Index

Acceleration/accelerating learning,	Design-based research (DBR),
1, 5, 9–10, 14, 45, 103, 114	7, 11–12, 31–32, 77, 87,
Achievement data (see also Valued	100–102
student outcomes)	DBR-type approaches, 12, 15, 22
analysis of, 46–54	
in the phases (case study), 25–31	Feedback loops, 13, 82, 113
and student learning, 34-35, 39	Inquiry, 22, 30, 79, 95, 97
and valued student outcomes, 39	Leading inquiries: Reporting
Agreed evaluation criteria, 24, 38, 41–42, 56, 60	template, 91–92
	Knowledge (see also Pedagogical
Capability, 1, 4, 9–10, 33, 75, 83,	content knowledge
114–115	(PCK) and Content-area
Capability building, 58–59, 88–89	knowledge), 1, 9, 18–19,
Co-designed solutions (see also	23, 110
Partnerships for design and	for collaboration, 67–71
sustainability), 40–41, 57	
Collaborative analysis of data, 14,	Learning Schools Model (LSM), 1,
37, 95	12–15
artefacts for, 54–55	case studies, 25–31
caveat, 55–56	contribution to improving valued
principles for data analysis and use,	student outcomes and
45–54	achievement, 11–12, 14–15
principles for data collection, 42–45	contribution to methodology, 99–106
process and cycle, 38-42, 78-79	contribution to theoretical
rationale for, 22–25	knowledge, 106-109
Content-area knowledge, 23, 28, 42, 46, 55–56, 67, 112	Key concept 1: Contextualisation of effective practice to local
Contextualisation, 17–22, 24, 39, 53, 58	contexts, 17–22
Cultural expertise, 61, 71	Key concept 2: Collaborative analysis of data, 22–25
Data (see also Achievement data and	Mechanisms for learning, 109–113
Collaborative analysis of	NZ context and affordances,
data)	32–35
Data literacy / skills for data	Phase 1: Profiling, 12–13, 26–28
analysis and use, 24–25,	Phase 2: Resourcing, 13, 28–30
69–70	Phase 3: Sustainability, 13, 30–31,
Definition, 13	89–92

sequence, 31–32	Replication, 3, 9, 101, 103–104, 106
What we still need to learn,	Resourcing, 13, 28–30, 73
114–115	as bespoke, 80–81
	different forms of, 85–86
Partnerships for design and	PLD as, 73, 75–79
sustainability (see also	
PLCs), 57–58	Scalability, 1–4, 9, 11, 114
knowledge and skills for	School leaders
collaboration, 67–71,	and the collaborative analysis of
111–112	data process, 22–24,
PLCs, 61–64	40–41
principles, 59–61	in the phases (case study), 25–31
purposes and roles, 58-59	in PLCs and partnerships for
research into PLCs, 64-67	design, 58, 61–64, 69
Pedagogical content knowledge	and PLD, 13, 83–84, 95
(PCK), 28, 42	and sustainability, 88, 89, 93–94
teaching expertise and, 67–68	Sustainability, 1, 6, 9–10, 30–31, 32,
Practice-embedded research	87–88
approaches (see also	developed through the LSM,
Design-based research),	89–92
7–8	importance of, 88–89
reasons for, 8–10	issues, 96–97, 102
types of, 7	research into, 92–96
Professional learning and	
development (PLD), 6, 13,	Teachers (see also Teaching)
21, 28–29, 31, 37, 73, 86	and the collaborative analysis of
to improve teaching practices, 74–75	data process, 22–24,
key principles, 75–79	40–41
model: cascading structure, 81–85	in the phases (case study), 25–31
Professional learning communities	in PLCs and partnerships for
(PLCs), 11–13, 22–25, 33	design, 58–59, 62–64
example in the phases, 25–31	and PLD, 13, 76–78
example of structure, 65–66	and sustainability, 88, 89–90
PLD in, 79	Teaching
across-school sites, 63–64	data analysis, 49–54
within-schools sites, 63	expertise and PCK, 67–68
setup, 61–62	practice artifact, 54–55
structure and focus, 62–63	X 1 1 4 1 4 4 20 40
Profiling, 12–13	Valued student outcomes, 38–40,
Examples of, 26–28, 46–54	61–62, 88
before resourcing, 75–76	improvement of, 11–12
Dandamicad control trials (DCT-) 2	and student learning and
Randomised control trials (RCTs), 3,	achievement, 39, 54
9, 15, 35	Variability, 1–4, 9–10, 20–21, 31, 33,
counters and criticisms, 100–102	47, 50, 100–101, 114