

DOWNLOAD PDF BUILDING SCHOOL CAPACITY THROUGH SHARED LEADERSHIP

Chapter 1 : Harvard Education Publishing Group

A growing number of schools have undertaken the work of building leadership capacity to bring about sustainable school improvement. Schools are inventing and experimenting with many forms of participation.

What Is Leadership Capacity? With almost three years of teaching under her belt, she was beginning to feel a new sense of confidence. Not that she knew all there was to know about teaching—far from it—but she was ready to be more involved in work beyond the classroom. This year, she had participated in the district curriculum committee and attended a middle school networking conversation. There she had met a few teachers from Belvedere Middle School. They talked with clear excitement about what was going on at Belvedere; they seemed to share an understanding about what they were trying to accomplish. Some of the reforms that she was reading about were beyond the talking stage at Belvedere. By mid-April, she had made her decision. In late August and September she was beginning to teach in her new assignment at Belvedere. She was paired with a school mentor, Gary, a veteran teacher of eight years. The orientation and support he provided were extremely helpful. Gary shared lessons, answered questions, and introduced her to other staff and a few active parents. Yet in the hallways and faculty room she detected a familiar tone: In many schools, momentum, energy, and growing commitment begin to form around some key improvement ideas; then a change in key personnel or mandated directions derails the effort. It is no wonder that veteran educators become discouraged and cynical and that new teachers leave the profession. How many times can you ride this merry-go-round before deciding to jump off? Ask any number of strong and seemingly effective principals what happened in the school that they just left. Schools and people never entirely return to the way they were before. Each time they rebound from a failed effort, they are more deeply disappointed, more cynical, more wounded. Each time, improvement in that school becomes more difficult to achieve. As long as improvement is dependent on a single person or a few people or outside directions and forces, it will fail. Schools, and the people in them, have a tendency to depend too much on a strong principal or other authority for direction and guidance. Any number of responses could now occur at Belvedere Middle School. A few key teachers could refuse to let their progress slip away and decide to take hold of the reins of reform and pull things back together. The new principal could be strong and wise and able to work with the school to recapture some of its previous momentum. The school could choose to envelop itself in regrets and remorse and let go of cherished innovations. In Chapter 4, you will discover in detail what happened at Belvedere Middle School. Those who had been tentative about the reforms were quick to point out how fragile the reforms were; those who had been somewhat resistant felt vindicated. Accustomed to looking to someone with formal authority to lead the way, the teacher analysts failed to recognize that leadership lies within the school, not just in the chair of the principal; that the school must build its own leadership capacity if it is to stay afloat, assume internal responsibility for reform, and maintain a momentum for self-renewal. To establish enduring leadership capacity at Belvedere, at least two critical conditions would be necessary: The school would need a significant number of skillful teacher-leaders who understand the shared vision of the school and the full scope of the work underway, and who are able to carry them out. These teachers ideally would be involved in the selection and induction of the new principal. School staff would need to be committed to the central work of self-renewing schools. This work involves reflection, inquiry, conversations and focused action—professional behaviors that are an integral part of daily work. These conditions speak to two critical dimensions that we will explore in depth: Understandings and skillfulness involve more than knowledge of an innovation. The skillfulness addressed here consists of those skills of leadership that allow adults to capture the imagination of their colleagues, and that enable them to negotiate real changes in their own schools and to tackle the inevitable conflicts that arise from such courageous undertakings. This book will explore in detail the meaning of and the strategies involved in building leadership capacity in schools. One of the advantages about having no consensus on such a public idea as leadership is that the concept is still open for discussion.

