

School Leadership and Management

Head Teachers' Community of Learning
Learning with Others

Participant's Workbook

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Workshop overview, content and timing

	Day 1:	Day 2:	Day 3:
08:00 - 08:30 - REGISTRATION of participants			
08:30-10:30	Session 1 Welcome, introduction Ice breaking <ul style="list-style-type: none"> • <i>Implementing SDP</i> • <i>SDP and HTs' Community of Learning</i> • <i>Plenary feedback</i> 	Session 5 Problematic situations and clarifying questions <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Identifying problems</i> • <i>Listening and clarifying</i> • <i>Reflection, feedback</i> 	Session 9 Going on Safari together; Finding a pathway of change <ul style="list-style-type: none"> • <i>Finding a pathway of change</i> • <i>Gallery walk, reflection on experiences</i>
10:30-11:00			
11:00-12:45	Session 2 Interpretation ladder (personal leadership) <ul style="list-style-type: none"> • <i>The interpretation ladder, and how to use it</i> • <i>Reflection and feedback on stimulus and response</i> 	Session 6 Dialogue continued <ul style="list-style-type: none"> • <i>Empathetic questioning</i> • <i>Finding the essence of the situation</i> • <i>Reflection, Q&A</i> • <i>Summary sessions 1-6</i> 	Session 10 Going on Safari together; Our collective strength <ul style="list-style-type: none"> • <i>Our collective strength, and how to use it</i> • <i>Our support network</i> • <i>Gallery walk, feedback</i>
12:45-13:45			
13:45-15:30	Session 3 Inner beliefs (personal leadership) <ul style="list-style-type: none"> • <i>Beliefs and viewpoints</i> • <i>Resistance and how to get things moving when meeting resistance</i> • <i>Reflection</i> 	Session 7 Going on safari together; Building partnerships <ul style="list-style-type: none"> • <i>Questions to address when establishing a HTs' CoL</i> • <i>Making a start-up plan</i> • <i>Gallery walk and feedback</i> 	Session 11 Recapitulation <ul style="list-style-type: none"> • <i>Making a visual presentation of understanding a HTs CoL</i> • <i>Gallery walk</i> • <i>Feedback on findings and experiences</i>
15:30 - 16:00			
16:00 - 17:30	Session 4 How we block change without knowing (personal leadership)	Session 8 Going on safari together;	Session 12 Thank you and fare-well

	<ul style="list-style-type: none"> • <i>School improvement since 2014</i> • <i>How beliefs and views can block school improvement</i> • <i>Reflection, feedback, Q&A</i> 	<p>Finding a collective purpose</p> <ul style="list-style-type: none"> • <i>The destination of the school, defining our collective purpose</i> • <i>Gallery walk, feedback on experiences</i> 	<ul style="list-style-type: none"> • <i>Questions and Answers</i> • <i>Each participant to get a booklet on Building a HTs' CoL</i> • <i>Thank you and farewell</i>
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Exercise 1 The interpretation ladder



<p>Step 4. Re-action What do you do or what do you say?</p>	
<p>Step 3. Conclusion What do you conclude? To what conclusion do you come?</p>	
<p>Step 2. Interpretation How do you 'explain' or 'understand' the information? What does it mean to you?</p>	
<p>Step 1. Selection What part of the information stands out for you? What part of the information do you find most noticeable?</p>	

How to fill in the interpretation ladder?

You have looked at the demonstration of the facilitators. You fill in the interpretation ladder **starting with Step 1** (the bottom of the ladder). Do not think about your answers but write down what you thought when looking at the demonstration. You can use the format on the next page to fill in each step of the ladder:

Step 1. Write down what attracted your attention *immediately*, what you observed.

Step 2. Write down what you felt when you saw what happened. Do not think too long it is *your* interpretation of the facts. Be honest to yourself, there is no right or wrong answer!

