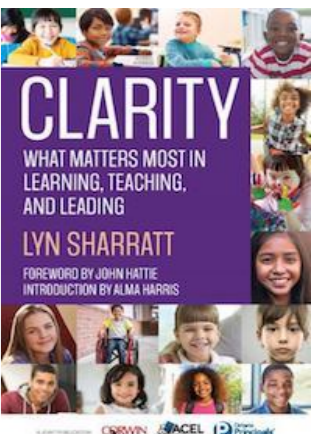


CLARITY: What Matters MOST in Learning, Teaching & Leading

Moving From Numbers to FACES as Transformational Leaders!

Dr. Lyn Sharratt
May 2024



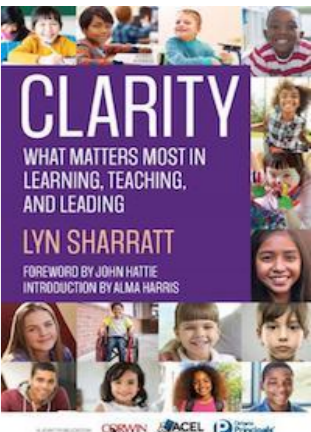
Welcome



drlynsharratt@gmail.com @LynSharratt
www.lynsharratt.com #FACESLyn

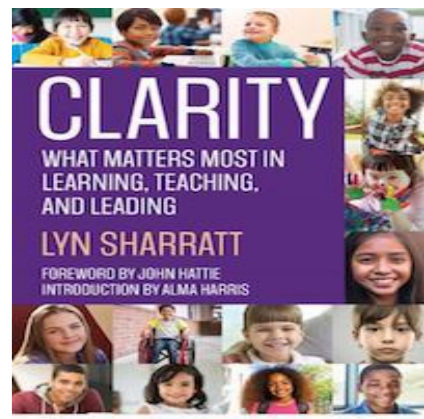
lyn_sharratt on Instagram
'FACES Friday' on lynsharratt.com

Join the “Educational Leadership Group” on
LinkedIn (204,000+ members to date)



Transformational Leaders are High-Performance Leaders

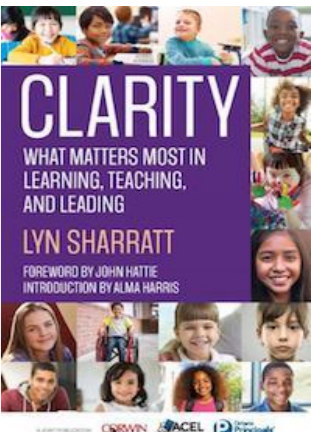
- articulate the vision at every opportunity
- build consensus re school priority that is aligned with system priority
- **have high expectations – set targets with laser-like focus on Students’ Growth and Achievement**
- give support and build trust
- **understand high-impact classroom practice: focus on quality teaching**
- provide intellectual stimulation
- alter structures to focus on students’ **progress/well-being**
- strengthen the “culture of learning” as your core business at every level



LI: We are learning that ...

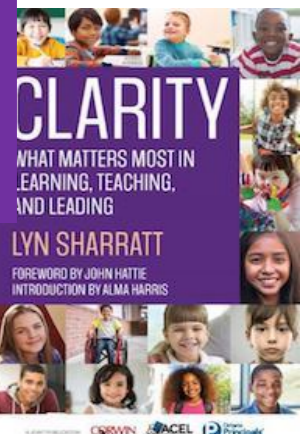
Clarity develops *as you go*,
not before you go.

LF LEADERSHIP FREAK



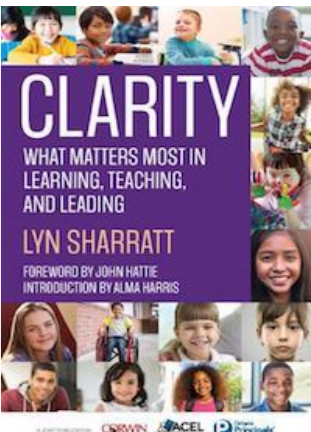
Success Criteria

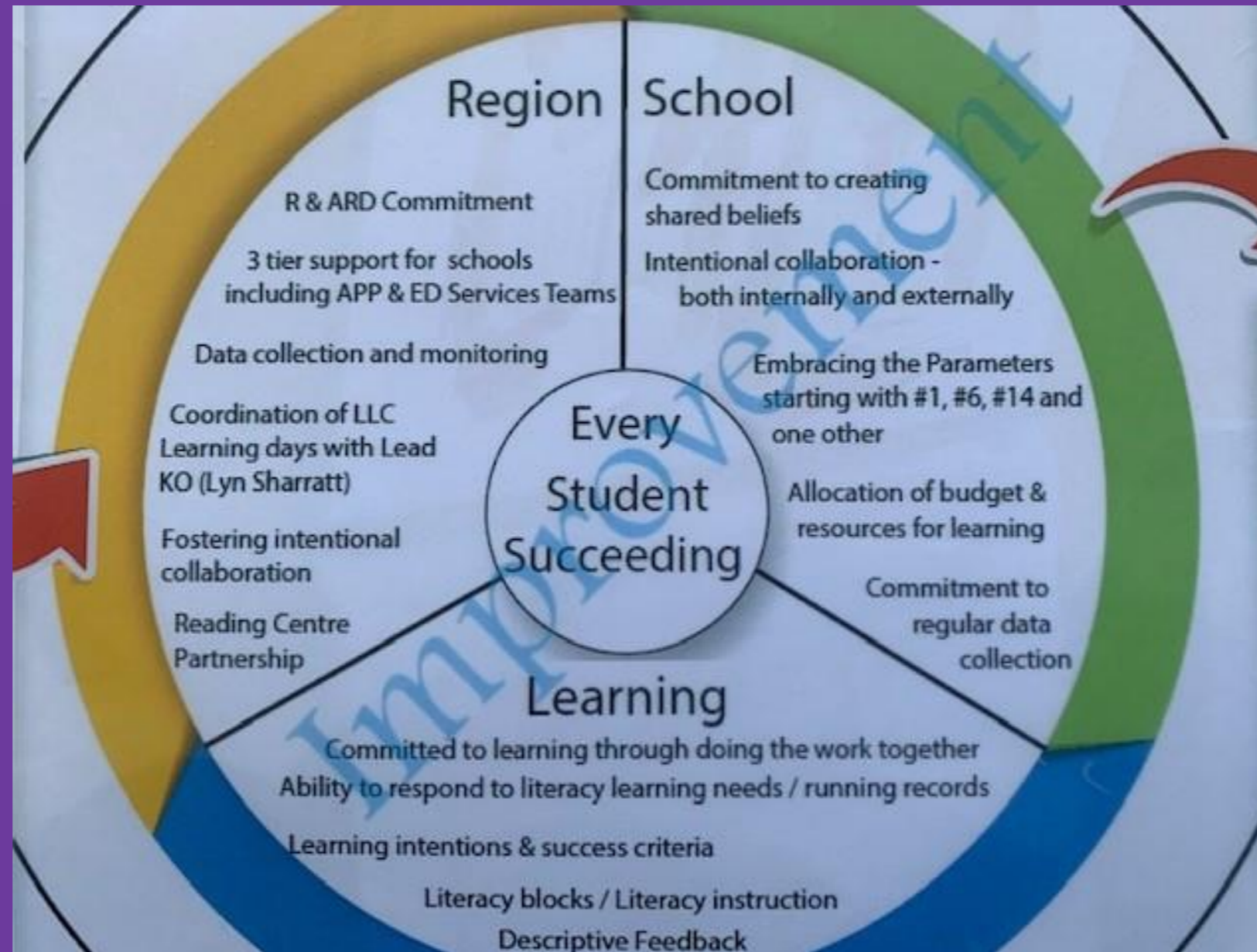
Data Considerations as System & School Leaders



Strategic Plans as Data

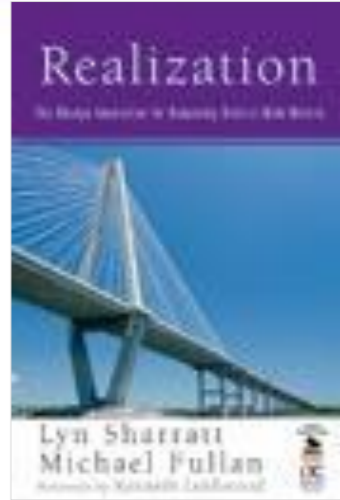
- Plans do not make a difference unless they have a singular focus (Heck and Hallinger, 1996)
- Can you put your plan on one-page?
- Do you see evidence of your plans in schools and classrooms?
- Is there a Watermark that signals your Priority?

