

THE WHAT AND HOW OF STUDENT-CENTERED LEADERSHIP

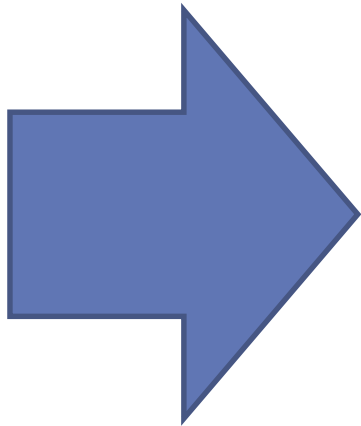
Berlin Dec 11.th 2018

MY JOB DESCRIPTION

- Move from current level of performance to higher level of performance.
- Have fun doing it!



WHAT IS STUDENT-CENTERED LEADERSHIP?



Leadership that makes a difference to the equity and excellence of student outcomes.

MORE THAN..

- Well managed schools
- Good relationships with staff and parents
- Innovation
- School reputation

INSTRUCTIONAL LEADERSHIP

- Is learning focused
- A team of leaders
- A culture of reflective practice
- Addresses diversity
- Focuses upon effective management

Leadership capabilities

Integrating educational knowledge into practice

Solving complex problems

Building relational trust

Leadership dimensions

Establishing goals and expectations

Resourcing strategically

Ensuring quality teaching

Leading teacher learning and development

Ensuring an orderly and safe environment

High quality teaching and learning

Integrating educational knowledge into practice

Learning goal:

To improve
mathematical
reasoning and
problem
solving.

Pedagogical shift
required:

From
computational
fluency to
fluency and
mathematical
understanding

Leadership
actions:

?

THE POLITICS OF DISTRACTION

Distraction #1: Appease the parents

Distraction #2: Fix the infrastructure

Distraction #3: Fix the students

Distraction #4: Fix the schools

Distraction #5: Fix the teachers

THE POLITICS OF COLLABORATIVE EXPERTISE

Task 1. Shift the narrative.

Task 2. Secure agreement about what one year's progress looks like.

Task 3. Expect a year's progress for every child.

Task 4. Develop tools to provide feedback to teachers.

Task 5. Know thy impact.

Task 6. Ensure teachers have expertise in diagnoses, intervention and evaluation.

Task 7. Stop ignoring what we know and scale up success.

Task 8. Link autonomy to a year's progress.

THE BIG MESSAGE

The main thing,
is to keep the main thing,
the main thing!

