



CAMBRIDGE

# Cultivating Growth through Leadership

## How to Build and Develop the Middle Manager Team

Mr Parras Majithia

April 2025

# Session Aims

- This session will offer both strategies, and opportunities for reflection for both aspiring leaders, and those who currently hold leadership roles, under the themes:
  - Middle Managers vs Middle Leaders
  - The ‘Engine Room’ and Building Capacity
  - Driving Change
  - Implementation and Quality Assurance
- The session will draw on areas of learning from UK-based leadership development programmes, which have transferability into international and bilingual settings.

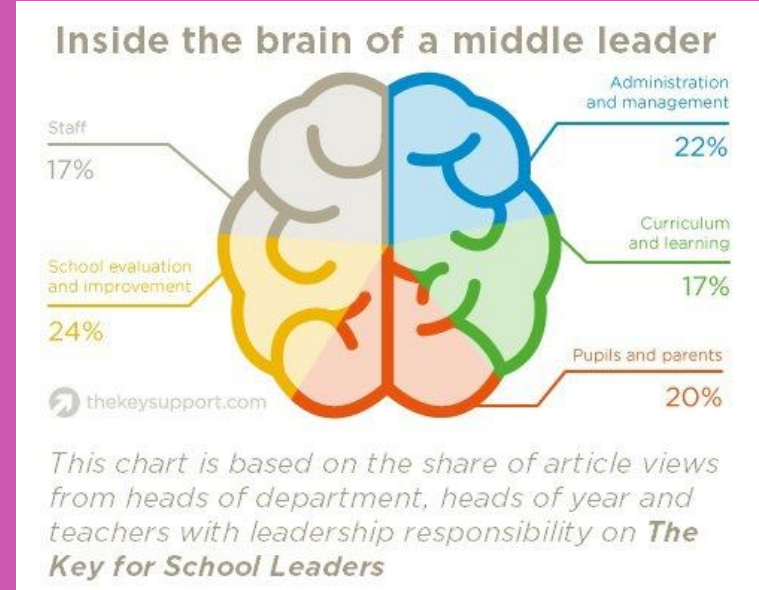
“Middle Leadership is the engine room of all schools. Middle Leaders form the core of all school communities driving curriculum, pedagogy, and standards. But for those who are Middle Leaders, it can often be a difficult balance to manage both their teaching capacity and their leadership role.”

Lindsey Galbraith  
What Makes An Effective Middle Leader?  
3 August 2023

LEADERSHIP  
IS ABOUT MAKING OTHERS  
**BETTER** AS A  
RESULT OF YOUR PRESENCE  
AND MAKING **SURE**  
THAT IMPACT LASTS IN YOUR  
**ABSENCE.**

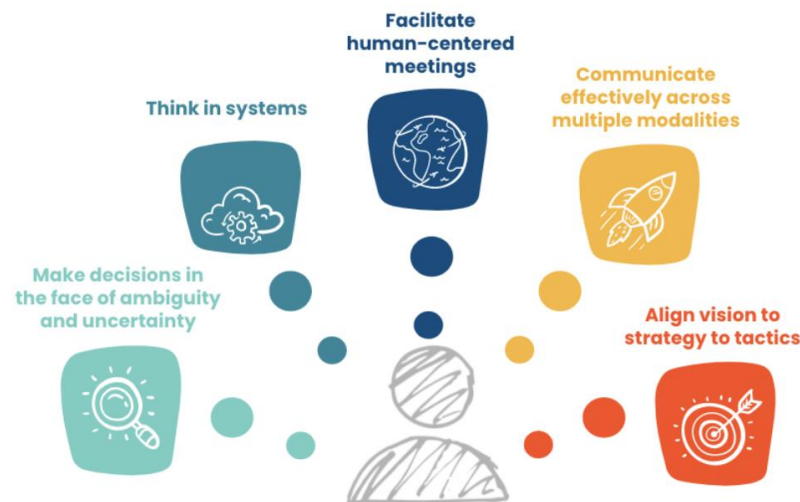
# Session Outcomes

- Delegates who choose to attend this session should leave with perspectives and practical strategies for:
  - how to prepare / step into a Middle Leadership role (for aspiring leaders)
  - how to harness the power of Middle Leaders (for existing Middle Leaders / Senior Leaders)



