


TSP – a tool to support collaborative practices and evaluative inquiry

NZEALS International Leadership Conference
19 April 2018

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- 1. Why collaborative practices and evaluative inquiry matter**
 - 2. The TSP: turning research into a useful tool for leadership at school and system levels**
 - 3. The national picture of collaborative practices and evaluative inquiry in our schools**

Leadership for Learning: recent research

- **Collective leadership practices that foster professional community and capacity for organisational learning**
- **Moral purpose – equity-oriented**
- **Caring**
- **Coherence – practices that also develop, not tasks**
- **Synergy**

Some changes in our understanding of how teaching practices improve

from

Training

Implementation of new programme

to

Professional learning communities

Adaptive expertise ~ evaluative inquiry

Shared responsibility for student learning

Key role of leadership

Collaboration at its most effective

Joint Work:

“A process of co-participation that entails reflective inquiry, criticism, and learning as integral constituents, as opposed to acquiring or exchanging and accepting ideas, ready-made materials or tricks without inquiry or criticism.”

Judith Little (1990)

Collaboration enables:

- Things to be done that cannot be done by an individual on their own
- Creating something new together
- Better reasoning through group deliberation

(Mercier & Sperber 2017)

Nā tō rourou, nā taku rourou ka ora ai te iwi

With your food basket and my food basket the people will thrive

Collaboration enables:

- **Building of individual capacity**
- **Articulation of your experience to share with your colleagues improves your own analytical powers**
- **Everyone's practice and experience becomes a learning resource for everyone else**

(Geoff Southworth 2003)

What does this look like?

Teachers know they do not need to be defensive because they will not be attacked

Classroom difficulties and problems are not given acceptable levels of teaching in the first place – a cause for concern; rather they are opportunities for learning

Building trust and openness

If we accept that we all learn from our mistakes and misjudgements, then we need to create a climate amongst staff where we can all talk about our “errors”, so that we and others can learn from them

Such openness is important, because none of us can learn if our minds are closed

Interlinkages shown in research

Collaboration & professional community linked with:

- ✓ **Gains for student learning**
- ✓ **Better job satisfaction**
- ✓ **Better teacher morale**

Changes evident 2007 - 2010

From NZCER Primary National Survey

NZC work - more focused support for school leadership

More collective
practices that
support student
achievement

More teachers with
enough time to plan
& discuss work
together

Improvement in
NZC-related
learning
opportunities in
classes

More reports of
increased student
achievement

Increased teacher
morale & job
satisfaction

Fewer see principal's
leadership as issue
(20% to 12%)

Genesis of the TSP - 1

- **Educational Leadership Practices survey 2009**

Based on

- Educational Leadership BES
- Kiwi Leadership for Principals

- **Used in**

- Experienced Principals Development programme
- First-time Principals programme
- Individual schools and school clusters

- **2011 baseline national picture**

- Nowhere for that to land

Genesis of the TSP - 2

➤ A new policy environment:

- Kāhui Ako
- PLD

➤ Emphasis on:

- Strength of professionals in schools
- Schools as learning systems, collaborative cultures
- New ERO Evaluation Indicators

Genesis of the TSP - 3

- **How does the centre support this?**
- **How does the centre know the extent of these practices already occurring in schools?**
- **How does the centre know whether these policies strengthen teaching and leadership?**

Genesis of the TSP - 4

- **One test of need was sector response**
 - **Sector representatives were enthusiastic**
- **Advisory group discussions lively, deep, challenging and open-minded**
- **Built on what went before**
- **Exemplified what it means to bring different knowledge and perspectives together for a common purpose**

Identifying useful items

- **Convergence of research**
 - **Consistent across different kinds of study**
- **Consistent with ERO evaluation indicators**
- **Consistent with draft Standards for Teaching Profession**
- **Consistent with New Zealand Curriculum**
- **Consistent with New Zealand contexts**
- **Descriptive practices that apply across curriculum areas and year levels**

Underlying thinking for Teaching Practices items

- **How do you engage and activate the energy, knowledge, and resources of:**
 - **The learner for themselves**
 - **The learner for their peers**
 - **Their parents, whānau**
 - **Teachers for their students, themselves and their peers**

School Practices – underlying thinking

- **How do schools provide the conditions for teachers to work effectively?**
- **How do schools weave a community, where more can be done than individuals can do on their own?**
- **How do schools make the most of themselves – their human and material resources?**

Principal Leadership

- **Relate to others**
- **Live the school values**
- **Model what they want in others**
- **Build staff efficacy and trust**
- **Take people with them**

Secure | https://www.tspssurveys.org.nz

Teaching and School Practices
Survey Tool
He Rauemi Uuiui mō te Mahinga Kaiako, Mahinga Kura

HomeGetting StartedMore about the tool ▾Using the reports ▾For Kāhui AkoGoogle Custom Search

Login to view my school reports

Login

Registration has now closed for 2017. Schools will continue to be able to login to view school reports.

