



M O C

Digital Book:
Shared Leadership
in Your School



COURSE OVERVIEW

AIMS AND LEARNING OBJECTIVES

The specific learning objectives of the course are:

- ▶ **Understand** the concept and practice of Shared Leadership in school.
- ▶ **Forster** inclusive and collaborative mindset among school leaders.
- ▶ **Encourage** teachers and informal school leaders to engage in leadership-related activities in their schools.
- ▶ **Help** learners to develop an evidence-based approach among teacher and school leaders to define the school goals.
- ▶ **Foster** Shared Leadership practices and innovative mindset using the action plan and other data gathering tools.
- ▶ **Understand** what the Shared Leadership approach is and how it can be implemented in schools.
- ▶ **Understand** the building blocks of the Shared Leadership approach in school – school vision, evidence, goals and the school's theory of change.

You will:

- ▶ **See** inspiring videos on how different schools implement Shared Leadership, in Europe and beyond.
- ▶ **Receive** advice from experts and peers, and practical suggestions that are easy to implement in your school setting.
- ▶ **Learn** what is the role of distributing/sharing leaders and teacher leaders.
- ▶ **Exchange, share and reflect** upon the challenges we encountered in the past and still encounter when implementing a Shared Leadership approach.
- ▶ **Learn** what are the enablers or the successful practices that help Shared Leadership to flourish in schools.
- ▶ **Use** the Theory of Change when adopting a Shared Leadership approach.
- ▶ **Reflect, discuss and share** opinions on leadership practices in your school.
- ▶ **Connect and share** with other teachers and school leaders and learn from their challenges and success.
- ▶ **Use** a variety of online tools and social media to communicate and engage in peer review activities.

Target Audience:

School teachers and formal and non-formal leaders among the school staff who are interested to explore innovative leadership approach and introduce a different mindset to their school.



<https://www.facebook.com/groups/L2C.EU>



MODULE 1: SHARED LEADERSHIP – WHAT IS IT ALL ABOUT?

1.0 INTRODUCTION

Before we start – why Shared Leadership?

Leadership was and still is a debatable topic. Who is a good leader? How leadership should be exercised? Top-down or collaboratively? How can a leader ensure that she has the support of her team? Since ancient times philosophers, poets and artists have tried to describe who a worthy leader is.

Lao-Tzu, a Chinese sage of the 6th Century BCE shared his reflection on who is a great leader.

“With the greatest leader above them, people barely know one exists. Next comes one who they love and praise. Next comes one whom they fear. Next comes one whom they despise and defy. When a leader trusts no one, no one will trust him. The great leader speaks little. He never speaks carelessly. He works without self-interest and leaves no trace. When all is finished, the people say, “We did it ourselves.”

Lao-Tzu, Tao-Te Ching, verse 17

Ready to explore more? **Let's start Module 1!**

Module overview

This module looks at as it is practised in Schools. This module sets the scene for the main outcome of the course: the creation of a school action plan adopting Shared Leadership practices. In this module you will learn about the building blocks of successful Shared Leadership practices in school – adopting a common school vision, the importance of evidence-based practice, and how both can help schools to set their goals and create an action plan. This course will provide you with useful definitions and explanations as well as school experiences and insights from previous course-takers.

Therefore, the following topics will be covered:

- ▶ **What is school leadership** and in particular what are the characteristics of a Shared Leadership approach?
- ▶ **What are the building blocks** of a Shared Leadership approach in school?
- ▶ **Why Shared Leadership** is linked to innovation.
- ▶ **Benefits** of Shared Leadership practices.
- ▶ **Introduction to the final course activity** – preparation of a school action plan proposal and assessment of other action plans of a peer.

Module overview video

To get started, please watch the video, which will provide a short overview of the course and especially this first module.



Define your learning objectives

So before we start to learn and explore, let's think about what you aim to gain from this course and make a list of objectives. Please **choose at least three** objectives from the list below and identify those which are particularly relevant for your context. We encourage you to think of objectives that are not listed but are relevant to your specific school context.

- Get a deeper understanding** of what the Shared Leadership approach in education is.
- Learn** how the Shared Leadership approach can be implemented in your school and other schools.
- Learn and practice** how Shared Leadership practices are connected to the school vision and share your experience.
- Understand** the key role of evidence in Shared Leadership practices.
- Reflect** on your role in the school and your school practice.

MODULE 1

1.1 LEARNING LEADERSHIP FOR CHANGE – WHY AND HOW?

What is leadership?

Leadership is a **social process of influence, mobilising others' efforts to reach specific objectives serving a vision**. It is about learning together, constructing meaning and knowledge collectively and collaboratively. In this sense, coherent and well-constructed school leadership will enable teachers, school administration staff, directors and heads of departments to generate ideas together, reflect and make sense of their work in the light of the shared beliefs they have. This in turn will help them to define concrete actions and goals that grow from their common understanding.

We all agree that leadership is a key element when we want to bring change and innovation to any kind of organisation, including schools. This is why we can also refer to it as **Leadership for Change** and this is the approach we have adopted in this course.

Video: why do we focus on Shared Leadership

But what does leadership for change mean? What model will enable us to engage the whole school community and work interdependently? Well, the answer, as you might have guessed, is a Shared Leadership approach. Contrary to delegation, shared leadership is directly linked to school innovation and students' success while at the same time plays an important role in the school's capacity building.

Let's hear **Professor Alma Harris**, a Professor of Educational Leadership and Policy, Department of Education, University of Bath, UK, explaining what Shared Leadership is and why it is important. Please note that in the video it is referred to as distributed leadership, which is a synonym for Shared Leadership: <https://www.youtube.com/watch?v=-plm5xl8s8>

Elements of Shared Leadership in school

When we look at Shared Leadership in schools we learn that there is no recipe, so certain practices that will fit one school might not fit another. Nevertheless, we find that the following elements are at the core of Shared Leadership practice:



Activity: What is the reality in your school?

Let's see what the situation in your school is! Let's think about the elements of Shared Leadership presented in the previous video by Alma Harris. Do they occur in your school? **Tick** all the practices relevant to your school. Options:

- Collaboration** between our school and other schools in the region/country
- Engagement of teachers** in leadership teams
- Engagement of pupils** in leadership teams
- Collaboration** between teams within our school.

MODULE 1

1.2 SHARED LEADERSHIP IN SCHOOLS

What does Shared Leadership look like when it works?