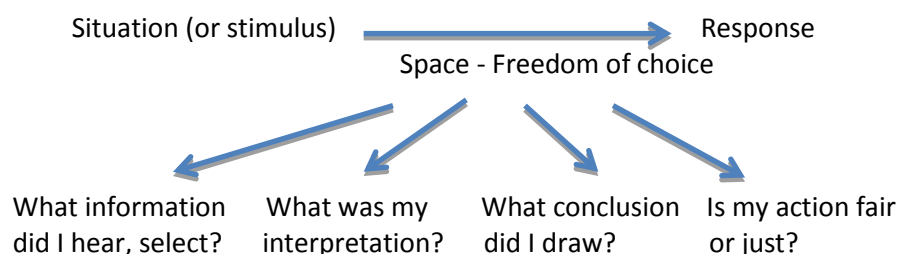
Step 3 is about your conclusion. We draw conclusions very quickly. You probably already concluded something during the observation. Write down that conclusion!

Step 4. You may even have felt how you would react to the situation. Write down that reaction, do not think about it, be honest, there is no right or wrong reaction

Exercise 2 The interpretation ladder, how to use it to build understanding

Guidelines for explaining your interpretation ladder:

- Only talk about yourself (the other person can and will have different interpretations and conclusions): I saw..., I think..., I understand..., the meaning I give..., the effect on me is..., I tend to do....
- Start with **step 1** (the information which stood out for you) **or step 4** (your reaction to the situation). You can go up and down the ladder.
- Explain your conclusions as an option (they are your conclusions, not facts)
- Share examples and facts with the other person
- Check after each and every step if the other has understood what you said
- Invite him or her to tell you if you missed something
- Invite the other to show you if your argument is not valid
- Invite the other to explain his or her ladder to you



- The **interpretation ladder** is a tool to build understanding between people because it makes us aware that we *all*:
 - Select information
 - Interpret information, or a situation
 - Draw (or jump to) conclusions
 - That these thoughts and interpretations determine our response or action!
- Disagreements between people exist because **we select and interpret the same information differently, we draw different conclusions, and therefore we act/respond differently!**

Exercise 3 About teaching and learning

- 1 Please take 5-10 minutes to look at the pictures (individually) below, and to think about:
 - What do I see on these pictures?
 - Which one or which ones appeal to me, interest me most?
 - And why, what attracts or pleases me?

- 2 EQUIP-T aims at improving the performance of schools. The programme has a lot of activities to support the improvement of:
 - The quality of teaching and learning (INSET training,)
 - The safety of the learning environment (school clubs,
 - The wellbeing of girls and boys (PTP, school clubs,)

- 3 After 5-10 minutes, brainstorm and share your views and ideas with the others in your group on:
 - What is quality of education for you?
 - When would you say that learning of good quality?
 - What would you like to see if you observe teaching in your school?
 - What is meant with a safe learning environment?
 - How safe would you say, is the learning environment in your school?
 - What needs improvement in your school, how could you do that?
 - Would you say "safe" the same as "wellbeing"?
 - What does it take to make all students in your school feel well?
 - How would you know?

Ideas, viewpoints, and beliefs about quality of teaching and learning, safe learning environments, and well-being of all students:

Eight new Tanzanian photo's will be inserted

Exercise 4 Resistance, of others or yourself


Page 1 The story of the participant playing the head teacher:

My school is part of EQUIP-T programme. The programme wants to improve education and organises many workshops for teachers and head teachers. We get a lot of new ideas, and new ways of organising meetings. It is fun being in workshops, to be and talk with other Head Teachers. I wish they had asked my opinion before the programme started.

I also have to talk more with parents. Which is not easy, parents live far away and have very little time to come to the school. The students are doing ok but sometimes I find them disrespectful. The programme is not in favour of discipline. There is nobody to ask if I am doing all right.

I think that there are too many things we need to do differently. And I am not always sure how to do that. And in my school some of the new ideas will not work, I am sure about that. But the WEO and the Regional Coordinator tell me we have to do it.

