

**LEI
WCDL**

Programa de liderazgo
para una educación
integral en contextos
desfavorecidos

Programa de liderança
para a educação
integral em contextos
desfavorecidos

Leadership Programme
for a Whole Child
Development in
Disadvantaged Contexts



International School Choice Reform Conference 2022

Whole Child Development Leadership (WCDL)

Promoting school reform through a training program for
leaders of schools serving children living in adversity



CONTENTS:

1. Context of the program and its contribution to the school reform, particularly in public schools (REQM)
2. Conceptual framework and the WCD vision (MAS)
3. The structure and development of the program: research, pilot training program, mentoring and scalability (REQM)
4. Results of the program evaluation (MAS)

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AIM OF THE PROGRAM

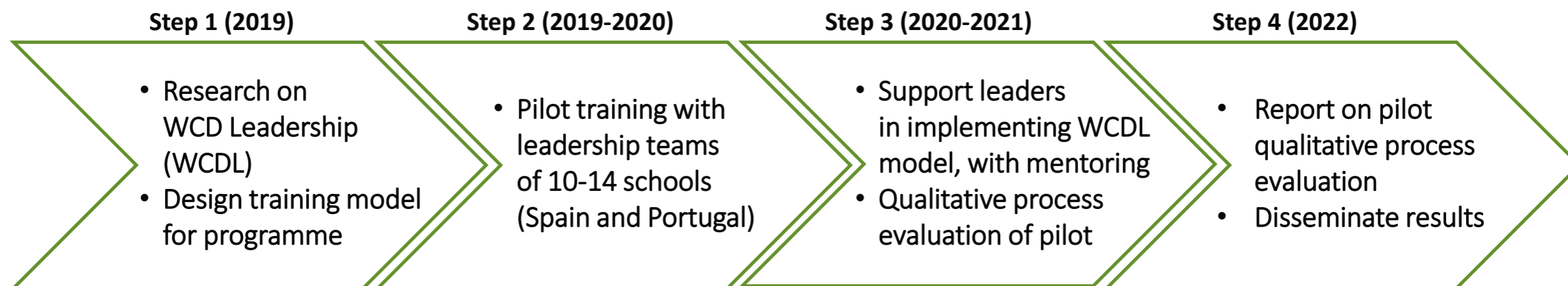
The social change goal of the program has been the integration of Whole Child Development (WCD) vision in public schools serving children in adversity in Portugal and Spain, through the gateway of school leadership.

ACHIEVEMENTS

- A successfully piloted WCD Leadership model in public schools is encouraging integration of a WCD lens in training curricula for leadership teams in Portugal and Spain.
 - ✓ 42 members of leadership teams in 14 schools have been trained in a WCD Professional Leadership Program in Spain and Portugal.
 - ✓ Through a one year mentoring phase, school leaders have implemented a WCDL model in their schools:
 - Effectively used pedagogy that enabled WCD outcomes, especially for children in adversity.
 - Formulated new approaches to the curriculum based on WCD methodology and student evaluation, considering children in adversity.
 - Engaged teachers, parents, families and students in a cultural transformation to value and promote WCD and its particular importance for children in adversity.
- Learnings from pilot WCD Leadership model and its qualitative process evaluation are disseminated with the aim of increasing policy dialogues with key stakeholders and better understanding the value of WCD for professional development of leadership teams and the importance of integrating it in schools.



A 3.5 YEAR PROGRAMME IN FOUR STEPS:



SELECT PILOT SCHOOLS

DESIGN AND IMPLEMENT TRAINING AND MENTORING CONTENTS. LEADERS DESIGN WCD PLAN FOR SCHOOLS.

SHARE LEARNING WITH TEACHERS; IMPLEMENT WCD PLAN IN PILOT SCHOOLS.

