



NURTURING LEADERSHIP POTENTIAL IN TEACHERS

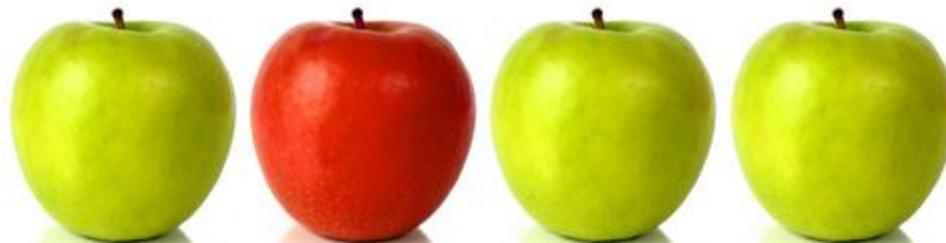
In this workshop we will explore how every teacher's leadership potential could be cultivated, enhanced and explored. With real examples of such educational establishments and models that promote non-positional leadership, participants in this workshop will engage in activities that will help them reflect on what this might look like in their own schools.

SESSION OBJECTIVES:

- Types of leadership
- Leadership actions
- Teacher Leadership
 - Marie's story
 - How can Teacher Leadership be supported?
- Role of Teacher Leadership in Education fit for the Future

WHY
ME?

Leadership



What do good leaders do?

Leadership actions:

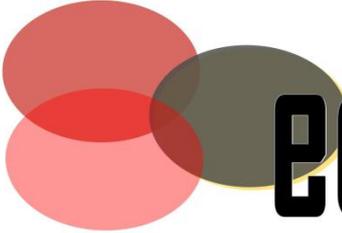
- ❖ influencing and inspiring others
- ❖ taking the initiative and setting direction
- ❖ offering support / service
- ❖ holding others to account
- ❖ modelling learning behaviour
- ❖ valuing / encouraging helpful behaviour



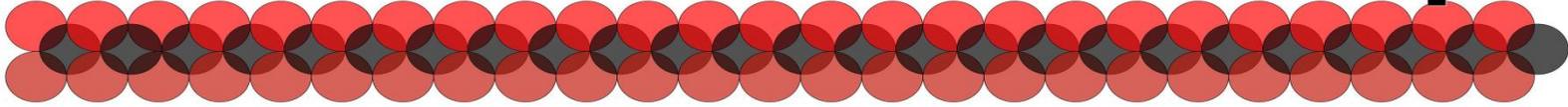
(Frost, 2011)

‘Leadership is a dimension of being human’

(Frost, 2014)



educational leadership



**Cambridge International Certificate
in Educational Leadership
6247**

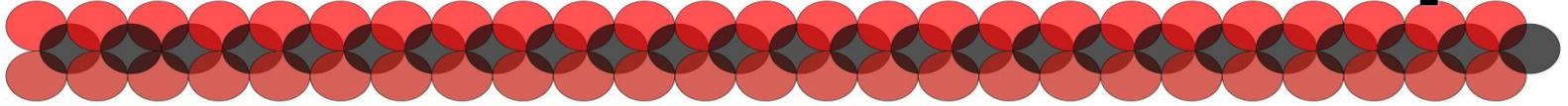
**Cambridge International Diploma
in Educational Leadership
6248**

