

Macedon Ranges Network

Building Middle
Leader Capacity



Leading together: Inspire, learn, network

- Introduce yourself to the person next to you.
- What drew you to this session?



Learning intentions

- Prompt thinking about Middle Leader development.
- Reflect on using an Engage and Bypass model for joint decision making and change management.
- Promote sharing and conversation about possible solutions in your context.
- Embody the conference theme - Leading together: inspire, learn, network.



The Macedon Ranges network

1. 16 Primary Schools
2. 2 Secondary Schools
3. Our schools range from very small Primary Schools to Secondary Schools of approximately 1000 students.
4. Most of our schools have a low to medium Student Family Occupation (SFO) index.



The leadership dilemma

How do we continue to build the capacity of our network leaders through a period of staff change over?

The context:

1. New Network chair
2. Education Improvement Leader (EIL) on leave from the region
3. Relatively new Senior Education Improvement Leader (SEIL)
4. Navigating a shift in direction from Literacy to Numeracy.



Our approach



Early 2023

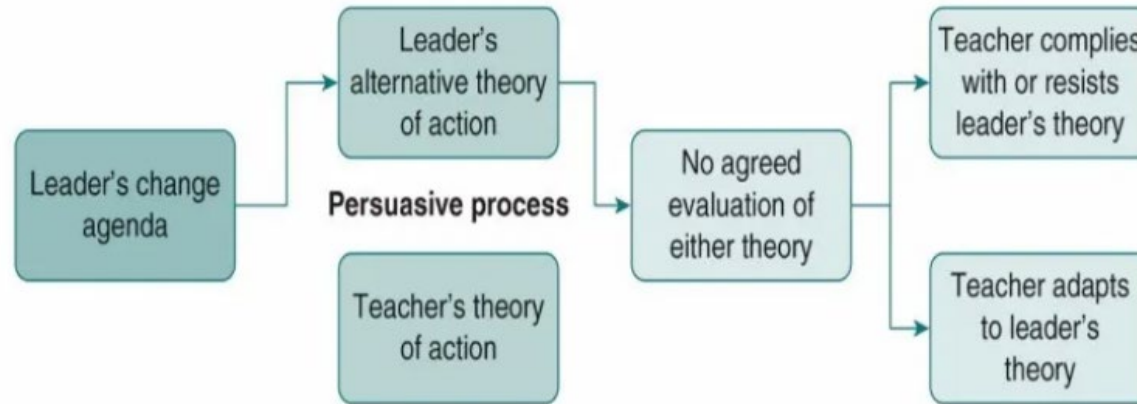
1. Reestablished imperative for change/improvement
2. Used network data
3. Engaged with our PLC Link School Leader
4. Developed a plan for enacting the change at our Network level
5. Planned and executed a network meeting to launch the new plan

The result...

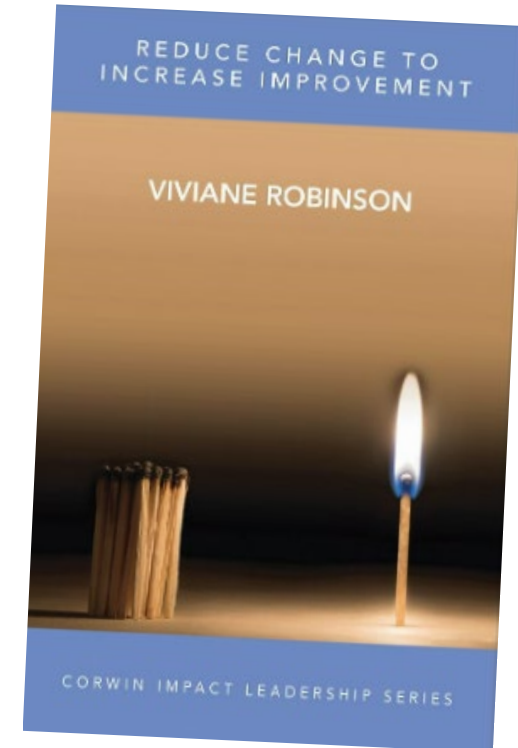
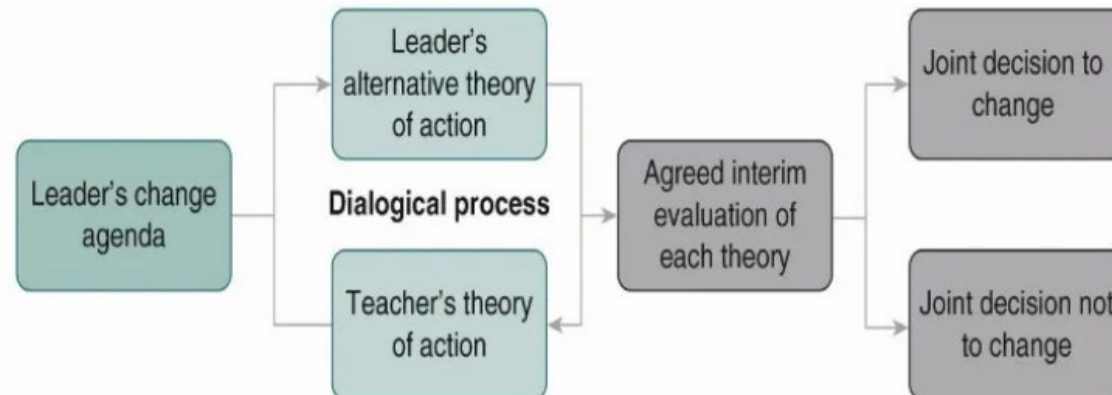


