SCHOOL LEADERSHIP: CONCEPT AND APPLICATIONS

Key Focus of the Module

Understanding Leadership

- Focus on leading by action
- Building a practitioner's perspective to leadership

School Leaders: Multiple roles and identities

- Administrative Vs academic,
- Organizational Vs Classroom specific

Leading Learning: Improving Student Learning Outcomes

- Role as academic leader – professional development of staff, developing learning environment, academic supervision and feedback

Creating a Culture for Learning

- Promoting professional dialogue and learning, making reading, sharing, critiquing, learning a part of school time-table

Understanding Leadership

My School My Initiative (Activity 1 -10 Minutes)

Challenges in my School	My initiatives
I improved in … and my learning	I could'nt improve…… and my learning

My Initiatives- Record some good practices from your group(Discussion time 10 minutes)

School Head: Multiple Roles and Responsibilities

- What multiple roles do you perform on an average day?

- In which role is your maximum time invested?

- Identify 4 key areas where your maximum time in a day is spent

- Make a pie-chart and plot the key roles on it.

School Leader: Multiple Roles and Identities (Activity 2-10 minutes)

- Administrator
- Manager
- Liasoning Officer
- Human Resource Manager
- Academic Leader/Coach
- Community mobilizer
- Team Leader
- Teacher
- Examiner
- Researcher

Reflect

- Which of these roles contribute in improving teaching-learning in school

  Or

- Develop a learning culture in school?
- How do I manage time between different roles?
- How do I contribute more towards improving learning in school?

Researches on role of leadership in improving SLO

10 Essentials for Heads of Schools

- Most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. ***Creating the conditions under which that can occur is the job of the principal.*** (Wallace Foundation, 2011, p. 2)

Contd.

- Supporting teachers improve their teaching,

- Using data to review and refine the instructional program

- Ensuring that the schools are kept clean and safe.

- *Shaping a vision of academic success for all students in all schools, one based on high standards through school networks. (Role for system officials)*

Contd.

- *Creating a climate hospitable to education in* order that safety, a cooperative spirit and other ***foundations of fruitful interaction prevail.***

- ***Cultivating leadership in others*** *so that* teachers and other adults assume their part in realizing the school vision.

- ***Managing people, data and processes*** to foster school improvement. (Wallace Foundation, 2011, p. 4)

Contd.

- ❑ ***Enhancing the skills and knowledge of the people*** in the organization,

- ❑ Creating a ***common culture of expectations*** around the use of these skills and knowledge,

- ❑ Holding the various pieces of the ***organization together*** in a productive relationship with each other, and

- ❑ ***Holding individuals accountable*** for their contributions to collective result. (Elmore, 2000 p. 7)

Being an Instructional Leader

What is Instructional Leadership?

managing curriculum

setting clear goals

monitoring lesson plans

involving colleagues collaboratively in mutual learning and development

allocating resources

improve student learning and teacher effectiveness

evaluating teaching regularly

What is Instructional Leadership?

Learning-focused

Engaging in Learning rounds and Learning Conversation

Developing a culture of public practice and reflective practice

Addressing cultural, linguistic, socioeconomic and learning diversity in the school community

Improving instruction and quality of student learning

Roles of an Instructional leader (IL)

- Based on the above understanding of an instructional leader – Infer the roles of an instructional leader

- Make a list of all the roles of IL (Activity 3- 10 minutes)

- Of these list of roles – which roles do you perform?

Activity4 (20 minutes) – Individual followed by Small Group Discussion

Reflect on how you would become an instructional leader in your context

- **Entry point** – what do you practice currently and where do you want to improve?

- **Process/Mechanism** – what new mechanisms you would have to initiate

- **Assessing progress** – How do you assess change in self, others and processes

- Potential Challenge

- How would you transform teaching learning in CR as an instructional leader?

Improving Classroom Observation and Feedback

- Why conduct classroom observation?
- Is CrO always about a senior observing a junior or could it be otherwise as well?
- What are the challenges in CrO?
- What would be the role of School head/CRC/BRC in CrO?

Activity 5- 20 minutes

- Ask participants to give their observations on the facilitator's class

- Record all the observations on board

- Seek feedback from all on the session that they have been observing

- Ask them to find out the difference between observation and feedback

- Underline all observations loaded with opinions, judgments, adjectives or negatives and positives and separate them from objective descriptive statements

- Also underline all the statements in the feedback which were either positive, negative or in any way evaluative or judgmental
- Discuss the pro-cons of giving opinionated observations and feedback
- Explain the difference between observation and feedback

What is Classroom Observation?

- Observation is an objective description of all that one perceives through senses – see, hear and feel.
- Observation does not include opinion, perception, evaluation or judgment.
- It is neither positive nor negative
- It therefore begins with statements like:

> I saw……
>
> I heard…..
>
> I felt……
>
> I noticed……
>
> I observed……

What is feedback?

