

Leading Learning

In an Edmund Rice School



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COURSE OUTLINE

	Module	Charter Element	Interview Competency
Night 1	Leadership/ Management/Motivation	Inspiring Transformational Leadership	Self Awareness and Self Management
Night 2	Managing the School Year	Promoting Partnership	Management & Administration including Managing the Organisation
Night 3	Leading Learning	Excellence in Teaching and Learning	Strategic Management including school development Promotion of a holistic development culture including Leading Teaching and Learning
Night 4	Promoting a Caring School	Creating a Caring School Community	Interpersonal Relationships including Developing Leadership Capacity
Night 5	Leading School Ethos	Nurturing Faith and Gospel based Values	Leadership in a Faith school

In this
sessions we
will explore:

- Purpose of Education
- The leader's role
- T&L Dimension of LAOS 2016/2022
- Characteristics of a Learning-Centred school & Effective Schools
- Leading Change
- Student Voice

Charter:

- **Excelling in Leading and Learning**

Competencies:

- **Strategic Management including Leading School Development**
- **Promotion of a Holistic Development Culture including Leading Learning and Teaching**

The Purpose of Education

...effective education.....purposeful education.....excellent education

Is education a commodity and are students customers??

Good Education??

“ education is not the filling of a pail, it is the lighting of a fire”

WB Yeats

What is the purpose of Education?

Prepares one for:

Society

Culture

Home

Career

Leisure

Aesthetic Appreciation

Living in a changing world

Involves development of:

Physical

Artistic

Religious

Spiritual

Intellectual

Moral

The point of Education is not that students learn.

The point of Education is that students learn **something** for a **reason** and they learn it from **someone**

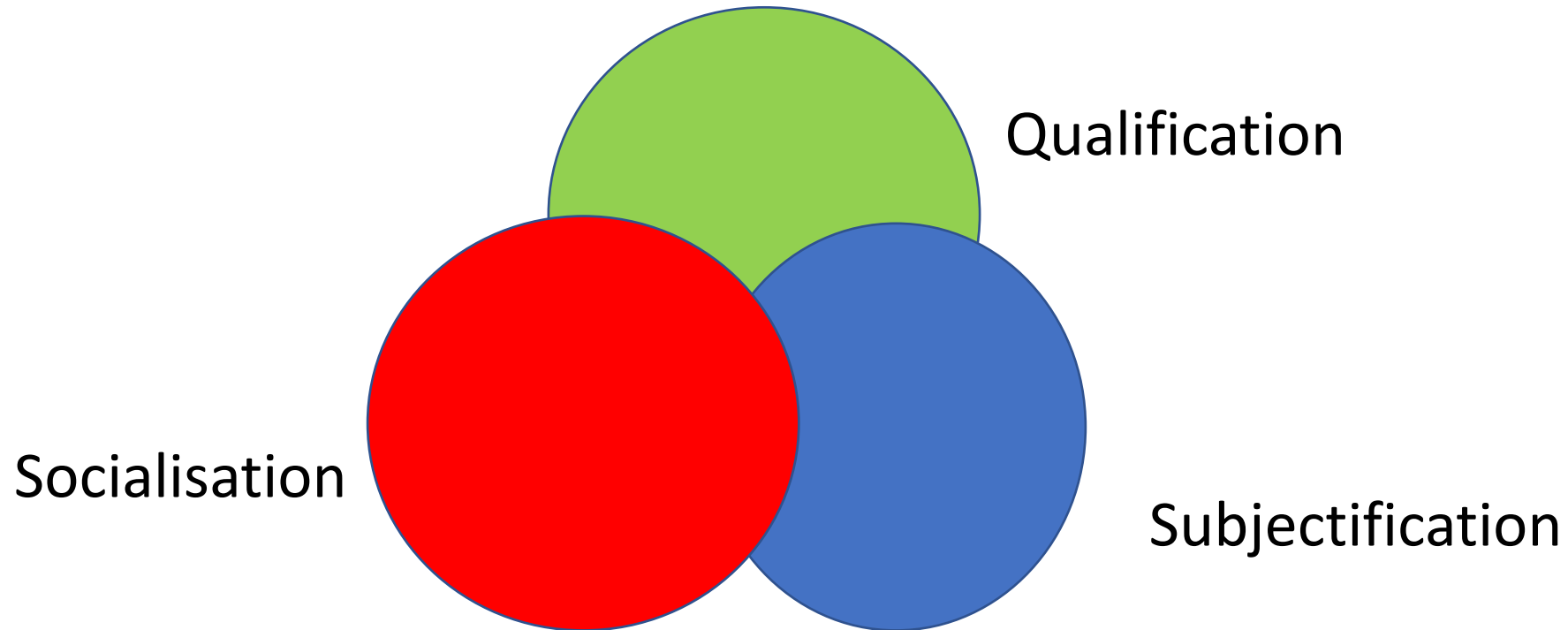
Learning “*of what*” and “*for what*”

