

40 possible interventions in actions and behaviors that can contribute to the educational leadership of teaching teams

# 10 Insights x 4 roles

Inventory of actions and behavior based on literature and organized from different perspectives (teaching team, managers of teaching teams, Board of Directors/middle management, and supporting services). It concerns actions and behavior that can contribute to the intrinsic integration of educational leadership in teaching teams.

Actions and behavior of **teaching teams** to strengthen the educational leadership of teaching teams



Actions and behavior of **managers of teaching teams** that can contribute to the strengthening of educational leadership of teaching teams



Actions and behavior of the **Board of Directors/middle management** that can contribute to the strengthening of educational leadership of teaching teams



Actions and behavior of **supporting services** that can contribute to the strengthening of educational leadership of teaching teams



## Insight 1: Teaching teams are the key to educational quality

**The teaching team****Focuses on the quality of the learning process of the students.**

Works purposefully to improve the academic performance of the students.

The contribution of education to the students' learning outcomes is central to the teaching team.

**The manager of teaching teams**

**Identify the frameworks for the professional space of the teaching team.** We are talking about the playing field of the team, namely:

- The content of the curriculum;
- The teaching methodology;
- The selection of educational resources;
- The assessment and grading criteria.

**The Board of Directors/Middle Management**

**Focuses on the future sustainability of education (and the corresponding quality of personnel and physical environment)**

by:

- Establishing frameworks;
- Setting up educational processes, HRM, and management;
- Facilitating connections within the organization to ensure that capacities are utilized effectively.

**The supporting services**

**Working from the intention of the organization, has a supporting and facilitating role towards teams based on expertise (specialized knowledge and skills):**

- Aimed at reducing the burden on teams;
- Only expropriate where necessary, when specialist knowledge needs to be used that cannot be expected or required from a team.

**Want to know how students learn and make specific choices based on that,**

by engaging in conversations with students about the ways in which they learn and what they perceive as effective.

**Acts as a coach** in order to support and encourage the development of professionalism within the teaching team, with the goal of enabling the team to utilize their professional space. This means, among other things, discussing with the team what the institution's ambitions are on one hand, and on the other hand, jointly identifying what professional behavior is expected from them in terms of educational quality, in line with the institution's goals.

**Believes in the organization's ability to learn and perform by:**

- Providing autonomy (to enable professional autonomy);
- Allowing room for experimentation;
- Assigning responsibilities (to utilize professional autonomy).

**They are aimed at strengthening the capacity of the team.**

- Support teams in carrying out their tasks by enhancing the abilities of the teams and acting as a sparring partner for teaching teams.

## Insight 2: Teaching teams work from a clear, shared, and deeply understood educational vision

**The teaching team**

- **Works from a vision of good education.**
  - Ensures that the vision is based on a **shared understanding** with shared words and concepts within the team.
- **Speaks the same educational language.** This enables colleagues in the team to understand each other well and collaborate effectively. This also ensures consistent communication with students.
- **Takes responsibility for the substantive direction** of education.
- **Takes responsibility for the implementation** of education within the scope of the teaching team.

**The manager of teaching teams**

- **Communicates the vision of the institution.**
- **Leads the conversation with the teaching team about the intended quality of education.**

**The Board of Directors/Middle Management**

- **Sets the course and keeps it alive.**
- **Provides guidance for implementing the course.**
- **Continuously evaluates the course based on internal and external developments.**

**The supporting services**

- **Works based on the purpose of the organization.**
- **Connects external requirements (government) to the narrative/purpose of the organization's policies.**
- **Acts as interpreters for the organization.**

- **As a team, find the professional answer to the institution's ambition.**
- **Curious** about the experiences of other teams.
- Considers students as partners in the work.

- **Organizes and encourages** the team's own input in developing the educational vision.
- Aligns with the team's **intrinsic motivation**.
- **Acts as a sparring partner for the team.**

- Engages in **dialogue** about the desired **educational quality**.
- **Is sensitive** to the driving forces and core values of the different parts of the organization.

- **Together with the labour market, they seek the professional response** to external requirements and internal narratives.
- As a result, they clarify the organization's added value to the public (we contribute through... and we do it this way because...).

