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**EDUCATIONAL SUCCESS
THROUGH TEAM EMPOWERMENT**

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Corina Telma Maciel

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Directora de Trabajo Final

Lic. Andrea Insaurralde

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EDUCATIONAL SUCCESS THROUGH TEAM EMPOWERMENT

Corina Maciel (corinamaciel@hotmail.com)

Directora de trabajo final: Lic. Andrea Insaurralde (ainsaurralde@fasta.edu.ar)

1. Abstract

This monograph explores important aspects of leadership in education and the current analysis of schools and institutions which work as organizations. This piece of work will explore how empowered teams have more success achieving their goals, and how a leader's emotional intelligence encourages an atmosphere of cooperation and trust within a team. In addition, this work encompasses some of the tasks of the leader or coordinator, and finally, it draws conclusions, identifying the reasons why leadership and empowerment are essential to create a high performing team that achieves extraordinary results.

Key words: leadership – education – empower – teams – coordinators - success

2. Introduction

Education is critical for every human being and it is a vital part of our lives, both personally and socially, and it has a positive effect on human life. It is a life-long process and it has to be enhanced throughout life. Our country needs transformative leaders whose passion for educational quality and equity can be completed by the knowledge of the process of teaching and learning and the development of ideas of organizational management skills, which must be directed to real world success. We all know that schools provide the structure to achieve certain goals and objectives of societies and they also prepare young people for their future jobs and roles in life. Schools are expected to prepare students for the next generation by passing on common and shared knowledge, society values and ideals, as well as develop cognitive and emotional growth.

This paper seeks to analyze how educational success can be achieved through team empowerment. In order to do so, certain aspects of leadership in education, the leader's emotional intelligence and team work will be investigated and described. The conclusion shows that leadership and empowerment are key factors to organize a high performing team that will achieve remarkable results.

3. Schools as organizations

School organizations, just as other organizations, have formally defined objectives, criteria for profiles, a hierarchy of different positions, and a certain number of other goals, such as moral values. School organizations are divided into classrooms, the day into periods, teachers into areas and subjects and students into groups according to their age. Schools have members, that is to say, people holding different positions necessary to accomplish the functions or goals of the school. Each individual has certain roles to perform – administrating, teaching, learning, monitoring, providing support functions, etc.

Leaders of schools and institutions, like leaders of businesses, want their organizations to be flexible and able to respond and change according to developing circumstances. The role model or ideal organization is described as “self renewing” or as a learning organization. We can distinguish two different aspects in the conceptualization of a learning organization; not only are all the members (individual persons), constantly learning, but the organization itself is very flexible. Leaders who expect other members of the organization to continue learning should encourage them and create such conditions for adult learners in their organizations. Organizations are systems which pursue to benefit themselves by means of exchange of information, both internally and with other systems.

All learning organizations have many characteristics in common: 1. They have structures that encourage adjustable behaviours. 2. They pursue challenging but achievable goals. 3. They have members who are able to precisely recognize or identify the stages of development of the organizations. 4. They can collect, process and carry out actions upon information in the best ways to suit the purposes and objectives. 5. They should have an institutional knowledge to process, develop and create new ideas. 6.

Share information with appropriate external sources and other schools and institutions.
7. Have a supportive organizational culture.