QUALITATIVE PROCESS EVALUATION. DISSEMINATION

14
public schools

43 school leadership team members

1,000 teachers
Share, learn, design and implement pilot WCD model in schools

8,000 students (and families)
Benefit from pilot WCD model interventions

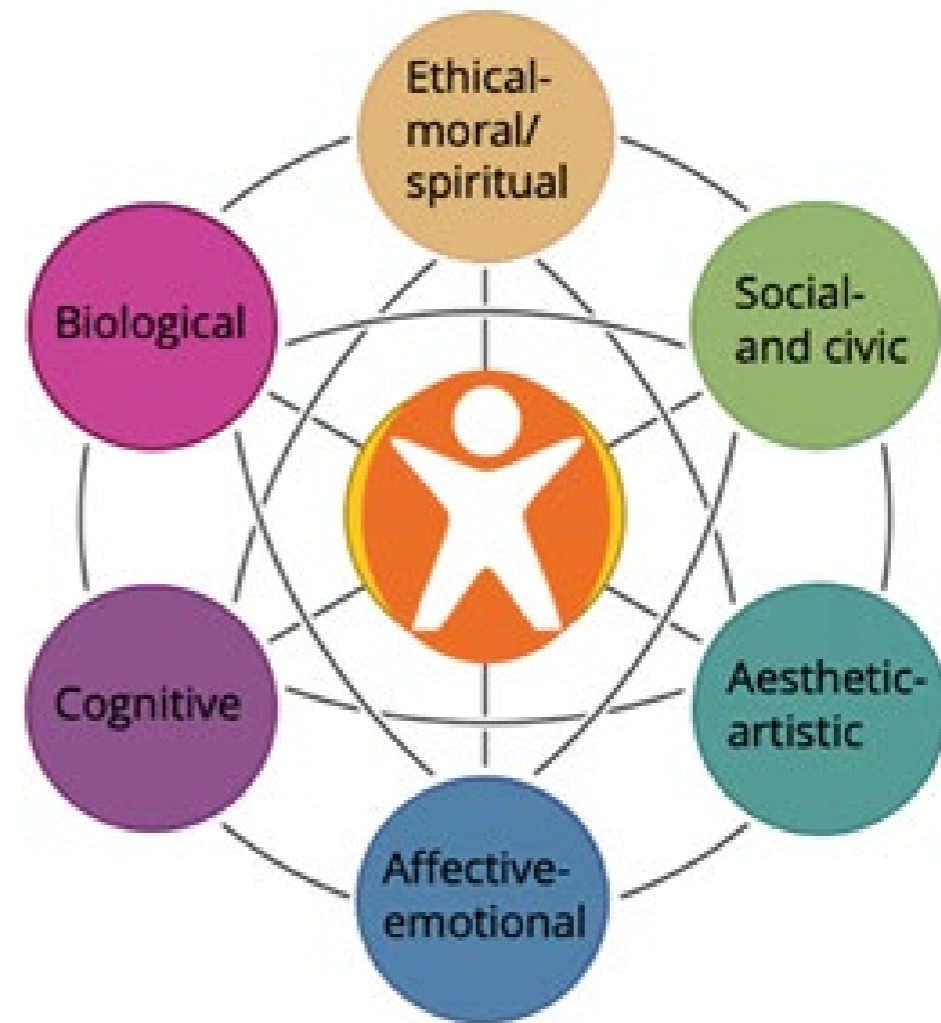


“WHOLE CHILD DEVELOPMENT LEADERSHIP” DEFINITION OPERATIONALIZED

- Extensive review of bibliography to define “WCD Leadership” framework, with **six dimensions of the person** and four domains of action.

Six dimensions

“The education of each student, considered from his or her radical dignity, and subject of an integral educational action, should aspire to interweave all the constitutive dimensions of the person...”

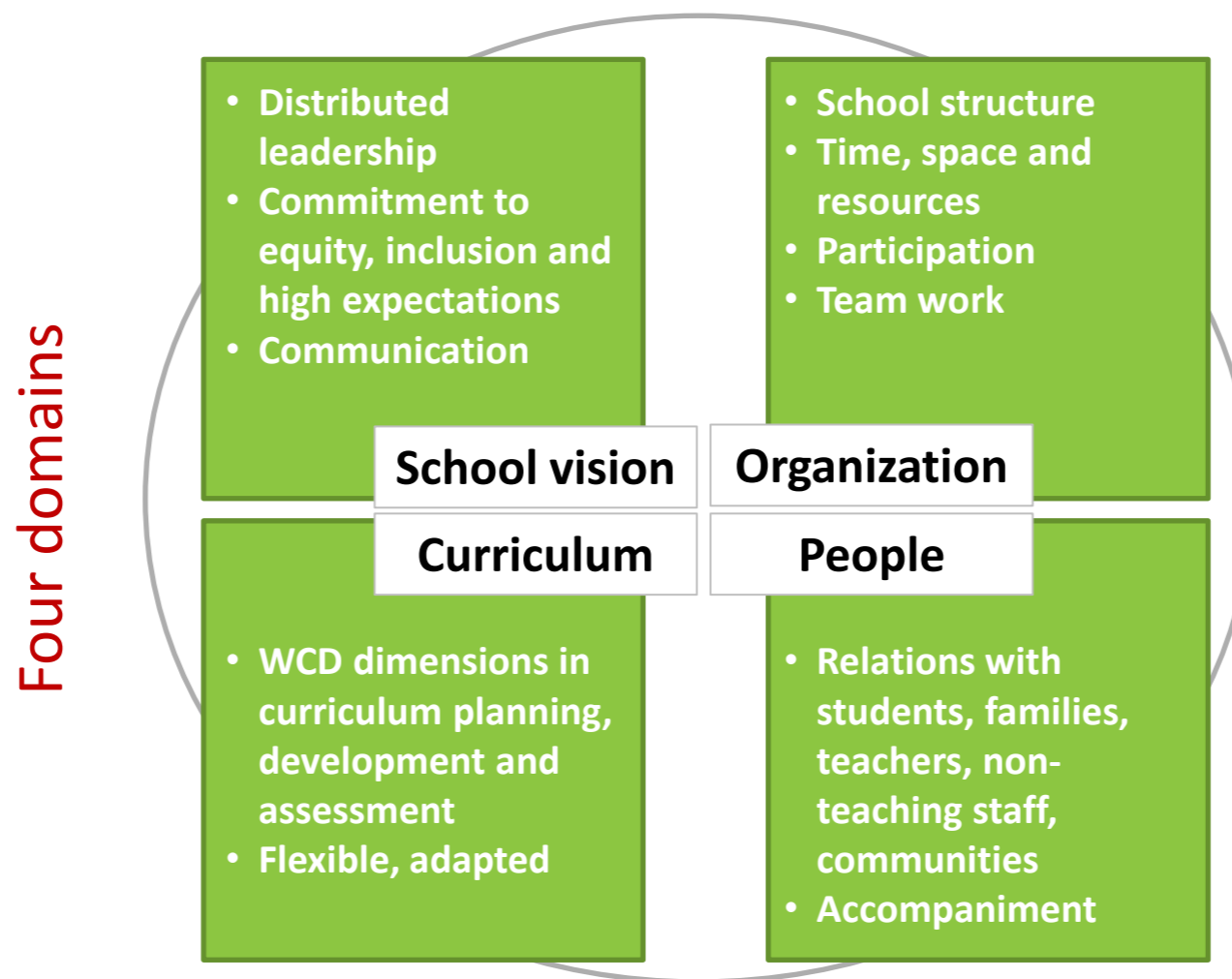


- WCD Worksheet #6
(European Foundation Society and Education;
CATOLICA – Centro de Estudos Dos Povos E Culturas de Expressão Portuguesa)



“WHOLE CHILD DEVELOPMENT LEADERSHIP” DEFINITION OPERATIONALIZED

- Extensive review of bibliography to define “WCD Leadership” framework, with six dimensions of the person and **four domains of action**.





