



Principals as Literacy Leaders (PALL)

Seven Years On: Sustainability and Impact in Victorian Schools

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Since it was first funded in 2010 for 60 primary principals of disadvantaged schools by a Commonwealth government grant under the Closing the Gap strategy the Principals as Literacy Leaders (PALL) program has been focused on supporting school leaders to provide teachers with the skills and resources they need to improve Reading achievement in their schools. By the end of 2017 approximately 1500 school leaders from all states and territories in Australia will have undertaken this program. Since the Pilot Program, additional cohorts of school leaders have been funded by State Departments of Education, Professional Associations and individual schools all over Australia. Many of the programs had associated research looking at various outcomes of the learning gained from the program. To date there have been six published studies, including one that considered PALL for principals working in indigenous communities (PALLIC), numerous conference papers, chapters and journal articles and a book that is currently in press with Springer. In late 2016 further data were collected from case study schools that had been the subject of previous case study research in 2014. The current paper will provide an overview of PALL and the previous research but will focus on the most recent data collection which was designed to look at the sustainability of the learning from PALL over time and to consider its impact on leadership strategies, teaching practice and student engagement, learning and achievement in Reading. The results suggest that PALL has had a major impact on these schools, but that certain leadership qualities are key to its sustainability over time. It also found that teaching practices are more focused, data collection, analysis and decision-making is more focused and that students are achieving better in Reading, using both school measures and national testing data.



7

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