It's a different place now: Teacher Leadership and Pedagogical Change at Newlyn Public School

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ABSTRACT: *Fundamental school change can be achieved when teacher leaders work in parallel with administrator leaders. The meaning and the form of this change, however, differs depending on context. This paper explores parallel leadership in an urban primary school in an area of high social disadvantage - particularly its significant impact on classroom practice and teacher interaction. In 2002, the professional community of Newlyn Public School[1] in Sydney commenced their engagement in a whole school change process known as IDEAS (Innovative Designs for Enhancing Achievement in Schools). The effect may be described as transformational as the school changed itself from within. The teacher leaders, working in parallel with middle managers and the principal leader were able to address significant challenges faced by the school and by their learners, moving into new ways of thinking and working together. This article explores one aspect of a research project carried out at Newlyn Public School over an 18 months period, commencing in December 2003.*

Introduction

Newlyn Public School is a primary school located in the Mount Druitt area on the western fringes

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[1] School and participant names have been changed.

of Sydney. Situated approximately 35 km west of the CBD, Mount Druitt has been identified as an area with one of the highest levels of social disadvantage in Australia (Baum, 2003; Peel, 2003; Vinson, 2004). The population in the Mound Druitt region, rapidly expanded in recent years, is characterised by great cultural diversity, reflecting the increasingly multi-cultural nature of Australia, particularly evident in the largest cities. Additionally, the Aboriginal and Torres Strait Islander population of Mount Druitt is around five times higher than the Sydney average (Riches, 2000).

Indicators of the level of disadvantage of the region include high levels of unemployment, the percentage of residents in public accommodation, the percentage of single parent households and levels of educational achievement (Riches, 2000). This is a challenging environment for schools seeking to enhance student achievement through their pedagogical practice.

The Broader Context

Against a backdrop of rapid change, it is clear that Australian schools are facing complex challenges. Education is seen as the key to both economic and social progress (Johnson, 2001)and 'the foundation of all our futures' (Kemp, 2001, p.3). Schools are expected to prepare their increasingly diverse student cohorts for success in an unpredictable future and to deal with many of the problems arising from the transition into the knowledge age. There is a growing expectation that what students learn at school, and the attitudes they develop towards learning, will continue to have a significant influence on their lives, helping them to shape their futures. In short, schools are being given a central role in both ensuring the future wellbeing of the nation and in preparing their students for success in life.

At the same time Australian society is becoming more fragmented and characterised by deep social divisions (Johnson, 2000). Concern is growing about the growing divide in student achievement along socio-economic lines (Australian Council for Education Research, 2003; Black, 2006; Mellor & Corrigan, 2004.) Disadvantage, often concentrated in particular communities (Peel, 2003), can impact on life chances, particularly in childhood and adolescence (Vinson, 2004). It presents many inter-related and complex issues for schools, often resulting in lower student achievement and disengagement from formal schooling (Keating & Lamb, 2004; Mellor & Corrigan, 2004.). Unemployment, health issues, challenging student behaviour, high levels of staff turnover and low educational outcomes are characteristics of many schools located in disadvantaged areas (Gore & Smith, 2001). While effective teachers are increasingly being seen as making a difference, and having a significant impact on students' learning and life chances (Crowther, 2001; Darling-Hammond, 2000; DETYA, 2000; Kemp, 2001; Shulman, 1983), in the context of high levels of disadvantage, achieving this is particularly challenging. To 'make a difference' in such circumstances requires more than adopting best practice, it requires fundamentally different ways of working.

School improvement in Disadvantaged Schools

A number of researchers have investigated the approaches used by schools generating improved student learning outcomes in low socio-economic areas (e.g. Grant et al., 2003; Mellor & Corrigan, 2004.; Muijs et al., 2004). While it is acknowledged that there is no single blueprint for improved school effectives and that each school needs to undergo an improvement process that responds to their community's unique characteristics (Black, 2006);(Harris & Thompson, 2006), their findings reveal many common themes. Grant et al (2003) name six key elements in effective practice in disadvantaged schools: productive ways of understanding issues of disadvantage; contemporary constructions of literacy and numeracy; difference and diversity as productive resources in schools; developing a productive whole school response; developing productive programs and pedagogies; and sustaining improvement. Muijs et al (2004), identify a range of positive strategies leading to better learning outcomes and sustained improvement despite significant contextual challenges. Their framework contains a number of highly relevant elements, including: developing shared school leadership; creating a positive school culture, a focus on teaching and learning; building a learning community; continuous professional development; creating an information-rich environment and external support. Harris and Thompson (2006) emphasise the importance of a cohesive staff, committed to the view that all students can learn. Such a staff can generate "energizing beliefs" (Grant et al., 2003) that sustain commitment, despite difficult circumstances and ongoing challenges, generating a culture that nurtures potential. Other clear themes are the importance of a clear focus on raising student achievement through quality pedagogy, high expectations, and collaborative effort.

