

**Mae pawb yn
arweinydd – felly sut
olwg sydd ar hynny?**

**Dosbarth meistr gyda Dr
Lyn Sharratt**

1 Chwefror 2022

**Everyone's a leader –
so what does that
look like?**

**A masterclass with Dr
Lyn Sharratt**

1 February 2022



Croeso | Welcome



www.lynsharratt.com



lyn@lynsharratt.com



@LynSharratt #FACESLyn



lyn_Sharratt



Ymunwch â'r
“Educational Leadership
Group” (99,000 aelod
hyd yma!)

Join the “Educational
Leadership Group”
(99,000 members to
date!)

Meddwl amdani!

Yn y pen draw, nid campau gogoneddus sy'n goron ar y cyfan yw arweinyddiaeth. Yn hytrach, mae'n ymwneud â chadw ffocws eich tîm ar nod a chynnal eu symbyliad i wneud eu gorau i gyflawni'r nod ydyw, yn enwedig pan fydd llawer yn y fantol a'r canlyniadau'n wirioneddol bwysig. Gosod y sylfeini ydyw ar gyfer llwyddiant pobl eraill, yna camu'n ôl a gadael iddynt ddisgleirio.

Chris Hadfield, Gofodwr o Ganada

Minds on!

Ultimately, leadership is not about glorious crowning acts. It's about keeping your team focused on a goal and motivated to do their best to achieve it, especially when the stakes are high and the consequences really matter. It is about laying the groundwork for others' success, and then standing back and letting them shine.

Chris Hadfield, Canadian Astronaut

Prif Egwyddorion Arweinyddiaeth i Gynnal Gwelliant

1. Gweledigaeth glir
2. Asesu tasgau perfformio olaf
3. Defnyddio fideo fel adborth
4. WOW
5. CMMs
6. BIUWs
7. A yw pob cyfarfod/sesiwn Ddysgu Proffesiynol yn dechrau gyda data?
8. A yw'n gyfrifoldeb ar weithwyr rhan-amser i gymryd rhan yn y dysgu?
9. 'Creu Ystyr'

Leadership Guiding Principles to Sustain Improvement

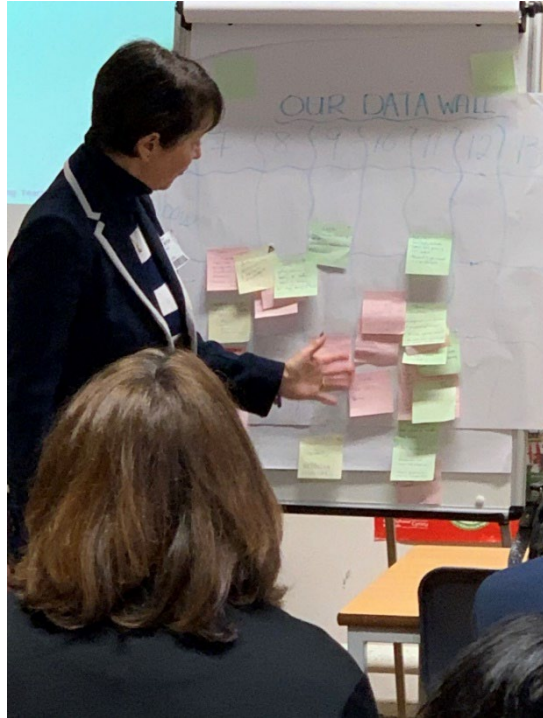
1. Clear Vision
2. Assess final Performance Tasks
3. Use Video as Feedback
4. WOW
5. CMMs
6. BIUWs
7. Does every Meeting/PL session begin with data?
8. Do Part-Timers have the responsibility to get caught-up with the learning?
9. 'Making Meaning'

Dechrau gyda'r Data

Mae ein holl waith yn dechrau gyda:

- ✓ Cyfarfodydd,
- ✓ Sesiynau PLC a
- ✓ Theithiau a Sgyrsiau Dysgu Talks

dechreuwch wrth y Wal Ddata.



Beginning with the Data

All of our work starts with data:

- ✓ Meetings,
- ✓ PLC sessions and
- ✓ Learning Walks & Talks

start at the Data Wall.

Normau Gweithredu

- Dechrau a gorffen ar amser.
- Gwrando ar eich gilydd gyda pharch ac ymddiriedaeth.
- Clywed pob llais.
- Buddsoddi yn eich dysgu eich hun a dysgu pobl eraill.
- Bod yn agored ac yn anogol: Bod yn ddiogel!

Operating Norms

- Begin and end on time.
- Listen to each other with respect and trust.
- Hear every voice.
- Invest in your own learning and the learning of others.
- Be open and encouraging: Be safe!

Bwriadau Dysgu

Rydym ni'n dysgu:

- ✓ canolbwyntio ar Arweinyddiaeth i wneud y gwaith hwn
- ✓ deall sut gall y 14 Paramedr ein cefnogi ni yn ein gwaith arwain
- ✓ mynegi'r sail resymegol wrth wraidd yr hyn na ellir ei newid: Paramedrau #1, #6, #14

Learning Intentions

We are learning to:

- ✓ focus on Leadership to do this work
- ✓ understand how the 14 Parameters can support us in our leadership work
- ✓ articulate the rationale behind the non-negotiables: Parameters #1, #6, #14

Meini Prawf Llwyddiant

Gallaf:

- ✓ lunio cysylltiadau ymhlith fy nata, y 14 Paramedr a'm hymarfer addysgu ac arwain
- ✓ nodi sut mae'r 14 Paramedr, yn enwedig 1 – 6 – 14, yn berthnasol yn fy nghyd-destun
- ✓ myfyrio ar fy 'Symudiadau Dysgu Nesaf Orau' fel arweinydd
- ✓ mynegi fy 'nghamau nesaf'
- ✓ rhwydweithio ag eraill a dysgu gan ein gilydd

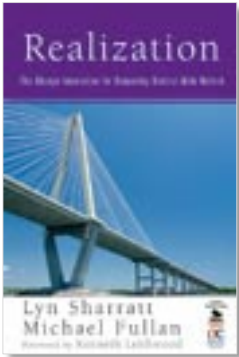
Success Criteria

I can:

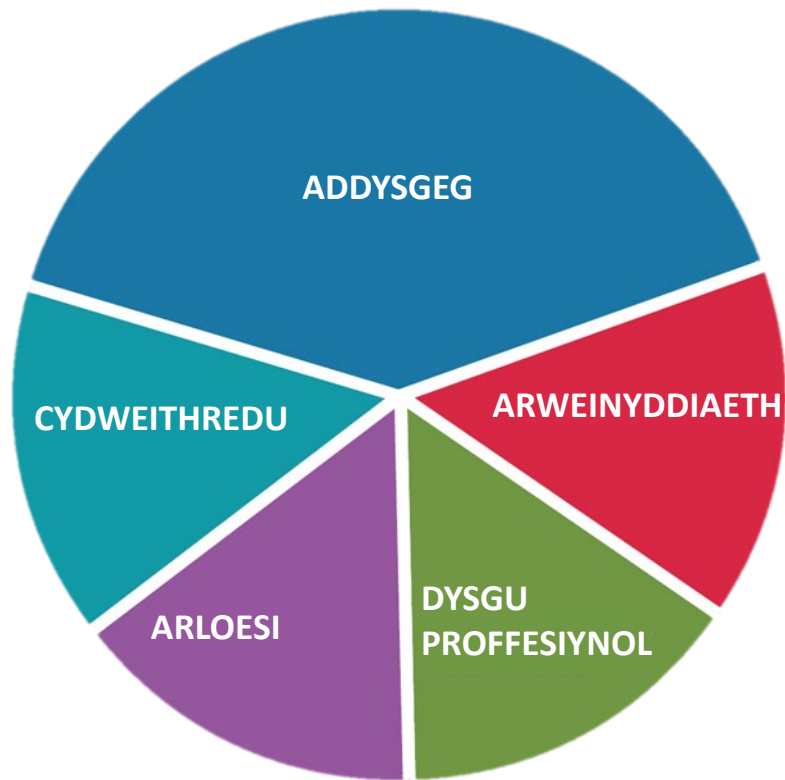
- ✓ make connections among my data, the 14 Parameters and my teaching and leading practice
- ✓ identify in what ways the 14 Parameters, particularly 1 – 6 – 14, apply in my context
- ✓ Reflect on my 'Next Best Learning Moves' as a leader
- ✓ articulate my 'next steps'
- ✓ network with others and learn from each other

14 Paramedr Gwelliant

14 Parameters of Improvement

Credoau Cyffredin Shared Beliefs	Arall Gwybodus Dynodedig Designated Knowledgeable Other	Mae asesu parhaus yn gwella cyfarwyddyd Ongoing assessment improves instruction	Pennaeth fel Arwinydd Dysgu Principal as Learning Leader	Ymyrraeth gynnar a pharhaus Early & on-going intervention
Dull rheoli achosion Case management approach	Dysgu proffesiynol wedi'i wreiddio yn y swydd Job-embedded professional I	Asesu gwaith myfyrwyr yn gydweithredol Collaborative assessment of student work	Adnoddau aml-foddol mewn man canolog Multi-modal resources in central place	Ymrwymo cyllideb yr ysgol i'r flaenoriaeth Commit school budget to priority
Ymrwymiad staff i ddysgu Staff commitment to learning	Ymglymiad rhieni a'r gymuned Parental & community involvement	Cyfarwyddyd llythrennedd mewn meysydd cynnwys Literacy instruction in content areas	Cyfrifoldeb ac atebolrwydd cyffredin Shared responsibility & accountability	

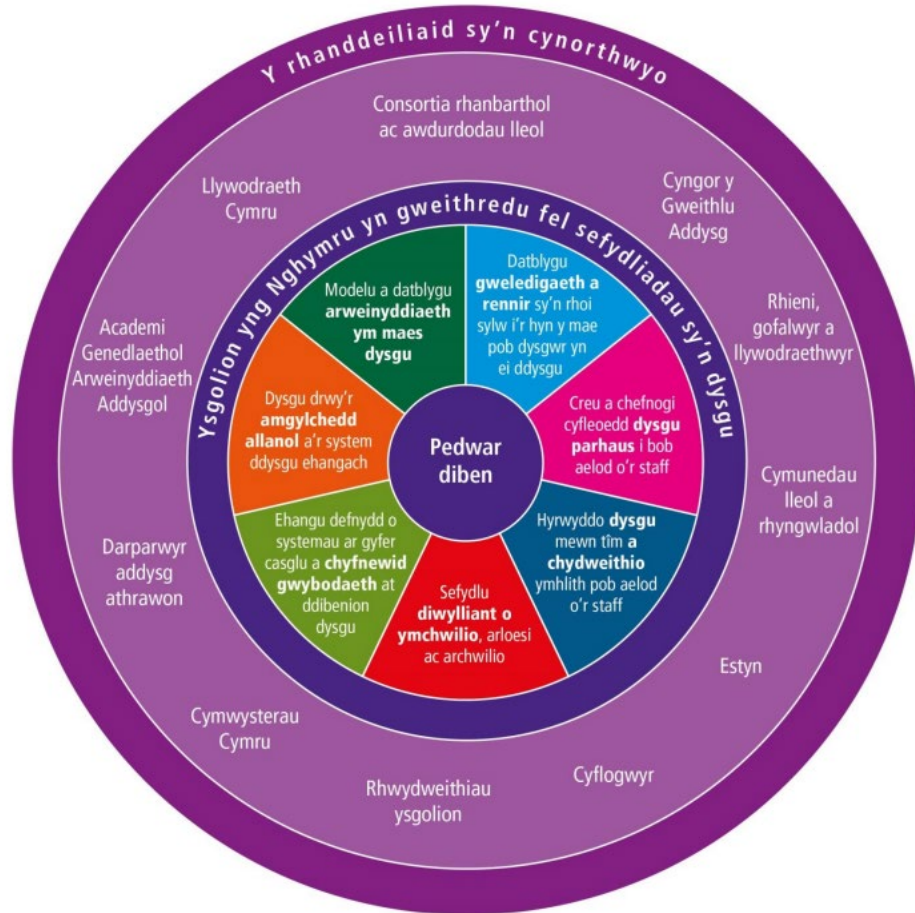
Y Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth



