

Zahraníční vzdělávací mobility pedagogů SGO

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What is the difference between leadership and management?

Leadership is about directing new events, often linked to change and improvement, about making decisions, playing the role of the king (Steve Jobs).

Management is the process of maintaining and overseeing procedures, keeping the things going (Theresa May).

Leaders have to be seen to do the hard stuff, it gives credibility. Trust, compassion, stability, hope – that is what staff look for in a leader, both professionally and personally. Often, staff do not want to raise certain issues with the Head, so having a ‘go-to-person’ lower down the chain may help.

Educational Management

Is managing about making sure employees understand their responsibilities?

Each institution should have a Policy handbook, a set of procedures clearly explaining what to do in certain conditions, under certain circumstances.

Is respect earned?

No, it is not. Respect is automatically gained, given by the hierarchy. It is trust, which is earned.

Is it our fault if students do not learn?

We should show the way, not to force the students to follow it. In case of any issue, listen as much possible, write down the complaints, speak as little as possible, and then investigate. The complainers are not angry at you, they are angry at your position. The role of the manager may be welcome to tell you that it is not your fault to have such an awful person in your class.

Will inspections ultimately result in a better school? Should everyone stress about an inspection?

Sure, they will. At least you can think about the ways to improve your approach. ‘Have you thought about this? – No. – Well, you should, because it works at other schools.’ If you, as a manager, are stressed about an inspection, make sure your team are not. If you can protect your team, do it. Do not frighten them, make them calm down. Atmosphere tension is never positive.

Should teachers take responsibility for their own development or should schools provide and pay for it?

Directorship has to decide what is good for teachers and it has to be based on regular observations, as teachers are generally unwilling in developing in areas they should be indeed. Peer teaching is a good way to improve at low cost.

Communication, Organisation and Culture

Company Culture

Handy’s business models

- 1) Power like a monarchy
 - + fast in making decisions, fast in making effective changes
 - liable to make incorrect decisions, bad communication, it is necessary to submit, to conform
- 2) Role – like a pyramid
 - + stable, risk averse; everybody has its role, which prevents conflicts, people get better reward because of their settled roles; it is a good way if you want to maintain the current condition
 - slow decision making; difficult and limiting when we want to make a change; you need to have a handbook, a guide with definitions of individual roles
- 3) Task / Team
 - + for schools with good reputation

- the schools are predictable, boring

4) Person based

- + significant and well-known people can get more clients

- dangerous because of the exclusivity, if a person leaves, he or she can take the clients away

Communication

Internal: regular meetings, pigeon holes, emails, boards with specific information, management information systems such as *moodle*

External: parent portal, newsletters, parents groups, links with community

Monitoring and tracking student performance: within a subject, between subjects, within a school

Politicians say ‘campaign in poetry, rule in prose’, so when you talk, do the same.

When addressing large groups, speak in interesting situations and similes when you want the message to be processed more deeply and therefore better remembered. Relate things to the body or use simple words, if in doubt, this can be related to easily. Tone is more important than words used – tone is also very hard to fake sincerely.

However, when you are speaking to experts, reverse this. Experts are more interested in the detail and it means more to them.

In the classroom, you end up doing a hybrid – metaphors with explanations – in other words both left and right sides of brain. As far as having a conversation goes – you would need to tailor to the situation. However, if you are unsure, make people interact with your words to find the message.

Be an enthusiastic supporter of people – rather than an ambivalent supporter of material. Aim to avoid just being ambivalent and uninvolved with a topic. Rather than “This is not bad.” say something like, “I totally love your work”.

Relate things to the clear value add for the person. Instead of saying “Here is your work back.” use for example a phrase like this: “You have written a really good story, you’ve won the prize you have been wanting for quite a while now – well done”.

People tend to respond well to questions (less well to direct commands), so use “Don’t you think it would be easier to specialise in particular topics, then recycle the material between two classes?” rather than “Do less work by specialising in topics”.

Phrase everything as a benefit or a compliment. Not “this is your failure”, but e.g. “we want you to become confident on this homework topic – so we are giving you the chance to redo the work with extra support to a higher standard”.

If a student asks, “What do I need to do to improve?”, and there is a large gap, say something along the following lines: “In order to access an A grade for this assignment, the following would need to happen. An evaluation based structure, key evidence of detailed knowledge (facts), a relevant argument and good use of argument markers.”.

If students behaved badly, say what happened, making the experience clear, without necessarily stating a judgment directly. Aim to position yourself optimally where you can. Focus on the unwanted behaviour, not the person. The behaviour is the issue, not the person. Say something like “Well, he seemed a bit confused about where to go. He said we needed to take the underground, even though you said nothing about it. The he said he needed two cakes, even though you said just one. Did I misunderstand your original suggestion?”.

Aim to say ‘no’ rarely; rather than saying ‘no’ which tends to make people defensive, a better way towards getting the outcome you want, could be for example like this: instead of “No, we can’t do Monday – what else can we do?” say “Monday is certainly an option, but is there another day we could do instead which makes things easier on the rest?”.