This article explores the experience of Newlyn Public School as an example of a school in a area characterised by disadvantage that has been able to transform itself from within, illustrating (and further illuminating) many of the processed listed above. Through teacher leadership – in conjunction with administrator leadership - the school was able to bring about positive pedagogical change through its engagement in a school revitalisation project known as IDEAS.

The IDEAS Project

The IDEAS Project (Crowther, 1999; Crowther, Andrews et al., 2001) was initiated by the Leadership Research Institute at the University of Southern Queensland (in partnership with Education Queensland) in 1997, as a process for whole school revitalisation with the potential to enhance school outcomes. Initially IDEAS was informed by a number of significant research sources (e.g. Cuttance, 2001; Newmann, King, & Youngs, 2000; Newmann & Wehlage, 1995), however, in its current form IDEAS reflects the ongoing conceptual research by members of the USQ Leadership Research Institute (Crowther & Andrews, 2003; Crowther, Hann, & McMaster, 2001; Crowther et al., 2000; Lewis, 2003).

The three essential components of IDEAS are described in detail elsewhere (Andrews et al., 2004; Crowther, Andrews et al., 2001). Briefly, they are:

The Research-based Framework for Enhancing School Outcomes

A five-phase school-based implementation strategy known as the *ideas* process

Parallel leadership (Crowther, Hann et al., 2001; Crowther et al., 2000)

The Research-based Framework

The Research-based Framework (RBF) provides a way of thinking about a school as an integrated entity. It presents an image of a successful school, an image that may be achieved by working towards the alignment of the key components: Strategic Foundations, Cohesive Community, 3-Dimensional Pedagogy, Infrastructural Design, and Professional Supports to enhance School Outcomes (Appendix 1).

The ideas Process

The *ideas* process of professional inquiry has five phases: initiating, discovering, envisioning, actioning and sustaining (Appendix 2). A key aspect of the *initiating* phase of the *ideas* process is the establishment of an IDEAS School Management Team (ISMT), typically with significant classroom teacher representation, to manage (and drive) the process in the school. The discovering phase of *ideas* involves the collection of Diagnostic Inventory data to discover the school's successful practices and key challenges from the perspective of teachers, students and parents. The Diagnostic Inventories gather information in relation to each of the components of the Research-based Framework and give an indication of the existing degree of alignment between them. As Andrews at al (2004, p13) point out, it is generally during the *discovering* phase of the *ideas* process that schoolwide IDEAS-based professional learning begins and preliminary exploration of the concept of shared pedagogy commences.

In the *envisioning* phase of the *ideas* process, teachers work together to develop an agreed pedagogical framework to guide their practice. The pedagogical framework consists of a shared vision and a set of agreed pedagogical principles known as the schoolwide pedagogy. It both captures the imagined desired future for the school and builds on existing pedagogical successes. Table 1 draws on Crowther et al (2001) to explain the components.

TABLE 1: THE PEDAGOGICAL FRAMEWORK DEVELOPED DURING THE *ENVISIONING* PHASE OF THE *IDEAS* PROCESS

Pedagogical Framework	
Vision	• represents the essence of the kind of school the teachers aspire to create • is vivid, achievable, and future-oriented – designed to inspire and to guide practice • is underpinned by shared values
Schoolwide pedagogy	• is a set of agreed pedagogical principles • builds on existing successful practice in the school (identified from data gathered in an earlier phase of the process); • is collectively constructed through a process of deliberation - teachers sharing and interrogating their professional knowledge and understandings about good teaching and learning. • represents an agreed view of excellence in teaching and learning for that school. • aligns with the vision and is designed to guide practice.

