



# Networked Professional Learning

Dr. Tina Doe, Education Consultant, Australia.

## *Abstract*

This article is about the importance of High Impact Instructional Leadership in schools and introduces the Teacher Professional Learning Initiative framework (Doe, 2013; 2014; 2015). High Impact Instructional Leadership is a professional learning clinic based on the work of Doe (2014 & 2015). Principally the framework prescribes that teachers have to make space and take time to find a place for paced professional learning (ST2P) (Doe 2011). The article investigates whether her signature professional learning model, Space Time Place and Pace (ST2P) is transferable to an Instructional Leadership network. High Impact Instructional Leadership (HIIL) participants work both individually and collectively to action their vision for improvement, innovation and change in teaching practice with a firm focus on moral purpose, that is, maximising learner outcomes. If school performance culture can be seeded/enhanced and sustained through HIIL networked professional learning then ST2P is an efficacious Instructional Leadership Model.

## Introduction

The Teacher Professional Learning Initiative (TPLI), a framework for leading whole school professional learning and its professional learning model, ST2P, is the result of Doe's ongoing research since 2004 and the findings have been validated through continuous feedback since circa 2007 (Doe, 2014, 2013, 2011 and Doe et al, 2006, Lynch et al., 2015). In this article, the focus is on whether networking using a TPLI and specifically the professional learning model, ST2P creates capacity for outstanding teaching capability and hence outstanding schools as proposed by Lynch, Madden and Doe (2015), across a range of contexts.

The TPLI is practical in nature and caters specifically to identified, site-specific teacher professional learning needs. It is effectively an example of an evidence-based professional learning model that focuses on teaching practice to maximise learner outcomes through a particular type of learning partnership. The TPLI was designed to incorporate the three domains identified as necessary for successful systemic school change in McREL's (2000) *Asking the right questions*: the organisational, the personal and the technical. The TPLI comprises 9 components as detailed in **Table 1 TPLI Professional Learning Framework Key Components** found at the end of this article.

The TPLI as outlined in Table 1 underpins Tina Doe's highly successful High Impact Instructional Leadership (HIIL) professional learning clinic (Doe, 2015). The four stage TPLI framework model, ST2P, described in **Figure 1: ST2P: Make Space, Take Time, Find Place and Adjust Pace**, is the abbreviated representation of Doe's research findings: presented in this article as both a graphic organiser and a procedural model that quality assures the design of an efficacious TPLI (Doe, 2014, 2013 and 2011).

**Figure 1:** *ST2P: Make Space, Take Time, Find Place and Adjust Pace*



ST2P (figure 1) is the graphic organiser that represents the TPLI findings and the four stages of the professional learning model designed that build sustainability over time in a school. Its mechanics are articulated and unpacked collaboratively with teams through a partnership arrangement in networked professional learning such as HIIL so that its implementation is 'purpose fit' to context. Doe's ongoing TPLI research findings indicated that the use of ST2P as the underpinning methodology for HIIL could be an efficacious response to contemporary schooling issues and subsequent Instructional Leadership professional learning needs and hence the next phase of her research, specific to ST2P.



The TPIL was initially trialled in partner Teaching Schools as part of a Teacher Education undergraduate degree (Doe, 2013, 2011; Doe et al., 2006). The Teacher Professional Learning Initiative was conceptualised, developed and facilitated in its first phase by Dr Tina Doe in response to a perceived need to enhance pedagogical capability in mentors of Teacher Education undergraduates (Lynch, 2004). The TPLI created opportunities to enhance teacher practice through professional learning that addressed specific pedagogical concerns identified through national and international test results (OECD, 2015; PISA, 2015). The TPLI was staged as a conduit to enhance practice for both mentor teachers and their students through the use of a common professional language for instruction and collaborative processes in the context of the classroom work (Doe, 2011; Hattie 2003).

The premise of enacting a common language of instruction through a TPLI arrangement is contingent on a number of variables (Doe, 2014), which when dealt with appropriately, Doe proposed may also prove effective when using the abbreviated version, ST2P as an Instructional Leadership Model. What this article examines is *how to use the TPLI research findings, ST2P, as an Instructional Leadership Model* to address the current professional learning needs of aspirant and emerging leaders. A crucial consideration in the context for this investigation is an ageing population of Australian Senior Education Executives. The National Excellence in School Leadership Institute (NESLI) state on their website (2015) that 70% of Australia's 10,000 school principals will reach retirement age over the next five years. Australia is on the cusp of an unprecedented generational shift in school leadership and considered together with exponential technological advances, ongoing professional learning for Instructional Leaders must cater to the subsequent impacts on how we learn and what constitutes teaching (Lynch, 2012).