Two approaches to leading improvement

Bypassing teachers' theory of action



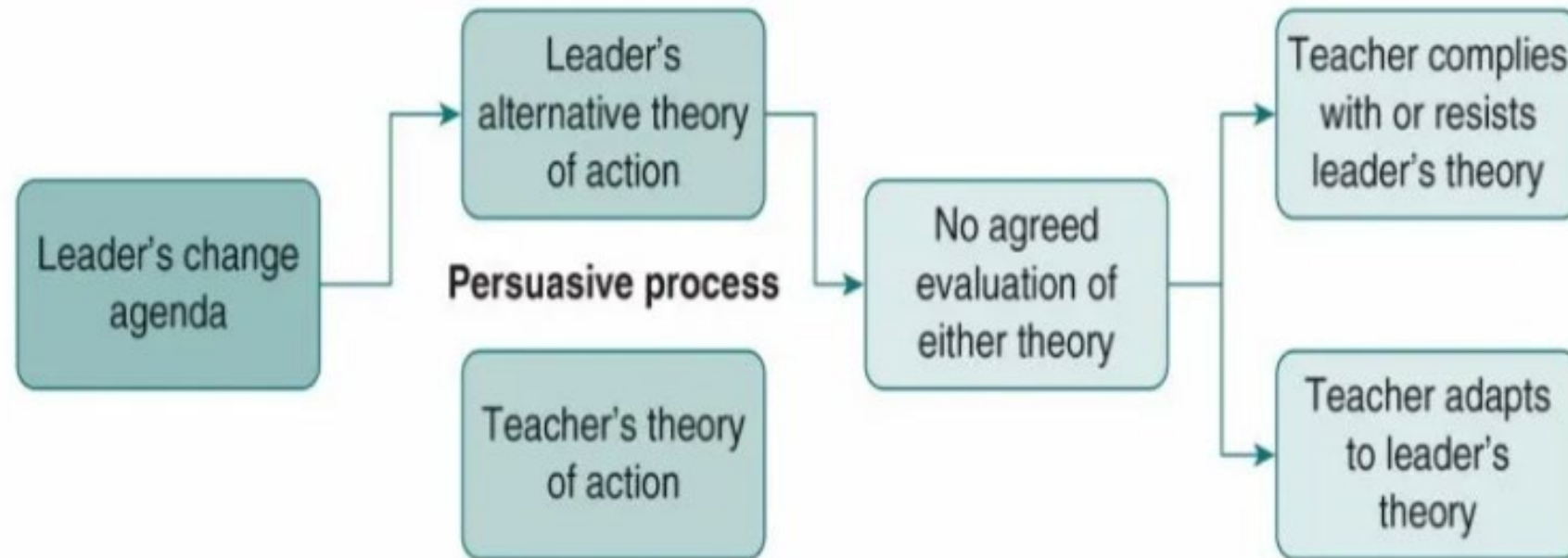
Engaging teachers' theory of action



Robison, V.M.J, Hohepa, M., & Lloyd, C (2009).

A moment of realisation

Bypassing teachers' theory of action



Robison, V.M.J, Hohepa, M., & Lloyd, C (2009).



