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TRAINING TEACHERS FOR LEADERSHIP

MODULE 1. PERSONAL LEADERSHIP: NEW SKILLS FOR MANAGEMENT

10 ECTS — 360 hours

Aim: To determine and justify the process of forming a teacher-leader, to create the conditions for managing this process.

Objectives:

1. Defining the theoretical foundations of personal leadership.
2. Formation of future teachers' skills to determine the leadership qualities that they need and to develop them through training.
3. Creation of organizational and pedagogical conditions for development of leadership skills of future teachers (student self-governance, mentoring, “reverse mentoring”, project-based learning, Educational Center for Leadership Development, etc.).

Key Topics.

— **Theories of leadership:** the theory of legitimate authority by M. Weber (traditional (patrimonial) authority, legal (rational) authority, charismatic authority), E. E. Jennings' leaders typology (hero, superman, prince; leader, administrator), B.D. Parygin's leadership typology (organizer, creator, fighter, diplomatist, comforter), charismatic leadership theory, Sidney Hook's theory (the influence of a leader on events and the ability to manage events: the eventual leaders and the event-making leaders).

— **The essence of notions:** leader, leadership, personal leadership.

— A teacher as a leader at school and in class: the functions of a leader, the characteristics of a teacher-leader — professional and creative (level of professional competence; ability to adapt professionally; clear, systematic vision of

professional problems; ability to quickly and efficiently analyze the situation and extrapolate the result; ability to form and develop the team's potential; desire for creative self-fulfillment; pedagogical skills; desire to seek newness and expand the creative horizons), socio-psychological (self-esteem; interest in people; ability to take into account the individual characteristics of team members; prevalence of motivation to achieve success; ability to overcome obstacles and take balanced risks; ability to exert an educational impact by personal example; heuristic style of thinking, pursuit of personal gain) and socio-communicative (ability to organize productive interpersonal, intergroup contacts; ability to inspire trust; ability to convince others and to defend the interests of the team; ease of entering into business contacts; teaching tact) characteristics of manifestations of leadership skills (verbal and non-verbal), image.

— ***Professional skills of a teacher-leader:*** conceptual (cognitive abilities), human (ability to effectively interact with people), technical (special knowledge and skills).

— ***Individual style of the teacher-leader:*** leadership styles according to K. Lewin (autocratic, democratic), leadership styles according to O. A. Orchakov (team leader, democratic leader, liberal leader), leadership style manifestations: communication, self-presentation, elocution, public-speaking skills, charisma, organizational culture, style, initiative, specifics of time management, goal-setting, motivation, delegation of authority. Diagnostics of leadership skills.

— ***Leadership skills of a teacher (training).***

Learning Outcomes (emerging competencies).

The ability to diagnose leadership skills of oneself and of students, mastering the methods of studying the informal structure of a children's group, methods of identifying informal leaders.

The ability to develop leadership skills of students by organizing special training (Leader's School, Leadership Academy, etc.),

The ability to develop leadership skills of students through organization of student and school self-governance, as well as involving students and schoolchildren in socially significant projects and civic initiatives.

Training "Leadership skills in pedagogical activity"

The training involves “total immersion in the subject”, 3 days of 6-8 contact hours work, with breaks after each work cycle.

Active forms of interaction: work in groups and in pairs, counseling, working through actual situations.

Training Contents:

Introduction to Leadership. Basic definitions and core notions

- Leadership components
- Basic definitions
- History of concepts of a leader
- Types of leaders
- Manager and leader: comparative analysis
- A new understanding of a leader’s role.

Self-Leadership

- Progress in Personal self-improvement
- Awareness and integration of the subconscious
- Working with personal accountability
- Awareness of personal limitations and their use in leadership
- Technology of working with intentions
- Working on goals/results
- Core values and leadership cultures
- Technique of using smart models
- Overcoming the main drawbacks of hierarchical organizations
- Leadership “perks”
- Leadership “faults”

Training “Diagnostics of leadership skills”

Diagnosis of the level of formation of teachers’ leadership skills, identification of deficits and planning measures to minimize them.

Reflective training “Development and presentation of the “Leader at School” program.

- Actualization of the participants’ needs for personal and professional self-development as teachers-leaders;
- Identification of stereotypes of past experience that impede the self-realization of a teacher as a leader at school, in class;
- Identification of constructive capabilities and resources of participants while they “live through” various models of personal and professional leadership;
- Consolidation of models of personal and professional leadership.