### Insight 3: Teaching teams are externally oriented and proactively seek feedback

<p><b>The teaching team</b></p> <p><b>Investigates</b> whether what the team has aimed to achieve in education has actually been realized.</p>	<p><b>The manager of teaching teams</b></p> <ul style="list-style-type: none"> <li>• <b>Encourages</b> the teaching team to gather feedback from students, parents, labour market, and colleagues.</li> <li>• <b>Ensures that they themselves are well-informed based on their own observations and conversations with various stakeholders.</b></li> </ul>	<p><b>The Board of Directors/Middle Management</b></p> <ul style="list-style-type: none"> <li>• <b>Requests the support services for management information</b> that provides insight into the returns and the appreciation of the quality of education (at the various levels/levels in the organization).</li> <li>• Requests the support services to provide management information from an <b>internal and external benchmark</b>.</li> <li>• <b>Actively organizes</b> feedback from the levels with which a dialogue is conducted at institutional level.</li> <li>• Augments the acquired insight into quality <b>by visiting the educational practice</b>.</li> <li>• <b>Organizes feedback from middle management and managers of teaching team through the conversation cycle.</b></li> </ul>	<p><b>The supporting services</b></p> <p><b>Assist in setting up a methodology for systematically gathering feedback from multiple sources, including:</b></p> <ul style="list-style-type: none"> <li>- diverse stakeholders</li> <li>- internal benchmark</li> <li>- external benchmark</li> </ul>
<ul style="list-style-type: none"> <li>• Is <b>curious</b> about achieved goals.</li> <li>• Organizes <b>feedback from multiple perspectives</b>, involving at least the stakeholders student and field of work.</li> </ul>	<p>Uses the observations and input from conversations with the different stakeholders to discuss with the team <b>what the team and/or individual employee needs</b> for the maintenance and development of the education quality.</p>	<ul style="list-style-type: none"> <li>• <b>The conversations in the conversation cycle serve the purpose of contributing to the goals of the organization:</b></li> </ul> <ul style="list-style-type: none"> <li>- How do you see your contribution to the goals of the organization?</li> <li>- What do you need from the institution for that?</li> <li>- How can I help you with that?</li> </ul>	<p><b>Assist</b> teaching teams in processing the results and conducting an analysis.</p>

## Insight 4: Teaching teams, managers, and management have knowledge of the state of education quality

### The teaching team:

- **Has an understanding of the impact of its work.**
- **Tells the story behind the numbers.**
- **Shares the data, interpretation, and explanation with different levels of the organization.**

### The education manager:

**Analyzes the findings** from their own observations and the input from conversations with stakeholders

### The Board of Directors/Middle Management

- Provides support in unlocking the data for all levels in the organization.
- Ensures the connection between departments to showcase the quality of education.

### The supporting services:

Unlock the wealth of information that is present within and for the institutions. They:

- support the executive board and management and teams in unlocking and organizing the data;
- support the executive board and management and teams in interpreting the data.

- Teachers realize that they have a crucial role in the quality of education.
- Therefore, they see it as their responsibility to evaluate the impact of their work.
- The teaching team tells the story behind the numbers. The teaching team justifies their decisions based on professional beliefs and considerations.

- Makes the progress visible.
- Celebrates successes.
- Engages in a development-oriented dialogue with the team: What can we learn from this?

- **Celebrates successes.**
- **Highlights beautiful educational practices as an illustration of ambition.**
- **Shares findings** in relation to the intended development of the organization, **linked to the question of what we can learn from them.**

## Insight 5: The organizational structure facilitates the work of teaching teams

### The teaching team

- **Identifies the need for and expectations regarding support.**
- Involves the supervisor in professional considerations and deliberations regarding the organization of education.

### The manager of teaching teams

- Takes care of the **conditions** necessary to be able to do the work;
- Discusses **with the team how time and resources are allocated;**
- **Supervises the completion of tasks;**

### The BoD/Middle Management

- **Manages the quality of a teaching team.**
- Manages the **organization's structure** to achieve goals.
- Provides employees with an understanding of the comprehensiveness of the organization's approach (**provides answers to questions such as why, what, when, why in that way, and who is responsible**).
- Ensures compliance with agreements.
- Promotes a **results-oriented attitude** within the organization.

### The supporting services

**Focus on supporting teaching teams and management, utilizing the available expertise.**

- Reflects on the effectiveness of their work activities (are we achieving the intended goals this way?).
- The team members hold each other accountable for task ownership and taking responsibility.