Back to the Drawing Board



Engagement

Feedback and Reflection

Online Meetings
What resonated?
What was useful?
What missed?
What next?

https://docs.google.com/document/d/1a8wRxwvBIPFEm5CISKq04zBH_u08Fn1xmeeCGNi-g/edit

Online Network meeting - feedback - 22.3.24

| What resonated? | What was useful? | What missed? | What next? |
|-----------------|------------------|--------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

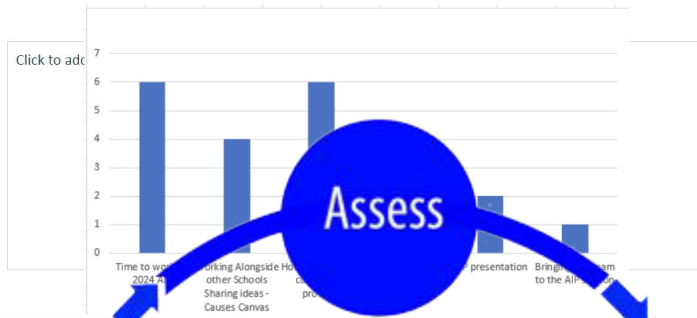


- What would you like to collaborate on?
- What would reduce workload in your school?
- What do you want to know more about?
- What resonated?
- It would be even better if...
- Positives from this meeting.
- How will you apply what you learnt today?
- Describe a feeling you experienced today.
- What are two stars and a wish from today's meeting?

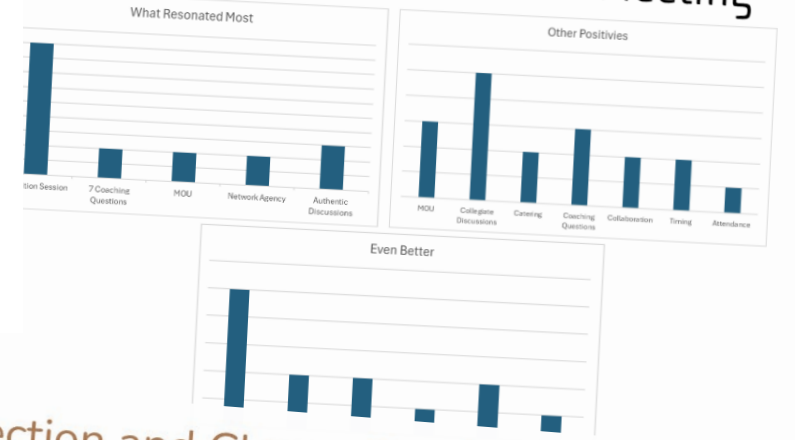
Engagement

3. Describe a good idea you heard:
- To work together to establish Maths 2.0 scope and sequence x3
 - SAL – use for pupil free days and after hours events
 - Mental health plans
 - Spreadsheet for tier 3 funding
 - Tiffany's words
 - Wellbeing ideas
 - Split one building project into two x 2
 - Look on VCAA – familiarisation – resource page for a list
4. Describe a feeling you experienced:
- Supported
 - Reflective – time to think about job – practical and social x 2
 - Relief – that surplus plan isn't that bad and that finances have been managed
 - Surprised – some of the facts around edusafe reporting
 - Rushed – conscious of time constraints for my part in the meeting