This online survey tool is designed to provide useful information for school inquiry, review, and development. It can provide your school with important insights about teaching practices, school practices, and leadership. The items come out of robust research on effective teaching and school practices and effective principal leadership. They are consistent with the New Zealand Curriculum, ERO's School Evaluation Indicators, and the draft Standards for the Teaching Profession. Kāhui Ako can get a useful picture across their member schools.

The tool is free, quick, and confidential

The tool is free, and open for use in Terms 2 and 3 each year. It takes teachers around 15 to 20 minutes and principals around 10 to 15 minutes. Principals can choose when to close off the survey and will then immediately get the results. Participation is voluntary, and confidential. No individual teachers can be identified.


NZCER developed this tool

NZCER developed and hosts this tool. NZCER ensures the confidentiality of all data. At the end of the year we will provide a national report that gives the Ministry of Education and the sector an overview of school strengths and needs, and the impact of changes such as Kāhui Ako. No individuals, individual schools, or Kāhui Ako will be identified or identifiable in the national overview.

Active support of collaborative Advisory Group

This survey was developed with the active support of an Advisory Group. The Advisory Group had representatives from NZEI, NZPF, NZAIMS, PPTA, SPANZ and NZSTA, working collaboratively with ERO, the Education Council, the Ministry of Education, and researchers and professional development providers. It has been trialled with a representative cross-section of schools. It is funded by the Ministry of Education.

Find out more in [More about the tool](#) and [Getting Started](#)

 NZCER
Rangahau Mātauranga o Aotearoa

Contact Us: tspssurveys@nzcer.org.nz

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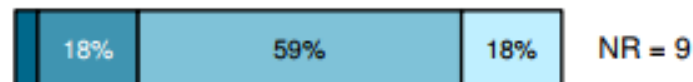
How does it work?

- **Open Terms 2 & 3 each year and free for schools**
- **Schools register**
- **Teachers and principals do an online survey, tick box**
- **It's anonymous, teachers are not identifiable**
- **Graphical reports are automatically generated once staff have completed the surveys**
- **Principal owns the reports**
- **Kāhui Ako report available**

Teaching as Inquiry

How well do you:

Use both information about your own students and what curriculum support documents (e.g., Effective Literacy Practice, Ka Hikitia) say about teaching and learning to help you select the best strategies and to prioritise what you teach



Use student feedback on your teaching to work out what is most important to focus on and the best strategies to use



Use what the research literature says about teaching and learning to inform your choice of strategies to use with your students



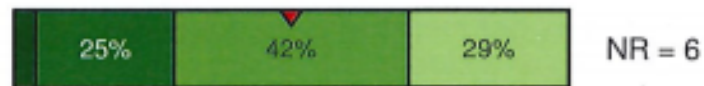
Analyse the impact your teaching has had on each student's learning



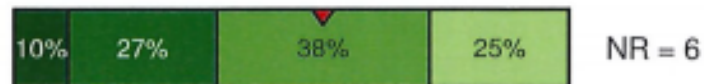
Strategic resource allocation

In our school:

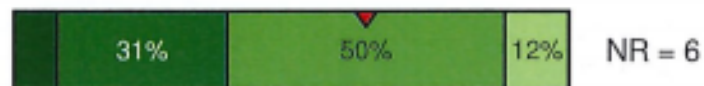
Teaching time is protected from unnecessary interruptions



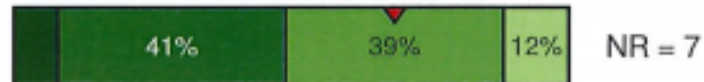
Time for teacher inquiry and evaluative work is protected



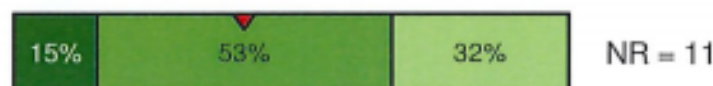
Teachers have sufficient time to discuss student progress and plan teaching together



