

Teaching, School, and Principal Leadership Practices Survey

2018

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ISBN 978-1-98-854265-2

New Zealand Council for Educational Research

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New Zealand

www.nzcer.org.nz

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This report is available at www.nzcer.org.nz/research/teaching-and-school-practices-survey-tool-tsp

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Summary

The Teaching, School, and Principal Leadership Practices Survey tool (TSP) was available for free school use for the second consecutive year in 2018. It was used by 265 schools that wanted an evidence base for understanding and developing their practices for the benefit of students.

This report gives the aggregate picture for those schools. Compared with the national school picture, schools using the TSP included fewer small, rural, decile 1–2 schools, and schools with high Māori enrolment.

In 2018, many teachers whose schools used the TSP report that the teaching practices included in the TSP occur well or very well. Many of these teachers and principals also report that school practices that are known to be positively linked with student outcomes are happening in their schools. Principal leadership is generally well regarded. The aggregated data also show the aspects that are challenging for teachers, schools, and principals, and the need to allocate sufficient time to work together, reflect, and inquire to keep improving student learning.

There is considerable variability between schools. We found some relationship between practices and school type and school decile. But, overall, school characteristics did not seem to be playing a strong role. This suggests that aspects that are challenging require system-wide support.

Teaching practices

Most teachers report that they can improve the learning outcomes of all the students they teach and feel responsible for their students' wellbeing—findings that signal the self-efficacy needed for continual improvement of teaching. Other teaching practices that many teachers see themselves doing well or very well include promoting understanding of others' perspectives and points of view and making appropriate changes in response to challenge and feedback from colleagues.

Not surprisingly, it is practices related to the new or less familiar aspects of *The New Zealand Curriculum* (NZC) that have not been systematically supported that fewer teachers saw themselves carrying out well or very well.

These aspects include:

- ensuring students direct their own learning pace, content, and goals
- ensuring that students interact with information to critique and create knowledge
- drawing on students' different languages, cultures, and identities as resources for the learning of all

- ensuring that expertise held by whānau and members of the local community is used to support collective learning in class or other school activities; and
- that students contribute to the local community in ways valued by the community.

More experienced teachers reported higher levels of teaching practice for many of the Teaching Practices items.

Those who team-taught all the time (14% of teachers) gave higher ratings on the items relating to supporting student capabilities and agency in their learning, flexible groupings, work with parents and whānau and the local community around learning, and use of research and curriculum support documents.

We found a few differences related to school socioeconomic decile. The main exceptions were that the higher the decile, the higher teachers rated their work in relation to supporting student capabilities and agency in their learning, and partnerships with parents and whānau.

Only a few differences in teaching practices were evident between teachers in primary and secondary schools. They were mainly around partnerships with parents and whānau, use of flexible grouping (more primary teachers reported doing these well or very well), and students interacting with information to critique and create knowledge, and transform it (more secondary teachers reported doing this well or very well).

School practices

The school practices rated highest by teachers at a national level appear to be those associated with providing a supportive and caring environment, and information sharing related to student learning between teachers, and between teachers and parents and whānau.

There are some useful pointers to the kind of practices that many schools may be finding particularly challenging to embed. The practices, which fewer than 25% identify as ‘very like our school’, suggest the need to rethink how schools organise time, particularly to ensure time for teachers working together to benefit student learning, how they can better weave local curriculum with their community, local Māori, and access or co-create effective and relevant teaching resources.

Primary teachers reported more of the School Practices items as being very much like their school compared with secondary teachers. However, there is also considerable similarity across school types.

There is considerable similarity across school socioeconomic decile, with some exceptions. More decile 1–2 teachers report that practices supporting Māori student learning and belonging are “very like our school”. The higher the school decile, the more that teachers report expertise and resources for all NZC learning areas, and coherent curriculum across year levels.

School practices for Māori learners

Māori are 24% of our students in schools. It is crucial that they experience high levels of belonging and success. We brought together five items from across the school practices domains that together give an indication of how embedded practices that are known to support Māori student success are. Just under a third of the teachers thought it was very like their school that teachers taught in ways that promote Māori students' belonging in the school, or that Māori students experienced culturally responsive pedagogy. There is considerable variability between schools on this scale, not all related to differences in the proportion of Māori students in the school.

Collaborative practices

A set of seven items in the School Practices section gives us insight into how common it is for teachers to be in schools where teachers work together to enable student progress, and to mutually strengthen practice. While these practices are common, they are more likely to be reported as “*moderately* like my school”, rather than “*very* like my school”.

Most of the schools taking part in TSP in 2018 were part of a Kāhui Ako. Many principals reported benefits as a result, primarily in relation to their own professional support. Between 35% and 39% of teachers reported benefits from their Kāhui Ako involvement. Gains were highest for the Kāhui Ako across-school roles, followed by the within-school roles, then other teachers.

The level of working collaboratively *within* a school was related to the gains that teachers were reporting from their collaboration across schools through Kāhui Ako, suggesting a positive relationship.

Principal leadership practices

Principals' caring for students and staff, modelling school values, and showing integrity and commitment to continual improvement are highly rated by teachers and principals alike. Principals were more self-critical about how well they provided a fresh perspective, asking staff questions that got them thinking, led and supported cultural engagement, kept staff up to date with education initiatives that have an impact on teaching, or promoted the principles of the Treaty of Waitangi.

Principals who strongly agreed that they could schedule enough time for the educational leadership part of their job gave higher ratings to their practices than other principals. But only 29% of principals thought they could schedule enough time for the educational leadership part of their role. Being able to schedule enough time for the educational leadership component of

their job is not related to principal experience, or school decile, though it *is* related to whether the principal also teaches.

Only 28% of principals thought their role was sustainable. Most also faced difficulty recruiting effective teachers for their school—an added concern.

Differences between schools

There were some differences between schools related to their school characteristics, particularly school type and socioeconomic decile, and, to a lesser extent, school size and location. But, overall, school characteristics did not seem to be playing a strong role. We found much the same thing in analysing the patterns for those who took part in the TSP in 2017.

This gives us some confidence that, while participation in the TSP in 2018 did not provide a totally representative response in terms of the national distribution of school characteristics, it has provided a reasonable national picture of what teachers and principals perceive their and their schools' practices to be.

Individual schools differ substantially on the extent to which teachers give high ratings to their own practice, school practices, and principal leadership. This suggests that there is scope to learn from the schools with high teacher scores on the scales; those that have embedded consistently strong teaching, school, and principal leadership practices.

The practices that differ least among schools and which also have low median proportions of teachers saying that they do something very well, or that a school practice is “very like our school”, or that the principal does something very well, signal some common challenges for New Zealand schools, and that attention is needed to a more strategic approach to supporting schools. They include:

- the newer aspects of NZC: developing student capabilities of agency, critical thinking, capacity to work with knowledge in new ways
- realising the potential of teaching as inquiry, including protecting the time for teacher inquiry and evaluation, teachers having a shared understanding of inquiry, and using inquiry to make worthwhile changes in teaching and learning
- working collaboratively
- keeping up to date with new knowledge
- drawing on students' different languages, cultures, values, and knowledges as resources for the learning of all
- collaborating with the local community, hapū, and iwi and using their expertise to support learning, and contributing to the local community in ways that it values
- having challenging goals for every student
- curriculum in every learning area that draws on and adds to content relevant to the identities of Māori students.

Patterns for schools that used the TSP in both 2017 and 2018

Teachers from 109 schools and principals from 97 schools used the TSP in both 2017 and 2018. These are likely to be schools whose leaders are interested in using data such as this to see how the school is going. Comparing their aggregate responses for 2018 and 2017 indicates a greater focus on inquiry. More teachers reported their principal promoting the principles of the Treaty of Waitangi, leading and supporting appropriate cultural engagement, and caring for staff. Principals were more self-critical in 2018 than in 2017.

Our analysis raised questions that we hope to answer by following up on individual school patterns—perhaps these patterns are due to changes within a limited number of the schools rather than occurring across all or most schools—and to find out more about what was happening in schools where there was change in the TSP ratings, and where there was not; and the uses made of TSP.

Using the 2018 TSP aggregate picture to support ongoing improvement

The TSP findings provide a common language for teachers, school leaders, those they work with to develop their capabilities, and the government education agencies. This common language supports the collective work that is needed to identify where expertise and focus could be best placed to improve teaching and learning, and school leadership. There are some key areas of practice that we would identify as fruitful to focus on in a coherent way across the school system. Most are present in the Teaching Standards, the Education Review Office's (ERO's) evaluation indicators, the new Educational Leadership Capability Framework, guidance for Kāhui Ako, and NZC. The 2018 TSP aggregate picture shows that schools need to be better supported to use these frameworks positively to strengthen teaching, school, and leadership practices, and, in turn, student belonging, wellbeing, and success.

These key practice areas are:

- developing student agency in their learning, including their understanding of how to participate in and contribute to community
- developing capabilities such as critical thinking
- drawing on students' differences as resources for all
- strengthening Māori student identities
- using parent and whānau and community expertise
- teaching as inquiry
- ensuring that teachers get the time they need to undertake inquiry and collaborative work (e.g., by reworking school days and allocations).

The TSP shows that there are schools and teachers we can learn from, but that we have to think *how* schools and teachers can best learn from each other, and how that fits with what is being asked of them by government agencies, and the support they can call on to develop and use new understandings.

Using the TSP to support ongoing improvement

These are early days for the TSP tool. We are encouraged by the positive comments of those who have used it. We are also encouraged by the support of our Advisory Group, which understands the role that a robust tool like this can play in both schools and at the system level.

1. Introduction

How do you support busy school leaders and teachers to take advantage of the strong body of evidence now available about effective teaching, school, and leadership practices?

How do we grow our understanding of teaching, school, and principal leadership practices nationally, so that the system can learn and improve? What are the strengths and needs of our educators and schools? And are new policies having their intended effect?

The Teaching, School, and Principal Leadership Practices Survey tool (TSP)¹ was designed to meet these needs.

Researchers at the New Zealand Council for Educational Research (NZCER) were commissioned by the Ministry of Education in late 2016 to develop this tool. At the start, we established an Advisory Group of key stakeholders within the teaching profession and the government education agencies to guide the development by sharing their different knowledge, expertise, and perspectives. We have been delighted by the “critical friendship” the Advisory Group has provided, first in the initial development and trialling of the tool, then in its members’ own use and encouragement of others to use it, and its analysis and discussion of the aggregated data in 2017 and 2018.

Members of the Advisory Group also helped to ensure that the TSP supports NZC and good working environments, and that it is aligned with the Teaching Standards, ERO Evaluation Indicators, and the new Leadership Capabilities.

The TSP provides teachers and the principal with a robust set of items, which can be answered in around 20 minutes. By assuring those who take part of individual confidentiality, we have encouraged people to be honest in their responses. As soon as a school’s teachers and principal have completed the survey, the principal can download their school report for timely use. Teachers and the principal can also download a copy of their own responses to use in thinking about their practice in relation to aspects of the Teaching Standards and the Educational Leadership Capabilities Framework.

Participation and reporting are free for all New Zealand schools, and the tool is available for use each year during Terms 2 and 3.

NZCER analyses the aggregated picture across all the schools that have used the TSP each year. The 2017 aggregated data was reported in *Teaching practices, school practices, and principal leadership: The first national picture 2017*. (Wylie, McDowall, Ferral, Felgate, & Visser, 2018).

¹ The tool’s name has changed to include Principal Leadership in the title. The abbreviation has remained the same, TSP. The new Leadership Strategy made us more conscious that it was also important to flag the Principal Leadership section of the tool.

Because participation is voluntary, the data may not give a nationally representative picture in terms of school characteristics and school situation (e.g., we do not recommend that schools in strife use the TSP). The aggregated picture does give a reasonable overview of which practices are reported to be commonly used in Aotearoa New Zealand schools, and which are not.

In its first year, TSP was used by 403 schools. Feedback from a brief survey at the end of 2017, with responses from 75 of these schools, indicated that almost all of these found it easy to use and that it supported teaching and learning in their school. Eighty-nine percent said that it provided useful reports. Many had already made use of the information by Term 4 of the same year. Seventy percent said the information was already used by the principal, and around half said it had been discussed with the leadership team and shared with staff.

Comments were largely positive, although some wanted shorter surveys, and some had had low response rates in their school which made the results less informative. Among the positive comments:

Frames thinking really well. Gives us clear indicators on what we want to work on.

A great strength of this survey is that it is centred around “practice”. This has helped me, as principal, to couch my conversations with staff around what they actually do and what difference this makes.

Easy to understand. Questions were relevant for future PD and appraisals.

Both feedback in the survey and the school leaders on our Advisory Group feel that the tool provides a lot of information at once and recommend honing in on the sections of the TSP that matter most to an individual school, teacher, or leader, rather than trying to pay attention to all that it offers at a point in time.

They also pointed to the value of school teams sharing the evidence they used in deciding how to rate an item. They have found this a good way to understand more about particular practices as they are happening in a school.

More information about the development of the TSP, what principals and schools get in their reports, the 2017 report, and how to make best use of the findings is on the survey website:

www.tspsurveys.org.nz

This report

This report describes the aggregated responses for the schools that used the TSP in 2018. We start with a description of the participants.

Next we move to the Teaching Practices survey, showing teacher responses to the items in each of its five domains, and then showing variance across the schools. We also report whether teacher responses are related to school characteristics, teachers’ experience, and whether they team-teach.

Section 4 covers responses to the items in the School Practices survey for each of its six domains, showing both teacher and principal responses. Then we show the variance between schools in teachers' responses. We also report if teacher responses are related to school characteristics, and whether teachers are team-teaching.

There are items in each of our School Practices domains related to practices that can support Māori learners. These are reported as a group in Section 5.

More collaborative practices have been supported in recent years through policy and research. Section 6 provides a scale of relevant items across the different domains in the School Practices survey. Most of the schools taking part in TSP in 2018 belong to a Kāhui Ako, focused around collaborative learning to support student success, and teacher and principal views of what they are gaining from their Kāhui Ako experience are reported here.

Section 7 provides responses to the Principal Leadership survey from teachers and principals, and looks at whether these are related to school characteristics, and how they relate to teacher and principal views of their workload.

Section 8 shows how teachers' responses are distributed across each of these three scales, and gives the correlations between them: the extent to which a teacher who gave high ratings to their principal also gave high ratings to their school practices, and their own teaching practices. It then looks at how scores on the three scales vary in relation to some school characteristics, teacher workload, and morale. It also shows the range of scale scores across schools, and the variation we have among Aotearoa New Zealand schools.

Were there any changes in teacher or principal ratings on survey items between 2017 and 2018? In 2017, we had a broadly representative response at the school level in terms of school characteristics. In 2018, the schools participating showed some differences from the 2017 participants. Though psychometric analysis showed that the 2 years were comparable in terms of the distribution of teacher and principal ratings on the TSP scales, we are cautious about comparing the 2 years as a whole.

In Section 9, we look at any changes between the 2 years for the 109 schools that also did the TSP in 2017. These may be schools that have been actively working to change some practices—or they may not. We are cautious in interpreting the changes evident over a 12-month period, as changing practices is often not a rapid process. Some increases in ratings may be the result of previous work coming to fruition; some may turn out to be superficial; some decreases in ratings may be the result of deeper reflection and evidence gathering about the practices.

The three surveys in this tool have been analysed psychometrically to ensure that each one forms a robust scale. Although there are some differences in the characteristics of schools using the TSP in 2018 from those using it in 2017, this analysis gave much the same result in both years, giving us confidence in the scales. Correlations between the three scales are also almost identical in both years.

An overall summary is provided at the start of this report.

2. TSP Participation in 2018

In 2018, 3,444 teachers from 265 schools and 257 principals took part in the TSP. We had both principal and teacher responses from 227 schools, 9% of the total number of schools in Aotearoa New Zealand. Principals from 30 schools took part, but not their teachers, and in another 37 schools it was teachers who took part, and not the principal.

School use of the TSP in 2018 was lower than the first year it was offered in 2017, when we had responses from 4,355 teachers from 335 schools, and 353 principals. We are not sure why the use was lower. Perhaps it reflected a particularly demanding year in the schooling sector. We also had fewer avenues to publicise the TSP. One hundred and nine schools did the TSP in both years.

Table 1 shows the school characteristics of respondents (columns 2 and 3), and national school characteristics² (column 4). Compared with the national school characteristics, TSP participants in 2018 included fewer secondary schools, as well as fewer small and rural schools. The lower participation of small schools may be due to our providing electronic school reports only for schools where there were at least three teachers responding.³

Other aspects where 2018 TSP participation was lower in terms of national school characteristics were those with up to 7% Pacific student enrolment, and decile 7 schools.

The 2018 TSP survey was used by more small–medium and medium roll schools, those in Auckland and Wellington, and more decile 10 schools than their national proportions.

Because teacher numbers are related to school roll numbers, column 1 shows much less match by national school characteristics for individual teachers compared with the schools they work in.

Participation in the TSP is voluntary, so we do not have an exact match of respondents with the national distribution of school characteristics.⁴

To see if different school characteristics are associated with different ratings by teachers and principals, we have undertaken cross-tabulations of teacher ratings for each item in relation to school type, decile (using quintiles: decile 1–2, 3–4, etc.), and we have analysed teacher positions on the three scales by school type, decile, location, size, and proportion of Māori enrolment.

2 This figure includes all schools, including Kaupapa Māori and Kura a Iwi and other non-English-medium schools.

3 We have this cut-off point because it is difficult to provide a school report that preserves teachers' anonymity for very small schools. We suggest that, where teachers in such schools are happy to share their responses, they print them out and discuss them together.

4 We also do not recommend the use of the TSP in schools experiencing strife, so school participation may not cover the full range of situations that may be unrelated to school characteristics.

Table 1 School characteristics of TSP respondents⁵

	Teachers (n = 3,444) %	Schools with teachers completing survey (n = 265) %	Principals (n = 257) %	All NZ schools (n = 2,521) %
Type				
Primary	61	80	81	73
Intermediate	8	6	6	5
Composite/area schools	2	2	2	7
Secondary	24	8	7	14
Other schools	4	4	3	2
Decile				
1	9	10	11	11
2	7	8	9	10
3	8	9	9	10
4	7	10	10	9
5	11	11	11	10
6	7	10	8	9
7	8	6	6	9
8	14	10	9	10
9	10	9	11	10
10	19	15	14	10
Not applicable	1	2	2	3
Authority				
State: Integrated	8	14	13	13
State: Not integrated	91	83	85	83
Private/Other	1	2	2	4
Urban/Rural				
Main urban area	71	64	61	55
Minor urban area	13	13	12	12
Secondary urban area	6	5	5	6
Rural area	6	15	19	27
N/A	3	3	3	1
CoL Kāhui Ako membership				
School belongs to a CoL	82	79	79	77

⁵ All percentages reported in the tables in this report have been rounded up if .5 or more, and down if .4 or less.

	Teachers (n = 3,444) %	Schools with teachers completing survey (n = 265) %	Principals (n = 257) %	All NZ schools (n = 2,521) %
School gender				
Co-educational school	96	97	97	95
Boys' school	2	<1	1	2
Girls' school	0	0	0	3
N/A	2	3	2	<1
Size				
Small (up to 100)	3	13	16	25
Small-medium (101-250)	19	34	35	28
Medium (251-500)	38	34	31	26
Medium-large (501-1,000)	19	11	12	15
Large (over 1,000)	19	5	4	5
N/A	2	3	2	1
Proportion of Māori students				
Up to 7%	17	18	18	16
8%-14%	30	20	21	21
15%-30%	30	31	28	29
Over 30%	22	29	31	34
N/A	2	3	2	1
Proportion of Pasifika students				
Up to 7%	61	62	63	75
8%-14%	17	14	14	11
15%-30%	10	11	9	6
Over 30%	10	10	11	8
N/A	2	3	2	1
MoE region				
Tai Tokerau	4	5	5	6
Auckland	42	31	30	22
Waikato	9	10	10	11
Bay of Plenty/Wairariki	1	2	2	7
Hawkes Bay/Tairāwhiti	5	7	8	7
Taranaki/Whanganui/Manawatu	2	4	5	9
Wellington	15	18	19	11
Nelson/Marlborough/West Coast	2	3	3	5
Canterbury	12	9	10	11
Otago/Southland	7	8	7	9
N/A	1	2	2	0

Teacher experience, workload, and morale

Teachers answering the TSP questions in 2018 ranged from those in their first years of teaching to the 44% who had taught for 16 or more years. Table 2 shows that 58% were in their current school for 5 years or fewer, and half have worked at their current school with their current principal for fewer than 3 years.

Table 2 **Teaching experience overall, in the school, and with current principal**
(*n* = 3,444)⁶

Years	Years as teacher %	Years at current school %	Years at current school with current principal %
Under 3 years	11	35	51
3–5 years	13	23	24
6–10 years	16	17	12
11–15 years	16	12	5
16+ years	44	12	1

Most of the teachers worked full time (87%), in permanent positions (79%). Twenty percent had fixed-term positions, more so among those in their first 3 years of teaching. Only a few TSP respondents were relieving.

Forty-five percent of teachers were team-teaching: 14% all the time, and 30% some of the time.

Only 4% of the teachers responding had no direct teaching responsibility. Sixty-one percent were classroom teachers with no other formal school roles. Around a third of the teachers had two or more formal roles.

⁶ Table numbers do not add up to 100%, due to some non-responses.

Table 3 **Teachers' roles in their school**

Role	Teachers (n = 3,444) %
Class/subject teacher	81
Management unit holder	29
Syndicate/curriculum leader / faculty leader / head of department	22
Assistant/deputy principal	10
Specialist teacher	8
Dean	3
Kāhui Ako within-school teacher	5
Kāhui Ako across-school teacher	1
Careers adviser / transition teacher	1
Kāhui Ako leader	<1

There was good coverage of teachers at all student year levels, as shown in Table 4. Teachers could indicate that they taught at more than one year level, and many did.

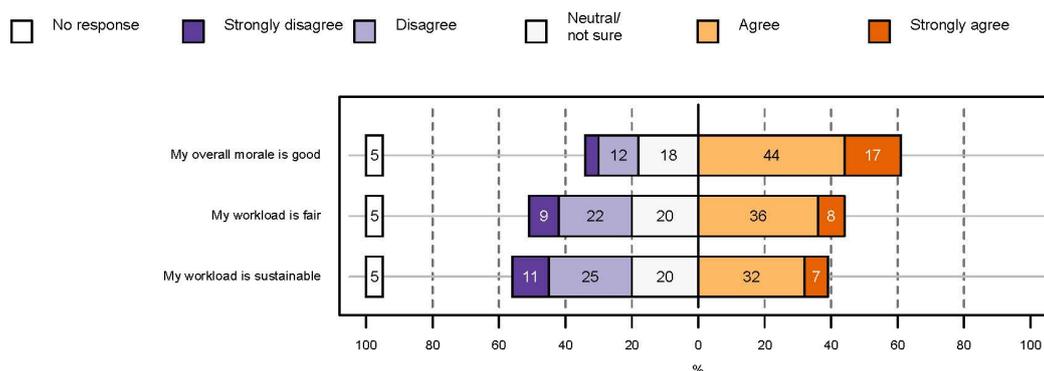
Table 4 **Student year levels taught**

Year level	Teachers (n = 3,444) %
New entrants or Year 1	43
Year 2	19
Year 3	21
Year 4	21
Year 5	20
Year 6	20
Year 7	15
Year 8	15
Year 9	19
Year 10	20
Year 11	20
Year 12	19
Year 13	16

Teacher morale and workload

Figure 1 shows that 61% of teachers report good morale levels. Fewer think their workload is fair (44%), or sustainable (39%).

Figure 1 **Teacher morale and workload**



More teachers who strongly agreed that they had good morale levels also thought more than others that their workload was fair and sustainable. Teachers’ responses on morale and workload were unrelated to school socioeconomic decile.

Principals’ experience in the role, workload, and support

Just over half the principals taking part in the TSP in 2018 (58%) had experience in the role in only one school. Twenty-three percent of the principals had experience of leading two schools, 9% of leading three schools, and another 5% had led four or more schools.

Table 5 shows 42% of the principals responding were in their first 5 years in the role, and just over half had been at their current school for 5 or fewer years.

Table 5 **Principal experience (n = 257)**

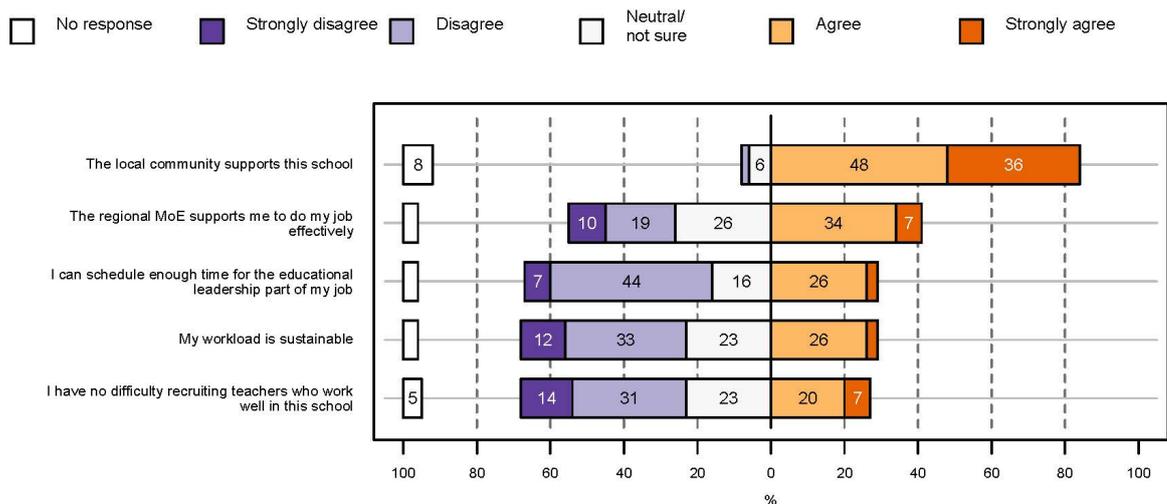
Years	Years as principal		Years as principal at current school	
		%		%
Under 3 years		24		36
3–5 years		18		21
6–10 years		17		19
11–15 years		18		12
16+ years		19		7

Seventeen percent ($n = 44$) of the principals were teaching. These principals also answered the Teaching Practices survey. While more of the teaching principals had less than 3 years’ experience as a principal (34%), and more had been at their current school for less than 3 years (46%), the differences were not statistically significant, probably because of the small number of teaching principals taking part in the TSP in 2018.

Principal workload and support

Figure 2 shows that almost all the principals felt their school was supported by its local community; some more so than others. Forty-one percent thought the regional Ministry of Education office supported them to do their job effectively. Only 27% had no difficulty recruiting effective teachers for their school. Only 28% of the principals thought their workload was sustainable, and 29% that they could schedule enough time for the educational leadership part of their job.

Figure 2 **Principal views of their work and support (n = 257)**



Principals who thought they could not schedule enough time for educational leadership were also more likely than other principals to think that their workload was not sustainable.

Views of workload and support were similar for primary and secondary principals. School socioeconomic decile showed some relationship, with the proportion of principals strongly disagreeing that they had no difficulty recruiting teachers who work well in the school increasing from 9% of decile 9–10 school principals to 23% of decile 1–2 school principals.

More teaching principals strongly disagreed that they could schedule enough time for the educational leadership part of their role (21%, compared with 4% of non-teaching principals). Otherwise, teaching principals had a similar spread of views of their workload and morale as other principals.

Principals' views of how sustainable their workload was, whether they could schedule enough time for educational leadership, and whether they had difficulty recruiting teachers were not related to their years in the principal role, years at their current school, or number of schools they had led.

3. Teaching Practices / He Mahinga Kaiako

Introduction

This section focuses on the Teaching Practices section of the TSP tool, completed by teachers and teaching principals. The questions in this section are based on the recent research literature on effective teaching practices in the areas considered most important in the current New Zealand context, and are organised according to five domains:

- Optimising students' opportunities to learn
- Diversity, equity, and inclusion
- Learning-focused partnerships
- Teaching as inquiry
- Being professional.

In most cases we present the responses to the Teaching Practices section of the teachers and teaching principals taking part in the TSP in 2018 together, referring to this group as teachers. Although more teaching principals than teachers tended to report carrying out each of the practices well or very well, the *pattern* of responses is much the same overall; that is, the practices that teachers reported carrying out well or very well were similar to those that teaching principals reported carrying out well or very well. We note the few instances where there are differences in the pattern of responses.

As well as providing a teacher picture, we also present a school picture, showing the variation of responses across the schools taking part in the TSP in 2018. This picture is based on the schools where at least half of the teachers appeared to have responded to the TSP and the teachers had answered the Teaching Practices section of the TSP.⁷

We also look at teacher responses according to two school-level variables—school type and school socioeconomic decile—and two teacher-level variables—years of experience and involvement in team teaching.

