DELIBERATIVE ACTS: A THEORY OF SCHOOL LEADERSHIP

Enhancing the classroom teaching and learning culture through contemporary learning pedagogy that has a positive influence on student achievement.

A thesis presented in partial fulfilment of the requirements for the degree Masters in Education at Massey University, [Manawatū], New Zealand

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2017

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Abstract

This thesis explores primary school leadership in a contemporary learning context to examine the influence that leadership has on teaching and learning and the raising of student achievement. Four models of leadership will be examined – Appreciative, Authentic, Instructional, and Pedagogal Leadership. In addition, school culture, community engagement, and leadership dispositions are discussed in order to understand how particular models of leadership can effect positive change.

Case studies from the United Kingdom and Aotearoa New Zealand provide a context for discussion. Both case studies are situated in low socio-economic schools and involve schools that had been identified as under-performing. In both cases new school leaders were appointed. In a short period of time these schools under went significant positive change that resulted in a change of school culture, pedagogical growth for teachers, and raised student achievement.

Through the examination of the *deliberative acts of leadership,* key qualities and dispositions of these successful leaders are identified. Commonalities and similarities across the case studies also identify that of the four models of leadership, the school leaders in this thesis identified most closely with Pedagogical Leadership. Contiguous with Pedagogical Leadership, it was found that high relational trust and community engagement were necessary in bringing about the genuine, sustainable change that resulted in raised student achievement.

Sitting alongside the *deliberative acts of leadership* are the social and political drivers that effect school life both here in Aotearoa New Zealand and internationally. It is important to find a solution for not only improving educational outcomes for children but also for the pervasive inequities that exist within and beyond the school gate. One solution worth consideration is Sahlberg's work on how Finland is able to provide comprehensive, equitable 'holistic education'.

Finally, with the very recent change in government, the possible changes that might occur in education and what these changes will mean for leadership and education in Aotearoa New Zealand are explored in a tentative way.

Foreword

This thesis is the culmination of a 25 year educational journey that started in a low socio-economic early childhood centre as a volunteer where I worked my way to lead as director. My path deviated to become a classroom teacher in primary, followed by middle management and finally principalship. Most of these 25 years saw me teaching and leading in either low socio-economic areas (in Australia) and low decile in Aotearoa New Zealand, with a seven year detour as a teaching Deputy Principal in a Decile 10 school – quite the contrast!

Over these 25 years I have been fortunate to work with passionate and knowledgement educational leaders as well as lead teams of teachers and staff who have honed their craft, influencing and enhancing the lives of hundreds of children. For this dairy farmers' daughter, growing up in a small rural school, it has been a privilege.

Acknowledgements

My thanks to my two supervisors, Professor Howard Lee and Associate Professor John Clark, who had no idea if I would ever be able to bring together a myriad of thoughts, ideas, and passion for education - I think I did it, just!

My gratitude and thanks to 'Principal A' for your time and graciousness in allowing me to interview you. You are an inspiration to the children, teachers, families, whānau, and communities you lead. You truly are 'one man who made a difference'.

I thank my husband, Nigel and daughter Elyse who have always been my greatest champions. Nigel, the volunteer idea paid off and Elyse, so did the 'tapping on the keyboard'.

To all of the children I have taught, teachers I have worked alongside and led, and the families I have worked in partnership with – thank you. My greatest learning came from you

Chapter One: A Discussion of Four Models of Leadership

The purpose of this discussion is to examine four models of leadership: Appreciative, Authentic, Instructional, and Pedagogical Leadership. There appears to be a close alignment between Appreciative and Authentic Leadership and the same could be said for Instructional and Pedagogical Leadership. The former two models of leadership rely predominately on the personality of the leader and the types of relationships formed between school leaders, staff, students, and community. Both Appreciative and Authentic Leadership have roots embedded in sociology, philosophy, and psychology. The latter two models, at first glance, are outcomes-based and rely heavily on the leader to have a strong focus on teaching and learning.

There are numerous models of leadership, many similar to the four chosen for this thesis. However, the scope of this thesis does not allow extended commentary on all of these. After careful consideration, the leadership models included for discussion have been selected for their potential effectiveness and their direct impact upon classroom teaching practice, and their capacity to improve student achievement.

Appreciative Leadership

Appreciative Leadership (AL) is linked to Appreciative Inquiry (AI). AL is a democratic model of leadership whereby the hierarchical or top-down approach is rejected. This model of leadership argues that by having a continual focus on the positive dimensions in the workplace or educational setting, capacity is built from what is already operating well (Orr & Cleveland-Innes, 2015). Cooperrider and Whitney (2005) liken AI to a 'positive revolution' in that they believe this provides the antidote to an inherent culture of deficit-based thinking that traditionally has been employed to solve problems.

Appreciative Leadership claims that by always looking for problems one will remain in a cycle that results in a continuing spiral of directing thought processes to what is problematic or negative. This serves to maintain a position of static equilibrium that, in turn, stifles growth. AL relies on 'buy in' from all team members, regardless of their position or hierarchical status. Cooperrider and Whitney (2005) define this as being – "the co-evolutionary search for the best in people, their organisation, and the world around them. It

involves the systematic discovery of what gives a system 'life' when it is most effective and capable in economic, ecological and human terms" (p. 3).

Perhaps the most important aspect of AL is its focus on posing inquiring questions and the idea of presenting positive teaching and learning stories. It is suggested that sharing these positive stories brings about change and the building of teaching capacity. Within AL are five principles that embody this theory and are aligned with a constructivist framework. Bushe and Kassam (2005), Orr and Cleveland-Innes (2015), and Cooperrider and Whitney (2005) explain these principles as follows:

1. *The Constructivist Principle* acknowledges that all organisations are living, human constructions and that organisation and the people within it are ever-changing and evolving (Orr & Cleveland-Innes, 2015). At the heart of this principle is the acknowledgment that the questions being asked have the potential to change the trajectory of people's lives and are interpreted in many ways. Human choices and constructions of new knowledge are being forged because of these questions. Sitting at the epicentre of this are the relationships and the collaborative quest to construct an understanding for better living. Additionally, Cooperrider and Whitney (2005) argue that AL enhances our understanding of organisations, the people within them, and how they relate to one another.

2. *The Principle of Simultaneity* views inquiry as an intervention (Bushe & Kassam, 2005; Orr & Cleveland-Innes, 2015), one in which each question leads to another, allowing a new understanding to develop. While traditional action models (Bushe & Kassam, 2005) look directly at a problem or problems, this principle offers an alternative approach because it asks participants to identify specifically what their line of inquiry is. This, in turn, affects the future and guides further questioning, therefore creating a new equilibrium, rather than maintaining the status quo. Bushe and Kassam (2005) further support this approach by stating that "close attention to the exact wording and provocative potential of the questions will be asked right from the entry of the consultant into the system" (p. 166). In this case, 'the system' is the institute or business entity that is about to undergo change.

3. *The Poetic Principle* (Bushe & Kassam, 2005; Orr & Cleveland-Innes, 2015) reflects the metaphor that an organisation is like an emerging book with many co-authors who are continually changing the plot and, therefore, the interpretation. This principle places an emphasis on the topics and the words that are expressed. This dialogue is active by encouraging and inspiring people to be the best possible version of themselves. AL focuses on people being able to regenerate and to change their thinking, broaden their knowledge, and formulate further questions. This notion also sits well with democratic leadership because the contributions of everyone are acknowledged and considered.

4. *The Anticipatory Principle* (Bushe & Kassam, 2005; Orr & Cleveland-Innes, 2015) is based on the observation that all human beings are constantly looking to and anticipating the future. The appreciative leader encourages positive inquiry that can lead to multiple and potentially different future realities. It is collaborative in nature as Cooperrider and Whitney (2005) have observed – "To inquire in ways that serves to refashion anticipatory reality – especially the artful creation of positive imagery on a collective basis – may be the most prolific thing any inquiry can do" (p. 21; cited in Bushe & Kassam, 2005, p. 167).

5. *The Positive Principle* (Bushe & Kassam, 2005; Orr & Cleveland-Innes 2015) is both clear and profound, and is relational in nature. It involves the leader caring and developing shared meanings for all. It is this aspect of the model that is transformational because it relies heavily on the relationships and the personalities that have a vested interest in the organisation.Appreciative leaders operate from a strength-based perspective that nurtures and strives to bring out the best in others. Further to this, aspirational language such as hope, excitement, camaraderie, and joy underpins the positive principle (Bushe & Kassam, 2005).

As stated at the beginning of this review, AL and its guiding principles are linked to Appreciative Inquiry which, in turn, sits within Appreciative Leadership and offers the 'procedures' for AL. Both the afore-mentioned and the following principles were developed by Cooperrider and Srivastva (1987, cited in Bushe & Kassam, 2005). These are:

1. The inquiry begins with appreciation
2. The inquiry is applicable

3. The inquiry is provocative

4. The inquiry is collaborative

Consistent with the five principles of AL, these four principles do not focus on a deficit-based approach to change (Bushe & Kassam, 2005). Instead, these principles emphasise the importance of an aspirational ideology that encourages a system to operate at its optimum, with the noblest of intent. There is a process of checking to ensure that the line of inquiry is applicable and valid to the situation or issue. The third principle presupposes the creation of new knowledge and models that provoke stakeholders to action. Appreciative Inquiry's final approach calls for the collaboration of all stakeholders in order to be a part of the design and implementation of the inquiry (Bushe & Kassam, 2005).

Appreciative Inquiry follows a cycle of inquiry (Figure 1) that relies on participants sharing their 'stories' about their 'best experiences' (Cooperrider & Whitney, 1999; Ludeman, Cooperrider, & Barrett, 2000, cited in Bushe & Kassam, 2005). Generally, this would occur during the *discovery stage*. This stage is both affirming for the participants and focuses on their best experience within the workplace environment. It is this narrative that supports the following cycle of inquiry.
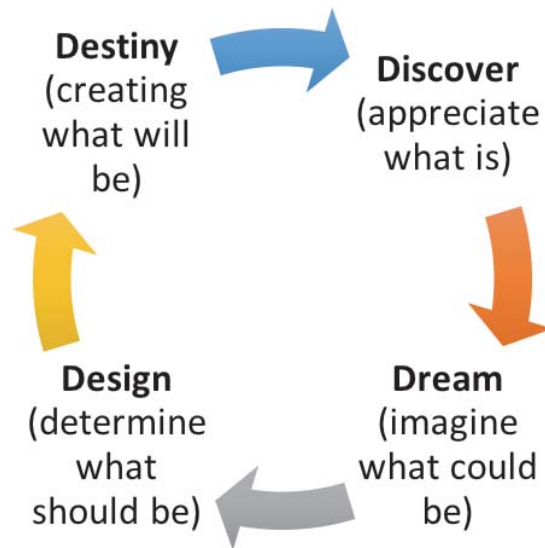
FIGURE 1. THE FOUR STAGES OF APPRECIATIVE INQUIRY

While it is not clear whether the implementation of AL or AI has a direct impact upon student achievement, what is clear is that both AL and AI are associated strongly with the ideology of *transformational change* (Bushe & Kassam, 2005). For its part, AI is seen as a key tool in challenging how a person *thinks* but not necessarily what a person *does*. However, it was further noted that whilst AI has an impact on the relationships within a system, "this is not in itself sufficient for transformation of large systems as a whole" (Bushe & Kassam, 2005, p. 177). Another concern associated with AI is that it is seen merely as a collection of positive stories rather than encouraging a continual cycle of inquiry that is intended to build upon the knowledge and learning of the users.

Daly and Chrispeels (2005) cited the 'Coleman Report' (Equality and Educational Opportunities - Coleman, et al., 1966) as an example of the failure of American schools to address improving educational achievement. The Coleman Report demonstrated that it was not schools and teachers that had the greatest impact on children's education but extrinsic factors such as socio-economic status, the home environment, and culture that were shown to be the strongest indicators of success or failure in schools. Following this report was the 'No Child Left Behind' (NCLB) policy, introduced by the Bush administration (2001-2009) in 2001 that sought to open the doors to different approaches to education. One of these was an alternative to deficit-based thinking. Positive Organisational Scholarship (POS) - an approach that is strength-based - employs many of the aspects of AL, including trust, self-efficacy, and positive organisational behaviours (Daly & Chrispeels, 2005).

Positive Organisational Scholarship, like AL, attributes its success to the relationships that are promoted and strengthened within the process of *reflexive inquiry* (Daly & Chrispeels, 2005). Value is placed on the "combination high emotional support, such as listening, understanding feelings, and respect, all foundations of trust" (Daly & Chrispeels, 2005, p. 13). However, Daly and Chrispeels (2005) also noted that whilst this is a high trust model that focuses on the strengths of teachers, therefore creating a positive environment, opportunities can be missed because problems, issues, or negative behaviours are not addressed.

Authentic Leadership

Authentic Leadership has its origins in psychology and philosophy. The authenticity of being self-aware allows for an Authentic Leadership that relies heavily on human beings having a strong self-concept and understanding of their own evolution. It is the sharing of one's self that is widely perceived as being the impetus for Authentic Leadership because the effective authentic leader is self-aware and self-reflective, displaying an openness and clarity about their moral and ethical self (Banks, McCauley, Gardner, & Guler, 2016).

The emergence of Authentic Leadership in a postmodern world traces its roots back to the early eighteenth and nineteenth century philosophers' Locke (1700) and Descartes (1830). Both philosophers insisted it was not enough for humans just to think rationally and to be self-responsible, but that humans needed "to put self-will before social responsibility" (Fusco, O'Riordan, & Palmer, 2016, p. 24). Following the *enlightenment,* people began to move away from the ideals of superstition and religion as an anchor for thinking and came to rely more upon rationalism and Science (Fusco, O'Riordan, & Palmer, 2015).

Herein lies a key difference between Authentic Leadership and other leadership models. Authentic Leadership purports that in order to be a leader and therefore to have followers, the leader must be willing to live and to lead in an authentic manner. This has less to do with the forming of relationships, as in Transformational Leadership, and more to do with being prepared to develop one's self and to share that self with others.

There is a level of complexity attached to Authentic Leadership that reflects the multifaceted relationships that human beings have with one another. As Authentic Leadership grows in popularity, so does the body of research showing its effectiveness as a leadership model. Fusco et al. (2016) argue that *self-concept* is a key component of developing Authentic Leadership. Sitting within this idea is the concept of both primary relationships or, in other words, our *significant others.* That is, the influential people that are significant in our early lives, predemominately family and later on teachers, are seen as the primary relationships. These primary relationships help us to learn to see ourselves from their perspective. Our behaviours, thoughts, and ideals are formed through these primary relationships.

It is interesting that the concept of '*significant other*' was first coined in 1934 by the philosopher George Herbert Mead (Cronk, 2016). In modern times, this concept is typically associated with the person we are closest to – wife, husband, life partner. Mead's intent for the 'significant others' was actually one step removed from this prominent position in our lives in that he alluded to the internal and external dialogue that one had with people in both our work and social environments. It is through the negotiation and influence of these relationships that the 'significant others' has an impact upon an individual's self-concept (Fusco et al., 2016).

At the heart of Authentic Leadership lies autonomy. Autonomy is closely aligned with self-reliance and supports self-evaluation. Coupled with the effects from both primary relationships and significant others, the basis for authenticity and self-appraisal is born (Fusco et al., 2016). Autonomy is considered to be an *existential approach* that, according to Duurzen (2012) uses "the ordering of thoughts, feelings, experiences and actions, enabling people to bring their behaviour and actions in line with their best intention, motivations, and purpose" (cited in Fusco et al., 2016, p. 64). These traits form the foundations for Authentic Leadership and what emerges is a self-awareness of values, belief systems, identity, motives, and goals (Gardener, Avolio & Walumbwa, 2007, cited in Fusco et al., 2016). Xiong, Lin, and Wang (2016) endorse the importance of autonomy when they describe Authentic Leadership as being an expression of one's true self in order to be your own person.

Authentic leaders embrace a personal philosophy of their life and the concept of being authentically human. Fusco et al. (2016) posit four dimensions to add structure to the concept of Authentic Leadership. These are *the Physical Dimension; the Self Dimension; the Social Dimension; and the Strategic Dimension (formerly Spiritual Dimension).* These four domains, outlined in the following pages, underpin a new model for 'Authentic Leadership Existential Coaching' (Fusco et al., 2016).

The *Physical Dimension* clearly defines itself as the act of connecting the physical self with the environment. It is described as an act of living and interacting with life through to its final state - death. Authenticity is realised through an active awareness of what is occurring around us. Leaders are those people who are determined to break free from traditions and to follow a path that is less well travelled (Fusco et al., 2016).

The *Self Dimension* focuses on self-reflection gained through an understanding of one's strengths and weaknesses and their own personal identity. Reflection is used to understand one's past and how this influences actions and thought processes in the present. This requires an ability to be able to identify key life lessons and how these lessons form the values that we, as human beings, need to interact with effectively. These values, in turn, explain a leader's principles and philosophy (Fusco et al., 2016).

The *Social Dimension* relates to the leader's relationships that are formed in organisational networks. The Social Dimension is regarded as a key component of Authentic Leadership and coaching and emphasises the importance of how the leader and the followers interacting on a collective and individual basis contribute to the success or failure of this leadership model. It is crucial that these relationships are viewed in an authentic, honest manner (Fusco et al., 2016).

The *Strategic Dimension* in this system brings together the other three dimension to create personal meaning and purpose by allowing strategies to be formed in and around the philosophies, values, and principles. Because it is essentially an *operational* dimension, it does, for some, create a potential tension whereby Authentic Leadership purports to achieve personal meaning at the same time autonomy seeks to co-ordinate and direct an organisation as a whole entity (Fusco et al., 2016).

Ethical considerations are included in the philosophy of Authentic Leadership (Xiong, Lin, & Wang, 2016), along with an emphasis on values, beliefs, emotions, and attitudes. It is believed that in the context of leadership, relationships are not only strengthened due to the high levels of trust but also provide a safe environment for all stakeholders. It is this cultural tone that helps to reduce uncertainty and risk, allowing an organisation to be transparent in its functions (Xiong, Lin, & Wang, 2016). In addition, this promotes a professional environment that is positive and one that "practices what it preaches" (Xiong, Lin, & Wang, 2016). Authentic Leadership is claimed to encourage elevated levels of performance from its followers who report much greater levels of job satisfaction. Followers job safisfaction is attributed to leaders who engage in authentic behaviours, such as one of the key components, self-awareness. Alongside this, followers of Authentic Leadership are said to receive higher levels of assistance and guidance from their leaders and to enjoy greater job satisfaction (Banks, et al., 2016).

Authentic Leadership, like the majority of leadership models, requires leaders to confront and address "the unique human absurdities and anxieties that we are usually more prone to distance or distract ourselves from" (Fusco et al., 2015, p. 68). In Authentic Leadership, this amounts to not only confronting the human and individual aspects of our being but also accepting responsibility for these humanistic traits.It is through this journey of self-discovery that our personal self and our self as a leader become more clearly defined (Fusco et al., 2016).

Instructional Leadership

Instructional Leadership has been identified in the research literature as a leadership style that focuses on the ability to nurture collaborative relationships amongst teaching professionals. An increasing number of studies have been conducted into the effectiveness of Instructional Leadership with many concluding this model of leadership encourages the leader to not only lead learning but also be a learner themselves. Additionally, Instructional Leadership sees leaders occupying multiple roles.

At the core of Instructional Leadership is an emphasis on curriculum, students, teaching and learning, and assessment. Oznacar and Osma (2016) claim that principals who model themselves as instructional leaders place a greater importance on the core business of improving achievement for their students than on the day-to-day administrative operations of a school. Park and Ham (2014) state that "principal instructional leadership has been considered one of the most salient determinates in improving school performance and capacity" (p. 452). Halverson, Grigg, Prichett, and Thomas (2005) endorse this view, maintaining that Instructional Leadership is *data driven* and therefore challenges traditional thinking around leadership in schools. They believe that this creates a high level of accountability for all stakeholders in the school owing to a stronger focus on targetted professional development that is more likely to raise student achievement. The Instructional Leadership model involves the leader also being seen as a learner, placing greater responsibility on the principal to be accountable to the students, teachers, and the school community.

Expanding on the importance of data is a Data-Driven Instructional Systems (DDIS) model developed by Halverson, et al. (2005). Within this model is a structure driven by six key

components: *Data Acquisition, Data Reflection, Programme Alignment, Programme Design, Formative Feedback,* and *Test Preparation*. Underpinning DDIS is a culture of collaboration where leaders and teachers come together to analyse data and to devise pathways to raise student achievement. This process is effective in building teacher's knowledge, and therefore, developing teacher capacity.

1. *Data Acquisition* provides the foundations for 'finding out' because data is central to directing teaching and learning. Whilst the primary data provided comes from standardised tests and student's achievement scores, it also includes other relevant data that influences the individual student. These include demographics, community consultation, budgetary information, teacher appraisal, technological capacity, and knowledge of the school curriculum. This allows for a holistic approach to the students and respects the knowledge, skills, and experiences that students and teachers bring to the classroom.

2. *Data Reflection* is the next step in understanding the student as a learner. This is a collaborative process that brings together teaching teams to reflect on 'what is' and 'what can be'. The shared process of leaders and practitioners identifying problems and formulating goals ensures that teachers are not teaching in isolation. Instead, collaborative teaching practice is actively promoted to build capacity for all teachers, and is said to result in improved educational outcomes.

3. *Programme Alignment* ensures a 'common language' across the school with instructional programmes that align to the performance standards as well as the curriculum direction of the school. Critically, it encourages peer evaluation and student/teacher evaluation. This develops a culture that removes the ideology of teaching in a 'single cell' environment and helps to align school programmes beyond the classroom to include professional development and guidance and support that are designed to compliment classroom practice and authentic relationships with peers, students, and outside agencies.

4. *Programme Design* involves the school's response to how the curriculum and pedagogy are developed within a framework that best serves students and teachers. This design relies on the evidence gathered in the first three components. These components help to scaffold the development of programmes and strategies at a classroom level. Programme

Design includes how classrooms, students, and groups of students are structured. This component also involves input from outside agencies (if needed) to ensure that there is a strong alignment between what is occurring in the classroom and the (potential) additional support provided. Consideration also is given to the budgetary requirements for resourcing teaching and learning. Leaders who are strategic and knowledgeable about the types of effective programmes required to improve student achievement are able to structure budgets that centre around resources that can then be delivered to the appropriate areas.

5. *Formative Feedback* yields learner-focus evaluation cycles that evolve over time. This component allows the student to have deliberate ownership of their learning with authentic dialogue between teacher and student, and between student and student. A learning culture is created where there is a focus on improvement. There is an additional evaluative layer where programmes are scrutinised and teachers are appraised for their effectiveness.

6. *Test Preparation* is the process of preparing students for tests and assessment. The emphasis is on the skills required to perform well rather than 'teaching to the test'. There is a holistic intent with the sharing of skills and teaching students about positive dispositions, the importance of healthy eating, and caring for yourself. This can be referred to as a state of 'mindfulness'[1].

The DDIS model was implemented in a number of schools in the United States of America over an extended period of time. Halverson et. al's (2005) evaluation of this programme revealed good levels of success, particularly around teachers collaborating to create dialogue specifically around the data collected and the subsequent analysis of this data. They observed that "Moving back and forth between classroom and school level uses of the data seemed to both rely upon and create the conditions for vibrant professional communities in each school" (Halverson et al., 2005, p. 40). However, the research project also discovered that further professional development was required for quality data analysis

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[1] Mindfulness is a term used in health and education. It is a 'tool' to help people to be open to engaging in learning and to understand how their thoughts and ideas impact on the health and quality of their life. Mindfulness shares a close association with social and emotional wellbeing. Mental Health Foundation (2012) link 'mindfulness' with improving educational outcomes. New Zealand Curriculum (Ministry of Education, 2007) support the notion of mindfulness through the Key Competencies.

for subjects such as mathematics. Halverson et al. (2005) concluded that whilst DDIS demonstrated there were areas that required further development, the intent of DDIS and Instructional Leadership was to facilitate improvement for students and teachers, with each component connecting to create a holistic picture for schoolwide improvement (Halverson et al., 2005).

