



# **School Improvement**

## Capacity Building programs for Principals/Heads of Schools: *Strategic Leadership*

3-Day workshop: ACER will provide Strategic Leadership for School Principals utilising the ACER National School Improvement Tool (NSIT).

Workshop Dates: 23<sup>rd</sup> -25<sup>th</sup> June and 27<sup>th</sup> – 29<sup>th</sup> June

Cost : Rs 7500/-

More details at **CBSE** website: <http://122.180.127.140/training>

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**Capacity Building program  
in  
Strategic Leadership  
for  
Principals/Heads of Schools:  
through *School Improvement Tool***

3-Day workshop: ACER will provide Strategic Leadership for School Principals utilising the ACER National School Improvement Tool (NSIT).

### **Introduction to ACER**

ACER is one of the world's leading educational research centres with more than 80 years of experience in this field. ACER researchers include some of the world's leading experts in the field of education with years of experience and expertise in various disciplines and research methods. ACER, through its ACER Institute, has over years developed significant expertise in professional development of school leaders and teachers. The ACER Institute provides a wide range of workshops and conferences to support the professional learning of education practitioners. The workshops cover a range of topics in education including Literacy, Numeracy, Curriculum, Using Assessment Data, Student Wellbeing & Behaviour Guidance, and Leadership, Coaching and Mentoring.

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## STRATEGIC LEADERSHIP WORKSHOPS

The whole point for the existence of a leader is to give direction and point the way forward for the people. ACER's research has identified what effective and successful strategic leaders do to create effective schools. These principles are interconnected and enhance individual leader effectiveness. We use these principles as a device for reflection and assessment for our schools.

### Purpose

- Develop understanding of the participants' capacities to develop critical capability; skills to share with and engage staff and community; focus on developing professional communities and self development; acting on classroom practice; and guiding the change through deeper understanding of personal and professional vision to accomplish improvement goals.
- Tasks involving an evidence-based process of enquiry, flexible and contextually appropriate to each participant's school.
- Building and developing participant's knowledge and skills of data to inform school improvement decisions through collaborative learning and encouraging sharing of current practice to support others in gaining new perspectives on their own practice.

### Aims of the workshops

To increase understanding of the behaviour and practices of effective leaders with particular reference to the use of the ACER National School Improvement Tool.

- Increase knowledge and capacity of participants in leading change with stakeholders by use of effective skills and strategies
- Demonstrate effective knowledge of the factors that lead to school improvement (based on the research evidence and the ACER National School Improvement Tool)
- Increase effective understanding and interpreting data/evidence to inform school performance
- Understand the nature and scope of the ACER National School Improvement Tool in its capacity to leverage effective leadership and School Improvement
- Increase capacity for Planning, designing and implementing review processes that meet the needs of school communities
- Develop understanding, knowledge and skill in developing critical questioning and discussion for effective leadership and School Improvement within a school context

### Essential Questions that the program will help school leaders answer

- How can I/we best work with key stakeholders to ensure effective leadership and school improvement?
- Which research is relevant and critical to understand and utilise in creating effective leadership and school improvement?
- Which data is most important in creating effective leadership and School Improvement and how can I best understand it?

- Why is the ACER National School Improvement Tool an effective framework for leveraging effective school leadership and School Improvement?
- How do I/we best design and implement effective leadership and School Improvement plan?
- What questions and discussions do I/we need to have to ensure effective leadership and school improvement?

## Introduction to capacity building program

The ACER Capacity Building for leadership and School Improvement Program is based on local and international evidence about effective leadership and School Improvement. The 3-day program is designed to provide you with an understanding of how the National School Improvement Tool (NSIT) can leverage effective school leadership and school improvement within your own contexts and in alignment with existing processes and priorities.

The *ACER National School Improvement Tool* is designed to assist leaders to review and reflect on their efforts to improve the quality of classroom teaching and learning in order to support targeted planning. It facilitates school-wide conversations – including those with parents and families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made.

## Theory of Change

The theoretical model of change underpinning the *Capacity Building Program* is based on the evidence that the most successful school leaders are those who articulate a clear vision, are able to mobilise staff and stakeholders and have an uncompromising focus on using data to improve teaching and learning to ensure every student makes progress. “*The process of using data to identify the learner-centred problem is an interactive, inquiry based process.*” (Data Wise, pg 83).

