Leadership for effective instruction and learning (continuation from the first seminar for this semester): The purpose of these activities is to help you to think and share information about instructional and learning leadership, particularly for your work as an administrator and for your passage of the OAE

What is self-efficacy and what is collective efficacy, please explain your answers?

**Self-efficacy is self-confidence. It is the belief that you can “do the thing.” It is the feeling that you have the ability, control, and influence to achieve. The goal is within the circle of your control.**

**Collective Efficacy is the group’s belief in themselves. It’s the belief in “United we stand, divided we fall”. According to Hoy & Miskel, “At a collective level, a culture of efficacy is a set of beliefs or social perceptions that are strengthened rather than depleted through their use and that give the school a distinctive identity.” (p. 190)**

* Would there be value for a sense of collective efficacy to exist in a school?
  + **Da-doi. Yes. Yes, it would be important.**
* If your answer is “yes,” what would be the value? What signs would reflect authentic collective efficacy in a school?
  + **If your building has collective efficacy, trust would play a major role within the teachers and administrators. Having trust in each other has a huge effect on the culture and climate of a school. Student achievement is positively affected when collective efficacy is apparent within a school because, “it leads to the acceptance of challenging goals, strong organizational effort, and a persistence that leads to better performance” (Hoy & Miskel, p. 193).**
  + **Signs of authentic collective efficacy within a school could include the following:**
    - **A Culture of Trust**
    - **Improved Student Achievement**
    - **Strong Collaboration**
    - **Academically Optimistic**
    - **Motivated Staff**
    - **Persistence**
* What signs would reflect an absence of collective efficacy in a school?
  + **A community with low collective efficacy does not trust the organization to accomplish the collective goal. Without that trust, much will disintegrate.**
    - **Communication in both directions will break down.**
    - **Efforts to support the organization’s goals will decrease. (Why bother?)**
    - **The distrust will spread from the staff to the students to the parents to the community at large.**
  + **These breakdowns can compound into financial.**
* What kinds of leadership would a principal need to exert in order to nurture collective efficacy in a school?
  + **The principal must share and celebrate success wherever she sees it. The principal must shape the “greatness narrative” of the building. The principal must convince the staff of the remarkable achievements that are occuring due to their collaboration, efforts, and continued development.**

Principal leadership for effective instruction and learning, please explain your answers:

* Make a prioritized listing of the actions that you will take as a principal to nurture effective instruction and learning.
  + **Have a vision and a plan.**
  + **Build community and trust between your staff members within your school.**
  + **Encourage risk-taking.**
  + **Focus on learning, not teaching and make sure your teachers have that same focus.**
  + **Spend time focusing on individual teachers and their instructional strategies.**
  + **Instead of asking teachers, “What are you teaching” and “How can I help you teach it more effectively,” ask in a way of, “To what extent are students learning the intended outcomes of the course,” and “What steps can I take as a leader to give both students and teachers the time they need to improve their learning?”**
  + **Provide teachers with training, resources, and support to improve and grow in instructional skills to provide student learning, based on need.**
  + **Give time for teachers to work collectively in teams.**
  + **Lead by example.**
* When entering a classroom, what relatively quick observations could you make to ascertain if effective instruction and learning are occurring?
  + **If the students are engaged in the classroom activity, learning is most likely occurring.**
* Which action would you recommend focusing on the most: effective instruction or effective learning?
  + **Effective instruction and effective learning go hand-in-hand.**
* To what degree will your answer be influenced by your own teaching style, regardless of the directions of OTES?
  + **Always include a variety of instructional strategies to reach all types of learners in your building and encourage all teachers to do what is best for all kids in the school, no matter what.**