We live in a knowledge economy (OECD, 1996), an information society, the research is at our fingertips. The way we assure quality teaching is to assure quality leadership that identifies research-based professional learning specific to data-identified student needs (Dinham, 2008). Lynch & Smith (2007) argued that schooling in Australia --- in particular teaching--- was 'stuck' in the 19<sup>th</sup> Century'. They further argued that without significant teacher re-skilling, schools would begin to suffer an authenticity gap between what they were doing as an education system and the demands of the 'real world' (Smith and Lynch, 2010; Powell and Snellman, 2004). Bridging this gap is about getting past the tipping point and putting theory into practice which can only happen when research becomes action (Doe, 2015).

Conceptualised in response to a perceived need for Executive School Leadership capability building, HIIL professional learning clinics were designed to facilitate Instructional Leaders' use of ST2P to *make space* and *take time* to consider how action research through professional learning could *place* high-yield (research based) strategies into the repertoire of practice for their respective teams (Doe, 2015). The performance culture necessitated in response to this changed approach to leadership and *paced professional learning* will enhance social capital (Fullan, 2011) to collectively build capability. The HIIL professional learning series has an action research, project based professional learning methodology. Network participants set target Learning Intentions for their



individual/team action learning goal and determine success criteria that measure its achievement. The use of ST2P as an Instructional Leadership Model (Doe, 2011), to backward map from the target success criteria clearly articulates line of sight for the participants and their respective teams.

The focus is on creating capacity through Instructional Leadership for team members to build pedagogical capability in their demonstration of the relevant professional standards. HILL thus impacts on two levels for participant Executive School Leaders: firstly as a catalyst to build social capital at their school as their teachers develop the skills and strategies to demonstrate at the highest possible standard and; secondly, as a result of the collegial collaboration within and across the school professional learning network, for the principal to deliver on standards they must evidence (Doe, 2015; Fullan, 2011; Hattie, 2015 & 2012).

The literature sourced to generate the TPLI and consequently HILL research, identified that there is something of a crisis in the teaching profession, and the community perception is that teachers are not meeting the needs of 21st Century learners in a Knowledge Economy (Smith and Lynch, 2010; Powell and Snellman, 2004). The Knowledge Economy that is the current reality for 21<sup>st</sup> Century educators is a circumstance that has transformed the focus of the previous industrial era, raw materials, to one based on knowledge. In this new world order knowledge and more specifically, the 21<sup>st</sup> Century currency (Eggers et al., 2015), data, and one's capability to use it in new and interconnected ways is disrupting all aspects of society. Put simply, the need is to meet the unseen challenges of the 21<sup>st</sup> century (Lynch, 2004) – an ever-changing and evolving future where knowledge is uncertain and generic capabilities such as learning how to learn and acquiring transferable skills are essential (Doe, 2006). In summary, the Knowledge Economy coupled with the exponential use of social media as communication, represent a fast paced set of ongoing changes in all sections and stratas of society. Given the role that schools play in preparing young people for life and work in such a changed society, pressure has been mounting on schools and teachers to rethink what they do (Lynch, 2012; Lynch and Smith, 2013).

This pressure has intensified in recent years because a changed world based on technological innovation has also resulted in greater understandings about how people learn and consequently what the high-yield practices (Marzano et al., 1997; Marzano et al., 2001; Marzano et al. 2007; McREL, 2008), are that will enhance teaching. Further to this, is the increased public press awarded to and consequent increased community interest in the results of international testing regimes such as PISA and ISA<sup>1</sup>. The result is that there is data that indicates deficits in teaching performance (Caldwell, 2006; Department of Education, Science and Training (DEST), 2001; MACER, 2004) and there is research about how to enhance teacher practice (Fullan, 2011; Hattie, 2009 & 2012). The TPLI has been specifically designed to skill teachers for this new professional context (Doe, 2011) by putting the research about teacher professional learning into practice to improve teaching.

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<sup>1</sup> See <http://www.oecd.org/pisa/> and <http://www.acer.edu.au/isa>



Australian state governments and their respective education departments are focused on problem solving to improve teacher quality. Watson (2009) proposed that to improve teacher quality we must 'invest heavily' in professional learning throughout a teacher's career, utilising in school opportunities for reflective practice through professional learning, what I call in this paper action learning. This notion is the basic underpinning of ST2P and its contribution to the theory and praxis of teacher professional learning, putting the research into action. Action Learning is a professional learning model described by Hogan (2001) and was deemed most appropriate to underpin a TPLI because it is designed to focus on teacher pedagogy, as relevant to the profession, market needs and public opinion in a global knowledge society. Hogan stipulates that enrolment in an action learning professional learning program should be voluntary, with each person deciding that the problem to be addressed matters, and judging that the method, however vaguely grasped at the initial stage, is likely to result in improvement. The use of ST2P as an Instructional Leadership Model throughout the HIIL professional learning clinic is intended to test its efficacy as an action learning response to identified issues for contemporary leaders of the teaching profession (Doe, 2015; Lynch et al. 2015)

