>12%</b>	4	Excellent	3%	14%	<b>47%</b>	36%	3	Very good
q19	Provide a safe and pleasant physical environment	2%	22%	63%	<b>14%</b>	4	Excellent	0%	9%	<b>53%</b>	38%	3	Very good
q20	Support, evaluate and develop teacher quality	8%	63%	<b>25%</b>	4%	3	Very good	0%	21%	<b>66%</b>	14%	3	Very good
q21	Ensure consensus on goals	12%	27%	53%	<b>8%</b>	4	Excellent	0%	17%	<b>67%</b>	16%	3	Very good
q22	Maintain commitment to curriculum priorities	0%	24%	<b>73%</b>	4%	3	Very good	2%	9%	<b>57%</b>	33%	3	Very good
q23	Support collaborative work cultures	0%	24%	<b>65%</b>	12%	3	Very good	0%	4%	<b>53%</b>	44%	3	Very good
q24	Ensure social and emotional support for learners	2%	22%	49%	<b>27%</b>	4	Excellent	2%	16%	<b>53%</b>	29%	4	Excellent

Note: Your rating for each question is presented on the right most columns and the relevant category is also bolded under the Normed Data section.

**Section 1 cont'd - Distribution of Results by Question (PLP)**

**Question Level Results cont'd**

#	Question	Time 1 Normed Data (n=51)				Dave Edwards (T1)		Time 2 Normed Data (n=58)				Dave Edwards (T2)	
		Limited	Sound	Very good	Excellent	Rating	Category	Limited	Sound	Very good	Excellent	Rating	Category
q25	Celebrate teacher and student successes	0%	35%	<b>47%</b>	18%	3	Very good	2%	24%	<b>45%</b>	29%	4	Excellent
q26	Display a keen interest in students' classroom work and achievements	6%	24%	<b>51%</b>	20%	3	Very good	2%	16%	<b>48%</b>	34%	4	Excellent
q27	Involve wider community support to improve learning	<b>35%</b>	39%	20%	6%	1	Limited	10%	48%	<b>34%</b>	7%	2	Sound
q28	Share leadership systematically with teachers	10%	31%	<b>45%</b>	14%	3	Very good	0%	14%	<b>64%</b>	22%	3	Very good
q29	Plan for student learning based on data	18%	43%	<b>35%</b>	4%	3	Very good	2%	17%	<b>60%</b>	21%	4	Excellent
q30	Network with other schools and teachers on good practice	37%	<b>33%</b>	25%	4%	2	Sound	14%	33%	<b>41%</b>	12%	3	Very good
q31	Monitor student learning based on data	18%	<b>41%</b>	35%	6%	2	Sound	2%	14%	<b>60%</b>	24%	4	Excellent
q32	Share accountability tasks with teachers based on classroom, school and system data	22%	<b>53%</b>	24%	0%	2	Sound	5%	29%	<b>50%</b>	16%	2	Sound
q33	Apply resources to the conditions of learning	8%	41%	39%	<b>8%</b>	4	Excellent	2%	14%	<b>59%</b>	26%	4	Excellent
q34	Participate actively in curriculum decision making	6%	24%	<b>63%</b>	8%	3	Very good	2%	9%	<b>53%</b>	36%	3	Very good
q35	Concentrate on the development of deep knowledge about key learning areas	16%	51%	25%	<b>8%</b>	4	Excellent	0%	34%	<b>48%</b>	17%	4	Excellent
q36	Play an active 'hands on' role in professional development	2%	31%	<b>61%</b>	6%	3	Very good	0%	14%	<b>44%</b>	42%	3	Very good

Note: Your rating for each question is presented on the right most columns and the relevant category is also bolded under the Normed Data section.