



Positive things we saw and want to bring to swell

- strong leaders who lead learners were in each school
- The leaders put a stake in the ground and provided the sense of direction
- They were pragmatic rather than dogmatic
- They used distributive leadership to effect change
- Leaders recognised and utilised strengths in others and affirmed what others did.
- To bring about change both schools used pilots with small groups of pioneering teachers to kick start the adoption of new ideas.
- The triangulation model at College Street was effective
- Developing "own" curricula for each school had led to powerful learning and strong cohesion
- Development within the cluster was tailored to needs + interests of individual schools within an overall cluster vision
- Teacher recruitment was based on identifying people who could work within each school's curriculum structure
- Creation of "yellow pages" of experts
- Shared vision → shared beliefs → shared practice
- Effective PD aimed at building deep

(Excerpt from swell activities news, 30 August 2007)

The swell principals return to school today after two days away together working on further establishing the operating principles and parameters for the swell network. We visited two schools in the Manawatu and used these as a context to reflect upon what was involved in leading the development of the network and to refine our shared understanding of how to move the network from a theoretical construct to an operating entity.

We chose to visit schools which had already begun to evolve school based curriculums which reflect the intent of the "New" New Zealand Curriculum. The first school we visited was Coley St in Foxton where we looked at leadership of change to a school wide child centred inquiry model supported by thinking strategies. The second school we visited was College Street Normal in Palmerston North where we focused on the management of change to an integrated curriculum where key competencies are developed through Art Costa's "Habits of Mind" supported a set of thinking strategies.

Both schools are also involved in school development cluster projects through contracts with the Ministry of Education. Coley Street is the lead school of an ICT professional development cluster while College Street is the initiating school for an Extending High Standards Across Schools project.

Their experiences in these initiatives provided us with contexts to spark our discussions. After each visit we used a P.M. I. to reflect upon what we saw.

Knowledge base.

- Each school focused on co construction of elements of the curriculum (Teacher & students)
- Leaders had passion
- Change was research based
- Assessing in new ways to meet new challenges
- Huge investment in PD (whole school, focused)
- High level of trust constructed.

**Cautions to avoid or overcome for success**

- Don't take on too much
- Make sure we have clear outcomes and "plan back"
- Avoid imposing on everybody and invest time in getting people on the "bus".
- Keep relevancy - Focus on learning
- Make sure we develop our own models and don't just follow a recipe
- Make sure the pace is comfortable
- Need to ensure we avoid mono-cultural models by including multi-cultural, multi-ethnic and multi-lingual perspectives
- Don't forget to build community partnerships into what we do
- Make sure we identify the experts. (within + outside)
- Make sure we create and maintain rigour around the action research process.
- Make sure we get the bus going both collectively and in our own schools.
- Keep focusing on resolving potential tension between cluster goals and school goals.

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Ideas to build into swell

(Actions to take)

- Each school to identify the things they do now that they can let go of in order to free up \$ for swell PD
- Visit and/or share our own stories in order to get a better understanding of existing strengths and positions within cluster.
- Go back to our own communities and make sense of the 4 swell contexts in order to identify our own priorities → then feedback to group (planned for 19 September)
- Decide whether middle management of swell is an AP/DP role or whether this is a lead teacher role then organise the middle management model
  - conduit between schools
  - provide expertise support in schools
- Adapt the triangulation system from college street school and use as a method for supporting action research process in schools. (see below)



plan . . . . . implement . . . . . analyse . . . . . present