Cambridge
Professional
Development

For examination in 2015



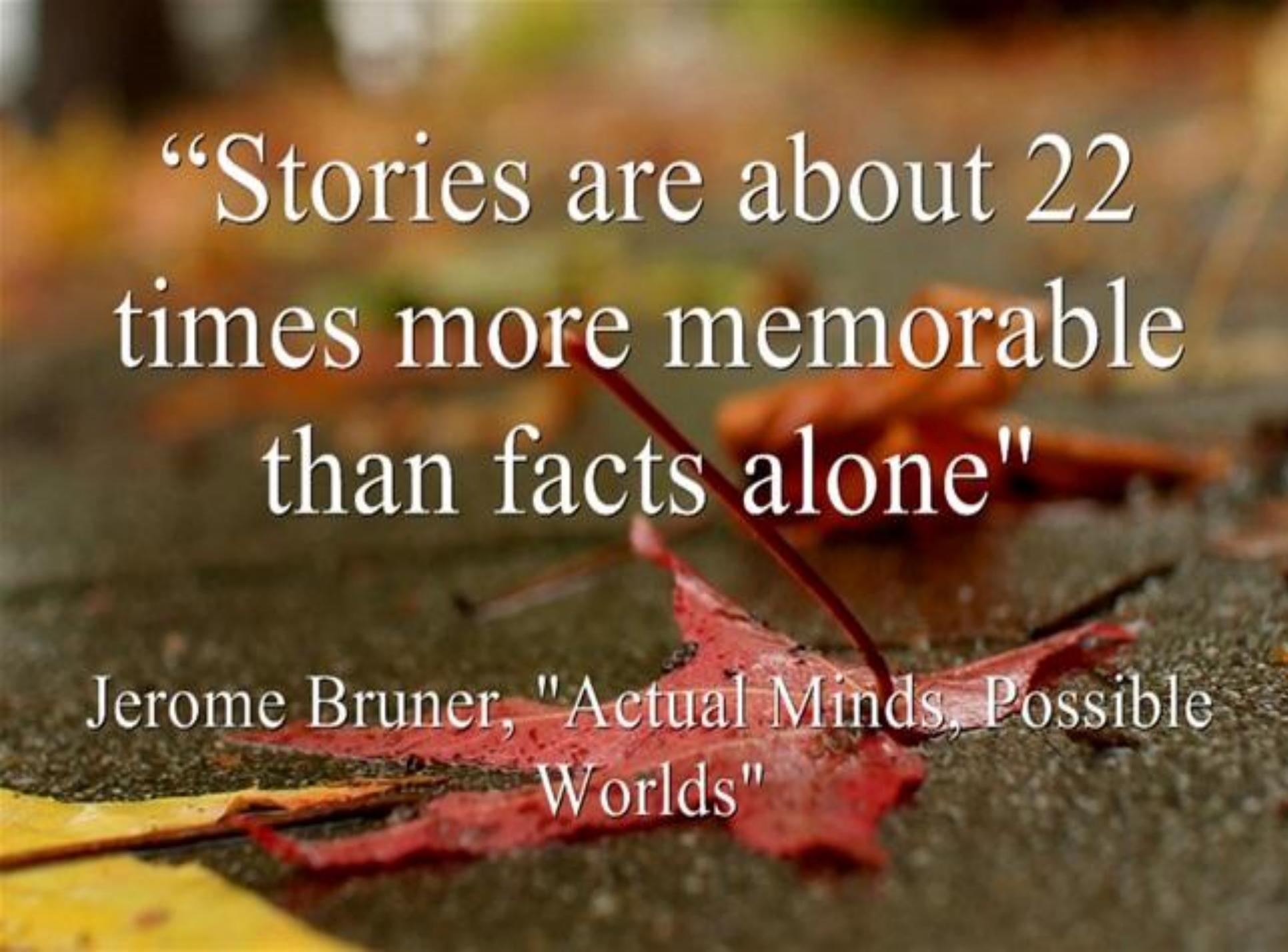
educational leadership



'Teacher leaders need recognised responsibilities and authority to assume leadership roles'