Feedback from last session - Two Stars

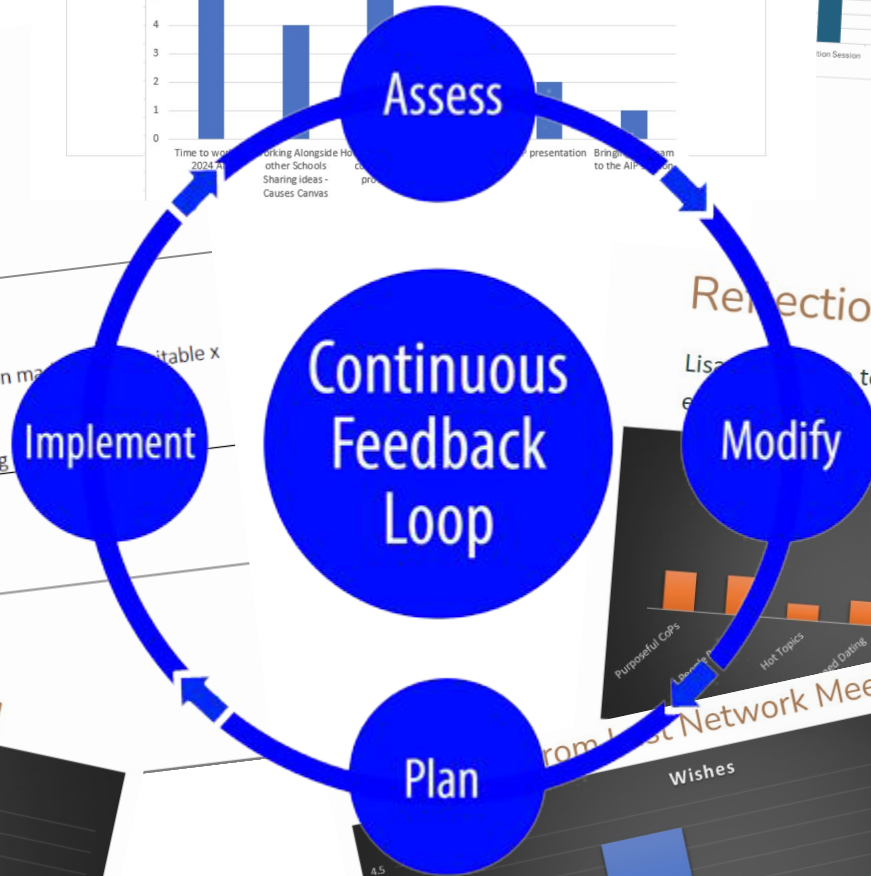


Feedback From The Previous Meeting

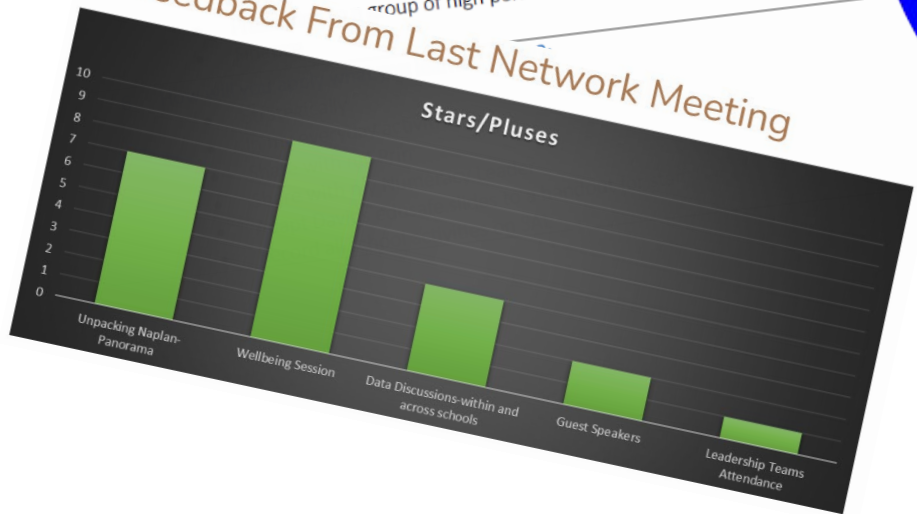


Reflection and Close - Sarah and Travis

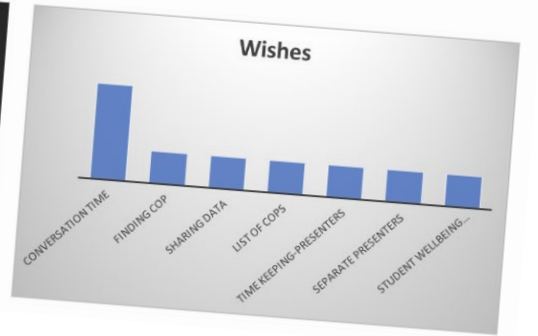
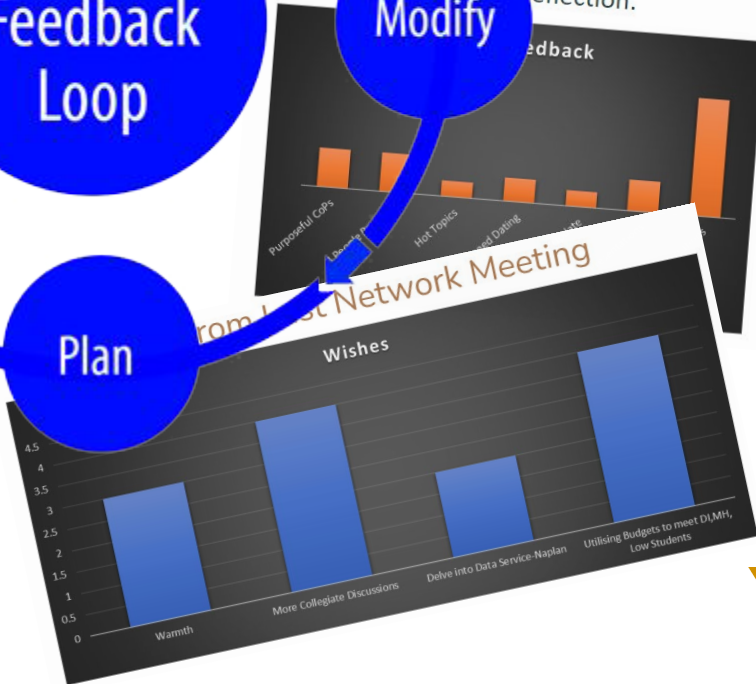
List... to continually improve our meeting process and build time into reflection.