PROGRAMME OUTPUTS

Step 1

Step 2

Step 3

Step 4

“LEADERSHIP FOR WCD” TRAINING LAUNCHED IN 14 PILOT PUBLIC SCHOOLS

- Primary and Secondary Education pilot schools selected under agreed criteria of adversity (children at risk of poverty or exclusion, parental origin, grade repetition, etc.)
- In-person sessions launched:
 - 21 leadership team members of 8 pilot public schools in Madrid (Dec 2019 – Apr 2020),
 - 24 leadership team members of 6 pilot public schools in Lisbon (Jan – May 2020)
- Observers in sessions to gauge engagement and participation and identify improvements
- Focus on competences for leadership team members:
 - Self-motivation, personal and professional Development
 - Strengths and skills needed to improve educational outcomes in contexts of adversity
 - Build new perspectives of leadership based on whole-child educational approaches
 - Adopt a whole-child perspective in teaching-learning processes (pre- and in-service)
 - Collaborative and team work strategies to strengthen and develop school leaders
 - High expectations, creativity and innovation in educational leadership
 - Apply learnings in practice through an Annual School Project in their own centre

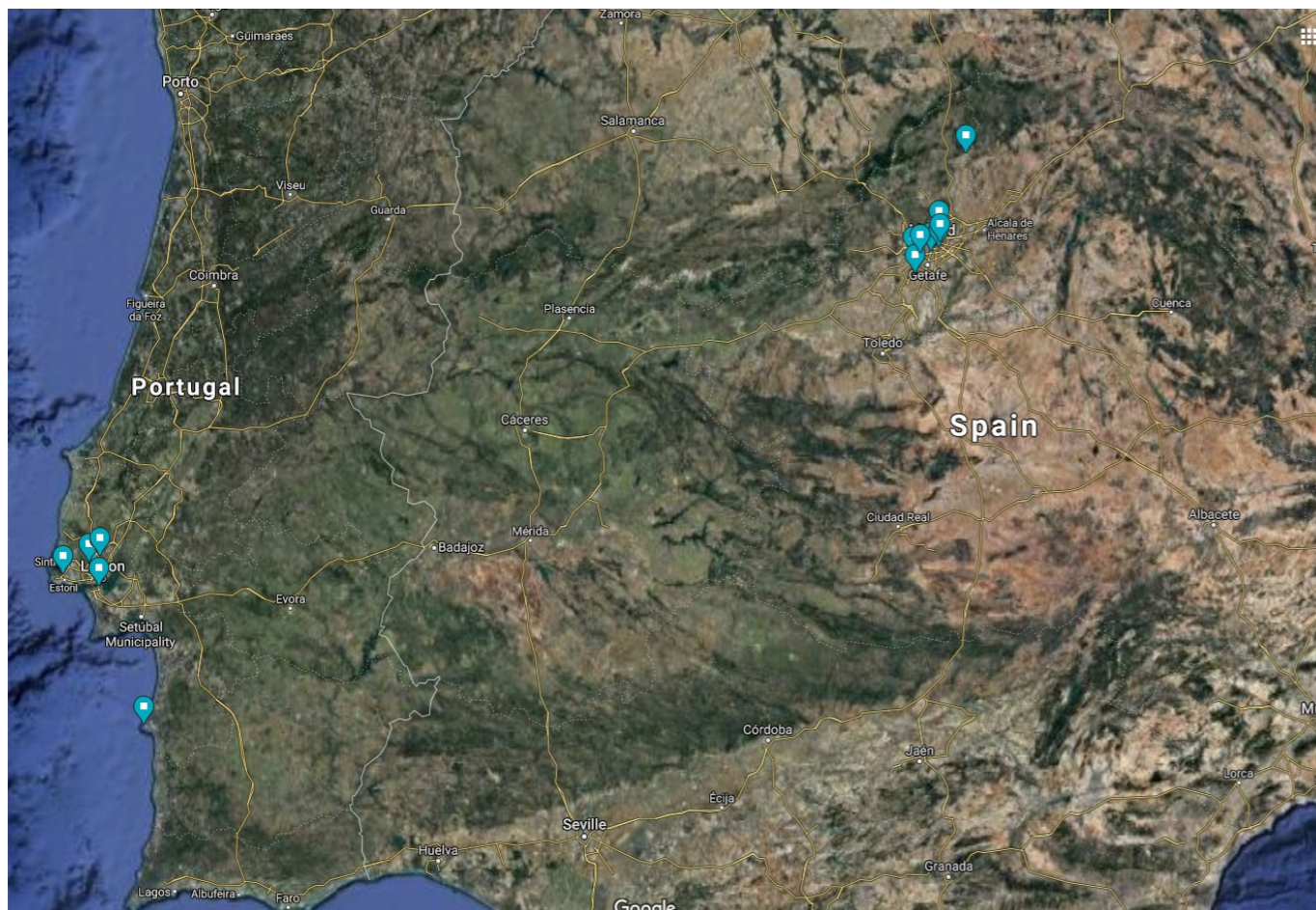


PROGRAMME OUTPUTS



