



THE UNIVERSITY OF
WESTERN AUSTRALIA

Educational Leadership

Leading Learning

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Leaders can make a difference in student learning because.....

They have strong identifiable values and beliefs about schooling

&

They are capable and willing to act upon their values and beliefs

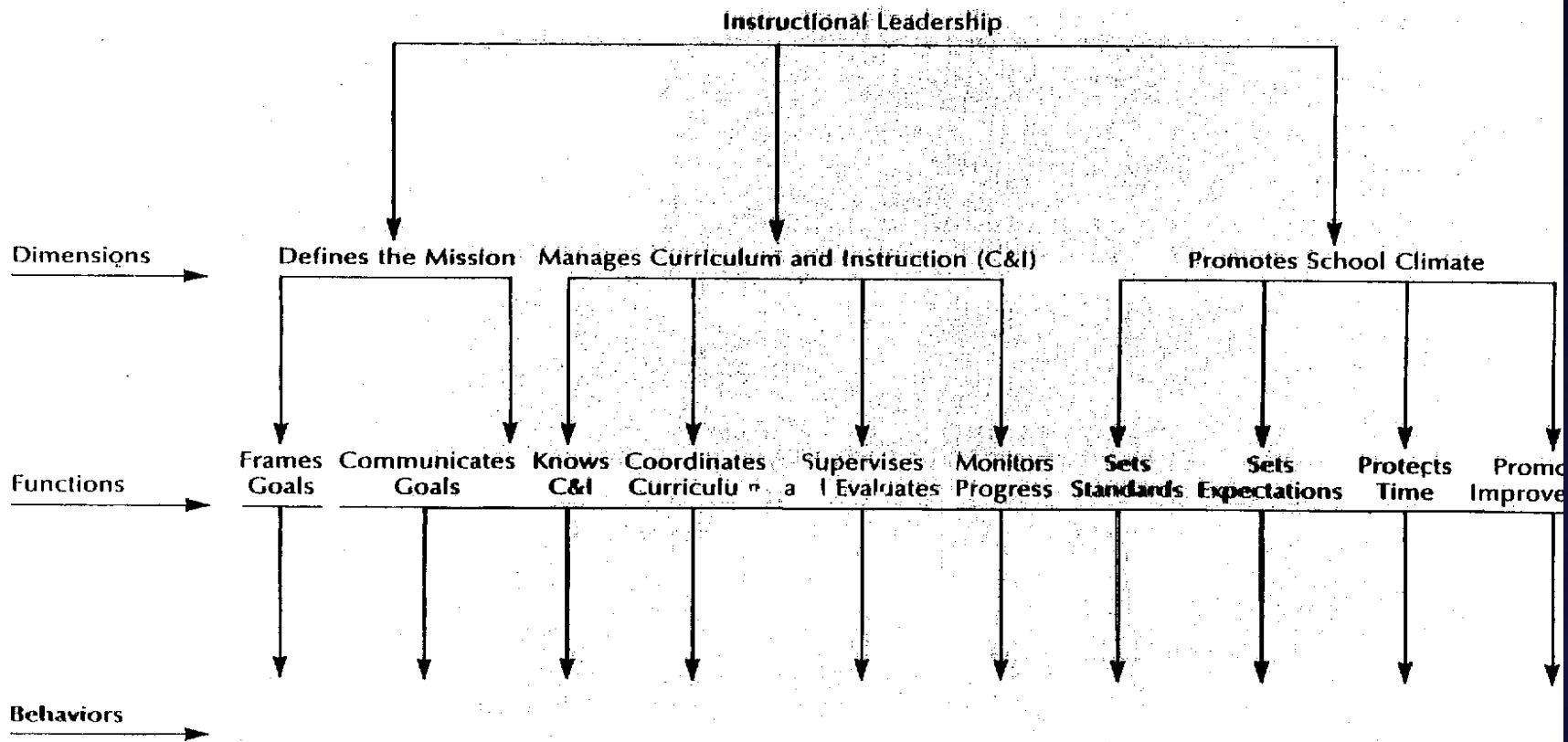
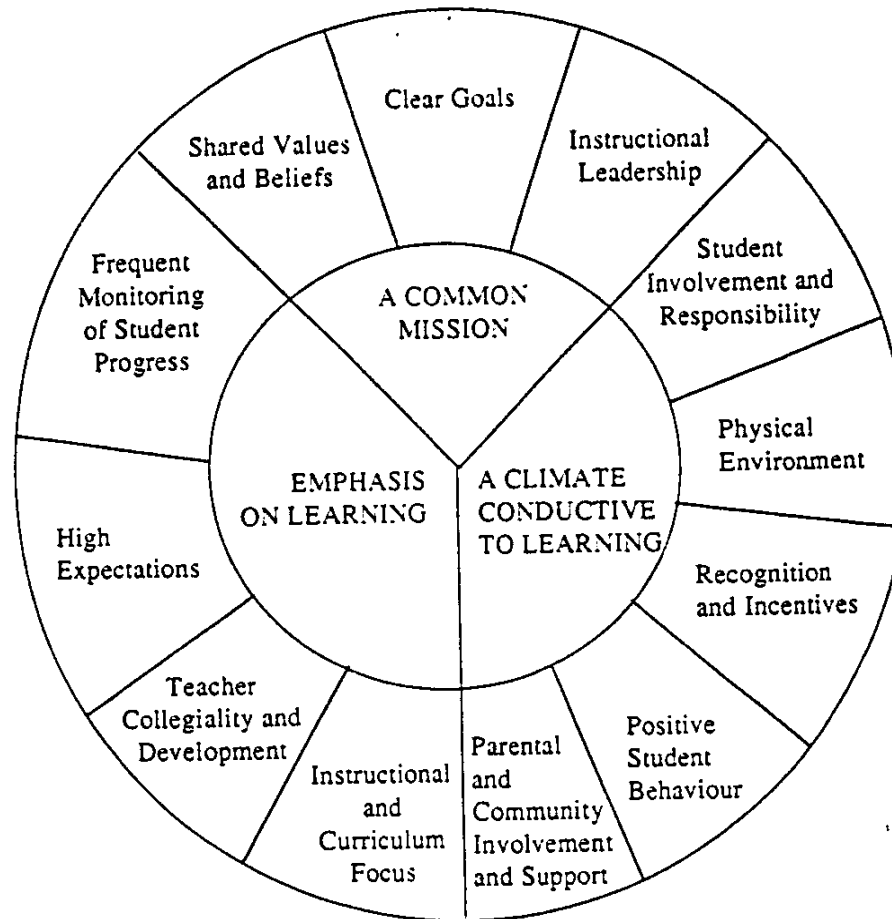


