



Calling All Learning Leaders

By Dr. Lyn Sharratt, James Coutts, Maggie Ogram and Sue Walsh

The need to ensure ongoing leadership learning for current and aspiring leaders is well researched in the field of educational administration. Given the dynamic change occurring in education globally, it is critical that leaders build ‘the growth of future leaders’ into their own learning opportunities.

Everyone is a leader and everyone’s capacity to lead and learn must be continuously and conscientiously grown. To support the core business of student learning and well-being, current system and school leaders must ensure that all aspiring teacher-leaders are recognized and supported in building their professional teaching skills and in developing leadership capabilities – continuously. Systems, networks, schools and individual teachers can use the Clarity Learning Suite (CLS) to improve their practice and increase their leadership capabilities.

CLS, a web-based, 24/7 professional learning tool, is designed to develop leadership skills using a collaborative approach to reaching ‘precision-in-practice’ learning, teaching and leading to increase all students’ growth and achievement – and therefore well-being. To support the core business of student learning and well-being, current system and school leaders must ensure that all aspiring teacher-leaders are recognized and supported in building their professional teaching skills and in developing leadership capabilities – continuously.

With high impact visual and written modes, CLS captures and unpacks proven findings from educational research concerning:

- ✓ Putting FACES on the data and taking action to increase all students’ growth and achievement
- ✓ Providing research and practice-based guidance on evidence-proven learning, teaching and leading approaches for system and school improvement
- ✓ Sharing practitioner narratives of ‘lived experiences’ from across the globe
- ✓ Breaking down assumptions and perceptions to ensure we target ‘doing the right things, right’ (Sharratt and Fullan, 2012)

The evidence-proven 14 Parameters (Sharratt & Fullan, 2012; Sharratt, 2019; Sharratt & Fullan, 2022) in Figure 1.2 provide the basis for this online professional learning suite.

The Clarity Learning Suite is made up of 12 online modules that reflect system and school improvement work for leaders (at every level), teacher-leaders and teachers. Each module is comprised of sessions which dig deeply into the nitty-gritty of precision-in-practice. These modules are:

Module 1: Focus: Orientation to CLS

Module 2: Focus: Introduction of Leadership:
Leading to Do This Work

The Learning Suite

Module 3: Focus: The 14 Parameters: A Learning
Framework

Module 4: Focus: Knowing the FACES of
Learners

Module 5: Focus: Collaborative Inquiry with
Teachers and Leaders

The Teaching Suite

Module 6: Focus: Assessment

Module 7: Focus: Instruction

Module 8: Focus: Processes that Support
Collaborative Inquiry with Students

Module 9: Focus: Using Data for Prevention and
Intervention

The Leading Suite

Module 10: Focus: The Knowledgeable Other –
Leading Alongside

Module 11: Focus: Precision in Leadership
Practice

Module 12: Focus: Pulling It Altogether –
Leading for the Future

The 14 Parameters and the six Leadership Abilities (Sharratt, 2019), in Figure 9.2 provide a scaffolded learning model for CLS participants to collaborate and learn together alongside a "learning leader."

A key feature of CLS – the notion of "Learning Leaders" – builds and ensures sustainable leading while learning. Detailed notes support the Learning Leader to collaboratively lead sessions with colleagues and ultimately lead a whole school or whole system approach to improvement. Rotating the Learning Leader position offers very real experiences in leading while learning. The Clarity Learning Suite supports collaborative learning ensuring that participants have any-time access to:

- Video-delivered sessions by Dr. Lyn Sharratt
- Data discussions to 'Put FACES on Data'
- 'Fundamental Challenges' that reflect the lessons learned during every session
- Case studies and vignettes as points of focus to provoke wonder and consideration

Figure 1.2 The 14 Parameters of System and School Improvement

1. Shared beliefs and understandings
 - a. All students can achieve high standards given the right time and the right support.
 - b. All teachers can teach to high standards given time and the right assistance.
 - c. High expectations and early and ongoing intervention are essential.
 - d. All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do. (Adapted from Hill & Crévola, 1999)
2. Embedded Knowledgeable Others
3. Quality assessment informs instruction
4. Principal as lead learner
5. Early and ongoing intervention
6. Case management approach
7. Focused Professional Learning at staff meetings
8. In-school meetings—collaborative assessment of student work
9. Book rooms of leveled books and multi-modal resources
10. Allocation of system and school budgets for learning
11. Collaborative Inquiry—a whole-system approach
12. Parental and community involvement
13. Cross-curricular literacy connections
14. Shared responsibility and accountability
 - a. We all own all the FACES!





- Resources, including journal articles and research papers, that support each module and each learner’s need to reflect further
- ‘Learning Leader’ e-notes to support leading sessions while reflecting on personal leadership practices
- E-Notes in which participants record and revisit their learning
- On-site reflective journal in which participants can think through and record answers to “How can I use this tomorrow?”



- Learning enablers:
 - Online connections make it possible for teams to work together on their own laptops across vast geography or traffic-restricted distances
 - The Membership Directory allows participants to connect with systems and schools in similar circumstances (urban, suburban, rural or remote, large or small)
 - Online queries can be immediately addressed by Dr. Sharratt and other CLS leaders
 - Prompts and highlights, such as symbols, indicate time for ‘deliberate pauses,’ conversations or written reflections

Today, there is great urgency to provide current and aspiring leaders with authentic learning experiences. It is vital so they can lead with confidence, compassion, caring and positivity. Leadership research tells us that no amount of textbook learning – without evidence and ‘lived-in experiences,’ such as developed in CLS, will do it. [CP](#)

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