








Effective School Leadership: Implementing Continuing Learning for All

By Natalie Croome

Course details

-  One week course
-  Starting from 480€ (Cultural activities included)*
-  Min. 4 - max. 14 participants
-  Certificate of attendance included (80% of attendance required)
-  Available in Amsterdam, Barcelona, Dublin, Ghent and Nice

* A 60 € late registration fee will be applied if you register less than 8 weeks before the course start date.

Course description

Have you ever considered how important it is for learning environments to have leaders who plan effective learning interventions?

Good school leaders recognize that they play a key role in the design of professional learning in their schools. However, research has shown that the most effective school leaders actually participate in Professional Development activities. When leaders demonstrate a willingness to lead by example and be an engaged participants rather than an observer, the whole school feels the impact.

During this course, we will explore together the importance of leaders being at the heart of Professional Learning in their schools as Learners. We will recognize the potential impact on learning, which is measurably increased when Leaders are Learners, in the whole school.

We will carry out a collaborative inquiry and share research, case studies, as well as real experiences of what happens when school leaders take an active part in Professional Learning, rather than just assigning it to their teachers.

Issues including leadership skills and styles, the impact of professional learning on the whole school (especially on students), and planning for impactful learning interventions will be unpacked and evaluated.



Last but not least, participants will identify application opportunities for themselves and their own schools. They will plan for effective, equitable, and differentiated Professional Learning activities, based on the whole staff and students' actual needs.

Participants in this course will leave with a set of specific goals and a professional learning program that they will facilitate at their school site. They will also take away a BIO (biography) statement of themselves as "Leaders Who Learn", to describe their own leadership style, leadership skills, and leadership responsibilities.

Learning outcomes

The course will help the participants to:

- Appreciate the impact of Leaders being at the center of Professional Learning;
- Examine and compare skills involved in Leading and Learning;
- Identify, describe, and create impactful strategies for Leaders Who Learn;
- Set realistic and achievable goals (KASABs) when planning for impactful Professional Learning;
- Determine measurement strategies and outcomes for future professional learning;
- Design for impactful Professional Learning at their school, for everyone.

Tentative schedule

Day 1 – Introduction to the course

- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;
- Presentations of the participants' schools;
- Who are your stand-out leaders and why? How would you describe their impact on your life and approach to learning?

Day 2 – Managers, Leaders, Learners...What's The Difference?

- Compare the skills and responsibilities of being a manager, administrator, leader, and learner;
- Examine and analyze how you currently spend your time;





- Examine and compare skills involved in Leading and Learning;
- Discuss “What does lifelong learning really mean?”;
- Appreciate the importance of being authentic and sincere in leading learning;
- Explore leadership styles – What is YOUR style?
- Write your own “I am a Leader Who Learns” BIO statement;
- Plan to find a balance between your different roles. “What are your priorities?”
- Consider “Who are the Professional Learners you are leading?”

Day 3 – Impact and The Power of Leaders Being Learners

- The purposes of Professional Learning...Why do you do it?
- Appreciate the impact of Leaders being at the center of Professional Learning;
- Recognize the key role of leaders in leading the design and facilitation of professional learning;
- Determine the kind of impact you want to happen in your school as a result of professional learning; what kind of change/s do you want to observe?
- Examine a case study of an impactful Professional Learning Programme;
- Reflect on and analyze the impact of recent Professional Learning in your school;
- Identify YOUR goals for the kind of impact you want Professional Learning to have in your school;
- How is learning connected at all levels in your school; student learning, teacher learning, leadership learning, parent learning?

Day 4 – Data and Professional Learning Standards

- What data do you use to guide decisions about areas for professional learning?
- What standards do you use to design, implement and evaluate the professional learning that you and your staff team engage in?
- Setting goals for impactful professional learning: The KASABs for creating change;
- Planning for measuring the impact of professional learning across the whole school;
- Equity and differentiation in Professional Learning; is everyone getting what they need when they need it?
- Timing and pacing...it’s not a one-off deal;
- Collaborate to design your own Professional Learning Programme.

Day 5 – Sharing and Refining Planning for Professional Learning

- Share your planned framework;





- Collaborative problem-solving – Clinical Protocol;
- Give and receive constructive feedback on your planned framework;
- Make changes and re-share planned frameworks.

Day 6 – Course closure and cultural activities

- Course evaluation: round-up of acquired competencies, feedback, and discussion.
- Awarding of the course Certificate of Attendance.
- Excursion and other external cultural activities.

*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer's discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

Our courses usually include two cultural activities. Further information is available on the webpage of each course location.

About the provider

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