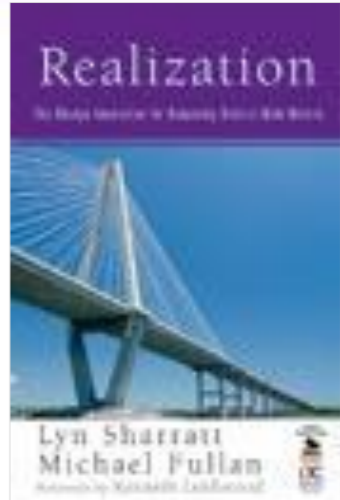




What is Your Watermark?

Data: 14 Parameters of System and School Improvement (Sharratt & Fullan, 2009, 2012, 2022)

<p>Shared Beliefs and Understanding</p>	<p>Designated Knowledgeable Other</p>	<p>Ongoing assessment improves instruction</p>	<p>Principal as Learning Leader</p>	<p>Early & on-going intervention</p>
<p>Case management approach</p>	<p>Job-embedded PL</p>	<p>Collaborative assessment of student work</p>	<p>Multi-modal resources in central place</p>	<p>Commit school budget to priority</p>
<p>Staff commitment to learning</p>	<p>Parental & community involvement</p>	<p>Literacy instruction in content areas</p>	<p>Shared responsibility & accountability</p>	



Alignment of The Plan for Public Education and The 14 Parameters

NSW Department of Education

Our Plan for NSW Public Education
Transforming lives through learning

Our plan is built on the power of public education to provide opportunities for all and transform lives through learning. Our plan sets our direction and priorities for the coming years and harnesses the commitment of our teachers and schools to provide an outstanding education for every learner. Our approach has been informed by evidence and insights from engagement with our education community.

Our commitment
Every student learns, grows and thrives in an equitable and outstanding education system.

Acknowledgement of Country
We recognise the Traditional Custodians of the lands where we learn, work and live, paying respect to Elders past and present as teachers of knowledge, wisdom and stories. We strive to ensure every NSW Aboriginal and Torres Strait Islander learner achieves their potential through education.

11 Collaboration and Inquiry
* Together we will
* opportunities for all
* Not specifically mentioned in document

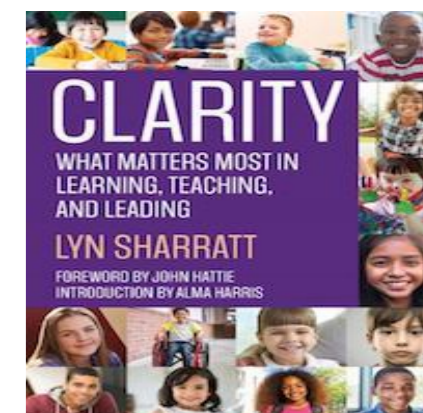
Together we will	Advance equitable outcomes, opportunities and experiences	Strengthen trust and respect for the teaching profession and school support staff	Give children the best start in learning	Deliver outstanding leadership, teaching and learning	Strengthen student wellbeing and development	Provide meaningful post-school pathways
With a goal that	<ul style="list-style-type: none"> Foster a culture that values diversity by advancing reconciliation and eliminating barriers Ensure schools have access to staff and resources they need Prioritise resources where the need is most Develop targeted, evidence-informed initiatives and supports Embed diverse learner, family and staff voices in decision-making Provide broad, inclusive and rich curriculum with strong co-curricular activities 	<ul style="list-style-type: none"> Address staffing shortages Attract and retain more high-quality teachers, especially in high-need locations and specialist roles Ensure initial teacher education is fit for purpose by partnering with the university sector Improve staff wellbeing Address workload pressures to ensure a manageable workload for all staff Support staff development through high-quality and accessible professional learning Make public education a more attractive career with more quality career pathways Strengthen development for leaders at all stages of their careers 	<ul style="list-style-type: none"> Increase investment and participation in preschool for all children Build new public preschools in locations with public pressure Create better learning environments for early education and primary Deliver the NSW Aboriginal Early Childhood Education 	<ul style="list-style-type: none"> Support schools to deliver school excellence through continuous improvement Deliver effective teaching including explicit teaching and effective feedback underpinned by high expectations Strengthen educational and instructional leadership Provide high-quality, evidence-based curriculum resources Increase student literacy and numeracy Strengthen high-quality assessment practices Empower how data is used to inform teaching 	<ul style="list-style-type: none"> Implement evidence-informed, whole-school wellbeing approaches Create positive school cultures that value student voice Build partnerships with students and families to connect them with the support they need Provide equitable access to services by building partnerships across agencies Expand counselling services in schools Improve support for students at all transitions through school Ensure schools are inclusive and safe 	<ul style="list-style-type: none"> Enhance access to high-quality vocational education and training (VET) in schools, school-based apprenticeships and traineeships, and HSC pathways Support, inform and inspire all students to choose post-school pathways options aligned to their goals Improve access, opportunities and choice across post-school pathways including university, training and work for all students
So	Every learner receives a high-quality education that enables them to excel	Our teachers and staff feel valued, included and supported to perform at their best	All children have the best start in life	Every student achieves ambitious learning gains every year	Every student is known, valued and cared for	Every student finishes school ready to succeed in their chosen pathway as an informed, responsible citizen
And we measure success	<ul style="list-style-type: none"> Reducing gaps in student outcomes due to structural inequities Increasing community confidence in public education 	<ul style="list-style-type: none"> Increasing the number of staff so every needs them Increasing the proportion of teachers and school staff who feel valued, trusted and respected in their profession 	<ul style="list-style-type: none"> Increasing the proportion of children enrolled in preschool Increasing the proportion of children who are developmentally on track 	<ul style="list-style-type: none"> Improving literacy and numeracy outcomes for all students Increasing the proportion of students completing Year 12 in public schools 	<ul style="list-style-type: none"> Increasing the proportion of students reporting a sense of belonging Increasing attendance rates 	<ul style="list-style-type: none"> Increasing the proportion of students who take up university, training or work in the year after school

Enabled by








Support services that are efficient, effective and easy to access

School infrastructure that meets the needs of a growing population and supports improved student outcomes

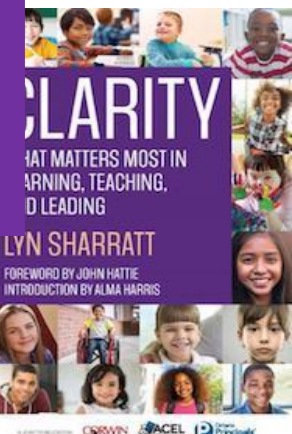
Our values: Excellence, Integrity, Equity, Accountability, Trust, Service



Alignment is Key to Answer ‘The What, Why and ‘The How’: ‘The How’ is the 14 Ps in CLARITY Learning Suite (CLS)’

Plan for NSW Public Education	CLS Parameter Alignment	
Every child in NSW deserves an outstanding education, and this is our driving ambition		Shared Beliefs and Understandings
Transparent and collaborative—we have consulted widely in developing this plan, and we will provide regular updates on progress and opportunities to provide further input as we implement specific actions		Quality Assessment Informs Instruction
Staged and integrated – to ensure we minimise disruption to our staff and schools		Allocation of System and School Budgets for Learning
Specific and measurable— progress will be tracked annually to have visibility of impact		Quality Assessment Informs Instruction
We will use success measures to monitor our progress towards providing equitable and outstanding public education.		Quality Assessment Informs Instruction
		Early and Ongoing Intervention
		Case Management Approach

