Leadership for Learning:

MIDDLE LEADERS MAKING A DIFFERENCE
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. Leadership for Learning 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?

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

Why participate?

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. This quality professional learning program is grounded in current research and practical strategies that can be implemented immediately across all schooling sectors.

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
Leadership for Learning 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, two webinars to support and extend your learning-focused project applied back at school, followed by the final two consecutive days.

Testimonials

The Leadership for Learning Program provided a clear focus on the central business of schools - to be student and learning focused. As a Middle Leader it provided me with relevant research, grounded in practice that enabled a seamless application of ideas on returning to my own school setting. Opportunities to discuss approaches with middle leaders from different settings, enabled time to reflect on my own experiences through collaborative protocols.

As a Middle Leader, the workshop supported the recognition of my sphere of influence, leaving me feeling empowered to drive learning forward. Both Bern and Annelies shared their own rich leadership learning, which added breadth and depth to the workshops. Their wisdom and ability to challenge my thinking made this a valuable learning experience.

Tania Gallen
Year 7-9 Teaching and Learning Leader
Loreto College Coorparoo, Brisbane

My participation in middle and senior leadership programs with Bern and Annelies have positively challenged and refined my mindset around the purpose of leadership in schools - to lead a learning-focused school. Being exposed to research on neuroscience, effective use of data, student voice and pedagogy, I now have clarity about what ‘learning’ is and the process of learning. The leadership programs have enabled me to integrate professional protocols that lead to teams collaborating for learning through the use of student data, alongside the improvement of my understanding of how to effectively use data, particularly student voice, to inform my leadership practice. Annelies and Bern have been instrumental in my leadership journey and have helped ensure that learning is the focus of all my actions with students, colleagues and parents.

Mark Ashmore
Deputy Principal – Learning and Teaching
Whitefriars College, Donvale VIC
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.

Two Online Interactive Webinars
The purpose of the two online interactive webinars is to provide leaders with ongoing collaborative support in relation to the development and implementation of their Professional Learning Project.

| Four Professional Learning Days: | 24 hours |
| Two webinars: | 2 hours |
| Professional Learning Project: | 6 hours |
| **Total Professional Learning Hours:** | **32 hours** |
Leadership for Learning
Middle Leaders Making a Difference

This program is for those who are in the lead stage of their educational careers (holding positions in schools such as Deputy Principals, Assistant Principals, Heads of Department, Year Level and House Coordinators, Curriculum Coordinators). The following AITSL Professional Teacher Standards - Lead Stage descriptors are addressed throughout the program.

**AITSL Professional Teacher Standards – Lead Stage**

**Professional Knowledge**
1. Know students and how they learn
   1.2 Understand how students learn
2. Know the content and how to teach it
   2.1 Content and teaching strategies of the teaching area

**Professional Practice**
3. Plan for and implement effective teaching and learning
   3.1 Establish challenging learning goals
   3.2 Plan, structure and sequence learning programs
   3.3 Use teaching strategies
   3.5 Use effective classroom communication
   3.6 Evaluate and improve teaching programs
4. Create and maintain supportive and safe learning environments
   4.1 Support student participation
   4.2 Manage classroom activities

**Professional Engagement**
5. Assess, provide feedback and report on student learning
   5.1 Assess students learning
   5.2 Provide feedback to student on their learning
   5.3 Make consistent and comparable judgements
   5.4 Interpret student data
   5.5 Report on student achievement

6. Engage in Professional Learning
   6.2 Engage in professional learning and improve practice
   6.3 Engage with colleagues and improve practice
   6.4 Apply professional learning and improve student learning

7. Engage professionally with colleagues, parents/carers and the community
   7.4 Engage with professional teaching networks and broader communities

This program offers participants 32 hours of professional learning. Certificates will be awarded at the end of the program to those who have met the requirements and completed the Professional Learning Project.
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 synthesizes 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.

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 for schools to improve 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 Dr. Bruce Perry at the Child Trauma Academy, USA.

Annelies is an experienced, international leader and consultant who helps leaders improve learning through leadership development, strategic analysis of data, use of professional protocols and the 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.

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 regularly presents at conferences such as the European League for Middle Level Education (ELMLE).

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 data gathered from students over 6 years. Twenty-seven years of teaching, leading and researching in secondary schools across Australia continues to inform her insights and practices.
Leaders that inform our work

Alma Harris PhD
Director of the Institute of Educational Leadership at the University of Malaya

Michael Fullan PhD
Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto

Yong Zhao PhD
Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon

Lyn Sharratt EdD
Associate at Ontario Institute for Studies in Education at University of Toronto

Daniel Goleman PhD
Co-directs the Consortium for Research on Emotional Intelligence in Organizations at Rutgers University

Viviane Robinson PhD
Distinguished Professor in the School of Learning, Development and Professional Practice, Faculty of Education, The University of Auckland

Dylan Wiliam PhD
Emeritus Professor of Educational Assessment at University College London

Parker J. Palmer PhD
Founder and Senior Partner of the Center for Courage & Renewal, Seattle

Tina Blythe EdM
Adjunct Lecturer on Education and Researcher with Project Zero, Harvard University

Jim Collins PhD (Hon)
Student and teacher of leadership and what makes great companies successful

Ron Ritchhart EdD
Senior researcher at Project Zero, Harvard Graduate School of Education

Richard DuFour EdD
Author and consultant. Recognised as one of the leading authorities on helping school practitioners implement the Professional Learning Communities at Work™ process in schools and districts

John Hattie PhD
Academic, University of Melbourne, Melbourne Graduate School of Education

Carol Dweck PhD
Lewis and Virginia Eaton Professor of Psychology at Stanford University