Optimising students' opportunities to learn / Te whakamana i te ako o ngā ākonga

This domain is about the opportunities for learning teachers provide their students. The questions asked in this domain are informed by recent research literature on: the features of

⁷ This means that teachers' responses from 38 schools were excluded.

highly effective instructional practices (see, for example, Alton-Lee, 2003; Hattie, 2009; Reyes, 2015); indicators of teaching effectiveness (for example, Coe, Aloisi, Higgins, & Major, 2014); and “adaptive expertise” (Timperley, 2013). The questions also draw on the literature addressing future-oriented perspectives on teaching and learning (see, for example, Bolstad, Gilbert with McDowall, Bull, Boyd, & Hipkins, 2012; Bull & Gilbert, 2012), such as the need to: personalise learning so that each student can reach their full potential; and to rethink teacher and learner roles with teachers as “learning coaches”—skilled, advanced learners who support students to reach their learning goals and “actively interact with knowledge” (Bull & Gilbert, 2012, pp. 5–6).

Teacher picture

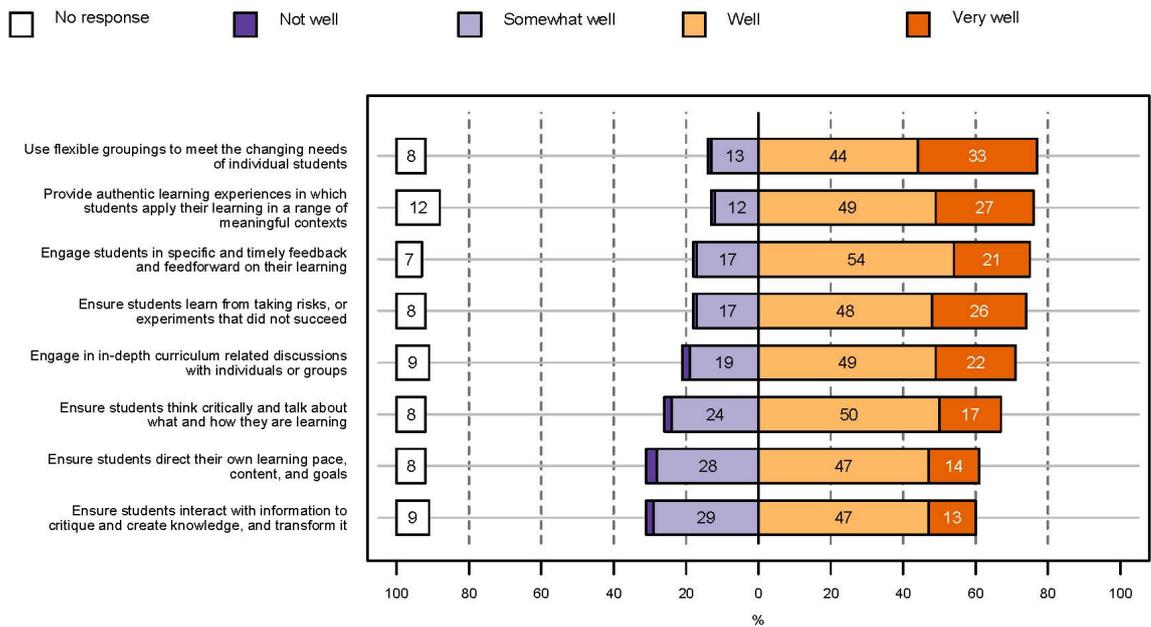
Figure 3 shows that most teachers reported engaging in each of the practices in this domain either well or very well.

The opportunities for learning that teachers were more likely to rate themselves as providing well or very well were: using flexible groupings to meet the changing needs of individual students (77%); providing authentic learning experiences in which students apply their learning in a range of meaningful contexts (76%); and engaging students in specific and timely feedback and feedforward on their learning (75%).

The opportunities that teachers were less likely to rate themselves as providing well or very well are those relating to student meta-cognition, meta-knowledge, and agency; that is, ensuring students direct their own learning pace, content, and goals (61%), and interact with information to critique and create knowledge, and transform it (60%). These areas are inter-related as, to be agentic, students need meta-knowledge and meta-cognition.

Teaching principals were more likely than teachers to report carrying out each of the practices in this domain well or very well but, overall, the pattern of responses is similar across the two groups. The largest difference in responses for this domain is for the item “Ensure students direct their own learning pace, content, and goals”, with 62% of the teachers, compared with 80% of the teaching principals, indicating that they carried out this practice well or very well.

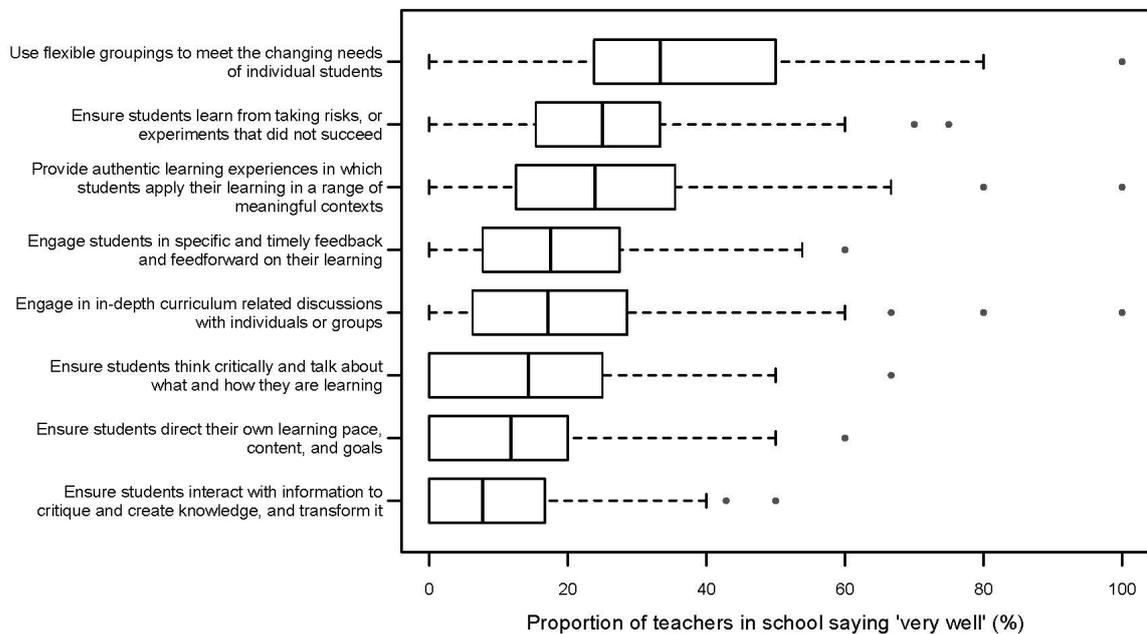
Figure 3 **Optimising students' opportunities to learn**



School picture

Figure 4 shows the differences between schools in the percentages of teachers in each school using the TSP in 2018 who reported carrying out each practice in the domain *Optimising students' opportunities to learn* very well. There is most school variability in responses to: “use flexible groupings to meet the changing needs of individual students”. This might be explained by different school contexts, particularly the differences between primary and secondary schools’ practices in relation to grouping students, with primary schools traditionally being more likely to do this. There is least school variability in responses to: “ensure students interact with information to critique and create knowledge, and to transform it” and “ensure students direct their own learning pace, content, and goals”.

Figure 4 **Optimising students’ opportunities to learn—differences between schools**



Diversity, equity, and inclusion / He mana kanorau, he tōkeke, he whakawhāiti

This domain is about how we respond to the different strengths and needs of all students in our classrooms. In the Best Evidence Synthesis (BES) *Quality Teaching for Diverse Students in Schooling*, Alton-Lee (2003) argues that the central professional challenge for teachers is to manage simultaneously the needs of diverse students. Alton-Lee (2003) argues that:

Diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness. Teaching needs to be responsive to diversity within ethnic groups ... [and] to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. (p. v)

This BES provides a useful frame for thinking about questions that relate to diversity, equity, and inclusion for the Teaching Practices section in that it rejects the notion of a “normal” group and “other” or minority groups of children. Diversity and difference is seen as central to the focus on quality teaching and is fundamental in that it honours Articles 2 and 3 of the Treaty of Waitangi.

Gilbert (2005) extends these ideas by arguing that we need to abandon the “one-size-fits-all” approach which provides students with the choice of being assimilated into the norm or failing in the education system, to a more personalised approach in which students can express

themselves in different ways and still achieve success. The idea of Māori achieving success as Māori is consistent with such an approach.

In the report *Supporting Future-oriented Learning & Teaching—a New Zealand Perspective*, Bolstad et al. (2012) build on these ideas of diversity, equity, and inclusion, arguing for the need to recognise diversity as a strength of any system, and so something that needs to be actively fostered and taught *for*. Students need the ability to work with a diversity of people (because the changing global environment requires us to engage with people from many different backgrounds and world views) and to work with a diversity of ideas in order to solve increasingly complex, real-world challenges.

In two recent reports, ERO (2015, 2016) draws attention to the associations found between teacher commitment to equity, diversity, and inclusion and positive shifts in student learning outcomes. For example, one of the four conditions that ERO (2015, p. 5) identifies as distinguishing successful from less successful and unsuccessful schools in working to improve the achievement of targeted students is “their explicit moral commitment to equity and excellence”.

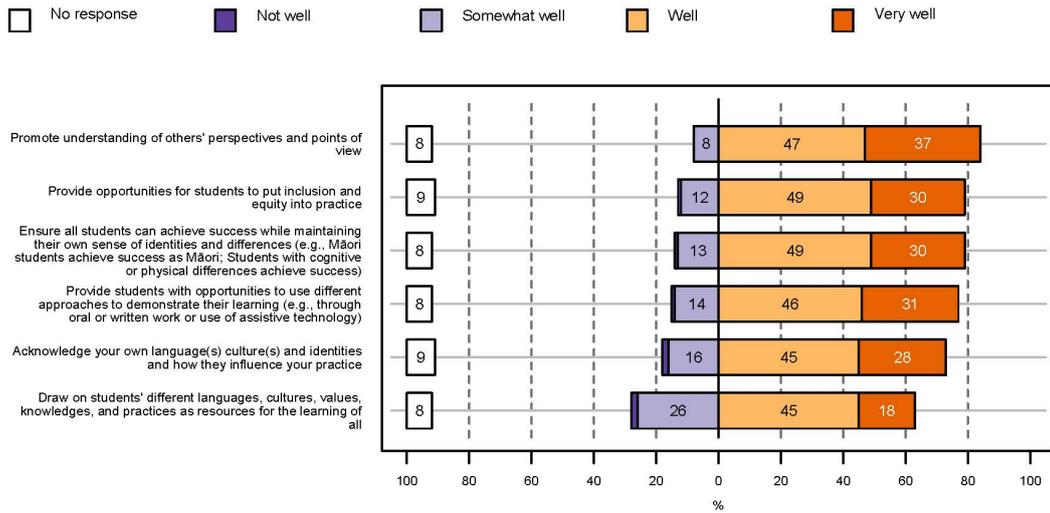
Teacher picture

Most teachers reported engaging in each of the practices in the domain *Diversity, equity, and inclusion* either well or very well, as shown in Figure 5.

The practice that teachers most frequently reported carrying out well or very well was promoting understanding of others’ perspectives and points of view (84%). Teachers were less likely to report acknowledging their own languages, cultures, and identities and how these influenced their practices (73%); and drawing on students’ different languages, cultures, values, knowledge, and practices as resources for the learning of all well or very well (63%).

Teaching principals were more likely than teachers to report carrying out each of the practices in this domain well or very well, but the pattern of responses is similar across the two groups. The largest difference in responses for this domain is for the item ‘draw on students’ different languages, cultures, values, knowledges, and practices as resources for the learning of all’, with 63% of teachers, compared with 86% of teaching principals, indicating that they carried out this practice well or very well.

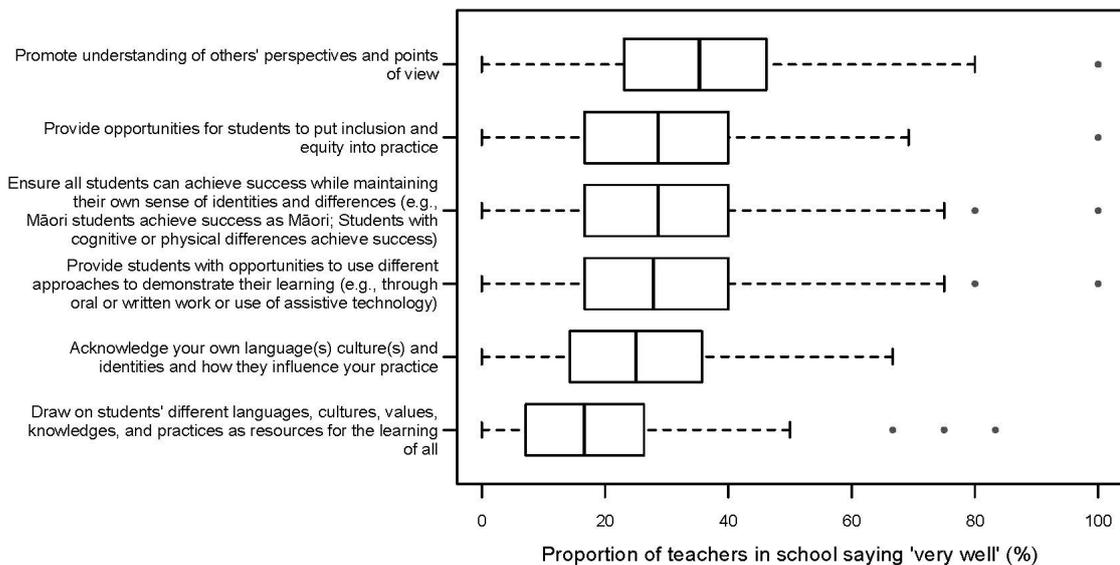
Figure 5 Diversity, equity, and inclusion



School picture

Figure 6 shows the differences between individual schools, looking at the percentages of teachers in each school who reported carrying out each practice in the domain *Diversity, equity, and inclusion* very well. There is most school variability in relation to promoting understanding of others' perspectives and points of view and providing opportunities for students to put inclusion and equity into practice, and least variability in school responses to drawing on students' different languages, cultures, values, knowledges, and practices as resources for the learning of all.

Figure 6 Diversity, equity, and inclusion—differences between schools



Learning-focused partnerships / He mahi tahi, he ako te hua

This domain is about collaboration with parents, whānau, and members of the local community to support learning. Findings in three recent ERO reports highlight the importance for student learning of teacher and parent, whānau, and community relationships. For example, ERO (2013, p. 9) found that teachers categorised as “highly effective” in accelerating the progress of priority learners “developed partnerships with parents and whānau to support students’ learning”. ERO (2014) found “the capability to develop relationships with students, parents, whānau, trustees, school leaders, and other teaching professionals to support acceleration of progress” (ERO, 2014, p. 13) to be one of the top five capabilities that made a difference in schools’ effectiveness to respond to underachievement. And ERO (2016, p. 26) identifies “educationally powerful connections and relationships” to be one of the six key process indicator domains found to influence school effectiveness and student outcomes.

Bolstad et al. (2012) highlight the importance of such relationships, not only to support parents and whānau to help their children with school learning at home, but also so that members of the public can understand and help to shape future-oriented approaches to education in the light of societal and economic changes. Bolstad et al. (2012) go on to argue that we now need *new* kinds of partnerships and relationships because 21st century learners need access to a wider range of resources and expertise than in the past. It is unlikely, they argue, that the wide range of expertise needed by 21st century learners could be held amongst the staff of a single school. Teachers will therefore need to collaborate with other people and groups who can provide access to specific kinds of expertise, knowledge, or learning opportunities.

Teacher picture

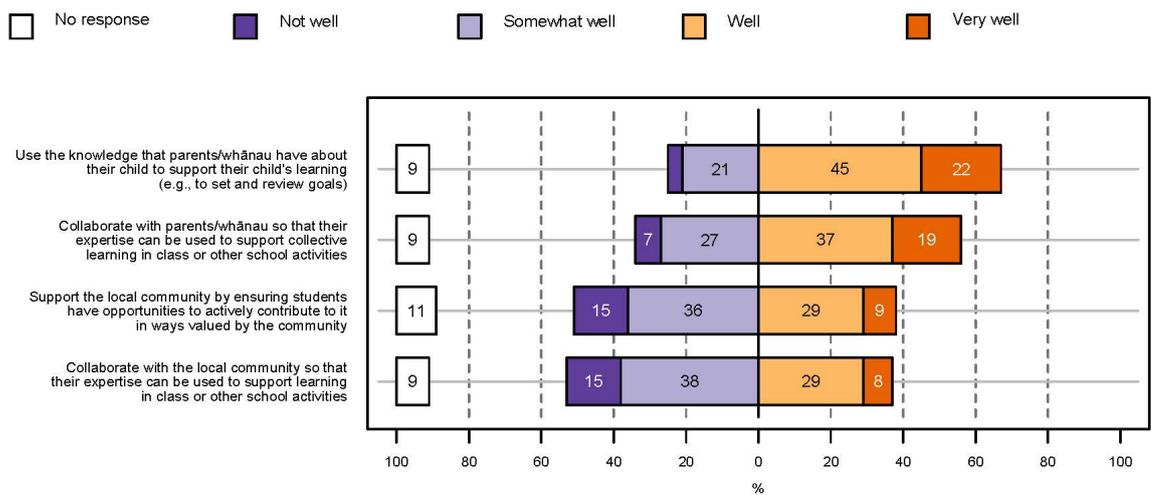
Overall, teachers tended to rate their practices in the domain of building *Learning-focused partnerships* lower than practices in the other four domains, especially in relation to partnerships with the local community. Approximately two-thirds (67%) of teachers reported using the knowledge that parents/whānau have about their child to support their child’s learning, and over one half (56%) reported collaborating with parents/whānau so that their expertise can be used to support collective learning in class or other activities well or very well. Just over one-third reported supporting the local community by ensuring students have opportunities to actively contribute to it in ways valued by the community (38%) and collaborating with the local community so that their expertise can be used to support learning in class and other activities well or very well (37%). Figure 7 has the details.

There were relatively large differences between the responses of teachers and teaching principals in relation to engaging with the knowledge and expertise of parents/whānau to support learning. For example, 67% of teachers, compared with 89% of teaching principals, reported using the knowledge of parents/whānau either well or very well, and 56% of teachers, compared with 86% of teaching principals, reported collaborating with parents/whānau either well or very well. The same differences were evident in relation to engaging with the knowledge and expertise of the community, with 38% of teachers, compared with 68% of teaching

principals, reporting supporting the local community either well or very well and 37% of teachers, compared with 77% of teaching principals, reporting collaborating with the local community to support learning either well or very well.

A possible explanation for this difference is that, due to their school leadership responsibilities, teaching principals are likely to have many more opportunities to build learning-focused partnerships with parents/whānau and the local community than teachers. They are also more likely to see this as an important part of their role.

Figure 7 Learning-focused partnerships

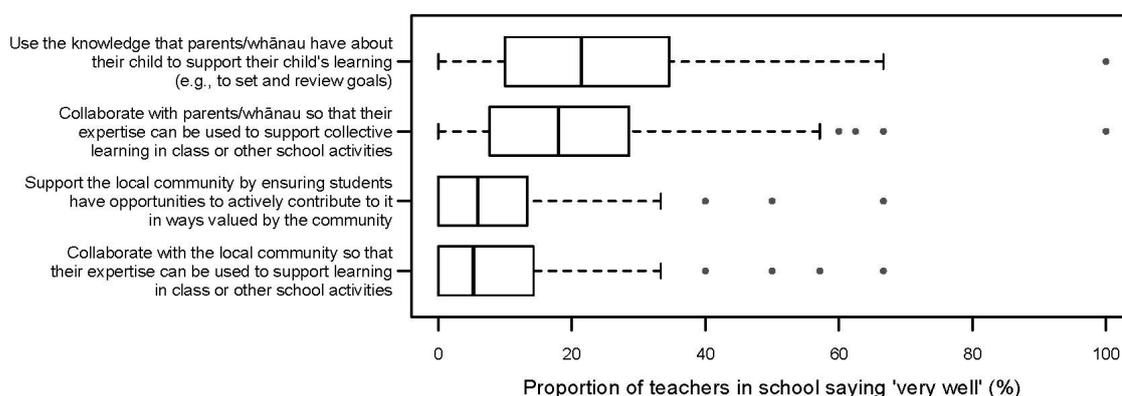


School picture

The variability between individual schools is shown in Figure 8, focusing on the percentages of teachers in each school who reported carrying out each practice in the domain *Learning-focused partnerships* very well. Interestingly, there is less school variability here than in the previous two domains.

Within this domain, there is most school variability in school responses relating to using the knowledge that parents/whānau have about their child to support their child's learning, which might be explained by differing school contexts in relation to this practice. There is least variability in school responses to collaborating with the local community so that their expertise can be used to support learning in class or other school activities.

Figure 8 Learning-focused partnerships—differences between schools



Teaching as inquiry / He whakaako pakirehua

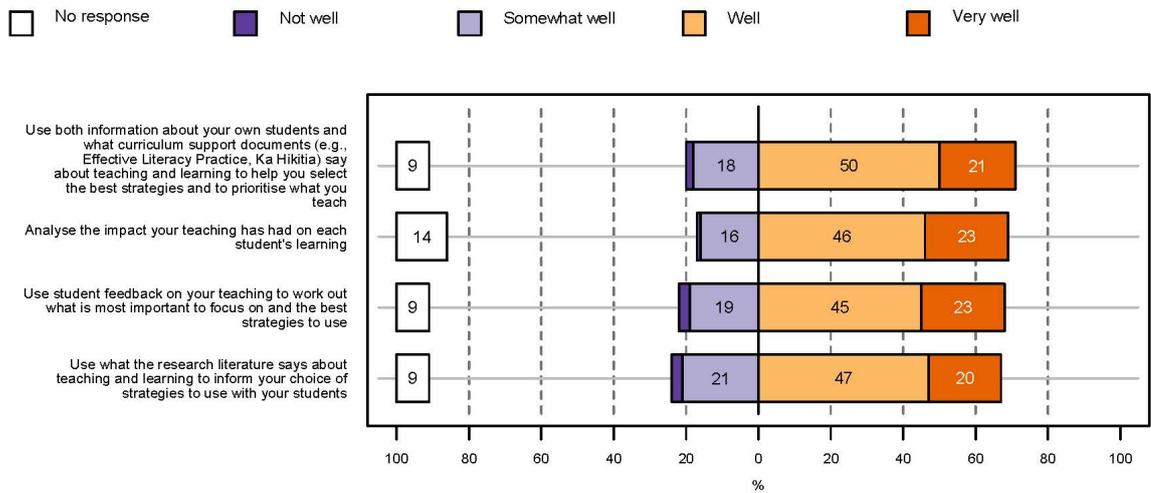
This domain is about inquiring into teaching and learning to improve teaching practices and student outcomes. The research literature tells us that collaborative inquiry is one of the most effective ways of enabling teachers to make changes to their practice in ways that can impact on student learning (Clavel, Mendez, & Crespo, 2016; James & McCormick, 2009; Katz & Earl, 2010). The literature also highlights the dispositions teachers need to effectively carry out collaborative inquiry and innovation such as the capacity to be curious, creative, adaptive, and disciplined (see, for example, Aitken, Sinnema, & Meyer, 2013; Earl & Timperley, 2015; Timperley, 2013; Timperley, Kaser, & Halbert, 2014). There are many sets of guidelines and frameworks describing the steps needed for effective collaborative inquiry (see, for example, Donohoo & Velasco, 2016; Ontario Ministry of Education, 2014; Timperley et al., 2014).

Teacher picture

Many teachers (between 67% and 71%) reported carrying out all of the practices in the domain *Teaching as inquiry* either well or very well.

More teaching principals than teachers reported carrying out each of the practices in this domain well or very well but the pattern of responses is similar across the two groups. The largest difference in responses for this domain is for the item “Use what the research literature says about teaching and learning to inform your choice of strategies to use with your students”, with 67% of teachers, compared with 93% of teaching principals, indicating that they carried out this practice well or very well. The second largest is for the item “Use information about your own students and what curriculum support documents say about teaching and learning to help you select the best strategies and to prioritise what you teach”, with 71% of teachers, compared with 89% of teaching principals, indicating that they carried out this practice well or very well.

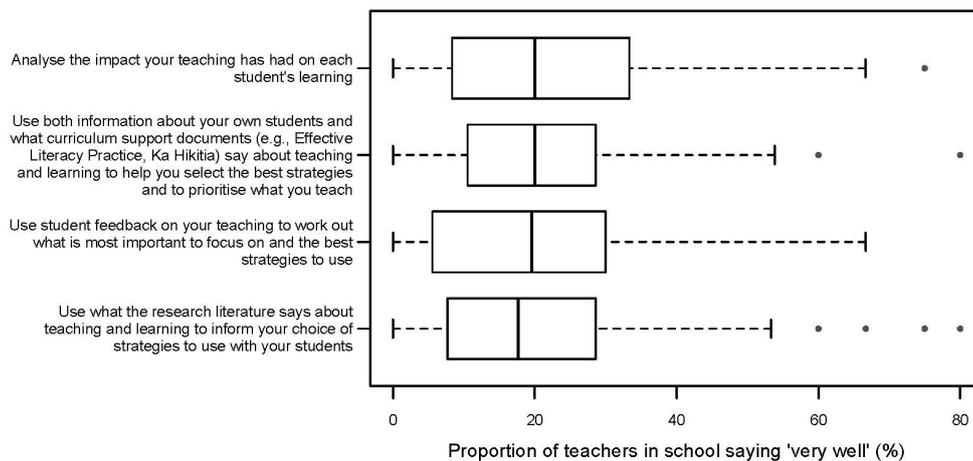
Figure 9 Teaching as inquiry



School picture

Figure 10 shows that, for the *Teaching as inquiry* domain, the difference between schools in terms of the proportion of teachers who report doing each practice very well is also not as wide-ranging as the first two domains. The item with the least difference between schools is “Use what the research literature says about teaching and learning to inform your choice of strategies to use with your students”.

Figure 10 Teaching as inquiry—differences between schools



Being professional / He ngaio tanga

This domain is about what it means to be a professional and to be part of the teaching profession. This domain seeks to capture the complexity of teacher decision making based on teachers' growing and changing bodies of knowledge, ways of being, and the reciprocal relationships they have with their students and others. The literature suggests that developing "habits of mind" or "ways of being and knowing" are continuous learning experiences that define the complexity and uncertainty of teaching. For example, Sinnema, Meyer, and Aitken (2017, p. 10) argue that teachers need to be

meta-cognitive and self-regulated learners—able and inclined to "think about their thinking" in relation to the other inquiries and to actively initiate, motivate, and direct their own efforts to acquire knowledge and skills rather than rely on others for instruction (Schunk & Zimmerman, 1994).

Hattie (2009) and researchers such as Bolstad et al. (2012) and Bull and Gilbert (2012) also contend that teachers need to re-conceptualise their teaching roles if their students are going to become effective 21st century learners. Existing ideas of teachers teaching and students learning need to be challenged so we capitalise on what we know about learning and how best to optimise it.

Two of the ERO (2016) process indicators organised in terms of six key domains found to influence school effectiveness and student outcomes are "adaptive expertise" and "professional capability and collective capacity". Schleicher (2015) argues for the importance of teachers' self-efficacy in teachers' work. There is evidence that teachers' sense of self-efficacy—their belief in their ability to teach, engage students, and manage a classroom—has an impact on student achievement and motivation, as well as on teachers' own practices, enthusiasm, commitment, job satisfaction, and behaviour in the classroom (Caprara, Barbaranelli, Steca, & Malone, 2006; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Barr, 2004; Tschannen-Moran & Hoy, 2001).