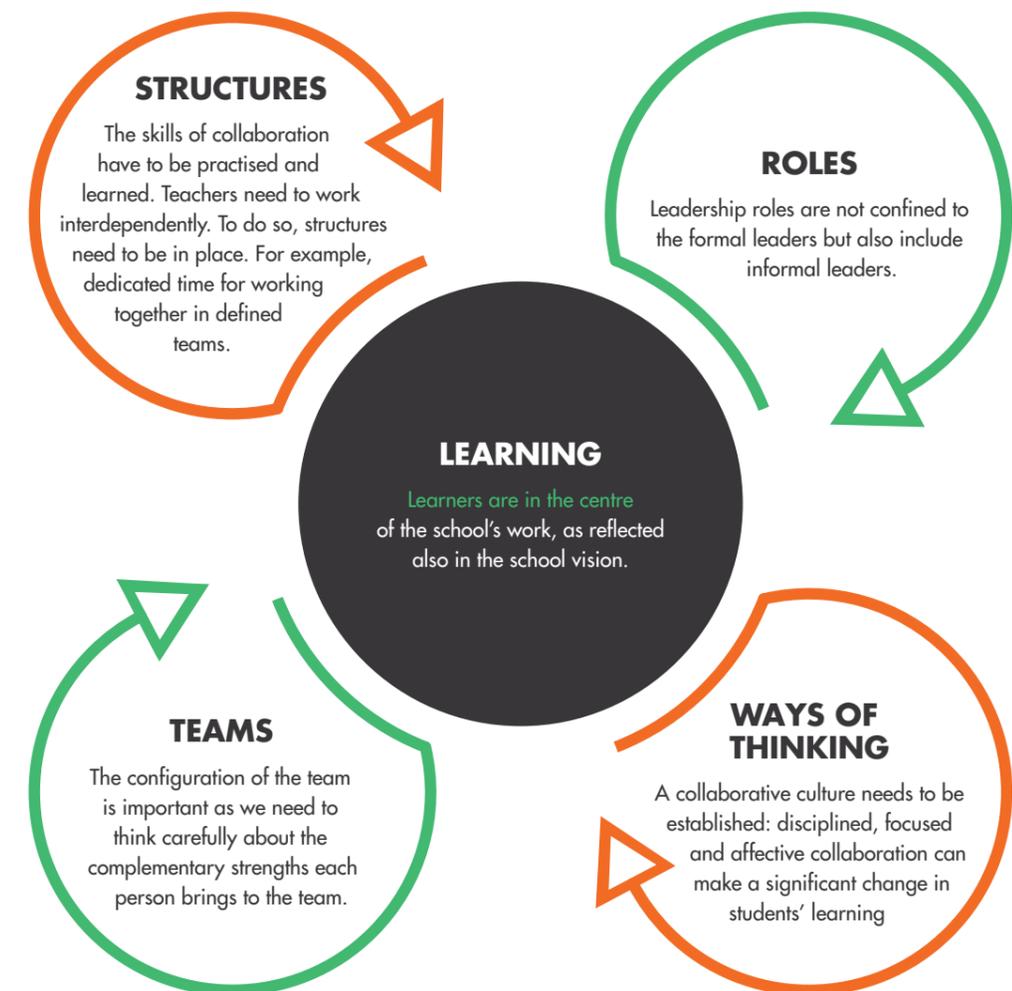
In the previous section, we learned why leadership is important and that it works best when it shared.

What do we know about the link between Shared Leadership and successful organisations, such as schools? Let's listen again to Prof. Alma Harris and dive deeper into Shared Leadership and what it looks like in schools: https://youtu.be/biPC_LJyiHo

? *Do you agree the leader's main role is to grow other leaders? If yes, how, and if no, what are the roles of a school leader?*

What are the building blocks of Shared Leadership in school?

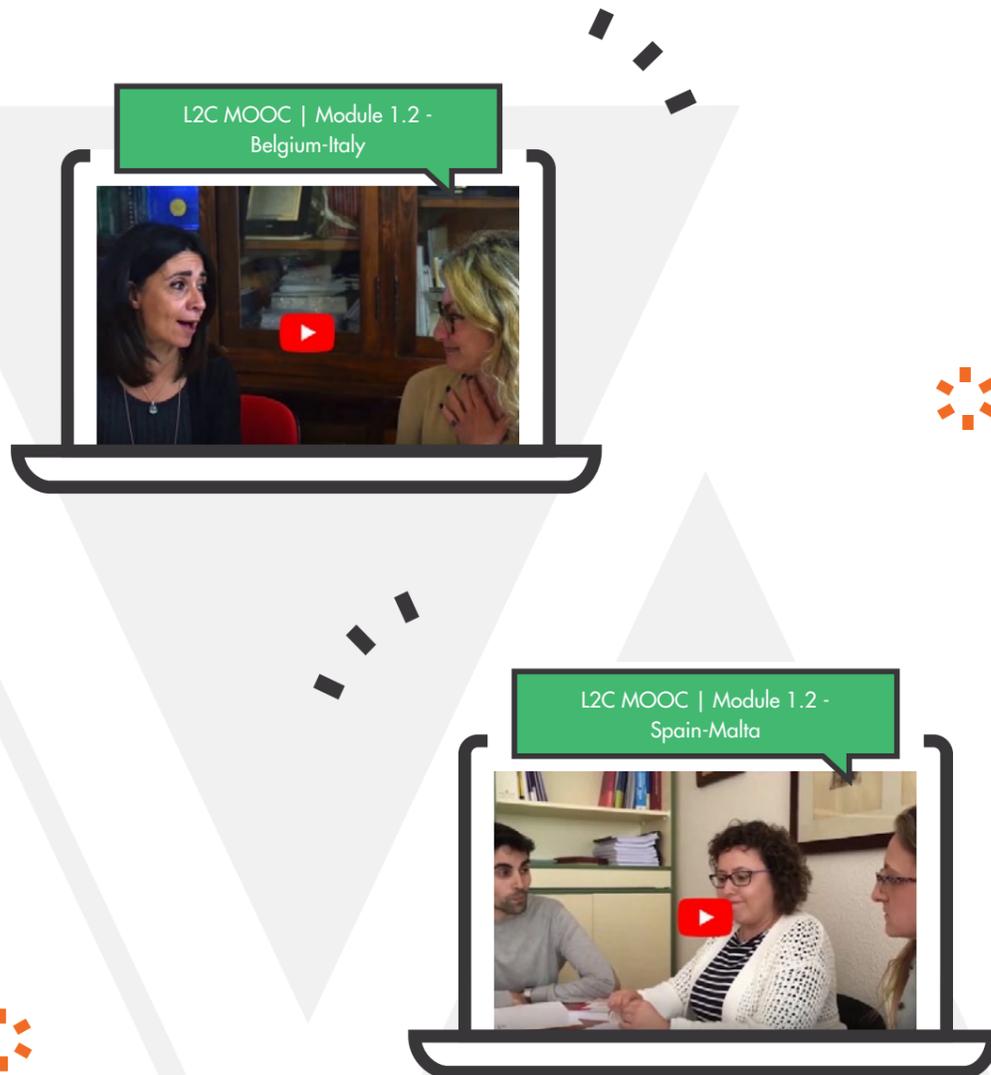
Professor Alma Harris indicated that in schools Shared Leadership has the following components:



Shared (also called distributed) leadership is not giving away power or control – leaders create the conditions in their organisation where people feel able to offer their expertise – to provide the opportunities for the informal leaders to come forwards and take on more responsibility.

