

Enabling Schools Toolkit

Centralised Training Materials



Table of Contents

Session 1: Learning about Leadership	2
Learning Focus 1: School leadership matters for learning	2
Learning Focus 2: Identify the focus for change in your school	4
Learning Focus 3: Develop your personal leadership resources	7
Session 2: Leading Teaching and Learning	9
Learning Focus 1: The fundamentals of learning	9
Learning Focus 2: Great teaching	12
Learning Focus 3. Evaluating teaching and learning in your school	13
Session 3: Leading Schools as a Learning Space through the Enabling Schools Committee	15
Learning Focus 1: Leading effective professional learning and development	15
Learning Focus 2: Why school leadership matters to effective professional learning and development.	18
Learning Focus 3: Evaluating the impact of professional learning and development in your school	22
Session 4: Leading People and Developing Teams	30
Learning Focus 1: Leadership for a culture of shared practice	30
Learning Focus 2: Leading professional learning	32
Learning Focus 3: Coaching and mentoring	34
Session 5: Leading Change and Innovation	37
Learning Focus 1: Leading change to increase improvement	37
Learning Focus 2: Understanding the impact of leadership on school improvement over time	39
Session 6: Leading for Sustainability	42
Learning Focus 1: Reviewing and monitoring the implementation progress	42
Learning Focus 2: Key to sustainability - from implementation to enactment	45

Centralised Learning Dialogue Materials for Principals and School Leaders

Purpose: This material is designed to engage school leaders in a reflective dialogue about their leadership of building and embedding a culture of joyful reading in the Foundation Phase in their schools.

Reading is a gateway and a foundational skill for learning. By inviting school leaders to reflect on their leadership of the Enabling Schools Committee, the material aims to enable school leaders to enhance their knowledge, skills and practices, and through this, inspire the learning and achievement of the staff and learners in their schools.

Rationale: The material is grounded in existing empirical research on successful school leadership and best evidence syntheses on effective professional learning and development. Enabling school principals and their senior leadership team to *develop* and *apply* deep factual and research-informed knowledge and skills about leadership in their own contexts features an important strength of this programme.

The programme considers leadership learning and development as a **social process** in which meanings and practice are culturally embedded. School leaders will be encouraged to engage in regular, constructive dialogues with their peers, apply new learning in their work contexts, and through these, enrich understanding of their own practices and strengthen their leadership identity, knowledge and skills over time. Thus, their learning experience is **not an 'add-on' to their workload**, but is highly relevant and integral to improving the quality and efficiency of their existing leadership roles, responsibilities and commitments.

When and how much: Over the 7-month intervention, there are **6** centralised learning dialogue sessions for school principals and their senior leadership team. Each session encompasses three Learning Focuses and lasts around 4 hours. All sessions begin with a group activity which asks participants to reflect on their leadership practices related to the Learning Focuses. The first session will be held prior to the start of the Enabling Schools intervention, and the final session will be held at the end of the intervention.

Tailoring: The centralised learning dialogue sessions will be organised in ways that support and challenge school leaders to make meaningful connections between theory and practice. The sequential breakdown of the different elements of the materials is only a device. The peer learning communities and the **situated** nature of the problem-based learning approach will enable school leaders to *learn and understand, at depth, how different individual, organisational and community factors present holistically in real classroom and school contexts*.

Session 1: Learning about Leadership

Learning intentions for this session

Through this session, you will be able to:

1. Understand why school leadership matters for learning
2. Identify a focus for change in your school
3. Develop your personal leadership identity

Learning Focus 1: School leadership matters for learning

School leadership is second only to classroom teaching as an influence on pupil learning (Leithwood et al., 2008).



Activity – Brainstorm

- Work in groups to discuss what the above quote means to you, and how you as a school leader influence learning in your school. Then draw the pathways and/or traits of school leadership that you think are important for improving learning in your school.

Research and practice summary

School leadership is key to improving the quality of teaching and learning within a school. It also impacts on learners' achievement and wellbeing outcomes. Research consistently finds a link between quality leadership for learning practices – especially developing teachers' individual and collective expertise – and student learning outcomes.

Seven strong claims about successful school leadership (Leithwood et al., 2008)

1. School leadership is second to classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.
3. The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed.

6. Some patterns of distribution are more effective than others.
7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

Leadership for Learning

Influencing and enabling every member of the school community, individually and together, to learn their way into a successful future (Stoll, 2019).

Learning-centred leadership

Focusing leadership on improvement of learning – everyone’s learning (Knapp et al., 2006)

- Principal as ‘lead learner’
- Ensuring everyone’s learning is paramount

Developing a shared vision centred on the learning of all learners

- A shared and inclusive vision aims to enhance the learning experiences and outcomes of all learners
- The vision focuses on a broad range of learning outcomes, encompasses both the present a future, and is inspiring and motivating
- Learning and teaching are oriented towards realising the vision
- Vision is the outcome of a process involving all staff
- Learners, parents/guardians, the external community and other partners are invited to contribute to the school’s vision

Linking to Enabling Schools intervention

Only with school leadership recognition and support, can the school community collectively set a strong foundation for creating an enabling school environment, and teachers and Community Reading Champions (CRCs) dedicate and collaborate throughout the important process of getting learners prepared and motivated to learn through early childhood education for their future.

Suggested actions:

- Motivating staff by sharing the learning benefits of the Enabling Schools Toolkit as highlighted at the outset of the Manual: “School leadership matters” and “Promoting a reading culture in schools and combating learning poverty”;
- Securing staff commitment by pledging the buy-in from the school leadership;
- Creating time, space and resources for shared ownership by enabling teachers and CRCs to actively participate in and contribute to the development of the roadmap to implement the Enabling Schools Toolkit;
- Creating the working conditions that will allow for the smooth implementation of the Reading Cycles outlined in the Manual;
- Taking a lead role in forming, promoting and launching the ESC.

Learning Focus 2: Identify the focus for change in your school

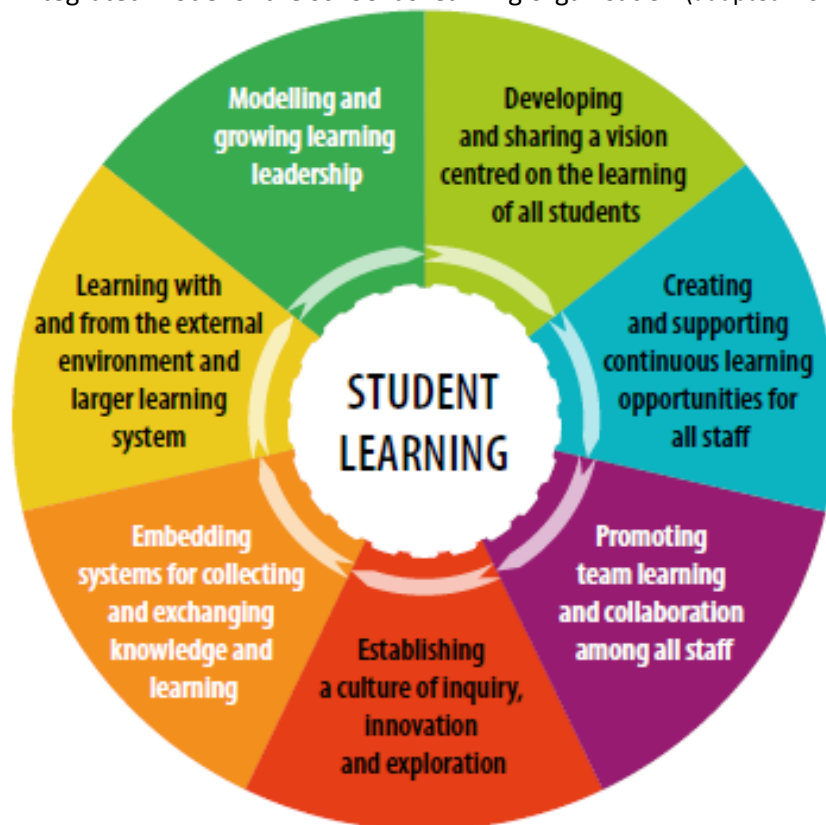
Research and practice summary

What makes a school a learning organisation?

“A school as a learning organisation has the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way to realising their vision.”

(OECD, 2016, p.1)

Figure 1.1 An integrated model of the school as learning organisation (adapted from OECD (2016), p.1)



Developing a shared vision centred on the learning of all students

- A shared and inclusive vision aims to enhance the learning experiences and outcomes of all students
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- Learning and teaching are oriented towards realising the vision
- Vision is the outcome of a process involving all staff
- Students, parents, the external community and other partners are invited to contribute to the school's vision



Promoting and supporting continuous professional learning for all staff

- All staff engage in continuous professional learning
- New staff receive induction and mentoring support
- Professional learning is focused on student learning and school goals
- Staff are fully engaged in identifying the aims and priorities for their own professional learning
- Professional learning challenges thinking as part of changing practice
- Professional learning connects work-based learning and external expertise
- Professional learning is based on assessment and feedback
- Time and other resources are provided to support professional learning
- The school's culture promotes and supports professional learning



Promoting team learning and collaboration among all staff

- Staff learn how to work together as a team
- Collaborative working and collective learning – face-to-face and through ICTs – are focused and enhance learning experiences and outcomes of students and/or staff practice
- Staff feel comfortable turning to each other for consultation and advice
- Trust and mutual respect are core values
- Staff reflect together on how to make their own learning more powerful
- The school allocates time and other resources for collaborative working and collective learning



Establishing a culture of inquiry, exploration and innovation

- Staff want and dare to experiment and innovate in their practice
- The school supports and recognises staff for taking initiative and risks
- Staff engage in forms of inquiry to investigate and extend their practice
- Inquiry is used to establish and maintain a rhythm of learning, change and innovation
- Staff have open minds towards doing things differently
- Problems and mistakes are seen as opportunities for learning
- Students are actively engaged in inquiry



Embedding systems for collecting and exchanging knowledge and learning

- Systems are in place to examine progress and gaps between current and expected impact
- Examples of practice – good and bad – are made available to all staff to analyse
- Sources of research evidence are readily available and easily accessed
- Structures for regular dialogue and knowledge exchange are in place
- Staff have the capacity to analyse and use multiple sources of data for feedback, including through ICT, to inform teaching and allocate resources
- The school development plan is evidence-informed, based on learning from self-assessment, and updated regularly
- The school regularly evaluates its theories of action, amending and updating them as necessary
- The school evaluates the impact of professional learning



Learning with and from the external environment and larger system

- The school scans its external environment to respond quickly to challenges and opportunities
- The school is an open system, welcoming approaches from potential external collaborators
- Partnerships are based on equality of relationships and opportunities for mutual learning
- The school collaborates with parents/guardians and the community as partners in the education process and the organisation of the school
- Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations
- The school partners with higher education institutions, businesses, and/or public or non-governmental organisations in efforts to deepen and extend learning
- ICT is widely used to facilitate communication, knowledge exchange and collaboration with the external environment



Modelling and growing learning leadership

- School leaders model learning leadership, distribute leadership and help grow other leaders, including students
- School leaders are proactive and creative change agents
- School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange
- School leaders ensure that the organisation's actions are consistent with its vision, goals and values
- School leaders ensure the school is characterised by a 'rhythm' of learning, change and innovation
- School leaders promote and participate in strong collaboration with other schools, parents, the community, higher education institutions and other partners
- School leaders ensure an integrated approach to responding to students' learning and other needs

(OECD, 2016, pp.2-10)



Activity

- Amongst the above dimensions, which one(s) is most related to the practices and experiences in your school? Which is done best? Explain why to colleagues in your group.
- Which dimension(s) do you think needs to be developed? What challenges are you encountering? Explain why to colleagues in your group.