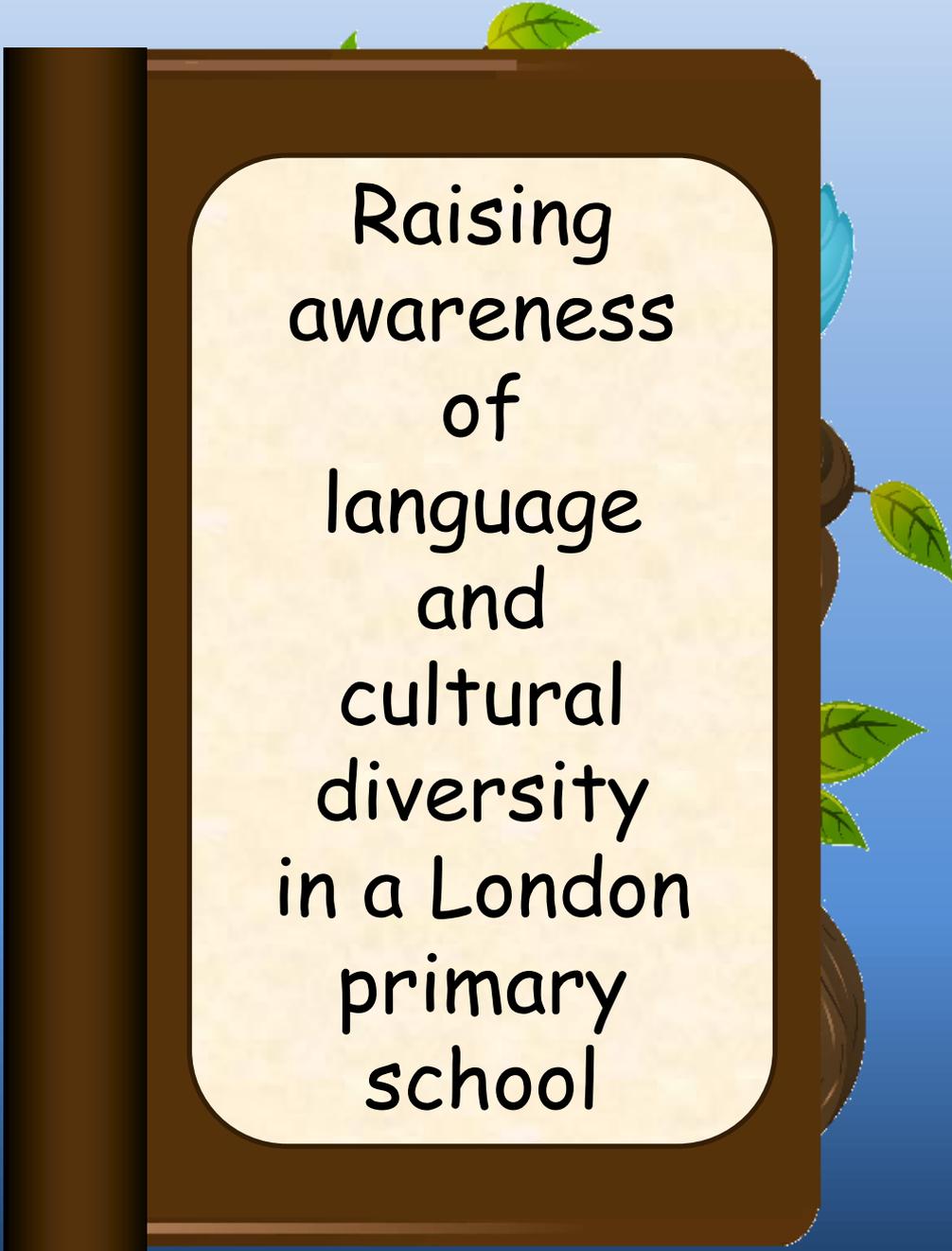
~~PLAN (A)~~

PLAN (B)

