

LEARNING ARCHITECTURE

MISK SCHOOLS · PROFESSIONAL DIPLOMA IN DIGITAL LEARNING DESIGN

Learning to teach the leaders of tomorrow.

A blended teacher-development design for bringing Leadership Studies in-house—building the capability, confidence and shared language needed for sustainable delivery.

THE BRIEF

Design for transfer, not just delivery.

The project translated an established leadership curriculum into an implementation-ready teacher-development journey. It had to respect a diverse international faculty, make space for competing workloads and build a practical route from foundational knowledge to applied teaching and assessment.

RYAN'S ROLE

Learning architect and Digital Learning Design practitioner: research, learner analysis, curriculum architecture, module design, screen planning, assessment and evaluation design.

THE DESIGN INTENT

Turn a specialist curriculum into an owned institutional capability.

Prepare a broad academic staff cohort to teach, assess and sustain Leadership Studies ahead of a planned internal handover.

THE EVIDENCE BASE

01

23 focus-group contributors

Teachers, Heads of Department and Vice Principals surfaced learning needs, preferences and delivery constraints.

02

Senior stakeholder interviews

Leadership and academy perspectives clarified the handover ambition, scale and sustainability requirements.

03

185 staff survey responses

The survey tested confidence, demographics, digital-learning perceptions and preference across the academic workforce.

04

Four learner personas

Distinct motivations, barriers and access conditions informed format, pacing, language and support choices.

A six-module blended journey

Modules 1–3 establish a shared foundation through asynchronous multimedia learning; Modules 4–6 support deeper practice, reflection and collaborative application.

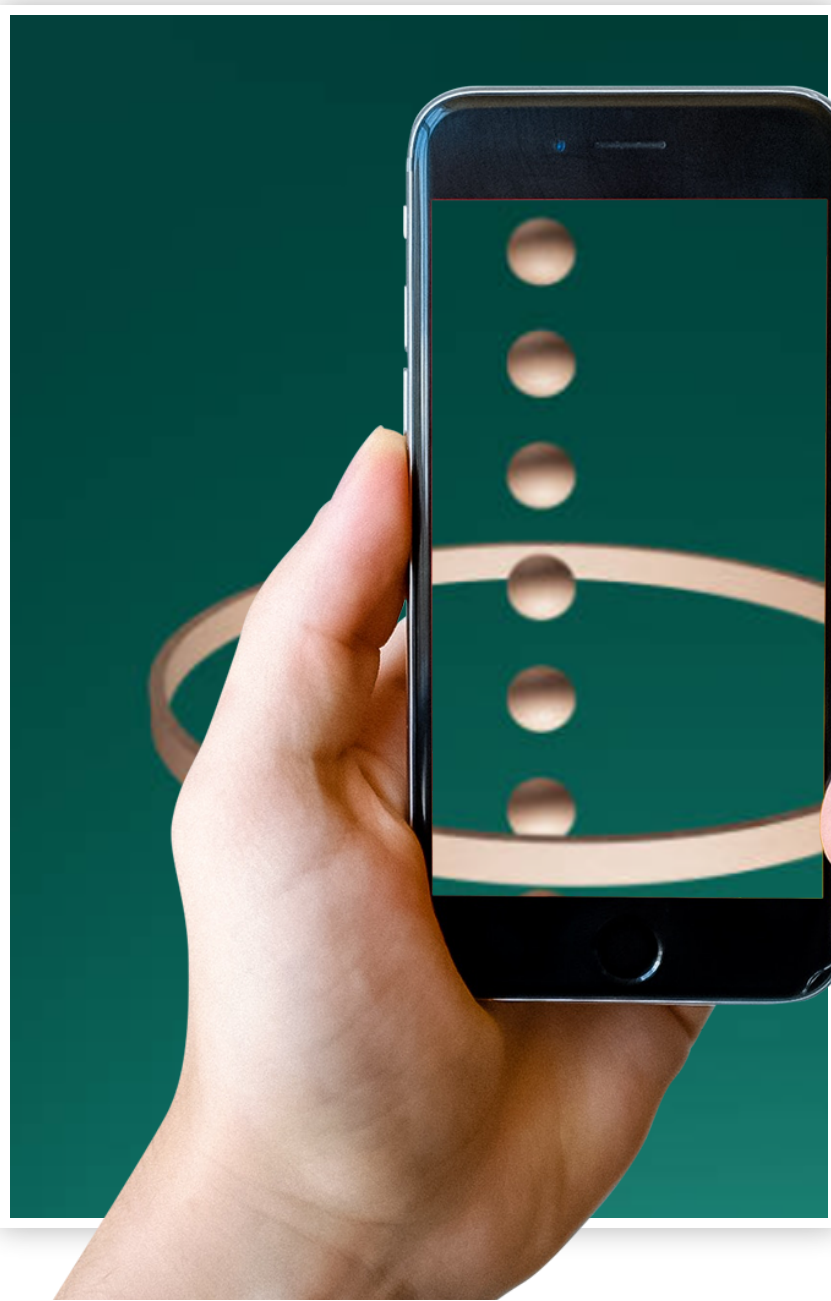
Progression, not a one-off course

A structured route supports three levels of teacher capability: Young Leaders' Champion, Teacher and Assessor.

Implementation built into the design

The submission includes module architecture, delivery modes, screen plans, formative and summative assessment, implementation logic and evaluation considerations.

PORTFOLIO NOTE This executive overview has been added for portfolio reading. The following 109 pages are Ryan Parker's original April 2025 submission and are included unchanged.



PROFESSIONAL DIPLOMA IN DIGITAL LEARNING DESIGN

Learning to Teach the
Leaders of Tommorrow

تعلم تعليم قادة الغد

R Parker

2025

PREFACE

Set in the heart of the city of Riyadh is an elite English medium school which has recently been upgraded and moved to take up residence in a state-of-art campus housing some 500 male & female students ranging from Kindergarten to Senior school.

Representing the vanguard of HRH The Crown Prince's vision for his country, and the school is uniquely positioned at a moment in time when national change is supported by the populace and unhindered by resource constraints.

Since 2020 the school has employed a UK based consulting house to design, develop and deploy a unique British Army based Leadership Development curriculum to Middle and Senior school students, alongside traditional and non-traditional subjects, including Artificial Intelligence Systems, eSports and Classical Music.

The academic staff are handpicked from across the globe and after 3 years of research and groundwork piloting the Leadership Curriculum, the school is now well placed to begin transferring the skill of teaching *Leadership Studies* in-house to these accomplished teachers. The handover date being set for July 2026, when it is anticipated a cohort of 3 levels of Youth Leadership Instructor will be certified to form the backbone of long-term expertise in the subject.

- Level 1: Young Leaders' Champion - who will make up the majority.
- Level 2: Young Leaders' Teacher - who will be subject specialists.
- Level 3: Young Leaders' Assessor - who will drive the program.

This Digital learning project is based on the first design iteration of the teacher training, which has a pilot roll-out to a trial cohort date set for January 2025. Actual delivery of the first program, being planned to start in August 2025, by which time all content will be available in English & Arabic.





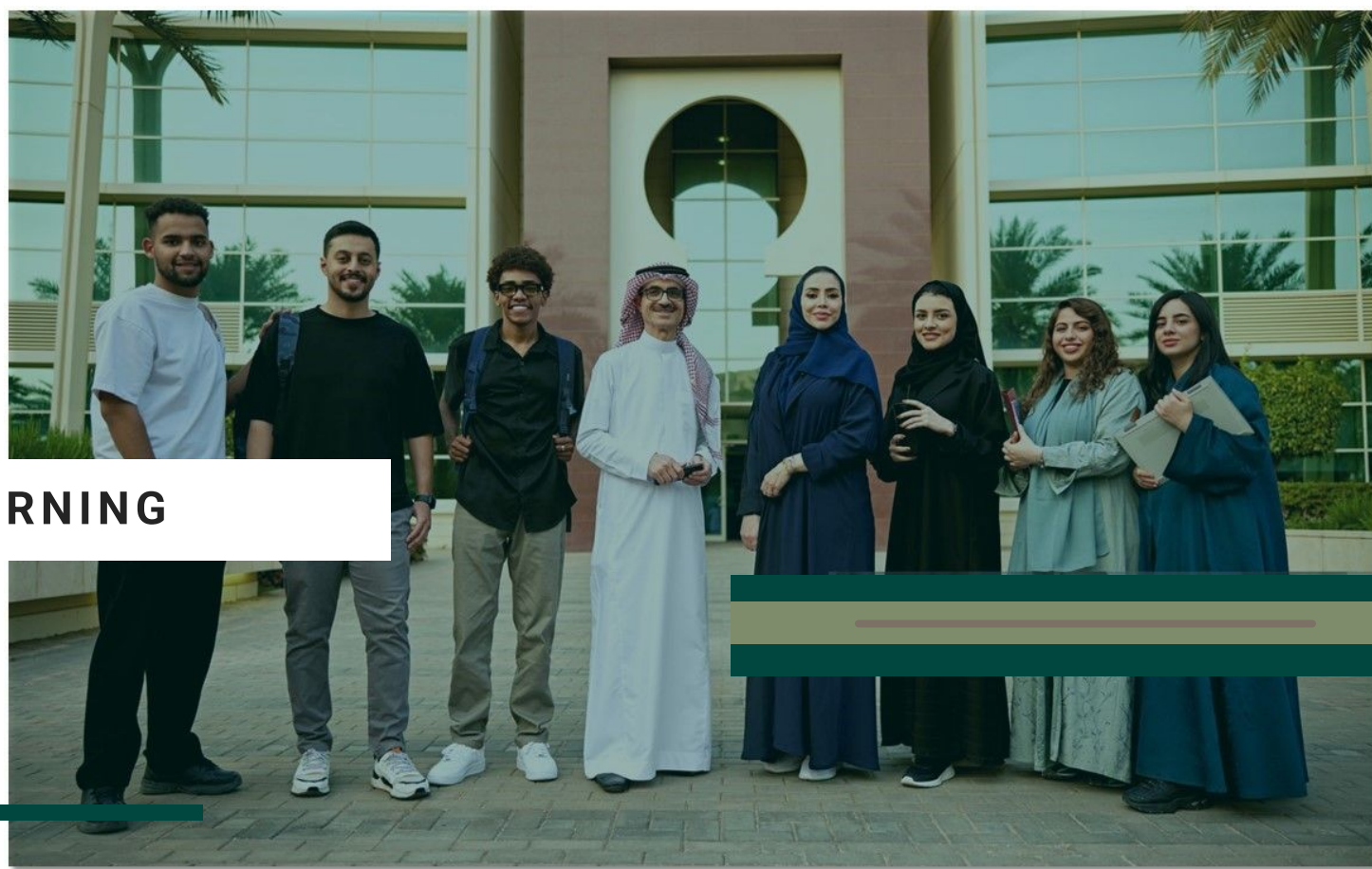
PART ONE ...

The WHO
The WHY of learning
The WHAT
The HOW



THE 'WHO' OF THE LEARNING

Persona's 1- 4



DATA COLLECTION & ANALYSES

Focus Groups

18/05/24 - 22/05/24

1. Boys Middle and Senior School teachers
2. Girls Middle & Senior School teachers
3. HOD's, Vice Principals



Total Attendees

Boys' School = 12

Girls' school = 11

10% of staff

60% of staff

Learning Needs	Learning Preferences	Perceptions of Digital Learning	Other
Leadership theory	Experiential simulations	Associate Elearning with 'Click Through' courses / boredom	No to Walk Thru observations
Skill in Leadership application	Need to understand rationale	Covid challenges when teaching online	Need sufficient time to integrate leadership into own specialism
Knowledge of Organisational design or Psychology	WiiFM to be clearly answered	Tech literacy levels good	Colour blindness
Knowledge of Military academy officer training curriculum	Link to existing CPD program		
	Constructivist		
	Glossary of Terms		
	Formative assessment + feedback		

DATA COLLECTION & ANALYSES

Interviews

27/05/24

1. Senior Principals - Boys & Girls School
2. Director of Teacher Training Academy
3. Director General

Learning Needs	Learning Preferences	Perceptions of Digital Learning	Other
Leadership practiced in school setting only	Access to further research and reading	High tech literacy - background in elearning in early years of career	Link this course to CPD & to KPI's
No knowledge teaching of Leadership as a subject	Theorist style / opportunity to reflect in constructive discussion	Expects to budget for AI / Digital learning solution in new year	Must be sustainable program capable of growing with the times/ theory updates
Clear roll out schedule	Grow own knowledge / self-motivated		Deliver promise to Crown Prince to be in global Top 10 of schools by 2030

Survey

01/06/24

1. Distributed to all Academic staff –
excluding Directors & Senior Principals.



Total Respondents

Boys' School = 149	Girls' school = 36
80% of staff	95% of staff

I feel I already know quite a bit about the theory of...



DEMOGRAPHIC DATA

46%

of teachers are between 35 and 45 years old

56%

would prefer the course to be in English

60%

have been working at the school for less than 3 years

63%

are negative or ambivalent about Digital Learning

PERSONA #1



Mohammed

Bio

- 3rd generation after discovery of oil.
- Educated in mid-west United States.
- Deeply patriotic & religious but open to new experiences.
- Driven to prove himself and somewhat motivated to learn new things but really focuses on building social network.
- Passionate about football.

Key Demographic Data

- **Age:**31
- **Job:** School Teacher
- **Location:** Riyadh onsite 8:00 am – 5:00p.m Sun - Thurs
- **Time at the School:** 2 year - open contract
- **Own Car:** Yes: 2-3 hours per day in traffic
- **CPD requirement :** min of 40 hrs per year

Goals & Aspirations

Drivers

- Social status - 'Wasta'- actively manages relationships.
- Works well collaboratively - new to Reflective Practice as a concept
- Collective decision-making
- Low need for autonomy
- Eager to win accolade and recognition.
- Accustomed to a high baseline level of wealth

Barriers to Learning

- Speaks colloquial Arabic & English - Technical/ academic language, whether Arabic or English not a strong point
- Time available for learning
- Access to Mobile phone on the job (against school policy)
- Technical understanding of constructivist / scaffolded approach low

Perceptions of Digital Learning

- Experienced Digital learning extensively during his time in the USA and became frustrated with its' lack of interpersonal connection

Tech Access

Very High

No VPN

Prioritised Ideal Channels

1. Cohort-Based Learning/Social Learning
2. *Micro-learning
3. Podcasts
4. Games
5. Multi-media

* after hours

PERSONA #2



Adrian

Bio

- Recently married and a new Dad.
- Escaping the high workload, low income that characterises teaching in the UK.
- Highly knowledgeable of teaching methods & practices.
- Last role was in China - 3 years.
- Exceptionally well-travelled
- Secular outlook
- Passionate about football

Key Demographic Data

- **Age:**38
- **Job:** School Teacher
- **Location:** Riyadh onsite 8:00 am – 5:00p.m Sun - Thurs
- **Time at the School:** 1 year of a 2 year contract
- **Own Car:** Yes: 2-3 hours per day in traffic
- **CPD requirement :** min of 40 hrs per year

Goals & Aspirations

Drivers

- Develop a long respectable career as a teacher .
- Very protective over his autonomy to decide "how he will teach"
- Strong proponent of Reflective Practice.
- Plans to stay in current position for maximum of 3 years and then move to another country for more senior position.
- Mixes with other UK teachers and avoids connecting too deeply with Saudi teachers.

Barriers to Learning

- Time available for learning
- Access to Mobile phone on the job (against school policy)
- Belief that only curricula signed off by Ofsted of the UK education system have currency & value.

Perceptions of Digital Learning

- Has a narrow view of digital learning, having only experienced click through compliance training and/or synchronous teaching to children online during the pandemic.

Tech Access

Very High

Has VPN

Prioritised Ideal Channels

1. Multi-media
2. Podcasts
3. *Micro-learning
4. Video
5. Games

* after hours

PERSONA #3



Noura

Bio

- 1st Generation of more liberated Saudi Women.
- Very high levels of drive and competency.
- Focus is on marriage and family above career and became a teacher to gain some career satisfaction and be able to manage duties as a mother more easily than other careers offer.
- Spends significant resources on beauty and impression managing own social media pages.

Key Demographic Data

- **Age:**30
- **Job:** School Teacher
- **Location:** Riyadh onsite 8:00 am – 5:00p.m Sun - Thurs
- **Time at the School:** 1 year - open contract
- **Own Car:** Yes: 2-3 hours per day in traffic
- **CPD requirement :** min of 40 hrs per year

Goals & Aspirations

Drivers

- Social status oriented.
- Accustomed to working under close monitoring and views Reflective Practice sessions as checking-up sessions, rather than professional peer-to-peer discursive moments.
- Supports social change with some caution.
- Primary focus is marriage and motherhood
- Garner recognition/status by being seen to give back to society
- Dreams of being an Influencer on the subject of Child rearing

Barriers to Learning

- Time available for learning
- Access to Mobile phone on the job (against school policy)
- Belief that only curricula signed off by Ofsted and the UK education system have value.

