

The Reinvention of Learning through Professional Learning Community: Case Studies of a Principal



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An ideal picture of principals as leadership for teachers and school

- A powerful to promote effective, **collaborative learning** practices in schools that lead to increased student achievement, improved decision making at the school and district level, and **create a dynamic teaching profession** for the 21st century" (Teacher Leadership Exploratory Commission, 2008, p. 3).
- Share a heightened responsibility for **equitable opportunities for the success** of their school, students, peers, and communities (Julian Weissglass :1998)



School Principals' Challenges and Opportunities

Principal and Understanding of Learning

- Principals were prepared and trained on management competencies but were **less equipped** to deal with **Innovative Change in the Organization of Learning**
- Innovative Change in the Organization of Learning is the **close understanding of learning itself**

Coverage of Principal Leadership

- Leadership of Principal is so influential of direction and outcomes whether at micro level of schools and learning environments or of broader system (OECD: 2013)
- ensuring the maintenance and **sustainability of the directions** pursued by the **learning leadership** (James Spillane: 2013)



Principal leadership and Learning Communities activities: Smile and Frown



- Principal agreed to manage and put into school agenda as it will support Teacher Assessment Performance. **Indicated:** Principal attend the lesson observation, not to observe but **to evaluate**, and dismiss on post lesson discussion
- The learning community activities and its pedagogical breakthrough for the principals involve nothing more than preparing learning environment for teachers. **Indicated** by less participated rate of principal in the planning and reflection

Case Studies of a Principal in Sumedang Districts



1. She attracted by a group of teachers who conduct lesson study in different school.
2. She newly manage lesson study for teachers in her school, but less participated except for teacher performance evaluation

“ It is (*lesson study activities*) truly help me as one of principal task is to assess teachers performance. I do not have to make teachers being frightened when I shall entrance their classroom as I used to be. Just little bit surprised that somehow his (*named a teacher that she assess*) pedagogy tactics seems unusual as I have seen from him before . . . “

Spending around 2 semesters (6 meetings) involved in learning communities activity



“it needs more than 3 lesson design meeting for me to realize, that my leadership is about **more than representation**. . . . ” (Principal of SMPN 4 Sumedang)

“what really I was not predicting is how actually my staffs (teachers) able to criticize detail of chapters in our new curriculum and somehow they **modify it to deliver differently**. . . . ” (Principal of SMPN 4 Sumedang)

Digging the untold story of Teachers Leadership: Long served as committee members, team leaders, department chairs, association leaders, and **curriculum writers** (*modify it to deliver differently*) (MacBeath, J. 2012),

She and the school supervisor

“... that principal task is more to the management rather than deep into classroom activities. She (principal of SMPN 4 Sumedang) surely need to develop her leadership through principal several training” (**School Supervisor** for SMPN 4 Sumedang)

- “... those nominated formally as leaders often have a range of routine management and administrative duties to perform as well as leading” (**Model Teacher** for SMPN 4 Sumedang)



- Leadership and management, The two are not identical concepts, and need to be disentangled Badia, J. and M. Martínez (2012).

She and the school supervisor



“ . . . The problem for lesson design and learning innovation in my school actually is when particular senior leaders/managers **let sayme** (smiling) are so dominant with the institutional management aspects of the tasks so it is to the neglect of leading into learning and teaching.”

” (**School Supervisor** for SMPN 4 Sumedang)

- Turn **from learning management into learning leadership**. It is not that learning leadership is all “whirlpool” and learning management is all “rock”. Both are valued but they may come into tension and that tension needs to be addressed (Sussane Owen: 2013)

Properties of learning leadership

Providing a sense of direction for learning



Translating vision into strategy



Organisational strategies and infrastructural change



Inquiry, self-evaluation and research



Creating capacity through learning communities



Building larger communities and networks

(professional learning)



The distribution of distributed leadership



- "... The more children assume control of their own learning the greater the pedagogic insight and adaptability it will require of teachers and teacher leaders (**Sumar**)
- "... Now I feel a school that focuses on learning seeks the involvement of all its constituencies, including its students." (School Principal for SMPN 4 Sumedang)

➤ *The distribution of distributed leadership me and students in learning leadership (Leadership for 21st Century Learning, OECD: 2013)*

Reinvention of Learning by Principals



Thank you for your Attention