Learning Focus 3: Develop your personal leadership resources



Activity – Brainstorm and work in groups: Think about a leader who has inspired you.

- What is it about them that you admire – what are their personal leadership characteristics?
- What is it about how they lead that is effective or successful – how do they behave and influence?
- Reflecting on your experience, what personal characteristics are instrumental to your leadership success?

Research and practice summary

Personal leadership resources

Personal leadership resources, including cognitive, social and psychological resources, refer to the useful and valuable personal characteristics that effective leaders possess, which have proven to be critical for successful leadership (Leithwood, 2012, 2013).

Figure 1.2 Personal leadership resources (adapted from Leithwood, 2013, p.22)





Activity

- Amongst the above personal leadership resources, which one(s) speaks the loudest to you? Explain why to colleagues in your group.
- Of these personal leadership resources, which one(s) do you think you need to improve the most? Explain why to colleagues in your group.

Session 2: Leading Teaching and Learning

Learning Intentions for this session

Through this session, you will be able to:

1. Understand the fundamentals of learning
2. Understand what effective teaching looks like
3. Evaluate teaching and learning in your school

Learning Focus 1: The fundamentals of learning



Activity – Many scholars agree that the ultimate goal of learning is to acquire “the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations” (OECD, 2010, p. 3).

Brainstorm and work in groups to discuss how to achieve this with your learners in your school. The following questions may help to stimulate your discussion.

- How do teachers in your school motivate learners to learn?
- Are learners encouraged to relate *what* they learn with their lives and their communities?
- To what extent, and in what ways, are learners encouraged to collaborate with each other in activities? Think about examples that have stimulated their motivation to learn.
- To what extent, and in what ways, are individual differences between learners taken into account in classroom teaching? Think about examples that have worked well in your school.

Research and practice summary

The 7 principles for 21st century learning environments

1) Learners at the centre

The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.

2) The social nature of learning

The learning environment is founded on the social nature of learning and activity encourages well-organised co-operative learning.

3) Emotions are integral to learning

The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.

4) Recognising individual differences

The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.

5) Stretching all learners

The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.

6) Assessment for learning

The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning.

7) Building horizontal connections

The learning environment strongly promotes "horizontal connectedness" across areas of knowledge and subjects as well as to the community and the wider world.

(OECD. 2010. The Nature of Learning, pp.6-7)

Building blocks for innovative learning environments

Collaborative learning

Learners work together and are responsible for one another's learning as well as their own. Emphasising thinking and increasing higher-order learning, it has a range of educational benefits, including an alternative to ability grouping and as a way to prepare learners for an increasingly collaborative work force.

Situated learning

This experiential approach is premised on providing learners with learning experiences contextualised in authentic, real-world situations in their communities.

Inquiry

Learners need opportunities to develop higher-order cognitive skills. One important context to do this is through inquiry-based approaches (e.g. project-based learning, problem-based learning) in complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and development of an ambitious performance or product.

Home-school partnerships

The home is our first, and highly influential, learning environment so that building connections between the home and school is vital to learner success. This includes proactively involving families in their children's schooling and extending personalised invitations to them to become involved.

Formative assessment

It guides learners to better outcomes by providing feedback that continually informs the learner, the teacher, and the learning itself.

Technology

Learner-centred approaches to technology-enabled learning can empower learners and leverage good learning experiences that would not otherwise have been possible. Technology also often offers valuable tools for other building blocks in effective learning environments, including personalisation, cooperative learning, managing formative assessment, and many inquiry-based methods.

(Adapted from OECD, 2010, p.10)



Activity - Consider the following questions, work in groups and explain why.

- Which of the above building blocks have been/can be used in your school? What are the enabling conditions and challenges?
- How are these building blocks interconnected in your practice to improve learning?

Learning Focus 2: Great teaching



Activity – Brainstorm, work in groups and discuss

- What does great teaching look like?

Research and practice summary

“Great teaching” ...

- Understand the content they are teaching and how it is learnt
Teacher should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.
- Create a supportive environment for learning
A supportive environment is characterised by relationships of trust and respect between students and teachers, and among students. It is one in which students are motivated, supported and challenged and have a positive attitude towards their learning.
- Manage the classroom to maximise opportunity to learn
No model of teaching effectiveness could be complete without classroom management: managing the behaviour and activities of a class of students is what teachers do.
- Present content, activities and interactions that activate their students’ thinking
Getting students to think hard about the material you want them to learn.

(Coe, et al. 2020. Great Teaching Toolkit: Evidence Review, pp.17-30)



Activity

- To what extent are these characteristics of great teaching present in your school?
Give examples to describe what they look like in practice.
- Which characteristics are absent in your school? Why?

Learning Focus 3. Evaluating teaching and learning in your school



Activity

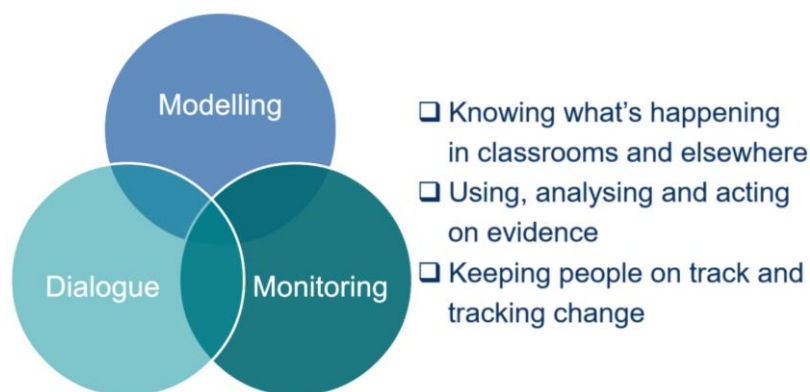
- **Share and discuss in groups:**
 - How do you currently evaluate teaching and learning in your school? What has worked well, and what could have been done better? Why/why not?
 - How do you use the evaluation results to do things differently in order to improve the quality of teaching and learning?
- **Prompts for reflection:** How well are you doing? How do you know? What evidence are you using?

Research and practice summary

School evaluation of teaching and learning

Measuring what you value rather than valuing what you measure. In other words, start with what matters.

Figure 3.1 Learning-centred leadership (Southworth, 2009)



Modelling: Successful leaders are aware that they must set an example and use their actions to show how colleagues should behave.

Monitoring: Monitoring includes analysing and acting on pupil progress and outcome data (eg assessment and test scores, school performance trends, parental opinion surveys, pupil attendance data, pupil interview information).

Dialogue: Dialogue is all about creating opportunities for teachers to talk with their colleagues about learning and teaching. The kinds of dialogues which influence what happens in classrooms are focused on learning and teaching. Leaders create the circumstances to meet with colleagues and discuss pedagogy and pupil learning.

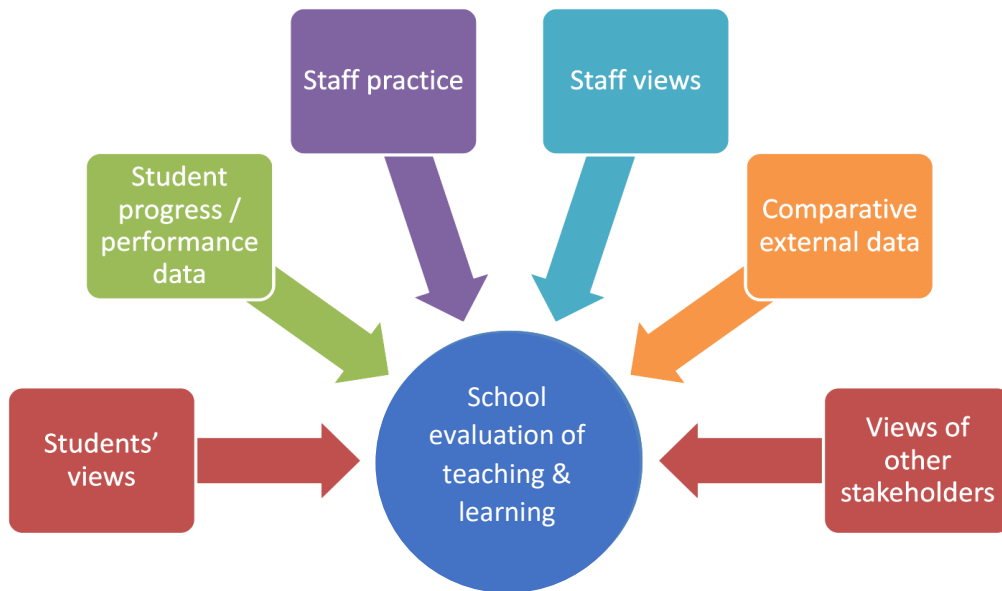
(National College for School Leadership, 2009)

Creating a culture of teaching and learning evaluation

- Be clear about and communicate the purpose of evaluation: to improve learning for all
- Build trust by involving key staff and distributing leadership
- Ask good questions

- Keep the process 'simple' – integrate evaluation processes and outcomes into key management systems
- Act on the findings in a developmental way

Figure 3.2 Collecting evidence to evaluate teaching and learning



Session 3: Leading Schools as a Learning Space through the Enabling Schools Committee

Learning Intentions for this session

Through this session, you will be able to:

1. Have an overview of the Enabling Schools Committee and its leadership role in supporting the implementation of Reading Cycles
2. Explore how the Enabling Schools Committee can be led by the school principal to nurture the professional learning and development of their teachers and Community Reading Champions (CRCs)
3. Understand why school leadership matters to effective professional learning and development
4. Evaluate the impact of professional learning and development of teachers and CRCs in enabling them to effectively implement the Reading Cycles and promote a reading culture in the Foundation Phase

Learning Focus 1: Leading effective professional learning and development

‘Becoming a wonderful teacher, or a great or awesome teacher, is a lifetime affair. This is because good teaching is forever pursuing better teaching; it is always dynamic and in motion, always growing, learning, developing, searching for a better way. Teaching is never finished, never still, never easily summed up. “Wonderful Teacher” might be inscribed on someone’s lifetime achievement award, printed on a retirement party banner, or etched on a tombstone, but it is never right for a working teacher.’