Following *envisioning* in the *ideas* process is the *actioning* phase where teachers explore the

pedagogical framework they have created and put it into practice. While significant professional learning is likely to have occurred in the development of the pedagogical framework, its impact will be limited if it is not implemented in a systematic and intentional way. The *actioning* link is therefore crucial.

Parallel Leadership

The third component of IDEAS, parallel leadership, is premised on the assumption of the equivalence of teacher leadership and administrator leadership in school development processes. This represents a move away from the more 'traditional' view of leadership in schools based on positional authority and the notion of 'top-down' change. More in keeping with leadership in a 21st Century context, a range of people contribute to leadership processes within the school. Within the professional community, teacher leadership works in parallel with metastrategic leadership as teacher leaders and administrator leaders develop new roles and relationships. Metastrategic leadership is viewed as the role of the principal while pedagogical leadership is seen as a professional responsibility of teachers (Crowther et al., 2000; Crowther et al., 2002).

As used within IDEAS, parallelism has three distinct characteristics: mutualism, shared purpose and allowance for individual expression. These are incorporated into the following definition:

> Parallel leadership engages teacher-leaders and administrator-leaders in collaborative action, while at the same time encouraging the fulfilment of their individual capabilities, aspirations and responsibilities. It leads to strengthened alignment between the school's vision and the school's teaching and learning practices. It facilitates the development of professional learning community, culture building and schoolwide approaches to teaching and learning. It makes possible the enhancement of school identity, teachers' professional esteem, community support and students' achievements (Crowther, Andrews et al., 2001, p.73).

Experience with IDEAS and *Leadership for Successful Innovation* (Crowther, Hann et al., 2001) indicates that school-based leadership is an important factor in enhancing capacity to improve student outcomes – a premise central to the focus of this article.

The Research Project

Newlyn Public School joined the IDEAS Project in 2002, as part of an Australian Government sponsored National Trial of IDEAS. In 2003, the professional community of the school, working in conjunction with students and parent groups, created the Newlyn pedagogical framework consisting of a vision (with explicitly stated underpinning values) and schoolwide pedagogy (Figure 1).

The research project was designed to explore the *actioning* phase of IDEAS, that is, the translation of the pedagogical framework into classroom practice and collaborative activity in a highly challenging context. This article focuses more specifically on the dynamics of parallel leadership at Newlyn, in particular how teacher leaders, middle managers and the principal leader worked together in ways that facilitated pedagogically significant change in the school.

FIGURE 1: NEWLYN PUBLIC SCHOOL PEDAGOGICAL FRAMEWORK

The pedagogical framework consists of the school's vision, its underpinning values and a set of pedagogical principles known as the Schoolwide Pedagogy.

Vision:	**Making Connections: Learning for Life**
Underpinning Values	Lifelong learning Respect Individual needs Care Connecting Fun
Principles of Pedagogy (extract)	• hold high expectations of students and teachers • acknowledge and build on language and literature as the fundamental tools for learning • encompass explicit teaching of social skills and problem solving • ensure that teaching and learning is enjoyable for all participants • facilitate the development of positive, caring relationships • promote student engagement through providing opportunities for meaningful negotiation and student choice • provide a relevant and inclusive curriculum with explicit links to real-life contexts • be consistent with common routines and practices that span grades and stages so that students know what to expect and how to participate • emphasis group and collaborative learning and teamwork, with a balance between individual and group accountability

The Context of the School

The story of Newlyn is taken up from 2002, a significant year in the recent history of the school. At the start of 2002, a new principal, Greg Tyler, arrived in the school and, in the second semester, the school began its engagement with IDEAS. Before exploring the dynamics of parallel leadership in the change which occurred at Newlyn, the data will be used to help build two brief snapshots of the school – as perceived by the study participants:

- the time leading up to and including the new principal's arrival in the school
- in 2004

This is to convey the degree of change experienced within the school – from the perspective of teachers, middle managers and the principal.

Snapshot 1: Early 2002

In early 2002, Newlyn was a school faced with a number of challenges. Looking back to the time he became principal, Greg perceived that leadership, school performance, lack of cohesion, and staff welfare were major issues. He believed the school needed to be refocused "and really make some decisions about the direction it should take" (Interview 2/04). For Kaye, the Deputy Principal, student disengagement was a major concern, particularly for the senior students (Interview 6/04).