Sonny Donaldson, superintendent
Adeline school district in Texas

Leadership capabilities

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Ensuring quality teaching

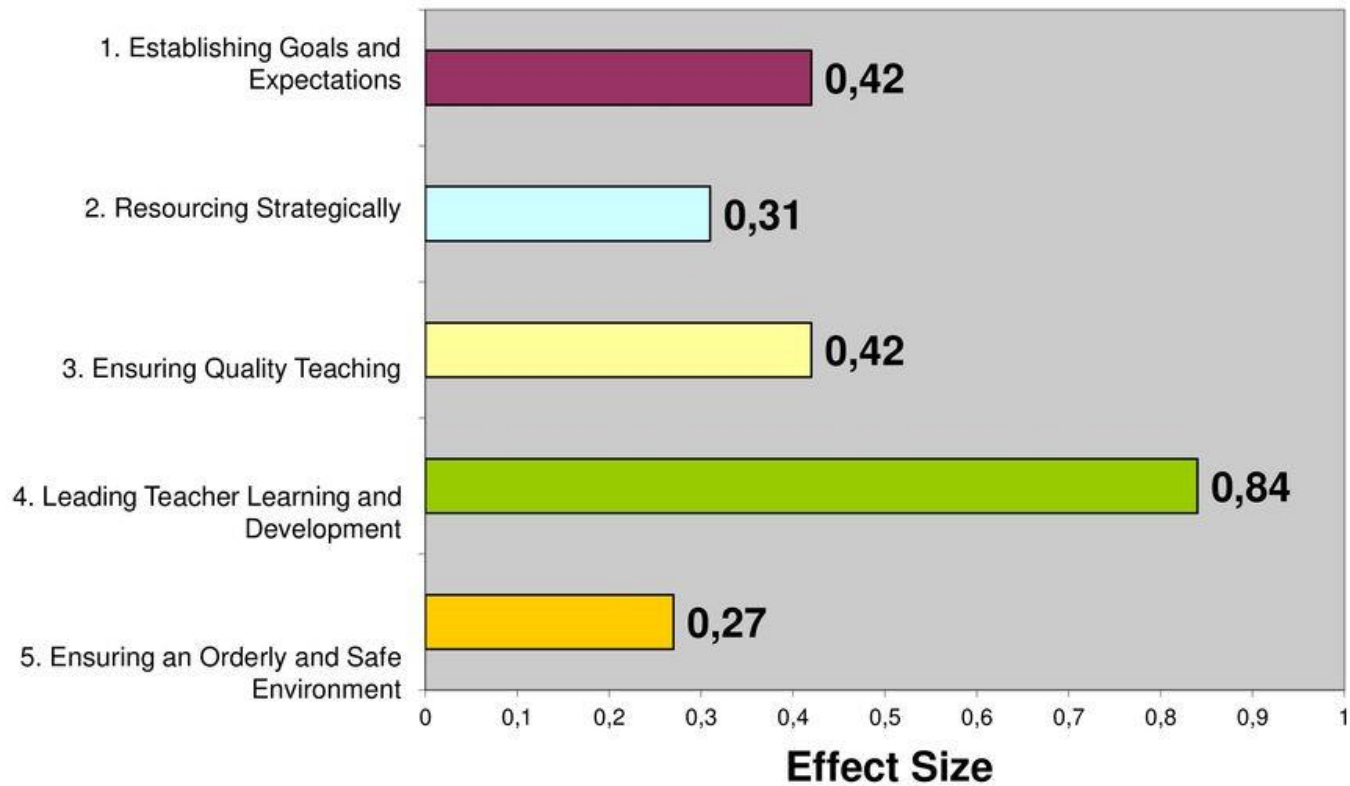
Leading teacher learning and development

Ensuring an orderly and safe environment

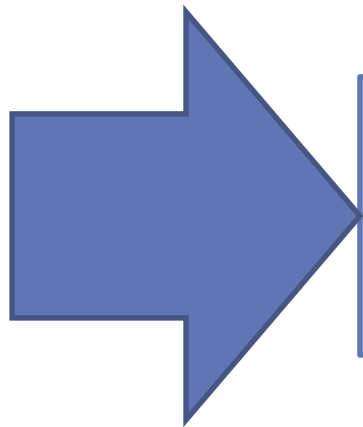
High quality teaching and learning



THE FIVE DIMENSIONS



DIMENSION 3




Ensuring Quality
Teaching

THINK...

- Do we have a mutual understanding of what quality teaching looks like in our school?
- When and with whom do we discuss this?





Effective teaching
maximises the **time**
that learners are **engaged** with
and **successful** in the learning of
important outcomes.

OLDENBURGDEKALOG

1. Klare Strukturierung
2. Hoher Anteil
3. Lernförderliches Klima
4. Inhaltliche Klarheit
5. Innstiftendes Kommunizieren
6. Methodenvielfalt
7. Individuelles Fördern
8. Intelligentes Üben
9. Klare Leistungserwartungen
10. Vorbereitete Umgebung

OFSTED

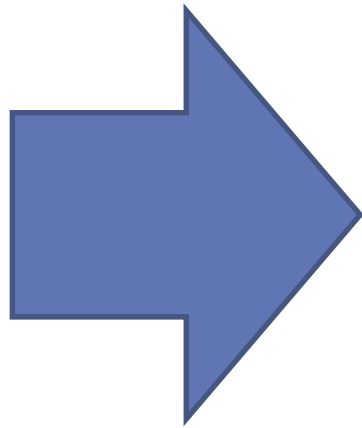
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment

