HeadLAMP – Heads' Leadership and Management Programme

This newly overhauled and improved course will help 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 2021 that 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 Course is designed as 6 Modules covering 18 Online Sessions. Each online session is for 2 hours with a pre-session activity and post-session assignment. These assignments will be reviewed and TTF Facilitators will provide feedback.

**Module 1: The Good Leader: (4 Online Sessions)**

*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 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.

Note: The participants will be given a Leadership Task during this module, and they will reflect on, discuss, and complete the task in the following weeks, and make a portfolio presentation during Module 6.

**Module 2: The Teacher Leader: (4 Online Sessions)**

*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, Headteacher of a public school in York, UK and Author

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

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. They will examine effective teaching-learning practices and simple ways to check for understanding and assess student learning. They will explore John Hattie’s research on visible Learning and reflect on how it can be applied at your school to enhance the quality of learning. They will also examine how data about teaching & learning that’s routinely gathered in their schools can be interpreted, and used 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.

Module 3: The Communicative Leader: (4 Online Sessions)

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.

Module 4: The Executive Leader: (2 Online Sessions)

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.

Module 5: The Safety Leader: (2 Online Sessions)

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 Everett

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, 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.

Module 6: The Change Leader: (2 Online Sessions)

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? It is a repositioning, a quiet re-setting of a default setting. It can almost 'invisibly' manifest change in behaviour. Using ideas from the seminal book called Nudge, co-written by the Nobel Laureate economist Richard H. Thaler & Cass R. Sunstein, this 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 during Module 1). The portfolios will be peer assessed using a rubric provided by TTF, followed by an overall debrief.

The day will culminate with a simple graduation ceremony (1 session) to celebrate the successful completion of HeadLAMP.

Testimonials for HeadLAMP:

Debika Chatterji, JBCN International School - The HeadLAMP programme has helped me to introspect, to reflect, to think about the various ways in which a cohesive team can lead to high performance. It has helped me to fly high even as I delve deep so that the needs of each and every stakeholder in our organisation are at the centre of everything we do.

Rekha Chari, Mallya Aditi International School - The course was well designed and delivered. It was interactive by design and kept us engaged and learning throughout. We stand informed and enlightened about our roles as leaders and the difference we can make in enriching the ethos and culture of teaching-learning in an amazing school like ours.

Chaitanya, Suchitra Academy - Please click here to see the video testimonial
Trained over 50+ heads from leading schools across the country in 2021-22

Programme Fee: INR 32,000+GST = INR 37,760

Start Date: 18th May 2022

Please click here to register

About The Teacher Foundation

Since 2002, The Teacher Foundation (TTF) has been working tirelessly with teachers, headteachers & teacher educators, with the aim of infusing the school education system in India with fresh energy, enthusiasm and expertise. TTF has so far worked with over 88,000 educators from across India and a few countries outside. It is committed to promoting the development of schools and educators throughout India and the subcontinent.

The Teacher Foundation’s core value lies in the belief that “our schools are only as good as their teachers”. Unlike any other teaching resource and technology, teachers do not have a shelf-life! An empowered and competent teacher never gets out-of-date.

TTF’s Vision is “To make schools enabling environments for all students by empowering educators to become energetic, effective, reflective practitioners and life-long learners”.

TTF’s enduring focus has been on enabling & inspiring teachers & headteachers; embedding great teaching practices through building internal capacity in schools; fostering gentler, more positive & purposeful school cultures for overall institutional wellbeing.

TTF’s signature services include:

Whole School Wellbeing: Safe & Sensitive Schools (incorporating Jenny Mosley’s Whole School Quality Circle Time Model); Child Safeguarding; Research on Social & Emotional Learning & development of ISELF – the age-banded Indian Social & Emotional Learning Framework.

The Teacher Foundation is the sole accredited-training-provider for Jenny Mosley Consultancies, UK to conduct Quality Circle Time workshops in schools across India.

Whole School Improvement: Whole School Audit; Whole School Turnaround; Coaching for School Success; In-School Mentoring Programme

Contemporary Teaching Practices: A rich repertoire of practical, tried and tested impactful workshops accompanied by school-based support; authentic pre-school and primary years curriculum

School Leadership Development: HeadLAMP – Heads Leadership and Management Programme; Essential Pieces – The Jigsaw of a Successful School
We offer a rich repertoire of programmes under the above services.

**TTF's Approach – 3Ms**

3Ms guide and drive the work that TTF does! It’s Magic, Method and Mastery. These 3 words encapsulate the spirit of TTF. As TTF interacts with ever more schools and teachers, a constant endeavour is to keep TTF’s spark alive and glowing – spreading light, insight and warmth.

Here are 3 YouTube links that convey about our work:

- **Teachers are Like Trees**: [https://www.youtube.com/watch?v=8uYpJPlCgjc](https://www.youtube.com/watch?v=8uYpJPlCgjc)
- **The Inclusive Teacher**: [https://www.youtube.com/watch?v=rdyypBWb_NQ&t=5s](https://www.youtube.com/watch?v=rdyypBWb_NQ&t=5s)
- **TTF's Standards for SEL**: [https://www.youtube.com/watch?v=iMGcTfMRWso&t=15s](https://www.youtube.com/watch?v=iMGcTfMRWso&t=15s)

**TTF App**

Explore, Engage and Exchange ideas and information on this one stop site for all educators. Get access to resources shared by #TTF. All this and more in #TTFApp. Download now!

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