Feedback From Last Network Meeting

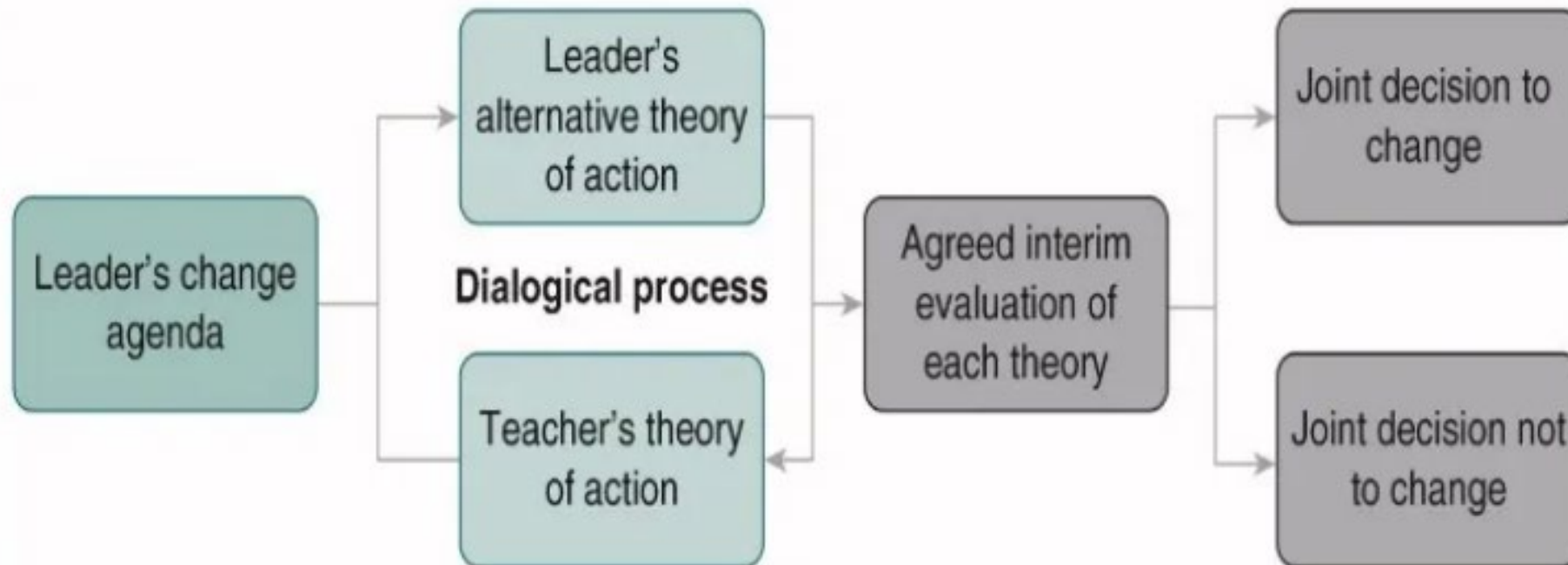


Feedback From Last Network Meeting

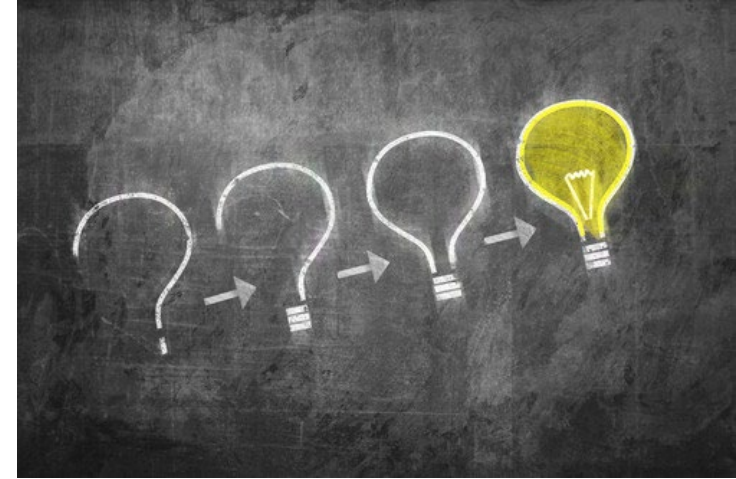


Engagement

Engaging teachers' theory of action



How could you leverage the Engage model for change?