The Instructional Leader's attention is focused at the classroom level - the epicentre of learning. Instructional Leaders are charged with the task of leading a school whose culture is deeply committed to improving student achievement. This model of leadership brings together a teaching team that can discuss the impact of their own practice upon students in a meaningful way and help to implement systems that align the culture of internal accountability with the demands of external accountability (Sahin, 2011). By promoting and leading a positive learning culture, a clear message is sent to teachers and students that all have a vested interest in supporting positive learning to achieve success for all students (Park & Ham, 2014; Sahin, 2011).

Additionally, there is a strong element of collaboration and collegiality amongst leaders and the teachers with expertise within the teaching team identified and utilised to develop collegial practice. Because expertise is found at different levels, it does not have to come 'from the top'. Accordingly, Instructional Leaders can identify strengths and expertise in their team to ensure that knowledge and skills are shared in an efficient and effective fashion (Sahin, 2011). When this occurs teachers' perception of Instructional Leaders are positive, especially in the areas of professional development, monitoring, and feedback on student achievement, with teachers reporting a high level of trust between leaders and teachers (Park & Ham, 2014). Taking these factors into consideration, Sahin (2011) concluded that "Instructional Leadership has a statistically significant influence of all factors of school culture. As a factor of school culture, school leadership was most significantly influenced by Instructional Leadership" (p. 1923).

It is clear from the research on Instructional Leadership that it relies heavily on systems and, in fact, is pragmatic in its delivery. Although a number of 'systems' or 'approaches' to Instructional Leadership have been developed, this discussion has highlighted both the benefits and areas for further development of DDIS. A similar system has been developed by *Reading First* (U.S. Department of Education, 2005).

The overall rationale for Reading First is best described as – "Effective principals are adept at prioritising, informed about aligning issues, knowledgeable about assessments, and supportive of participants' collaborative efforts to learn and improve. They are the leaders who will open the door to school improvement and increased student achievement" (U.S. Department of Education, 2005, p. 4).

Reading First involves five key elements that Instructional Leaders should aspire to:

1. *Prioritisation:* Teaching and learning are viewed consistently as the foremost priority for school leaders. Although it is acknowledged that the operations and administration of a school should not be neglected, vision and strategic planning that places teaching and learning at the centre are seen as critical to the success of this model.

2. *Scientifically Based Reading Research (SBRR):* Leaders are required to have current pedagogical knowledge that provides them with a clear mandate to implement, monitor, and evaluate teaching programmes. Leaders who participate alongside their teaching team in professional development also 'lead by example', thereby ensuring that their understanding of what is occurring at the classroom level is part of the school's vision and contributes to raising student achievement.

3. *Focus on Alignment of Curriculum, Instruction, Assessment, and Standards:* Student achievement sits at the centre of what schools are required to achieve. This necessitates an environment that has a clear and pragmatic approach to the alignment of curriculum, in terms of the intent, instruction, delivery, assessment, and the results of instruction and standards by which achievement is measured. There needs to be a close connection between each of these for the process to be effective.

4. *Data Analysis:* Instructional leaders lead their team to become effective analysers of the data that is obtained from a variety of sources. This allows informed decisions to be made about teaching practice and the implementation of effective programmes. Establishing practices that focus on how and why the data is informing both the teachers and the students allows for further improvements in student achievement.

5. *The culture of Continuous Learning for Adults:* The learning journey for all human beings is an evolving, continuous pathway. Instructional leaders recognise this and continue to foster learning, thereby building teaching capacity and improving student results. Instructional Leaders work to build a culture of collegiality that ensures that professional dialogue is directly related to student achievement.

Instructional Leadership can be seen as the true starting point for improvement of student achievement. It is both targetted and relevant to the school culture and community, and distinguishes itself from other models of leadership because the focus is on processes rather than relationships (Oznacar & Osma, 2016). However, because relationships are an integral part of the philosophy, the ideals of collegiality and collaboration are embedded in the blueprint. It is this focus on a specific type of relationship that sets it apart from other models because they revolve around educational achievement for students, ensuring professional dialogue that enriches teacher practice (Park & Ham, 2014). In their research study, Oznacar and Osma (2016) asked teachers to identify specific behaviours in their instructional leaders. The most common traits and behaviours mentioned by teachers were regular school discussions that focused on teaching and learning and student achievement, sharing of school objectives, the educational processes of assessment, and support for teacher improvement (professional development). In addition, the teachers reported that effective instructional leaders were those who ensured that the necessary discipline and management systems were in place to allow quality teaching and learning to occur.

Research into the efficacy of Instructional Leadership has demonstrated that it provides an effective model for optimising student achievement because it helps to create a learning environment that is both collaborative and collegial. However, although relationships play an important part in Instructional Leadership, they are not the main focus. Placing priority firmly on student achievement gives the leaders and teachers permission to compile data that assists in teaching and learning and allows them to engage in dialogue that is objective and unbiased. Having the ability to implement a specific framework - for example, DDIS - further supports the role of Instructional Leadership in schools. Park and Ham (2014) argue that the Instructional Leader inspires, collaborates, and influences the school culture in a manner that not only has a positive impact upon teaching practice but also translates to improved student achievement.

Pedagogical Leadership

Numerous research studies have explored the complexities of Pedagogical Leadership. These studies demonstrate that not all Pedagogical Leadership is 'entirely equal'. Whilst there are common themes and general agreement on the philosophy of this leadership model, there is also debate about certain aspects of Pedagogical Leadership and how they are defined (Male & Palaiologou, 2016). This section will explore the differing ideologies around Pedagogical Leadership with the view to identifying the dominant features of this model.

Teaching and learning are the central principles of Pedagogical Leadership with principals and school leaders heavily involved at a classroom level in the pursuit of improved student achievement. Principals are now much more accountable in the 21st century for the results of students' tests and assessments. Research carried out by Day and Leithwood (2007) and Robinson (2007) (cited in Arlestig & Tornsen, 2014) claims that the two most important factors in raising student achievement are the teachers and principals. Furthermore, an active and visible principal who leads by example has been shown to have a direct impact upon the interactions between the teacher and students (Arlestig & Tornsen, 2014). The quality of these relationships hint at the deepening layers that Pedagogical Leadership has beneath the initial façade of a highly visible emphasis on leading teaching and learning.

Pedagogical leaders set high expectations for themselves, their teachers, their students, and are consistent and clear with all school stakeholders. Like its bedfellow Instructional Leadership, collaboration forms an important part of the philosophy. Arlestig and Tornsen (2014) offer three perspectives to explain their model of Pedagogical Leadership. The first and most obvious aspect concerns teaching capacity and the teaching and learning that occurs on a daily basis in the classroom. The second perspective involves high expectations, collaboration, and the ability of leaders to communicate learning for and to students in an effective manner. The final perspective relates to the enhancement of learning for all students. These three perspectives have been referred to as "goal-steering, process-steering, and result-steering" (Arlestig & Tornsen, 2014, p. 858).

Lending support to the three perspectives, Arlestig and Tornsen (2014) suggest further that another three prerequisites are essential to the working school structure, culture, and the

values of the school. These are *objectives and visions*, *setting high expectations* and the *organisation of the school*. Pedagogical Leadership requires clear foundations to be laid from the outset that begin with expectations for teachers, students, and families.

Research conducted by Male and Palaiologou (2015) in English primary and secondary schools focused specifically on the Pedagogical Leadership of head teachers (principals). All of the schools they studied had at one time been failing schools in predominately low socio-economic areas but had successfully been 'turned around' in a relatively short period of time due to strong Pedagogical Leadership.

Male and Palaiologou (2015) defined pedagogy "as a set of practices that shape educational organisations around teaching and learning in order to match externally applied standards and expectations of student achievement" (p. 215). Delving deeper into the Pedagogical Leadership psychology of two of the head teachers in their research study, Male and Palaiologou (2015) selected two successful and nationally recognised head teachers as their participants – one primary and the other secondary. As already mentioned, these two schools faced many challenges including low academic achievement, poor student and teacher engagement, and apathy from families and the community. In addition, a frequently unsafe environment (due to the poor behaviour of students) was clearly identified by staff, parents, and the United Kingdom's external agency, 'The Office for Standards in Education' (Ofsted) as being of concern. In both case studies, the first challenge to be addressed was the behaviour of students and the poor quality of the relationships between teachers and students. Whilst both head teachers readily identified with and valued the importance of Pedagogical Leadership, teaching and learning were not the first area of concern to be addressed. In the initial stages of their leadership both adopted planned and structured intervention strategies that subsequently provided the foundations for the success that followed (Male & Palaiologou, 2016). Robinson, Hohepa, and Lloyd (2009) also validated the need for an orderly educational environment, where both academic and social goals were able to be pursued and achieved in their report into Best Evidence Synthesis (BES).

Success for both these schools came in the form of accelerated student achievement, positive teacher/student relationships, and a positive, and safe school environment. This success can be attributed to the Pedagogical Leadership of both schools. However, both

school leaders went 'beyond the school gate' to ensure success for their students and teachers by actively seeking support from the parents and the wider community. Both head teachers were seen as involved, present, and active in students' lives and in the community. Once achieved, along with setting high expectations for teachers' classroom practice, students then were able to engage in learning that was not only enthusiastic but sustained over time (Male & Palaiologou, 2016).

There is a growing body of evidence that links Pedagogical Leadership with parents and community. It is increasingly seen as an important aspect of this model of leadership because it acknowledges students who come into schools with a variety of life experiences and from different cultures and demographics. Pedagogical leaders, whilst recognising an individual's challenges, do not lower expectations for the child or the teacher - for example, they do not 'pander to the lowest common denominator'. Instead, support is offered for the students to achieve the very best outcome. Male and Palaiologou (2016) identify and describe six subcategories of activity that contribute to sustained and prolonged growth:

1. *Establishing a success culture*
The *establishment of a success culture* is one that deliberately celebrates the success of students not only formally and informally but also in academic and social contexts. There also is recognition of the special skills or talents students posess, with the understanding that every child has something special to offer. To facilitate this broad curriculum students first need to feel "engaged in practical, first-hand experimental investigative activities" (Male & Palaiologou, 2016, p. 9).

2. *Managing external expectations and demands*
The *management of external expectations and demands* are met through firstly recognising the prominent stakeholders – students, the community, and the government agency. Male and Palaiologou (2016) maintain that in order to be successful two of these three stakeholders must be active participants in the school's vision and values. In the case of the two schools that made significant turnarounds, their focus was on the students' and communities needs, rather than the expectations of the government. Whilst not dismissing the requirements to meet national assessment targets, these were deemed to be of lesser importance than meeting the learning and social needs of the students and community. This

resulted in student's self-efficacy, success in classrooms, positive social achievement, and raised achievement in national testing (Male & Palaiologou, 2016).

3. *Selection and induction of staff*

Introducing a new model of leadership comes with an inherited staff that has a variety of experiences, skill sets, knowledge, and motivations. Pedagogical leaders regard this as an opportunity to establish an environment that recognises existing experience, skills, and talents and they seek to harness this with high expectations. When recruiting new staff, clear criteria and an induction programme are established to ensure the environment is sustainable and continues to grow in capability.

4. *Establishing and maintaining a robust supportive environment*

Both this and the following subcategory focus on the importance of developing positive internal relationships in schools to allow them to continue on a progressive path in teaching and learning. Described by Male and Palaiologou (2016) as being a "very robust supportive culture" (p. 11), a supportive environment is one that includes all students, teachers, support and administrative staff and is a place where there are numerous opportunities to flourish in a motivating and supportive environment.

5. *Effective internal relationships*

Interestingly, effective internal relationships are realised when there is "an obvious mutual high regard between staff, staff and students, and with all school members and the local community" (Male & Palaiologou, 2016, p. 11). Pedagogical Leadership at first glance does not have an obvious lens over the relationships that are formed in a school community. However, this case study demonstrates the influence that effective relationships with the community have on student achievement through the exercise of deliberately building strong relationships with all stakeholders, as well as the deliberate acts of Pedagogical Leadership.

6. *Head teacher leadership behaviour*

Pedagogical Leadership can be seen as directive, deterministic, even authoritarian when teachers set about establishing effective teaching and learning environments. It also is seen as democratic in that it actively recognises and pursues the knowledge, skills, and experiences of others. Pedagogical leaders are leaders who take responsibility for the

success and failure of students and teachers, and are charged with developing and promoting the vision and values of the school to the wider community. Such leadership is aptly summarised by one of the head teachers from the case study who recommended that leaders:

> Start with your values. Human beings like to identify, they're tribal, they like to identify with their school and they like to identify with the people. Staff who have those values can make tough decisions, can keep the ship on a steady course and can have a meaningful dialogue about teaching. I think that's where you get excellence.
>
> (Male & Palaiologou, 2016, p. 12)

Pedagogical Leadership can also be viewed through a human capital lens (Leo, 2015) where social and academic capacity is developed for students along with the intellectual and professional capital for teachers. Social capital is characterised by fostering a caring community that supports learning. It also acknowledges that a learning community where social capital is weak, is highly likely to result in students who are disenfranchised and therefore less likely to be motivated to achieve both socially and academically. Academic capital supports students' progress when teaching and learning are positioned at the forefront of all school decisions. This then informs the subsequent decisions regarding organisation, staffing, and resourcing. Intellectual capital is fostered by pedagogical leaders who ensure that inquirying communities collaborate to optimise learning opportunities for students (Leo, 2015).

Leo (2015) has identified that situated within Pedagogical Leadership are both Transformational and Instructional Leadership. It is therefore reasonable to conclude that Pedagogical Leadership requires elements of both Transformational and Instructional Leadership in order to be operational.

Transformational Leadership seeks to create and foster a school environment that prioritises intellectual motivation and individual support. Transformational Leadership also supports a democratic structure where all stakeholders are considered and included in the decision-making process. Burns (cited in Robinson, et al., 2009) suggests that Transformational Leadership is essentially a leader-follower model whereas Robinson et al. (2009) regard this model of leadership as being able to inspire all stakeholders towards a collective vision.

Instructional Leadership, discussed earlier in this review, has similarities to Transformational Leadership. However, Instructional Leadership maintains a tighter focus on what is occurring in the classroom. For example, classroom timetables are protected in order for teachers to be able to focus teaching and learning on core subject areas and also to ensure a favourable classroom climate (Robinson, et al., 2009).

Arguably, the dominant authority on Pedagogical Leadership is the Best Evidence Synthesis (BES) by Robinson et al. (2009) who based their findings on research case studies in Aotearoa New Zealand schools. Data and statistics were gathered and analysed to arrive at a definitive elucidation on Pedagogical Leadership. Robinson et al. (2009) acknowledge that there are variations of this model and because of the nature of this leadership model, it has been scrutinised more heavily than other leadership models. The common core of this model, Robinson et al. (2009) claim, "is close involvement by leadership in establishing an academic mission, monitoring and providing feedback on teaching and learning, and promoting professional development" (p. 88).

In contrast to other research into this leadership model, the BES provides statistical evidence concerning the effectiveness of different leadership styles, specifically with regard to student achievement. Robinson et al. (2009) describe the effect of Pedagogical Leadership as 'indirect'. However, Figure 2 demonstrates that although Pedagogical Leadership is considered to be 'indirect' it does have significantly more impact upon teaching and learning, and therefore raised student achievement more than other models. This is because the Pedagogical Leader's influence is directly upon teachers, who in turn have direct influence with students. Pedagogical Leadership ensures classrooms are conducive to learning where instructional times are safeguarded, students are orderly, engaged and teachers have raised expectations for them.
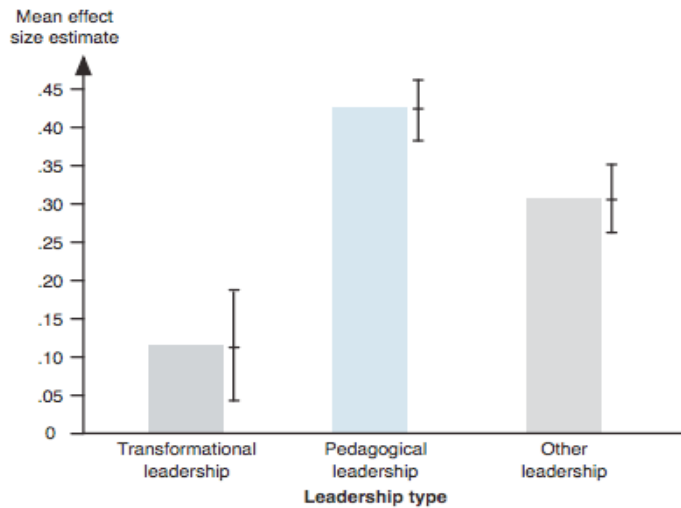
FIGURE 2. COMPARATIVE EFFECTS OF PEDAGOGICAL AND
TRANSFORMATIONAL LEADERSHIP ON STUDENT OUTCOMES
(ROBINSON ET AL., 2009, P. 90)

Akin to other instances of Pedagogical Leadership, Robinson et al. (2009) and BES provide a framework for school principals to guide leadership. These are framed within five dimensions, developed from various survey items and studies, with each dimension of leadership relating either directly or indirectly to student achievement. These dimensions are:

1. *Establishing goals and expectations* includes setting learning goals for students and high standards and expectations for learning. This also requires teachers to be active participant in this process.

2. *Resourcing strategically* ensures that the school's resources are aligned to its teaching goals, in particular goals around priorities for students. This dimension also recognises the need for expertise in staff recruitment.

3. *Planning, coordinating and evaluating teaching and the curriculum* is perhaps the dimension that best encapsulates Pedagogical Leadership. There is direct involvement and support through appraisal and the evaluation of teaching through regular classroom visits, and formative and summative feedback for teachers. There also is direct oversight of the school curriculum to ensure alignment with school goals.

4. *Promoting and participating in teacher learning and development* has the greatest effect on student achievement, as is demonstrated in Figure 3. Principals from high performing schools who actively participate and involve themselves in professional development and staff meetings are viewed by staff as a greater source of instructional advice than their counterparts in lower performing schools. These principals are seen by their staff as a source of expertise and knowledge. In contrast, these principals are not identified as close personal friends as conversations were more likely to be about school performance.

5. *Ensuring an orderly and supportive environment* is an ongoing theme through all versions of Pedagogical Leadership that emphasises the importance of an orderly and supportive educational environment. Protecting teacher time, and reducing both the internal and external pressures on teachers – for example, ensuring that regular class programmes are not interrupted by unnecessary additional programmes or and that managerial matters are handled by the appropriate staff - is the goal for this dimension.
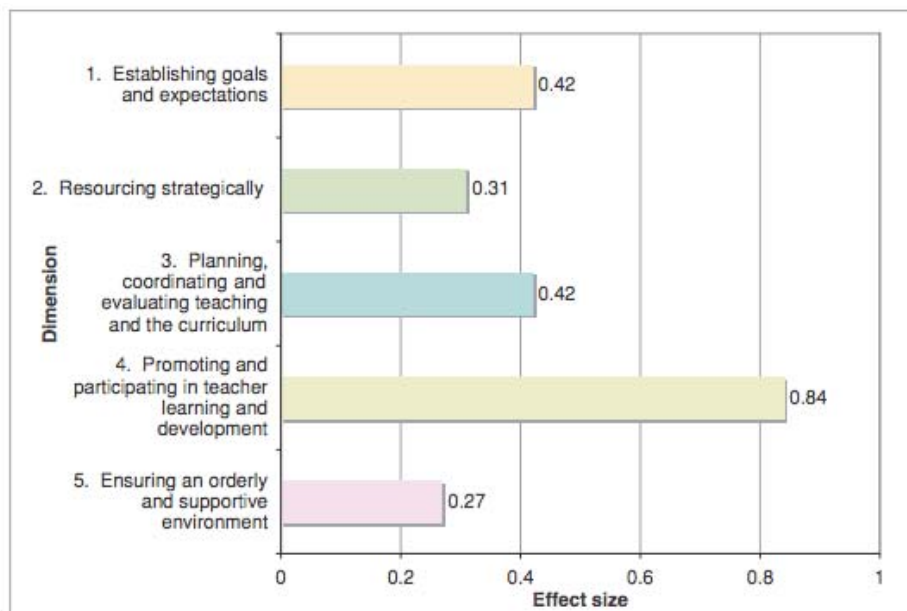
FIGURE 3. RELATIVE IMPACT OF FIVE LEADERSHIP DIMENSIONS ON STUDENT ACHIEVEMENT
(ROBINSON ET AL., 2009, P. 39)

As has already been stated, Figure 3 clearly demonstrates, Dimension Four - *Promoting and participating in teacher learning and development* - has the greatest impact on student achievement (0.84 effect size). This is also the dimension most closely aligned with the classroom, students, and teachers.

A detailed analysis of the BES is not possible within the scope of this thesis; instead, an overview of the likely outcomes for student achievement will be presented and discussed further in later chapters. What emerges from this brief discussion is that Pedagogical Leadership is most effective when it involves direct, *deliberative acts of leadership* on classroom practice and student achievement. An additional, perhaps more, surprising aspect that has emerged is the impact of community involvement within the pedagogical model. This will be explored in greater depth in Chapter Two.

Chapter Two: School Culture – The Building of Relationships and Trust

"They love school and they love the people around them. You can see the shine in their eyes. In a lot of schools there is no joy, but here there is joy. Staff and kids love coming to school." (Interview with PA, 13 March 2017)

Chapter Two seeks to explore the connections between leadership and community, and their potential for improved student outcomes and achievement. Further to this, an exploration into how leadership can address the disparities that exist between low and high decile schools. Chapter Two also introduces Principal A (PA), an Aotearoa New Zealand principal who has been able to bridge many of these disparities through his leadership and connections to the school community.

Defining school culture can be a complex task because of the many and varied definitions. One way of establishing the nature of school culture is through *an inclusive model* of education where students who have differing needs from the majority of other students are catered for in an equitable manner (Carrington, 1999). The Ministry of Education (2008; 2012) have a similar view by defining *Culture* as "What we value around here" (2012, p. 14). Schools in Aotearoa New Zealand develop their own guiding beliefs and school values. These beliefs and values have close links their community and demonstrate the importance of family, whānau, and community. Building a positive and inclusive school community demonstrates that leaders not value diversity but also how diversity contributes to teaching and learning (Ministry of Education, 2008; 2012).

The Layers of Cultural Influence

Inclusive education is one way to ensure that all students have equitable access to the school curriculum. While this writer in no way denies the importance of all Aotearoa New Zealand children experiencing an inclusive education, the process of defining school culture is more problematic. Whilst the Ministry of Education (2008; 2012) defines 'culture' as what we value, there are several other definitions that can be offered. Another way of viewing culture is by creating of a place where one feels a sense of attachment or belonging. In Aotearoa New Zealand, we define ourselves in three ways – bi-cultural (with our strong

links to our dual Māori and British heritages), multi-culturalism, and the Treaty of Waitangi. Recognising our multi-cultural status is a more recent concept for Aotearoa New Zealand that affirms the place of new residents and citizens from other countries, both socially and educationally.

