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World Education Leadership Symposium Online Conference (WELSONline)

Initiator und Leiter / Initiator and Organizer:

Prof. Dr. Stephan Gerhard Huber

Veranstalter WELSONline 2020 (seit 2009) / Host WELSONline 2020 (since 2009):

Institut für Bildungsmanagement und Bildungsökonomie (IBB) / Institute for the Management and Economics of Education (IBB)
Pädagogische Hochschule Zug (PH Zug) / University of Teacher Education Zug (PH Zug)

Kooperationspartner / Cooperation Partners:

Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner / Association of school leaders and teachers, ministries and authorities as well as further universities and partners

An experience of school Leadership, collaboration and professional development during COVID-19 pandemic

FONDECYT N° 1201710, “Collaboration practices within and between instructional leadership teams, for a sustainable pedagogical improvement”

WELS ONLINE 1-4 September 2020

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Purpose

The purpose of the project is to promote a model of **collaboration**, focused on the development of **communities of practice**, formed by school leaders and teachers, with focus on **instructional improvement**.

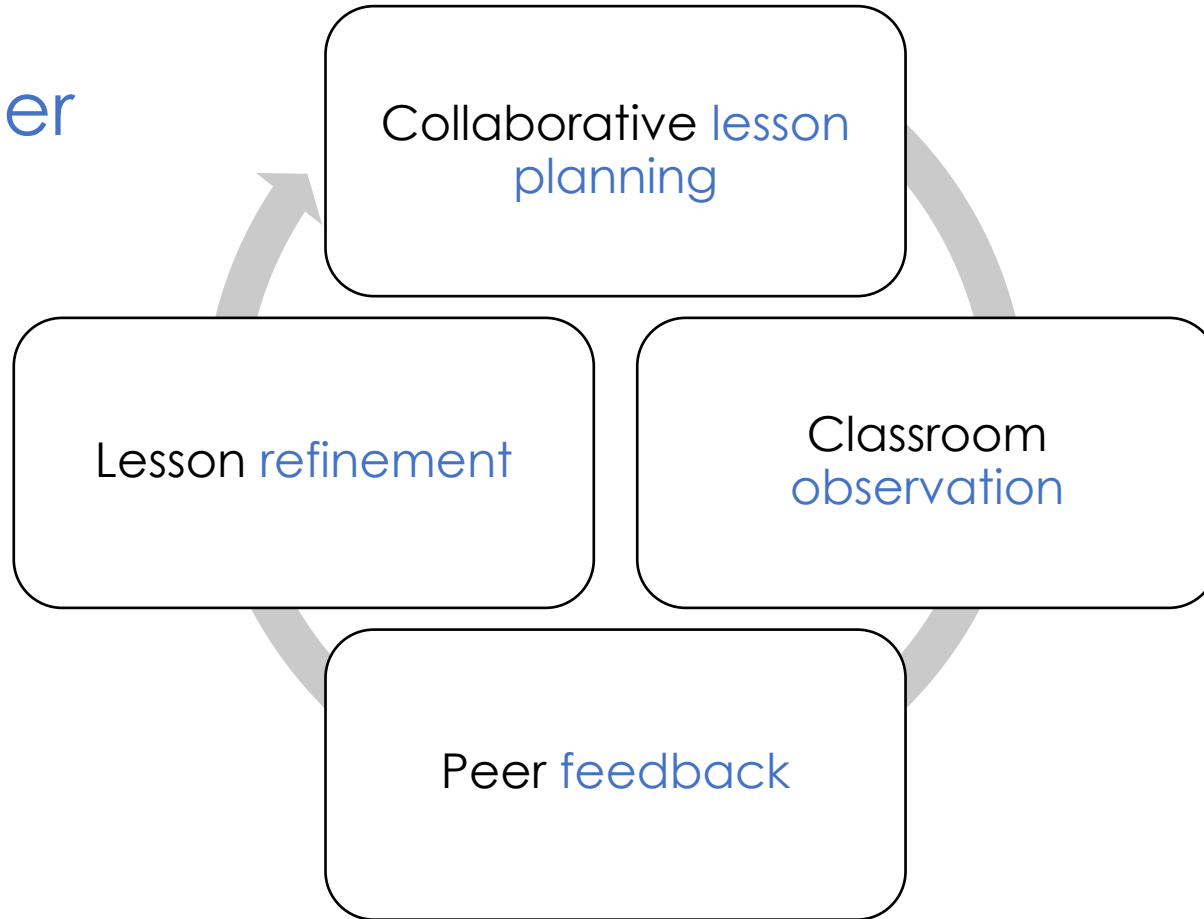
Theoretical Background

Instructional Leadership: Hallinger & Murphy (1985); Leithwood (2009);
Robinson, Hohepa & Lloyd (2007)

Communities of practice: Wenger (2004); Supovitz & Christman (2003);
Cravens & Drake (2017); Müller & Volante (2017)

Theoretical Background

Teacher Peer
Excellence
Groups
(TPEG)



- Deprivatised
- Shared and storable
- Validated for the instructional improvement

Theoretical Background

Instructional Leadership Teams

Practice 0: Creating Instructional Leadership Teams (ILT)

Practice 1: Building a shared vision around teaching and learning

Practice 2: Defining key learnings in a specific domain

Practice 3: Leading students to set goals for themselves

Practice 4: Ensuring successful learning experiences

Practice 5: Monitoring student and curriculum goals

Practice 6: Providing feedback

Practice 7: Performing observation and feedback cycles

Practice 8: Creating Professional Learning Communities

Context

- Pozo Almonte (pop: 15.000), in the north of Chile
- 8 rural public schools (7 elementary/lower secondary, 1 secondary)