Page 2 Instructions for the CoL member

<p>1. Recognise resistance</p> 	<p>Name 2-3 examples of resistance you pick up from the HTs story, what things or changes does he/she think is unfair, unpleasant, or unacceptable? What is he/she afraid of?</p>
<p>2. Explore (ask questions)</p>	<p>To understand the HTs fear or resistance you ask clarifying questions, for example:</p> <ul style="list-style-type: none"> • What exactly is difficult for you when talking with parents? • What do students do that you find disrespectful? • Can you give an example of something you are unsure of? • About what exactly are you not sure? • About what would you like to have feedback on to see if you do all right? • Can you give an example of a new idea that will not work in your school? • What is the reason that you think this idea will fail? • Can you tell me what it is specifically you are afraid of? •
<p>3. Acknowledge</p>	<p>Tell the HT that you understand that he or she is experiencing fear or doubts. Do not discuss the resistance, but name them.</p>
<p>4. Create support</p>	<p>The HT may have ideas on how things can be improved; he or she knows the ins-and-outs of the school. Ask to find out how the HT thinks it could be better and learn from their insights. For instance:</p> <ul style="list-style-type: none"> • If the programme had asked your opinion before they started, what would you have said? •

Exercise 5 Inner barriers

My school is part of the EQUIP-T programme and involved in a lot of activities meant to improve the performance of schools and the quality of education. Thinking back, this is a situation which I still remember very clearly (**my example situation**):

And these were my thoughts, and my responses (what did I think, what did I say)
Ideas I was positive about:
What I was afraid of, what did I disagree with, or what was I doubtful about (but didn't say):
What should have done, but I didn't do because:

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Changes I am positive about:	What I am afraid of (but do not say):	How my belief or fear blocks improvement or change:
Quality of teaching and learning for all students		
A safe learning environment for all students		
Ensuring the wellbeing of all students		

Exercise 6 Dialogue, identifying a problematic situation

1 *Identify a situation which you find difficult or challenging*

- Write down a real-life, practical situation (which you experienced as difficult) related to school development. Start your sentence with *As head teacher, I*

Select one situation which your group will start clarifying.

My example:

As head teacher, I

Exercise 7 Dialogue, asking clarifying questions

Dialogue is a technique which helps you to clarify difficulties or problematic situations. The skill to ask clarifying questions will help you to understand the real (or root) causes of their or other HT's problems or difficulties.

2 *Explore and clarify the situation or problem*

Exploring means, asking questions to clarify the facts in order to get a clear (mental) picture of the situation. Example questions are:

- When did it happen?
- What do you mean with.....?
- What else can you tell us about it?
- What I don't understand yet is....
- What did you do, or what have you done concretely?
- What is it precisely, what you find difficult?
- Can you think of any reason that you are not successful?

Do not give your ideas, objections or disagreements!

Write down how you understand the example problem or difficult situation:

Write down how your understanding of the example problem improved during the dialogue:

Exercise 8 Dialogue, empathetic questioning

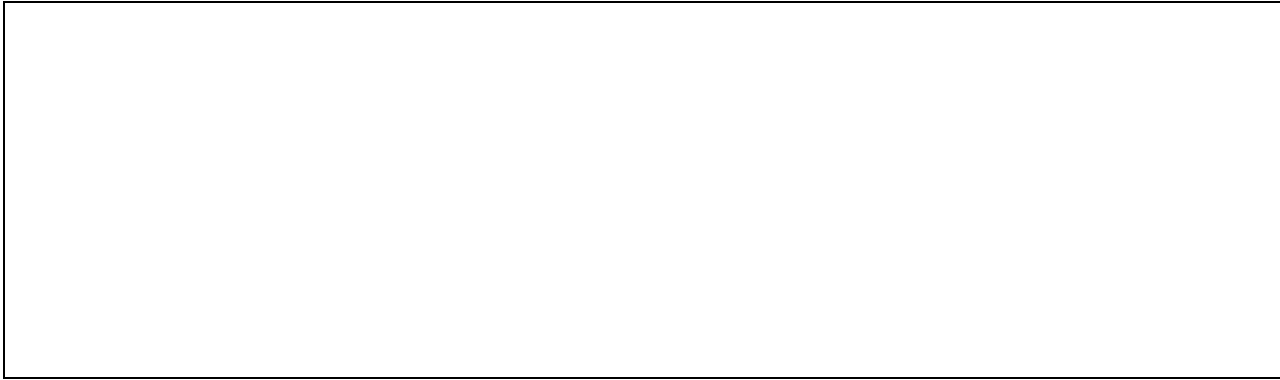
3 *Empathy, understanding the feelings of another person (in a given situation)*

Imagine yourself in the example situation your group is now clarifying. Imagine how you would have felt, thought, or what you would have done, or tried in that situation, at that moment.