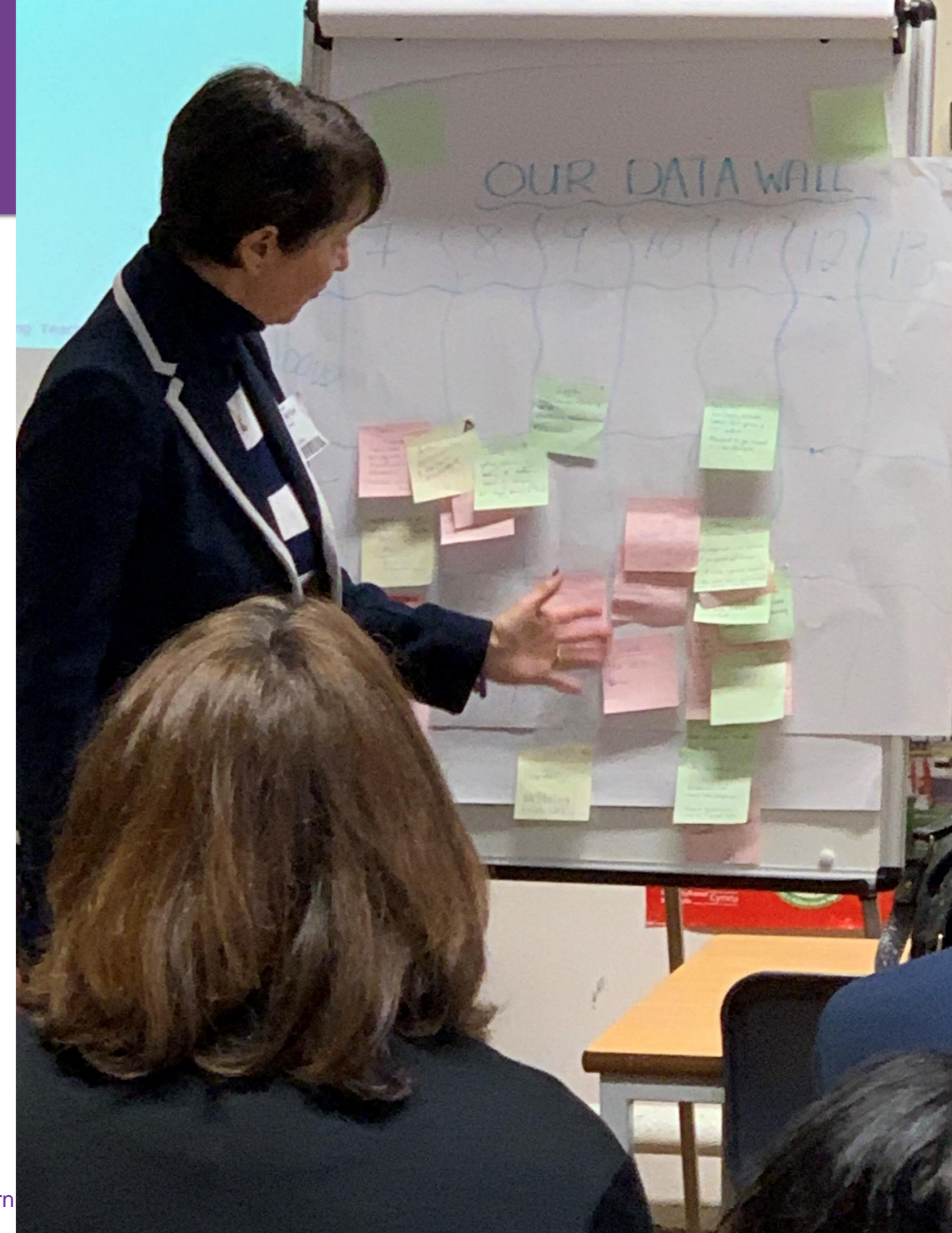
Data Considerations as Principals



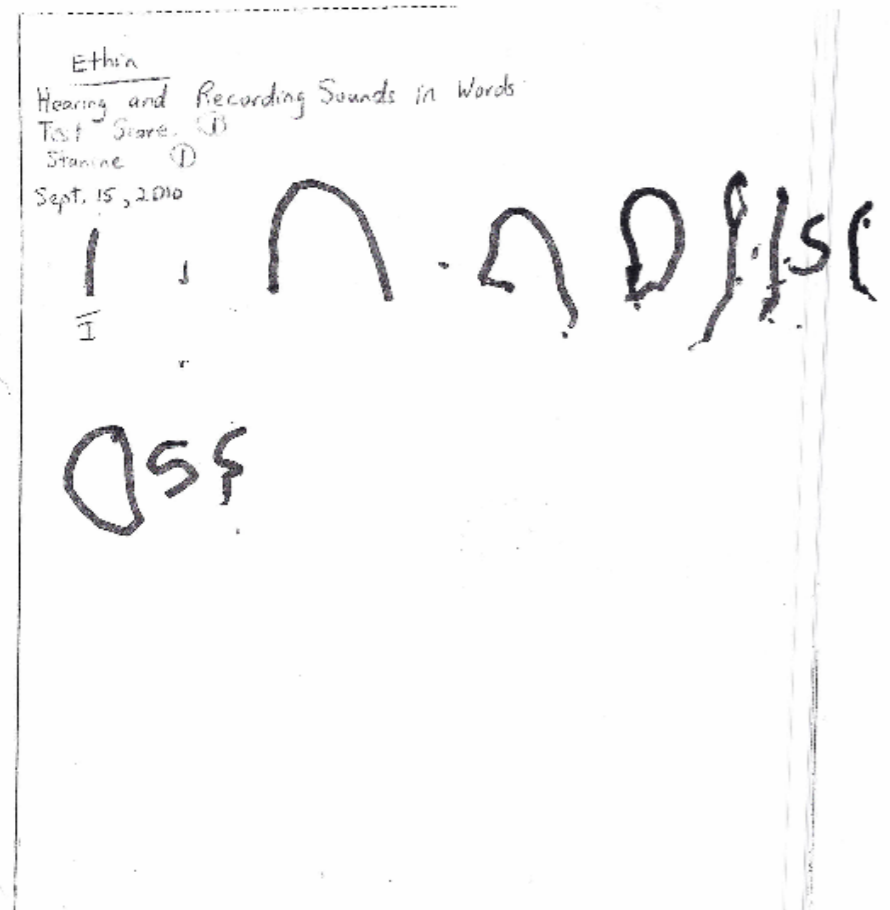
Beginning with Data

All of our work starts with Data:

