Unpacking Instructional Leadership

Four Leadership Practices That Are Impacting Leaders, C Teachers and Students

Dr. Ryan Sawula







Individually, review the questions about a specific moment in time when you experienced strong instructional leadership on page 3 of your handout.

When prompted share with your elbow partner the qualities that you described and compare similarities and differences.



One Journey

- Awareness and implementation of LQS
- Our division began work with the Galileo group examining optimal learning and the TQS, LQS and,SLQS
- We found quickly that in examining instructional leadership our administrators had varying degrees of understanding and widely different definitions



We determined we needed:



- A Locally Relevant Context
- Common Language/ Understanding
- Narrower Focus/Clear Target



We aligned our work with current research:

- Viviane Robinson -Student Centred Leadership
- Kenneth Leithwood -Linking Leadership to Student Learning



With your table discuss:

How is instructional leadership defined in your school division? In your school?

• What are the actions and practices you are doing on a daily basis to tell you instructional leadership is alive and well in your school?

• Is there a common understanding?

4 Pillars of Instructional Leadership Setting **Collective** Instructional Leading **Directio** Leadershi Walkthrough Learning S p n Embodying Leading a Providing Developing Visionary Learning Instructional Leadership Leadership Community Capacity Leadership





Individually, review the excerpt on pages 4-6 of your handout.

Complete the "Read Something and Say Something" activity on page 6.



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Setting the Direction

- Setting the Direction means more than creating a mission and vision for a school (this is merely one element).
- It involves detailed planning utilizing data to narrow the focus of the school's improvement focus.
- This practice is aimed at bringing a focus to the individual and collective work of staff members in the school or district.



What does done look like?

- Feel like?
- Look like?
- What are the measures that Matter?





Conventional Thinking

All of our goals are priority 1.

We can successfully multitask and succeed at five, ten, or fifteen important goals or initiatives.

All we need to do is work smarter not harder.

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Begin by asking "If everything else stayed the same, what change would have the most impact on our school/division?"



Focus on the Wildly Important



Where am I trying to go?

- Identify only 2-3 goals. Avoid the temptation to do it all.
- If you have more than 3 priorities then you don't have any at all.
- While each person within the school may be pursuing individual goals as well, elevating a few schoolwide goals helps everyone align their actions toward the highest priorities.

Define activities that will help you progress on your goals. *These are your lead measures*

- Find key activities that if executed systematically will help you progress on your goals.
- Should be ones you have reasonable control over.
- If you have more than 3 priorities then you don't have any at all.

Lead vs Lag Data

Lag Data: Evidence that tells us if we have, or have not, achieved our goal.

Lead Data: Evidence that tells us if we are likely to achieve our goal.



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Lead Data Criteria:

Predictable - The collection of evidence must result in an accurate prediction of the outcome.

Influential - The evidence should directly impact the success of the outcome.



Individually, review the excerpt on page 7 of your handout and complete the questions.

When prompted share your thinking with your table.



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Setting The Direction

- 10 Year Process in Division
 Education Plan and School
 Improvement Plans
- Measurements tied to goals





Visionary Planning Evolution

- Senior Administration School Reviews
- Evidence Column
- Next Steps Column (One year SIP to align with 3 year Education Plan)
- AERR Connection
- Board Accountability Highlights
 - Comment on Strategies (Connecting Data and Research)
 - Comment on Results
- Evidence to Measurement
- Lead or Lag Measures
- Administration Collaborative Conversations (from a show to a plan)



Early Days!

