

## Cambridge Professional Development Qualifications – The contextual nature of leadership: my educational context

<b>Aims:</b> Unit 1: Understand key concepts and theories of leadership and apply these to thinking about their own practice	<b>Objectives:</b> LOC: Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.
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Session/ Module unit	Date/ time	Topic and content	Teaching and learning activities	Formative Assessment	Learning materials and resources	Evaluation
Unit 1 Understanding key concepts and theories of leadership  <b>LOC</b>	3 hours	Contextual nature of leadership: KQ1 In what ways do the circumstances in which leaders find themselves affect what they are able to achieve as leaders? KQ4 What are the key contextual factors that influence your leadership?	<b>Warming up:</b> Get candidates to talk about their institutions and express how they feel about them.  Guiding questions What do you do at work? What are your responsibilities/tasks? Who do you work with/for? What kind of experiences do you encounter daily? What challenges or barriers do you face?  As facilitator, I will encourage participation and reinforce contributions in order to identify possible working scenarios. My task is to generate a non-threatening atmosphere and guide the work by asking for clarification or expansion.	Group interaction through direct and open questions to set the tone of the session.  Responses from participants will provide initial diagnosis.	Dialogue and interaction.	Questioning and open discussion.

Unit 1 Understanding key concepts and theories of leadership  <b>LOC</b>		KQ 1, 4 & KQ2 Do successful leaders adapt to their circumstances or change them?  Contextual nature of leadership; identifying institutional features of educational community	<b>Stage 1/Task 1</b> At this stage, candidates work on Task 1 and express their ideas freely. This activity is similar to the warming-up but more specific. Questions or comments are welcome. Judgements should be avoided and discouraged.  My role is to guide the discussion and ask the key questions which I will draw out of candidates' own contributions.	Solo and group work on the basis of interaction.	Handout; Task 1	Feedback and monitoring.
Unit 1 Understanding key concepts and theories of leadership  <b>LOC</b>		Contextual nature of leadership; identifying personal features of the educational community KQ1 KQ2 KQ4 KQ5	<b>Stage 2/ Task 2</b> In Task 2, candidates use ideas presented in handout as input to become aware of the factors that influence their working environments.  This work is self-explanatory and personal.	Solo work. Awareness raising activity.	Handout; Task 2	Feedback and personal reflection.
Unit 1 Understanding key concepts and theories of leadership  <b>LOC</b>		Contextual nature of leadership; sharing common features of the educational community KQ1 KQ2 KQ4 KQ5	<b>Stage 3/Task 3</b> Group nominates a spokesperson who collects ideas and records them on board. Group identifies similar/common features which characterise candidates' working environment.  The idea is to attempt to identify a pattern with evidence (similarities and differences) of the sort of educational context we all encounter. We will then look at KQ3 together and discuss how the research supports or challenges what they have noted.	Collective work, reflection and negotiation of ideas	Handout; Task 3 Board	Feedback and monitoring

Unit 1 Understanding key concepts and theories of leadership  <b>LOC</b>		Contextual nature of leadership; communicating ideas and sharing challenges with colleagues/workmates	<b>Stage 4/Task 4</b> Candidates engage in a roleplay and decide on the best practices to improve performance on the basis of professional development. They should draw on their research for LOA and LOB to support their ideas.  Two candidates act as facilitators and conduct the discussion after the roleplay.  The appointed facilitators are expected to encourage candidates' participation, contributions and conclusions in the light of their own findings.  By the end of the session, we should all have a record of some of the factors which are part of our educational context and some ideas as to what makes our job possible/challenging/enriching.	Pair work Group work	Handout; Task 4	Feedback and monitoring
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### Guiding ideas

This activity aims at **Unit 1 Understanding key concepts and theories of leadership** and **Assessment Criteria 1 Understanding Educational Leadership**

**Learning outcome C:** Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.

**KQ1** In what ways do the circumstances in which leaders find themselves affect what they are able to achieve as leaders?

**KQ2** Do successful leaders adapt to their circumstances or change them?

**KQ3** From your research, what are the distinctive features of your own educational context that affect what school leaders can do or how they do it?

**KQ4** What are the key contextual factors that influence your own leadership?

**KQ5** How have these factors affected your leadership practice or development?

### Evidence of reflection

*An evaluation of the cultural and institutional context of your own leadership role, and how contextual factors affect and influence your own work as a leader in your current role.*