ST2P is an approach to professional learning that focuses on teacher practice through an action learning partnership (Hogan, 2001), is practical in nature, of reciprocal benefit to facilitators and participants (Napier & Gershenfeld, 1993, Doe, 2015, 2014, 2013 and 2011, Elmore, 2011) and caters specifically to teacher professional learning needs. An efficacious system-wide initiative, it is designed to foster the use of a research informed core academic vocabulary/concept list (Marzano 2007) across a network. This requires collaboration, which in this paper is as described by O'Neill (2005) when he states that effective collaboration requires actions on multiple fronts to create a culture that encourages teamwork, cooperation and collaboration. Lynch, Madden and Doe 2015 summarise that to build a collaborative Performance Culture within a school that drives reform and change you need to embed high yield practice through the use of a common language so that group solutions can be developed that raise performance through reflective feedback and coaching.

ST2P is informed by the theoretical constructs of Doe's research into *professional learning partnerships in practice*: partnership, teacher practice, learning community and professional learning (Doe, 2011 & 2013). An efficacious TPLI can be delivered when professional learning partnerships between a critical friend and an employing authority are underpinned by the four cornerstones described previously in Figure 1. Tina's work and research during the past decade as an independent professional learning consultant cross-sector in the Education field, testing and refining the TPLI indicated the need for a sharper focus on the procedural model ST2P. The evolution of ST2P to the Instructional Leadership context, was a result of Doe's investigation into *How to use the TPLI research findings, ST2P, as an Instructional Leadership Model* through facilitation of a range of HIIL professional learning clinics which Tina will continue to test for impact evidence through the High Impact Instructional Leadership Networks that form through her professional learning clinics.



In previous facilitation of the TPLI in more than 250 schools, Education District and university contexts spanning ten years, I have found that teachers tended to make comments such as “professional learning needs to be complementary to the priorities of my school, rather than an additional, component of my workload” (Doe, 2011 & 2013). This type of comment tended to reflect the pressures that incline traditional approaches to professional learning to focus on the system needs rather than that of the teacher’s professional learning needs. The research discovered that the TPLI encouraged teacher professional communication and sharing through activities and experiences that can enhance practice. 60% of surveyed teachers described the value of the TPLI in terms of its contribution to their school’s overall approach to pedagogy and teacher planning. 60% also identified improvements in their teacher networks and in the relationship they had with other stakeholders as a result of their involvement in the TPLI.

The TPLI networks teachers and thus this research provides a new approach to professional development that Tina Doe refers to as professional learning. Mayer & Lloyd (2011) agree with the recalibration of professional development: a focus on subject matter/content knowledge and a focus on student learning and the examination of student work (professional development) to professional learning: active learning sustained over time with opportunities for practice and follow up through collective participation.

Professional learning describes the growth in knowledge, skills and attitudes that comes from being engaged in professional development activities, processes and experiences. The term ‘professional learning’ in the ST2P Model is used to reflect more accurately that it is not just the knowledge gained in a professional development session that makes the most difference to professional practice, but how this knowledge is applied. Professional learning occurs when, for example, a facilitator works with a group of teachers in the context of a partnership model of learning to resolve identified issues, rather than imparting a body of pre-determined knowledge (DEST, 2001; Downes et al., 2001; McRae et al., 2001; Queensland College of Teachers, 2006). Professional learning is integral to raising teaching standards when it is an ongoing process supported by planned learning activities and programs designed to enhance professional knowledge, practice and engagement (Teacher Registration Board of the Northern Territory, 2010).

The use of ST2P in the TPLI determined that the model’s design met contemporary teacher professional learning needs in that it provided pedagogical activity that could be translated into classroom practice to achieve better outcomes for learners. The TPLI expanded both professional knowledge and teacher voice, as a systemic solution to 21<sup>st</sup> Century teacher professional learning partnerships in practice. This brought me to my next phase: what if the TPLI facilitated Senior Executive Leaders in their design and delivery of purpose-fit professional learning that was data-driven? If the focus was on developing performance culture to improve teacher quality and leadership quality we could make direct reference to the Australian Key Professional Practice Standard 3 for Principals (2015) and drive innovation leadership and change through participant projects.



Fisher, Frey and Pumpian (2012) state that most school improvement plans aspire to create academic focus, an academic sense of responsibility, intensity and urgency, what they term an 'academic press'. Further they argue that to operationalise the mission of the school, both 'school culture' and 'academic press' must be addressed and aligned. Carrington (2002) coined the phrase 'first principle status', what since Hattie called 'visible learning' (2012) is now commonly known as line of sight or through-line, where everyone on the team can articulate the vision and the impact evidence required because we all understand the through-line, the line of sight from vision to action, using ST2P.