Quality of teaching, learning and assessment

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- **assessment information is gathered from looking at what learners already know, understand and can do and is informed by their parents/previous providers as appropriate**
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, careers and employers understand how learners should improve and how they can contribute to this
- engagement with parents, careers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning

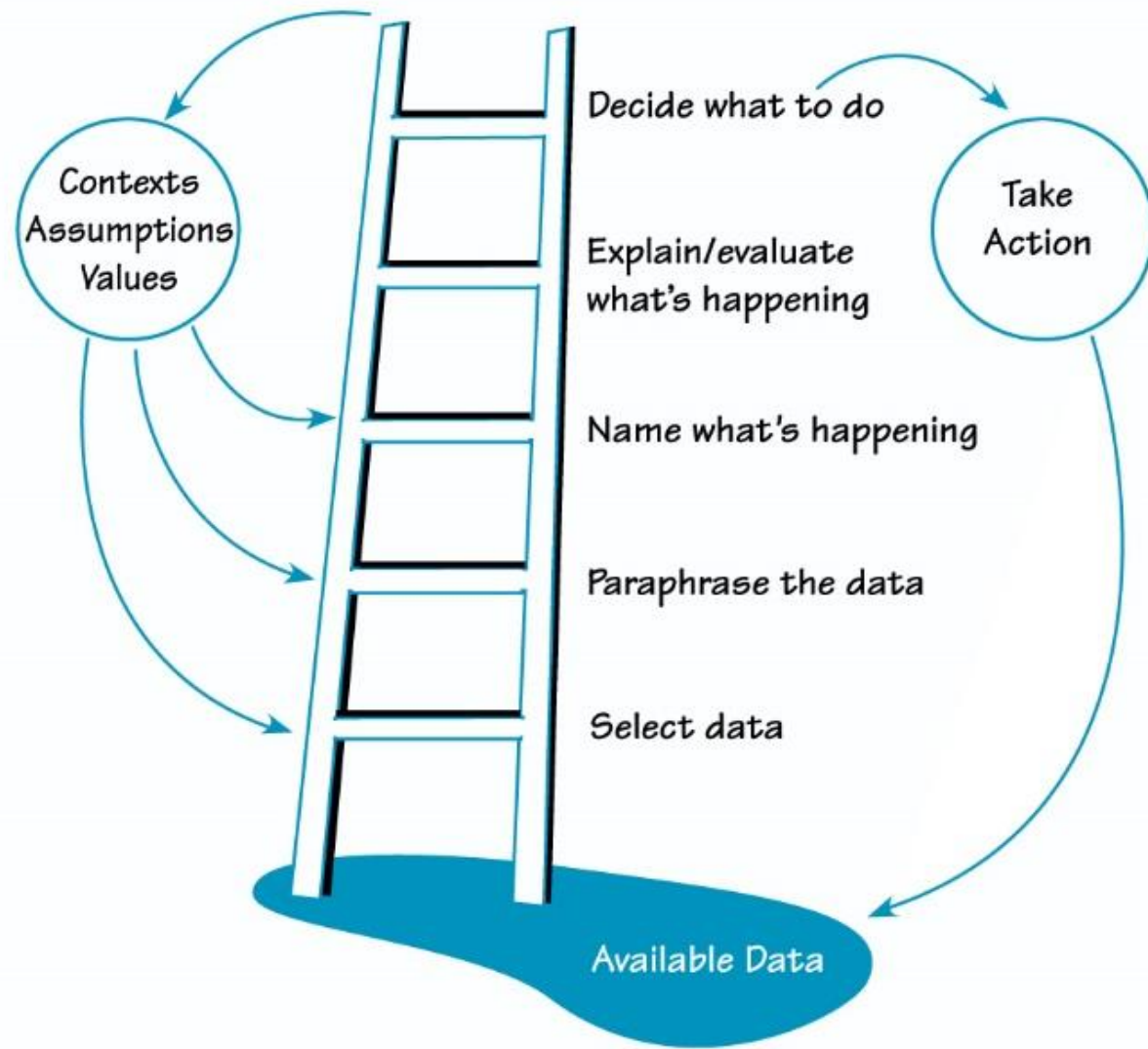
DIMENSION 4



Leading Teacher
Learning and
Development

SO WHAT DO I DO?

