Victorian Academy
of Teaching and Leadership

Leading collaborative problem solving

to drive school improvement

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VICTORIA State Government | Education and Training

Acknowledgment of Country

We acknowledge the Traditional Owners of Country throughout Australia and pay our respects to the ongoing living cultures of First Nations People.

Traditional Owners are the first educators of their children and have a long and unbroken history of teaching and learning, through sharing connections to land, waterways, skies, language and culture.

Through education, we walk towards the creation of an equitable and inclusive community for all learners, and we express our commitment to nurturing the continued growth of educational leaders.

We feel optimistic about our future, and solemn about the lessons of our past.

Leading together: Inspire, learn, network

1. Capabilities and dispositions of excellent leaders

2. School improvement through collaborative complex problems solving

3. Building a collaborative environment to drive school improvement

Academy Leadership Excellence Framework

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Leadership Matters

"In schools where students achieve well above expected levels, the leadership looks quite different from the leadership in otherwise similar but lower performing schools."
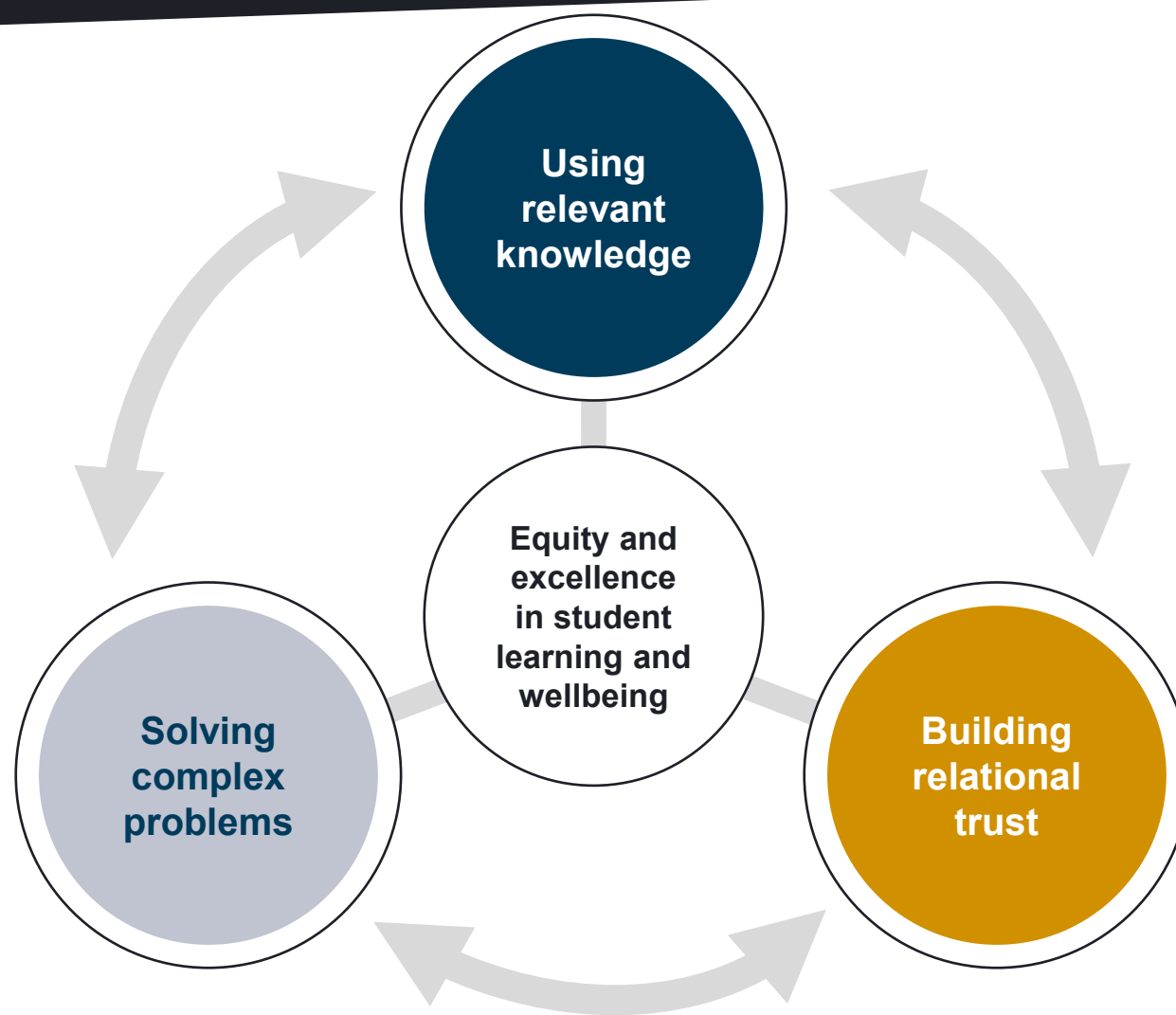
Robinson, Viviane & Gray, Emma. (2019). What difference does school leadership make to student outcomes? Journal of the Royal Society of New Zealand. 49. 1-17. 10.1080/03036758.2019.1582075.