Creating a culture in schools that embeds current research-based practice is about a purpose-fit for each context, this is what Tomlinson (2010) defines as differentiation where both teacher and student study student growth, set goals for progress, and look for ways to continue development. Students at all readiness levels have maximum opportunity for challenge, growth, and success. In the context of HILL, the teacher is the Instructional Leader and the students are the staff members who are part of that HILL participant's team. This is about starting with where the learner is at and through active learning sustained over time with multiple practice sets, collective participation and reflective feedback protocols (Hattie, 2012 and 2009) achieving what Fullan (2006) describes as moral purpose. Ron Berger (2003) explains moral purpose when he says all members of a school should work with an ethic of excellence and aspire to a culture of craftsmanship. Put in its simplest terms, moral purpose can be translated as, teach me like you believe I can learn.

Hattie's (2015) research indicates that effective Instructional leaders don't just focus on student learning (overall effect from instructional leaders .42), they relentlessly search out and interrogate evidence of that learning. Instructional Leaders are innovative, they model a growth mind-set. Instructional Leaders do not just maintain the status quo, they use evidence-based practice and contemporary research to facilitate and sustain professional learning networks in order to maximise learner outcomes. Today's teachers don't necessarily look for answers from an Instructional Leader, however they need to know that their leader understands and appreciates their work and recognizes their challenges and frustrations. Teachers need to see their instructional leaders as partners in education, learning with and from them. Instructional Leadership as presented through HILL is not an expert model it is about:

- collegiality
- harnessing the capacities of all members of the team
- having a focus on instruction and using evidence based practices to improve outcomes for learners

Where the TPLI professional learning series had tested practising teachers and their perceptions of the use of a common language of instruction for teaching and learning, such as Dimensions of Learning (McREL, 1997) or Art and Science of Teaching (Marzano, 2007), HILL was about ST2P. I started with the premise that *testing ST2P as an Instructional Leadership Model through HILL was about testing it as a common language for Instructional Leadership and Professional Learning*. A core



academic vocabulary/concept list (Marzano, 2007) was generated by each HILL network in response to their individual and collective, identified (data-driven) professional learning needs, demonstrating a partnership approach in action. HILL was the next missing component in the puzzle, the translation of the TPLI to wider applicability cross sector and schools by working with networks of Instructional Leaders who then facilitated efficacious professional learning programs by actioning ST2P to enhance teacher pedagogical practice.

Over time I had moved from believing the area most necessary to prepare teachers in times of quantum change was undergraduate teacher training and then through the TPLI facilitation and analysis of feedback over ten years, I realised it was much more about continuing professional learning for practising teachers. In a TPLI partnership occurs when there is interaction amongst partners through shared problem solving that contributes to both the (teaching) profession and current research in the field and meets identified partner needs (Doe, 2013). Continued efficacy when a TPLI partnered an Education District with a university reinforced that as a facilitator of ST2P, I had to ensure I was no longer acting as the change agent (Lunenberg, 2010) for individual schools but rather as the agent for change, the 'outside eyes', the critical friend, no longer specifically the pedagogical coach, rather the leadership coach.

Key to this empowerment of my HILL participants as facilitators of their own purpose-fit professional learning is Richard Elmore's interpretation of reciprocal accountability (2011). For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. As an Instructional Leader, HILL participants reciprocal accountability is to create capacity, through the professional learning opportunities tailored for their respective team, for them to demonstrate pedagogical capability at the highest standard (Doe, 2015). Essentially through their use of ST2P to action a project, participants afford their team members what Dan Pink (2010) claims as the three essential motivators: autonomy, the desire to be self-directed; mastery, the urge to get better at 'stuff' and purpose, making a contribution.

A Professional Learning Community is evidenced where there are multiple connections that join members of a range of Professional Learning Networks within an organisation/school (Doe, 2011). In a TPLI, a Professional Learning Community is formed by a group of people, whose common purpose is to generate collaborative and productive sharing (Doe, 2011) in order to develop new knowledge of mutual benefit (Bloomfield, 2009). Learning communities create a sustainable context, where ongoing and continuous professional learning develops in response to concurrent partner needs (BECTA, 2008; Hennessey & Deaney, 2004 & 2007). Learning communities that are networked (Darling-Hammond, 2010; Zeichner, 2010), such as through HILL, are deemed to be more sustainable.

A Professional Learning Community is networked when its members are connected in their co-professional work via a number of mechanisms, committees, forums and tasks. Implicit in the (above) defined context for Professional Learning Community is the concept of a dynamic



network (Hennessey & Deaney, 2004). Functional Professional Learning Networks underpin efficacious Professional Learning Communities in that they allow for an exchange of ideas and facilitate innovation (BECTA, 2008; Doe, 2011) across a range of contexts and forums. This premise of Networked Professional Learning Community underpins the ST2P and consequently HIIL.