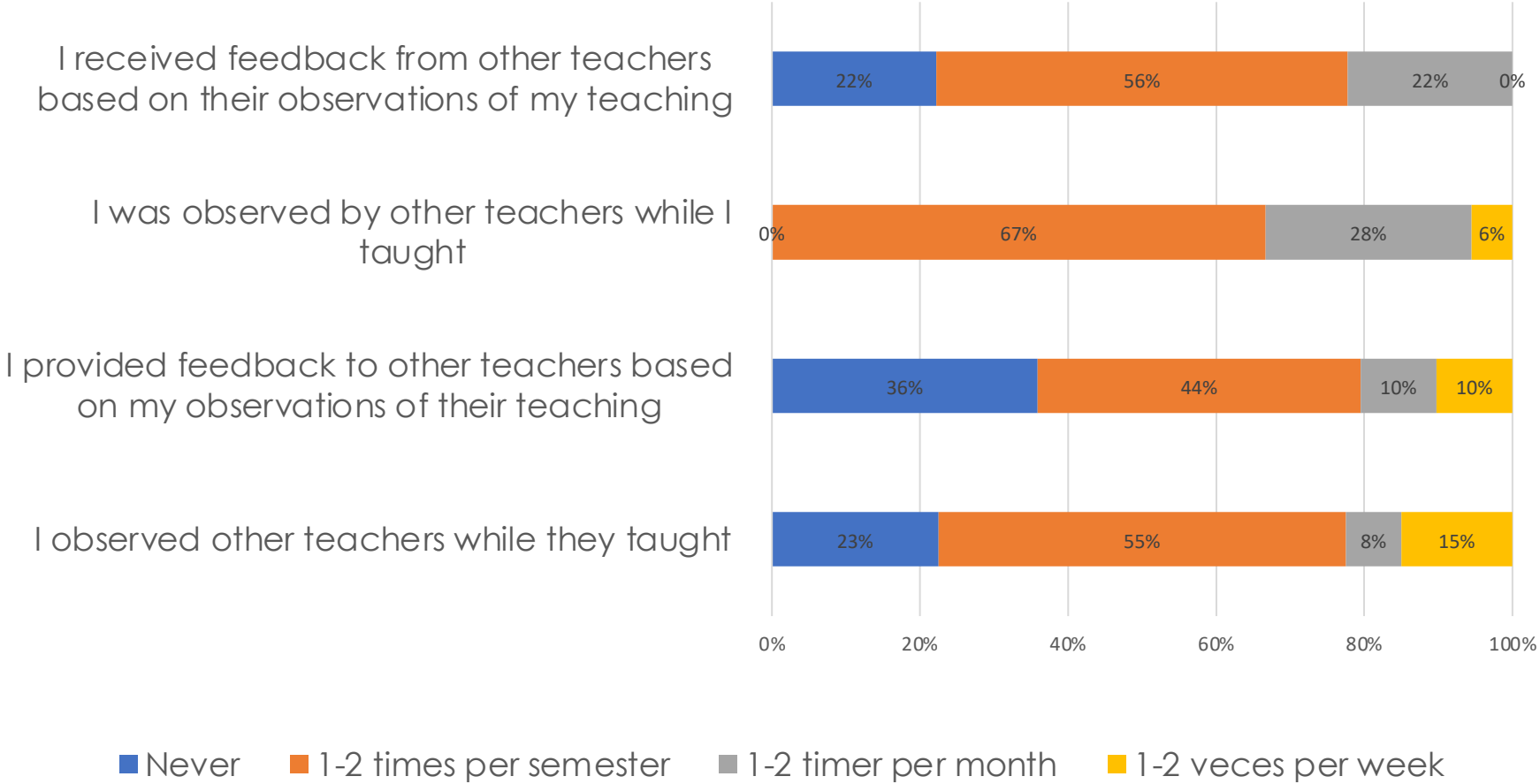
Context

- 8 teams (communities of practice), one per school.
- 8th grade.
- Teams: Principal, academic coordinator, maths teacher(s), English teacher(s), PIE (special needs coordinators)