School culture can be defined in a similar manner. Schools develop 'values' that serve to guide behaviour and learning dispositions. Because schools also are influenced by their families and whānau, the children who attend are affected by the culture of the school. A pertinent question to ask is, 'what is the culture of teaching and learning within each school?' Such a question is important given that teaching and learning itself are essentially a culture that sits within a culture (see Figure 4).
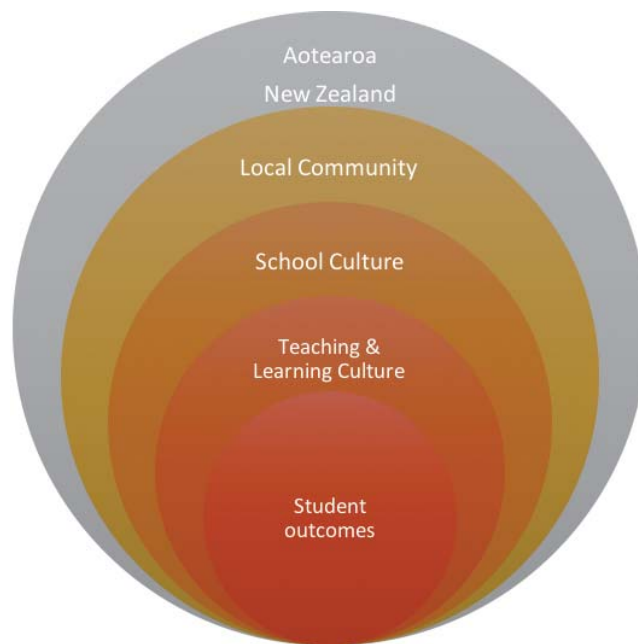
FIGURE 4: THE LAYERS OF CULTURAL INFLUENCE

Creating an authentic, effective teaching and learning culture is the first step in school leadership. It sets the scene for all stakeholders – students, teachers, staff, parents, and whānau. A teaching and learning culture that is centred positively on student achievement encourages conversations that are collegial and collaborative. Such a teaching and learning culture can speak with one voice, for the benefit of all and is sensitive and responsive to the cultural identity of the students, family, and whānau (Bishop, Berryman, Powell, & Teddy, 2007).

The layers of cultural influences (Figure 4) have the potential to positively impact upon educational achievement outcomes. The Treaty of Waitangi "provides the rationale for building a school culture that acknowledges kaupapa Māori, and promotes Te reo Māori and tikanga Māori" (Ministry of Education, 2008, p. 18). Research carried out by the Ministry of Education (2008) in Aotearoa New Zealand indicates that student achievement is positively affected when there are effective links between culture, community, families, whānau, and the values of the school.

In order to achieve improved educational outcomes there needs to be *Deliberative Acts of Leadership* that relate directly to teaching and learning and school culture which, in turn, leads to raised levels of student achievement (Snook & O'Neill, 2010). As stated earlier, sitting within the Pedagogical Leadership model is the importance of investing in the school's community. Pedagogical leaders actively pursue the building of relationships not only with the families and whānau of students but also with the wider community. The English case studies referred to previously have acknowledged that the pedagogical leaders (head teachers) went beyond the classroom, initially, to 'bridge the gap' that existed between the student, the home, and the school. This saw leadership continuing outside the classroom and beyond the school gate.

Community Engagement

Mutch and Collins (2012) provide further evidence of the importance of community engagement in schools, in a Aotearoa New Zealand context, with their research project on 'partners in learning'. They claim that although effective partnerships between home and school result in improved achievement for students, engagement with parents and whānau is not always easy to accomplish. Schools are complex environments. Principals and leaders are communicating on a daily basis with parents and whānau who come from a broad demographic and often represent very different socio-economic, cultural, and religious contexts. Mutch and Collins (2012) found that the impact of parents' experiences at school and their social circumstances also affected the relationships (or lack of relationships) being formed at and beyond the school gate. Their observation that "Not only does it (home/school relationships) influence student performance and well-being, it enhances family and community cohesiveness and identity" (Mutch & Collins, 2012, p. 175). This

further re-enforces the importance that community engagement and partnerships have in contributing to improvements in student achievement.

While it is clear that community is essential to the success of all students, what is not immediately obvious is how to ensure this success. The Education Review Office (ERO) evaluations (Mutch & Collins, 2012) note that not all schools have positive relationships with *all* parents, whānau, and community. Furthermore, these groups indicate that they often are not well informed about students' learning or how to help support their children's learning. Here in lies the challenge for many Aotearoa New Zealand school principals.

ERO has undertaken to encourage the closer association between home and school and have published a number of reports that support more successful partnerships in children's learning (Mutch & Collins, 2012). However, is a series of reports sufficient to ensure that authentic relationships are being built in schools and with the school's community? The evidence suggests that reports alone are inadequate (and they need to be implemented!). Instead, it is becoming increasingly clear that it is the combination of leadership and community involvement which has the greatest impact on student achievement (Figure 5). On a continuum, the outside influence on leadership can be seen as the student (child), parent(s), and the community. However, instead of the continuum operating in a traditional, linear mode, it shows the school leader reaching out in both directions in order to influence both parents and the school community, and teachers' classroom practices.
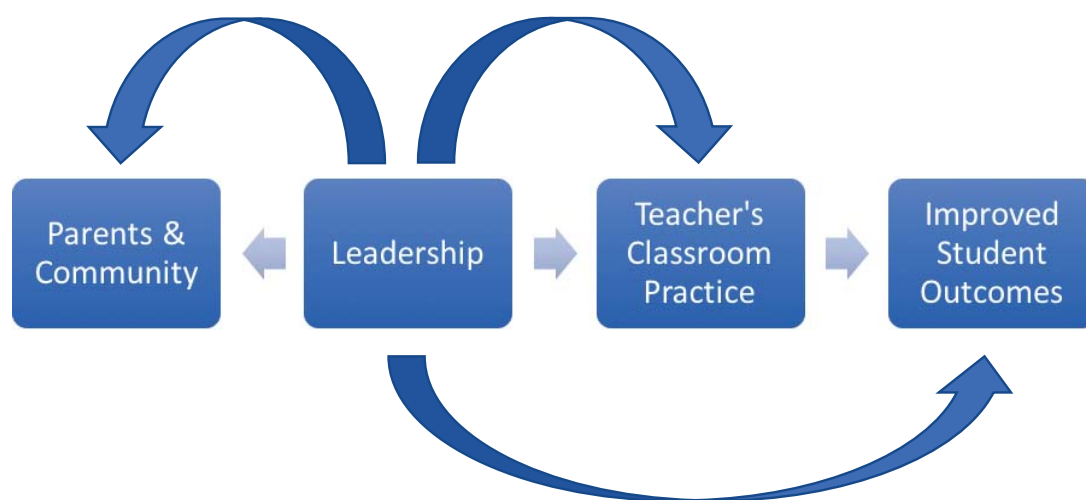

FIGURE 5: LEADERSHIP INFLUENCES ON THE SCHOOL COMMUNITY

This claim is supported by the ERO (2008, cited in Mutch & Collins, 2012) who acknowledged that "Leadership is crucial in creating meaningful and respectful partnerships. Engagement between schools and their communities works well when there is a vision and commitment from school leaders to working in partnership with all parents" (p. 178). School principals and leaders who were able to implement a school's vision were seen as the most effective in implementing change and improvement in terms of student achievement. The ERO (2008, cited in Mutch & Collins, 2012) further reported that at the very heart of this was an authentic community consultation, one that engaged in culturally appropriate ways and regarded the school as collaborative and responsive to cultural and socio-economic diversity.

Leaders who are highly motivated and passionate about engaging in this process are more likely to succeed in the eyes of their community, teachers, and students. It is through this active engagement that leaders can understand and realise the aspirations that parents and whānau have for their child or children and for their school.

The leadership qualities identified by Mutch and Collins (2012) can be seen as specific attributes of Pedagogical Leadership, given their strong emphasis on engaging with the school community. These qualities include being an effective communicator and celebrating the success of all students, which has been referred to in the case study research undertaken by Male and Palaiologou (2016) into Pedagogical Leadership. Male and Palaiologou (2016) further claim that when effective community engagement occurs the students became more focused and learning time was optimised in the classroom. Another outcome was that teachers commented that not only did they feel more supported and appreciated in their roles but also their level of engagement with parents and whānau was strengthened (Mutch & Collins, 2012).

The reciprocity that exists in this partnership cannot exist without the leadership of the principal. Although classroom teachers can have a positive impact on the parents and whānau of the students they are directly responsible for, it is not possible for this to permeate effectively beyond the structure of a single classroom. This is because a classroom teacher's influence on school culture rarely has an impact on fellow teachers or students in other classrooms. Therefore, it is the *deliberate acts of leadership* that can influence beyond the classroom walls and the school gate to ensure that "effective partnerships between parents, families, and schools can result in better achievement for students" (Mutch &

Collins, 2012, p. 168). Mutch and Collins (2012) conclude that "The better the engagement between parents, families, and schools, the greater the positive impact on student learning" (p. 168). It is the responsibility of the school leader to ensure that families and whānau are engaged in student learning.

Our Culture, Our Curriculum

Adding to the concept of the 'school culture' (Figure 4) is the importance of the school's context. Aotearoa New Zealand's education differs from many westernised countries where the focus is on standardised testing that, in turn, influences the classroom practice, and teaching and learning. Whilst the inclusion of standardised testing is evident in Aotearoa New Zealand schools and informs *National Standards*, it is not one dimensional. Instead Aotearoa New Zealand schools have adopted 'overall teacher judgements'[2] (OTJs). These OTJs use data not only from standardised testing, summative and formative assessment but also anecdotal evidence. It is the OTJs that inform the National Standards in primary education (Ministry of Education, n.d.).

A continuing theme throughout this thesis is the unequivocally, positive impact that genuine relationships have on positive student outcomes because they represent an important link between all 'layers of school culture' (Figures 4 & 5). For their part school principals and leaders are charged with the task of engaging and communicating effectively with a wide range of parents and whānau in what amounts to a *deliberative act of leadership*. This does not occur in an ad-hoc manner; rather, effective school leaders set in place the vision and values for schools, taking into account the context of the school's community. Community vision and values are an ideal lynchpin for New Zealand Curriculum (NZC) (Ministry of Education, 2007), focussing on the importance of a child-centred approach to teaching and learning. The NZC (Ministry, 2007) makes it clear that principals are required to ensure that the Values and Key Competencies are covered along with all curriculum areas. The intent of the NZC (Ministry, 2007) is for schools to develop relevant teaching and learning in a place-based context that engages all students. The Ministry of Education (2007) recognises this by stating - "The challenge now is to build on this framework, offering our young

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[2] Overall Teacher Judgements, known as OTJs, draw on a number of sources in order to make an informed decision around where a child is against the curriculum, specifically reading, writing, and mathematics. These include anecdotal observations, learning conversations and assessment tools (Ministry of Education, n.d.). These OTJs inform National Standards.

people the most effective and engaging teaching possible and supporting them to achieve to the highest of standards" (p. 4).

Relationships + Trust

Defining the relationships that are built within school communities brings greater clarity to their purpose and importance.Relationships and trust and all the complexities that are inherently involved with these two key terms are explored in Robinson's (2010) research into 'Leadership Capabilities'. This research reveals clear links between high relational trust and positive student outcomes and raised student achievement (Figure 6).

The term 'relational trust' has its origins in urban elementary schools in Chicago in the 1990s (Robinson, et al., 2009). These key words (relational, trust) strengthen the intent and commitment that school leaders have with their school community. Covey (2009) posits that 'trust' is a vital aspect in leadership and that it involves two dimensions – character and competence. For Covey (2009), the key traits of one's character are integrity, motive, and intent with people. Competence is seen as having the capabilities, skills, results, as well as a proven track record of achievement.

Relational Trust runs across all layers of school culture (Figure 4 & 6) and is an integral cog that sits within the working mechanics of Pedagogical Leadership. Robinson et al. (2009) have identified four qualities associated with relational trust: "respect for others, personal regard for others, competence in role, and personal integrity" (p. 183). However, it is important to acknowledge that relational trust involves more than simply providing warmth and affection, it is about collaboration.In the context of the school environment, collaboration requires high levels of trust from teachers, parents, and whānau. These collaborative efforts bring about noticeable shifts in student achievement, and this collaboration requires modelling at the leadership level (Robinson et al., 2009).
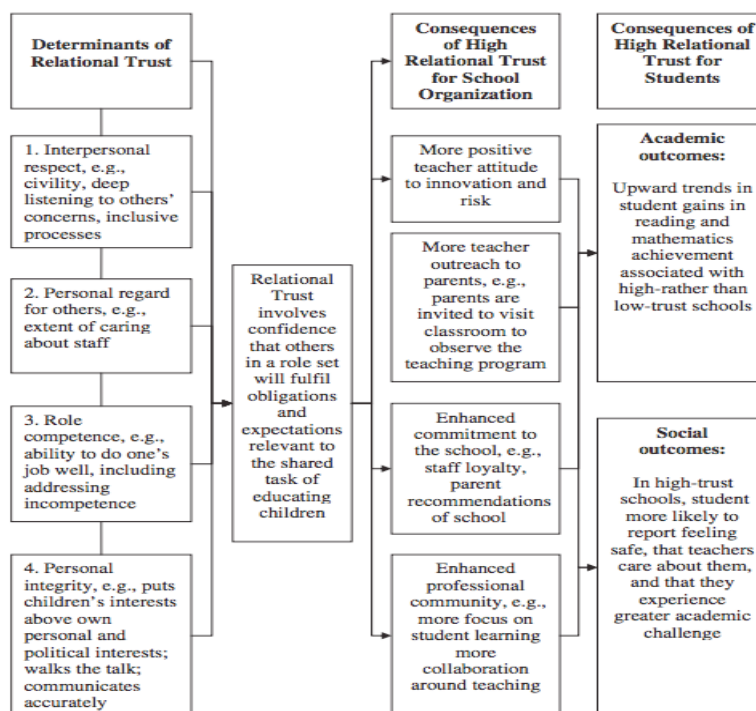
Modelling leadership, however, is not sufficient in itself because effective school leaders are 'walking their talk,' following through on expectations, and facing challenges that arise. While this can be an unpleasant aspect of leadership for principals, it is often the defining element of effective leadership. Once again, this is another aspect of the *deliberative acts of leadership* that has an impact upon student achievement and lends further support to the claim that relational trust is an essential component in a Pedagogical Leadership model. This model of leadership is clearly demonstrated in Table 1.

Involves	Does not involve
Integrating the needs of adults with advancing the best interests of students	Meeting the needs of adults
Putting the needs of students first when their needs and the needs of staff are in conflict	Putting the needs of staff before those of students
Making critical decisions collectively on the basis of a unifying focus on what is best for students	Staff doing their own thing with mutual indifference or tolerance
Giving transparent explanations of reasons for differential treatment of staff	Giving similar affirmation and voice to staff, regardless of their commitment or breaches of trust
Explaining respectfully what is and is not acceptable and why	Tolerance of and collusion with a negative status quo (for example, high rates of staff or student absence)

Table 1. Relational Trust as a Resource for School Improvement:
Robinson, Hohepa, & Lloyd (2009, p. 190)

The above table (Table 1) places the lens firmly on the students and meeting their needs to ensure optimum outcomes for them. It also emphasises the need for principals and school leaders to have appropriate leadership attributes, including relational trust, in order to ensure school improvement. It is significant that this model (Table 1), does not place the needs of adults above students. Putting student's needs first can sometimes create tension in the school environment, and this is why intelligent and wise leadership is such a critical element in raising student achievement. A skilled leader who has well developed relational trust and communication skills acts in a deliberate manner to ensure that all discourse centres upon the student so as to encourage positive outcomes associated with raised student achievement.

A New Zealand Case Study

Background

Aotearoa New Zealand is not unique in its cultural and demographic make up. Our nation like many westernised nations supports considerable social, cultural, and religious diversity. Whilst as a nation and as a school system we embrace Aotearoa New Zealand's bi-cultural status, we also have a growing number of other ethnicities, expanding our bi-cultural status to also include multi-culturalism.

One of the ways that Aotearoa New Zealand's has sought to address the demographic diversity in our school system is with a decile ranking for individual schools. In 1995, the National Government introduced the decile ranking system for "targetted funding for educational achievement" (Education and Science Committee, 2003, p. 4). Initially, this was for schools ranked as decile 1 to 3. This was followed in 1996 by schools who were ranked as decile 4 and by 1997 it included all other schools except decile 10 (Education and Science Committee, 2003).

Resource funding alone is not enough to contribute to raising student achievement. Twenty years after the introduction of the decile ranking system, students from low decile schools are still under performing in comparision with students from higher deciles. This is particularly true for Māori and Pasifika students who are on average performing 10 per cent

behind their New Zealand European counterparts. Data from 2016 National Standards (Ministry of Education, 2017) show achievement for Māori and Pasifika as follows:

Reading – Māori 68.8 per cent; Pasifika 66.0 per cent

Mathematics – Māori 65.3 per cent; Pasifika 62.7 per cent

Writing – Māori 61.6 per cent; Pasifika 60.5 per cent

Statistics such as this prove that resourcing by itself is not sufficient in raising student achievement. It is, in fact, the *deliberative acts of leadership* that lead to raised student achievement. This was demonstrated earlier with the two case studies of under performing schools in low socio-economic areas in England.

New Zealand has its fair share of low socio-economic demographics where students are experiencing social and academic inequity. The following case study involves a decile one school (referred to as School B) in Aotearoa New Zealand that was identified as under-performing by both the Ministry of Education and the ERO. The school was placed under a Limited Statutory Manager [3] (LSM) due to poor management by both the Board of Trustees and Principal. The school had experienced a steady decline in its roll and many of the buildings needed to be closed due to high mould spore counts and 'leaky building syndrome'. The school is located in a high state housing neighbourhood with high unemployment and an element of gang culture. The student body is almost exclusively Māori and Pasifika.

A new principal was employed in 2015 who already had 'turned around' a similar school (referred to as School A). This school, a number of years later, continues to be a successful, thriving school that attracted another high calibre principal who continues the work already begun by Principal A. The new principal of School B identifies as New Zealand European. He is a dynamic, no nonsense principal who is passionate about the education of students in low decile schools in New Zealand. This is his story.

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[3] A Limited Statutory Manager (LSM) is put into place as an intervention and to support schools or kura who are at operational risk, or risk to welfare or educational performance of students (Ministry of Education, 2017).

One Person Can Make a Difference

I met with and interviewed Principal A (PA) to discover what key aspects of his leadership provided the impetus for the school's dramatic change. PA began his foray into education, like many other 'kiwis', in rural Aotearoa New Zealand in a high decile school where children arrived at school with significant cultural capital. At that time he had no aspirations for leadership. However, observing the leadership he was under led him to believe that "*you've got to be able to do it better than this.*" Not long after this PA stepped up to the role of principal at this rural school. Although leadership sat comfortably with him, he believed that the children of the school he led (a high decile school) were and would be successful, whether he was there or not.

PA is married to a teacher and together they had always talked about going somewhere where they could make a difference. Their own schooling had been in low decile schools and they knew that those schools were not great schools. Both knew that at some stage in the future they would go to a school where *"the kids really needed them."*

Reading Greg Mortenson's (2009) *Three Cups of Tea* ignited a slow burning fire within PA. Greg Mortenson is an American climber who became lost and separated whilst climbing K2. Local villagers found him unconscious and nursed him back to life. During his convalescences he heard children's laughter. Following the joyful sounds he discovered 50 children writing in the snow on the plateau. Although these children had a teacher visit them twice a week for their schooling there was no physical school for them to attend. Greg made a promise to the villagers that he would return and build them a school. This promise was not only fulfilled but since that time he has assisted in building more than 500 schools in Pakistan. For PA, this showed him *"that one person can make a difference."*

In the words of PA, the second school he became principal of was "*horrendous*". The principal had left and only four teachers remained. The school roll had plummeted from 350 students to barely 80 students. For the teachers it meant 'survival' on a daily basis. There was no sports gear, the teachers did not do duty - they just walked into the staffroom and shut the door. The children, with nothing to occupy or interest them, walked around outside, mostly fighting.

For PA what was needed was *"a culture shift"* and this needed to start from day one. Similar to the English case study, PA's initial response was to ensure the safety and well being of both the students and the teachers. Robinson et al. (2009) supports this response through 'Dimension 5: Ensuring an orderly and supportive environment'**.** In this dimension Pedagogical Leadership involves providing an environment that not only promotes academic but also social goals. The provision of an orderly environment allows both teachers and students to get on with the business of learning. Another crucial aspect of this dimension is that school leaders and teachers have a deep understanding and respect for cultural differences (Robinson et al., 2009).

For PA to ensure that there was an *orderly and safe environment* he had to provide the 'tools'. This occurred in two ways during the first day of his principalship. PA had already identifed, the school had previously had a reputation for being very sporting. However, this had eroded away and been replaced by fighting and a dysfunctional social, emotional, and academic environment where effective teaching and learning was absent. PA's first task was to visit the local sports store and purchase $1,000 worth of sports equipment. With this new equipment in hand he put into action a chain of events that was to change the culture of the school almost immediately. To his staff, he insisted that all teachers (including himself) would be on duty before school, during breaks, and after school. PA not only wanted to provide sporting equipment but he also wanted to provide the skills and engagement that go hand in hand with all sports. In his words *"He wanted the teachers to play with the kids"*. From day one, the fighting stopped and there was a clear attitudinal shift on the part of the students. They returned to class after the break happy, relaxed, and more able and willing to engage in learning. The teachers were no longer dealing with students who had been fighting or were either angry or upset. PA had begun to lay the foundations for positive relationships that would later forge closer partnerships between teaching and learning for both students and teachers.

In School B, a similar scenario greeted PA. The students were fighting in the playground, occasionally destroying classrooms, and swearing at the teachers. There was little or no consequences for this type of behaviour. Like School A, the teachers were in 'survival mode' and PA knew that School B required a definite 'culture shift'. He immediately got the teachers out playing with the students, having fun and, again, helping to build positive relationships.

PA, as noted earlier, is a no-nonsense man who cares deeply about children and their right to a quality education. He makes no excuses for the fact that they - the students - come first. This was outlined clearly in his first address to the teaching team at School B - "*We are not going to make excuses. If you want to be here and want to work hard, we are going to make a difference and we are going to do it quickly.*" All teachers became committed to this vision, remained at the school, and became an integral part of the extraordinary changes that took place over a 12 month period.

PA presents as an extraordinary leader who clearly is passionate about education, about children, families and whānau, about teachers and the entire school staff. He has deliberately situated himself in schools where there is the most need, where children and families are disadvantaged, often disengaged, and disenfranchised from education. There is an inequity for these families and communities that has allowed for a continuing 'downward spiral' in the quality of life and future outcomes for many kiwi families. PA and many other school principals across Aotearoa New Zealand are witnessing similar situations first hand and depending on the skills and knowledge of these leaders, they are achieving various degrees of success and outcomes for students. It is a social and educational dilemma that has not yet been fully addressed by our present or previous governments (Gordon, 1995).

So, why is this? The problems that exist in our schooling system stem from wider social causes that have been deeply entrenched for many decades. Aotearoa New Zealand's social problems and complexities can not be solved in one, two, or even three terms in government. Gordon (1995) identified the disparities that exists both socially and economically between children of families in low and high decile schools and concluded that "the combination of those factors makes learning harder" (p. 14). In response to this statement, a radical shift in thinking and philosophy was required to counteract the detrimental effects of everyday life on families, particularly those families who live in low socio-economic communities.

It's Important to 'Finnish' First

One country that has chosen to tackle social issues through their social and educational policies is Finland. Today, many westernised countries are turning their attention towards the Nordic 'Finnish Lessons' (Sahlberg, 2007) to understand why Finland consistently

ranks in the very top tier in all PISA assessment and why it has done so for the past decade (OECD, 2011). The OECD (2011) report notes that Finland's performance:

> … has been especially notable for its remarkable consistency across schools. No other country has so little variation in outcomes between schools, and the gap within schools between the top and bottom achieving students is extraordinarily modest as well. Finnish schools seem to serve all students well regardless of family background or socio-economic status (p. 118).

Finland's education success has been referred to as a slow, steady, and consistent reform that has risen above political agendas to become part of the fabric of their society (OECD, 2011). Finland has taken responsibility for the education of all children, regardless of their socio-economic backgrounds. It was clearly Finland's collective belief that responsibility for the wellbeing, social, emotional, and academic child rested firmly with the wider society.