### Coaches and supports the completion of tasks:

- discussing goals, allocation of time and resources in relation to the direction and ambition of the institution;
- articulating what may need to be different and why (in relation to the direction and ambition);
- identifying with the team what should remain unchanged and why.

**The Board of Directors places the intention of the policy at the center**, allowing professionals to contribute their own thoughtful contributions from their context, for the benefit of students and professional fields.

## Insight 6: Teaching teams are improvement-oriented, both collectively and individually

### The teaching team

Works from an intrinsic motivation for improvements.

### The manager of teaching teams

- **Initiates and stimulates formal and informal learning processes** within a work environment.
- **Stimulates and organizes the professionalization** of the team:
  - Ensures the implementation of the team's professionalization with a view to achieving the team/organization's objectives;
  - the professionalization plan is developed in consultation with the team.
- **Takes care of HRM:**
  - team composition;
  - coaching teachers to achieve their goals.

### The Board of Directors/Middle Management

**Facilitates and supports with resources that encourage learning within the organization.**

Possible areas of focus:

- knowledge circles / platforms;
- platforms;
- projects involving various fields, higher education, and universities;
- bringing in young teachers;
- training in educational leadership for teachers, teams, and managers.

### The supporting services

- **Form the conscience of the organization.**
- Support from the intention (contributes to the quality of education for the students).

- Has a professional learning culture.
- Has formulated **for themselves what, why (their own motivations), and how they want to learn formally and informally from each other and from others.**
- Would like to be able to explain to third parties the performance of the education team, in order to answer the question: **what can we learn from this and how can we improve.**

**Stimulates and organizes the broadening of the team's frame of reference by:**

- Encouraging and facilitating practice-oriented research;
- Initiating/organizing collaborations that go beyond the immediate and daily field of the employees.

**Takes care of HRM:**

- Utilizes the differences and talents within a team to strengthen the team's capabilities;
- Aligns with the team's core values.

**Facilitates and promotes the development of reflective capacity within the Institution:**

- Organizing the acquisition of external feedback;
- Organizing dialogue on educational leadership and culture of quality;
- Involving internal experts in the dialogue and thus recognizing the expertise present internally.

**Facilitates opportunities for innovation:**

- Establishes connections with the outside world (new ideas, practices);
- Brings research findings into the organization;
- Utilizes the expertise present internally.

- **Reflect the organization.**
- **Act as critical dialogue partners.**



## Insight 7: Interventions in culture and soft controls are balanced with interventions in structure and hard controls

### The teaching team

- **Works purposefully and professionally within the set framework, based on their own interpretation of vision and ambition.**
- Is responsible for any adjustments or the maintenance of the development and implementation of education.

### The manager of teaching teams

- **Actively uses the available data to gain insight into the state of affairs.**
- **Facilitates the organization of contacts with students, parents, professionals, and colleagues within and outside the team for the teaching team.**

### The Board of Directors/Middle Management

**Actively makes use of the available data:** insights into the state of affairs.

### The supporting services

**Take over teams where high expertise is needed,** where the potential risks are too great, and the line does not frequently encounter them to make that assessment themselves.

- **Justifies their own professional choices** in relation to the ambition, vision, and goals of the institution.
- **Engages in dialogue** about educational development **with internal and external stakeholders.**

- In the conversation with the team, **connects with the team's driving forces/intrinsic motivation** regarding the quality of education.

- **Engages in dialogue** with internal and external stakeholders **about the relationship between the intended and realized educational quality. (Wanting to know and understand).**
- Engages in dialogue with internal and external stakeholders about **the future-oriented development of educational leadership** (Feed forward).

- **Leave it up to the team to handle what the team can do itself.**
- **Support departments within the organization in unlocking data:**
  - Organizing
  - Interpreting
  - Prioritizing.

## Insight 8: The choice of interventions to improve quality depends on the teaching team and the situation

### The teaching team

- Elaborates the improvements in a context-specific manner
- Specific
- Close to the educational practice
- Small steps.
- Systematically and gradually implements the improvements.
- Takes responsibility for feasibility.

### The manager of teaching teams

- Organizes the team's participation in decision-making.
- Organizes dialogue and consultation regarding the organization of tasks/task division.
- Takes care of the execution of tasks.

### The Board of Directors/Middle Management

- Leads change processes.
- Pushes boundaries with a view to the organization's sustainability.