4. Working towards excellence

Nowadays, schools are urged to work towards achieving excellence. Our society needs to instruct and educate students and that means immerse them in the full scope of curriculum (including foreign languages, art, drama, music, physical education) and we also need to design special programmes to include children with developmental disabilities or special needs. We must concentrate on all students and teach them how they can be active, productive future citizens in our fast changing world. Firstly, students need to learn skills which are associated with reasoning - these skills include creative thinking to produce new and effective ideas, critical and analytical thinking to guarantee that the ideas are good, and practical thinking to put the ideas into practice and persuade or convince other people of their value and usefulness. The skills previously mentioned will enable students to use their knowledge well and adequately. Secondly, it's very important for students to learn to be determined to achieve goals even though life can place some obstacles in our way. All of us encounter obstacles and barriers sooner or later in life, the question is to be able to surmount and defeat them. Resilience – the ability to successfully overcome life difficulties and recover from adversity – involves enthusiasm to surmount obstacles in trying to achieve your goals, passion for your pursuits, motivation and personal commitment and also self-efficacy, which means your belief in your own ability to achieve your goals. Schools can build students' resilience by carrying out programmes designed to create challenging experiences. Thirdly, teaching responsibility is essential to include the ethical and moral aspect of the student's development. Responsibility involves ethics, to distinguish right from wrong; wisdom, which represents a common good and balances your own interests with those of other people and also care is important because it's a genuine understanding of and empathy for other's welfare. Finally, right action must be taken into account; that means not only knowing the right thing to do, but actually doing it.

5. The role of educational leadership

Current school efforts aim to improve teaching and learning. The demands on educational leaders are becoming essential and in order to face these changes and create transformative changes in education we need to understand the role of educational leadership and its responsibilities.

Leadership can be defined as a process by which one person has influence on the thoughts, attitudes and behaviours of other people. Leaders initiate a direction for the rest of us, they help us see what lies ahead, they help us visualize what we might achieve; they encourage us and inspire us. Leadership is the ability to get other people to do something meaningful and relevant and to stimulate people towards a goal.

Great schools and institutions do not exist apart from great leaders. Thus, leadership matters. It's neither teachers alone nor coordinators alone who improve schools and institutions, but teachers and coordinators working together, and coordinators are expected to lead their teams within a framework of collaboration. Leadership in education involves working with teachers and colleagues and guide them towards improving processes in elementary and secondary schools.

The profound changes and transformations that have taken place in the last years determine that educational institutions should resign old paradigms and try to reach the educational quality that is expected from them.

People who lead educational institutions or teams must be in charge of starting the process of transformation and they will have to rethink their own style of conduction to be able to promote and facilitate the change and the innovation.

It is vital to train professionals, accompany them and facilitate their work, so that they will be able to respond in a suitable way. The issue which is being analyzed will also allow professionals to implement actions and strategies according to the needs that our society and educational institutions require today.

Leadership can be enhanced so that coordinators would be able to find suitable tools and strategies to lead their departments to success. Positive interaction and team atmosphere among teachers lead to great achievements and thus, the role of an effective coordinator is essential. "School leaders improve teaching and learning indirectly and most powerfully through influence on staff motivation, commitment and working

conditions.”¹

6. How leaders can help

To facilitate improvement and positive change, educational leaders need the knowledge and skills to hold a position as a trusted authority with the vision, commitment and expertise to become an agent of transformational change that can help both schools and students succeed. Leaders must be able to optimize the time, resources, aims and energies to satisfy the needs of educational institutions. First, they must define goals, aims and strategies needed to achieve success. Also, they must organize the necessary resources and be able to motivate and teach. Finally, they must be prepared to take the necessary actions to overcome possible obstacles. There is a wide variety of tasks in which leaders are involved: they might change organizational structure, analyze students' data and observe classes to discover potential problems and areas for improvement, build effective and positive teams, evaluate and manage teachers, set CV standards and design, implement and assess courses and programmes.

Leadership is a choice, not a position or a status. Great leaders should be selfless and also care about their team more than they do about themselves; and in turn teachers will follow them – not because they fear them, but because they respect them.

Effective leaders are proactive – they tend to initiate change. They also nurture an instructional programme and school / institution culture conducting teachers to learning and professional growth. Effective leaders have different styles and roles; a simple definition of an effective leader is summarized as somebody who knows what good and effective instruction looks like, so that they can give feedback to lead and guide teachers. There is some research, conducted by the Wallace Foundation², which has concluded that there is a link between leadership and students' achievement. In fact, according to scientific conclusions, leadership was the second most important factor in students' academic achievement and noted that there were few, if any, cases of institutions which had good students' results without effective leaders. According to the conclusions of some

¹ Leithwood, Day, Sammons, Harris & Hopkins (2006) p. 5

² Leithwood, Seashore, Anderson, Wahlstrom (2004) pp.13 - 14

research³, conducted by Louis, Leithwood, Wahlstrom and Anderson, leadership is second only to classroom instruction as an influence on students' learning.

