

**LEADERSHIP PROGRAMME FOR WHOLE CHILD DEVELOPMENT  
(WCD)**

**TRAINING COURSE**

**European Foundation Society and Education**

**DIRECTOR: Inmaculada Egido. UCM.**

**SECRETARY: LOLA VELARDE. EFSE**

**DECEMBER 2019 TO MAY 2020**

**(70 hours blended learning)**

**TEACHING GUIDE /DESCRIPTION**

**INTRODUCTION<sup>1</sup>**

*Through education, children and young people, especially those who are facing extreme adversities are best placed to develop all their potential for the common good".*

Whole child development leadership (WCDL) differs from other educational leadership models currently in practice. WCD has two particular elements that distinguish it and these permeate all the other aspects of its implementation, in that firstly, it emphasises the fact that a students' value lies not only in their exam results, but rather in their actual character as a person, every aspect of which should be developed and nurtured. This is why all the educational community's and its members' relationships and activities should be based on respect for human dignity, considering the person as a whole, taking into account all the various dimensions that make up that individual.

Secondly, WCDL is a specific programme designed for schools that are working in particularly difficult environments, that is, in more disadvantaged contexts, where educational activity must have greater transformational power if it is to achieve equality and improve the students' lives (in terms of family, emotions, security, intellect and well-being).

The ultimate goal of learning, training, exercising and practising this type of leadership is to educate children and young people so that they will recognise their inalienable value as people, creating high expectations of their current and future potential, and contributing to the transformation of the particularly challenging environments from which they come.

Our programme aims to provide the tools for leaders to improve their schools and help them to determine their specific needs. The common objective of the programme has been defined, but the means and some of the specific goals should

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<sup>1</sup> All the proposed content is tentative, suggested as a working document.

be specific to every school and should be established by their leaders who will also seek to collaborate with the educational community.

This training course concerns the characteristics required for leadership in whole child development (WCD). It is based on balance and the articulation of a set of theoretical skills that, in practice, concentrate on a learning process based on **case method**. In the 5 modules that make up the course, the school management team places emphasis on a process designed to gain insight into how to improve decision making in four fields of activity, which, in the literature on research into educational leadership are described as substantive: a) a specific vision of the school that is transmitted to members of the education community; b) a new approach to the organisation; c) a reinterpretation of the curriculum and d) an ongoing process of development, support and monitoring of relations with teachers, families and students.

The course is aimed at any member of the school management team who is considering how they could improve their management skills, by taking an honest look at how they are currently doing things, and also at those who wish to perfect their skills, so that they are able to work in particularly difficult school environments, based on their own knowledge, on a consideration of their goals and strategies, and an in- depth understanding of the reality that they need to lead.

## OBJECTIVES

- ✓ Learning about and **rethinking a vision for the school**, based on knowledge and practice of a leadership which, given its particular characteristics and values, aspires to the holistic education of students in particularly disadvantaged contexts.
- ✓ Improving **self-knowledge**, as a member of a school management team, not only from a professional, but also from a personal perspective, because first and foremost it is essential to learn about one's own personal reality and how to manage it.
- ✓ Guiding and **managing the organisation** (human, material and functional resources, the school climate, and mechanisms for ensuring participation) **towards a systemic transformation of the school**, in line with the WCD vision and the objective/s defined by the director of the school and the management team.
- ✓ Leading a **curriculum which will promote learning competence** as an expression of development of a holistic education based on participatory / cooperative methodologies or service-learning, seeking excellence in conveying knowledge of subjects.
- ✓ **Supporting and encouraging professional and personal development** of different members of the educational community, monitoring and evaluating change, and opening up to the immediate environment.

## SCHEDULE

Over the 21 weeks of cooperative learning, based on the case method and a combination of work tasks and face to face tutorials and online teaching sessions, the students will access a syllabus comprising 5 modules and 10 thematic units.

	L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D	
<b>DIC - 2019</b>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	No lectivo
<b>DIC-ENE 2020</b>	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Módulo 1
<b>ENE-FEB 2020</b>	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Módulo 2
<b>FEB-MZO 2020</b>	24	25	26	27	28	29	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Módulo 3
<b>MZO-ABR 2020</b>	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Módulo 4
<b>ABR-MAY 2020</b>	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Módulo 5

## RECIPIENTS

This course is aimed at management team members (head teachers, heads of studies, secretaries) in both primary and secondary public education centres, working in disadvantaged social environments, or with particularly vulnerable students, or those at risk of social exclusion.

