

INDEX

- Accessibility, 138
- Accessible account, 52–53
- Across school leaders
 - (ASLs), 82, 84, 121, 124, 127, 129
 - expertise, 130
 - group, 87
 - leadership of
 - improvement, 121
- Action approach, 6
- Actionable account, 54–55
- Action plan development
 - creative, 123
 - logical, 123
- Actions, 48
- Actors, 156
- Adaptive integration, 55
- Agency, 123
- Alteration, 28
- Australian curriculum, 9
- Average distance, 154

- Better Together, 63–64
 - intervention, 46–47, 166, 168
 - project, 57, 69–70, 143
- Big picture, 89
 - constraints, 90–92

- ‘Birds of a feather’ strategy, 41
- Bonding, 16–18
 - capital, 22
 - social capital, 16, 18–20
- Bounded approach to
 - social network
 - survey design, 72
- Bridging, 16–18
 - capital, 21, 23
 - social capital, 17–19

- Centralisation, 163
- Centrality, 149
- Co-designing curriculum, 21
- Cohesion, 95, 101, 149
- Collaboration, 95, 101
- Consequences, 48
- Constraints, 48
 - design intervention, 90–92
 - function, 49
 - notion of, 48–49
- Critical friends, 121
 - on content of action plan, 123
 - on leadership practice, 127–130

- Curricula, 8
- Curriculum, 165
 - aspiration, 8
 - autonomy, 11
 - design, 21
 - integration, 23
 - leaders, 1, 63–65, 94, 169–170
 - policies, 25
 - realisation, 90
 - reforms, 8, 23, 165
- Curriculum change, 2, 8, 10–11
 - critical role of
 - social networks
 - in addressing constraints of, 24–25
 - elements, 11, 22–24
 - forms of, 9
 - orientations, 9, 19
 - relationships, 11
 - and role of bonding and bridging, forms of, 18
 - roles, 10–11, 20–22
- Curriculum realisation, 3–5, 64, 90, 93, 166, 169–170
- Data analysis
 - approach to, 76, 84–85
 - low levels of inference, 85–87
- Data and presentation, 168
- Degree centralisation (CD), 156
- Degree centrality, 155
- Demographic data, 71
- Demographic variables, 80–81
- Diagrammatic forms, 52
- Discovery, 107–109
- Distinctiveness, 100
- Divergent thinking, 136–140
- Dual-coding, 99
- ‘Dyadic-based cohesion’ measures, 76
- Education
 - system resources, 50
 - systems, 24
 - use of data in
 - social network interventions in, 39–46
 - use of social network theory to inform interventions in, 38–39
- Educational improvement, 7
- Educational policy context, 57
- Educational systems, 166
- Educators, 158, 166, 170
- Ego-networks, 29
- Experimental studies, 99
- Expert snapshots, 127
- Expertise matchmaking, 127
- Expertise transparency strategy, 41
- Explanatory account, 53–54
- Explicit attention, 162

- Face-to-face interactions, 138
- Fly on the wall, 127
- Formal leadership, 60
- Fragmentation, 152
- Friendship studies, 130

- Generative thinking, 136–140
- Genres of SNA data-use, 168–169
- Getting creative, 127
- Getting logical, 124
- Google Classrooms, 135, 139
- Graduate-teacher education programme, 44
- Grounded stimulus, 3, 93, 96
 - grounded in research, 95
 - grounded in theory, 93–95
 - stimulating through intentional moments, 103–105
 - stimulus through metaphor, 96–98
 - stimulus through metaphor combined with imagery, 98–103
- Guided discovery, 107, 109–110
 - contrasting cases, 111–113
 - discovery, 107–109
 - incremental approach, 110–111
 - for learners, 109
 - problem solving, 113–119
 - process, 3

- Health field
 - alteration approach, 30
 - approaches in, 28
 - identifying individuals, 28
 - induction approach, 29–30
 - segmentation approach, 29
- Health-promoting interventions, 28
- HIV prevention, 30
- Hui, 65–67
- Human capital, 165

- Identifying individual's approach, 31
- Imagery
 - moving, 100–101
 - stimulus through metaphor combined with, 98
 - stimulus through story, 101–103
- Impacts of social network intervention, 169
- In-centralisation, 156
- Incremental approach, 110–111
- Induction, 28
- Informal leadership, 60
- Information gathering, 114–115

- Integrate environmental education, 23
- Intentional moments, stimulating through, 103–105
- International Baccalaureate, 19
- Interventions, 30–32, 39, 51
 - accessible account, 52–53
 - actionable account, 54–55
 - activities, 36–37
 - approach, 121, 131
 - explanatory account, 53–54
 - illuminating, 50
 - using theory of action approach, 49
 - theory of action maps, 51–52
 - type A, 40–41
 - type B, 41–42
 - type C, 42–43
 - type D, 43
 - type E, 44
 - type F, 44–46
- Japanese educational leaders' approach, 49
- Jurisdictions, 10
- Kāhui Ako, 58–60, 145–146
 - networks, 162–163
 - policy, 59
- Knowledge champion, 31
- Koru, 1
- Kowhai community of learning, The, 15
- Leaders, 165
- Leadership capability framework, 60–63
- Literacy, 123
- Logic linking intervention activities, 53
- Logical development of constraints, 125–126
- Mānuka ASLs, 138
- Mānuka kāhui ako, 133, 135, 139, 150–153
- Map-reading tool, 111–112
- Meeting crasher, 127
- Metaphor
 - stimulus through, 96–98
 - stimulus through metaphor combined with imagery, 98–103
- Murmuration, 100
- NetDraw software, 79
- Network analysis, 32
- Network cohesion, 149
- Network density, 151
- Network formation, 42
- Network improvement, 145, 149
 - actors, 156
 - collaboration maps, 146
 - ease of access to resources, 154–155