(Ayers, 2010, *To Teach: The Journey of a Teacher*, p.160)



Activity – The above quote highlights the nature of ‘teaching as a lifetime affair’ which is ‘never finished’ and ‘never still’. Discuss in groups:

- How would you use the monthly Enabling Schools Committee meetings to support your teachers to grow, to learn, to develop, and to search a better way to embed a ‘reading for enjoyment’ culture?
- What are other types of professional learning and development opportunities in your school that have achieved the above (including external programmes and those organised by your own school)?

Research and practice summary

Why professional learning and development matters

Professional learning and development is key to improving the quality of teaching and learning in schools. It is also one of the critical mediators (i.e. explaining) in the effectiveness of policy for teachers and teaching practice and in improving student achievement (Desimone, 2009).

Key characteristics of effective professional learning and development

1) Is **content focused**

Professional learning that has shown an impact on student achievement is focused on the content that teachers teach ... situated in teachers' classrooms with their students, as opposed to generic professional development (PD) delivered externally or divorced from teachers' school or district contexts.

2) Incorporates **active learning** utilizing adult learning theory

The design of PD experiences must address how teachers learn, as well as what teachers learn. ... "Active learning" engages educators using authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning.

3) Supports **collaboration**, typically in **job-embedded contexts**

"Collaboration" can span a host of configurations—from one-on-one or small-group interactions to schoolwide collaboration to exchanges with other professionals beyond the school. ... When PD utilizes effective collaborative structures for teachers to problem-solve and learn together, it can positively contribute to student achievement.

4) Uses **models and modelling** of effective practice

PD that utilizes models of effective practice has proven successful at promoting teacher learning and supporting student achievement. Curricular and instructional models and modelling of instruction help teachers to have a vision of practice on which to anchor their own learning and growth.

The various kinds of modelling can include

- video or written cases of teaching,
- demonstration lessons,
- unit or lesson plans,
- observations of peers, and
- curriculum materials including sample assessments and student work samples.

5) Provides **coaching and expert support**

Experts—typically educators themselves—often play this critical role (help to guide and facilitate teachers' learning in the context of their practice) by employing the types of professional learning strategies outlined above, such as modelling/demonstrating strong instructional practices or supporting group discussion and collaborative analysis of student work. Such coaches may also share expertise about content and evidence-based practices, as well.

6) Offers opportunities for **feedback and reflection**

Feedback and reflection are two other powerful tools found in effective PD; they are often employed during mentoring and coaching but are not limited to these spaces. ... Professional development models associated with gains in student learning frequently provide built-in time for teachers to think about, receive input on, and make changes to their practice by providing intentional time for feedback and/or reflection.

7) Is of **sustained duration**

Professional development that is sustained, offering multiple opportunities for teachers to engage in learning around a single set of concepts or practices, has a greater chance of transforming teaching practices and student learning.

(Darling-Hammond, Hyler, and Gardner, 2017, pp.4-16)



Activity – Discuss in groups

- Consider the key characteristics of effective professional learning and development outlined in the research summary, and rethink how you would lead the professional dialogue at the Enabling Schools Committee meetings that will challenge and support your teachers to grow, to learn, to develop, and to search a better way to embed a ‘reading for enjoyment’ culture.
- What do you regard as the key characteristics of effective professional learning and development that have enhanced high quality teaching and learning in your school? Please give examples to explain why.

Learning Focus 2: Why school leadership matters to effective professional learning and development

Research and practice summary

There seems to be a myth that teachers typically improve over their first 3-5 years and then plateau. Teachers working in schools with more **supportive professional environments** continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness (Sutton Trust, 2014).

WHAT: Five dimensions of school leadership that impact on student outcomes



1) Establishing academic and learning goals (medium effect size)

It has indirect effects on students by focusing and coordinating the work of teachers and, in some cases, parents.



2) Resourcing strategically (medium effect size)

It indicates that the leadership activity is about securing resources that are aligned with instructional purposes, rather than leadership skill in securing resources per se.



3) Planning, coordinating and evaluating teaching and the curriculum (medium effect size)

Leaders in higher performing schools are distinguished from their counterparts in otherwise similar lower performing schools by their personal involvement in planning, coordinating, and evaluating teaching and teachers, and their active oversight of teaching practices and learning.



4) Promoting and participating in teacher learning and development (large effect size)

School leaders participate in both formal (e.g. staff meetings) and informal (e.g. discussions about specific teaching problems) learning as leader, learner, or both.

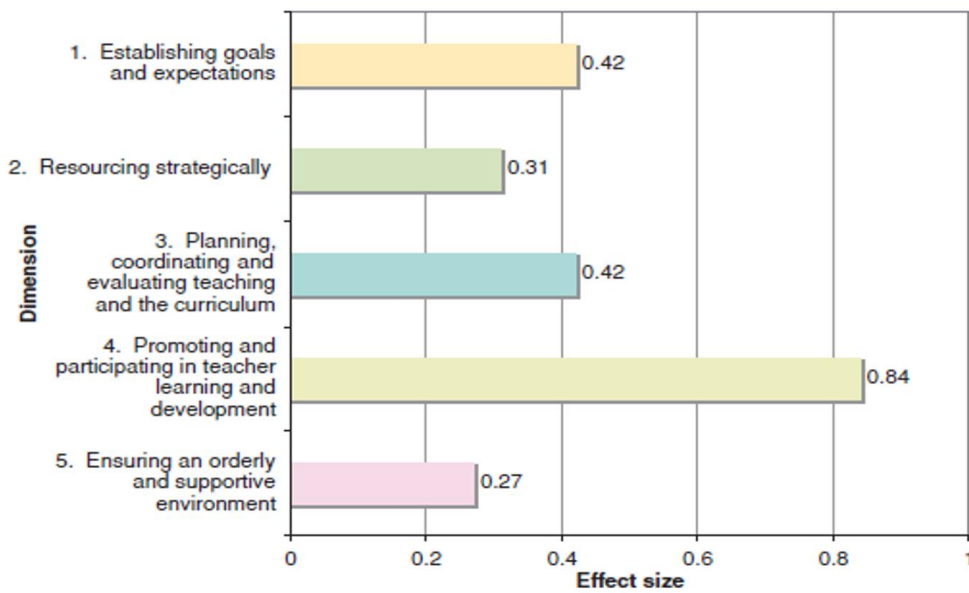


5) Ensuring an orderly and supportive environment (small effect size)

In an orderly environment, teachers can focus on teaching and students can focus on learning. Effective school leadership is distinguished by emphasis on and success in establishing a safe and supportive environment through clear and consistently enforced social expectations and discipline codes.

(Adapted from Robinson et al. (2008))

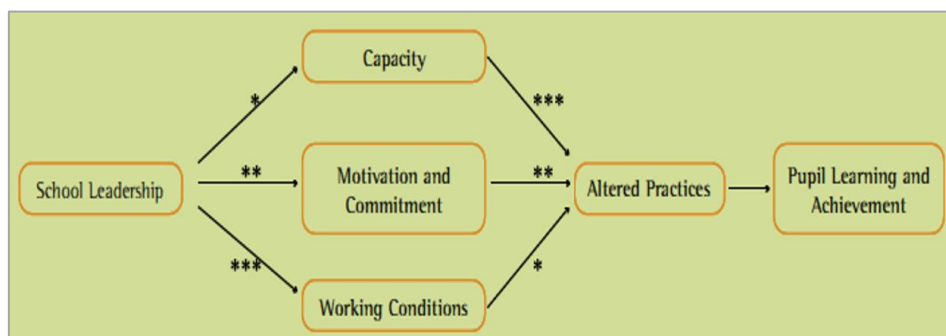
Figure 2.1 Relative impact of five leadership dimensions on student outcomes (Robinson et al., 2009)¹



HOW school leadership impacts on student learning and achievement

Strong school leadership **motivates** staff members to respond to innovations for change and improvement in meaningful and productive ways. To enable such response, school leaders create and sustain opportunities that are appropriate and responsive to teachers' individual and collective professional learning and development needs. Moreover, they provide the necessary human (e.g. knowledge, skills), technical (e.g. money) and social resources (e.g. relationships, social networks) to build the right **working conditions and environments** that strengthen the school's **collective capacity** for change and improvement. These leadership roles are key to bringing about the intended outcomes of student learning and development (see Figure 2.2).

Figure 2.2 The pathway of school leadership effect on learner outcomes through altered teaching practices (Leithwood and Jantzi, 2006)



Note: * = weak influence, ** = moderate influence, *** = strong influence

School leadership practices indicated in Figure 2.2 consist of the following five domains shown in Table 2.1.

¹ Small effect size: < 0.3; moderate effect size: 0.3-0.6; large effect size: > 0.6.

Table 2.1 Five domains of school leadership practices (Adapted from Leithwood (2012))

Domains	Specific practices	
Setting directions	<p>Staff are working toward the same set of purposes and these purposes are a legitimate expression of both provincial policy and local community aspirations. Shared purposes contribute to alignment of effort which increases the effectiveness and the efficiency of the school organisation.</p>	<ul style="list-style-type: none"> ● Building a shared vision ● Identifying specific, shared short-term goals ● Creating high expectations for teachers, students and school leaders themselves ● Communicating the vision and goals
Building relationships & developing people	<p>The primary aim is capacity building: not only the knowledge and skill staff need to accomplish organizational goals, but also the dispositions to persist in applying their knowledge and skills. Trusting relationships provide the foundation required by most people for engaging in the risks required to both learn and try out new practices.</p>	<ul style="list-style-type: none"> ● Providing support and demonstrating consideration for individual staff members ● Stimulating growth in the professional capacities of staff ● Modelling the schools' values and practices ● Building trusting relationships with and among staff, students and parents
Developing the organisation to sustain desired practices	<p>Assisting staff to do their work efficiently and effectively is the infrastructure's purpose. Periodic redesign of the school's infrastructure is an important part of leading the implementing of new practices.</p>	<ul style="list-style-type: none"> ● Building collaborative cultures and distributing leadership ● Structuring the organisation to facilitate collaboration ● Building productive relationships with families and communities ● Connecting the school to its wider environment ● Maintaining a safe and healthy school environment ● Allocating resources in support of the school's vision and goals
Improving teaching and learning	<p>Teacher quality is widely judged to be the most powerful influence on student achievement. Effective leaders provide both direct and indirect instructional support to their teacher colleagues.</p>	<ul style="list-style-type: none"> ● Recruiting and retaining high quality teachers ● Providing support to improve teaching practice ● Monitoring student learning and school improvement progress ● Protecting teachers from distractions to their work
Securing accountability	<p>Leaders need to build a sense of "internal" accountability for achieving their schools' goals and priorities on the part of staff members, and also to meet a set of external conditions for such accountability.</p>	<ul style="list-style-type: none"> ● Building staff members' sense of internal accountability (i.e. building a shared sense of commitment to a compelling vision for the school and promoting collective responsibility and accountability for student achievement and wellbeing) ● Meeting the demands for external accountability



Activity - Share your experience and discuss in groups

- Which of the above research evidence resonates most closely with your own experience especially in relation to:
 - (1) enhancing the collective capacity of the staff, and
 - (2) improving student learning outcomes in your school?Please explain why to your colleagues.