Perceptions of Digital Learning

- Very limited experience – mainly of Low Order Thinking compliance

Tech Access

Very High

No VPN

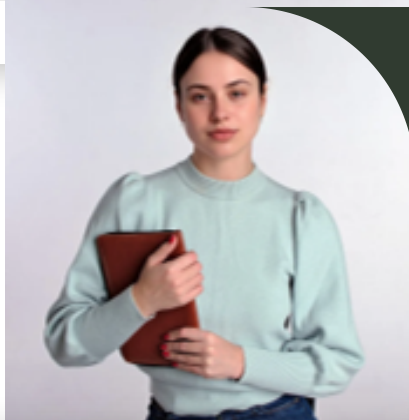
Prioritised Ideal Channels

1. Podcasts
2. Cohort-Based Learning/Social Learning
3. *Micro-learning
4. Video
5. Multi-media

* after hours

PERSONA

#4



Joanne

Bio

- Followed her husband to Saudi Arabia.
- Would prefer to live elsewhere and accustomed to a higher level of freedom for women.
- New mother and focused on making a home for her family.
- Open to advancing career in the school, but is selective about roles, since work-life balance is more important to her

Key Demographic Data

- **Age:**34
- **Job:** School Teacher
- **Location:** Riyadh onsite 8:00 am – 5:00p.m Sun - Thurs
- **Time at the School:** 1 year of a 2 year contract
- **Own Car:** Yes: 2-3 hours per day in traffic
- **CPD requirement :** min of 40 hrs per year

Goals & Aspirations

Drivers

- Some level of resignation and cynicism toward teaching in the school, but keen to make the best of it.
- Very protective over her autonomy to decide "how she will teach"
- Enjoys opportunity to be creative and showcase extensive knowledge and skills as an innovative teacher but avoids taking the lead.
- Strong proponent of Reflective Practice in Education & Teaching.
- Jealously guards personal life and time off work

Barriers to Learning

- Time available for learning
- Access to Mobile phone on the job (against school policy)
- Belief that only curricula signed off by Ofsted and the UK education system have value.

Perceptions of Digital Learning

- Very limited experience mainly own experience teching online during pandemic

Tech Access

Very High

Has VPN

Prioritised Ideal Channels

1. Multi-media
2. Podcasts
3. *Micro-learning
4. Video

* after hours

REFLECTIVE COMMENTARY ON 'THE WHO'

KEY OBSERVATIONS FROM ANALYSIS OF PERSONAS

Broad Division	Nickname	Accustomed to	Limits	Motivators
Grp 1	Chalk n Talk	Behaviourist/Didactic/Rote	No VPN: Cannot access full range of online resources	Looking good in front of peers
Grp 2	Self - Study	Constructivist/Auto-didactic/Experiential	VPN: Expect to access full range of online resources	Looking good to future employers
Grps 1 & 2	Typically hold poor view all /any form of Digital learning & tend to be unfamiliar with 'leadership' as a standalone teachable or learnable subject,		Language: Arabic / English	

Leading to ...

KEY DESIGN CONSIDERATIONS

L

Leverage

Necessitates an LX design that leverages each strength of various learning formats to better suite personas; guided largely by Bloom's taxonomy where multimedia for example offers wide distribution of theory content while virtual classrooms offer narrower reach but higher degrees of critical evaluation. Applied in a hybrid approach for better assurance of a cohesive learning journey so as to achieve goals within immutable timelines.

E

Enable

To enable persona's to develop own lesson plans that enable them to incorporate theoretical or practical elements of leadership science, it is essential to provide them with toolkits and resources in both Arabic and English. that they can access regardless of whether they have access to a VPN or not.

A

Agree

An agreed mutual understanding of 'what leadership is' , how pupils are most likely to absorb its tenets and translate these into their daily lives needs to be established.

D

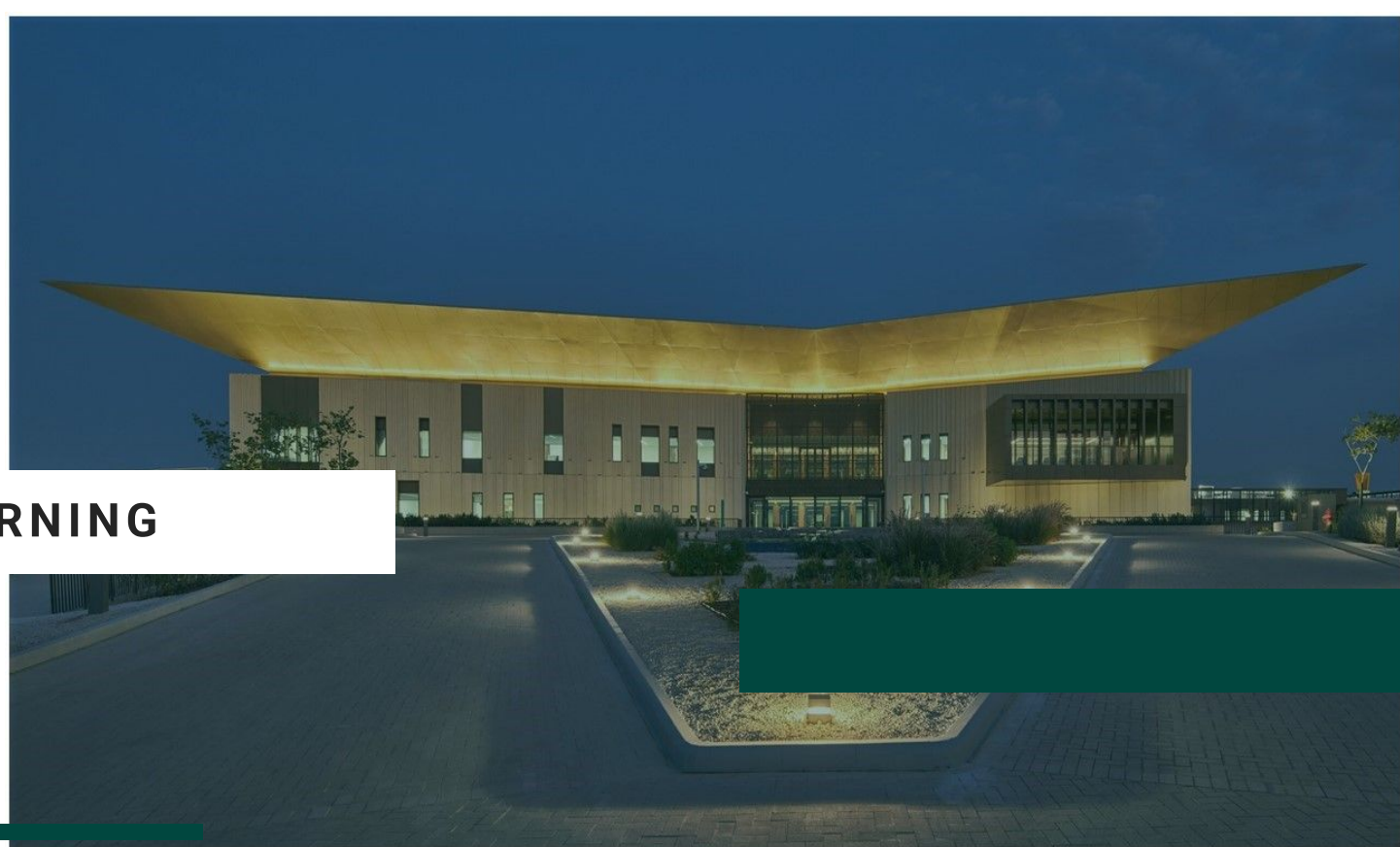
Drill

Opportunity for practise 'drills ' establishing quality standards. Thus the LX design must offer access to easily referred to 'Micro-learnings as well as a set of champions tasked with establishing a body of Leadership Teaching Practice



THE 'WHY' OF THE LEARNING

Mapping the problem, context & learning gap



THE BUSINESS NEED

A school for the elite of Saudi Arabia, aims to differentiate itself by offering 'Leadership Skills' as a standalone, examinable subject to its Middle and Senior students. In-house capacity to teach the subject needs be built. Ideally in such a way, as to support a wider change management program and with a view to long-term sustainability of the administration data, management information and subject knowledge.

The success criteria for the digital learning program are therefore:

1. Rapidly reach and support a broad base of Teachers in gaining a basic level of subject matter expertise; while maintaining their current workload, & in time for pilot rollout.
2. Provisioning English & Arabic content that can be adapted to become the core of effective Teaching Resources and Lesson Plans, within the agreed project timelines.
3. The positioning of the rationale for the teaching of 'Leadership' with Academic Staff and the setting out of minimum standards & expectations as well as the communication of agreed policy guidelines in readiness for the pilot rollout.
4. The creation of a basis for a common "language of leadership instruction" in time for the end of year Parent- Teacher conference.



ADDRESSING LEARNING GAPS

Upon completion participants will be able to...

	Learning Outcomes	Artefacts	Modality	Award
6	Collaborate with others via a range of channels, to build a vibrant culture of leadership skills development in the school.	Range: <i>Active in online forums, guide parent - teacher discussions and speak at conferences</i>	Addressed through rolling virtual & F2F discursive workshops and access to Podcasts, Vlogs & Blogs	Certified 'Young Leaders' Assessor
5	Grade individual student's leadership skills according to Policy guidelines, as well as evaluate the program's impact on the general academic performance.	Range: <i>Education Committee report, Annual Leadership Faculty Townhall</i>		
4	Appraise , through effective Reflective Practices; student development as well as own knowledge growth in the subject.	Range: <i>Flight path, Reflective practice, SLT observation, Feedback & Thalheimers' LTEM model</i>	Blended Digital Learning, with focus on Cohort based Social Learning and F2F workshops	Certified 'Young Leaders' Teacher
3	Develop methods to effectively assess <i>For Learning</i> , by applying the activities provided in the learning sessions.	Range: <i>Quizzes, Peer Marking, Think-Pair-Share... .</i>		
2	Translate theories of leadership into quality Teaching Practice, using the templates provided.	Range: <i>Lesson Plans, Seating Plans, Activity building, Command tasks etc</i>		
1	Recall the basic/core <i>Theories Of Leadership</i> comfortably, after completion of the first Digital Learning sessions.	Range: <i>Trait vs Behaviour theory, Motivation, Team dynamics and more...</i>	Bulk of Multimedia based Digital Learning Solution	Certified 'Young Leaders' Champion

BLOOM'S TAXONOMY LINK

Designing a pilot course to help teachers seamlessly provide daily leadership instruction to students involves navigating various uncertainties and Bloom's Taxonomy offers a simple foundational framework to guide course design decisions in two primary ways:

1. Dividing Theory and Practice Using Bloom's Taxonomy

- a. Theoretical Components: To ensure all teachers acquire a foundational understanding of leadership science, theoretical elements can be aligned with the lower levels of Bloom's Taxonomy (Anderson, 2009); Remembering and Understanding. For instance, concepts like Drotter et al.'s Leadership Pipeline can be introduced and assessed for recall and comprehension across the school in the first 2 modules.
- b. Practical Application: Implementing these theories in real-world scenarios corresponds to the higher levels of Bloom's Taxonomy; Applying, Analysing, Evaluating, and Creating, which in turn can be rolled out to a select smaller set of motivated and well positioned people, engaging with the last 2 modules.

2. Leveraging Digital Learning Format Strengths

- a. Multimedia for Foundational Skills: Digital tools, such as multimedia content, tend to be more effective for supporting the acquisition of lower-order skills like Remembering and Understanding. This approach caters to a broad audience, ensuring accessibility and engagement.
- b. Interactive Platforms for Advanced Skills: Higher-order skills, including Analysis, Evaluation, and Creation, tend to be more easily fostered through interactive and collaborative digital platforms, such as online discussion forums and synchronous learning sessions. These environments encourage exploration, critical thinking, and creativity among learners.

While this approach may not perfectly align with every aspect of the subject matter, it serves as a practical starting point since it allows the designer to assess content by asking: *Can this material be effectively learned through recall and understanding?* If so, integrating it into multimedia formats can ensure widespread accessibility. *Does this material require deeper evaluation and application?* In such cases, facilitating learning through online discussion forums and interactive platforms to a smaller more involved audience, would seem to be more effective.

The approach does however assume that the designer already possesses a strong level of subject matter expertise, which is advantageous in tailoring the course content effectively, but also makes it a challenging to clone in other circumstances.

ABCD BREAK DOWN

Audience

Level	Reach	Known as	Bloom's level	Minimum Modules
Beginner	All Teachers	Champion	1-2	1-2
Intermediate	Key Teachers	Teacher	1-4	1-4
Advanced	Select Teachers	Assessor	1-6	1-6

Behaviour

- Upon completion:
- Champions will be able to Recall the basic/core Theories Of Leadership & Translate theories of leadership into quality Teaching Practice.
 - Teachers will be able to Develop methods to effectively assess For Learning & Appraise, own and student development.
 - Assessors will be able to Grade individual student's leadership skills according to Policy guidelines, as well as evaluate the program's impact & Collaborate to build a culture of leadership skills

Condition

- Upon completion:
- Champions will consistently use the Teacher toolkits
 - Teachers will show case formative assessment methods and reflective practice journals
 - Assessors will use Policy as well as record Meeting minutes / Chat conversations.

Degree

- Upon completion:
- Champions will achieve a minimum pass score of 50% on theory test
 - Teachers will present a minimum of 7 planned formative assessments per term
 - Assessors will present policy, design, & operational recommendations for implementation in the next year.

REFLECTIVE COMMENTARY ON 'THE WHAT'

Linking Design Parameters Back to Business Need

The rationale behind the selection of the Action Verbs and ABCD phrasing of each of the Learning Outcomes at increasing Bloom's levels, stem from a few key design parameters as extracted from the business need.

These parameters are:

- **In the cognitive domain the learning solution MUST** reach a broad base of teachers with the basic theory of leadership as quickly effectively and easily as possible. Furthermore to mitigate re-training effort as instigated by the high staff turnover. Lastly, to offer a minimum of CPD growth and recognition for those who elect to deepen their capacity to teach this subject.
- **In the affective domain the learning solution SHOULD** enable the *receiving* of knowledge that helps teachers *recognise* the subject matter as 'teachable' & 'reachable' for students, and in so doing empower the teachers to *respond* to the content by *examining* its impact and thereby perhaps begin to even *value pursuing* further knowledge in this niche area and thus ultimately help *codify* a body of knowledge that may in the long term be *internalised* as a way teaching this new subject.
- **At Employee Value Proposition Level the learning solution COULD:** recognise teacher achievement levels through a formalised range of certificates, backed by the school's not insignificant brand. From many 'Champions' who can recall and translate (Bloom's level 1 & 2) to sufficient official 'Teachers' who can develop and appraise at Bloom's level 3 & 4 and finally on to a few expert 'Assessors' who can grade and collaborate (Bloom's level 5 & 6)
- **At an ease of implementation & maintenance level the learning solution WOULD:** ideally offer a toolkit of templates, structures and conditions to most participants; excepting those who elect to go onto Level 6, where, through various social learning channels and forums further opportunities for continuous improvement of the program would become possible.

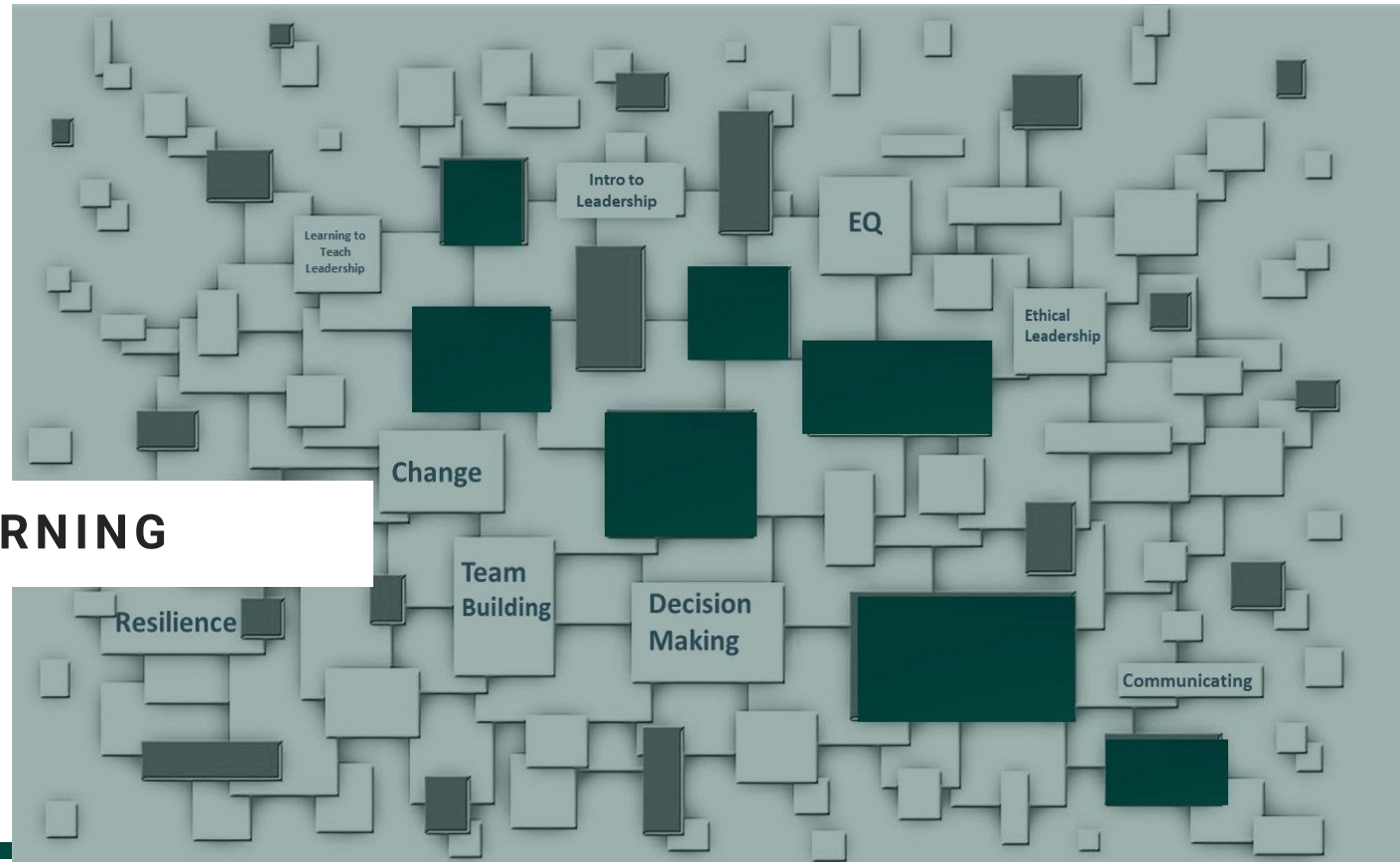
Note: Affective Domain verbs drawn from Krathwohl, D.R., Bloom, B.S. and Masia, B. B. (1964).