### **HIIL Learning Intention**

The HIIL professional learning clinic has at its heart an action research, project-based professional learning methodology, ST2P. Network participants set target Learning Intentions for their individual/team goal and determine impact evidence that measures their success against pre-determined criteria. The use of an Instructional Leadership Model, ST2P (Doe, 2011) to backward map from the target success criteria clearly articulates line of sight for the participants and their respective teams. Simply stated the Learning Intention of the 4 day clinic is that Instructional Leaders will create capacity for their identified teams to build pedagogical capability through action learning workshops that articulate line of sight and target impact evidence.

The High Impact Instructional Leadership (HIIL) clinic is designed to enable both experienced and beginning Seniors Executive Leaders and aspirants to strategically align the Teacher Professional Learning Initiative (Doe, 2011) with the needs of their professional learning community. This program is 'purpose-fit' to enable participants to *make space* and *take time* to meet the leadership challenges that face 21<sup>st</sup> Century Education Leaders. The HIIL clinic is *paced* to meet the identified needs of the group so that professional learning is *plaved* to action Annual Operational Planning and Personal Performance & Development Planning deliverables. This is an opportunity to network as Instructional Leaders, to grow the teaching profession by planning for leadership succession in and across individual schools and Education Districts and by creating/enhancing inclusive processes for consultation.

Tina Doe has trialled the HIIL professional learning clinic using ST2P where participants conceptualise, action and demonstrate impact evidence of their SMART goals to this professional learning network in a number of contexts since its' inception in February 2014. The first case-study involved leaders from a cluster of secondary schools in Queensland. Subsequent case-studies repeated this type of cohort and added two more types of cohort for HIIL: leaders from 1 school and state-wide leadership aspirants. Most recently, ST2P was used with great success in the Middle East with an international cohort of aspirant leaders from one international school. Further while the generic HIIL delivery of ST2P as a trial Instructional Leadership Model is a 4 Day clinic, one day per academic quarter, it has also been packaged as a 2 Day intensive with 2 x 1 Day workshops and in the international context, 3 x SKYPE tutorials followed by a 2 Day intensive.

The diverse range of networks that have been generated and sustained through HIIL professional learning clinics have seeded a culture of excellence by re-culturing how they do business while relieving anxiety around change fatigue. ST2P draws on the work of Fullan, Hill & Crevola (2006) who state that both students and teachers can achieve high standards give



sufficient conditions and time, what is paramount is that high expectations (Berger, 2003) are matched with early intervention. These core principles are considered in light of the TPLI research that found there were three essential elements that needed to be made assured before engaging in a project using ST2P, that:

- practice will be enhanced through a planned and continuous programme of action learning using a language common to the network;
- there are nine key components, captured as 4 stages in ST2P that underpin a comprehensive, systemic TPLI (see Table 1)
- teacher participants are willing to engage in professional learning through a TPLI.

The participant school-based action learning projects are built around a problem, issue, opportunity or initiative of concern to the school and/or the wider professional community (Hogan, 2001). The work of each participant is to lead an action learning group within their leadership context. The action learning projects become both a project developed within the overall priorities of the school or network and a rich sharing experience developed through a network of collaborative practice. HILL facilitates a series of activities which participants work through individually, in pairs, in small groups and as a network through articulating and reflecting on their HILL professional learning initiatives through ST2P activating thinking and sharing protocols.

HILL was specifically a professional learning clinic conceived in response to a perceived need for executive school leadership capability building. The performance culture necessitated to signal this changed need for senior leadership professional learning has been seeded by an understanding that to enhance the quality of teaching practice and hence potential student outcomes, there needed to be time for executive leaders to learn how to lead. Networking to form clusters is the key to this work: collaborative problem solving and collective learning through reflective practice and rigorous sharing resulting in participants achieving intended impact evidence for their action learning project goals.

Using ST2P as a professional learning model in the Instructional Leadership space became a story of creating outstanding schools while networking for sustainability and succession: better teachers and improved outcomes for kids. Participants analysed their project progress and action regularly through protocols and activities that created a shared platform for professional dialogue. Examples of such interventions and strategies, considered formative assessments to encourage reflection on practice, focused on Instructional Leadership through the articulation of a through line that responded to:

1. Broader 21<sup>st</sup> Century Schooling agenda;
2. School Improvement Plan and
3. Participant Instructional Leadership role.



Paramount was that each participant's project contributes to the Principal's demonstration of the relevant target Principal Professional Standard, in the Australian context, *Lead for innovation, improvement and change*. The opportunities for activities that activated thinking and facilitated sharing through protocols were designed for qualitative data collection through feedback from peers for the participants. As action learning, these informal but structured feedback mechanisms were deemed by all participants, in all facilitations of HIIIL as the key to their successful evidence of impact through their projects. A typical participant comment was that *the Day 1 sharing protocol helped them to plan to create capacity to meet differential staff needs through pedagogical capability building*. Another participant commented that *the activities kept the focus on seeding culture for conversations I will have with staff around performance and students in classrooms and their outcomes*. Overwhelmingly participant qualitative comments post the activities throughout Day 1 and Day 2 of HIIIL report that the more conversant they became with ST2P, the more they were able to quality assure the line of sight of their action learning project as evidenced by this sample comment *this collaborative process has seen teachers upskilled and incorporate best practice for higher order thinking concepts and skills*.

