

Leadership for Teachers

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Turner Bohlen, CEO, Beagle Learning, turner@beaglelearning.com

Lindy Elkins-Tanton, Director, School of Earth and Space Exploration at Arizona State University, ltelkins@asu.edu

Goals:

- Provide a structure for teachers to identify what their goals are as teachers.
- Provide a structure for teachers to think innovatively about how to achieve those goals.
- Have teachers develop or expand their personal values alongside understanding the values of the educational system they are in
- Produce a plan and vision for trying new teaching techniques in the classroom (different for each teacher probably)

Teachers should come out of our class with a new or renewed understanding that, as a teacher, they can be an effective and valuable leader for their community. This workshop should help them think actively about what that means and what they can do day-to-day to enact that leadership.

Part I: What are my values of leadership?

1. **Talk about our goals** for the workshop. Explain that we're going to draw the process we go through together as a question-and-answer path showing how each question we ask and the discussion we have contributed to our overall understanding.

Please ask yourself this question, and write the answer in your notebook: What do I hope to get out of this workshop?

2. **What is leadership?** To be a manager you need to help other people do their jobs. To be a leader, you don't need followers – you need a vision for yourself! Begin by thinking who we might want to model our own leadership after. There are leaders whose style is to point to themselves, and leaders whose style it is to point to others. There are leaders who mainly speak to inspire, and leaders who mainly listen. There are leaders within and behind each community, and leaders who reach out beyond their homes.

All teachers are leaders; all teachers have the chance every day to change lives and change communities. What kinds of leaders do we aspire to be? Discuss how decisions we make should be made in alignment with our values, and lead up toward our goals.

Who are leaders we respect and why do we respect them?

- i. ask people to call out leaders they respect and then say a few words about why
- ii. look over list and discuss how those things we admire can be values

3. **From Leadership to Values:**

- a. What are our own values of leadership?
 - i. ask each person to write down their own highest values
 - ii. ask people to share if they are willing, and we share our own, and write on the board

- iii. *Each person should write down their personal top values in their notebook. This is Part 1 of each teacher's take-home plan.*

Part II: What outcomes do I want for my students?

4. Backwards design of educational goals. Group exercise

- a. **What outcomes do we want for our students, when they finish high school?**
 - i. Break teachers into groups of 3 – 5. Ask one person to be the scribe and prepare to report out to the group. Ask teachers to come up with outcomes they want for their students – these can be knowledge, or attitudes, or behaviors, or processes...
 - ii. *Each person should write down the top three outcomes you want to work towards. This is Part 2 of each teacher's take-home plan.*
- b. **How do we like to learn?** Break the class into small groups. Ask each group to assign a scribe to record and report out, and ask each scribe to raise their hand. Imagine we each have something we want to learn about. Assign some groups to make a list of ways they like to learn, and the other groups to make a list of ways their students like to learn. Ask each group to prepare their #1 top way to learn, and their second choice, for the group they are considering (themselves or their students).

Ask for two volunteers. Ask them to be process observers: they will circulate through the room, listening and watching the groups, and prepare to report back to the group at the end one thing they saw that worked well, and one thing that could be improved. Introduce the idea of continuous improvement.

- i. Report back: Make a table of ways to learn as the groups call them out, and mark the top choices and second choices for each group in color.
- ii. Discuss gaps between these two ways of learning...are they different between the groups? (They have been different each time we have tried this. Are we making assumptions about students liking to learn in different ways, or are students driven to learn for the test in different ways?)
- iii. Ask for reports from the process observers.

Part III: What new exploration teaching methods will I try?

5. Introduction to kinds of active learning

- a. Talk about three or four of the active learning techniques we have already used in this workshop – we chose:
 - i. Process observer
 - ii. Starting lecture with a question, to get the student involved and invested
 - iii. Graphical representation of the class, to aid memory and connections with other information
- b. Reference the list of active/exploration learning techniques. We think we used around 11 of them, including the three discussed above.
- c. *Each person should write down at least 1 technique they will try in their classroom. This is Part 3 of the teacher's take-home plan.*

Now each teacher should have a three-step plan for making a change in their classroom:

- i. Values they hold most highly
- ii. Outcomes they most desire
- iii. At least one teaching technique they will try

6. **How can we make this successful?**

- a. Ask group: How have you or would you introduce new techniques in easy steps?
- b. Ask group: Who can be your partners as you try this out? People from your own school? Brainstorming friends?

Conclusion

1. Quick summary of the process we've come through, referring to the discussion map on the board.
2. Invitation to stay connected via software, and we will email all who wish it when software is up.
3. Reflect on your own strategies, and please stay in touch about how they are working.
4. Suggest the teachers stay in touch with each other about progress.