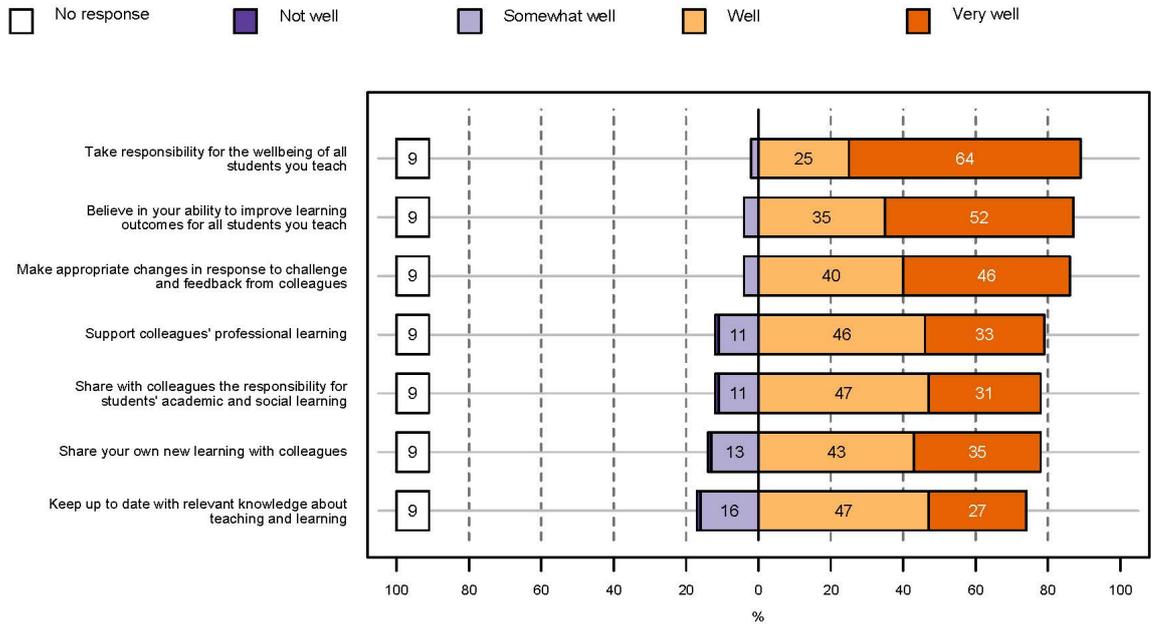
Teacher picture

Being professional is the domain in which teachers rated their practices most highly. At least three-quarters of teachers reported carrying out each of the practices in this domain either well or very well, as shown in Figure 11. The three practices that they were most likely to report carrying out well or very well were: taking responsibility for the wellbeing of all the children they teach (89%); believing in their ability to improve learning outcomes for all students they teach (87%); and making appropriate changes in response to challenge and feedback from colleagues (86%). The practice that they were least likely to report carrying out well or very well was keeping up to date with relevant knowledge about teaching and learning (74%).

As with the other domains, while teaching principals were more likely than teachers to report carrying out each of the practices in this domain well or very well, the pattern of responses is similar across the two groups. The largest difference in responses for this domain is for the item "Keep up to date with relevant knowledge about teaching and learning", with 74% of teachers,

compared with 91% of teaching principals, indicating that they carried out this practice well or very well.

Figure 11 **Being professional**

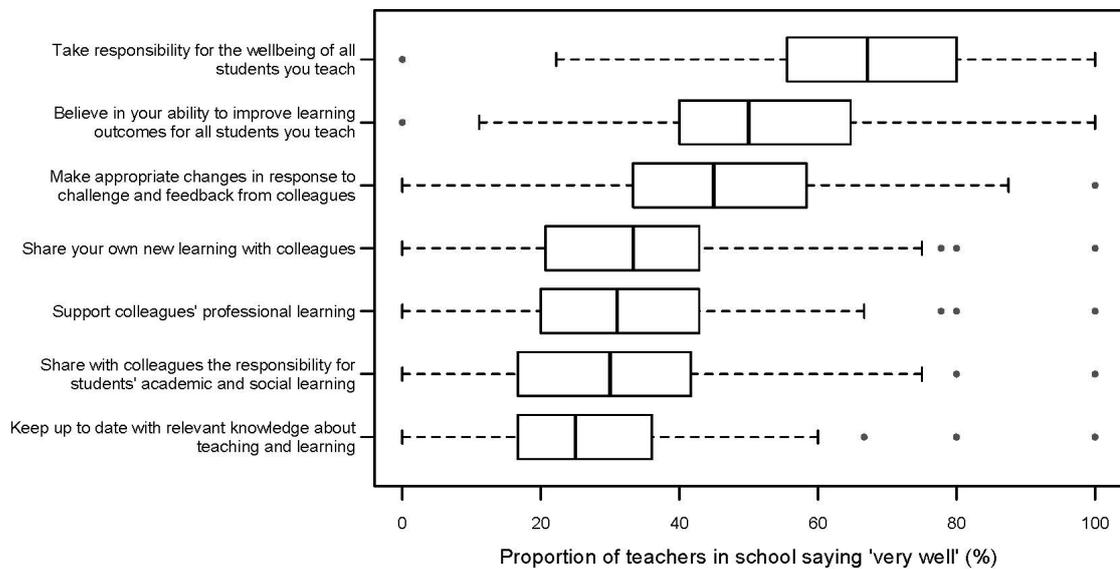


School picture

Differences in the percentages of teachers in individual schools who reported carrying out each practice in the domain *Being professional* very well are given in Figure 12. This shows a wide range between schools, with some having all of their teachers saying they did things very well, and some where very few of the teachers said they did things very well.

There is most variability between schools for “Make appropriate changes in response to challenge and feedback from colleagues” (which likely relates to different school practices around collaboration) and “Believe in your ability to improve learning outcomes for all students you teach”. There is least variability between schools in responses to keeping up to date with relevant knowledge about teaching and learning.

Figure 12 **Being professional—differences between schools**



Differences in responses by school characteristics

We analysed the data for differences in responses of teachers by school type and decile.

Differences by school type

Most of the differences in teacher responses by school type were in the domain of *Learning-focused partnerships* which may be explained by the decreased contact teachers traditionally have with parents and whānau as students move into, and through, the secondary school system. Teachers from contributing, full primary, and intermediate schools were more likely than teachers from secondary and composite schools to report carrying out the following practices well or very well:

- using the knowledge that parents/whānau have about their child to support their child's learning (over 70% of those from full primary, contributing, and intermediate, compared with 57% of those from secondary and 57% of those from composite schools)
- collaborating with parents and whānau so that their expertise can be used to support collective learning in class or other school activities (over 60% of those from full primary, contributing, and intermediate schools, compared with 49% of those from secondary and 50% of those from composite schools)
- supporting the local community by ensuring students have opportunities to actively contribute to it in ways valued by the community (47% of those from full primary, 42% of

those from contributing, and 48% of those from intermediate, compared with 37% of those from secondary schools)

- collaborating with the local community so that their expertise can be used to support learning in class or other school activities (over 40% of those from full primary, contributing, and intermediate schools, compared with 33% of those from secondary schools).

In the domain *Optimising students' opportunities to learn* there were two main differences in responses by school type.

- Teachers from contributing, full primary, and intermediate schools were more likely than those from secondary schools to report using flexible groupings to meet the changing needs of individual students well or very well (over 80% of those from full primary, contributing, and intermediate schools, compared with 69% of those from secondary schools). This most likely reflects that the practice of grouping students within class has tended to be more prevalent in primary schools.
- Conversely, teachers from secondary, composite, and intermediate schools were more likely than those from contributing and full primary schools to report "Ensuring students interact with information to critique and create knowledge, and transform it" well or very well (74% of those from secondary schools, 67% of those from composite schools, and 79% of those from intermediate schools, compared with 60% of those from full primary and 63% of those from contributing schools). This finding may reflect an increased focus on content knowledge as students move into Year 7 and beyond.

In the domains *Diversity, equity, and inclusion* and *Teaching as inquiry*, there was relatively little difference in teacher responses according to school type.

Differences by socioeconomic decile

We found some differences in responses by school decile. Most marked differences were in the domain *Optimising students' opportunities to learn*. For the items where there was a difference, the trend was for increasing proportions of teachers to report carrying out practices well or very well in tandem with increases in the school socioeconomic decile. We show either end of the spectrum below in terms of proportions of teachers from decile 9 and 10 schools and decile 1 and 2 schools who reported carrying out the following practices well or very well:

- engaging students in specific and timely feedback and feedforward on their learning (86% of those from decile 9 and 10 schools, compared with 74% of those from decile 1 and 2 schools)
- ensuring students think critically and talk about what and how they are learning (78% of those from decile 9 and 10 schools, compared with 67% of those from decile 1 and 2 schools)
- ensuring students interact with information to critique and create knowledge and transform it (69% of those from decile 9 and 10 schools, compared with 58% of those from decile 1 and 2 schools)

- engaging in in-depth curriculum-related discussions with individuals or groups (80% of those from decile 9 and 10 schools, compared with 73% of those from decile 1 and 2 schools)
- ensuring students direct their own learning pace, content, and goals (70% of those from decile 9 and 10 schools, compared with 63% of those from decile 1 and 2 schools).

In the domain *Learning-focused partnerships*, two marked differences in teacher responses by decile were:

- using the knowledge that parents/whānau have about their child to support their child's learning (79% of those from decile 9 and 10 schools, compared with 69% of those from decile 1 and 2 schools)
- collaborating with parents and whānau so that their expertise can be used to support collective learning in class or other school activities (67% of those from decile 9 and 10 schools, compared with 58% of those from decile 1 and 2 schools).

Differences in response by teaching experience

We also analysed the data for differences by teacher experiences in terms of number of years teaching and experiences of team-teaching.

Differences by years of teaching

Not surprisingly, there were many differences in teachers' responses according to the number of years' teaching experience they had. Those with less than 3 years' experience were generally less likely to report themselves carrying out a practice well or very well. There was also a trend for a gradual increase in those who reported themselves carrying out a practice well or very well in tandem with an increase in their years of teaching experience. Below we show either end of this spectrum.

In the domain *Optimising students' opportunities to learn*, teachers with 15 or more years of experience were somewhat more likely than those with less than 3 years of experience to report carrying out the following practices well or very well:

- engaging students in specific and timely feedback and feedforward on their learning (85% of those with 15 or more years' experience, compared with 63% of those with less than 3 years' experience)
- engaging in in-depth curriculum-related discussions with individuals or groups (80% of those with 15 or more years' experience, compared with 64% of those with less than 3 years' experience)
- ensuring students learn from taking risks or experiments that do not succeed (83% of those with 15 or more years' experience, compared with 67% of those with less than 3 years' experience)

- ensuring students direct their own learning pace, content, and goals (72% of those with 15 or more years' experience, compared with 56% of those with less than 3 years' experience)
- ensuring students interact with information to critique and create knowledge and transform it (70% of those with 15 or more years' experience, compared with 55% of those with less than 3 years' experience)
- ensuring students think critically and talk about what and how they are learning (76% of those with 15 or more years' experience, compared with 63% of those with less than 3 years' experience)
- using flexible groupings to meet the changing needs of individual students (86% of those with 15 or more years' experience, compared with 79% of those with less than 3 years' experience).

In the domain *Diversity, equity, and inclusion*, 85% of teachers with 15 or more years of experience reported that they ensured all students can achieve success while maintaining their own sense of identities and differences well or very well, compared with 81% of those with less than 3 years of experience.

In the domain *Learning-focused partnerships*, teachers with 15 or more years of experience were somewhat more likely than those with less than 3 years of experience to report carrying out the following practices well or very well:

- using parents'/whānau knowledge of their child to support the child's learning (76% of those with 15 or more years' experience, compared with 65% of those with less than 3 years' experience)
- collaborating with parents and whānau to use their expertise to support class or school learning (67% of those with 15 or more years' experience, compared with 53% of those with less than 3 years' experience)
- collaborating with the local community to use their expertise to support learning in class or other school activities (47% of those with 15 or more years' experience, compared with 32% of those with less than 3 years' experience)
- supporting the local community by ensuring students have opportunities to actively contribute to it in ways valued by the community (49% of those with 15 or more years' experience, compared with 34% of those with less than 3 years' experience).

In the domain *Teaching as inquiry*, teachers with 15 or more years of experience were somewhat more likely than those with less than 3 years of experience to report carrying out the following practices well or very well:

- using both information from their own students and what the curriculum support documents say about teaching and learning to help them to select the best strategies and to prioritise what they teach (82% of those with 15 or more years' experience, compared with 68% of those with less than 3 years' experience)

- using what the research literature says about teaching and learning to inform their choice of strategies to use with their students (77% of those with 15 or more years' experience, compared with 63% of those with less than 3 years' experience)

In the domain *Being professional*, teachers with over 15 years of experience were somewhat more likely than those with less than 3 years of experience to report carrying out the following practices well or very well:

- supporting colleagues' professional learning well or very well (89% of those with 15 or more years' experience, compared with 78% of those with less than 3 years' experience)
- keeping up to date with relevant knowledge about teaching and learning well or very well (83% of those with 15 or more years' experience, compared with 74% of those with less than 3 years' experience)
- sharing with colleagues the responsibility for students' academic and social learning (89% of those with 15 or more years' experience, compared with 81% of those with less than 3 years' experience).

Differences by team-teaching

We also found differences in teachers' responses according to whether they were involved in team-teaching. The greatest differences were in the domain *Learning-focused partnerships*. Teachers who team-taught all the time were somewhat more likely than those who did not to report carrying out the following practices well or very well:

- collaborating with parents and whānau to use their expertise to support class or school learning (73% of those who team-taught all the time, compared with 59% of those who did not)
- collaborating with the local community to use their expertise to support learning in class or other school activities (51% of those who team-taught all the time, compared with 37% of those who did not)
- using parents' and whānau knowledge of their child to support the child's learning (82% of those who team-taught all the time, compared with 70% of those who did not)
- supporting the local community by ensuring students have opportunities to actively contribute to it in ways valued by the community (50% of those who team-taught all the time, compared with 39% of those who did not).

These findings suggest that teachers who collaborate with others through team-teaching are also more likely to collaborate with those outside of the school to support teaching and learning.

There were also some differences in the domain *Optimising students' opportunities to learn*, although these differences were not as marked as those described above. Teachers who team-taught all the time were somewhat more likely than those who did not to report carrying out the following practices well or very well:

- using flexible groupings to meet the changing needs of individual students (92% of those who team-taught all the time, compared with 81% of those who did not)
- using what the research literature says about teaching and learning to inform their choice of strategies to use with their students (80% of those who team-taught all the time, compared with 71% of those who did not)
- using both information from their own students and what the curriculum support documents say about teaching and learning to help them to select the best strategies and to prioritise what they teach (83% of those who team-taught all the time, compared with 75% of those who did not)
- ensuring students direct their own learning pace, content, and goals (71% of those who team-taught all the time, compared with 64% of those who did not)
- providing students with opportunities to use different approaches to demonstrate their learning (88% of those who team-taught all the time, compared with 81% of those who did not)
- ensuring students think critically and talk about what and how they are learning (76% of those who team-taught all the time, compared with 70% of those who did not)
- ensuring students learn from taking risks or experiments that do not succeed (85% of those who team-taught all the time, compared with 79% of those who did not).

These findings suggest that those who engage in team-teaching are slightly more likely to use pedagogies associated with personalising learning and student agency.

In the domain *Learning-focused partnerships*, there were two main differences in teachers' responses according to whether or not they were involved in team-teaching. Teachers who team-taught all the time were somewhat more likely than those who did not to report carrying out the following practices well or very well:

- sharing with colleagues the responsibility for students' academic and social learning (91% of those who team-taught all the time, compared with 84% of those who did not)
- keeping up to date with relevant knowledge about teaching and learning well or very well (86% of those who team-taught all the time, compared with 80% of those who did not).

Discussion

The teachers' and teaching principals' perceptions of their practices were positive overall, with the majority reporting that they carried out most of the practices either well or very well.

The two practices rated most positively overall were those that lie at the heart of what it means to be a teacher; that is, teachers believing in their ability to improve learning outcomes for all the students they teach and taking responsibility for the wellbeing of all the students they teach.

Not surprisingly, the practices teachers reported carrying out less well tended to be those grounded in concepts that may be less familiar for some teachers or more difficult to implement. These are:

- practices related to concepts about personalising learning and rethinking learners' and teachers' roles
- views of equity and diversity (such as drawing on students' different languages, cultures, values, knowledges, and practices as resources for the learning of all)
- ideas about knowledge (such as ensuring students interact with information to critique and create knowledge and transform it)
- new kinds of partnerships and relationships (such as supporting the local community by ensuring students have opportunities to actively contribute to it in ways valued by the community).

According to the future-oriented research literature, these practices are important for building a coherent future-oriented learning system. It is, therefore, heartening to see evidence that these practices are emerging in the New Zealand context and the potential for further uptake and development—a potential made possible by the vision, values, and principles of *NZC* and *Te Mātauranga o Aotearoa*.

There were some small differences in teachers' responses according to school and teacher characteristics. Differences by school type were largely related to differences in the structures of primary and secondary school education. Differences by decile related mainly to the *Optimising students' opportunities to learn* domain—teachers from high decile schools gave somewhat higher ratings than those from low decile schools. Teachers who were team-teaching gave somewhat higher ratings to their collaborative practices than those who were not, both within the school and beyond—with parents, whānau, and the community. They also tended to give somewhat higher ratings to practices that personalise student learning and support student agency. And, as might be expected, teachers with less than 3 years of teaching experience rated many practices across all domains somewhat lower than more experienced teachers did. In turn, teaching principals rated their practices more highly than general teachers.

It is important not to overstate these differences by school and teacher characteristics, but they do provide further insight into the high-level findings described at the beginning of this discussion.

Taken together, the findings from the Teaching Practices section provide a useful picture of current patterns of practice in our schools which can inform priorities and approaches for policy makers, PLD providers, initial teacher education, school leaders, and teachers.

4. School practices / He mahinga kura

Introduction

The School Practices survey asks teachers and principals about school practices that are associated in research with good outcomes for students and good working environments for teachers. We drew on the domains used in the Educational Leadership Practices survey, which was based on the Educational Leadership Best Evidence Synthesis⁸ and the vision for New Zealand educational leadership set out in *Kiwi Leadership for Principals*.⁹ We also drew on more recent research that emphasises the value of collective leadership, fostering “professional community” (Louis, 2015), and the capacity for “organisational learning” (Louis & Lee, 2016). The domains are also consistent with the six evaluation indicators in ERO’s *Leadership for equity and excellence* domain (ERO, 2016). Many of the items are now also pertinent to the Educational Leadership Capability framework in the Leadership Strategy for the Teaching Profession of Aotearoa New Zealand (Education Council New Zealand, 2018).

The domains in the School Practices survey are:

- School goals
- Supportive and caring environment
- Coherent curriculum and evaluation
- Learning-focused partnerships
- Strategic resource allocation
- Developing professional practice
 - Professional feedback and support
 - Professional community
 - Teaching as inquiry.

Respondents were asked to indicate whether a particular practice was “very like our school”, “moderately”, “a little”, or “not at all like our school”.

We first show 2018 teacher and principal responses to the items within each domain. We then look at the variance across the schools taking part in 2018 for each of the domain items. In looking at this variance, we use the data from schools where half or more of the teachers at a school (based on an estimate of teacher numbers using school rolls) had answered the School Practices section.¹⁰

⁸ <https://www.educationcounts.govt.nz/publications/series/2515/60169/60170>

⁹ <http://www.educationallleaders.govt.nz/Leadership-development/Key-leadership-documents/Kiwi-leadership-for-principals>

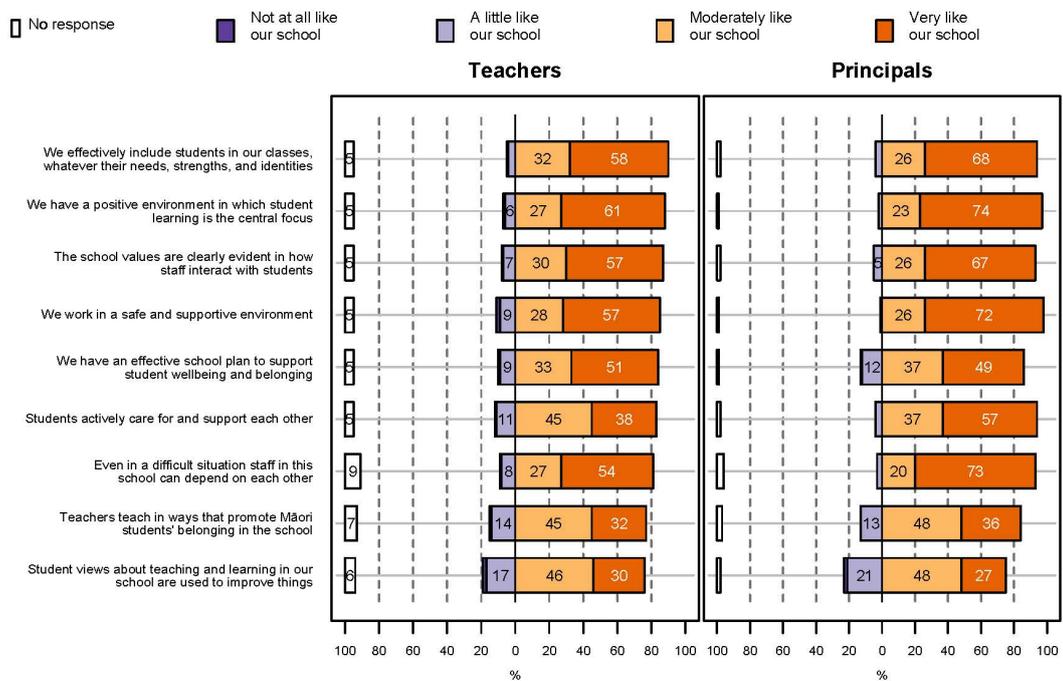
¹⁰ This leaves out responses from 38 schools.

Supportive and caring environment / He ao tautoko, he ao manaaki

Teacher and principal views

Between 51% and 61% of teachers thought that six of the nine practices we included in the *Supportive and caring environment* domain were “very like our school”. Fewer teachers (around a third) thought it was very like their school that student views about teaching and learning were used to improve things, teaching happened in ways that promoted Māori students’ belonging in the school, and that students actively cared for and supported each other. Figure 13 shows that principals’ ratings were generally higher, but their lowest rating items also included the use of student views to improve things, and teaching that promoted Māori students’ belonging in the school. Principals and teachers had similar perceptions of whether their school had an effective plan to support student wellbeing and belonging.

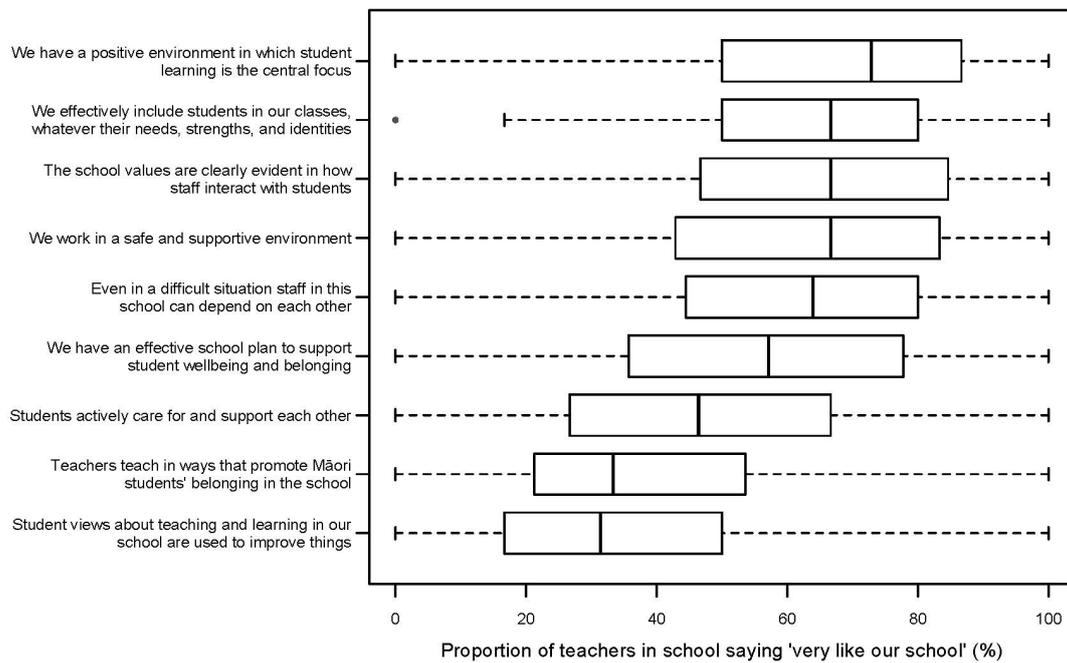
Figure 13 Supportive and caring environment



School views

Figure 14 shows the wide-ranging differences between schools in the proportion of teachers in a school thinking that these *Supportive and caring environment* school practices were “very like our school”. There is somewhat less variability between schools for the item “We effectively include students in our classes, whatever their needs, strengths, and identities”.

Figure 14 Supportive and caring environment—variability across schools



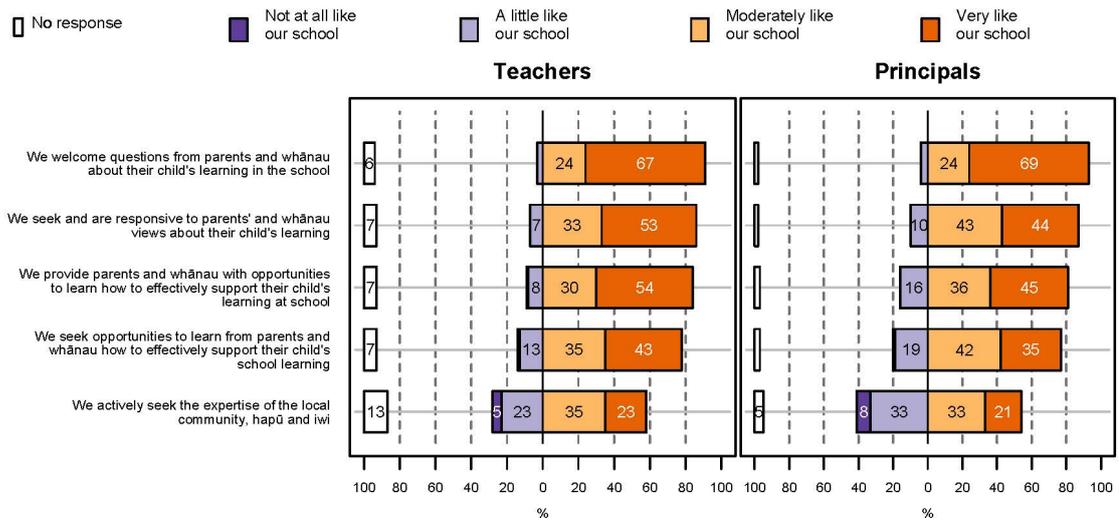
Learning-focused partnerships / He mahi tahi, he ako te hua

Teacher and principal views

Over half the teachers thought that three of the five items in the *Learning-focused partnerships* domain were “very like our school”. It was less common for them to think that it was very like their school to seek opportunities to learn from parents and whānau on how to effectively support their child’s learning. Around a fifth said it was very like their school to be actively seeking the expertise of the local community, hapū, and iwi.

Figure 15 shows that, for this domain, principals were less positive than teachers that their school practices were “very like” our descriptions for three of the items.

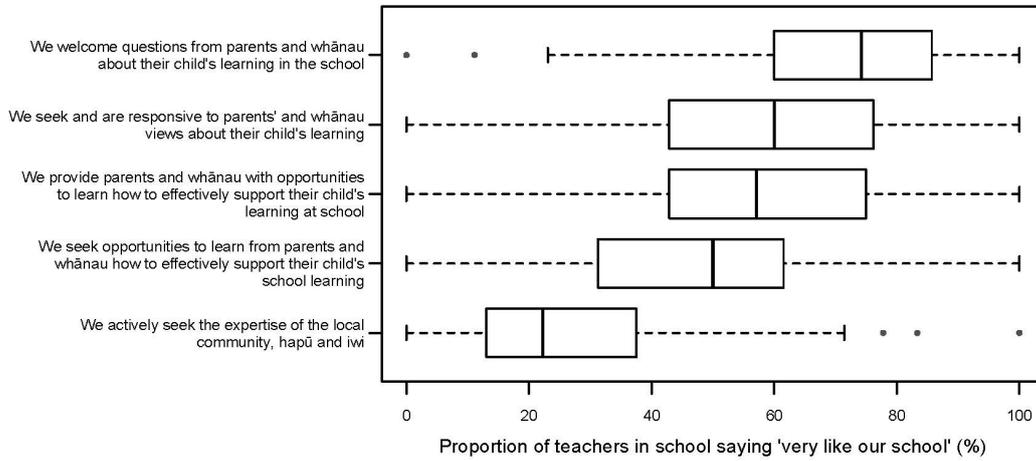
Figure 15 Learning-focused partnerships



School views

Figure 16 shows the variability between schools. There was less variability in relation to the items about welcoming questions from parents and whānau about their child's learning, and actively seeking the expertise of the local community, hapū, and iwi.

