



**EDUCAAA**  
Turning Learning Around

# Advanced Leadership:

## LEADING LEARNING

There is nothing more empowering than engaging with a community of senior leaders to collaboratively explore and improve leadership capacity. Research suggests that after the classroom teacher, leaders have the second greatest impact on learning – our moral purpose.

This program is grounded in current research and practical strategies that can be implemented immediately.

# A program for Aspiring Principals and Senior Leaders



## Our vision for learning

Our core business is to support schools in the improvement of learning. We collaborate with the best educators in the world, and our processes and programs are informed by current thinking and research and come out of our lived experiences as school leaders. EDUCAA has created a learning pathway that brings Aspiring Principals and Senior Leaders together to make a real difference to student learning.

## What is “Advanced Leadership”?

Advanced Leadership: Leading Learning has been specifically designed to offer high-level accessibility in terms of time, cost and location. It is a collaborative and blended approach to learning.

As a community of learners, you will engage in the real time development of your own personal leadership practices. This element of honing your personal leadership will be built into the program structure through the development and implementation of a relevant school-based project that will enhance leadership and learning in your school.

## What makes this program unique?

Drawing from current research and practical leadership experiences in the best schools around the world, this program offers leaders:

- Contextualised learning related directly to your senior leadership role
- The skills to confidently enact practical, research-based strategies and processes immediately that improve learning for all
- Opportunities to collaboratively learn from other leaders in similar senior leadership roles
- Ongoing support and collaboration throughout the six month program

Four Professional Learning Days:	24 hours
Six Webinars :	6 hours
Two coaching sessions	1.5 hours
Online learning:	8.5 hours
Professional Learning Project:	20 hours
<b>Total Professional Learning hours:</b>	<b>60 hours</b>

## What is the purpose?

- Understand how to strategically lead a learning focused school vision that embraces the needs of learners in our challenging world
- Examine and identify a clear moral purpose that focuses on learning improvement
- Understand how emotional intelligence (EQ) relates to leadership and the effective management of people and change
- Explore the implementation of strategies and processes within the context of Professional Learning Communities (PLCs)
- Know how to confidently utilise professional protocols within PLCs to gather data and guide learning conversations that decide on next steps to improve learning
- Examine strategies based on distributed leadership that can be used to engage and develop colleagues based on passion, capacity and ability
- Explore the future of learning through the work of current educational thought leaders
- Build a professional portfolio of leadership skills along with the confidence that will enable success in current and future roles

## Program Structure

This leadership development program takes place over a six-month timeframe and will engage participants in the following learning activities:

- Commence with two consecutive days of face-to-face learning
- Online discussions with guiding questions
- Two individual coaching sessions to support the development and implementation of a school-based project (virtual face-to-face)
- Six live interactive webinar sessions (one each month) to share progress and receive feedback from peers on the school-based project
- Provision of relevant research and materials accessible via an online learning management system
- Conclude with two consecutive days of learning and presentation of school-based projects



## Program Overview

### DAY ONE:

#### **You lead who you are!**

Leaders need to make the time to know who they are in order to, in the words of Parker J. Palmer, *lead who you are* - a very challenging direction when we reflect on the demands of leadership. Opportunities will be provided for leaders to take time to reflect on their current leadership and develop strategies that support their unique pathway to success.

#### **The purposeful leader**

Emphasis will be placed on leaders examining the moral purpose that underlies their leadership. Moral purpose influences and is reflected in all leadership decisions and actions according to Michael Fullan, therefore it is imperative leaders know what drives their leadership. With so many issues that feel urgent, the necessity to focus is often overwhelmed by the number and magnitude of problems faced by leaders. Leaders will be guided through processes that will support the articulation of a clear moral purpose that focuses on leading change and learning improvement.

### DAY TWO:

#### **You can't lead from your office**

Effective leaders are visible to students, teachers and parents. They are often not found in their office but rather interacting with students and actively engaging in learning conversations with teachers. Learning Leaders use strategies to engage with those whom they lead and constantly seek opportunities to grow colleagues. Practical processes will support the development of strategies that leaders can use to orchestrate the learning in their school.