### The supporting services

Articulate the support request.

- Takes care of monitoring the progress/considers monitoring the progress as a team task.

### Demonstrates situational awareness:

- Sees what will happen if no actions are taken;
- Engages in conversation about it;
- Knows what is going on beneath the surface within the team.

### Demonstrates situational awareness:

- Recognizes what will happen if no actions are taken;
- Engages in conversations about it;
- Knows what is happening beneath the surface in the institution.

### Provide support in proportion,

- depending on the need for low to high specialized assistance;
- depending on the contribution to the team's learning and problem-solving ability.

Keep the Board of Directors informed of existing risks.

## Insight 9: Demonstrating exemplary behavior at all levels

<p><b>The teaching team</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrates exemplary behavior.</b></li> <li>• Ensures a <b>safe environment for the students.</b></li> </ul>	<p><b>The manager of teaching teams</b></p> <p><b>Takes care of the connection and cohesion in the team by continuously</b> involving teachers in exploring improvement possibilities and making necessary choices.</p>	<p><b>The Board of Directors/Middle Management</b></p> <p><b>Facilitates the dialogue within the organization.</b></p> <ul style="list-style-type: none"> <li>• See insight 2 for what teams understand as educational quality.</li> <li>• See insight 7 for what stakeholders think about quality.</li> </ul> <p><b>It organizes opportunities for employees and managers to meet and learn from each other,</b> including intervision, knowledge circles, and study days, among others.</p>	<p><b>The supporting services</b></p> <p><b>Are guided by the purpose of the organization</b></p>
<p><b>Ensures a safe environment for the team members:</b> aspects:</p> <ul style="list-style-type: none"> <li>• Being able to address each other;</li> <li>• Giving and receiving feedback from each other;</li> <li>• Being able to be vulnerable;</li> <li>• Mistakes are discussable;</li> <li>• Critically reflecting on one's own actions.</li> </ul>	<p><b>Ensures a safe climate in the teaching team:</b></p> <ul style="list-style-type: none"> <li>• Shows attention</li> <li>• Communicates transparently</li> <li>• Is present/visible</li> <li>• Is accessible</li> </ul> <p><b>Shows vulnerability:</b></p> <ul style="list-style-type: none"> <li>• Reflects together with the team on their own actions as an education manager.</li> <li>• Is willing to change</li> <li>• Involves the team in the search to change and/or improve.</li> </ul>	<p><b>It promotes: Educational leadership is distributed leadership.</b></p> <ul style="list-style-type: none"> <li>• Educational leadership applies to both educational managers and teaching teams.</li> </ul> <p><b>It ensures a safe climate within the organization by:</b></p> <ul style="list-style-type: none"> <li>• promoting transparent communication</li> <li>• involving employees in developments</li> <li>• admitting mistakes</li> <li>• and asking what we can learn from them.</li> </ul> <p><b>It is visible and regularly present in the workplace.</b></p> <p><b>It demonstrates vulnerability by:</b></p> <ul style="list-style-type: none"> <li>• soliciting feedback on the educational leadership of the Board of Directors / middle management from internal and external stakeholders.</li> </ul>	<p><b>Are close to the teaching teams</b></p> <ul style="list-style-type: none"> <li>• Organized in close proximity to the teams.</li> </ul> <p><b>Seek feedback on their own role from the purpose of the policy and the situation of the organization.</b></p>

## Insight 10: Appreciating what is going well is the starting point for further development

### The teaching team

Reflects future-oriented

### The manager of teaching teams

- Appreciates what goes well.
- Encourages data satisfaction (wanting to know, wanting to learn, wanting to improve).
- Sets short-term achievable goals.

### The Board of Directors/Middle Management

- Appreciates what is going well.
- Encourages data happiness with the aim of wanting to know and wanting to learn.

### The supporting services

Contribute to the appreciation of the organization's results:

- Show what already exists;
- Show what has already been achieved.

### Leverages its own potential well:

knowing and appreciating each other's qualities and using them for the benefit of the organization's quality of education.

### Ensures job satisfaction by organizing:

- a good flow of work
- the use of expertise (in the field) within the team.

- Recognizes and utilizes the expertise **within the organization.**
- Strives for **shared leadership**, so that **responsibilities and ownership lie deeper within the organization.**