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Most of us probably think of a particular person or set of behaviors when we think of leadership. We generally consider leadership to be synonymous with a person in a position of formal authority. When we equate the powerful concept of leadership with the behaviors of one person, we are limiting the achievement of broad-based participation by a community or a society. School leadership needs to be a broad concept that is separated from person, role, and a discrete set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community. If only a leader possessed these certain traits, we would have good leadership. This tendency has caused those who might have rolled up their sleeves and pitched in to help to abstain from the work of leadership, thereby abdicating both their responsibilities and their opportunities. Although leaders do perform acts of leadership, a separation of the concepts can allow us to reconceptualize leadership itself. Leadership needs to speak to a group broader than the individual leaders. This breadth can become more evident if we consider the connections or learning processes among individuals in a school community. Sometimes we think of our reactions to an energized environment as being caught up in the excitement and stimulation of an idea or a movement. It is this wave of energy and purpose that engages and pulls others into the work of leadership. The key notion in this definition is that leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations; to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership. When the Fairview High School staff and community, working together, identified and clarified their values, beliefs, assumptions, and perceptions about what they wanted children to know and be able to do, an important next step was to discover which of these values and expectations were now being achieved. Such a discovery required that the staff and community members inquire into their own practice. What information do we have? What information do we need? Is there a gap between our current practice and achievements and what we want children to be able to know and be able to do? Further, these conversations also identified responsibilities and strategies for implementation and for continuous feedback that could be understood by the entire school community—not just the principal or the principal and one or two teachers. This is a difficult undertaking. Throughout this book I will describe the leadership dispositions, understandings, and skills that are essential if schools are to tackle such elegant and demanding work. The stories told in Chapters 3 through 5 describe some of the ways in which these processes are carried out in schools. Surface, clarify, and define community values, beliefs, assumptions, perceptions, and experiences. Such an effort requires many small and informal conversations as well as large-group work, in which staff surface and consider their personal schemas what they already believe, think, and know. Fundamentally, learning is about clarifying and altering these personal schemas as shared beliefs and purpose are created and evolve. Discover or generate information data that could point to whether or not—and how well—students are learning in the desired ways. Fairview staff looked at student work, disaggregated test and participation data. They formed collaborative action research teams to help them understand whether all students were learning equitably. Construct meaning and knowledge by comparing beliefs and expectations with the results of the inquiry. In these conversations involving both large and small groups, the Fairview community made sense of what was occurring with student learning in their school and more clearly identified the problems to be solved. They ultimately realized that three areas constituted major needs: Frame action and develop implementation plans on the basis of the various conversations. At Fairview, the school staff, with active leadership from many teachers and the principal, decided to have a schoolwide research paper, to schedule field trips that emphasized the same environmental concepts, to teach all students the skills of cooperative learning, and to expand student involvement in decision making. The action plan included strategies for implementation, continuous feedback from inside and outside the school, and provisions for shared responsibility. This is where the rubber meets the road, so to speak; this is where broad-based responsibility for leadership work can be most critical. These

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processes are part of a repertoire of continuous learning interactions. Staff need to continually tie their work conversations to their shared purpose: All of the learning must be embedded in a trusting environment in which relationships form a safety net of support and positive challenge like a net under a high-wire walker. Especially in the beginning, people are taking risks. Because these processes occur among participants in a school community, it means that people are in relationship with one another. To be in authentic relationship means that we provide long-term support for one another, challenging one another to improve and to question our current perceptions, and to learn together. Not all learning processes constitute leadership. Leadership has direction and momentum, and it negotiates tough passages. It is this type of leadership we are seeking to build—the capacity to collectively learn ourselves toward purposeful action so that a school community can keep moving when current leaders leave—whether the leaders are two teachers, a principal, or a powerful parent. Key Assumptions Five assumptions form the conceptual framework for building leadership capacity: Leadership is not trait theory; leadership and leader are not the same. Leadership can mean and does mean in this context the reciprocal learning processes that enable participants to construct and negotiate meanings leading to a shared purpose of schooling. Leadership is about learning that leads to constructive change. Learning is among participants and therefore occurs collectively. Learning has direction toward a shared purpose. Everyone has the potential and right to work as a leader. Leading is skilled and complicated work that every member of the school community can learn. Democracy clearly defines the rights of individuals to actively participate in the decisions that affect their lives. Leading is a shared endeavor, the foundation for the democratization of schools. School change is a collective endeavor; therefore, people do this most effectively in the presence of others. The learning journey must be shared; otherwise, shared purpose and action are never achieved. Leadership requires the redistribution of power and authority.