What are the benefits and risks when adopting a Shared Leadership approach in schools?

What do teachers and school leaders tell us about the benefits of adopting a Shared Leadership approach in their school and the risks they are faced with? Let's see what the participants in the L2C project shared about the gains in their school.



1.3 INTRODUCTION TO COURSE – FINAL ACTIVITY

What would you be requested to submit?

In this module we learned that when leadership is shared, the **decision-making process and goal setting is collaborative**, contrary to a process that is top-down. We invite you already to start thinking about how we can improve our students' learning, set up intermediate goals and clearly define the tools that will help us to fulfil our school vision.

In **Module 2** you will be requested to review your school vision and see how it can be aligned or adapted to the evidence you collected about your school. In **Module 3** we will request you to create an action plan, defining your school's final and intermediate goals and how you aim to foster a Shared Leadership approach in the various actions and activities you will propose.

The action plan is a document that will help you set your final goals, decide upon intermediate goals, state your assumptions, and think out and plan the Shared Leadership approach you will use to achieve your final goals.

The purpose of the action plan is for you to have a starting point from which to implement what you have learned on the course. Please note that the action plan is not a simple, static output and should be understood as a live document to be modified and adapted throughout the school year. It should be brought to your colleagues and school leaders and worked on together in a shared collaborative way.

The idea behind the action plan is to provide you, your school leaders and colleagues with a tool for the reflection and mapping process, to facilitate a discussion regarding the various goals you set and the Shared Leadership approach you aim to adopt.

From a theory of change to an action proposal

To create a comprehensive action plan proposal for your school, we propose the NESTA Theory of Change. Setting up a Theory of Change, which is **more a tool rather than a theory**, is like making a roadmap that outlines the steps by which you plan to achieve your goal(s). It helps you define whether your work is contributing towards achieving the impact you envision and if there are other methods that you need to consider as well.

Optional: If you want to read more about the idea behind NESTA's theory of change check the Guidance for Developing a Theory of Change for Your Programme from the NESTA website:

<https://www.nesta.org.uk/toolkit/theory-change/>



How would we use the Theory of Change in this course?

In this course, **the Theory of Change diagram is converted to a School Action Plan proposal template including a specific section about the Shared Leadership approach**. In the upcoming sections, you will be requested to fill in this diagram according to your school vision, based on the evidence you have or would like to gather and the proposed activities you think might be useful in your school.

You will be provided with several examples of action plans that were drafted by European schools and their assessment together with a rubric that will help you to evaluate what a good action plan is.

To learn more about the idea behind the Theory of Change diagram (which we convert to a school action plan) check out the following video:

<https://vimeo.com/88053672>

MODULE 1

1.4 SUMMARY OF MODULE 1

From a vision to action

During this first module, we learned that Shared Leadership is a social process where formal leaders support, engage and encourage leadership capacity of all players in school. We saw that Shared Leadership is an approach that successfully helps organisations to foster change. This is why we talk about **leadership for change**.

A clear, common and mutually **shared vision and values** are at the core of Leadership. In the next module, we will see what a school vision is and how it can be adapted to the changing reality in schools.

You will also learn how to use the evidence and data you've gathered to create your school action plan! But before we start the second module and dive deeper into the practice of Shared Leadership, let's take a moment to reflect and assess what we've learned during this module.

Meanwhile, you can already check the action plan template you will be requested to submit and start filling in the first column about "What is the problem you are trying to solve". It might be also interesting to start to reflect upon the other parts of the action plan!

Additional extra material

Hungry for more knowledge? Want to read more about Shared Leadership and what research says about it? Or maybe check the recent books on the topic?

Check out the additional material our project partners found below. You can find videos, articles and books that can provide you with a deeper insight into Shared Leadership:

- A Framework for Shared Leadership by Linda Lambert, online article and links to other scholarly articles:
<http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/A-Framework-for-Shared-Leadership.aspx>
- Strategies to use Shared Leadership (in Spanish):
http://formacion.intef.es/pluginfile.php/106295/mod_imsccp/content/3/4a_estrategias_para_desarrollar_un_liderazgo_compartido.html
- Video about Shared Leadership and how it works in schools:
<https://www.youtube.com/watch?v=09SMGXTXVww&feature=youtu.be>
- Video about Best Practices in Shared Leadership: Developing Student Interventions with Joe Balleweg:
https://www.youtube.com/watch?v=-bEzoQft9_0&feature=youtu.be
- Different Approaches to Leadership – Series of Articles:
<https://www.leadershipmatters.org.uk/category/action-plans/>
- Different approaches to leadership, between management and shared leadership, PPT (in Italian):
<https://drive.google.com/file/d/1jzpmv1mNyAqXmhtgQEkvHnmertc8UNAi/view>



MODULE 1

QUIZ 1

1. The Shared Leadership approach can also be referred to as (choose all that apply):

2. In schools that foster Shared Leadership practice, learners are at the centre of the school vision and work.

3. It is important to establish structures for teachers to work interdependently and engage in discussion and reflection about the school practices.

4. Leadership roles stay within the formal leadership roles.

5. The configuration of the leadership team is not important.

MODULE 2: SHARED LEADERSHIP IN A SCHOOL CONTEXT: VISION, MISSION, EVIDENCE AND GOALS

MODULE 2

2.0 INTRODUCTION

Introduction Module 2

In this module we will learn which “inside the school” elements are important when implementing Shared Leadership practices in the school:

- ▶ **shared** school vision
- ▶ **translation** of the school vision into a mission
- ▶ **use of evidence** to implement the school vision

We will also have an opportunity to discuss and learn from one another about the challenges and enablers of Shared Leadership practices in our schools.

Module overview video

The video below will explain the content of this module in more detail and what to expect in the upcoming units.



Module Learning objectives

Having gained an insight into what is Shared Leadership and why it is important, we dive deeper into the school reality and explore how it is related to a vision, a mission, learners’ success and more. However, before we start, let’s think about the learning objectives for this module.

Please **SELECT at least three** objectives from the list below and identify those which are particularly relevant for your context. We encourage you to think about objectives that are not listed but are relevant to your specific school context.

Share your learning objectives with your peers and see what others have written.