- What are the enabling and inhibiting conditions – at national, district and/or community and school levels – that may influence you, positively or negatively, in supporting the implementation of the Reading Cycles in your school?
 - How do you plan to overcome the inhibiting conditions and lead the Enabling Schools Committee to establish a culture of joyful reading in the Foundation Phase?

Learning Focus 3: Evaluating the impact of professional learning and development in your school



Activity – Discuss and share in groups

- How have you evaluated the impact of professional learning and development activities/programmes in your school? Give examples to show how it has worked (or not).

Research and practice summary

Evaluating and understanding the impact of professional learning and development requires consideration of five levels of information shown in Figure 3.1 and Table 3.1. The five levels are hierarchically arranged, from simple to more complex. Success of gathering and understanding evaluation data at one level is necessary for success at higher levels (Guskey, 2016).

Figure 3.1 Five critical levels to evaluate the impact of professional learning and development (Guskey, 2000)



Table 3.1 Five critical levels of professional learning and development evaluation (adapted from Guskey, 2000, pp.79-81)

Evaluation Level	What Questions are Addressed?	How Will Information be Gathered?	What is Measured or Assessed?	How will Information be Used?
1. Staff initial reactions to professional development	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? 	<ul style="list-style-type: none"> • Questionnaires • Focus groups • Interviews • Personal learning logs 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve the design and delivery of professional learning and development programmes
2. Staff professional learning	<ul style="list-style-type: none"> • Did staff members acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Stimulations and demonstrations • Staff reflections (oral and/or written) • Staff portfolios • Case study analyses 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve the content, format and organisation of professional learning and development programmes
3. Organisational support for change	<ul style="list-style-type: none"> • What was the impact on your school? • Did it affect school climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognised and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from follow-up meetings • Questionnaires • Focus groups • Structured interviews with staff members, school leaders, and district administrators • Staff portfolios 	<ul style="list-style-type: none"> • Your school's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve your organisational support • To inform future change efforts

Evaluation Level	What Questions are Addressed?	How Will Information be Gathered?	What is Measured or Assessed?	How will Information be Used?
4. Staff use of new knowledge and skills	<ul style="list-style-type: none"> • Did your staff members effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with staff members • Staff reflections (oral and/or written) • Staff portfolios • Direct observations • Video- or audiotapes 	<ul style="list-style-type: none"> • Degree and quality of implementation • To document and improve the implementation of professional learning and development programme content 	
5. Pupil/Learner outcomes	<ul style="list-style-type: none"> • What was the impact on learners? • Did it affect learner performance or achievement? • Did it influence learners' physical or mental health? • Are learners more confident in learning? • Is learner attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Learner records • School records • Questionnaires • Structured interviews with learners, parents/guardians, teachers, and/or administrators • Staff Portfolios 	<ul style="list-style-type: none"> • Learner outcomes: <ul style="list-style-type: none"> - performance and achievement - attitudes and dispositions - skills and behaviours 	<ul style="list-style-type: none"> • To focus and improve all aspects of programs design, implementation, and follow-up • To demonstrate the overall impact of professional development



Activity

- By yourself, reflect on the Guskey's model, especially Levels 3 and 4, and show how you plan to monitor and support the professional learning and development of teachers and CRCs to enable them to implement Reading Cycles effectively in your school.
- With a partner, act as critical friends for each other. Share your plans and challenge each other. Offer each other advice on how you could achieve greater impact on creating a culture of joyful reading in your school.
- Could you have provided more organisational support for change? If so, what would this have been? If not, why not?
- How might you use Guskey's model after this session, when you plan professional development for staff in your school?
 - ✓ When planning professional learning to impact student learning ... **leaders must plan backwards, starting where they want to end up** (Guskey, 2014).



Takeaway Activity – Reading and discussion

- Read the material on the professional learning and development approaches (see Annex 1)
- Discuss with your senior leadership team (SLT) at school:
 - How does each of them connects with professional learning and development we are already leading in our schools?
 - What could the benefits of each approach be, generally and in our specific school contexts?
 - What barriers might you face in trying to implement these approaches?
 - What might the implementation of these approaches look like in creating a reading culture in our schools? Who in our schools might help to enact it?

Annex 1 Professional learning and development approaches

1. Lesson Study

The origins of Lesson Study are in *Jugyoukenkyuu* – Japanese ‘lesson study’, where teams of teachers traditionally identify an aspect of their teaching which is likely to have an impact on an area of need in pupil learning. They spend between one and three years working in groups planning interventions which might work, closely observing these ‘research lessons’, deconstructing and writing up what they learn – from failures as well as successes. At the end of a cycle of studies, they may teach a public research lesson before an audience of peers from local schools and colleges in order to share the practice and widen the critique.

Lesson study’s aim is the professional learning of all involved, through:

- *collaborative planning*. Groups of teachers come together to carefully plan a single specific lesson (as opposed to a longer unit of material) which will address one or more overarching goals.
- *teaching and observing*. One member of the group teaches the lesson as designed, while the other group members and outsiders observe the class (and not the teacher), taking detailed notes regarding the reactions and engagement of the students. The teacher provides the shared, concrete experience to serve as a stimulus for a thoughtful discussion around effective pedagogy.
- *analytic reflection*. The teacher, other group members, and observers gather soon after the lesson has been taught to share thoughts and insights about the learning (not the teaching), and to evaluate the success of the lesson in meeting its objectives based on evidence from the observed lesson. This is a structured and non-judgemental conversation, guided by the chair (and ‘Koshi’: knowledgeable other, if possible) against the research question.
- *ongoing revision*. Based on experience and evidence, the lesson is often revised and taught again, and the process is repeated.

What does research tell us about the likely benefits of lesson study?

- Increased knowledge of subject matter
- Increased knowledge of instruction
- Increased ability to observe students
- Stronger collegial networks
- Stronger connection of daily practice to long term goals
- Stronger motivation and sense of efficacy
- Improved quality of available lesson plans

Lewis C (1995) Educating hearts and minds

2. Practitioner Enquiry / Appreciative Enquiry; Research & Development

Appreciative Enquiry

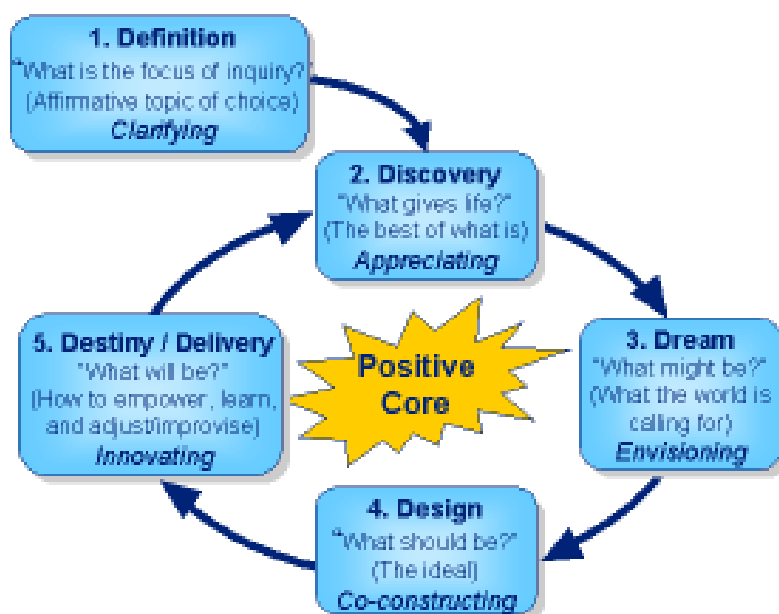
“Appreciative Enquiry involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential... The arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiralling diagnosis, there is discovery, dream, and design.”

[A Positive Revolution in Change: Appreciative Inquiry](#) by David L. Cooperrider and Diana Whitney.

A model for Appreciative Enquiry:

Teachers and school leaders think first of all about what aspect of practice they think needs to improve. They then 'discover the best': what is happening that is already great? What makes it great?

Appreciative Inquiry – another look



They then 'dream', or think big: what would it be like if we applied the 'best' to other parts of the school? Ideally with a group, they then do the detailed 'design' – an innovation plan to expand the best practice to other parts of the school.

They then implement, or 'deliver', their innovation plan.

Schools and other organisations that conduct Appreciative Enquiries find that:

- It motivates their staff
- It is an effective way of sharing the best practice there is, without introducing entirely new practice
- It can be applied at the whole-school level, or at the level of an individual staff member

Practitioner Enquiry. Research & Development

Practitioner enquiry gives teachers a chance to consolidate existing skills and develop new ones. It provides opportunities to plan a research activity, refine questions, gather data, analyse results and share the findings with others.

Enquiry is '*The process by which teachers engage with externally-produced evidence alongside a range of other information and expertise (sometimes including primary research activities) to support teaching and learning or professional development.*' Nelson, J. and C. O' Beirne (2014). *Using Evidence in the Classroom: What Works and Why?* Slough, NFER.

Teachers and schools may collect and analyse data arising from their own contexts or they may read educational research carried out elsewhere. When they seek to apply what they learn to their own setting, then we may say that they are engaged in Research and Development – R&D. They should aim to be *systematic*:

- Decide on a focus which is important to the school
- Gain an accurate picture of ‘where the school is now’
- Think carefully (perhaps having studied the research literature) about what they want to change
- Observe and collect evidence of change in a structured way
- Communicate findings with others and, if appropriate, make recommendations for change

It is helpful to follow an R&D model. For example:



3. Teaching Triads; Peer observation

This is where teachers, working in threes, conduct peer observation of each other’s teaching. The threes can be cross-departmental or drawn from one subject area: there are advantages to both approaches. Some triads opt to observe lessons ‘live’; others prefer to watch recordings of a lesson with the teacher, allowing them to pause and ask questions about events in the classroom.