There are certain practices which are fundamental to effective educational leadership.

A). Developing an insight: Effective leadership begins with the development of a school / institution insight of commitment to high standards and the success of all students. The leader or coordinator helps to describe that insight and involve all others in it. "The research literature over the last quarter-century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students".⁴

B). Creating a friendly and hospitable atmosphere for education: Not only safety and discipline are very important, but also an atmosphere in which students feel supported and responded to are vital. Teachers belong to a professional community that is rooted in the academic and social learning goals of the school, so that leaders and coordinators should make sure teachers do not work in isolation from one another, but work collaboratively, giving each other help and guidance to improve professional practices.

C). Promoting leadership in others: Effective leaders know they cannot go along the path alone. They are not all powerful – they must make good use of all the skills and knowledge on the teachers, encouraging the capable teachers who make up the school or institution to step into leadership roles and taking responsibilities. A particularly interesting research showed that effective leadership from various sources (directors, coordinators, teachers) is associated with better student performance. "The higher performance of schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities".⁵

D). Improving instruction: Effective leaders pay special attention to the quality of instruction in their schools or institutions. We should emphasize research-based strategies to improve teaching and learning and start discussions about instructional

³ Leithwood, Seashore, Anderson & Wahlstrom (2004) p. 13 - 14

⁴ Porter (2008) p. 13

⁵ Louis (2010) p. 35

approaches, both in teams and with individual teachers. Also, coordinators should make close observations of what is working and what isn't and based on these findings, they should make sure to discuss what they have found with teachers. If coordinators make frequent, short and spontaneous classroom observations and visits, which they can quickly follow up with feedback to the teacher, the results are improved instruction, since coordinators take advantage of the collaborative culture.

E). Managing people, data and processes: Effective leaders know how to give their teachers the support they need to achieve success. The quality of administrative support is also important; coordinators must be able to know how to make the best use of data, learning to ask useful questions out of it and taking advantage of it for collaborative inquiry among teachers and helpful feedback to students.

An effective leader is a guide along the path to accomplish better instruction. An instructional leader must realize that the strategies and instructional practices teachers use are the first foundations of students' achievement. Leaders guide their teachers to recognize how meaningful what they do is to academic performance.

7. How to achieve a high performing team

Building a team takes time as the team develops from a group of people to a united team with common goals and objectives. According to Bruce Tuckman's team development model⁶, every team goes through different stages of development: forming, storming, norming and performing. This model provides a useful framework to identify the different stages. Each stage has its own distinguishable feelings and behaviours, and understanding why things are happening in certain ways can be an important part of the self-evaluation process.

- Stage 1 – Forming

During this stage, members are excited to become a part of the team and they show enthusiasm to start work. They might have high positive expectations for the experience and at the same time, they may feel some anxiety and concern. Behaviours at this stage

⁶ Tuckman and Jensen (1977), 'Stages of small group development revisited', *Group and Organization Studies*, vol.2, no.4, pp.419-27.

may include a lot of questions and the main task of the leader is to create a team with clear structure, goals, direction and roles in order to build trust among members.

- Stage 2 – Storming

As the team begins to move towards its goals, the members' focus may change to feelings of frustration with the team's progress or process. Even some of the members may have concerns about being incapable to achieve the team's goals. During this stage, members might try to see how the team can handle conflicts and react to differences. Behaviours during this stage may be less thoughtful and polite and members may express frustration about barriers that slow the team's progress; this frustration may be directed towards other members or the team's leader. The role of the leader then, is to encourage the team to refocus on its goals, and even to redefine the team's goals, roles and tasks, helping team members overcome the frustration or confusion. Also, it is very important that the leader enforces diversity within the team.