In the years leading up to 2002, teachers indicated that the school was a difficult place to be. There was little professional support for new teachers (Jerry 2/04) and the students were very challenging. Levels of student behaviour in the classroom made teaching difficult, a problem compounded by the low expectations some teachers had of student achievement (Jason 2/04). There was a deficit view that nothing could be achieved with these kids and teachers were in survival mode (Focus Group 6/04). Greg noted his disquiet when one of the teachers told him "These kids are Mount Druitt kids, I don't have any expectations of them", and made it clear that he was not prepared to tolerate such negativity (2/04). By 2002, teachers were "at each others throats" (Jason 2/04), a lot of staff were avoiding the staffroom (Jerry 02/04), it was a 'closed shop' with teachers unwilling to share what they knew (Debbie 2/04) and seemingly unwilling to change:

> Two years ago…the teaching staff were…were really set in their ways. There were certain ways to do things here…I'm this new teacher straight out of University and really inspired. I've got these new ideas and I want to try things. It was like NO - it's this, this and this…I felt all alone (Petrea 2/04).

Snapshot 2: 2004

By 2004, teachers reported that there was a huge difference the way teachers related to each other (Debbie 2/04). Professional communication between teachers had significantly improved (Ben 2/04; Diane 6/04; Focus Group 6/04). Participants noted that teachers were concerned about each other (Jerry 2/04), providing a high level of collegial support (Jason 2/04) and engaging in professional conversations in a climate of trust (Debbie 2/04). Teachers were thinking about their own pedagogy – in relation to the schoolwide pedagogy – and bringing about change (Jason 2/04). The 'why bother' attitude had largely disappeared and teachers were more motivated and inspired to change their practice (Petrea 2/04).   Additionally, a number of teachers had decided to move on. There was a perception that the firm line being taken by the principal and the process of change in the school had contributed to this staff turnover (Greg, 6/04) – which, in turn, created space for different types of conversation about pedagogy.

> Now that the staff has changed and the school has adopted my kind of teaching style, it is so much easier to sit with a bunch of teachers who are inspired, who are motivated, who want to make a difference. The teaching style and the staff has changed so much in the last two years or so. It's fantastic (Petrea 2/04).

In addition to the changes relating to teacher professional interaction, participants also reported improved relationships between teachers and students (Debbie 6/04; Kaye 6/04) and significant changes in classroom practice. Participants reported that more learning was being expected of the students and that improvements were evident in both behaviour levels and in learning achievements (Kaye 6/04; Helen 6/04). The incidence of serious 'levels' of misbehaviour had significantly decreased (Debbie 6/04; Focus Group 6/04; Greg 6/04) and the new way of working was making a difference (Kaye 6/04). No longer in survival mode, teachers were reflecting on their classroom dynamics and questioning how students were reacting to their pedagogy. They were trying to made learning purposeful and enjoyable (Debbie 6/04), providing students with elements of choice and a sense of ownership of their learning (Petrea 2/04). The

common expectations across the school and school wide planning format set a high standard for everyone (Ben 2/04).

> There is a lot of purpose here now…The kids learning is priority number one and anything that interferes with that is fixed so that learning can happen (Jason 2/04)

Teamwork across the school was perceived to be having an impact on student achievement (Focus Group 6/04) and the principal perceived that teachers were sharing the responsibility of making the school better (Greg 6/04). Newlyn was still a tough school but the hard work of teachers was now beginning to pay off because "with what we are doing now we are making a difference and we are getting results" (Kaye 6/04).

The Link to Leadership

These brief extracts from the data clearly indicate that in the years 2002 to 2004 there were significant changes in practice at Newlyn. The research project identified a number of factors that contributed to this change, not all related to IDEAS. In particular, the introduction of daily literacy and numeracy blocks that had provided both a structure and a focus for teaching basic skills. While it is beyond the scope of this paper to explore all the aspects of IDEAS which contributed to the changes, it is clear from the data that the leadership processes played a key role. Teacher leaders working with middle managers facilitated the *ideas* process in the school – working with the staff in the development of the Newlyn pedagogical framework.

Leadership Dynamics in the Newlyn Process of Change

When Greg Tyler became principal of Newlyn in 2002, he knew that there was an expectation that he would bring about change. His initial plan to spent time observing before making any significant changes did not last as he found the situation unacceptable. He decided that immediate action was necessary (Greg, 2/04). His decision to 'bite the bullet' was strongly supported by Kaye, the Deputy Principal and Penny, an Assistant Principal who shared his concerns and commitment to action (Penny 6/04).