According to Oregon State University, ‘Peer Observations are the most frequently acknowledged method for improving teaching. Teaching Triads promotes effective teaching observations in which preparation and a unique set of skills are developed.’

10 Recommended steps to take:

1. Make a promise: evidence collected during peer observations will be used only for the teachers' own development: it will never be used *against* them. Do any paper records need to be kept? Teaching Triads should not be used to hold teachers to account.
2. Matching teachers in their triads. Try to avoid expert-novice groupings for observations. A novice is unlikely to be able to directly apply what they have picked up when watching an expert, and may simply be demoralised. Even an expert deserves to get better at what they do, which may not happen if they merely watch a novice teaching. On the other hand, expert-novice relationships can work very well in mentoring and coaching, and also when preparing lesson materials.
3. Create the time. Peer observation and discussion takes place on top of the teacher's usual workload. Can you set aside time for them during the working day? Can you release them temporarily from other duties?
4. Have a focus. The triad should agree on what aspect(s) of their practice they are trying to improve. Make sure that this is challenging but achievable.
5. Plan together. Where possible (especially if the teachers share a development focus) encourage the triad to spend time together discussing the learning needs of the students. Allow time for them to develop materials or teaching ideas together.
6. One teaches – two observe. It is useful if the two people observing have a different focus, agreed upon beforehand. In many cases, it is not essential for the observers to stay for the entire lesson. For example, they could be interested simply in how the teacher starts her lesson.
7. Dialogue. It is useful if the triad has agreed some protocols for how they give and receive feedback after the observed lesson. One important principle should be to avoid any judgemental evaluation: they should not be attempting to 'grade' the lesson or measure it against any yardstick of excellence. Rather, the triad should remain focused on what they were trying to achieve in the first place: the development of an aspect of their practice. The post-lesson dialogue can then be about what each person – the teacher, the observers – will do again or try differently.
8. Repeat steps 5 to 7... But not forever. Triads work best when each member of the group gets to observe and be observed. However, once the original development focus has been dealt with, it is best to dismantle the group. Even the most enthusiastic triads can grow stale after a while.
9. Review. What was good about this way of learning? What would they do differently next time? What did they learn?
10. Reform new triads and start over.

Session 4: Leading People and Developing Teams

Learning Intentions for this session

Through this session, you will be able to:

1. Understand leadership for a culture of shared practice
2. Know how to coach and mentor your staff to improve teaching practice
3. Use lesson observation as an integral approach to improving the quality of teaching in school

Learning Focus 1: Leadership for a culture of shared practice



Warm-up activity – Brainstorm

- In the last month of leading the Enabling Schools Committee, what have been the highlights for you? What have been the challenges in supporting the implementation of the Reading Cycles aimed at creating a culture of joyful reading in your school? Do you need any changes for next month?
- What do *cultures of collaboration* in schools mean to you, and how do they contribute to the improvement of teaching and learning in schools?

Research and practice summary

Professional capital: human, social and decisional

Professional capital is made up of three kinds of capital – human, social, and decisional. ... In this view, getting good teaching for all learners requires teachers to be:

- highly committed, thoroughly prepared, continuously developed, properly paid (i.e. human capital)
- well networked with each other to maximise their own improvement (i.e. social capital)
- able to make effective judgement using all their capabilities and experience (i.e. decisional capital)

The best kinds of collaborative cultures build the value and compound the interest on professional capital. ... teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone.

(Hargreaves and Fullan, 2012)

Collaborative cultures ...

- value individuals and individuality because they value people in their own right and for how they contribute to the group;
- require broad agreement on values, but also tolerate and to some extent actively encourage disagreement within these limits;

- accumulate and circulate knowledge and ideas, as well as assistance and support, that help teachers become more effective, increase their confidence, and encourage them to be more open to and actively engaged in improvement and change;
- embrace the sharing and discussion of failure and uncertainty with a view to gaining help and support;
- require attention to the structures and formal organisation of school life, but their underlying sources of strength are informal in relationships, conversation, expressions of interest, provisions of support, and ultimately the mobilisation of collective expertise and commitment to improve the lives and life chances of learners.

(Hargreaves and Fullan, 2012)

Trust

Trust in schools is a core resource for school improvement.

(Bryk and Schneider, 2002)

Trust and trustworthiness are key ingredients in the work of principals and essential to school improvement and success.

(Day and Gu, 2010)

‘Principals and other school leaders need to earn the trust of the stakeholders in their school communities if they are to be successful. They need to understand how trust is built and how it is lost. Getting smarter about trust will help school leaders foster more successful schools.’

(Tschannen-Moran, 2004, p.7)

Eight facets of leadership trust

- **Benevolence:** confidence that one’s wellbeing will be protected by a trusted party.
- **Reliability:** the extent to which one can count on another person or group.
- **Competency:** the extent to which the trusted party has knowledge and skill.
- **Honest:** the character, integrity and authenticity of the trusted party.
- **Openness:** the extent to which there is no withholding of information from others.
- **Wisdom:** the extent to which the trusted party makes timely decisions which are in the interests of the students, the school and its staff.
- **Academic optimism:** the extent to which hope and optimism are nurtured, realised and renewed by the trusted party.
- **Emotional understanding:** the extent to which the trusted party is seen to care for the emotional selves of others.

(Hoy and Tschannen-Moran, 2003; Day and Gu, 2010)



Activity – Discussion

- Which of the above concepts (e.g. professional capital, cultures of collaboration, trust) resonate with you most?
- What are the enabling conditions and barriers for you (as school leaders) to enhance such cultures in the implementation of Reading Cycles in your school?
- Give examples to explain how these are experienced and practised through your leadership of the Enabling Schools Committee.

Learning Focus 2: Leading professional learning



Warm-up activity – Discuss in groups

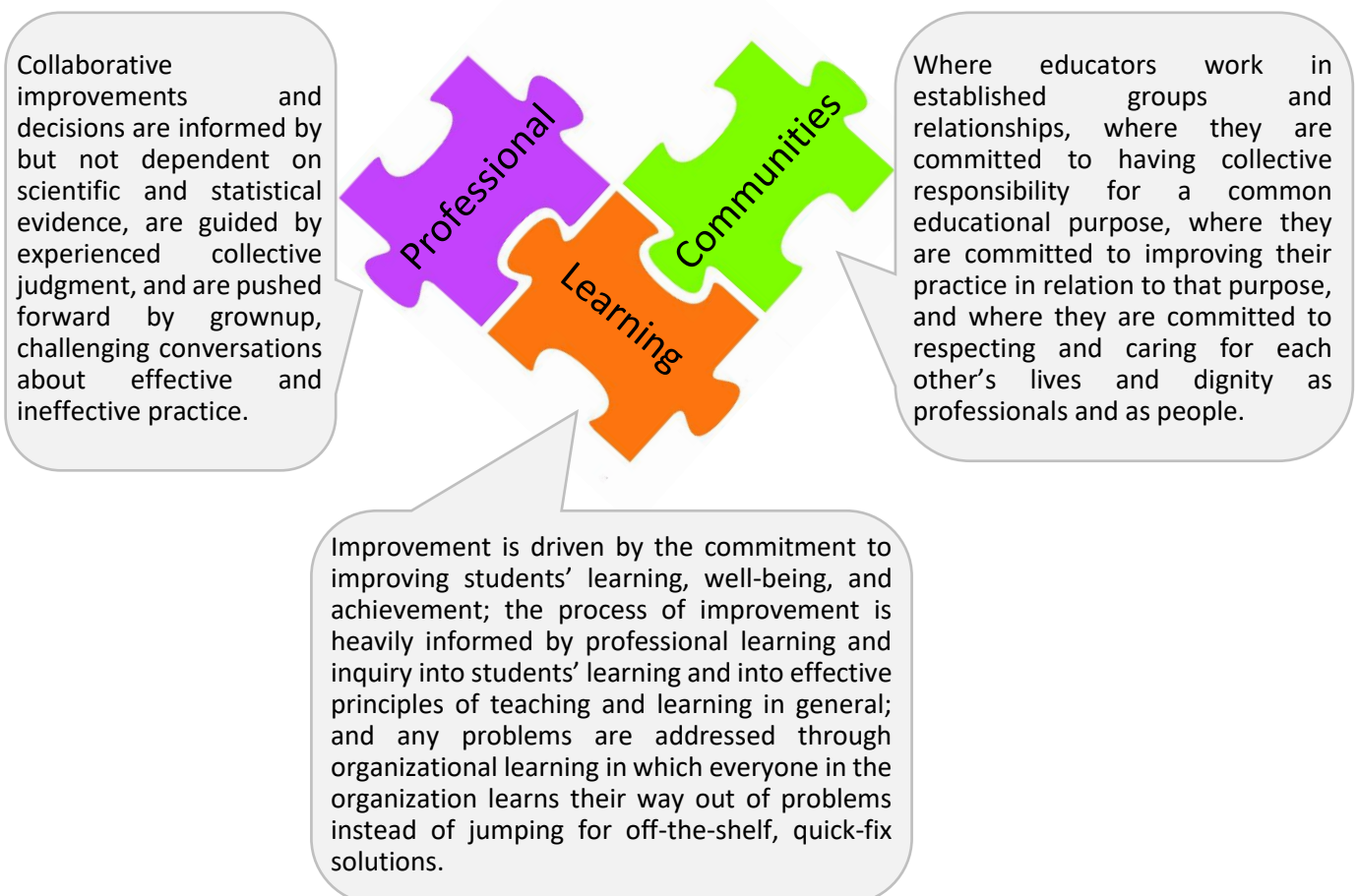
- What do professional learning communities mean to you?

Research and practice summary

Professional learning communities

‘Strong and positive collaboration is not about whether everyone has a word wall, or a set of posted standards, or not. It’s about whether teachers are committed to, inquisitive about, and increasingly knowledgeable and well informed about becoming better practitioners together, using and deeply understanding all the technologies and strategies that can help them with this. ... The place where all these scenarios play out these days is in professional learning communities.’

(Hargreaves and Fullan, 2012, p.127)



(Hargreaves and Fullan, 2012, pp.127-128)

Seven principles of sustainable professional learning communities

Depth

sustainable professional learning communities concentrate on what matters. They preserve, protect and promote achievement and success in deep and broad learning for all, in relationships and care for others.