'The extensive depth & breadth of Leadership as a subject matter; must not distract the design from achieving the main aim. i.e. Teaching teachers how to teach young people to become leaders - client.



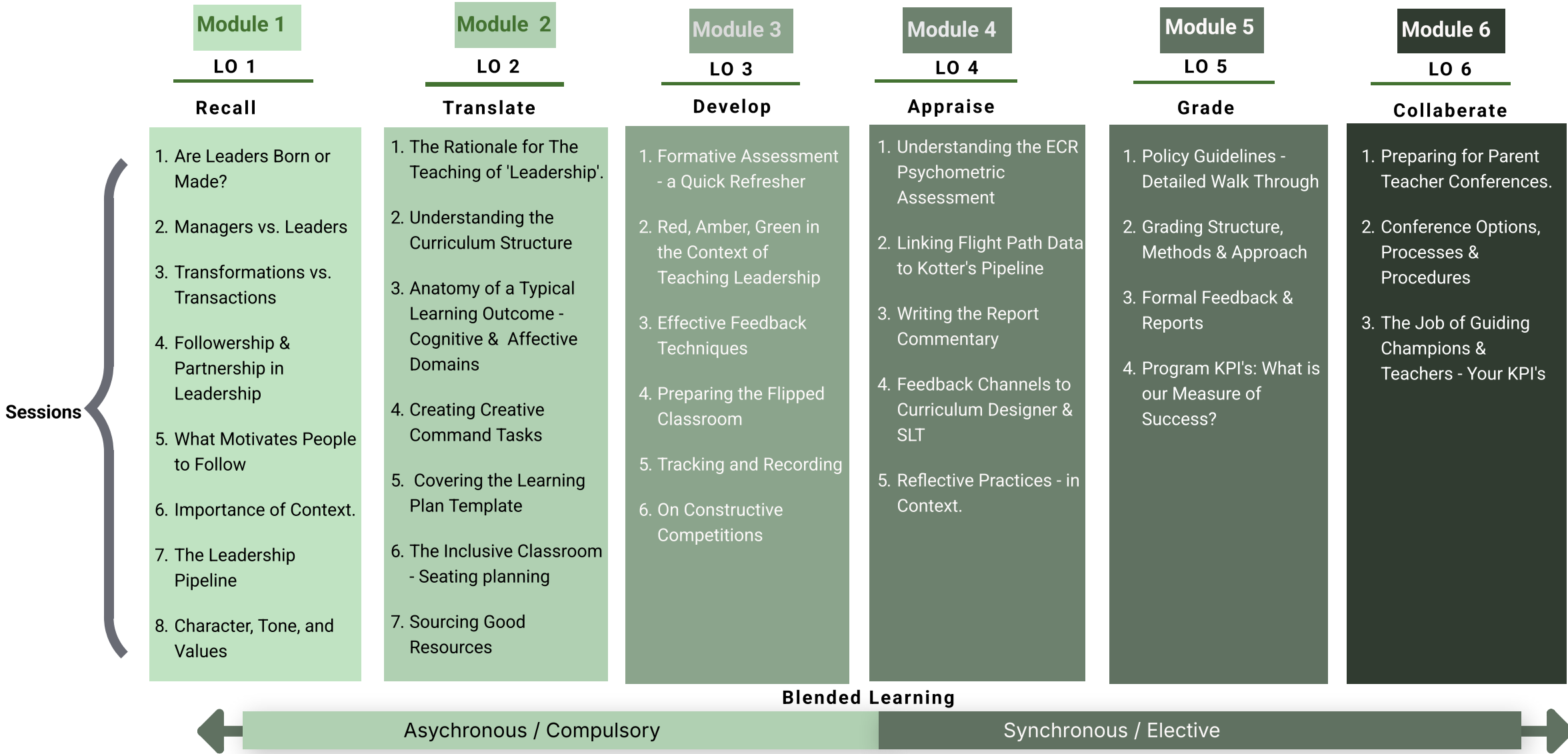
THE 'WHAT' OF THE LEARNING

Outlining the modular framework & associated topics



MODULAR FRAMEWORK

Since the experience of meeting the strategic business need of teaching leadership to school students is largely contained within a team of external consultants; a top-down approach was performed to build this blended learning framework. Thus, the learning outcomes already outlined in 'The Why' are linked to specific modules; with each module being then further broken into learning sessions.



REFLECTIVE COMMENTARY ON 'THE WHAT'

Chasing Learner Centred Design

Aiming for a Spiral Story

Backdrop

When teaching leadership in particular, it's first essential to establish with learners the realistic limits to the subject. i.e. Not every student of leadership will become a leader—just as not every math student becomes a mathematician, nor is every math teacher a renowned mathematician. Formal Assessment is thus possible, since the goal is not to assess a pupil's capability as a leader, but rather his/her potential to apply as many of the principles in a variety of contexts later in life. (As would be true for any other subject at school)

Using The Subject Matter to Shape the Learning

When designing a learning experience (LX) with the learner at its core, a key question is thus: 'What aspects, characteristics, and complexities of the subject matter lends itself to how people learn?'

A well-structured curriculum builds knowledge progressively, with each new concept building upon previous learning. This approach, known as a spiral curriculum, allows learners to revisit and deepen their understanding over time. Since leadership falls within the humanities and involves ambiguity and uncertainty, this method is particularly effective. It enables students to refine their understanding gradually, addressing more complex and open-ended questions as they progress.

By leveraging the unique characteristics of leadership as a subject, the curriculum can be designed as a narrative—a story that is easier to grasp, remember, and apply in different teaching contexts.

Structure of the Learning Journey

Each module serves a specific purpose. For example:

- The first module : (1) Helps teachers recall foundational leadership theory.
- The last module: (6) Encourages teachers to explore leadership ambiguities through structured collaboration.

And...within each module, sessions are just as carefully structured:

1. The first session engages learners with easily understandable concepts, such as the question "What is leadership?"
2. The final session in each module introduces a new paradigm, building upon prior knowledge.

By designing the curriculum in this way, learners are guided through a structured yet flexible learning experience, ensuring they can absorb and apply instruction of leadership principles effectively.

Managing Time & Money

Backdrop

The teachers, are on the whole both time poor and rewarded for their levels of commitment to building the school's community alongside their student achievement in formal examinations. The addition of new learning content, not directly associated with either of these is thus largely viewed as an interruption rather than an opportunity. Any learning experience they take on needs to at minimum clearly show consideration of these constraints, if not even reflect potential benefits either to their daily schedule or their hoped for rewards. In simple terms the question What's in it for me? needs answering.

Seasonal Fit

Every Academic year can be described as having 'seasons' of greater or lesser demand on teachers. End of year exam season for example, is especially demanding as exam management and marking take place. The learning experience is thus structured to consider these seasons in two ways:

1. The bulk of the most time consuming Modules (1-3), can be scheduled to take place within the first Term of an Academic Year, A 'season' characterised by lower demand on teachers' time and individual energies are higher.
2. The balance of the modules, (4-6) not only demand less time, but also do so on fewer people, who equally are presented an opportunity to reflect their higher than usual levels of commitment to building the school community, practices and brand.

Quorum Targeting

The non-negotiable pastoral & safeguarding duties every teacher is expected to perform , to a group of children, mean that unforeseen crisis is the daily norm rather than the exception. The learning experience is thus structured to target a quorum (most of the people , most of the time) where any pre-scheduled learning is planned , while likewise offering self-study, and micro-learning key point summaries to those unable to attend / complete the scheduled learning. Thus, while a minimum attendance time of 35% and test pass mark is 50% are set for this compulsory piece, they are both specifically low, to avoid formal / informal sanction on anyone excepting the most blatantly avoidant. This is a risk to the programme, only negated by a wider change management effort.



THE 'HOW' OF THE LEARNING

Mode of delivery, building blocks, formats & learning flow



FORMAT & FLOW SELECTION.

Format selection is cognisant of the differences in outlook, background and cultural values within the target audience. Broadly speaking; one group prefer a behaviourist didactic approach which values knowledge recall and collective social learning while the other tends to prefer constructive, autodidactic learning which values individual autonomy and discovery.

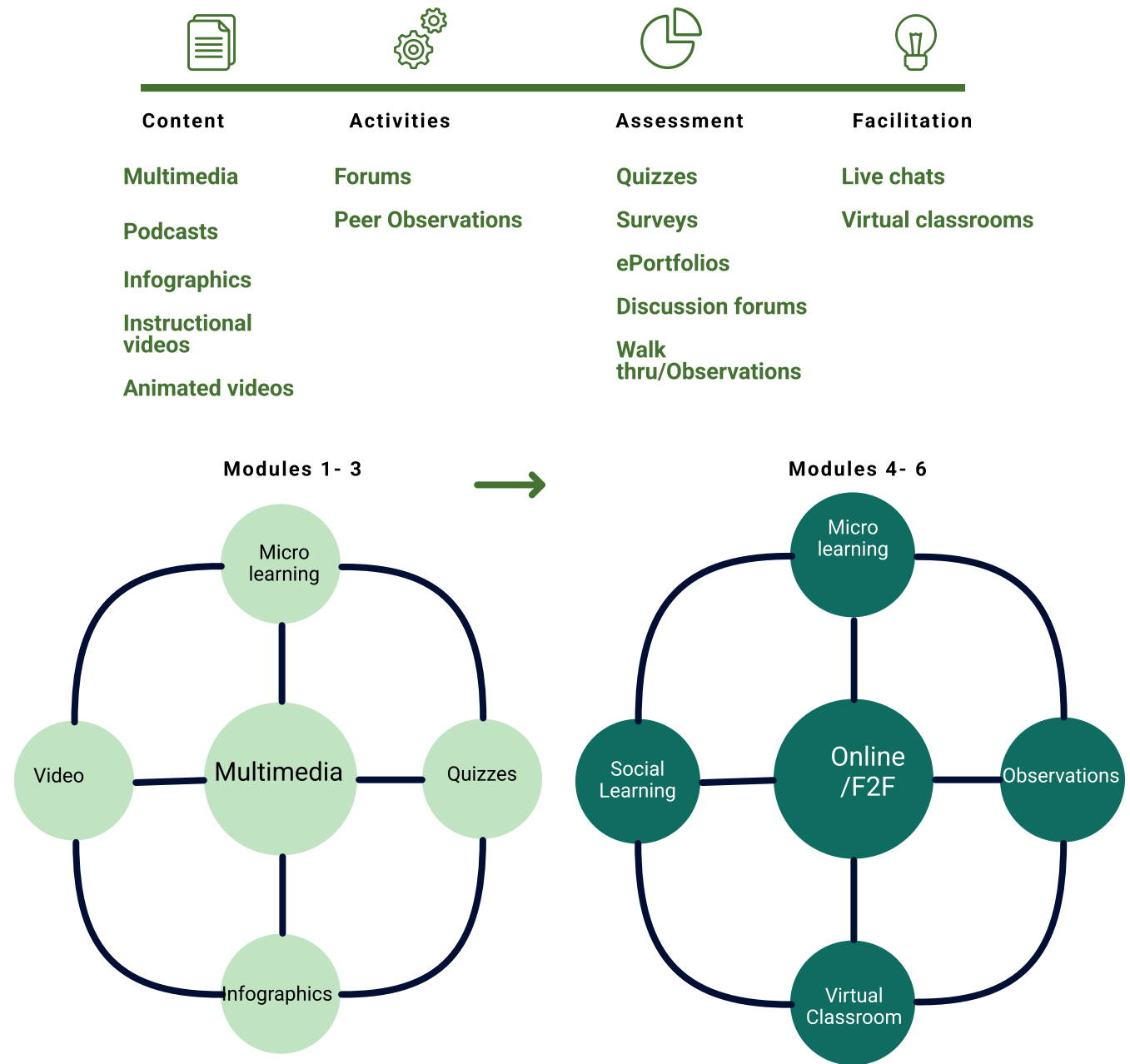
Consequently, a wider than usual range has been selected, adding to content development workload, yet fulfilling the client's brief for program flexibility. The risk of of an increased programme maintenance workload has been highlighted and accepted by the school's SLT, on the expectation that the Assessor group will take ownership of the program in the medium to long term.



Flow design decisions are determined by both the broad differences in the target audience' learning needs mentioned above as well as the primary purpose of the course, namely, to develop a viable in-house capacity for the school in the teaching of leadership to the students rather than inculcating leadership skills in the teachers themselves.

Consequently, the core and spoke model, while appropriate across the whole course, evolves from having multimedia at its core in modules 1- 3, to the F2F workshops as the core across modules 4 - 6.

From an overall LX Design perspective, this approach creates the challenge of ensuring 2 separate programs are not accidentally created, but rather one integrated learning journey which evolves from asynchronous digital eLearning to synchronous digitally based learning.



DESIGN CANVAS

The course uses a Blended Learning approach to accommodate different learning preferences & address barriers.

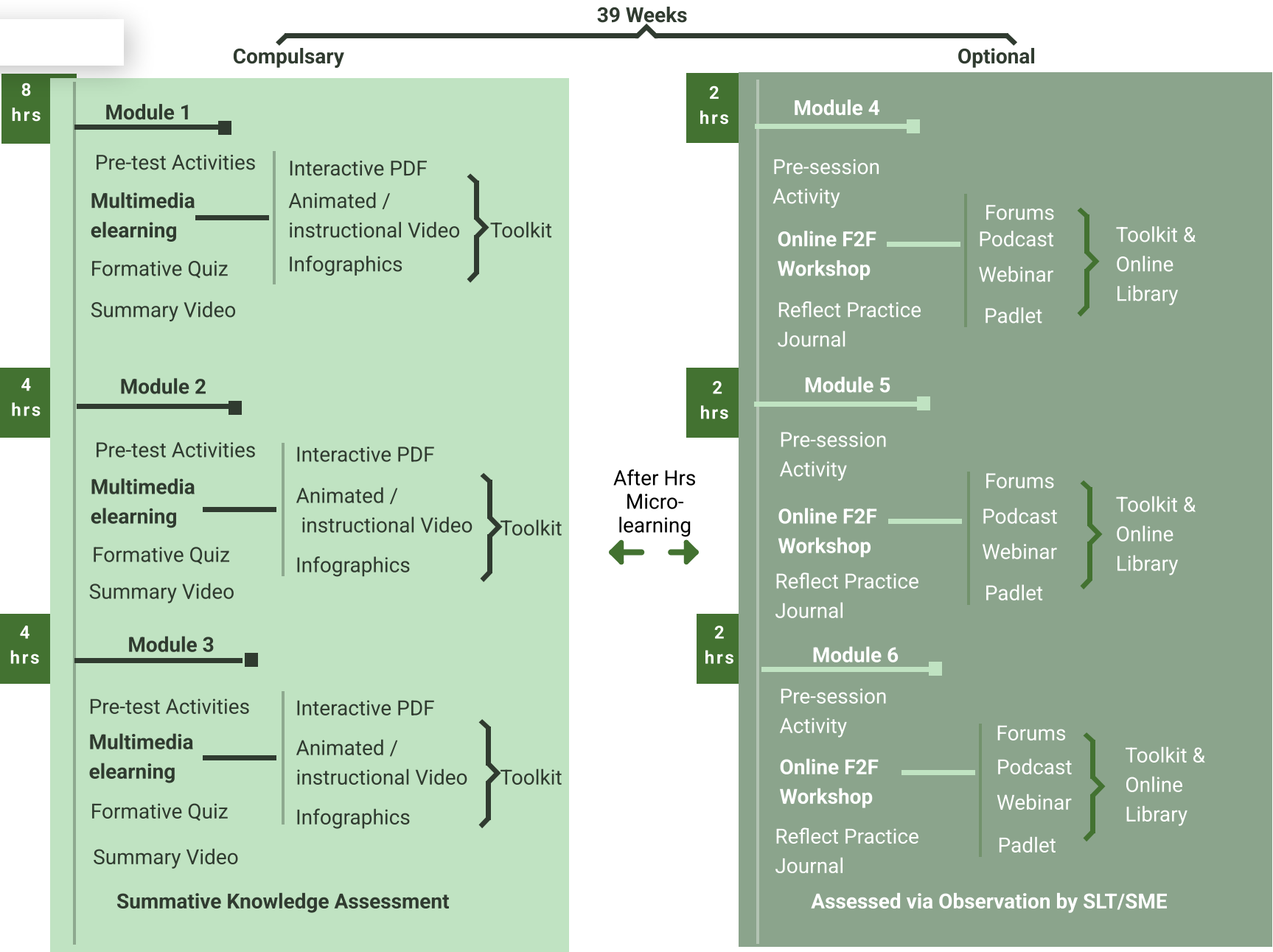
It consists of six modules: the first three are compulsory to all academic staff to meet the business need and close learning gaps, while going on to the final three is optional for those seeking certified Teacher status (upon completion of module 4) or Assessor status (upon completion of module 6). No option to skip or mix modules is available.

