

PALL Report

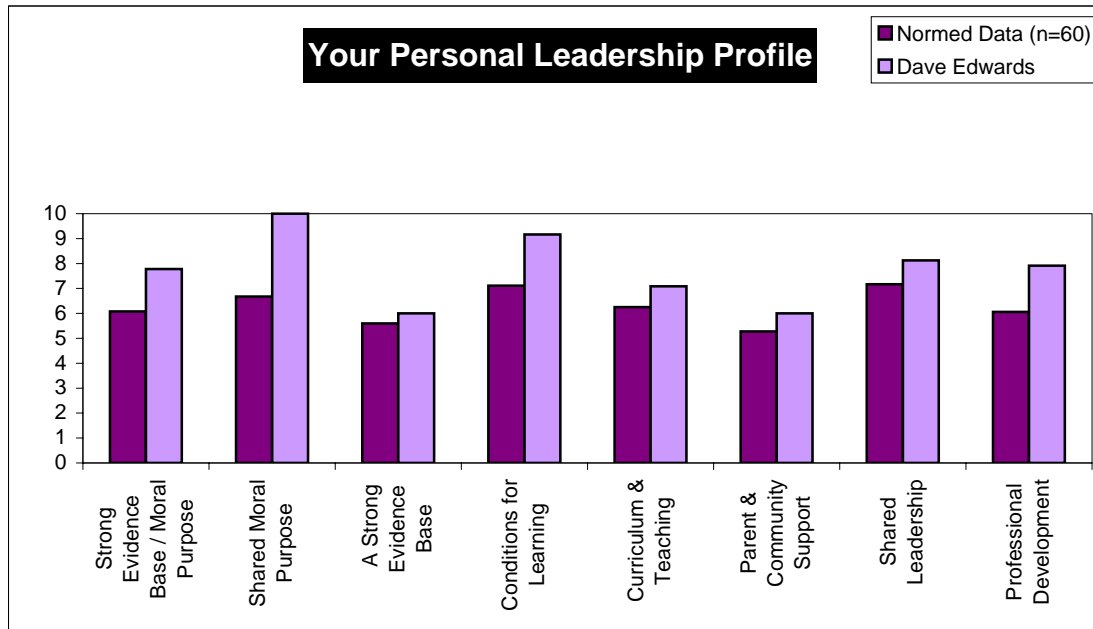
for

Dave Edwards

At the commencement of the PALL project, a record of your personal views about leading literacy was collected to help focus later analysis on the effects of your participation in the project. This report should be seen as a useful formative tool to help you and your literacy Achievement Advisor discuss particular aspects of the leadership of literacy in your school. Please keep this as a record of your progress. Each page has notes that accompany each set of graphs and tables.

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 to the graph in Section 2.



Notes: Based on your survey results the diagram on the left shows your scaling (light) and the average for the normed sample (dark). 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.