The Academy Leadership Excellence Framework
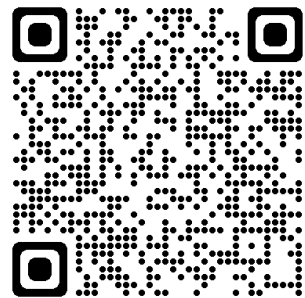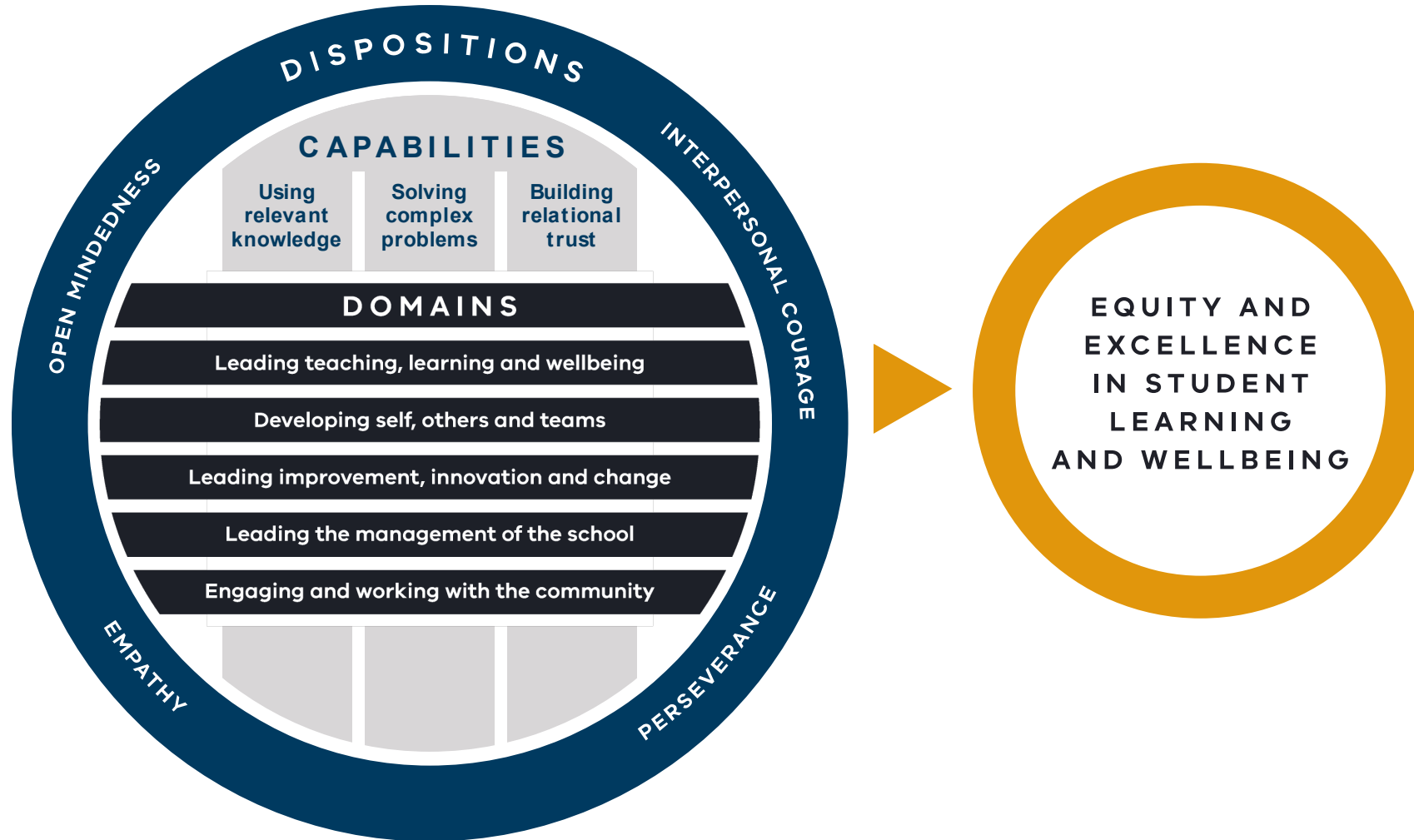
Three capabilities for leading improvement

Dispositions

Open mindedness

Interpersonal courage

Empathy

Perseverance

Interpersonal courage

Empathy

Perseverance

Open mindedness

Reflection 1

Think about your most recent leadership meeting.

> What dispositions and capabilities did you see in action at this meeting?

