Newly overhauled & improved!

HeadLAMP
Heads' Leadership and Management Programme

Helping school leaders shape their legacy

There is great interest in educational leadership today as it is now believed that the quality of leadership makes the single biggest difference to schools and student learning.

The Teacher Foundation presents a re-designed HeadLAMP – Heads’ Leadership and Management Programme, 2020. It aims at providing Heads and School Administrators an experiential understanding of what it means to lead a school in today’s ever dynamic educational environment. It focuses on the critical functions and skills required of a contemporary school head to make for an effective learning school in the 21st century.

The core purpose of the School Leader is to provide inspiring leadership and effective management for a school. This will ensure high standards in all aspects of a school's functioning.

A successful school-head must:

1. be the moral compass of a school;
2. model good teaching, drive great teaching and foster excellence amongst teachers;
3. foster authentic, transparent and supportive communication at all times;
4. leverage data about teaching & learning to augment these essential practices in the school;
5. ensure effective management of school systems and processes;
6. ascertain utmost school safety;
7. initiate and support positive transformation and change.

The Course is designed as 6 Modules and spans 4 months.

Module 1: The Good Leader:
Management is doing things right, leadership is doing the right thing.
– Peter Drucker, management consultant, educator and author

Leading schools more than any other leadership role, is a value-driven function. The ‘good leader’ must, first and foremost, be the moral compass of the institution. He/She is as required to develop essential qualities of resilience and determination, as also compassion and vulnerability. In this module participants will explore the ethical dimension of leadership and how it affects their schools. They will also explore the idea of ‘distributed leadership’ and its relevance for improving schools, through building on their own strengths as well as the strengths of their team members. The module will culminate with school heads examining the key values they want their schools to stand for and how those values can be manifested in and through their school’s vision.
(Duration: 4 sessions of 2 hours each)

Note: The participants will be given a Leadership Task which they will need to reflect on, discuss, and complete the task in the following weeks, and make a portfolio presentation on the culminating day.

Module 2: The Teacher Leader:
Your curriculum defines your school. Own it. Shape it. Celebrate it. - Tom Sherrington, Former Headteacher and Founder of Teacherhead Consulting, UK

Despite the radical changes in my teaching, one of the truths I still believe is that at the heart of good teaching and learning are positive, respectful teacher-student relationships. John Tomsett
I am not asking us to work harder in terms of volume of work, but to work harder at becoming better at what we do in the classroom. I am asking every single one of us to be at least a good teacher and the majority of us to be great teachers. John Tomsett, Headteacher of a public school in York, UK and Author
Teaching and learning is the core business of every school. Therefore all school leaders need to see themselves as leaders of this vital and critical school function. School leaders should be able to model good teaching, drive great teaching and foster excellence amongst teachers. In this module School Leaders will compare the existing learning systems in their school to contemporary teaching-learning approaches. They will identify effective teaching-learning practices and effective ways to check for understanding and assess student learning. They will explore John Hattie’s research on Visible Learning and reflect on how that can be applied in their own schools to enhance the quality of learning. They will also examine how data about teaching & learning from within their school can be interpreted, and how to use that data to augment the essential practices in the school.

Finally in a deliberate intersection of distributed leadership and leading learning, the heads will focus on the role of coaching, examine its required skills and processes for building the capacity of their teaching staff to enhance collective teacher efficacy across their school.

(Duration: 4 sessions of 2 hours each)

Module 3: The Communicative Leader:
Great leaders communicate and great communicators lead.
– Simon Sinek, author and motivational speaker

Communication is a core leadership function. Effective communication and effective leadership are closely intertwined. Leaders need to be skilled communicators in countless relationships at the institution level, with teachers, students, parents, other local and national stakeholders and sometimes international too.

On an average, leaders are engaged in one form or another of communication for about 80 percent of their waking moments. This module has suggestions for school leaders who want to enhance the effectiveness of those interactions. School leaders will explore the skills required for authentic, direct and meaningful communication both professionally and personally.

(Duration: 4 sessions of 2 hours each)

Module 4: The Executive Leader:
Leadership is not a position or a title, it is action and example.
– Donald McGannon, broadcasting industry executive

The school leader is also someone who has the power to make plans into productive actions using data, people and processes. What kind of systems and processes are needed for the school? Why are these systems and processes important? Who will be involved while putting them in place? How will they be managed? These questions will be addressed, through comparing and analysing data gathered from schools, their own and others. A large part of a School Leader's job is also to spot and recruit talented teachers and help them grow. This module will help them strategically manage their resources and build the school as a professional learning community.

(Duration: 2 sessions of 2 hours each)

Module 5: The Safety Leader:
School should be a safe place for all students to learn and play, and it is the job of each teacher and administrator to ensure that safety.” – Unknown

Safety is not a gadget but a state of mind. —Eleanor Everet

A strong safety culture in the school depends on dedicated leaders. While child safety is a priority in all schools, school leaders and their teams need to be familiar with the different aspects and complexities of child safeguarding, as well need to be aware of the government statutory regulations that need to be adhered to. This module will focus on the various aspects such as physical, emotional and psychological safeguarding as well as help leaders understand how help their team prevent, report and react to instances of child abuse, thus improving the child safety systems of the school.

(Duration: 2 sessions of 2 hours each)

Module 6: The Change Leader:
A leader is one who knows the way, goes the way, and shows the way.
—John Maxwell, author
Leadership…. is about creating change you believe in. —Seth Godin
Education is always in a state of flux, and there’s new research that can be leveraged gainfully in this changing landscape. This module is in 2 parts. In the first half participating school heads will explore the novel but well-researched concept of change that begins with a ‘nudge’.

What does ‘nudge’ mean? Nudge is not a push, it's not dramatic. It's also not demanding. It is a repositioning. It is also a quiet re-setting of a default setting. It can almost ‘invisibly’ manifest change in behaviour. Using ideas from a seminal book called Nudge, co-written by the Nobel Laureate economist Richard H. Thaler & Cass R. Sunstein, the session will examine that vital issue that frustrates many school managements and headteachers. It's the issue of why teachers who receive professional development training and support don't seem to 'stick' with the newly acquired skills and quickly return to their 'default settings' of routine classroom practice. Both tried and tested, and off-beat ideas for helping change ‘stick with the school’ will be explored! What do teachers need to do? What ‘nudge’ strategies should school leaders adopt to make it happen? How can principals become ‘choice architects’ for their institutions, where they design and structure choices of teacher & student behaviour and school & classroom practices?

The second half of the module will include portfolio presentations by participants( using the task that they had been assigned on the first day). The portfolios will be peer assessed using a rubric provided by TTF, followed by an overall debrief. (Duration: 2 sessions of 2 hours each)

The sessions will culminate with a simple graduation ceremony to celebrate successful completion of HeadLAMP.

Effective school leadership is indisputably crucial for a well run school in today's world School Leaders need to be equipped and supported to do what they need to do, well! Enrolling for HeadLAMP is a leap in the right direction!

For further details please contact :

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