> He came in very strongly when he first came here and made some significant changes to the way we did things in the school, his expectations of teacher behaviour and teacher work ethic. He made some huge changes and established himself as a very strong leader in the school (Kaye, 6/04).

The administration team shared a commitment to school change and to improving student achievement – they had a similar philosophy and understandings of the changes that needed to occur (Greg, 2/04; 6/04; Kaye 6/04). This was to prove important, when after an 'autocratic' leadership start (Kaye 12/03) the principal later 'stepped back' from leadership of the change process (IDEAS), though he supported it fully (Penny 6/04). The autocratic style of leadership was seen as a necessary interim measure – but one that should not be sustained. IDEAS was seen as a way of bringing teacher leadership to the fore and sharing the responsibility for change.

> We knew we could not continue to be autocratic for long periods of time because it wasn't good for teachers to be just told what to do…IDEAS gave us a process to say ok,

> we've got things well enough under control now let's have a look at it together (Kaye 12/03).

Interestingly, the imposed changes (such as the compulsory Literacy and Numeracy blocks) did lead to improvements, beginning to demonstrate that by doing things differently, teachers could get better results (Kaye 12/03).

Kaye and Penny (Middle Managers) were the formally designated IDEAS Facilitators in the school. They worked with the IDEAS School Management Team (ISMT), a fairly fluid group (though with a stable core) of fifteen or more classroom teachers who had volunteered to manage the school's engagement with IDEAS. The Facilitators played a crucial role, facilitating teacher leadership while taking on an organisational role "planning the time line… planning the next step…and organising the meetings…keeping IDEAS rolling and keeping the big picture in mind (Kaye 12/03). Their role was pivotal because they acted as intermediaries respected and trusted by both the principal (Kaye, 2/04; Greg 6/04) and the teachers. They shared a common purpose with the principal but at the same time democratically enabled the pedagogical leadership of teachers:

> We are all on an equal basis Penny and Kaye are the coordinators but in the meeting it's not on a pedestal, we are all on the same level (Jerry 2/04).

It was significant that the principal did not attend IDEAS Team meetings – and so did not constrain the discussions (Kaye 2/04), though he was kept informed of what was happening (Kaye 12/03; 02/04; Greg 2/04). To make sure that the principal was kept in the loop, Greg was subsequently invited to attend the IDEAS meetings – by that stage his presence did not inhibit the discussion (Jerry 2/04), "it made absolutely no difference" (Kaye 02/04), and he became "just one of the group" (Diane 6/04).

> It was a very deliberate strategy that for a long time Greg didn't come to IDEAS management team meetings…. now Greg can come along to the meetings and it doesn't stifle the conversation… To us that is a measure of how far we have come in the school (Penny, conference presentation, 2/04)

Greg took on the role of supportive but informed leader, encouraging a team approach to realising change – the early direction having been set (Greg, 6/04). He believed it was his role ask provocative questions - "putting in ideas from left field to make people think", to observe and evaluate what is happening, and to promote IDEAS in the community and with the students (Greg 2/04).

Teachers embraced their role as pedagogical leaders – working through the *ideas* process with the staff - having their say and making decisions about teaching and learning (Kaye 2/04; Diane 6/04). The IDEAS Group gained in confidence to the extent that the group was beginning to solve problems and was trusted by the principal to make decisions about how to move forward with the process (Petrea 6/04).

> There is a lot more teacher involvement in what goes on… It's good to be a classroom teacher but be in a position where you can have an influence on what the whole school is going to do rather than the 'top' telling you what to do. It is going 'this is what we want' and everyone discussing it. That's new for me (Diane, 2/04).