The compulsory modules (1-3) focus on self-paced, asynchronous learning with multimedia content and various assessments and access to optional micro-learning content after hours.

Modules 4-6 aim to develop change champions within the school and includes online workshops, virtual discussions, and an online library of additional resources.

The course is structured around the academic year, with scheduling challenges for workshops, inherently making these less self-paced than modules 1-3, as they must be pre-scheduled.

At minimum, all compulsory modules must be completed within the 39-week academic year spread across three 13 week terms. It is anticipated at this stage that the majority of teachers will complete modules 1-3 within the 1st term. This will however be monitored & validated during the pilot phase.



REFLECTIVE COMMENTARY ON 'THE HOW'

Mode of Delivery

Investment

Based on survey data revealing a significant knowledge gap in fundamental leadership theories across all levels, it was decided to implement a hybrid, top-down, asynchronous compulsory programme for Modules 1–3, utilising multimedia resources. This approach aims to swiftly establish a new baseline of understanding throughout the school, necessitating considerable investment in time and resources.

Sustainability

Concurrently, senior leadership has expressed the need for a sustainable, dynamic programme, as highlighted in focus group discussions. To address this, the formation of a core group of 'change champions' has been proposed. These individuals, having access to synchronous and self-directed learning opportunities—more closely aligning with a HyFlex delivery model—are expected to contribute new content as new theory develops.

Building Blocks & Formats

Reach

Despite the survey data reflecting a certain resistance to 'e-learning', i.e. multimedia learning, the decision to use this format to deliver theoretical content stems from the more pressing need to reach as many people as possible in the most cost-effective way.

Value Creation

An important commercial aspect that also influenced the design—namely, the hiring of an external consultancy to build the initial programme—meant that the creation of long-term value for the school (client) drew particular attention. To this end, both the time and resources invested in the multimedia and microlearning building blocks and formats needed to be seen as leaving behind value, while the ongoing presence of established 'champions' derived solely from internal staff could guarantee further growth, both for the client and for the individuals.

Learning Flow

Two Wheels

The risk of building two separate programmes through the use of a learning flow based on two spoke-and-wheel models was felt to be readily mitigated by three aspects:

Strong centralised oversight of the build by a senior designer/architect with the remit and authority to override individual content developer/SME decisions.

A core onsite team of four developers with prior experience in building a similar programme.

The employment of a third-party, non-partisan, well-respected educational researcher to act as senior advisor and evaluator.

REFERENCES

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7. Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An Overview. Theory Into Practice, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
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PART TWO ...

The SCOPE
The WIREFRAME
The SCREENPLAN
The STORYBOARD
The PROTOTYPE

of the learning

THE SCOPE

1

Audience Overview

Academic Staff

All teachers, class tutors, Heads of Department, Vice Principals and Principals of Girls and Boys Middle and Senior Schools.

Design Considerations

- Content needs to leverage the strengths of various digital learning formats
- Enable persona's to develop own lesson plans that allow them to incorporate theoretical or practical elements of leadership science
- Establish a formal means by which agreement & mutual understanding of 'what leadership is', can be achieved and sustained long-term
- Offer practise 'drills ' based on set quality standards, for the purposes of consistency and constancy.

2

Purpose of the Course

This Course Aims To:

- Support the implimentation of an embedded Leadership Skills Development Curriculum into Teaching and Learning taking place in Key Stages 3 - 5 .
- Teach the Teacher, Leadership Theory.
- Establish a community of Leadership teaching practice in the school.

Key Focus

- What is leadership & why is teachable
- How to teach it
- How to measure learner progress

3

Learning Objectives

By the end of this course, Academic Staff will be able to:

- Recall the basic/core Theories Of Leadership and translate theories of leadership into quality Teaching Practice, using the provisioned toolkits.

While select Academic Staff will also be able to:

- Collaberatively develop effective Sumative assessments for the purposes of evaluating pupil leadership potential.

Approach

- Phase 1: Top -Down *
 - Yr 1 (pilot) & 2
- Phase 2: Handover
 - Yr 2
- Phase 3: Bottom Up
 - Yr 3

* Supported by a wider Change Programme

THE SCOPE

Course Structure & Topics

Learning to Teach Leadership

Phase 1

Module 1: Discover the fundamental theories of leadership

Module 2: Explore key techniques to translating leadership theory into classroom practice

Module 3: Begin developing your own tools to assess *for* learning

Target Audience: Compulsory for all academic staff

Access: Available on the School's e-learning platform:

Deadline: Completion by the end of Term 3 of this AY

Phase 2

Module 4: Uncover how to appraise pupil performance and apply reflective practice

Module 5: Establish a Grading structure & measure success

Module 6: Work together to position the leadership curriculum with parents, new staff & the Board.

Target Audience: Available only to select staff

Access: A blend of e-learning and scheduled online discussion forums

Deadline: Ongoing

Learner Progression

Beginner: Upon successful completion of modules 1-3 recognised as a Certified 'Young Leaders' Champion

Intermediate: Upon successful completion of modules 1-4 recognised as a Certified 'Young Leaders' Teacher

Advanced: Upon successful completion of modules 1- 6 recognised as a Certified 'Young Leaders' Assessor

Key Stakeholders

Pupils: Feedback on experience of being taught a new subject over & above existing cognitive load

Parents: Feedback on change in outlook, confidence levels & academic performance of child

Board: Feedback on efficiency of roll-out & effectiveness of curriculum as a differentiator

Director General: Feedback on alignment with school's strategic intent

Ministry of Education: Feedback on legitimacy enhancement of education in Saudi

HRH: Feedback on relevance to national vision (2030)

Format & Delivery Mode

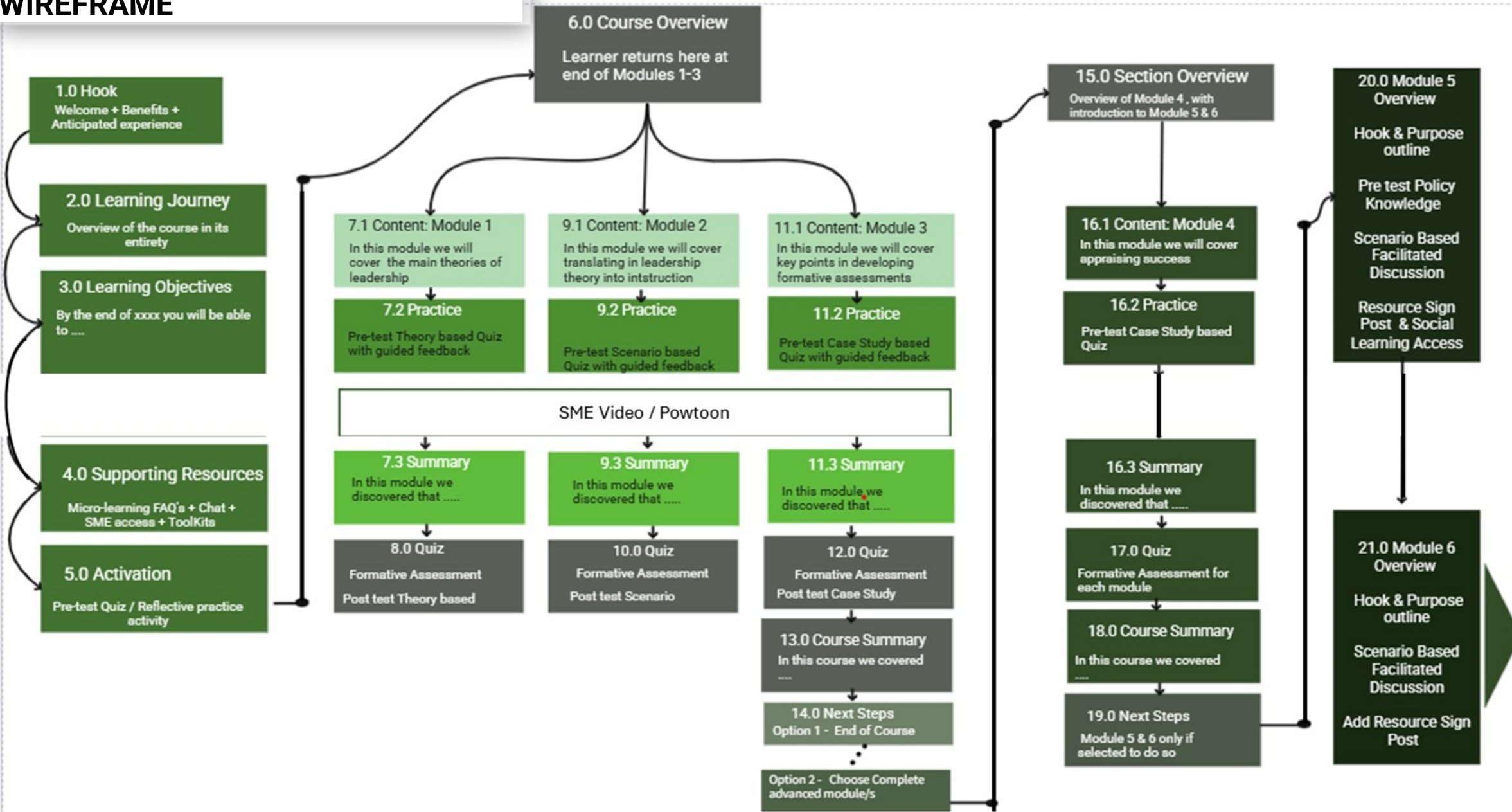
Mode: Phase 1; Asynchronous flexible, self paced. Phase 2; Synchronous, scheduled, collaborative

Format: Phase 1; Multimedia eLearning. Phase 2; Social & virtual Classroom

Activities: Phase 1 Practice Tool kits and Reflective Practice reports. Phase 2: Collab Workshops and Chat rooms

Assessments Phase 1: Formative Quizzes and Summative Portfolio. Phase 2: KPI achievement

WIREFRAME



THE SCREEN PLAN - ICON KEY

Activity Icons for use on Screenplan	Functions for use in Screenplan
 Hotspot Activity	 Imagery
 Multiple Response Activity	 Voiceover
Choose A Choose B Choose C Matching Dropdown Activity	 Video
T / F True or False Activity	 On-Screen Text
Type here Fill In the Blank Activity	
FIRST SECOND THIRD Sequence Dropdown Activity	
 Multiple Choice Activity	
 Matching Drag & Drop Activity	
 Scenario Activity	

Screen ID : 1.0 Hook

Date : 05.01.2025

Animated Video

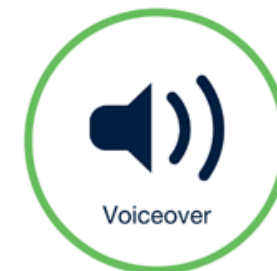
Voiceover (VO) welcomes learner to the course and outlines a conversion of the the business needs into tangible benefits to the learner who completes the first three modules

How will you benefit ?

- Start your journey to becoming a subject matter expert in the field of leadership; in a flexible, self paced and tailor made for teachers in Saudi Arabia learning programme.
- Access unique and innovative Teaching Resources and Lesson Plans based on the latest theories in pedagogy and leadership.
- Realise a unique skills set and offering as part of your wider career development as a teacher, in a popular and in demand subject.
- Establish an uncomplicated and useful Leadership instruction lexicon
- Be recognised in Saudi Arabia as a XYZ Schools Leadership Champion

What you will experience ?

- Interactive content Supporting resources Assessment for learning – Quiz
- A clear route to becoming recognised as a Leadership Teacher and a Leadership Assessor.



Screen Plan: Learning to Teach the Leaders of Tomorrow-
Modules 1, 2 & 3

Screen ID : 2.0 Learning Journey

VO outlines learning journey progression in three parts consisting of 6 modules delivered first via elearning and then by virtual workshop

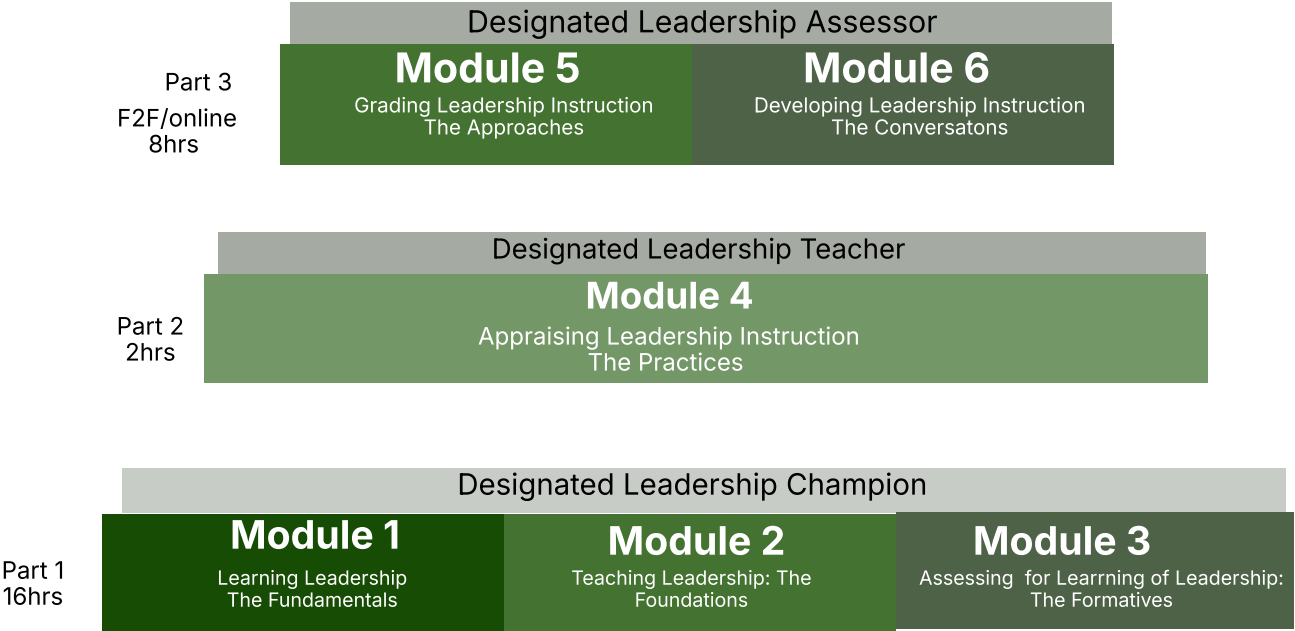
OST & VO explaining to the learner how to progress through the module, covering:

- 1. How to move forward and back with the Next & Back buttons
- 2. How to turn on subtitles
- 3. How to adjust audio volume
- 4. How to click through interactive content
- 5. Imagery onscreen highlights relevant buttons as VO & OST explain their function



Version 1.0

Date : 05.01.2025



Screen ID : 3.0 Learning Objectives

Date : 05.01.2025

VO introduces overall objectives of modules 1- 3 aiming to enable every member of academic staff to champion the leadership curriculum by being able to, at the end of these modules:

Module 1: Recall the basic/core *Theories Of Leadership* comfortably, after completion of the first Digital Learning sessions.

Module 2: Translate theories of leadership into quality Teaching Practice, using the templates provided.

Module 3: Develop methods to effectively assess *For Learning*, by applying the activities provided in the learning sessions.



Screen ID : 4.0 Supporting Resources

Date : 05.01.2025

VO introduces the availability of supporting resources, listing each one and suggesting learner view these now

- MicroLearning URL/Link provided with Button
- FAQ's Button
- Access / Invite to Champions Chat (only)
- SME email addresses (only)
- Link to PDF booklet downloadable Toolkits



Academic Journals

Books & Magazines

Film & Video

Memberships

Feedback Example
Videos

Flipped Classroom
Activities

Dylan Williams on
Formative Assessment

Peer Group Chat Forum



Must Watch Video & Movies

1. How Sokka Became the Leader of Team Avatar - Leadership Lesson: Growth from immature, and impulsive to mature, confident, caring, and selfless in a brilliant, gradual manner.
2. Remember the Titans" - Leadership Lesson: Leading through adversity and fostering unity in a divided group.
3. The Kings Speech - Overcoming personal struggles to lead with confidence in times of crisis.
4. 12 Angry Men - Leadership Lesson: Leading through influence, integrity, and the courage to stand alone. (Suitable for older students)
5. The Social Network - Leadership Lesson: The complexities of leadership, ambition, and dealing with personal and professional conflicts.
6. Coach Carter - Leadership Lesson: Leading with integrity, holding others accountable, and prioritizing values.



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Must Reads: Books

1. "The 7 Habits of Highly Effective People" – Stephen R. Covey (1989) - A timeless guide to personal and leadership effectiveness, emphasizing principles such as proactivity, vision, and synergy.
2. "Leadership and Self-Deception" – The Arbinger Institute (2000) - Focuses on the importance of self-awareness in leadership and how leaders can unknowingly sabotage their effectiveness.
3. "Good to Great" – Jim Collins (2001) - Based on extensive research, this book identifies key traits and strategies that enable companies (and their leaders) to transition from good to great.
4. "Leaders Eat Last" – Simon Sinek (2014) - Highlights the importance of trust, psychological safety, and servant leadership in building strong teams and organizations.
5. "The Leadership Challenge" – James Kouzes & Barry Posner (1987, updated editions) - A research-backed book outlining five key leadership practices that help individuals inspire and influence others effectively.