- The word feedback is a combination of two – FEED and BACK, literally to mean giving back what is given to you….. Such that it makes the person think and reflect on what one has given.

- Feedback therefore cannot be opinionated

- Feedback is once again neither positive nor negative

- It is neither advisory nor suggestive

- It is also not evaluative or judgmental

- Feedback has to be REFLECTIVE and is for IMPROVEMENT

Developing a Learning Culture

What is a Learning Conversation (LC)?

- LC happens after lesson observation where the observer strictly limits to describing the teaching-learning process thus stimulating reflective thought based on the evidence.

- It does not indulge into praise or criticism.

- It is a formative process to help the teacher have a deeper understanding of the teaching-learning process.

Contd.

- Deeply empowering as teacher develops confidence in their own ability to improve their practice.

- It replaces the traditional *'Praise-Criticism-Praise'* sandwich model to *'Ask-Describe-Ask'* process

- Emphasis is on observers' learning and expectation isn't that the group will solve the problem, but that observers will come away with a clearer picture and new ideas about next steps.

Premise/Principle

- ***"Privacy of practice leads to isolation and isolation is the enemy of improvement."*** – Elmore

- It is not a deficit model, designed to spot flaw or failure .

- Stress is on not 'critiquing' an individual but collecting episode so that we can see patterns.

Ask-Describe-Ask Process

Ask – The observer asks the observee for his/her reflections

☐ What were his/her goals around chosen focus area?

☐ What went well and what could have gone better?

Asking enables the observer

☐ to start a dialogue

☐ Ensures the colleague is heard

☐ Is useful for tailoring feedback

☐ Puts the focus on the learning of the colleague

Continue

Describe – the observer describes what he/she saw

- Gives descriptive information to the colleague on the chosen focus area

- Responds to the colleague's view on the lesson

- Gives feedback on the observee's own self-assessment

- Uses phrases like "I observed…." or "the following evidence is ….." or "the pupil said….."

It creates a description of what you saw and lays the platform for a discussion about learning and teaching.

Continued

Ask (again) – the observer asks about understanding and next steps

- [ ] What is our learning?

- [ ] What new understandings have we developed?

- [ ] What could the observed colleague do differently?

- [ ] What could be the next few steps?

- [ ] How do we monitor improvement together?

Praise-Criticism-Praise model

"You did well and I felt that you kept a tight rein on behavior. However , thought your questioning style was limited and very biased towards the boys. Overall, I enjoyed the lesson."

- This model is overly reliant on a judgmental 'tell' approach that has the observer 'telling' the observee what and how to improve

- The challenge for the teacher is in trying to unpack what is being said.

- If there is lack of trust or hesitation, an effective learning conversation becomes impossible.

Ask-Describe-Ask model

"At the stage where you engaged with children in question and answer, you posed 12 questions on the topic, nine of the questions were closed ended and ten of the question were posed only to boys. I'm interested in your thinking on this?"

☐ It is a shift from top-down approach to an approach between two individuals involved jointly in a learning enquiry.

☐ There is no judgment, the observer gives descriptive feedback designed to stimulate reflective thought.

☐ Learning conversation here might focus on 'closed questions' used to scaffold learning towards more open-ended questions or 'questions only to boys' or lower order questions.

☐ Emphasis here is on coaching style rather than telling style.

Role of instructional leader

Blue zone: helping colleagues solve their own problems

Listening to understand

Reflecting

Paraphrasing

Summarising

Asking questions that raise awareness

Making suggestions

Giving feedback

Delivering advice

Instructing

Telling

Green zone: solving colleagues' problems for them

Why engage in learning conversations?

- Maximize teacher potential
- Create opportunity to reflect on their skills
- Identify ways to developing self
- Improve performance
- Provides constructive challenges
- Provides opportunities to explore ideas
- Helping them be self-aware, take responsibility for self-growth and development.

Creating a Learning Culture

- How do you make learning conversations a regular feature of your school?

- What opportunities does your school currently offer for teachers to come together and learn?

- Is reflection a part of practice, time – table or calendar?

- Should reflective practice be introduced in school?

- How would reflexivity change the school culture?

Activity 3: Role Play (30 minutes)

- Divide the large group into five small groups

- Let us assume that you all belong to one school

- Now pick up one challenge that the school wants to overcome through collaborative learning and reflection

- Let this be a demonstration of an ideal staff/cluster/block meeting that focuses on learning

- Set an agenda, allot equal time to each speaker, allot responsibility to one member for recording minutes, make common meeting ethics/norms

- Bring out probable solutions and share it with larger group

How do you sustain learning?

THINK	SHARE	ACT
How do you lead school improvement through reflective dialogue and collaborations?	Share your knowledge, ideas and exposure with others and encourage and empower them to spread the word	Change your practices, habits and develop self sustaining teams through appreciation, support and role modelling