Finnish schools embrace a holistic, humanistic philosophy of education. The school environment is set up to ensure the success of all students. All schools provide health and dental care on site, social workers and guidance councillors are widely available and a hot meal is provided at lunchtime (OECD, 2011). Principal A has adopted a similar philosphy in School A by providing a parallel environment for his students, teachers and staff. Reflecting on his own school's context he observed that:

> *We are a no excuses school. I don't ever want to hear why our kids cannot be amazing. I don't want to hear about home life, etc. Our job is to fix that. So part of this is around food, it is never a 5 year old's fault that they don't have lunch. So as a school we are not going to blame the child. We fix it.*

Food for Thought, Food for Learning

To address the reality of the majority of students arriving at school with little or no lunch, PA introduced a lunch scheme. This has had many positive outcomes for students, teachers, parents, and the community. Decile 1-3 schools in Aotearoa New Zealand benefit from such

programmes as 'Fruit in Schools'[4] and non perishable items such as muesli bars and basic breakfast cereals provided by the 'Kids Can'[5] organisation. All schools in Aotearoa New Zealand are eligible to receive free 'Milk for Schools'[6] from Fonterra, a multinational dairy cooperative. PA reached out to the parents and whānau of his school community and offered $1 lunches. His reasoning was that parents could not provide a healthy, nourishing lunch for $5 a week for their child but the school could when they were preparing over 100 lunches each day. On any given day 90 per cent of children pay their $1 for their lunch and, if they are unable to, they still get lunch. No fuss is made because, as PA says, it is never a child's fault that they do not have lunch provided from home. This clearly echoes the stance adopted in Finland's schools where they have decided to address the inequity that exists in society and provide lunches for all students, irrespective of the parents' socio-economic circumstances (OECD, 2011).

Whilst this inequity is partially recognised in Aotearoa New Zealand schools with the 'Milk in Schools','Fruit in Schools', and 'Kids Can' programmes, it is by no means a universal answer for all children in all schools. This had been demonstrated by PA, who is principal of a Decile 1 school. He already receives help from outside agencies, but that is not sufficient to ensure that all children are fed in a healthy and equitable manner. Equally, there are children who attend higher decile schools in Aotearoa New Zealand who do not qualify for such programmes as 'Fruit in Schools' or 'Kids Can'. For these students inequity continues to exists. For the child who turns up consistently at school without any lunch, at a high decile school where there is no provision for food to be offered, is disadvantaged and not just at the lunchbox. This permeates to the classroom, socially, and emotionally. Under the Finnish model, regardless of a child's background and socio-economic status, there is a committment to equity.

The breakfast and lunch programme has formed an integral part of the relationship building between the school principal, students, teachers, parents and whānau, and community. The

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[4] 'Fruit in Schools' is in initiative by the Ministry of Health where low decile schools are provided with fruit and vegetables on a daily basis. Fruit in Schools began in 2005, with 543 schools participating in 2017 (Ministry of Health, 2017; United Fresh, 2017)
[5] 'Kids Can' is a charitable organisation that supports children in low decile schools (currently 700). Children are provided with food, health products, shoes, and raincoats (Kids Can, n.d.).
[6] 'Milk for School' is an initiative by Fonterra to provide all primary school children with milk. The programme started as a pilot in 2011. Currently 70% of schools have signed up. All schools that have signed up were provided with fridges to keep the milk cold. Long-life milk is delivered in bulk at regular intervals throughout the year (Fonterra, 2017).

school employs one of the mothers to prepare the sandwiches (salad, ham, egg, etc.) each day and three senior students on a rotation system help with preparation and clean up. PA says this is teaching good community services for the students. The school's caretaker prepares breakfast every morning and on Fridays a full cooked breakfast is available for all students, teachers, and staff to have together. Lunch is also a shared occasion with everyone sitting down together to eat.

One can draw another important comparison between School B and the philosophy of schools in Finland in that both subscribe to a culture of 'high expectations'. Finland has invested in their teachers, so much so that teaching now ranks as one of the most respected professions in Finland, being regarded as equivalent to both law and medicine (OECD, 2011). Such is the high regard for the education of their children that all teachers must hold a Masters degree in Education (Sahlberg, 2007). PA also has 'high expectations' for the students and their teachers. However, this did not start with reading, writing, and mathematics but with getting the teachers to believe in the children and the children to believe in themselves. PA's passion and committment to the students of School B was unwavering from the minute he walked through the school gate, his strong belief in them and his ability to make a difference is clear with the following excerpt from our interview:

> *These kids are incredible and you need to start believing that and we are going to talk to them about it. But the second was around whānaungatanga. So we meet all time, before school, first thing in the morning for fitness, we eat lunch together. It was about talking to the kids right from the start, telling them - "We are better than this. What's going on? You are not horrible kids but at the moment some of the things you are doing are horrible. We don't do that. Nice people don't speak like that." (Interview with PA, 13 March 2017)*

Leadership Beyond the School Gate

Reaching 'beyond the school gate' to the families, whānau, and local community began with providing meals but it did not stop there. Like the head teacher in the UK case study who 'rode the bus' to find out how his community felt, PA went into the carpark, beyond the school gate, and into the children's homes. It was his intention to connect, to talk, and to tell the parents and whānau about the great things that their child/children were doing at

school. A key point in making these connections was demonstrating an understanding of how to be culturally responsive to these families and whānau.

One of these connections was re-thinking the traditional parent-teacher interviews or, as they are more commonly termed today, student-led conferences. Traditional student-led conferences take place in Aotearoa New Zealand schools twice a year, with blocks of allocated time – generally between 10-20 minutes in duration. PA believed that this forum for sharing information with parents would be unsuccessful. Instead, alongside the 'no excuse policy', every teacher was expected to meet at least once with every student's parent during the term. This could mean in the classroom or in students' homes. There were no set times or dates fixed. The teachers reached out to parents so they could not only be informed about their child/children but also included in the partnership of learning. Some of these meetings lasted just 20 minutes, for others this took 90 minutes. Over a term all parents were seen and this pattern has become well established as part of the fabric of School B.

These relationships were subtly fostered by PA's presence in the carpark daily, chatting with parents, brokering relationships through casual introductions to their children's teachers, such as - "Hey bro. Have you met (teacher's name)? She's teaching (child's name) this year. Gosh, he's doing well." PA acknowledges that parents do not readily come through the school gate to ask how well their child is doing because many believe that is the school's job. However, these parents will come to school for cultural or sporting events and where there is a sharing of kai (food).

The complexities of being able to make connections with family, whānau, and community so that the disparities that exist in Aotearoa New Zealand schools can be addressed, requires a skillful leader who can 'bridge the gap' between cultural, social, and economic diversities and differences. It is no mean feat but it is deliberate. Both the head teachers in the UK case studies, and PA in the Aotearoa New Zealand context, have demonstrated the importance of Pedagogical Leadership, with its emphasis on the inclusion of authentic relational trust and strong community engagement. They have shown that in order to be highly effective in raising student achievement you first must acknowledge the culture of the school. In the United Kingdom and certainly here in Aotearoa New Zealand this is addressed on a school-by-school basis where skilled, knowledgeable, and passionate principals and school leaders are effecting change with their own *deliberative acts of leadership.* They are reaching out

and making connections in both directions – with the parents, whānau, community, children, and classroom teachers.

Whilst this creates success for individual schools such as School B, it does not encompass all Aotearoa New Zealand as the literature around Finland suggests that it should. This raises the question: is it time not just for Aotearoa New Zealand's government to look to Finland but also for the government to look to successful principals such as PA to see how their own *deliberative acts of leadership* could impact on educational policy and the lives and education of Aotearoa New Zealand youth?

School B highlights the social inequalities that continue to exist in Aotearoa New Zealand schools. Clark's (2017) commentary '*From Beeby to Parata*' on educational equalities highlights the factors from both within school and outside school. Beeby's (Clark, 2017) realization that a mono-focus on student achievement being addressed purely inside the school gate surely was a revelation with - "I doubt if it is a problem that can ever be solved within the school system alone" (p. 198, cited in Clark, 2017, p. 115). Or perhaps it can be. PA's response to the social and educational inequity at School B was to address the issues that were creating barriers to learning first, these being beyond the school gate. Clark (2017) states:

> Inequality of school achievement comes into play when the inequality is distributed in ways which seem to have more to do with social factors which, if they were otherwise, would have a significant causal effect on reducing the inequality hence lessening the discriminatory impact on students while at school and in their later lives (p. 114).

Logically, it appears to be a simple fix. In reality, as Clark (2017) has demonstrated, it is a much more complex problem that individuals like PA can aspire to address and indeed succeed with in a localised way. However, the success of this one man (and others like him) surely can inspire educational policy makers to look beyond the school gate for the solution to what is a systemic and generational problem.

Chapter Three shifts the focus 'within' the school gate to discuss the role of leadership and the implications for teaching and learning in the 21st century. An exploration of the

influence of a modern learning pedagogy and the changes in classroom environments will be discussed and the impact that these key components of today's classrooms have on student achievement.

Chapter Three: The 21st Century Learner - A Contemporary Learning Pedagogy

"The standards are not meant to be used as a rack, to extort from children a broken utterance of the last facts and ideas that have begun to take hold of their memory and intelligence. Children are not sent to school to pass in the standards, but to be educated." (Department of Education, 1881, pp. 2-3)

Historical and contemporary political implications for school leaders and 21st century learning

One of the key functions of education is to raise student achievement and effect positive outcomes for individual students. Aotearoa New Zealand schools post-Picot[7] have endeavoured to travel a deliberate pathway to avoid international trends of 'teaching to the test'. At the beginning of a new millennium, this represents a political juxtaposition between the *New Zealand Curriculum* (NZC) (Ministry of Education, 2007) and the pressure of National Standards, implemented by the newly elected National-led Coalition Government in 2011. Research around the impact of the 21st century and modern learning pedagogy provides the central focus of this chapter. It will explore the idea of the 'leader as learner' through the deliberative actions of leadership, and demonstrate how the 'deliberative act' of seeing the leader of learning as a learner has direct implications for improved and, in some cases, accelerated student achievement. A brief review of historical educational trends will also call into question the contemporary notion of 'modern learning' and its relevance in, and its application to education today.

The Architecture of Learning

A new terminology has permeated our educational discourse – Modern Learning Practice/Pedagogy (MLP), Modern Learning Environment (MLE) or, more recently,

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[7] In 1988 a report by Brian Picot on the state of New Zealand schools was released (Administering for Excellence). It criticied many aspects of New Zealand education. As a result the government accepted many of the Picot Taskforce recommendations and *Tomorrow's Schools* were born. This led to all schools becoming autonomous, self-managing learning institutions, controlled by locally elected boards of trustees, responsible for learning outcomes, budgeting, and the employment of teachers. This has not changed over the past 20 years (Openshaw, 2014).

Innovative Learning Environment (ILE), as well as Student or Learner Agency. These terms are a response to a 20th century platform that is seen to no longer be meeting the needs of the 21st century learner (Osborne, 2013). The Ministry of Education has responded to the notion of the 21st century learner by supporting schools that architecturally resemble the environment of the 20th century school. The Ministry of Education has made this a priority and therefore is meeting the costs of school and classroom environment upgrades to support the 21st century learner (Ministry of Education, 2014). This resourcing comes in the form of building upgrades that are turning single cell classrooms into a collaborative learning setting, the rationale being that a physical environment with a variety of stimulating furniture items and spaces is seen to motivate students (Craft, Cremin, Hay, & Clack, 2014).

These modernised environments allow learning areas to be changed and adapted, and therefore are considered to be more responsive to the needs of the learner. One case study on an Aotearoa New Zealand school, (Woolston School in Christchurch) led the Educational Review Office (ERO) to make the following statement: "Students are highly engaged in their learning. They can talk confidently about their learning, their goals for improvement and what they need to do to achieve these goals" (Woolston School Educational Review Office Report, 2012, Ministry of Education, 2014, p. 2).

To examine present day learning, it is pertinent to establish what education has looked like over the past 100 years. In the 20[th]century classroom, because the student relied on the teacher to provide information, a model student was one who could master languages (English in Aotearoa New Zealand) and mathematical equations and problems (Gardner, 1999). This mastery had often been gained from the teacher at the front of the class who provided information written on the blackboard that was religiously learnt, to be retained as 'knowledge', and then frequently reproduced in tests and examinations. This was the nature of learning in the 20[th]century and the last quarter of the 19th century.

Ideally, today's 21st century learner understands what their learning looks like and what is pertinent to them as a learner. They question, respond, and most importantly share their thinking with others. Learning has evolved into a collaborative process where the individual student has a purpose and a 'voice' as opposed to the traditional teaching platform where a teacher often delivered lessons from the front of the class. Most classroom spaces today no longer reflect neat rows of desks that all 'face' to the blackboard (or whiteboard). In its place, students are clustered together or working individually. Instead of being at the front

of the class, the teacher is present amongst students, often as the facilitator and co-constructor of learning.

Modern Yesterday, Modern Today

However, is the concept of 'modern learning' really a new ideology? Are we really in a phase of educational rebirth or are we recycling and improving philosophies of the past? What is most likely is that like the educationalist of yesteryear, today's educationalists are responding to the student of today, in this case the early 21st century. Gould (1935) also had a vision of 'modern learning' for the children of that era when he described an educational setting that promoted active participation, choice, and an environment conducive to developing the learner as follows:

> There must be places where children have space to work... I should like to see a crusade for the improvement of class-room interiors, many of which are still drab and depressing. A thorough-going application of the modern creed of 'lightness, brightness and simplicity' would help enormously in creating the right kind of class-room atmosphere (p.467).

Further to this what could be considered contemporary statement, Gould (1935) referred to the educational settings of last century, calling them 'sit-stillaries' (p. 467) not unlike today's reference of educational 'silos' or single cell classrooms (Wheeledped, 2016). Gould's vision for education in the 1930s was in response to what was needed for the education of children at the time. It could be said that Gould's vision for then sits just as easily then as today:

> But educators the world over realise that the child's development, that is, his education, is a function of his own activity. Hence many schools have become, and others are in the process of becoming, places where children are occupied in doing worthwhile things, out of which learning develops as a natural and inevitable process. Our schools can never become such places of activity unless we cease to think that we have solved the question by proving places in which children may well sit and by providing teachers with chalk and dusters (1935, p. 467).

Eighty years later, both statements sit comfortably alongside current views of what education should look like in the 21st century. Gould (1935) promoted progressive modern learning pedagogy and environments. As is increasingly evident in current best practice, not only is the child at the centre of what is important but also the child has choice and is in an environment that stimulates learning. This resonates with a modern approach to teaching and learning.

The term '21st century learner' has become accepted 'educational speak'. The intent to ensure that today's student is positioned to learn and live in the 21st century – to be 'life-long students', as noted by the NZC (Ministry of Education, 2007). However, is there a difference between the learner in the 21st century and the learner in the 20th century, or the 19th century for that matter? It could be suggested that it is the social, economic, political, cultural, religious, and familial aspects that create the difference. It is the student's response to these factors that influences them. Additionally, is our capacity to learn greater than it was in the previous 100 years? Hawkes (2017) maintains that while the human brain itself has remained virtually unchanged since the early appearance of homo sapiens, the development of language and other complex skills such as problem-solving as well as improved nutrition are factors that have increased brain capacity, over several centuries.

Context Matters

It is reasonable to suggest that in the 20th century, students were taught in the context of the 20th century. The classrooms reflected the pedagogy that was current at that time. Students were prepared for lives in 20th century society, a span of 100 years. It is reasonable to state that classrooms, teaching, and learning did not look the same at the beginning, middle or end of this 100-year period. Nor will it in the 21st century. Like most things, the student, in these contexts, has responded to the conditions and environments of the time. Therefore, it is not the physiological state of the human brain or being, for that matter, that has changed; rather, it is the environment and the internal and external influences that have an impact on the student. Therefore, it is highly conceivable that we are not dealing with the phenomenon of the 21st century learner but rather the phenomenon of *21st century learning*.

In preparation for life in the first half of the 21st century, attention now becomes focused on the school leaders who will optimise student outcomes in the context of 21st century

learning for today's Millennials. Millennials are characterised as being extraordinarily sophisticated, technology wise, culturally diverse people with a digital native status that affords them the knowledge to be discerning consumers (Schroer, 2015). For them, knowledge and information are merely a 'click away' in a world where this information and knowledge is changing rapidly. Their learning is taking place on a 21st century platform, very different from 100 years ago, and different to 50, 20, and ten years ago. Most importantly, this learning is different to what it will look like in 10, 20, 50 years from now. It would be difficult to predict what the learning might look like other than in very general terms.

The Cyber Phenomenon

An example of one of the most significant influences on today's society and our classroom is also said to be leading the way forward for employment in the future. This global company – Google - did not exist 20 years ago but is now part of our everyday vernacular. Google's impact on the global community has revolutionised how we talk, think, educate, and learn. We no longer take for granted information – instead we check it by "Googling it". Our digital natives make Google their first port of call when they want an answer to a question, with the rest of the global community quickly catching up. Accordingly, we are no longer required to 'hold' (or store) information in our brain because that information is merely a mouse 'click' or finger 'swipe' away.

As an employer, Google sees itself as setting the scene for the innovative 21st century workplace by boldly announcing that "We're proud we could create a company culture where employees are empowered to do cool things that matter" (Google, 2015). While many of our workplaces no longer resemble the production lines of the 20th century, neither do our classroom environments because they are now more responsive and collaborative in nature. In many classroom environments students now do not sit at traditional desks, looking to the front of the class to be taught by the teacher who, in the past, was deemed to be 'the font of all knowledge'. Today's students choose how they learn best in a classroom environment. Many of these classrooms are similar to a Google workplace where "offices and cafes are designed to encourage interactions between Googlers within and across teams and to spark conversation about work as well as play" (Google, 2015). Google, and many

other 21ˢᵗ century workplaces, are highly interactive, communicate, and share knowledge and ideas, not unlike the schools of today and indeed perhaps the recent past.

Learner Agency

Learner Agency is an integral part of the MLP philosophy. Learner Agency can be defined as students being autonomous in their learning experience while still being able to collaborate with peers, teachers, and other stakeholders in the educational setting (Knewton, 2014). It is a model that has a higher level of student engagement, particularly in the learning areas of experiential or project-based (inquiry) learning and requires the student to engage in an authentic assessment that is both meaningful and where the next learning steps are identified (Knewton, 2014).

A study in England by Craft et al. (2014) looked at learner agency through a 'creative pedagogy' lense. The 'creative decade' had witnessed changes in the *physical environment, pedagogical environment* and *partnerships beyond schools.* Creative teaching and learning were expected to promote classrooms that were flexible and collaborative as well as allowing for individualised learning opportunities. The Office for Standards in Education (Ofsted) also supported a creative pedagogy, citing improved standards and aspirations for students. Central to the thinking of the creative decade was the control and ownership of the child's learning. While a creative pedagogy did show promise for English primary students, a change in political leadership 'abruptly terminated' this form of teaching and learning (Craft et al., 2014). This resulted in a return to more traditional teaching and learning styles, along with a focus on the four core learning areas of literacy, mathematics, science and physical education - i.e., a definite narrowing of the curriculum.

The introduction of National Standards for Aotearoa New Zealand schools by the National Party in 2010 had the potential to produce a similar outcome for Aotearoa New Zealand schools. Instead, with an optimistic viewpoint, the nature of our NZC (Ministry of Education, 2007) encourages teaching and learning to instigate a 'creative pedagogy'. The intent of the NZC (Ministry of Education, 2007) is for Aotearoa New Zealand students to be critically reflective and collaborative with their learning, with the support of teachers who take on a role of facilitation (Armstrong, 2014). Furthermore, raised student achievement is said to be the outcome, thus satisfying many of the political and economic drivers for our

nation and *Priority Five*[8] of the Ministry of Education (Ministry of Education, 2014).

Modern Learning Environment the Architecture of Learning

Debate does exist, however, over whether MLEs have a measurable effect in raising student achievement. As can be seen from Gould's work in the 1930s, change has its proponents and its opponents. Wilson (2015) explored what is considered to be the relatively new phenomenon of MLEs and their impact on student achievement and found that there is support for providing students with an environment conducive to learning that features "naturalness (e.g., light, temperature, air quality), individualisation (i.e., ownership and flexibility), and stimulation (i.e., complexity and colour)" (2015, p. 18). Wilson (2015) believes these are contributing factors to improving student outcomes, but not for all students. Schneider (2002) cites research carried out in American schools showing that sub-optimal learning environments led to poor educational achievement. However, while student performance was lifted for some students, in particular students who were already performing well - students of lower ability did not make significant gains with the change in environment (Schneider, 2002). Environmental factors alone, it would seem, are not sufficient in raising student achievement. Instead, it is likely that the combination of a conducive learning environment and effective teaching exerts a greater influence on student achievement, as Hattie (2009) has noted:

> What works best for students is similar to what works best for teachers. For students, this includes attention to setting challenging learning intentions, being clear about what success means, and attention to learning strategies for developing conceptual understanding about what teachers and students know and understand (Preamble).

Negotiating education in the 21st century has its challenges. The ever-changing political, economic, and social climate sees communities living in times that require a responsive curriculum and classrooms that, in turn, allow students to become critically reflective and to form authentic, collaborative partnerships with their teachers and peers. Nevertheless, as

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[8] The Ministry of Education (2014) Priority Five supports modern learning environments that enhances teaching and learning. Learning spaces are flexible, personalized, and support digital technology.

Tyack and Cuban (1995, cited in Hattie, 2009) have observed, the status quo invariably has proven remarkably resistant to change:

> How can there be so many published articles, so many reports providing directions, so many professional development sessions advocating this or that method, so many parents and politicians inventing new and better answers, while classrooms are hardly different from 200 years ago (p. 3).

While the industrial revolution, and what was then considered 'radical thinking', have now given way to the 'cyber revolution', we also need to be providing relevant education for current and future generations. What appears to be necessary is a pedagogical approach that includes the student, the teacher, the community, and the nation. Further to this, attention must not waver from the student who sits firmly in the centre of New Zealand's own, unique context as well as the 'global community'. Our politicians and economists also need to be responding to 21st century learning to ensure that 'the village that raised the child' cannot only compete on the national and international stage but also has relevance for the students' own context and their future aspirations.

However, herein lies the 'modern' dilemma. As educators, we are charged with the responsibility of preparing our students for the future. At the time of writing this thesis, we are currently in the first quarter of the 21st century, with just over 80 years remaining until the turn of the next century. Like our ancestors, while we can and will prophesize about what lies ahead, we simply do not know for certain what our lives will be like near the end of the 21st century.

In 1978, I was a 12-year-old girl attending a rural school in New Zealand. Our class was asked to 'write a story' about what life would be like in the year 2000. As you can imagine that seemed like light years away to us! So, I turned to what I knew about the future and the influences of the day. To this day, I can still picture the illustrations I drew and the story I wrote – a mixture of current pop culture (embarrassed to say) – Battlestar Galactica, Star Wars, Star Trek and the most iconic of them all, The Jetsons. It was a world filled with space travel, robots, and instant meals. Fast forward to the year 2000, and although there have been many changes in our lives - instant meals aside - my life did not resemble Judy Jetson's life.

A Contemporary Pedagogy

According to the Oxford Dictionary (2017) 'modern' is "Characterised by or using the most up-to-date techniques, ideas, or equipment." The use of 'modern' in education and elsewhere will continue to have an enduring renaissance, but modern at the beginning of the 21st century may not look like modern at the end of the 21st century, or will it? Perhaps the preferred term to align our thinking with at the beginning of the 21st century is 'contemporary', defined by the Oxford Dictionary (2017) "Belonging to or occurring in the present". At present, education in New Zealand is responding to the learning needs of a generation of students who are said to learn most effectively in a contemporary pedagogical setting with a teaching and learning model that offers both collaborative and autonomous options for learning.

