



EDUCAAA
Turning Learning Around

Middle Leadership:

MAKING A DIFFERENCE

There is nothing more empowering than engaging with other middle 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.



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. EDUCAA creates a learning pathway that develops and empowers middle leaders to make a difference to student learning.

What is 'Leadership for Learning'?

Lingard, Hayes, Mills and Christie (2003) and others have found that unlike principals, middle leaders are positioned much closer to the classroom, and so have opportunities to lead the improvement of educational outcomes. Grootenboer (2014) further suggests that middle leaders are critical in the development of quality learning outcomes because they exercise their leading in and around classrooms.

Middle Leadership: Making a Difference recognises that middle leaders more directly impact classroom practices and learning outcomes, and so they can be 'transformational' leaders through the core business of schooling — learning and teaching.

What makes this program unique?

This quality professional learning program is grounded in current research and practical strategies that can be implemented immediately across all schooling sectors. Drawing from current research and practical leadership experiences in the best schools around the world, this program offers leaders:

- Contextualised learning related directly to leadership
- Opportunities that will both directly and indirectly impact on improving student learning
- Practical processes and experiences that can be put into action immediately

What is the purpose?

- Know what it means to be a middle leader for learning
- Develop knowledge of learning through the lens of neuroscience

- Know the importance of student voice (data) to improve learning
- Develop self-awareness through the lens of neuroscience as it relates to emotional intelligence, mindsets, leadership styles and managing change
- Support leaders to confidently enact practical, research-based strategies and processes that improve learning for all
- Build a professional portfolio of leadership skills that will enable success and growth in current and future roles

What are the benefits?

- Identify and understand the essential elements of leading a learning-focused school
- Understand the importance of collaboration around student data in learning-focused meetings
- Examine the neuroscience of learning and how it impacts on students' capacity to learn
- Understand the importance of developing emotional intelligence (EQ) as it relates to leadership and the effective management of people and change
- Explore how to strategically develop and grow leadership teams based on capacity, ability and collaboration

Program Structure

Middle Leadership: Making a Difference has been specifically designed to offer opportunities for middle leaders to collaboratively engage with current research and practical applications that will grow their leadership knowledge, understanding and capacity.

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.

Participants will engage in four days of face to face learning - two consecutive days to commence the program, a learning-focused project applied back at school, followed by the final two consecutive days.



Program Overview

DAY ONE:

Leading the Learning-Focused School

Emphasis will be placed on middle leaders examining the moral purpose that underlies leadership. Michael Fullan believes that moral purpose influences and is reflected in all leadership decisions and actions, therefore it is imperative leaders know what drives their leadership. Middle leaders will be guided through processes that will support the articulation of a clear moral purpose that focuses on learning improvement. Furthermore, leaders will be led through processes that build their understanding of the essential elements to running effective and efficient learning focused meetings, often their most public role as a middle leader.

DAY TWO:

Collaboration for Learning

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. Middle leaders will examine what collaborating for learning means and experience professional protocols that enable a collaborative approach to the analysis of student data to move learning forward. According to John Hattie, student voice is an invaluable data source and presents opportunities for meaningful collaboration that can positively impact learning.

During Day 2 leaders will be provided with an opportunity to develop a Professional Learning Project to practice what they have learned within their leadership role back at school.

DAY THREE:

The Neuroscience of Leading and Learning

Every time we learn something new we are literally growing our brain! As leaders of learning it is imperative that an understanding of how the brain learns from the perspective of neuroscience is developed. Leaders will be exposed to Professor Carol Dweck's 30 years of research on mindsets and how students' beliefs about intelligence and ability influence their learning successes or failures in school. Furthermore, feedback strategies that support all students during class time to improve and take their learning forward will be explored through the research of Dylan Wiliam.

DAY FOUR:

Learning Focused Leadership

Daniel Goleman's research reveals the emotionally intelligent leader as being far more effective in organisations than the leader with high IQ. Both are important, however it goes without saying that we lead people rather than things. Middle leaders will experience reflective processes that support the identification of their current leadership competencies and styles alongside areas for growth. Fundamental to emotionally intelligent leadership is an understanding of the need to build supportive and trusting relationships that make the implementation of change possible.

During this session leaders will present their Professional Leadership Project to their colleagues through a respectful professional protocol.

Four Professional Learning Days:	24 hours
Professional Learning Project:	6 hours
Total Professional Learning Hours:	30 hours

For course requirements please go to our website or contact:

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Program Facilitators



**Annelies
Hoogland
MEd**

**Co-founder and
Director of EDUCAA**

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 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 EDUCAA**

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.