

# Unleashing Classroom Leadership

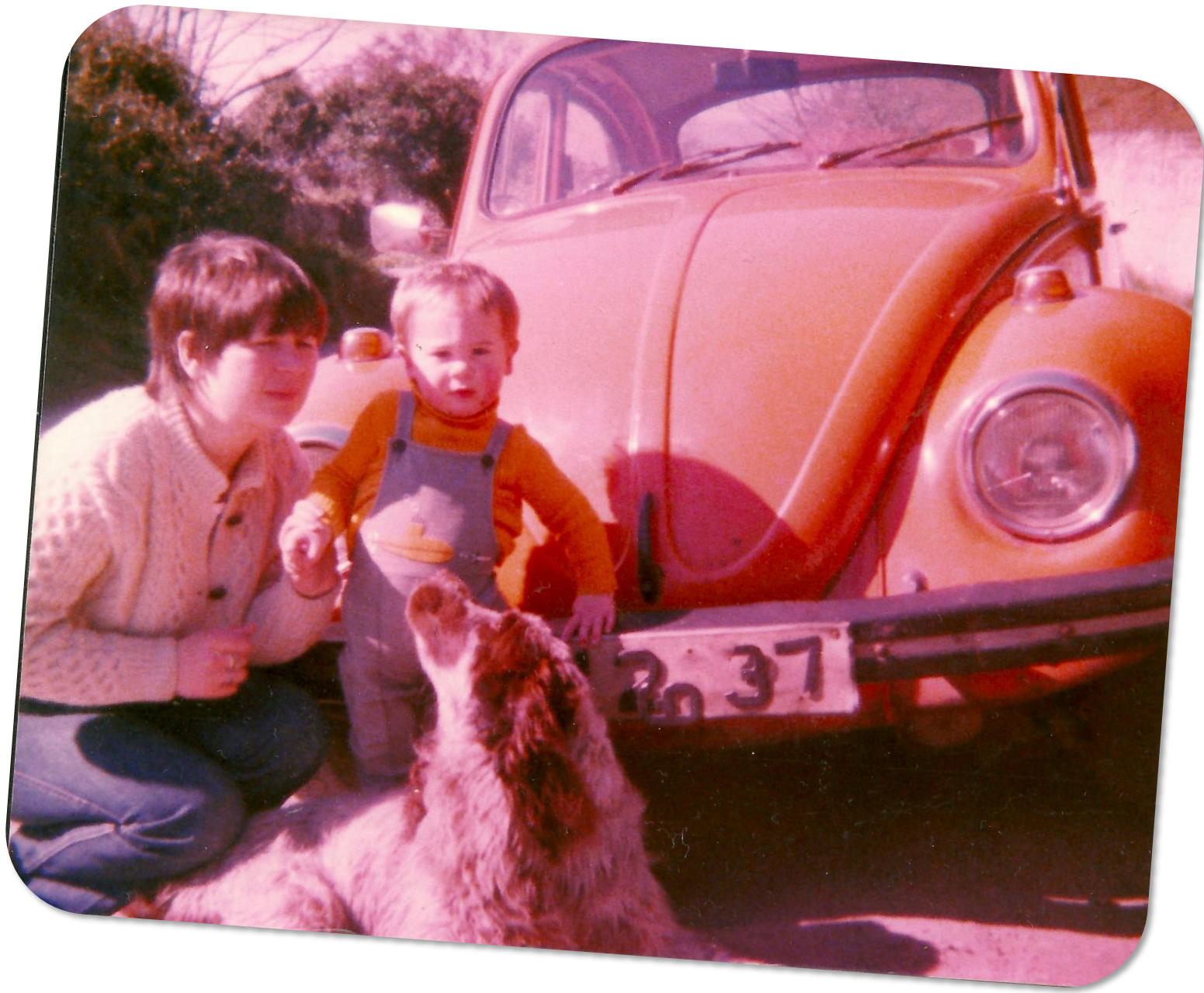


**Fearghal Kelly**  
**@fearghal\_scel**



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Scottish College for  
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**How do we unleash teachers as leaders of classroom practice?**

**How do we unleash learners as leaders of their own learning?**



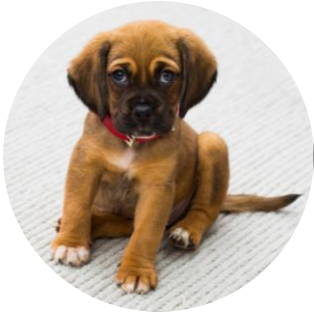
**We are all  
capable of so  
much more than  
others often  
expect of us**