The degree of engagement and of trust and level of professional conversation are such that:

> …by the time we've made a decision about what we are doing next, the people who are at

that meeting can all very clearly articulate why is it that we want to go in that direction. (Penny 6/04)

Having teacher leadership providing the impetus for whole school change allowed Newlyn to move in a different direction (Kaye 12/03). It allowed the school to engage with teacher driven classroom practice – a model much more likely to succeed than administrator driven change. As Kaye commented "if we just tell them what to do, they are not going to take that on board….They are the ones that are going to make changes in the classrooms. We are not in there, they are" (12/03). This view was shared by the classroom teachers who recognised that change initiated from 'on top' can be rejected by teachers while change that is embraced and modelled by classroom teachers has greater power and credibility:

> We have a role to try and get people on board with the whole big picture motivation behind (IDEAS)…trying to give people a sense of what we are trying to achieve…We need to let people know that the staff here do want to see the kids do their best and that these ways have yielded pretty goods results (Ben 2/04)

> We are leading by example - just by doing it yourself and having the proof coming out of your own classroom. People come to visit - oh yes, what is happening in here? And it is not just something that is being thrown around in the staffroom it is actually extending out to my room (Debbie, 6/04)

> It is the staff who make it or break it – in the classroom and the playground. It is teachers who are in the staff room and when it gets brought up by people who are negative about it, whether they justify it and explain it to new staff…That is when things really get embraced or get thrown away (Focus Group, 06/04)

> You've got to walk the walk as well as talk the talk. People know if you are bluffing (Ben, 6/04)

Through engagement in the *ideas* process, teachers developed a sense of shared responsibility for bringing about change. For Kaye "the teachers are as committed to achieving good results and having a good school as the [Administration]" (2/04) and for Ben, in the ISMT "I think we were all empowered. I think we were all leaders…we are all stakeholders and we all had equal claims on ideas and contributions and they were all equally valid (2/04). This may partly explain why the school feels different – why there is much less of a "them and us" attitude:

> This year, our teachers are pushing as much as the [Administration]. In the past it would have been the [Administration Team] saying 'this is what we want' and they the teachers taking other teachers off to one side and saying 'don't worry about it, they'll change their minds, it will go away'. But we don't get that from the teachers any more (Kaye 2/04).

Discussion

The formation of the IDEAS Management Team - a fluid but sizable group of classroom teachers – to manage the *ideas* process at Newlyn provided the opportunity for teacher leaders to really engage in conversations about what they were trying to achieve, the values they shared and the pedagogical principals that improved student achievements. Teacher leaders challenged themselves and each other – and, with the Facilitators, engaged the staff in the processes of inquiry that led to the creation of the Newlyn pedagogical framework. The process gave legitimacy to the

young and enthusiastic teachers (those not entrenched in 'they've only Mt Druitt kids' culture) and to their preferred ways of teaching. The IDEAS Team was highly democratic and highly motivated – committed to moving the school into the future in a collectively agreed direction, and to using the principles of pedagogy they agreed were successful with the Newlyn students. The leadership dynamic is interesting - parallel leadership was successfully operating at three different levels (principal, middle managers and teachers). Once a broad direction was established, the principal and middle managers took on an enabling leadership role working alongside teacher leaders. The success the Newlyn pedagogical framework depended on the support of teacher leaders – leading by example – spreading and reinforcing the word in their interaction with colleagues. The initial successes that came out of making changes served to support ongoing change, making all the hard work worth while. The Newlyn experience clearly supports the Muijs et al (2004) assertion that school improvement in a context of multiple forms of disadvantage is particularly challenging and requires teachers to work much harder than their colleagues in less demanding surrounds.

As a reflection of the distance travelled along the agreed road into a better future for the school, Kaye notes:

> I think it the school is gradually moving towards where we would like it be. Where kids are achieving State averages and that is our aim. Because we are in a low socio-economic area, we have kids that have backgrounds where they've got life experiences that aren't the same as other kids - they can still learn. They can still achieve and get good educational outcomes. That is the aim of what we are trying to do. (Kaye 06/04)

It is significant that the school engaged in processes similar to those described in the literature as being effective for school improvement in disadvantages areas. The particular strength of the Newlyn experience lies in the leadership dynamics – the way the teachers were able to take on a pedagogical leadership role that changed their practice, both in the classroom and in the way they professionally interacted. The relations of leadership were such that teachers were taking an organisation wide view of change, taking collective responsibility and taking decisions relating to improving pedagogy. The pedagogical framework they had created (their vision and schoolwide pedagogy) provided them with direction, focus and a means to bring about change. The development of the pedagogical framework provided a clear focus on teaching and learning – it was a way of capturing shared understandings about pedagogy that worked in the school, and continuing to build on that. With that came changes in school culture, higher expectations of student achievement, a professional community characterised by trust and inquiry – and very significantly, a coherent and shared approach to continue building on what had been achieved.