- Stage 3 – Norming

During this stage, if the team is successful in setting flexible and inclusive standards, norms and expectations, team members will feel an increasing acceptance of others, recognizing that the variety of opinions and experiences makes the team stronger and members start to feel part of the team. As for behaviours, members may make a conscious effort to solve problems and succeed in achieving group harmony. The communication among team members may become more meaningful and they may experience the aptitude to share ideas. At this stage, members change their energy to the team's goals and they enjoy collective work. The leader may find that this is an appropriate time to evaluate the team's processes and to integrate the members' potential.

- Stage 4 – Performing

In this stage, members are satisfied with the team's progress. They are aware of their own and each other's strengths and weaknesses. They also feel connected and bound to the team and feel satisfaction in the team's effectiveness. Team members are capable of preventing or solving problems and the roles of the team may have become more fluid, with members taking on various roles and responsibilities as needed. The team makes significant progress towards its goals and commitment to the team's mission

is high and team members will continue working to improve team development. Accomplishments in team process or progress are measured and celebrated. At this stage, the leader should revise the objectives, introduce new information and empower the team with new tools in order not to come to a standstill.

8. Setting goals

8.1. The GROW Model

The leader must state clear objectives and goals and the GROW Model provides a powerful tool to emphasize, obtain and make the full use of inner potential through a series of sequential coaching conversations and meetings. The GROW Model is famous all over the world for its success in solving problems and goal setting, and it also helps to maximize and keep personal achievement. It is a powerful leadership tool because it is flexible and its efficacy transcends boundaries of culture, discipline and personality. The GROW Model is an acronym and it stands for Goals (what do you want?), Reality (where are you now?), Option (what could you do?) and Will (what will you do?). Working through these four stages, the GROW Model promotes individual's awareness of:

- A. Their own aspirations and ambitions.
- B. Their current situation and beliefs.
- C. The possibilities and resources available.
- D. The actions they want to take to achieve their personal and professional goals.

By setting goals which are inspiring and challenging and also specific, measurable and achievable in a realistic time frame, the GROW Model successfully promotes confidence and self-motivation, leading to personal satisfaction and achievements. The Will element of the last stage in the model is the indicator of success.

The GROW Model promotes awareness and responsibility and also encourages proactive behaviour, and it results in practical techniques to accomplish goals and overcome obstacles. It also promotes better communication, better interpersonal relationships and a better quality working atmosphere.

8.2. SMART Objectives

It is essential to know how to develop goals that will enable you and your team to be successful; that is to say, it is important to bring structure and trackability into your goals and objectives. The SMART Model or goal setting creates comprobable paths towards certain objectives, with clear and significant events and an estimation of the goal's achievement. To make a goal S.M.A.R.T., it needs to comply to the following characteristics: specific, measurable, attainable, relevant and timely.

A. Specific: What exactly do you want to achieve? The more specific your description, the bigger the chance you will get exactly what you want. When setting goals and objectives, you might ask questions, such as, what exactly do you want to achieve?, where?, how?, when?, who with?, what are the conditions and limitations?, why exactly do I want to reach this goal?, what are the possible alternative ways of achieving the same?

B. Measurable: This means that you identify exactly what it is you will see, hear and feel when you reach your goal; that is to say, dividing your goal into measurable elements, concrete evidence.

C. Attainability: This means investigating whether the goal is acceptable to you; so that attitudes, abilities and skills are developed in order to reach it. It is important to set a plan with wise steps and establish a time frame to allow you carry out those steps.

D. Relevant: A goal must represent an objective towards which you are both willing and able to work. The goal needs to be consistent with the team's member main responsibilities and to be relevant to the mission and objective of the department.

E: Timely: It is advisable to make a tentative plan. Deadlines usually help and they make people switch to action. It is also helpful to keep the timeline realistic and flexible.

Using the S.M.A.R.T acronym can help leaders, coordinators, teachers and members of the same team share the same understanding of goals set during performance review meetings or conversations.