Tool:

<https://padlet.com/eunacademy/tlqvuo0elb40>



LEARN AND PRACTICE

how Shared Leadership practices are connected to school vision and share your experience

UNDERSTAND

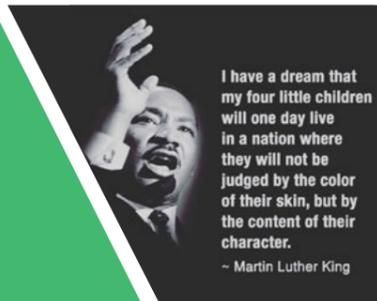
the key role of evidence in Shared Leadership practices

REFLECT

on your role in the school and your school practice

2.1 SCHOOL VISION

Leadership is first and foremost about a vision.



What is a “vision”?

A vision is a commitment that is clear, concise, explicit and easily understandable. It can be translated into all actions and is recognisable with specific targets along the way.

Although teachers sometimes work alone in their classrooms, the school operates as an integrated unit. In this sense, the aim of a common vision with a defined mission statement is to **connect all school staff around a central purpose and engage everyone to achieve it through an interdependent relationship.**

Tools for Effective Principal Leadership: Vision

Let’s have a look at several school leaders, what is their schools’ vision and how do they try to move towards its accomplishment?

Please watch the video and try to reflect on your school vision: <https://www.youtube.com/watch?v=Pf3rGbCFH54>

Point for thought

All three school leaders interviewed in the video share the view that their **students’ learning is at the centre of the school vision.** As formal leaders, they have the responsibility to create opportunities for teacher leaders to emerge. These leaders will **reorganise, re-establish and re-define the school’s direction so it provides students with opportunities to succeed.** This responsibility is collective – not only the leadership team but the whole school community needs to understand and embrace the school vision to achieve students’ success.

The responsibility to improve students’ learning and the challenges it entails are shared among all.

What is an inspiring educational vision?

<https://padlet.com/eunacademy/xq291w1h9ms0>

What makes an educational vision great? Why?

Visit the Padlet examples of vision statements in education that you found inspiring.

We can start by *posting this for example so participants have some inspiration.*

“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself”.
- John Dewey

Reflective moment

Reflect on the following questions, post your answers on the Padlet, react to others’ posts by asking questions or commenting on what they have written.

? Do you have a school vision? If yes, post a summary in English of your school vision and how it is defined in your school.
If no, do you think a common school vision can serve your goals? How?

<https://padlet.com/eunacademy/3kp172ovo4dc>

2.2 SCHOOL MISSION

From a Vision to a Mission

“ An interdependent vision can be realized only through collaborative action, so relationships at work becomes central. We need to find others who serve the grand vision and are willing to tenaciously collaborate to make sure the vision occurs... Building shared understanding of the grand vision is a continuous process of endless dialogue”

(The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization, by Senge, Kleiner, Roberts, Ross & Smith 1994, p231)

A collaborative engaging atmosphere in the school entails an **open school culture** that favours initiatives and welcomes teachers and educational staff to contribute and participate in a conversation regarding the school's improvement. Fostering such a culture of dialogue entails **sharing power and strengthening the structures** that allow collaboration and interdependent work. These structures include dedicated time and place for teachers to share planning, time to work together and assess students' work and progression.

The process of dialogue and ongoing collaboration translates itself into a school mission statement.

A mission statement is a concise explanation of the organisation's reason for existence. It describes the organisation's purpose and its overall intention. The mission statement supports the vision and serves to communicate purpose and direction to the whole school community (teachers, students, parents and others)

While taking a closer look at how school visions and missions look like, we recommend you to already start and thinking, maybe even filling as a draft the section of "What is the long-term change you see as your goal?" in the action plan you will be requested to submit in the end of the course, as these goals should be related to your school's mission, it might be worthwhile already draft this part!

Examples of school missions

What do a school mission and vision look like in a school that implements Shared Leadership approaches? Let's look at the contributions we got from schools:

Instituto Comprensivo Figline Valdarno School, Florence, Italy

"Our school vision is 'Respect, sharing values and competences'. The whole school community is involved even if it is not always easy! We are a big institute with different level schools from infants to low secondary. Many people are involved in this community, from teachers to parents and stakeholders. We also work in school-nets and we share projects, initiatives and experts with the different schools and municipalities involved.

Our core mission is to provide students with opportunities to succeed... and increase motivation and curiosity. Therefore, ICT is well integrated in the school curriculum. We run projects such as: robotics, eTwinning, cyber help, vocational guidance, etc., where students feel free to express themselves.

Of course all this is feasible because teachers and principal all work together, sharing competences and a common mission."



RHIZO school vision, 4 elements

GO! Secundair Onderwijs Lennik, Belgium

"Our school vision has been created by the entire school team and is endorsed by everyone. The primary goal of our school that is translated into our school mission is to provide quality education and to increase the skills of our students to prepare them optimally for the society of the future. Forming responsible and committed young people with respect for others and the environment is our main task. We stand for a driven, innovative and creative organisation, committed to getting the best out of every talent. We attach great importance to the development and well-being of the students and teachers. A motivated, committed and competent team is an indispensable factor for the realisation of our objectives."

GTI school Londerzeel, Belgium

"At the GTIL everything starts with openness and respect, from everyone, for everything and everybody. We always start from the unique identity of a pupil, within a framework of clear rules. We train pupils with technical talent to become passionate and involved experts. We do that in a professional environment, with competent, engaged and enthusiastic teachers. Together with our pupils, their parents and all parties involved we prepare the pupils for their future.

Everything we do starts from our school vision or is somehow connected to it."

IES LOS SAUCES school, Zamora, Spain

"Our school mission implies opening broad horizons through our international approach and school linguistic project, which is mainly focussed on a variety of different activities to get the best for our students using ICT, new methodological approaches, interdisciplinary projects, student exchanges, among others."

Activity – common elements you found in the school mission

What are the common elements you found in the school missions you saw in the previous section?

Take a look at the Padlet: <https://padlet.com/eunacademy/cipmuv0ikbsb>

Embed Padlet and include the following examples:

- ▶ **Students** in the centre of the school mission
- ▶ **Project** are used as tools to achieve the school goals



MODULE 2

2.3 EVIDENCE AS A KEY FOR SHARED LEADERSHIP PRACTICE

Why do we talk about evidence?

Now that we understand the importance of a common shared school vision and mission, it's time to see how this vision can be translated into action. However, drafting a "to do" list might not represent the necessary actions needed in your school.

Why is it important to collect evidence about students' learning? Remember we placed students' learning at the centre of our work in the school? Well, how can we know what are the actions and activities we need to do to achieve our goals, and how can we define our goals for action if we don't have a clear understanding of what is the situation in our school?

The answer is through data and evidence.

But wait, why do we speak about data and knowledge gathering when we speak about Shared Leadership practices?

As we have learned, leadership focuses on interactions rather than practice, it is based on a **common shared vision and mission** that serve as the lighthouse for the school staff. **A common vision is the "why", and evidence is the "what"**.