Figure 16 Learning-focused partnerships – variability across schools



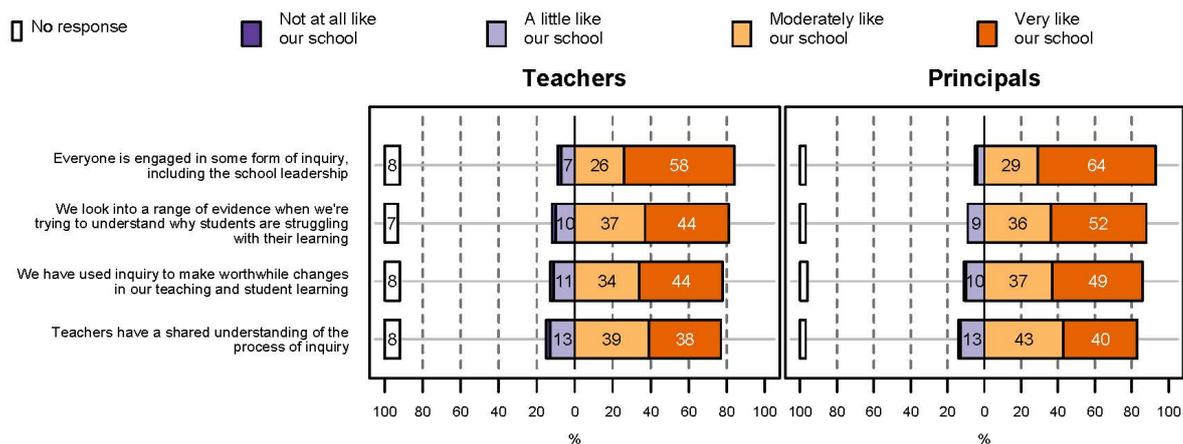
Teaching as inquiry / He whakaako pakirehua

Teacher and principal views

Only one of the four items in this set was seen by more than half the teachers responding as “very like our school”: “Everyone is engaged in some form of inquiry, including the school leadership”.

Figure 17 has the details. Principal and teacher views are similar for these four items.

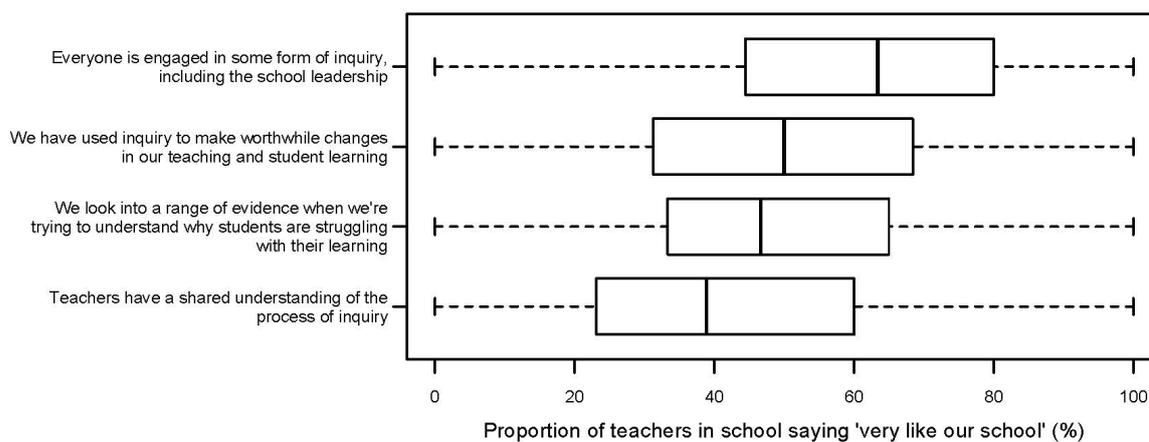
Figure 17 Teaching as inquiry



School views

Figure 18 shows that the wide variability between schools is somewhat lower in relation to looking into a range of evidence to understand why students struggle with learning.

Figure 18 Teaching as inquiry—school views



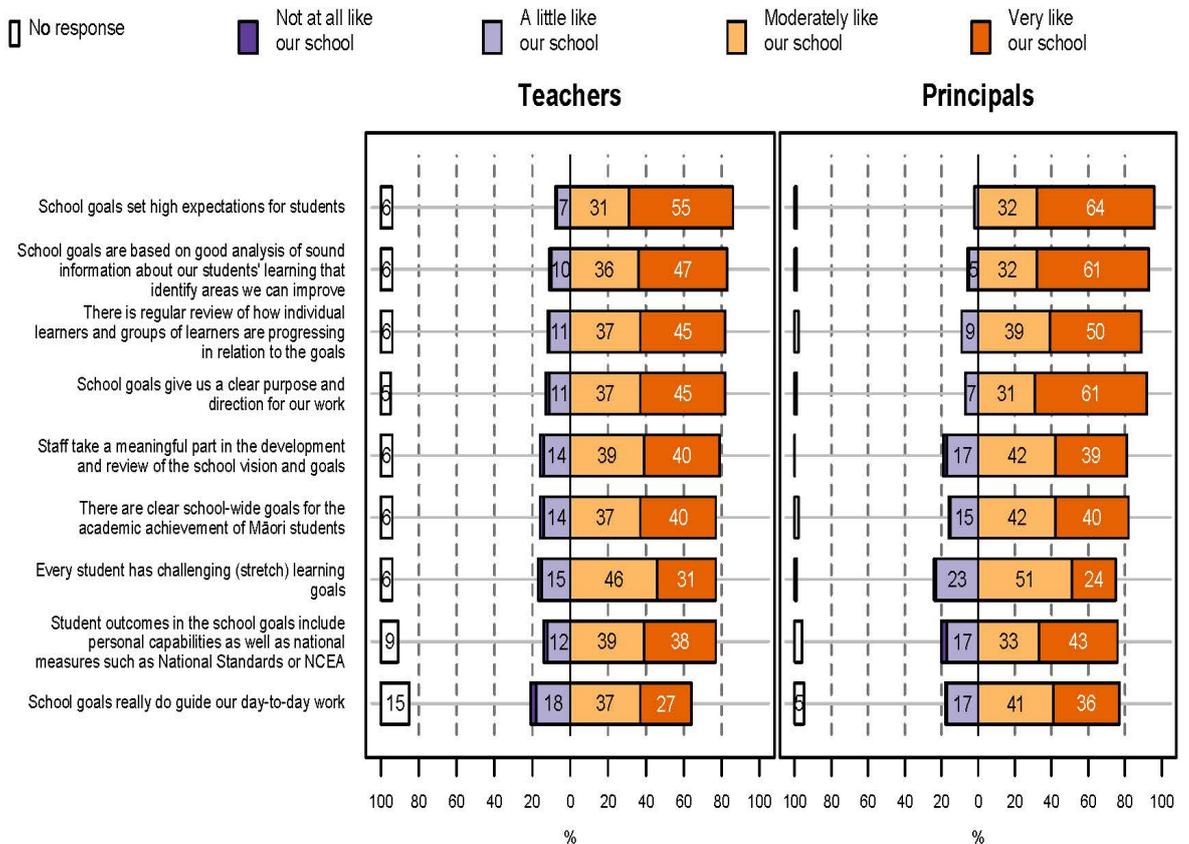
School goals / He whāinga ā-kura

Teacher and principal views

Only one of the nine items in the *School goals* domain was seen by over half the teachers responding to the TSP in 2018 as “very like our school”: that school goals set high expectations for students. Only 27% of the teachers and 36% of the principals thought that the item “School goals really do guide our day-to-day work” was very like their school. The pattern of items in Figure 19 below is similar to the pattern for the items about school goals asked in the Educational Leadership Practices survey used in 2009 (Wylie & Hodgen, 2010), raising some questions about the nature of school goals, and their use in schools’ day-to-day experience.

Principals have prime responsibility for developing and using school goals, and this is evident in the somewhat higher proportions of principals rating these items as “very like our school”. However, somewhat fewer principals than teachers thought that every student had challenging goals. Principals and teachers had similar views on the meaningful involvement of staff in the development and review of school vision and goals.

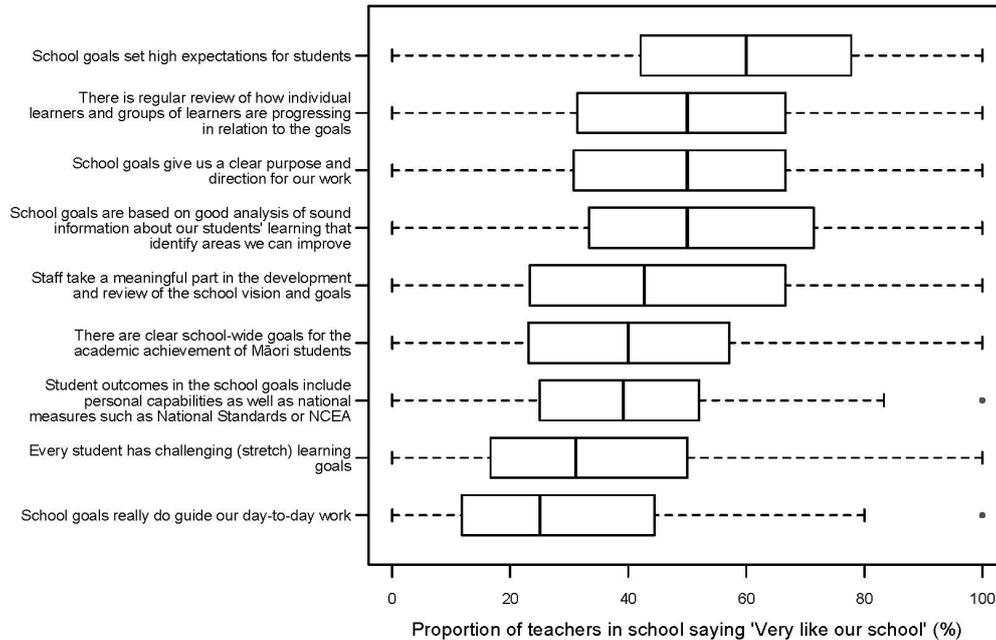
Figure 19 School goals



School views

The range between schools in terms of the extent to which a school goals practice is reported to be “very like our school” shown in Figure 20 is smallest for the item that also relates to curriculum: “Student outcomes in the school goals include personal capabilities as well as national measures such as National Standards or NCEA”.

Figure 20 School goals—variability across schools

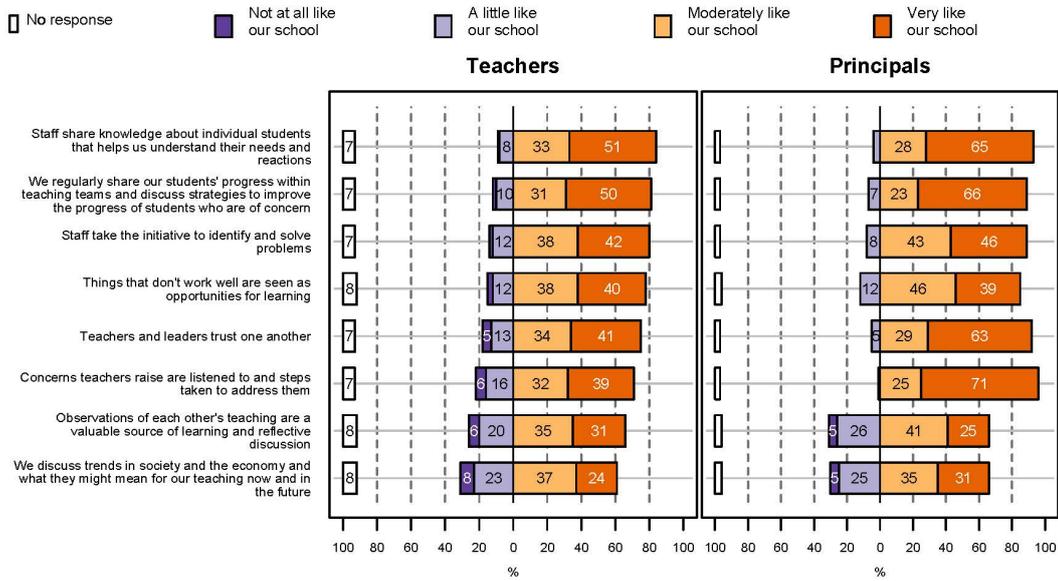


Professional community / He kāhui ako

Teacher and principal views

Around half the teachers responding in 2018 saw the two items in this domain that focus on sharing knowledge about individual students to support them as “very like our school”. Least like their schools were observations of each other’s teaching, and discussion of trends in society and economy and what they might mean for teaching. Figure 21 also shows that principals rated four of the eight items in this domain higher than teachers, with the greatest differences evident for the school listening to teachers’ concerns and taking steps to address them, and trust between teachers and leaders.

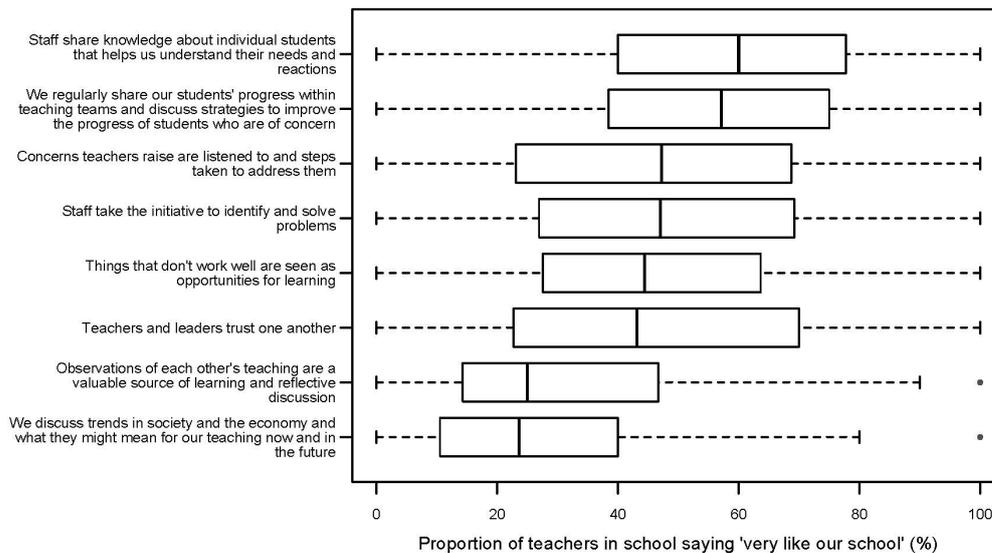
Figure 21 Professional community



School views

Figure 22 shows the wide span across schools for the *Professional community* items. The item with the least variation across schools is the discussion of wider trends and how they might affect teaching.

Figure 22 Professional community—school views

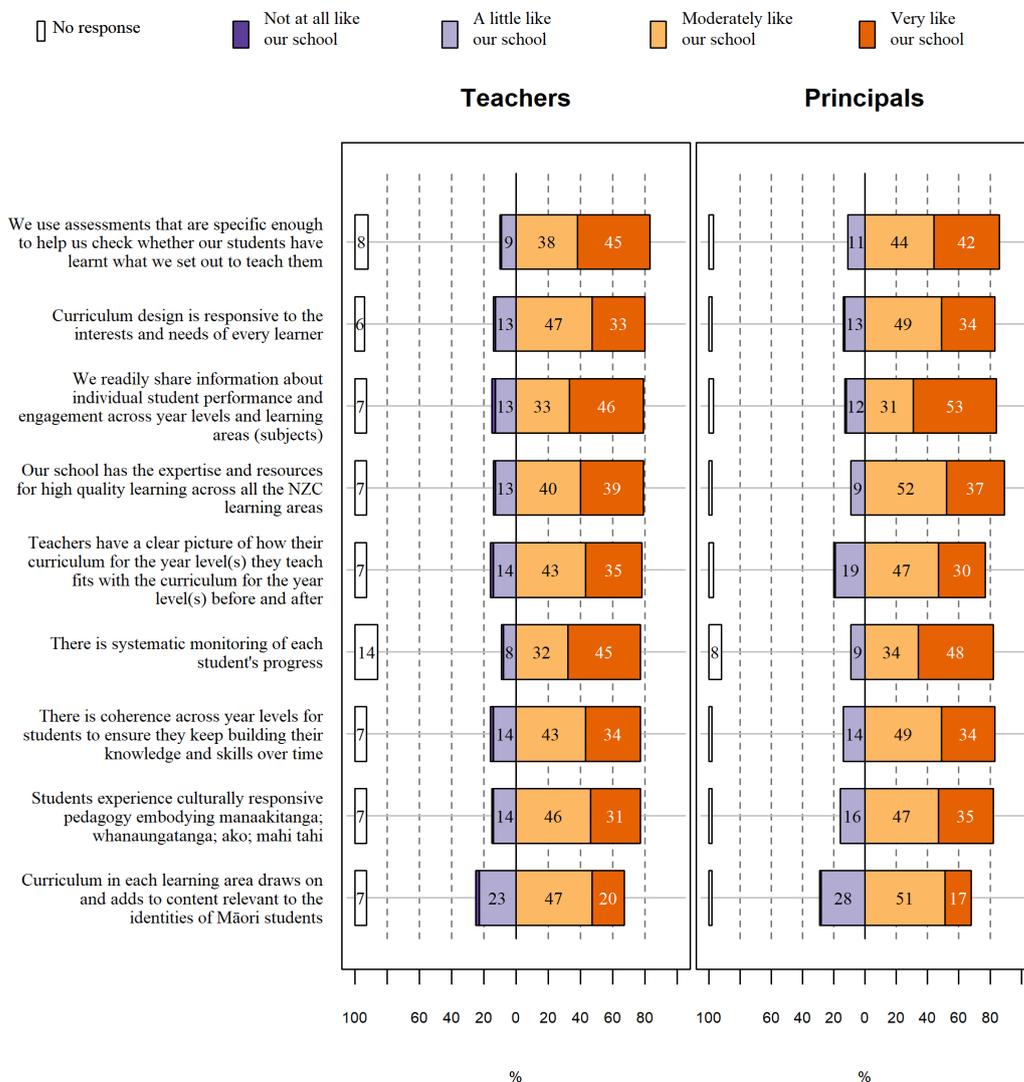


Coherent curriculum and evaluation / He marau mārama, he arotake hoki

Teacher and principal views

This domain shows the most similarity in teacher and principal reports of school practices among the 2018 TSP participants. Aspects related to information on students were reported to be ‘very like our school’ by more than 40% of each group. Aspects related to curriculum design, coherence across year levels and learning areas, and curriculum-related pedagogy had somewhat fewer teachers and principals reporting them to be ‘very like our school’, as shown in Figure 23.

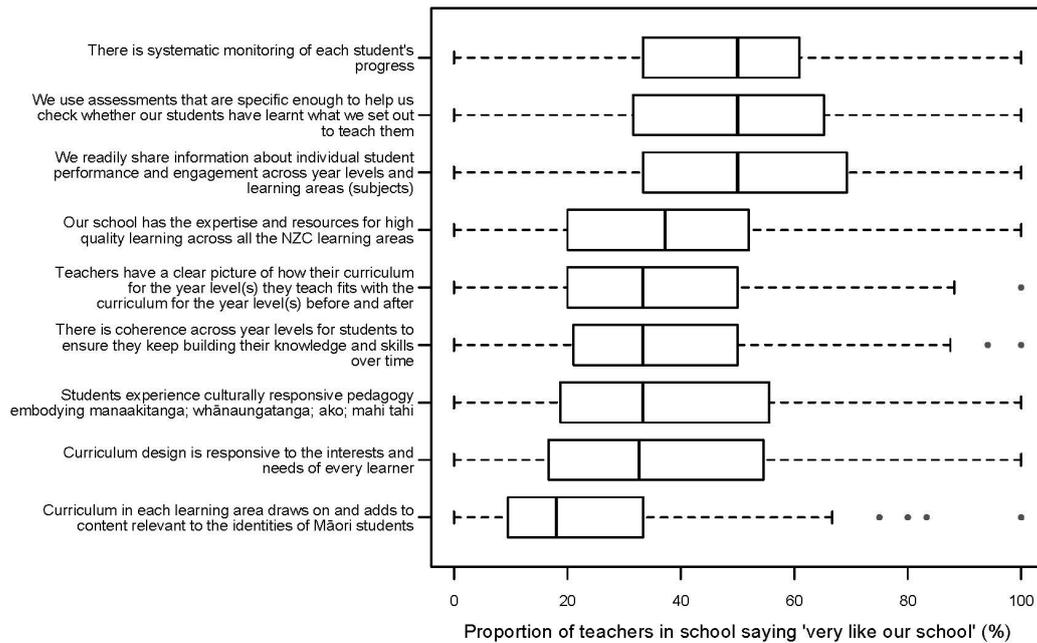
Figure 23 Coherent curriculum and evaluation



School views

Figure 24 shows that the item having “Curriculum in each learning area draws on and adds to content relevant to the identities of Māori students” shows the smallest range across schools among the nine items in this domain, and the lowest mean.

Figure 24 Coherent curriculum and evaluation—variability across schools

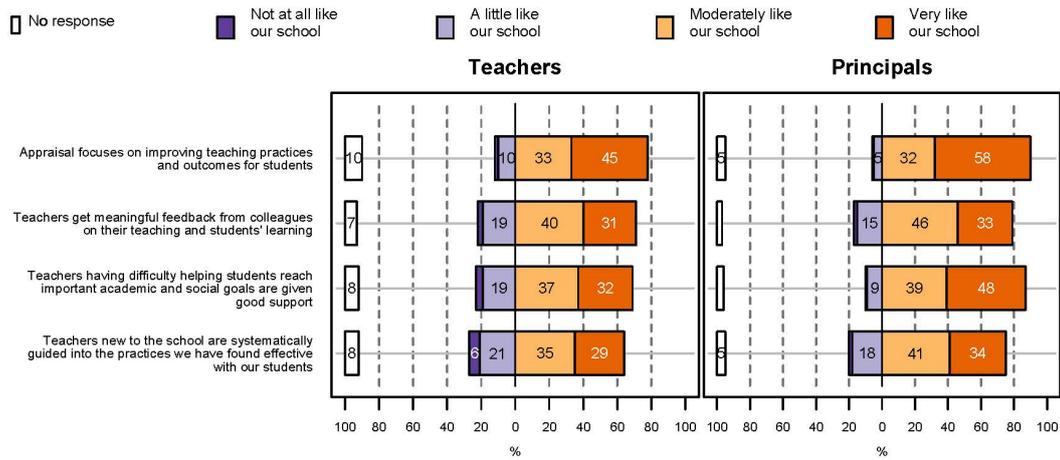


Professional feedback and support / He tautoko, he whakahoki kōrero, ki te kiako

Teacher and principal views

One item in this set of four stands out, with 46% of the teachers gauging that appraisal (that focuses on improving teaching practices and outcomes for students is “very like our school”). Figure 25 also shows that principals are more positive than teachers about these items, other than teachers getting meaningful feedback on their teaching and students’ learning.

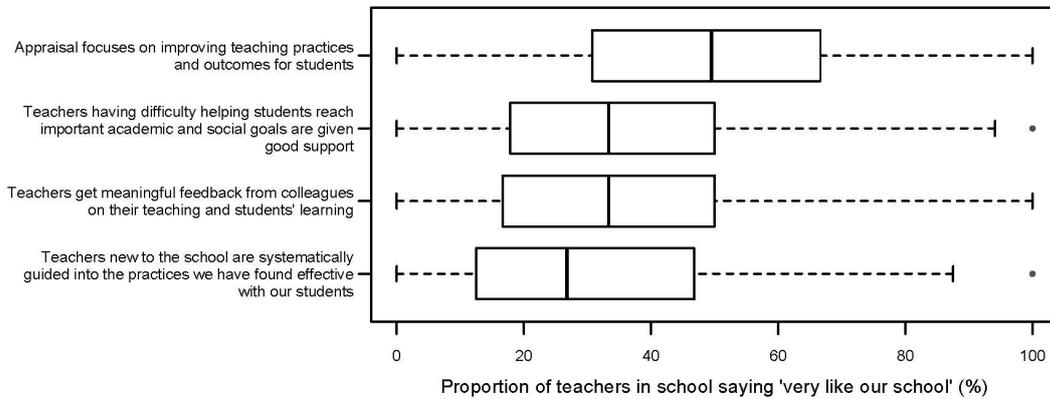
Figure 25 Professional feedback and support



School views

Figure 26 shows slightly less variability between schools, and lower school means, in relation to the item about systematic guidance of new teachers into practices the school has found effective.

Figure 26 Professional feedback and support—school views



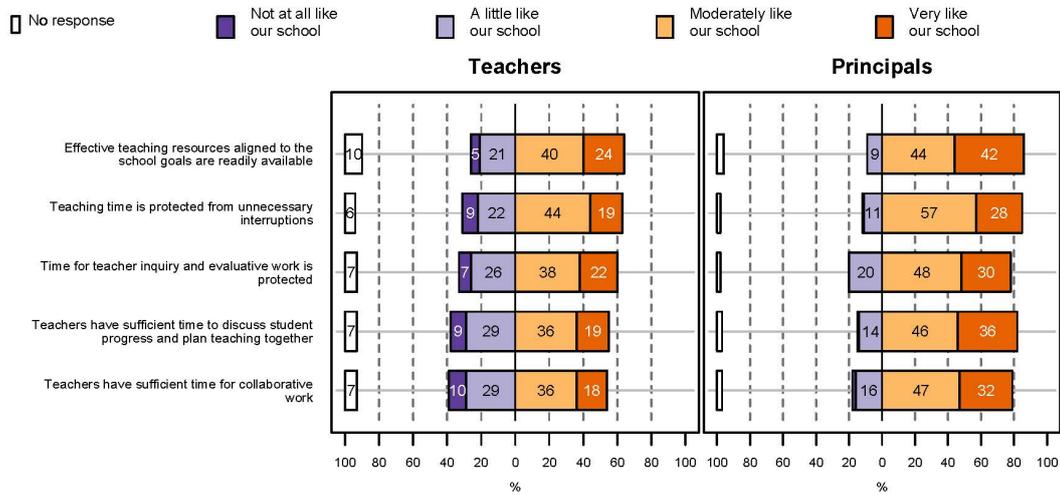
Strategic resource allocation / He rautoki toha rauemi

Teacher and principal views

This is the domain with the lowest proportion of the teachers gauging that the items are “very like our school”, ranging from 24% saying this is true of having effective teaching resources aligned to the school goals readily available, to 18% saying this is true for teachers having

sufficient time to collaborate. Figure 27 shows that the principals have more positive views than teachers here.

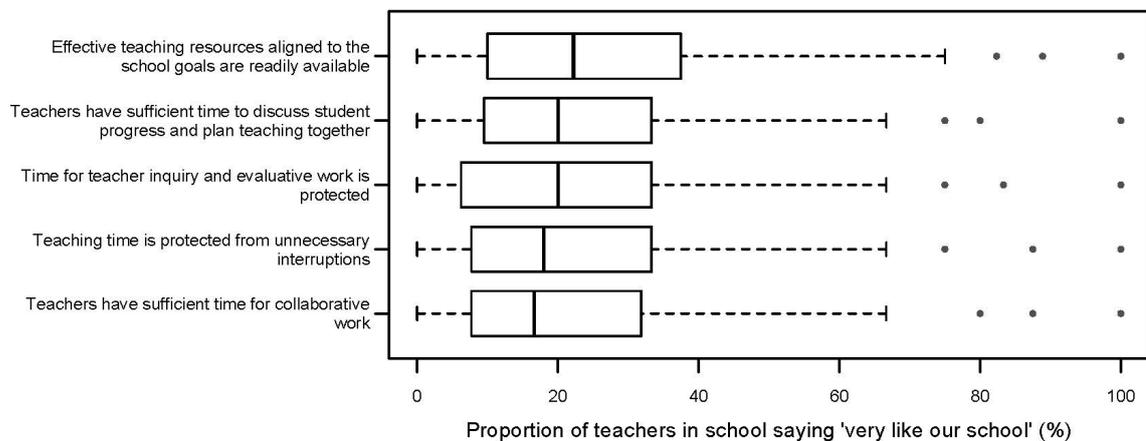
Figure 27 Strategic resource allocation



School views

Differences between schools in terms of the proportion of teachers who report that the *Strategic resource allocation* items are “very like our school” are smaller than for the other domains. Variability between schools is most evident in relation to the item about having readily available effective teaching resources aligned to the school goals, and least evident in relation to the item about the protection of teacher time for work together, as shown in Figure 28.

Figure 28 Strategic resource allocation—school views



Are there differences in teacher views related to the kind of school they work in?

Here we focus on school type and school socioeconomic decile.