Teachers have sufficient time for collaborative work



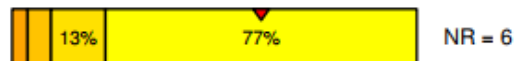
Effective teaching resources aligned to the school goals are readily available



Principal Leadership

How well does the principal of this school:

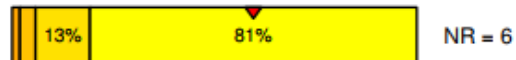
Model the school values



Share a clear and compelling direction for the school



Show commitment to continual improvement



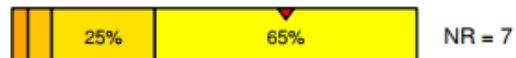
Create the conditions for staff to be motivated to do their best for improved student learning



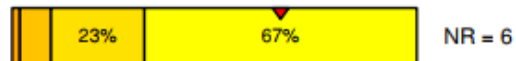
Provide a fresh perspective, asking questions that get staff thinking



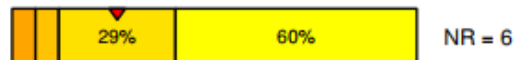
Encourage staff to search for, discuss, assess and try out new ideas



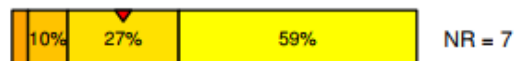
Keep staff up to date with education initiatives that have an impact on teaching



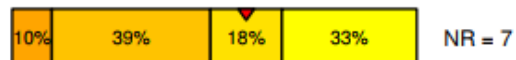
Lead and support appropriate cultural engagement