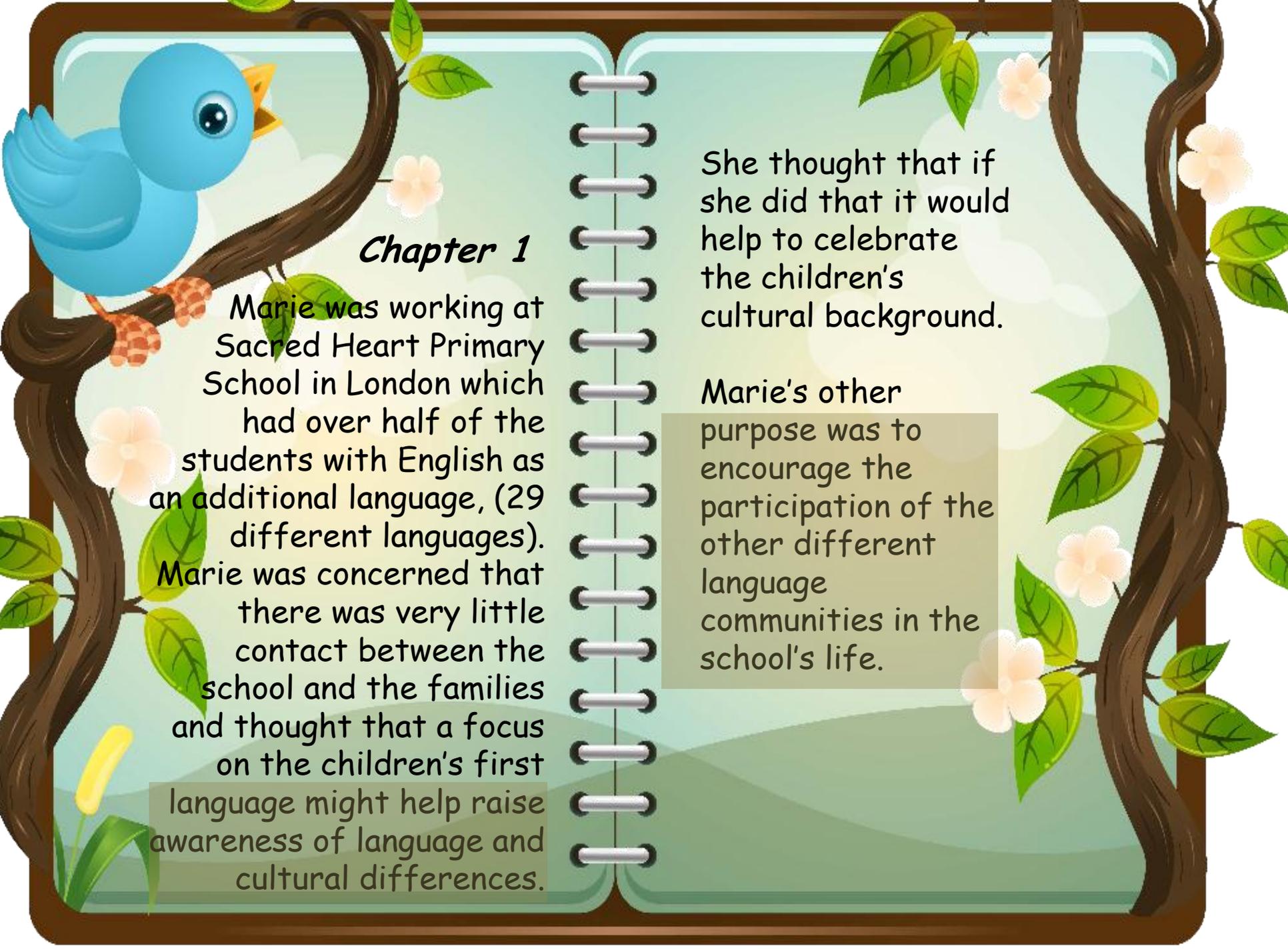


“Stories are about 22
times more memorable
than facts alone”

Jerome Bruner, "Actual Minds, Possible
Worlds"



Raising
awareness
of
language
and
cultural
diversity
in a London
primary
school



Chapter 1

Marie was working at Sacred Heart Primary School in London which had over half of the students with English as an additional language, (29 different languages). Marie was concerned that there was very little contact between the school and the families and thought that a focus on the children's first language might help raise awareness of language and cultural differences.

She thought that if she did that it would help to celebrate the children's cultural background.

Marie's other purpose was to encourage the participation of the other different language communities in the school's life.



LET'S DISCUSS



Author: You



Chapter 2

- Investigated how other schools had developed innovative ways of celebrating diversity
- Newbury Park School - 'Language of the Month' project
- Discussed with the SLT team

Designed a project:

- ✓ Each month a different language was chosen and celebrated through assemblies, displays. The families were invited to contribute to the display about their language and culture
- ✓ Film Club to link with the language of the month.
- ✓ TAs from each of the main language groups helped hold language-based coffee mornings.
- ✓ Collaboration with the PSHE teachers - change the PSHE curriculum - manners and etiquette in different cultures.