Then share your understanding of the challenge by asking (for instance):

- Did you feel (guess the feeling the other person could have had, for instance, irritated, uncertain, upset...)
- Did you think (guess the thoughts the other person could have had)
- Did you (name what you could have done in that situation)
- Did you try..... (tell what your answer could have been to that problematic situation)

How I understand the other person's feelings, thoughts, worries and actions:



Exercise 9 Dialogue, the essence of the situation

4 *The essence of the situation*

A last step in the dialogue is trying to go to the heart of the problem. Try to find out what was fundamental or central to the problematic situation.

- Explore and answer questions like:
 - What is this really about?
 - What is nearest to my heart?
 - If I could redo the situation, what would I do differently?
 - What lessons can I learn?
 -
 -
 -

Key elements of the problem:

Exercise 10 Building a HT CoL phase 1, building partnerships

A CoL is:

- A partnership of HTs to learn from each other
- United by a shared interest, a collective goal you want to achieve together
- To support the process of change i.e., the implementation of SDPs

Building a CoL has 4 phases:

- Building partnerships
- Finding a collective purpose
- Finding a pathway for change and improvement
- Identify the collective strengths of the CoL

Building a CoL takes time!

To get ideas on how to start the building of your CoL, you can brainstorm in your group on the following questions:

- With whom could they build a partnership, a CoL?
- Where and when can they find HTs with whom they share a passion, challenge, interest or concern?
- How to start the HT CoL?
- How and when will the HT CoL meet?
- How to link HT CoL to implementation of SDP implementation?

Please note your ideas below:

With who could I / we build a partnership, a Community of Learning?	How/where to find other HTs with who I share a passion, challenge, or interest?	How to start our CoL?	When do we start our CoL?	What will we work on? How to link our CoL to SDP implementation?
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Exercise 11 Building a HT CoL phase 2, finding a collective purpose

Picture yourself entering your ideal school. A school you would have liked to go to as a child, or a school you would like your children to be. Can you describe how it looks like, what would you see (you can go back to exercise 3 for more inspiration)?



Use **dialogue** skills to find out what views and beliefs you have in common with the other participants (ask clarifying questions, explore ideas, and listen with empathy to what group members have to say).

Our shared dreams and ambitions:



If you have identified the passions, dreams and ambitions your group has in common, continue with formulating a collective or shared purpose, something your group would like to achieve by working together (as a Community of Learning).

Our collective purpose (or goal):

The collective purpose is what your CoL will be working on together, which unites you and will keep your CoL together.