Such a contemporary pedagogy demonstrates its intent through the Values, Key Competencies, and Achievement Objectives of the NZC (Ministry of Education, 2007). In Aotearoa New Zealand the ownership of the school curriculum sits within individual schools and their communities. A curriculum that is 'localised' and place-based responds to the students in their authentic context because it includes both student and community voice. As Schagen (2011) has observed, "Community engagement is one of the principles of NZC." The school 'community' is a term variously used to mean staff, students, parents/whānau, other people connected with the school, people living in the area, or any combination of these" (p. 13).

Localised, Place-based Learning

The question of whether it is the responsibility of Aotearoa New Zealand schools to provide a relevant, localised curriculum is an important one because it raises the issue of the extent to which it is (or can be) delivered in schools in an effective, authentic manner. Interestingly, this is not the first time students have actively been considered as part of the community, for their education. During the Eighteenth Century 'Age of Reason', or the 'Enlightenment', educational theorists introduced new thinking that supported critical thinking and the use of reasoning in an attempt to improve people's lives (Education History, 2008). Burbules and Torres (2000) summarise the key features of this period in the history of education as follows:

From the perspective of the Enlightenment, nothing could be more personalised, more intimate and local, than the educational process in which children and the youth come of age in the context of acquiring and learning their family, regional, and national culture (p. 3).

Over 200 years later, defining the context of the curriculum brings to mind the notion that a curriculum is designed with the input of a variety of stakeholders to create a contemporary curriculum that serves all children and is responsive to the child's context and aspirations. Latham, Smith and Wright's (2014) study of rural schools in Aotearoa New Zealand lends support to the concept that the curriculum is designed to be relevant to a specific context. They further demonstrated that the leadership practices employed encouraged the community to participate and support a local curriculum. Southworth (cited in Latham, et al., 2014) state that "One of the most robust findings from leadership research is that context matters" (p. 1).

Academic Rigour

Context matters to PA, the school principal referred to earlier in Chapter Two, who relates all of his leadership experiences to the specific context in which these occur. PA has shown that much of his early success came from the strong relationships that he forged with parents, whanāu, and community. However, this culture shift alone was not all that was needed. Focused leadership that had a positive impact on teacher practice was required, along with high expectations for students and positive student behaviour. For PA these expectations for teachers were 'non-negotiable' because "*I know what good teaching looks like, I know what kids can achieve."*

One of the more *deliberative acts of leadership* on PA's part was to lead learning. Initially, high expectations for teachers and students meant that he spent the majority of his time in classrooms, modelling lessons, regularly walking through the classrooms, sometimes as often as every 20 minutes. These measures sent a clear signal to the teachers that careful preparation for lessons was necessary with each lesson 'pitched' at the correct level for the students. PA talked about *academic rigour*, a concept that reflected his earlier experiences in the United Kingdom when he was part of the the management team of a large school. At one time Ofsted had identified this school as being outstanding, but over time the standard

had slipped and radical school-wide changes were needed to be made quickly in order to turn the school around.

Alongside the need for *academic rigour* were the *non-negotiable* aspects that ranged from ensuring a tidy classroom environment through to marking students' work and providing quality feedback to all of the students. The leadership of the school in the UK insisted upon consistency across all (40) classrooms. PA claimed that using data to track students' performance was the most significant contributing factor to the school and students' success. The compilation and analysis of data occurred every six weeks, and involved six weekly progress meetings where discussions centred on data and groups of students. The identification of students who had not made progress led the team to reflect on what had worked for other students. Further to this, their next steps were to see how these identified teaching strategies could be applied to non-progressing students.

Being appointed school principal of School B, PA translated this leadership practice to his new school. He freely admits that if teachers were asked about the six-weekly requirement to update student data, they would reply that "it was a pain". But PA also recognised that this was necessary for academic rigour, as a non-negotiable, and as a *deliberative act of leadership* because he believes that the school can not afford to wait until halfway through or the end of the year to gauge whether or not students are meeting expectations. Teachers needed to be responsive and reactive much earlier. Further to this, because students at School B come into formal education typically 2-3 years behind national expectations, PA argues that "If we want them to be 'at' National Standards at the end of Year 7/8 that is a lot of catch up we need to do."

As demonstrated clearly in Figure 7, *Dimension 4: Promoting and participating in teacher learning and development* has the greatest 'within school' effect on raising student achievement. This Dimension requires the school leader to participate actively in learning as well as leading the learning in a variety of structured and non-structured ways, including staff meetings, professional development, and informal conversations (Robinson et al., 2009).
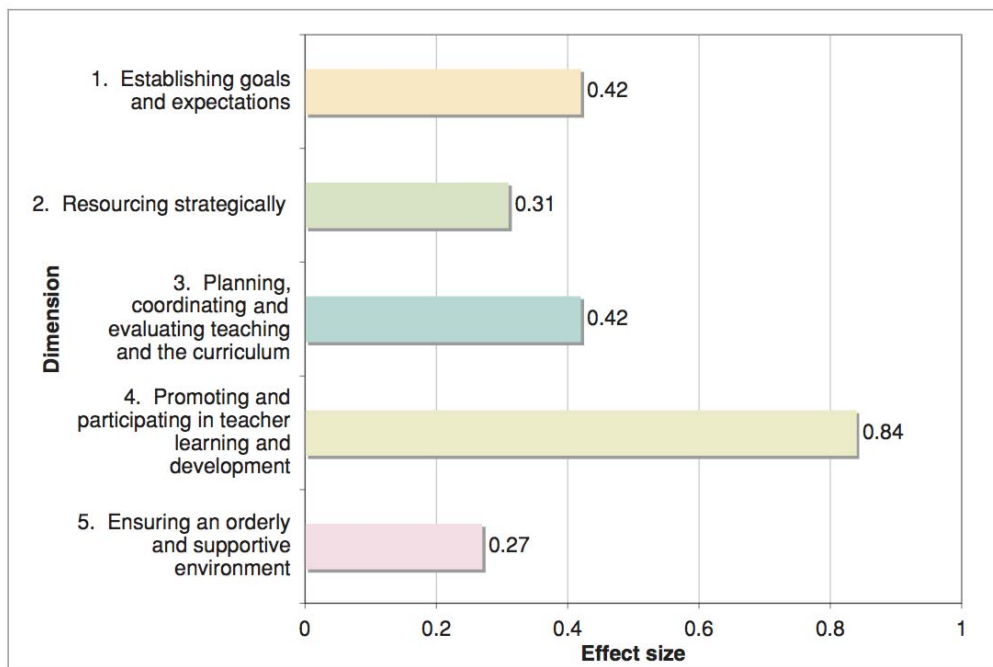
FIGURE 7. RELATIVE IMPACT OF FIVE LEADERSHIP DIMENSIONS ON STUDENT OUTCOMES
(ROBINSON ET AL., 2009, P. 39)

Perhaps the greatest overlap between PA's Pedagogical Leadership and Dimension Four is the following statement from teachers who participated in Robinson et al.'s (2009) Best Evidence Synthesis research:

> Those in high achieving schools were significantly more likely to view the principal as a source of instructional advice, which suggests that such principals are more accessible and more knowledgeable on instructional matters than their counterparts in otherwise similar, lower-achieving schools (p. 101).

In a short period, PA appears to have gained the respect of his teaching team and staff. This was evident from the comments of his Deputy Principal, teachers, support staff, and the students themselves, who eagerly shared their learning journey with me. The change in this established teaching team and the raised levels of student achievement would not have happened if PA lacked the necessary skill, knowledge and expertise. He has *deliberately* 'walked the walk' and 'talked the talk'. Furthermore, he has not shied away from the many challenges that have confronted him. PA has demonstrated, and modelled, leadership in his school – for students, staff, and the parents and whānau of the school community. The

future challenge is being able to sustain this level of trust, commitment, and achievement if and when the leadership of the school changes.

Interestingly, during our interview PA posed a question to me that is pertinent to all Aotearoa New Zealand schools. *"So, here's a leadership question for you. How many children come into (higher decile schools) schools at National Standards and leave at National Standards – they haven't made any accelerated progress at all. So what are you doing about this as a leader? But they come and hammer the crap out of low decile schools where my kids come in two years below where a five-year-old should be. So, if they (School B students) make a year's progress every year, they leave two years below. So we need to change that. We need to make accelerated progress."*

PA's comments on the disparities that occur for the children who enter School B at 5 years of age and higher decile schools are supported by Thrupp and White's (2013) report into the impact on National Standards (NS). In this report, the ERO is identified as not always being impartial in their reviewing and reporting on NS data from different schools. It appeared that schools who where considered to be more 'impressive' "choose to cut some (schools) more slack than others" (p. 28).

Finally, comments made by the then Minister of Education, the Hon. Hekia Parata, who "recently promoted the idea that four consecutive years of quality teaching eliminated any trace of socio-economic disadvantage" (Thrupp & White, 2013, p. 28), plays down not only the inequities that exist for schools like School B but also the passion and commitment displayed by PA and other principals in Aotearoa New Zealand.

The Human-ality of Education

The disparities that exist across Aotearoa New Zealand schools are significant and, arguably widening. Neither our historical narrative, Tomorrow's Schools[9], nor the advent of Modern Learning Environments can adequately address the problems for a portion of our society that are underprivileged, both socially and economically. It has become the job of many Aotearoa New Zealand principals to try to 'fix' what our country's politicians have been unable to do. Principals are tasked with the job of being 'the leader of learning', but in many cases they also are called upon to be the conscious of their community, as noted by PA and

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[9] See footnote seven for explanation of 'Tomorrow's Schools'.

the head teachers in the UK case study. Therefore, this leaves school principals charged with finding the solution to social and economic problems that exists beyond the school gate.

Finnish Education a Double-sided Coin

Given the emphasis on social factors that are external to Aotearoa New Zealand schools, it is timely to return to the work of Sahlberg (OECD, 2011) in Finland. As stated earlier, the focus for the Finnish government was establishing a school system that addressed inequity within society with a school system that provided for all students, regardless of their family background (OECD, 2011). For Finland, this is a double-sided coin: one side of the coin addresses the needs for all school children to have a comprehensive education while the other sets high standards for school leaders and teachers.

Finland has gone beyond the need to embrace Modern Learning Pedagogy and introduced classroom environments that are learner-centred, collaborative, and with students who are capable of self-assessing (OECD, 2011). Aotearoa New Zealand schools have similar aspirations. We share many similarities with Finland where school's are decentralised to local municipalities, in Aotearoa New Zealand referred to as 'Tomorrow's Schools'. Another similarity lies in the intent of the NZC (Ministry of Education, 2007) that supports school's localised curriculum that reflects the student's own context whilst supporting life-long learner aspirations. Finnish schools' principals are responsible not only for their school but also for other schools in their municipality and their community (Hargreaves, Halász, & Pont, 2007). The current 'Communities of Learning' initiative – most commonly referred to as CoLs is a clear demonstration of this. An exploration of CoLs will be presented later in this thesis. However, informal collaboration occurs across the majority of Aotearoa New Zealand schools and this has been occuring for many years. These 'clusters' have been formed where principals regularly meet. There are commonalities and collaboration in these clusters from school events such as sports and cultural events to professional learning and development opportunities. Educators by nature tend to be collaborative.

In addition to ensuring the well-being of all students, leadership in Finnish schools deliberately focuses on the achievement of students (it is important to bear in mind that Finland provides free school lunches and has very low levels of child poverty). School

leaders are seen to be actively involved in improving educational outcomes for students. This comes in a variety of forms including advocacy for greater teacher leadership in schools. Many describe this as Distributed Leadership, however when done successfully this leadership stretches beyond the teacher to the students, families, and community (Newmann, King & Youngs, 2000, cited in Hargreaves, Halász, & Pont, 2007, p. 8).

Pedagogical Leadership and Student Achievement

PA has demonstrated through his leadership how he deliberately led his team to enact professional dialogue that prioritises student progress. At the beginning of his tenure student achievement at his school was reported as being 60 per cent well below (that is, more than one year behind) National Standards, 30 per cent below (up to one year behind) National Standards, with just 10 per cent of students at National Standards. This data falls significantly short of the Ministry's expectation that 85 per cent of students will be achieving National Standards by 2017, according to the Ministry of Education's (2014) *Priority Three - Target resources to address the disparity in achievement*. The Ministry's position on Priority Three is that:

> There is compelling international evidence that the way the education system is performing for particular groups of children and students needs to improve. Not achieving to their potential has a social and economic cost for children and the country as a whole (Ministry of Education, 2014, p. 20).

The children of School B experienced the effectiveness of PA's pedagogical leadership after twelve months with significant and accelerated levels of achievement in National Standards. Current student achievement data reveals that 86 per cent of students have made at least 18 months progress in reading, writing, and mathematics. PA highlighted a group of Year Two students who were reading at Level 5 (approximately 5.3 years) at the beginning of the year. By the end of Year Two, these students were reading at a Year Three level, thus making 2½ years progress in a single year. Reflecting on these results, PA stated that "Teachers know what to teach. They know the kids are getting better, and we've got the data to prove it."

It would appear that although Aotearoa New Zealand and indeed other western countries look to Finland as a model to revolutionise 21st century learning and schools, they usually

fall short in realising this objective.Is this simply because 'context matters' and that the cultural identity of individual countries cannot be replicated? Or could it be that in Aotearoa New Zealand we are seeing a piecemeal approach where parts of the model are included, as mentioned above, but a commitment to embracing the entire philosophy is not made?

Although a significant responsibility for educational achievement rests with school principals in Finland, they have the resources and full support of the state and the community – not only academically but also socially, emotionally, and economically. Finland has embraced a holistic, future-focused approach, and not a quick-fix, one-to-two terms of government solution to address complex educational and social problems.

Education without Politics

Education in Finland has increasingly become apolitical with current politicians agreeing that education must not be used as a political bargaining tool. Instead, all political parties regard the education of their country's children and young adults as being of paramount importance. In contrast, education in Aotearoa New Zealand has long been used as the political wrangling point for all major parties, particularly in recent decades. General Election outcomes have often been influenced by the education policies presented to the voters – for example, the National Government's policy for the introduction of National Standards, announced prior to the 2008 general election. In the lead up to the 2011 election, the NZEI Te Riu Roa, (2010) noted that "the Government's National Standards policy has been one of the most divisive education policies legislated for New Zealand primary schools in the past 150 years. However, these policies are falling short for our 'kiwi kids'" (p.3).

Finland promotes equity for all with health and education merging into a 'one stop shop' at the local school. School campuses provide healthcare, emotional care, nourishing meals, and all the resources required for students to learn successfully. This socialist philosophy is driving Finland's 21st century worldview of education. Instead of counting the political costs at the school gate, Finnish society reaps the benefits of having not only a very well-educated population but also a far more equitable and equal society for all its young people. The recent National-led New Zealand Government (2008-2017) also claimed to be seeking to provide an equitable education for the children and youth of Aotearoa New Zealand by

recognising the bi-cultural identity of Aotearoa New Zealand, as evidenced in the publication of such documents as *Ka Hikitea* (Ministry of Education, 2015), *Tataiako* (Education Council, 2011), and *Tū Rangatira* (Ministry of Education, 2010).

Culturally Responsive Leadership

One educational document that inspires culturally responsive leadership is *Tū Rangatira* (Ministry of Education, 2010). This leadership document for Māori-medium education has been devised by the Ministry of Education for Aotearoa New Zealand schools. *Tū Rangatira* (Ministry of Education, 2010) embraces Aotearoa New Zealand's bi-cultural nation and supports Māori to achieve success as Māori.

School leaders aspire to be 'visionaries'. In the Aotearoa New Zealand context, this vision is identified in *He Kanohi Matara* (Ministry of Education, 2010) – that is, to "equip students with the knowledge, skills, and values to succeed in the 21st century as Māori and as citizens of the world" (p. 25). Another component of *He Kanohi Matara* involves being "prepared for the challenges to the well-being of students, staff, and whānau" (p. 25). School Principal, PA, has exemplified the ideals of *He Kanohi Matara* and in a relatively short period as principal his vision and his leadership has had an impact upon (and, I would suggest, changed the lives of) the children who attend his school. PA's attitude is "we fix it" and indeed he has done just that with no additional help, only his absolute conviction that one person can make a real difference to the lives and success of all students. The question remains, however, whether the issue really is "fixed" or simply made as good as it can be in light of the impact of out-of-school influences.

Leadership and its Impact on Student Achievement

PA has demonstrated that leadership does, certainly, in this case, have a positive impact on raising student achievement as demonstrated in his school's National Standards results. He has taken a 'failing school' and over a twelve month period student achievement has not only risen but also accelerated. Figure 3 (see page 27) demonstrated that the greatest (within school) effect on raising student achievement was *Dimension 4: Promoting and participating in teacher learning and development*. While not actively articulating his leadership 'style', PA nonetheless is demonstrating a pedagogical, student centred

leadership approach. PA's absolute determination to bring about changes in teaching and learning for both students and teachers is apparent both in his dialogue and in the school's classrooms.

I had the privilege, along with a number of other teachers and principals in Aotearoa New Zealand (principals and teachers from over 70 schools in the last 12 months), to visit School B. What I witnessed first-hand was a school filled with happy and confident students who were actively engaged in their learning. Classrooms buzzed with students working both independently and in groups. In the centre of these classrooms were the teachers who were working and engaging with small groups of students, engaged with deliberate acts of teaching. Students wanted to share their learning with me, and they talked about what they were working on and demonstrated where they were heading with their learning. Everyone smiled. Students, teachers, and teacher aides all greeted you with an openness that revealed an obvious pride in what they were doing and achieving collectively. They are the active recipients of the *deliberative act of Pedagogical Leadership* introduced and modelled by PA. It is this Pedagogical Leadership that also provides a contemporary pedagogy for teaching and learning. PA has responded to both students and teachers with what is needed *now*. His aspirations for these students to be successful, contributing members of a society that for many people, operates in two worlds that being a blend of both the 20th and 21st centuries.

Walking in Two Worlds

Reference was made earlier in this chapter to living as global citizens, within a global community. Workplaces, such as Google, are perhaps places where many people might aspire to work. Many admire the fact that these employees have the freedom of choice of where and how to work, and to move and adapt within their chosen field of employment. But unlike my reference to the Jetsons, our daily lives are quite often very ordinary and are supported by services that do not allow all of us to operate out of a 'virtual office'. I am referring to professions, trades, and services that also drive our economy - our farmers, our grocers, our plumbers, and the people who protect and support our society (the police, military, hospitals, fire brigades). It is important that school leadership and our contemporary pedagogy also supports the aspirations of our youth to make as smooth a transition as possible into these fields so that they can walk in both worlds with confidence,

to live successfully in the 21st century, and choose career paths that embrace what is to come or what we already know.

If the history of education, and teaching and learning, has shown us anything, it is that the process is never stagnant. From the days of the teacher standing at the front of the class delivering a lesson, sermon-like, to today's classrooms that are active, bustling and collaborative learning spaces, we – and education - have evolved. School leadership and 21st century learning now require a delicate balancing act that looks to the future and yet embraces the 'here and now'.

While there is no doubt that the previous and new Aotearoa New Zealand government are actively concerned with making education a priority, the current and previous governments have yet to adequately address the social and economic factors that have an impact upon children, families, and schools on a daily basis. PA, as well as the head teachers in the UK study, have demonstrated that Pedagogical Leadership and the building of high relational trust has a positive impact not only upon raising student achievement but also, in some cases, accelerating it. Robinson et al. (2009) have analysed the different types of leadership and have demonstrated that the effect of Pedagogical Leadership on student achievement is "nearly four times that of transformational leadership" (p. 38).

School leaders who are focused on educational outcomes for their schools know what is necessary for 21st century learning. Because they see the students in their context, they acknowledge the importance of learning being not only authentic but also relevant to their future and, ultimately, the future of Aotearoa New Zealand, whatever form this might take.

However, is successful school leadership simply about subscribing to a particular model or is it more about the individual leader's disposition? Are there key qualities and traits that such leaders as PA or the head teachers in the UK display that are just as important as the skills and knowledge that is needed to fulfil a particular leadership model? Do models of leadership require certain dispositions for them (and leaders) to be successful? Dispositions, qualities, traits, and a reflection on the four models of leadership that have appeared in the Chapter One's discussion will be introduced and explored in the following chapter

Chapter Four: Leadership Styles – Differences, Similarities, and Benefits for Improved Student

'You tell me the aims of life and I'll tell you the aims of education'

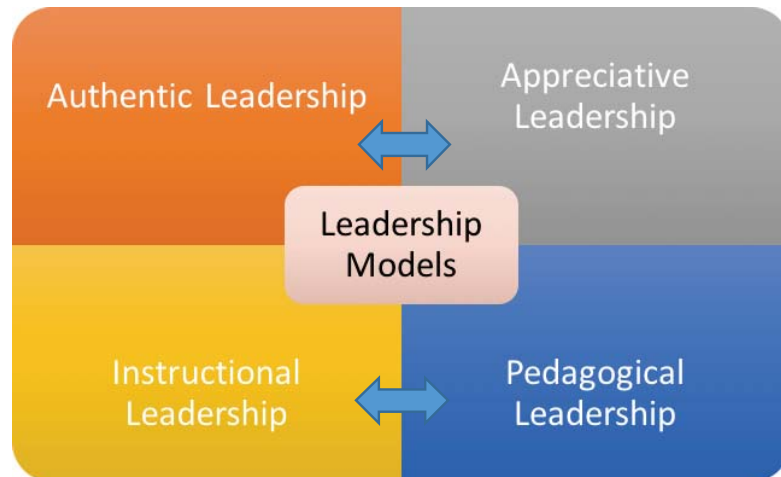*(Beeby, 1992, p. 300, cited in Springer, 2006, p. 37).*

FIGURE 8. RELATIONSHIP BETWEEN FOUR MODELS OF EDUCATIONAL LEADERSHIP

Achievement

This chapter will revisit the four leadership models discussed in Chapter One, and will draw comparisons between all four models. Particular attention will be given to the key components in each model to evaluate whether these make one or more of these leadership models more effective than another. This is in light of the theoretical and empirical elements considered in Chapters Two and Three.

Figure 8 presents the four leadership models and indicates the relationship between Appreciative, Authentic, Instructional, and Pedagogical Leadership. Appreciative Leadership is considered to be based largely on a 'positive revolution' and offer an antidote to deficit thinking (Cooperrider & Whitney, 2005). Both Appreciative and Authentic Leadership rely on the leader's ability to make connections and build strong relationships with people. In addition, Authentic Leaders, as discussed earlier in Chapter One, are said to

be self-aware, self-reflective and openly display their moral and ethical self (Banks, McCauley, Gardner, & Guler, 2016). There are elements of Authentic Leadership that align with Pedagogical Leadership, for instance autonomy. The 'disposition' of autonomy, as noted by Fusco, et al. (2016) describe leaders who are self-aware, understands their own belief systems and values, and are goal orientated. Autonomy sits confortably within the Pedagogical Leader, as evidenced by PA and the UK head teachers.

Authentic Leadership relies on the leader's ability to make meaningful connections with people and to look inward to explore their own 'human-ality'. Along with Transformational Leadership, both models focus on leaders themselves and the teams they lead. Additionally, the focus of both Appreciative and Authentic Leadership is on the dynamics that play out in the human context. Educational 'speak', such as 'collegiality' and 'collaboration', sit comfortably within these two models, yet there appears to be key elements missing in both that demonstrate that they are not as effective as either Instructional or Pedagogical Leadership. The research literature outlined thus far suggests that the missing element is the deliberate focus on the teaching and learning of the child.

Both Instructional and Pedagogical Leadership centre around the student. Leaders who advocate these models are charged with the responsibility of ensuring that teachers who work with and alongside students are providing the most effective programmes that will contribute to raised student achievement. However, like Appreciative and Authentic Leadership, collegiality and collaboration are also important factors in both Instructional and Pedagogical Leadership styles.