Promote the principles of the Treaty of Waitangi



Consult staff appropriately before making most important decisions





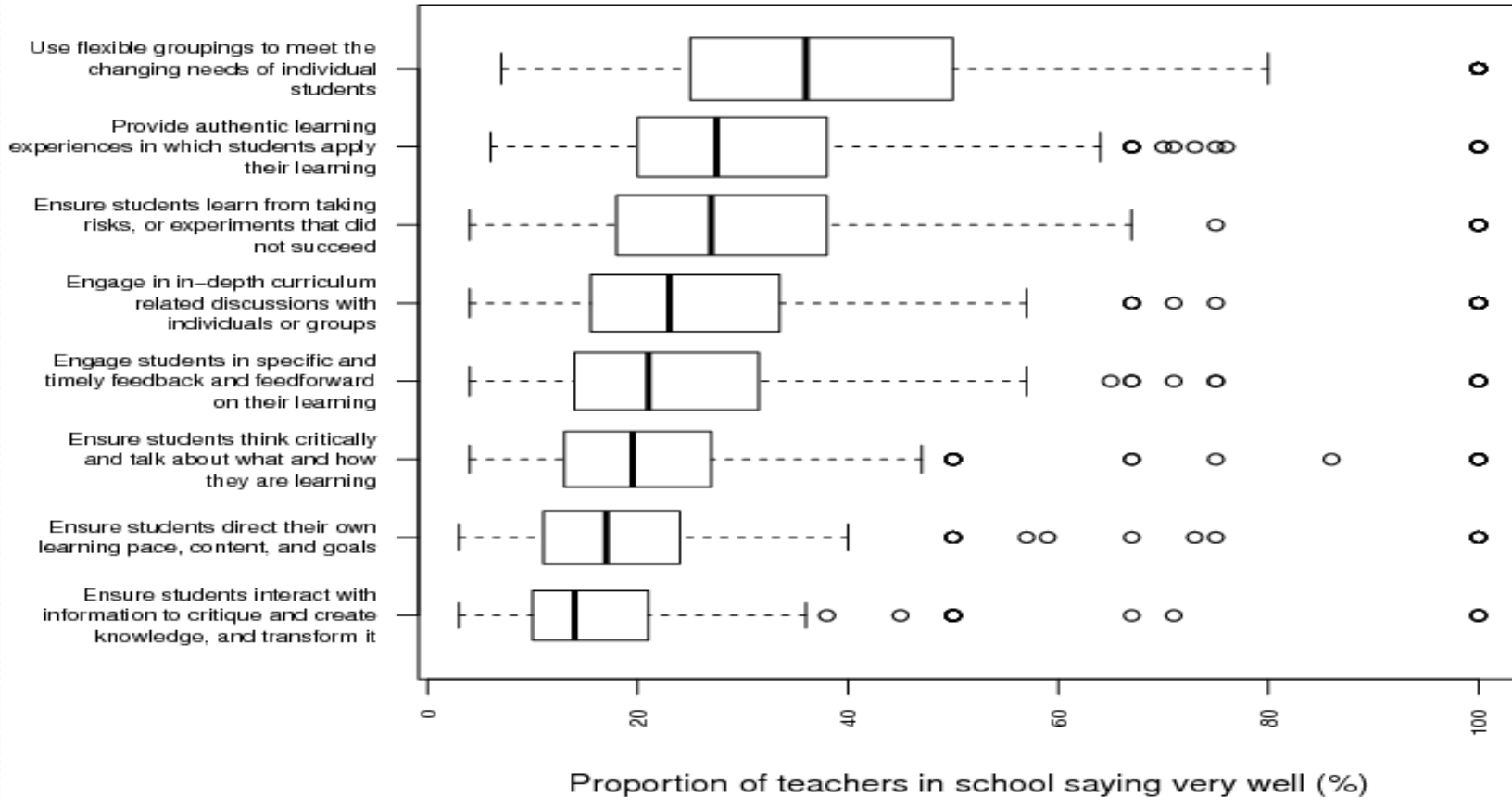
**Any questions
or comments?**

The National Picture 2017

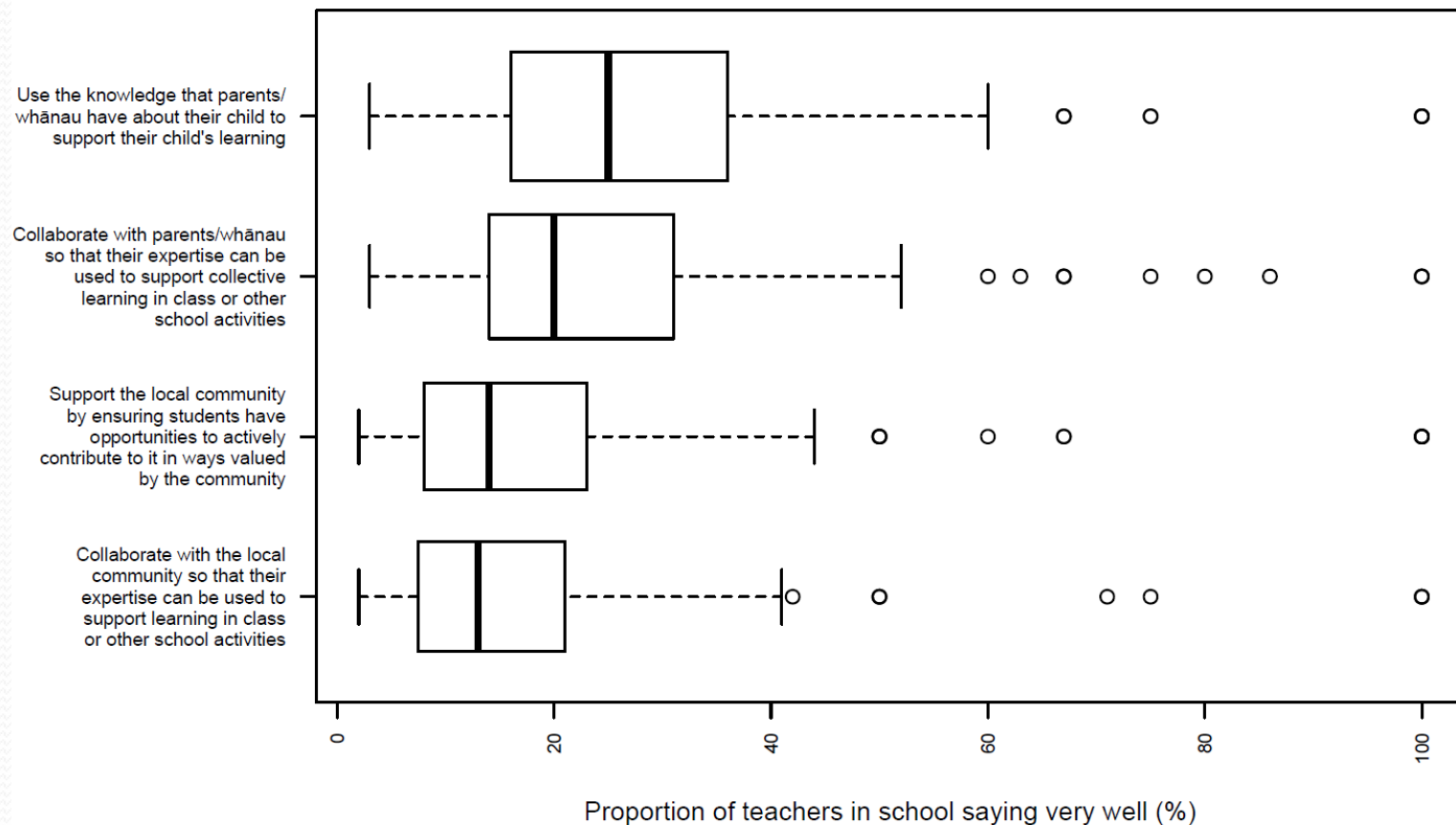
- **Nationally representative participation.**
- **403 schools used TSP from late May to late October**
- **National report uses data from**
 - **4355 teachers at 335 schools**
 - **353 principals**