The Professional Standards for Teaching and Leadership



Ysgolion fel Sefydliadau sy'n Dysgu



Schools as Learning Organisations



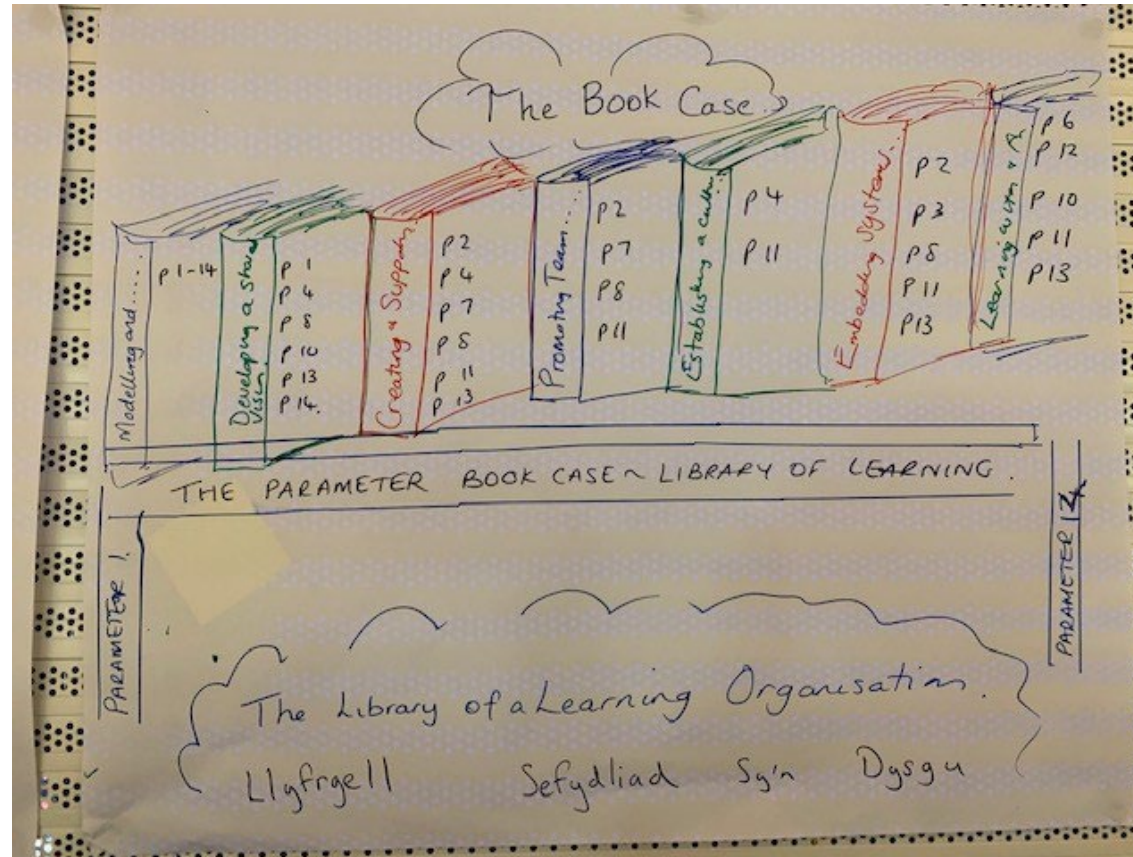
Cydweithredu ar Alinio'r Paramedrau yng Nghymru

Collaborating on the Alignment of the Parameters in Wales



Llyfrgell Dysgu yng Nghymru

Library of Learning in Wales



Alinio'r Gwaith yng Nghymru gyda'n Hymchwil

Aligning the Work in Wales with Our Research



Fframwaith Profedig i Hunanasesu

Proven Framework to Self-Assess

“Nid yw’r is-grŵp yn y gwneud yn well nag un arall”

“No Sub-Group is Doing Better Than Another”



Tegwch a Rhagoriaeth – Tudalen 11

Equity & Excellence – Page 11

Yr hyn na ellir ei newid yn Forster PS – M-N

CYN 2020 | PRIOR to 2020

- Newidiodd brosiect GELS gred a disgwyliadau
- GELS project shifted belief & expectations
- Arweinwyr ac athrawon yn rhannu gweledigaeth
- Leaders and teachers share a vision

- Cyfarfodydd CASL
- CASL meetings

- Adolygu data fel staff
- Arbrofi â waliau data
- Cyfarfodydd Timau Dysgu Proffesiynol (TDP) bob pythefnos
- Review data as a staff
- Experimented with data walls
- PLT meetings fortnightly

PARAMEDR 1 | PARAMETER 1

Credoau a dealltwriaeth gyffredin
Shared beliefs and understandings

PARAMEDR 6 | PARAMETER 6

Dull rheoli achosion
Case management approach

PARAMEDR 14 | PARAMETER 14

Cyfrifoldeb ac atebolrwydd cyffredin
Shared responsibility & accountability

The Non-Negotiables at Forster PS – M-N

NAWR: 2020-2022 | NOW: 2020-2022

- Arweinwyr, athrawon a disgyblion ynghlwm
- Leaders, teachers and students engaged

- Cyfarfod Rheoli Achos yn dechrau cyfarfodydd TDP
- CMM begin PLT meetings
- Cynrychioli pob dosbarth
- All classes represented
- Cofnodi popeth – codau QR
- Documented – QR codes

- PMs yn arwain cyfarfodydd TDP yn wythnosol gan ddefnyddio Wal Ddata a Chyfarfod Rheoli Achos, LT, Athro Aboriginaidd, LST – Teithiau Dysgu
- PLT meetings weekly led by PMs using Data Wall and CMM, LT, Aboriginal teacher, LST – Learning Walks
- Pob wyneb
- All faces

Paramedr #1 – EGLURDER

PENNOD 2

Credoau a dealltwriaeth gyffredin ymhlith yr holl staff fod:

- Gall pob myfyriwr gyflawni safonau uchel o gael yr amser cywir a'r gefnogaeth gywir.
- Gall pob athro addysgu i safonau uchel, o gael y cymorth cywir.
- Mae disgwyliadau uchel ac ymyrraeth gynnar a pharhaus yn hanfodol.
- Mae angen i arweinwyr, athrawon a disgyblion allu mynegi beth maen nhw'n ei wneud a pham maen nhw'n arwain, yn addysgu ac yn dysgu fel y gwnânt.

Addaswyd o Hill & Crevola, 1999

Parameter #1 – CLARITY

CHAPTER 2

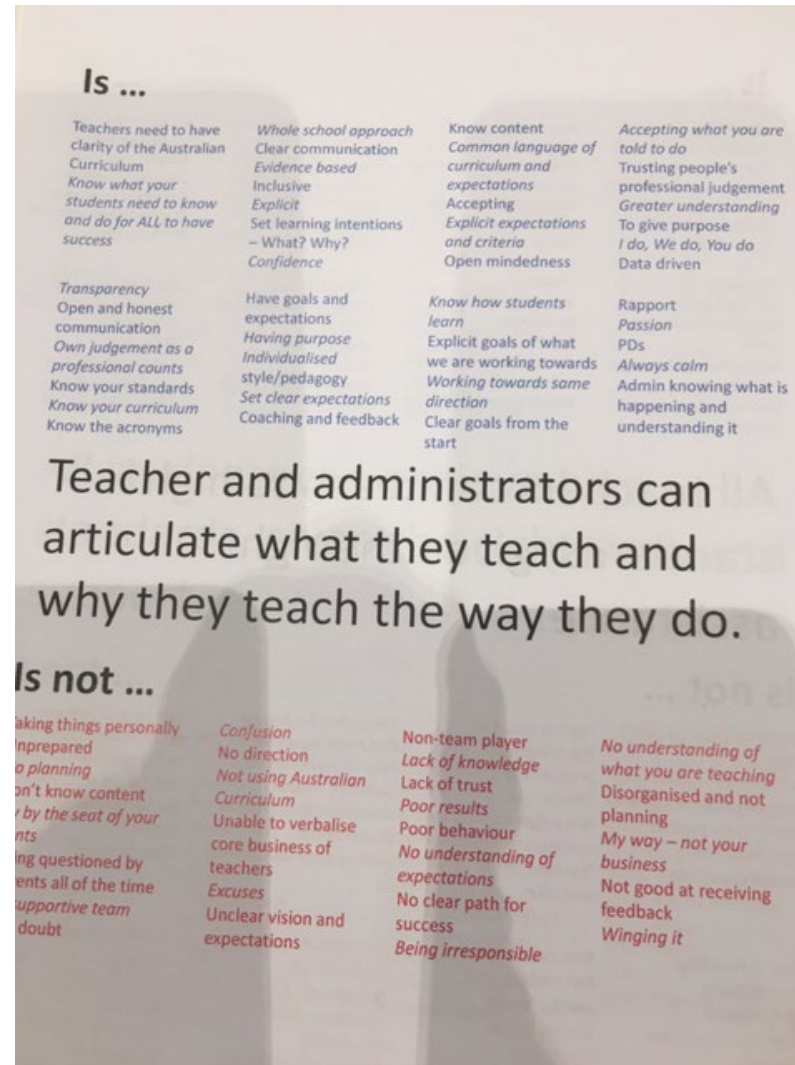
Shared Beliefs and Understandings among all staff that:

- All students can achieve high standards given the right time and the right support.
- All teachers can teach to high standards given the right assistance.
- High expectations and early and ongoing intervention are essential.
- Leaders, teachers and students need to be able to articulate what they do and why they lead, teach and learn the way they do.

Adapted from Hill & Crevola, 1999

Mae Ymagwedd Ysgol Gyfan yn dechrau gyda Pharamedr 1

A Whole School Approach Starts with Parameter 1



Gall yr holl fyfyrwyr gyflawni safonau uchel o gael yr amser cywir a'r gefnogaeth gywir.

Disgwyliadau uchel:

- Gosodir targedau ar gyfer pob tymor
- Mae trafodaethau data yn cynnwys myfyrio ar dargedau a fodlonwyd (ai peidio) ar ddiwedd pob tymor
- Caiff gweithredoedd wedi'u datblygu ar y cyd eu modelu a'u monitro
- Er enghraifft: Dim "Lefelau 0-8" yn mynd i Flwyddyn 1

All students can achieve high standards given the right time and the right support.

High Expectations:

- Targets are set for each term
- Data Discussions involve reflections on targets met (or not) at the end of every term
- Co-constructed actions are modelled and monitored
- For example: No "Levels 0-8" going into Year 1



Ein Gwaith wrth WeithreduP#1

Gofynnwch i chi'ch hunain:

- Pwy sydd ar fin cyflawni'r lefel ddisgwyliedig?
- Pwy yw'r myfyrwyr ar Lefel 0?
- A allwch chi enwi pob un ohonynt.
- Ble ydych chi'n rhagweld y gall y rhain fod erbyn diwedd y flwyddyn?
- Sut? Pa 'frysbenneu' y mae ei angen?

Our Work in Implementing P#1

Ask yourselves:

- Who are on the cusp' of achieving the expected level?
- Who are the students at Level 0?
- Can you call each of them by name.
- Where do you predict they can be by year end?
- How? What 'triage' is necessary?

Sgwrs Bar Sgwrsio

Chat Bar Conversation

A ydych chi'n adnabod disgyblion
fel Luis a beth i'w wneud â nhw yn
eich ysgol?

Do you know the Luis' and,
what to do with the Luis' in your
schools?