9. Roles and tasks in a team

Effective teamwork results when all its members work as team players; that is to say, when every member understands how important it is for all of them to cooperate and work towards a common goal if they want to succeed. There will be a growth in the team's achievements if all the members do their job well. Knowing what each person brings to the team is vital; there are functional and behavioural roles. Functional roles (what we do) have to do with the job we are hired to do based on our skill, ability and experience. Behavioural or team roles (how we do it) is our tendency to behave, contribute and interrelate in certain ways. Belbin⁷ proposes to provide a common, non-threatening and meaningful team language to communicate and work together or make a team more effective and encourage motivation. These team roles are a good indication to analyse the composition of a team; teams rely on clarity and, as a consequence, everyone must understand where they fit and how they can make a contribution.

There are three different behaviours according to Belbin's Team Roles: action oriented, people oriented and thought oriented. Each function is linked with typical team work behaviour and interpersonal strengths and weaknesses.

A. Action oriented:

- * The shaper enjoys challenges, is dynamic, can deal with pressure and has enough courage to overcome obstacles.

- * The completer delivers on time, is anxious to look for errors and omissions of the project.

- * The implementer shows discipline, reliability, efficiency and the ability to turn ideas into practical actions.

B. People oriented:

- * The resource investigator shows enthusiasm and has an extrovert and communicate character; also has a particular skill to explore new opportunities.

- * The coordinator is confident and is in charge of clarifying goals; also delegates well and promotes consensus and general agreement.

- * The team worker is cooperative and has good listening skills with the ability to create a calming atmosphere.

⁷ Belbin, M. (2010). Team Roles at Work. Second Edition. Belbin.

C. Thought oriented:

* The plant is the creative member of the team with an imaginative and unusual approach to solve issues.

* The monitor evaluator has a strategic view and can judge situations with accuracy.

* The specialist is determined and enterprising.

10. Resounding leadership and emotional intelligence

One feature of a tremendous, or “resounding” leadership is to show emotional intelligence, since this quality is an essential component of making any aim exceptionally effective. The leader must understand people’s feelings and guide them towards an emotionally positive direction. “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”⁸

According to Daniel Goleman, “emotional intelligence is the ability to understand and manage your own emotions, and those of the people around you; that is to say, people with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people”⁹. There are five important components or elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. The more a leader manage these components, the higher the emotional intelligence.

A). Self-awareness: If you are self-aware, you know how you feel, and you also understand how your emotions and your actions can affect the people around you. Also, being self-aware when you hold a leadership position means having a clear picture of your strengths and weaknesses and it means behaving humbly.

⁸ Mayer and Salovey (2007)

⁹ Goleman, D. (2005). *Emotional Intelligence: Why It can Matter more than IQ*. Bantam Books.

B). Self-regulation: Leaders who control themselves effectively hardly ever attack others, make hurried decisions, prejudge people or compromise their values.

C). Motivation: Self-motivated leaders work consistently towards their goals, and they have very high standards for the quality of their work.

D). Empathy: For leaders, having empathy is critical to be able to manage a successful team. Leaders with empathy have the ability to put themselves in someone else's situation; they help develop the people in their team, give proactive feedback and listen to those who need it. If you want to earn the respect, esteem and loyalty of your team, then show them you care by being empathic.

E). Social skills: Leaders who have good social and interpersonal skills are great communicators. They are open to hearing bad news and good news and they are excited about a new mission or project. They are good at managing change and solving conflicts and problems which may arise diplomatically and tactfully. They are rarely satisfied with leaving things as they are, but they do not give orders and make everyone else do the job: they set an example with their own behaviour.