To be able to define a clear plan with concrete goals in your school you need to gather knowledge and understanding about your school.

This might be a specific tool you might use or a review of the data you have already gathered.

We need to gather knowledge and understanding to:

- ▶ **Understand** the local context and to inform the whole school community (teachers, parents, pupils, etc.) about the change that we would like to bring to school.
- ▶ **Gather and apply** information about current developments and trends to inform change and communicate the vision.
- ▶ **Keep** yourself and colleagues up to date.
- ▶ **Articulate** why change is required and clarify its purpose.

During this section, we also recommend you already take a look at the action plan you will be asked to draft in the last module. Look closely at the column "Key assumptions", as you might want to note the evidence and data you would like to use, which in turn provides you with the key assumptions you are basing your action plan upon.

An example of data gathering in schools

Let's take a look at an example from a school context. In the following video, we will see how data is gathered in different schools across Europe. We will see how school leaders and teachers work together and what are the important things they keep in mind.



Collecting information in your school

Based on the video you've just watched, reflect on and share your experience:

? *What are the data gathering tools/methods your school uses? How is this gathered data used in your school? Is it discussed within the subject teams? Departments?*

Share your experience on the L2C Facebook community and comment on others' input.

<https://www.facebook.com/groups/L2C.EU>

MODULE 2

2.4 SUMMARY OF MODULE 2

Looking forwards

“The challenge for a school leader is to spark and sustain... dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively”

William D. Greenfield, *Current Issues in School Leadership*, 2005.

The quote from Professor Greenfield demonstrates the complexity of bringing Shared Leadership into practice in schools. We learn that **Shared Leadership is about interactions** – between teachers and students and among teachers.

We have learned that through collaboration, a strong sense of community, cooperation, open communication and interdependence emerges. **Interdependence is based on trust and respect**. It is built by creating the conditions for groups of teachers to work together in teams. These might be **grade level teams, department teams, small professional learning teams** and more, each facilitated by a leader who guides the group work towards a common goal. In the next section, we will look more in-depth at the role of the leader and how teachers can become leaders. We will also examine the concept of leadership teams and see how it is practised in schools in Europe and beyond.

Reflect upon this module

We learned in this module about the building blocks of Shared Leadership practice: a common school vision translated into a school mission that sets goals based on evidence and the reality in the school.

In your opinion, how do the interaction and dynamics between formal and non-formal leaders, students and parents contribute to the school vision and mission? What role do formal leaders have in facilitating these interactions?

Share your experience on the L2C Facebook community and comment on others' input.

<https://www.facebook.com/groups/L2C.EU>

Additional extra material

Hungry for more knowledge? You can find below videos, articles and a kit that can provide you with a deeper insight into Shared Leadership in a school context:

- Effective leadership as a model for schools in 21st Century Malta, [an article](#) by David Debono
- School management models, [an article](#) by Angelo Paleta (in Italian)
- The EPNoSL Toolkit: School Leadership for equity and learning, a [toolkit and article](#) about school leadership
- School Climate and Shared Leadership, an article published on February 2013 by William Hughes and Terry Pickeral:
<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/sc-brief-leadership.pdf>



MODULE 2

QUIZ 2

Please watch the following video, produced by AITSL, part of the Leadership Scenario, "New role, new vision – Understand how to collaborate to review your school vision and values and identify when to redevelop or refresh".

▶ <https://youtu.be/PBMODJaa4EM>

First watch the video from the beginning until minute 3.25 and answer the following questions:

1. Looking at the way the head teacher gathered information about the school mission, we can say the following:

2. Looking at the leadership team discussion what do you think went wrong, if at all?

3. What was the reaction of the schoolteachers to the newly drafted school vision? Choose all that apply.

We recommend you finish watching the video to learn the alternative inclusive scenario that can be put in place when reviewing your school vision and values and identify when to redevelop or refresh.

Here is a question that can help you in this process:

4. What are the correct actions and approaches the head teacher adopted in the "positive scenario"? choose 5 that apply.

MODULE 3: SHARING LEADERS AND TEACHER LEADERS

3.1 INTRODUCTION

Introduction to Module 3

In previous modules we learned about the importance of a common vision and how we can use evidence to have a better understanding of what is needed in our schools, how to move from vision to action. But any leader who tries to bring change into the school cannot do it alone. As we saw in previous sections, leadership is about **learning together and constructing meaning and knowledge collectively and collaboratively**. It involves opportunities to bring to the surface and discuss assumptions, values and beliefs. These result in **generating ideas together and creating actions** that grow out of this shared understanding.

Through empathy, invitational style and creating an atmosphere of trust, with a positive attitude and open mindset, sharing leaders provide the fertile ground for these discussions to take place and evolve to concrete actions.

Welcome to Module 3 video

Welcome to Module 3! In this module, we will focus on the role of formal leaders and teacher leaders. Let's see what awaits you in this module.

Learning objectives

Whether you are a school leader, a teacher leader or a member of the teaching staff, you exercise leadership in one way or another: by leading team meetings, participating in meetings and expressing your opinion, influencing other teachers in formal and non-formal meetings!

Please **SELECT** at least three objectives from the list below and identify those which are particularly relevant for your context. We encourage you to think about objectives that are not listed but are relevant to your specific school context. Share your learning objectives with your peers and see what others have written.



Tool:

<https://padlet.com/eunacademy/r4eps0vkou8e>



LEARN

about different schools' Shared Leadership practices from the standpoint of formal and non-formal leaders.

UNDERSTAND

the changing role of teacher leaders and school formal leaders.

UNDERSTAND

how to involve more teachers in leadership practices.

REFLECT

on your role in the school and your school practice.



MODULE 3

3.1 SHARING LEADERS

Role of sharing leaders

Sharing leaders have a key role in empowering teacher leadership and providing concrete possibilities for teachers to become leaders. Through their multifaceted expertise, sharing leaders:

- ▶ **Clarify** the school vision and the mission statement that stems from it.
- ▶ **Identify** the competencies teachers need.
- ▶ **Identify** key factors and people.
- ▶ **Encourage and organise** collaboration within the school.
- ▶ **Support and encourage** leadership capabilities for all.

Video: leaders grow other leaders

Some say that school leadership is always shared, the only question is how it is shared: it can be inclusive and giving voice and place to all teachers, or it can be top-down and only include the formal leadership – meaning not giving voice or an opportunity for teachers to contribute their talent and expertise to the school change and development process.

Let's hear what Prof. Alma Harris has to say about the role of leaders in this short yet insightful video!

▶ <https://www.youtube.com/watch?v=Yu2WpW8dC4c>

Activity – let's debate

Do you agree with the following statement? Explain and share examples from your experience!