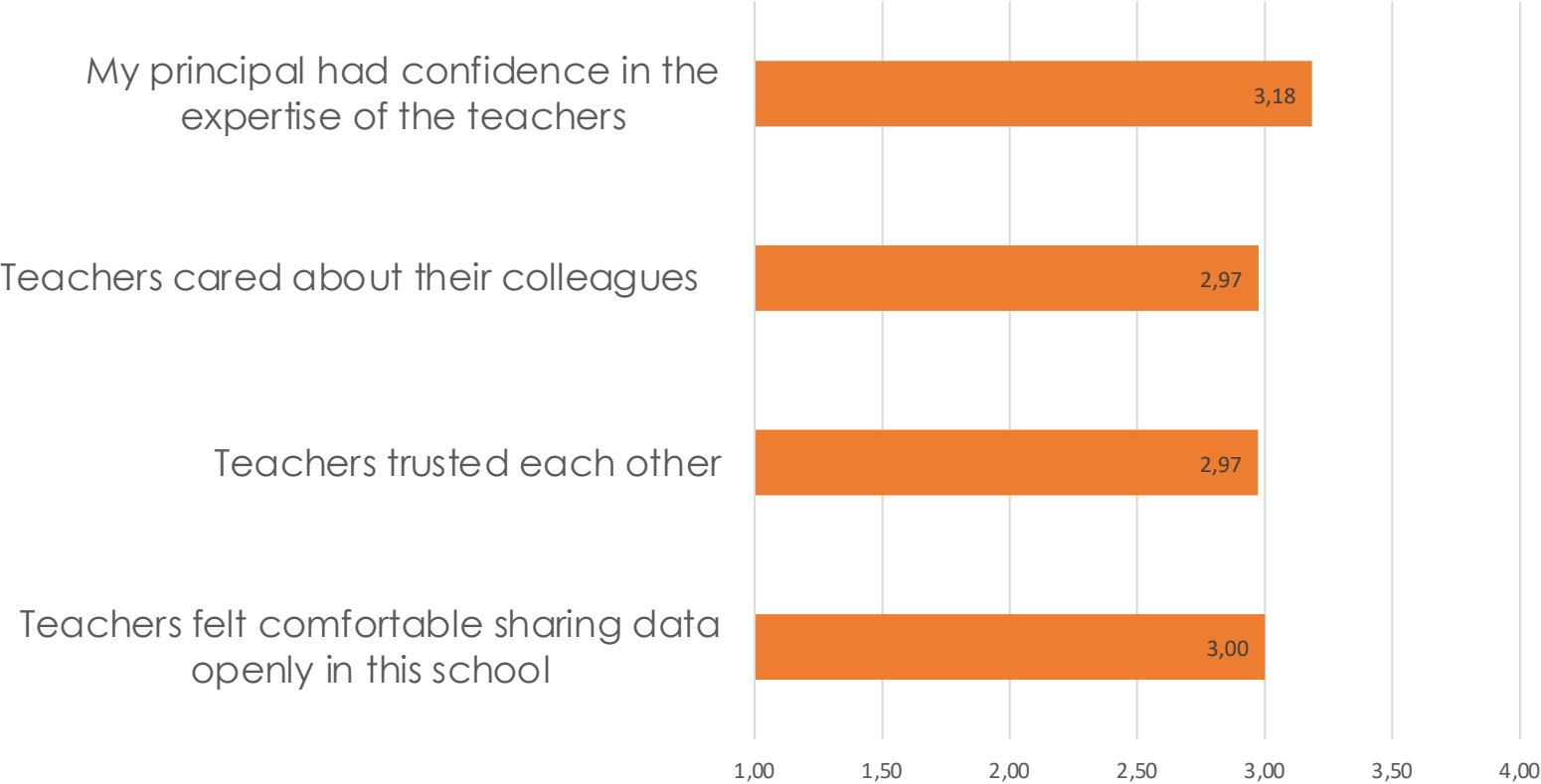
Sample

School	University Coach	Team members	Students at the school/ in 8th grade
PZ1	UC1	Principal, UTP, 2 Mathematics teachers, 2 English teachers, 1 special education teacher	671/70
PZ2	UC1	Principal, UTP, 1 Mathematics teacher, 1 English teacher, 1 special education teacher	241/119
PZ3	UC2	Principal, UTP, 1 Mathematics teacher, 1 special education teacher	266/21
PZ4	UC2	Principal, UTP, 1 Mathematics teacher, 1 English teacher, 1 special education teacher	84/12
PZ5	UC3	Principal, UTP, 2 Mathematics teachers, 2 English teachers, 1 special education teacher	959/72
PZ6	UC3	Principal, UTP, 1 Mathematics teacher, English teacher, 1 special education teacher	94/10
PZ7	UC4	Principal, UTP, 2 Mathematics teachers, 1 English teacher, 3 special education teachers	45/5
PZ8	UC4	Principal, 2 UTP, 6 Mathematics teachers, 6 special education teachers	746
Total	4 UC coaches	8 principals, 9 academic coordinators, 15 Mathematic teachers, 7 English Teachers,	3106

