Leadership and Management 1 (LMM1)

(approx. 6½ hours or 2 days)

Resource 1: Trainer’s overview

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 1 | To start considering qualities of leadership | Use the matching cards to achieve random pairing for paired work, **LMM1 Resource 3**. Participants are given cards on arrival (or find them stuck under chairs) and find the matching card in a starter ice-breaker. | 5 mins | **[LMM1](LMM1%20Res%203%20Leader%20quotns%20FE.docx)**  **[Resource 3](LMM1%20Res%203%20Leader%20quotns%20FE.docx)** | This needs trainers to know exact numbers attending. The cards allow for up to 20 people but it may be a frustrating start for participants if there isn’t a match!  Brief discussion may follow of the differing leadership styles. |
| 2 | To clarify what leadership and management are – differences and overlaps | 2.1 AfL: Establish participants’ understanding of the differences between leadership and management by simply asking them to come up with definitions in 60 seconds. If they are fairly accurate, start with activity 2.2.  2.2 Card sort **LMM1 Resource 4** and **LMM1 Resource 5**. Participants place the various daily jobs in the appropriate part of the Venn diagram in twos or threes. Discuss differences and overlaps.  2.3 Follow this up by using **Resource 4** and place cards in the appropriate quadrant on the matrix in **Resource 6**. Again, discuss findings and why participants placed them where they did. The idea of priorities may come in here: which actions have the most impact?  2.4 By now, teachers with a reasonable idea about leadership and management already should have progressed and refined their thinking. Summarise using **Resource 2**, clarifying differences and showing some theories of leadership and management. | 1 hour | [**LMM1 Resource 2**](LMM1%20Res%202%20Ppt%20FE%20J.ppt) **(PowerPoint Slides 2–6)**  **LMM1 Resource 4**  [**LMM1 Resource 5**](LMM1%20Res%205%20Venn%20Diagram%20FE.doc)  **(printed on A3)**  [**LMM1 Resource 6**](LMM1%20Res%206%20L%20or%20M%20Matrix%20FE.doc)  **(printed on A3)** | If colleagues in this session seem not to have encountered the differences between leadership and management, explore the background / theory first, by using **Resource 2, Slides 2–6**.  Once colleagues have internalised these differences, they should be able to apply their new understanding to the card sort, using the Venn diagram (2.2 opposite) and then the matrix (2.3 opposite).  The AfL technique of finding out first where teachers are starting from will help to prevent frustration about having to plunge in at too hard a level to start the course off. |
| 3 | What is the role of a head of languages and what qualities are needed? | 3.1 Remind (if it’s needed!) of the image of middle leaders juggling lots of different roles and responsibilities, like spinning plates. Ask them to discuss in threes what they feel are the most important roles and responsibilities for a head of languages, looking at **Slide 7**. They may wish to generate a similar spider diagram. Invite discussion, then maybe compare **Slide 8**, with their thoughts. Groups may well arrive at **Slide 9** for themselves. It all comes down to promoting effective teaching and learning.  3.2 Share **Slide 10**, showing the seven qualities of leadership. Ask teachers to rank the top three and bottom one for importance, simply to explore the ideas. (There are no correct answers!)  3.3 Ask teachers to reflect personally for a quiet moment on their greatest strength from the list and the one quality which they could most improve.  3.4 Divide out the seven qualities from **Slide 10** to the pairs and ask them to produce a real or imagined scenario which illustrates this quality.  Summarise this section with **Slide 11**. This could again be used for personal reflection on personal strengths and areas for development. | 1½ hours | [**LMM1 Resource 2**](LMM1%20Res%202%20Ppt%20FE%20J.ppt) **Slides 7–9**  [**LMM1 Resource 2**](file:///C:\Users\Helen\Dropbox\Pedagogy\2%20Leadership%20and%20Management%20module%201\LMM1%20Res%202%20Ppt%20FE%20J.ppt) **Slide 10**  [**LMM1 Resource 2**](file:///C:\Users\Helen\Dropbox\Pedagogy\2%20Leadership%20and%20Management%20module%201\LMM1%20Res%202%20Ppt%20FE%20J.ppt) **Slide 11** | Worth having spare paper and pens for teachers on courses, for jotting down ideas!  **Slide 8** is not an exhaustive, definitive list. Welcome additional contributions and discussion about the main roles and responsibilities, especially as the next activity shows that a subject leader encompasses one main function: quality of teaching and learning. **Slide 9** includes a link to the 2012 Ofsted framework for judging subjects and subject leadership and management in general, as well as specifically for modern languages.  The scenarios or examples from their work which illustrate the qualities of leadership could be useful in preparing for interview at any level. If these are desirable or essential qualities, then the interview process may well ask for a good example of e.g. toughness or enthusiasm. |
