

Contents

Acknowledgements	7
Introduction	9
1. Towards a Model for Sustaining and Extending Theory-based Educational Reforms	17
Introduction	17
Te Kotahitanga Phase I	17
What we learnt from Phase I	21
Te Kotahitanga Phase 2	22
Te Kotahitanga Phase 3	24
The professional development process	25
Evidence of successful change	28
Te Kotahitanga Phase 4	32
Towards a model for scalability	32
Application of the model to a variety of settings	37
GPILSEO at the classroom level	37
GPILSEO at the school level	38
GPILSEO at the system level	38
Coda	42
2. Goals—Targeted Student Achievement as the Focus of Educational Reform	45
Introduction	46
The experiences of other minoritised peoples in New Zealand	48
Addressing educational disparities	49
Where New Zealand fits into the international scene	53
The power of goal setting	54
Short- and long-term goals: Who sets these?	57
Conclusion	58
3. Developing a New Pedagogy to Depth	59
Introduction	60
How useful are current educational theories? The culturalist versus structuralist debate	60
Discursive (re)positioning in the classroom	66
Responsive and sustainable classroom practices	70
Conclusion	75

4. Institutionalisation of the Reform Within the School	77
Introduction	78
The relationship between teaching practice and structural support	78
The role of the teacher in institutional change	80
Professional learning communities	83
Infrastructural support	86
Organisational change	87
A theory of organisational change	88
1. The structural frame	89
2. The human resources frame	90
3. The political frame	91
4. The symbolic frame	93
Conclusion	94
5. Knowledgeable and Supportive School Leadership	95
Introduction	96
Leadership has an overall purpose	96
Distributed leadership	99
The qualities of effective leadership	100
1. Effective leadership establishes and develops specific measurable goals so that progress can be shown, monitored and acted upon	100
2. The need to promote and support pedagogic reform	102
3. The need to redesign the institutional and organisational framework	105
4. The role of effective leaders in spreading the reform	106
5. Effective leaders develop the capacity of people and systems to identify, gather and use evidence	107
6. Leaders take ownership of the project	109
Conclusion	111
6. Spread	113
Introduction	114
Spread within schools	115
Spreading the reform to more schools	119
The inclusion of families and communities	120
Collaboration between home and school	121
Culturally responsive relationships	122
Community and school collaboration	123
Conclusion	129
7. Evidence	131
Introduction	132
A changing emphasis on evidence and assessment	132
What counts as evidence?	134
Teachers' use of student evidence	135
Schools' use of evidence	137
Developing an inquiry habit of mind	137
Data literacy	138
A culture of inquiry	138
Mechanisms for gathering evidence	139
Focus on students and teachers	140
Focus on teachers and schools	142
Focus on school reform efforts at a system level	145
Conclusion	149

8. Shift in Reform Ownership	151
Introduction	152
Asking the hard questions	153
Changing the culture of the school	155
Confronting resistance	158
Resource allocation and prioritisation	159
Celebrating achievement and gains	161
Conclusion	161
9. System-wide Support for Sustainability	165
Introduction	165
GPILSEO at the system level	166
Goals: Revisiting the current policy context	167
The education debt	168
Systemic support for pedagogic reform to depth	171
The provision of effective learning opportunities for teachers	171
Alignment between preservice and inservice teacher education	174
Institutionalisation	176
Supporting schools to reform their organisational structures	178
Leadership: Accountability and capacity building	180
Spread	181
Communities of practice	182
Evidence to enable collaborative formative problem solving and decision making	183
Ownership	186
References	189
Index	203