Initial assessment

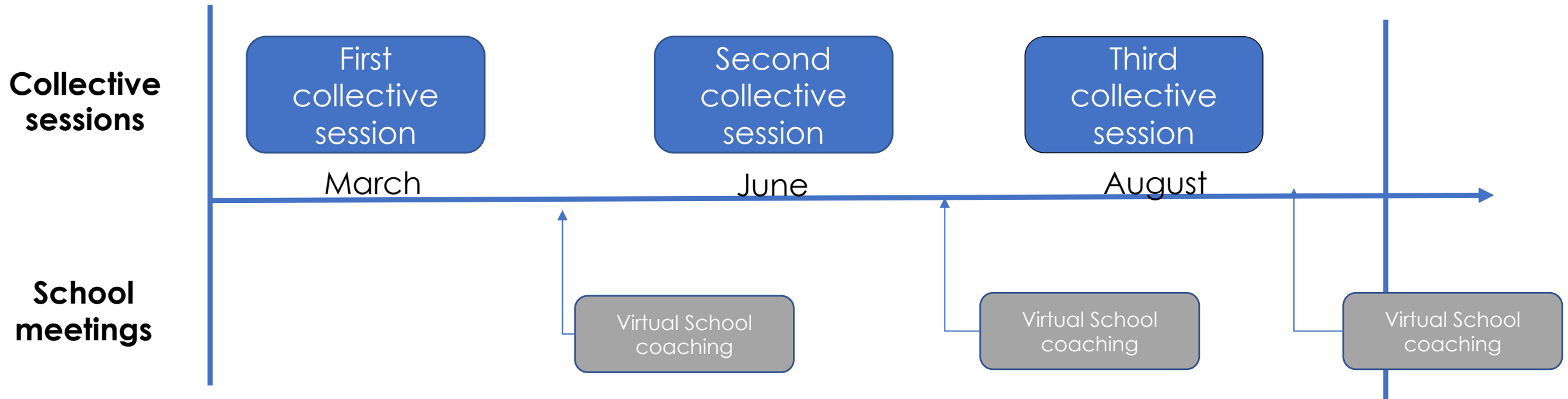


Initial assessment



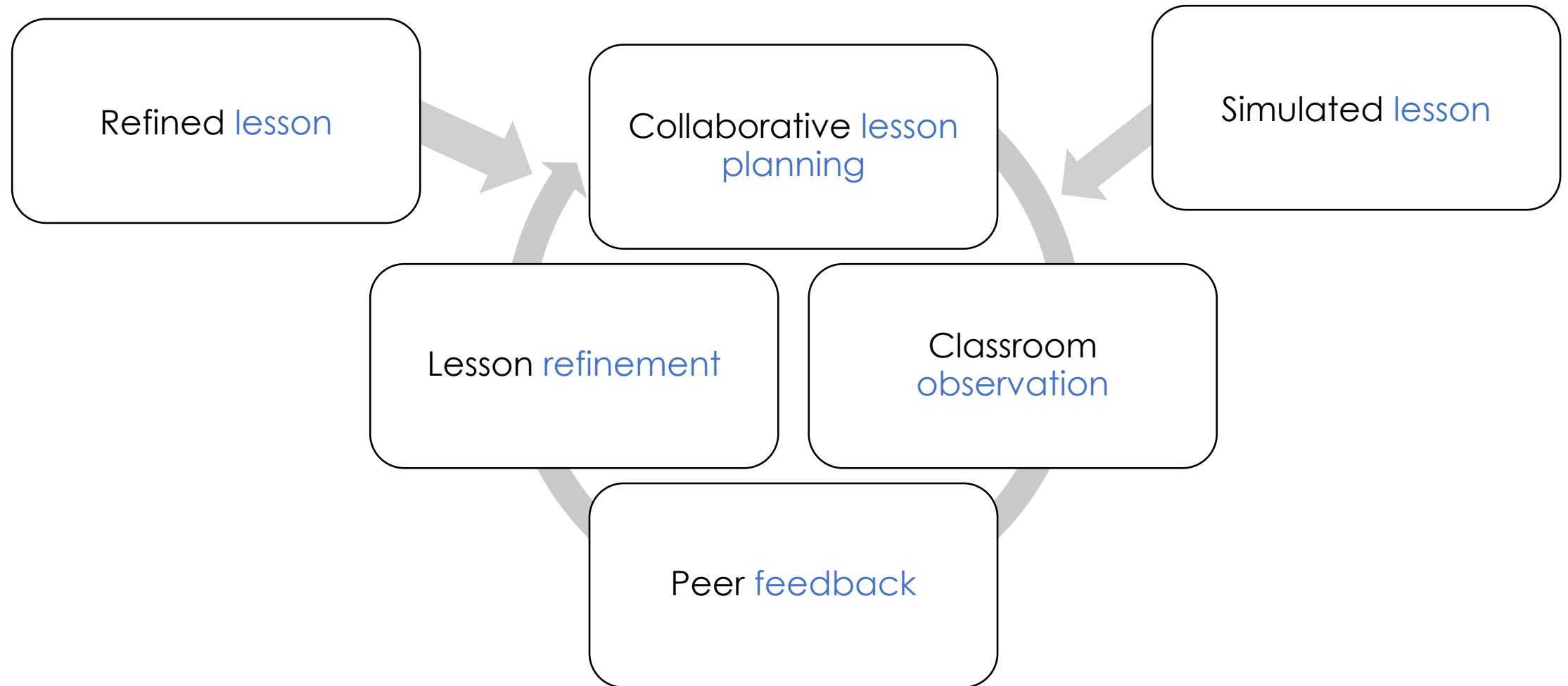
Implementation

Acquisition of the model and visibilisation of the progress of the schools

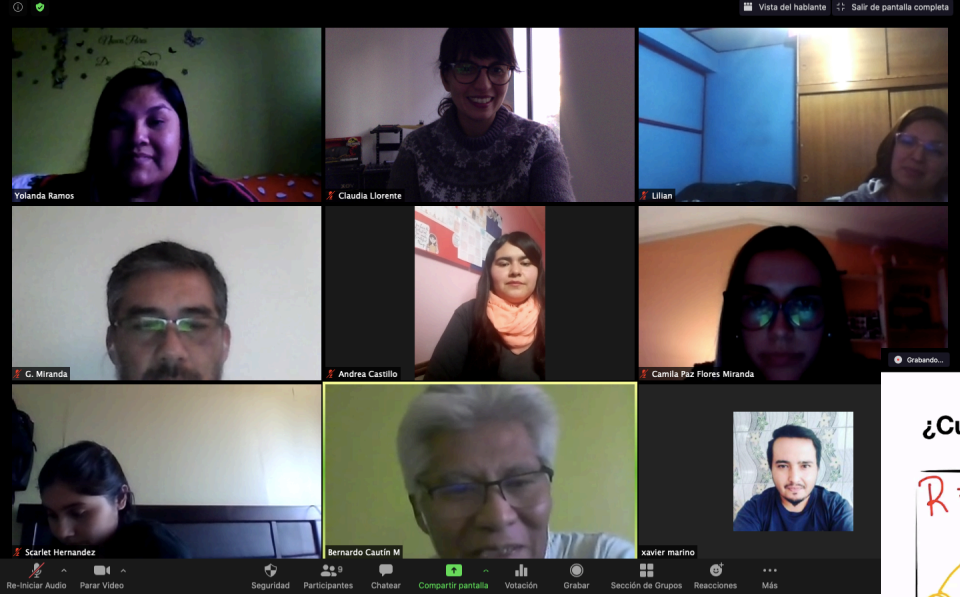


Simulation and exercises to support the acquisition of the model

Collaborative Research Cycle



Adaptated from Cravens & Drake (2017).



Recording

Escucha de nuevo!

Escucha y completa con la información

Jennifer lives _____
She works _____
She loves _____

Charles works _____
He plays _____
He goes _____

Christopher lives _____
He loves _____

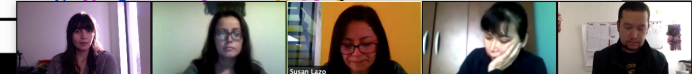
Samantha lives _____
She works _____

¿Cuántas bacterias existirán a tercer ciclo de reproducción?

$R = 8$

Diagrama de árbol