HIIIL success criteria are clearly stipulated and measured by individual participants through an individual feedback process. Participants respond to *I can* statements listed as dot points below and represented in the feedback instrument that is Figure 2:

1. strategise and action plan to meet performance levels outlined in the Australian Institute for Teaching and School Leadership (AITSL) – Australian Standards for Teachers and Principals .
2. understand how to use the research-based Instructional Leadership Model, the TPLI to generate/enhance their school professional learning community.
3. enhance their Instructional Leadership capability as members of the HIIIL professional learning network.
4. implement 'first principle status'/'line of sight' to maximise positive impact of a TPLI on teacher quality and student outcomes.
5. quality assure their PPDP goals using the SMART (Strategic and Specific, Measurable, Attainable, Results oriented, Time bound) formula
6. plan a sustainable professional learning program that embeds the school's common pedagogical language (e.g. DoL, ASOT, CITW, Explicit Instruction) as classroom practice.
7. share strategies to engage staff in professional discourse and critical reflection as they align curriculum, pedagogy and assessment.

8. practise managing the performance of others to foster a collegial culture of observation and feedback that enhances personal and professional growth and continual self-improvement.

The Success Criteria presented above were measured by each participant of each HIIL network after every full day of face-to-face delivery. The feedback was collated by the facilitator, Tina Doe post each administration and was immediately shared with each HIIL network via email and then discussed prior to the next face-to-face professional learning workshop or via SKYPE tutorial so that consequent professional learning reflected participant feedback.

A selection of two case-studies has been made for the purpose of feedback analysis in this article. These case studies are described as Case-Study 1, Senior Executive Leaders from a cluster of schools and Case-Study 2, a group of Senior Executive Leaders and aspirant leaders from one school. The feedback instrument presented at Figure 2 was used at the end of HIIL Day 1 and Day 2 for both Case-Study 1 and Case-Study 2.

**Figure 2:** 2015 HIIL Day #1 and #2 Feedback Instrument



**2015 HIIL Day #1 and #2 Feedback**

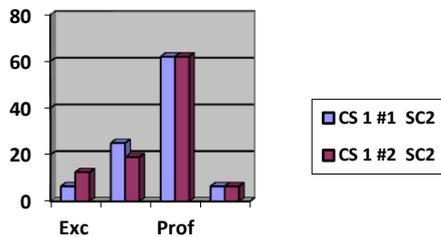
Learning Intention Instructional Leaders will create capacity for Expert Teams to build pedagogical capability through action learning workshops that articulate line of sight

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Success Criteria	E	HA	P	U
<b>As an Instructional Leader of an Expert Team I can:</b>				
strategise and action plan to meet performance levels outlined in the AITSL Standards for Teachers and Principals.				
use the research-based Instructional Leadership Model, the TPLI to generate/enhance my school professional learning community.				
evidence my Instructional Leadership capability as a member of the HIIL professional learning network.				
implement 'first principle status'/'line of sight' to maximise positive impact of a TPLI on teacher quality and student outcomes.				
quality assure my performance and development goals using the SMART (Strategic and Specific, Measurable, Attainable, Results oriented, Time bound) formula				
plan a sustainable professional learning program that embeds my school's common pedagogical language as classroom practice.				
implement strategies to engage staff in professional discourse and critical reflection as they align curriculum, pedagogy and assessment.				
manage the performance of others to foster a collegial culture of observation and feedback that enhances personal and professional growth and continual improvement.				

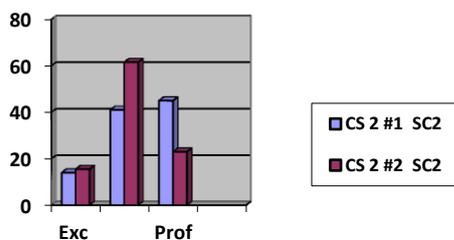
A comparative analysis of the feedback post HIIL Days 1 and 2 for each of the two case studies specific to two target success criteria, success criterion 2 and success criterion 3 will be made for the purpose of this article. The data is presented as percentages using bar graphs in Figure 3, 4, 5 and 6. Figure 3 presents data in response to Success Criterion 2 (SC 2): *I can use the research-based Instructional Leadership Model, the TPLI to generate/enhance my school professional learning community.* In Figure 3 CS 1 indicates Case-Study 1 while Day 1 and Day 2 are represented as #1 and #2 respectively and there are 16 participants in the sample group.