Teaching Practices domains	Mean % of teachers reporting they do these 'very well'
Being professional	43.4
Diversity, equity and inclusion	30.3
Optimising students' opportunities to learn	22.8
Teaching as Inquiry	22.3
Learning-focused partnerships	15.2

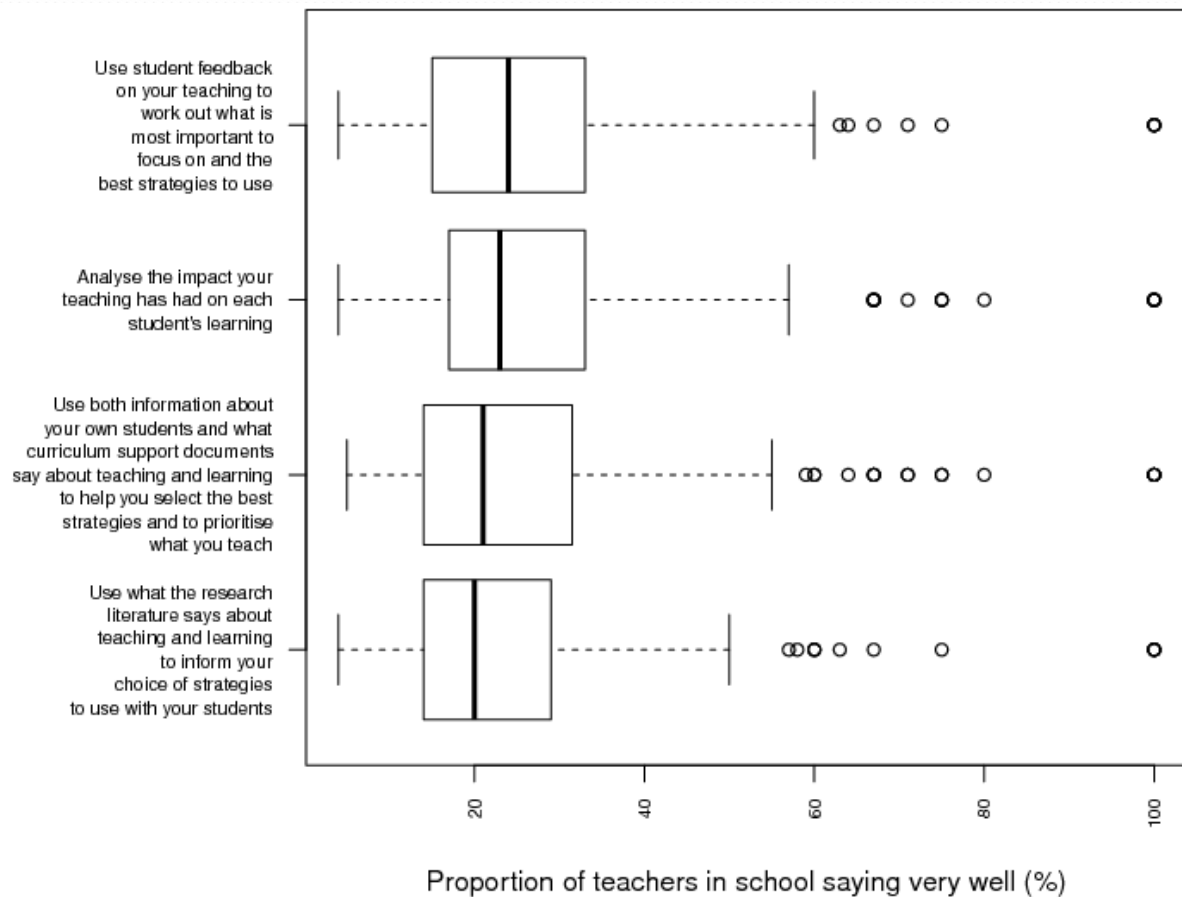
•Optimising students' opportunities to learn-differences between schools