Provincial Goal One: High Quality Learning Opportunities for All

Outcome 1.1: School environments are safe and caring.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			_
			Achieverne nt	Improvement	Overall	Targets 2012/13
.1.1 Overall teacher, parent, and student greement that students are safe at school, earning the importance of caring for others, earning respect for others, and are treated airly at school.	<mark>89.4</mark>	<mark>86.2</mark>	Very High	Improved Significantly	Excellent	<mark>91</mark>
 Division Strategies: Promote and monitor appropriate to enhance safe and caring atmost 			urces		onsibility: ciate Sup't – S ces	tudent
 Continually update staff on Crisis Provide opportunity to hear stude follow-up action. Communicate to stakeholders ho safe and caring atmosphere in so 	ent voice on safe w resources are	and caring s			munications Di	rector

Recent Iteration

Goal		Measurement		
	Strategies	Lead	Lag	
In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis and Inuit teachings to benefit all students and build capacity of staff.	 Continue to respond to the calls to action from the Truth and Reconciliation Commission. Ensure that all teachers have acquired skills to meet and exceed the foundational knowledge of First Nations, Metis and Inuit competency as outlined in the Alberta Education professional practice standards. Continue programs and academic and cultural supports for all self-identified students. Develop collaborative plans with Indigenous communities to meet the cultural, academic and social emotional well being of all self-identified students braiding indigenous ways of knowing into the program of studies. Ensure staff recognize and respond to intergenerational trauma on learning and families. 	 Host three circles with Urban Aborginial Voices Society to generate feedback on progress and areas of continued growth for division goals. Division Treaty Flag ceremonies will be developed for the beginning and end of the year in all schools. Indigenous Student Voice Panel to engage in conversation surrounding educational learning environment, successes and considerations with students two times a year. Professional development sessions in each school building on Indigenous foundational understanding 	 Increased Provincial Achievement Exam results and increased correlation between school awarded marks and achievement test results by Indigenous students. Increase in the number of Indigenous students attaining excellence and acceptable on the Provincial Achievement Tests and Diploma Exams. Student feedback on the Accountability Pillar Survey. Specifically responses to the questions: I feel welcome at my school, At school, I feel like I belong., Other students treat me well., & At school, students respect each other. 	



Individually, review the excerpt on page 8 & 9 of your handout and complete the questions.

When prompted share your thinking with your table.



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With your table discuss:

- In reflecting on your school leaders what are the actions and practices they implement that set direction?
- How are you supporting them in setting the direction at the division level?

Leading Learning

The crucial role of school leaders and teachers in fostering a culture of sustained improvement through evidence-informed inquiry and collaborative work. **Evidence-informed inquiry as a foundation:** When leaders and teachers engage in evidence-informed inquiry to drive change and improvement for learners, it builds a professional community and integrates inquiry into the daily operations of schools.

Leadership's impact on student learning: According to Robinson (2011), the most significant way school leaders can positively influence student learning is by actively promoting and participating in the professional learning and development of their teachers.

The "leader as learner" model: Robinson (2011) highlights that principals who participate as learners alongside their teachers, working collaboratively to advance the school, have the greatest impact on learning.

The "learning leader" concept: Michael Fullan (2014) defines a learning leader as someone who not only models continuous learning but also creates an environment that facilitates continuous learning for everyone in the school.

In essence, a leadership style that is deeply embedded in the learning process, both personally and institutionally, to drive meaningful and lasting improvements in student outcomes.



Leading Learning .42 effect size

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SIP	Framework to drive learning
Mentorship	AP/VP weekly met with new teachers
Collaboration	Weekly focus on data to impact instructional practices. Administrators in the meetings.
Evidence Informed	Data informed Student work at the center



Individually, review the excerpt on page 10 of your handout and complete the questions.

When prompted share your thinking with your table.

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Instructional Walk Throughs Senior administration was wondering.....

- Is teacher practice changing student learning based on our current PD model and focus on instructional leadership?
- How are administrators ensuring that this change is occurring in the classrooms?
- How do we support our administrators to ensure effective instructional practice is occurring in the classroom?
- How will we know that our actions are making a difference?







(10% of total teachers per day; 5-15 minutes;
2 times per month; 18 times per year per teacher)

Evidence based conversations. (90-10 rule) Shared Instructional Framework: Program of Studies, School Improvement Plan strategies, Foundational Expectations

The HOW

What keeps you from visiting classrooms?



Obstacles to Instructional Leadership and Supervision

- Complexity of Role
- Learning Challenge

These obstacles should not come at the expense of improving the learning culture in order to increase optimal learning.

Knowing that these obstacles are present everyday how are you going to manage these to ensure you are in classrooms?



We asked teachers...