- Ask questions.
- Listen to students and teachers in meetings, individually and in groups.
- Analyse results with the teachers.
- Read their plans for the lesson, the week, reports, etc.
- Observation with and without protocol.
- Organize teacher-learning and learn together with them.



Ladder of inference

by Argyris and Schön

BUILD SHARED KNOWLEDGE

Reflection is a skill that can be trained.



PARTNERS IN LEARNING

- Observation by a colleague 4-6 times a year
- Feedback in pairs
- Reflection in small group
- Linked to whole-school improvement

INVESTIGATION



OBSERVATION BY LEADER

- Every leader observes teaching and learning regularly.
- Follows a protocol that focuses on the characteristics of good quality teaching and learning.
- Has a quantitative and a qualitative part.
- Results in two stars and a wish.

DD 1

1. Observator
2. Dato
3. Klasse/lekt
4. Navn på lærer

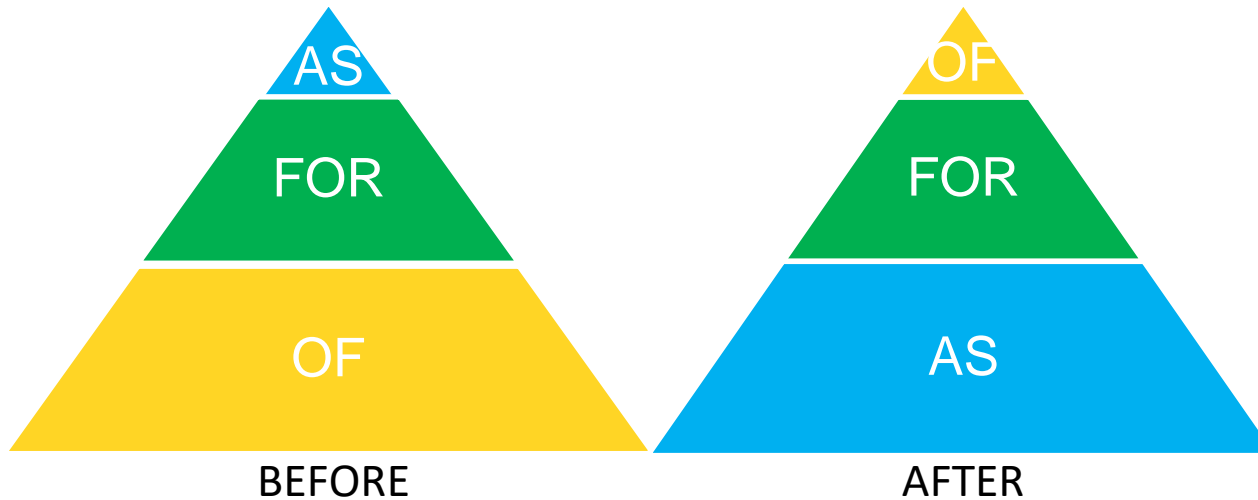
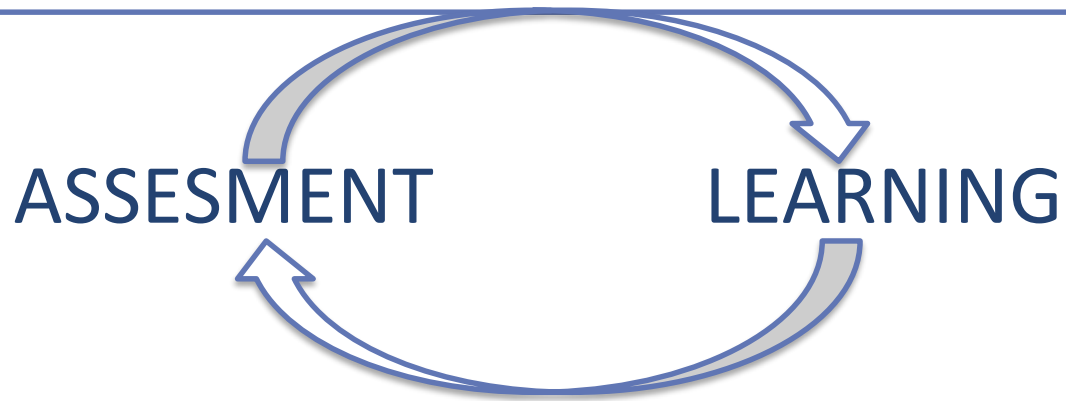
1 FAKTA OM SITUASJONEN