> Were any missing that could have improved the dialogue?

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School Improvement through Collaborative Complex Problem Solving

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The work that leaders do

Macklin and Zbar. *Driving School Improvement Second Edition: Practical Strategies and Tools.* Acer Press, 2020, 18.
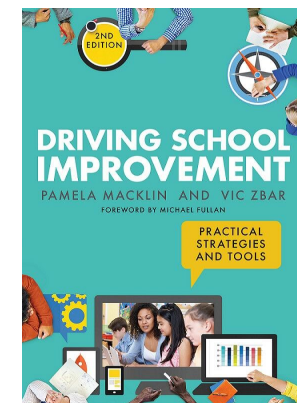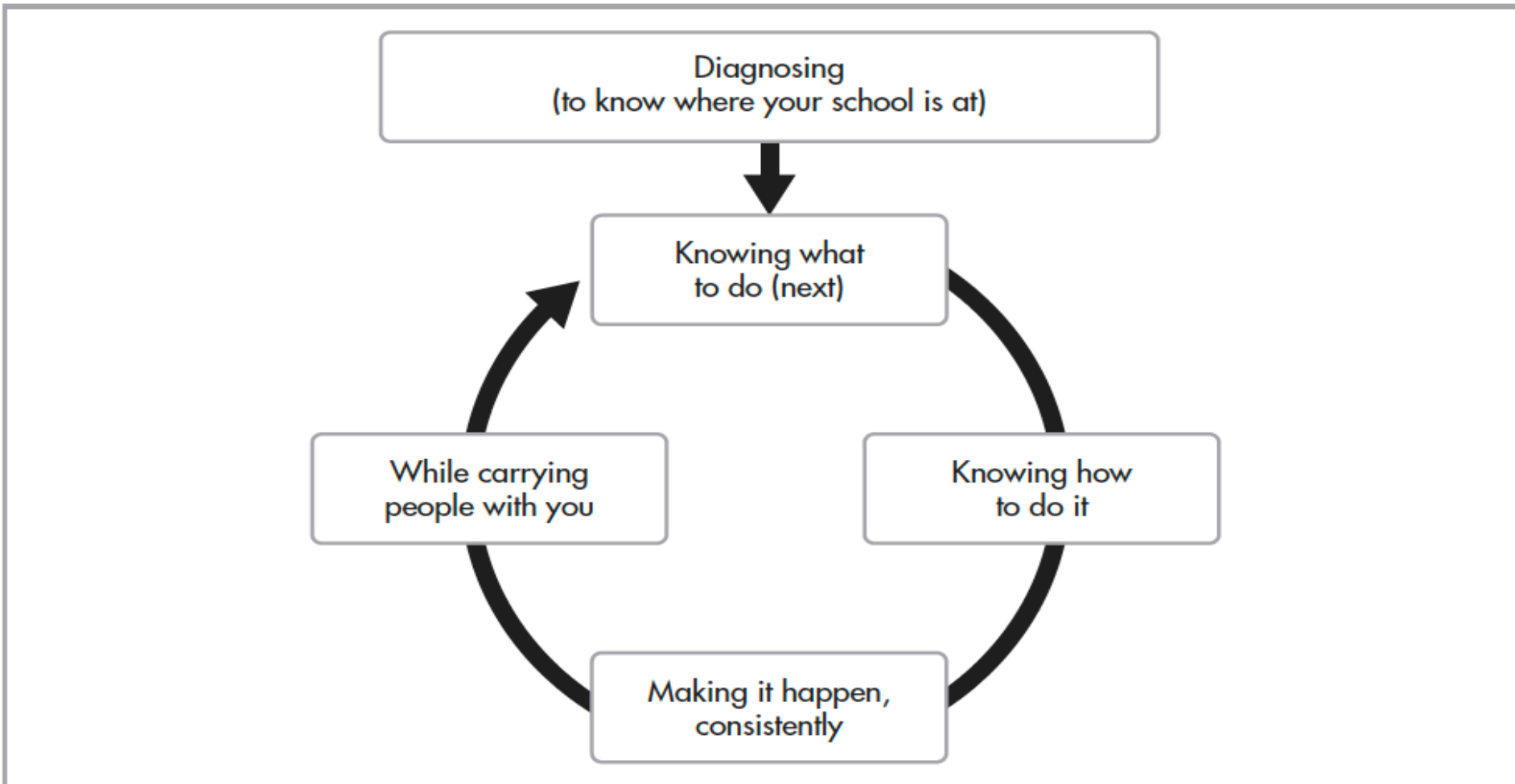
The three stages of whole school improvement

Stage 1
Getting the preconditions for whole-school improvement in place.

Stage 2
Building capacity using an instructional model and collaborative teacher planning.

Stage 3
Drilling down into classroom practice using theories of action for teaching.