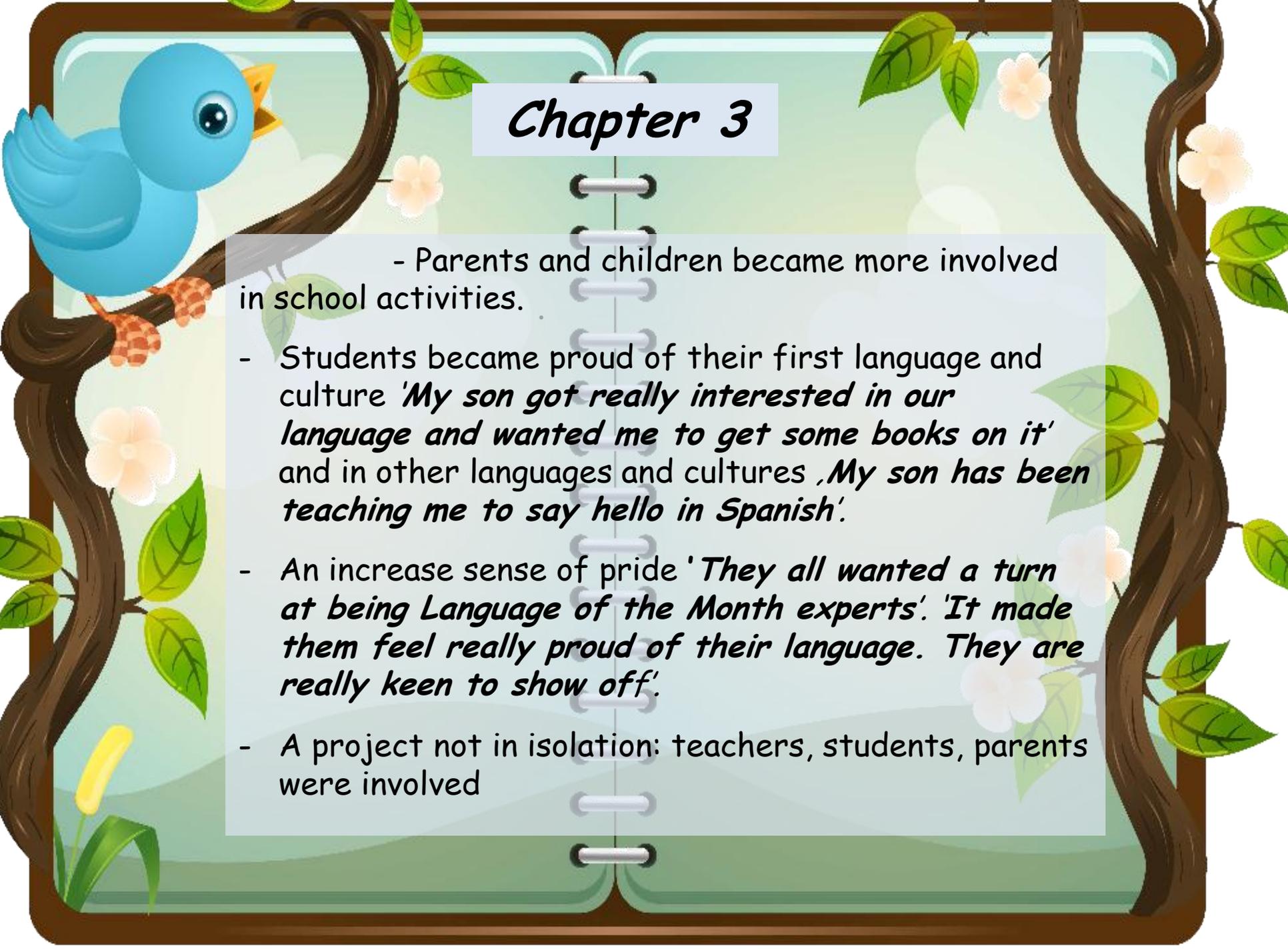
How about your story?

Leadership actions:

- ❖ influencing and inspiring others
- ❖ taking the initiative and setting direction
- ❖ offering support / service
- ❖ holding others to account
- ❖ modelling learning behaviour
- ❖ valuing / encouraging helpful behaviour

(Frost, 2011)