School type

Further on, in Figure 48, we show that primary teachers' median position on the School Practices scale as a whole was somewhat higher than secondary teachers'. Some of the differences between primary and secondary may reflect secondary schools often being larger, with subject specialisation providing a more complex organisation that makes it harder to achieve a consistent set of school practices, or for individual teachers to have a sense of how strong a practice is school-wide if they operate mainly within a limited section of the school.

However, when we cross-tabulated individual *School practices* items with **school type**, there were a number of items with little difference between primary and secondary:

- There are clear school-wide goals for the academic achievement of Māori students.
- Student views about teaching and learning in our school are used to improve things.
- Our school has the expertise and resources for high-quality learning across all NZC learning areas.
- Teachers have a clear picture of how their curriculum for the year level(s) they teach fits with the curriculum for the year level(s) before and after.
- There is coherence across year levels for students to ensure they keep building their knowledge and skills over time.
- We readily share information about individual student performance and engagement across year levels and learning areas (subjects).
- We use assessments that are specific enough to help us check whether our students have learnt what we set out to teach them.
- There is systematic monitoring of each student's progress.
- We provide parents and whānau with opportunities to learn how to effectively support their child's learning at school.
- We actively seek the expertise of the local community, hāpu, and iwi.
- Time for teacher inquiry and evaluative work is protected.
- Teachers new to the school are systematically guided into the practices we have found effective with our students.
- Observations of each other's teaching are a valuable source of learning and reflective discussion.
- We discuss trends in society and the economy and what they might mean for our teaching now and in the future.
- Teachers have a shared understanding of the process of inquiry.
- Everyone is engaged in some form of inquiry, including the school leadership.

Differences related to school decile

School decile was unrelated to where individual teachers' ratings were positioned on the overall School Practices scale. Cross-tabulation by individual items also showed little difference. Of note is that three of the items where there was a difference related to the teaching of Māori students. Other items showing differences related to resources, and coherence of curriculum across year levels:

- Students experience culturally responsive pedagogy embodying manaakitanga, whanaungatanga, ako, and mahi tahi (45% of decile 1–2 school teachers report this as “very like our school”, compared with 31% of teachers in decile 3–8 schools).
- Curriculum in each learning area draws on and adds to content relevant to the identities of Māori students (30% of decile 1–2 school teachers report this as “very like our school”, decreasing to 18% of decile 9–10 school teachers).
- Teachers teach in ways that promote Māori students' belonging in the school (fewer decile 7–10 teachers report this as “very like our school”).
- We work in a safe and supportive environment (fewer decile 1–2 teachers report this as “very like our school”).
- Student views about teaching and learning in our school are used to improve things (the proportion of teachers reporting this as “very like our school” increases with school decile).
- Our school has the expertise and resources for high-quality learning across all NZC learning areas (34% of decile 1–4 school teachers report this as “very like our school”, increasing to 50% of decile 9–10 school teachers).
- There is coherence across year levels for students to ensure they keep building their knowledge and skills over time (increasing from 29% of decile 1–2 teachers saying this is “very like our school” to 42% of decile 9–10 teachers).
- Teachers have a clear picture of how their curriculum for the year level(s) they teach fits with the curriculum for the year level(s) before and after (increasing from 29% of decile 1–2 teachers saying this is “very like our school” to 43% of decile 9–10 teachers).

Discussion

The 2018 TSP participants give us useful insight into the extent to which school practices that are related to good student outcomes in the research literature and to good working environments for teachers are evident in schools, and which are not.

School practices that were reported as being “very like our school” by half or more of the teachers participating in the TSP in 2018 were:

- We welcome questions from parents and whānau about their child's learning in the school.
- We have a positive environment in which student learning is the central focus.
- We effectively include students in our classes, whatever their needs, strengths, and identities.
- The school values are clearly evident in how staff interact with students.

- We work in a safe and supportive environment.
- School goals set high expectations for students.
- Even in a difficult environment staff in this school can depend on each other.
- We provide parents and whānau with opportunities to learn how to effectively support their child's learning at the school.
- We seek and are responsive to parents' and whānau views about their child's learning.
- We have an effective school plan to support student wellbeing and belonging.
- Staff share knowledge about individual students that helps us understand their needs and reactions.
- We regularly share our students' progress within teaching teams and discuss strategies to improve the progress of students who are of concern.

There is considerable variance between schools in the proportion of teachers who indicated that the school practices asked about were "very like our school". This indicates on the one hand that there is no shortage of examples where these are occurring well to share and draw from in New Zealand schools, and, on the other, that existing structures of support, knowledge, and experience sharing frameworks for schools to operate in, resources for them to use, particularly teacher time and how it is arranged, and systems of accountability, are not working coherently to support these practices across the board.

There are some useful pointers to the kind of practices that many schools may be finding particularly challenging to embed. These suggest the need to rethink how schools organise time, particularly around working together to benefit student learning, and how they can better weave local curriculum with their community, local Māori, and access or co-create relevant teaching resources. Fewer than 25% of the teachers taking part in the TSP in 2018 thought that the practices below were "very like our school":

- Teachers have sufficient time for collaborative work.
- Teaching time is protected from unnecessary interruptions.
- Teachers have sufficient time to discuss student progress and plan teaching together.
- Curriculum in each learning area draws on and adds to content relevant to the identities of Māori students.
- Time for teacher inquiry and evaluative work is protected.
- We actively seek the expertise of the local community, hapū, and iwi.
- Effective teaching resources aligned to the school are readily available.
- We discuss trends in society and the economy and what they might mean for our teaching now and in the future.

5. School practices for Māori learners

Māori are 24% of our students in schools, yet we are still some considerable distance off ensuring that all Māori students feel that they belong in their schools and ensuring that they experience similar levels of success as other students.

Here we bring together the five items from different domains in the School Practices section that specifically relate to Māori learners and cultural responsiveness. The proportion of teachers who say that the practice is “very like our school” ranges from 20% to 40%.

Having clear school-wide goals for the academic achievement of Māori students is the practice most likely to be reported as “very like our school”, by 40% of teachers. Around a third of teachers also see that it is “very like our school” for teachers to teach in ways that promote Māori students’ belonging in the school, and for students to experience culturally responsive pedagogy. Least likely to be seen as “very like our school” is curriculum that draws on and adds to content relevant to the identities of Māori students, and active seeking of expertise of local community, hapū, and iwi. These items point to challenges of existing knowledge, and to building and maintaining relationships beyond the school. Figure 29 shows that teacher and principal reports are similar here.

Figure 29 School practices for Māori learners

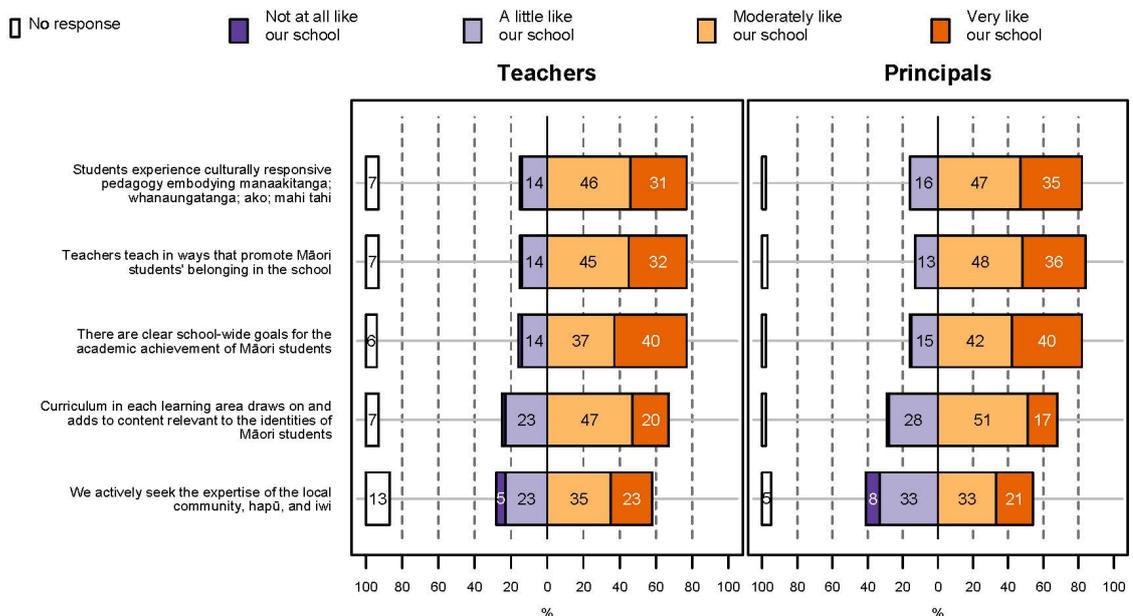
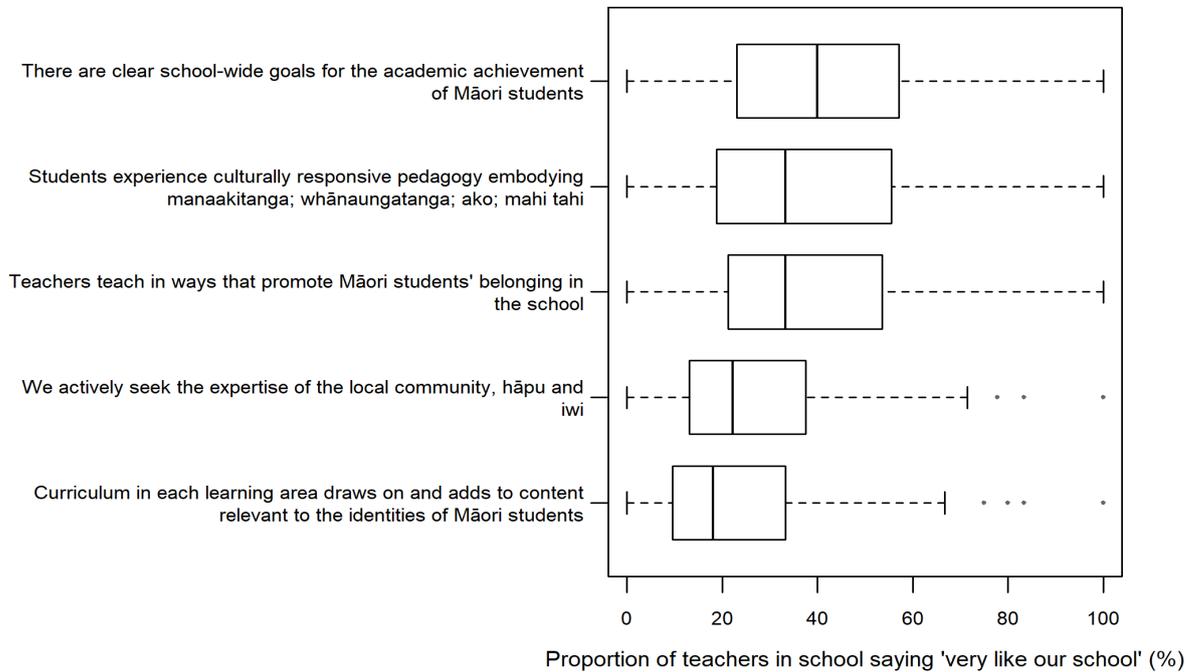


Figure 30 shows how the proportion of teachers in each school taking part in the TSP in 2018 reporting that a practice is “very like our school” differs across schools. The range is wide. The least variability is related to curriculum that draws on and adds to content relevant to the

identities of Māori students, and active seeking of expertise of local community, hapū, and iwi, both of which have the lowest mean.

Figure 30 School practices for Māori learners—by school

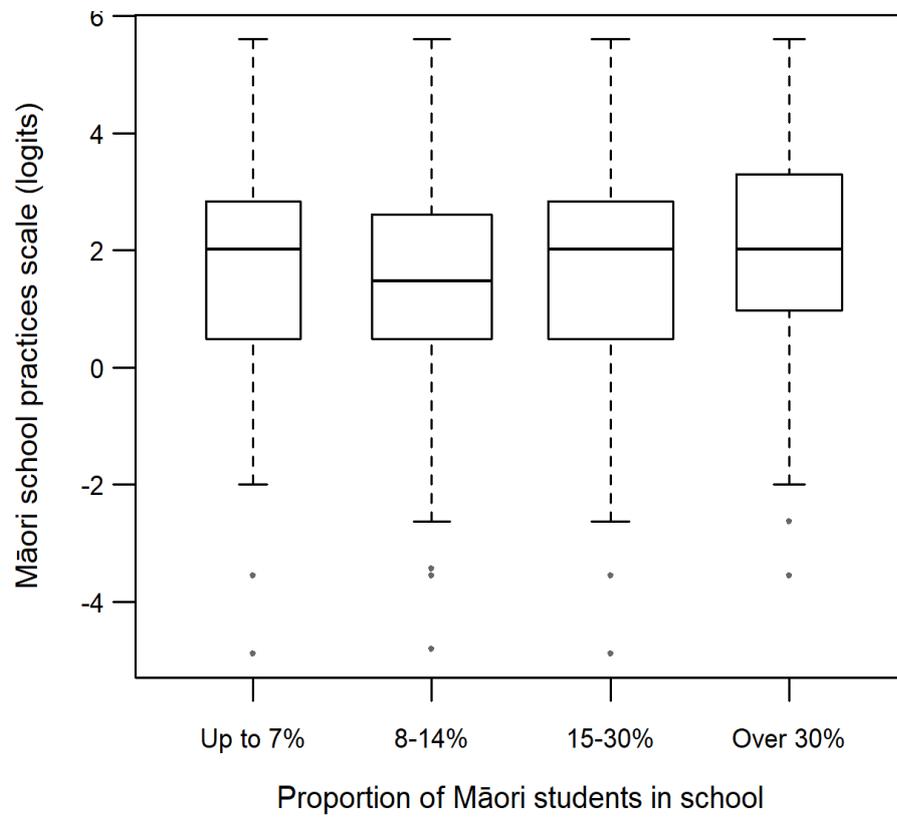


School Practices for Māori Learners scale

Our analysis of the 2017 TSP responses showed that these five items formed a scale, allowing us to analyse teacher responses in relation to the proportion of Māori students in a school. We explored this because we have found some differences in provision for Māori students, including that opportunities to learn and use te reo Māori were most likely to occur in schools with high Māori enrolment (more than 30% of students) in the NZCER national surveys (Bright & Wylie, 2017).

Figure 31 shows that teacher responses in high Māori enrolment schools have a similar median as teachers in schools with lower Māori enrolment, although more teachers in the high Māori enrolment schools have a higher score on the School Practices for Māori Learners scale. There are also teachers in schools with low Māori enrolment whose scores on the scale are as high as those in schools with high Māori enrolment.

Figure 31 School Practices for Māori Learners scale, by school proportion of Māori students



6. Collaborative practices

Collaborative practice within schools has been increasingly emphasised as an effective way to improve teaching and learning, and to provide teachers and principals with supportive work environments. The Kāhui Ako policy is predicated on the effectiveness of cross-school collaborative work for the same ends. In this section we look first at collaborative practice within schools, and then at the experiences of gains from working collaboratively across schools in Kāhui Ako.

Collaborative practices within schools

To see whether there is growth in collaborative practices within schools, the Ministry of Education asked us to identify a set of items that could be tracked over time. Quite a few of the items in the School Practices part of the TSP imply that teachers are working together, but the items we selected are particularly pertinent to how teachers work together to enable student progress, and how teachers can mutually strengthen practice. These seven items formed a robust scale, which we used in the 2017 TSP report.

Figure 32 shows that these kinds of collaborative school practices are present for many of the teachers taking part in the TSP in 2018, but are not commonly strong.

The most common collaborative practice in schools is the regular discussion of student progress and strategies to improve progress of students of concern within teaching teams. Just over a third of the teachers are in schools that have a definite (“very like our school”) shared and clear understanding of how their work with students relates to teaching before and after the student year level as well. Just over a quarter of teachers think they definitely get meaningful feedback from colleagues, or that there is systematic guidance of teachers new to the school into the practices that the school’s teachers have found effective with their students. Less than a fifth think that their school provides sufficient time for collaboration.

Principals taking part in the TSP in 2018 have similar views as teachers on four of the seven items in the scale, but they are much more positive about the sufficiency of time for collaborative work, teachers getting meaningful feedback, and the discussion of student progress and strategies to improve it within teaching teams.

Figure 32 Collaborative school practices

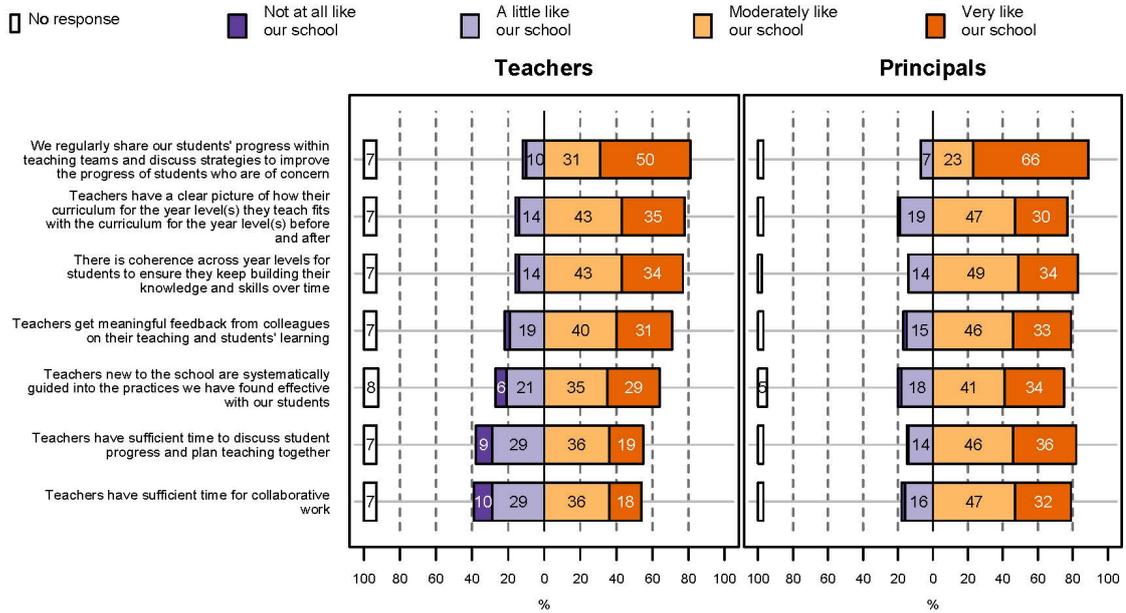
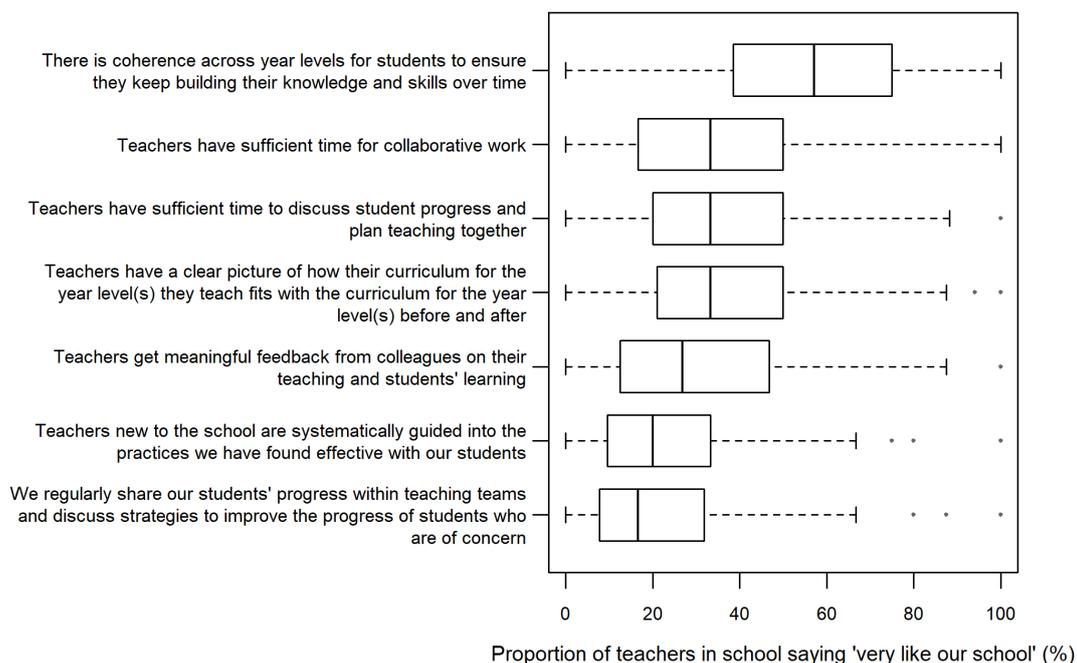


Figure 33 shows how much the proportion of teachers in each school taking part in the TSP in 2018 reporting that a practice is “very like our school” differed across schools. The range is wide. The least variability—but also the lowest medians—are about the systematic guidance of new teachers to the school, and sharing knowledge of student progress in teams to discuss strategies to improve it.

Figure 33 Collaborative school practices—by school



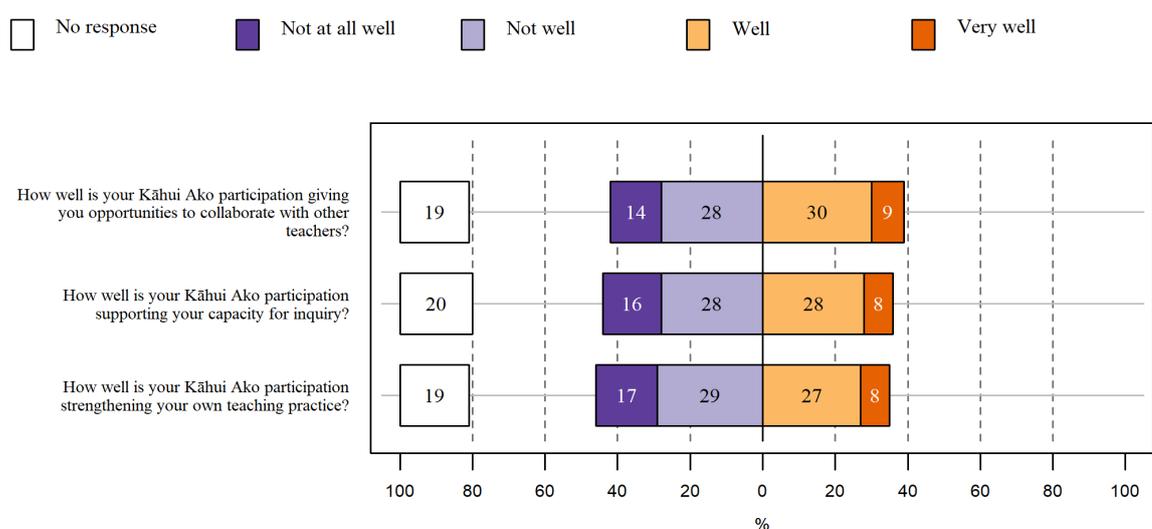
In-school collaborative practices showed similar patterns whether or not a school was a Kāhui Ako member. However, all teachers from Kāhui Ako schools answered at least six of the seven items, compared with 22% of the teachers from schools not in a Kāhui Ako.

Experiences in Kāhui Ako

Eighty-two percent of the teachers and 79% of the principals came from schools that were members of a Kāhui Ako (nationally, 77% of schools and kura were in a Kāhui Ako in 2018). Kāhui Ako experience can be expected to vary according to the length of time they have been operating, and the work they have done.

We asked teachers and principals what they were gaining from their school's Kāhui Ako membership. Figure 34 shows that teachers' experience varies, with slightly less than half who answered these questions seeing gains, and slightly more than half yet to see gains.

Figure 34 Teacher reports of gains from Kāhui Ako participation (n = 2,843)



Five percent of the teachers had Kāhui Ako within-school teacher roles, 1% were Kāhui Ako across-school teachers, and less than 1% were Kāhui Ako leaders. Gains from Kāhui Ako participation were higher for teachers who had taken on the Kāhui Ako teaching roles, as Table 6 shows. The across-school roles, with more time allocated for the role, showed the most gains.

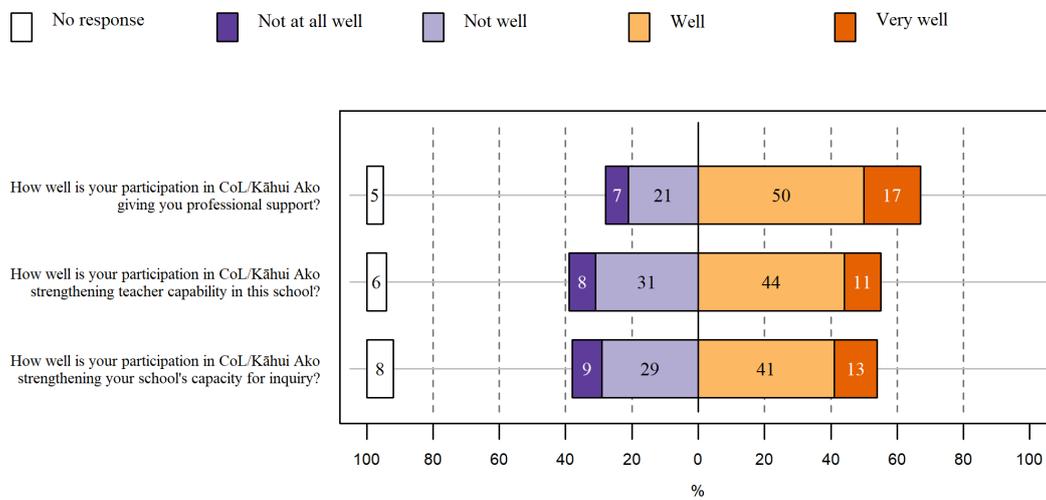
Table 6 Kāhui Ako teaching roles gains from Kāhui Ako participation

Gain	Within-school Kāhui Ako teacher (n = 172) %	Across-school Kāhui Ako teacher (n = 47) %
How well is your Kāhui Ako participation giving you opportunities to collaborate with other teachers?		
Very well	31	60
Well	49	30
How well is your Kāhui Ako participation strengthening your own teaching practice?		
Very well	36	60
Well	47	28
How well is your Kāhui Ako participation strengthening your capacity for inquiry?		
Very well	37	62
Well	47	28

Thirteen percent of the principals were also Kāhui Ako leaders. None of these were teaching principals.

Principals' reports of gains from Kāhui Ako participation were more positive than teachers' reports. Figure 35 shows they were most positive about gains in terms of professional support.

Figure 35 Principal reports of gains from Kāhui Ako participation (n = 262)



Relation with in-school collaborative practices

We were interested to see whether teachers' views of their own school's collaborative practices (including the time available for it) were related to what they were getting from their school's collaboration work with other schools through Kāhui Ako. Figures 36 to 38 show that there was a relationship in line with the expectation that one kind of collaboration would support the other, more so for opportunities to collaborate than for strengthening practice or capacity for inquiry. Those who had higher scores on the overall Collaborative Practices scale had somewhat higher scores for their gains for their own practice and capacity for inquiry.