- increase in number of people, 155
- lower percentage of people, 152
- mutual relationships with colleagues, 153
- proportion, 150–151
- shifts in right direction in whole network measures, 148
- ties, 149–150
- Network intentionality, 81, 157–162
- Network intervention, 36
- Network maps, 33, 82, 145
- Network statistics, 34
- Network visualizations, 79
- Network-leader behaviour, change in, 157–162
- New Zealand Curriculum, 9–10
- Ning, 41
- Numeracy, 123

- Observation protocol, 84
- Out-centralisation, 156

- Padlet, 118, 124
- Partial network data, 29
- Particular theory of action approach, 3
- Peer-education type programme, 30
- Personal resources, 24
- Picture superiority effect, 99–100
- Pictures of practice, 51, 128–129

- Policy context, 57
 - Kāhui Ako, 58–60
 - leadership capability framework, 60–63
- Policy makers, 165
- Practitioners, 165
- Problem-based methodology, 84
- Problem-solving approach, 113–119, 121, 169
 - critical friends on content of action plan, 123
 - critical friends on leadership practice, 127–130
 - getting creative, 127
 - getting logical, 124
 - improvement goal dependency, 123
 - information gathering, 113–116
 - logical development of constraints, 125–126
 - problem causes, 118
 - problematic pattern identification, 116
 - problematic pattern prioritising, 117
 - strengths identification, 116
- Professional learning communities (PLCs), 43, 137–138
- Project context, 63
 - intervention, 65–67
 - participants, 64–65

- Pūriri ASL, 136, 138–139
- Pūriri kāhui ako, 121, 133, 135, 138, 150–153
- Purposes of data use in
 - SNA interventions, 40
 - evaluative, 40
 - instrumental, 40
- Purposive actions, 12
- Realisation, 6
- Reciprocity, 95, 97, 153
- Reduction, 150
- Relational approaches, 69
- Relational space, 1–2, 6, 46, 57, 61, 65, 69, 82, 94–96, 145, 147, 149, 160, 166, 170
 - approach to data analysis, 85–87
 - approach to data collection, 84
 - carrying out observations, 81
 - change in network-leader behaviour, 157–162
 - collaborative work, 145–146
 - Kāhui Ako networks, 162–163
 - network improvement, 145–157
 - purpose of observations, 82–83
 - shifts in, 145
 - using social network analysis, 69–81
- Relational trust, 58
- Resources, 12, 165
- Scale variables, 80–81
- Schools, 72
- Science, 123
- Seeding interactions, 41
- Segmentation, 28
- Self-efficacy, 24
- Senior leaders, 158
- Sense-making, 104, 115
- Session leaders, 118
- Simplicity, 54
- Skill-profiling system, 32
- Social capital, 3, 12, 24, 165–166
- Social leverage, 17
- Social network analysis (SNA), 31, 42, 61, 69
 - approach to data collection, 71
 - approaches to data analysis, 76–78
 - bounded approach to social network survey design, 72
 - demographic and scale variables, 80–81
 - relationships of interest in social network survey, 73
 - sample, 70–71
 - social network visualisations, 79
 - survey administration, 73–76
- Social network approach, 81

- Social network data, 29, 31, 35, 39, 44, 71
- Social network
 - interventions, 2, 27–28, 30, 32, 166
 - approaches in Health Field, 28–30
 - approaches in workplace, 31–32
 - intervention activities, 36–37
 - intervention types, 40–46
 - network of
 - considerations, 167
 - shaping, 36
 - stimuli for, 33–35
 - use of data in
 - social network interventions in education, 39
 - use of social network theory to inform interventions in education, 38–39
 - in workplaces, 33
- Social network lens
 - on curriculum realization
 - critical role of social networks in addressing constraints of curriculum change, 24–25
 - curriculum change, 11
 - forms of curriculum change, 9–11
 - forms of curriculum change and role of bonding and bridging, 18
- Kahn El Khalili market example, 15
- merchants bag of stones, 13
- moving home example, 14
- social capital, 12
- Social network maps, 110
- Social network
 - methodology, 61
- Social network research, 70
- Social network survey, 3
 - design, bounded approach to, 72
 - questions, 80
 - relationships of interest in, 73
- Social network theory, 110
 - use of social network theory to inform interventions in education, 38–39
- Social networks, 5
 - in curriculum and policy implementation, 95
 - visualisations, 79
- Social relations, 143
 - bonding and bridging, 16–18
 - creation of obligation in, 15
 - trust, 18
- Sociograms, 33
- Stakeholders, 165

- Standard deviation (SD),
154
- Step-back consultancy
approach, 92
- Step-back consulting,
131–133
 - conversation, 135
 - day, 140
- Stimuli, 168
 - for social network
interventions, 33–35
- Stimulus, 96
 - through metaphor, 96–98
 - stimulus through
metaphor combined
with imagery,
98–103
- Storytelling, 102
- Strengths, 116
- Subsidiarity principle, 10
- System-wide programmes,
39

- Tangible resources, 62
- Teacher educator's
approach, 50
- Theory of action approach,
48, 53, 166
 - intervention using,
49–55
 - notion of constraints as
helpful, 48–49
- Theory of action maps, 51
- Ties in network
 - terminology, 145
- Trust, 18
- Type A interventions, 40–41
- Type B interventions, 41–42
- Type C interventions, 42–43
- Type D interventions, 43
- Type E interventions, 44
- Type F interventions,
44–46

- UCINet software, 77
- Uncertainty, 115
- Unfreezing, 134–136

- Wellbeing, 123
- Wood-wide web, 97
- Workplace
 - approaches in, 31
 - identifying individual's
approach, 31
 - segmentation approach,
32