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Chapter 2 : Home - not logged in | Capacity Building Collaborative Learning Management System

Building School Capacity: Shared Leadership and Professional Learning Communities. A research Proposal x If schools are to meet the needs of students and achieve educational success, to achieve this, simultaneously, should provide opportunities for teachers to innovate, share experiences and learn together.

May Volume 59 Number 8 Beyond Instructional Leadership Pages A Framework for Shared Leadership Linda Lambert Instead of looking to the principal alone for instructional leadership, we need to develop leadership capacity among all members of the school community. The days of the principal as the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators Elmore, ; Lambert, ; Lambert et al. The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped. Improvements achieved under this model are not easily sustainable; when the principal leaves, promising programs often lose momentum and fade away. As a result of these and other weaknesses, the old model has not met the fundamental challenge of providing quality learning for all students. Our lesson is clear: Instructional leadership must be a shared, community undertaking. Leadership is the professional work of everyone in the school. Linking Leadership and Learning For decades, educators have understood that we are all responsible for student learning. More recently, educators have come to realize that we are responsible for our own learning as well. For instance, when our 9-year-old grandson, Dylan, completes his own work, he observes how other students are progressing. He voluntarily goes to the desks of other students and assists them. Shannon, our year-old granddaughter, serves as a peer mediator at her school in Colorado, helping other students work out solutions to their conflicts. Being responsible for the learning of colleagues is at the center of the definition of leadership that I propose. By understanding that learning and leading are firmly linked in community, we take the first essential step in building shared instructional leadership capacity. This understanding rests on some assumptions that promise to shift our thinking about who can learn and who can lead: Everyone has the right, responsibility, and ability to be a leader. How we define leadership influences how people will participate. Educators yearn to be more fully who they areâ€”purposeful, professional human beings. A New Framework for School Improvement Educators and policymakers alike seek a framework for instructional leadership that will produce sustainable school improvement. The development of leadership capacity can provide such a framework. In schools with high leadership capacity, learning and instructional leadership become fused into professional practice. Such schools have some important features in common. Principal and teachers, as well as many parents and students, participate together as mutual learners and leaders in study groups, action research teams, vertical learning communities, and learning-focused staff meetings. Shared vision results in program coherence. Participants reflect on their core values and weave those values into a shared vision to which all can commit themselves. Generating shared knowledge becomes the energy force of the school. Teachers, principal, students, and parents examine data to find answers and to pose new questions. Together they reflect, discuss, analyze, plan, and act. Roles and actions reflect broad involvement, collaboration, and collective responsibility. Participants engage in collaborative work across grade levels through reflection, dialogue, and inquiry. Reflection enables participants to consider and reconsider how they do things, which leads to new and better ways. Participants reflect through journaling, coaching, dialogue, networking, and their own thought processes. Student achievement is high or steadily improving. It also requires attention to closing the gap in achievement among diverse groups of students by gender, race, ethnicity, and socioeconomic status. These featuresâ€”skillful participation, vision, inquiry, collaboration, reflection, and student achievementâ€”interact to create the new tasks of shared instructional leadership. Leadership Capacity in Action A growing number of schools have undertaken the work of building leadership capacity to bring about sustainable school improvement. Schools are inventing and experimenting with many forms of participation. The following examples come from former principal students of mine or