Figure 36 Teacher reports of collaborative school practice in relation to Kāhui Ako collaborative opportunities

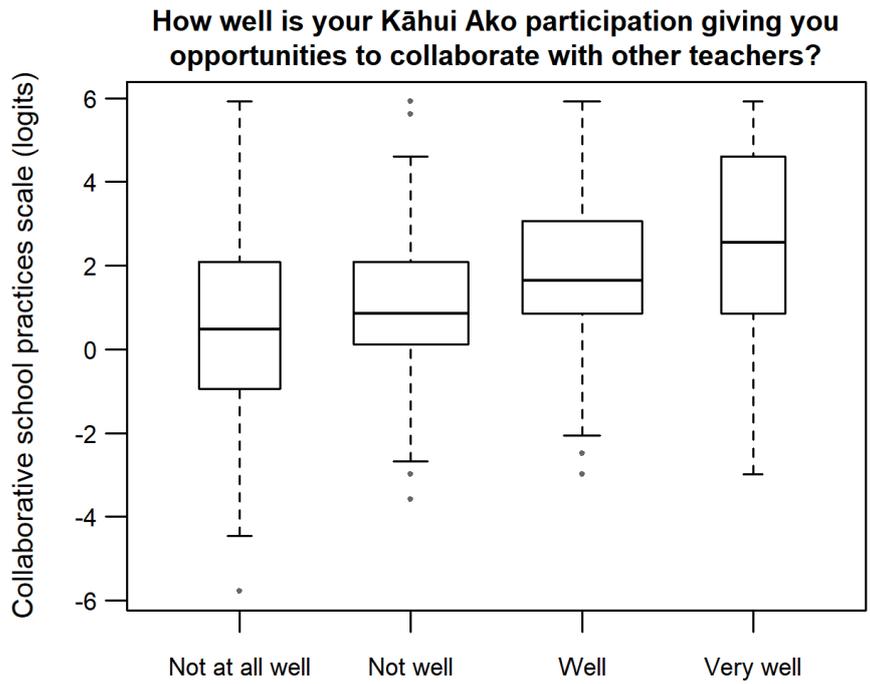


Figure 37 Teacher reports of collaborative school practice in relation to strengthening teaching practice through Kāhui Ako participation

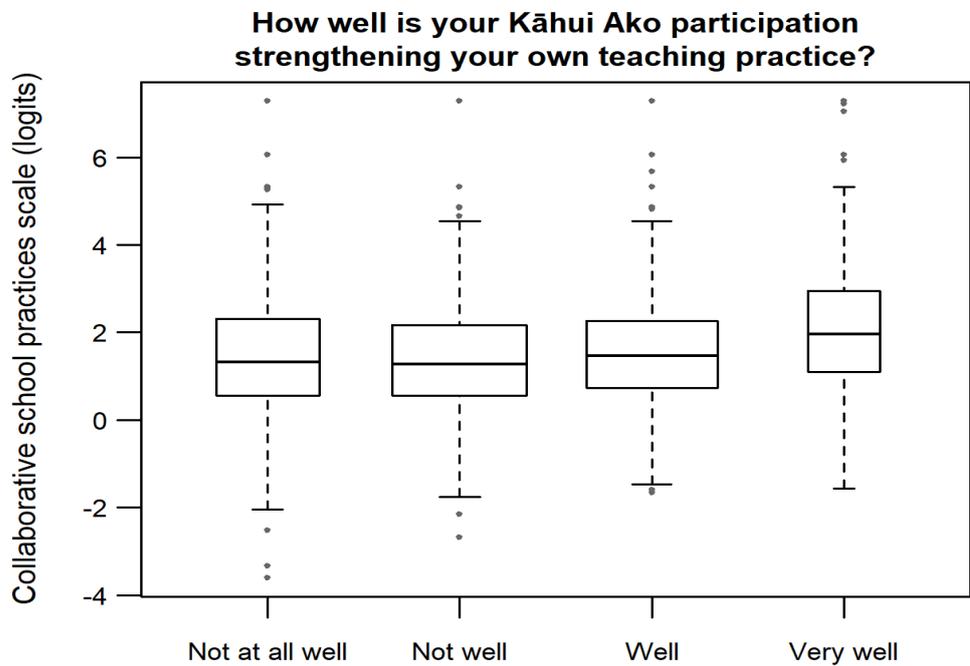
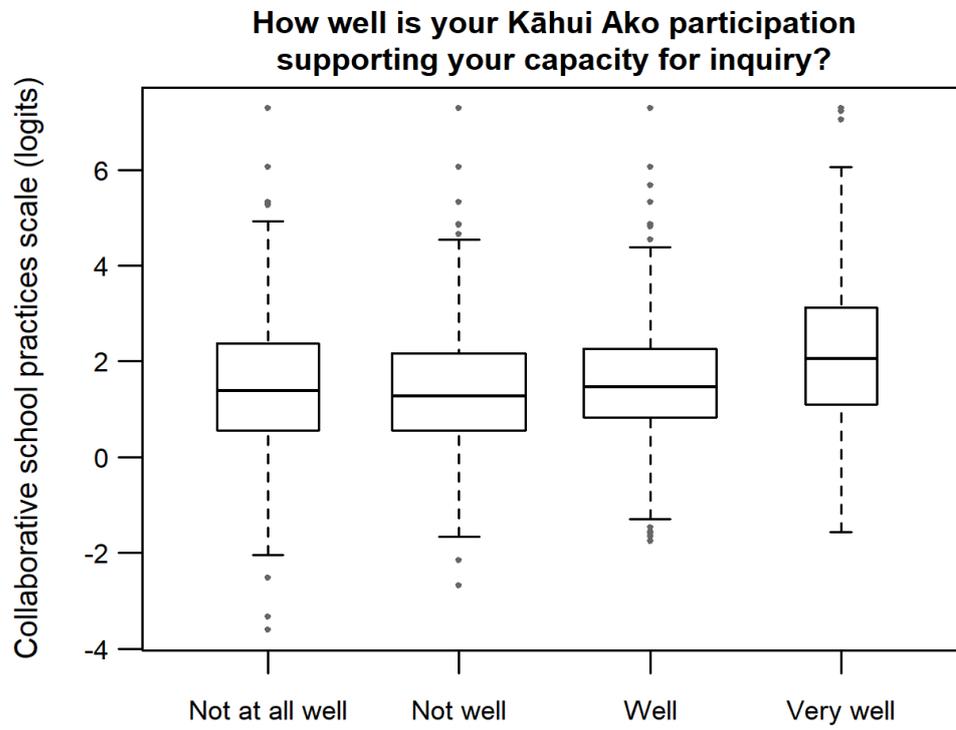


Figure 38 Teacher reports of collaborative school practice in relation to strengthening capacity for inquiry through Kāhui Ako participation



7. Principal leadership / He aratakinga tumuaki

We asked teachers and principals about 19 different facets of principal leadership that have been identified as linked to student outcomes and positive school environments. These facets were drawn from the Educational Leadership Practices survey, based on the Best Evidence Synthesis on Leadership and Student Outcomes (Robinson, Hohepa, & Lloyd, 2009), and from more recent research that further emphasises the principal's role in developing collective leadership, the capacity for organisational learning (Louis & Lee, 2016), providing "caring leadership" (Smylie, Murphy, & Louis, 2016), "walking the talk" with strong moral values that include continual improvement of practice (Notman & Youngs, 2016), and commitment to meeting each student's needs (Galloway & Ishimaru, 2015).

These key facets of leadership are amplified and sharpened in the recent iterative research and development that has shown the value of culturally responsive pedagogy for Māori learners—and others—and the pivotal role of the principal in changing practice and ensuring change is sustained. Effective principals are also critical "transformative" leaders (Berryman & Lawrence, 2017).

Galloway and Ishimaru (2015, p. 16) describe three key levers for equity-oriented leadership that also resonate in New Zealand:

- An Equity-oriented frame based on an "overall vision of excellence for every student" not one based on deficit thinking, or thinking that treating all students alike is fairness
- Democratic, constructed leadership: "A shift from 'entity' conceptions of leadership (embodied in formal positions or particular individuals) to a relational 'constructionist' perspective on leadership, where the work of leadership is a process of social construction mediated through practices, meanings, and interactions among people over time."
- Inquiry-embedded leadership.

The leadership capabilities included in the Leadership Strategy launched in mid-2018 by the Education Council were developed using this research base, research available since late 2016, and research on early childhood educational leadership. Thus the items in the Principal Leadership section are particularly useful for existing principals, and school leaders who are interested in becoming principals, to reflect on what good practice looks like.

A factor analysis of the 19 items showed that they fell into two groups, with high internal consistency (Cronbach's alpha of 0.90) for both teacher and principal responses.

The first factor focused on interpersonal relations and "human organization" and was formed by 12 items. The second factor focused more on providing direction, including a focus on one of today's key educational challenges: cultural engagement and the principles of the Treaty of

Waitangi, as a foundational document for teaching and learning. The seven items in this factor also included ones that encourage fresh horizons.

Interpersonal relations

Teacher and principal views

The teachers generally rated their principals highly on their interpersonal relations (Figure 39). They rated their principals highest on their care for students, modelling school values, and maintaining their integrity in difficult situations. The item that stands out in this set is “Consult staff appropriately before making most important decisions”, with 65% of teachers seeing their principal doing this “very well” or “well”, compared with 86% of principals. Perhaps principals and teachers have different understandings of what appropriate consultation is.

A higher proportion of the teachers than principals also saw the principal only “somewhat well” or “not well” creating the conditions for staff to be motivated to do their best for improved student learning, making fair and equitable decisions, identifying and resolving conflict quickly and fairly, and developing others’ leadership capability. These are aspects of leadership that touch on transparency, and also on the allocation of attention and other resources.

Figure 39 Principal leadership—interpersonal relations

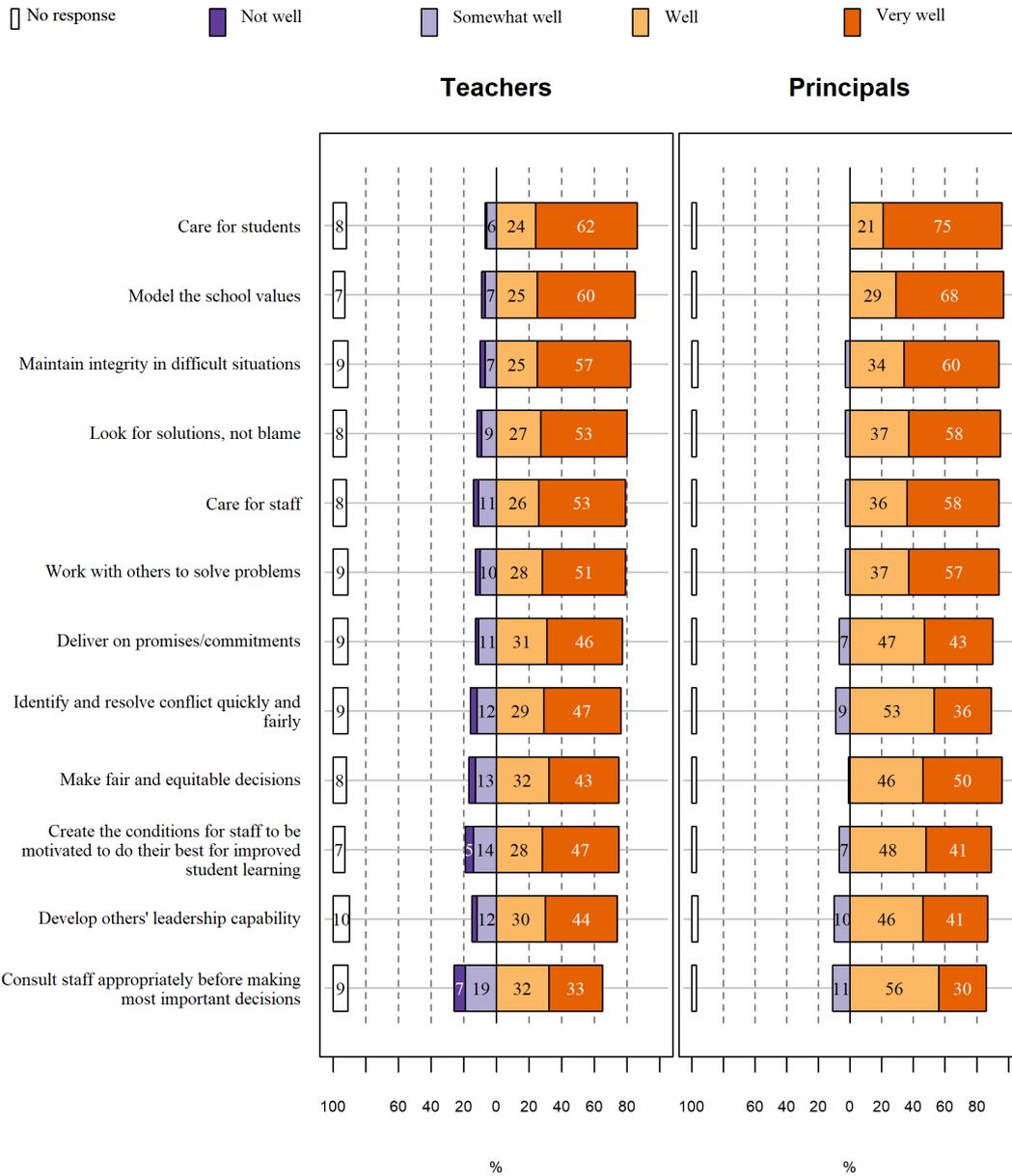
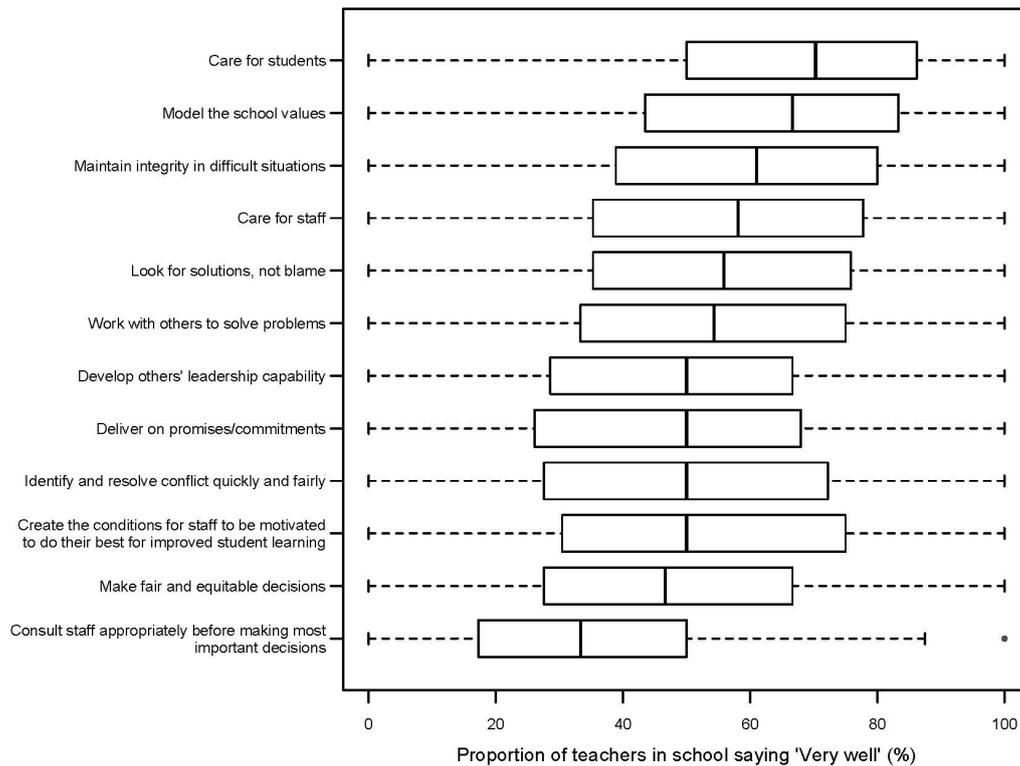


Figure 40 shows the proportion of teachers in each school taking part in the TSP in 2018 reporting that an aspect of their principal’s work is done “very well”.¹¹ There is quite a lot of variability across schools. Appropriate consultation of staff is the item that shows the least variability between schools, as well as the lowest median.

¹¹ This analysis is based on teachers’ responses for 336 schools, excluding schools that appeared to have less than half their teaching staff responding to the TSP, based on a rough calculation of teacher numbers at each school, using teacher:student ratios, and any schools where teachers did not answer questions on the principal’s leadership.

Figure 40 **Principal leadership—interpersonal relationships—the school view**



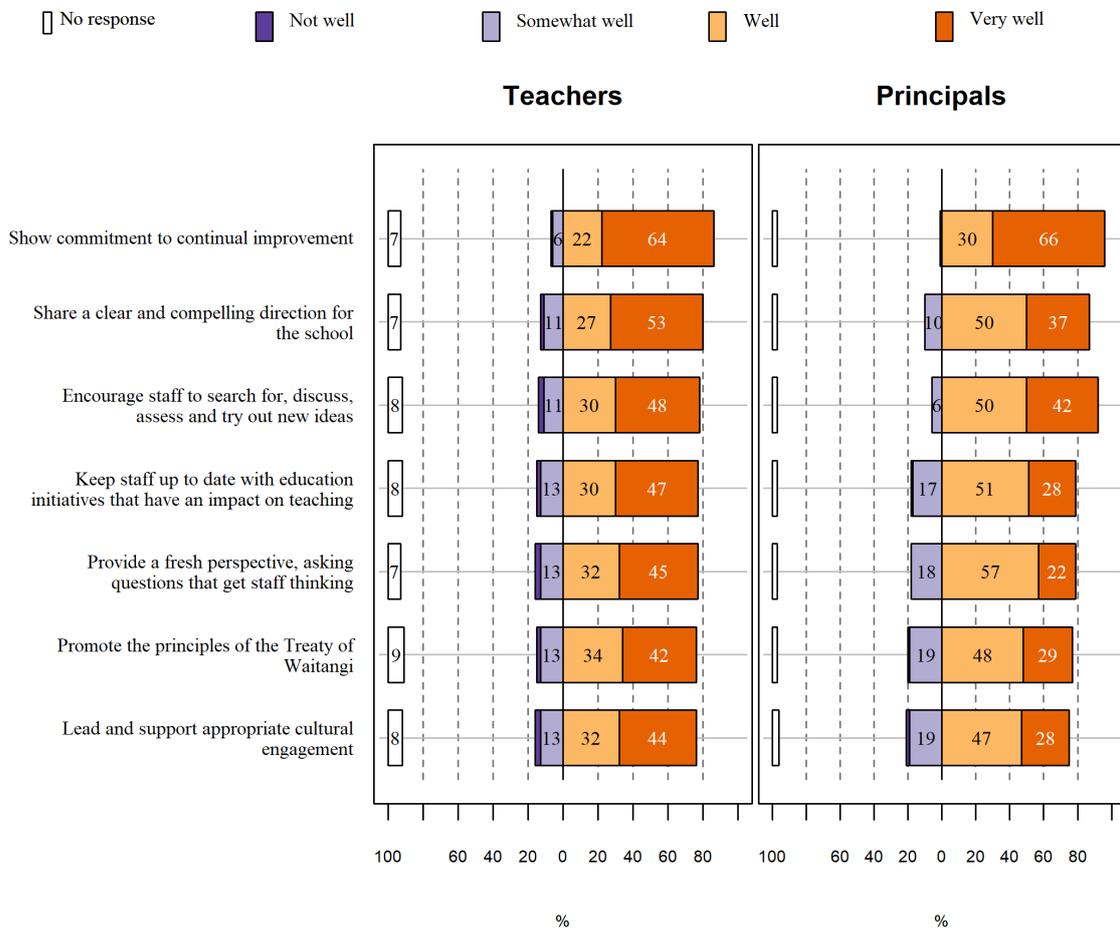
Direction and fresh horizons

Teacher and principal views

Figure 41 shows that the teachers' ratings of their principal's role in providing direction as well as fresh horizons were somewhat lower than they were for their ratings of their interpersonal relationships. They rated their principal highest in their commitment to continual improvement, followed by their sharing a clear and compelling direction for the school.

Unlike the other aspects of *Principal leadership*, or the *School practices* domains, it is the teachers who are the more positive here in terms of rating a principal leadership practice "very well". Apart from one item, showing commitment to continual improvement, the principals seem to be measuring themselves against a more demanding standard than the teachers when it comes to the interface between the school and a horizon of possibility and change.

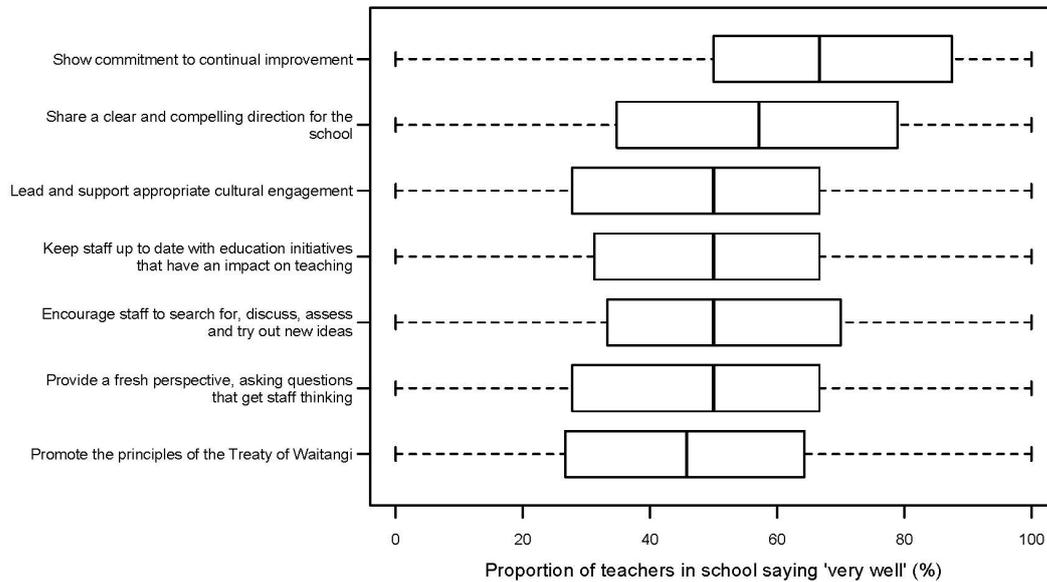
Figure 41 Principal leadership—direction and fresh horizons



School views

Figure 42 shows that the proportion of the teachers in a school who saw their principal acting “very well” to provide direction and fresh horizons varies widely across schools, with slightly more variability around sharing a clear and compelling direction for the school.

Figure 42 **Principal leadership—direction and fresh horizons—school view**



Were reports of principal leadership practices related to school characteristics?

Here we report the results of cross-tabulations of the individual items in the Principal Leadership survey in relation to a broader group of school characteristics.

Teacher views

More primary teachers reported their principal’s practices as being done “very well” than teachers in other **school types**, with the exception of the item “Keep staff up to date with education initiatives that have an impact on teaching”.

There were no marked differences in teacher views of their principal’s leadership on individual items related to the **school socioeconomic decile**. Teachers in decile 1–2 schools rated their principal a little lower than teachers in other schools for some items, but not markedly so.

More **rural school** teachers reported their principal’s practices as being done “very well” for most of the items. Many of these schools are also small, and when it came to **school size**, it was teachers in these schools who gave the highest rating to their principal’s leadership.

Teachers in schools with a low **proportion of Māori students** tended to give higher ratings to their principal's leadership than others, with the exception of their promotion of the Treaty of Waitangi, and leading and supporting appropriate cultural engagement.

Principal views

School type was largely unrelated to principals' views of their own leadership practice, as it was with those who took part in the TSP in 2017. There are indications of a few differences between secondary, intermediate, and primary schools that would need larger numbers of secondary and intermediate principals taking part in the TSP to check.

School socioeconomic decile was unrelated to principals' views: principals in decile 1–2 schools had much the same views of their own leadership as did those in decile 9–10 schools.

School location was related to just two items. Fewer rural principals rated themselves as 'very well' on keeping their staff up to date with education initiatives that have an impact on teaching, or developing others' leadership capability: probably related to **school size** since, on both these items, more principals of medium–large and large schools rated themselves "very well" than those in small and medium-sized schools. More small-school principals than others rated themselves "very well" on showing commitment to continual improvement, creating the conditions for staff to be motivated to do their best for improved student learning, encouraging them to search and try out new ideas, and promoting the principles of the Treaty of Waitangi.

Principals of **schools with rolls of more than 30% Māori students** were most likely to promote the principles of the Treaty of Waitangi, and lead and support appropriate cultural engagement.

Were reports of principal leadership related to principal time for educational leadership?

The principals who strongly agreed that they could schedule enough time for the educational leadership part of their job also rated most of their principal leadership practices more highly than did other principals, particularly the items included in the "direction and fresh horizons" set, which include promoting the principles of the Treaty of Waitangi.

Discussion

The strengths of principal leadership as teachers participating in the 2018 TSP report them can be seen in the items that half or more of them reported being done by their principal "very well":

- show commitment to continual improvement
- care for students

- model the school values
- maintain integrity in difficult situations
- look for solutions, not blame
- share a clear and compelling direction for the school
- care for staff
- work with others to solve problems.

None of the items we asked about had fewer than 25% of the teachers reporting that their principal did them “very well”.

Generally, the teachers participating in the TSP in 2018 were positive about the way their principal led the school. They were somewhat more positive about their principal’s interpersonal relationships and how they work with others than their provision of direction and support for fresh horizons.

Principals were more positive than teachers about the level of their own interpersonal relationships, but more self-critical when it comes to the interface between the school and a horizon of possibility and change. There are indications that this is related to being able to schedule enough time for educational leadership, and that educational leadership is seen by principals as being as much about the interface between the school as it is and what it could be, as about within-school relationships, interaction, and enactment of values.

8. Overall perspective on practice levels

When we developed the TSP in 2017, we used item response theory to construct a scale from the items in each of the three practice areas: teaching, school, and principal leadership. Having these three scales allows us to look at the relationships between the domains making up each scale, and the relationships between the three practice areas. It also allows us to get a sense of whether teachers in different kinds of schools or with different morale or experience report teaching, school, or principal leadership practices as a whole differently.

Although there are some differences in the school characteristics of respondents between the 2017 and 2018 responses, the three 2018 scales produced are very similar to the three 2017 scales, with generally very similar internal correlations between the domains that make up the Teaching Practices and School Practices scales, or the two factors that we found in the Principal Leadership scale, and similar correlations between the three scales. Overall, the teachers who took part in the TSP in 2018 are situated on these scales at much the same levels as those who took part in 2017. This gives us confidence in the reliability of the TSP.

In this section, we start by showing the correlations¹² between the domains for each practice area and between each domain and the scale overall. Then we note the correlation levels between the three scales. We follow that with analysis of how a teacher's score (position) on each of the three scales was related to their workload, morale, their teaching experience, and whether they team-taught; and to school characteristics. Finally, we show the variation between schools in terms of the range of teachers' scores for each of the three scales.

Teaching Practices—correlations overall and between domains

Table 7 shows the correlations between the five domains that make up this scale, and with the Teaching Practices scale as a whole. The five domains all have strong correlations with the scale as a whole, ranging from 0.87 for the domain *Optimising student opportunities to learn* to 0.73 for *Learning-focused partnerships*. The correlations between the domains are less strong but still good, ranging from 0.53 between *Learning-focused partnerships* and *Optimising student opportunities to learn* to 0.66 between *Teaching as inquiry* and both *Being professional* and with *Optimising student opportunities to learn*. The strength of these correlations indicates that a teacher who reports doing things very well in one domain cannot be assumed to always report doing things very well in another domain, but is unlikely to report doing them somewhat well or not well.

¹² Using Pearson's correlation coefficients, where 1 = perfect match, 0 = absolutely no relationship between the two things being compared.

Table 7 Correlations between person scores on Teaching Practices scale and its domains

	Teaching Practices	Optimising students' opportunity to learn	Diversity, equity, and inclusion	Learning-focused partnerships	Teaching as inquiry	Being professional
	All items	8 items	6 items	4 items	4 items	7 items
Teaching Practices	1.00	0.87	0.82	0.73	0.80	0.8013
Optimising students' opportunity to learn		1.00	0.65	0.53	0.66	0.62
Diversity, equity, and inclusion			1.00	0.54	0.60	0.58
Learning-focused partnerships				1.00	0.48	0.47
Teaching as inquiry					1.00	0.66
Being professional						1.00

School Practices—correlations overall and between domains

The correlations between the domains that make up the School Practices scale are shown in Table 8, using teacher responses. There are strong correlations between the seven domains and the scale as a whole, ranging from 0.92 for the domain *Developing professional practice* to 0.72 for the domain *Learning-focused partnerships*.

The correlations between the individual School Practices domains are somewhat stronger than the correlations between the Teaching Practices domains. All but one of the 15 correlations between individual domains are 0.61 or more, with the domain *Developing professional practices* having the highest correlations. The lowest correlation is 0.51, between *Strategic resource allocation* and *Learning-focused partnerships*.

13 This correlation is the only one that differs markedly from the 2017 pattern. It was 0.60 for the 2017 TSP participants.

Table 8 **Correlations between person scores on overall School Practices scale and domains**

	School Practices	School goals	Supportive and caring environment	Coherent curriculum and evaluation	Learning-focused partnerships	Strategic resource allocation	Developing professional practice
	All items	9 items	9 items	9 items	5 items	5 items	16 items
School Practices	1.00	0.85	0.86	0.87	0.72	0.81	0.92
School goals		1.00	0.74	0.75	0.61	0.64	0.74
Supportive and caring environment			1.00	0.75	0.64	0.65	0.77
Coherent curriculum and evaluation				1.00	0.66	0.64	0.75
Learning-focused partnerships					1.00	0.52	0.64
Strategic resource allocation						1.00	0.75
Developing professional practice¹⁴							1.00

The two Principal Leadership factors, *Interpersonal relations* and *Direction and fresh horizons*, were highly correlated (0.88) when we analysed teacher responses.

Relationships between the three scales

Correlations of individual teacher scores on the three scales show a strong relationship between how teachers saw their principal’s leadership and how they saw school practices ($r = 0.69$), which is consistent with the research literature. High levels of effective principal leadership practices are associated with high levels of effective school practices. There was a medium correlation between how teachers saw school practices and the teaching practices we asked about ($r = 0.33$). There is a weak relationship between how teachers saw the leadership of their principal and their own teaching practices ($r = 0.14$).¹⁵ This is consistent with the research literature showing that the links between principal leadership and teaching effectiveness are indirect.