- Parte siempre de un elemento.
- Se abren "ramas" según la cantidad de elementos a repetir.



Deprivatisation

Products are stored and shared

Simulated practices

Microsoft Word (Error de activación de...)

Herramientas de tabla | Herramientas de ecuación

Correspondencia | Revisar | Vista | Diseño | Presentación | Diseño

AaBbCcI | AaBbCcD | AaBbCc | AaBbCcI | AaB | AaBbCcI | AaBb

Normal | Sin espa... | Título 1 | Título 2 | Título | Subtítulo | Entasis

Estilos

portapapeles | Copiar | Copiar formato | Fuente | Párrafo

plantadores del mismo color, luego reducidos. (Guíate por el ejemplo)

Ejemplo

1) $3a - 2b - 5b + 9a$
 $3a + 9a - 2b - 5b$
 $12a - 7b$

2) $a^2 + b^2 - 2b^2 - 3a^2 - a^2 + b^2$

3) $2x - 6y - 2x - 3y - 5y$

Página: 3 de 5 | Palabras: 407 | Español (aFab. Internacional)



Preliminary results

Progress

- Schools recognise the Collaborative Research Cycle
- Improved observation: less focused on the teacher, more focused on students and their learning process
- Peer feedback: more focused on the improvement
- Lesson refinement as a formal practice

Preliminar results

Facilitators

- Principals ensured protected time for the activities and participated actively, providing instructional support
- High levels of personal trust
- Comfort with deprivatised practice

Preliminar results

Challenges

- Progress towards a more professional trust
- Sustain collaboration as a formal practice
- School reopening?

Main references

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Thank you very much!

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