What Makes Effective Leadership When Implementing Research-based, Equity-driven Professional Learning and Development?

Jodie Hunter
Massey University
j.hunter1@massey.ac.nz

Roberta Hunter
Massey University
r.hunter@massey.ac.nz

Viliami Latu
Massey University
v.latu@massey.ac.nz

Robin Staples
Massey University
r.staples@massey.ac.nz

Bridget Wadham
Massey University
b.wadham@massey.ac.nz

There is growing awareness of the importance of leadership within schools to lead shifts in pedagogical practices to address equity issues in mathematics teaching and learning. Individuals in middle leadership roles balance complex challenges while undertaking teaching and management roles within their workload. We need school leaders who have a positive influence on student outcomes to use strategies that make a difference to the way teachers teach (Day et al., 2016). The ability to build relational trust between teachers and middle leadership has been found to be critical for sustained improvement in student outcomes (Edwards-Groves & Grootenboer, 2021). Recently, Patuawa et al. (2022) highlighted potential barriers to implementation of new initiatives, including a lack of concurrence among middle leadership beliefs and the principal's vision, which can result in dissonance. Two questions underpin our wonderings. What approaches could be used to ensure middle leadership develop strong pedagogical knowledge and the capabilities to implement and support transformative change? Furthermore, how can mathematics educators work in partnership with middle leaders to support mathematics teachers within their organisations to use inclusive thinking strategies regularly within their daily teaching?

At this round table, we will present an exemplar of effective leadership from one low-socio-economic primary school. Participants will be invited to share models of effective leadership from different settings. We will explore the importance of leadership beliefs and consistency across the whole leadership structure, and how this may influence the development of imbedded and sustainable pedagogical change in mathematics teaching and learning.

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