Paramedr 6 – Pennod 7

1. Waliau Data

ATAL

- Asesiad cyffredin
- Man cudd
- Yr holl staff yn eu datblygu ar y cyd
- Trafodaethau cyfoethog am WYNEBAU
- Ffocws ar dwf A chyflawniad

2. Cyfarfodydd Rheoli Achos

YMYRRAETH

- Mae'r arweinydd yn bresennol
- Sgript i'r Cadeirydd
- Amserlennu'r cyfarfod
- Fforwm cefnogol lle y gall athrawon ddod â 'disgybl o ryfeddod' am atebion a argymhellir
- Ffocws ar ymarfer o safon yn yr ystafell ddosbarth

Parameter 6 – Chapter 7

1. Data Walls

PREVENTION

- Common assessment
- Discreet place
- All staff co-construct
- Rich discussions about FACES
- Focus on growth AND achievement

2. Case Management Meetings

INTERVENTION

- Leader attends
- Script for Chair
- Timetabled meeting
- A supportive forum where teachers can bring 'a student of wonder' for recommended solutions
- Focus on quality classroom practice

YSGOL RHIWABON

~ SINCE 1575 ~



Enghraifft o un o'r Waliau Data a addaswyd yn
dilyn Hyfforddiant Clarity

Example of one of the Data Walls adapted
following Clarity Training



Penrhyn Dewi - Sally

Penrhyn Dewi - Sally



SC ar gyfer Wal Ddata

- ✓ Rhaid bod yn berchen ar bob disgybl
- ✓ Mae datblygu ar y cyd yn angenrheidiol i hybu sgysiau cyfoethog
- ✓ Pendant; hawdd eu deall
- ✓ Defnyddio tystiolaeth i symud disgyblion ar y wal
- ✓ Dangos twf a chyflawniad
- ✓ Gallu gweld yn syth pa fyfyrwyr fydd yn dod i Gyfarfodydd Rheoli Achos

SC for a Data Wall

- ✓ Own all students
- ✓ Co-Construction is necessary to promote rich conversations
- ✓ Tangible; easily understood
- ✓ Evidence used to move students on the wall
- ✓ Shows growth and achievement
- ✓ Can see at a glance which students will come to CMM

Pedagogical Principles



1



Core Purposes

2



Mindset and the Power of Effort

3



Blended Teaching

4



Deepening Thinking

5



Building on Prior Knowledge

6



Meaningful and Authentic

7



Assessment for Learning

8



Making Powerful Connections

9



Cross Curricular

10



Learning to Learn

11



Positive Relationships

12

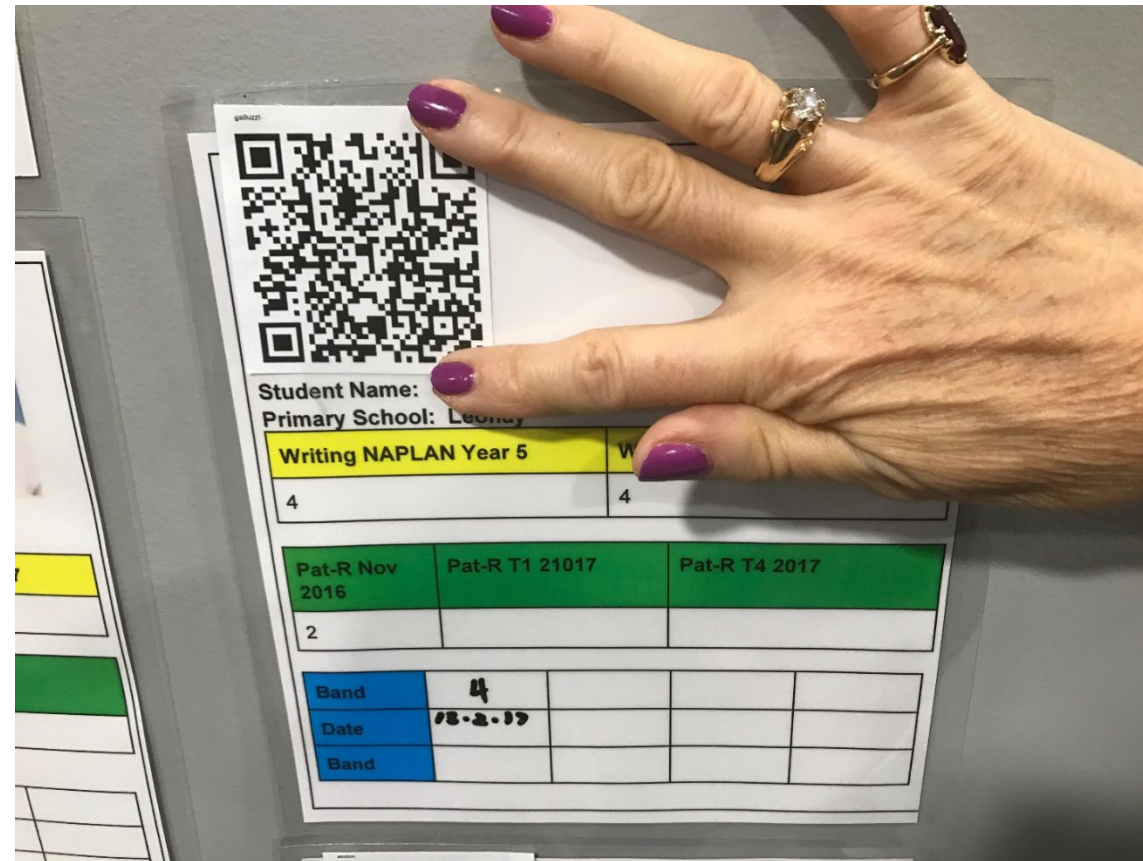


Collaboration

Nurture Growth Positivity

Defnyddio Codau QR i Storio Data Disgyblion @ Coleg McCarthy

QR Codes Used to Store Student Data @ McCarthy College



A hand with purple nail polish and a ring points to a QR code on a student data form. The form contains the following information:

Student Name: _____
Primary School: Leony

Writing NAPLAN Year 5	
4	4

Pat-R Nov 2016	Pat-R T1 21017	Pat-R T4 2017
2		

Band	4			
Date	18.2.17			
Band				

Paramedr 14 – Penodau 1 a 9

Rydym ni'n berchen ar HOLL WYNEBAU ein
dysgwyr a byddwn yn gwneud 'yr hyn sydd raid'
i'w grymuso i fynd y tu hwnt i unrhywbeth y
gallem fod wedi'i ddychmygu!

Parameter 14 – Chapters 1 & 9

We all Own ALL the FACES of our learners and we
'do whatever it takes' to empower them to go
beyond what we ever thought possible!

Mae arweinydd yn un sy'n gwybod y ffordd, yn defnyddio'r ffordd ac yn dangos y ffordd.

John C. Maxwell

A leader is one who knows the way, goes the way, and shows the way.

John C. Maxwell

Ein Hymchwil i'r 14 Paramedr

- Mae'n ymgorffori ymagwedd gynhwysfawr at wella
- Mae'n darparu'r Darlun Mawr (**Beth**) a'r Manylion (**Sut**) y mae eu hangen i wneud y gwaith
- Mae'n cyd-fynd yn llwyr â'r blaenoriaethau yng Nghymru – a'r ffocws ar Ymchwil i Sefydliad sy'n Dysgu
- Mae'n caniatáu am hunanasesu lle'r ydych chi fel system/ysgol ac i ble y mae angen i chi fynd
- **Mae'n canolbwyntio ar Baramedrau #1 a #14:** mae'r glud amlapio a **Pharmedr #6** yn rhoi'r manylion i 'Roi WYNEBAU ar y Data'
- Rhaid ei gyd-destunoli i'ch tirwedd – nid yw'n ddull unffurf nac yn ateb wedi'i ragbecynnu!

Our 14 Parameter Research

- Encompasses a comprehensive approach to improvement
- Provides the Big Picture (**The What**) and the Detail (**The How**) needed to do the work
- Aligns completely with the priorities in Wales – and the focus on Learning Organization Research
- Allows for self-assessment of where you are as a system/school and where you need to go
- **Focuses us on Parameter # 1 and #14:** the wrap-around glue and **Parameter #6** provides the specificity to 'Put FACES on the Data'
- Must be contextualized to meet your landscape – is not a cookie-cutter approach or pre-packaged solution!

Saib pwrpasol

Trafodwch:

1. Nid 'gwaith ychwanegol' yw hwn – dyma yw 'y gwaith'!

2. Pam na ellir newid P #1- # 6 - # 14?

“Arweinyddiaeth yw'r gallu i wireddu'r weledigaeth.”

Warren Bennis

Discuss:

1. This is not 'extra work' - this is 'the work'!

2. Why are Ps # 1- # 6 - # 14 Non-Negotiable?

“Leadership is the capacity to translate vision into reality.”

Warren Bennis

Saib pwrpasol

Figure 2.1



Mae pawb yn Arweinydd!

Beth yn y dyfyniad hwn sy'n taro deuddeg i chi?

What resonates for you in this quote?

Everyone's a Leader!

The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly.

- Jim Rohn

Arweinyddiaeth

Wasgaredig gyda Dr. Alma Harris

- ✓ **Dylanwad yw arweinyddiaeth** – graddau o ddylanwad da! Wedi'i adeiladu ar ymddiriedaeth y naill at y llall drwy 'wneud y gwaith gyda'n gilydd'
- ✓ Ystyr gwasgaredig yw: cyffredin, cydweithredol, cynhwysol; cyfeiriad strategol, dwys, angen sgiliau wedi'u mireinio
- ✓ Potensial arwain na fanteisiwyd arno: dod â mwy o bobl i'r bwrdd o ran datblygu mwy o arweinwyr
- ✓ Deall dysgu wedi'i sgaffaldio – felly rhaid gwybod ble mae athrawon sy'n ddysgwyr
- ✓ Mae gwaith caled, dwys yn cymryd amser; mae ymroi i glywed pob llais yn hanfodol; gwybod y gwahaniaeth rhwng 'ar yr wyneb' a 'dwys –
- ✓ Delio ag ymwrthedd: Cyson, dyfal, cyson

Distributed Leadership

with Dr. Alma Harris

- ✓ **Leadership is influence** – degrees of good influence! Built on mutual trust by 'doing the work together'
- ✓ Distributed means: shared, collaborative, inclusive; strategic direction, intense, need refined skills
- ✓ Untapped leadership potential: bring more people to the table in terms of developing more leaders
- ✓ Understand scaffolded learning – so must know where teacher learners are
- ✓ Hard, intense work takes time; buy-in to hear all voices is essential; knowing the difference between 'surfacy' and 'intense' –
- ✓ Deal with resistance: Consistent, persistent, consistent

Beth sydd wir yn digwydd

Y Gwir am Arweinyddiaeth
Lwyddiannus

LLWYDDIANT

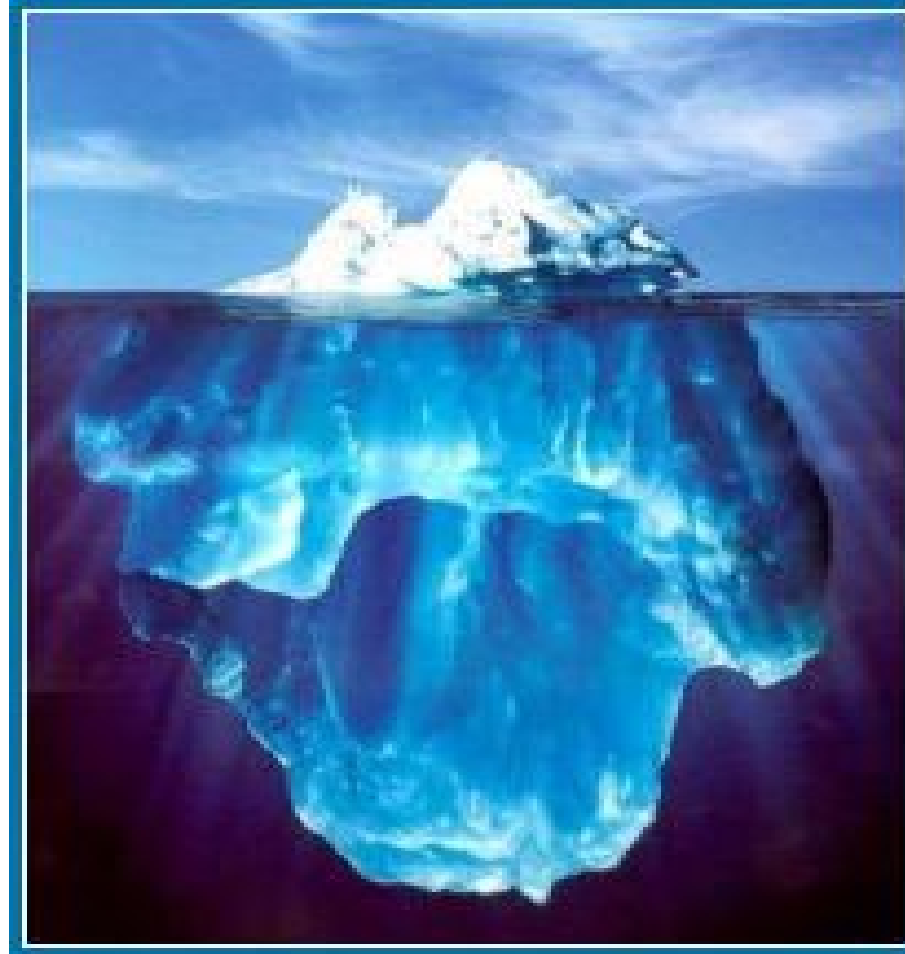
Gwaith caled
Cadw ffocws
Gosod nodau uchel
Cyson - Dyfal- Penderfynol
Cymryd risgiau
Dewrder
Amheuan
Disgyblaeth
Methiant
Gwaith caled
Peidio ildio fyth!