### Our Facilitators:

#### **Annelies Hoogland MEd**

Co-founder and Director of EDUCAA

### Transforming schools through collaboration

Collaboration refers to the sharing of expertise and perspectives on teaching and learning processes. Learning takes place as a direct result of a team's collaborative work examining student data and developing a sense of mutual support and shared responsibility for effective instruction. Leaders will experience professional protocols and processes that enable a collaborative approach to the analysis of student data to move learning forward.

### DAY THREE:

#### **Making space for leadership EQ**

Daniel Goleman's research on leadership and emotional intelligence reveals that the emotionally intelligent leader is far more effective in organisations than the leader with high IQ. Obviously both are important, however it goes without saying that in schools we lead people rather than things. Relationships are at the core of learning, evident in teachers having the greatest impact on learning followed by leaders. Leaders will experience a series of processes that support the identification of their leadership competencies and styles, and consider the importance of gender balance in the teams they lead.

### DAY FOUR:

#### **Sharing our leadership projects**

#### **The future of learning**

The future of learning will be explored through the work of Yong Zhao and David Perkins, among others, who ask questions related to globalisation and how it affects education, specifically, what do we need to do to prepare successful citizens for a globalised world? Case studies of senior leaders who have courageously stepped outside the box to re-think the purpose of schools based on student learning needs, will also be integrated into this learning module.

#### **Bern Nicholls PhD**

Co-founder and Director of EDUCAA

### For course requirements please go to our website or contact:

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## Program Facilitators



**Annelies  
Hoogland  
MEd**

**Co-founder and  
Director of EDUCAAA**

Annelies is an experienced, international leader and consultant who helps leaders improve learning through leadership development, strategic analysis of data, the use of professional protocols and development of collaborative learning teams. She has extensive experience using student voice as part of her leadership repertoire.

In partnership with schools, Annelies has developed and implemented practical strategies that support organisational change and the development of learning focused cultures. Her expertise in 'how' to lead the learning in schools has inspired leaders and teachers to ensure all students reach their learning potential. Annelies' work has directly impacted on team performance and collaboration, as well as student engagement and increased learning.

Annelies has lived and worked in Europe, the Middle East and Asia, where she served as Principal within

the international school system. Now based in Sydney, Annelies' leadership expertise catalyses leaders to develop and commit to a clear and compelling vision that improves learning. Annelies has successfully supported leaders across Australia to implement a wide range of practical, research-based processes and strategies that directly improves learning for all students.

Annelies' deep understanding of leadership for learning has been strongly influenced by her affiliation with Teaching for Understanding, Project Zero and Data Wise at Harvard Graduate School of Education (HGSE), alongside extensive immersion in the research of Alma Harris, Michael Fullan and Richard Dufour. Annelies' development as a learning focused leader has been strongly influenced by the exceptional leadership of Bill Gerritz (former Head of School, International School Bangkok) and Pam Harper (Fieldwork Education, UK).



**Bern Nicholls  
PhD**

**Co-founder and  
Director of EDUCAAA**

Bern Nicholls is an authentic and passionate learner who over the span of her career in education has consistently kept students at the centre of all her thinking and research. As a facilitator, Bern incorporates an understanding of how the brain most effectively engages, remains motivated, and importantly learns. Bern is driven by a deep curiosity about the learning process, which is evident in her commitment to ongoing research. She synthesises current educational research into processes that are practical and empowering for all learners.

Engagement, collaboration and enjoyment are key ingredients that support effective learning and are hallmarks of Bern's approach. Bern has more recently worked on long-term projects within international schools to

research, develop and write meaningful curriculum. Currently Bern is engaged in leadership development programs in Australian and international schools, and presents at conferences such as the European League for Middle Level Education (ELMLE), International Conference on Thinking (ICOT), and the Victorian Catholic Secondary Schools Deputy Principals Association (VCSSDPA) Annual Conference.

Bern completed a Doctor of Philosophy in Education with Distinction, and was awarded the Education Faculty's University Medal for an "innovative and unique" thesis that focused on learning data gathered from students. Twenty-seven years of teaching, leading and researching in secondary schools across Australia continues to inform her insights and practices.

While most of our work happens in *learning partnerships* with a school over time, we are offering this program as an external professional learning opportunity.