Must Reads: Magazines

- Harvard Business Review (HBR) - One of the most well-known and respected sources for business and leadership articles.
2. Forbes – Leadership Section - Forbes is renowned for its coverage of business and leadership topics, including leadership strategies, successful leadership stories, and expert opinions on leadership trends.
 3. Inc. Magazine - Focuses on entrepreneurship, leadership, and innovation.
 4. Fast Company - Offers articles that emphasize leadership in the context of innovation, creativity, and positive social change.
 5. Leadership Excellence Essentials - A comprehensive resource on leadership development, offering research, case studies, and expert advice.
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 9. The Economist – Management and Leadership Section
Offers high-level articles on global business trends, leadership strategies, and organizational behavior
 10. Success Magazine Focuses on personal development and leadership, providing motivational articles and leadership tips from successful leaders and experts.



We suggest creating your teaching content based on the theories put forward in the following Academic Journals:

1. The Leadership Quarterly: A bimonthly peer-reviewed journal dedicated to the scientific study of leadership across various disciplines.
2. Journal of Leadership & Organizational Studies: This quarterly journal publishes research aimed at understanding and predicting effective leadership within organisations.
3. Leadership: An international peer-reviewed journal that publishes high-quality original research on leadership, emphasizing both theoretical and practical aspects.
4. Journal of Leadership Studies: Published on behalf of the College of Doctoral Studies of the University of Phoenix, this journal bridges scholarship and practice in leadership research.
5. Leadership & Organization Development Journal: This journal focuses on the interplay between leadership and organisational development, offering insights into effective leadership practices.
6. Journal of Values-Based Leadership: A peer-reviewed journal that explores the moral and ethical dimensions of leadership, emphasizing values-based practices.
7. Journal of Educational Administration: This journal provides a forum for research on educational leadership and management, addressing issues in educational administration.
8. Educational Management Administration & Leadership: A quarterly journal that publishes articles on educational leadership, management, and administration, with a focus on both theory and practice.
9. Journal of Business Ethics: While broader in scope, this journal often includes articles on ethical leadership and corporate governance.
10. Academy of Management Journal: A leading journal in management studies that frequently also publishes influential research on leadership topics.



- **The Leader in Me- Overview:** Based on Stephen Covey's "The 7 Habits of Highly Effective People," The Leader in Me is a global program designed to help schools foster leadership skills in students. It focuses on personal responsibility, goal setting, and collaboration. Focus: Leadership development, character building, school-wide leadership programs for students. Website: The Leader in Me
- **Leadership Academy for Educators (LAE) Overview:** LAE provides professional development for teachers focused on leadership strategies that can be used to cultivate leadership skills in students. They offer tools for teachers to foster critical thinking, decision-making, and problem-solving in their classrooms. Focus: Educator leadership training, teaching leadership in schools, developing student potential. Website: Leadership Academy for Educators³.
- **The Young Leaders Program (YLP) Overview:** YLP is a leadership development program that focuses on helping young people become responsible and compassionate leaders. It offers educational resources and programs that help teachers guide students through leadership learning. Focus: Youth leadership, community engagement, social responsibility. Website: Young Leaders Program
- **The Tony Robbins Foundation Overview:** Founded by Tony Robbins, the foundation works to empower students through leadership programs and community initiatives. They provide teachers with tools to help students build resilience, leadership, and life skills. Focus: Personal development, leadership, resilience, and emotional intelligence. Website: Tony Robbins Foundation
- **Future Leaders Foundation Overview:** This organization aims to develop young leaders by equipping students with the necessary leadership skills to tackle global challenges. They offer resources for educators to help students cultivate leadership potential. Focus: Leadership training, global citizenship, community impact, social change. Website: Future Leaders Foundation
- **The John Maxwell Team Overview:** John Maxwell is a renowned leadership expert, and his team provides resources and training for teachers and educators who wish to teach leadership. The focus is on developing leadership in young people and creating a culture of leadership in schools. Focus: Leadership training, character development, teaching leadership skills. Website: The John Maxwell Team
- **National Student Leadership Conference (NSLC) Overview:** The NSLC offers a series of leadership training programs for middle and high school students, focusing on preparing them for future leadership roles. Educators can incorporate NSLC principles into their teaching to inspire students to take on leadership roles. Focus: Leadership development, teamwork, global issues, public speaking, and problem-solving. Website: National Student Leadership Conference⁹.
- **The Global Leadership Summit (GLS) Overview:** The GLS brings together educators and leaders from all over the world to discuss and share ideas on leadership development. Teachers can use the summit's resources and takeaways to help guide students to become better leaders. Focus: Leadership training, personal growth, community and global leadership. Website: Global Leadership Summit
- **The Leadership Challenge for Educators Overview:** Based on the popular book "The Leadership Challenge" by James Kouzes and Barry Posner, this program offers educators a framework to develop leadership in students. It provides tools for teaching leadership in classrooms and creating leadership opportunities for students. Focus: Leadership development, teaching the five practices of exemplary leadership, leadership skills in education. Website: The Leadership Challenge for Educators



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Screen Plan Learning to Teach the Leaders of Tomorrow-
Modules 1, 2 & 3

Screen ID : 5.0 Activation

VO invites Learner to 'Try the Quiz Now' to 'See how much they already know and understand'

Multiple Choice Quiz (MCQ) of 3 questions per module (9)

Version 1.0

Date : 05.01.2025



Multiple Choice
Activity



On-Screen Text



Voiceover

Screen Plan: Learning to Teach the Leaders of Tomorrow-
Module 1, 2 & 3

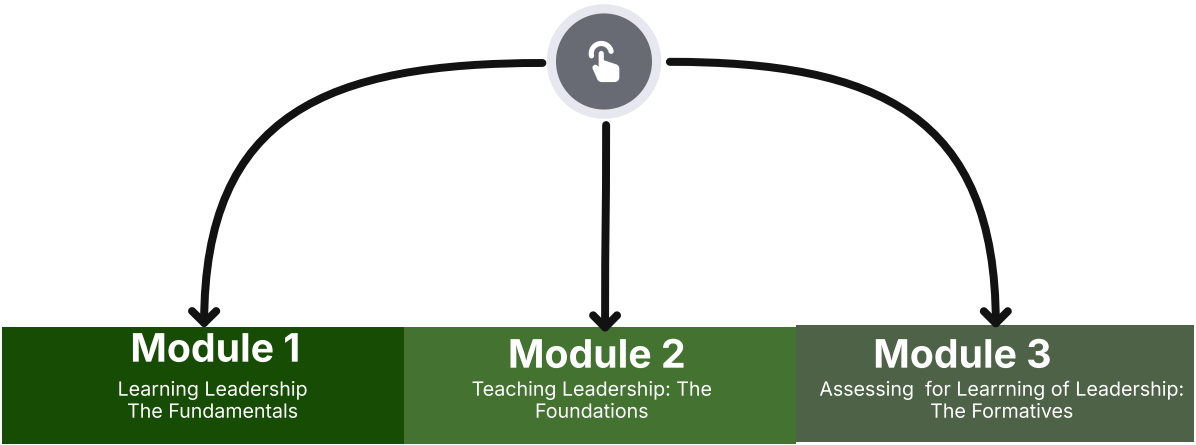
Screen ID : 6.0 Course Overview

Insert Cover Slide for Modules

- On-screen text (OST) Title : Learning to Teach the Leaders of Tomorrow-
- Module 1,2 & 3
 - Clickable image directing learner to 7.1 or 9.1 or 11.1

Version 1.0

Date : 05.01.2025



On-screen text (OST) & VO outlining the learning:

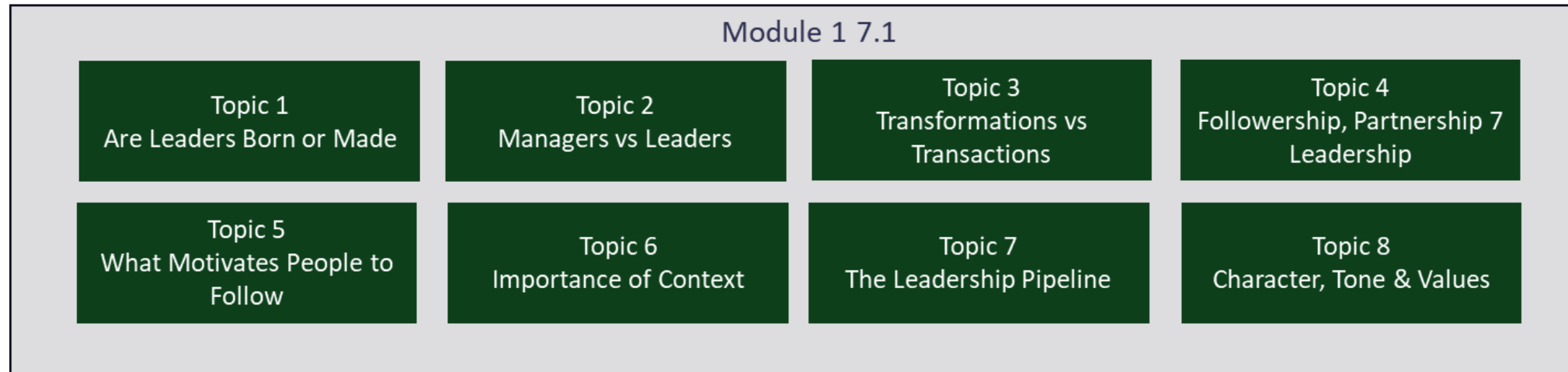
Learning Outcomes of this module:

By the end of this module, you will be able to:

1. Share with your students an outline the evolution of leadership as a teachable subject.
2. Describe in simple terms the main differences between Management and Leadership studies.
3. Outline for students the main differences between Transformational and Transactional leadership
4. Provide your students with a working description of the terms "Leadership", "Followership & "Partnership"
5. Explain three key theories of motivation.
6. Illustrate the importance of "Context" as a key factor of success in leading others
7. Illustrate the "Leadership Pipeline".
8. Define the terms; "Character, Values, Tone" as they relate to leadership studies.



- VO & OST prompt learner to explore the 8 topics of this module by clicking on each icon
- Pop-up text and corresponding imagery appear when learner clicks on each icon
- Learners are encouraged to start with Topic 1, but the option to select any topic at any time is available





What is one key quality of an effective leader?

- a) Being authoritative without listening to others
- b) Ability to communicate and listen effectively
- c) Avoiding all challenges to maintain peace
- d) Delegating tasks and avoiding responsibility

Answer: b) Ability to communicate and listen effectively

Screen ID: 7.2 Activation (Practice)

Date : 05.01.2025

3 multiple choice questions (MCQs) to challenge the learner early on, to help them discover what they already know about the topic

Question 1

Question 2

Question 3



Multiple Choice
Activity



On-Screen Text



Voiceover



What is one key quality of an effective leader?

- a) Being authoritative without listening to others
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- c) Avoiding all challenges to maintain peace
- d) Delegating tasks and avoiding responsibility

Answer: b) Ability to communicate and listen effectively



What is the primary role of a leader?

- a) To control every decision
- b) To inspire and guide others toward a common goal
- c) To work alone
- d) To follow instructions from others

Answer: b) To inspire and guide others toward a common goal

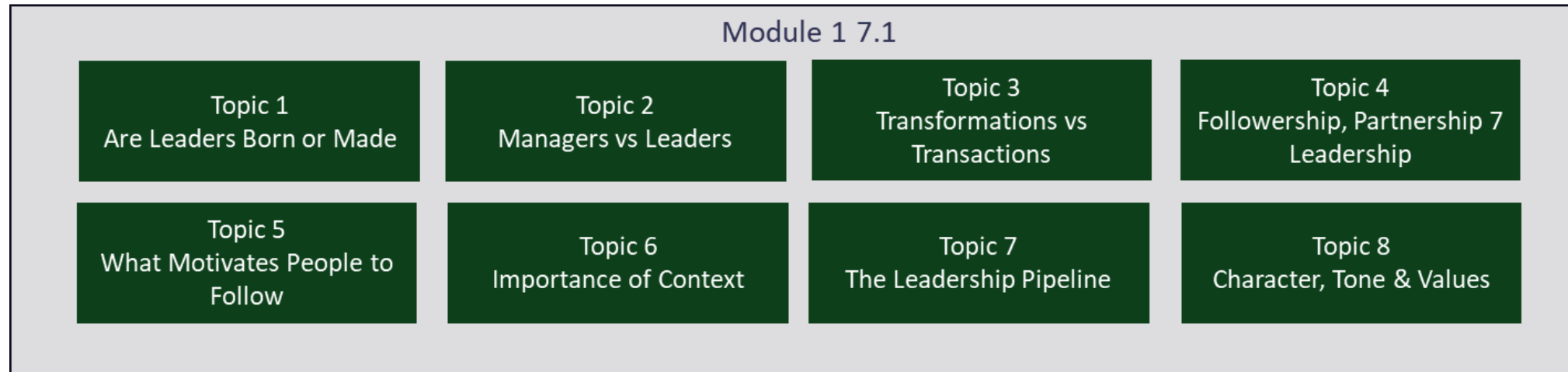


Which of the following is an example of transformational leadership?

- a) A leader focusing only on tasks and productivity
- b) A leader inspiring and motivating employees to exceed their own expectations
- c) A leader following strict rules without any flexibility
- d) A leader maintaining a strict hierarchy with minimal communication

Answer: b) A leader inspiring and motivating employees to exceed their own expectations

- VO states' "In this module we discovered and explored the following topics..."
- Each Topic is clickable
- Different speakers preent each topic using PowToon platform





What is one key quality of an effective leader?

- a) Being authoritative without listening to others
- b) Ability to communicate and listen effectively
- c) Avoiding all challenges to maintain peace
- d) Delegating tasks and avoiding responsibility

Answer: b) Ability to communicate and listen effectively

- Learner asked to complete 20 Question Multiple Choice Quiz covering all 8 Learning Outcomes (LO)
- VO avoided to prevent questions being overheard
- Questions to be randomized per learner / per attempt
- No limit on attempts
- LMS records time taken

Question 1

Question 7

Question 13

Question 20

Question 2

Question 8

Question 14

Question 3

Question 9

Question 15

Question 4

Question 10

Question 16

Question 5

Question 11

Question 18

Question 6

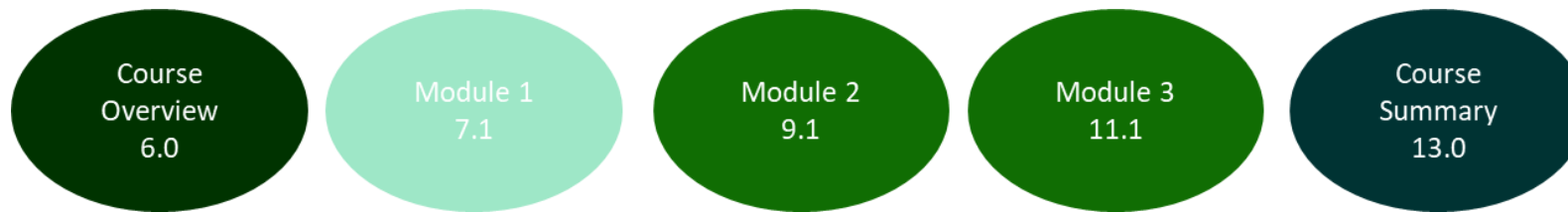
Question 12

Question 19



Shows 5 sections for course:

VO & OST Returns to Course Overview to move to next module



Click Here





What is one key quality of an effective leader?

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- d) Delegating tasks and avoiding responsibility

Answer: b) Ability to communicate and listen effectively



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Screen ID : 9.1 Cover Slide

Date : 05.01.2025

Insert Cover Slide for Module 2

- On-screen text (OST) Title : Learning to Teach the Leaders of Tomorrow- Module 2
- Image symbolic of the central message. Namely Translating Leadership Theory into Teaching & Learning. The basic practices



Screen ID : 9.1 Objectives

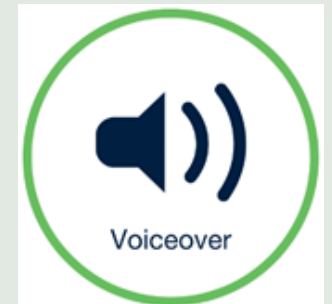
Date : 05.01.2025

On-screen text (OST) & VO outlining the learning:

Learning Outcomes of this module:

By the end of this module, you will be able to:

1. Understand the rationale for teaching leadership at the school
2. Understand the Curriculum Design and the reasons for its structure
3. Identify the various cognitive and affective parts of a typical learning outcome
4. Understand the principles and practices behind building creative command tasks
5. Understand & apply the various parts Learning Plan template
6. Understand the principles underlying Seating Plan decisions
7. Identify the key elements that make up a 'Good' resource.



5 true or false (T/F) questions to challenge the learner early on, to help them discover what they already know about the topic

Question 1

Question 2

Question 3

Question 4

Question 5

T / F

True or False
Activity



On-Screen Text



Voiceover



True or False

All competition between students is to some degree constructive as it serves to raise overall expectations on students even among the poorest performers.