What really happens

The Truth About Successful
Leadership

SUCCESS

Hard work
Keeping focused
Setting high goals
Consistent - Persist-Insistent
Taking risks
Courage
Doubts
Discipline
Failure
Hard work
Never giving up!



Dechrau gyda'r Diwedd mewn Golwg: Data Tuedd

Prawf Llythrennedd Ontario SS

2002: 73%

2014: 90%

Cynnydd 17%

Darllen – diwedd Dosbarth 1 (PMB)

1999: 59 %;

2014 92% ;

Cynnydd 33 %

Cyfraddau Graddio Ysgol Uwchradd Ontario

2004: 68%

2018: 87%

Cynnydd 19%

Beginning with the End in Mind: Trend Data

Ontario SS Literacy Test

2002: 73%

2014: 90%

17% Increase

Reading- end of Grade 1 (PMB)

1999: 59 %;

2014 92% ;

33 % increase

Ontario Sec. School Grad'n Rates

2004: 68%

2018: 87%

19% increase

Myfyrio ar Ddata'r System/Ysgol

Beth sy'n:
Nodedig?

Syndod?

Cwestiwn?

Pryder?

Reflection on System/School Data

What is:
Noteworthy?

A Surprise?

A Question?

A Concern?

Mae gweithio gyda data yn ein harwain at...

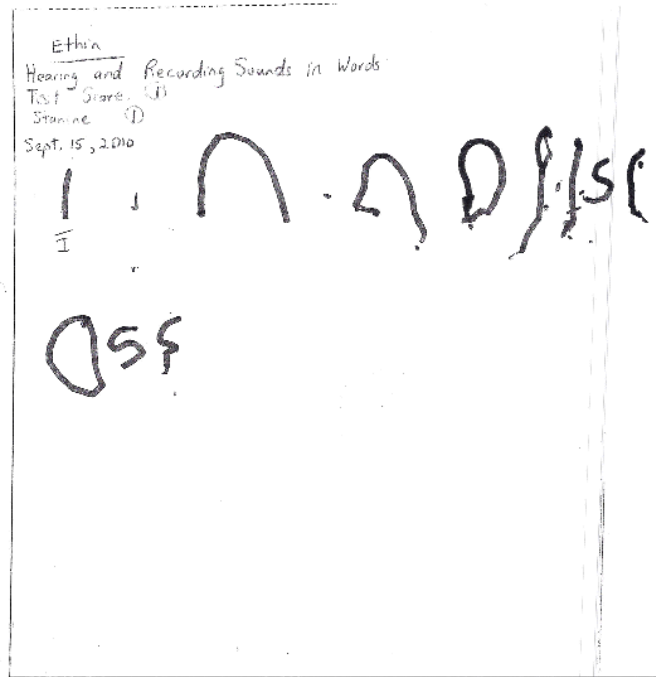
- Ofyn cwestiynau
 - Codi ymwybyddiaeth feirniadol
 - Archwilio ymchwil
 - Cymryd risgiau
 - Meithrin gallu
-
- Datblygu timau Dysgu Proffesiynol
 - Canolbwyntio ar wella'r system/ysgol
 - Amlygu atebion lleol
 - Rhoi WYNEBAU ar y data a gweithredu!
Gyda'n gilydd!

Working with Data Leads Us to...

- Ask questions
 - Raise critical consciousness
 - Investigate research
 - Take risks
 - Build capacity
-
- Develop Professional Learning teams
 - Focus on system/school improvement
 - Identify local solutions
 - Put FACES on the data and take action!
Together!

Gall pob athro addysgu i safonau uchel, o gael y cymorth cywir

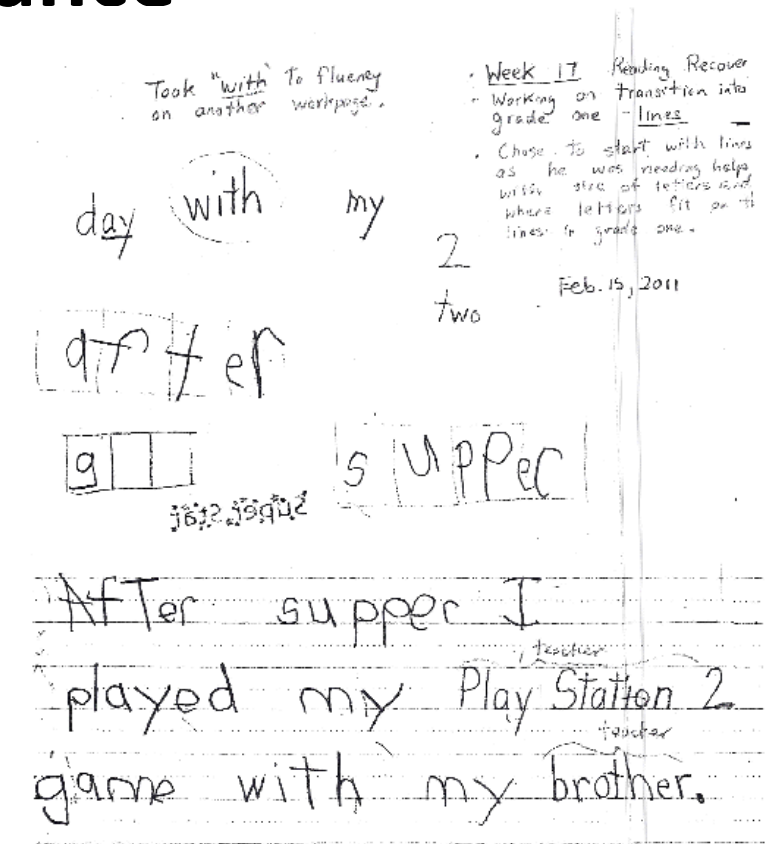
All teachers can teach to high standards given the right assistance



Hearing and Recording Sounds in Words Observation Sheet © Marie M. Clay / An Observation Survey Second Edition 2002

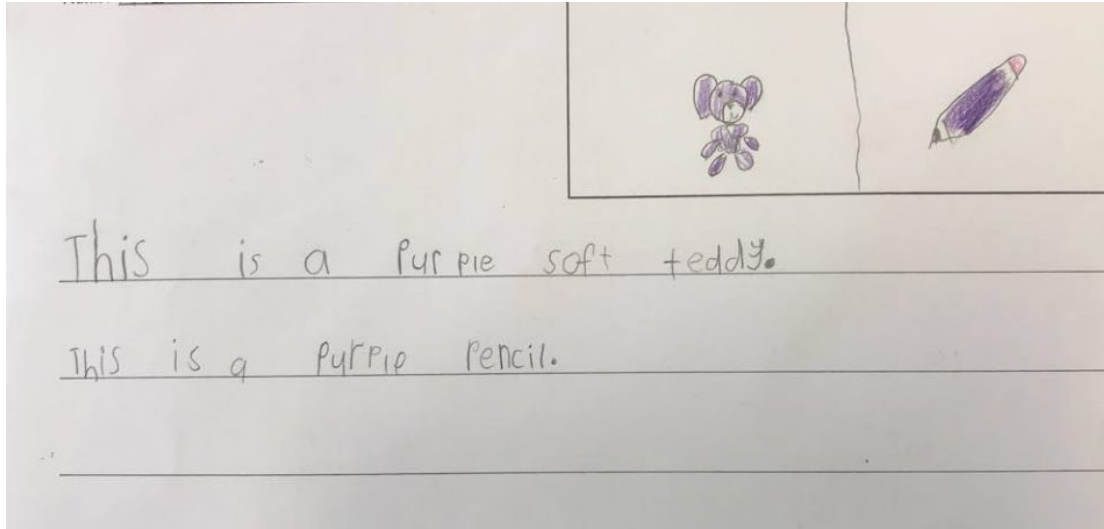
Gall pob Athro addysgu Ethin ym Mlwyddyn 1 i symud o'r sampl Ysgrifennu ar y chwith yn Wythnos 1 i'r Ysgrifennu ar y dde yn Wythnos 17

Every Teacher can teach Ethin in Year 1 to move from the Writing sample on the left in Week 1 to the Writing on the right in Week 17



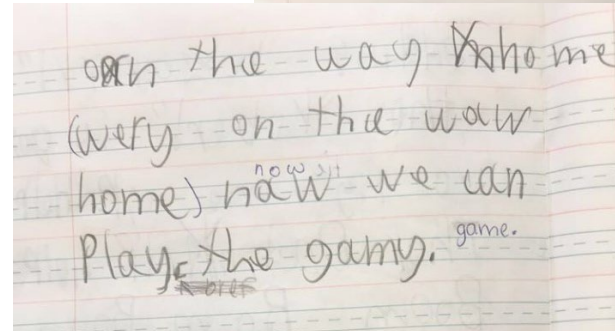
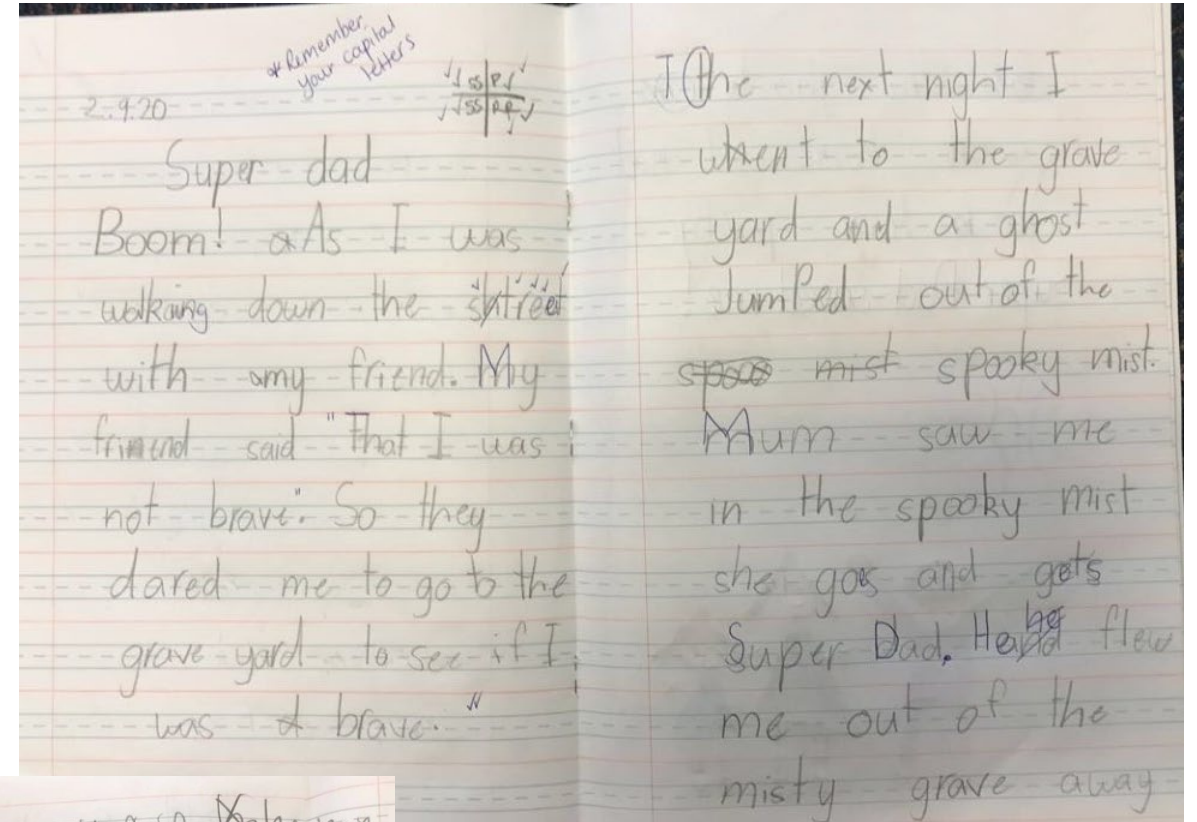
Tymor 1: Disgybl 'b'