Breadth

... develop and depend on shared learning and leadership for achievement and improvement.

Endurance

... They preserve and advance the most valuable aspects of learning and life over time, year after year, from one leader or change champion to the next.

Justice

... are not luxuries for teachers of the privileged, but equal entitlements for all students, teachers and schools.

Diversity

... promote pedagogical diversity with other schools and among themselves and find ways to make this diversity work through person-centred leadership, networking and cross-pollination of practices, as well as intelligent reference to data and evidence.

Resourcefulness

... conserve and renew people's energy and resources. They are prudent and resourceful communities that waste neither their money nor their people.

Conversation

... respect and build on the past in their quest to create a better future.

(Hargreaves, 2007: 185-196)



Activity – Reflecting on your own leadership practice

- What have worked most effectively in creating and sustaining communities of learning in your school?
- To what extent, and in what ways, can communities of learning be embedded as a culture to support the work of the Enabling Schools Committee? What can be done better in the next cycle?

Learning Focus 3: Coaching and mentoring



Activity – ‘Testing the waters’

- What does coaching and mentoring mean to you?
- Would you be interested in introducing coaching and mentoring in your school?

Research and practice summary

‘Sustained mentoring and coaching have a better record for disseminating good practice than simply listening to fellow teachers at a conference or reading reports of what they have done.’

(Hargreaves, 2012, p.8)

Coaching

What is coaching? A structured process for enabling the development of an identified aspect of a professional learner’s practice, refine goals so that he/she can grow. Supporting, guiding, questioning (CUREE, 2005).

Why coaching? ‘A coaching culture is one where: Coaching is the predominant style of managing and working together, and where commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation.’ (Clutterbuck and Megginson, 2005, p.19)

Coaching is:

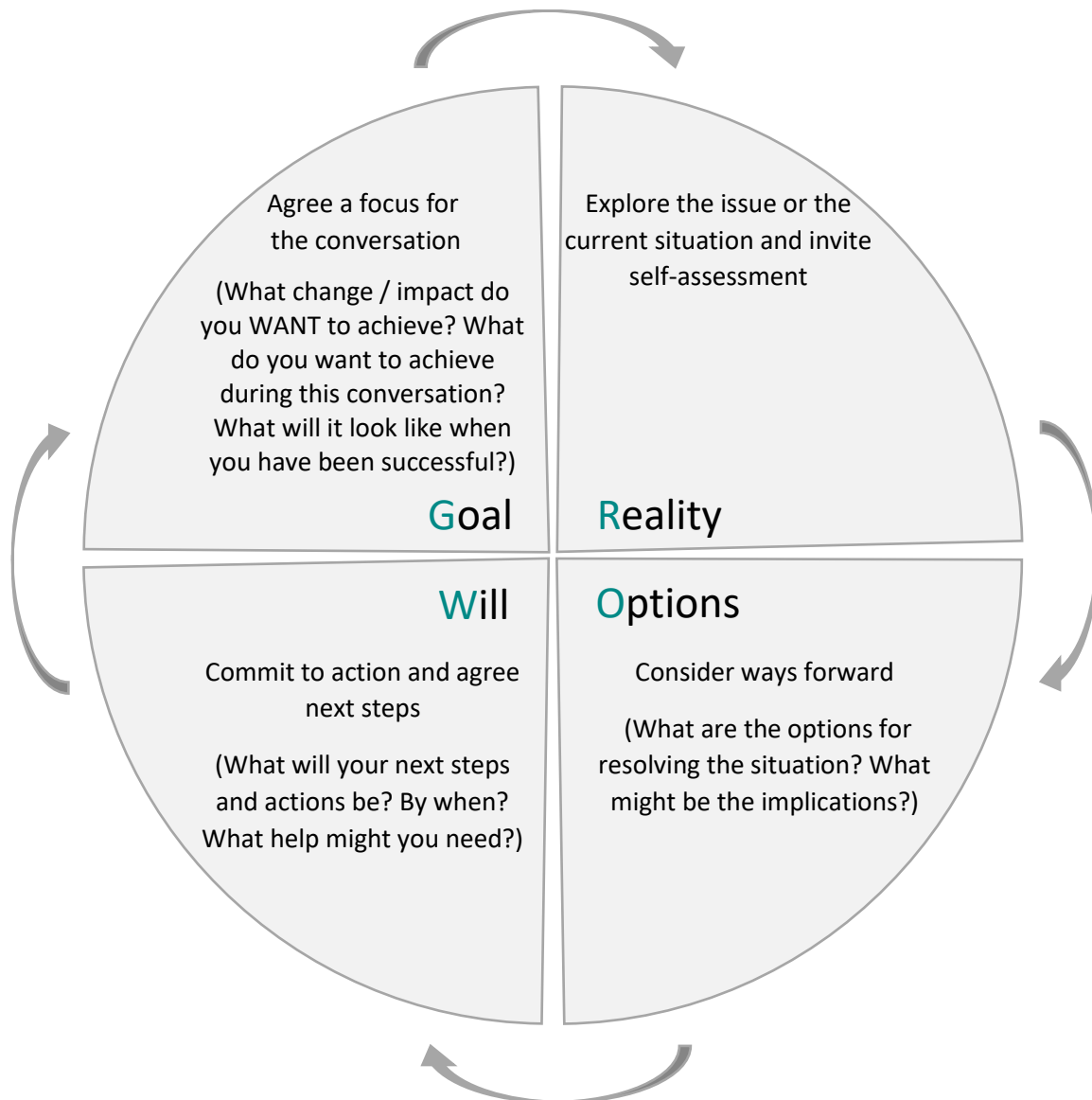
- A joint enterprise: one person supports another to develop understanding and practice
- Integrates new approaches into existing repertoire of skills and/or strategies
- An appreciative process, bringing out the best in people
- Solutions focused – help people decide on their next steps to achieve their goals and aspirations

The Coach:

- Believes people are full of potential and that the answers and solutions to their issues lie inside them
- The coach and the coaching process unlocks that potential and those answers
- Coaching is a state of mind as much as a tool for school improvement

(Adapted from Tolhurst (2006))

The GROW model of coaching (Whitmore, 1992)



Mentoring

What is mentoring? A structured process for supporting, guiding professional learners through significant career transitions. Giving feedback and direction, appraising practice.

Why mentoring?

Mentoring for Induction is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole.

Mentoring for Profession is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies.

Mentoring for Challenge is used to enable professional learners to address significant issues that may inhibit progress.

The Mentors are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner.

A professional learner is someone tackling a new or particularly challenges stage in her/his professional development who seeks out or is directed towards mentoring.

What?

Mentoring involves activities which promote and enhance effective transitions between professional roles, including:

1. identifying learning goals and supporting progression
2. developing increasing learners' control over their learning
3. active listening
4. modelling, observing, articulating and discussing practice to raise awareness
5. shared learning experiences e.g. via observation or video
6. providing guidance, feedback and, when necessary, direction
7. review and action planning
8. assessing, appraising and accrediting practice
9. brokering a range of support

(CUREE, 2005)



Activity- Reflect and share in groups

- Which of the above research evidence resonates most closely with your own experience in relation to using coaching and/or mentoring to improve teachers and teaching in your school? Please explain why to your colleagues.
- Which elements of coaching and/or mentoring will be most useful to developing teachers and CRCs in the Enabling Schools Committee? Please explain why to your colleagues.

Session 5: Leading Change and Innovation

Learning Intentions for this session

Through this session, you will be able to:

1. Understand how to lead change to increase improvement
2. Create organisational capacity for change
3. Understand the impact of leadership on school improvement over time (i.e. **what** principals do, and **how** their leadership actions and practices impact on and transform the school over time)

Learning Focus 1: Leading change to increase improvement

Warm-up activity – Reflecting on ‘Teach Less, and Learn More’ through reading

- In the last month of leading the Enabling Schools Committee, what have been the **highlights** for you as a principal, for your teachers, and for learners? What have been the **challenges** in supporting the implementation of the Reading Cycles aimed at creating a culture of joyful reading in your school? Do you need to make any **changes** for next month?
- What does leading *change* mean to you? Looking back over the last year, did you make any major changes in your school in order to increase and sustain improvement?

Research and practice summary

“Change” is an external procedure that deals with policies, structure, or practices’.

(Zellermayer and Margolin, 2005, p.1278)

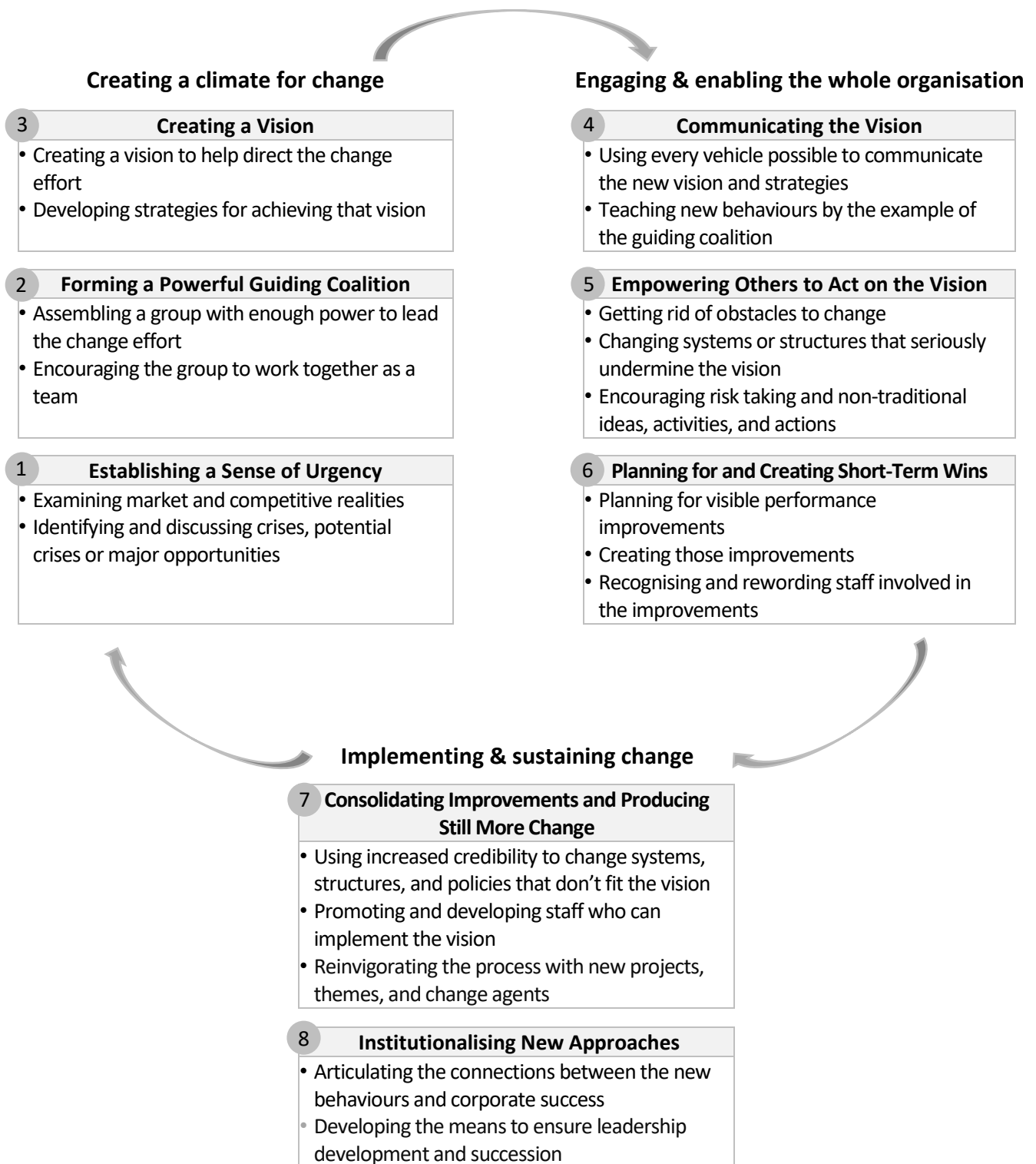
To lead change is to exercise influence in ways that move a team, organisation or system from one state to another. The second state could be better, worse, or the same as the first. To lead improvement is to exercise influence in ways that leave the team, organisation or system in a better state than before.

