PhD Longitudinal Case Study: Educational Leadership for Change

Nodes

| Name | Description |
| --- | --- |
| Change Process | Successful, lasting change |
| Teacher buy-in | Collective vision, school vision, future goals teacher 'buy in" to these goals |
| celebrating teacher engagement | Valuing and recognising staff contributions to the change process and work effort more generally. |
| Psychological Safety | The sense that it is O.K to take risks in the team environment and that team members are valued and supported and are not condemned for making mistakes. |
| Shared experience | Having the opportunity to identify with others' experiences to normalise your own- both positive and negative |
| Teacher Beliefs and Attitudes |  |
| Change process era 1 |  |
| Teacher Beliefs and Attitudes Era 1 | What did teachers describe as their attitudes and beliefs in relation to the change process in this Era? |
| Change process era 2 |  |
| Teacher Beliefs and attitudes Era 2 | What did teachers describe as their attitudes and beliefs in relation to the change process in this Era? |
| Change process era 3 |  |
| Teacher beliefs and attitudes era 3 | What did teachers describe as their attitudes and beliefs in relation to the change process in this Era? |
| Data and Research | What informs the change? |
| External research sources | the AITSL Project in Era 1 and Era 2 . Data bases and programs set up by the dept Education - (e.g) The Continuum and |
| School based data and research | what has the school undertaken in school based research and data collection |
| Data collection & Research Era 1 |  |
| data driven change |  |
| Data collection & research era 2 |  |
| Data Driven Change |  |
| Data collection & research era 3 |  |
| Data driven change era 3 |  |
| Leadership | What is good leadership |
| Distributed & Collaborative |  |
| Communication | Fostering of good communication |
| Ethics and Culture |  |
| Leader Attributes | Positive and negative attributes of the leadership |
| Connection to parents and community | How does the principal reach out to the community and to parents? |
| Shared Vision | Collective vision, school vision, future goals teacher 'buy in" to these goals |
| Leadership Actions Era 1 |  |
| Celebrating Success | teacher motivation and rewards |
| Communication | How does this leader communicate? What knowledge is communicated? |
| Connection to Parents and Community | How does this leader reach out to parents and other schools? |
| Distributed Leadership | How does this leader distribute leadership and work collaboratively with her teachers? |
| Ethical leadership | What is this leader's moral purpose? |
| Moral Purpose |  |
| Shared Vision | How does this leader share her vision for change in the school? |
| Leadership Actions Era 2 | Six leadership actions for Era 2 |
| Celebrating Success Era 2 | How does this principal motivate and reward teaching staff? |
| Communication Era 2 | How does this principal communicate and share knowledge? |
| Connection to parents and community | How does this principal connect to parents and to other schools? |
| Distributed leadership | How does this principal distribute leadership and work collaboratively with her teachers? |
| Ethical leadership | What is this principal's moral purpose? |
| Shared Vision | How does this principal share her vision for change with the school? |
| Leadership Actions Era 3 | Six leadership actions for successful change. |
| Celebrating Success era 3 | How does this principal motivate and reward her teaching staff? |
| Communication era 3 | How does this principal communicate and share knowledge with her staff? |
| Connection to Parents and Community Era 3 | How does this principal communicate and connect with parents and other schools? |
| Distributed Leadership Era 3 | How does this principal distribute leadership and collaborate with her teachers? |
| Ethical Leadership Era 3 | What is this principal's moral purpose? |
| Shared Vision Era 3 | How does this principal share her vision for change with the school? |
| Leadership Style & Attributes Era 1 | What is the dominant leadership style of this principal? |
| Leadership Style & Attributes Era 2 | What is the dominant leadership style of this principal? |
| Leadership Style & Attributes Era 3 | What is the dominant leadership style of this principal? |
| Professional Learning- Collaborative learning |  |
| Community of Schools | Shared knowledge, outreach, interschool collaboration |
| Disciplined Collaboration |  |
| Characteristics of Collaborative Practice |  |
| Learning Walks | Era 1 and Era 2 only for LWS |
| Job Embedded Professional Development |  |
| The Instructional Leader Era 3. | In Era 3 the Instructional Leader made a significant impact on teacher practice at this school and the I.L is in effect JEPD. The Principal for Era 3 made the decision to employ the I.L from the school's own budget as the school does not qualify for an I.L paid for by the Department. |
| Professional Learning Era 1 | What professional Learning takes place in this era. Is JEPD part of the P.L? |
| Community of Schools Era 1 | How does the school conduct collaborative learning and JEPD with other schools in the town? |
| Disciplined Collaboration Era1 | What form does D.C take in Era 1? AITSL & LWs |
| Resources Era 1 | What resources are provided for P.L & JEPD in Era 1? |
| Shared Experience Era 1 | How does the shared experiences in collaborative P.L create psychological safety? |
| Professional Learning Era 2 | What Collaborative P.L takes place in this era? Is JEPD part of the P.L? |
| Community of Schools | How does collaboration with other schools take place in this era? |
| Disciplined Collaboration Era 2 | What form does D.C take in Era 2? |
| Resources | What resources are supplied for P.L & D.C in this era? |
| Shared Experience era 2 | How does the shared experiences in collaborative P.L create psychological safety? |
| Professional Learning Era3 | What Collaborative P.L takes place in this era? Is JEPD part of the P.L? |
| Community of Schools Era 3 | How does collaboration with other schools take place in this era? |
| Disciplined Collaboration Era 3 | What form does D.C take in Era 3? |
| Resources | What resources are provided for P.L and teacher collaboration in this era? |
| Shared Experience Era 3 | How does the shared experiences in collaborative P.L create psychological safety? |
| The Embedded Instructional Leader Era 3 | A new concept emerges in Era 3 the embedded instructional leader. |
| Trust | Trust as a key ingredient to change and success |
| Trust Era 1 | How does the development of trust create teacher buy-in for change in this era? |
| The Open Classroom Era 1 | How did the principal gain the trust of teachers for them to buy-into the AITSL D.C project and the Learning Walks? |
| Trust Era 2 | How does the development of trust create teacher buy-in for change in this era? |
| The Open Classroom Era 2 | How did this principal gain teacher trust for the open classroom in era 2? |
| Trust Era 3 | How does the development of trust create teacher buy-in for change in this era? |
| The Open Classroom Era 3 | How did this principal gain teacher trust for the open classroom in era |