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from educators whom I have come to know in my development work, in the United States, Canada, England, and Australia. Educators in Edmonton, Wild Rose, and Calgary in Alberta, Canada; Columbus, Ohio; Kansas City, Kansas; and San Leandro, California, regularly use study groups as a means to challenge and integrate their thinking and move to new and collective levels of understanding. These conversations give rise to new and better instructional practices. Chief Justice Milvain School in Calgary, Canada, an ethnically diverse elementary school serving students, developed an inquiry-based improvement plan with the broad participation of teachers, parents, and administrators. An integrated improvement plan emerged from this process. Action Research Teams Action research teams identify a compelling question of practice and conduct research to discover information that will shed new light on the question and lead to new actions. In the Seven Oaks School System in Winnipeg, Canada, a system with a culture of inquiry, Superintendent Edie Brock describes how educators responded to pressure for student retention. Staff and community members embarked on a study to find out what happened to individuals later in life who had been retained in school. The result was a district-published book entitled *Faces of Failure*, which examined the long-range impact of retention. Seven Oaks no longer retains students; instead, the district finds alternative interventions to ensure student progress. Vertical Learning Communities In the vertical learning communities model, multiple grades are linked together in a common community in which teacher leaders have the authority to work closely with students in instruction, curriculum design, discipline, and family relations. Teachers know all the students well, so students feel cared about. During an advisement period, teachers mentor students in small groups. The curriculum is carefully articulated and focused on student needs, and discretionary time and resources allow teachers to do intensive collaborative planning. Looping at the high school level provides an opportunity for students to have the same teacher in many disciplines for the entire four years. Leadership Teams At Hawthorne School in Kansas City, Kansas, the Vision Team joins principal Jayson Strickland to analyze data and to plan, advocate, monitor, and implement the school improvement plan. The team is composed of representatives from various school departments grade level and special education teachers and reading specialists who are nominated and selected by the staff. All meetings are open to anyone who wants to attend. The team keeps the plan alive and ensures that its components are systematically implemented. The Dreamkeepers at Garfield School in San Leandro, California, describe their team as a volunteer group of staff who consciously keep equity at the forefront of their minds and in all of their personal and professional actions, while remaining committed to ensuring that it is not forgotten in the minds of others. Principal Jan Huls notes that this group is fluid, with open membership. Frequent retreats and regular meetings enable this team of teachers to design curriculum units and instructional practices, share ideas and research literature on equity, and serve as advocates for equitable practices among their colleagues. Curriculum teams were formed in the Rhineland School System in Manitoba, Canada, when the province issued a mandated standards-based curriculum initially Kâ€”8, then 9â€” This top-down initiative had the potential to make educators feel disempowered, but Assistant Superintendent Dorothy Braun worked to avoid this outcome by establishing strong implementation teams armed with authority, resources, support, and time. Teams became energized, teacher leadership grew, and implementation led to inquiry and innovation. When teachers compared the current and mandated curriculum content, they identified gaps in their own knowledge. These perceived gaps in knowledge led to investigation and experimentation. Teachers raised their own questions and supported one another in finding answers or approaches. An Integrated School Improvement Process Participation is most powerful when combined into a thoughtful and integrated school improvement process. Our staff and the school learning community take the business of educating our students very seriously. Our primary goal focuses our energy into addressing the needs of all of our students, especially those falling below grade level; we are bridging the gap between students who are currently achieving and those who fall in the bottom quartile. How can we do this? What teaching practices should teachers use to help students achieve? Eden Gardens staff live and breathe these big questions. During these collaborations, multiple assessment data help us find patterns that guide our instruction. Teacher leaders and the entire staff take responsibility for inquiring