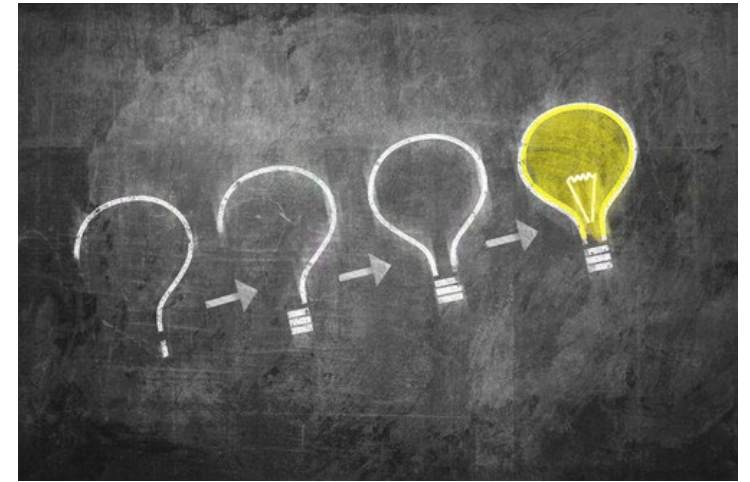
- Consider a change initiative you are leading at your school or network
- On a scale from 1-10, how would you describe where you are on a continuum of bypass vs engage in your context?



- Write down your score.
- Discuss this with a partner – What have you done to get you to that number?

Reflection

- Discuss this with a partner – How would you get to $n + 1$?
- What is the very next small step?
 - Bypass - 1



Engage - 10





Collaborative and tailored professional development to meet the needs of principals and middle leaders with a Numeracy focus.

- Strong engagement in the Middle Leaders Mathematics 2.0 professional learning with almost 100% of schools engaged
- Learning walks in schools
- Case study presentations
- Guest presenters
- Principal class and Middle Leaders working together
- Strong collegiate and system support for improvement with opportunities for networking.

