



# **EFFECTIVE INSTRUCTIONAL LEADERSHIP**

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# OBJECTIVES

- Increase awareness of effective instructional leadership practices
- Examine the correlation between instructional leadership and school improvement
- Discuss defining characteristics of instructional leadership

# CASE STUDY

- SEE HAND OUT

# QUALITY EDUCATIONAL LEADERSHIP

- 'Quality Educational Leadership refers to the knowledge, skills and characteristics that a leader of an educational institution must possess to be an effective leader.'

[NCEL- Portfolio 2014]

- Instructional leadership is a critical component of educational leadership

# INSTRUCTIONAL LEADERSHIP

- An effective instructional leader focuses on instruction, builds a community of learners, leverages time, supports on-going professional development for all staff members, redirects resources to support a multi faceted school plan and creates a climate of integrity, inquiry and continuous improvement. (Brewer,2001 ).

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graph TD; A([Are 'Change Agents' who turn mistakes into learning opportunities]) --- B([INSTRUCTIONAL LEADERS]); B --> C([Focus on teaching and learning, with emphasis on the enhancement of learning outcomes]); B --> D([Support day to day instructional activities]); B --> E([Utilize instructional research to inform practice]);
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Focus on teaching and learning, with emphasis on the enhancement of learning outcomes

Are 'Change Agents' who turn mistakes into learning opportunities

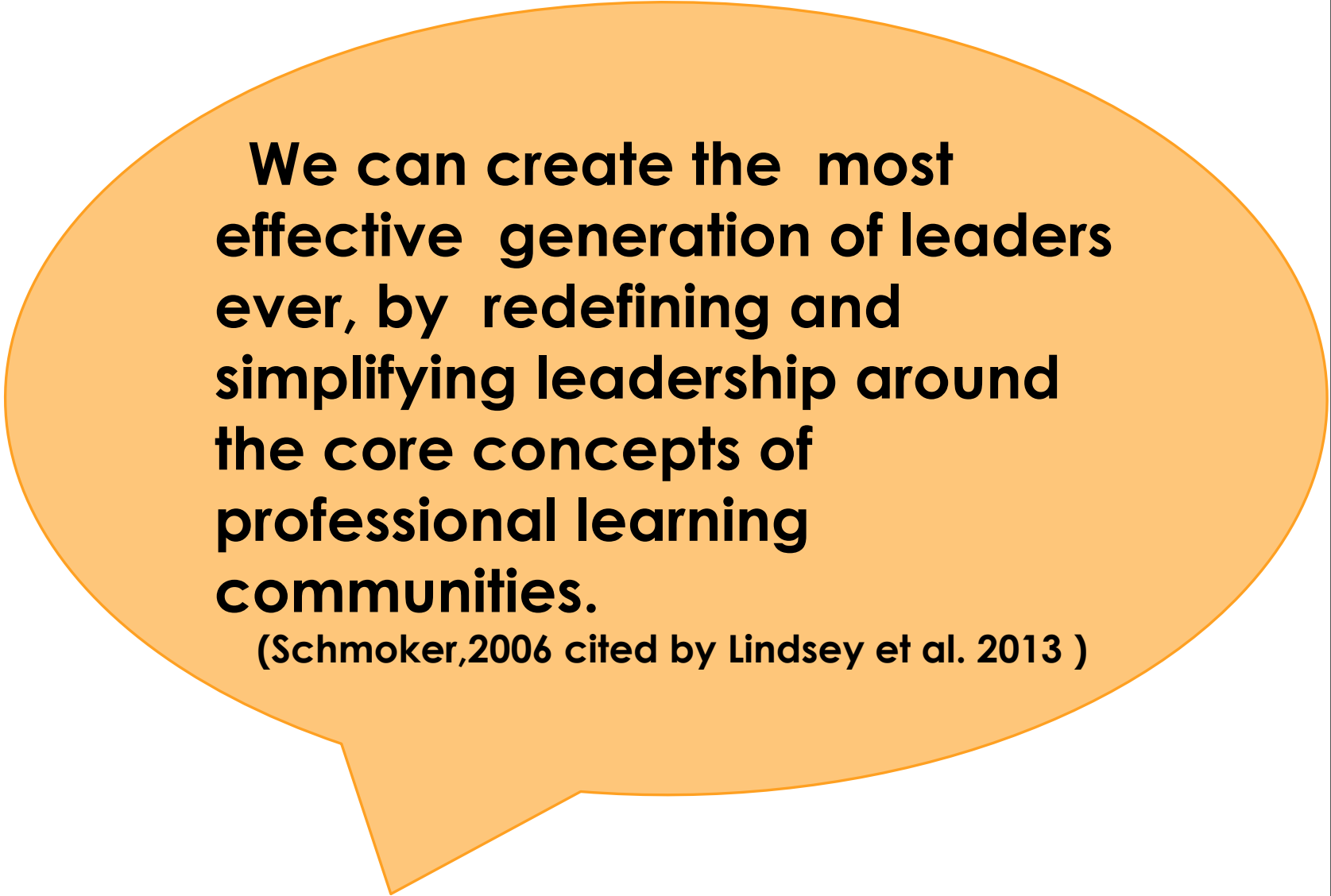
INSTRUCTIONAL LEADERS

Support day to day instructional activities

Utilize instructional research to inform practice

# DEFINING CHARACTERISTICS OF INSTRUCTIONAL LEADERSHIP

- Facilitate collaborative efforts through professional learning communities
- Effective human resource management
- Reflective practice through observation and timely feedback
- Model desired leadership behaviours



**We can create the most effective generation of leaders ever, by redefining and simplifying leadership around the core concepts of professional learning communities.**

**(Schmoker, 2006 cited by Lindsey et al. 2013 )**



# PROFESSIONAL LEARNING COMMUNITY

“understand that the purpose of schools is student learning and that student learning is most significantly influenced by quality teaching.”

(Lindsey et al 2009)

- “recognize and acknowledge that quality teaching is enhanced and expanded by continuous professional learning...which is most productive in PLC environments

- Living a common vision
- Learning and collaborating with others
- Using disaggregated achievement data
- Focusing on student learning
- Creating instructional leadership teams

## **TENETS OF LEARNING COMMUNITIES**

# HUMAN RESOURCE MANAGEMENT

- Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his constituents.

(Grogan 2013)

- Effective educational leaders are transformational leaders who form relationships of mutual stimulation and elevation that converts constituents into leaders.