“The role of formal leaders is indeed to grow other leaders. However, often in the school's busy day-to-day reality, their role is summed up in managing the school. Therefore it is in the hands of teachers to push for a change in their school.”

Share your experience on the L2C Facebook community and comment on others' input.

▶ <https://www.facebook.com/groups/L2C.EU>

MODULE 3

3.2 TEACHER LEADERS

Between formal and non-formal leadership

We learned that generating ideas together through structured conversations and exchanges, a common vision and a clear understanding of the school situation using evidence, are key for successful implementation of change in schools.

But these actions are not restricted to the formal leadership staff in the schools. The opposite is the case: only with the engagement of teachers can a real change take place. This process is led by teacher leaders: teachers who lead within and beyond the classroom¹. They identify with and contribute to a community of teacher-learners and leaders and influence others to improve school practice.

Roles of teacher leaders

Research shows “a positive relationship between forms of teacher leadership, teacher collaboration and capacity building for school improvement.”²

Let's look closer into this statement and see what we mean by teacher leadership.

Teacher leaders are expert teachers who spend most of their time in the classroom but take on different leadership roles at different times.

According to Harris and Day³, there are 4 dimensions to the teacher leadership role:

Brokering role – translation of the school improvement principles into practices of individual classrooms – how teachers can meaningfully develop their practice.

Participative role – creating and fostering a climate where all teachers feel part of the change or development the school undergoes and have a sense of ownership.

In this dimension teacher leaders assist others and guide them towards the collective goal.

Mediating role – serving as an important source of expertise and information regarding curricula, methodology and more. In this dimension teacher leaders serve as “mentors”.

Collaborative role – forging a close relationship with individual teachers through mutual learning and exchange of practices.



Empowering leaders and teacher leading – an example from the USA

Let's listen to Dr Patricia Deklotz, a superintendent from Kettle Moraine school district in the USA. Through this example of a school in the USA, we can see how teachers are empowered and encouraged to take up leadership roles and how they felt during this process.

▶ <https://youtu.be/R-etMlpa3DQ>

Activity: match the right definitions

Match the right roles with the examples of actions that can be taken by teacher leaders:

¹Harris, A. (2003). Teacher leadership as distributed leadership: heresy, fantasy or possibility? School leadership & management, 23(3), 313-324.

²Ibid

³Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). Effective leadership for school improvement. Routledge.

3.3 LEADERSHIP TEAMS AND ORGANISED SHARED LEADERSHIP

Empowering teachers

Empowerment, shared agency, collaborative work and interdependence are at the core of Shared Leadership practices. In schools where leadership is shared, the role of the leader is decentralised. That does not mean that everyone can or should be a leader, but it opens the possibility for teachers with expertise, engagement and motivation to participate in a more democratic process of decision-making and steering the school. Teachers' leadership can occur in different forms:

1. THE LEADERSHIP OF STUDENTS AND/OR OTHER TEACHERS

when teachers serve as facilitators, coaches, mentors, curriculum specialists

2. THE LEADERSHIP OF OPERATIONAL TASKS

keeping the school organised and moving towards its goals

3. LEADERSHIP THROUGH DECISION-MAKING OR PARTNERSHIP

membership in the school improvement teams, membership in committees with parent-teacher association.

Does it mean that there are no formal leaders in the school? Or anyone can be a leader? **Not at all!**

What it means is that teachers can become leaders according to the expertise or a skill they have in a specific topic. Working collaboratively and sharing the decision-making process in the school means that leadership teams are established to work toward goals that have been established in the school mission.

Shared Leadership teams

In the previous examples, we saw that the leader does not necessarily have to hold a formal leadership position, s/he can be a teacher with expertise in a specific topic, for example, thinking about the structure of such a team, we can imagine the following: **small leadership teams who work around specific topics**, all together moving and leading the change they want to see in their school.

Let's take a look at Capital City Public Charter School in Washington, D.C, USA, which has an Instructional Leadership Team. The team consists of representatives of the various subject teams in the school; a representative teacher from the science team, the math team, the special education team together with the management team.

Pay careful attention to how these representatives work and how they use data they gather about their students' learning:

▶ <https://www.youtube.com/watch?v=FhqrR5pcDo>

Examples of Shared Leadership teams in Europe

? How do schools implement Shared Leadership? What kind of leadership teams do they have?
What kind of leadership roles do teachers hold in the school (see in-depth explanation in the previous section)?

Brokering role – providing training and explaining to colleagues the new requests from the Ministry of Education and the new policies adopted by the school management.

Participative role – organising sessions where all teachers can discuss and contribute to a specific project, organising team building event where the school mission is spelled out and discussed.

Mediating role – mentoring a junior teacher, whether through a mentoring scheme or non-officially.

Collaborative role – organise and promote collaborative projects and work sessions among teachers, promote and participate in peer learning and observations in the classroom.

Let's see some examples from Europe!

Example of brokering role and collaborative role: GTI Londerzeel, Belgium: departments and experts

Teachers work together in department teams (e.g. 'Science and Mathematics', 'Foreign languages', 'Electricity', 'Mechanics/Metal'). In each team there are five experts, each for one domain ('Objectives', 'Evaluation', 'Support', 'Living environment', 'Learning environment'). These experts specialise in their domains and co-ordinate actions within their domains in their department teams. All experts within one domain work together and share/develop their expertise in expert teams.

Example of brokering and participative roles: Rabat Middle School, Malta

Shared Leadership is happening all the time in our school. We have various nuclei of teams, from management members to teachers to students, who actively work throughout the year on various aspects of the school's management process. We have individual teams that deal with the respective subjects taught, these deal with curricular issues. Apart from these teams, there are various other teams that work on other aspects of school life. Still, there are several staff members who do not participate in these teams. They might not feel comfortable participating or they might feel that they are invading someone else's area especially if they are new to the school.

Example of a collaborative role: Liceo Scientifico Statale 'P. Ruffini', Italy

Leadership team structure: in our school we have different leadership teams, made up of teachers or teachers and students together. For instance, the activities are in relation to citizenship (students cooperate in performing a mock trial helped by five teachers), to the publication of books dealing with historic, artistic, educational topics (students are helped by three or more teachers), to workshops held by ex-students (organised by two teachers), to peer education (Fablab team, helped by two teachers).

Example of collaborative and brokering role: IC Figline Valdarno, Italy

We have been working in teams for years even if we have to learn more on that. There are department teams (Science/Maths, Italian, History/Geography, Foreign Languages, ICT, PE, Music, Art, RE...) and we meet three or four times a year to share competences and work. There are also the school management staff: school coordinators and the project coordinators for different areas such as: special needs students (two teachers), vocational guidance, intercultural education, projects, website/intranet (two teachers). All of them collaborate and meet about three times a year (or more). School coordinators meet once or twice a month or more. Some teachers are responsible for European projects (one or two teachers) and for each kind of project (e.g. cyber-help, robotics...) we carry out. We collaborate, share experiences, and help one another. There is flexibility, the headteacher sustains the dialogue and stimulates the sense of community and interdependence. She boosts informal events such as guided tours, dinners, charity events, etc. to strengthen the sense of community. Parents are also involved, in fact there is a parents' committee that organises events, supports the teachers/headteacher, etc. Regarding the students, we work to make them feel better at school.