Survey Questions

- With regards to feedback from administrators on your instructional practices, what was effective in supporting your growth as a teacher this year?
- Please provide some examples of ways your administration supported your instructional practices this year?
- What are some ways your administrators could assist you in enhancing your instructional practices in your classroom?



Evidence Based Conversations....



<u>Ten Questions for Better Feedback</u> <u>on Teaching.....Without Suggestions</u> (Baeder, 2018)

Teachers want feedback. Longer visits, reflective conversations. Communication is beneficial both ways.

(Brandon, 2018)

Classroom Visit Index Cards 10 Questions for Better Feedback On **Teaching**

LIFT Questions Possible follow up questions for walkthroughs

We asked administrators...



- What is the evidence of change occurring? With you? With the teachers?
- How did the walkthrough schedule affect your instructional leadership practice?
- How did the prompted questions facilitate an evidence-based conversation?

Remember: Walk thru practices can help with *decision making, improving professional relationships and enhancing professional development* both within the school and personally for teachers.

In your weekly admin team meetings talk about an area that showed change as the result of your walkthrough practices this past month.

Tell us, show us during monthly school visits - walk us through your classrooms first.


Individually, review the excerpt on pages 16-18 of your handout and complete the reflection questions.

When prompted share your thinking with your table.



Core Functions of Leadership:

- To provide direction
- To exercise influence

Collective Leadership is often outlined in research as the extent of influence that organizational members and stakeholders exert on decisions in their schools.



Collective Leadership

- - Recognized Hierarchical Structure of Organization - Goal was to flatten organization
 - Culture Survey: Call for professional autonomy and tapping into intellectual capacity of staff.
 - How can we build teacher leadership capacity?

	Traditional Leadership	Collective Leadership	
Motivation	We need to be convinced to do good work		
Structure	Hierarchical	Organization as a responsive system	
Decision Making	Top down/ nonparticipation	Shared, empowered, collaborative, multiple stakeholders	
Assumptions Regarding People's Capabilities	One small group of elite has all the talent		
Beliefs About How Success is Created	Develop the highly skilled and they will foster development in others/duplicate the highly skilled approach	Success comes from diverse skills and perspectives	



Individually, review the questions on pages 12-14 of your handout and complete the questions.

When prompted share your thinking with your table.



Collective Leadership and Efficacy

"Efficacy beliefs are a precursor to improved student outcomes because efficacy drives educators receptiveness to change."

Arzonetti & Donohoo, 2021



When Teachers believe...

- all kids are their kids (community approach);
- that together they and their colleagues can impact student achievement;
- they can have a positive impact on student learning through collective action;
- they can positively impact student outcomes including those who are disengaged and/or disadvantaged;&
- that the staff is capable of helping students master complex content, and getting students to believe they can do well in school,

collective efficacy is high.



Teacher initiated shared decision making

Teacher initiated and directed action

Administrator initiated shared decision making with teachers

Teachers informed about and then consulted about action

Teachers informed about and then assigned action

Tokenism

Decoration

Manipulation

Raising Collective Efficacy

Degrees of Participation

Degrees of Nonparticipation

"The bottom line is that successful influence, improves efficacy. When staffs successfully influence decisions

and experience positive results, it heightens their belief in their collective ability to overcome challenges they'll face in the future. The feeling of empowerment that comes from successful influence not only enhances efficacy, it also results in an increased engagement and a desire to be involved."

Donohoo, 2021





What are teachers' perceptions in regard to their scope of influence your school?

- Do they feel empowered?
- Do they feel alienated?
- Or somewhere in between?

What are the opportunities to increase the involvement of teacher teams in authentic decision-making

IAP2'S PUBLIC PARTICIPATION SPECTRUM



The IAP2 Federation has developed the Spectrum to help groups define the public's role in any public participation process. The IAP2 Spectrum is quickly becoming an international standard.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Examples:

- Learning Disruption Grant -Localized approach with collaborative decision making
- New Curriculum Implementation

Leading to increased innovation and risk taking





Individually, review the survey on page 23 of your handout and complete the questions.

When prompted share your thinking with your table.



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