Gert Biesta

European Journal of Education, Vol. 50, No. 1, 2015

DOI: 10.1111/ejed.12109

The Purpose of Education is multi-dimensional



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Looking at Our School 2022 A Quality Framework for Primary Schools and Special Schools

Inspectorate
August 2022



Looking At Our School 2022

- Focus on 2 Dimensions
 - Teaching & Learning
 - Leadership & Management
- The L&M dimension will be fundamental to appointments to AP, DP and Principal positions
- The inspectorate has indicated that LAOS will inform all external evaluations and should also be used for SSE
- Every teacher must become familiar with its contents
- Similar in primary and post-primary sectors

Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate
August 2022



Leadership and Management	Leading teaching and learning	<p>School leaders:</p> <ul style="list-style-type: none"> promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' practice and students' learning
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	<p>School leaders:</p> <ul style="list-style-type: none"> communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student participation, student leadership and parent participation build professional networks with other school leaders

	Domains	Standards
Teaching and Learning	Learner outcomes	<p>Students:</p> <ul style="list-style-type: none"> enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	<p>Students:</p> <ul style="list-style-type: none"> engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none"> has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise


Breakout Room- Chat

Authentic Leadership

What are the three most important things we want our children to learn from their time in school?

How much time do you spend on these?

Are these the focus of teaching and learning in your school?



A Holistic View of Learning

- A broad range of **skills, competencies and values** that enable **personal well-being, active citizenship** and **lifelong learning**.

Looking at our schools 2022

From the ERST Charter: Excelling in Teaching and Learning

- Focuses on purposeful teaching and learning
- Nurtures the holistic development of students
- Recognises the uniqueness of every student
- Promotes personal and professional development
- Raises awareness of the interconnectedness of our world
- Uses Information Technology creatively and responsibly
- Responds to a changing world

3 modes of Learning

	Shallow	Deep	Profound
Means	Memorisation	Reflection	Intuition
Outcomes	Information	Knowledge	Wisdom
Evidence	Replication	Understanding	Meaning
Motivation	Extrinsic	Intrinsic	Flow
Attitudes	Compliance	Interpretation	Creativity
Relationships	Dependence	Interdependence	Independence