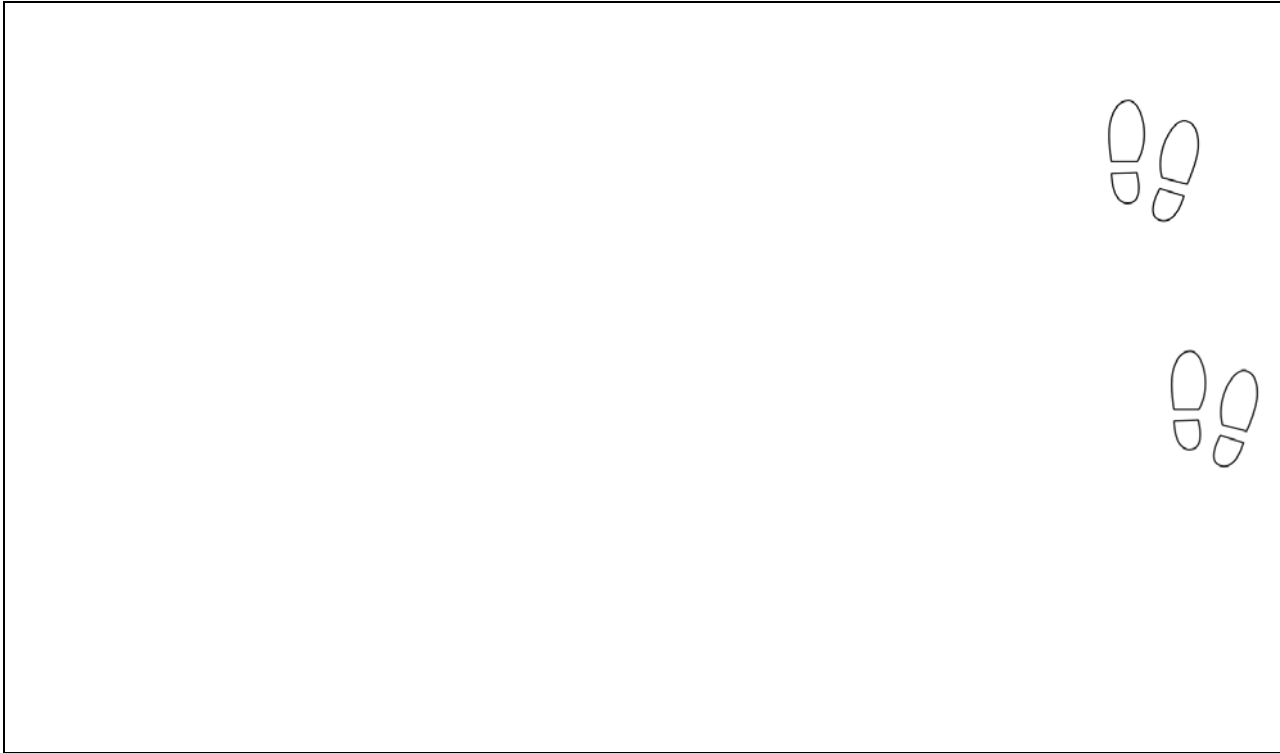
Exercise 12 Building a HT CoL phase 3, finding a pathway of change

Look at the collective purpose of your group.

Think about changes introduced in your school (SDP, PTP, School Grant, INSET training, Weekly Teachers' Meetings, SIS, school readiness programme, noticeboards, etc.). How did you do so far? What do you need to work on to achieve the collective purpose of your group:

- What experiences do we have with improving our schools? What have we learned?
- Which ideas worked well, which ideas did not work well, and mention the reasons why!
- What did other HTs do which made them successful?
- Why were they successful, what are the reasons for their success?
- How could I improve the conditions in my school?
- What did I try (but did not work)?
- What can I do differently to improve or support change?
- How did the changes help to improve the wellbeing of and quality of learning for students?
- How can we best use our lessons learned to achieve our collective purpose?
- What can I learn from my CoL?

Things we need to improve (the steps we need to take to achieve our collective purpose):



Exercise 13 Building a HT CoL phase 4, finding our collective strength

Think about the tools and techniques and the skills which you have been trained in related to SDP, weekly teacher's meetings, SIS, etc. (listening and questioning skills, stakeholder consultation skills, problem tree analysis, non-judgemental communication skills, etc.). Discuss what can you learn from each other, and how.



Examples:

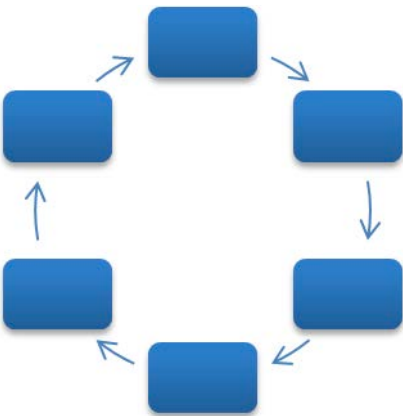
- Practice new skills together
- Demonstration, and dialogue with your HTs' CoL how it went
- Apply new skills or practices, dialogue on experiences in your HTs' CoL
- Observation, visit each other's schools
- Organise CoL meetings to dialogue on a specific issue or new idea
- Experiment or try-out new ideas or practices
- School visits, observations

Our collective strength (what we are good at):



How to use this collective knowledge and strength?