(Robinson, 2018)

Successful leaders of change are resilient and resolute. They are intelligent, emotional, contextual and strategic. They are strategic thinkers able to ‘read’ situations and people and act accordingly. They have a clear vision, communicate well, are good listeners and remain positive.

(Day et al., 2011; Fullan, 2011)

The eight steps for successfully leading change



(Kotter, 2007)



Activity – Discussion

- What are the intended changes and aspirations that you would like to achieve through leading the Enabling Schools intervention?
- What are the enabling conditions and barriers for you (as school leaders) to enhance such aspirations as you implement the Reading Cycles in your school?

Learning Focus 2: Understanding the impact of leadership on school improvement over time

Research and practice summary

Four broad phases of school improvement: building capacity for leading change

1. Foundational

- Improving the physical environment of the school for staff and pupils to create positive environments conducive for high-quality teaching and learning.
- Setting standards for pupil behaviour and improving attendance.
- Restructuring the senior leadership team and redefining the roles, responsibilities, and accountabilities of its members.

2. Developmental

- Distributing leadership to wider leadership team with the focus on redesigning organisational roles and responsibilities to extend leadership across the school, build leadership capacity, and, through this, deepen the scope and depth of change.
- Undertaking systematic classroom observations and increasing the use of data-informed decision making to improve the quality of teaching and learning were key features of practice in all schools (i.e., instructional focus).

3. Enrichment

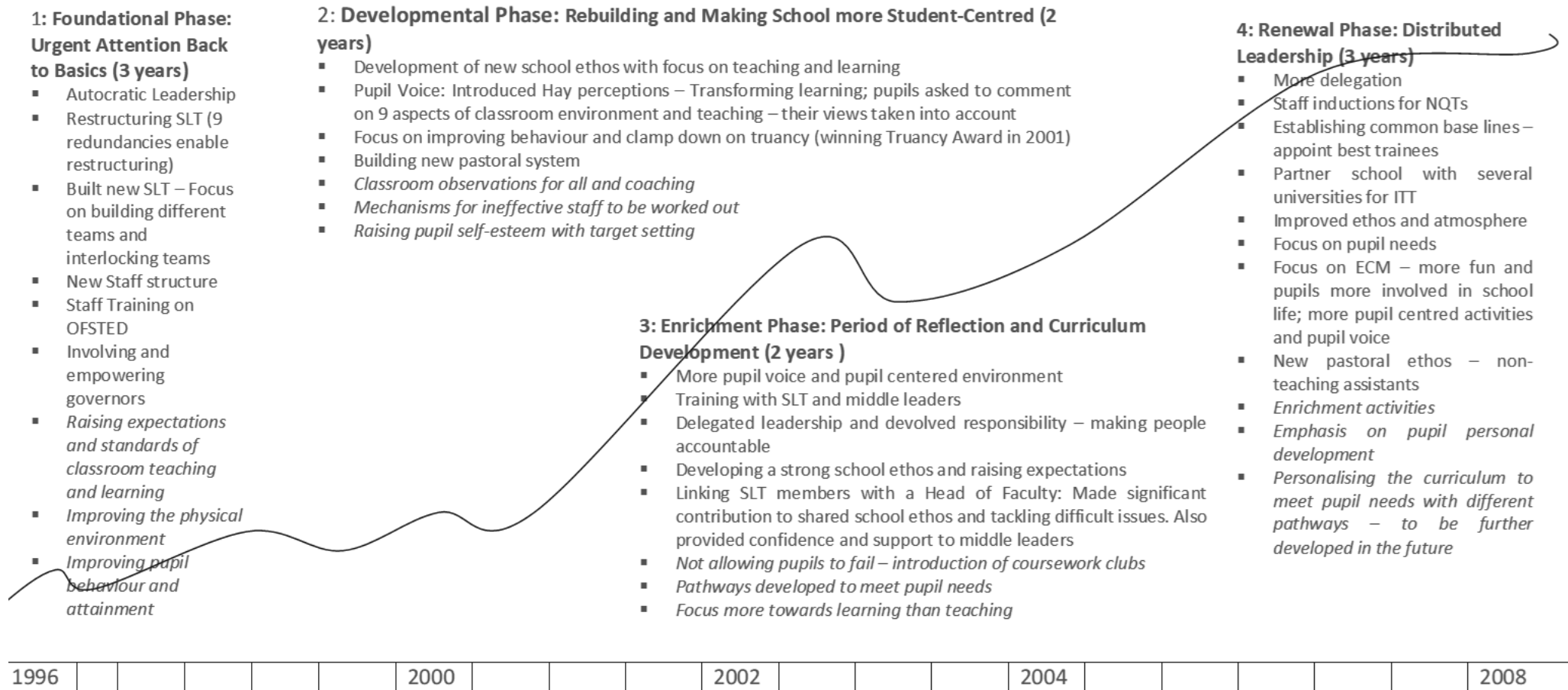
- Enriching the curriculum to improve broad pupil outcomes and the development of the whole pupil, through focusing on social and emotional learning and provision of creative, cross-curricular or skills-based learning.

4. Renewal

- Increasing the emphasis on teaching that promoted more participative, interdependent, independent, and flexible learning and that supported a range of approaches to pupil learning.

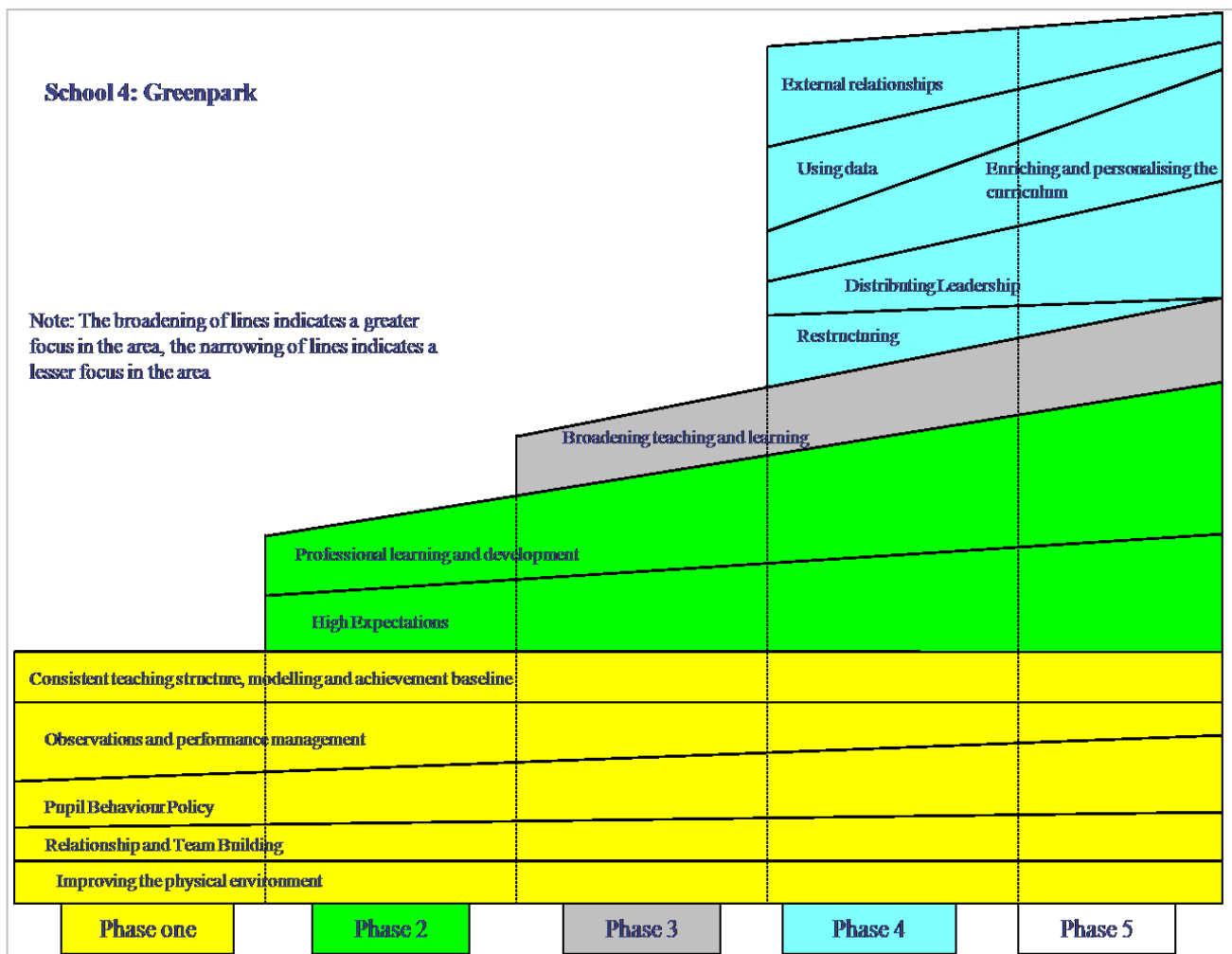
(Day, Gu & Sammons, 2016)

Case study example 1: Principal's line of success in leading Eyhampton Secondary School's change - from "Notice to Improve" to "Outstanding"



(Day, Gu & Sammons, 2016, p.241)

Case study example 2: Layering foundational structures and capacity for further improvement – Greenpark



(Day et al., 2011)

Activity – Draw a diagram to identify the improvement phases of your school since you became a principal there.