Leadership teams in your school?

? How is teachers' leadership enabled in your school?
Are there leadership teams in your school as well? If yes, in which topics and how do they work?

You can spell out these elements and think about the Shared Leadership approaches you would like to promote in your school. These you will be requested to explain in the action plan, the final activity of this course.

Take a look at the [Padlet](#) and share your experience on the L2C Facebook community <https://www.facebook.com/groups/L2C.EU> and comment on others' input.

MODULE 3

3.4 ENABLERS TO THE IMPLEMENTATION OF SHARED LEADERSHIP APPROACHES

An instruction guide for successful implementation?

There is no recipe or “to do list” to follow when adopting a Shared Leadership approach in a school, as school realities differ from one another and what works in one school might not be suitable or feasible in another school.

However, some practices can facilitate the engagement and participation of teachers in leadership practices in school. What are they in your opinion? What kinds of practices have worked in your school? Post your opinion and share experience with your peers!

Examples of practice from Europe – how to enable Shared Leadership in your school

As you shared with us in the last activity, and as research also shows, Shared Leadership practices can prosper if the school puts in place the appropriate support mechanisms and creates the internal conditions for forms of teacher leadership to emerge. These mechanisms and enabling conditions include:

- ▶ **Setting a specific time for teachers** to meet, plan and discuss curriculum matters.
- ▶ **Setting a specific time to exchange** ideas, discuss and create content collaboratively.

Let's see **some examples from Schools in Europe** on what are the activities they do that help them to foster implementation of a Shared Leadership approach in their school:

Discussion and common creation of a School Development Plan – Rabat Middle School, Malta

“The school's policies are jointly drafted as a School Development Plan – the plan is discussed during dedicated learning days which are the School Development Days by all members of staff.”

An atmosphere of trust and structures for working together – IES LOS SAUCES, Spain

“The management team listens, shares, motivates, sets dedicated times and right places and meetings to gather and create realistic purposes as goals where everyone is a key piece in the school puzzle”

RHIZO Kortrijk, Belgium

“We turn formal staff meetings into constructive workshops or work meetings. We try to share essential information at the beginning of the staff meeting, deliver the majority of the information through a digital channel and medium (text/video). We use the rest of the staff meeting as constructive work time where teachers can exchange ideas and develop structures that empower Shared Leadership practices.

Share success stories, for example at formal staff meetings or through formal staff communication. People who share success stories can function as ambassadors for Shared Leadership: ‘Look how we work, so you can do it too’. We don't currently do that at the leadership level, we sometimes share success stories at the pedagogical level. Other enablers are: communicate the desired outcomes of implementing Shared Leadership to teachers and other staff members, create a ‘play safe’ zone in time or with responsibility boundaries, allow staff members to start small with a concrete initiative (by organising a job fair at school for example, so they can get a taste of Shared Leadership).”

MODULE 3

3.5 CHALLENGES TO THE IMPLEMENTATION OF SHARED LEADERSHIP APPROACHES

Between formal and non-formal leadership

There are many challenges for Shared Leadership practices to prosper in schools. There might be **difficulty for school formal leaders to share leadership** as they feel an acute sense of personal accountability and responsibility for the school's performance.⁴ It might be the case that **teacher leaders lack confidence** in making decisions and rely on consent from headteachers even though they are empowered to make their own decisions (Tahir, Lokman Mohd, et al. 2016). Or maybe junior teachers in the school **lack the expertise, experience and willingness** to hold leadership roles and responsibilities.

Activity: Challenges are there for us to work together and overcome them!

What are the challenges you encounter when trying to implement Shared Leadership strategies in your school? If in your school Shared Leadership is not practised, please explain what are the challenges that hinder the implementation of such practices.

What do you consider is the most difficult to succeed with?

Engaging formal leadership to include more flexible leadership structures

Establishing leadership teams

Seeking input from staff

Building confidence between teachers and formal leadership

Getting a shared understanding between all staff

Mobilising enthusiasm of individual teachers or/and the leadership team (if it exists)

Identifying final and intermediate achievements and goals

Share your experience and provide examples from your school reality on the L2C Facebook community and comment on others' input.

<https://www.facebook.com/groups/L2C.EU> 



React to your peers' posts and share a piece of advice or comment – have you encountered a similar situation? How did you approach it?

MODULE 3

3.6 LIVE EVENT RECORDING

Live event with our expert Patricia Wastiau

An online meeting with expert Patricia Wastiau took place on **19 FEBRUARY AT 18:00 CET**

Patricia is a Principal Adviser for Research & Innovation within European Schoolnet, the network of 34 ministries of education supporting innovation in education including ICT integration. In terms of topics, she mostly covers innovation in education, with a more recent focus on innovative ecosystems, as well as in leadership for change and theories of change.

Patricia Wastiau joined European Schoolnet in 2008 after 10 years as Head of Eurydice, the European network about education in Europe. She has more than 20 years of experience in education systems and public policies analysis, their comparison at European level and the use of research results in education policy-making and practice (evidence-based policy), particularly in innovation, change management, design thinking and distributed leadership. She is a member of several expert committees set up by the OECD and UNESCO.

The session provided theoretical and practical examples of how a Shared Leadership approach helps to mainstream innovative practices in schools. Course-takers had a unique opportunity to ask questions and learn from an expert on the topic!

RECORDING OF THE LIVE EVENT:



MODULE 3

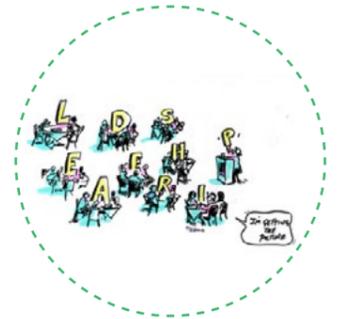
3.7 SUMMARY OF MODULE 3

Module reflection

In this module, we've learned about "inside the school" elements that are important when implementing practices of Shared Leadership in the school.

We saw previously that a **common, shared and clear vision** that is negotiated and accepted by the whole school community is essential to build a mutual basis for working together.

We learned that a common vision is a basis for a common mission – a concrete plan that sets out how the vision will be achieved. However, this plan or set of actions are not based on a vague idea or a general framework, but on **evidence** – only when we map the situation in our school and have an **understanding and knowledge** can we think, plan and decide what actions to take to improve students' learning.