Term 1: Student 'b'



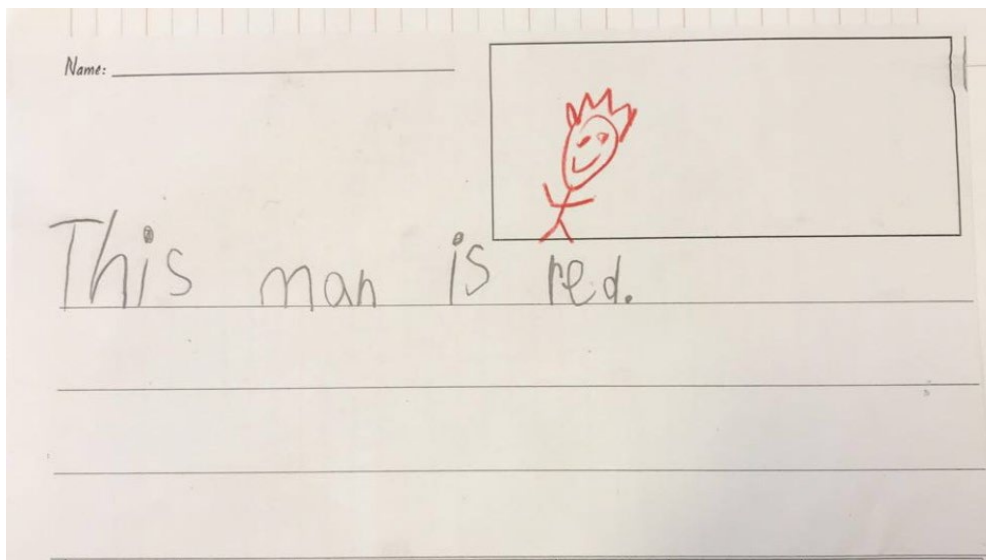
Tymor 3: Disgybl 'b'

Term 3: Student 'b'



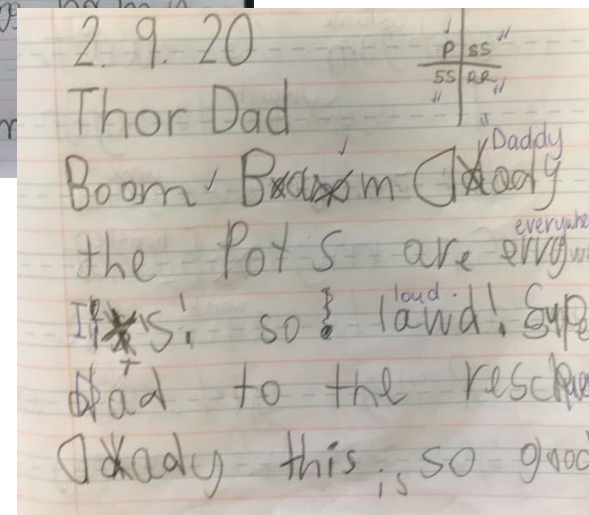
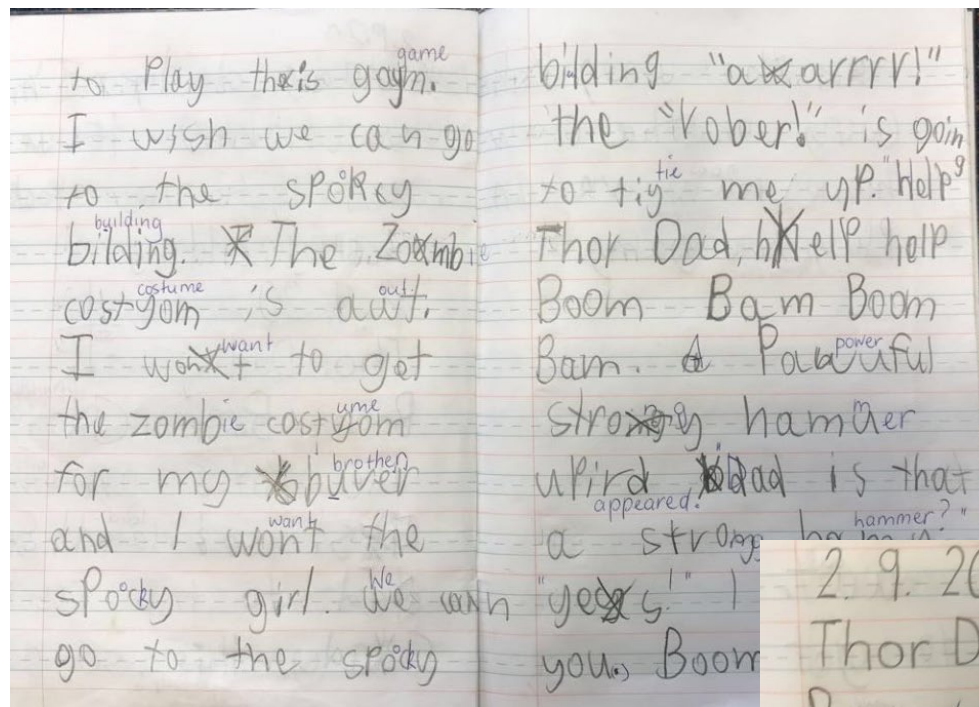
Tymor 1: Disgybl 'C'

Term 1: Student 'C'



Tymor 3: Disgybl 'C'

Term 3: Student 'C'



Arweinyddiaeth Weddnewidiol (.11) + Chyfarwyddol (.42)

Mae penaethiaid yn cael yr effaith fwyaf ar ddeilliannau myfyrwyr pan fyddant:

1. yn rhoi gwella deilliannau myfyrwyr yn ganolog i'w swydd;
2. yn canolbwyntio ar effaith addysgu ar ddysgu;
3. yn llywio ymagwedd yr ysgol at addysgeg ('Through Growth', Llywodraeth Awstralia, 2018).
4. yn cerdded ochr yn ochr â Rhywun Arall Gwybodus (Lyn)

Transformational (.11) + Instructional (.42) Leadership

Principals have the greatest impact on student outcomes when they:

1. put improving students outcomes at the centre of their role;
2. focus on the impact of teaching on learning;
3. drive the school's approach to pedagogy ('Through Growth', Australian Gov't, 2018).
4. **walk alongside a Knowledgeable Other (Lyn)**

Arweinyddiaeth Strategol

- mynegi'r weledigaeth ar bob cyfle
- meithrin consensws ynghylch blaenoriaeth yr ysgol, sy'n cyd-fynd â blaenoriaeth ardal/rhanbarth
- disgwyliadau uchel – gosod targedau gyda ffocws pendant ar arferion o safon yn yr ystafell ddosbarth sy'n gwella cyflawniad pob myfyriwr
- cynorthwyo a meithrin ymddiriedaeth
- deall ymarfer effaith uchel yr ystafell ddosbarth: canolbwyntio ar addysgu o safon
- ysgogi'n ddeallusol
- addasu strwythurau i ganolbwyntio ar gynnydd/lles disgyblion
- cryfhau'r "diwylliant dysgu" fel busnes craidd ar bob lefel

Strategic Leadership

- articulate the vision at every opportunity
- build consensus re school priority that is aligned with district/region priority
- have high expectations – set targets with laser-like focus on quality classroom practices that increase all students' achievement
- give support and build trust
- understand high-impact classroom practice: focus on quality teaching
- provide intellectual stimulation
- alter structures to focus on students' progress/well-being
- strengthen the "culture of learning" as the core business at every level

Arweinyddiaeth Ofynnol – Pennod 9

Mynegi **pwrpas** clir ar gyfer ein gwaith
cydweithredol

Pwysleisio **credoau cyffredin** am ddisgyblion a
staff

Hwyluso **gan ddefnyddio** normau gweithredu,
protocolau dysgu a chlywed pob llais

Leadership Required – Chapter 9

Articulate a clear **purpose** for our collaborative
work

Reinforce **shared beliefs** about students and staff

Facilitate **using** operating norms, learning
protocols and hearing all voices



Mae Arweinwyr Strategol yn gofyn...

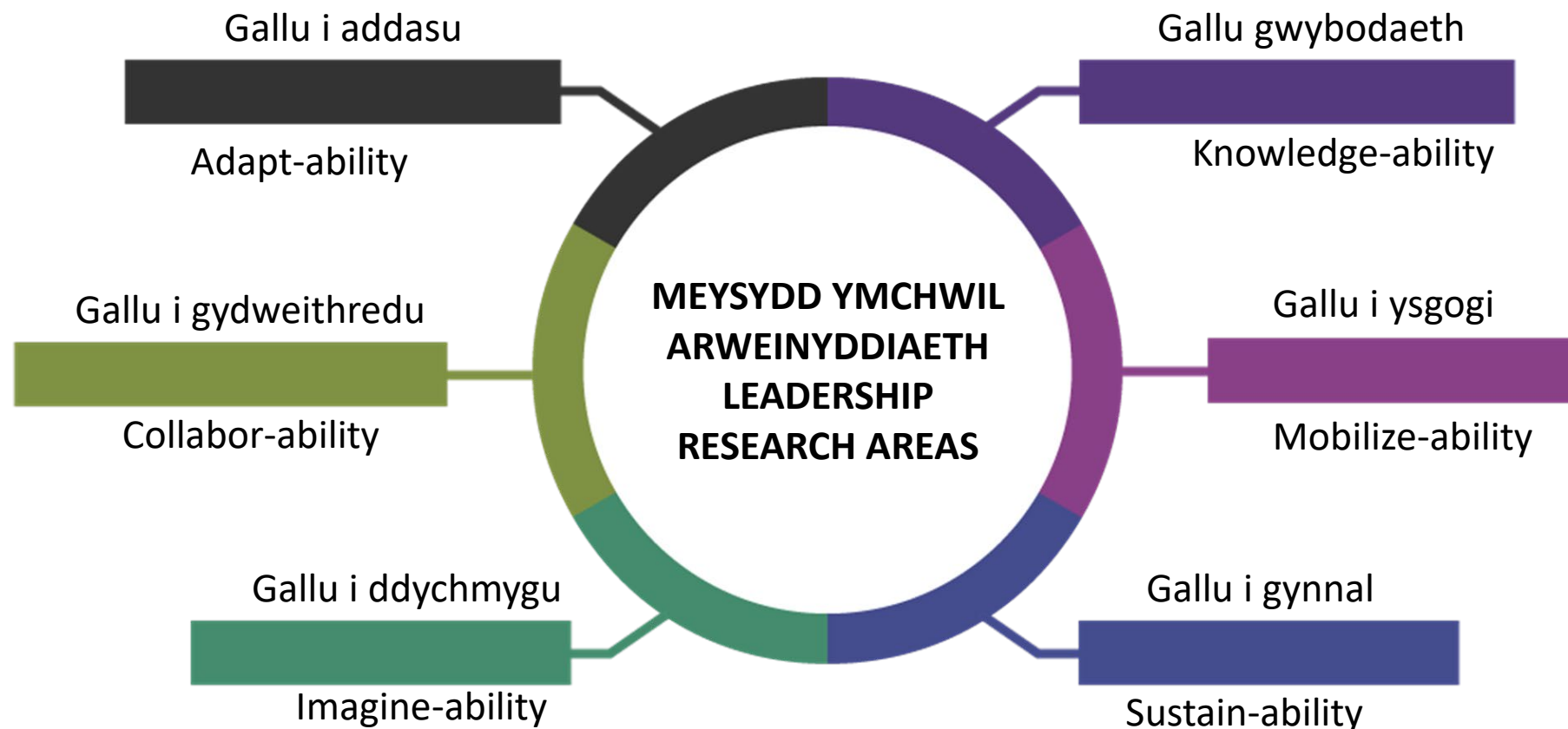
- Beth yw gweithredoedd ac ymrwymadau arweinydd cyfarwyddol?
- Sut rydw i'n gwybod, fel arweinydd, fy mod i'n gwneud gwahaniaeth i bob myfyriwr?
- Beth yw'r dystiolaeth fod gennyf safiad ymholi 'agored i ddysgu', fel arweinydd?
- Beth y mae angen i mi ddysgu mwy amdano? O ble gaf i hwn?