Continuous improvement in whole-school teaching and learning.

Leadership to make it all happen

Macklin and Zbar. *Driving School Improvement Second Edition: Practical Strategies and Tools.* Acer Press, 2020, 57.

CCPS and FISO

IMPROVEMENT CYCLE

	Evaluate and diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
Problem identification	✓			
Problem causes	✓			
Solution requirements	✓	✓	✓	
Solution strategies			✓	✓
Problem outcomes				✓

Single and double-loop learning

Match between intention and outcomes

Mismatch between intention and outcomes

Single-loop learning

Double-loop learning
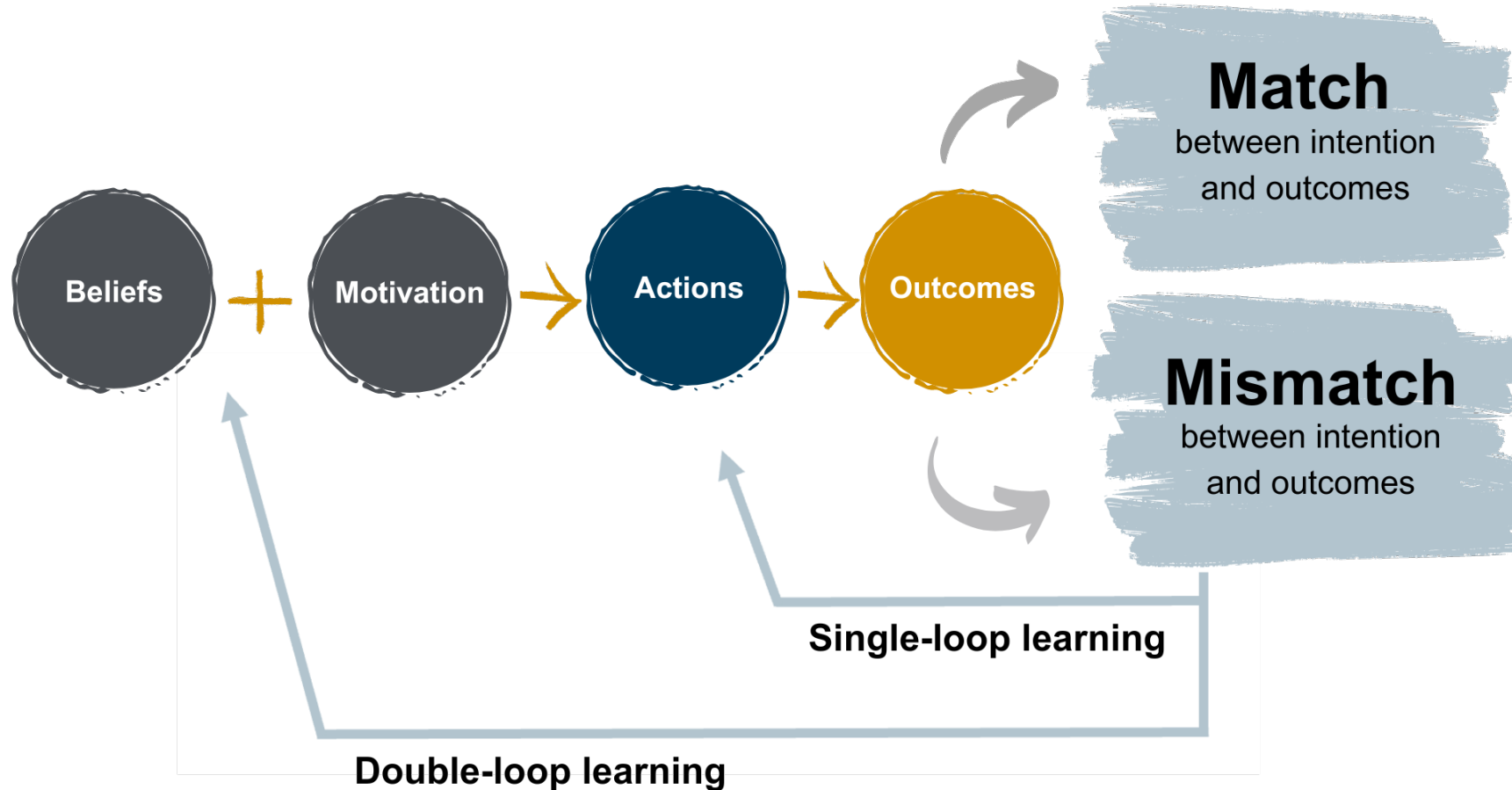
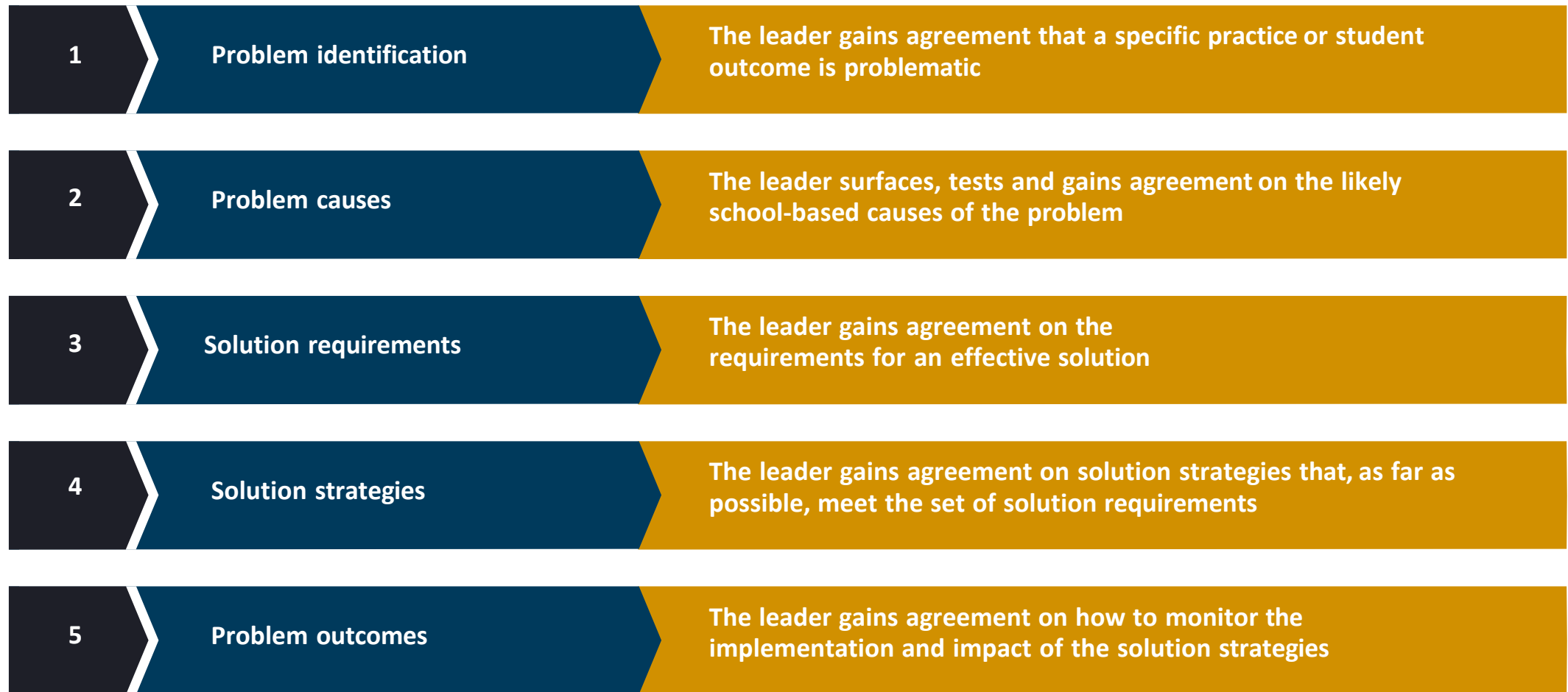Learning in the context of single-loop and double-loop is the detection and correction of error (mismatch).