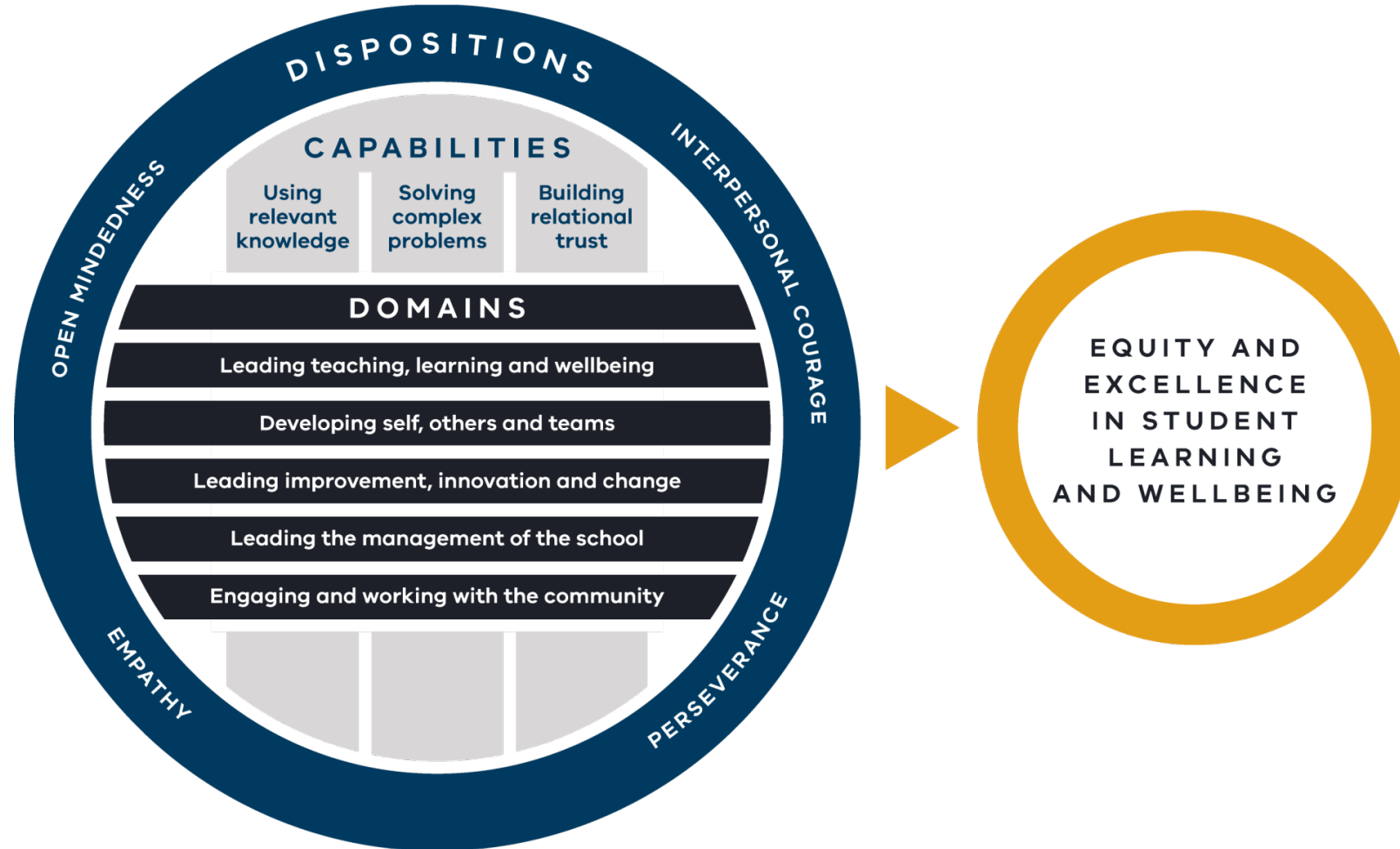
Outcomes

- Improvement in 8 of 18 measures
- System Leadership
- Accountability
- Joint Problem Solving
- Trust
- Personal Leadership
- Moral Purpose
- School Capital
- Self-improvement
- Steady in 8 of 18 measures
- Decrease in 2 of 18 measures

COP Self-Assessment Tool Result Comparison



The Leadership Challenge



The leadership challenge

If you had a magic wand that could change anything in an instant, what would you want your Middle Leaders to

- Know
- Do
- Be

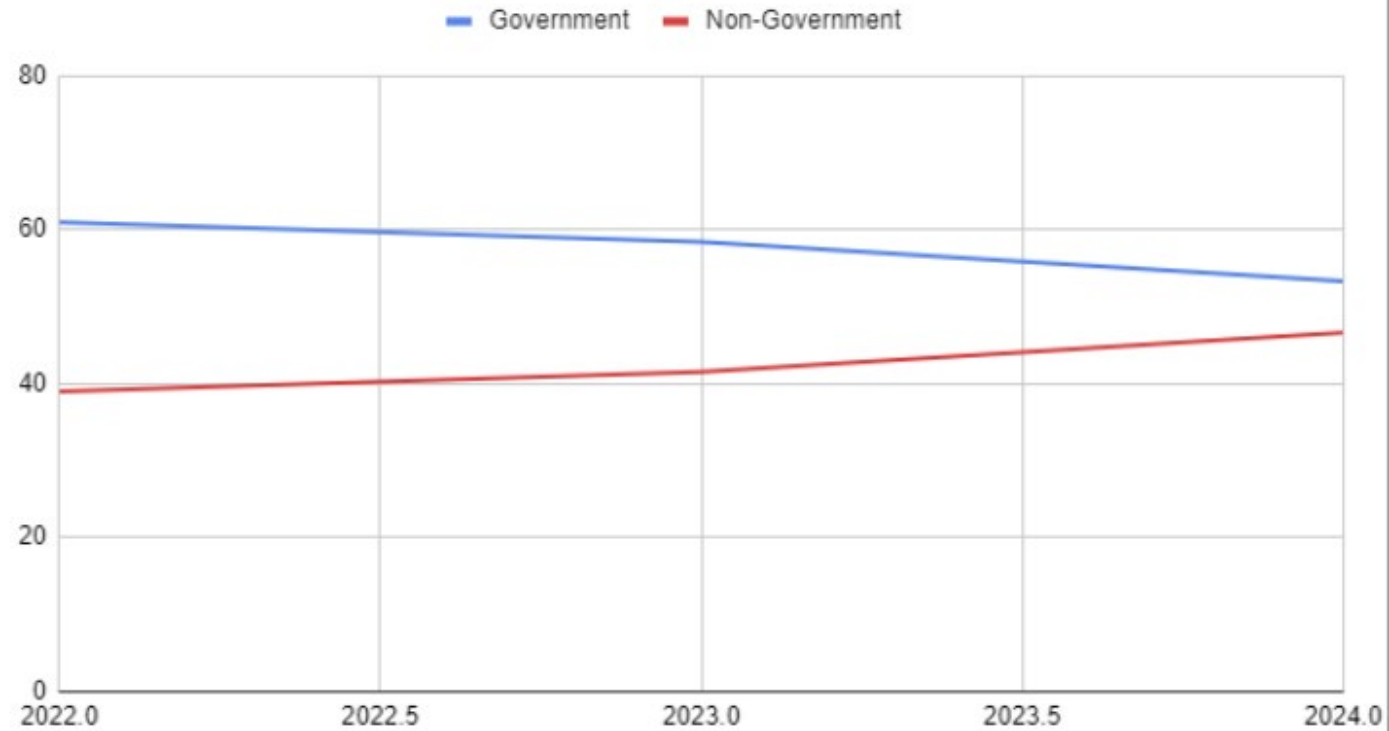
How could you use the Engage change management process to tailor learning to your Middle Leader's needs?

