

DETAILED PROGRAM INFORMATION

HUMAN LEADERSHIP: DEVELOPING PEOPLE

2009

CONTEXT

The Office for Government School Education's (OGSE) leadership development programs for 2009 are specifically designed to develop the leadership capabilities of aspiring leaders, including teachers who are not yet in formal leadership roles, as well as assistant principals and current principals and leadership teams.

These programs make up a core component of the OGSE's statewide leadership development strategy, *Learning to Lead Effective Schools*, which has been developed in the context of an overarching strategy for system-wide reform to improve the practice and performance of schools in the government system. The design and implementation of professional learning programs for current and aspirant leaders is viewed as a powerful lever to achieve these goals.

All OGSE leadership programs are constructed around the leadership capabilities described in the *Developmental Learning Framework for School Leaders* which was released in March 2007. The Framework articulates the capabilities required of effective leaders and teachers in Victorian government schools and assists them to make informed judgments about the type of professional learning experiences they need to undertake to increase their proficiency across the five leadership domains.

Human Leadership: Developing People is one of 19 leadership development programs on offer to Victorian teachers and school leaders.

THEORY OF ACTION

"...The practice of professional development however focused and wherever enacted, should embody a clear model of adult learning that is explained to those that participate. Those who engage in professional development should be willing to say explicitly what new knowledge and skill educators will learn as a consequence of their participation, how this new knowledge and skill will be manifested in their professional practice, and what specific activities will lead to this learning."
Richard Elmore 2002

"In the Human Leadership: Developing People program we try to model best practices in adult learning by connecting new ideas with what participants already know and are dealing with in their professional practice. Collaborative learning opportunities are integrated throughout the program, in face to face and online learning modalities. Human Leadership: Developing People projects are planned with explicit links between the program learnings and professional leadership work. Reports on these projects and reflection writing in case stories provide further opportunities to help participants explore the ways their new knowledge and skills, acquired through particular program activities, are manifesting in their professional practice."
Brenda Beatty, Monash University 2008

OBJECTIVES

The *Human Leadership: Developing People* program focuses on the importance of leader self awareness in developing strong and purposeful relationships resilient enough to address accountabilities issues at all levels of the system.

The objectives are to:

- ✚ develop participants' ability to sustain their own and others' well being
- ✚ improve participants' skills in addressing attitudes and behaviours that impact on the maintenance of safe and healthy co-operative learning environments
- ✚ develop participants' capacity to develop strong and purposeful relationships at all levels in the system

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- ✚ improve participants' skills in creating organisational conditions conducive to the learning and growth of all members of the school community
- ✚ enhance participants' skills in developing the capacity of others.

OVERVIEW

The program designed and delivered by the Monash University Faculty of Education team is intended to:

- ✚ foster learning leaders who are well prepared to achieve a healthy balanced commitment to leadership through personal development of self and others;
- ✚ promote resilience as leaders face the complex personal and professional challenges of their work;
- ✚ deepen and broaden participants' capabilities to be self-aware, and self and other sustaining;
- ✚ enhance participants' understanding and appreciation of the foundational nature of the values dispositions and behaviours explored and experienced in the program;
- ✚ increase the range of knowledge and skills for approaching leadership by mobilizing, supporting, and catalysing the development of highly functioning, respectful learning community cultures in Victoria's government schools.

Previous program participants commented:

"The study group ... worked brilliantly for our group – discussing texts but also how the texts resonate in our leadership lives and challenges."

"I found my ability to draw parallels with aspects of the program and my workplace circumstances provided many opportunities to improve aspects of my school's operation. We have made great progress as a result of this program."

"My book group has given me a sustainable professional leadership network – invaluable!"

"The HLDP program has made me consciously aware of what I'm doing, what I'm trying to achieve and how I'm doing this, rather than just drifting through and relying on my natural abilities to get me through."

"Dialogue, reflection and de-briefing. I have gained a greater appreciation for the power of these tools for supporting and encouraging staff."

EXPECTATIONS OF PARTICIPANTS

The Office for Government School Education has a number of expectations of participants in its leadership programs and it is important that participants are clear about these accountabilities. For this program these include being expected to:

- ✚ be self-directed learners;
- ✚ engage with literature and research requiring new learning and an expansion of perspective and knowledge base, including reading a core text, and one other prescribed text;
- ✚ design and implement a Human Leadership: Developing People improvement project in their school;

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- ✚ contribute to learning group leadership by sharing information and contributing postings to the online learning and reflection space as per agreed commitments;
- ✚ participate in a highly interactive program requiring collaborative study, and individual and collective reflection and feedback.

In order to receive a **Certificate of Completion** participants need to:

- ✚ Submit a Human Leadership Project plan;
- ✚ Participate actively and regularly to learning groups as leader and discussion contributor according to commitments agreed with program deliverers;
- ✚ Attend and actively participate in all workshops and activities associated with the program;
- ✚ Submit a Human Leadership Project Summary Report, a case story of dilemmas addressed in connection with key learnings from program, and a Self Report Checklist.