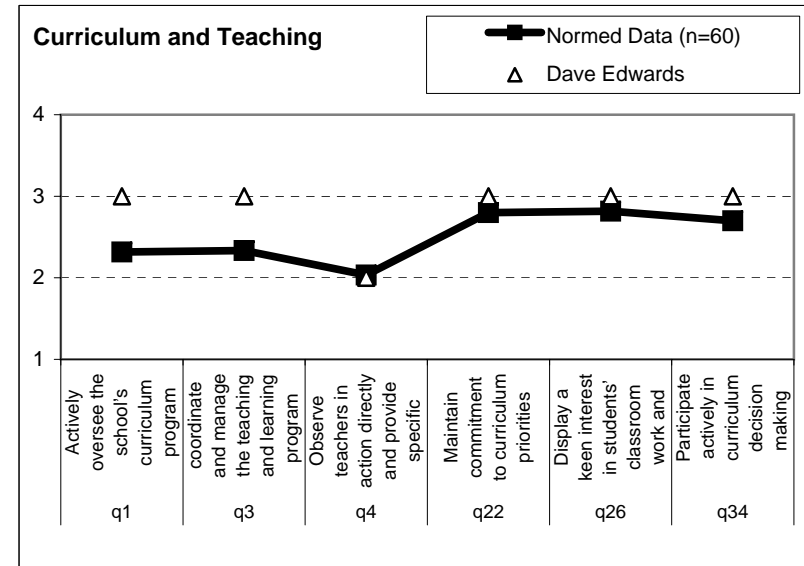
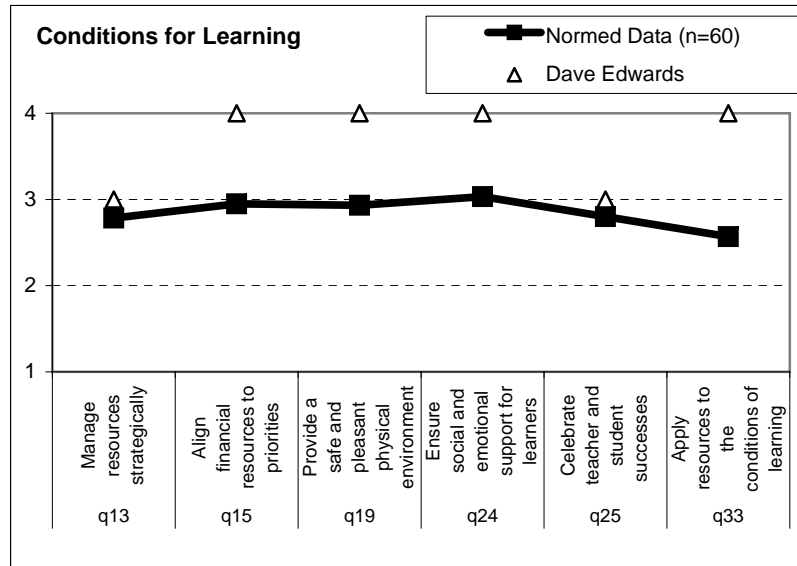
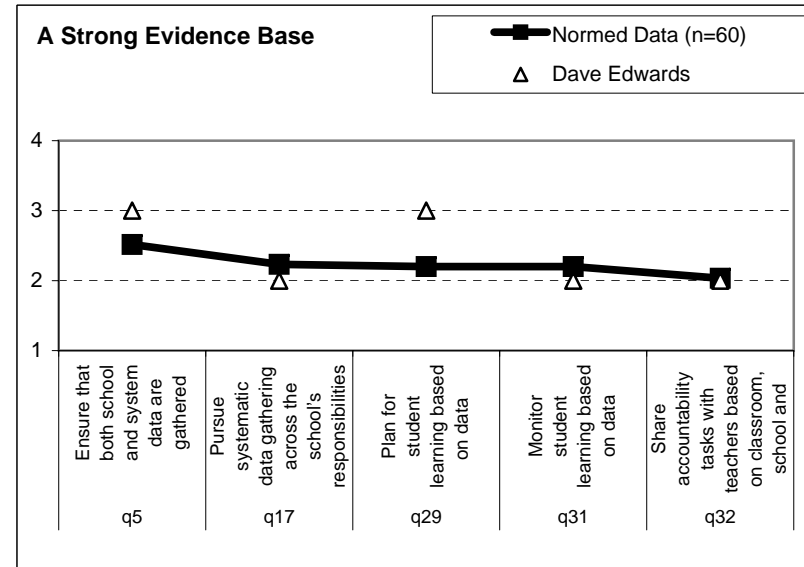
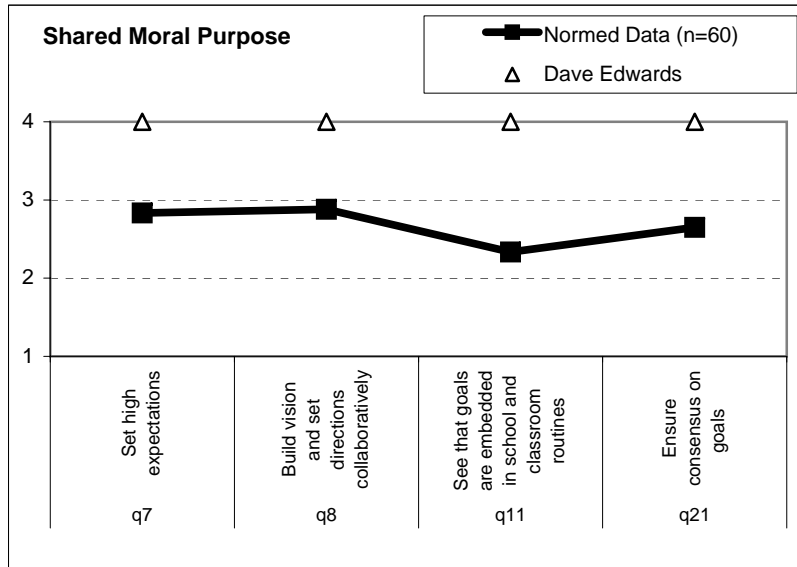
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	Further Breakdown							
	Strong Evidence Base / Moral Purpose	Shared Moral Purpose	A Strong Evidence Base	Conditions for Learning	Curriculum & Teaching	Parent & Community Support	Shared Leadership	Professional Development
Scale: 1 = Low and 10 = High	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)	Mean (Stddev)
Normed Data (n=60)	6.1 (1.2)	6.7 (1.5)	5.6 (1.4)	7.1 (1.2)	6.3 (1.1)	5.3 (1.2)	7.2 (1.3)	6.1 (1.2)
Dave Edwards	7.8	10.0	6.0	9.2	7.1	6.0	8.1	7.9