| 4 | To explore the ideas of having vision and/or mission statements and how to prioritise day-to-day work (long-term, medium-term and short-term planning). | 4.1 Show some clips from either TV programmes, interviews or feature films of famous characters from history etc. talking about their leadership. To provide a purpose to the viewing, ask teachers before watching to pick out one key phrase which best summarises each ‘leader’ and her/his vision.  Brief discussion of different leadership styles.  4.2 Explore the idea of visions and missions, using **Resource 7** from the world of industry, to illustrate visions.  4.3 Using **Slides 13–14**, discuss the differences between ‘vision’ and ‘mission’ statements.  Finally, individuals should come up with their own ideal vision for their school/college and share this with a partner (to check that it is a ‘vision’). Share a few with the rest of the group in a mini-plenary.  4.4 Ask twos, threes or fours to discuss how to arrive at a shared vision within a languages department. How do you lead from the front but ensure that all come with you?  Finally, what might work with colleagues reluctant to share your vision? How do you approach this?  Share findings. | 1½ hours | [**LMM1 Resource 2**](LMM1%20Res%202%20Ppt%20FE%20J.ppt)  **Slide 12**  [**LMM1 Resource 7**](LMM1%20Res%207%20Visions%20FE.docx)  [**LMM1 Resource 2**](LMM1%20Res%202%20Ppt%20FE%20J.ppt)  **Slides 13–14** | Whilst these may be fun clips, the caricatures are useful hooks on which to hang ideas about leadership during this module.  **Resource 7** can be printed off on separate sheets of landscape A4. These can be stuck to a wall for participants to look at or simply read out so that they can guess the identities of the firms.  You may wish to shuffle groupings up with a light activity to take people out of their chairs to work with new talk partners at this point.  (If this is run as a 2-day course, you may wish to relocate this activity to a different time as the abstract thinking involved and the question of resolving problems may not be best covered at the end of day 1!  An alternative may be to substitute section 7 or 8 below at this point.) |
| 5 | To explore   * ways of analysing performance in a department * how to lead improvement in languages | 5.1 Table discussions: What methods does a good head of languages employ to evaluate performance in the department? How do you monitor? Share some answers as a whole group, welcoming interesting/innovative approaches to self-evaluation.  5.2 Distribute **Resource 8** (monitoring evidence) and consider these sources of evidence. How many have teachers encountered? or used?  How do they find the ideas?  What other ways would they wish to use that are not shown on this list?  5.3 Give groups a longer period of time now to study a scenario from a school case study. It is worth suggesting 5 minutes of silent reading, reflecting and note-taking.  After this period, teachers should discuss in twos or threes what their analysis is of the languages department and what their short-, medium- and long-term plans would be for the departmental development plan for their case study – either **Resource 9.1 Acacia Avenue; 9.2 Middle Lane** or **9.3 Gasworks Comprehensive**.  5.4 Mini-plenary on self-evaluation | 10 minutes  10 minutes  5 minutes  25–30 minutes  10 minutes | [**LMM1 Resource 8**](LMM1%20Res%208%20Evidence%20for%20self%20review%20FE.doc)  ONE from:  [**LMM1 Resource 9.1**](LMM1%20Res%209.1%20Acacia%20Ave%20FE.doc)  [**LMM1 Resource 9.2**](LMM1%20Res%209.2%20Middle%20Lane%20FE%20Q%20gr%20sh.doc)  [**LMM1 Resource 9.3**](LMM1%20Res%209.4%20Plan%20grid%20FE.doc)  [**LMM1 Resource 9.4**](LMM1%20Res%209.4%20Plan%20grid%20FE.doc)  **(Improvement Planning Grid)** | You may wish to start this session off with a recap from the previous ones, especially if this is being run as a 2-day course and this is the start of day 2. Keep this brisk.  You may wish to consider groupings, especially if this is the start of a new day. It may be worth placing existing heads of languages together and aspiring heads of languages together before they choose their seats.  You may wish to put teachers together either with experience or without experience of the type of school in the case studies here, to aid discussion or to raise the challenge. Equally, they may wish to self-select for comfort or challenge.  Allow individual groups to ask questions of you, the presenter, and feel free to join groups whilst not pre-empting/steering the direction of the debate.  The planning grid (**Resource 9.4**) helps to focus minds on coming up with clear targets for developing the languages department. |