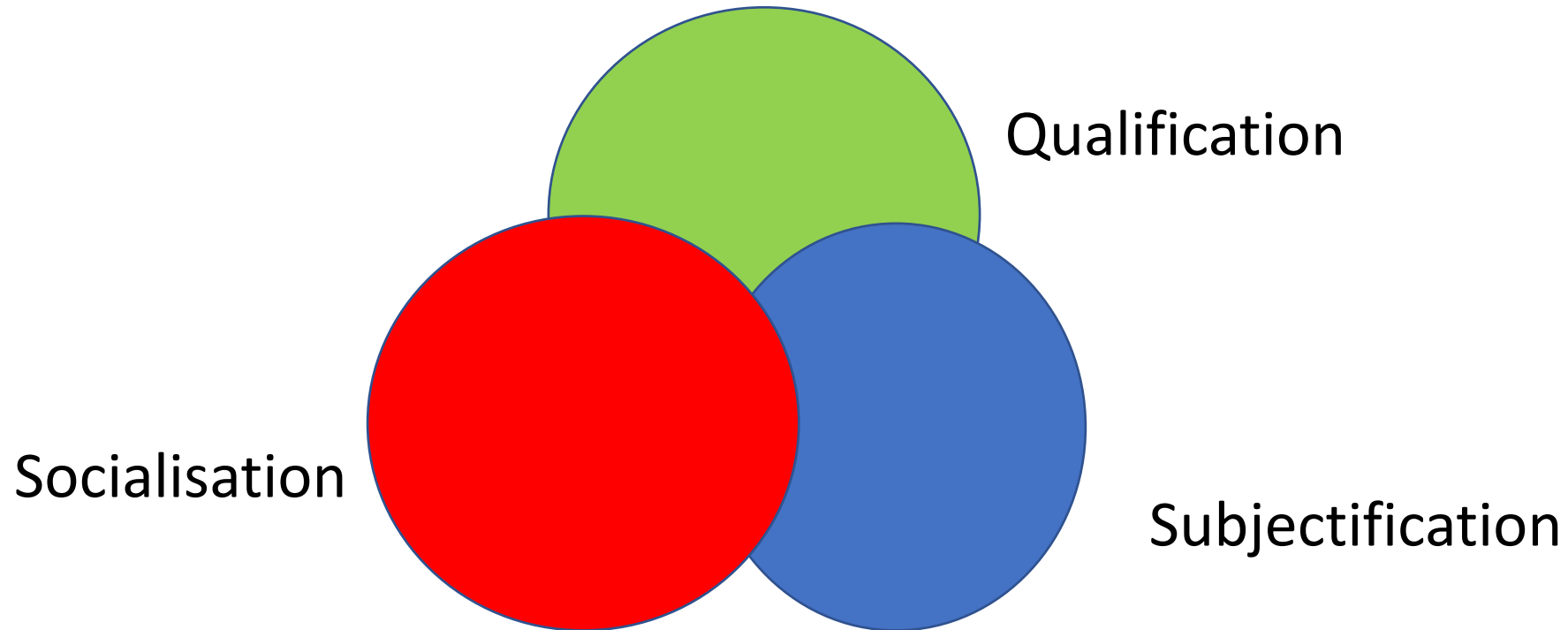
Leading Learning

*“We need school leaders who will see their prime purpose as **leading learning** in their schools and who are constantly exploring **ways of improving outcomes for students** by implementing quality teaching and learning programmes.”*

Robertson and Martin (2002)



The Purpose of Education is multi-dimensional



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Harold Hislop, the Department's former chief inspector, says....



“Really effective school leaders keep a focus on leading learning and teaching.”



"When we see this in action during our inspections, we inevitably see principals who have created a culture in their schools where teachers collaborate as a team to regularly look at what they are doing and examine how well children are learning."

Harold Hislop also said....

"The principal and teachers will have high expectations for their pupils and they will be looking out for ways to improve learning and teaching. These sort of principals know their teachers very well and how they work".

"There will be a strong sense of trust among the whole staff, and they will be energised to implement new ideas. Leading the school staff in forging meaningful relationships with parents is also a crucial skill."

“The greatest influence on student progression is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care”

(Hattie, 2015)

Breakout Rooms



What is your understanding of high quality teaching?



If, as a member of senior management, you sat at the back of a class, what would you wish to see?

The most powerful influences on Student Achievement

1. Quality Teaching and Learning
2. Quality School Leadership



The Leader's influence on Learning

“The Principal is at the nerve end of school improvement. When leadership is strong even the most challenged schools thrive – when it is weak schools fail or badly underperform”

(Michael Fullan, 2004)

Management
contributes to
quality
Teaching and
Learning by:

Early measurement of student cognitive ability

Learning & Teaching on agenda for BOM & Staff Meetings

Positive and disciplined environment

Ongoing SSE and School Improvement

Regular visits to classrooms

Quality Teaching and Learning.... (WSE extracts)

Differentiated practices and clarity of instruction

Share intended learning outcomes, learning intentions and success criteria

Good formative feedback

A “print rich” environment

Targeted questions / Wait for response / Traffic Light

Self assessment / Peer assessment / Teacher assessment

Independent learning / Active learning / Peer learning

Balance between teacher input and student engagement

Subject Departments focus on Learning Outcomes rather than Content

Assessment planned simultaneously with Learning Intentions

Excelling in Teaching and Learning

Your school is an Edmund Rice school.