Strategic Leaders Ask...

- What are the actions and commitments of an instructional leader?
- How do I know, as a leader, that I make a difference for each student?
- What is the evidence that I have an 'open-to-learning', inquiry stance as a leader?
- What do I need to learn more about? Where will I get it?

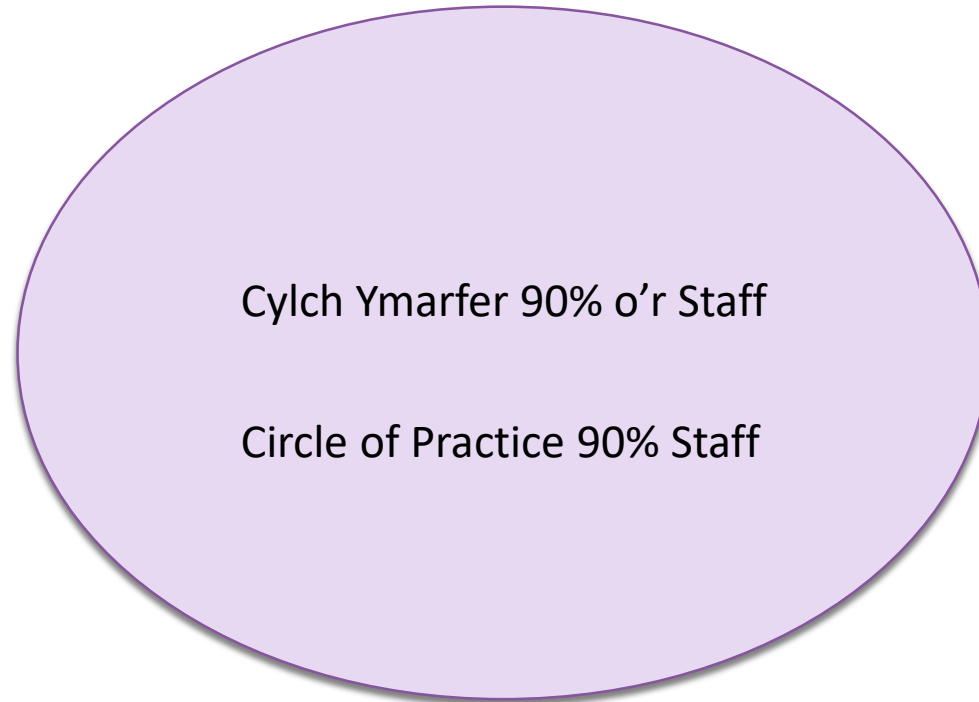
Manwl-gywirdeb ar waith: P# 4 (CLARITY: 298-311)

Precision-in-Practice: P# 4 (CLARITY: 298-311)



Cylch Ymarfer a'r Camau Nesaf

Circle of Practice & Next Steps



Sut rydym ni'n cael y tu allan i'r tu mewn?

How do we get the outside to the inside?

Rhoi'r WYNEBAU ar y Data – Beth mae arweinwyr gwyh yn ei wneud!

1. Gallu gwybodaeth:

- Bod yn “Rhywun Arall Gwybodus”;
- Disgwyliadau uchel;
- Defnyddio data'n ofalus i adnabod pob WYNEB;
- Cerdded a Siarad mewn ystafelloedd dosbarth
- Gwybod pwy sy'n wybodus – beth yw'r dystiolaeth? – sut caiff yr arbenigedd hwn ei rannu gydag athrawon eraill?

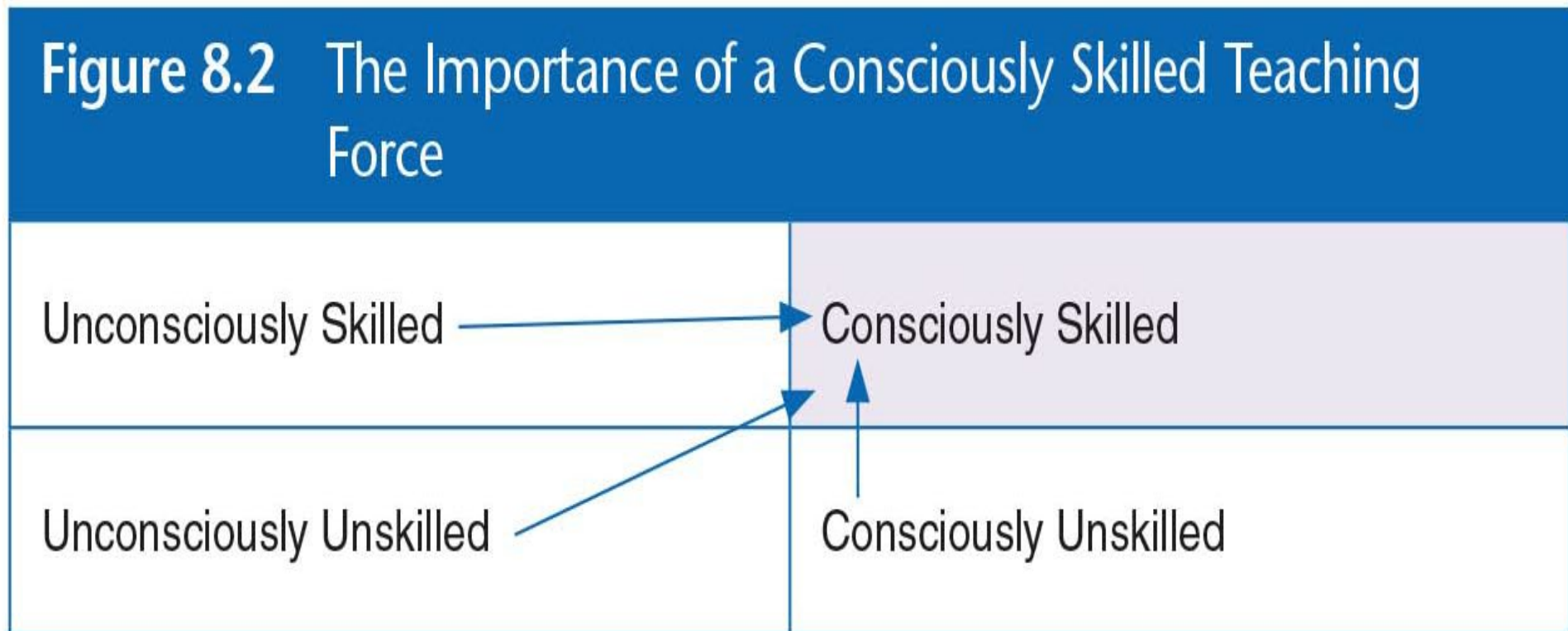
Putting the FACES on the Data – What Great Leaders Do!

1. Knowledge-ability:

- Being a “Knowledgeable Other”;
- Having high expectations;
- Using data carefully to know every FACE;
- Walking and Talking in classrooms
- Knowing who is Knowledgeable - what is the evidence? – how is that expertise shared with other teachers?

Pobl eraill Wybodus: P. #2 Pennod 8

Knowledgeable Others: P. #2 Chapter 8



Source: Adapted from Mind Tools (2017).

Rhoi'r WYNEBAU ar y Data – Beth mae arweinwyr gwyb yn ei wneud!

2. Gallu i ysgogi

- Manteisio ar yr “Hud” sy’n digwydd
 - pan fydd athrawon a disgyblion yn cymryd perchenogaeth ar ddysgu – a phan fyddant yn symud o’r Rhyddhau Graddol i Dderbyn Cyfrifoldeb yn Raddol am eu dysgu eu hunain
- Dat-breifateiddio ymarfer – dathlu’r daith ddysgu trwy gynnal Ffair Ddysgu
- Creu brys i roi WYNEBAU ar y data a gweithredu
- Gwybod pwy ymhlith staff all ysgogi eraill

Putting the FACES on the Data – What Great Leaders Do!

2. Mobilize-ability

- Capitalizing on the “Magic” that happens
 - when teachers and students take ownership for learning - when they move from the Gradual Release to the Gradual Acceptance of Responsibility for their own learning
- De-privatizing practice – celebrating the learning journey by hosting a Learning Fair
- Creating an urgency to put FACES on the data and take action
- Knowing who on your staff can mobilize others

Rhoi'r WYNEBAU ar y Data

– Beth mae arweinwyr gwyb yn ei wneud!

3. Gallu i gynnal

- Creu diwylliant “Ni – Ni”
- Penderfynu beth sy'n werth ychwanegol (fel “amser wrth y dasg”)
- Datblygu gyda dysgwyr eraill
- Gwybod pwy sy'n cynnal y gwaith – Beth yw'r dystiolaeth?
- Dosbarthu arweinyddiaeth yn gyfrifol

Putting the FACES on the Data – What Great Leaders Do!

3. Sustain-ability

- Creating a “We – We” culture
- Determining what is value-added (like “time-on-task”)
- Developing other leaders
- Knowing who sustains the work - What is the evidence?
- Distributing leadership responsibility

Rhoi'r WYNEBAU ar y Data – Beth mae arweinwyr gwyb yn ei wneud!

4. Gallu i ddychmygu:

- Y gallu i feddwl ymlaen i'r hyn sy'n bosibl ac annog meddylfryd agored tuag at ddysgu (Sharratt & Harild, 2015).

Putting the FACES on the Data – What Great Leaders Do!

4. Imagine-ability:

- The ability to think ahead to what is possible and encouraging an open mind-set to learning (Sharratt & Harild, 2015).