- ✓ Meetings,
- ✓ PLC sessions and
- ✓ Learning Walks & Talks

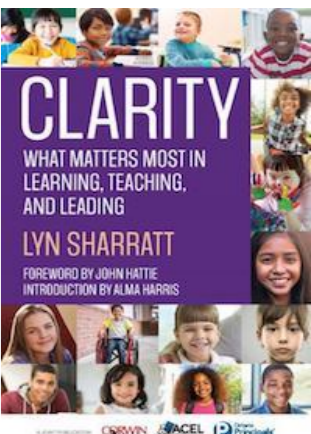
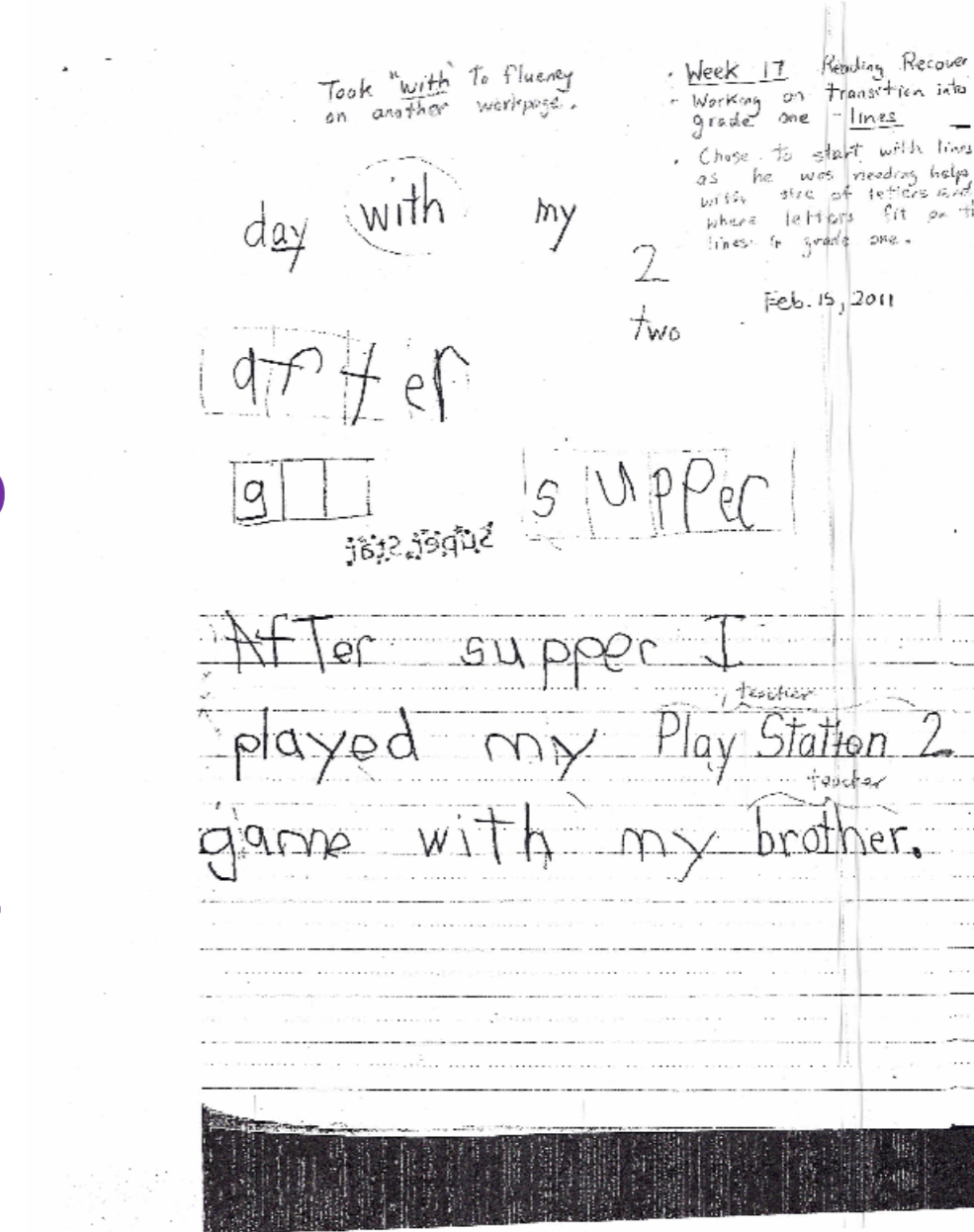


Student Work IS Data: “All Teachers Can Teach to High Standards”



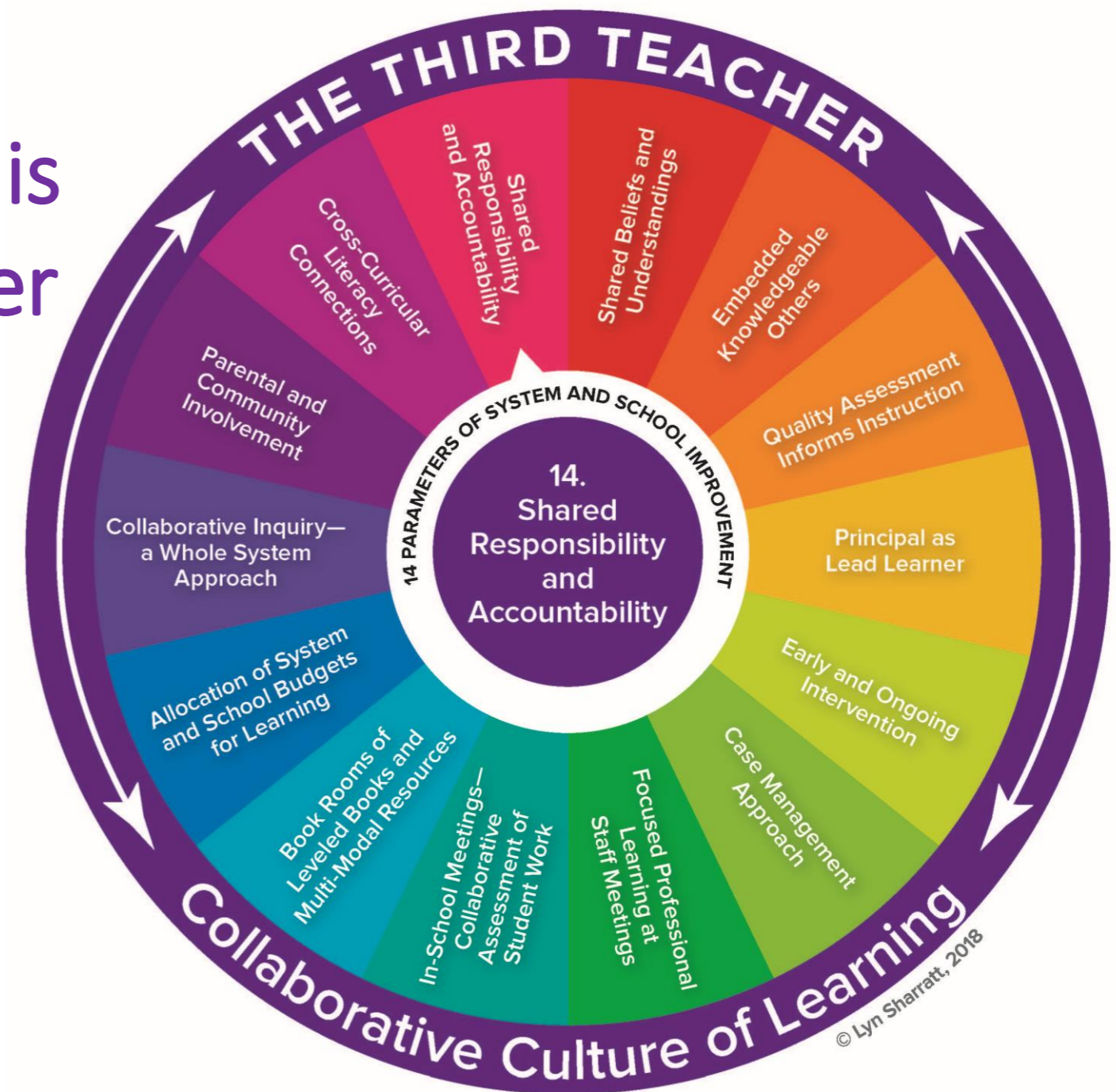
Hearing and Recording Sounds in Words Observation Sheet © Marie M. Clay / An Observation Survey Second Edition 2002

Every Teacher can teach Ethin in Year 1 to move from the Writing sample on the left in Week 1 to the Writing on the right in Week 17



Proven Framework to Self-Assess

“No
Sub-Group is
Doing Better
Than
Another”