A: False



True or False

In real practice 'flipped classroom' does not work well for students at the lower/junior/KS2&3 levels

A; False



True or False

A curriculum encompasses all the learning experiences planned and guided by the school, including explicit theory taught and implicit lessons learned from planned activities.

A; True



True or False

Leadership as a concept has evolved over time from being seen as something innate to certain people, born with the physical, emotional and intellectual characteristics of a leader to something that can be studied, understood and learned by almost anyone, given the opportunity to do so.

A: True

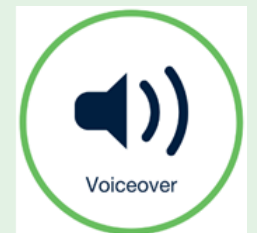
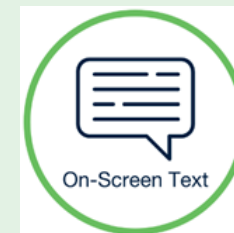
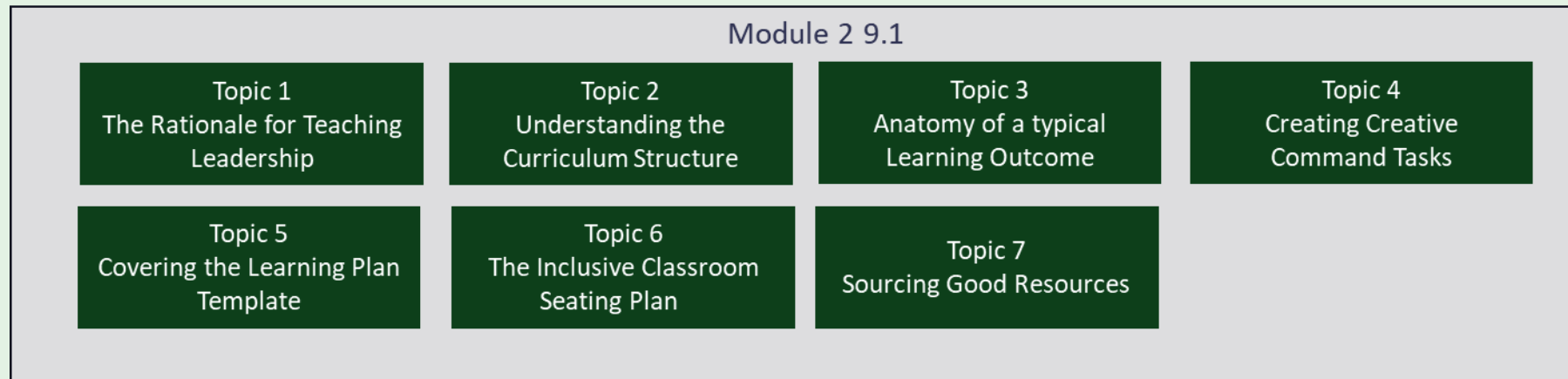


True or False

Effective feedback to students on their progress should always consider the student's wider context, making it incumbent upon every teacher to know as much as possible about their student's wider home and school circumstances

A: True

- VO & OST prompt learner to explore the 7 topics of this module by clicking on each icon
- Pop-up text and corresponding imagery appear when learner clicks on each icon
- Learners are encouraged to start with Topic 1, but the option to select any topic at any time is available



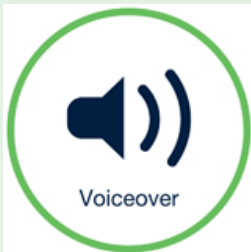


What is one key quality of an effective leader?

- a) Being authoritative without listening to others
- b) Ability to communicate and listen effectively
- c) Avoiding all challenges to maintain peace
- d) Delegating tasks and avoiding responsibility

Answer: b) Ability to communicate and listen effectively

- A bulleted summary of the key concepts covered in the module
- VO states "In this module we explored and discovered the following"



- Learner asked to complete 14 item Matching Drop Down Activity (2 Items per topic)
- VO avoided to prevent questions being overheard
- No limit on attempts
- LMS records time taken

Dropdown	Dropdown	Dropdown	Dropdown	Dropdown
Item 1	Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3	Item 3
Dropdown	Dropdown	Dropdown	Dropdown	Dropdown
Item 1	Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3	Item 3
Dropdown	Dropdown	Dropdown	Dropdown	
Item 1	Item 1	Item 1	Item 1	
Item 2	Item 2	Item 2	Item 2	
Item 3	Item 3	Item 3	Item 3	

Choose A

Choose B

Choose C

Matching Dropdown Activity



Shows 5 sections for course:

VO & OST Returns to Course Overview to move to next module



Click Here





Which of the following is an example of transformational leadership?

- a) A leader focusing only on tasks and productivity
- b) A leader inspiring and motivating employees to exceed their own expectations
- c) A leader following strict rules without any flexibility
- d) A leader maintaining a strict hierarchy with minimal communication

Answer: b) A leader inspiring and motivating employees to exceed their own expectations



What is the primary role of a leader?

- a) To control every decision
- b) To inspire and guide others toward a common goal
- c) To work alone
- d) To follow instructions from others

Answer: b) To inspire and guide others toward a common goal

Screen ID : 11.1 Cover Slide

Date : 05.01.2025

Insert Cover Slide for Module 3

- On-screen text (OST) Title : Learning to Teach the Leaders of Tommorrow- Module 2
- Image symbolic of the central messsge. Namely: Developing Practice

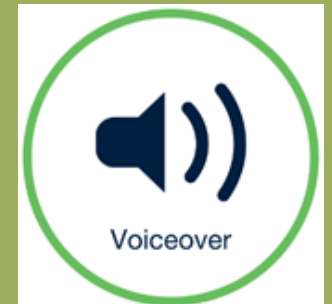


On-screen text (OST) & VO outlining the learning:

Learning Outcomes of this module:

By the end of this module, you will be able to:

1. Develop approaches to managing differences in learner understanding (RAG)
2. Develop methods for giving effective feedback to students
3. Design and develop Flipped Classroom approaches and activities
4. Develop a method for tracking and recording content delivery
5. Build-in appropriate constructive competitions to teaching and learning



- VO & OST prompt learner to explore the 1+ 5 topics of this module by clicking on each icon
- Pop-up text and corresponding imagery appear when learner clicks on each icon
- NOTE: Learners are must complete with Topic 1

Module 3 11.1

Topic 1
A Quick Theory Refresher

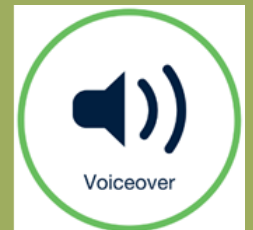
Topic 2
RAG in the Context of
Teaching Leadership

Topic 3
Effective Feedback

Topic 4
Preparing Flipped
Classrooms

Topic 5
Tracking & Recording

Topic 6
On Constructive
Competitions



- A bulleted summary of the key concepts covered in the module
- VO states "In this module we explored and discovered the following"



1 Simple / typical scenario question using Video and paid actors to act out the scenario with 3 item drop down answers



- Practice activity for Module 3
- Learner gets two attempts to get it right before being shown correct answer
- 4 statements. Learner clicks True or False for each one

Statement 1

True

False

Statement 2

True

False

Statement 3

True

False

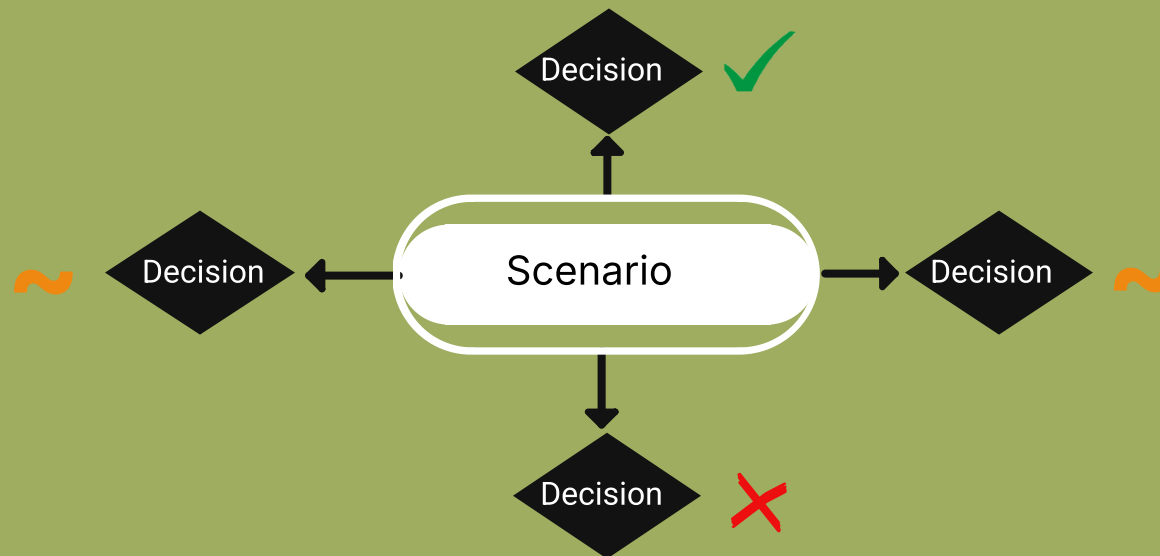
Statement 4

True

False



- Learner asked to complete Scenario Question focusing on The Giving of Feedback to students who are either in the red, Amber or Green flightpath
- VO avoided to prevent questions being overheard
- No limit on attempts
- LMS records time taken



Scenario Activity



Imagery



On-Screen Text

STORYBOARD

Please note:

In developing a Storyboard for the purposes of this assignment I have chosen to build for Module 1 only so as to avoid repetition and also meet deadlines.

Course Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3			Reviewer Notes
Screen #	1	Screen Title	Hook		Ref	1.0	Reviewer 1 : Content SME
Visuals <i>(Video/Pics/Characters)</i> - Branding template background - School façade - Title Font : Roboto			Onscreen Text Bullet Points: How will you benefit ? - Start your journey to becoming a subject matter expert in the field of leadership; in a flexible, self-paced and tailor made for teachers in Saudi Arabia learning programme. - Access unique and innovative Teaching Resources and Lesson Plans based on the latest theories in pedagogy and leadership. - Realise a unique skills set and offering as part of your wider career development as a teacher, in a popular and in demand subject. - Establish an uncomplicated and useful Leadership instruction lexicon - Be recognised in Saudi Arabia as a XYZ Schools Leadership Champion				Reviewer 2: V/O and OST Proofing
			What you will experience ? - Interactive content Supporting resources Assessment for learning – Quiz - A clear route to becoming recognised as a Leadership Teacher and a Leadership Assessor.				
			Animation & Interactivity None				
V/O or Audio: [Calm, inspiring background music] Narrator (warm, confident tone): Are you ready to take the next step in your teaching journey? Start your path to becoming a subject matter expert in leadership —with a programme that's flexible, self-paced , and tailor-made for teachers in Saudi Arabia . Gain access to exclusive, innovative teaching resources and lesson plans , all built on the latest theories in pedagogy and leadership . Discover your unique skill set, elevate your career, and become a leader in one of today's most in-demand educational fields . Develop a practical, easy-to-use leadership lexicon , and earn recognition as a XYZ Schools Leadership Champion —right here in Saudi Arabia.							
Navigation/ Branching	To 2.0		Additional Notes	Overall design Simple, Clean, minimalist and professional tones and hues			Reviewer 3: Senior Leadership

STORYBOARD

Course Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3			Reviewer Notes
Screen #	2	Screen Title	Learning to Learn		Ref	2.0	Reviewer 1 : Content SME
Visuals <i>(Video/Pics/Characters)</i> - Branding template background -			Onscreen Text This Course consists of Three Parts Part 1: Modules 1, 2 & 3 – required elearning for all academic staff to become acknowledged Leadership Champions Part 2 Module 4 – elective elearning to become a recognised as a Leadership Teacher Part 3 Module 5 & 6 – open to select academic staff, chosen to become Leadership Assessors				Reviewer 2: V/O and OST Proofing
			Animation & Interactivity OST Bullet Points fly in from left				
V/O or Audio: Narrator (clear and encouraging tone): This course is designed to guide you on a powerful journey of leadership development—divided into three parts . [Music transitions slightly to signal Part 1] Part One Modules 1, 2, and 3— These are the core learning modules , required for all academic staff. Complete them to be officially recognised as a Leadership Champion within the XYZ Schools community. It's your first step toward transforming leadership in education. [Music lifts gently for Part 2] Part Two Ready to go further? Module 4 is an elective , designed for those who wish to be recognised as a Leadership Teacher —a deeper role in shaping future leaders. And for a select group of academic staff... Part Three Modules 5 and 6 open the door to becoming a Leadership Assessor —supporting the growth of others and driving excellence across schools. [Music swells, then begins to fade] Whether you stop at Champion, grow into a Teacher, or rise to become an Assessor... Your journey starts here. Leadership Instruction begins with you.							
Navigation/ Branching	To 3.0		Additional Notes	Overall design Simple, Clean, minimalist and professional tones and hues			Reviewer 3: Senior Leadership

STORYBOARD

Course Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3			Reviewer Notes
Screen #	3	Screen Title	Learning Objectives		Ref	3.0	Reviewer 1 : Content SME
Visuals <i>(Video/Pics/Characters)</i> - Branding template background			Onscreen Text By the end of the first three modules of this course you will be to: 1. Recall the basic/core Theories Of Leadership comfortably, after completion of the first Digital Learning sessions. 2. Translate theories of leadership into quality Teaching Practice, using the templates provided. 3. Develop methods to effectively assess For Learning, by applying the activities provided in the learning sessions. Completing modules 4, 5 & 6 will enable you to also: 4. Appraise, through effective Reflective Practices; student development as well as own knowledge growth in the subject. 5. Grade individual student's leadership skills according to Policy guidelines, as well as evaluate the program's impact on the general academic performance. 6. Collaborate with others via a range of channels, to build a vibrant culture of leadership skills development in the school.				Reviewer 2: V/O and OST Proofing
			Animation & Interactivity OST Bullet Points fly in from left				
			V/O or Audio: [Gentle, focused background music fades in] Narrator (engaging and reassuring tone): By the end of the first three modules of this course, you will be empowered to: ✓ Recall the core theories of leadership with confidence— thanks to our expertly designed digital learning sessions. ✓ Translate these theories into effective, real-world teaching practice— using ready-made templates designed for immediate classroom impact. ✓ Develop methods to assess for learning— by applying practical, activity-based strategies introduced in the sessions.				
			[Music builds subtly as we transition to the advanced modules] And when you complete Modules 4, 5, and 6, you'll gain even more: ✓ Appraise student leadership development—and your own growth— through reflective practices built into the programme. ✓ Grade student leadership skills in line with policy, and evaluate how leadership learning is influencing wider academic performance. ✓ Collaborate with colleagues, across multiple platforms, to help build a vibrant, school-wide culture of leadership development.				
Navigation/ Branching	To 4.0		Additional Notes	Overall design Simple, Clean, minimalist and professional tones and hues			Reviewer 3: Senior Leadership

STORYBOARD

Course Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3		Reviewer Notes	
Screen #	4	Screen Title	Supporting Resources	Ref	4.0	Reviewer 1 : Content SME	
Visuals <i>(Video/Pics/Characters)</i> - Branding template background - Use following icons  FAQ's  Chat  Toolkit  References			Onscreen Text In addition, all staff will have access to a wide range of supporting resources according to the level attained 1. FAQ's for all 2. Champion only Chat 3. Teacher only Chat 4. Assessor only Chat 5. Teacher Toolkits – for all 6. Additional references and reading resources for all				Reviewer 2: V/O and OST Proofing
			Animation & Interactivity OST Bullet Points fly in from left				
V/O or Audio: [Soft, upbeat background music begins] Narrator (friendly and informative tone): In addition to the core learning... All staff will gain access to a wide range of supporting resources —tailored to the level you've attained. FAQs – available to everyone, anytime. Champion-Only Chat – connect and collaborate with fellow Champions. Teacher-Only Chat – share ideas, strategies, and support. Assessor-Only Chat – join deeper discussions on evaluation and impact. Teacher Toolkits – practical, ready-to-use resources for all staff. Additional References and Reading Materials – available to everyone for deeper learning. [Music fades gently] No matter your level— support is always within reach.							
Navigation/ Branching	To 5.0		Additional Notes	Overall design Simple, Clean, minimalist and professional tones and hues		Reviewer 3: Senior Leadership	

STORYBOARD

Project Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3 – Activation		Reviewer Notes
Screen #	5.0	Quiz Type	Reflective practice Activity	Quiz Title	Let us know what you really think	
Onscreen Text						Reviewer 1 : Content SME
Answer the following survey questions as honestly as possible. There are no right or wrong answers Simply let us know what you really think We will use your answers to improve the programme						
Audio [Calm, welcoming background music begins] Narrator (genuine and friendly tone): Before we begin...We’d like to hear from you . Please answer the following survey questions as honestly as possible . Remember—there are no right or wrong answers . Just let us know what you really think . Your feedback helps us shape and improve the programme— to better support you and your journey in teaching leadership.						Reviewer 2: V/O and OST Proofing
Question Stem 1. <i>I believe leadership is a skill that can and should be taught to school children at all ages.</i> 2. <i>Teaching leadership helps students become more confident, responsible, and collaborative learners.</i> 3. <i>I feel well-prepared and confident in delivering lessons that promote leadership skills.</i> 4. <i>Leadership education should be embedded into everyday classroom teaching, not just reserved for special programmes.</i> 5. <i>Students in our school would benefit from having structured opportunities to practice leadership roles.</i>				Answers Options Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree		
Navigation/ Branching	To 6.0		Quiz Options (Pass or Fail/ Message)	Thank you for your submission		Reviewer 3: Senior Leadership