Ymddygiadau Arweinyddiaeth sy'n Meithrin Parodrwydd ar gyfer Dysgu Cydweithredol

Meithrin perthnasoedd cryf	99%
Mynegi pam mae cydweithredu'n bwysig – yn enwedig gan arweinwyr ffurfiol	98%
Modelu meddylfryd twf cadarnhaol	98%
Cynnal dysgu myfyrwyr fel yr hyn sy'n gyrru cydweithredu	97%
Sicrhau bod cymryd rhan mewn ymdrechion cydweithredol, fel datblygu ar y cyd, yn gynhwysol	97%
Partneru â staff i sefydlu Nodau Dysgu clir ar gyfer cydweithredu	96%

Leadership Behaviours that Build Readiness for Collaborative Learning

Building strong relationships	99%
Articulating why collaboration is important – particularly by formal leaders	98%
Modelling a positive growth mindset	98%
Maintaining student learning as the driver for collaboration	97%
Ensuring that participation in collaborative endeavours, like co-construction, is inclusive	97%
Partnering with staff to establish clear Learning Goals for collaboration	96%

5. Gall Arweinwyr sydd â 'Gallu i Gydweithredu'

- **mynegi** diben y gwaith neu'r cydweithredu arfaethedig yn glir;
- **trefnu** cyfnodau amser ac amserlenni fel bod aelodau staff ysgol yn gallu gweithio/dysgu gyda'i gilydd;
- **pwysleisio** credoau a dealltwriaeth gyffredin sydd wrth wraidd llwyddiant myfyrwyr ac athrawon;
- **meithrin consensws** ynghylch meysydd ar gyfer dysgu cydweithredol trwy ddadansoddi data myfyrwyr;
- **ymchwilio** i arferion uchel eu heffaith i'w hystyried gyda chydweithwyr;

5. Leaders Who Possess 'Collabor-ability' Can

- clearly **articulate** the purpose for the work or proposed collaboration;
- **organize** time periods and schedules so that members of a school staff can work/learn together;
- **reinforce** shared beliefs and understandings that underpin student and teacher success;
- **build consensus** on areas for collaborative learning through analyses of student data;
- **research** high-impact practices to consider with colleagues;

6. Gallu i addasu, 2019

- cadw'n bwylllog ynghanol amwysedd ac anrhefn
- cofleidio ac arwain
- dechrau gyda data ym mhob cyfarfod
- cynnal cyfarfodydd heb ddyfeisiau fel bod pawb "yn bresennol"
- integreiddio technoleg yn ddi-dor i'r diwrnod ysgol
- defnyddio technoleg er mantais
- llysgennad ar ran y tîm a'r sefydliad
- gall pob myfyriwr ac athro ddysgu, o gael amser a chymorth
- cael pen ffordd drwy densiynau
- gofyn y cwestiynau anodd, cywir
- gwybod sut i gyffroi, ysgogi a dwyn pethau ynghyd
- caniatáu am 'fethu'n gyflym' a dal ati
- cadw pethau sy'n tynnu sylw draw

6. Adapt-ability, 2019

- stays calm amid ambiguity and chaos
- embraces and leads
- begins with data at every meeting
- runs device-free meetings so all are "present"
- seamlessly integrates technology into the school day
- uses Technology to advantage
- ambassador for the team and organization
- all students and teachers can learn, given time and support
- navigates tensions
- asks the right, tough questions
- knows how to excite, initiate, and pull things together
- allows 'fail fast' and keep going
- keeps distracters away

Angen Datblygu Sgiliau Penodol ar Arweinwyr

Mae dimensiynau arweinyddiaeth hanfodol ar gyfer gwella ysgolion yn cynnwys yr hyn a alwodd Sharratt a Fullan (2012):

- “Gallu gwybodaeth”
- “Gallu i ysgogi”
- “Gallu i gynnal”
- “Gallu i ddychmygu”
- “Gallu i gydweithredu”
- “Gallu i addasu”

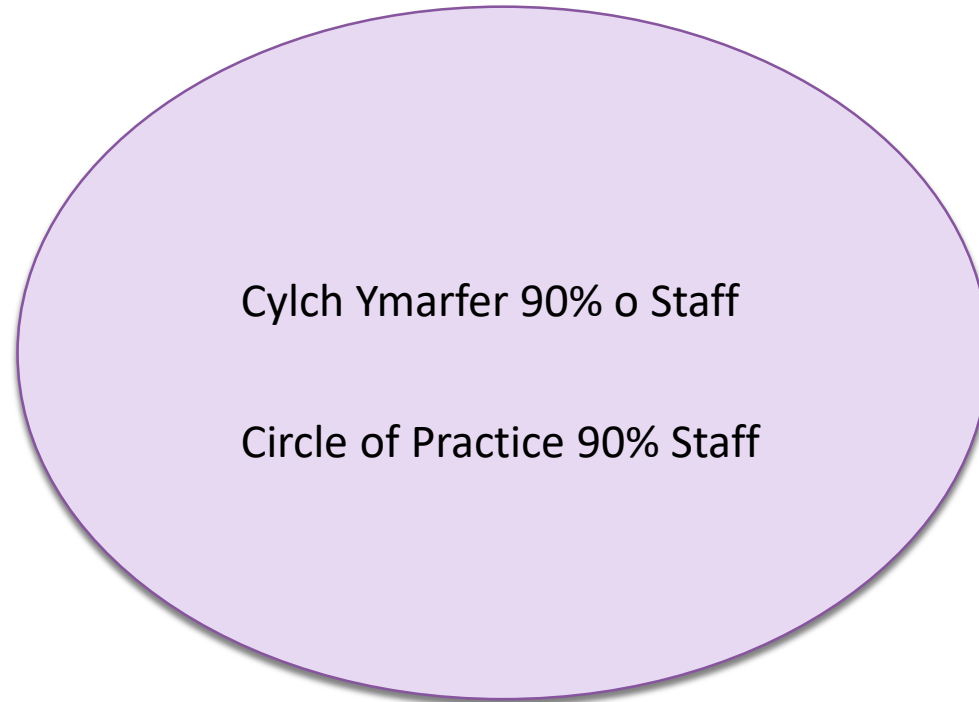
Leaders Need Specific Skill Development

Dimensions of vital leadership for school improvement include what Sharratt and Fullan (2012) called:

- “Knowledge-ability”
- “Mobilize-ability”
- “Sustainability”
- “Imagine-ability”
- “Co-labour-ability”
- “Adapt-ability”

Saib pwrpasol: Beth sydd 'I mewn' ac 'Allan'?

Breakout Room: What is 'In' & 'Out'?

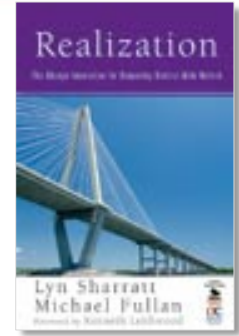


Sut rydym ni'n cael y tu allan i'r tu mewn?

How do we get the outside to the inside?

14 Paramedr Gwella System ac Ysgol

14 Parameters of System and School Improvement

Credoau Cyffredin Shared Beliefs	Arall Gwybodus Dynodedig Designated Knowledgeable Other	Mae asesu parhaus yn gwella cyfarwyddyd Ongoing assessment improves instruction	Pennaeth fel Arweinydd Dysgu Principal as Learning Leader	Ymyrraeth gynnar a pharhaus Early & on-going intervention
Dull rheoli achosion Case management approach	Dysgu proffesiynol wedi'i wreiddio yn y swydd Job-embedded professional l	Asesu gwaith myfyrwyr yn gydweithredol Collaborative assessment of student work	Adnoddau aml-foddol mewn man canolog Multi-modal resources in central place	Ymrwymo cyllideb yr ysgol i'r flaenoriaeth Commit school budget to priority
Ymrwymiad staff i ddysgu Staff commitment to learning	Ymglymiad rhieni a'r gymuned Parental & community involvement	Cyfarwyddyd llythrennedd mewn meysydd cynnwys Literacy instruction in content areas	Cyfrifoldeb ac atebolrwydd cyffredin Shared responsibility & accountability	

Arweinyddiaeth

Sut mae arweinwyr yn gwybod bod athrawon a disgyblion yn meddwl ac yn dysgu gyda'i gilydd?

Mae arweinwyr:

- ✓ Yn mynegi pwysigrwydd ailedrych (yn aml) ar Bamedrau 1-6-14
- ✓ Yn arsylwi ac yn trafod Meini Prawf Llwyddiant a ddatblygwyd ar y cyd
- ✓ Yn cymryd rhan mewn Cyfarfodydd Rheoli Achos
- ✓ Yn defnyddio data i wneud penderfyniadau gwybodus ac wedi hwyluso sgysiau am WYNEBAU POB dysgwr

Leadership

How do leaders know teachers and students are thinking and learning together? Leaders:

- Articulate the importance of revisiting (often) Parameters 1-6-14
- Observe and discuss co-constructed Success Criteria
- Participate in Case Management Meetings
- Use data to make informed decisions and have facilitated conversations about ALL learners FACES

Mae arweinydd ar ei orau pan fydd pobl prin yn gwybod ei fod yn bodoli; pan fydd ei waith wedi'i wneud, ei nod wedi'i gyflawni, dywedant: gwnaethom ni hyn ein hunain.

Lao Tzu

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.

Lao Tzu

Mae gan arweinwyr strategol mewn Sefydliadau sy'n Dysgu...

- ✓ Fframwaith i werthuso cynnydd tuag at dwf a gwelliant **POB** myfyriwr (Y 14 Paramedr)
- ✓ Ffocws ar addysgu o safon ym mhob ystafell ddosbarth (Asesu sy'n gwella cyfarwyddyd – Paramedr 3)
- ✓ 'Rhywun arall gwybodus' wrth eu hochr (Paramedr 2)
- ✓ Ffocws di-baid ar ddysgu a'r gallu i gadw pethau sy'n tynnu sylw draw (Paramedrau 1 + 14)

Strategic leaders in Learning Organizations have ...

- ✓ A framework to evaluate progress towards **ALL** students growing and improving (The 14 Parameters)
- ✓ A focus on quality teaching in all classrooms (Assessment that improves instruction – Parameter 3)
- ✓ A 'Knowledgeable Other' at their side (Parameter 2)
- ✓ A relentless focus on learning and the ability to keep the distractors away (Parameters 1 + 14)

Arweinwyr sy'n Rheoli'r Amodau Dysgu

“Heb arweinyddiaeth gref, wedi'i symbylu, ni fydd y syniad o symud dysgu cydweithredol yn ei flaen yn digwydd.” (Sharratt & Planche, 2016)

“Mae arweinwyr yn gyson, yn ddyfal, yn benderfynol” (Sharratt, 2019).

Leaders Control the Learning Conditions

“Without strong motivated leadership the idea of moving collaborative learning forward will not happen.” (Sharratt & Planche, 2016)

“Leaders are consistent, persistent, insistent” (Sharratt, 2019).

Mae Arweinyddiaeth yn Fusnes Pawb!

“Does dim canllaw taclus ar gyfer arweinyddiaeth yn ystod cyfnodau fel hyn; a dim map a bennwyd ymlaen llaw, dim rhestr wirio ar gyfer arweinyddiaeth. Dim ond proffesiynolion addysg medrus, tosturiol ac ymrwymedigsydd, sy’n ceisio eu gorau glas i fod y gorau y gallen nhw fod.”

Harris, A, a Jones, M. "COVID 19—school leadership in disruptive times." School Leadership & Management 40.4 (2020): 243-247.

Leadership is Everyone’s Business!

“There is no neat blueprint for leadership in such times; and, no pre-determined roadmap, no simple leadership checklist of things to tick off. There are only highly skilled, compassionate and dedicated education professionals trying to do the very best they can and to be the very best they can be.”

Harris, A, and Jones, M. "COVID 19—school leadership in disruptive times." School Leadership & Management 40.4 (2020): 243-247.

“Heb arweinyddiaeth gref, wedi’i symbylu, ni fydd y syniad o symud dysgu cydweithredol yn ei flaen yn digwydd.” (Sharratt & Planche, 2016)

“Mae arweinwyr yn gyson, yn ddyfal, yn benderfynol” (Sharratt, 2019).

- ✓ Y Fframwaith 14 Paramedr
- ✓ Siart Rhaeadr Asesu
- ✓ Waliau Data
- ✓ Cyfarfodydd Rheoli Achos
- ✓ Teithiau a Sgyrsiau Dysgu
- ✓ Offeryn Hunanasesu Arweinyddiaeth
- ✓ Asesiad Cydweithredol o Waith Myfyrwyr
- ✓ Model 4C
- ✓ Astudio gwers
- ✓ Cylch Ymholi Cydweithredol

“Without strong motivated leadership the idea of moving collaborative learning forward will not happen.” (Sharratt & Planche, 2016)

“Leaders are consistent, persistent, insistent” (Sharratt, 2019).