List 2-3 personal leadership actions you could take to turn these ideas into a reality.

Next steps

6/7 transition “wondering”

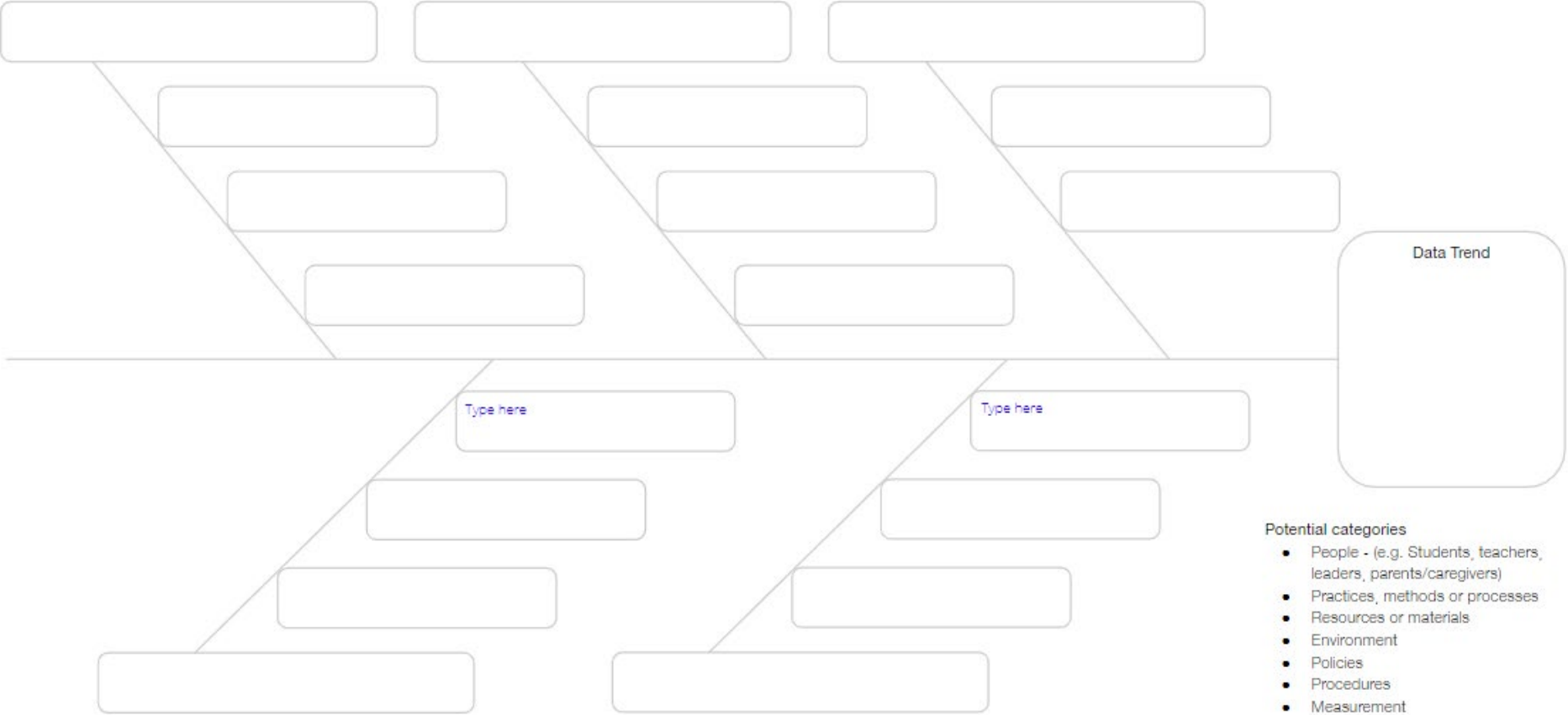
Government and Non-Government



Next steps

Causes Canvas

Identify, breakdown and display the possible underlying causes of a certain problem you would like to make progress on.



Next steps

- To what degree could coaching support us to build the capacity of our Middle Leaders and Principals?

| Meta-analysis of training components for teachers (<i>Joyce & Showers, 2002</i>) | | | |
|--|--------------------|----------------|-------------------|
| Component | Can show knowledge | Can show skill | Uses in classroom |
| Theory & discussion | 10 % | 5 % | 0 % |
| +demonstration by trainer | 30 % | 20 % | 0 % |
| +role-play with feedback | 60 % | 60 % | 5 % |
| +coaching in classroom | 95 % | 95 % | 95 % |

Re-visit our learning intentions

- What did you value most from the session?
- It would have been even better if...



Thank you

Gary Perrott - Gary.Perrott@education.vic.gov.au

Matthew Forrest - Matthew.Forrest@education.vic.gov.au