

# Learning Leadership for Change

## SCHOOL EXCHANGE GUIDELINE

*February 2019*

## Contents

SCHOOL EXCHANGE GUIDELINE .....	3
<b>General information</b> .....	<b>3</b>
Aim of the document .....	3
Description .....	3
Venue .....	3
Communication:.....	3
<b>Discussion methods for Shared Leadership implementation strategies</b> .....	<b>3</b>
Meet & greet circles .....	4
Philosophical chairs.....	4
Chat stations .....	4
<b>Suggested activities for teacher observation</b> .....	<b>4</b>
Sample Models.....	5
Instructional rounds .....	5
<b>Reporting</b> .....	<b>6</b>
ANNEX - SCHOOL EXCHANGE REPORTING TEMPLATE .....	7
<b>Hosting School</b> .....	<b>7</b>
<b>Date</b> .....	<b>7</b>
<b>List of participants</b> .....	<b>7</b>
<b>Summary of the activities developed</b> .....	<b>7</b>
<b>Main takeaways</b> .....	<b>7</b>
<b>Next steps</b> .....	<b>7</b>
<b>Annexes</b> .....	<b>7</b>
Signature list.....	7
Agenda .....	7

# SCHOOL EXCHANGE GUIDELINE

## GENERAL INFORMATION

### Aim of the document

To assist schools in the planning, preparing and follow up of the school exchange meetings that will take place during the 2<sup>nd</sup> and the 3<sup>rd</sup> year of the L2C project. As an annex to this document you may find the reporting template for these events.

### Description

These one-day visits (one visit per school) will be organized and hosted by the L2C schools at the national level. Activities will be organized inviting other school teachers (not directly involved in the leadership team) to join the discussion. During this meetings schools will have the opportunity to visit other L2C schools in order to:

- Discuss the shared leadership strategy implemented in the school: how is it implemented, what is the development plan designed in the school (based on the theory of change or any other model), what is the process of decision making etc.
- Discuss the developments within the 3 project identified areas (STEM education, innovative use of ICT in teaching and digital citizenship).
- Experience the shared leadership approach with the staff of the school being visited.

Financial support in terms of catering, transport and accommodation will be provided and arranged by the corresponding project partner.

### Venue

While the school visit should also cover the necessary aspects in terms of observation of “spaces and its use” (overall school visit), an appropriate location should be identified for exchange and networking activities (spacious enough to fit all participants and the materials provided). Tables and chairs should be organized in order to facilitate the discussion (for example in circle or U shape), movement within the room and group work group. Lunch and coffee breaks should be scheduled consistently, ensuring enough breaks for informal discussions to also take place and appropriate length between the sessions.

### Communication:

Participants should be provided with detailed information of the event’s agenda, the venue and the travel arrangements in advance. Please remember to take into consideration the participants’ dietary requirements. Actions to be coordinated in collaboration with the corresponding national project partner.

## DISCUSSION METHODS FOR SHARED LEADERSHIP

### IMPLEMENTATION STRATEGIES

Discussion methods maybe useful when discussing the different shared leadership school strategies. **While these methods may be applied from day 1 for school exchange visits,**

they will be especially useful after schools have developed their strategies following the L2C miniMOOC.

### Meet & greet circles

Participants form two circles, one inside circle and one outside circle. Each participant on the inside is paired with a participants on the outside facing each other. The host poses a question/topic to the whole group and pairs discuss their responses with each other. Then the host signals students to rotate: Participants on the outside circle move one space to the right so they are standing in front of a new person. Now the host poses a new question, and the process is repeated.

### Philosophical chairs

A statement that has two possible responses—agree or disagree—is read out loud. Depending on whether they agree or disagree with this statement, participants move to one side of the room or the other. From that spot, students take turns defending their positions.

**Variation:** Teachers may also opt to offer a continuum of choices, ranging from “Strongly Agree” on one side of the room, all the way to “Strongly Disagree” on the other, and have students place themselves along that continuum based on the strength of their convictions.

### Chat stations

This is a simplified version of the KJ-Method<sup>1</sup>. Stations (with post-its) or posters are set up around the classroom, on the walls or on tables. Small groups of students/teachers travel from station to station together, performing some kind of task or responding to a prompt, either of which will result in a conversation.