“LEADERSHIP FOR WCD” TRAINING LAUNCHED IN 14 PILOT PUBLIC SCHOOLS

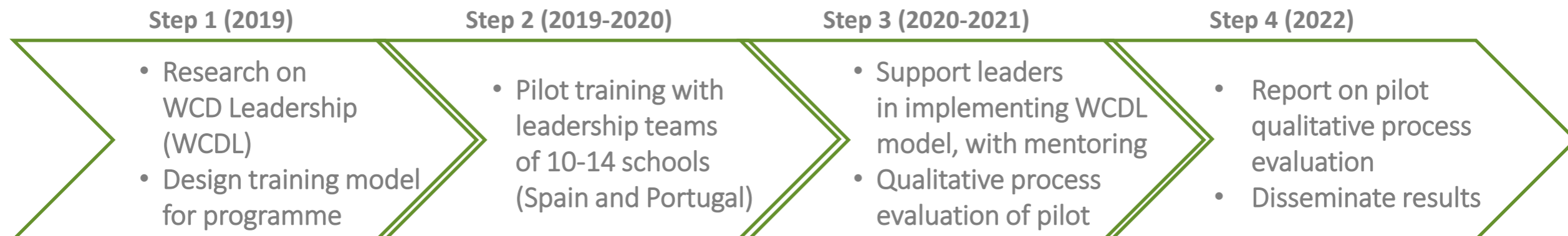
- 14 Primary and Secondary Education pilot schools selected under agreed criteria of adversity (students at risk of poverty or exclusion, parental origin, grade repetition, etc.)



	<u>Primary</u>	<u>Secondary</u>	<u>Both</u>
SPAIN			
CEIP Méndez Núñez	✓		
CRA El Jarama	✓		
CEIP Eduardo Rojo	✓		
CEIP Jesús Varela	✓		
IES Fernando Fernán Gómez		✓	
IES Mariana Pineda		✓	
IES Juan de Villanueva		✓	
IES La Fortuna		✓	
PORTUGAL			
AE Ibn Mucana			✓
ES Jose Alfonso			✓
AE Agostinho da Silva			✓
ES Fernão Mendes Pinto			✓
AE Sines			✓
AE Bairro Padre Cruz			✓



METHODOLOGY



**INSTRUMENTS /
TECHNIQS**

Quantitative:

- » Questionnaires + Likert scales:
 - Members of leadership teams (21 ES & 25 PT)
 - School sociodemographics and school climate

Qualitative:

- » Interviews :
 - School principals (8 ES & 6 PT)

Quantitative:

- » Questionnaires + Likert scales:
 - Trained Leadership teams

Qualitative:

- » Interviews:
 - Trained School principals
- » Observations:
 - Training sessions

Quantitative:

- » Questionnaires + Likert scales:
 - Leadership teams
 - Teachers

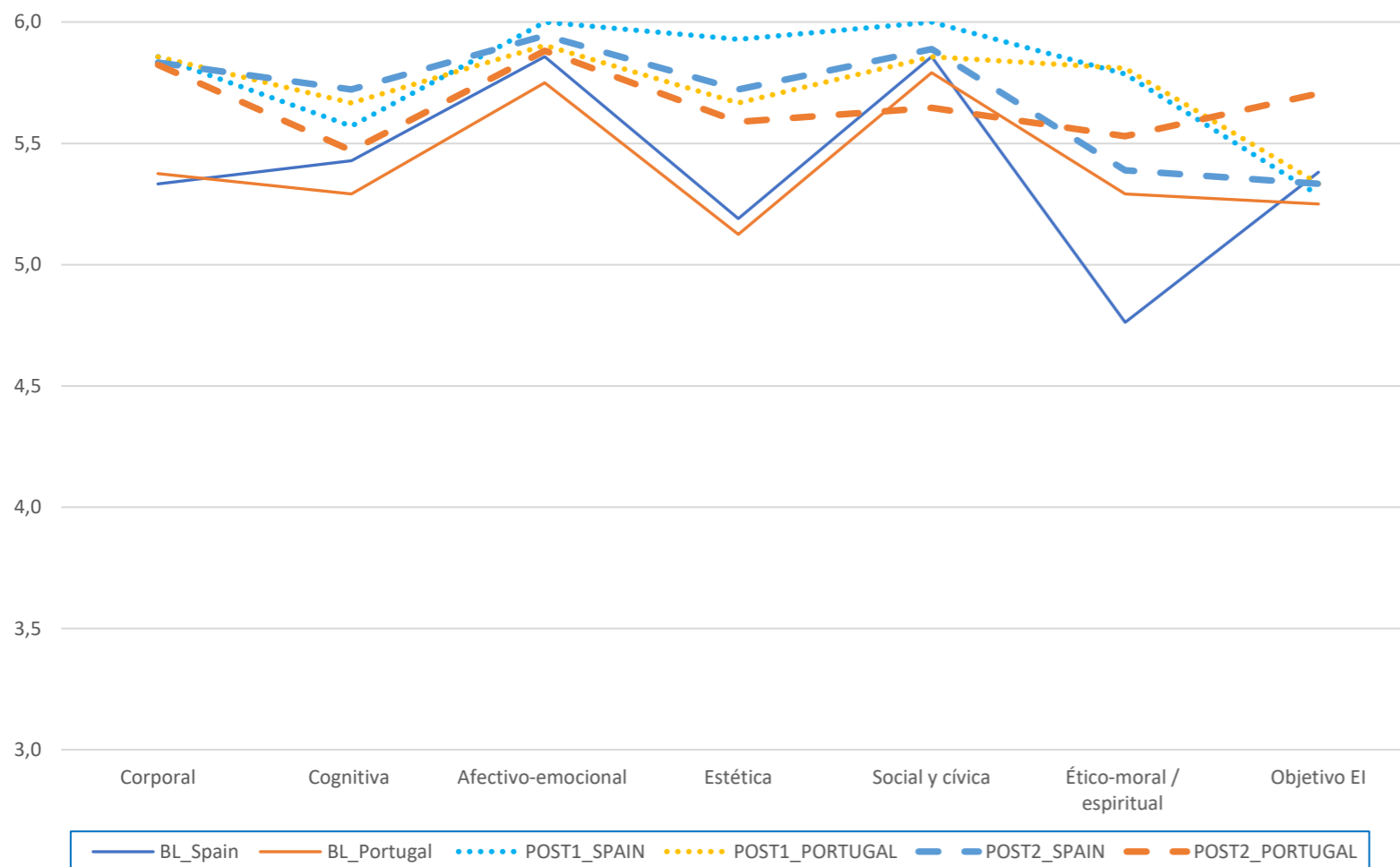
Qualitative:

- » Interviews :
 - School principals
- » Focus groups:
 - Leadership teams
 - Teachers
 - Students (exploratory)
- » Observations:
 - Mentoring meetings and diaries



APPLICATION OF A WCD LENS TO THE SCHOOL

Whole Child Development Dimensions

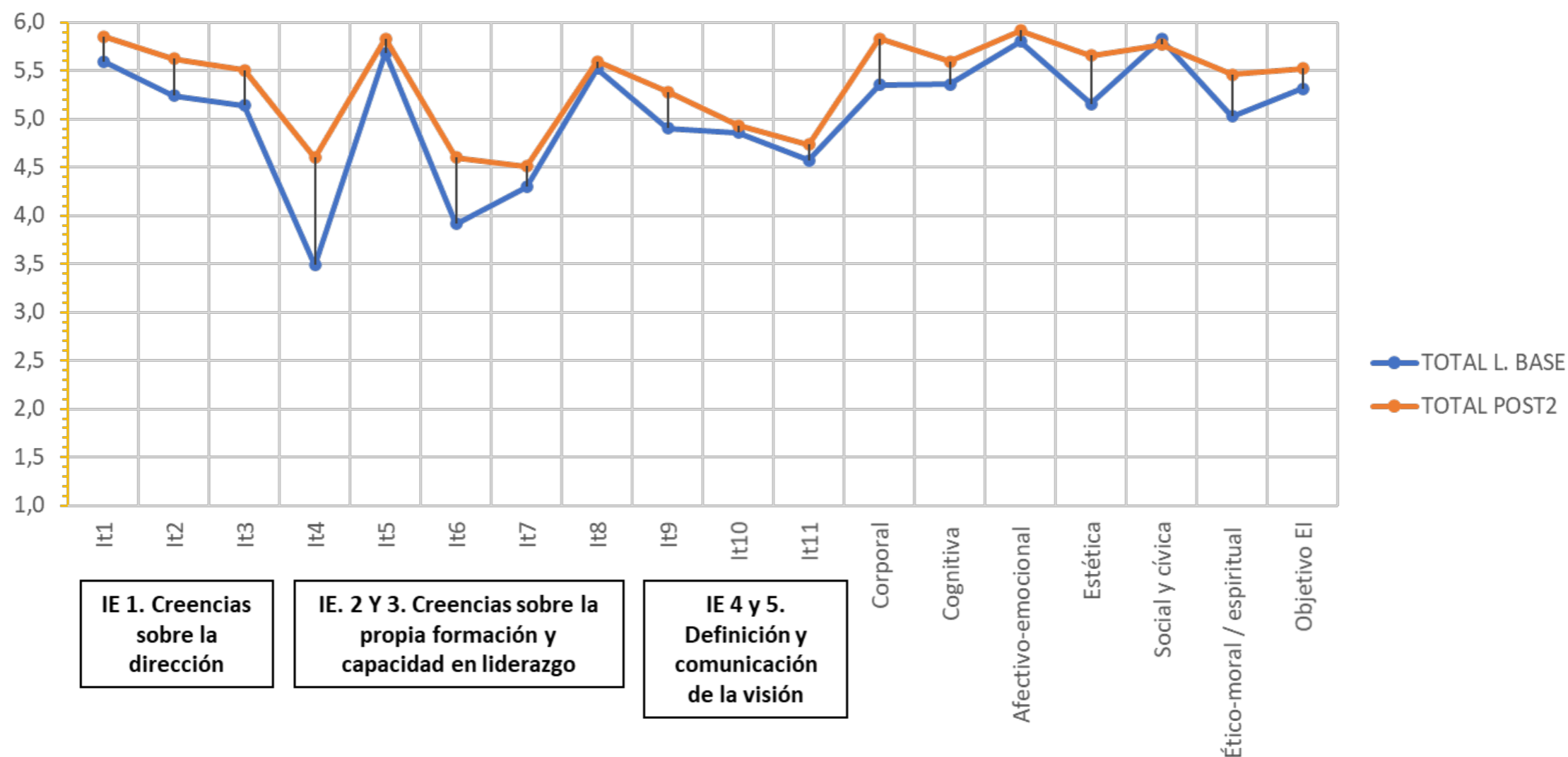


Members of leadership teams consider that the concept of integral education is particularly applicable to schools serving children in adversity

"It was very useful. It is an opportunity to look at our students and the way we interact with them in a different way. In a high priority educational terrain, such as ours, integral education is even more relevant because we can foster students' success precisely with the intervention in all areas, in terms of integral education."
(DIR02POR_POSTEST2)