STRUCTURE

The program comprises a three-day residential intensive learning experience including: keynote presentations from local and international educational theorists and researchers; development and implementation of a school based human leadership improvement project; participation in an online learning group; and a final one day workshop to address sustainability of human leadership and leader wellbeing including international speaker, and review of learning and plan for sustained program impact.

Oct-Dec 2008	Feb-April 2009	May 2009	Jun -Oct 2009	Nov 2009
Expression of Interest	Pre Program (PHASE 1)	Program Commences (PHASE 2)	Action Learning Project (PHASE 3)	Final Workshop (PHASE 4)
<ul style="list-style-type: none"> ▪ Selection of program participants 	<ul style="list-style-type: none"> ▪ Program information, including expectations of participants ▪ Pre-program preparation 	<ul style="list-style-type: none"> ▪ Three day intensive workshop covering a range of key content areas, and including keynote presentations, workshops, and evening activities 	<ul style="list-style-type: none"> ▪ Implementation of school-based human leadership project ▪ On line learning groups for leadership discussion, ▪ Reflective postings on book study, peer feedback, and planning for final learning group presentation ▪ Preparation for case story writing on final day 	<ul style="list-style-type: none"> ▪ International speaker – Andy Hargreaves ▪ Workshop, including learning group presentation ▪ Writing workshop for Case Story preparation

FEATURES OF THE PROGRAM

Human Leadership: Developing People uses a range of effective professional learning strategies to ensure participants have a powerful learning experience. These include:

- + **Reflection** on leadership capabilities using the Developmental Learning Framework for School Leaders;
- + **Intellectual engagement** through examination and analysis of theory, required professional reading including core text *The Wounded Leader : How Real Leadership Emerges in Times of Crisis* and one other text;
- + **Evidence based content** informed by the best available research on effective learning and leading, and requiring an expansion of perspective and knowledge base for future learning;
- + **Problem-based learning strategies** embedded in teacher and leader practices and directed towards the resolution of school based problems and the pursuit of context specific goals;
- + **Peer learning groups** enabling collaborative study and individual and collective reflection, and providing support, feedback and coaching in individual leadership projects from peers and others within the professional setting.

PARTICIPANT PROJECTS FROM THE PREVIOUS PROGRAMS

Participant Projects aggregated around the following themes:

Addressing school culture issues including:

- staff cohesion - by creating a staff climate of support, understanding the underlying emotional aspects of interpersonal reactions, and taking greater responsibility for organisational climate;
- staff induction - understanding and improving the process of making sure new staff feel welcomed and well informed about the operation of the school, and providing mentoring in both formal and informal ways;
- Performance and Development Culture - focussed on improving staff wellbeing through targeted professional development and reflective discussion with staff;
- strategic planning - creation of a school wide bullying policy and addressing lack of commitment by staff to some team goals; and,
- creating safe environments.

Improving student engagement with school including:

- changes to curriculum materials - to better reflect the human needs of students;
- pedagogical changes - including mentoring to cater better for boys' learning needs.

General student achievement including:

- improving VCE outcomes - through improvements in professional dialogue between team leaders and VCE teachers;
- literacy improvement - through peer observation and feedback to build confidence, especially of newer staff;
- implementation of the new reporting format - dealing with teacher resistance to change, and developing collective responsibility for implementation and dissemination of information so that fear of change is reduced.

Improving communication with teachers including:

- improving networks - increasing the opportunities for teachers to meet professionally outside the school;
- analysing human needs of teams/team leaders to promote organisational growth;
- improving teacher effectiveness through

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- o collaborative exploration of staff leadership capacity as measured by the Department's leadership domains
- o developing human leadership potential through reflective practice and 'critical friend networks'.

PROGRAM PROVIDER

Monash University, Faculty of Education will deliver the program. The main presenters and facilitators in the program are:

Dr Brenda Beatty

Senior Lecturer, Faculty of Education, Monash University

Dr Phil Riley

Lecturer, Faculty of Education, Monash University

ALIGNMENT TO THE VIT STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

The Victorian Institute of Teaching (VIT) is phasing in a new set of requirements for renewal of registration. Renewal is a retrospective process that confirms the maintenance of professional practice and continued suitability of a teacher.

In order to assist in meeting the VIT professional learning requirements, participants successfully completing *Human Leadership: Developing People* will receive a certificate they can use as a record of their professional learning activities. The certificate will outline the amount and type of professional learning undertaken as well as make a reference to the relevant standard/s on which the program focusses.

FURTHER INFORMATION

For more information about the 2009 *Human Leadership: Developing People* program, visit the School Leadership Unit website

<http://www.education.vic.gov.au/proflearning/schoolleadership/program/human.htm>

and the Monash University program site at

<http://www.education.monash.edu.au/research/projects/human-leadership/>

CONTACT INFORMATION

If you have any further questions regarding this program, please contact the School Leadership Unit or Monash University at the contact details provided below.

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WE LOOK FORWARD TO YOUR PARTICIPATION!