# Middle Managers vs Middle Leaders

- Perspectives
- Leaders
  - Agents of change
  - *What you give*
- Managers
  - Making it happen
  - *What you do*
- Creating the conditions
  - Policies, processes



## UNIQUE POSITIONING OF MIDDLE LEADERS

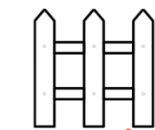
## WHAT MIDDLE LEADING ISN'T



A foot in both camps



A finger in every pie



Sitting on the fence

## WHAT IT SHOULD BE



A bridge between  
teachers ("on the ground") and  
senior leaders (guiding the big picture)

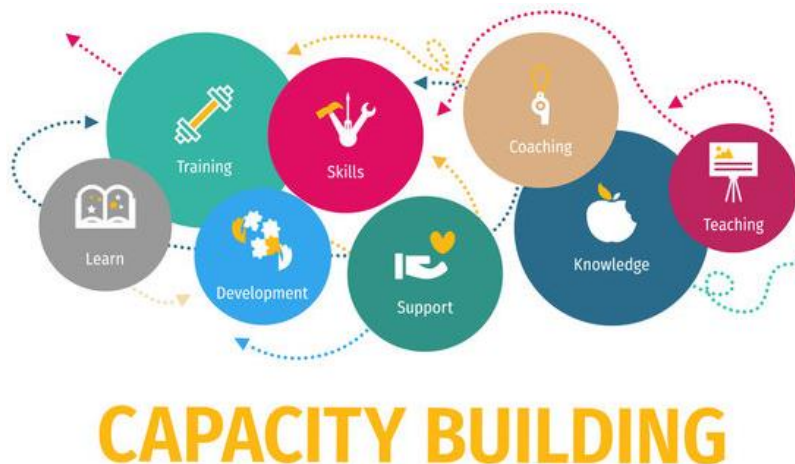
Mrs. Eitelman Teaches





# The 'Engine Room' and Building Capacity

- Key drivers
  - Successful school improvement,
  - Sustainable school improvement
- Consulting
  - Asking the right questions
- Listening
  - To understand, not just to respond
- Effective strategic decision-making
  - Action based on evidence
  - Building capacity



## 5 EASY WAYS TO PRACTICE **ACTIVE LISTENING**

BY JACOB MORGAN



### **BODY LANGUAGE**

How you stand and present yourself sends a message. Good posture means you're focusing your attention on the person you're engaging with.



### **UNDERSTANDING**

Aim to truly understand what is being said. Don't just stand there and nod your head and then realize later that you have no idea what you just talked about.



### **INTERRUPTING**

Interrupting other people stops the flow of the conversation and makes it seem like what you have to say is more important than what the other person is saying.



### **LOOK THEM IN THE EYE**

Look someone in the eye when you talk to them. We are used to looking at screens these days, but we have to practice looking people in the eye.



### **DON'T JUDGE**

Don't judge people. Instead, put yourself in their shoes. This is empathy, which is one of the most important skills a leader can have.

[THEFUTUREORGANIZATION.COM](http://THEFUTUREORGANIZATION.COM)

# Driving Change

- Need for Change (Explore)
  - Evidence
  - Why?
- Appetite for Change (Prepare)
  - Desire / Willingness
- Case for Change (Prepare/Deliver)
  - Buy-in
- Making it happen (Deliver / Sustain)
  - Active ingredients
  - Keeping it going (sustainability)

## A School's Guide to Implementation Summary of recommendations

These three elements work together. The process helps schools do implementation.  
The cross-cutting behaviours and contextual factors help them do it well.