Beliefs + Motivation → Actions → Outcomes

Argyris, C.& Schön, D. A. (1996) Organizational learning II: Theory, method and practice Addison-Wesley 1996.

Collaborative Complex Problem Solving (CCPS)

Stage		Outcome of stage
1	Problem identification	The leader gains agreement that a specific practice or student outcome is problematic
2	Problem causes	The leader surfaces, tests and gains agreement on the likely school-based causes of the problem
3	Solution requirements	The leader gains agreement on the requirements for an effective solution
4	Solution strategies	The leader gains agreement on solution strategies that, as far as possible, meet the set of solution requirements
5	Problem outcomes	The leader gains agreement on how to monitor the implementation and impact of the solution strategies

Reflection 2

Think of a key problem you are currently solving through your AIP and how you identified it.

> What similarities can you see between the CCPS model and your process for identifying Key Improvement Strategies?

> Is there anything you might change or refine to improve the process?

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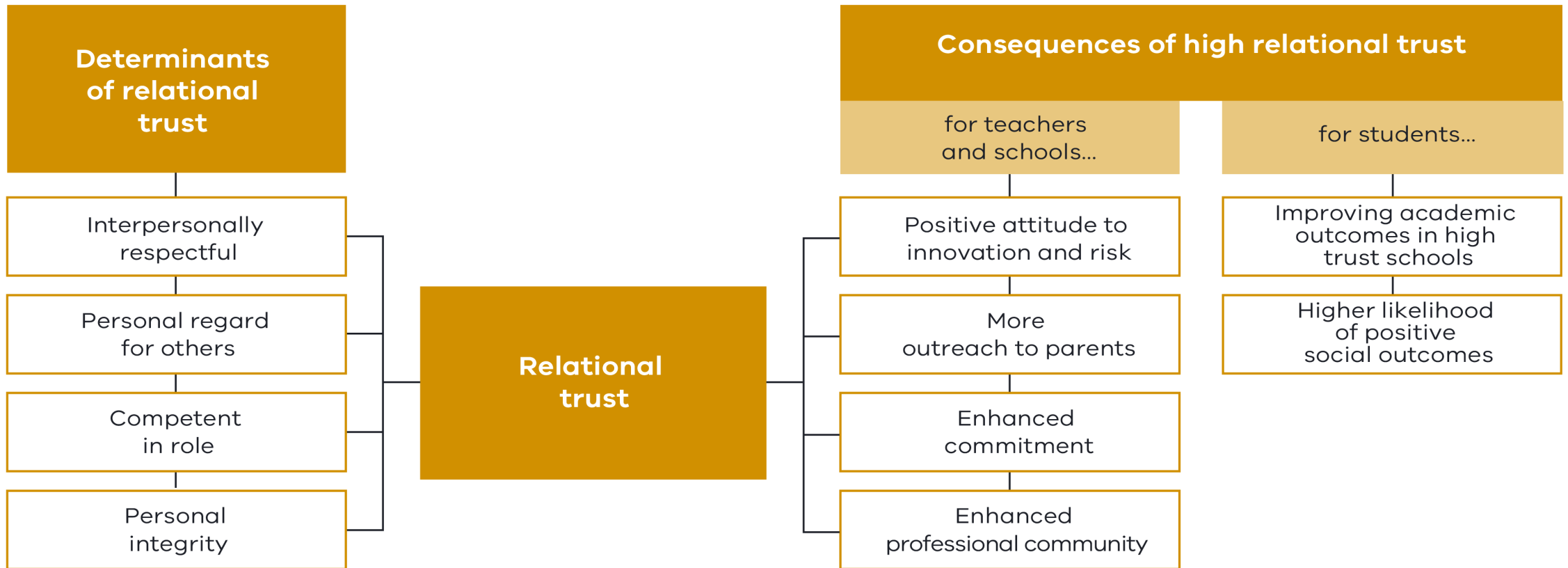of Teaching and Leadership

Building a collaborative environment

"Enacting authentic collaboration at every level achieves sustained improvement in student outcomes."

(Hargreaves & Fullan, 2013)

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What does it take to build a trusting environment?
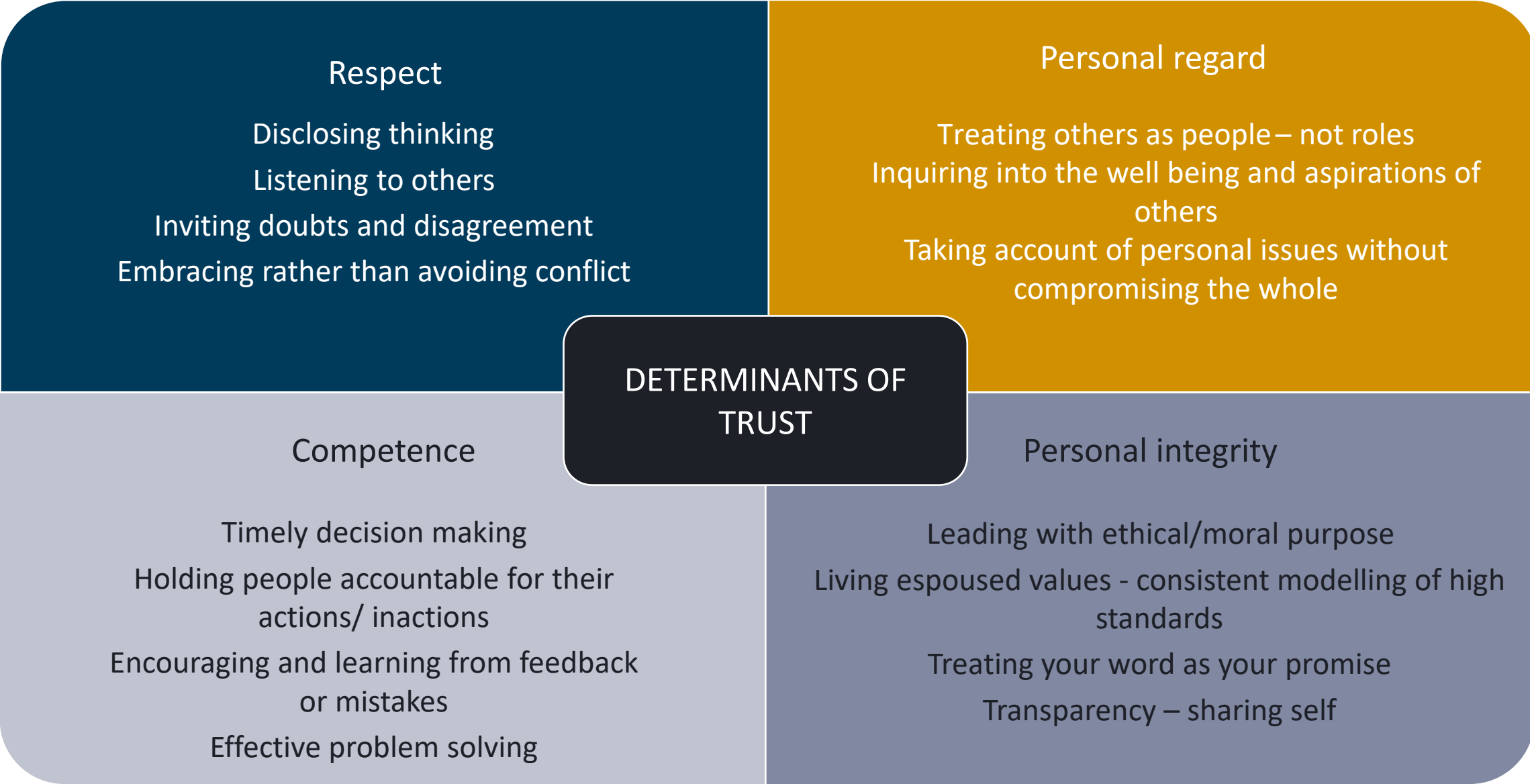
A model of trust