WCD SCHOOL VISION

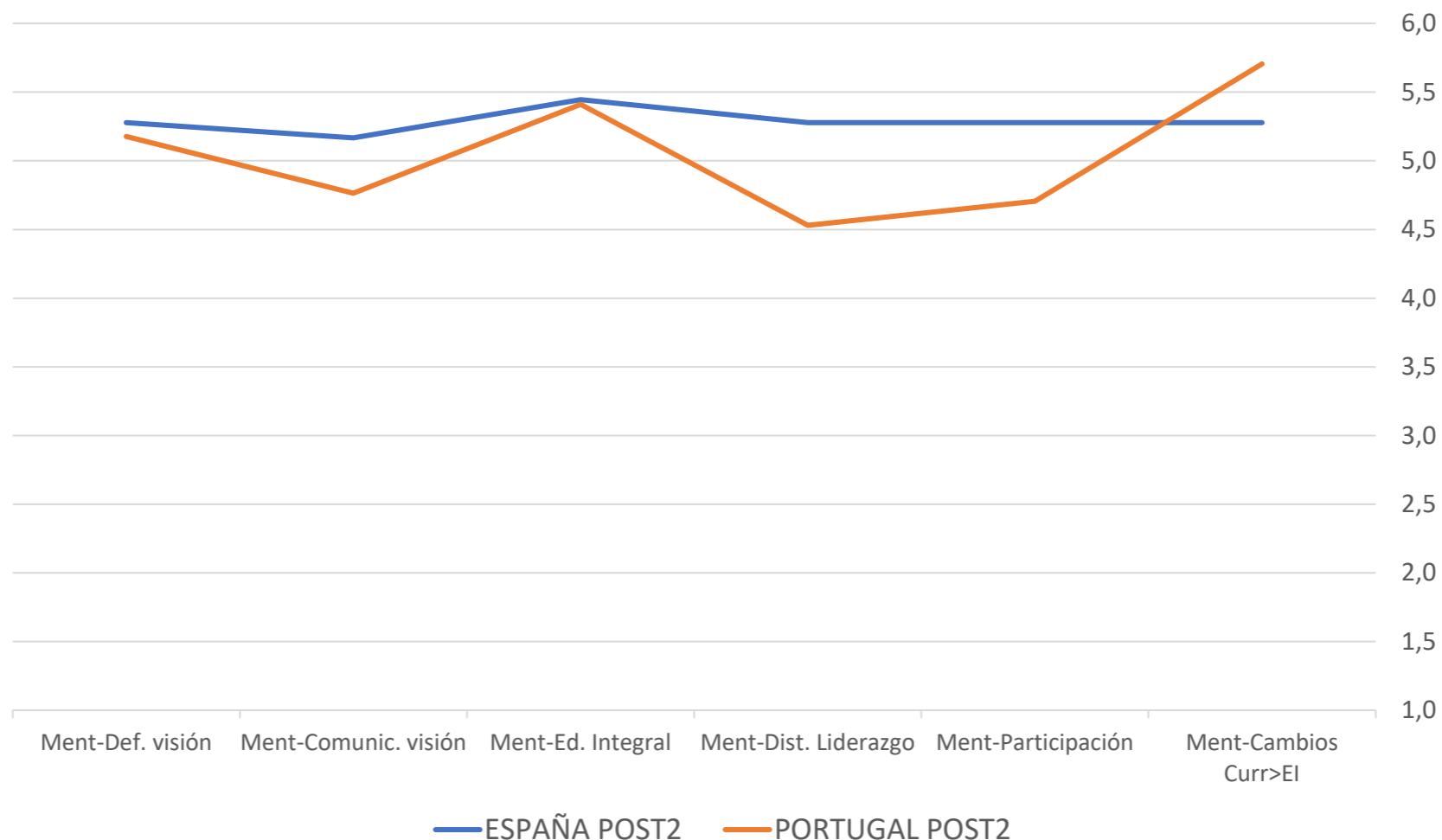


Even from very satisfactory baseline values, the program has achieved an improvement in the beliefs about the potential of school leadership. They feel that it has significantly improved their training and their leadership capacity to achieve the school's objectives.

Principals consider even more important than before to address the six dimensions of integral education, especially the corporal, aesthetic and ethical/moral/spiritual dimensions, which were the ones that received the least attention in the baseline.



ASSESSMENT OF MENTORING EFFECT

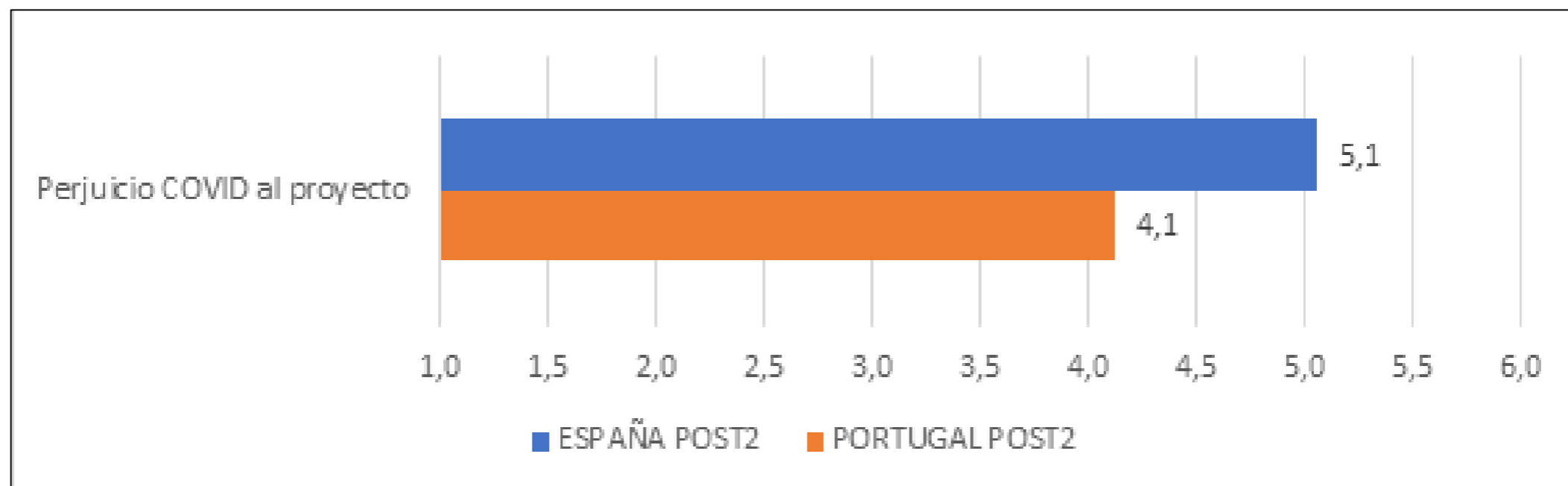


Mentoring has helped leadership teams in a very important way in three of the program's objectives: taking into account all the dimensions of integral education, clarifying the vision and communicating it better to the educational community.