Criticism is much like praise in reverse. Direct criticism tends to make people defensive. Implied criticism (passive-aggressive) is more effective and less controversial. For example, supposing someone is sarcastic and you prefer that they take a different tone – you might link the sarcasm to something unpleasant or undesirable, and perhaps phrased as a question, e.g. “Don’t you think sarcasm is rather old fashioned?” instead of “Stop your sarcasm!”.

Education and family background

What are the three main functions of education?

- 1) to train people for jobs with relevant skills
- 2) to create secondary socialisation with the development of core values
- 3) to sift people into appropriate roles for their interests and capabilities

Middle class **attitudes** to education are more positive and working class attitudes are more hostile towards education. Working class parenting style tends to be inconsistent and strict vs middle class consistent and high expectations. There is a connection between class of parents and class of children owing to attitudes established when young. Income amongst middle class parents tends to be used in ways that promote education more readily than in working class families. (Leon Feinstein, parenting styles and attitudes, 2008)

Bernstein (1975) identified two kinds of language:

- **restricted codes** (working class) – typically use short, non-grammatical utterances
- **elaborated codes** (middle class) – use of grammatically complex sentences. The speaker does not assume the listener shares the same experiences.

At the age of three development in children could vary by as much as one year, based on class background. A large part of this is connected with language development skills. (Longitudinal studies, 2007)

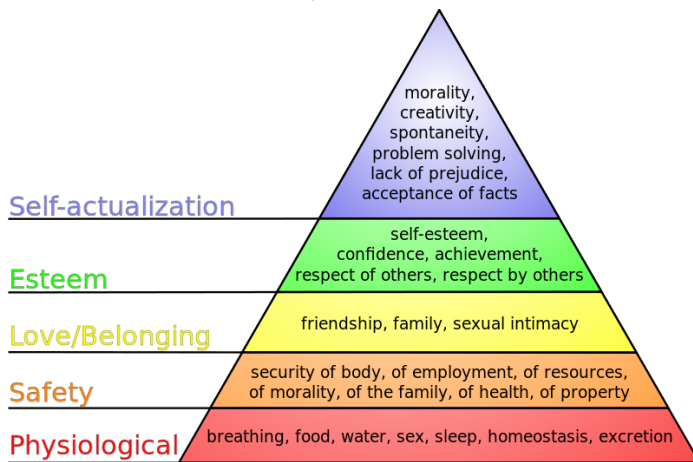
John Bowlby – Evolutionary Theory of Attachment

Attachment means emotional bond between a child and a caregiver. This means that the child learns that there is a safe place to go for reassurance. The caregiver response should be **sensitive** (I observe, I notice), **responsive** (I give what is needed), **emotionally warm**, and **timely** (immediate, not late). He believes that skills for relationship development are formed by early childhood experience – overall feeling of relationship at childhood acts as a template. The continuity hypothesis sees a link between relationships due to secure attachment and later life behaviour. In this model, the way a child behaves in later life is shown by their experiences in early childhood. Attachment strengths and weaknesses will continue forever, unless altered by some external presence – “The child is the father of the man”.

Most people agree that Bowlby is generally correct, however, many psychologists disagree about the specific details. Belsky and Rovine (1987) assessed children of 1 – 3 days old. They found a link between child temperament and later attachment. Anxious children were less likely to be securely attached. Grossman and Grossmann (1991) see an important role for multiple attachments, such as fathers, who are important in negotiation skills.



Maslow's hierarchy



school can provide a feedback to the record kept on their progress in their objectives

school can effect, here the role is the most obvious schools play role here – forming friendship etc.

Workplace stressors

Workplace stressors are aspects of the workplace environment that elicit a stress response therefore which we experience as stressful.

1) Workload

How much work and the type of work a person does. Too much and too little can lead to stress.

2) Lack of control

In many organisations, other people determine workload and work patterns. → Directorship should give notice so the employees can manage deadlines; directorship should give more control.

3) Home-work interface

Balancing the demands of home and work can be stressful.

4) Physical environment

Noise and heat make work more difficult and more energy has to be expended to overcome them.

Cortisol is produced when people get stressed; at small amount, it is needed to make us work, at high amount it damages. The more stressed we

get, the less control over our work we have, and consequently it can lead to higher number of illnesses.

Vision and moto

A **moto** can provide a hint at a mission statement and the core values. It is often the case of a school that has a way of doing with things with a particular focus. It should express values, important things, the aims etc.

A **vision** are values in the reality of a school, what we want to prepare our students for before they leave the institution. When setting up a vision, focus on your target students. Where are they now, where do you want them to be? What do you need to do to prepare them for life? Once you know what you need to do to, prepare them for work in the area you currently specialise in, focus on doing that well. Focus on pastoral support – many of the schools with the best progress focus first making the less successful students better prepared and more supported. This often involves helping their home life.

Aims are the measurable ways you anticipate measuring and implementing your vision. Most of schools want to be good at everything and they are not the best in anything. It is necessary to choose and excel.