## CONTENT (SYLLABUS)

The content of the syllabus is detailed in the Appendix.

### **MODULE 1. (2 DEC – 10 JAN). A VISION FOR THE SCHOOL IN WHOLE CHILD DEVELOPMENT LEADERSHIP**

#### **Module objectives**

- ✓ Examine the concept of the person and their human dignity in problematic environments or contexts, and when that person is socially, culturally and financially disadvantaged.
- ✓ Understand the scope of a holistic educational endeavour, the substantial elements of which include an ethical commitment to equality, inclusive participation, and the development and well-being of all the students.
- ✓ Reflect on the different domains of educational leadership, and the vision, mission and values of a school oriented towards Whole Child Development.
- ✓ Develop the skills for communicating a vision of the school within the framework of WCD, so that the whole educational community will be mobilised and involved in achieving the established goals.

- ✓ Improve self-concept, self-leadership, managing innovation and social and emotional skills of leaders, in order to plan how the specific characteristics of WCD can be applied to the reality, context and circumstances of their particular school.
- ✓ Examine the particular features of the school with a view to adapting the WCD approach to the centre, prioritising strategic elements of activity.

**Unit 1 (2-13 Dec) Understand and imagine your school.**

**Unit 2 (14 Dec – 10 Jan). Substantive components of the vision for a leadership for whole child development: clear goals, high expectations and widely distributed roles.**

## **MODULE 2. (11 Jan – 21 Feb). WCD FROM AN ORGANISATIONAL PERSPECTIVE**

### **Module objectives**

- ✓ Define guidelines, criteria and strategic actions for transforming the school organisation in the service of a whole child development project.
- ✓ Learn to promote a culture of participation and teamwork, avoiding a bureaucratic and work environment, and promoting flexible and collaborative working relationships, especially with intermediate structures.
- ✓ Reinforce the tutor's role as a decisive instrument for personalised care of the student and their learning, from the perspective of holistic education and knowledge of the situation, and the reasons for the students' vulnerability.
- ✓ Review time management and organisation, providing moments for reflection, dialogue and development.
- ✓ Create a safe, accessible, open, healthy, ordered and welcoming school climate, which is conducive to learning.

**Unit 3 (11-24 Jan). How to implement a broadly distributed leadership in Primary and Secondary schools.**

**Unit 4 (25 Jan – 7 Feb). Organisation of resources, spaces, materials, planning and time management from the perspective of participation.**

**Unit 5 (8 – 21 Feb). WCD's contribution to construction of a school climate in particularly vulnerable contexts, namely, moving from a situation of conflict to one of safety and trust.**

## **MODULE 3. (22 Feb – 20 Mar). LEADING A CURRICULUM FOR WHOLE CHILD DEVELOPMENT**

## Module objectives

- ✓ Orient planning, development and evaluation of the curriculum towards the goal of holistic education, which addresses six dimensions of a person that are inextricably linked: physical, cognitive, affective-emotional, aesthetic - artistic, social and civic, and the ethical- moral/spiritual dimension.
- ✓ Propose adoption of a skills-based approach, in which learning, based on cognitive and non-cognitive aspects as well as attitudinal and behavioural aspects (competencies) of the curricular subjects, is the driving force of individual development.
- ✓ Discussion with and encouragement of teachers to put into practice didactic methodologies and flexible and active educational ideas, such as cooperative learning, or learning based on problem solving, and learning based on challenges or service-learning.
- ✓ Encourage evaluation models and practices which will be conducive to the students' learning process.

**Unit 6 (22 Feb – 6 Mar). Skill based, educational and didactic approach for a holistic education in vulnerable contexts.**

**Unit 7 (7 Feb – 20 Mar). No one should be left behind: strengthening the learning experience of all students.**

## **MODULE 4. (21 Mar – 24 Apr). WCD, supporting people and relations with the community**

### Module objectives

- ✓ Encourage teachers, families and community to work together, developing the school as a place of relationships, characterised by the ability to listen, and by freedom and respect.
- ✓ Provide individualised support to the teaching staff and non-teaching personnel at the school, in an endeavour to achieve the organisation's goals, encouraging the development of commitment, professional competence and resilience.
- ✓ Promote professional development of teaching staff, both in informal situations and by specifically offering training designed to improve teaching practices in vulnerable environments.
- ✓ Help to create school-family relationships which will encourage and improve family involvement.
- ✓ Contribute to the creation of a positive image of the school, opening it up to the surrounding environment, collaborating with community organisations and making use of available resources.