STORYBOARD

Course Title	Learning to Teach the Leaders of Tomorrow		Module Title	Introduction to Modules 1, 2 & 3			Reviewer Notes
Screen #	6	Screen Title	Course Overview	Ref	6.0		Reviewer 1 : Content SME
Visuals <i>(Video/Pics/Characters)</i> - Branding template background - Action Button to each module linking to that modules' content    Module 1 Module 2 Module 3			Onscreen Text Module 1 Module 2 Module 3				Reviewer 2: V/O and OST Proofing
			Animation & Interactivity				
V/O or Audio: [Soft, professional background music begins] Narrator (friendly and informative tone): This is a modularised programme — designed with flexibility in mind. You'll have the option to move directly to Module 2 or 3 , even if you haven't yet completed the previous module. This flexibility supports the needs of our diverse audience , and it's possible because the learning outcomes in each module are not strictly dependent on completing the one before. That said... We encourage you to complete the modules in order whenever possible, to ensure a smooth and cohesive learning experience.							
Navigation/ Branching	To 7.1 or 9.1 or 11.1		Additional Notes	As a modularized programme the option to move to module 2 or 3 without having first completed the preceding module should remain in place, since certain target audience require the flexibility and no LO's in one module are wholly dependent on the achievement of LO's in the preceding module— however staff are encouraged to complete the course in a linear fashion where possible			Reviewer 3: Senior Leadership

STORYBOARD

Project Title			Learning to Teach the Leaders of Tomorrow		Module Title	Learning Leadership, The Fundamentals		Reviewer Notes
Screen #	7	Screen Title	Content		Ref			Reviewer 1 : Content SME
Visuals <i>(Video/Pics/Characters)</i> - Branding template background - Font Roboto Heading 36 Sub heading 28 - Imagery symbolic of the central message. Namely Understanding Leadership Theory - See link for example - https://www.google.com/url?sa=i&url=https%3A%2F%2Fmanagemagazine.com%2Farticle-bank%2Fwhat-is-situational-leadership-theory-definitions-examples%2F&psig=AOvVaw3uSPryah3jVfLXtT-6Dcfk&ust=1744641249303000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCPDa8rSd1YwDFQAA AAAA AAAA BAb			Onscreen Text In this module we will cover the main theories of leadership you need to know to begin effective teaching 1. Are Leaders Born or Made? 2. Managers vs. Leaders 3. Transformations vs. Transactions 4. Followership & Partnership in Leadership 5. What Motivates People to Follow 6. Importance of Context. 7. The Leadership Pipeline 8. Character, Tone, and Values					Reviewer 2: Translation Proofing
			Animation & Interactivity None					
V/O or Audio: [Confident, energizing background music begins] Narrator (engaging and clear tone): In this module, we'll explore the core leadership theories you need to begin teaching leadership with confidence and impact. Get ready to dive into big questions, like... - Are leaders born, or made? - What's the real difference between managers and leaders? - How do transformational and transactional leadership styles compare? We'll also explore: - The role of followership and partnership in leadership - What truly motivates people to follow a leader - Why context matters—and how it shapes leadership success - The Leadership Pipeline—how leaders grow and develop over time - And the impact of character, tone, and values in defining great leadership. [Music swells slightly, then fades] Let's get started on building the foundation for teaching leadership effectively .								
Navigation/ Branching	To Content Slides And then onto 7.2		Additional Notes					Reviewer 3: Senior Leadership

STORYBOARD

Project Title		Learning to Teach the Leaders of Tomorrow		Module Title		Module 1 : Fundamentals of leadership [Pre-test Quiz]		Reviewer Notes					
Screen #		8		Quiz Type		MCQ		Ref		8.0		Reviewer 1 : Content SME	
Onscreen Text Welcome to the Leadership Theory Pre-Test Quiz. In this activity, you'll match leadership theories with their key concepts. Don't worry — this isn't about getting everything perfect. It's a warm-up to help activate your prior knowledge and get you thinking like a leader. You will see a list of leadership theories on one side and a set of statements or descriptions on the other. Your task is to match each theory to the statement that best describes it. Tip: trust your instincts — even if you're not 100% sure. Match each leadership theory on the left with the correct description on the dragging and dropping the matching statement into the theory you think fits best												Reviewer 2: V/O and OST Proofing	
Audio[Opening Music Fade In - Light and Motivational] NARRATOR (calm, upbeat tone): Welcome to the Leadership Theory Pre-Test Quiz. In this activity, you'll match leadership theories with their key concepts. Don't worry — this isn't about getting everything perfect. It's a warm-up to help activate your prior knowledge and get you thinking like a leader. [Slight Pause] [Slight Pause, friendly tone] Here's a tip: trust your instincts — even if you're not 100% sure. This quiz is just to see what you already know before we dive into the details. [Slight Emphasis] Ready to test your leadership theory know-how? Select the answers you believe are best. After quiz complete Thank you ! Now check your answers against those on screen – how did you do?													
Question Stem Instructions: Select the option you think is best Theories: Transformational Leadership Situational Leadership Trait Theory Servant Leadership Transactional Leadership				Answers Options A. This theory focuses on specific personal qualities and characteristics believed to be inherent in effective leaders. B. Leaders adjust their style based on the readiness and competence level of their followers. C. Emphasizes inspiring and motivating followers to exceed expectations and pursue a shared vision.				Answers 1 — C 2 — B 3 — A					
Navigation/ Branching		To 6.0		Quiz Options (Pass or Fail/ Message)				Show correct answers					

STORYBOARD

Project Title		Learning to Teach the Leaders of Tomorrow		Module Title		Learning Leadership, The Fundamentals		Reviewer Notes	
Screen #		TBC	Screen Title		Module Content		Ref	7.2 - 7.3	
Visuals <i>(Video/Pics/Characters)</i> <i>As appropriate / required by each speaker</i>					Onscreen Text As appropriate to required content / provided by Subject Matter Experts				
					Animation & Interactivity Powtoon Videos				
Powtoon Video Video - Speaker 1 Dr R M : Covering Topics 1, 3, 4 - Speaker 2 Dr K S : Covering Topics 2 & 6 - Speaker 3 General T S : Covering Topic 5 & 7 - Speaker 4 footballer Mr R F : Covering Topic 8									
Navigation/ Branching		To 7.3			Additional Notes				
Reviewer 3: Senior Leadership									

STORYBOARD

Project Title	Learning to Teach the Leaders of Tomorrow			Module Title	Learning Leadership, The Fundamentals	Reviewer Notes
Screen # ?	Screen Title	Summary	Ref	7.3		
Visuals Use headshots provide by each speaker when referring to the Topic covered by that speaker	Onscreen Text eLearning Summary: Foundations of Effective Leadership 1. Leaders Are Made, Not Born Leadership is not a trait reserved for a select few. While some individuals may have natural tendencies that support leadership, effective leadership skills are primarily developed through learning, experience, and self-awareness. This mindset encourages continuous growth and the belief that anyone can lead with the right development. 2. Not All Leaders Are Managers, but All Managers Should Learn to Lead Leadership and management are distinct. Leaders inspire and guide vision; managers organize and coordinate tasks. Some people lead without formal authority, while managers who fail to lead can lose team engagement and effectiveness. Ideally, all managers should cultivate leadership skills to better influence, motivate, and align their teams. 3. Transformative vs. Transactional Leadership Transformative Leadership is ideal in most situations—it motivates, inspires, and drives change. These leaders connect with values and vision to energize teams. Transactional Leadership, focused on structure, rewards, and performance, is suitable when consistency, control, or clear short-term outcomes are needed. Both styles have value depending on the context. 4. Followership and Partnership Matter Leadership doesn't exist in isolation. Effective followership—characterized by responsibility, initiative, and critical thinking—is vital for team success. Partnership between leaders and team members fosters trust, collaboration, and shared purpose. Great leaders often emerge from strong followers. 5. Basic Theories of Motivation Understanding what drives people is key to leadership: Maslow's Hierarchy of Needs: From basic survival to self-actualization. Herzberg's Two-Factor Theory: Hygiene factors vs. motivators. McClelland's Theory of Needs: Achievement, affiliation, and power. Self-Determination Theory: Autonomy, competence, and relatedness. Effective leaders use these theories to align roles, recognition, and work environment with individual motivations. 6. Situational Leadership: The Power of Context Leadership isn't one-size-fits-all. The Situational Leadership Model stresses adapting style based on team members' competence and commitment. Great leaders read the context—considering the task, people, and environment—to guide their actions. Flexibility and emotional intelligence are critical here. 7. Drotter's Leadership Pipeline Drotter's model outlines the transition points leaders face as they rise through levels: Managing Self to Managing Others Managing Managers Functional Manager Business Manager Group Manager Enterprise Leader Each step involves letting go of old tasks, embracing new responsibilities, and making mindset shifts. It's a roadmap for leadership development and succession planning. 8. Character and Values: Setting the Tone at the Top The behavior and integrity of leaders at the top set a cultural tone for the entire organization. Values like honesty, accountability, respect, and service influence decisions and inspire trust. Ultimately, character is the foundation upon which leadership credibility is built.					Reviewer 1 : Content SME

STORYBOARD

VO

[Narration Script: Foundations of Effective Leadership]

[Opening music fades in and out]

Narrator:

Welcome to this module on the **Foundations of Effective Leadership**.

Let's explore the essential principles that shape strong, adaptable leaders.

1. Leaders Are Made, Not Born

Many people assume leaders are born with some special gift. But the truth is, leadership is largely learned. Through practice, self-reflection, and experience, anyone can develop the skills to lead effectively. It's a journey—not a genetic trait.

2. Not All Leaders Are Managers, but All Managers Should Learn to Lead

Leadership isn't tied to a job title. Some of the most influential leaders have no formal authority. On the other hand, managers are responsible for organizing and guiding teams. To be effective, managers must go beyond tasks and learn how to lead—by inspiring, motivating, and aligning their people.

3. Transformative vs. Transactional Leadership

There's no one-size-fits-all leadership style.

Transformative leadership is ideal in most cases. It energizes people around a shared vision and encourages innovation and growth. But in more structured or time-sensitive situations, **transactional leadership**—based on clear roles, rules, and rewards—can be more effective. Great leaders know when to use each approach.

4. Followership and Partnership Matter

Leadership is a relationship. It requires strong **followership**—people who take initiative, think critically, and support the mission. It also thrives on **partnership**—a mutual commitment between leaders and their teams. True success comes not from one person, but from collaboration, respect, and shared ownership.

5. Basic Theories of Motivation

Understanding what drives people is essential.

Motivation theories like **Maslow's Hierarchy**, **Herzberg's Two-Factor Theory**, and **Self-Determination Theory** help explain what people need to thrive. Leaders who recognize and respond to these needs create more engaged, high-performing teams.

6. Situational Leadership: The Power of Context

Great leadership adapts to the moment. The **Situational Leadership** model teaches us to adjust our style based on the team's skill level, confidence, and the task at hand. Whether it's directing, coaching, supporting, or delegating—effective leaders read the situation and respond accordingly.

7. Drotter's Leadership Pipeline

As leaders grow, their responsibilities change.

Drotter's Leadership Pipeline outlines the key transitions—like moving from managing yourself, to managing others, and eventually leading entire organizations. At each stage, leaders must let go of old habits, develop new skills, and think at a higher level. It's a roadmap for leadership growth and succession.

8. Character and Values: Setting the Tone at the Top

Finally, leadership starts with **character**. A leader's values set the cultural tone. Integrity, empathy, accountability—these aren't just nice to have. They shape behavior, earn trust, and guide decisions across the organization. The tone at the top matters, because people follow what leaders do—not just what they say.

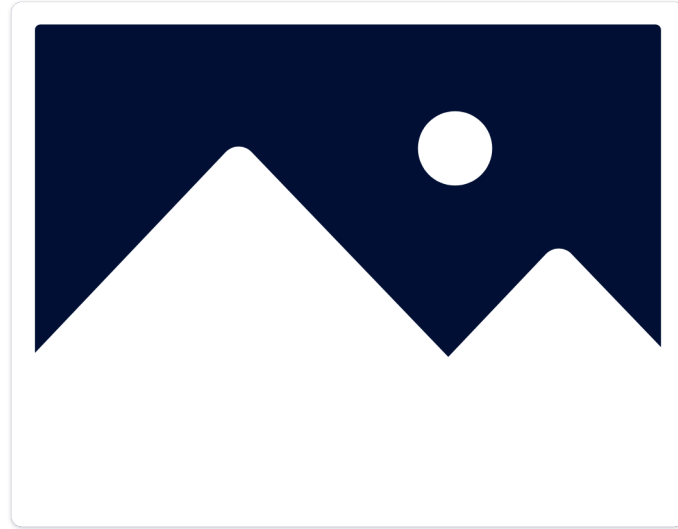
[Closing music fades in]

Narrator:

Leadership is complex, but it's also deeply human. By developing skills, adapting to context, and leading with integrity, you can make a meaningful impact—no matter your role. Thank you for joining us in this exploration of leadership foundations.

STORYBOARD

Project Title	Learning to Teach the Leaders of Tomorrow		Module Title	Learning Leadership, The Fundamentals			Reviewer Notes
Screen #	TBC	Screen Title	Quiz	Ref	8.0	Reviewer 1 : Content SME	
Visuals <i>(Video/Pics/Characters)</i> <i>As appropriate / required by each speaker</i>			Onscreen Text You are about to begin a 20-question multiple choice quiz . This quiz covers all 8 Learning Outcomes (LOs) . Important Information: Questions are randomized for each learner and each attempt. There is no limit to how many times you can attempt the quiz. The time taken for each attempt will be recorded in the LMS. Voiceover is not available to ensure questions are not overheard. When you're ready, click Start Quiz below.			Reviewer 2: Translation Proofing	
			Animation & Interactivity Powtoon Videos				
			VO "Welcome to your multiple choice quiz. This quiz includes 20 randomized questions covering all 8 Learning Outcomes. Each attempt will present the questions in a different order, and there's no limit on how many times you can take the quiz. Please note: the time you take to complete each attempt will be recorded in the LMS. To maintain fairness, voiceover has been disabled to prevent questions from being overheard. When you're ready, go ahead and start the quiz."				
Navigation/ Branching	To 6.0		Additional Notes				Reviewer 3: Senior Leadership



Rise 360

null

Articulate

Invaluable

The process of developing a scope, wireframe and screen plan proved invaluable both for my learning and for making decisions about the approach to be taken for the first 3 modules at this pilot stage.

Most importantly it proved helpful in identifying areas where improvements in content or delivery are sure to be needed once feedback from the initial pilot is received and consolidated.



Laborious

While invaluable, the tasks also showed the labour intensive nature of attending to the multitude of small details. I noted how any interruption of my concentration, so typical of any normal working day, forced me to often take extra precious time finding my place.

A significant lesson learned in the process being to avoid in future using Genially for this process, but rather to revert to the far more user friendly Power Point. Taking on the challenge of doing 3 modules Screen plan within the context of this assignment was daunting, but necessary for achieving wider goals for the course which will be rolled out in the school.

In Future

In future, I will ensure to create a rough map or outline of the wireframe, screen plan, and storyboard using traditional pencil and paper. This will allow me to have the full course structure, including key details like slide numbers, readily available in a draft format that I can easily refer to, without needing to scroll through multiple pages or switch between screens.

Additionally, I will opt for a platform and application that I am more comfortable with, such as PowerPoint. While I initially chose Genially to explore new tools and broaden my skill set, I've come to realise that simultaneously learning a new platform, developing complex course content, and navigating the intricacies of digital learning significantly slowed down my production. In the future, I will prioritise efficiency by working with tools I already know well.

PART THREE

...

The
IMPLIMENTATION
and EVALUATION
plan

of the learning



SELECTING A LEARNER MANAGEMENT SYSTEM (LMS)



The Requirements

In selecting a suitable LMS the following requirements needed to be considered:

- 1) Data Security:** Over and above the already stringent data security requirements applicable to any business and especially applicable in a school setting, the context of this school, requires extra attention be paid to securing the student data. To the extent that the school has its own set of ring fenced servers and server room. Any LMS selected needs to integrate with the physical and procedural limitations imposed by this IT architecture.
- 2) Link in with Google Suite:** Extending from the above requirement, the school has stipulated that only Google's suite of educator application may be used. The selected LMS must therefore seamlessly link in with the likes of Google Classroom, Chat and Gmail.
- 3) Initial Onsite Support:** While an IT Department is operational, the team do not yet have the skillset needed to support an LMS application. There is also no specialised L&D department focused on staff training. Therefore a period of on-site support by the vendor, until an internal staff member can take over will be required.
- 4) Proven Track Record:** The selected LMS vendor will need ideally reflect a long track record of implementation in schools, with bonus points in the tender being awarded to a vendor whose track record points to implementation in an International School setting.
- 5) Scalability:** While not an immediate need at the pilot phase of course roll-out, it remains a strategic intent of the School Board that the course become available to a wider audience of schools across the Saudi peninsula.
- 6) Link to Apple & USA:** The nature of the political relationship between Saudi Arabia and the USA, means pricing can be negotiated more effectively at the most senior levels, if the selected software is a US based company, especially so, if the LMS is linked formally to Apple.