In recognising the importance of research in directing the change we wish to see, participants will be asked to reflect and take on new learning’s and understandings, contextualising the relativity relating to their own school community. Participants engaging in the Leading School Improvement course will be introduced to a number of school improvement frameworks that are referenced throughout the course. Within these frameworks, participants are given opportunities to reflect on and learn from their own experiences and the experience of their peers to build a robust and practical understanding of successful data-driven school improvement.

*“School improvement requires changes in the work of a school- particularly enhancements that lead to better outcomes for students. For this reason, an argument can be made for defining school improvement not only in terms of improving student outcomes, but also in terms of improving teaching, learning and leadership practices.”*

Geoff Masters (School Improvement 2012).

Participants' learning will be enhanced through the sharing of professional insights

and understandings. The collegial discussions will facilitate deeper reflection and purposeful future focus.

*“The power of collective capacity is that it enables ordinary people to accomplish extraordinary things.- for two reasons. One is that knowledge about effective practice becomes more widely available and accessible on a daily basis. The second reason is more powerful still - working together generates commitment.” Michael Fullan ( McKinsey & Company Report pg 84).*

### Expected Outcome

On completion of this program, participants will be:

1. More confident about their capability to use data to strategically lead school improvement
2. More focused on improving desired outcomes for students in their schools, particularly those in vulnerable categories
3. More optimistic about improving the desired outcomes for students in their schools through the use of data-driven school improvement processes.
4. More persistent in their efforts to improve the desired outcomes for students in their schools through linking data to teaching and learning.
5. At least one well defined strategy which you will go back and implement in your school.

**Days 1 and 2** focus on establishing clear and explicit understandings of leadership and the NSIT language and concepts and its relation to evidence. Participants will study how the use of NSIT and review processes within a school, drive effective leadership and school improvement.

**Day 3** involves consolidating experience of the NSIT School Improvement Tool and moderating participants learning, observations and understandings of the NSIT and its use with schools to ensure effective leadership and school improvement.. Sessions will be interactive, make use of discussion, online tasks, role play scenarios, written work, quiet reflection and debate.

### Workshop Outline

Day	Sessions	Session Objectives
<b>DAY 1</b>		
	<b>Session 1</b>	Introduction Outline of 3 day program Introduction to School Improvement Meet the participants. Preliminary familiarisation activities

	<p><b>Session 2</b></p>	<p>Leading change and changing culture          Leading and changing culture          Theories/models of change          Leading School Improvement (change theories)          Decision making, traps and pitfalls, suggested strategies          Leadership strategies          Research and School Improvement          What does research say about School Improvement          Understanding Data (commence prior to lunch)</p>
<p><i>Lunch Break</i></p>		
	<p><b>Session 3</b></p>	<p>Understanding data          What data is available and how can I use it?          Data analysis skills          How to read and interpret data.          Principles of collection and analysis          Importance of data literacy          Within-school and between-school differences          Understanding of Performance feedback criteria          Understanding of quantitative data          Understanding of qualitative data          Interpreting and explaining data to others          Explaining links between data and school performance          What tools can I use?          Assessment in schools</p>
<p><b>DAY 2</b></p>		
	<p><b>Session 4</b></p>	<p>National School Improvement Tool          What is the National School Improvement Tool (9 domains)?            Explanation and extensive discussion</p>
	<p><b>Session 5</b></p>	<p>(cont.) National School Improvement Tool          What is the National School Improvement Tool (9 domains)?          Explanation and extensive discussion          Planning for School Improvement          Stories of School Improvement          Observations of videos etc          Developing a School Improvement plan (project management)</p>
<p><b>Lunch Break</b></p>		

	<b>Session 6</b>	<p>Planning for School Improvement (cont)            Stories of School Improvement (case studies)            Observations of videos etc            Developing a School Improvement plan (project management)</p>
<b>DAY 3</b>		
	<b>Session 7</b>	<p>Discussion and explanation in group discussions            Written responses to case studies, scenarios and questions about school reviews and change.            Writing Responses to recommendations in a sample review report – What is your view of the report’s conclusions and recommendations? Why?</p>
<b>Lunch Break</b>		
	<b>Session 8</b>	<p>Small group presentation to all participants            Discussion and explanation in group discussions (cont)            Written responses to case studies, scenarios and questions about change.            Small group presentation to all participants</p>
	<b>Session 9</b>	<p>Review            What have we learned?            Q&amp;A with Panel of principal participants            What next?            Collegiate support?</p>
<b>Final Wrap Up</b>		

**Workshop Materials**

National School Improvement Tool

Other resources will be provided during the workshops.