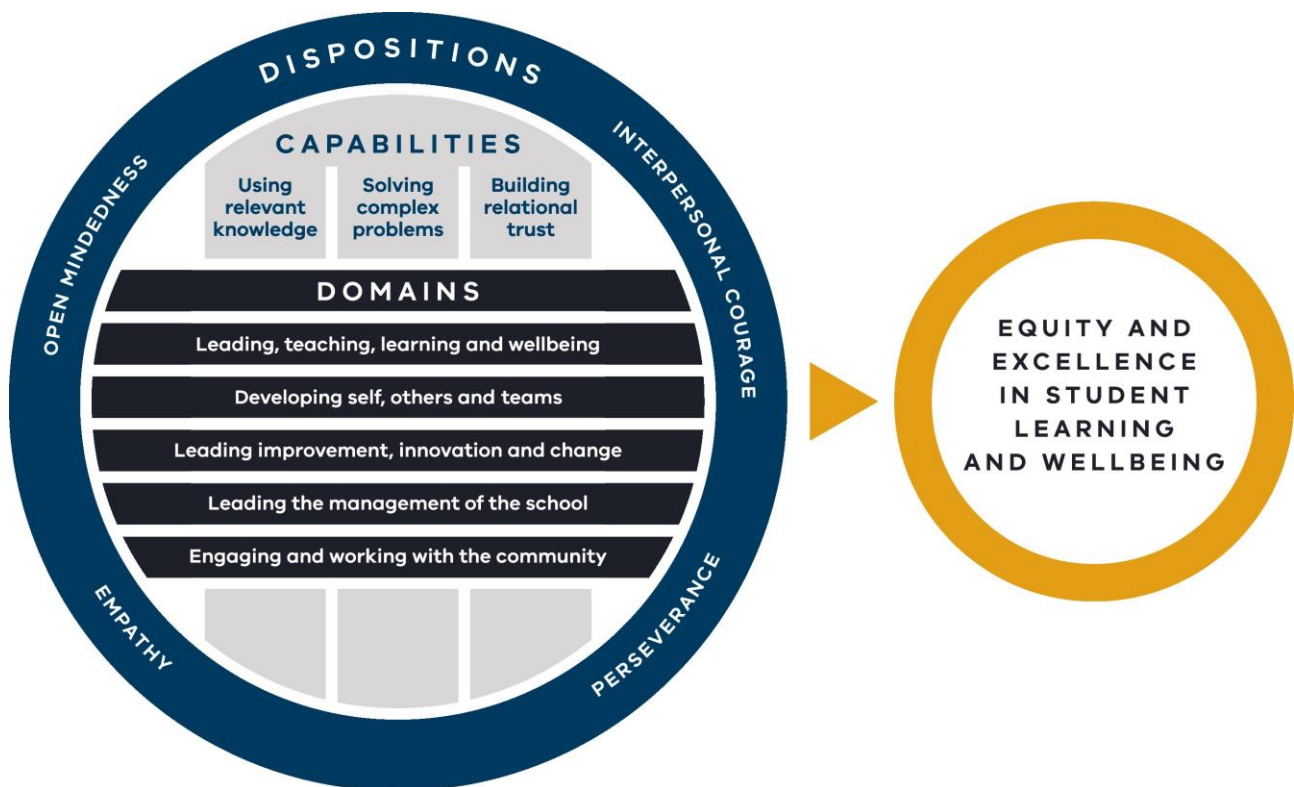# Academy Leadership Excellence Framework

Reading activities to learn more about Framework

The following reading activities are provided to support individuals and teams deepen their understanding of the Academy Leadership Excellence Framework.

The Framework paper, associated videos and resources can be found on the Academy website: Academy Leadership Excellence Framework.

Reading activity 1

Connect - Extend - Challenge

A routine for <u>individuals</u> to draw connections between new ideas and prior knowledge.

Adapted from Project Zero, Harvard Graduate School of Education

Purpose

This activity will help you make connections between new ideas and prior knowledge in relation to educational leadership excellence. It also encourages you to take note of ongoing questions, puzzles and difficulties as you reflect on what you are reading.

Time

This protocol can take as long as you like. It is suggested that you take enough time to sit with your thoughts and reflections. Allow up to 30 minutes.

Process

As you read, individually record personal connections, extensions and challenges. Write your thoughts down and respond to the following questions.

1. How do the ideas and information presented connect with what you already knew?
2. What new ideas did you get that extended or broadened your thinking in new directions?
3. What challenges or puzzles have come to mind from the ideas and information presented?
4. How is the Framework connected to something you already know about? What new ideas or impressions do you have that extended your thinking in new directions? What is challenging or confusing? What do you wonder about.

Reading activity 2

The Four "A"s

A routine for <u>pairs and teams</u> to connect new knowledge with personal beliefs.

Adapted from Judith Gray, Seattle, Washington 2005.

Purpose

To explore a text deeply in relation to one's own values and intentions.

Time

Five minutes total for each participant, plus 10 minutes for the final two steps.

Process

1. The group reads the [Academy Leadership Excellence Framework (PDF)](#) silently, highlighting parts and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own "A"s).

    > What Assumptions does the author of the text hold?

    > What do you Agree with in the text?

    > What do you want to Argue with in the text?

    > What parts of the text do you want to Aspire to (or Act upon)?

2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.

3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining "A"s, taking them one at a time. What do people want to agree with, argue with, and aspire to (or act upon) in the text? Try to move seamlessly from one "A" to the next, giving each "A" enough time for full exploration.

4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?

5. Debrief the text experience.

Reading activity 3

Word - Phrase - Sentence

A routine for teams and groups to capture the essence of a text.

Adapted from Project Zero, Harvard Graduate School of Education

Purpose

This routine provides structure for a conversation. It can be used as both a discourse and as a thinking routine.

The power and promise of this routine lies in the discussion of why a particular word, a single phrase, and a sentence stood out for each individual in the group as a catalyst for discussion.

Time

The timing of this activity will depend on the group or team size. Allow 2 – 3 minutes for each group member to share their ideas with follow up discussion, in each round for the word, phrase, sentence. In the plenary activity, allow time for the group to gather collective ideas.

Process

1. As an individual, review the Academy Leadership Excellence Framework (PDF) and then select and record a:

    > word that captured your attention or struck you as powerful

    > phrase that moved, engaged or provoked you

    > sentence that was meaningful to you, that you felt captures the core idea of the text.

2. As a group, discuss your choices. If your team is large, break into groups of 4.
3. Sharing and discussion should occur in rounds, so the discussion is structured:
    a. First participant shares a word and explains why they chose it, inviting others to comment and discuss.
    b. The words are recorded and then the next person shares, records, and discusses until everyone has their turn.
4. The group then moves to share and discuss their phrases and finally on to their sentences.
5. Looking at your group's collective choices of words, phrases, and sentences, reflect on the conversation by identifying:

    > What themes emerge?

    > What implications or predictions can be drawn?

    > Were there aspects of the text not captured in your choices?