- How does an Edmund Rice school respond to a changing world?
- Was there some change that you introduced in your school during COVID that you will retain?

Effective Leadership of Learning

1. Engage in **instruction focused** interactions with teachers.
2. Building a productive climate
3. Facilitating **collaboration** and **professional learning communities**
4. Managing resources strategically
5. Classroom walkthroughs
6. Performance feedback



Creating a Learning Centred School

- Distributed Leadership
- Rich dialogue about learning – professional conversations (SLAR)
- High expectations and aspirations
- Focus on relationships and behaviour
- Rich portfolio of learning and teaching strategies
- Resource subject departments
- Subject Associations
- Promoting Partnership

Creating a Learning Centred School

- Personalisation of learning
- Assessment for Learning
- Student motivation, mentoring and support
- Reflection, Review, Monitoring, Evaluation
- Promoting CPD
- Action Learning Networks



MICHAEL FULLAN



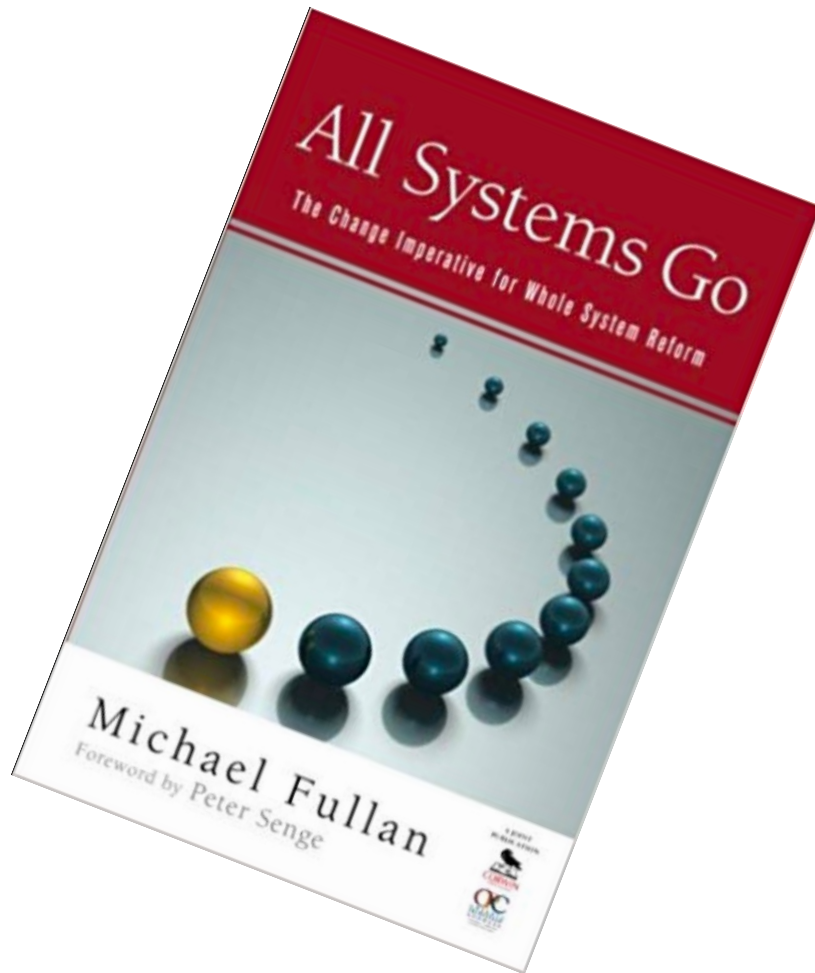
THE **NEW** MEANING
OF EDUCATIONAL
CHANGE

FIFTH EDITION

Mapping our change journey to a theoretical framework - Fullan

- Establishing a vision
- Communicating and embedding that vision
- Creating identity
- Building teamwork
- Developing leadership capacity