Elevegrunnetaget	1.1 Fag 1.2 Årstrinn	<input type="checkbox"/> 1.trinn <input type="checkbox"/> 2.trinn <input type="checkbox"/> 3.trinn <input type="checkbox"/> 4.trinn <input type="checkbox"/> 5.trinn <input type="checkbox"/> 6.trinn <input type="checkbox"/> 7.trinn <input type="checkbox"/> 8.trinn <input type="checkbox"/> 9.trinn <input type="checkbox"/> 10. trinn
Undervisningspersonellet	1.3 Antall elever i rommet 1.4 Hvem leder/deltar i læringsarbeidet i klasserommet?	<input type="checkbox"/> Lærer <input type="checkbox"/> Assistent <input type="checkbox"/> Vikar <input type="checkbox"/> Spesialpedagog <input type="checkbox"/> Andre:

2 Tidlig struktur og effektiv utnyttelse av undervisningen

Gruppering	2.1 Hvordan er elevene organisert i klasserommet?	<input type="checkbox"/> Samlet klasse <input type="checkbox"/> Små grupper på 4-6 elever <input type="checkbox"/> Pararbeid <input type="checkbox"/> Store grupper på 7-10 elever <input type="checkbox"/> Lærer jobber en til en med elevene
Materiale	2.1.1 Hvilket materiale er i bruk i rommet?	<input type="checkbox"/> Arneit <input type="checkbox"/> Fagbok <input type="checkbox"/> Skriveverktøyer <input type="checkbox"/> Arbeidsbok <input type="checkbox"/> Klassebøker <input type="checkbox"/> PC/Nettsnett <input type="checkbox"/> SmartBoard <input type="checkbox"/> Ueipplaner <input type="checkbox"/> Annet:
Undervisningsform	2.2.2 Er det gjort klart og hensiktsmessig organisert? 2.3 Hvilken form for pedagogisk aktivitet foregår i klasserommet?	<input type="checkbox"/> Ja <input type="checkbox"/> Nei <input type="checkbox"/> Bare delvis <input type="checkbox"/> Formidling <input type="checkbox"/> Modellering <input type="checkbox"/> Spørsmål og svar <input type="checkbox"/> Fremføring <input type="checkbox"/> Høytløsing <input type="checkbox"/> Gjennomgang av leker <input type="checkbox"/> Veiledning <input type="checkbox"/> Vurderingssituasjon <input type="checkbox"/> Diskusjon og refleksjon <input type="checkbox"/> Annet:
Tempo	2.4 Overgangen er vel strukturert slik	<input type="checkbox"/> Ja <input type="checkbox"/> Nei <input type="checkbox"/> Bare delvis

WHOLE SCHOOL IMPROVEMENT



MEETINGS

- Every meeting has a goal.
- Every meeting is lead properly.
- Everyone meets prepared.
- Everyone has a saying in meetings.
- All meetings relate to practice.

THE SIX SECRETS OF CHANGE

1. Love your employees.
2. Connect peers with purpose.
3. Capacity-building prevails.
4. Learning is the work.
5. Transparency rules.
6. Systems learn.

Michael Fullan

THE WHAT AND HOW

- What capabilities must a leader have, in order to have higher influence on student achievement?
- What actions must a leader take, in order to have higher influence on student achievement?
- How does one do it?

Litteratur

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