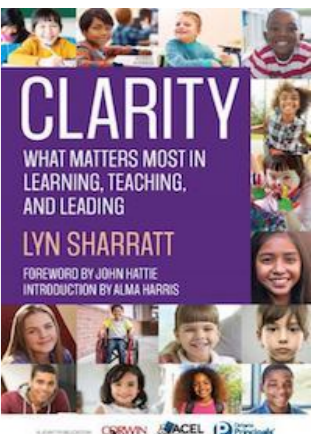
Equity & Excellence

Parameter #1

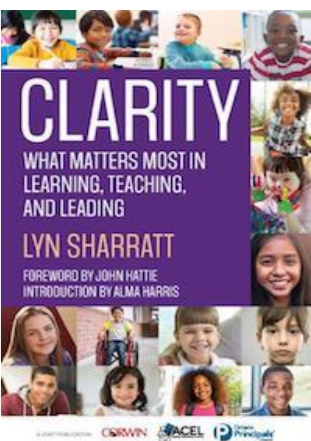
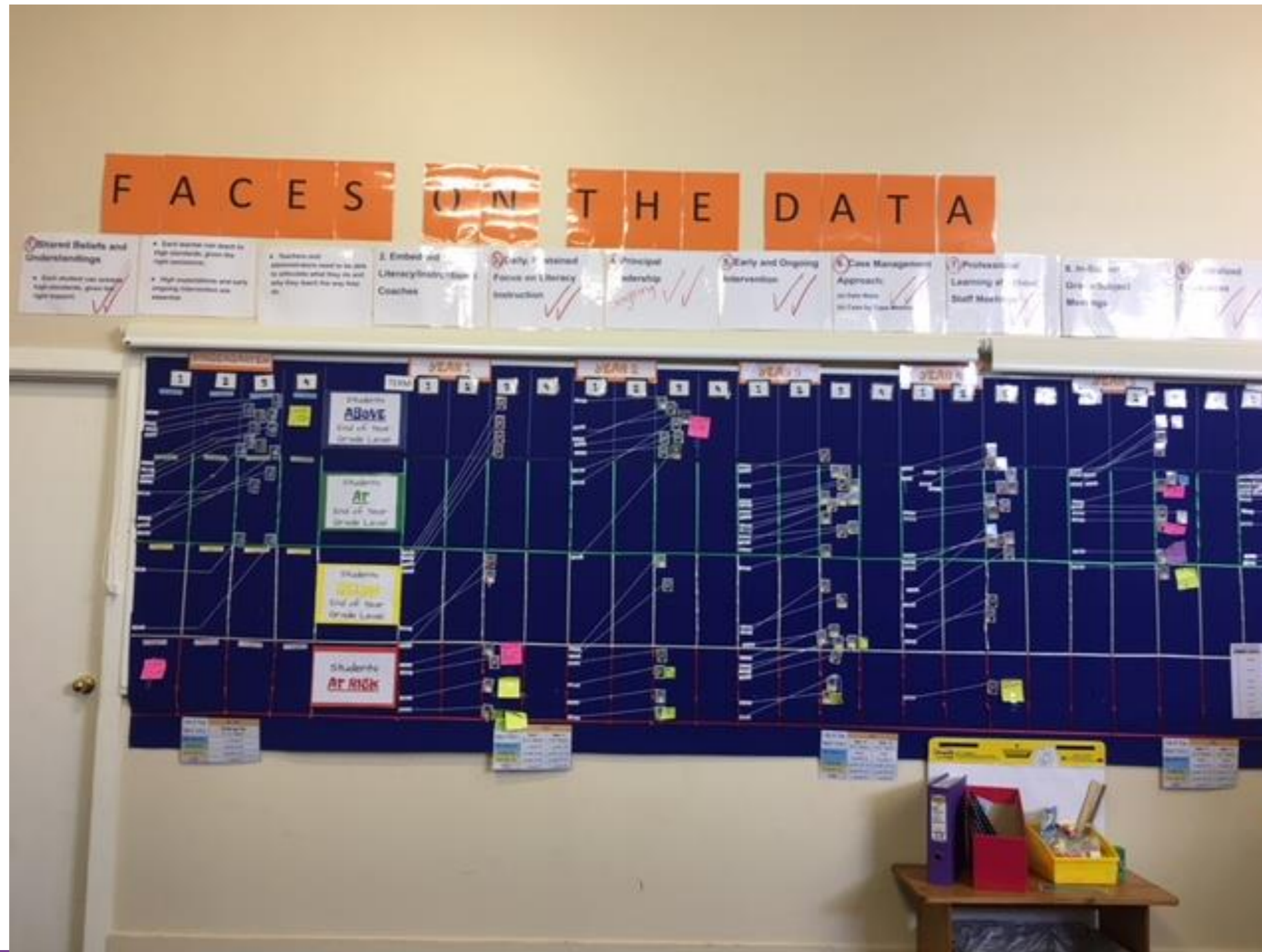
Shared beliefs and understandings among all staff that:

- **All** students can achieve high standards given the right time and the right support.
- **All** teachers can teach to high standards given the right assistance.
- **High** expectations and early and ongoing intervention are essential.
- **Leaders, teachers and students need to be able to articulate why they do what they do and why they lead, teach and learn the way they do.**

Adapted from Hill & Crevola, 1999



Data: Gap Analysis



The CLARITY Learning Suite is the PLace to Start



Parameter

1 Shared Beliefs and Understandings

1. All students can achieve high standards given the right time and the right support
2. All teachers can teach to high standards given time and the right assistance
3. High expectations and early and ongoing intervention are essential
4. All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do

Audit of Things We Are Already Doing

Next Steps

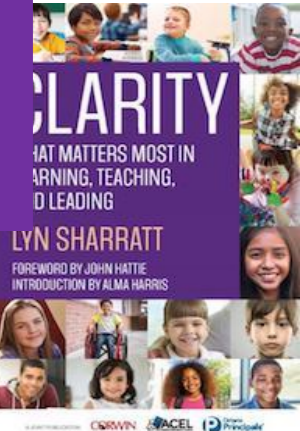


CLARITY

PRECISION

claritylearningsuite.com

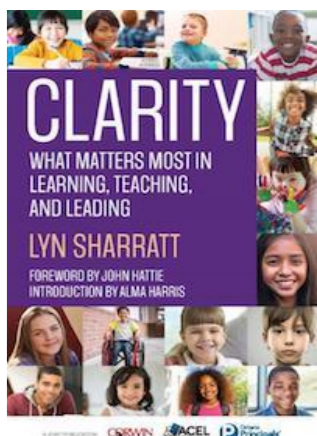
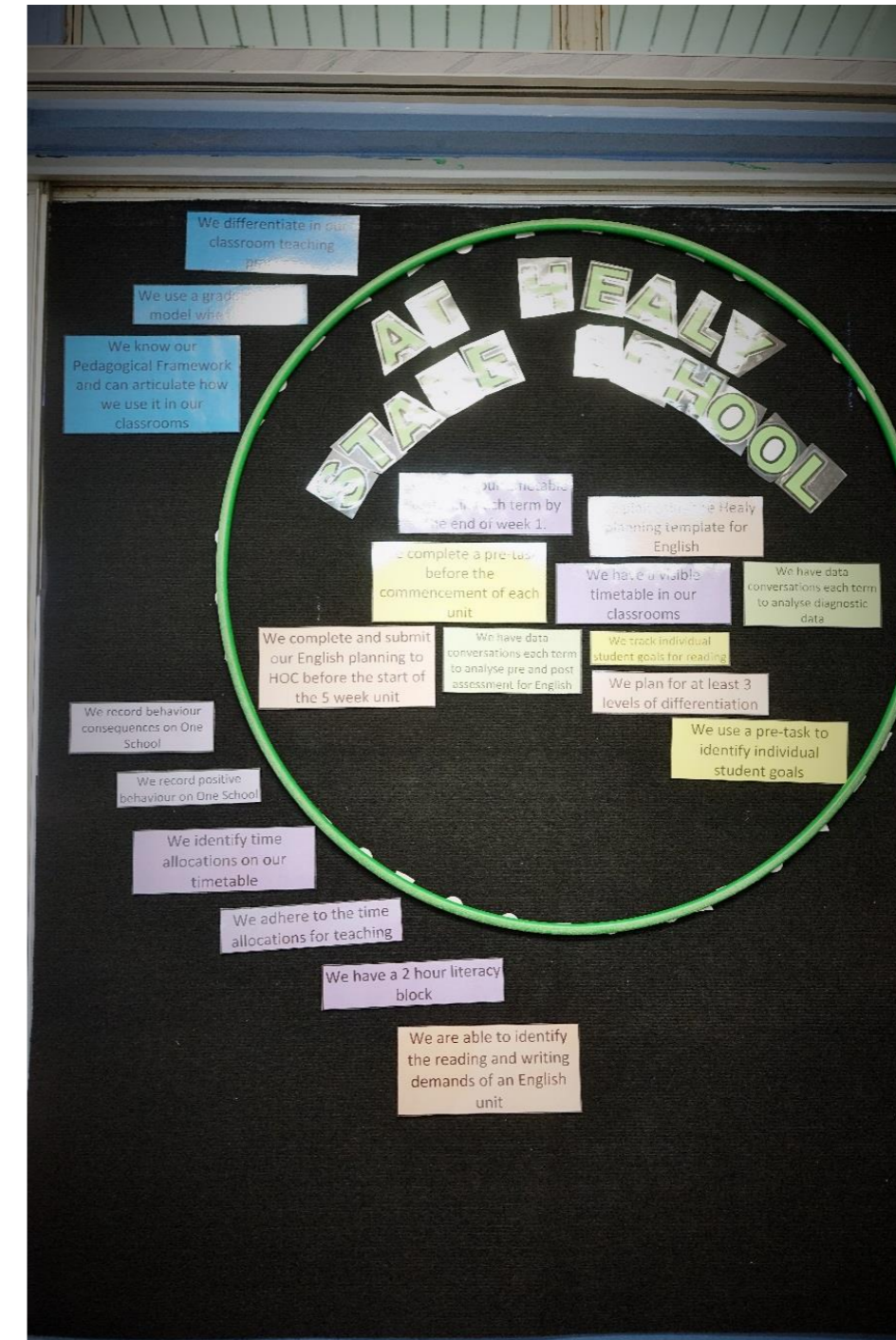
Putting FACES on Data as Principals



Designing a School Circle of Practice

A space where we can reflect on:

- ✓ what we can do;
- ✓ what we need to “triage”;
- ✓ where we go next.



