



Empowering Leaders of Learning - Collective Impact Community In partnership with WISE and facilitated by Dr. Simon Breakspear

Context

Empowering Leaders of Learning (ELL) is a WISE initiative, designed and implemented in partnership with Dr. Simon Breakspear (UNSW), that builds the capacity of school leaders to lead sustainable improvement processes in schools. While the program focuses specifically on school leaders – in this case, 30 Qatari female Academic Vice Principals – the idea is that participants in the program will leave equipped with the tools and capabilities to form a Leadership Community of Practice to continually develop, inform and disseminate best practices that reach all educators to support system-wide improvement.

Through ELL, we aim to:

- Provide quality, blended professional learning and opportunities for Qatari Academic Vice Principals to share expertise and learn together;
- Deepen collective capacity for system-wide school improvement in Qatar;
- Create opportunities for purposeful school leader collaboration in productive cycles of design, action, and feedback; and
- Create a Leadership Community of Practice where AVPs can continue to learn, create impact and disseminate best practices.

ELL is part of WISE's commitment to support Qatar's Ministry of Education and Higher Education in achieving their goals for school and system improvement through building the capacity of K-12 school leaders.

Leadership capabilities goals

1. Participants will build a deeper understanding of evidence-based leadership practices that can support effective teacher development
2. Understand the latest research evidence on quality teaching and the importance of teaching expertise
3. Develop the capacity to set and pursue a clear evidence-informed focus for improvement in student learning outcomes and connect this to the design of professional learning activities
4. Understand the features of effective school-embedded professional learning in education that can develop teacher expertise and efficacy
5. Link assessment data to decisions about the focus of professional learning

6. Understand the essential features of instructional leadership and how effective team leaders create the conditions where teachers can teach successfully and students can learn

Community of practice goals

7. Participants will build and sustain effective lateral networks to facilitate knowledge sharing and collaborative problem-solving
8. Participants will grow, participate in and sustain a Leadership Community of Practice (CoP) focused on learning and creating impact together

3 Learning Design Principles to guide the design and implementation of the program

1. **Evidence Informed Design.** *Research evidence and data informs co-designed learning that aims to extend and challenge adult learners.*
2. **Transformative Learning Approach** *Transformative learning approaches lead to deep shifts in leader understanding, identity and practice.*
3. **Dynamic Learning Environments.** *Dynamic learning environments support the formation of collaborative learning communities where adults take initiative and make significant decisions about their learning.*

Pre-learning & Improvement Challenge Prioritisation

AVPs engage in online prior readings in order to gain an understanding of the key frameworks and models that form the backbone of the course (e.g. about effective Professional Learning design and instructional leadership). AVPs also conduct a preliminary analysis to identify the areas of teacher practice that are most important to improve next in their context.

AVP Workshop Day - 18th November 2019

AVP will engage in a series of different learning design formats to push their knowledge and practice of leadership. These will include:

- Research-based short workshop with specific tools and resources
- Case study of effective instructional leader practice
- Scenario based problem solving and collective analysis
- Small group collaborative problem solving

Embedded Improvement Work and CoP Learning

As a result of the learning during the workshop, AVPs will then take their new thinking, knowledge and skills back into the field in order to enhance their impact within their school setting.

They will work to apply theory to practice and seek to gather evidence of their own impact on the design and implementation of teacher professional learning. Key elements of their own leadership development will emerge by theorising and sense-making from their embedded school improvement work.

During this period AVPs will be reaching out to gain their support and guidance of their peers.

Additional Community of Practice Days

(TBD)

Leaders may have the opportunity to come back together in order to share their learning and engage in collaborative problem solving together.

Detailed overview of the day

Time	Description
8:00-8:15am	Welcome and introduction
Session 1 8:15-10	Foundations of Instructional Leadership <ul style="list-style-type: none"> • Forming a Community of Practice of leaders from across schools • Understand current instructional leadership research and the practices that have the highest impact on teaching quality and student learning • Understand latest research evidence on quality teaching and the development of teaching expertise
10:00-10:15	Morning Break
Session 2 10:15-12:00	Designing Teaching Professional Learning <ul style="list-style-type: none"> • Consider the best available research evidence on the effective professional learning • Understand the features of effective collaborative professional learning in education that can develop teacher expertise • Review practical models of school-embedded professional learning and consider how to implement in your unique context
12:00-12:45pm	Prayer and lunch
Session 3 12:45-2:00pm	Planning your school impact project <ul style="list-style-type: none"> • Developing a plan to apply your learning to a specific area of teacher expertise improvement. • Gaining feedback from peers and committing to action
2:00pm	Workshop close