As stated elsewhere (Andrews & Lewis, 2004), IDEAS engages the professional learning community in processes of whole school renewal - sharing purpose, developing identity and new systems of meaning, which enhance the professional capacity of teachers to improve school outcomes such as student learning, relationships with the community, and the coherence of school operation. The Newlyn experience demonstrates how this can occur in a school dealing with great disadvantage.

Appendices:

APPENDIX 1: The Research-based Framework (RBF), one of the essential components of IDEAS, provides a way of thinking about a school as an integrated entity. It presents an image of a successful school, an image that may be achieved by working towards the alignment of the key components.
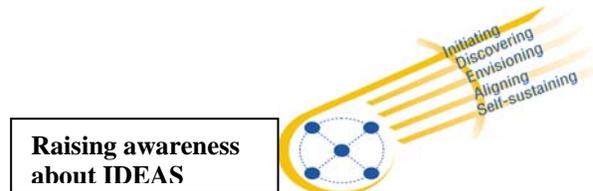
The Research-based Framework for Enhancing School Outcomes
(LRI IDEAS Team April 2002)

STRATEGIC FOUNDATIONS
- Is the school vision clear and meaningful?
- Is leadership distributed?
- Are successes capitalised upon to enhance the school's identity and ethos?
- Are decision-making processes shared and transparent?
- Is the school's conceptualisation of education promoted in the community?

COHESIVE COMMUNITY
- Is the community supportive of the school vision?
- Is the community actively involved in school planning processes?
- Does the staff assume collective responsibility for individual students and school outcomes?
- Are the contributions of individuals and groups to the school's culture and identity recognised and valued?
- Is there a culture of "No Blame"?

PROFESSIONAL SUPPORTS
- Do professional learning initiatives reflect the school vision?

SCHOOL OUTCOMES
- What have students achieved?
- What new knowledge, skills and dispositions has the professional learning community created?
- What is the nature of school-community relationships?
- Are the five Contributory Elements aligned to sustain successes?

PROFESSIONAL SUPPORTS
- Are collaborative professional learning processes in place?

PROFESSIONAL SUPPORTS
- Do teachers' networks/alliances contribute to their professional growth?

3-DIMENSIONAL PEDAGOGY
- Do teachers have a shared understanding of successful pedagogy for their school?
- Do pedagogical priorities reflect the school vision?
- Do teachers base their work on authoritative theories?
- Is student achievement measured against agreed authoritative benchmarks?
- Do teachers have clearly articulated personal pedagogical theories?

PROFESSIONAL SUPPORTS
- Are physical/human resources available to support teachers' shared pedagogical priorities?

INFRASTRUCTURAL DESIGN
- Do financial, physical and human inputs facilitate the school's vision and schoolwide pedagogy (SWP)?
- Is the school's use of time, space and technologies:
  - reflective of the school vision?
  - responsive to students' developmental needs?
  - conducive to quality teaching?
  - Conducive to an aesthetic environment?
- Are the school's curriculum frameworks
  - reflective of the school vision?
  - responsive to students' needs?
  - transposable into quality teaching?
- Is time allocated for reflective practice?

This framework has been developed through a five-year strategic alliance between the University of Southern Queensland's Leadership Research Institute and Education Queensland. The University of Wisconsin-Madison's longitudinal studies of successful restructuring in American schools (e.g. Newmann and Wehlage, 1995; King and Newmann, 2000) have been particularly helpful.

APPENDIX 2

Another essential component of IDEAS, The *ideas* process of professional inquiry has five phases as indicated in the diagram below.

The *ideas* process

Initiating
Discovering
Envisioning
Aligning
Self-sustaining

Raising awareness about IDEAS

Guiding Questions:
- *initiating:* How will we manage the process? Who will facilitate the process? Who will record our history of the journey?
- *discovering:* What are we doing that is most successful? What is not working as well as we would like it to?
- *envisioning:* What do we hope our school will look like in the future? What is our conceptualisation of schoolwide pedagogy?
- *actioning:* How will we create a tripartite action plan? How will we work   towards the alignment of key school elements and processes?
- *sustaining:* What progress have we made towards schoolwide pedagogy? What school practices are succeeding and how can we expand them?

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