Precision but NOT Prescription – Circle of Practice: an interconnected and coherent way of working in NSW (© Jo Wilcher: The PONDs Network)



NSW Work in Networks

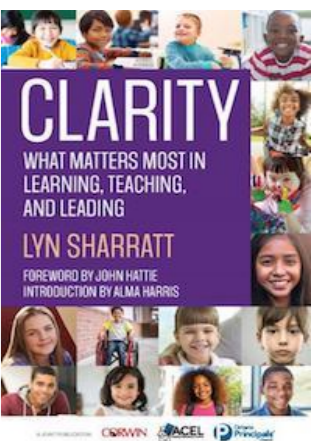
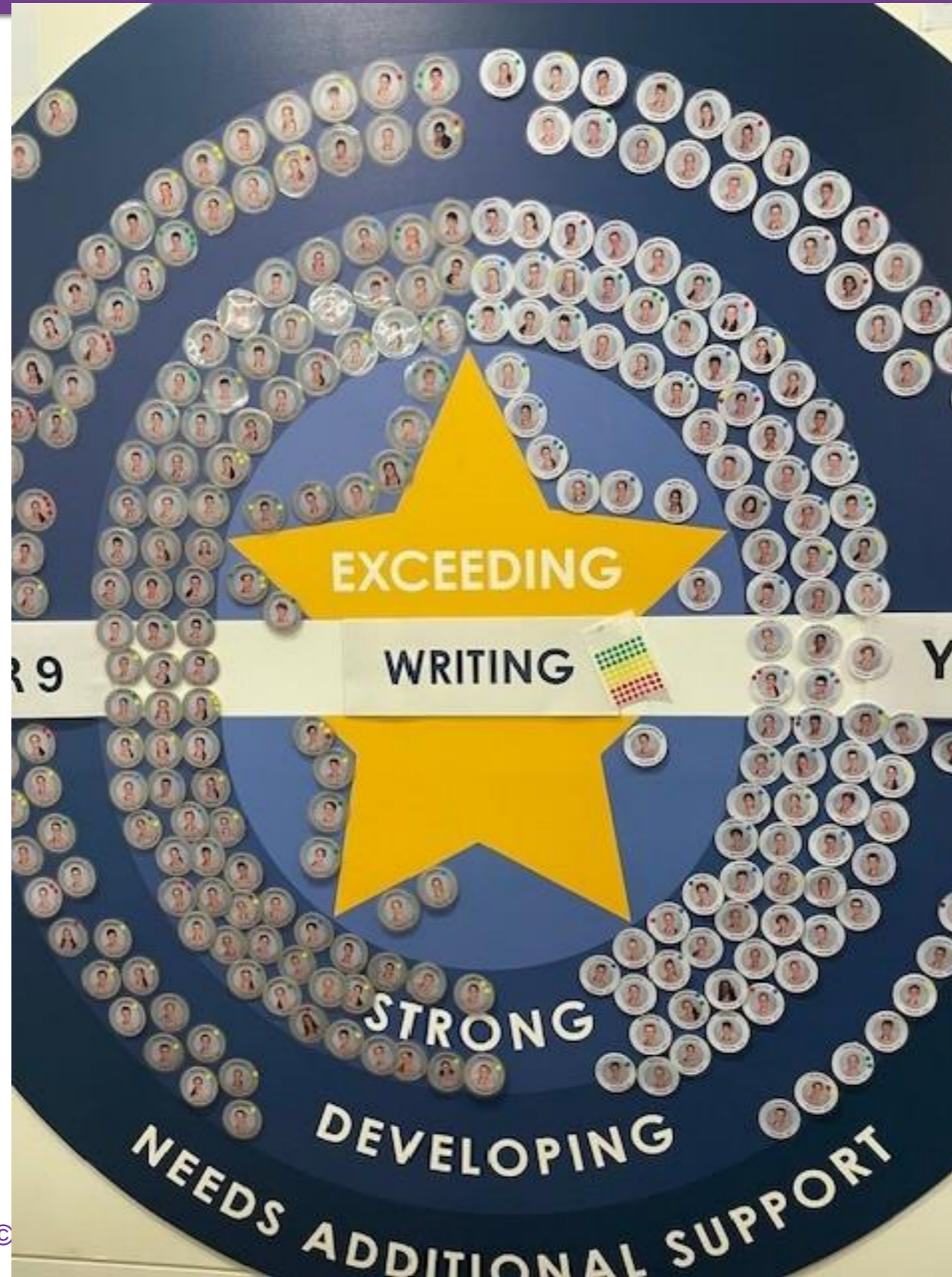
Simone Champion, Principal

Brisbane Water Network

Connect Ed 2024 NSW





From Numbers to FACES in PRIVATE Places



ALL Leaders Make 'Caring Connections'



7- [redacted]
A [redacted] [redacted]

Subject	Very Narrow THICK Learning Cycle			
	Diag	#1	#2	#3
LA	●	●		
Math	●			
French	●	●		
7/8 Science	●	●		
CASI #2	Fall	Winter	Spring	
	●			
IEP	Acc <input type="checkbox"/>	Mod <input type="checkbox"/>	Beh <input type="checkbox"/>	

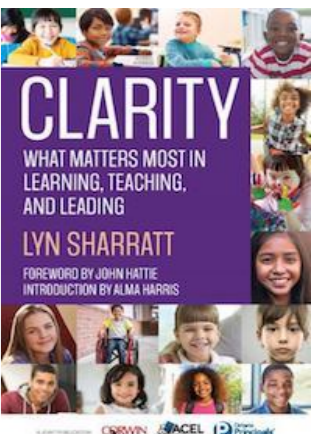
Caring Connections (X)
XX

7-3
R [redacted] [redacted]

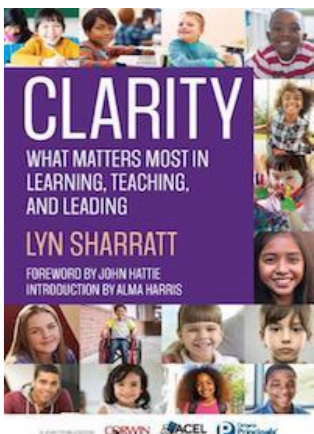
Subject	Very Narrow THICK Learning Cycle			
	Diag	#1	#2	#3
LA	●			
Math	●			
French				
7/8 Science	●	●		
CASI #2	Fall	Winter	Spring	
	●			
IEP	Acc <input type="checkbox"/>	Mod <input type="checkbox"/>	Beh <input type="checkbox"/>	

Caring Connections (X)
XX XX

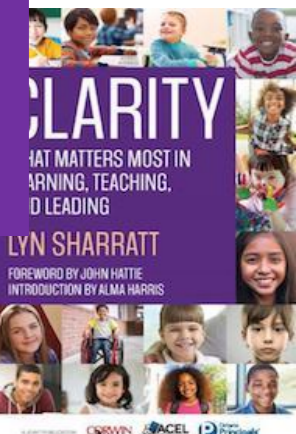


Student Work as the Data Drives Changed Classroom Practice through the Power of Data Walls that Lead to Case Management Meetings (CLARITY, Chapter 7)