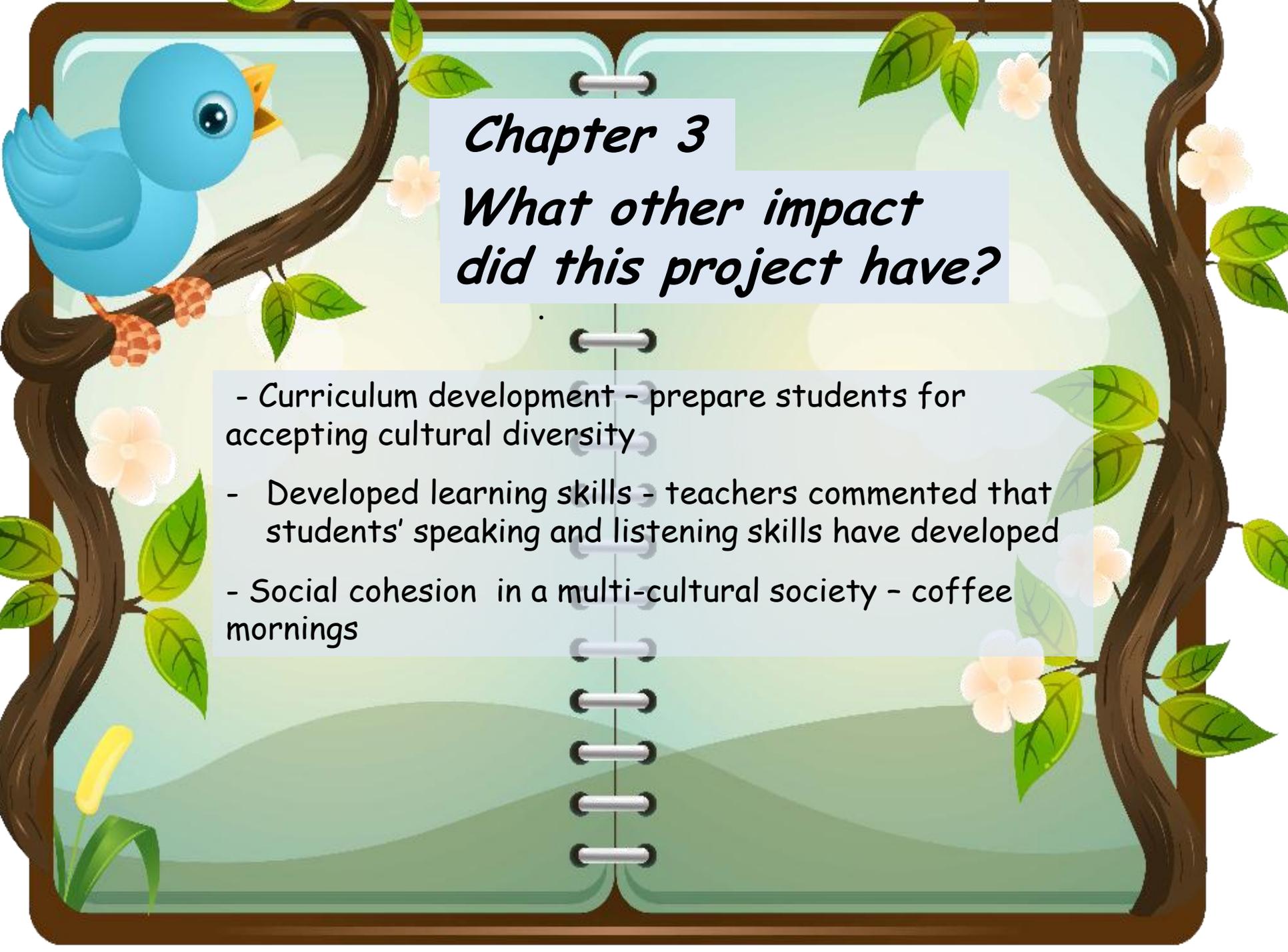
Author: You



Chapter 3

- Parents and children became more involved in school activities.

- Students became proud of their first language and culture *'My son got really interested in our language and wanted me to get some books on it'* and in other languages and cultures *'My son has been teaching me to say hello in Spanish'*.
- An increase sense of pride *'They all wanted a turn at being Language of the Month experts'. 'It made them feel really proud of their language. They are really keen to show off'*.
- A project not in isolation: teachers, students, parents were involved