It is All About the Relationship

Throughout this thesis there has been a strong underlying theme regarding relationships. Relationships first emerged in the exploration of the four models of leadership in Chapter One. Relationships were then strongly foregrounded with the head teachers in the UK case study (described in Chapters Two and Three). PA also emphasised the importance of relationships in his experience as a school principal. Both the UK head teachers and PA began their quest for school improvement, and ultimately raised student achievement,

because of their *deliberative act* of building strong and lasting relationships within and across the school community.

So, what is it that motivated these school leaders to ensure that the relationships formed were not only genuine but also realistic? It could be suggested that it was their disposition, their innate ability to connect with other people from all walks of life, and their intrinsic ability to be both culturally aware and responsive. Community support was needed to ensure that all parents, family, whānau, and the wider community knew how important both school leaders saw a quality education for their children was. Genuine support occurred through developing authentic, positive, and supportive relationships. These relationships were borne out of tenacity and passion - tenacity to ensure that the 'job would get done' and passion in terms of the belief that every child has a fundamental right to receive a quality education.

Dispositions

Dispositions can be identified as the key qualities described in two key leadership documents, published by the Ministry of Education - *Kiwi Leadership for Principals* (KLP) (Ministry of Education, 2008) and *Tū Rangitira* (Ministry of Education, 2010). Both documents emphasise the importance of disposition for successful school leaders with the purpose of the KLP (Ministry of Education, 2008) clearly outlined as follows:

> To present a model of leadership that reflects the qualities, knowledge, and skills required to lead New Zealand schools from the present to the future. At the heart of the model is a clear focus on how we can work together to improve educational and social outcomes for all our young people (p. 5).

Supporting the KLP (Ministry of Education, 2008) strategy is the research evidence contained in the Best Evidence Synthesis (Robinson et al., 2009) that was, at that time, under development. KLP (Ministry of Education, 2008) presents a collective voice from international and national research, and experienced principals in Aotearoa New Zealand and is directed toward improving student learning outcomes. KLP (Ministry of Education, 2008) identifies the qualities, knowledge, and skills that a successful principal need to have in their kete (basket) to be an effective leader who "builds the pedagogical, administrative

and cultural conditions necessary for successful learning and teaching" (Ministry of Education, 2008, p. 7).

KLP (Ministry of Education, 2008) connects 21st century schooling with the NZC (Ministry of Education, 2007) by declaring that young people need to become "confident, connected, actively involved, and equipped to be lifelong students" (Ministry of Education, 2008, p. 8). Additionally, KLP (Ministry of Education, 2008) discusses the '21st Century Principal' and their need to be culturally responsive, to understand the rapidly changing demographics and diversity of schools, as well as possessing the personal and professional qualities, knowledge, and leadership skills to be effective. Effective leadership ensures that the strategic aims and direction for the school has the student at the centre of all decision making.

A Culture of Trust

Relational trust is also a key aspect of leadership for KLP (Ministry of Education, 2008). Building relational trust with teachers, staff, parents, whānau, and community is vitally important for principals who are establishing collaborative learning communities that are collectively able to articulate their schools' core values and vision for their students. Brien (1998, cited in Codd, 2005) suggests that promoting a 'culture of trust' indirectly demonstrates the ideals of professionalism, thereby laying the foundations of a principal's credibility in the eyes of the school community. According to Codd (2005), trust involves relationships and embodies "an attitude or disposition from which people will act towards each other in a particular way" (p. 204). Trust, or more accurately relational trust, appears to be an important *disposition* in school leadership.

However, relationships and the building of relational trust represents a beginning, as demonstrated by both in the research study of UK head teachers and by PA's pedagogy of leadership. The shifts in thinking for students, teachers, and the school community required much more than positive relationships because the task ahead involved facilitating the change and improvements necessary to raise student achievement in what were certainly seen as *deliberative acts of leadership*.

Leadership is the Catalyst

KLP (Ministry of Education, 2008) posits that in order for there to be improvement in student learning (and social) outcomes there needs to be "clear academic goals, having high expectations, and valuing student well-being" (Ministry of Education, 2008, p. 16). Further support for the deliberative acts of leadership come from research literature that reveals that:

> Few troubled schools have been turned around without the intervention of a principal who has set clear priorities and goals that are followed through with effective strategy. Many other factors contribute to such turnarounds, but leadership is the catalyst (Marzano et al., 2005, cited in Ministry of Education, 2008, p. 16).

Acknowledging that leadership is the catalyst for school improvement, the first priority for both PA and the UK head teachers was ensuring a *safe and orderly learning environment* (Robinson et al., 2009) and the building of relational trust. Goals were put in place not only to support raised student achievement but also in many cases to accelerate the rate of student achievement. The strategies that were employed reinforced the high expectations for teaching and learning and at the same time, being culturally responsive to ensure student and community buy-in. KLP (Ministry of Education, 2008) maintains that the 'Pedagogical Leader' of the school is one who is recognised as having professional knowledge and can demonstrate and develop effective teaching and learning practices. Further to this, Pedagogical Leaders understand that teachers also need to view themselves as learners because this is crucial to raising student achievement. This reinforces Robinson, et al. (2009) *Promoting and participating in teacher learning development* (Figure 3, p. 27).

PA's deliberative acts of leadership were evident not only in the strong relationships that were being built with the school community and the high expectations for behaviour but also in his absolute insistence that quality teaching must occur. In addition, every teacher was supported to ensure that every child received a quality teaching and learning programme. PA's leadership typifies Robinson's (2009) view that "Relational trust influences the effort, risk taking, and collective commitment that staff bring to the complex task of increasing student achievement and well being" (p. 199).

Four Qualities for Leadership

KLP (Ministry of Education, 2008) embraces and promotes four qualities for principal leadership - *Manaakitanga:* Leading with moral purpose; *Pono:* Having self-belief; *Ako:* Being a learner; and *Awhinatanga:* Guiding and supporting. PA has demonstrated all four of these qualities or dispositions in his leadership approach. PA's story of 'one man making a difference' resonates with the ethos of *Manaakitanga* - having a moral purpose (Ministry of Education, 2008). PA is determined to have the entire school community focused on student learning and well-being, and to address the gaps between the lowest and the highest performing student. PA's school is now widely acknowledged as a learning community that has purpose with genuine relationships based on trust and common goals.

From my very first meeting with PA, the quality *Pono* - his strong self-belief that he could make a real difference for the students and teachers' professional lives - was abundantly clear. From day one his commitment to his new school (and the two previous schools) was genuine and his commitment has not wavered because he is still as energised and passionate as he was – perhaps even more so now given the success that has occurred. PA is self-confident, incredibly optimistic, driven, and resilient. Resilience has been necessary to deal with the stresses and challenges that occur on a daily basis, especially in PA's early days as a school principal.

Collaboration is a key component of *Ako* - Being a learner. While effective leaders are expected to have the expertise and professional knowledge, it is also important for them to be seen as learners (Ministry of Education, 2008). PA has been involved at every stage of the professional learning and development of his teaching team and staff, from the implementation of new learning tools to the growing of his leadership team's leadership capacity. This has occurred through a process of critical reflection which has been an integral feature of his own practice as well as his teaching team.

Perhaps the most obvious quality PA displayed at the beginning of School B's journey was *Awhinatanga* - guiding and supporting. His empathy for students, teachers, and his new school community was always close to the surface and he was seen seen as someone who cares deeply about his school, this continues today. The initial stages of school reform involved a hands-on approach with close monitoring of classrooms and teaching practice.

However, as the capacity of the teachers grew, the monitoring turned to teacher reflection and evolved into a collaborative process that respected the professional capacity of all teachers, tutors, and teacher aides. There is now a greater distribution of shared leadership across the school, and this sits just as easily with PA as did the more structured model of leadership that he adopted at the outset.

High Expectations and Pedagogical Leadership

Pedagogical leadership has been identified by KLP (Ministry of Education, 2008) as the most effective leadership model for the 21st century principal. It describes a leadership model that includes high expectations for student learning and wellbeing, and requires professional leaders to be knowledgeable and also to be seen as learners. Furthermore, high relational trust and community involvement are seen as vital elements in the success of individual school leadership. What is laid out in KLP (Ministry of Education, 2008) are *deliberative acts of leadership* that, in turn, lead to raised student achievement. At the heart of the model described by KLP (Ministry of Education, 2008) is the leading of teaching and learning. It is a goal orientated and strategic process that is less about the personal relationships and more about the professional relationships that are formed with a group of teaching professionals who have come together in a collaborative manner. Their collective purpose is to improve the educational and social outcomes for all students.

While there are a number of traits and qualities that can be seen to be beneficial in both Authentic and Appreciative Leadership, it would appear that relationships alone are not sufficient to produce the kind of change and improvement expected in schools in Aotearoa New Zealand at the beginning of the 21st century. What PA and many other 'kiwi principals' have done is to put the focus solely on 21st century learning - because Pedagogical Leadership, and its *deliberative acts*, focus on the needs and importance of the student and not the teacher. It is these deliberative acts of professional dialogue with teachers about students and learning that brings about change and improvement. Pedagogical Leadership necessitates modelling appropriate behaviour, consistency and "challenging dysfunctional attitudes and behaviours" (Robinson et al., 2009, p. 200), because, ultimately, it is the leader who 'talks the talk and walks the walk'.

Bi-culturally Responsive Leadership

Tū Rangatira (Ministry of Education, 2010) promotes leadership in Māori-medium education. However, it is relevant to all schools across Aotearoa New Zealand and offers further evidence that a culturally responsive Pedagogical Leadership best serves 21st century learning in Aotearoa New Zealand. Once again, PA has demonstrated many of the key qualities or dispositions of *Tū Rangatira* (Ministry of Education, 2010). PA has earlier been described as 'He Kanohi Matara' – Visionary (Ministry of Education, 2010) and he has been active in equipping students with the necessary knowledge, skills, and values to succeed in classrooms positioned for 21st century learning. PA's Pedagogical Leadership can also be recognised in six key roles that embody the aspirations of *Tū Rangatira* (Ministry of Education, 2010). It is the combination of the roles and PA's disposition that has ensured his success as a school leader and the success of the teachers and ultimately the students. These additional roles are:

- He Kaitiaki – Guardian: Protecting and nurturing in a caring environment. Valuing people's ideas, ensuring the health, safety, and wellbeing of all and developing strong relationships.
- He Kaiwhakarite – Manager: Effective and efficient management of people, environments, and education that transforms teaching and learning.
- He Kaiako – Teacher and Learner: Promoting reciprocity and exemplary modelling of innovation that leads to the development and delivery of high-quality teaching and learning.
- He Kaimahi – Worker: 'Leading by doing'. Upholding collegial practices that build teacher and learner capacity in pursuit of the school and community goals.
- He Kaikotuitui – Networker: Networking, brokering, and facilitating relationships that contribute towards achieving goals.
- He Kaiarataki – Advocate: Promoting, developing, and implementing plans and strategies for the benefit of all students to ensure they realise their potential.

<div align="right">(Ministry of Education, 2010, p. 14)</div>

Traits and Dispositions that Support Pedagogical Leadership

Earlier in Chapter Three, School B's achievement against National Standards were held to be poor and fell well short of the Ministry of Education's expectation of 85 per cent of students that should be achieving 'at' or 'above' National Standards. School B was seen to be 'failing', not only educationally but also socially. Through his actions PA has demonstrated a model Pedagogical Leadership that is driven by passion, knowledge, and the absolute self-belief that one person can make a difference. According to Robinson et al.'s (2009) Best Evidence Synthesis Report, Pedagogical Leadership is nearly four times more effective than Transformational Leadership. They concluded that "Transformational leadership as traditionally emphasised vision and inspiration, while Pedagogical Leadership has emphasised the importance of establishing clear educational goals, planning curriculum, and evaluating teachers and teaching" (p. 38).

There is no doubt that PA and the UK head teachers have embodied the qualities of effective Pedagogical Leadership. From the five leadership dimension outlined in the BES (Figure 3, p. 27) to the qualities of both KLP (Ministry of Education, 2008) and *Tū Rangatira* (Ministry of Education, 2010), these school leaders have demonstrated how one person can have an educational vision for improving the education and social outcomes for all children and turn it into reality.

National Standards – the Statistics

However, is purely Pedagogical Leadership enough and can this model be applied by any person stepping into a leadership role in a school? The statistics for educational achievement across Aotearoa New Zealand cast doubt over this. Data (see Table 2) gathered by *Education Counts* (Ministry of Education, 2017) demonstrates that despite the hype surrounding the nationwide roll out of National Standards in 2010, the latest data, at the time of writing this thesis, for the period 2013-2015, demonstrates that less than a 1 per cent gain has been made in the three core learning areas of reading (.1%), mathematics (.9%), and writing (.9%). Furthermore, the current data for 2015 for reading (78%), mathematics (75.5%), and writing (71.4%) falls short of being 'on track' to meet the National Governments expectations of 85 per cent of students achieving National Standards by 2017. Achievement gains over a two year period of an average of 5 per cent per year (this would

be required to meet the expectation of 85%), per learning area would appear highly aspirational.

Nevertheless, as discussed in Chapter Three, PA took a failing school with 60 per cent of its students achieving well below National Standards, 30 per cent below National Standards, and just 10 per cent of students at National Standards and, over a twelve month period, student achievement improved to such an extent that 86 per cent of students made at least 18 months progress in reading, writing, and mathematics. Along with the data in Table 2, this clearly demonstrates that the implementation of National Standards has not led to an improvement in student achievement, rather, it is the *deliberative acts of Pedagogical Leadership* and its intentional focus on the leading of teaching and learning that has a resulted in significant gains in student achievement.

Proportion of students achieving at or above the National Standard by ethnicity and gender in 2013-2015									
Student Type	Reading			Maths			Writing		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Māori	68.7 per cent	68.6 per cent	68.8 per cent	64.6 per cent	65.0 per cent	65.4 per cent	60.8 per cent	61.2 per cent	61.6 per cent
Pasifika	64.3 per cent	65.0 per cent	66.0 per cent	60.9 per cent	61.9 per cent	63.3 per cent	57.6 per cent	59.7 per cent	60.6 per cent
Asian	79.0 per cent	79.1 per cent	79.0 per cent	83.2 per cent	83.3 per cent	83.4 per cent	74.5 per cent	75.1 per cent	74.8 per cent
European/Pākehā	84.0 per cent	84.3 per cent	84.3 per cent	79.8 per cent	80.5 per cent	80.7 per cent	76.3 per cent	76.8 per cent	77.3 per cent
Female	82.3 per cent	82.4 per cent	82.4 per cent	75.3 per cent	75.8 per cent	76.2 per cent	78.5 per cent	79.2 per cent	79.4 per cent

Male	73.6 per cent	73.8 per cent	73.9 per cent	73.9 per cent	74.5 per cent	74.8 per cent	63.0 per cent	63.4 per cent	63.9 per cent
Total	**77.9 per cent**	**78.0 per cent**	**78.0 per cent**	**74.6 per cent**	**75.2 per cent**	**75.5 per cent**	**70.5 per cent**	**71.1 per cent**	**71.4 per cent**

Table 2: National Standards Data 2013-2015 (Ministry of Education, 2017, web page)

Leadership Knowledge, Skills, and Dispositions

While this thesis has argued, with reference to four models of leadership, that Pedagogical Leadership is the most effective style of leadership for raising student achievement, it also has claimed that a particular disposition is required in order to ensure effective Pedagogical Leadership. While general dispositions have been acknowledged through the qualities of KLP (Ministry of Education, 2008) and *Tū Rangitira* (Ministry of Education, 2010), certain dispositions have been operationalised by PA and the UK head teachers. These dispositions include passion, resilence, optimism, self-belief, and, without a doubt, tenacity – that is, not giving up on the students, teachers, community or indeed themselves. Adding further weight to the notion of dispositions being a core factor in Pedagogical Leadership is Robinson et al.'s (2009) work around *leadership knowledge, skills, and dispositions (KSDs).* This research has established indirect but nonetheless important connections between the four KSDs and student outcomes (Robinson et al., 2009) as follows:

- Ensure administrative decisions are informed by knowledge about effective pedagogy: Effective leaders demonstrate a thorough understanding of the theories and evidence about effective teaching. This knowledge forms the basis for resourcing, teaching appraisal, and teaching environments.
- Analyse and solve complex problems: Effective leaders can uncover and understand what is required to find the best solution to complex problems.
- Build Relational Trust: Effective leaders develop trust relationships by establishing norms of respect, showing personal regard for the school community. They demonstrate competence and model appropriate behaviour, they walk their talk, and they challenge dysfunctional attitudes and behaviours.

- Engage in open-to-learning conversations: Crucial to all leadership dimensions are the interpersonal skills and values that enable leaders to identify and check their own (often taken-for-granted) assumptions about themselves, other people, and situations.

(Robinson et al., 2009, pp. 46-47)

PA, through his *deliberative acts of Pedagogical Leadership*, has demonstrated each of the KSDs mentioned above. In fact, it is difficult to see how he could have achieved the undeniable whole-school improvements in three separate schools without these four professional dispositions as well as the key personal dispositions of passion, optimism, resilience, and tenacity.

PA stepped into School B already possessing the relevant dispositions and the Pedagogical Leadership knowledge necessary to enact change. He was deliberate at each point and did not waver from the conviction that "he knew what good teaching looked liked" (*Interview with PA, 13 March 2017*). PA is the epitome of a Pedagogical Leader.

Pedagogical Leadership plus Disposition and Community Engagement

At the beginning of this chapter four leadership models were briefly outlined and compared. These leadership models had been explored in depth earlier in Chapter One in order to identify the key elements that make each model relevant to its context. All four styles include effective strategies for leadership and, in fact, both Appreciative and Authentic Leadership can be seen applied in other leadership contexts - for example, in the business world. Both Appreciative and Authentic Leadership rely on relationships, on making meaningful and ongoing connections with colleagues. Both leaderships styles support a positive approach to solving problems and reject any deficit thinking for solving problems. However, when confronted by the many challenges that both PA and the UK head teachers encountered, a leadership model was needed that could tackle the many complex and inherent problems that existed within the schools they had come to lead. Pedagogical Leadership unapologetically puts the student first. Professional dialogue deliberately centres on what is most important for the student. This leadership model removes the personal relationship and instead builds professional relationships based on respect and trust with the common goal of improving outcomes for all students, thereby raising student achievement.

The Pedagogical Leader's main priority is ensuring that the student is the focus for everything that occurs in schools. Robinson et al. (2009) suggests that Pedagogical Leadership includes both Instructional Leadership - with its strong emphasis on the teaching and learning and collaboration - and Transformational Leadership. Transformational Leadership (Robinson et al., 2009) inspire all stakeholders towards a vision. In the case of schools in Aotearoa New Zealand this would be guided by the individual school's Charter and Strategic Aims.

Along with the aforementioned dimensions, Pedagogical Leadership is a formidable and highly effective model of leadership. This leadership model is arguably not for the faint-hearted because it requires a leader who possesses not only the knowledge, skills, and dispositions but also the passion, optimism, resilience, and tenacity to ensure that effective and positive change occurs for all stakeholders. Furthermore, PA and the UK head teachers have demonstrated that it is not just the combination of Pedagogical Leadership and the right dispositions but also high levels of community engagement that are needed to fulfil the intent of the Pedagogical Leadership. Doubtless, many consider this to be a daunting task.

At the beginning of the 21st century in Aotearoa New Zealand, Pedagogical Leaders are charged with meeting the recent outgoing National Government's (2008-2017) target of 85 per cent of primary students achieving 'at' or 'above' National Standards in reading, writing, and mathematics by 2017 (Ministry of Education, 2013). For schools such as School B, this presents an ongoing challenge. The Education Review Office (ERO), introduced in 1989 as the external auditor for Aotearoa New Zealand schools, has a strong focus on student achievement and supporting pedagogical practices in schools. In 2016 the ERO has released a new framework (following a two-year trial period) for school accountability involving Six Domains, based on the findings of the BES Report (Robinson et al., 2009). More recent, also, is the introduction of Communities of Learning (CoLs), that are a core component of the recent National Government's (2008-2017) *Investing in Education Success (IES)* strategy. Chapter Five will explore the role of the Pedagogical Leader further in light of, and in response to the ERO's Six Domains, also discussed will be the role that Pedagogical Leaders are expected to play within the newly emerging *Communities of Learning*.

Chapter Five: The Pedagogical Leader Within and Beyond the School Gate

"They love school and they love the people around them. You can see the shine in their eyes. In a lot of schools there is no joy, but here there is joy. Staff and kids love coming to school." (Interview with PA, 13 March 2017)

Chapter Four, concluded that Pedagogical Leadership, along with key dispositions and community engagement, were needed to effect positive change for children's social and educational outcomes. This was particularly pertinent for children who came from challenging backgrounds in low socio-economic areas. Both PA and the UK head teachers demonstrated their skill as leaders in schools where both students and community can face multiple challenges on a daily basis. Further to this, it is likely that Pedagogical Leadership can sustain the types of change and improvement needed to effect long-term educational and social outcomes for children. Chapter Five looks to explore the Pedagogical Leader in more depth from both within and beyond the school gate, not only in an educational context but also in a social and political one.

ERO and School Evaluation

Since the establishment of ERO 30 years ago, there have been several iterations regarding the 'framework' utilised for evaluating an individual school's performance. Following a trial period, the ERO's latest iteration, 'School Evaluation Indicators', was introduced in July 2016 (Education Review Office, 2016). The purpose of which is "to focus schools and ERO evaluators on the things that matter most in improving student outcomes" (p. 9). Included in the School Evaluation Indicators are Six Domains that signal the dawning of a new era in the ERO's reporting history.

Robinson et al.'s (2009) seminal research into school leadership and student outcomes documents the leadership qualities and dispositions of effective, high-quality leadership in schools. This has been recognised by the ERO with their endorsement of BES and the acknowledgement that "effective leadership has on improving student outcomes" (Robinson et al. 2009, p. 26). The ERO has found through their own school assessment and through national educational evaluation that leadership is the most frequent indicator on improved

educational outcomes for students. Further to this, as has been identified in Chapter Two, the building of relationships with families, whānau, and community are also heavily reliant on the leadership of the school (Robinson et al., 2009).

Importantly, the ERO also acknowlege that the impact of highly effective leadership and its ability to bring about significant change for student outcomes has not yet been fully investigated. However, their recognition that BES is a valuable resource for Aotearoa New Zealand schools is clear with the following statement by Dr Graham Stoop, the (then) Chief Review Officer: "It confirms that educational leadership matters, and it identifies many of the characteristics of leadership that support good outcomes for students" (Robinson et al., 2009, p. 27).

A New Framework for Evaluation – The Six Domains

The ERO first introduced evaluations indicators in 2003 and these went on to be revised in 2010 (Education Review Office, 2015). The ERO recognise that this is a continuing cycle of evaluation and for the latest iteration have turned to Aotearoa New Zealand educational experts such as Professor Viviane Robinson, Professor Helen Timperley, Associate Professor Mere Berryman, Dr Cathy Wylie, Dr Claire Sinnema, and Dr Lorna Earl for advice and guidance around the evaluation indicators (Education Review Office, 2015). Further acknowledgement is made for "those who have contributed to the Best Evidence Synthesis Programme is at the heart of the framework or organising the indicators themselves" (Education Review Office, 2015, p. 5).

When the Six Domains for school evaluation emerged, (previously stated as a trial document), there were undeniable links to BES, both through the deliberate language as well as the intent of the document. This too has been confirmed through the ERO's support for BES. In educational terms, it would make sense that two documents that are seen to be important in the evaluation of practice and leadership would speak a 'common language'.