MODULE 2. PEOPLE MANAGEMENT: MANAGE, MOTIVATE AND ENHANCE COLLABORATORS

10 ECTS — 360 hours

Aim: To form a holistic understanding of professional and social leadership and team building among future teachers and educational managers.

Objectives.

1. Defining and justifying the methodological foundations of professional and social leadership.
2. Development of leadership qualities of students through organization of teamwork and formation of a leadership position.
3. Formation of future teachers and educational managers cooperation and interaction skills.

Key Topics.

— ***Leadership and management*** (power, types of power, goal-setting, value system, personal characteristics of a leader: physical, psychological, social);

— ***Professional and social leadership:*** group and team, team building and team management; definition of roles, work rules, interaction with professional and public territorial communities, social partnership, real and virtual communities, social projects and project management; teacher as a community leader (of a social, professional community);

— ***Leader and manager:*** leadership continuum theory (by R. Tannebaum and R. Schmidt), two-dimensional theory of leadership: leader's behavior and the structure of relations in a group, D. McGregor's theory of X and Y, the managerial grid model by R. Blake and J. Mouton, theory of leadership effectiveness by F. Fiedler, situational leadership model by P. Hersey and Ken Blanchard, path-goal theory of leadership by R. House and T. Mitchell, V. Vroom and P. Yetton's normative theory of leadership styles;

— ***Technologies for developing leadership potential:*** methods of active learning (brainstorming, business and role-playing games, a heuristic technique of activating creative thinking, a technique for analyzing problematic situations, etc.), reflective dialogue, personality-oriented trainings, coaching, mentoring.

— ***Team leader*** (training workshop).

Learning Outcomes (emerging competencies).

Knowledge of productive methods and tools for team building and team management.

Ability to advise leaders of youth communities both in real life and in virtual networks.

Ability to interact with leaders of local territorial communities, to manage projects and events of a historical, cultural, environmental, sports, artistic nature that are significant for the territory.

Ability to become a leader and provide methodological support to the local professional community.

Ability to provide informational, methodological and organizational support to youth parliaments, public associations, civil society institutions.

Ability to be an effective leader (member) of international professional and public associations, including virtual ones.

Training workshop “Team leader”

The training involves “total immersion in the subject”, 4 days of 6-8 contact hours, with breaks after each work cycle.

Active forms of interaction: work in groups and in pairs, counseling, working through actual situations.

Training contents:

Leader for others (team leader)

- Leaders and followers: new challenge
- Creating a shared vision
- From personal vision to the common faith of followers
- Technology for formation of a shared vision
- Vision of a leader, group's mission
- Why is a single goal in the group so important and how to set it
- Leader's group life cycle
- Types of followers and group subcultures
- Unified technology, group standards and norms

- The technique of overcoming group's limiting beliefs

Super Leader: leader for leaders

- Features of development of an organization as an association of leadership groups
- Leadership cultures, group subcultures and organizational cultures:
- Technology for analyzing the interaction and influence of leadership groups
- Objectives of transmitting a united vision
- Openness, freedom and preserving unity of the organization

Reflective training “Teacher as a leader of a local community”

- Actualization of the needs of participants in personal and professional self-development as community leaders (real or virtual)
- Methods and tools for team building and team management
- Identification of stereotypes of past experience that impede the self-realization of a teacher as a local community leader
- Identification of constructive capabilities and resources of participants while they “live through” various models of social leadership
- Consolidation of models of social leadership.

MODULE 3. STRATEGIC LEADERSHIP: SKILLS TO REALIZE STRATEGIES AND OBTAIN RESULTS

10 ECTS — 360 hours

Aim: To form a holistic view of strategic leadership, ways of setting up strategic tasks and decision-making for future teachers and educational managers.

Objectives.

1. Defining and justifying the theoretical foundations of strategic leadership.
2. Formation of students skills to design team development strategies.
3. Development of reflective abilities of future teachers and educational managers in the process of implementing team development strategies.

Key Topics.

— *Strategic management of an educational organization*: development strategies of an educational organization, types of analysis of the state of and the problems in management, examination of the results.

— *Mission and development strategy* of an educational organization: structurally-meaningful description.

— *School development program* (project workshop).