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"I haven't read your proposal yet, but I already have some great ideas on how to improve it!"

# TRANSFORMATIONAL INSTRUCTIONAL LEADERS

- Attend to the needs of and provide personal attention to individual staff members (individual consideration)
- Help staff members think of old problems in new ways (intellectual stimulation)
- Communicate high expectations for teachers and students alike (inspirational motivation)
- Provide a model for the behaviour of teachers (idealized influence)

# OBSERVATION AND REFLECTIVE PRACTICE

- One of the most important aspect of your job as instructional leader is to provide useful, just-in-time feedback to the teacher and support the teacher's further professional learning guided by a clear picture of the teacher 's strengths and weaknesses and grounded in a deep understanding of quality instruction.

(Fink & Markholt, 2011)

- Identify and discuss key elements of instruction with specificity and offer alternatives to teaching decisions or suggest ways to improve the lesson with specificity.

(Fink & Markholt,  
2011)

## **EXPERT OBSERVERS**

- Withhold judgement until they can describe in evidentiary terms what they notice along with important questions that will guide further leadership actions

(Fink & Markholt, 2011)

- Tend to be more metacognitive in their formulation of next steps or specific leadership actions

(Fink & Markholt, 2011)



# REFLECTIVE PRACTICE

- Public practice and critical feedback are essential components and catalysts for the development of expertise
- Reflective analysis of instructional practices allows for development of strategic options to address issues or for stimulating needed change.

# INSTRUCTIONAL LEADERSHIP AND SCHOOL IMPROVEMENT

ACTION RESEARCH

POSITIVE SCHOOL  
CLIMATE

PROFESSIONALISM  
AND WORK ETHICS

ACKNOWLEDGE  
SUCCESS

TIME  
MANAGEMENT

- In the 21<sup>st</sup> century leaders must be facilitators serving as both team leader and change agent.
- They must create or strengthen systems that will survive them
- Leadership is collaborative and governance is focused on issues that affect student learning.

## INSTRUCTIONAL LEADERS

PROVIDING FUTURE –FOCUSED LEADERSHIP

# ACTIVITY



Classroom Clips - 10th Grade Science - Steve Comell (Part 1).mp4

# REFERENCES

- Grogan, M. (Ed.).(2013). *The Jossey-Bass reader on educational leadership*(3<sup>rd</sup> ed.).San Francisco, CA: John Wiley& Sons, Inc.
- Lindsay,D., Jungwrith, L., & Lindsay, R. (2013). *Culturally proficient learning communities: Confronting inequities through collaborative curiosity.* ( Laureate Education, Inc., custom ed.). Thousand Oaks, CA: Corwin.
- Marx, G. (2006). *Future-focused leadership: Preparing schools, students and communities for tomorrow's realities.* Alexandria, VA: Association for Supervision &Curriculum Development.



Popeye's Lessons in Leadership.mp4

<https://www.youtube.com/watch?v=Oubh57URFaE>

Thank you!!!!