**What have  
been the  
barriers to  
classroom  
leadership?**



**What do we mean by 'teacher leadership'?**

**What does teacher leadership look like?**

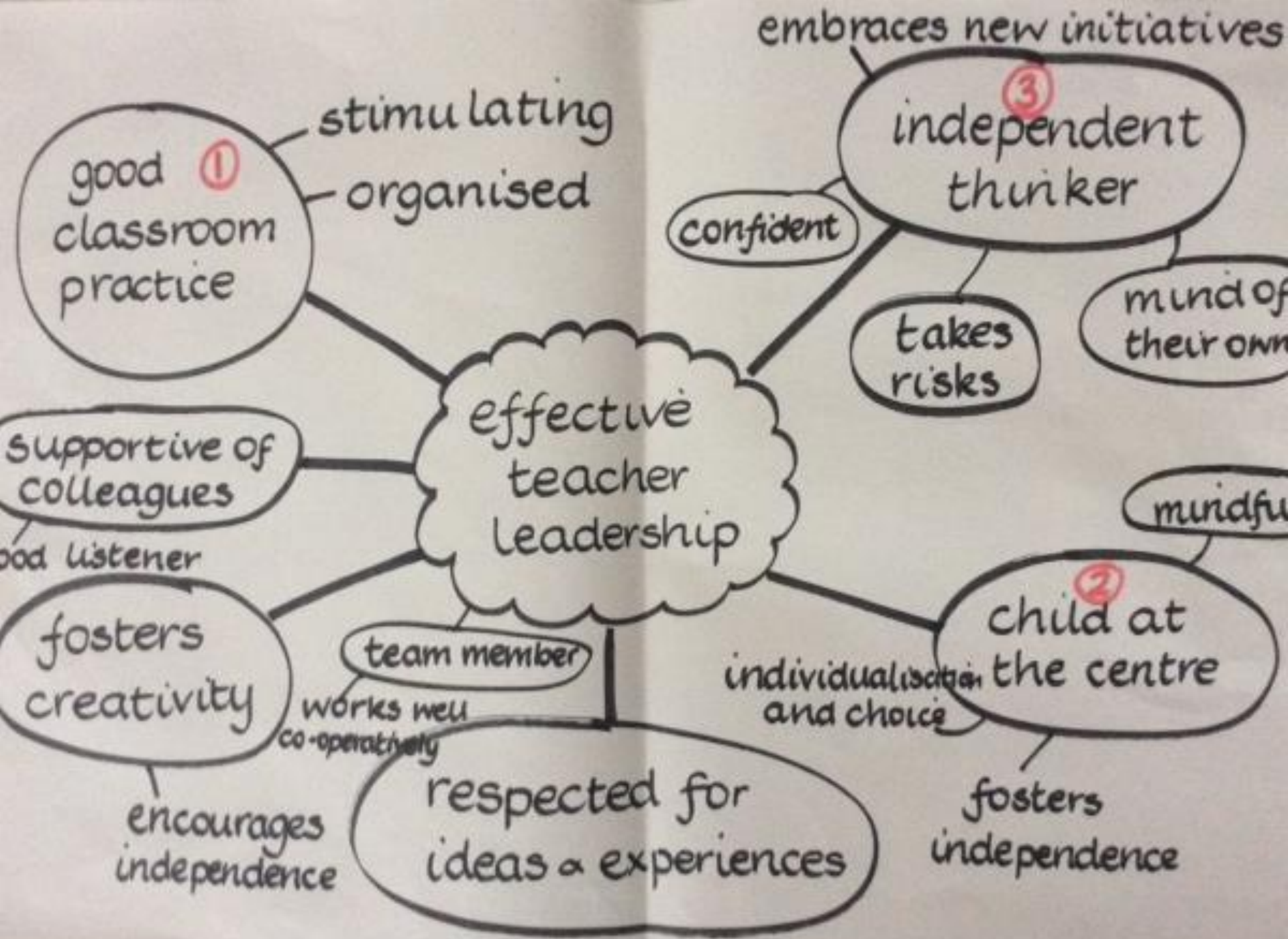




**What  
makes for  
a great  
teacher?**



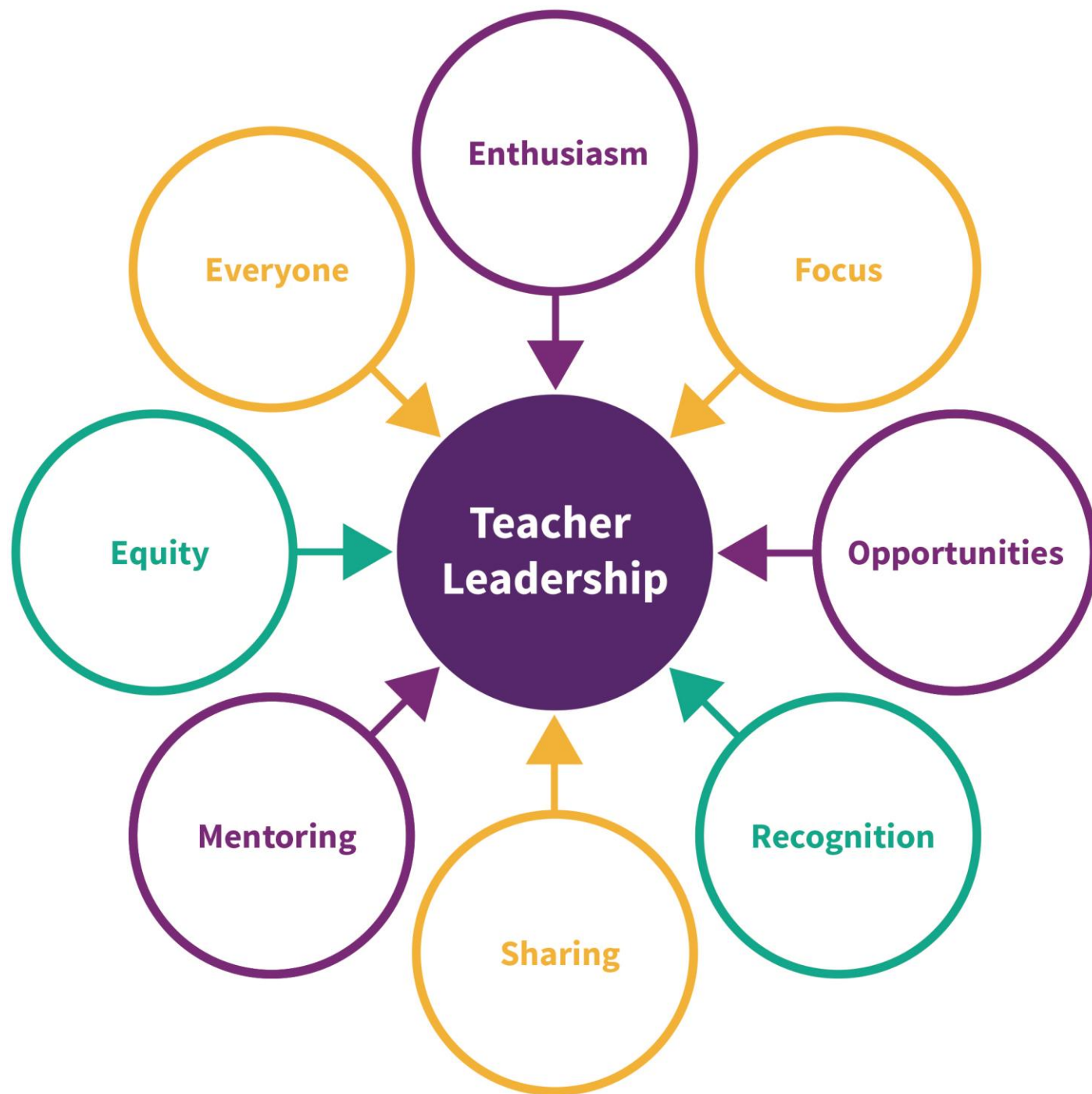


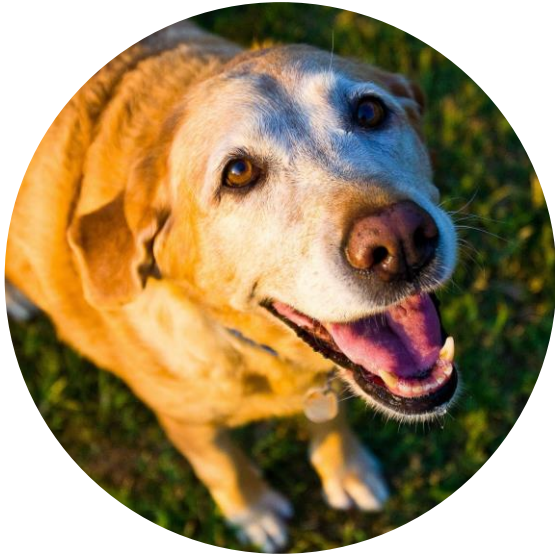




“teacher leadership is the ownership and collective responsibility for student and professional learning within a school.”

Ryan *et al.*, 2016





**How might this look for  
teachers as leaders?**



“Enabling teachers as developers and mobilizers of actionable knowledge is powerful for sharing and spreading improvements in practices.”

