

Principals as Literacy Leaders with Indigenous Communities (PALLIC)



Background

PALLIC builds on the success of *Principals as Literacy Leaders* (PALL) which commenced in 2009 as part of the Commonwealth's Literacy and Numeracy Pilots in Low SES School Communities. Both are initiatives of and managed by the Australian Primary Principals' Association (APPA).

PALL was a joint venture with three universities; Australian Catholic University, Edith Cowan University and Griffith University. Each of the universities contributed to the development of five modules as part of a professional development program for principals. 60 principals participated in the program from three states (South Australia, Western Australia and Queensland) and one territory (Northern Territory) with 15 principals involved from all sectors in each of these states and territory. All were in low SES schools. In between the training activity, principals were supported by Literacy Achievement Advisors who were highly experienced, retired principals.

PALLIC is running from July 2011 to December 2012 under the direction of Griffith University in Queensland, the Northern Territory and South Australia across 46 nominated school sites with medium to high Indigenous student enrolments. The schools' 46 Principals and their Indigenous Leadership Partners (ILPs) (and then in the latter stages others from the school community called 'Learning Catalysts'), will work with 6 Literacy Leadership Mentors (LLMs), who are mid-career practising principals on secondment from their respective jurisdictions. The allocation of LLMs is: 1 in NT, 2 in S.A and 2.4 in QLD who have been allocated caseloads from 3 schools up to 13 schools each.

While the learning framework, training modules and level and type of support are modelled around PAL, the significant differences with PALLIC are that it concentrates on three major reform areas:

- Evidence based teaching of reading for Indigenous students
- School leadership which builds on home-school-community partnerships for children learning to read
- The use of data to plan and implement intensive action plans for reading improvement.

Griffith University will also undertake research that gathers evidence to understand the factors that contribute to improved Standard Australian English (SAE) literacy in different Indigenous community environments, including parent partnerships, in order to use the findings to inform future project up scaling in comparable school communities.

The PALLIC project objective is to develop the literacy and leadership capabilities of school and community leadership teams and thereby improve SAE literacy outcomes for Indigenous students in partnership with their families. In a nut shell, PALLIC is about Principals and their Indigenous Leadership Partners coupled with their school's Learning Catalysts working together with support from Literacy Leadership Mentors to make a difference to the teaching of reading in their schools.

Design Features Informing the Development of PALLIC Modules

- Values and builds on the knowledge and experience of principals and Indigenous community members
- Facilitates the sharing of principals' expertise, both with their school communities and other principals
- Facilitates the sharing of Indigenous expertise, with principals, teachers and Indigenous community members
- Introduces principals and community members to relevant theoretical understandings and classroom, family and community practices grounded in compelling research evidence about leadership and literacy learning
- Encourages principals, teachers, families and community members to critically reflect on their practice and on issues surrounding learning to read and reading in their schools and communities
- Reflects professional standards and effective practices in Indigenous community contexts
- Links action to recent research, project reports and policy documents
- Addresses the diverse needs of principals and Indigenous community members
- Includes a variety of activities and resources (workshop activities, discussions, follow up tasks, readings, power point presentations, web links, video clips, lists of resources, etc.)

PALLIC methodology

- The PALLIC project applies adult learning principles and centres on the development and delivery of a series of 5 leadership and literacy modules that is a shared learning experience with the 47 primary principals, their Indigenous community leaders and the 6 Literacy Leadership Mentors.
- Each module involves a combination of professional development workshops, follow up tasks with related support materials and online communications for supported activities in schools sites. All schools are supported throughout the Project by the 6 Literacy Leadership Mentors (LLMs).
- The modules are designed so that principals and their community members can readily use the material for professional learning with others in their teachers/staff/school community in the process of developing their schools as 'literacy learning' communities of practice.
- Themes for each module are:
 - Module 1:** Leading Learning – What Does it Take?
 - Module 2:** What Leaders Need to Know about Learning to Read: 'The Big 6'
 - Module 3:** Leading Literacy Data Gathering and Analysis
 - Module 4:** Designing, Implementing and Monitoring Reading Action Plans
 - Module 5:** Evaluation of Reading Action Projects (RAPs) and Future Planning

- Follow Up tasks:
 1. School Profile completion with additional 'disciplined dialogue' discussion about school data
 2. Blueprint school rating completion and more 'disciplined dialogue' discussions
 3. Personal Leadership profile reflection, conversation and completion (optional)
 4. Literary Practices Guide (The Big 6) 'disciplined dialogue' discussion and completion
 5. Planning & Conducting conversations with family and community members
 6. Planning for the collection of reading assessment data as well as data from other actions to enhance learning (from Blueprint)
 7. Completing & analysing reading assessment data
 8. Monitoring & recording implementation of Reading Action Projects (RAPs) using 'The Big 6'
 9. Applying a template to plan for RAPs
 10. Implement the RAPs
 11. Applying a template to plan for the evaluation of the RAPs
 12. Carrying out the evaluation/preparing a report
 13. Preparing & discussing the results
 14. Planning RAPs for the future

PALLIC timelines

Dates	Activity	Participants
Thurs – Fri 28-29 July 2011 Cairns	Modules 1 & 2	All
Throughout Aug-Oct 2011 on site	Follow Up Tasks 1-5	Individual schools or in clusters
Mon – Tues 31Oct – 1 Nov 2011 Cairns	Modules 3 & 4	All
Throughout Nov 2011 – Apr 2012 on site	Follow Up Tasks 6-10	Individual schools or in clusters
TBA May 2012 TBA	Module 5	All
Throughout May – Dec 2012 on site	Follow Up Tasks 11-14	Individual schools or in clusters

PALLIC governance

PALLIC funding is managed by APPA and the project's direction by a Management Committee made up of representatives from APPA, State and Territory Education and Griffith University. Also proposed, is a smaller National Steering Committee made up from some of the above representatives. As well, each state will have their own small management group. The PALLIC facilitators are from Griffith University: Professor Neil Dempster, Professor Greer Johnson, Dr Amanda Webster and Adjunct Professor Jan Robertson.