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about the problem; researching possible solutions, answers, and inventions; and implementing recommendations. During the dialogues and reflections, peers support each other to become more effective teachers. The Changing Role of the Principal The work of developing leadership capacity brings clarity to the changing role of the principal as instructional leader. A principal who goes it alone or who dominates will find that the school becomes overly dependent on his or her leadership. As former Clayton, Missouri, principal Barbara Kohm explains: This work requires skill and new understanding; it is much easier to tell or to manage than it is to perform as a collaborative instructional leader. What the Future Holds Today, shared instructional leadership among professional staff is state-of-the-art practice. And we are developing students like Dylan and Shannon as future instructional leaders by creating opportunities for mutual learning in the classroom, on the playground, and in the community. Parents are also emerging as important instructional leaders as they share in setting goals, examining student data, conferring with teachers, tutoring students at home and in the classroom, helping monitor and assess school programs, and forging links with community resources. Such collaboration is building a sense of collective responsibility among students and parents for the accomplishments of all students. Tomorrow, we may view all participants in the education arena, including community members and policymakers, as instructional co-leaders. We need to develop the leadership capacity of the whole school community. Out of that changed culture will arise a new vision of professional practice linking leading and learning. The Rhode Island Foundation. Professional learning communities at work: Best practices for enhancing student achievement. Building a new structure for school leadership. The Albert Shanker Institute. Opening schools for discussion. Educational Leadership, 59 8 , 31â€” Building leadership capacity in schools. Who will save our schools? Teachers as constructivist leaders. A report of the public and educators by the Center on Organization and Restructuring of Schools. Center on Organization and Restructuring of Schools.

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Chapter 3 : Capacity Building Coaching for Common Core Insights For Learning

'Building a Culture of Shared Leadership' in an organisation. Many educational leaders, especially principals, often find themselves isolated and alone, believing that they are, primarily, responsible for leadership in their schools.

Ongoing process of collective inquiry and action research
Collective analysis of student assessment data in relation to specific learning targets
Use of data to inform and assess effectiveness of instruction
Group gathers voluntarily to improve practice through collaborative learning
Uses coaches and specific protocols used to guide sessions
Identify school-specific student learning goals, reflect on practices for achieving the goals, collaboratively examine student work
Strategies for Building Teacher Collaboration
Organizational models facilitate, but do not guarantee collaboration. How teachers engage in a model can make a difference. Equally important is understanding how to engage effectively in collaborative work with colleagues. As with other skills, we gain a greater capacity for collaboration with the opportunity to practice. To initiate or revitalize teacher collaboration in your school, try these five strategies. Create a truly shared vision and goals. The level of ownership they feel in the process influences how much teachers actually invest in collaborative work. A shared vision and goals can lead to that sense of ownership. The strong connection between the work and the vision of the team can help individuals see purpose and assume ownership in the process. Develop a sense of community. At its core, collaboration is relational. Getting to know your colleagues, understanding their passions, and taking the time to connect on a personal level can help members gain mutual respect and look past perceived eccentricities in others. Establishing shared values and commitments can unify the group and provide purpose for their collective work. Like all relationships, a collaborative community develops over time and requires work to maintain. Trust influences the effectiveness of collaborative work. Respecting group commitments such as being fully present at meetings and seeing the best in others helps establish trust and build a cohesive community. Other ways to develop community include establishing traditions, celebrating accomplishments, and recognizing individual contributions. When we are transparent about our work and our beliefs, our colleagues can see our limitations as well as our strengths, placing us in a position of vulnerability. Sharing with and trusting colleagues requires courage and humility. Identifying and establishing group norms also can help develop that safe environment. Norms might include defining roles and responsibilities, using protocols for interpersonal communication, and outlining parameters for time management. Taking the time to get to know the learning styles, needs, interests, fears, and hopes of each team member helps shape the norms for how the group engages in the shared work. Use discussion and dialogue. Whether they are integrating curriculum, analyzing data, or studying a new practice, teams should understand the roles of, and differences between, dialogue and discussion. They are equally important to the group process. Discussion moves the conversation forward. In discussion, individuals state their opinions for the purpose of building consensus or making decisions. The goal of dialogue is to share and broaden knowledge. Dialogue invites multiple perspectives, values the exploration of biases and assumptions, questions the status quo, and entertains new ways of knowing and being. Dialogue requires active listening, willingness to state beliefs, the ability to bear the tension of ambiguity, and belief in the transformative potential in the process. Dialogue can cultivate deep professional learning as individuals and teams explore new ideas for practice. However, dialogue may also lead to conflict. It can be helpful for your team to develop a conflict management plan and to monitor conflict as it arises. Teams can help manage conflict by providing time, space, grace, and support for individuals as they work through their emotions. Individuals also should monitor their own emotions and practice self-care. Using professional judgment, your team can determine when to explore the roots of conflict and when to provide space for reflection and cooling down. While sometimes uncomfortable, conflict often provides growth opportunities. Teacher Collaboration
Strong collaboration and collaborative cultures develop over time and require commitment to the process. While the benefits are clear, genuine collaboration is complex. Patience in the moment and anticipation for the outcome can lead to deep teacher learning that translates into