**Figure 3:** CS 1 #1 & #2 comparative data SC 2



While Figure 3, which details feedback data from Case- Study 1 participants shows there is no shift in the number of respondents who measure progress at proficient, 62.5% both Day #1 and #2 nor the unsatisfactory, both Day #1 and #2, 6% of respondents, there is a shift of 6% from the highly accomplished to the excellent standard. This data would indicate sustainability of the action projects through use of the TPLI for the participants who measured success in the bottom two standards and an upward movement from the second highest to the highest standard for the remaining 31.5%. Figure 4 also presents data in response to Success Criterion 2 (SC 2): *I can use the research-based Instructional Leadership Model, the TPLI to generate/enhance my school professional learning community*. In Figure 4 CS 2 indicates Case-Study 2 while Day 1 and Day 2 are represented as #1 and #2 respectively and there are 22 participants in the sample group.

**Figure 4:** CS 2 #1 & #2 comparative data SC 2



Case- Study 2 feedback data as represented in Figure 4 shows there is significant shift in the number of respondents who measure progress at Proficient, 32% and Highly Accomplished 68% on Day #1 to 92.5% Highly Accomplished on Day #2 administration. However, while there is a shift of 23.5 % upwards from the Proficient to Highly Accomplished standards reflected in Day #2 there is 1 respondent who records an unsatisfactory. This respondent later interrogated his feedback to this success criterion with me and reported that he was reacting to his own disappointment to not meeting his learning goal timelines and not the professional learning or the ST2P methodology. This data, more convincingly than that of Case-Study 1 as presented in Figure 3, testifies that the use of the underpinning methodology, the TPLI, throughout this article simplified to ST2P, can over time, shift participant perceptions of the measurement of their relative success in terms of impact evidence. Figure 5 presents data in response to Success

Criterion 3 (SC 3): *I can enhance my Instructional Leadership capability as a networked member of the High Impact Instructional Leadership professional learning community.* In Figure 5 CS 1 indicates Case-Study 1 while Day 1 and Day 2 are represented as #1 and #2 respectively and N = 16.

**Figure 5:** CS 1 #1 & #2 comparative data SC 3

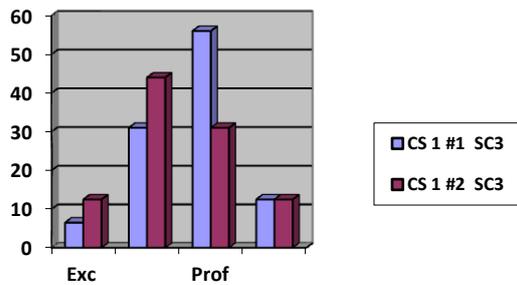


Figure 5 shows even stronger shift in terms of respondent perceptions about progress against SC 3 although there is a constant 12.5% (2 respondents) who choose the unsatisfactory standard for both Days #1 and #2. Of course these may not be the same participants and in truth, some respondents are harder in the application of the success criteria as they now know what they didn't know previously. It is indisputable however that there is significant shift and hence significant increased evidence of impact for this networking success criterion. There is a 25 % shift, a quarter of the respondents, from the proficient to the highly accomplished standard as a measure and a further 10% shift to the Excellent standard for this success criterion. It would appear that the networking through a TPLI using ST2P to conceptualise, detail, facilitate and assess an action learning project has valued added to the successful demonstration of impact evidence. Figure 6 presents data in response to Success Criterion 3 (SC 3): *I can enhance my Instructional Leadership capability as a networked member of the High Impact Instructional Leadership professional learning community.* In Figure 6 CS 2 indicates Case-Study 2 while Day 1 and Day 2 are represented as #1 and #2 respectively and N = 22.

**Figure 6:** CS 2 #1 & #2 comparative data SC 3

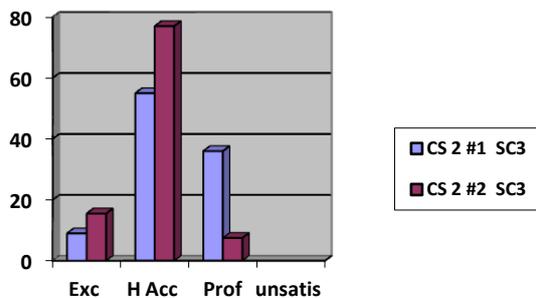




Figure 6 is strong data that shows that networking through the HIIL professional learning clinic enhanced perceived Instructional Leadership capability of participants. 28.5% of respondents indicate that they have moved from proficient to Highly Accomplished (HA) for this Success Criterion and a further 6.5% have moved from HA to E. Figure 4 and 6 represent a second evolution of the HIIL professional learning clinic with a stronger focus on the distilling of the 9 components of a TPLI into the 4 stages of ST2P. As the researcher involved in developing the HIIL resource as well as administering the survey instrument, the feedback process to the Success Criteria, I believe that this intensified focus on ST2P and a narrower and sharper lens for the HIIL clinic enhanced participant engagement and improved successful demonstration of impact evidence.