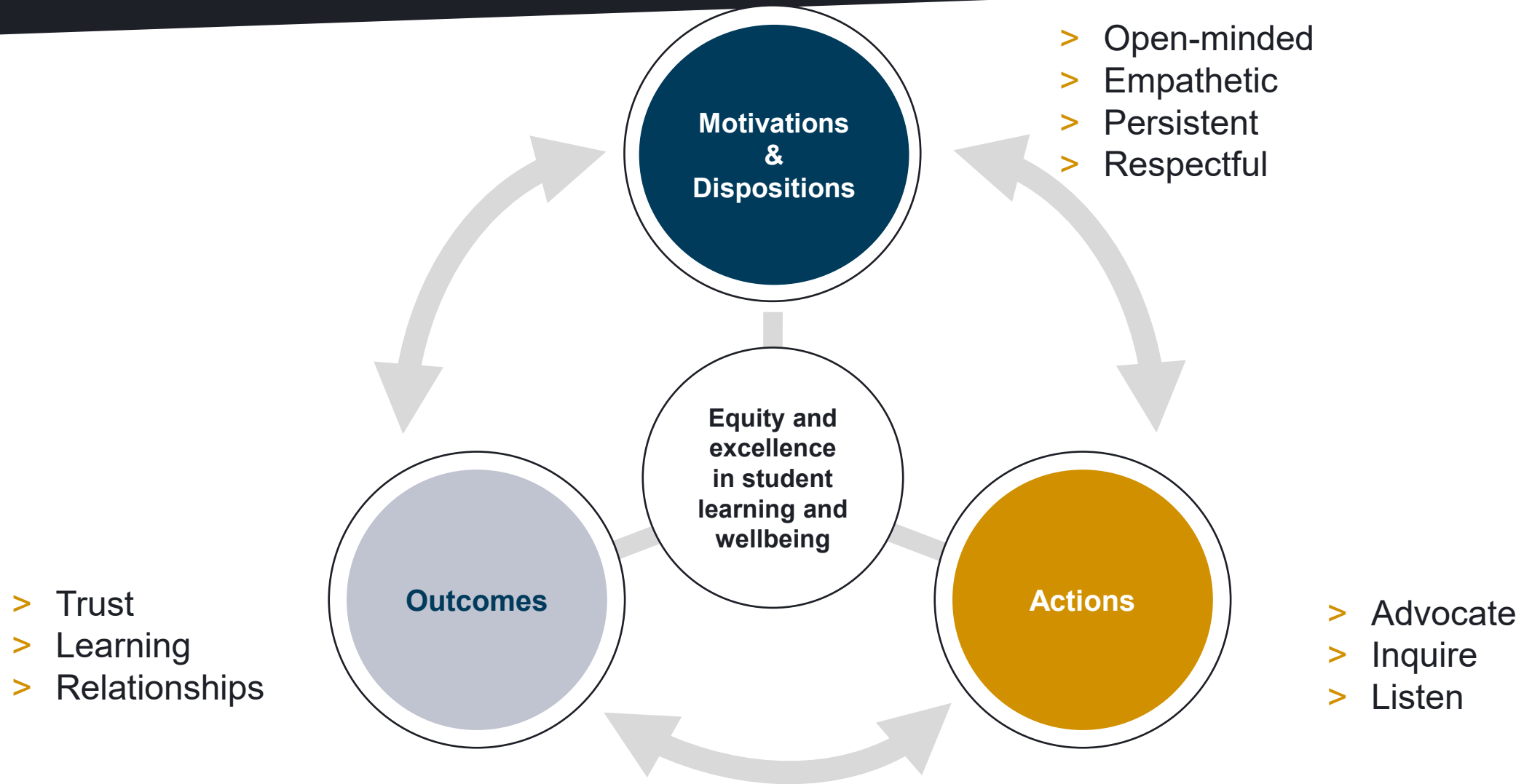Adapted from: Anthony S. Bryk and Barbara Schneider