11. Leaders as good communicators

A good leader has to be a good communicator; being a good communicator will help them achieve better results. If we examined the world's greatest leaders, we would discover that all of them are exceptional communicators. They may talk about their ideas, but they do so in a way which also speaks to your feelings, emotions and aspirations. They recognize that if their message isn't rooted in the audience, then it won't be probably understood. Thus, a great number of organizational problems might occur as a result of poor communication. Effective communication, which will produce the expected result, is a vital component of professional success, including interpersonal, inter-group and organizational interactions. There are certain skills that can be taken into account. First of all, good communicators should prepare how they will communicate their message, so that they can clarify their goal and plan carefully before the meeting. Also, they should express their message with conviction and identify the actions to be taken. In addition, they should keep an open mind and value constructive feedback and use it to grow or

change the course of action. Finally, they should take corrective action, if necessary. Leaders can be defined as pioneers, making a path for others to follow, they inspire their people to get higher, dream bigger and achieve greater. Maybe the most important leadership skill you can develop is the ability to provide inspiration to your team – “If your actions inspire others to dream more, learn more, do more and become more, you are a leader”, as John Quincy Adams said.

12. How to solve problems

Conflict can be defined as the opposition of an individual's ideas by another part; it's an explicit struggle between two or more positions held by one or more individuals usually derived from clashing beliefs, goals, approaches, ideas, opinions, etc. A workplace (such as a school or an institution) is full of different employees / people, with varied strengths and weaknesses, and, as a consequence, conflicts are likely to arise (there might be conflicts over certain issues on daily, weekly and or monthly basis). They also have distinct ideas and communication styles, and due to those facts, conflicts among employees can appear from time to time. Conflict is an inevitable outcome of human interaction. There are some warnings to take into account and be aware of: a sudden change in a person's behavior, a sudden change in a person's body language or verbal tone, increased absences, increased stress levels, lack of interest, among others. Conflicts can negatively affect job performance, so leaders should learn how to deal with conflict effectively. The first step is to identify what kind of conflict it is; that is to say, if it is a conflict of opinion, personality or just a disagreement on any issue. Then, the leader should identify the goal that the team would like to achieve; for example, does the leader want one decision to be reached? Or does the leader want two people to reach a mutual agreement? Leaders should focus on the solution and the steps to be taken. Although conflicts can cause a lot of stress, the effects can be amazingly useful and valuable; it can be an opportunity to learn and improve because it can have a positive impact on the team. If conflicts are managed correctly, conflicts can lead to good decisions, improvements, new ideas and better relationships.

13. Observing classes

Learning to teach is a lifetime effort and it needs to be supported by classroom observations. If teachers are not learning, it is highly improbable that their students are learning.

Observations of classes can be very useful to improve and enhance teaching performance. The purpose of the observation is to give feedback on teaching practices and to suggest and recommend ways to improve those practices. Also, observation of classes act as vehicles for professional growth and have various benefits for coordinators, teachers, students and the school or institution; it is a form of collaborative professional development.

Coordinators can benefit from the opportunity to share a reflective dialogue with teachers, they can experience an increased sense of shared responsibility, an increased emphasis on student achievement and participation in a professional and collaborative environment.

Teachers can benefit from an opportunity to engage in a thoughtful dialogue about their work, improve their classroom practices, get support from an expert who understands the daily needs of a classroom, feel the relief of knowing that somebody is available to help, explain, assist and accompany.

The school or institution gains increased collaboration among teachers and colleagues, the establishment of a professional leaning community and enthusiasm for the teaching profession.

The aim of classroom observations is to write notes to record what the teacher is doing, the interactions between students, the interactions between the teacher and students, the organization of the classroom space, etc. The data based on such classroom observations serve as the basis for meaningful observer (coordinator) – teacher discussions, with feedback that is rich in detail.

Classroom observations can be classified as formal (arranged) or informal (unarranged), but the objectives and intentions are the same: teacher and student growth and development.

Informal classroom observations are short in time (lasting about fifteen or twenty minutes) and they can take place at the beginning, middle or end of the class period. They

can also occur at any time and they focus on various aspects, including instructional strategies, use of time, classroom management, clarity of instructions, transition between learning strategies, etc.