Work out a logic sequence of CoL activities and put these in a cycle for collaborative learning:



Our support network

- Who are our partners?
- If we need information our group does not have, who could we ask to work with us (WEO, DEO, REO, Early Childhood Centres, QA)?
- How can our partners contribute to the achievement of our purpose?

Our partners:



What is a head teachers' Community of Learning (HTs CoL)?

A HTs Community of Learning is a group of head teachers who share a common interest, purpose, goal, and attitudes, and who meet semi-regular to work jointly on school development.

It's purpose is:

- For head teachers to share skills and experiences, fears and doubts
- To help head teachers to learn from each other's strengths
- To strengthen head teacher's capacity to implement changes more effectively
- To improve the implementation of the School Development Plan
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Phases in building a HTs' Community of Learning:

- Phase 1, Building partnerships
- Phase 2, Finding a collective purpose
- Phase 3, Finding a pathway of change
- Phase 4, Our collective strength

The collective purpose of our HT CoL is:

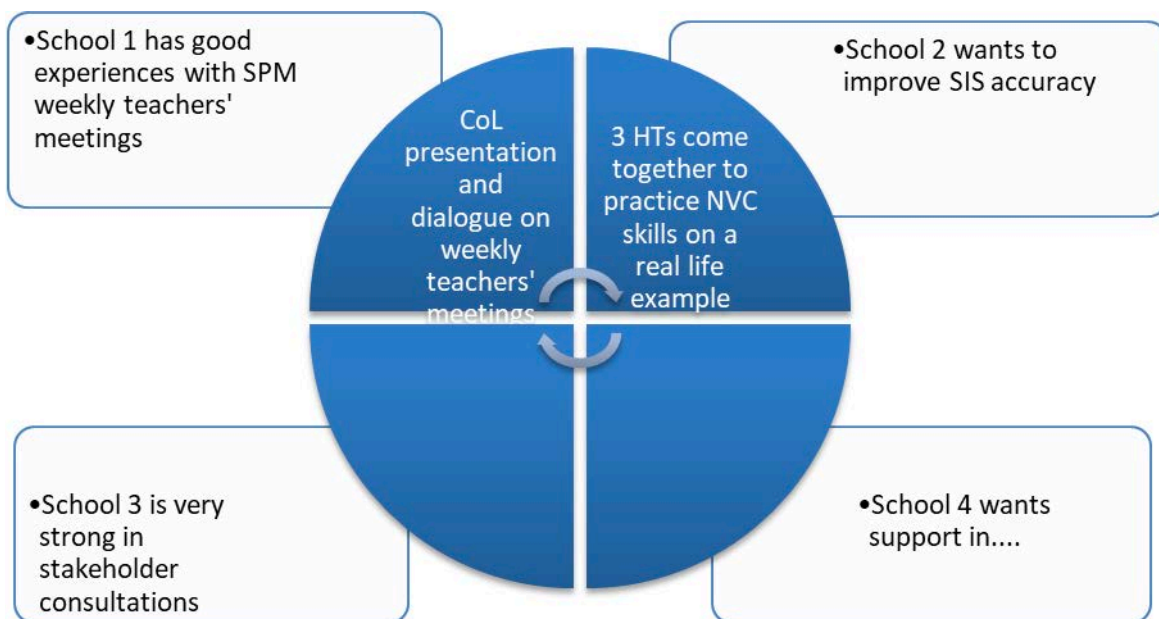


Information sheet 2

Relation between SDP, INSET/SPM teachers' meetings, SIS and CoL; How does a HTs' CoL work?

Our pathway to change:

Our collective strenght, and how to use it:



Notes