Mentoring has helped them to a high degree to foster teacher participation strategies. It has also helped them to emphasize the distribution of leadership and the search for natural or talented leaders among the teacher community.



IMPACT OF THE PANDEMIC ON THE PROGRAM



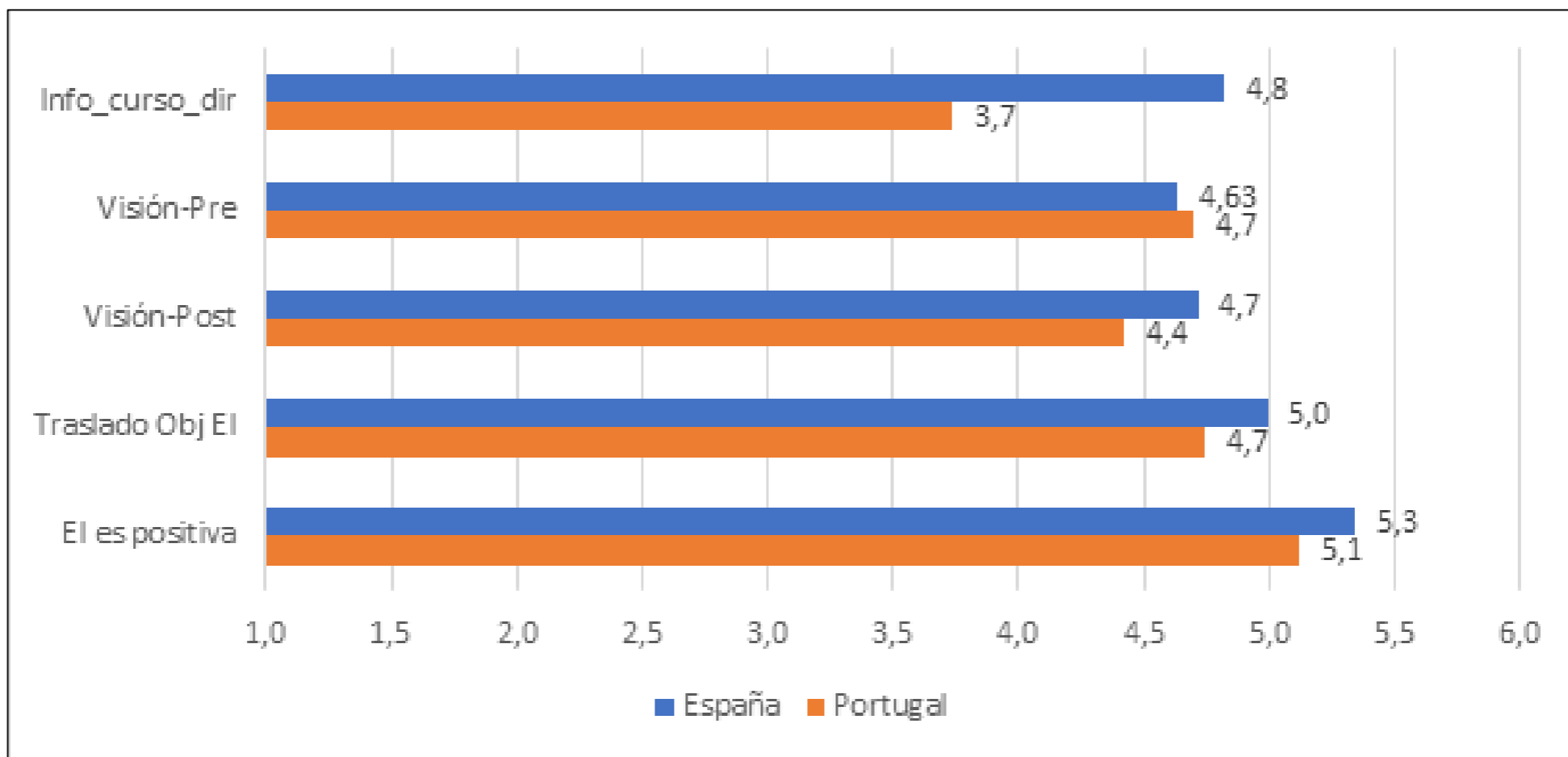
The normal development of the program was disrupted during the training course, which was interrupted in March 2020 due to the declaration of a state of alarm by COVID-19.

School leaders from Spain consider that COVID has had a high impact on the implementation of the program. For Portuguese leaders, the impact has been more moderate.

In Spain, 72% of school leaders consider that it has harmed them to a high degree, compared to 18% of the Portuguese.