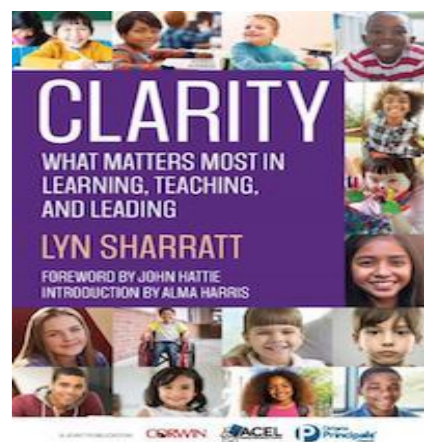
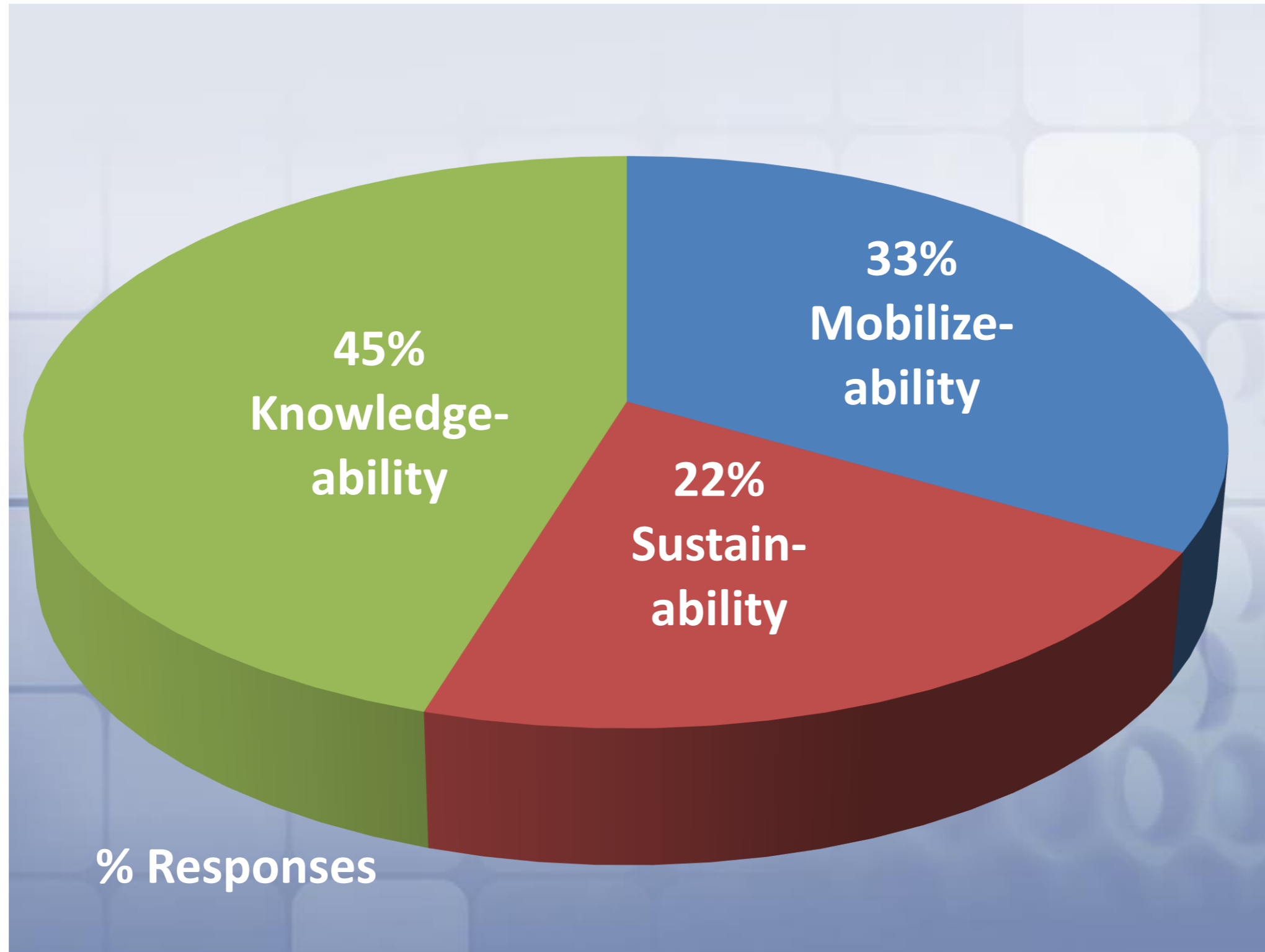
1. Short, Sharp, Shiny!
2. 15 minutes
3. Scheduled in the school day
4. Principal attends (3-6 people)
5. Use of Template and Protocol
6. QR code – shared on Data Wall



Data Considerations of Principals Who Are 'Lead Learners'



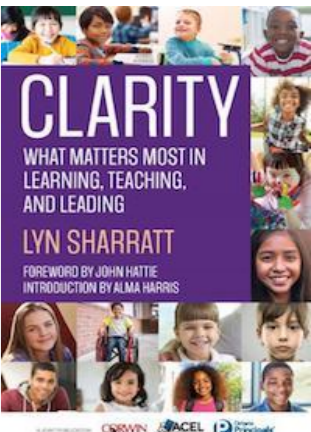
What are the Top 3 Leadership Skills Needed? 507 Respondents Said...



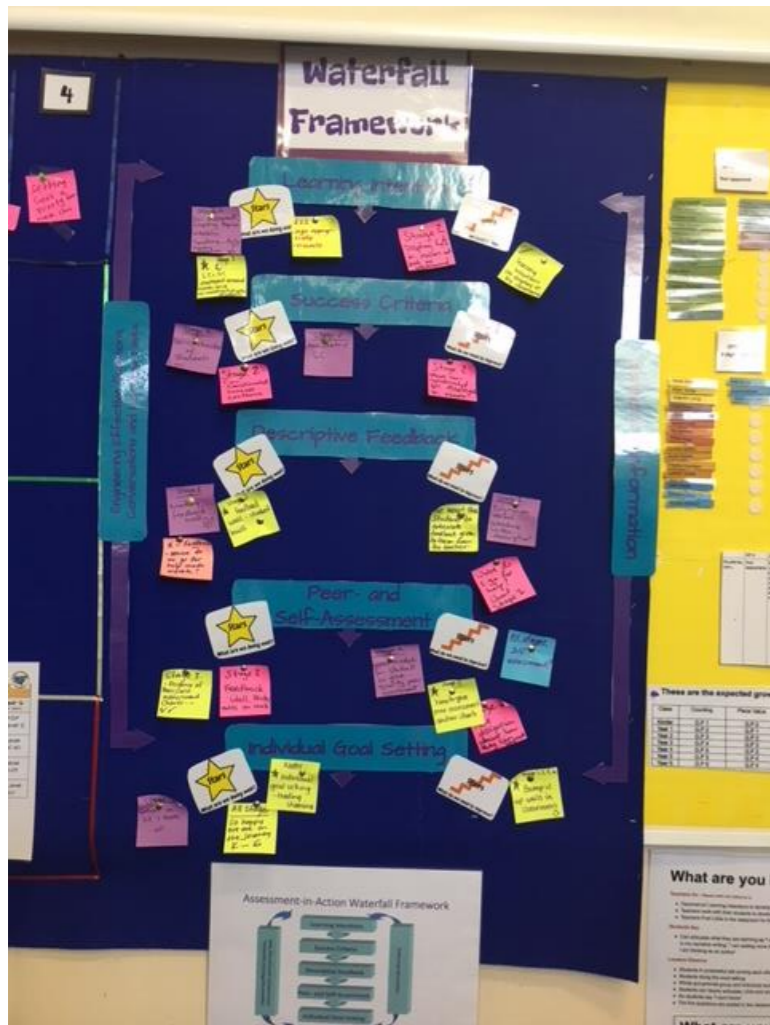
Transformational (.11) + Instructional (.42) Leadership

Principals have the greatest impact on student outcomes when they:

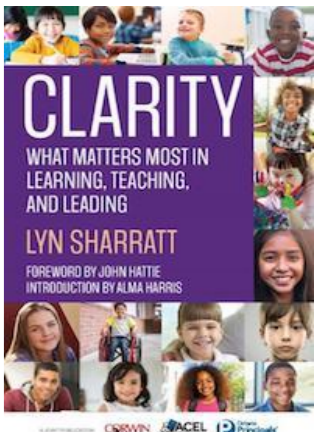
1. Put improving ALL students' outcomes at the **centre** of their role;
2. Focus on the **impact** of teaching on learning;
3. Drive the school's approach to **pedagogy** (Assessment data informs instruction);
4. Establish clear **purpose** for collaborative work;
5. Walk **alongside** a Knowledgeable Other.