¹⁴ This domain brings together three aspects: professional feedback and support; professional community; and teaching as inquiry.

¹⁵ The correlations for those who took part in the TSP in 2017 were almost identical: 0.70, 0.32, and 0.14 respectively.

Variation between teachers' scores on the three scales related to their own situation

In 2017, we analysed whether teachers' scores (positions) on the three scales were related to aspects of their work life: workload, morale, whether they worked full time or part time, whether they taught in a team or not; and their years of experience.

We found that the higher teachers' **morale**, and the more they thought their workload was sustainable and fair, the higher (more positive) their score on each of the School Practices and Principal Leadership scales, but not on the Teaching Practices scale. The relationship between teachers' views of their workload and their morale is strongest in relation to Principal Leadership. We found the same patterns with the 2018 participants.

Figures 43 to 45 use boxplots¹⁶ to show how teachers' scores on each of the three scales are related to their report of their morale. Figure 43 shows that the more teachers agree that their morale is good, the higher their score is on the School Practices scale. The median score for those who strongly disagree that their morale is good is located around 0 on the School Practices scale, compared with a median score of around 2 for those who strongly agree that their morale is good. It also shows that there are some teachers who strongly disagree that their morale is good whose score on the School Practices scale is 2 or higher, and conversely, some who strongly agree that their morale is good whose score on the School Practices scale is below 0.

16 Boxplots show the distribution of scores on a scale. The median score is the black line in the middle of the box. Half the scores are above this line, and half below. The bottom line of the box has 25% of the scores below it (Quartile 1), and their spread of scores within this bottom 25% is shown by a dotted line. The top line has 25% of the scores above it (Quartile 4), with the spread of scores shown by the dotted lines. The box contains scores in Quartile 2 and Quartile 3, covering 50% of the scores. The width of the boxes is related to the number in a category: here the number of teachers who strongly agree their morale is good was highest, and those who strongly disagreed, the lowest.

The TSP scales use Rasch modelling to locate individuals in relation to their responses to all the items in the scale. The scale is centred around 0. We described the different levels on the three scales in the 2017 TSP report, at https://www.tsp surveys.org.nz/images/TSP_National_Report_2017.pdf

Figure 43 Teacher morale and scores on the School Practices scale

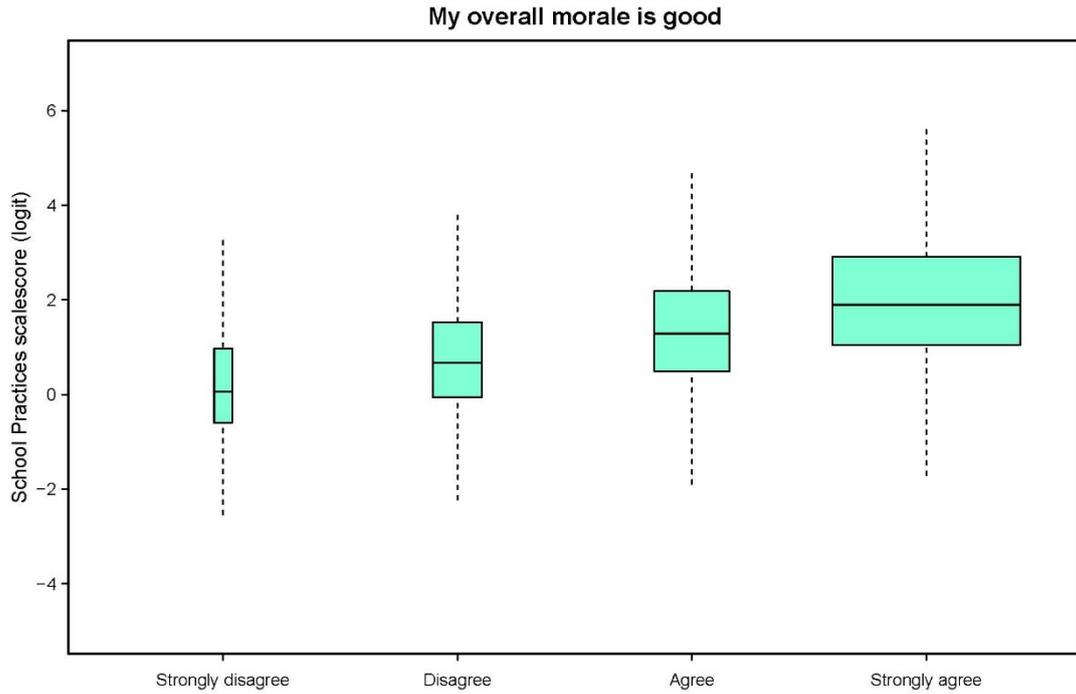
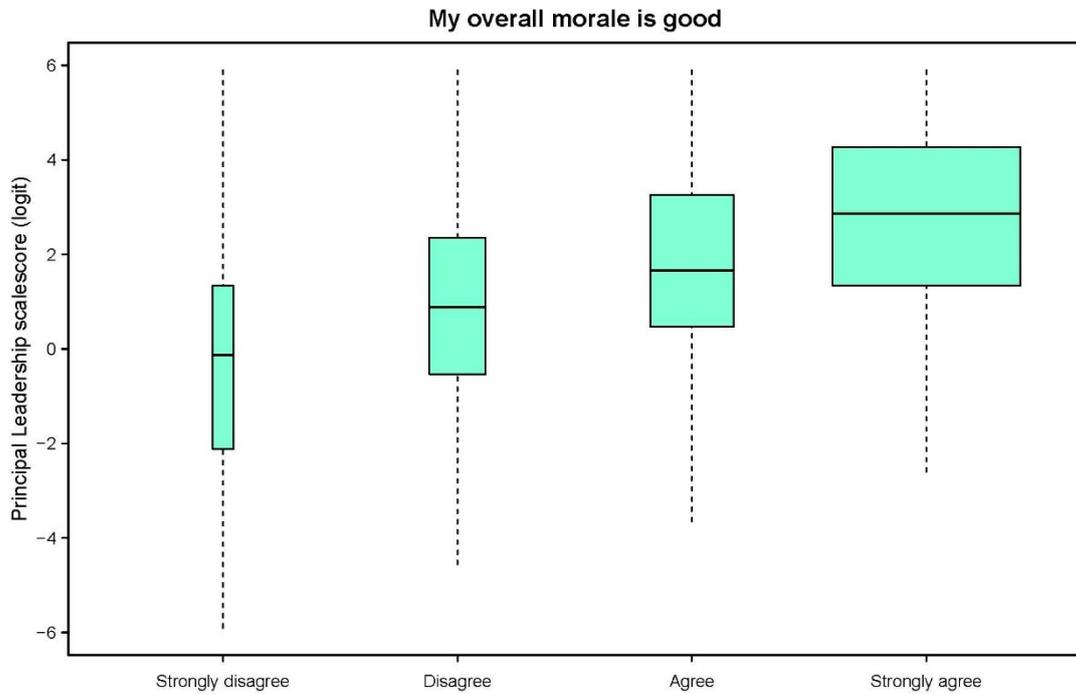


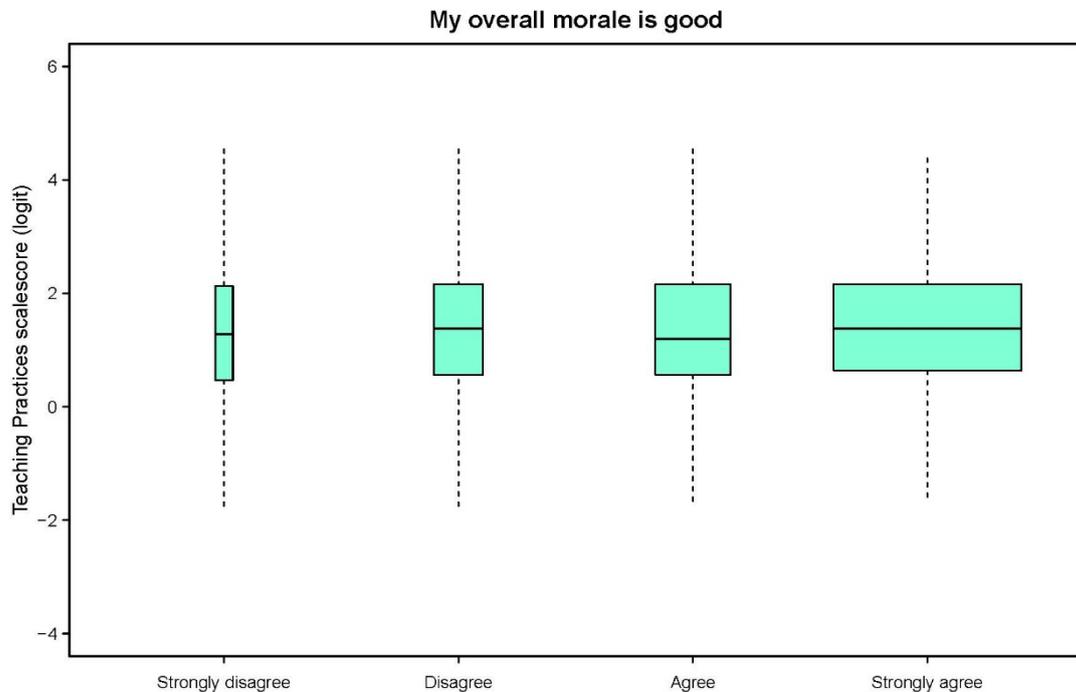
Figure 44 shows that teachers' scores on the Principal Leadership scale rise from a median of around 0 for those who strongly disagree that their morale is good, to a median of around 3 for those who strongly agree that their morale is good. It shows that the more teachers report good morale, the higher they rate their principal's leadership practices. Note that the range of scores is wider among each level of morale in relation to Principal Leadership than it was for School Practices.

Figure 44 Teacher morale and scores on the Principal Leadership scale



By contrast, Figure 45 shows that the median scores on the Teaching Practices scale are much the same for teachers with different morale levels.

Figure 45 **Teacher morale and scores on the Teaching Practices scale**



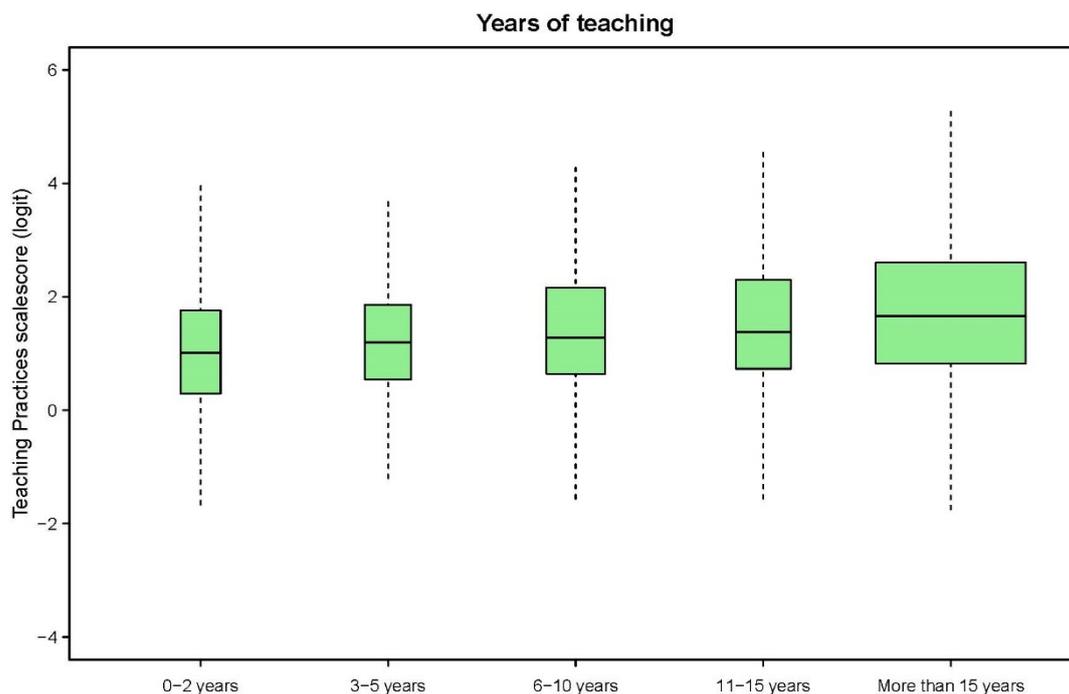
We found that those **team-teaching** all the time had slightly higher median scores on the three scales than those who team-taught part of the time, and those who did not.

Working full time or part time was unrelated to teachers' scores on the three scales.

Years of teaching showed little relationship with views of their principal's leadership, and a small relationship with scores on the School Practices scale (new teachers and those with the most experience both having slightly higher median scores than others).

There was a small increase in teachers' median scores on the Teaching Practices scale as the number of years of experience increased, as shown in Figure 46. Note also that the range of scores on the Teaching Practices scale is also the greatest among those with the most experience (shown by the dotted line).

Figure 46 Years of teaching experience and scores on the Teaching Practices scale



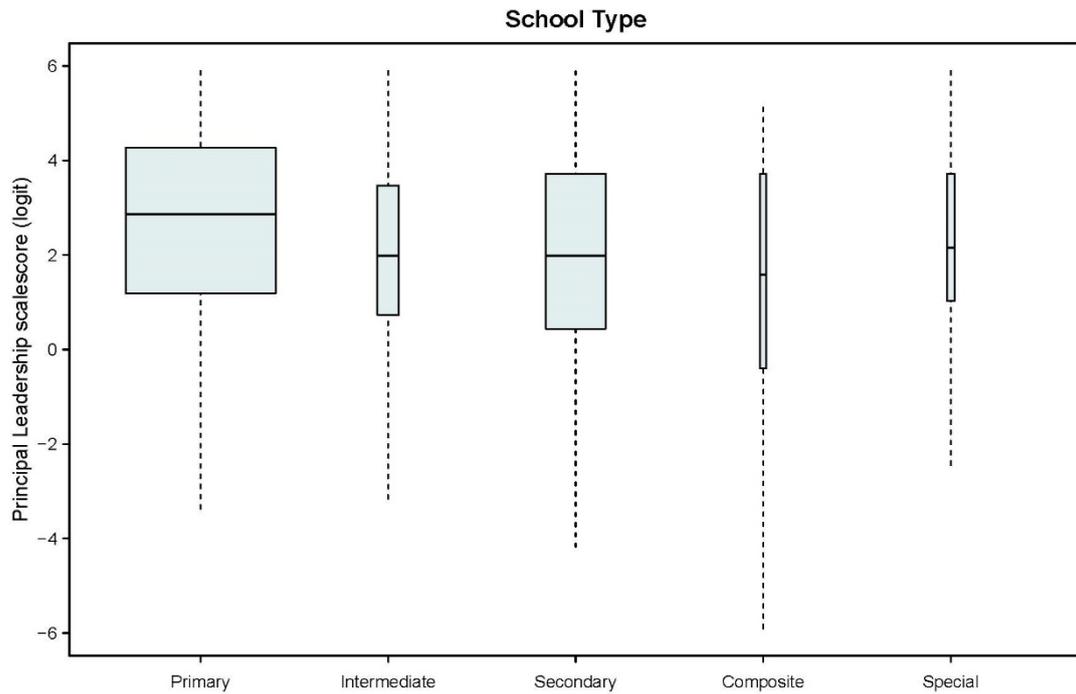
Variation in teacher scores on the three scales and school characteristics

We looked at whether teachers' scores on the three scales varied according to the type of school they taught at (primary, secondary, intermediate, composite, or special), the school's socioeconomic decile (using quintiles: deciles 1-2, 3-4, 5-6, 7-8, 9-10), proportion of Māori enrolment, its size, and location.

We found some differences related to **school type**: more so in relation to score on the School Practices and Principal Leadership scales than the Teaching Practices scale. Caution is needed in relation to the responses from intermediate, composite, and special school teachers, since the numbers are low for these groups.

Figure 47 shows a median scale score of around 3 for primary and special school teachers, around 2 for intermediate and secondary teachers, and slightly lower than 2 for area school teachers. This means that, on average, primary teachers rated their principals' leadership slightly higher than teachers from other types of schools.

Figure 47 School Type and teacher scores on the Principal Leadership scale



Primary, special, and intermediate school teachers taking part in the TSP in 2018 had a median score of around 2 on the School Practices scale (Figure 48), secondary teachers a median score of around 1, and composite teachers slightly lower than 1. This shows that secondary school teachers rated their school practices slightly lower than primary or intermediate schools.

Figure 48 School Type and teacher scores on the School Practices scale

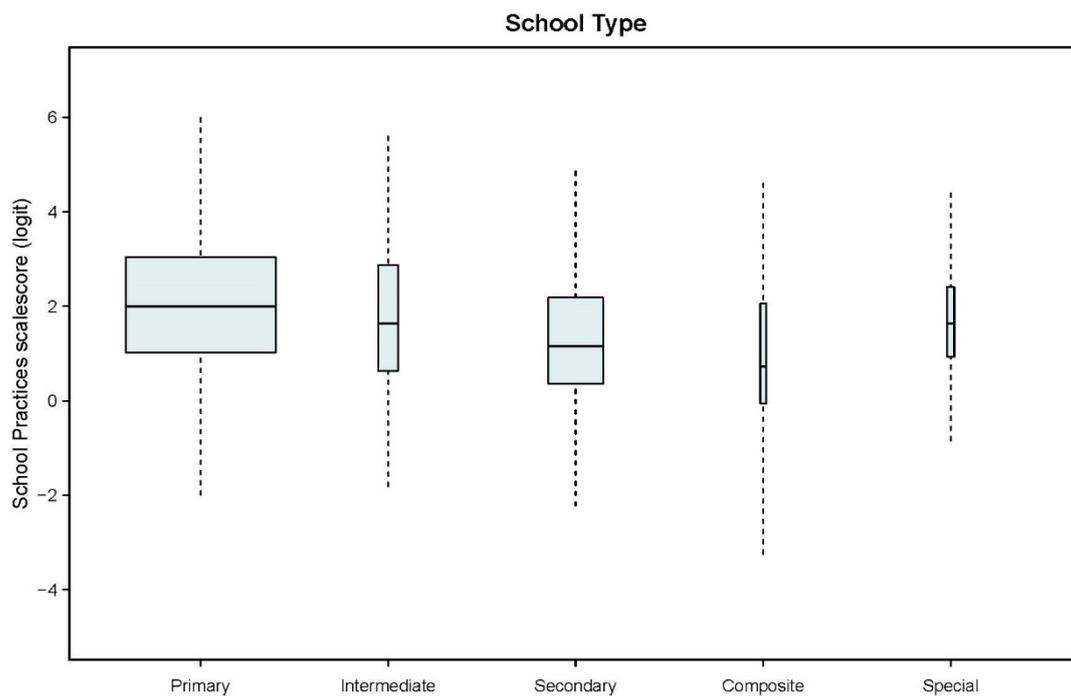
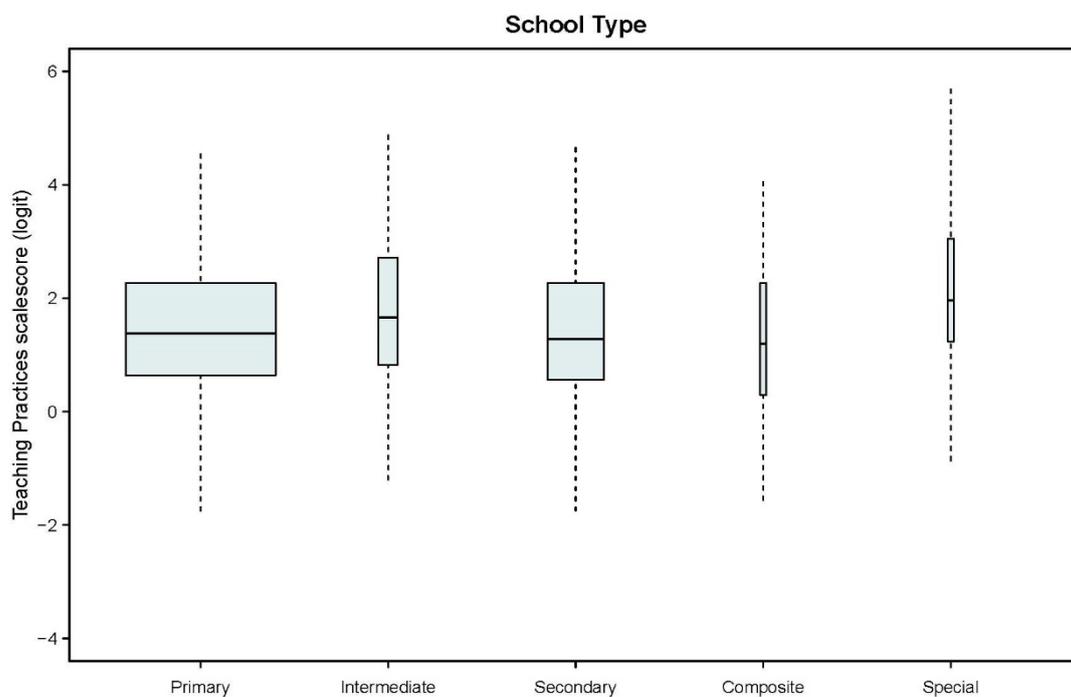


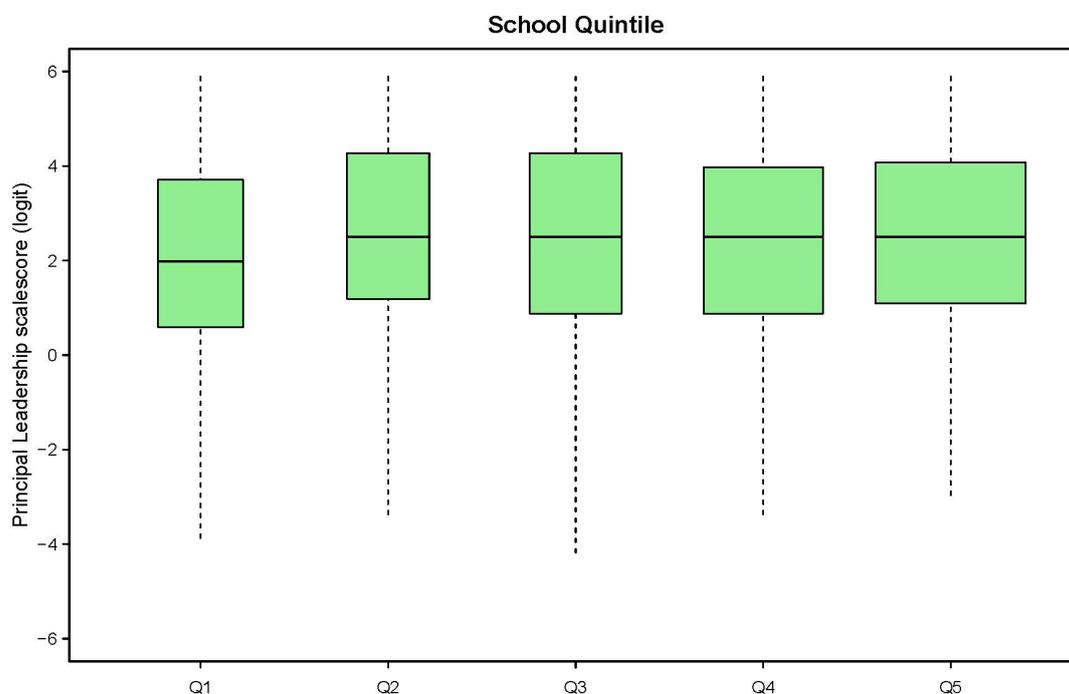
Figure 49 indicates similarity between the teacher ratings of their teaching practices across different school types.

Figure 49 School Type and teacher scores on the Teaching Practices scale



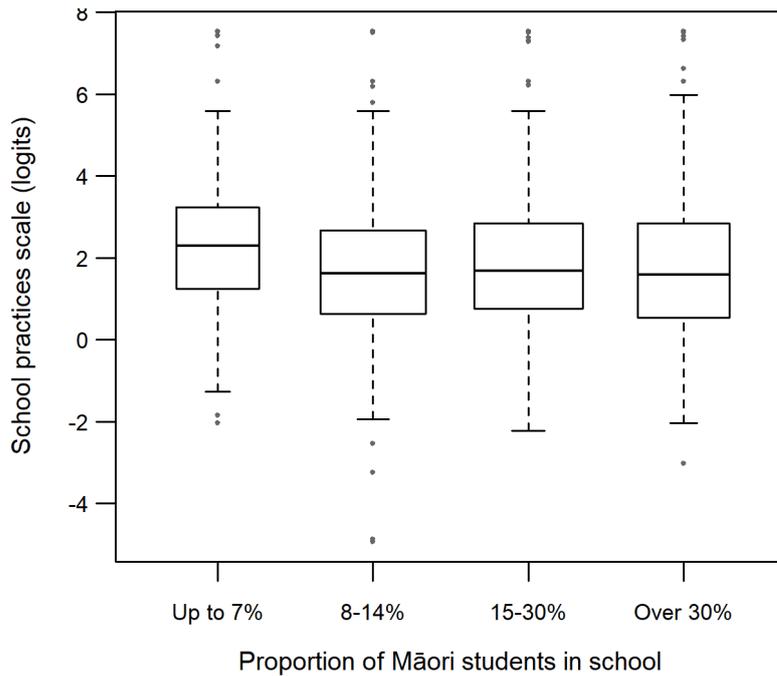
School decile was not related to teachers' scores on the Teaching Practices or School Practices scales, but decile 1–2 (quintile 1) school teachers rated their principal's leadership slightly lower than others, as shown in Figure 50.

Figure 50 **School socioeconomic quintile and teacher scores on the Principal Leadership scale**



We found a slightly higher median score on the School Practices scale for teachers in low Māori enrolment schools (up to 7%), as shown in Figure 51, but no differences related to the proportion of Māori enrolment in a school for teachers' scores on the Teaching Practices and Principal Leadership scales.

Figure 51 **School proportion of Māori students and teacher scores on the School Practices scale**



School size: Teachers in schools with rolls of less than 100 showed slightly lower median scores on the Teaching Practices scale, but slightly higher scores on the School Practices scale and Principal Leadership scale, as shown in Figures 52 to 54. Teachers in the largest schools showed the lowest median scores on the School Practices scale.