Doe's 2011 findings were that the deliberate and intentional conceptualisation, design, and implementation of the Teacher Professional Learning Initiative involved an ongoing and reflective consideration of ST2P: space; time; place, and pace. To lead the generation or enhancement of a professional learning community through a TPLI there is a need to make space and take time to find an appropriate place at the right pace for professional learning that is differentiated for individual learners. Since 2014, the TPLI has been tested in a condensed format with a focus on ST2P as the Instructional Leadership Model. The contexts where HIIL have been facilitated range from various states and a territory of Australia, district wide, across a cluster of schools, within one school, and internationally.

### **Areas for further research and evaluation**

This section considers areas for research and evaluation that have arisen out of the results from the research and its limitations, and have been identified for further development of ST2P.

#### *Evaluation of ST2P*

- The ST2P Instructional Leadership Model needs to be further evaluated in order to gauge robustness, validity and transferability a systemic approach to Senior Education Executive professional learning.
- The fact that networked use of ST2P fosters professional learning networks through partnership is a basis for potential further research re whether investing in Professional Learning Networks across schools and sectors is more powerful than when in one school.
- The sustainability of an action learning project framed through ST2P also needs to be evaluated to establish whether the partnership framework used in this research functions over time, is transferable to new contexts and without the HIIL facilitator.

#### *The impact of the ST2P on teacher practice over time*

The results from this research were not concerned with whether or not the benefits of the ST2P Instructional Leadership Model changed teacher practice. Research is needed through a longitudinal study of participants to determine the relative impact of continuous planned professional learning, using ST2P, as the underpinning methodology, on a teacher's practice.



### *The use of learning communities in professional learning*

A key finding from this research is that a High Impact Instructional Leadership professional learning clinic can successfully use ST2P as a basis for initiating professional learning communities. Further research needs to examine how to use the ST2P partnership approach as a continuous professional learning strategy that can sustain these professional learning communities.

### *Resistance to change*

In the context of the changed and changing nature of schooling and consequently teaching in the 21<sup>st</sup> Century, the acceptance of the need for change from ST2P participants would be an interesting aspect to explore in the context of sustainability and reciprocal accountability.

### *Triangulation of Data*

Using more than one approach to answer the research question in further facilitations of HIIL is required to enhance confidence in the sustainability of the findings. Triangulation of multiple data sources to corroborate findings and test validity is a necessity as data is the core business (Nixon, 2015) of contemporary education.

### *ST2P and blended learning*

It would be timely to explore the blended learning context by using available technologies and social networking to translate HIIL and ST2P into a virtual platform for the use of on-line cohorts of Instructional Leaders.

## **Conclusion**

The discussion of findings from a data sample of two HIIL case studies, and specifically two success criteria seem to indicate that, the Teacher Professional Learning Initiative and specifically, ST2P as an underpinning Instructional Leadership Model, are efficacious. It appears that using the TPLI research findings, ST2, as an Instructional Leadership model works to seed the performance culture required for changes in professional learning networks that will meet the expectations of the 21<sup>st</sup> century Knowledge Economy. Making the space for educators to take the time to place their professional learning at differentiated pace is the key to generating a performance culture where outstanding schools are nourished and grow (Lynch, Madden & Doe (2015).

HIIL is a professional learning initiative that networks Instructional Leaders. This professional learning clinic focuses on creating teaching capacity through ST2P, an Instructional Leadership Model. The through line for Instructional Leaders is to facilitate a professional learning program that is purpose-fit and creates capacity for their teams to demonstrate the highest level of capability for the relevant Professional Standards. Ultimately the use of ST2P through both the HIIL individual action learning project goal and the HIIL network aims to allow students to achieve maximal potential. This research tends to suggest that through:

- collaborative problem-solving and collective learning, solutions are generated
- reflective practice and rigorous sharing protocols, goals can improve with feedback



- targeting data with action research we can test hypotheses for impact evidence
- self-generation and self-direction, professional learning communities evolve and grow

**Table 1:** *TPLI Professional Learning Framework Key Components*

McREL Domain	No	Teacher Professional Learning Initiative Key Components	TPLI Stage
Organisational	1	Initiate in response to deliverables and identified strategic needs	MAKE SPACE
	2	Operate in a business partnership with a critical friend to conceptualise and deliver professional learning through the lens of a common pedagogical language	
	3	Ensure active support from senior management as partnership representatives and pedagogical leaders	
	4	Involve all staff in professional learning participation through quality assured processes for communication, engagement and shared decision making	
Personal	5	Put common language theory into practice through an action learning model	TAKE TIME
	6	Assure ownership of TPLI by its choice as valid continuous professional learning through staff consensus	
Technical	7	Award the TPLI 'first principle status' as the systemic priority that value adds to all projects	FIND PLACE
	8	Align curriculum, pedagogy and assessment through a shared framework for teaching and learning	
	9	Create capacity for teachers to enhance their pedagogical capability through critical reflection and shared practice as networked members of a professional learning community	ADJUST SPACE

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