**Name:** Era 2 Leadership

**Description:** 2nd Interview with Sandra in 2016.

6 June 2018

## **Notes: Transcribing Era 2 Interviews from November 2016**

The key issue for me to think about is the changes that have taken place over time with SHPS approach to the learning walks and disciplined collaboration. This second interview with Sandra demonstrates that different leaders will inevitably have an impact on what happens to initiatves such as L.Ws over time. In this case Sandra has moved toward using the Lws for job embedded Teacher professional learning and development more so than collaboration.

Another disconcerting aspect of this round of interviews was that they were held in Sandra's office due to space issues and she was present for some of the time at the beginning while I interviewed Diane and Lucinda, not when I interviewed the APs [Louise and Patrick], but this meant that the teachers may have modified their responses to some degree. I didn't challenge Sandra on this, perhaps I should have requested that she not be present or have requested another space for the interview.

Sandra is maintaining in this interview that she is responding to 'what teachers want' in terms of more personalised direction on their individual teaching and P.L. The new focus is Hattie's (University of Melbourne) work on "effective collaboration" and "collective efficacy" which is about the teacher's self awareness of their impact on learning outcomes and the mind sets that need to be adopted in order to enhance learning outcomes.

There was brief discussion around standardized testing and student outcomes data collection.

As Sandra points out with the example of the illiterate child who arrived just as the school was doing NAPLAN and so he sat the yr 5 test. This then inevitably skewed the NAPLAN data about student outcomes at the school. Which must be frustrating for the teachers who do work so hard to improve student outcomes across the year.

**Note: 2021 coding interviews:**

What strikes me as I mine the data about Sandra as principal, is that she effectively "hid" herself from me as a leader and a principal.

**Note: As of 2018** Sandra retired and there is a new principal. The aim of this research moving forward, is to go back into SHPS and interview her and some of the teachers, preferably those that have been interviewed before, to get a sense of how things are evolving under a third Principal.

What also comes out is that the approach of SHPS to teaching, leadership and change is very different to a number of the other schools in the town (Particularly MGPS and DVHS). The other schools weren't interested in pedagogical change as such. I really need to interogate the interview with BH. This also expalins why SHPS is such a stand out- it is prepared to do things differently because of the leadership and the culture that has been built over time, which accepts or embraces change.

It is interesting to compare the recent 2018 interviews AUG 2018 with this earlier interview.

It would seem that there were a couple of teachers who were not totally on board with the DC and one in particular managed to avoid being involved at all.

**Linked Item**

Nodes\\Leadership Style & Attributes Era 2