Table 1

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| **Identify the Case**  **Choose a case in your context that will enable you to analyse leadership and complexity. This is not about your own leadership, but what you have learned from others, either by good or bad leadership practice. The case is a lens through which to examine leadership and complexity. The case that you choose does not need to be recent.**   * Introduction of the school curriculum | |
| What makes up this case | *In 2015 we began driving consultation for a new school curriculum. After collecting evidence and adapting for 3 years we still hadn’t implemented the curriculum document and we constantly found ourselves at odds with the document as often staff change, community change and engagement and leadership change really did impact on the document. While this was an ongoing concern achievement continued to grow and so did the reputation of the school.* |
| People- Leaders and Followers | *L - Principal - Deputy Principal*  *F - Assistant Principal - BOT - Staff - Students - Community* |
| Leadership Practices | *Very direct, had the vision set rather than letting it grow as a living document, not entirely collaborative, listened more to the community than staff, students voice was there but not fully.* |
| Educational Context | *Primary School* |
| Political Context | *National Standards - Changing Government - Local drug issue* |
| Relevant Research | *Tataiako, Ka Hikitia, ERO reports, reviews and evaluation, Literacy progressions, formative assessment practice, digital fluency, play learning.* |
| Cultural Context | *School is a made up of 63% Maori, 22% NZE and the remainder is a mix of ethnicities. Staff have grown to be strong, open and willing and open to change. All have complete the DCE. History of up and down achievement prior to the new management team taking over. Heavy focus on achievement.* |
| History | *School was the worst in the area. 100 children had left. All new senior management. Principal and Deputy had been principal’s of strong and successful rural schools. Student behaviour was shocking. No community engagement. Community at odds. 4 principal’s in 18 months.* |