Learning-focused partnerships—differences between schools



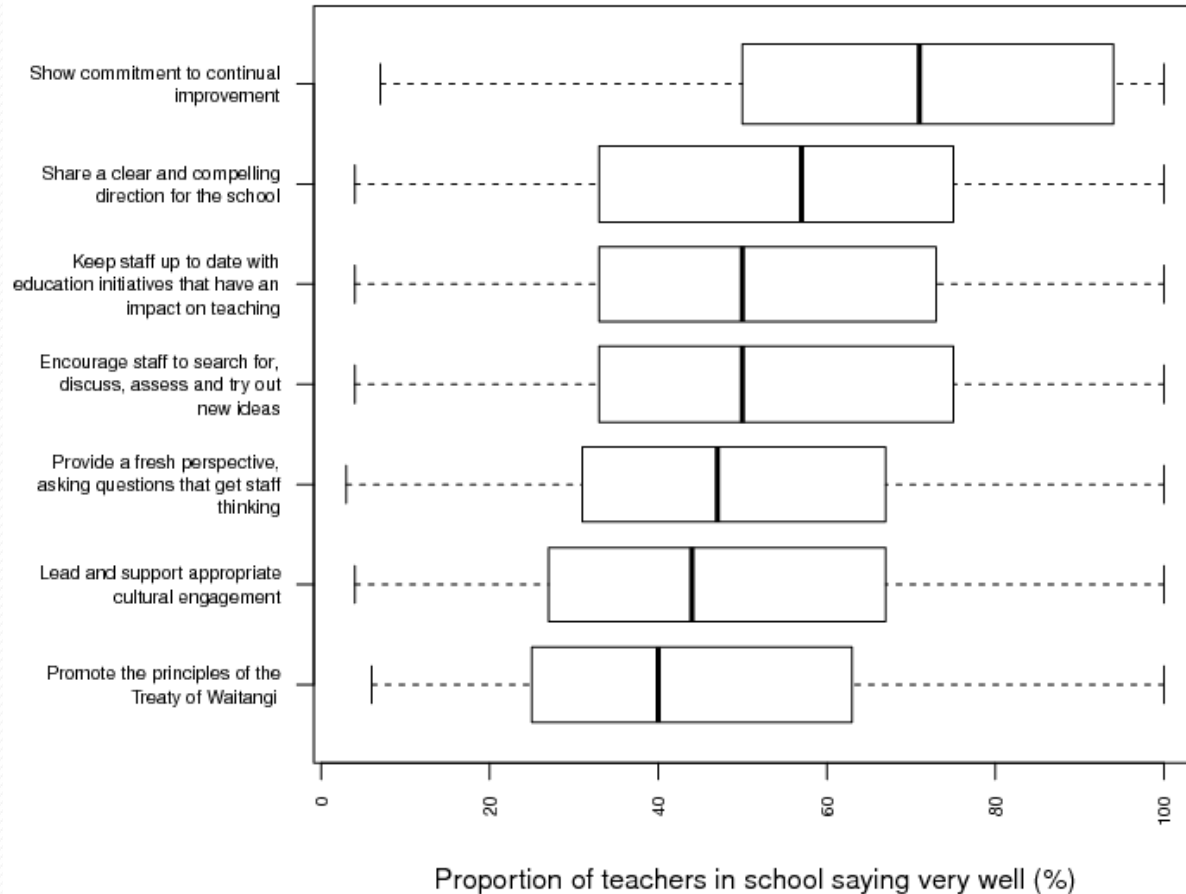
Teaching as inquiry—differences between schools



Challenging school practices

- Every student has challenging (stretch) goals
- Time for teacher inquiry and evaluative work is protected
- Teachers have sufficient time for collaborative work
- Teaching time is protected from unnecessary interruptions
- Teachers have sufficient time to discuss student progress and plan teaching together
- Teachers have a shared understanding of the process of inquiry
- We have used inquiry to make worthwhile changes in our teaching and student learning
- Curriculum in each learning area draws on and adds to content relevant to the identities of Māori learners
- We actively seek the expertise of the local community, hapū, and iwi.

Principal leadership—direction and fresh horizons—school view



How do we support improvements in collaboration & inquiry?

- **What needs to happen**
 - For leaders
 - In how school time is structured
 - In 'professional development'
 - In how schools are connected and supported?