Everything in the CLARITY Learning Suite is a Data Collection Tool



- ✓ The 14 Parameter Framework
- ✓ The Assessment Waterfall Chart
- ✓ Data Walls
- ✓ Case Management Meetings
- ✓ Learning Walks and Talks
- ✓ Leadership Self-Assessment Tool
- ✓ Collaborative Assessment of Student Work
- ✓ 4C's Model
- ✓ Lesson Study
- ✓ Collaborative Inquiry Cycle



Data: 14 Parameters are a Self-Assessment Tool

Encompasses a comprehensive approach to system and school improvement

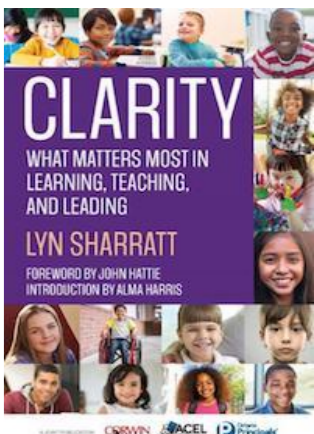
Provides the Big Picture (**The What and The Why**) and the Detail (**The How**) needed to do the work

Aligns completely with the priorities in NSW

Allows for self-assessment of where you are as a system/school and where you need to go

Focuses us on Parameter # 1 and #14 : the wrap-around glue and **Parameter #6** provides the specificity to ‘Put FACES on the Data’

Must be contextualized to meet your landscape – is **not** a cookie-cutter approach or pre-packaged solution!



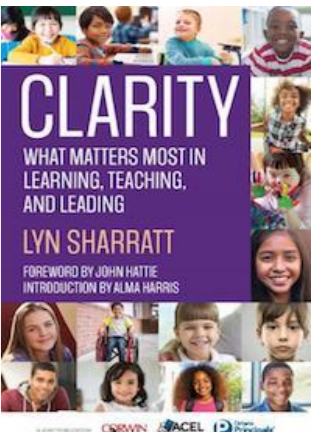
Leaders Control the Learning Conditions

“Without strong, motivated leadership the idea of moving collaborative learning forward will not happen.”

(Sharratt & Planche, 2016)

“Leaders are consistent, persistent, insistent”

(Sharratt, 2019)



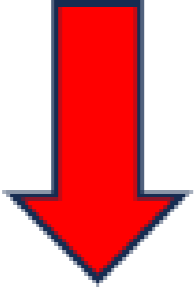


Leaders

Know Their Impact!

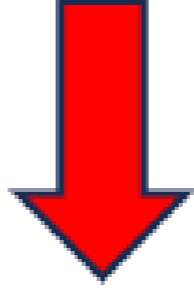




CLS Brings Amazing Results Through Collaboration and Co-Construction. An Impressive Example: Killarney Vale PS

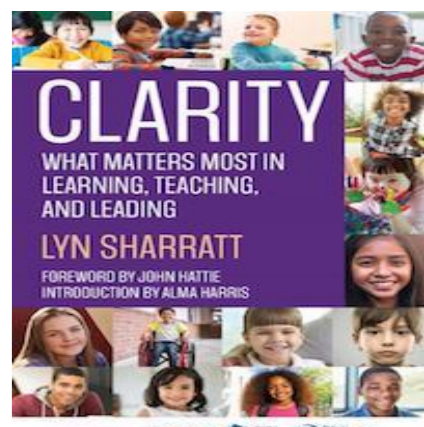
BEFORE

Number & Algebra November, 2021	
	46%
	12%
	42%

AFTER

Number & Algebra November, 2022	
	13%
	9%
	78%

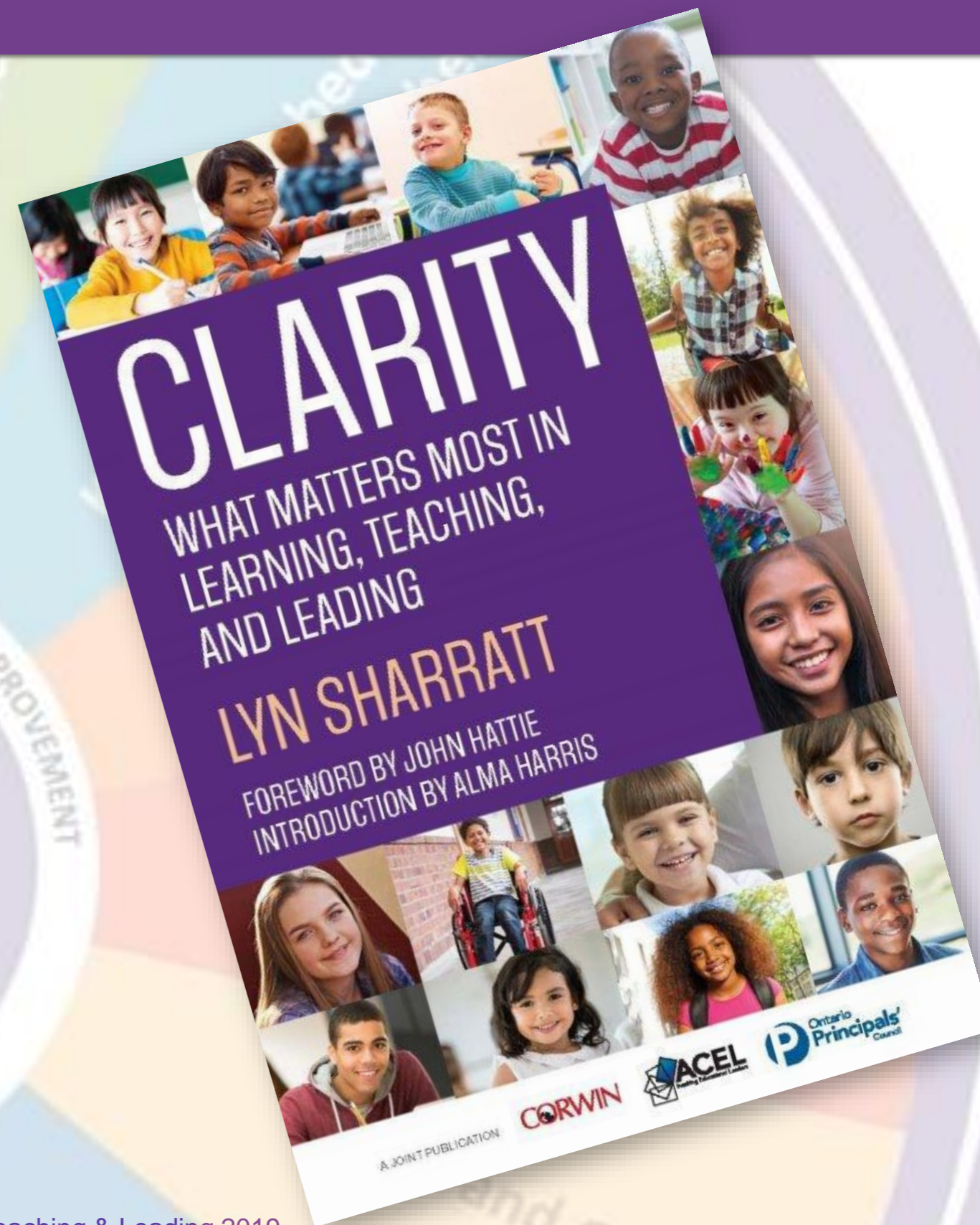
, CLARITY: What Matters MOST in Learning



1. On-going
2. Evidence-Proven
3. Sustainable
4. Collaborative
5. Timely & Accessible

14 PARAMETERS OF SYSTEM AND SCHOOL IMPROVEMENT

1.
Shared Beliefs
and
Understandings



Thank you!

“Stay the Course and Hold Your Nerve until *You Get the Results You Want*”. Lyn

drlynsharratt@gmail.com

[@LynSharratt](#)

www.lynsharratt.com #FACESLyn

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“Educational Leadership Group”