**Variation:** Divide participants into groups and have them create informative posters. Then act as tour guides or docents, giving other students a short presentation about their poster and conducting a Q&A about it.

## SUGGESTED ACTIVITIES FOR TEACHER OBSERVATION

As a complementary activity to the shared leadership discussion, shared leadership teams are also invited to develop teacher observation session. These sessions could have two separate purposes:

- The observation of shared leadership meetings and teachers exchange in the development of schools strategies.
- Observation of lessons within the three self-assessment areas (STEM education, innovative use of ICT in teaching and digital citizenship). With the aim of observing classroom developments linked to the shared leadership strategies.

*Please notice that, while these structure may be applied from day 1 for school exchange visits, they will be especially useful after schools have developed their strategies following the L2C miniMOOC.*

Teacher observation is most successful when the teacher and observer work together and reflect on the teaching behaviour. Teacher observation is least successful when the observer

---

<sup>1</sup> Mycoted. KJ-Method. <https://www.mycoted.com/KJ-Method>

spends hours watching without analysis or dialogue with the teacher<sup>2</sup>. It is suggested the following sequence of events for effective teachers-observing-teachers programs:

- **Overview.** A simple overview of the program with a focus on what the main point of observation will be.
- **Observation.** A short observation sequence.
- **Discussion.** Immediate discussion concerning the observation.
- **Reflection.** Reflection concerning how information from the sequence may be used by the observer.
- **Application.** Application of the behaviour by the observer in a classroom with feedback from the teacher.

## Sample Models

A variety of approaches to teacher observation support professional growth and student achievement. The list below represents a sample of these methods:

### Lesson Study

In this three-pronged approach, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it.

### Peer Coaching

In this non-evaluative professional development strategy, educators work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

### Learning Walk

The Learning Walk is a process that invites participants to visit several classrooms to look at student work and classroom artefacts and to talk with students and teachers. Participants then review what they have learned in the classroom by making factual statements and posing questions about the observations. The end result is that teachers become more reflective about their teaching practices. Professional development is always linked to The Learning Walks.

## Instructional rounds

Instructional Rounds help educators look closely at what is happening in classrooms/schools in a systematic, purposeful and focused way. The first step in an Instructional Rounds process is determining a "problem of practice." This is often framed as a question around which a site wants to gather some data. In small groups, teachers visit their colleague's classrooms (for ~20 minutes each), looking for evidence related to the problem of practice<sup>3</sup>.

One of the most challenging aspects with Rounds is that the evidence must be observational and non-judgmental. When shared leadership group meetings take place or during live teaching sessions, teachers should take notes on anything related to the "problem". This includes direct quotes from students, teacher-directions related to discussion and dialogue, and

---

<sup>2</sup> Educational World. "Teachers Observing Teachers: A Professional Development Tool for Every School". [https://www.educationworld.com/a\\_admin/admin/admin297.shtml](https://www.educationworld.com/a_admin/admin/admin297.shtml)

<sup>3</sup> Edutopia. "Teachers Observing Teachers: Instructional Rounds". <https://www.edutopia.org/blog/instructional-rounds-ells-observations-elena-aguilar>

quantitative data on how many students responded to a teacher's question or engaged in a group discussion.

**Results:**

After visiting classrooms participants should engage in lengthy reflection and debrief protocols. Try to make sense of the data gathered without jumping to conclusions or solutions.

## REPORTING

A report will be produced by the hosting school after each of the school exchanges and delivered to the national partner (Ministry of Education or Regional Authority). The template for the reporting may be found in the annex of this guideline.

**Please note the reporting should be submitted within the 2 weeks following the development of each meeting.**

## ANNEX - SCHOOL EXCHANGE REPORTING TEMPLATE

### HOSTING SCHOOL

Name of school

### DATE

Date

### LIST OF PARTICIPANTS

Name	Role of participant	School

### SUMMARY OF THE ACTIVITIES DEVELOPED

Short description of the visit and the different activities organized

### MAIN TAKEAWAYS

Key outcomes of the discussion both in terms of:

- Shared leadership strategies
- 3 programme areas (STEM education, innovative use of ICT in teaching and digital citizenship).

### NEXT STEPS

Text

### ANNEXES

**Signature list**

**Agenda**