— *The essence of strategic leadership*: what tasks does a strategic leader solve, the difference between strategic and rational leadership.

— *Principles and methods of influence*: influence without manipulation, rules for making strategic decisions.

— *Formal and informal leadership*: how to become an informal leader.

— *Teacher as a strategic leader* (reflective workshop)

— *From teacher to teacher-leader*: assessment and development of leadership skills, mastery of effective influence methods (training)

Learning Outcomes (emerging competencies).

Knowledge of the main provisions of the theory of strategic leadership.

Ability to design development strategies for formal and informal professional and social communities.

Ability to identify informal leaders of children's groups and develop their leadership qualities.

Ability to design a school development program, analyze the state of the educational process, determine the directions of development of the organization.

Ability to perform effective leadership in international professional and public communities (projects).

Training “From teacher to teacher-leader: assessment and development of leadership skills, mastery of effective influence methods”

The training involves “total immersion in the subject”, 4 days of 6-8 contact hours, with breaks after each work cycle.

Active forms of interaction: work in groups and in pairs, counseling, working through actual situations.

Contents:

- Management and leadership, their similarities and differences
- Leadership as an interaction
- Leadership secrets: how to lead and be leadable
- Effective leadership and power mechanisms
- Roles of a leader and roles of a manager
- Leader as a politician; political functions of a leader
- Leader as a strategist; strategic functions of a leader
- Principles and methods of building trust
- Effective influence: to convince, and not to force and not to persuade
- Task leader and communication leader: leadership methods
- Purposeful formation of authority
- Qualities of an effective manager and an authoritative leader, and their development
- Emotional leadership, qualities of an emotional leader
- Leadership technology: “The Leadership Rhombus”
- Analysis of specific problematic situations of the training participants
- Diagnostics and assessment of participants' own leadership behavior
- Recommendations for correction and development of an individual leadership style
- Drawing up an individual plan for application and development of acquired skills.

Studying an academic discipline does not imply the presence of input requirements.

Forms and methods of training: lecture-presentation, a lecture with a set problem, lecture-discussion, training, practical training, workshop, reflective workshop.

Lecture-presentation is a form of interaction between a teacher and students, aimed at enhancing the processes of perception and processing of information, which allows one to present the material in a structured form and to illustrate it using tables, graphs, charts and figures and to significantly intensify educational activities.

A lecture with a set problem is a form of activating students' research interest in conditions of extreme information accessibility and is determined by posing questions or tasks that model a problem situation, the resolution of which occurs directly during the presentation of the topic on the basis of students' involvement in dialogical forms of communication.

Training is an interactive form of teaching that combines brief theoretical reviews and practical skills development in a short period of time, leading to the practical development of new or changing old behavior, the acquisition of new, more advanced behavioral skills for professional and personal development.

Reflective training is a program for revealing and activating the creative potential of all participants, based on methods of cultivating non-destructive ways of human self-development in order to achieve socially significant results in various fields of practice.

Reflective training has the following logic:

- 1) actualization of participants' needs for personal and professional self-development;
- 2) elimination of stereotypes of past experience that impede creative self-realization of a person in their life;
- 3) augmentation of constructive capabilities and resources of participants while they "live through" various models of personal and professional leadership;
- 4) integration of resources that have emerged into the new harmonious psychological integrity of a person;
- 5) implementation of a new psychological integrity of a person directly in life activity.

During a reflective practical training the scope of manifestation of creative uniqueness expands due to the development of a person's ideas about their own individual identity and the role of their creative activity in life events and the development of their creativity and creative potential.

Project workshop involves the phased development of the project (development program), includes all stages of designing and a reflective assessment of the results of each stage.

Evaluation of educational achievements.

1. Internal evaluation:

- self-assessment of competency formation level (dynamics by modules at the beginning and at the end of the module study)
 - satisfaction (with the process, content, forms, etc.)
 - mutual evaluation of practical results
 - teachers' assessment (testing)
 - leadership skills formation level
 - communicative skills
 - initiative
 - creativity
 - critical thinking
 - information literacy (network literacy, digital literacy, internet literacy, computer literacy, media literacy)
- (“Effective leader” methodology by R. S. Nemov, “Leader’s potential” methodology by S.S. Stepanov, “Scale for assessing the need for achievements” methodology, etc.)

2. External evaluation:

- employers' expert assessment
- an independent expert assessment of specialists in the field of leadership