In this module we have learned about the crucial role of formal leaders in creating leaders. We viewed examples from Europe and beyond that show how, through discussion, reflection and collaboration between formal and non-formal leaders who bring their expertise to the table, a process of change can start. As a real, long-lasting change cannot be managed by a few formal leaders, **nurturing and empowering teacher leaders is key** for whole-school capacity building.

Cartoons by Simon Kneebone, from Distributed Leadership website, Australian Government Office for Learning and Teaching

Source: <http://www.distributedleadership.com.au/node/9>

Module summary activity

<https://padlet.com/eunacademy/hvvk5aa7csib>

Now, take a look at what you shared in this module, review your posts and discussions.

? How did the reflection and discussion with others help you to better understand your schools' leadership practices? List three things you take out of this module that will help you to draft your school's Shared Leadership action plan proposal in the next module.

Additional material

Hungry for more knowledge? Check out the additional material. You can find videos, articles and a kit that can provide you with a deeper insight into Shared Leadership in a school context:

- Effective leadership as a model for schools in 21st Century Malta, [an article](#) by David Debono
- School management models, [an article](#) by Angelo Paleta (in Italian)
- The EPNoSL Toolkit: School Leadership for equity and learning, [a toolkit and article](#) about school leadership
- video about distributed leadership with two practice examples from University of Hertfordshire, UK: <https://www.youtube.com/watch?v=oQI8H7XN4I4>



MODULE 3

QUIZ 3

Now that you have learned what are the building blocks of Shared Leadership practice in schools, understood the key factors of school vision and mission, reliable data gathering tools and the importance of engaging teachers' leaders, let's analyse the following schools' practices.

Stories (sent by mail)

Intro text: please read carefully the stories of Sandy High School and Lincoln Primary and Middle School.

1. Which of the following statements is true for Sandy High School? Choose two.

2. Which of the following statements is true for Lincoln Primary and Secondary School? Choose two.

Questions:

1. In your opinion, which school adapted the Shared Leadership approach?

MODULE 4: OUR SHARED LEADERSHIP ACTION PLAN

4.0 INTRODUCTION

Welcome to Module 4!

“ Exceptional organisational performance is not a random event; instead, exceptional performance is achieved through careful planning, design and 'discipline'. It requires organisational alignment, mutual understanding and flexibility, rather than rigidity, prescription or coercion”

Dr Alma Harris, online article [Distributed Leadership](#), *Teacher magazine*, 29 Sep 2014.

Welcome to Module 4!

In the last three modules, you have learned what are the core elements of Shared Leadership in school, why evidence gathering, open distribution of leadership and common school vision and mission are essential to bringing change to your school. You also learned and discussed what is the role of sharing leaders and how teacher leadership can flourish. You shared your school experience, learned and discussed the various challenges and enablers when implementing a Shared Leadership approach in school.

In the spirit of the quote above, taking a step towards planning and design, it is now time to transfer your knowledge, experience and ideas into a concrete output – a school action plan proposal that includes a Shared Leadership approach that you can suggest to your colleagues and school leaders.

Course peer-to-peer activity – explanatory video

Not sure about the course final activity?

Don't worry, we are here to help!

In the following video you will learn about the link of the action plan to Shared Leadership, the purpose of this activity and some practical information about the task and the peer-to-peer evaluation.



Activity – looking into the future

<https://padlet.com/eunacademy/ms91rron2588>

Think about the proposal plan you are about to draft. Reflect upon and answer the following questions:

? How do you see your school reality changing according to the plan you will draft? How can the vision and the process of evidence gathering, planning and implementing Shared Leadership be sustainable over time? How can you engage your colleagues in the plan you will draft?

MODULE 4

4.1 EXAMPLES OF ACTION PLANS AND ASSESSMENTS

Our proposal for an action plan

Please bear in mind that we do not expect you to create a proposal for an action plan that will drastically change your school practices. We invite you to start thinking about the data you have gathered or would like to gather in your school and your school vision, the input you have provided throughout the course; what is needed in your school to improve students' learning. Even "modest goals" and small steps can be excellent to map and put down in your action plan proposal! The important point to bear in mind is the key ideas you have learned and discussed so far and try to spell out the Shared Leadership strategies, processes and activities you plan to undertake.

Examples of action plans

We know you are eager to start drafting your school's action plan, but we thought it might be useful for you to check the template of the action plan:

<http://l2c.eun.org/action-plans>

Action plan example video

We hope you found the example of an action plan we've provided for you interesting and inspiring. We thought it might be useful for you to see some examples of real schools across Europe. Let's check the following video to see how schools drafted their action plan and what we found interesting in these examples: *Please note that your action plan proposal might be completely different and include other goals and outcomes as it needs to be adapted to your school vision, data and circumstances.* Below you can find peer reviews of two other examples of action plans.

1. The **first action plan** was created by Provil Lommel Secondary School in Belgium. Click [here](#) to view a peer review.
2. The **second action plan** was created by IES Los Sauces High School in Spain. Click [here](#) to view a peer review.

Please note that in the examples above and in the video, peer assessment was done in a separate document (the rubric document). However, since the rubric you will be using to assess your peers is a built-in, interactive feature of this platform, you will not have to download or upload any rubric documents during the Peer-to-Peer Activity towards the end of this course.



Activity – analysis and reflection

<https://padlet.com/eunacademy/tb6r5jb5d6py>

In the previous section you saw some interesting examples of action plans and their assessments. What do you think about the action plans presented above?

Please keep in mind that each school is different and what might work in those schools might be irrelevant in your school. This is why we ask you to reflect on the following:

- ? What did you find interesting and inspiring in these examples of action plans? What is similar and can be adapted in your school?
- ? What would you suggest doing differently? And why?

MODULE 4

4.2 PREPARATION OF OUR SCHOOL ACTION PLAN PROPOSAL, PEER REVIEW AND SELF-ASSESSMENT

During the MOOC, participants were asked to prepare an action plan using the following templates (Template and a Rubric action plan template):

<http://l2c.eun.org/action-plans>



Following their proposal for an action plan, self-assessment was conducted. This allowed course-takers to reflect on the work they did and helped them understand what areas required additional development. Furthermore, the self-assessment allowed them to see if their understanding corresponded to the understanding of their peers, as they could contrast the result of their self-assessment with the result of the peer-assessment in the next section.

Congratulations!

It was a long journey and we hope you enjoyed it as much as we did! We would like to invite you to reflect on the following questions and start implementing and promoting your action plan proposal in your school!

<https://padlet.com/eunacademy/p01lfol4dico>

- Going back to your initial goals and expectations from the course, do you feel the course met your expectations? Did you achieve the goals you set?
- What suggestions would you give to other teachers and school leaders who would like to develop Shared Leadership strategies in their schools?
- What are the main elements you take with you from this MOOC? And why?



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