SELECTING A LEARNER MANAGEMENT SYSTEM (LMS)



The Proposed Solution

Powerschool's Schoology Learning K-12 Learning Management System

- 1) Data Security:** Cloud like security, off the schools' internal servers supported by a 24x7x365 Security Operations Center, based in Dubai, independently validated by third-party auditors.
- 2) Link in with Google Suite:** Supports integration with various tools and platforms, such as Google Classroom, Drive, and Chat, facilitating seamless content sharing and collaboration. (Note: Reviews from existing clients note this as occasionally troublesome and will therefore require extensive testing)
- 3) Initial Onsite Support:** Global Onsite Support engineers who are bilingual in Arabic and English. (See support- video)
- 4) Proven Track Record:** A good track record extending as far back as 1997, with offices in the Gulf and a division focused on International Schools.
- 5) Scalability:** Proven scalability
- 6) Link to USA & Apple:** Owned by Apple inc. and based in the USA, but with Arabic translation available if required.



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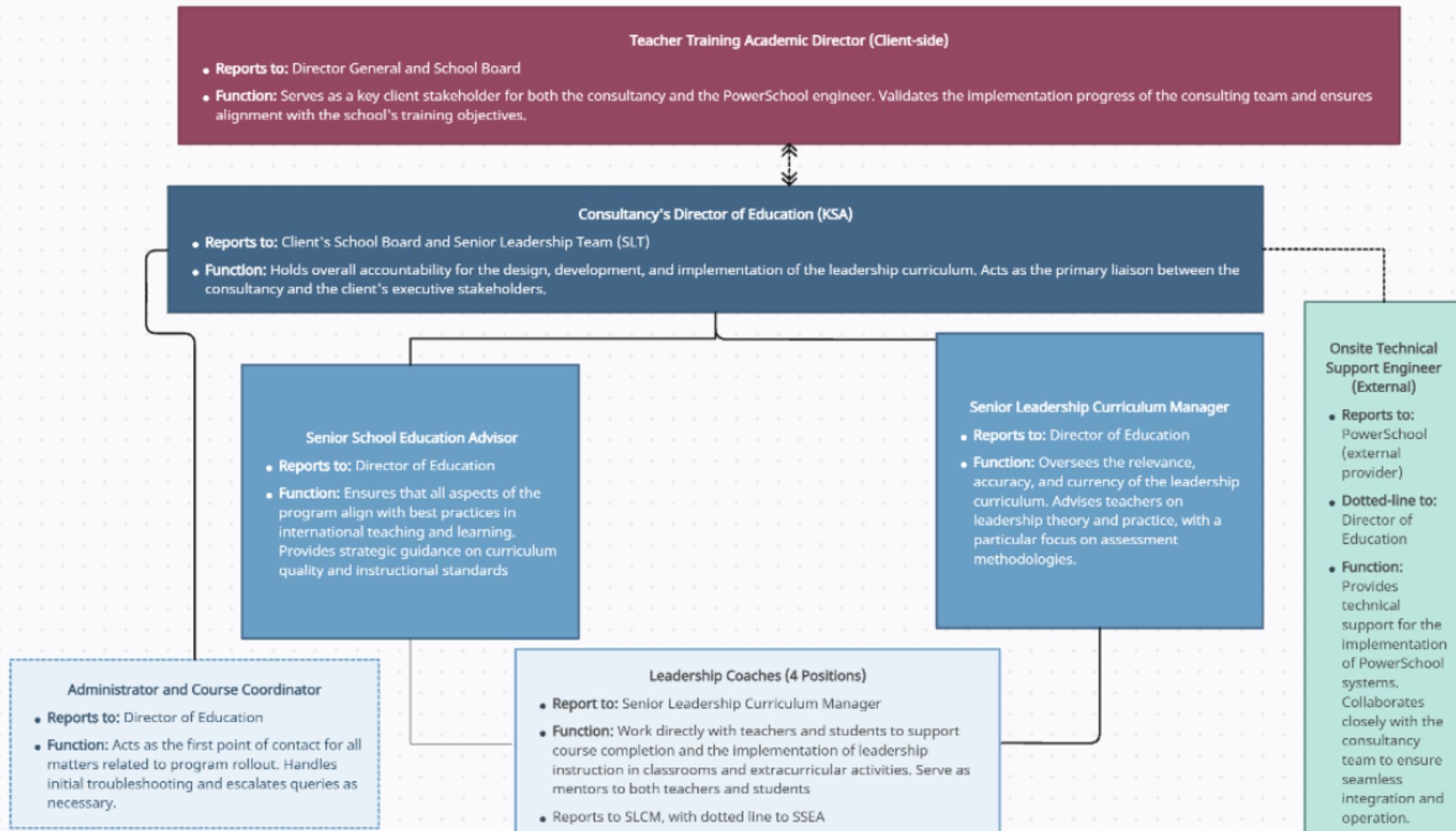


Support

Connect with technical support, engage with peers and learn best practices through PowerSchool...

PowerSchool

STAFFING



RESOURCES

Task

Resource Comment

Instructional Design & Pedagogical Strategy

Curriculum Mapping & Learning Objectives: Define clear, measurable outcomes aligned with international teaching standards and localized to the Saudi educational context.

Scheduled repeatable time with client SLT, Parents and Students. Schedule time with Saudi Education Board . Proof reading services. Graphic Design support for development of final presentation

Modular Structure: Organize content into digestible segments, incorporating microlearning principles to enhance retention.

Time with/for K4-12 Expertise , Time with/for Leadership Expert,

Universal Design for Learning (UDL): Ensure accessibility by providing multiple means of representation, engagement, and expression.

Analysis of Special needs requirements. UDL Budget line item.

Multimedia eLearning Modules (4 Modules)

Content Development Tools:

- *Articulate 360* : For creating interactive, responsive eLearning content.

Full Licence

- *Adobe Captivate* : For developing immersive simulations and scenarios.

Full Licence

Multimedia Elements:

- *Videos* : Short, focused videos (5–6 minutes) to maintain engagement.

Filming equipment, Editing software, Voice Over Artist, Camera person / Director . Storyboard developer. SME review

- *Interactive Activities* : Quizzes, drag-and-drop exercises, and branching scenarios to reinforce learning.

Link to Command tasks where possible . Command task resources see MTA kit
https://www.experientiallearning.org/kits/?utm_source=chatgpt.com&v=d2cb7bbc0d23

Localization:

- *Language Support* : Dual-language options (Arabic and English) to cater to diverse learners.

Translation Vendor / Services

- *Cultural Relevance* : Incorporate culturally appropriate examples and scenarios.

Access to Cultural Committee for review and advice

RESOURCES

Task

Resource Comment

Synchronous Online Workshops (3 Sessions)

Platform: Utilize Google Classroom integrated with Google Meet for live sessions.

Local School IT support plus Powerschool Engineer onsite support

Best Practices:

- *Interactive Sessions* : Incorporate polls, breakout rooms, and Q&A segments to foster engagement.

Access to suitable venue when F2F . All sessions need to be scheduled according to Dir of Teacher Academy schedule

- *Collaborative Tools* : Use Google Docs, Sheets, and Slides for real-time collaboration.

Laptops/ Apple mac plus licence and security clearance

Facilitator Training:

- *Google for Education Training* : Enroll educators in Google's training programs to maximize platform utilization.

Security Clearance from IT plus scheduled time

Social Learning Component (Chat Room)

Platform Options:

- *Google Chat* : Seamless integration with Google Workspace.

N/A

Features:

Discussion Channels : Organize by progression Champion to Assessor to secure & streamline conversations.

N/A

- *Moderation* : Assign moderators to facilitate discussions and maintain a positive environment.

Technical Infrastructure

Learning Management System (LMS):

Full licence , Full support onsite, procurement contact (legal sign off)

- *Google Classroom* : Central hub for course materials, assignments, and communication.

Secure Storage - Server Space plus Storeroom

Content Hosting:

- *Google Drive* : Store and share multimedia content securely.

As Above

RESOURCES

Task

Resource Comment

Analytics & Reporting:

- *Google Analytics* : Monitor engagement and identify areas for improvement.

As Above

Support & Continuous Improvement

Technical Support:

- *Dedicated Helpdesk* : Provide real-time assistance for technical issues.

Powerschool Engineer

Feedback Mechanisms:

- *Surveys & Polls* : Gather learner feedback post-module to inform iterative improvements.

Access to School's marketing and HR department

Professional Development:

Cultural and Regional Considerations

Compliance:

- *Regulatory Standards* : Ensure content aligns with Saudi educational regulations and standards.

Cultural Sensitivity:

- *Content Review* : Engage local educators to review materials for cultural appropriateness.

SME review plus Cultural Committee review

Language:

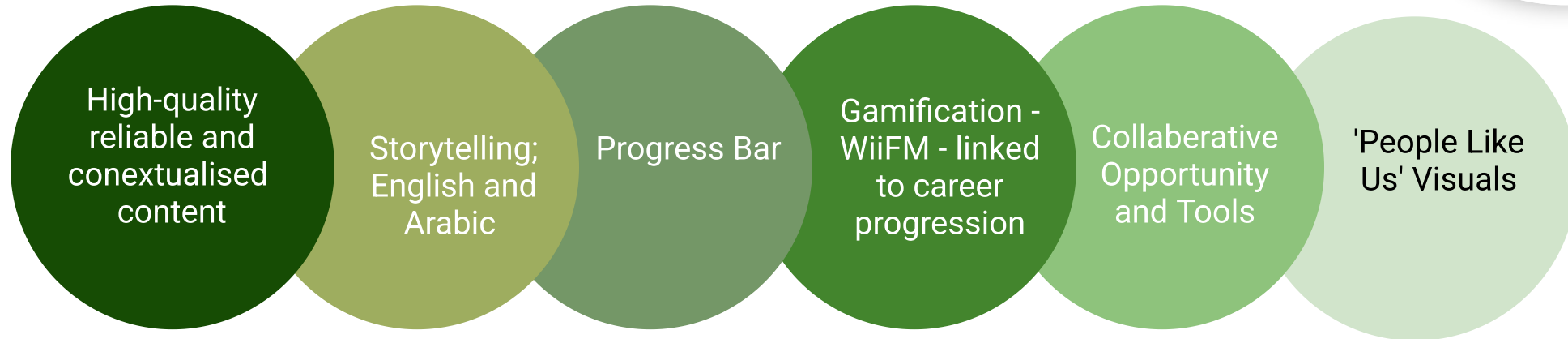
- *Translation Services* : Employ professional translators for accurate and contextually appropriate translations.

As Above

HIGH LEVEL ROLL OUT PLAN

Phase	Category	Details
Define Objectives & Target Audience	Goals	Equip teachers with leadership instruction capabilities.
		Create a pipeline of Leadership Champions, Teachers, and Assessors.
		Embed leadership education into classroom practices across XYZ Schools in Saudi Arabia.
	Target Audience	All academic staff for Modules 1–3.
		Selected staff for Modules 4–6.
Platform Selection & Technical Readiness	Recommended Platform	LMS (PowerSchool- Schoology) or LXP if budget allows.
	Key Features	SCORM/xAPI compatibility
		Mobile responsiveness
		Social learning tools (forums, chat)
		Accessibility (WCAG standards)
		Multilingual support (Arabic & English)
		Data privacy compliance (local & GDPR-aligned but Saudi legal Assessed)
	Technical Needs	SSO with school systems
		Integration with HR systems
		Role-based access
Pre-Launch Setup	Team Setup	Project Manager, Instructional Designers, Content Curators, Community Manager, IT/Admins
	Tasks	Migrate or create all course content
		Design learning pathways
		Upload assessments
		Set up feedback tools
Testing & Feedback	Pilot Test	Run Modules 1–3 with sample group
		Collect UX, content, technical feedback
		Implement corrections from feedback
	Corrective Action Plan	Assign fixes with deadlines
		Include contingency planning
Launch & Implementation	Soft Launch	Focus on Modules 1–3, onboard staff, monitor engagement
	Full Rollout Timeline	Month 1–2: Modules 1–3
		Month 3–4: Module 4
		Month 5+: Modules 5–6
Engagement & Continuous Support	Strategies	Gamification, forums, webinars, certificates
	Support Channels	Help desk, FAQs, moderators
Evaluation & Continuous Improvement	Metrics	Completion rates, assessment scores, feedback, engagement
	Feedback Loop	Surveys, community insights, annual review

LEARNER ENGAGEMENT TACTICS



The people who designed this course 'get it', 'get me' and 'my hopes'

People; Not Tasks

In thinking and writing up the implementation plan, especially at the point of considering the necessary tasks and go live plan, it struck me how easily I became focused on the tasks, the project plan and the various inanimate 'tick boxes' needed to implement.

This as opposed to bringing it back to focusing on people, relationships and team dynamics, which I believe are more important and thus should not be unconsciously made subordinate to tasks and plans.

Division of Labour

The sheer quantity of tasks alongside the tendency for these to expand in unforeseen ways means that divisions of labour decisions are both necessary and important to constantly reassess as part of the wider evaluation step in ADDIE.

The right skills in the right place, focused on the right thing in the right way; remains the central ideal, not only to ensure quality output and equity of workload, but also to ready all team members to take over from one another if called upon to do so.

In Future

While each implementation has nuance specific to the context, I believe it would be helpful to seek out and join a group of peers who are equally tasked with complexity and deadlines, to learn from and likewise share my own solutions with.

I also would look to access some 3rd party 'project agnostic' expert to assess my plans, and coach or consult on helping to identify unforeseens.

LEARNING EVALUATION MEASURES

1 Reaction

			Rationale				Rationale
Engagement Measure	Course completion rates.	Yes	% take up infers motivation	Experience	Experience accessing the course - how many clicks or steps did they have to go through?	Yes	May give insight to reasons for any significant drop off
	Drop-off rates.	Yes	% loss infers external factors		Any technical issues? The speed of the course.	Yes	As above
	Pass rates on assessments.	Yes	Theoretical knowledge is foundational		How happy were they with the duration of the course?	No	Range of subjective opinions based on low/no experience of elearning to great to be meaningful
	Duration spent online and time of the day or week.	No	Not in teacher's control as students can interrupt anything anytime anywhere		Did they enjoy it?	No	Range of subjective opinions based on low/no experience of elearning to great to be meaningful
	Time spent on individual screens.	No	Arabic speakers may yet still prefer to access English course, despite not having a native command of the language - this measure could be skewed.		How useful was it?	Yes	Important insight as to how they might intend to apply learning in the classroom in future
	Preferences in terms of the type of digital learning content.	No	Majority have low/no frame of reference or experience with past digital learning courses		How did it make them feel?	No	Range of subjective opinions based on low/no experience of elearning to great to be meaningful
	General behaviours online regarding how they like to flow through the courses.	Yes	This is important as Arabic is written Right to Left and consequently affects whole perspective on what constitutes good flow		What did they learn?	No	Range of subjective opinions based on low/no experience of elearning to great to be meaningful
	Engagement and performance in learning activities.	Yes	Important to get a sense of whether these are well understood		How relevant was the content?	No	Range of subjective opinions based on low/no experience of elearning to great to be meaningful
	Engagement with social learning regarding the number of shares, likes and comments in forums or social platforms.	Yes	Perhaps the most important measure in this context as it speaks to motivation and potential growth		Navigation and ease of use. Experience and support from the eModerator.	Yes	Especially across cultural points of view
					Experience with social learning activities during the course.	No	Difficult to change going forward

LEARNING EVALUATION MEASURES

2 Learning

After Pilot

6 Can 80% of participants develop new policy or curriculum content

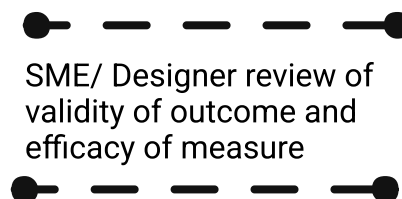
5 Can 80% of participants correctly assign an appropriate appraisal method to an individual student's leadership skills ?

4 Can 80% of Participants reflectively describe student development ?

3 Can 60% of teachers offer acceptable methods to effectively assess *For Learning*?

2 Can 60% of teachers describe how they might transalte theories of leadership into quality Teaching Practice

1 Can 80% of teachers recall 50% or more of the basic/core Theories Of Leadership comfortably



After Go Live Phase 1

Can 100% of participants develop new policy or curriculum content

Can 100% of participants correctly assign an appropriate appraisal method to an individual student's leadership skills ?

Can 100% of Participants reflectively describe student development ?

Can 80% of teachers offer acceptable methods to effectively assess *For Learning*?

Can 80% of teachers describe how they might transalte theories of leadership into quality Teaching Practice

Can 80% of teachers recall 80% or more of the basic/core Theories Of Leadership comfortably

LEARNING EVALUATION MEASURES

3 Behaviour

Annually

School Standard QA process

1. Classroom 'walk thru'
2. HOD Observations
3. QA department audit
4. Education Board Audit
5. Accrediting body Audits

Non Leadership Curriculum Specific

Termly

School Teacher Training QA process

1. Classroom 'walk thru'
2. SME Observations
3. Lesson Planning Checks

Semi Leadership Curriculum Specific

Ad hoc

Project Team QA process

1. Teacher SemiStructured Interview
2. Student Semi Structured interview
3. Coach observations
4. Coach / teacher reports

Leadership Curriculum Specific

LEARNING EVALUATION MEASURES

4 Results