INDIRECT IMPACT ON TEACHERS

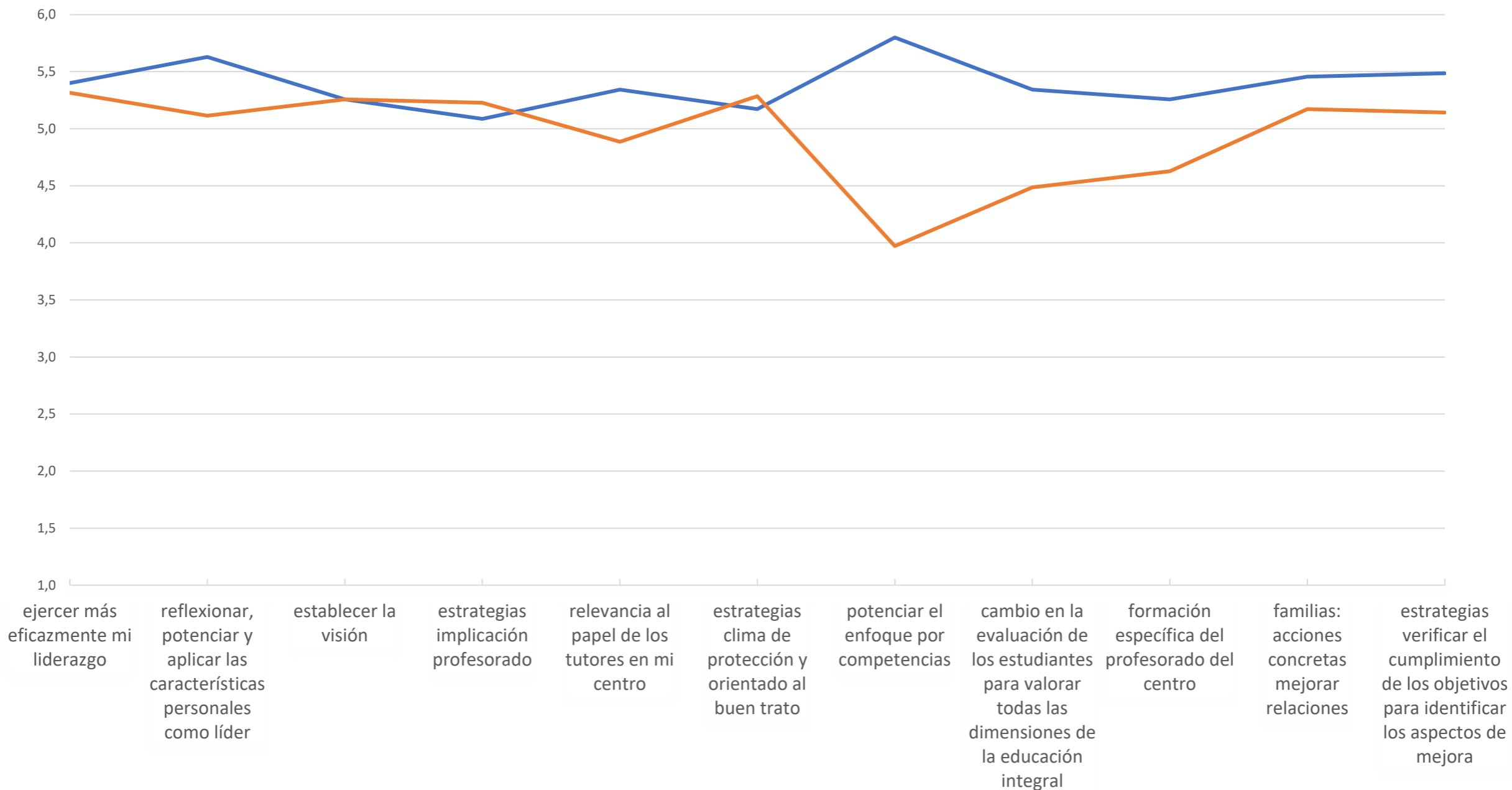


80% of the teachers in the Spanish sample and around 60% in the Portuguese sample say that they are aware of and have received information on this new approach to Integral Education.

Focus groups with teachers have shown that this redefinition of the school vision has not developed in the same way and has had different degrees of depth. Also, they revealed that the pandemic situation has made it difficult to communicate the vision in general terms due to the limitations of telematic means.



GLOBAL LEARNING RESULTS



— TOTAL POST1 — TOTAL POST2



QUALITATIVE EVALUATION RESULTS PRINCIPALS (POSTEST2 INTERVIEWS)

1. School principals consider that the training and the program as a whole have improved their management skills, especially in terms of their reflective capacity.
2. The program has contributed to define the vision of the school.
3. The distribution of leadership has been one of the main areas of improvement, with the prevailing ideas of trusting, sharing and delegating.
4. Principals consider that a competence-based teaching and learning approach is particularly appropriate in this type of school, but some difficulties have been encountered in putting it into practice.
5. Raising student expectations has been one of the essential elements for principals during the first year of implementation.
6. Personal well-being and professional development of teachers has been affected by the pandemic, but changes have been documented, especially in improving teachers' digital competence.
7. Communication with families has improved, paradoxically, thanks to the pandemic. Changes have also been documented with respect to their integration in school activities and in providing more personalized attention.



QUALITATIVE EVALUATION RESULTS TEACHERS (POSTEST2 FOCUS GROUPS)

1. Teachers point out that the leadership team has established communication processes with the objective of bringing the WCD program to the schools.
2. The distribution of leadership has been increased by the needs imposed by the pandemic, but also by initiatives driven by leadership teams.
3. Leadership teams have relied more heavily on tutors during the pandemic, and have tried to make tutoring more social-emotional oriented.
4. Attempting to raise student expectations has been one of the main changes they have perceived.
5. They note that attempts have been made to program teaching and learning by competencies.
6. They consider that the leadership teams have been more concerned with welcoming new teachers, increasing coordination, and taking an interest in the personal situation caused by the pandemic.
7. They consider that family communication has improved with the pandemic. And the type of changes mentioned by principals have also been credited by teachers.

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Thank you

www.wcdleadership.com