Figure 52 **School size and teacher scores on the Teaching Practices scale**

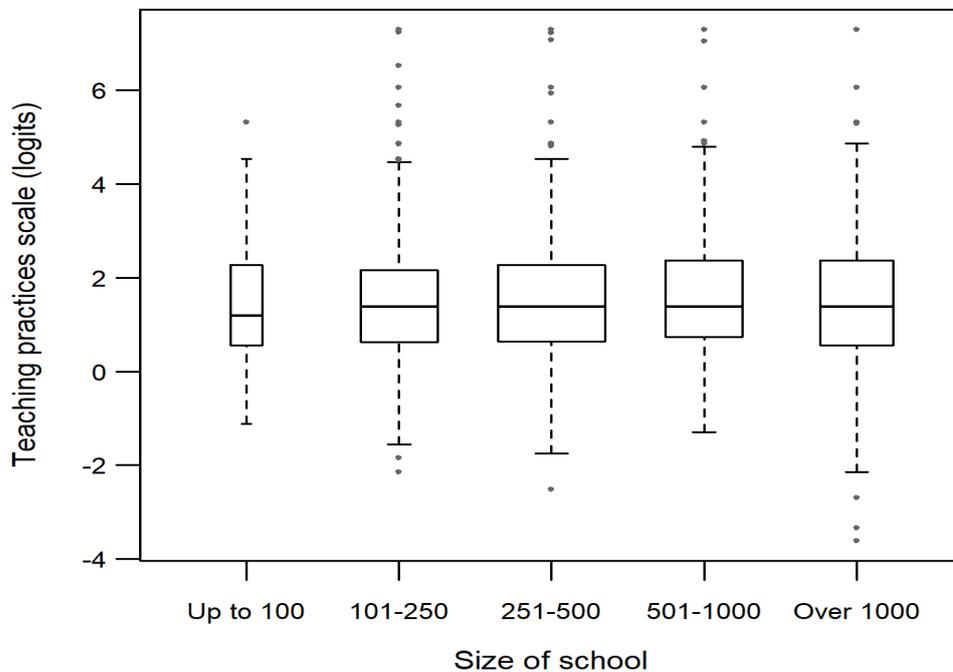


Figure 53 School size and teacher scores on the School Practices scale

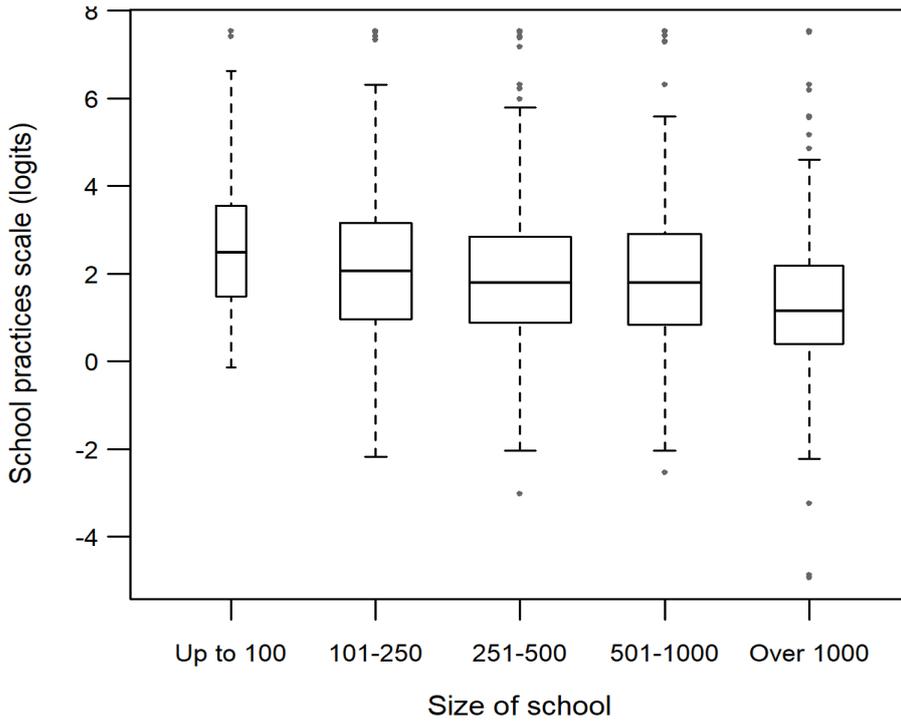
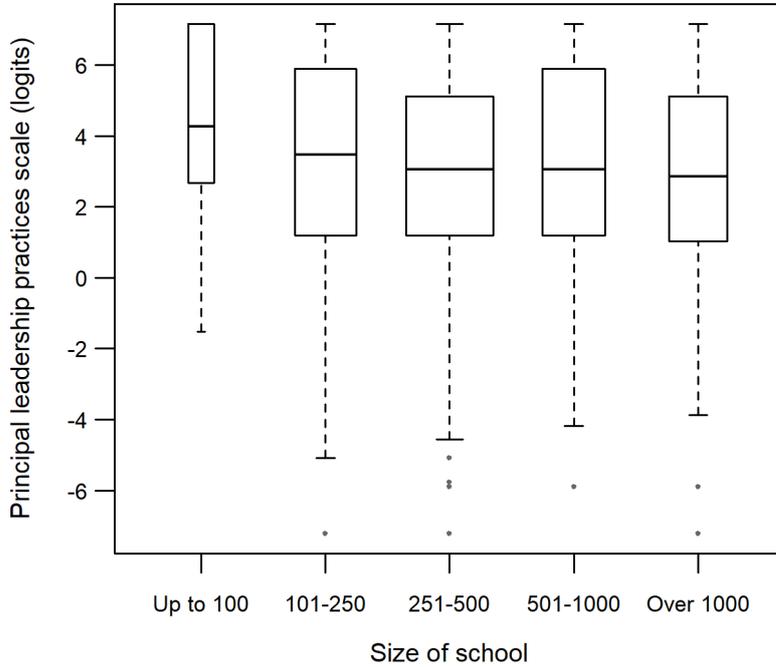


Figure 54 School size and teacher scores on the Principal Leadership scale



School location: Teachers in rural schools had higher median scores on the three scales than teachers in other locations for the School Practices and Principal Leadership scales, but not in

relation to Teaching Practices. The widest spread in teacher scores for Teaching Practices (Figure 55) and Principal Leadership (Figure 56) was evident among teachers in main urban schools.

Figure 55 School location and teacher scores on the School Practices scale

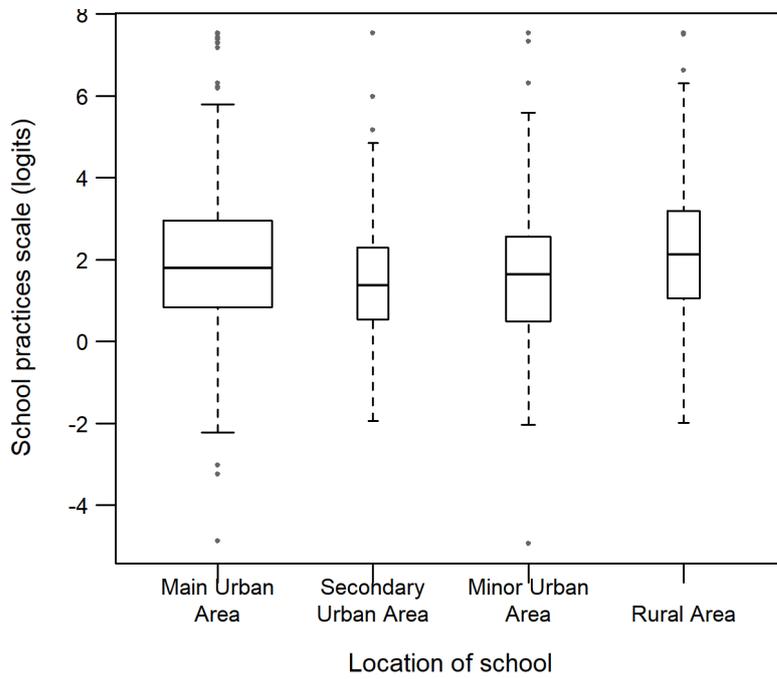
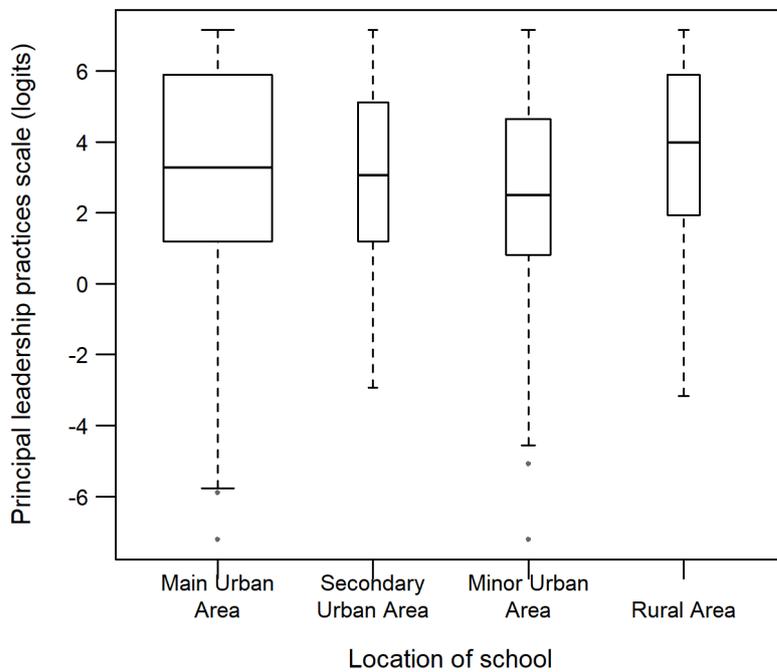


Figure 56 School location and teacher scores on the Principal Leadership scale



Variation within and between schools

The following graphs show, for each of the three TSP scales, both the variation within primary, and secondary schools, and the variation between primary schools, and between secondary schools.

In these graphs, each vertical line represents a school. At the centre of each line (the black dot) is the mean scale score, and size of the dots is proportional to the number of teachers. The vertical thicker, red lines represent a 95% confidence interval for the mean for the school (wider for smaller schools, narrower for larger schools), and the dashed lines show the truncated range of scores for the school (like the whiskers in boxplots, they show the middle 90% of the scores, not the outliers).

Figure 57 Teaching practices—the range between primary schools

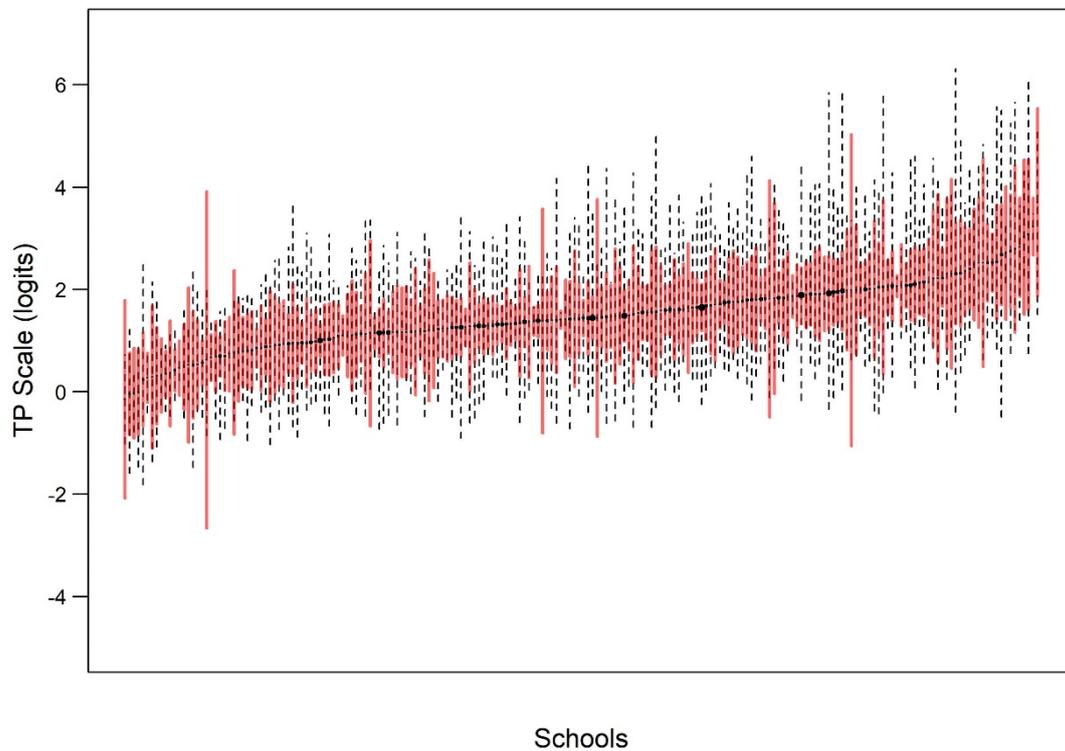


Figure 58 School practices—the range between primary schools

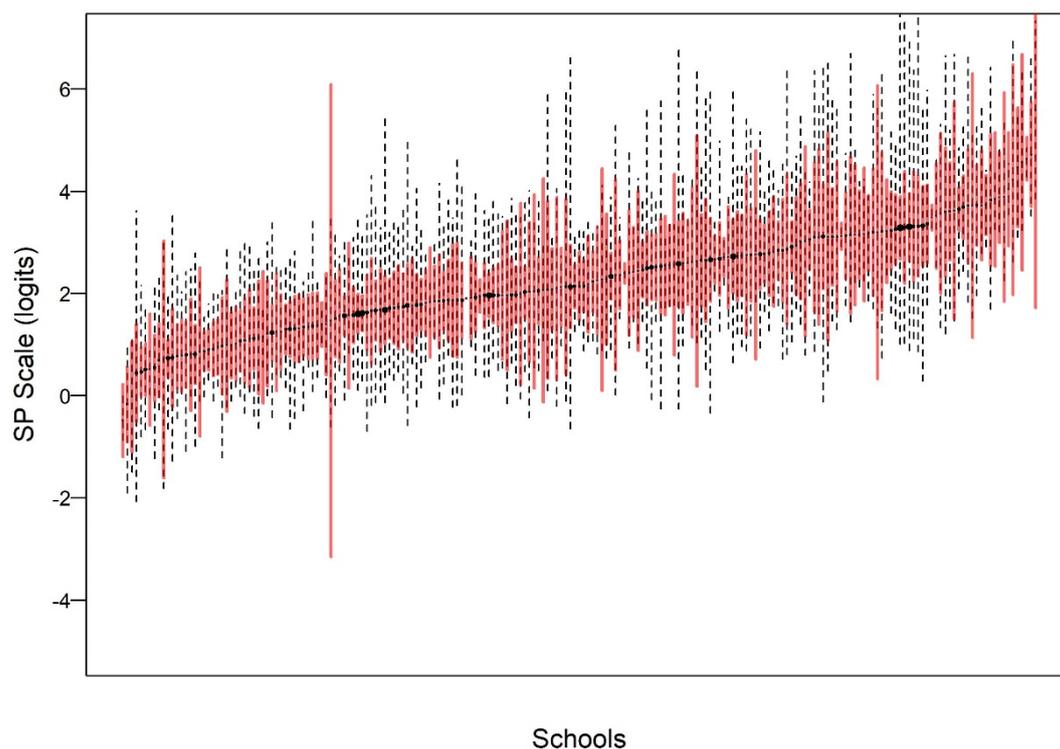
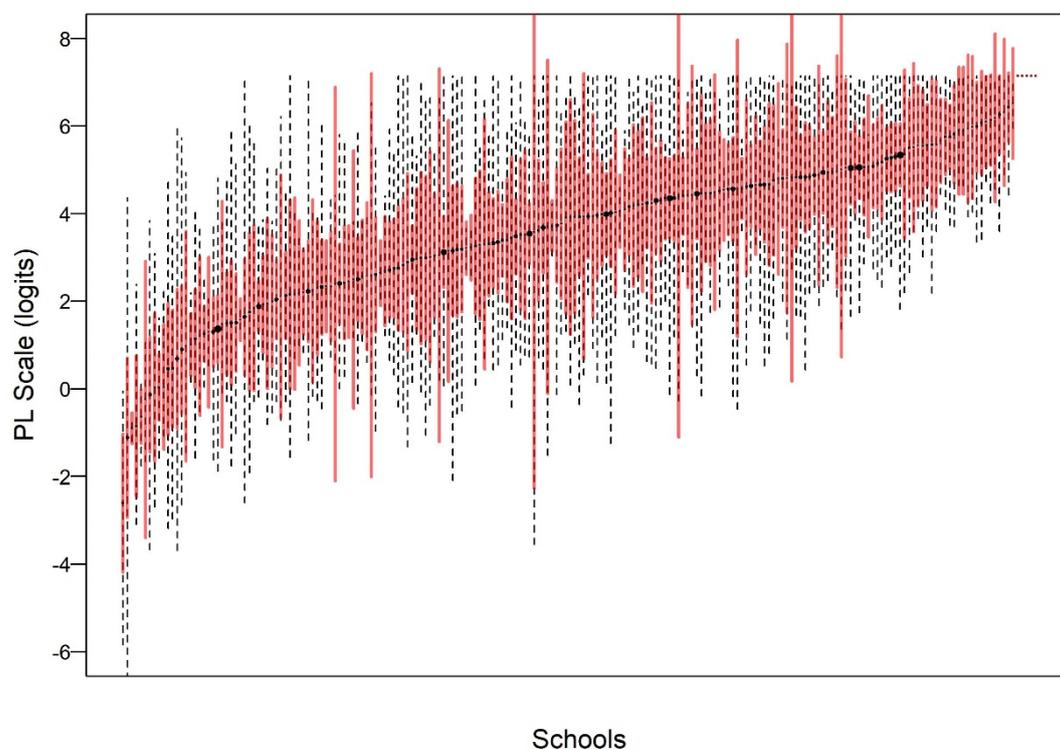


Figure 59 Principal leadership—the range between primary schools



There was less variation between and within the secondary schools than we saw for the primary schools taking part in the 2018 TSP. Variation between and within secondary schools in relation to teachers' positions is widest on the Principal Leadership scale, followed by the School Practices scale, then the Teaching Practices scale.

Figure 60 Teaching practices—the range between secondary schools

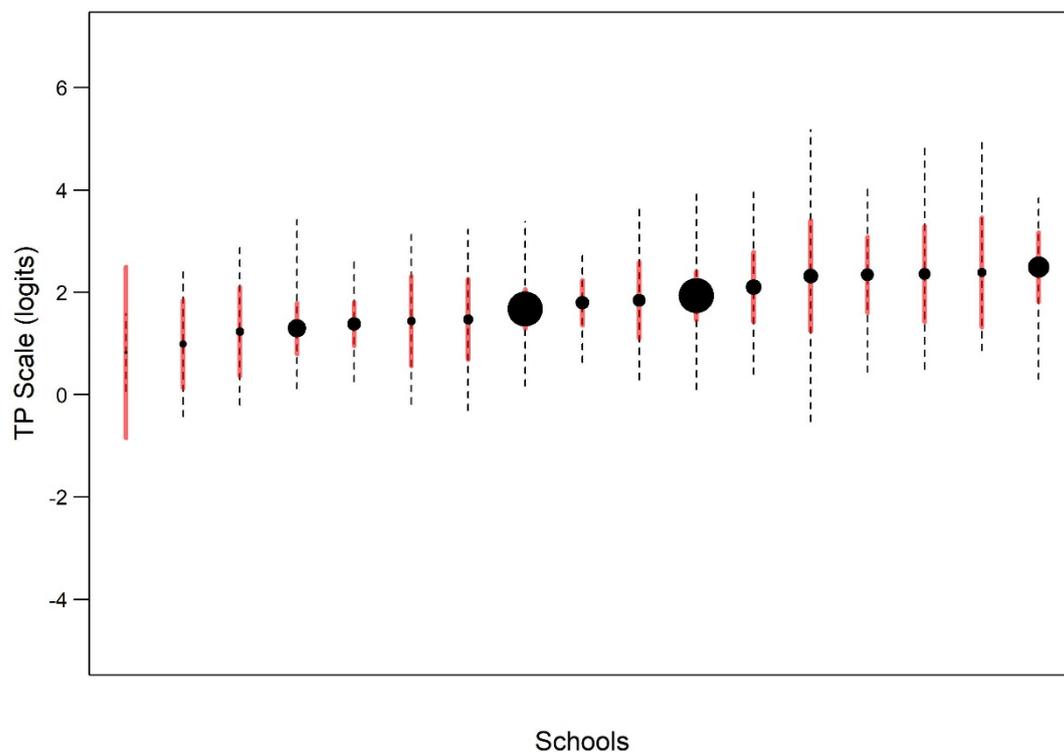


Figure 61 School practices—the range between secondary schools

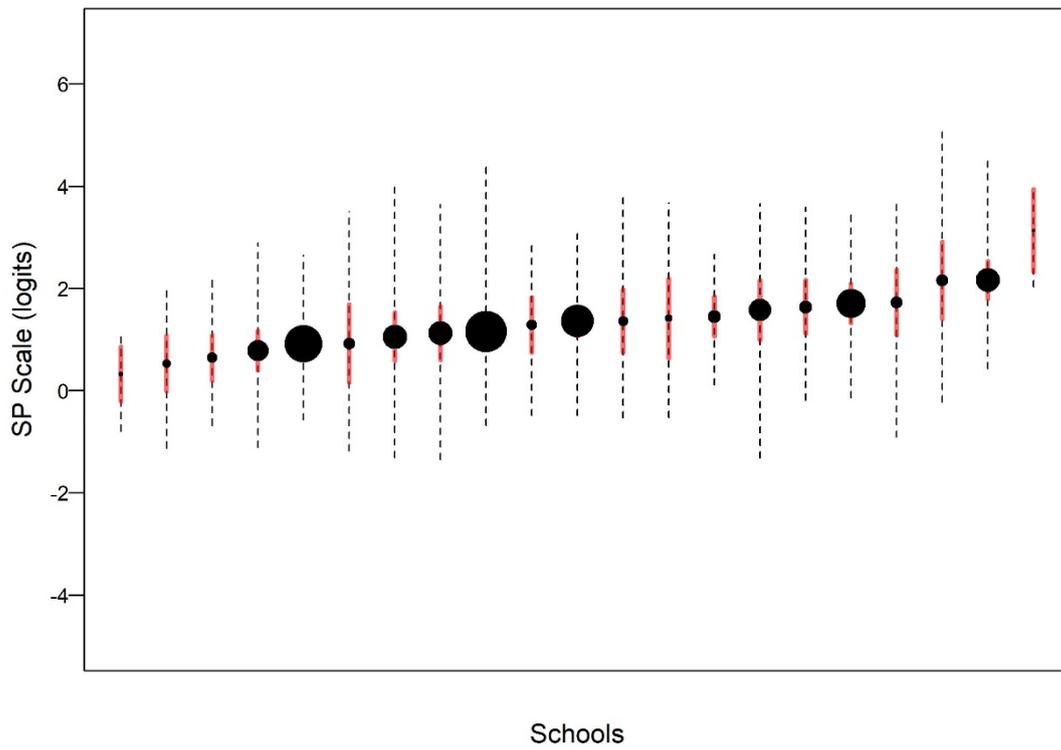
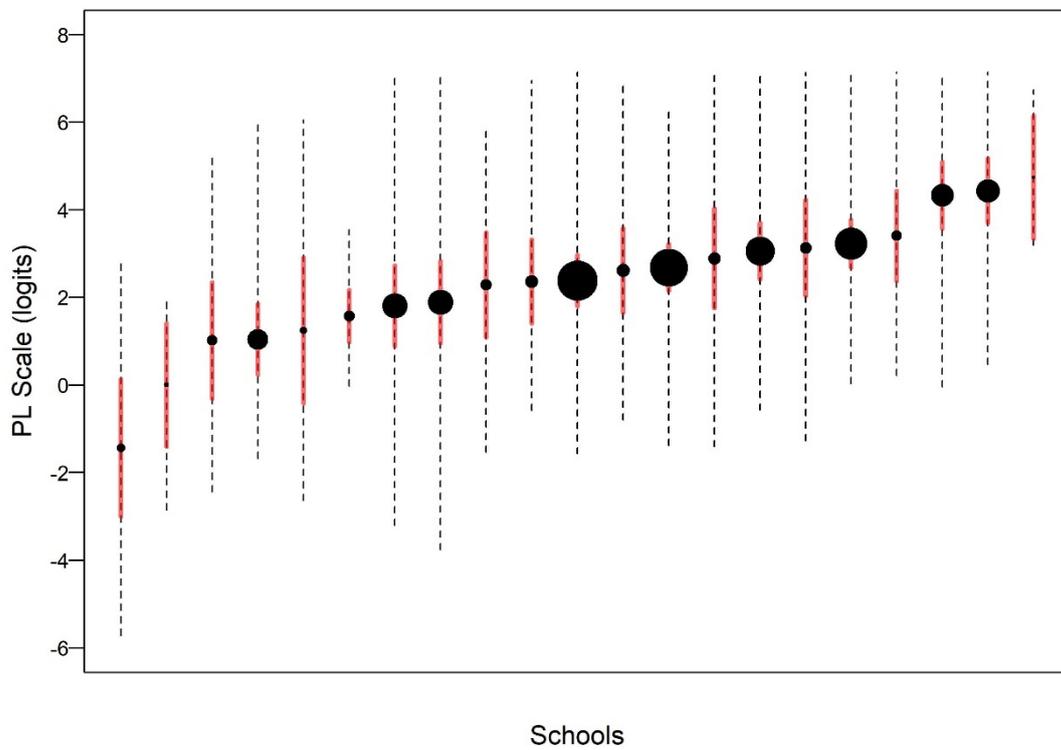


Figure 62 Principal leadership—the range between secondary schools



9. Comparing 2017 and 2018 responses for schools that did the TSP in both years

We were interested to see how TSP responses would differ a year apart, to get some sense of what degree of change could occur within what is a short time frame in the work of schools. There were 109 schools that participated in both 2017 and 2018, and 97 principals, allowing us to investigate this question. These may be schools that are particularly interested in using data formatively.

Teacher responses 2017–2018

We compared the 2017 and 2018 teacher¹⁷ aggregate responses at the 109 schools where teachers responded to the survey in both years. From these schools, there were 1,780 teachers taking part in the TSP in 2017, and 1,763 in 2018. These are not necessarily the same teachers, but the 2017 and 2018 participants have a similar profile in terms of their years teaching, and whether they work full time.

Our comparison is of the overall picture for these 109 schools, rather than changes within individual schools.¹⁸ We compared responses for each of the items in the three TSP surveys, and in relation to answers on workloads and morale.

The picture for both years is very similar in relation to workload and morale, and the Teaching Practices items.

There are shifts upwards for a few School Practices and Principal Leadership survey items, shown in Tables 9 and 10. We include shifts of 5 percentage points or more.

¹⁷ We did not include responses from teaching principals in this comparison of teachers' responses between 2017 and 2018. We also excluded non-respondents for each item.

¹⁸ This analysis could be done using scale scores and a random effects model, grouping teachers within their school. Had we more time, we would also have looked at individual schools to see if some of the changes we saw at aggregate level occurred in a small number of these schools only, or were more widely distributed.

Table 9 **Increases in teacher ratings of School Practices items 2017 to 2018**

Very like our school	2017 %	2018 %
Everyone is involved in some form of inquiry, including the school leadership	60	67
Teachers new to the school are systematically guided into the practices we have found effective with our students	29	36
Teachers get meaningful feedback from colleagues on their teaching and students' learning	30	35

Table 10 **Increases in teacher ratings of Principal Leadership items 2017 to 2018**

Very well	2017 %	2018 %
The principal promotes the principles of the Treaty of Waitangi	40	47
The principal leads and supports appropriate cultural engagement	44	50
The principal cares for staff	54	59

Principal responses 2017–2018

The TSP survey was completed by principals in 97 schools in both 2017 and 2018. It is highly likely that the principal remained the same in both years. Again, our comparison is of the overall picture for these 97 schools, not changes within individual schools. Principal responses show greater shifts than the teacher responses, as one would expect with the small number involved. There is a range of patterns.

Increases

There are some marked increases related to School Practices items about undertaking inquiry.

Table 11 **Increases in principal ratings of School Practices items relating to inquiry 2017 to 2018**

Very like our school	2017 %	2018 %
Everyone is involved in some form of inquiry, including the school leadership	45	71
We have used inquiry to make worthwhile changes in our teaching and student learning	33	52
Teachers have a shared understanding of the process of inquiry	32	41

Four other School Practices items were reported by more of these principals to be “very like our school” in 2018 compared with 2017.

Table 12 **Increases in principal ratings of School Practices items 2017 and 2018**

Very like our school	2017 %	2018 %
We regularly share our students’ progress within teaching teams and discuss strategies to improve the progress of students who are of concern	63	71
Staff share knowledge about individual students that helps us understand their needs and reactions	57	70
Staff take the initiative to identify and resolve problems	43	52
Time for teacher inquiry and evaluative work is protected	32	41

A different pattern evident in comparing 2018 and 2017 principal responses for these schools was a decrease in the proportion of principals perceiving a statement to be “very like our school”, and an increase in those perceiving it to be “moderately like our school”. Here are the items in which the difference between 2017 and 2018 principal responses was 9 percentage points or more for principals saying “very like our school”, and increases in those saying “moderately like our school”.

Table 13 **Decreases in principal ratings of School Practices items 2017–2018**

Very like our school	2017 %	2018 %
School goals set high expectations for students	83	68
There are clear school-wide goals for the academic achievement of Māori students	51	42
Our school has the expertise and resources for high-quality learning across all NZC learning areas	49	35
There is systematic monitoring of each student’s progress	60	51
We seek and are responsive to parents and whānau views about their child’s learning	58	46
Things that don’t work well are seen as opportunities for learning	71	44
We discuss trends in society and the economy and what they might mean for our teaching now and in the future	52	35

Principals' ratings of their own leadership practices did not increase, but there were some that they rated less highly than in 2017.

Table 14 **Decreases in principal ratings of Principal Leadership items 2017–2018**

Very well	2017 %	2018 %
Show commitment to continual improvement	80	69
Provide a fresh perspective, asking questions that get staff thinking	37	26
Consult staff appropriately before making most important decisions	43	32
Work with others to solve problems	70	60
Develop others' leadership capabilities	47	39

Possible reasons for the decreases in principals' ratings of school and principal leadership practices items include taking a more critical eye to their practices, a decline in the practices, or a change in principal.

These changes in the overall pattern of responses for teachers' and principals' schools that did the TSP in both 2017 and 2018 raise questions that we would like to follow up by looking at patterns for individual schools, and then discussing the changes with schools.

For example, where we see changes in individual schools, what were they focusing on both before and after they did the TSP in 2017? What use did they make of the TSP to support what they were focusing on? Are their stories different from other schools that also used the TSP in both years, and where we see no change? Such follow up would allow us to understand more about how this tool can best support desirable change, and the conditions and supports that foster improvement.

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