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tangible student achievement. What will it take to maximize organizational models for productive teacher collaboration in your school? School leaders—principals and teachers—need to work together and commit to a collaborative culture. They need to ensure dedicated time for the organizational model within the school day. Common planning time, professional learning communities, and critical friends groups each require regular, dedicated time for teachers to collaborate. With time, teachers can develop authentic collaborative communities in which they address common issues, shared goals or school-wide initiatives; engage in mutually beneficial endeavors using communal resources; and advance their skills, knowledge, and dispositions related to student learning. More on these topics.

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Chapter 4 : A Framework for Shared Leadership - Educational Leadership

Building Teacher Leadership Capacity through Educational Leadership Programs Rationale and Background Administrators cannot, and should not, be the only leaders in a school.

Schools do this by using evidence-based data, implementing proven coaching and feedback techniques, and strengthening succession planning and induction of new teachers. In turn, leadership teams are driven by the moral purpose of improving the educational outcomes of all students. They empower and develop their staff, collectively and individually at their point of need, expect consistency of practice and establish high levels of accountability. They create safe environments where teachers are able to develop their practice with others. Effective leaders contribute to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. Essential Elements A number of elements are essential to enable effective work within the Framework for Improving Student Outcomes. Eight Essential Elements form the foundation upon which improvement is built. The Essential Elements for Building leadership teams are: The Essential Elements are evident at the Evolving stage of each Continuum below and are further articulated in the Embedding and Excelling stages in some dimensions. Continuum The Continuum for Building leadership teams describes a range of proficiency levels Emerging, Evolving, Embedding and Excelling that assists principals and teachers to identify areas of practice that require attention in order to deliver improved student outcomes. The leadership team leads school improvement Emerging Quality conversations are led by the principal class. The leadership team supports the development and actions of a School Improvement Team. The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey. Professional learning to develop leadership capacity for school improvement is promoted. Evolving The leadership team applies their understanding of current research and student data to plan and implement school improvement. The school provides opportunities for aspirant leaders to build their capabilities in school improvement. The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school. The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement. The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP. There is a culture of review, responsibility and shared accountability for school improvement. Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. The leadership team leads professional learning Emerging Leaders participate in professional and community networks and forums to broaden their knowledge and practice. A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school. The leadership team identifies and provides access to appropriate professional learning for teachers. Evolving The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching and mentoring. Embedding Leaders engage in the Communities of Practice. The leadership team participates in and leads Professional Learning Teams. Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes. Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school. Excelling Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning. Informed by current research, they provide effective feedback for system improvement. Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support on-going improvement and

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progression. The leadership team ensures a safe environment Emerging The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Evolving The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn. Leaders and teachers purposefully engage in activities to build relationships and trust. Embedding The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community. Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback. Excelling The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community. Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement. Printable resource Continuum as an A3 print out pdf - Building leadership teams see: Building leadership teams case studies.

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Chapter 5 : Developing teacher leaders : how teacher leadership enhances school success in SearchWork

the collective capacity of the school through distributed leadership. It combines in a mixed design the description of the situation in Elementary and Secondary schools.

