

# CONNECTING CLASSROOMS


## Leadership Brochure

Promoting excellence in school leadership



ENGLISH LANGUAGE

[www.britishcouncil.org/connectingclassrooms](http://www.britishcouncil.org/connectingclassrooms)



‘School leadership is second only to classroom teaching as an influence on pupil learning.’

Leithwood et al (2008)

## EXECUTIVE INTRODUCTION

---

The British Council's Connecting Classrooms leadership programme for head teachers and senior educators provides tailor-made training to turn effective managers into inspiring leaders.

The programme focuses on developing essential leadership skills while, uniquely, applying these skills to the context of embedding an international dimension in the curriculum and ethos of a school.

In addition, the British Council can offer consultancy services to support ministries and key agencies responsible for the formation and implementation of policy in this area.

---

## CONNECTING CLASSROOMS

**Connecting Classrooms leadership training benefits young people too. Through training, exchanges and benchmarking, the programme encourages your educators to fine-tune their professional skills and practices for the benefit of all.**

---

### FACTS AND FIGURES

---

**80 per cent of school leaders** either agreed or strongly agreed that students in their school were becoming increasingly aware of how their country is perceived by others around the world.\*

---

\*Survey from June 2013 of approximately 400 school leaders in Sub-Saharan Africa

## **OVERVIEW**

Connecting Classrooms is a global education programme for schools run by the British Council. It is designed to help young people develop the skills they need to live and work in a global economy, as well as learn about global themes and the importance of becoming a global citizen.

## **TRAINING**

In support of this, the Connecting Classrooms leadership programme supports school leaders to develop their expertise through training and international collaboration.

An opportunity for international benchmarking not only advances school leaders' professional development. It also equips them with the skills and knowledge needed to strengthen the curriculum in their own school. This ensures better outcomes for young people.

Designed and tested by specialists in school leadership and experienced facilitators, the programme is made up of 22 modules. These modules can be shaped into different, personalised training packages to suit educators' needs, and can be delivered in three alternative ways.

The design of the programme responds to market research, makes use of trusted local and sector knowledge, and recognises that local ministries, education authorities, agencies and schools are best-placed to understand their head teachers' professional needs.

British Council staff can help you to identify which modules would be most appropriate and to design a course that will empower your head teachers to make a positive and lasting difference to the teaching and learning in their schools.

We can accommodate the following delivery models:

### **1. UK-LED DELIVERY**

Let our experienced UK specialists in school leadership and facilitation deliver the training to a group of your school leaders.

### **2. DELIVERY BY TRUSTED LOCAL PARTNERS**

Maybe a 'train the trainer' model would suit your needs best, particularly if you have a wide audience to reach.

### **3. JOINT DELIVERY BY UK CONSULTANTS AND LOCAL PARTNERS**

Perhaps you would like to see UK experts team up with local professionals in this field (for example a nearby university).

---

## CONNECTING CLASSROOMS

Connecting Classrooms is committed to providing training to over 3,000 school leaders.

---

This menu of modules allows you to pick and choose the ones that suit the needs of your head teachers.

- Leading and managing and leadership styles
- Building teams
- Creating and communicating a vision
- Leading effective teaching and learning
- The power of coaching
- Developing staff (continuing professional development (CPD)) and distributed leadership
- The benefits of the international dimension
- The International Leader Analysis (ILA) in detail
- Planning, monitoring, evaluating and reviewing (PMER) and self-evaluation
- Community engagement
- Pupil voice
- Managing change
- Building a great culture
- Leadership and time management
- Leading on happiness and well-being
- Goal setting
- Understanding staff motivation
- Leading on effective behaviour management
- The International Teaching Assessment (ITA) in detail
- Student leadership
- Developing inclusive schools and classrooms
- Protecting children in your school

---

## CONNECTING CLASSROOMS

Connecting Classrooms is run by the British Council and funded in partnership with the UK government through the Department for International Development. Its leadership courses are devised, written and delivered by a team of experienced professionals.

---

### Each participant can expect:

- guidance from an experienced facilitator
- specially-commissioned leadership materials to take back to the workplace, including a personal resource manual in which head teachers can reflect on what they have learned and shared and note down any actions to take back to their schools
- rich and visual stimulus material, including PowerPoint presentations, associated handouts and videos
- plenty of opportunities to reflect on and share their experience with peers.

### NEXT STEPS

---

Contact your local British Council office today to find out how the Connecting Classrooms leadership development programme can turn your head teachers into inspirational school leaders.

Find your local British Council office at [www.britishcouncil.org/about/contact](http://www.britishcouncil.org/about/contact)







‘A good manager does things right.  
A leader does the right things.  
And to survive in the twenty-first  
century, we are going to need a new  
generation of leaders not managers.’

