

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | The impact of collaborative practices on quality teaching.  Developing leadership structures that are distributive, build capacity & promote a focus on teaching & learning. |
| Context  (The Where and When) | England: Essex – ‘The Helena Romanes School’ – a secondary setting. I also spent time at a number of Infants & Junior schools in Essex as well as time with 2 senior staff from the Department for Education in Westminster.  South Gloucester – Discussions with Tom Whittingham (University of Worcester) & time with principals from 2 Junior & 1 Secondary school. |
| Research methods  (The How) | Observation, discussion, reading, attendance at conferences, as well as extensive personal reflection on what I experienced. |
| Initial major findings  (preferably in dot-point form) | 2 General Comments:   1. The increased autonomy & control of budgets brings great possibilities for Principals to introduce structures within & across schools which can have a major impact upon T & L. 2. Collaboration at every level within the school can enhance learning for everyone within the school – especially the learning of children; Collaboration across schools can enhance learning for everyone involved as well as build capacity across the system. 3. With the known impact teachers have upon student learning (Hattie), Principals need to do all they can to improve the effectiveness of teachers. There should be multiple methods used to assess teacher effectiveness. Three appropriate methods are ‘classroom observations’, ‘collaborative practices’ & ‘reflective teaching strategies’. Each of these practices should be guided by a developed framework. 4. School accountability is appropriate. Done in the right way, it can support T & L and encourage collaborative practices. Done in the wrong way, it can result in ‘fear’ becoming the dominant driver in schools & discourage collaborative practices. 5. Successful schools are led by Principals whose focus is T & L. Leadership structures should be developed to facilitate T & L. Appropriate leadership structures will not only facilitate the school’s focus on T & L, they will also build leadership capacity throughout the school, be distributive in nature, & will model the benefits of collaboration. |
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