* 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.

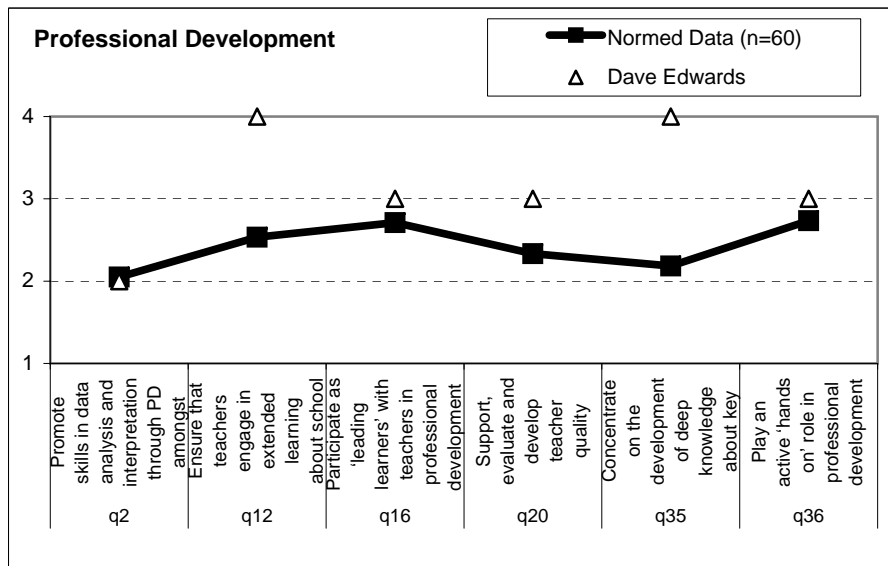
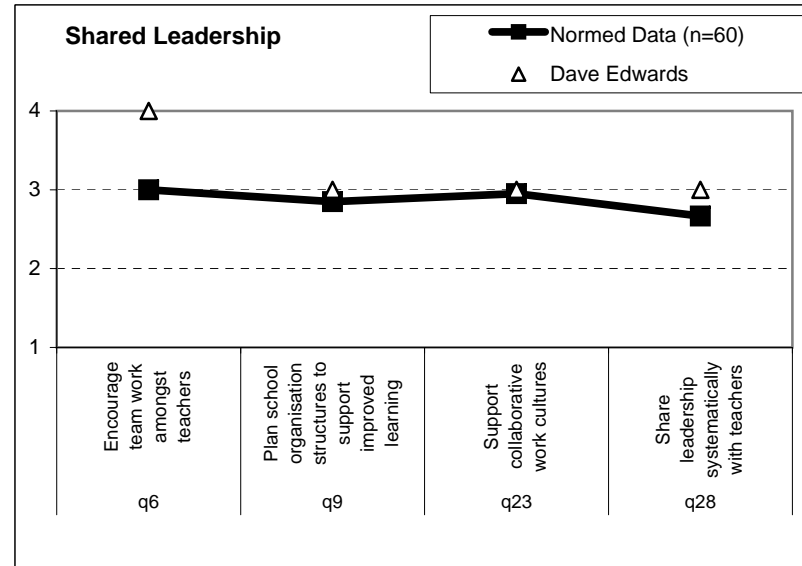
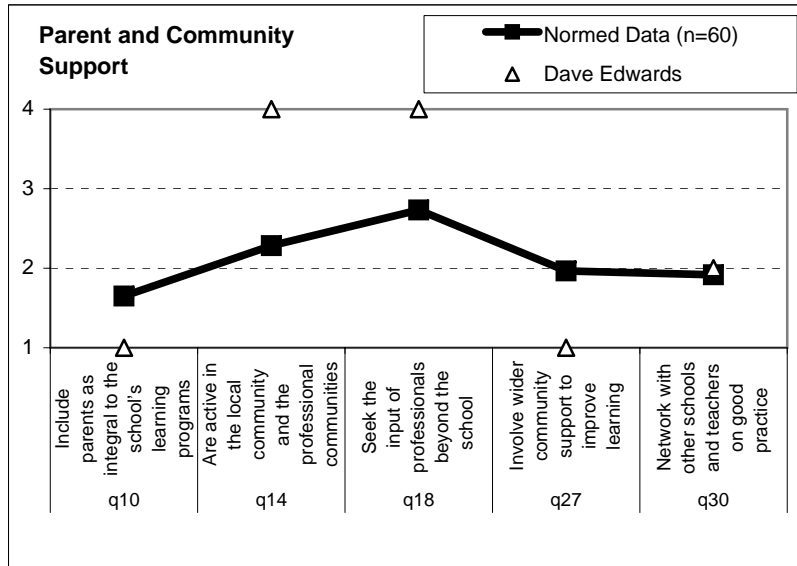
Section 1b - Results by Question (PLP)