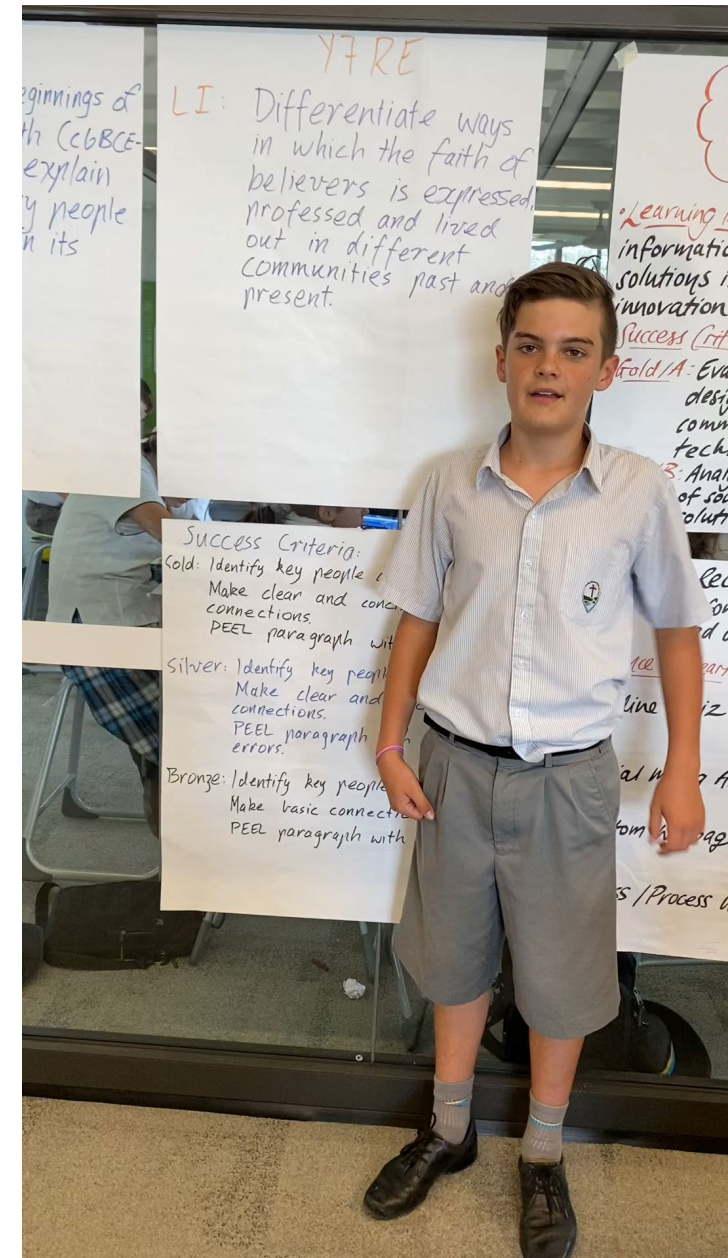
- ✓ The 14 Parameter Framework
- ✓ The Assessment Waterfall Chart
- ✓ Data Walls
- ✓ Case Management Meetings
- ✓ Learning Walks and Talks
- ✓ Leadership Self-Assessment Tool
- ✓ Collaborative Assessment of Student Work
- ✓ 4C’s Model
- ✓ Lesson Study
- ✓ Collaborative Inquiry Cycle

Arweinyddiaeth yw cael 'llinell olwg' i glywed pob myfyriwr:

Fel Ethan ym Mlwyddyn 7

Leadership is having a 'line-of-sight' to hear every student:

Like Ethan in Year 7



Teithiau a Sgyrsiau Dysgu

Dyddiol: P# 1-14 (t 327-335)

Rydym ni'n ymdrechu i ddarganfod:

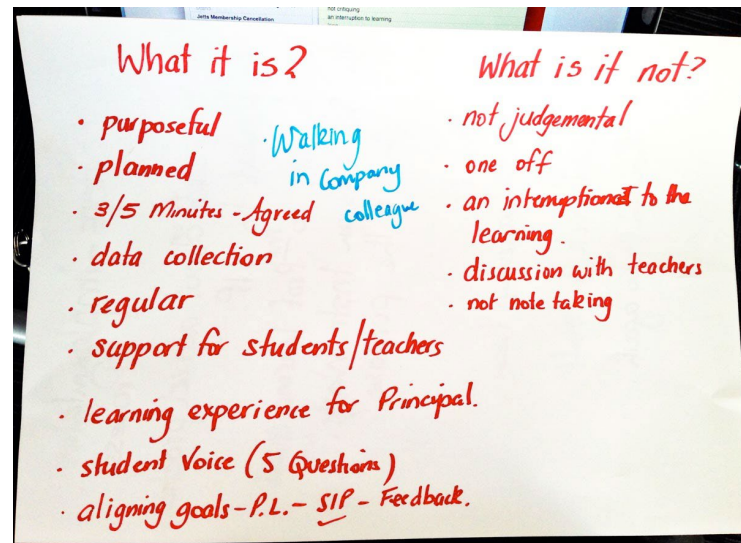
1. cysondeb arfer gorau
2. lleoedd lle y gall athrawon fynd i weld strategaethau effaith uchel ar waith
3. ystafelloedd dosbarth lle y caiff meddwl myfyrwyr ei ddatblygu ar y cyd a lle y mae'n ganolog

Learning Walks & Talks

Daily: P# 1-14 (p 327-335)

We are striving to find:

1. consistency of best practice
2. places where teachers can go to see high-impact strategies in use
3. classrooms where student thinking is co-constructed and central



Teithiau a Sgyrsiau Dysgu

- ✓ Nid ydynt yn gwerthuso
- ✓ 5-7 munud mewn ystafell ddosbarth
- ✓ Arsylwadau ffeithiol
- ✓ Nodi'r 'Trydydd Athro'
- ✓ Nodi beth mae athrawon yn ei wneud a beth mae myfyrwyr yn ei wneud
- ✓ A all myfyrwyr ateb y 5 cwestiwn
- ✓ Gadewch a thrafodwch yr arsylwadau a pham maen nhw'n ystyrlon gyda cherddwr arall neu dîm bach
- ✓ Allai hwn fod yn Athro Arddangos? Pam?
- ✓ Pa gwestiwn/gwestiynau hoffech chi wybod rhagor amdano/amdanynt?
- ✓ Beth yw eich lefel Dysgu Proffesiynol nesaf?

Learning Walks & Talks

- ✓ Non-evaluative
- ✓ 5-7 minutes in a classroom
- ✓ Make factual observations
- ✓ Note 'The Third Teacher'
- ✓ Note what teachers are doing and students are doing
- ✓ Can Students answer the 5 questions
- ✓ Come out and discuss with another walker or small team the observations and why they are meaningful
- ✓ Could this be a Demonstration Teacher? Why?
- ✓ What question(s) would you like to know more about?
- ✓ What is your next level of Professional Learning?

Mae'r Ateb yn y Manylion - K-12!

1. Beth rydych chi'n ei ddysgu? Pam?
2. Sut mae'n mynd?
3. Sut ydych chi'n gwybod?
4. Sut gallwch chi wella?
5. I ble ydych chi'n troi am help?

1. What are you learning? Why?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

The Answer is in the Detail - K-12!



Sut mae Arweinwyr yn Gwerthuso'u Llwyddiant?

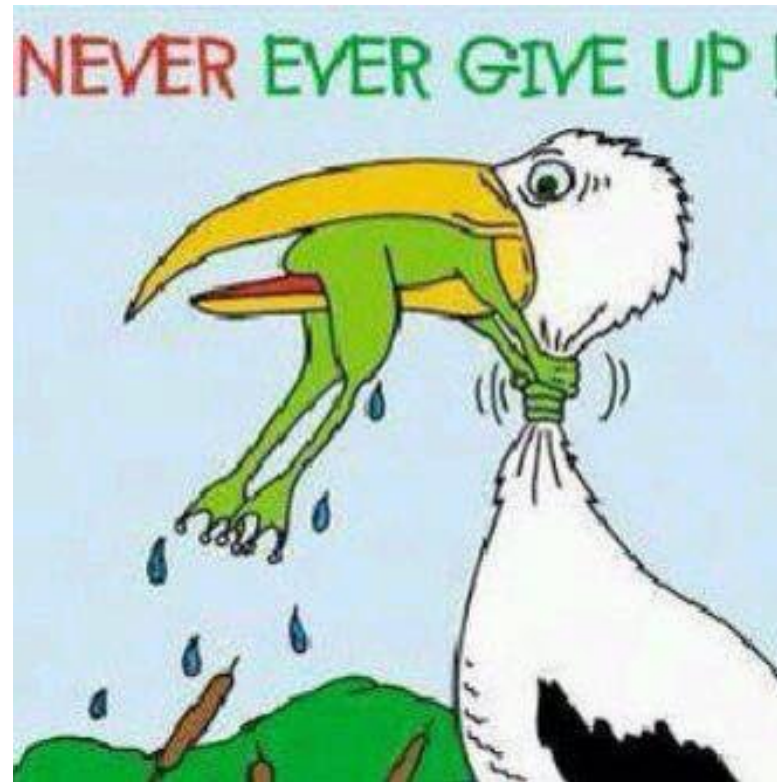
- Cadw mewn cysylltiad â'i gilydd a'r 14 P
- Dysgu oddi wrth ei gilydd trwy Ymholi Cydweithredol (P.#11)
- Talu sylw i roi adborth a chael adborth (P.#3)
- Cynnal 'Teithiau a Sgyrsiau Dysgu' dyddiol i ofyn 5 cwestiwn i ddisgyblion a'ch gilydd (P. #14)
- Dathlu dysgu newydd a phob llwyddiant bach trwy gymryd rhan mewn 'Ffair Ddysgu' a chymhwyso'ch dysgu newydd o'r 'Ffair Ddysgu'!

How Do Leaders Evaluate Their Success?

- Stay connected to each other and the 14 Ps
- Learn from each other through Collaborative Inquiry (P.#11)
- Pay attention to giving and getting feedback (P.#3)
- Conduct daily 'Learning Walks and Talks' to ask the 5 questions of students and each other (P. #14)
- Celebrate new learning and all small wins by participating in a 'Learning Fair' and applying your new learning from the 'Learning Fair'!

**Arweinyddiaeth yw cael
Ymroddiad a Dewrder, a Bod Yn
Gyson – Yn Ddyfal – Yn
Benderfynol!**

**Leadership is Having Commitment
& Courage
and Being Consistent – Persistent -
Insistent!**



Meini Prawf Llwyddiant

Gallaf:

- ✓ lunio cysylltiadau ymhlith fy nata, y 14 Paramedr a'm harferion addysgu ac arwain;
- ✓ nodi ym mha ffyrdd mae'r 14 Paramedr, yn enwedig 1 – 6 – 14, yn berthnasol yn fy nghydestun;
- ✓ myfyrio ar fy 'Symudiadau Dysgu Nesaf Orau' fel arweinydd;
- ✓ mynegi fy 'nghamau nesaf'; a
- ✓ rhwydweithio ag eraill a dysgu gan ein gilydd.

Success Criteria

I can:

- ✓ make connections among my data, the 14 Parameters and my teaching and leading practices;
- ✓ identify in what ways the 14 Parameters, particularly 1 – 6 – 14, apply in my context;
- ✓ reflect on my 'Next Best Learning Moves' as a leader;
- ✓ articulate my 'next steps'; and,
- ✓ network with others and learn from each other.

Diolch am fod gyda mi!

Thank you for Being with Me!

Clarity develops *as you go*,
not before you go.

LF LEADERSHIP FREAK

Diolch!

Daliwch ati a byddwch yn hyderus hyd nes cewch y canlyniadau rydych am eu cael". Lyn



www.lynsharratt.com



@LynSharratt #FACESLyn



Ymunwch â'r "Educational Leadership Group" (99,000 aelod hyd yma!)

Thanks

Stay the Course and Hold Your Nerve until You Get the Results You Want". Lyn



lyn@lynsharratt.com



lyn_Sharratt

Join the "Educational Leadership Group" (99,000 members to date!)