| 6 | To look at self-evaluation of you, the head of languages | 6.1 Herringbone activity.  Participants use an outline of a herring bone on a dry wipe whiteboard or A1 or A2 paper and the sticky notes you have provided. They should reflect on ways in which the performance of a head of languages may be measured e.g. exam results / pupil behaviour referrals etc.  They should place the ideas from their table / group / individually at the end of a bone. If it fits in with other sticky notes as a similar idea, it should be added to that cluster of notes; if not, start a new bone.  6.2 Using the herringbone and the list of qualities and skills (**Slides 10–11**), summarise possible ways of assessing your own performance as a head of languages e.g. 360-degree review, parental views of the school’s languages department, how well languages contribute to spiritual, moral, social and cultural development etc. Groups of three should try to come up with the three most effective and the two least effective ways of doing this, as well as a favourite method and a least favourite method. | 10 minutes  15 minutes | Sticky notes  A1 or A2 paper or whiteboard  [**LMM1 Resource 10**](LMM1%20Res%2010%20HoD%20evaln%20FE.doc) | The herring bone activity is a good way of enabling participants to reflect for themselves and read others’ thoughts. It is a useful way of theming responses. As course presenter, you should endeavour to label the themes of the responses. (You may wish to point this idea out as a useful training activity but also useful for e.g. post-16 essay planning.)  Remind participants to think back to section 3 on leadership and qualities of leadership, particularly integrity, confidence and humility.  Alternatively, you could use **Resource 10** and ask participants to complete the started grid either alone or with a partner in discussion.  Try to focus participants’ thinking on how to measure their performance objectively i.e. what would be the measurable success criteria?  They should be thinking of both quantitative and qualitative data in their work as leaders and this applies to their own performance too. |
| 7 | How to resolve problems | 7.1 Colleagues contribute solutions to familiar problems.  Colleagues circulate around room looking at the problems in **Resource 11** (Problem scenarios). They should add their response to each of the ten, saying how they would tackle the problem; they should remain solution-focused and try to remove or improve the situation.  Once they have all finished, colleagues should go round again, ticking their favoured solution. | 30 minutes | [**LMM1 Resource 11**](LMM1%20Res%2011%20Problem%20scenarios%20FE.doc) | Cut up the 10 scenarios. (You may want to print large copies to make them legible.) Stick them on A1 or A2 paper on the wall around the room.  You may want a brief mini-plenary reflection either on solutions proposed which are very divergent or ones which may carry risks, but colleagues will have reflected individually on these so may not need further discussion. |
| 8 | Prioritising tasks:  Do,  Dump,  Delegate,  Delay? | 8.1 This should be a fairly brisk task, looking at how to approach work in your in-tray and how to prioritise, thinking carefully about how to proceed (**Resource 12**). Hint briefly at the need sometimes to delegate but to beware of dumping and delaying too many items.  Remind them that they only have a double free period in which to respond to all these tasks.  8.2 End this section by looking at the stages you may go through in developing skills of delegation and/or experiences colleagues can share about successful delegation and its benefits for both the head of languages and other colleagues.  8.3 Coping with challenge; seeking support. | 25 minutes  15 minutes | [**LMM1 Resource 2**](file:///C:\Users\Helen\Dropbox\Pedagogy\2%20Leadership%20and%20Management%20module%201\LMM1%20Res%202%20Ppt%20FE%20J.ppt)  **Slide 15**  [**LMM1 Resource 12**](LMM1%20Res%2012%20Do,%20dump%20etc%20FE.doc)  [**LMM1 Resource 2**](LMM1%20Res%202%20Ppt%20FE%20J.ppt)  **Slides 16–17**  **Slide 17** | You may wish to pick up on a few with questions such as:   * how many did people   delegate? * pros and cons of delegation * the strongest ‘dump’ task? * how many delays? (how   many would be healthy?) * how do you approach   delegation tactfully and   persuasively?   You may finish by considering the challenges of subject leadership and discuss relative merits of sources of support – include things like healthy intake of food and drink during the day, breaks etc. |