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	Normed Data (n=60)				Dave Edwards	
		Limited	Sound	Very good	Excellent	Rating	Category
q1	Actively oversee the school's curriculum program	10%	48%	42%	0%	3	Very good
q2	Promote skills in data analysis and interpretation through PD amongst teachers	25%	45%	30%	0%	2	Sound
q3	coordinate and manage the teaching and learning program	8%	52%	38%	2%	3	Very good
q4	Observe teachers in action directly and provide specific feedback	28%	43%	25%	3%	2	Sound
q5	Ensure that both school and system data are gathered	7%	38%	52%	3%	3	Very good
q6	Encourage team work amongst teachers	3%	17%	57%	23%	4	Excellent
q7	Set high expectations	0%	30%	57%	13%	4	Excellent
q8	Build vision and set directions collaboratively	3%	31%	41%	25%	4	Excellent
q9	Plan school organisation structures to support improved learning	2%	23%	63%	12%	3	Very good
q10	Include parents as integral to the school's learning programs	43%	48%	8%	0%	1	Limited
q11	See that goals are embedded in school and classroom routines	13%	43%	40%	3%	4	Excellent
q12	Ensure that teachers engage in extended learning about school priority areas	8%	38%	45%	8%	4	Excellent
q13	Manage resources strategically	2%	32%	53%	13%	3	Very good
q14	Are active in the local community and the professional communities	13%	53%	25%	8%	4	Excellent
q15	Align financial resources to priorities	0%	27%	52%	22%	4	Excellent
q16	Participate as 'leading learners' with teachers in professional development	5%	29%	56%	10%	3	Very good
q17	Pursue systematic data gathering across the school's responsibilities	8%	60%	32%	0%	2	Sound
q18	Seek the input of professionals beyond the school	8%	22%	58%	12%	4	Excellent
q19	Provide a safe and pleasant physical environment	2%	18%	65%	15%	4	Excellent
q20	Support, evaluate and develop teacher quality	7%	58%	30%	5%	3	Very good
q21	Ensure consensus on goals	10%	23%	58%	8%	4	Excellent
q22	Maintain commitment to curriculum priorities	0%	28%	63%	8%	3	Very good
q23	Support collaborative work cultures	0%	22%	62%	17%	3	Very good
q24	Ensure social and emotional support for learners	2%	20%	52%	27%	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)