**Director, Institute for Educational Planning  
and Administration, Ghana**





## PRINCE EDWARD SCHOOL, ZIMBABWE

A development opportunity was granted to Agrippa G. Sora, head teacher of Prince Edward School, when he attended the School Leadership course in Zimbabwe in February 2013.

This presented the opportunity to meet other head teachers to discuss a range of topics, sharpen skills, and explore different types of leadership styles.

It helped him to develop negotiation skills and enabled him to deal with resistance positively. This proved particularly helpful in managing change and successfully motivating staff members

As a result, he says, 'My confidence as a leader was restored. I feel equipped to share my vision and get buy-in from members of staff.'





## THE MODULES IN MORE DETAIL

### 1. LEADING AND MANAGING AND LEADERSHIP STYLES

This training opportunity explores how a clear vision and direction can transform a great manager into a truly effective leader. Your head teachers will also have a chance to analyse their own leadership style and to consider how they might develop other approaches to leadership.

### 2. BUILDING TEAMS

An invaluable blend of practical advice and background theory, this module explores the value and importance of collaboration. In particular, it looks at how the Connecting Classrooms programme can be used to forge new bonds and strengthen existing partnerships within a school and beyond.

### 3. CREATING AND COMMUNICATING A VISION

Your educators are invited to define a clear direction and purpose for their school. Encouraging an optimistic and ambitious outlook the facilitator will work with school leaders to explore the value and importance of a clear value, mission and vision, particularly in the context of the Connecting Classrooms programme.

### 4. LEADING EFFECTIVE TEACHING AND LEARNING

This element of the training offers participants the chance to explore what they are trying to do for young people in their schools. In particular, your educators will be asked to think about which skills and characteristics they should prioritise. This strategic approach will also introduce participants to the core attitudes embedded in Connecting Classrooms.

### 5. THE POWER OF COACHING

This part of the training offers your school leaders an introduction to the widely respected 'GROW' method of coaching. Each participant will get a chance to practise the theories with their peers and will leave armed with the techniques they need to tackle any challenge.

### 6. DEVELOPING STAFF (CPD) AND DISTRIBUTED LEADERSHIP

Participants are encouraged to consider what professional development opportunities are available to their staff, from mentoring and peer-working to e-learning and more formal networking. Your school leaders will also consider how Connecting Classrooms can support CPD by encouraging educators to learn from other schools, teachers and cultures.

## FACTS AND FIGURES

**80 per cent of school leaders** either agreed or strongly agreed that students' academic performance is improving because of their school's involvement in Connecting Classrooms.\*

\*Survey from June 2013 of approximately 400 school leaders in Sub-Saharan Africa

## CONNECTING CLASSROOMS

**Connecting Classrooms leadership training provides a valuable resource long after the course is completed. Written by experienced educational professionals, the materials can be re-used within teams back in the workplace.**

---

## CONNECTING CLASSROOMS

**Connecting Classrooms is much broader than leadership training. Working in over 50 countries the programme is designed to help young people learn about global issues and become responsible global citizens.**

---

### 7. THE BENEFITS OF THE INTERNATIONAL DIMENSION

Designed to generate lively discussion and practical goals, this part of the training invites your leaders and teams to think about how they might encourage the international dimension in their schools and consider how they aim to inspire a generation of global citizens. Participants will be encouraged to use the training materials as a template for a personalised plan of action that will have lasting impact in their schools.

### 8. THE INTERNATIONAL LEADER ANALYSIS (ILA) IN DETAIL

The ILA is a downloadable online development tool that focuses on self-reflection. In the context of Connecting Classrooms it is designed to support school leaders who are embedding the international dimension in their schools. The ILA will equip educators in your region with a clearer idea of how to shape their school's global vision, lead on its international dimension and secure community and international partnerships.

### 9. PLANNING, MONITORING, EVALUATING AND REVIEWING (PMER) AND SELF-EVALUATION

PMER and self-evaluation play a vital part in the continuous improvement of teaching and learning in schools. When coupled with honest and constructive self-evaluation PMER can bring about a genuine and measurable rise in standards. Participants will be shown how to embed these checks and measures in the Connecting Classrooms project with a view to bringing about lasting improvement across the curriculum and throughout their schools.

### 10. COMMUNITY ENGAGEMENT

Your school leaders are invited to consider the benefits of involving the community in all they do and in particular their Connecting Classrooms projects. Whether this means parents, community leaders or minority groups, school leaders will be asked to consider the challenges and opportunities associated with this kind of valuable collaboration.

### 11. PUPIL VOICE

Inspire your school leaders to take a fresh look at pupil voice. This training will clarify what pupil voice is, why it is important and how young people's views and perspectives can enhance their own learning and support the school community as a whole. In particular, the training will encourage your educators to harness pupil voice as they embark on Connecting Classrooms.

### 12. MANAGING CHANGE

Proactive change management is an essential tool for any school leader. Implementing change in any school needs careful handling. This part of the training will equip head teachers who are embedding the international perspective across the school with the skills and theories they need to handle any barriers and resistance and so shape a vision that inspires change.