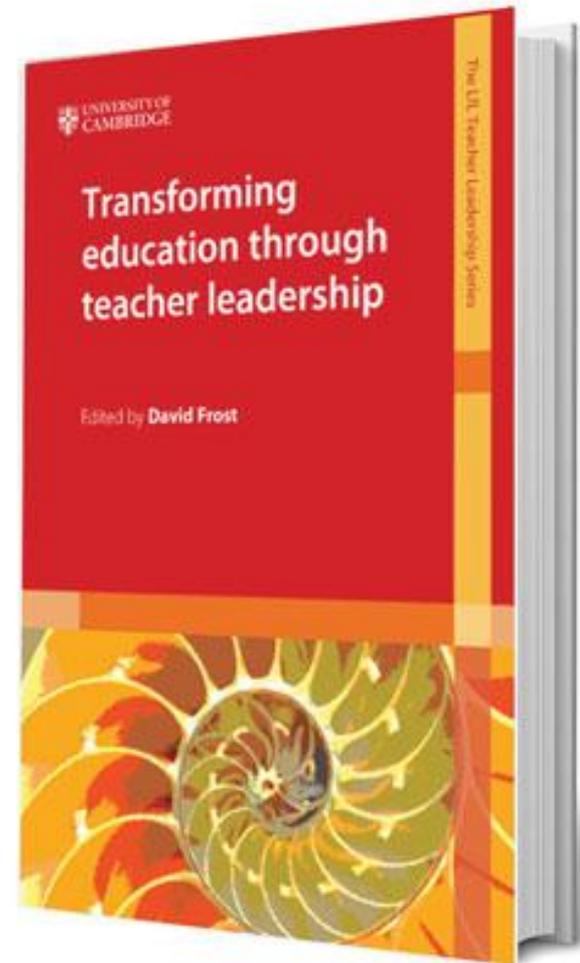
A blue bird is perched on a dark brown tree branch on the left side of the page. The branch has several green leaves and small white flowers. The background is a light green notebook with a spiral binding in the center. The notebook pages are slightly blurred, and there are more green leaves and white flowers scattered around the edges. The overall theme is nature and education.

Chapter 3

What other impact did this project have?

- Curriculum development - prepare students for accepting cultural diversity
- Developed learning skills - teachers commented that students' speaking and listening skills have developed
- Social cohesion in a multi-cultural society - coffee mornings

Story by:
Marie
Metcalfe



Wider impact - her leadership story has been heard in many countries around the world through the ITL project.

The emerging leadership story

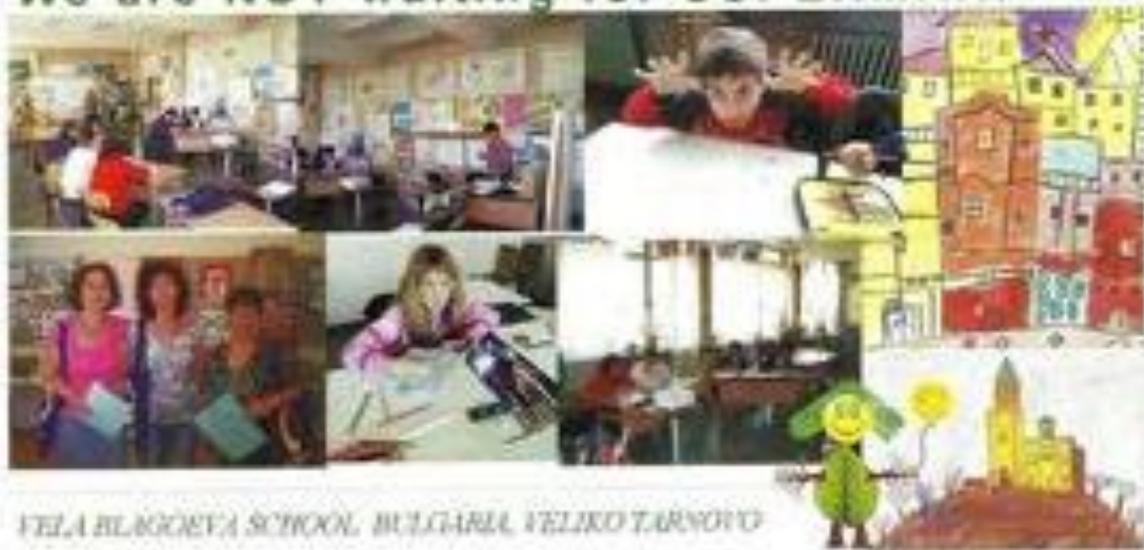
‘Teachers, with or without positions of responsibility really can **lead innovation**; teachers really can **build professional knowledge**, teachers really can **develop the capacity for leadership**, and teachers really can **influence their colleagues** and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with **appropriate support**’

(Frost, 2011:57)



Active teachers from Vela Blagoeva school

We are NOT waiting for SUPERMAN!