STEPS



Agree rationale and vision

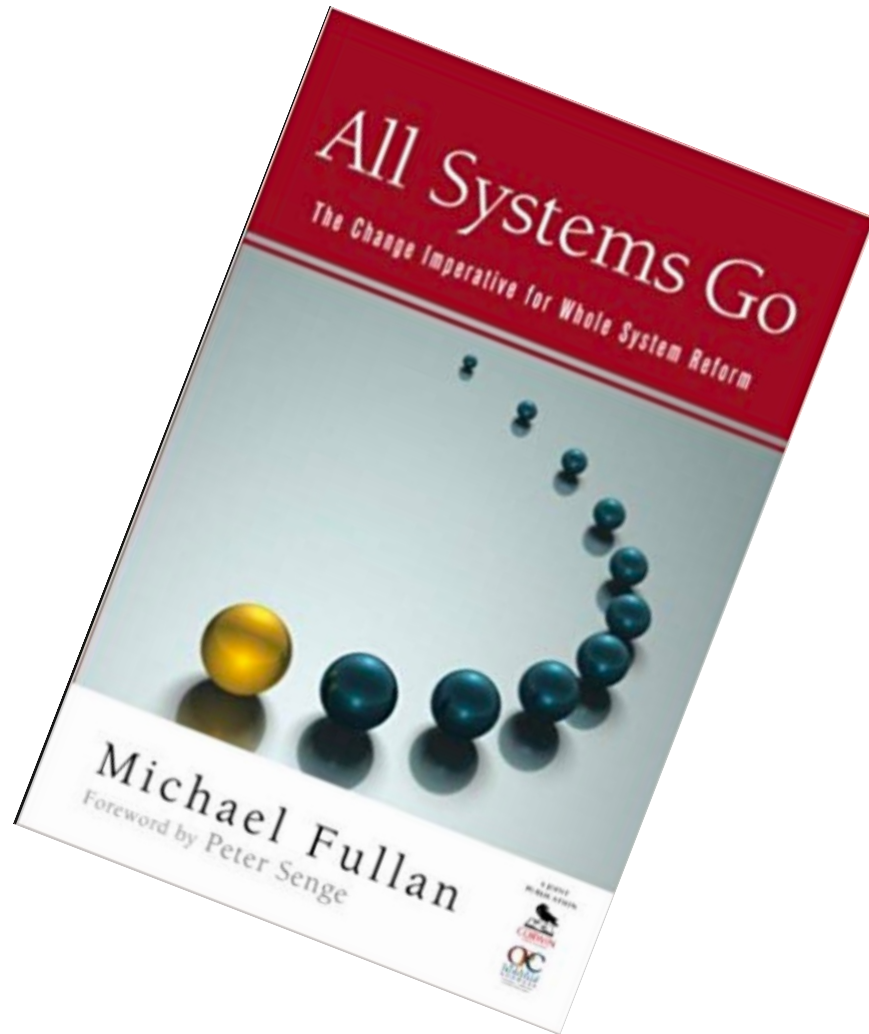
Communicate the vision

Nurture behaviours and beliefs together – act, reflect, read and talk

Communicate and monitor the progress during implementation – this is paramount

Learn and adapt as you progress – Good plans change purposively over time

Be incremental but strategic – bit by bit but guided by overall purpose



ADVICE

Relationships first- build trust as your starting goal

Don't try to do too much at once

Take risks and learn from mistakes – if it's worth doing, it requires both

Honour the 'Implementation Dip' – expect disruption and setbacks

Excitement prior to action is fragile – don't rely solely on the original enthusiasm

It's ok to be assertive; change is often counter-cultural – the goal is to learn together, not to please everyone.

Change is unsettling and requires sensitive but committed leadership. Not everyone will join in but they cannot be allowed to hinder progress.

The School Self Evaluation Process

A reflective process providing schools with an internal process for progressing and developing action planning for school improvement.



What does the research tell us?