The School Evaluation Indicators (Education Review Office, 2016) use three broad terms – Stewardship, Leadership, Professional Capability, and Collective Capacity – with 'the learner' at the centre (Figure 9). These three terms focus on both internal and external evaluation (Education Review Office, 2016) for the governance (Stewardship), leadership, and management of a school or education facility. The ERO (2016) explains the importance of these School Evaluation Indicators as follows:

FIGURE 9: STEWARDSHIP, LEADERSHIP, PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITIY (EDUCATION REVIEW OFFICE, 2016)

> By embodying in the evaluation indicators what we know about how to best improve valued student outcomes, our intention is to provide a common language for conversations within schools and between schools and ERO. Whether they are being used for internal or external evaluation, the indicators will support evaluative thinking, reasoning, processes, and decision making (p. 8).

Similarly, Robinson et al. (2009) critically examined the *deliberative act*s of *leadership* and student outcomes and concluded that: "(This) synthesis confirms that school leaders can indeed make a difference to student achievement and well-being. It identifies, explains, and illustrates some of the specific ways in which they can do this" (p. 35). The purpose for the School Evaluation Indicators and BES are clear – leadership is the catalyst for not only the evaluation of student outcomes but also for the improvement of student outcomes.

Domain One: Stewardship

The governance of schools in Aotearoa New Zealand belongs in the hands of individual Boards of Trustees. There is an expectation therefore that Boards; along with the principal, staff, and students, will work strategically and collaboratively to achieve the vision, goals and targets for their school (Education Review Office, 2016). Stewardship shifts the thinking of governance from functional areas such as property and finance (traditional foci of Boards) towards scrutinising "What difference will this make for students, and how will we know?" (p. 19). This requires a high level of *relational trust*.

Domain Two: Leadership for Equity and Excellence

Domain Two sees leadership across a school from the formally appointed leaders who have positions of authority to classroom teachers who *lead* their classrooms and collaborate across classrooms, syndicates, and teams. *Leadership for Equity and Excellence* deliberately focuses on the professional conversations that surround educational practice in the pursuit of equity and excellence. Leadership that deliberately fosters relationships, structures, and processes has a lens firmly on students who currently are not reaching their potential in and out of the classroom (Education Review Office, 2016). Ishimaru and Galloway (2014) propose that *equitable leadership* is required and defines 'equity' "as attention to the fairness of outcomes within the context of an unequal playing field" (p. 94).

Perhaps one of the most obvious links to BES can be found in Domain Two where the 'indicators' and examples of 'effective practice' are reference to the *Five Leadership Dimensions on Student Outcomes* referred to earlier in Chapter One (Figure 3), these being:

- Establishing goals and expectations
- Resourcing strategically
- Designing, evaluating, and coordinating the curriculum and teaching (Planning, coordinating, and evalutating teaching and the curriculum) Robinson, et al. (2009)
- Leading professional learning (Promoting and participating in teacher and learning and development) Robinson, et al. (2009)
- Ensuring an orderly and supportive environment

The ERO refers to these indicators as being evident in 'high performing schools'. Further to this, school leaders (described in Domain Two) demonstrated through their actions, their ability to be highly effective leaders and this leadership correlates with the *deliberative acts* of the Pedagogical Leader who is directly involved "in the planning, coordinating and evaluating the curriculum and teaching" (Education Review Office, 2016, p. 23). As well as this, they ensure that the environment and school culture are conducive to both student learning and well-being. This environment and culture requires high relational trust which supports both the building of teacher capacity through inquiry and the evaluation of teaching and learning (Education Review Office, 2016).

Domain Three: Educationally Powerful Connections and Relationships

Domain Three reaches beyond the school gate to actively engage with families, whānau, and community. The ERO (2016) supports developing partnerships between home and school which, according to their own evaluation, supports student achievement and results in "large positive effects on academic and social outcomes" (p. 26). This is a core theme in Robinson et al.'s (2009) research and can be seen in BES's *Dimension Six: Creating Educationally Powerful Connections.*
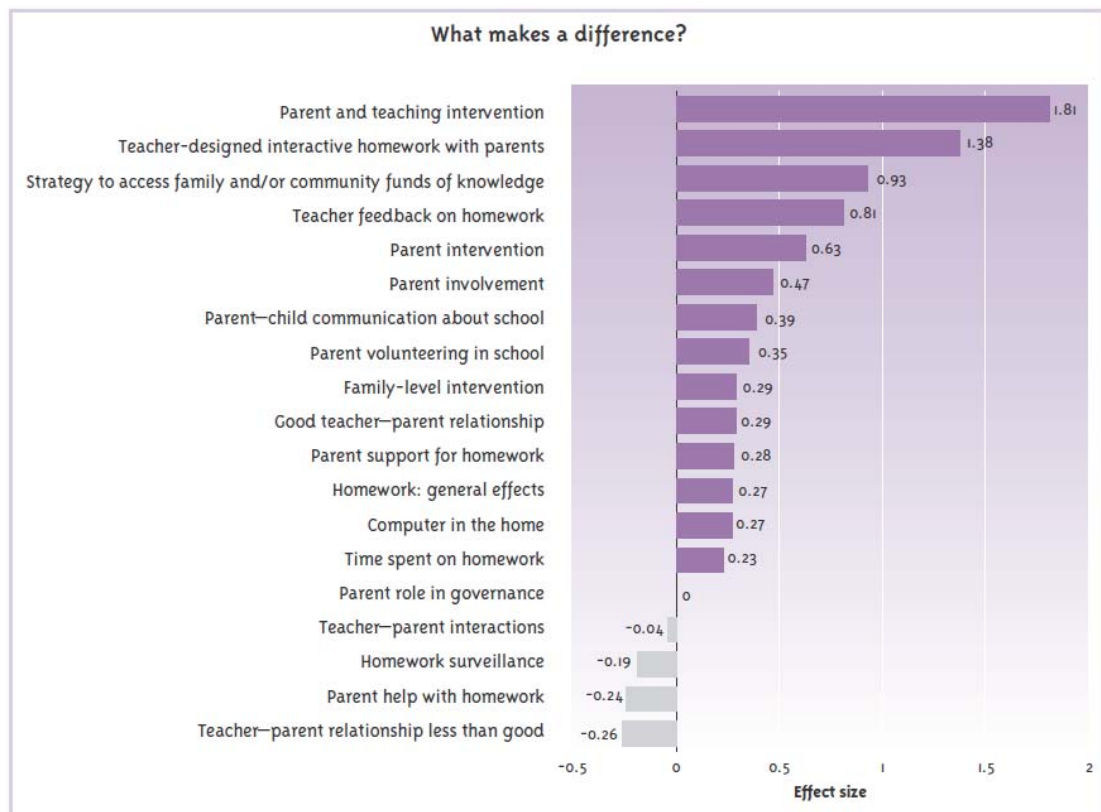
FIGURE 10: FINDINGS OF A META-ANALYSIS OF RESEARCH ON THE EDUCATIONAL IMPACT OF MAKING CONNECTIONS BETWEEN SCHOOLS, FAMILIES/WHĀNAU, AND COMMUNITIES (ROBINSON ET AL., 2009, P. 45)

Figure 10 demonstrates that *Parent and Teacher Intervention* has the most significant effect on student outcomes from the 19 sub-categories offered. This is followed by *Teacher-designed interactive homework with parents*, and *Strategy to access family and community funds of knowledge* respectively. What these three sub-categories demonstrate is that it is the partnership - the close association between home and school that has the greatest influence (Robinson et al. 2009). Furthermore, teachers and parents who work as single entities (in terms of benefitting improved student outcomes or academic achievement) are

not as effective. This ideal of 'partnership' is demonstrated by having strong *relational trust,* a key component of Pedagogical Leadership, which has been demonstrated throughout this thesis by PA and the UK head teachers.

Educationally Powerful Connections and Relationships is best summed up by the ERO observation that "The purpose of school-home involvement is to connect in-school and out-of-school learning in ways that will support valued outcomes for students" (Education Review Office, 2016, p. 27).

Domain Four: Responsive Curriculum, Effective Teaching and Opportunity to Learn

Domain Four concentrates on the relevance of the NZC (Ministry of Education, 2007) and "describes the education outcomes that we want for our young people and what they can expect in terms of breadth and depth of learning opportunities at school" (Education Review Office, 2016, p. 29). The Learning Areas and Key Competencies are important foci for evaluation. The intent of the NZC (Ministry of Education, 2007) and the importance of developing a localised curriculum has previously been outlined in this thesis in Chapter Three (p. 57). Ensuring a *Responsive Curriculum, Effective Teaching and Opportunity to Learn* also values teaching and learning occurring in the context of the learner so that learning is authentic and culturally responsive to the child in their community (Education Review Office, 2016).

Furthermore, ERO quotes directly from the BES in Domain Four when it outlines the ten dimensions of quality teaching that make a bigger difference to valued outcomes for diverse (all) learners:

- Focus on valued student outcomes
- Use knowledge, evidence, and inquiry to improve teaching
- Select, develop, and use smart tools and worthwhile tasks
- Ensure sufficient and effective opportunities for all students to learn
- Develop caring, collaborative learning opportunities for all students to learn
- Activate educationally powerful connections to learners' knowledge, experiences, identities, whānau, iwi, and communities
- Scaffold learning and provide appropriate feed forward and feedback on learning

- Be responsive to all students' learning, identities, and well-being

- Promote thoughtful learning strategies, thoughtful discourse, and student self-regulation

- Use assessment for learning.

<div align="right">(Education Review Office, 2016, p. 30)</div>

The *ten dimensions of quality teaching* are the outcomes of the *deliberative acts* of *Pedagogical Leadership*. PA, through demonstrating his own *deliberative acts of Pedagogical Leadership*, has been able to achieve these ten dimensions for the students of School B. His leadership developed a climate and a culture that enabled the teachers to teach and the children to learn, the result being self-belief for students and for the teachers. His leadership supported the teachers and children with the right 'tools' for learning. Alongside this was the engagement and building of strong relationships with family, whānau, and community, adding further value to student's improved learning capabilities and self-belief.

Domain Five: Professional Capability and Collective Capacity

Domain Five highlights the importance and the impact of effective leadership in schools and student outcomes. *Professional Capability and Collective Capacity* places the student at the centre of professional dialogue. This involves a cycle of inquiry that is multidimensional and involves all stakeholders – the student, teachers, family and whānau, and other external professionals. Leadership involves the gathering of evidence, analysis of that evidence, and asking the question "where to next?".

Domain Five also offers the opportunity to challenge thinking, decisions and views on what best serves the individual. It once again requires high relational trust where *open to learning conversations* (Education Review Office, 2016; Robinson et al., 2009) are expected and where "Teachers (who) work in supportive professional environments that encourage deep learning make greater gains in effectiveness over time than those who find themselves in environments that are less conducive to learning" (Education Review Office, 2016, p. 37).

Domain Six: Evaluation, Inquiry and Knowledge Building for Improvement and Innovation

Domain Six brings together the notion of stewardship and leadership to ensure that evaluation and professional inquiry occurs at all levels of a school from policy through to the classroom. *Evaluation, Inquiry and Knowledge Building for Improvement and Innovation* is effectively about 'making a difference', accelerating learners, sharing new knowledge and collaboration for all – teacher to student, student to teacher, teacher to teacher, and student to student. The NZC's (Ministry of Education, 2007) 'Teaching as Inquiry' (Figure 11) demonstrates a 'double loop' approach to inquiry and sits comfortably in Domain Six. The student is central to the inquiry with the teacher endeavouring to 'inquire' into what actions are required to effect positive change for student outcomes.
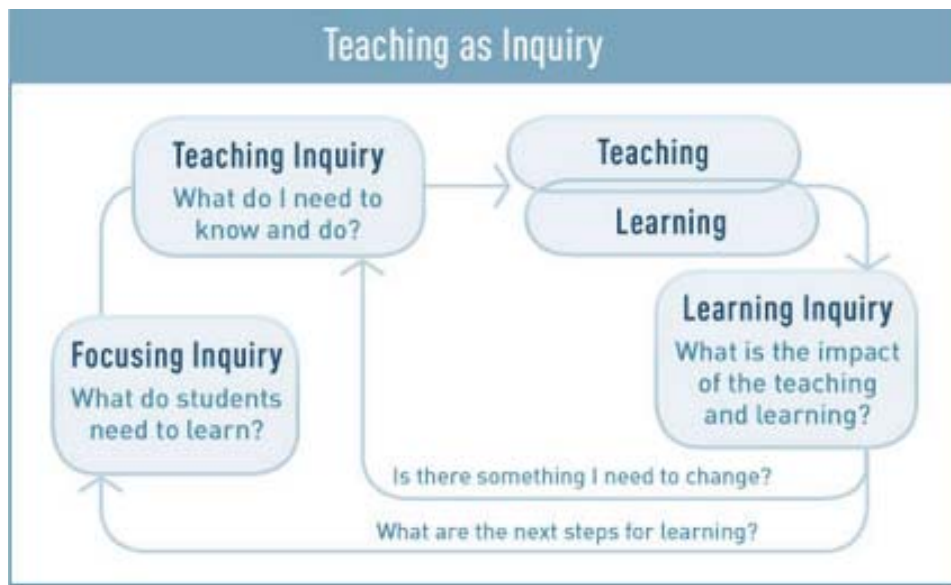
FIGURE 11: TEACHING AS INQUIRY (MINISTRY OF EDUCATION, 2007, P. 35)

Both the School Evaluation Indicators (Education Review Office, 2016) and BES (Robinson, et al., 2009) propose a 'synthesised' platform for effective leadership and improved student outcomes. In fact, the literature and evidence from both documents demonstrate convincing support for the *Deliberative Acts of Pedagogical Leadership* that enhances the classroom teaching and learning culture through contemporary learning pedagogy that positively impacts on student achievement.

PA, School B, and ERO

PA has been inspired by Mortenson (2007) in his belief that "*one man can make a difference*". He has demonstrated a brand of Pedagogical Leadership that is gutsy, to say the least. He has built authentic relational trust, stepped outside the school gate to embrace the people who are his school community by truly believing in Manaakitanga (Education Council, 2011), which can be interpreted as "What actions are you taking to uphold the mana (integrity, sincerity, respect) of others?" There has been a clear demonstration of this from his advocacy in the first instance for the learner, their family and whānau, followed by his advocacy for effective teaching.

So, has it worked? PA's commentary, the anecdotal evidence and the data that drives reporting to the Ministry of Education suggests that it has. However, it is useful to have another objective voice. In Aotearoa New Zealand that objective voice is the external auditor, the ERO. School B had a long history of poor ERO reviews in relation to students' outcomes and wellbeing that had resulted in consistent 1-2 year review cycles. School B, under the new leadership of PA, went through the process of review against the Six Domains in 2017 – less than two years since PA's tenure began.

The ERO's confirmed report[10] (ERO, 2017) notes that a new principal has been in place since 2015 and that "meaningful progress has been made in addressing the areas identified for development in the previous ERO report" (ERO, 2017). The report begins with recognising the significant progress made in establishing systems and processes that support learning and 'holistic wellbeing'. As PA earlier stated in Chapter Three (p. 63), there had been accelerated progress for 86 per cent of students. ERO (2017) concurred with this assessment, stating that "a large number of students made expected, or greater than expected progress in writing and reading" (ERO, 2017). In addition to this, ERO believes that the school is "well placed to strengthen their understanding of accelerated progress and to continue to look at strategies to achieve equity and excellence" (ERO, 2017).

The ERO also commented favourably on the culture of the school, calling the leadership 'proactive' and that there was a supportive learning environment with strong priorities for

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[10] In order to preserve the anonymity of PA, the name of his school has been withheld in references and citations of ERO reports on the school he is principal of.

learning. Commentary on teaching demonstrated that it was established, focused and with needs-based teaching occurring. Alongside this sat high expectations for both learning and behaviour in classroom environments that actively promoted student self-management and purposeful engagement.

PA also discussed in Chapter Three (pp. 57-58) the *academic rigour* and the necessity of teachers involving themselves in regular meetings and discussions around students and their progress. The ERO also identified this as a strength by stating: "Staff professional learning and development is well considered and strategic" (ERO, 2017). Furthermore, "There is an understanding of the importance of how effective teaching practices support a positive learning culture" (ERO, 2017).

Perhaps no other statements in this ERO report underscore PA's passion, enthusiasm, and dogged determination more than these last two statements –"Strategic, proactive leadership underpins a supportive school environment conducive to teaching and learning" and "...that support, productive learning underpinned by holistic wellbeing. Warm nurturing relationships are highly evident" (ERO, 2017).

This review resulted in a three-year review cycle for School B, PA, and the teaching team. It acknowledges the hard work and progress that PA's *deliberative acts of Pedagogical Leadership* have enacted. It also leaves me with the final question I posed to PA during our interview *(PA, 13 March, 2017)*:

> *(In summing up) – "you've now got a school that has high relational trust, stability, community buy in; lunches sorted, teaching, where to now? The changes over twelve months have been phenomenal. Where do you see your next steps in leadership in this community and how long is it going to take for this school to continue on this positive path without you? So in a world of (striving for) embedded practice. At the moment your children, staff and community are well supported by you. When can you bookend this?"*

> (PA response) – *"Yes, so this year is all about developing leadership. One of our strategic goals is to develop leadership at every level of the school, throughout our kids, teacher aides, and staff. A lot of this year is about growing the Senior*

Leadership Team (SLT) to lead their syndicates. Teacher aides to lead and drive things by themselves. They are good enough, and they don't need me to hold their hand and show them how to do stuff. The teachers here are brilliant, as good as any I've worked with anywhere".

PA, as the Pedagogical Leader of School B, has had his vision of 'one man making a difference' validated further by the ERO, but the validation was already there both within and beyond the school gate. This vision is demonstrated in the joy on the faces of the children, teachers, parents, and whānau who wait at the school gate to hear how their child went that day with their learning.

So what could this mean for school leadership and more precisely Pedagogical Leadership across Aotearoa New Zealand schools? The recent National-led Government's (2008-2017) new intiatives, *Investing in Educational Success* (IES) and the implementation of *Communities of Learning* (CoLs) both require effective leadership. The question begs asking - Are school leaders such as PA able to extend their influence beyond the school gate and theoretically into the school next door? Is the current educational climate (one that has traditionally been a competitive model) able to support true collaboration across educational settings to enable leadership in CoLs for improved educational outcomes? Finally, and most importantly, do schools have the appetite to do so?

Communities of Learning – A Collaborative Model Positioned Within a Competitive One

In Aotearoa New Zealand, CoLs are in their infancy (New Zealand Parliament, 2016). The inclusion of a discussion on CoLs and their potentially relevent links to Pedagogical Leadership is worthy of discussion. Besides publications by the Ministry of Education there is not a significant body of academic writing around the implementation of CoLs on whether or not they have the potential to succeed in the Aotearoa New Zealand context. Instead, this thesis will rely largely on educational commentary that is emerging in educational publications across Aotearoa New Zealand.

The introduction of the recent National Government's (2008-2017) CoLs as part of the IES (Ministry of Education, 2017) is in response to the –

Research demonstrating that quality teaching has the biggest influence on whether learners succeed. IES has been designed with this in mind and is intended to help raise achievement by:

- improving teaching practice across New Zealand
- enabling kaiako and teachers to work together and benefit from each other's knowledge and experience
- helping all learners benefit from the skills and knowledge of great kaiako and teachers from across a group of education providers (early childhood education services me ngā kōhanga reo, school, kura and post-secondary)
- helping educators and training providers work together, so it is easier for learners to move through the education system.

(Ministry of Education, 2017)

Across Aotearoa New Zealand there are currently 2,416 schools eligible (of the 2,514 schools) (Ministry of Education, 2017) to take part in CoLs. According to the (then) Minister of Education, Hekia Parata, as at September 2016 –

[One] half of New Zealand schools are now working together in 148 communities of learning (CoL). This means that to date more than 1,260 schools and 18 early learning services have now formed communities of learning, supporting more than 410,000 kids. Twenty-Six CoLs have set their education achievement challenges, and 30 new community of learning leaders have now been appointed. In addition, almost 400 teachers have been appointed to new roles within their communities (New Zealand Parliament, 2016, para. 5).

Finnish Education is recognised both internationally and here in Aotearoa New Zealand as being at the forefront of today's education. In fact, "For over a decade, many have regarded Finland as the king of the educational castle" (Barback, 2013, para. 3). While this model has proven successful in Finland, it is most likely because it sits within an educational model that does not see education as either political nor competitive (Sahlberg, 2007). This is not the case for Aotearoa New Zealand. Educational policy is highly political, as can be seen from many decades of election promises, from the implementation of the aforementioned

Tomorrow's Schools in 1987 by the Labour Government through to the implementation of National Standard by the National Government in 2010.

Collaboration across municipalities is not only common practice in Finland; it is mandatory. In Finland, principals are seen as community leaders and are highly respected. It is an education system not only well respected but a highly sought after career path. In Finland, principals and school leaders work collaboratively for the greater good of students – in and across schools. Finnish educators work in a system that nurtures the whole child, where equity begins at the school gate. All children, regardless of their background have equity in accessing learning, opportunities, and services – all on one campus. It is a homogeneous approach that also ensures community participation and inclusion (OECD, 2011; Sahlberg, 2007; Barback, 2013).

It is not difficult to see why the recent National Government (2008-2017) would not look to Finland for the answers to our complex educational and social problems. However, this is where our countries differ. As has been referred to in Chapter Two, Sahlberg looked at education in Finland over 35 years ago through a social lens (OECD, 2011; Sahlberg, 2007). He identified the social and economic issues that effected educational and social outcomes for young people. This 'social experiment' has been recognised worldwide as a success. Consistent top rankings with PISA acknowledge that what is happening in Finland is working for Finland - in a Finnish context - simply because *context matters*. Highlighting the complexity of applying one model to another with differing idealogies and context Barback (2013) states, "it isn't as simple as saying, 'let's copy Finland'. There are a huge number of other variables to consider, not least the social and economic factors influencing education policies" (para. 24).

The recent National Government's (2008-2017) somewhat piecemeal approach to education was not the resounding success the government had hoped for. As has been previously stated in Chapter Four, National Standards did not achieve the results that were expected. Alongside National Standards, the recent National Government (2008-2017) also implemented CoLs under the *IES* umbrella as a further solution to the disparities that currently exist in schools across Aotearoa New Zealand.

However, there is conjecture over whether CoLs will be successful. Flockton (2017) reports on an informal conversation with a senior politician, when asked to comment on the

potential of raised student achievement with the implementation of CoLs, the person stated "Of course they won't. It's about politics. It's about capture into an idealolically driven big-sell policy package through the lure of money and privileges" (p. 33). Such cynicism would suggest that the government's elected representatives are not entirely convinced that CoLs will succeed in improving the academic and social inequities that are present in Aotearoa New Zealand schools.

Education and Social Inequities

Addressing the social inequities that exist in Aotearoa New Zealand and their links to schools and educational outcomes for students is a complex issue that is highlighed by Clark (2017) citing Brighouse and Schouten's (2011) concept of *dualism* – within and beyond school. These two components comprise of factors that directly impact on students. Within (internal) school factors that are causal in disadvantaging students are identified as being a variation in resourcing, principal and teacher quality, curriculum, behaviour, and environment. Beyond (external) school factors that instigate disadvantage for students are identified as being how well a family prepares their child for school, their socio-economic status, access to healthcare, family wellbeing, and stability.

Finland's commitment 35 years ago to address the social inequities that occur for children in schools by providing nourishing food, healthcare, and social support in schools can be seen, at least in Finland's case, as the answer. Deciles and demographics do not play a part in the funding of schools – nor do National Standards, or any standards for that matter (OECD, 2011; Sahlberg, 2007; Barback, 2013). A full discussion on the social disparities that exist in Aotearoa New Zealand are beyond the scope of this thesis, but in simple terms, it is where our educational inequities evolve from.