VELA BLAGOEVA SCHOOL, BULGARIA, VELIKO TARNOVO



**Professional
knowledge**



Development work



Action planning

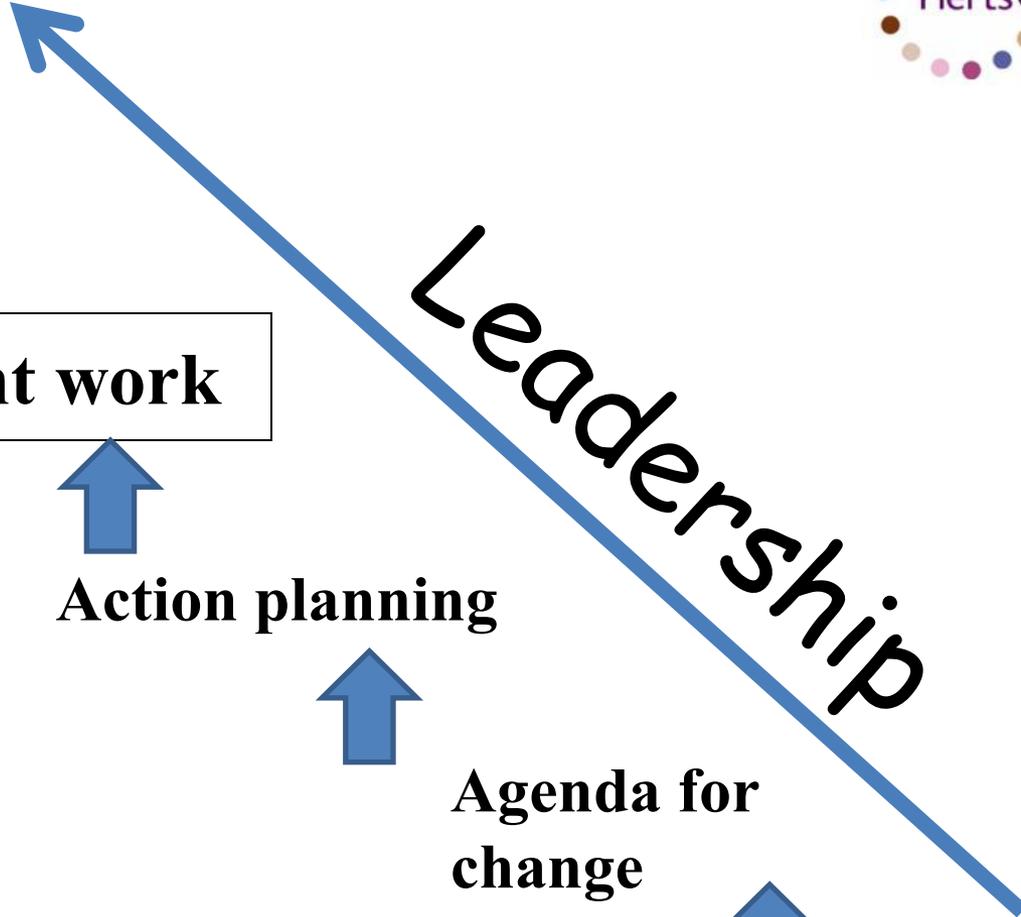


**Agenda for
change**



**Clarifying values
and concerns**

Leadership



The role of Teacher Leadership in Education Fit for the Future



Croatia – ‘The role of feedback from test results in raising students’ self-esteem’

Bulgaria – ‘The new student – how to help him integrate better’



Macedonia – ‘Stimulating students’ motivation for appreciating the value of learning’

Turkey

New Zealand

UK

Portugal

Moldova

Palestine

Romania

Egypt

‘Developing motivational strategies for children to make them enjoy their Quran classes more’

‘Creating independent learners through creative thinking, self-assessment and target setting from early years’



Bosnia & Herzegovina – ‘Developing active participation in reading lessons to improve children’s reading’

Serbia

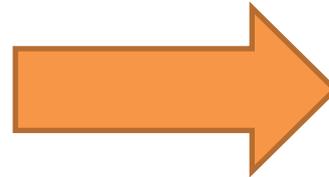
TOP DOWN

Big
Formal
Centralised
One size fits all

The role of Teacher Leadership in Education Fit for the Future

BOTTOM UP

Small
Informal
Decentralised
Specific



'Teachers place most value on CPD that involves experimenting with classroom practices, working collaboratively and adapting approaches in the light of pupil/peer feedback and self-evaluation'

(Pedder *et al.* 2008: 13)



LEADERSHIP