### 13. BUILDING A GREAT CULTURE

Participants are invited to consider what is meant by culture, to analyse the culture in their own schools and to explore what actions they could take to enhance it. The training will equip your school leaders with the inspiration and practical guidance they need to introduce a constructive culture through Connecting Classrooms.

#### 14. LEADERSHIP AND TIME MANAGEMENT

Using well-established tools and theories, participants are encouraged to explore ways in which they can maximise each working day, by sidelining distractions and prioritising planning, organisation and delegation. These skills will be particularly relevant to any busy school leader who has chosen to prioritise the international dimension in their school by participating in Connecting Classrooms.

#### 15. LEADING ON HAPPINESS AND WELL-BEING

The success of any school depends largely on the well-being of its young people. Participants are invited to consider all aspects of their students' lives from their safety and health to their enjoyment levels and economic well-being. This background work will provide a valuable context for schools that are preparing to embark on a Connecting Classrooms partnership.

#### 16. GOAL SETTING

Your school leaders will be trained to use a powerful five-step goal-setting process that focuses particularly on their plans for the future and helps them to turn these aspirations into reality. With opportunities to practise using this framework and to share their learning with their peers, participants will be encouraged to explore how these new-found skills can be brought to bear on the Connecting Classrooms project.

#### 17. UNDERSTANDING STAFF MOTIVATION

The most valuable asset for any leader is a motivated team. This is especially true for head teachers. This Connecting Classrooms training outlines the cycle that can lead to demotivation and considers practical ways of tackling it. Any school that aims to encourage their staff to embrace the international dimension will benefit from this motivational preparation.

#### 18. LEADING ON EFFECTIVE BEHAVIOUR MANAGEMENT

This training encourages participants to consider factors that influence positive behaviour, explores the value of professional development in behaviour management and provides a wealth of useful material to take back and use in school, from checklists and plans, to policy templates – all designed with Connecting Classrooms in mind.

#### FACTS AND FIGURES

**95 per cent of school leaders** believed their involvement in Connecting Classrooms has increased their confidence in helping their staff teach students about the concept of global citizenship.\*

\*Survey from June 2013 of approximately 400 school leaders in Sub-Saharan Africa

## 19. THE INTERNATIONAL TEACHING ANALYSIS (ITA) IN DETAIL

The ITA is a self-evaluation framework that is designed for professionals who are trying to embed the international dimension in their schools. Your head teachers will take a look at the 18 statements that make up the analysis and consider how this self-reflective tool could benefit their schools.

## 20. STUDENT LEADERSHIP

Your teams will be introduced to student leadership, an effective way to encourage young people to develop skills such as teamwork, communication and professionalism. Participants will be invited to consider how a Connecting Classrooms project could provide the context for student leadership.

## 21. DEVELOPING INCLUSIVE SCHOOLS AND CLASSROOMS

School leaders will be introduced to the notion of inclusive schools and how access and engagement are the two main indicators of inclusive practice. Several models to develop an inclusive system will be explored. Participants will then look at creating a simple inclusion audit for their school and generating strategies to develop inclusive practice.

## 22. PROTECTING CHILDREN IN YOUR SCHOOL

This module will address why head teachers should ensure children are protected from harm and abuse in a learning environment, exploring children's needs, legal and moral obligations, motivations for child protection and risk management, as well as how to develop and implement operational frameworks and tools for child protection in the school.

## SERVICES

The British Council can provide a wide range of consultancy services to government, developing policy and implementation practices in school leadership. Provided by UK specialists and experts in this area, these include:

- support to develop competency frameworks or standards for school leaders
- support to develop or enhance school inspection services related to school leadership.

‘Today’s learners are more demanding, less patient, and very much connected to the world around them. In this program we as leaders rethought the type of leadership needed to answer their needs, leadership which fosters a global generation of students who show independence and have a say in school matters and their learning-something which is much needed in our Arab world.’

**Ghina El Badawi, Head teacher at Makassed Ali Bin Abi Taleb school, Lebanon**



‘We expect an outcome where there is more positive change in teaching, in learning and for the community as a whole.’

Shingi Ziki, Regional Support Manager,  
Connecting Classrooms, Southern Africa





#### FACTS AND FIGURES

---

**96 per cent of school leaders** have learned at least one new approach to managing their school, staff and student body during the Connecting Classrooms training.\*

---

\*Survey from June 2013 of approximately 400 school leaders in Sub-Saharan Africa

#### FACTS AND FIGURES

---

As a result of the Connecting Classrooms training, **89 per cent of school leaders** made at least one change to the way their staff teach in the classroom, to improve the quality of learning outcomes for students.\*

---

\*Survey from June 2013 of approximately 400 school leaders in Sub-Saharan Africa





Images © Mat Wright

© **British Council** 2014

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.