- Work individually to draw a diagram which displays the **improvement phases** of your own school, using either of the above two examples.

Think about **what** you have done, and **how** your leadership actions and practices have impacted on and transformed the school *within* each phase, and *over time*.

More specifically, consider:

- (1) **key characteristics** of each phase (e.g. school physical environment, intellectual environment, relational environment/culture, connections with the community); and
- (2) **key leadership strategies** that *you* have used to create (and consolidate) the capacity, culture and conditions that will enable further improvement in the next phase.

Examples of reflective questions:

- Where *is* my school in relation to the improvement phases? Think about (1) above.
- What building blocks (e.g. systems, teacher knowledge, skills and capacity, culture, conditions) are needed for my school to advance to the next phase? What would I need to do to achieve this? Think about (2) above.

Session 6: Leading for Sustainability

Through this session, you will be able to:

1. Understand *implementation*: review and monitor the progress of the Enabling Schools intervention
2. Understand the key to *sustainability*: from implementation to enactment



Learning Focus 1: Reviewing and monitoring the implementation progress



Warm-up activity – Reflecting on ‘Teach Less, and Learn More’ through reading

- In the last month of leading the Enabling Schools Committee, what have been the highlights for you as a principal, for your teachers, and for learners? What have been the challenges in supporting the implementation of the Reading Cycles aimed at creating a culture of joyful reading in your school?
- In which areas would you like to make any changes for next month?

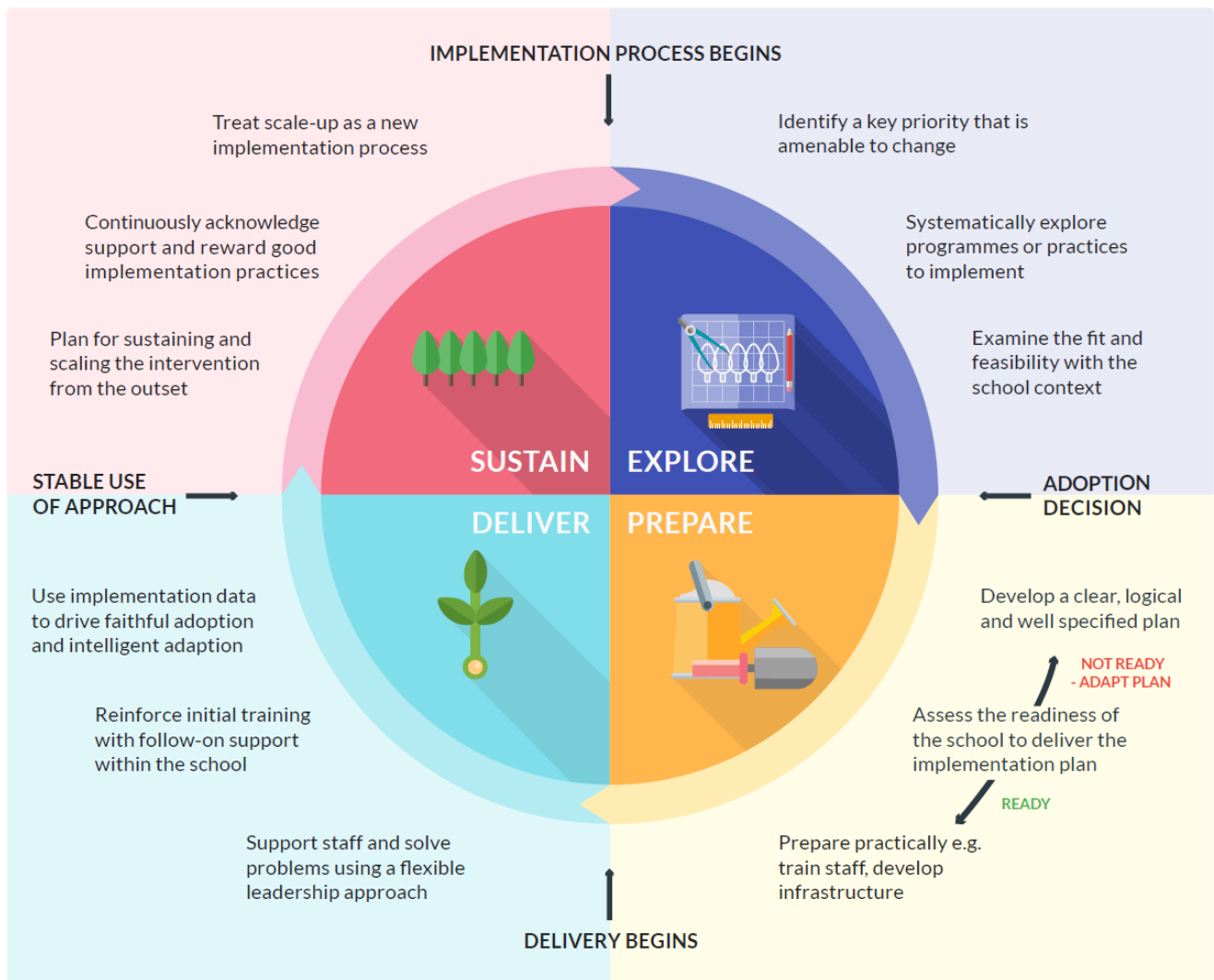
Research and practice summary

To achieve good implementation, school leaders create an effective leadership environment and school climate by:

- setting the stage for implementation through school policies, routines, and practices
- identifying and cultivating leaders of implementation throughout the school
- building leadership capacity through implementation teams.

(Education Endowment Foundation, 2019, p.10)

Implementation process (Education Endowment Foundation, 2019, p.5)





Activity – Draw a diagram or chart to show how the Enabling Schools intervention has been implemented to embed a culture of joyful reading in your school

Implementing the Enabling Schools Intervention involves the principal’s leadership of the Enabling Schools Committee (ESC) and the implementation of six Reading Cycles by teachers and CRCs in Grades R to 3.

Reflect on how the Enabling Schools intervention has been implemented and progressed in your school this year. Use the above figure as a template and work individually to illustrate how you, in collaboration with the research team, have led your teachers and CRCs to **explore, prepare, and deliver** the intervention in your school.

You may use the following example questions to help construct your illustration:

Explore

- Why is reading-for-joy identified as a key priority and how does it support the development of your learners’ life skills in the National Curriculum Assessment Policy Statements (CAPS)?
- To what extent, and in what ways, are the books and activities designed for the Reading Cycles able to meet the development needs of your learners?

Prepare

- Are the plans for ESC and Reading Cycles fit for purpose in your school? Why/why not?
- Does your school have the necessary staffing capacity and resources to deliver the intervention? What are your plans to address these in future?
- To what extent, and in what ways, has the training and support provided by you, the research team and the DBE prepared your school to deliver the intervention?

Deliver

- How have the teachers and CRCs been led and supported to implement the Reading Cycles in your school?
- Have the Centralised Learning Dialogues helped to reinforce your leadership support for the implementation of Reading Cycles in your school? In what ways?
- Have the Reading Cycles made a difference to your learners? How do you know? How do you monitor the progress?

- Present your illustration to your fellow principals.

Learning Focus 2: Key to sustainability - from implementation to enactment

Research and practice summary

Sustainable second-order educational change refers to the school organisation attempting to make a transformational change. This involves: 1) substantial changes made that affect the core of educators' everyday practice; 2) a longitudinal process that begins when educators contemplate making changes and ends when satisfactory achievement on the other characteristics is reached and overt learning efforts are stopped; 3) a process of individual and organizational learning as well as changes in behaviors; resulting in 4) significant positive effects on student outcomes.

(Hubers, 2020, p. 1)

Implementation vs enactment

Introducing and embedding an intervention into a school system is an *enactment* process.

Context matters. The expression of *enactment* rather than the mere conventional *implementation* recognises that the process of introducing and embedding a school-wide innovation, or intervention, requires school leaders and their teachers interpret and *make sense* of innovation in the environments in which they work. In this process, they act as social agents 'construct, rearrange, single out, demolish many objective features of their surroundings' (Weick, 1979, p.164) and ultimately transform their learning environments (Spillane et al., 2002).

Leadership matters. In schools, enacting an intervention is an *organizational behavior* which is crafted and shaped by school leaders, and principals especially. How these leaders interpret and make sense, rationally and emotionally, of what an innovation means to their schools and then decide 'whether and how to ignore, adapt, or adopt' this innovation locally (Spillane et al, 2002, p. 733) influences not only how the innovation is interpreted by their teachers and how effectively it is implemented in the school, but importantly, the extent to which the actions of 'enactment' are likely to disrupt, constrain, or advance further improvement of the school.

(Gu, Sammons & Chen, 2018)

Scaling up and sustainability

Scaling up entails four interrelated dimensions:

- **spread** - the spread of activity structures, materials, and classroom organization and also the spread of underlying beliefs, norms, and principles to additional classrooms and schools
- **depth** - deep change in teachers' beliefs, norms of social interaction, and underlying pedagogical principles
- **ownership** - creating conditions to shift authority and knowledge of the reform from external actors to teachers, schools, and districts
- **sustainability** - The distribution and adoption of an innovation are only significant if its use can be sustained in original and even subsequent schools.'

(Coburn, 2003, pp.4-7)



Activity – Future planning for ‘Teach Less, and Learn More’ through reading

- Work individually. Develop a plan to demonstrate how you will sustain a joyful reading culture in your school – through which learners develop broad knowledge and life skills.

Example questions to consider:

- Do teachers and CRCs understand the rationale and pedagogical principles that underpin the Reading Cycle stories and activities? Has the Enabling Schools intervention been enacted in ways that have improved learners’ enjoyment of reading and through reading, their wider life skills?
 - Is this intervention achieving the desired outcomes across the Foundation Phase classes? Has the intervention changed teachers’, CRCs’ and learners’ attitudes to reading?
 - To what extent have school leaders, teachers and CRCs believe that they have developed ownership of the Reading Cycles? How will you create conditions to enhance such ownership?
 - Have you created contingency plans for any changes in school that may disrupt the successful enactment of the reading culture?
 - Is it appropriate to extend the use of the approach to additional staff? What is required to achieve this?
 - How can the existing capacity and resources be best developed, sustained and used to support scale-up?
- Present your plan to your fellow principals.