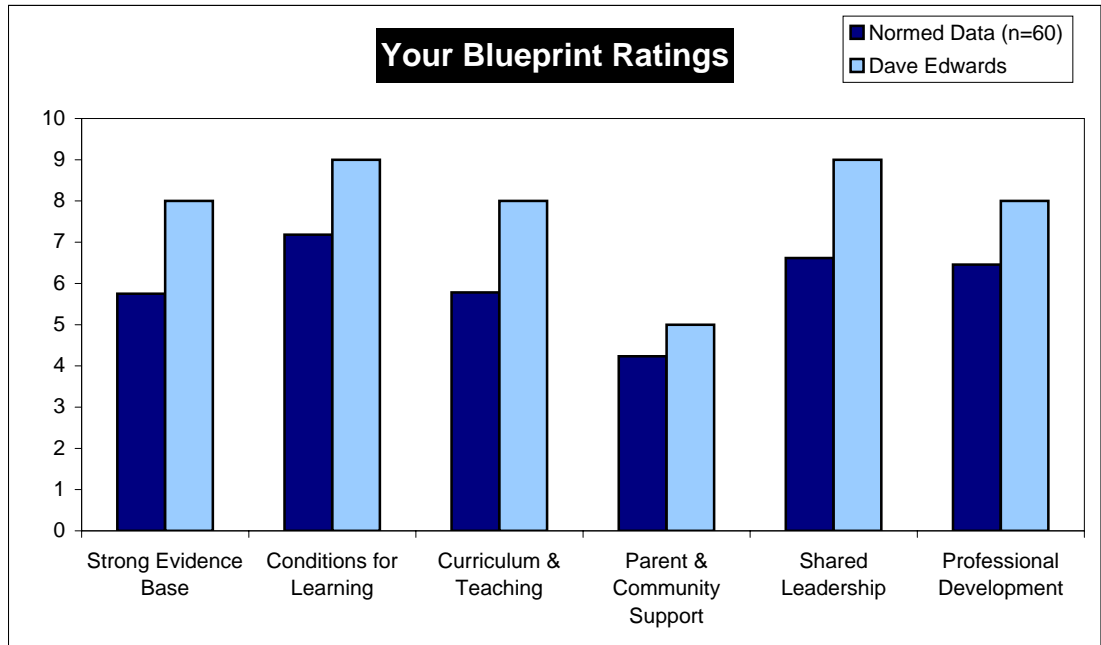
Question Level Results cont'd

#	Question	Normed Data (n=60)				Dave Edwards	
		Limited	Sound	Very good	Excellent	Rating	Category
q25	Celebrate teacher and student successes	0%	33%	53%	13%	3	Very good
q26	Display a keen interest in students' classroom work and achievements	5%	27%	50%	18%	3	Very good
q27	Involve wider community support to improve learning	30%	47%	20%	3%	1	Limited
q28	Share leadership systematically with teachers	8%	33%	42%	17%	3	Very good
q29	Plan for student learning based on data	18%	45%	35%	2%	3	Very good
q30	Network with other schools and teachers on good practice	37%	37%	25%	2%	2	Sound
q31	Monitor student learning based on data	20%	42%	37%	2%	2	Sound
q32	Share accountability tasks with teachers based on classroom, school and system data	22%	53%	25%	0%	2	Sound
q33	Apply resources to the conditions of learning	9%	34%	48%	9%	4	Excellent
q34	Participate actively in curriculum decision making	5%	28%	58%	8%	3	Very good
q35	Concentrate on the development of deep knowledge about key learning areas	17%	53%	25%	5%	4	Excellent
q36	Play an active 'hands on' role in professional development	2%	30%	62%	7%	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.

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 you 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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	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)
Normed Data (n=60)	5.8 (2.0)	7.2 (1.3)	5.8 (1.8)	4.2 (1.8)	6.6 (1.8)	6.5 (1.7)
Dave Edwards	8	9	8	5	9	8

* 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.