Formal classroom observations are designed to last the whole teaching period of forty minutes or more and they consist of data collection that is planned and focused. All the process is divided into different cycles. The first cycle is a formal pre-observation meeting, the second is an extended classroom observation and finally the third cycle is a post-observation meeting. The first meeting is essential because it allows the teacher and the coordinator to agree on the focus of the observation. For example, a teacher might look for feedback on a specific area of his or her practice, such as instructional strategies, classroom procedures or activities proposed to the students. Specific discussion points during the pre-observation meeting allow the coordinator to better understand the learning environment, what the students are like, the contents being taught, and the classroom layout that will take place during the observation. There are two important goals of the pre-observation meeting that establish whether the classroom observation will generate positive results. First, the coordinator has to know what to look for during the formal classroom observation; that is to say, what is the focus of the classroom observation? Second, the coordinator must select and choose the most suitable classroom observation tool to collect information related to the focus. During the post-observation meeting, the teacher and the coordinator can engage in a discussion and an exchange while examining data from the observation. There are various strategies in classroom observations; the use of any particular tool during a classroom observation depends on the focus that the teacher and the coordinator agree during the pre-observation meeting. Deciding on the focus requires reciprocal understanding of the desired result and goal; for example, reviewing strategies in the classroom. Once the focus has been chosen, the classroom observation should follow soon after.

Observations create a system of support and collaboration. There are countless observation sheets which can be used to collect data. The example that follows shows some of the items which can be taken into account.

Lesson observation guidance ¹⁰

The teacher plans effectively and sets clear objectives that are understood.	
<ul style="list-style-type: none"> - Learning objectives are communicated clearly at the start of the lesson. - The pupils are aware of the 'big picture'. - The learning needs of those with IEPs are incorporated into the teacher's planning. 	
The teaching methods enable the students to learn effectively.	
<ul style="list-style-type: none"> - The teacher uses a range of strategies to support effective learning, for example modelling and scaffolding. - Students are set challenging tasks that relate to the learning objectives. - Students are becoming increasingly independent in their learning. - Students talk to other students about their learning. - Students and teacher talk about the learning and how to progress. 	
Questioning.	
<ul style="list-style-type: none"> - The teacher employs a range of effective questioning strategies including higher order. - Students asking and answering questions in groups/pairs. - Uses questions to create a dialogue. - Questions that relate to the learning objectives/outcomes. 	
Students achieve productive outcomes.	
<ul style="list-style-type: none"> - Students remain fully engaged throughout the lesson and make progress in the lesson. - Students understand what work is expected of them throughout the lesson. - The student outcomes of the lesson are consistent with the objectives set out at the beginning. 	
Feedback.	
<ul style="list-style-type: none"> - Relates to the learning objectives and learning outcomes. - Diagnostic feedback provided both orally and in writing. - Time provided to reflect, review and improve upon work. - Peer assessment opportunities provided. - Self assessment opportunities provided e.g. traffic lights. 	
Plenary.	
<ul style="list-style-type: none"> - Plenary relates to learning objectives and outcomes. - Students are able to talk about or demonstrate what they have learnt and how they learnt it. - Students know what progress they have made. - Achievements are celebrated. - The lesson is put into a context for future/past learning. 	

¹⁰ www.teachit.co.uk.2012

14. Conclusion

In this paper, I have highlighted the importance of working within a team to achieve goals and results. The concepts which leaders need to acquire and skills required to empower and engage their teams are key factors to understand the leader's role. Achieving success can be compared to a journey; sometimes it can be short or sometimes it can be long, it can be easy or it can be difficult, but it is essential to understand what will help us to make it.

The concept of empowering members of a team is clear because no one leads an organization on their own; it is the collective excellence of the whole team that builds success and the true leader lets others shine.

At the same time, it is evident that the value of dialogue for successful collaboration and the impact of the leader's own behaviour can affect the team's motivations and commitment; successful leaders empower, energize and engage their teams. Therefore, *if you want to go fast walk alone, if you want to go far, walk together!*¹¹

¹¹ African proverb

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