Lieberman *et al.*, 2016

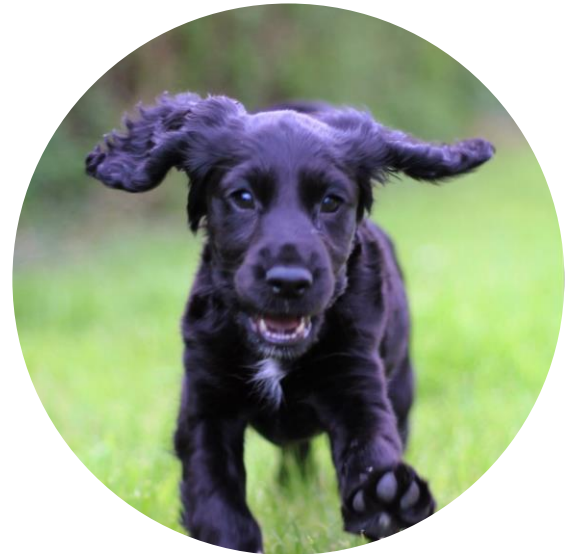
|                     |   |
|---------------------|---|
| <b>PREPARING</b>    | <b>What's the problem?</b>              |
|                     | <b>How does it fit in?</b>              |
|                     | <b>What's already known?</b>            |
|                     | <b>How will you tackle it?</b>          |
|                     | <b>How will you know what happened?</b> |
|                     | <b>What's the plan?</b>                 |
| <b>INTERVENING</b>  | <b>What's the situation now?</b>        |
|                     | <b>Implement the idea.</b>              |
|                     | <b>What happened?</b>                   |
| <b>SENSE-MAKING</b> | <b>What have you learned?</b>           |
|                     | <b>How will you share?</b>              |

“solving real-life problems with  
colleagues in the workplace”

Duncombe & Armour, 2004



**How might this look for  
learners as leaders?**



## 1.2 LEADERSHIP OF LEARNING

*“Our learners are developing the necessary resilience and confidence to enable them to **make decisions about their own learning and to lead others’ learning.**”*

## 2.3 LEARNING, TEACHING AND ASSESSMENT

*“Learners **exercise choice**, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. **They understand the purpose of their learning and have opportunities to lead the learning.**”*

*“Learners are fully involved in planning learning.”*

“it is possible to consider how pupils might make classroom choices on:

- what they learn;
- how they learn;
- how well they learn;
- why they learn.

And on each of these dimensions there could be more or less significant choices made.”

Watkins, 2005



**Free Book!**

**Classrooms as Learning Communities: What's in it for schools?**

**<http://chriswatkins.net/download/112/>**





*Planning Our Learning: a guide to including us*

**ChildreninScotland**  
every child - every childhood

<https://www.youtube.com/watch?v=L0zIGHU7oNs>



**What is this  
planet?**

**What's  
special  
about it?**

**Why is it in  
our hands?**



By contributing to experiments and investigations, I can develop my understanding of models of matter and can apply this to changes of state and the energy involved as they occur in nature.

I have developed my knowledge of the Periodic Table by considering the properties and uses of a variety of elements relative to their positions.

I can differentiate between pure substances and mixtures in common use and can select appropriate physical methods for separating mixtures into their components

I have taken part in practical investigations into solubility using different solvents and can apply what I have learned to solve everyday practical problems.

What sort of state is water in liquid form?

What changes in state occur when water is heated?

What does water do when it is heated?

How is water made up of chemicals?

What happens when a bit of water is heated?

What are the types of gases?

What happens when oxygen is heated?

What does the table mean?

What are elements made of?

What are the most common chemical elements?

What is the difference between oxygen and hydrogen?

What is the difference between oxygen and hydrogen?

What is the difference between oxygen and hydrogen?

What does water do when it is heated?

Is sugar made up of glucose?

How do things melt?

How do things dissolve?

What does water do when it is heated?

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What does water do when it is heated?

②

③

④

①

Supercalafrajalisticxpialiatoms!

By Jaime, Brodie, Alix & Mia!

What does water do when it is heated?



| <b>What</b>            | <b>How</b>           |
|------------------------|----------------------|
| <b>Behaving</b>        | <b>Delivering</b>    |
| <b>Enjoying</b>        |                      |
| <b>Being Motivated</b> |                      |
| <b>Thinking</b>        | <b>Modifying</b>     |
| <b>Seeing Purpose</b>  |                      |
| <b>Owning Learning</b> |                      |
|                        | <b>Collaborating</b> |

Continuum of Learner Engagement (What) and how teachers can achieve these levels of engagement (How).  
Adapted from Harris (2011).











**How do we unleash teachers as leaders of classroom practice?**

**How do we unleash learners as leaders of their own learning?**







scelframework.com



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# Teacher Leadership Programme

|               |  |
|---------------|--|
| 1. Exploring  | What do we mean by 'teacher leadership'?           |
| 2. Reflecting | What am I currently doing and why?                 |
| 3. Enquiring  | What is an enquiring approach?                     |
|               | How could I develop my practice through enquiring? |
|               | Enquiring  |
| 4. Reflecting | What learning has occurred and how do I know?      |
|               | How have I developed professionally?               |
| 5. Sharing    | How will I share and what next?                    |
|               | Sharing the Learning                               |

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