There are a number of similarities between Finnish Education and Aotearoa New Zealand education system, but one significant difference is that *Tomorrow's Schools* is a competitive model and unashamedly so. At its inception, competition was seen as a way of ensuring better education (Openshaw, 2014). Schools competed and continue to do so 30 years on for 'bums on seats'. As a consequence, particularly in city and urban areas, parents have the option of choice and the ability to move their child if they see they would be better served at

the school down the road (Wylie, 2006). This has created an 'under-current' for many school principals, where they are coming together as professionals but are competing for the same children to fill the seats and boost the Operational Grant[11] for funding. One commentary by an Aotearoa New Zealand principal highlights the competitive nature of schools:

> Schools compete for students, because school funding is dependent on the number of students enrolled. But because schools are judged by their current communities, by the Ministry of Education and by potential customers, i.e. future students, on the degree of success achieved in examinations, as well as performance in sport and cultural activity (Laurenson, 2017, para. 5).

So, what does this mean for CoLs which currently sit within in a competitive model? One would suggest a little uneasily. Already CoLs are proving to be problematic in many cases. The $1,000 incentive to sign on with an 'expression of interest' piqued interest but in more honest terms, at least anecdotally, principals and school leaders are more concerned that if they do not sign on, they will be disadvantaging their students, teachers, and school. Whether this is fact or not, there is a feeling of uneasiness amongst the education sector. Flockton's (2017) commentary on 'The Rise and Rise of CoLs' supports this uneasiness with a recent conversation with one school principal saying "I regret having agreed to join the CoL. I'm convinced it's not going to do much for our students or our teachers, but if we pull out now, three of our good teachers will lose money. It's becoming very awkward" (p. 33).

The creating of achievement challenges is also fraught with peril. With the signing of the expression of interest, CoLs are also signing a memorandum of confidentiality that includes the sharing of individual school's achievement data. In a competitive model, this could be considered sensitive information. CoLs require a high trust model that seeks to collaborate for the greater good – achievable in a non-competitive model, aspirational in a competitive one. Yet, we do have an optimistic viewpoint from the new secretary for Education, Iona Holsted, who states that "More than half a million children are now benefitting from their

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[11] Operational Grants are the funding Boards of Trustees receive in order to resource their school. This funding covers all expenditure for the school except for the teacher's salaries (teacher funding is determined by how many children attend the school and is paid directly to the teachers). The Operational Grant is determined by how many children attend the school and the decile ranking of the school (New Zealand Government, 2017).

schools and ECEs being part of CoLs and I look forward to this number continuing to grow" (NZ Education Gazette, 2017, para. 17).

A further difficulty relates to the appointing of the Lead Principal or, for some CoLs, the Co-Lead Principal. Lead Principalship comes with an additional salary incentive, with an increased workload that also sees principals spending significant amounts of time away from their school. In some cases, two or three principals have applied for the position, in some cases, no one is willing to step up. This, once again, has the potential to disadvantage schools that are at risk of failing or are failing already. Similarly, are the principals who are putting themselves forward the right ones for the job?

The diversity that exists within current CoLs from early childhood through to secondary education is potentially a positive move in the right direction. However, many CoLs have schools of varying size – from schools which have under ten children through to hundreds of students. One principal recently told me that no one listens to her because she is not seen as important, being from a small, rural school. School rolls, in many cases, are the result of a competitive model – the more students you have, the bigger your school and, as a result, the larger your salary becomes and the more important (and therefore knowledgeable) you are seen to be.

So, what is a potential answer to the educational conundrum that is school life in Aotearoa New Zealand in 2017? This thesis has already suggested that the approach to education in Aotearoa New Zealand is piecemeal at best. It would appear that yesterday's and today's governments continue to look beyond Aotearoa New Zealand's 'school gate' to see what is happening there. However, a continuing sub-theme throughout this thesis is *context matters.* What is the context for the student in Aotearoa New Zealand? It has been 30 years since the implementation of *Tomorrow's Schools,* most people in education today have no real knowledge of the model and the reasons for its emergence. This thesis is consistent with Iona Holsted's view that "Doing more of the same will not address these issues. Our system needs to step up and respond to the challenge by changing what we do and how we do it" (NZ Education Gazette, 2017, para. 17). It is difficult to argue with this, however, if we are to 'step up' and address the challenges that exist within the school gate then we first need to fully address the systemic social inequities that currently exist beyond the school gate in Aotearoa New Zealand. Whilst CoLs may be able to partially address these needs, it is not

possible for them to address the inequities and social issues that occur beyond the school gates and within the family home.

Is it time for a new Tomorrow?

The success for collaboration internationally across schools in countries such as Finland has been driven out in a non-competitive market.This is juxtaposed with Aotearoa New Zealand's current situation. Schwalger's (2016) commentary on the establishment of CoLs discusses the mixed success so far, which includes the views of NZEI (2010) Te Riu Roa and school principals. This commentary is best summed up by one principal who states:

> For CoLs to work, everyone has to be altruistic in their thinking. You've got to think about the whole community and who is missing out. Some schools find it very difficult when some of their colleagues are still working in a very market-oriented way, being competitive. You can't work with someone in a CoL when they're sitting at the table trying to work out how to enrol more of your kids at their school (para. 32).

It is reasonable to suggest that in order for CoLs to succeed and to have the impact that is hoped for then maybe it is time to 'retire' *Tomorrow's School* and adopt with conviction a model of collaboration and equity for all learners and communities. The removal of the decile system could be the first step in dismantling *Tomorrow's Schools*. Or, is it another half-hearted attempt to emulate someone else's model that doesn't fully work in the Aotearoa New Zealand's context?

Hekia Parata, then Minister for Education, noted the two greatest factors that contribute to the cause and effect for student achievement were "quality of teaching and leadership" and "the biggest out-of-school factors are family community expectations. IES promotes all of these things" (Clark, 2017, p. 7). Parata's statement is a questionable one for whilst IES (CoLs) promote achievement challenges directly (in response to National Standards), the external social factor(s) that exists beyond the school gate and within the family home cannot be directly influenced by CoLs.

Education in Aotearoa New Zealand has had a colourful journey to date. This educational journey began with the first school in 1816 (Jones & Jenkins, 2016). Aotearoa New

Zealand's people can look back and cast an often critical eye over the decisions of our forefathers through to today's ambitious politicians. The ERO have sought to provide independent evaluation and feedback on the next steps for improvement for all Aotearoa New Zealand's schools. The introduction of CoLs is seen as bringing schools together for the 'greater good'. It is early days for the CoLs in seeing how successful they will be or for that matter how sustainable for education in Aotearoa New Zealand. An optimistic yet realistic outlook is needed. Optimism for a more collaborative educational future for Aotearoa New Zealand and realistic – is it time to let go of last generation's schooling system?

Identified in this thesis and through publications such as BES (Robinson, et al., 2009) and KLP (Ministry of Education, 2008) is the demonstrated effectiveness of Pedagogical Leadership and the impact that this has on improving educational and social outcomes as well as raising achievement for all students. With this said, it is reasonable to suggest that if Pedagogical Leadership is effective in individual schools it could also be across all schools. Robinson (2016) highlights some of the difficulties both inside and outside of CoLs as well as identifying what effective leadership is needed, this being – "Effective leadership requires the ability to meet two goals: progressing the educational work while simultaneously building relationships of trust, even in situations of initial mistrust" (para. 7). The Ministry of Education seeks to address effective leadership through the establishment of the Lead Principal role. However, as has already been demonstrated, this has become problematic with the nature of the schooling system and the views of who is an effective leader.

Is it in fact more appropriate that we look to the school leaders in Aotearoa New Zealand and listen to their narrative. Principals such as PA, with their *deliberative acts of Pedagogical Leadership* are addressing both the social and educational inequities within and beyond the school gate. It is this *dualism* that seeks to not only address the problems of our education system but also the social inequities – in the context of Aotearoa New Zealand. If the ERO can identify effective, passionate and visionary leaders, why can there not be a direct link to our politicians for them to see?

The Dawn of a New Government

On 20th October, 2017, nearing the end of writing this thesis, Aotearoa New Zealand has seen a new era emerge in our political history. On the previous evening, Winston Peters and NZ First chose to form a coalition with the New Zealand Labour Party. So, what does this mean for education? Once again, education is back at the forefront of party policy. It has already been stated that National Standards are to be abolished (Labour Party, 2017). Perhaps, even more importantly, is whether the promise of ending childhood poverty will be realised.

Regarding CoLs, the Labour Party's (2017) Education Manifesto states:

> Labour will collaborate with those working in schools and ECE centres to redevelop the communities of learning model so that it is less focused on a low trust managerial, audit culture and is instead genuinely collaborative, embraces the needs of local communities and empowers educationalists (Achieving change together, para. 6).

It will be interesting to see what this will mean for Aotearoa New Zealand schools and whether 'collaboration' takes place under a new education system. Labour's Education Manifesto (Labour Party, 2017) states they will "establish an independent taskforce to review 25 years of Tomorrow's Schools, informed by a designated cross-sector advisory panel" (Achieving change together, para. 4). For many years, we have looked internationally to improve education in Aotearoa New Zealand. The influences of academic achievement that come via PISAs and PIRLS and international experts such as Sahlberg and the Finnish Model are useful, but as has been established in this thesis *context matters*, and Aotearoa New Zealand's context is different from other countries. One hopes that the promise of a 'cross-sector advisory panel' consists of local experts, local *pedagogical leaders* who understand the students, teachers, communities and the *context.*

This thesis has established, through examining the leadership of PA and the UK head teachers and the research of many educational experts that Pedagogical Leadership is the most effective in positively influencing student achievement. It would appear from the newly elected Labour Government's Manifesto (Labour Party, 2017), that school leadership is also seen as paramount for the success of all students and the success of all schools, with the establishment by Labour of the:

College of Educational Leadership that will operate as part of the education advisory service. The new College will:

- establish minimum qualifications required of those applying for leadership positions
- ensure that quality professional development programmes are available to all new and existing educational leaders
- have the power to second existing educational leaders into the college for a period of up to 2 years to act as mentors and trainers.

<div style="text-align:right">(Strengthening teacher leadership and collaboration, 2017, para. 5-8)</div>

The above points hint at a leadership programme that values qualifications, professional development, and the expertise that already exists in Aotearoa New Zealand schools. This could signal the dawning of educators being seen and valued for the work they do. It is also the opportunity to provide a leadership programme that encompasses the qualities and dispositions that are seen in highly effective leadership. Pedagogical Leadership stresses the importance of the *leading of teaching and learning* - the core business of schools. Together with the importance of community engagement and high relational trust, Pedagogical Leadership, the likes of which has been examined in this thesis could form the basis of a highly effective leadership programme, a leadership model that all leaders can aspire to.

Chapter Six: Concluding Thoughts; The Deliberative Acts of Pedagogical Leadership

This thesis intended to examine what model of school leadership is most effective in bringing about a positive influence on student achievement within a contemporary pedagogy in the first quarter of the 21st century. Further to this was a look at education in Aotearoa New Zealand and what the political drivers and implications have been for education, particularly in the last 30 years.

An opening discussion on four models of leadership – Appreciative, Authentic, Instructional, and Pedagogical Leadership – examined their strengths and challenges and what their potential impact was for effecting change and ensuring a positive influence on student achievement. Comparisons were also drawn between Appreciative and Authentic Leadership and Instructional and Pedagogical Leadership. Appreciative and Authentic Leadership relied heavily on cultivating positive relationships in the workplace or educational setting. Also, the focus was on the relationship between the 'leader' and the 'follower'. Both models of leadership operate in an educational setting and other settings, such as the business world. This is, perhaps, the reason why they are less effective than both Instructional and Pedagogical Leadership that have been developed specifically for education. Additionally, the two latter models focus on the leadership of teaching and learning and are student-centred in their approach, placing the student ahead of relationships with adults.

Both Instructional and Pedagogical Leadership highlight not only the importance of having the lens well and truly focused on the student but also on the student's school environment. These models are seen to focus on teaching and learning and ensuring an orderly and safe environment that is conducive to teaching and learning. As well as this, the promotion of professional development that the school leader actively participates in is of great importance. It also is noted that Instructional Leadership sits within Pedagogical Leadership, with Pedagogical Leadership encompassing other vital components to ensure a more encompassing, effective leadership that has a positive influence on student achievement.

Pedagogical Leadership casts its net wider to address more than teaching and learning. It not only has a strong focus on teaching and learning, and an environment that supports positive learning, but also seeks to reach beyond the school gate to include the parents, whānau, school community, and the wider community. In addition, importance is placed on developing relational trust, as was discussed initially in Chapter Two. Pedagogical Leadership, as first demonstrated by the head teachers in Chapter One (and subsequent chapters) established a complex model of leadership that requires the school leader not only to be knowledgeable but also to possess a number of positive dispositions that assist them to face the many challenges confronting school leadership in today's society.

The building of relational trust has been identified as an essential component of school leadership, particularly in schools where social inequities exist. Through the eyes of the two head teachers from the United Kingdom and Principal A in the Aotearoa New Zealand context, these disparities continue to exist in the first quarter of the 21st century. Furthermore, these disparities continue to have a negative impact on children's learning and their educational outcomes. In their particular contexts, these school leaders have demonstrated that what happens beyond the school gate can significantly influence what is occurring within the school gate. It was these school leaders' *deliberative acts of Pedagogical Leadership* that first set them to the task of building high relational trust that created a firm foundation to start 'turning the school around' and consequently, having a positive influence on student achievement.

In the Aotearoa New Zealand context, PA was deliberate in the building of relational trust with students, teachers, staff, parents, whānau, and the wider community. It was a commitment that started with addressing the inequities that existed for the students, families, and whānau. Those inequities were undertaken by addressing behaviours, building self-belief for students and teachers, providing nourishing food, and fostering a quality teaching and learning environment.

In addition, comparisons and differences were introduced and discussed between the Finnish Education model, championed by Pasi Sahlberg and the Aotearoa New Zealand context. This educational model actively sought to address the social and economic disparities that existed in society by addressing the inequities in schools. A school system that offers a 'one stop shop' for education, health and well-being was seen as the answer to

what was happening for firstly children's educational outcomes and secondly for the country as a whole. This model, in the Finnish context, has been a success. Finland is now recognised by the OECD as a country that offers education that is not only equitable but also ranks highly for achievement. In addition, Finnish education is unaffected by political debate. Sahlberg (2007) freely admits this is not a quick-fix model; it takes time and a commitment to provide proper resourcing for all children in all schools.

PA has adopted a similar philosophy, his attitude that they 'fix it' has been unyielding. The difference is that PA has not looked to the government for assistance. He has created an environment of his own doing through his *deliberative acts of Pedagogical Leadership*. He has acknowledged and addressed the inequities and has taken on a 'no excuses policy', for his fervent belief is that '*one man can make a difference',* and he has*.*

PA's first steps in both Schools A and B was to 'shift the culture' of the school. Throughout this process, he first led and later walked alongside the teachers and students, an active member of the changes that quickly occurred. From the playground where he, alongside his teachers, played with the children to stepping outside of the school gate to not only meet and greet the parents but to get to know them – establishing a genuine connection with them. However, the building of relational trust alone did not address all the inequities that existed in the UK schools or School B; it was merely the starting point. Through the examination of the four models of leadership, the UK case studies, and the case study of PA in the Aotearoa New Zealand context the following has emerged. Pedagogical Leadership that includes high relational trust and community engagement is significant in addressing the inequities and disparities that exist for both social and educational outcomes for children.

The complexities of addressing student achievement (or the lack of) provided the focus of what this thesis has termed a 'contemporary pedagogy'. The knowledge that children need to be learning in the 'here and now' as well as for the future, in a relevant context has been shown to be an important part of classrooms and leadership today. In addition, ensuring that this context is culturally responsive is also of great importance.

A look at the historical factors that are a part of the educational landscape, both in an Aotearoa New Zealand and in an international context, demonstrated that while we live in

the first quarter of the 21st century the notion of education being 'modern' is somewhat arguable. Instead, a contemporary view of education sees leaders and teachers looking at the student in the context of the 21st century for their learning. Leaders and teachers are responding to students who are growing up in many cases to a blend of an industrial, cyber, and an environmental revolution.

Alongside the 'big picture' context is the localised one – both in terms of socio-economic status and curriculum. These were equally important to PA and School B. Certainly initially, socio-economic factors were the most pressing for the students of School B and the leadership of PA. While, as already mentioned, he addressed the socio-economic factors when he first arrived, through providing nourishing food and a strong sense of wellbeing. PA's next step was to address student achievement. As the 'leader of learning,' he not only walked alongside his teachers but also 'stepped into the shoes' to model and teach. This has not only earnt the respect from of the teachers but also set the scene for success inside the classroom. PA's idea of *academic rigour* called everyone to account for the success of every student. His leadership ensured 'no excuses' for creating a positive environment for learning, but alongside this was his unwavering support – support for students, teachers, their families and whānau.

While comparisons have been made between PA's model of leadership with Sahlberg's Finnish model, there are also polarising differences. As has been mentioned previously, Finland takes an apolitical view of education. The Finnish model for Education is considered to be off the political bargaining table. Instead, a bi-partisan approach that sees Finland, through their education system addressing the social and economic inequities that are in turn seeing long-term benefits for their country. A bi-partisan approach is not the case in Aotearoa New Zealand, where education is never far from the political bargaining table nor the media for that matter, and generally is not seen in a positive light by either.

Nevertheless, what PA and other principals have done single-handedly through their leadership, has been to influence positive change for student achievement. PA has 'fixed it'. In the context of School B, he achieved what politicians and governments have failed to do. Is it not the time to get up from the bargaining table, and to stop looking beyond our Aotearoa New Zealand school gate and take a serious look at leaders in our schools who are making a real difference in the Aotearoa New Zealand context?

Together with effective leadership, certain dispositions were discovered to be an important part of successful leadership. In the Aotearoa New Zealand context, three documents spoke to not only leadership itself but also to the qualities and dispositions. Robinson et al.'s (2009) and Robinson's (2010) research into leadership and the dispositions of leaders support student-centred, Pedagogical Leadership as being the most effective leadership model. Kiwi Leadership for Principals (2008) and Tu Rangitira (2010) similarly support the Pedagogical Leader as well as outlining the qualities and dispositions that ensure culturally responsive leadership.

Principalship in the context of the early 21st century has evolved into a position that sees school leaders dealing with complex social and educational problems and issues. It is difficult to imagine that one person alone is responsible for such a daunting challenge as has been seen by both the UK head teachers and PA on taking up their new leadership posts. Sometimes the challenges are insurmountable for school leaders, resulting in students, teachers, and community often being disillusioned, disenfranchised, and at high risk of failure – both in school and later in life.

For schools such as School B, government policy, decile ranking, and the advent of National Standards have been unable to address these problems satisfactorily. In fact, it could be suggested that decile rankings and National Standards further distinguish and, one would suggest, demoralise schools like School B.

PA took a school that was failing in every sense of the word and in a short period positively influenced student behaviour, well-being and raised student achievement. This thesis has demonstrated that PA's *deliberative acts of Pedagogical Leadership* are the impetus for this turnaround. It has been a model of Pedagogical Leadership that has included high relational trust, the key dispositions and qualities outlined by the already mentioned documents and community engagement. To truly be effective, especially in schools such as School B, Pedagogical Leadership must include these key dispositions and genuine community engagement.

PA succeeded where others had failed; students are not only showing raised student achievement, but they are also demonstrating that they are successful learners. They have self-belief, they are proud of who they are, and they have joy. PA's Pedagogical Leadership

has done what policy and National Standards could not. PA has shown that 'one man can make a difference' but to do so there needs to *deliberative acts of Pedagogical Leadership.*

In 2017, the ERO aligned itself closely with the Best Evidence Synthesis Report (Robinson, et al., 2009). The ERO's 'School Evaluation Indicators' (Education Review Office, 2016) and the 'Six Domains' aim to focus schools on the evaluation of leadership, student achievement, teaching and learning, and wellbeing, amongst other things. It is too soon to see whether the 'School Evaluation Indicators' have the impact that the ERO hope for, but in one instance, for PA it was able to establish that the Pedagogical Leadership he demonstrates is not only effective but is also able to bring about positive influence and change for students. The ERO was able to report favorably on school culture, teaching and learning, as well as raised and in some cases accelerated achievement. The ERO also reported on the leadership of PA and the positive influence this has had on School B.

Finally, a discussion was made regarding the *IES* and the introductions of Communities of Learning. Individual CoLs are in various stages of development. At the writing of this thesis, there was very little academic writing on this subject. Instead, besides the documents provided by the Ministry of Education, the current educational commentary was called on to offer an alternative view. This commentary highlighted the challenges that exist in introducing a collaborative model into a well-established competitive one.

The writing of the last two chapters of this thesis took place on the 'eve' of the 2017 general election, resulting in a change in government. The newly elected Labour-led Coalition signals a changing educational landscape that will begin with the abolition of decile rankings and National Standards. In addition, a new educational taskforce, perhaps reminiscent of the Picot Taskforce (Openshaw, 2014) will examine schools and education as they currently stand. While the Labour Educational Manifesto includes *Communities of Learning*, it is too soon to know what these will look like under the new government. Significantly, the Labour Educational Manifesto also signals a focus on school leadership with the introduction of a *College of Leadership.*

This thesis, along with the United Kingdom and Aotearoa New Zealand case studies, has demonstrated that the *Deliberative Acts of Pedagogical Leadership* has the ability to enhance the classroom teaching and learning culture through a contemporary learning

pedagogy that in turn has a positive influence on student achievement. It is a leadership model that in many cases takes courage and bravery. It also takes self-belief.

Additionally, there has also been a demonstration that leaders like PA and the UK head teachers are, at least partially, the answer to the systemic social and educational failures that are now generational in Aotearoa New Zealand. The success of the Finnish model could translate to Aotearoa New Zealand but not without significant changes to our education system. Linked with Sahlberg's vision of equity for all, PA has been able to offer this in a localised context – but could it not work countrywide? Imagine schools that were non-competitive, that offered education, healthcare and wellbeing support, and provided a place where you came to be educated by passionate, professional leaders, and teachers who were well-respected and valued. Schools that fed children nourishing food – no matter what demographic they came from. This sounds simplistic and possibly more expensive to resource. But if we looked long-term like Sahlberg and genuinely invested in our nation's future then really, benefits outweigh the cost both in the short and long term.

PA feeds his students for one dollar a day. He nourishes the whole child with an education that they are proud of, the students have self-belief, and perhaps most importantly they have joy. The final word belongs to PA:

> *There are no excuses, they are well fed, they've got fitness, and they have good people around them. No excuse why they won't succeed. And we love the kids; the teachers love the kids. When teachers walk in the school grounds, the kids just run for a hug. We are probably the huggiest school around. That's cool because they love being here. (Interview with PA, 13 March 2017)*

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Glossary

Apolitical	No discriminating between political parties. Acting 'above' politics.
Academic Capital	The potential of one's own academic and educational experiences.
Cultural Capital	A person's collection of behaviours, knowledge, and skills that one can use to demonstrate competence.
Culturally Responsive	A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.
Decile ranking	Schools are 'ranked' 1-9 on the demographic of the families and the area where the school is. The Census informs decisions around this, also.
Digital Native	A person who is born during the digital age and demonstrates familiarity with technology.
Human Capital	One's own knowledge, habits, personality, and social attributes that contribute to your own value.
Kura	A school.
Kiwi(s)	A colloquialism for anyone who was born or lives in Aotearoa New Zealand.

National Standards	Introduced in 2010 by the National Government as a means of reporting on student achievement. Students are assessed to be either well below, below, at or above National Standards in reading, writing, and maths.
Overall Teacher Judgements(OTJs)	National Standards are informed by teachers OTJs. These judgements are formed using assessment tools, anecdotal observations, and learning conversations
Single cell classroom(s)	A classroom that in a traditional environment with one teacher and approximately 20-30 children.
Silos	Educational settings that are traditional are sometimes referred to as 'silos'. This means each class space operates independently of the others in the school.
Whānau	Family
Whanaungatanga	Relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging.

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