Fig. 1. Instructional Leadership Framework

Characteristics of effective schools



Purpose of a Learning Organisation

The purpose of the learning organisation is to enable all learners to have learning experiences that enable them to fulfill their potential

School personnel work together to achieve the purpose of the learning organisation'.



Leaders enable others to achieve their purpose



- **Leaders *enable*:**
 - *teachers to teach*
 - *students to learn.*

Multiple Leaders and Multiple Learners

- **Each person in a learning organisation is a learner and potentially a leader.**



Curriculum

Planned Learning Experiences

- Appropriate learning programmes -
Inclusive – for all children

- Developed
- Coordinated
- Accessed
- Resourced
- Monitored
- Supervised
- Evaluated



Resource Allocation

- Financial – cost centres, budgets
- Human – roles, responsibilities, relationships
- Buildings, spaces, facilities
- Technology, equipment
- Organisational structures and processes
- Power – decision-making
- Communication networks
- *Identification-allocation-application-evaluation*



The school leader assists all people
at each level to clarify their
curriculum responsibilities

**Understanding the factors
that
influence student learning**

empowers

YOU
to take
ACTION

Student Learning – Welfare

Students are central to the learning organisation

Appropriate curriculum

- *Enrolment, Induction*
- *Groupings*
- *Learning experiences*
- *Behaviour, development*
- *Progress, feedback*
- *Welfare – safety*
- *Evaluation, reporting*



Definition of curriculum

Your approach to curriculum leadership will depend upon your definition of curriculum.

Planned learning experiences.... *in context*



System Level

School Level

Coordinated learning program across school

Comprehensive

Coherent

Developmental – allows for progression

System Level



School Level

Teacher Level

Learning strategies

Knowledge

Skills

Responsibilities at each level

People making 'choices' (decisions) at their level of responsibility for:

Planning

Organisation

Application

Evaluation

Of the learning program

Designing School 'Contexts'

- System goals, expectations
- Syllabus or Outcome statements
- Subject 'integrity' - discipline
- Students stage of development
- Student interest
- Local context – religious, ethnic, urban..
- Issues-problems-challenges

Features of a good school framework

- Developmental – logical progress
- Coherent - ties together
- Comprehensive – no gaps / blind spots
- Related to student phases of development
- Capacity to integrate – related elements
- Flexible – students-teachers-school leaders
- Monitoring progress
- Record map – plot progress teachers-students
- Accountability – demonstrate achievement