Student Voice and Reflection

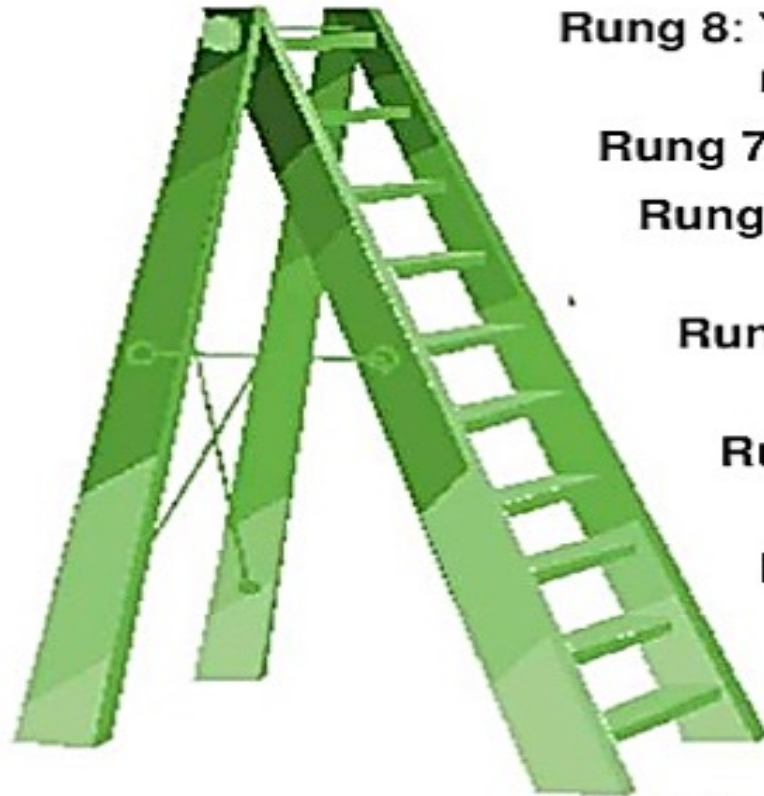
- **Key Skill** – Manage Information & Thinking
- **2 Principles of NJC** – Learning to learn and Wellbeing

It is envisaged that students will become more **independent learners** and become **life-long learners**.

Therefore, students must be encouraged to reflect on their learning.

How would you do this?

Roger Hart's Ladder of Young People's Participation



Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

**Note Hart explains the last three rungs are non-participation*

Adapted from Hart, R. (1992) Children's Participation from Tokenism to Citizenship Florence: UNICEF Innocenti Research Centre
Created by The Freechild Project - <http://freechild.org>

The Lundy Model:



Management contributes to quality Teaching and Learning by:



Early measurement of student cognitive ability



Learning & Teaching on agenda for BOM & Staff Meetings



Positive and disciplined environment



Ongoing SSE and School Improvement

Strategic Management including School Development

Strategic development and management competencies include the ability to take a broad and long-term view of the needs of the school, its purposes and objectives

Outline an example of how and where you displayed these competencies in a significant way

Broad and long term...

Needs of the school...

Purposes and objectives...

Strategic Management including Leading School Development

Definition: The Principal demonstrates the ability to manage, lead and mediate change to respond to the evolving needs of the school and to changes in education including the legislative framework in which schools operate. This involves working with all stakeholders to communicate the characteristic spirit and guiding vision for the school and lead its realisation. The Principal leads the school's engagement in a continuous process of self-evaluation and strategic planning. He/she builds and maintains relationships with parents, with other schools, and with the wider community.

Outline an example of how and where you displayed these competencies in a significant way

Promotion of a Holistic Development Culture including Leading Learning and Teaching

Definition: The Principal creates and promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum. He/she fosters a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit. He/she fosters teacher professional development that enriches teachers' and students' learning, promoting the achievement of high educational outcomes.

Outline ONE SPECIFIC EXAMPLE of how and where you have displayed this competency.

Questions to ask yourself about your answer in an application form for senior management

- Is it commensurate with the post advertised?
- Does it address all issues outlined in the application form?
- Opportunity for classroom teachers to take an active part in school leadership roles
- Is it a real example?
- How would you improve it?
- Did you get somebody to proof read it?