# Implementation - Quality Assurance (mini case study)

## Senior and Middle Leaders joint agents for change

### • Need for Change (Explore)

- Where is the good practice?
- How do we know it is good practice?
- How do we know whether we are moving towards our goals?
- How do we know how well we are moving towards our goals?

### • Appetite for Change (Prepare)

- Energy

### • Case for Change (Prepare/Deliver)

- Buy-in (Openness and transparency)

### • Making it happen (Deliver/Sustain)

- Active ingredients
- Keeping it going (sustainability)

#### Guidance指导方针

- This form should be completed by all observers immediately following completion of a learning walk / drop-in observation 所有观察员应在完成学习步行/实地观察后立即填写此表
- The learning walk / drop-in observation should be no more than 10-minutes in length 学习步行/观察时间不应超过10分钟
- The feedback email template should be used to share with the teacher 2 aspects that were positive (We liked...), and a question that came up as part of your discussions (We wondered...) 反馈电子邮件模板应用于与老师分享两个积极的方面（我们喜欢...），以及在讨论中出现的一个问题（我们想知道...）
- If there any serious concerns observed, these should be shared with your Line Leader at the earliest opportunity 如果发现任何严重问题，应尽早与您的直线主管分享
- **Where there are examples of Proficient and Exemplary practice observed, we encourage these to be shared and highlighted as part of Department / CLT / Section / Whole Staff meetings** 如果观察到熟练和模范实践的例子，我们鼓励在部门/CLT/部门/全体员工会议上分享和强调这些例子

1. Teacher Name 老师名 (please choose from list) \*

Select your answer

2. Please choose today's date \*

Please input date (M/d/yyyy)

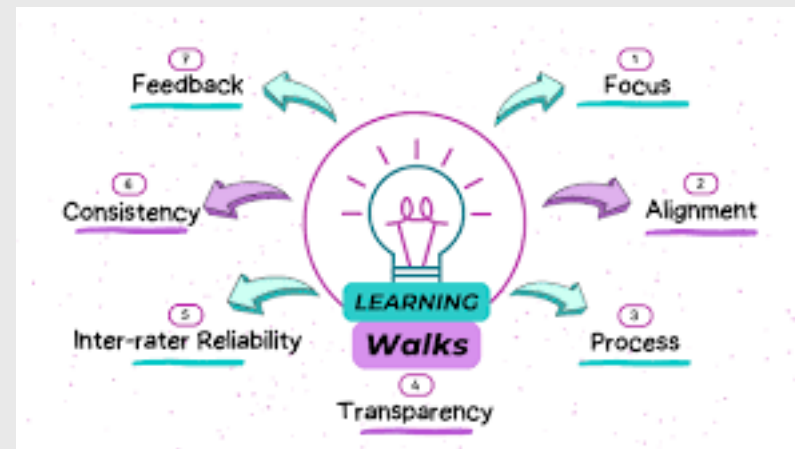
3. Please choose which period 学科 the learning walk took place \*

Select your answer

4. Which part of the lesson did the learning walk take place? 这节课的哪一部分进行了学习步行? \*

Select your answer

5. Please choose the Grade Level 年级 \*



**Learning Environment 学习环境.** Environment is warm and inviting. Relationships are positive. Students feel safe. High expectations and clear routines are evident. Students are actively involved in the learning process. 环境温暖宜人。关系是积极的。学生感到安全。高期望和明确的惯例是显而易见的。学生积极参与学习过程。

Exemplary 示范	Proficient 精通	Developing 发展	Beginning 开始
Can model for others. 可以为他人做模特	Shows good practice. 表现出良好的实践。	Can continue to focus on this area. 一些成功的策略是显而易见的。可以继续专注于这一领域。	Needs some support. 需要一些支持

# Any questions?



# Thank you!