Relational Trust

"If leaders believe that followers first have to earn trust, they actually will foster mistrust. You have to invest in trust before people have earned it. Trust is a verb before it becomes a state."

Fullan, 2018 as cited in Munby and Bretherton, 2022, p. 42

Respect

Disclosing thinking

Listening to others

Inviting doubts and disagreement

Embracing rather than avoiding conflict

Personal regard

Treating others as people – not roles

Inquiring into the well being and aspirations of others

Taking account of personal issues without compromising the whole

DETERMINANTS OF TRUST

Competence

Timely decision making

Holding people accountable for their actions/ inactions

Encouraging and learning from feedback or mistakes

Effective problem solving

Personal integrity

Leading with ethical/moral purpose

Living espoused values - consistent modelling of high standards

Treating your word as your promise

Transparency – sharing self

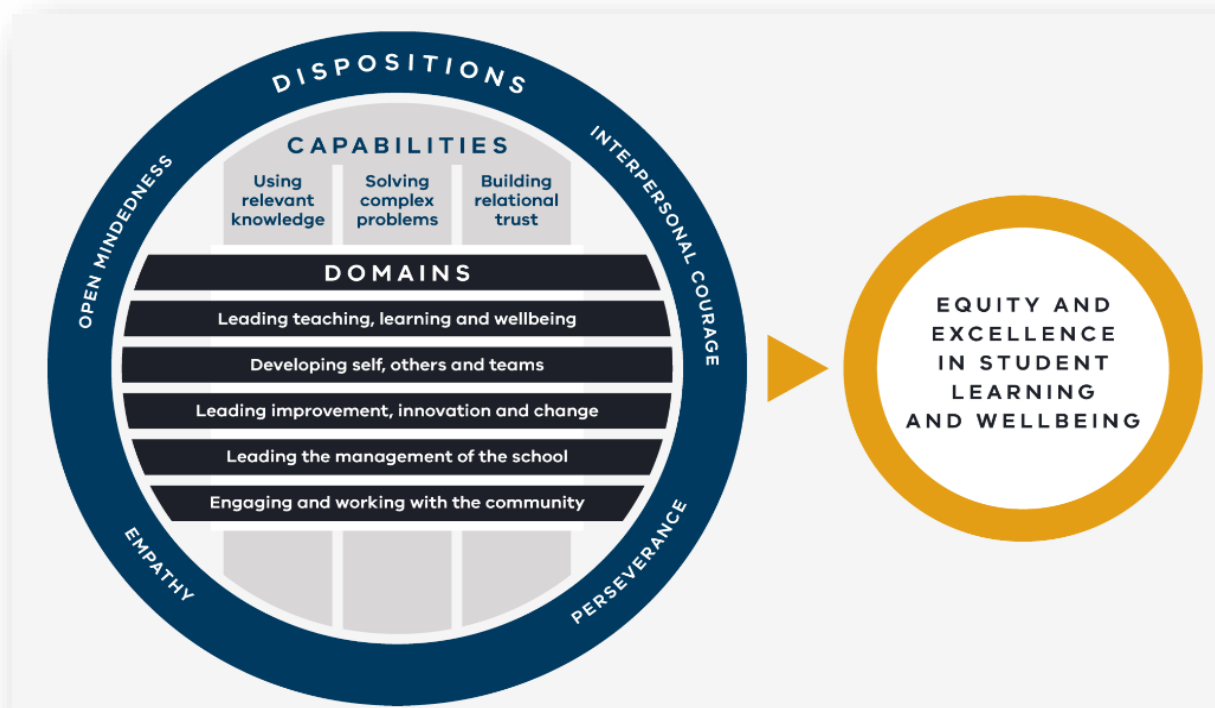**Victorian Academy** of Teaching and Leadership

Quality Conversations

Individual reflection

What has connected with you today that will support you to drive school improvement?

Academy resources

Find more at:
www.academy.vic.gov.au/resources

Questions…

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