**Unit 8 (21 Mar – 2 Apr). WCD: support for teaching staff and their professional development.**

## Unit 9 (3 – 24 Apr). WCD, families and community.

### **MODULE 5. (25 ABR – 14 MAY). DESIGN AND DEVELOPMENT OF AN ACTION PLAN AT THE SCHOOL BASED ON THE WCD PROJECT**

#### Module objectives:

- ✓ Prioritise strategic actions to position the school as a centre for the holistic education of students.
- ✓ Learn and define operational goals and objectives.
- ✓ Design tools and systems for monitoring and obtaining data and evidence of specific actions carried out to implement the WCD approach.
- ✓ Draft and present an Action Plan for the school based on the WCD approach.

**Unit 10 (25 Abr – 14 May).** Drafting and presentation of an Action Plan for the school based on the WCD approach.

#### STRUCTURE OF THEMATIC UNITS

Each unit will be structured in the following way:

1. Work guide and presentation of the unit.
2. Consultation materials.
3. Activities, assignments and/or practical tasks. The activities (albeit compulsory or recommended) will consist of an exercise linked to the work material. Tasks will involve a related work assignment to be handed in by the student.
4. Face to face tutorial: presentation and discussion of a case study.
5. Summary of the unit (balance of learning acquired, questionnaires, self-assessment, chats, forums, evaluation of teacher, etc.).

When the units in the corresponding module have been completed, there will be a final assessment of the module. From module 1 onwards, the content learned will be incorporated in the final course project which will be implemented in the 2020-2021 academic year.

2.5 PREPARATION HOURS	3 FACE TO FACE TEACHING HOURS	1.5 HOURS OF APPLICATION	TOTAL OF 7 HOURS
Reading documentation, preparation of the case, films, recordings of lectures.	Presentation of the module and the case study. Group work and general discussion.	Evaluation of the Unit and its application to the Action Plan for the school (team work)	

#### DEVELOPMENT OF SKILLS

- ✓ Self-motivation, personal and professional development (skills and principles or guiding values).
- ✓ Develop strengths, skills and capabilities as a method for improving professional performance in particularly problematic educational contexts.
- ✓ Construct new leadership perspectives, based on the centrality of the individual and their holistic education.
- ✓ Adopt a holistic approach to the aims of education and the teaching-learning process, an essential perspective for initial training and for management teams to refresh and update.
- ✓ Seek collaboration and team work as a means for improvement, growth and development of school leaders.
- ✓ Apply high expectations, creativity and innovation to educational leadership.
- ✓ Create a personalised school leadership programme, inspired by WCD, within the framework of an Action Plan for the school so that this can be applied to a specific school context.

## **METHODOLOGY**

- ✓ On-line methodology with a Moodle virtual classroom organised by the European Foundation for Society and Education, and any other support for facilitating the work programme website (currently in construction).
- ✓ Discussion of practical cases on the content of each unit in face to face tutorials of 3 hours, through teamwork, and also class group work.
- ✓ Analysis and study of materials presented. In addition, each unit will include both individual and group tasks which will help to gain a deeper knowledge and reflect on the content in question.
- ✓ Ongoing individual and collective tutoring of students through personal messages, forums, chats, revision of exams, facilitating as far as possible debate and exchange of ideas and perspectives.
- ✓ Viewing of audio-visual content is proposed to complement and enhance each of the subjects addressed in the course, and to encourage personal reflection, and to incentivise learning, comments and pooling of ideas.

## **ASSESSMENT**

The assessment will take into account the following:

- ✓ Adequate completion in due time and proper form of the course activities.
- ✓ Active participation in the case work (participation in work groups and class discussions).
- ✓ Active participation in forums, as appropriate.
- ✓ Tests and examinations which will enable the teacher to check improvement in skills acquired, albeit in test format or through on-line questionnaires (on completion of the four modules, and one final assessment of the course).
- ✓ Resources provided by the student evidencing the means of resolving and applying the course content to the school in question.

- ✓ Compilation of a WCD Action Plan applied to their school jointly by the management team, highlighting achievement of the course objectives.

The criteria used for the evaluation are as follows:

- ✓ Appropriateness and validation of the responses to the activities.
- ✓ The quality and relevance of contributions to forums and case studies.
- ✓ Correctness of responses in tests.
- ✓ The degree of comprehension of materials, relevance of personal contribution and substantiation of the practical work.