The field encouraged nonprofits to tighten their belts and look outside their organizations for solutions. TCC Group, a national management-consulting firm, designed, managed, and facilitated the initiative. After two years of experimentation with shared leadership, TCC Group conducted an evaluation, and found that 78 percent of participants had increased their awareness, knowledge, and ability to develop staff as leaders at all levels of the organization. The evaluation, which included event feedback surveys, a post-initiative survey of all participants, and two participant focus groups, also revealed significant increases in both staff involvement in decision making and clear and effective accountability structures throughout the cohort. Many of the organizations discovered that they were able to do more effective work with less or the same amount of funds, and reported that shared leadership eased the stresses on executive directors. Essentially, the organizations found that they could do more with less funds by doing more with more leadership. Theories about organizational transformation have been pointing in the direction of shared leadership for more than three decades now. In , Peter M. Leaders use control and imposition rather than participative, self-organizing processes. One of the principal dimensions of self-organization they named was deeper diffusion of authority and responsibility into the organization. Crutchfield and Heather McLeod Grant posited in *Forces for Good* that effective organizations share leadership across staff, board members, and external networks. The LLC participants generally reported that this was true of their organizations. However, we found that this concentration of power was not because executive directors were power hungry. Nor was it even deliberate. It was due to a lack of familiarity with the alternatives. The executive directors were interested in exploring ways to empower staff through more formally shared leadership, given their growing fatigue and their commitment to promoting values of community engagement and empowerment. We came to understand shared leadership as encompassing a spectrum between more authoritarian models, which focus on one leader, and more inclusive models, which focus on the leadership of many see Figure 1. We also discovered that there are dozens of ways leadership can be shared once authority is expanded beyond an individual position to the groupâ€”without fully ceding authority to that group. Among the participating organizations, authorityâ€”over what, with whom, and through which structuresâ€”varied significantly. However, three characteristics were common to all the organizations: Adaptability within the Spectrum. Knowing when a particular expression of leadership is appropriate, and being able to shift within the spectrum as needed. Orientation toward Shared Leadership. Expanding the problem-solving capacity of an organization without giving up the option of top-down approaches when necessary. Developing the relationships needed to shift within the spectrum when necessary, without any negative impact or mistrust. Adaptability within the Shared Leadership Spectrum Adaptability means being able, as a group, to occupy the right place in the spectrum for each situation. If one is in New York City and needs to get from Brooklyn to Staten Island without a car, a public transportation map is useful; if one wants to understand how public health resources are distributed in New York City, one needs a different map. Similarly, an organization needing to terminate an employee may need to use a top-down approach. When developing a new program, however, leveraging internal resources and external relationships is likely more useful. To achieve the best results, we need multiple maps and the ability to know when to use which one. Orientation toward Shared Leadership Shared leadership requires that staff be willing to see the big picture and take ownership for the whole organization. An executive director cannot decree this orientation; nor can it take root without senior leadership. A shared leadership orientation is more of an invitation for all staff to assume greater responsibility and influence. Not everyone wants this, however; occasionally, staff members will leave the organization when this approach is implemented. But if shared leadership does not become a broadly shared orientation, not much change is possible. Trust as a Foundation

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for Shared Leadership Shared leadership requires some trust, and then tends to increase trust. Allen and Morton, Patrick Lencioni, and many others underscore this point. They also identified several helpful practices, including aligning values, clarifying accountability, explicitly supporting experimentation, and consistently working toward clear communication. Prerequisites for Shared Leadership Shared leadership requires a certain amount of individual and organizational maturity. The most successful participants started with four common characteristics see Figure 2: An explicit commitment by senior leadership to change; An up-front investment of time to educate and plan; Fundamental management practices in place; and Engagement and accountability. These characteristics provided the necessary foundation to support a shift toward shared leadership. When any of the characteristics were not present, we found that it was more difficultâ€”if not impossible, depending on how many characteristics were missingâ€”to achieve much change. Each organization we worked with cultivated this commitment in different ways. Meanwhile, the Alliance for a Better Community ABC , a community-building organization, used its ten-year anniversary to discuss how to strengthen its capacity to implement the programmatic changes needed to deepen impact. The executive director and associate director then presented ideas to the board, and the board supported the effort. Up-Front Investment of Time Cultivating shared leadership takes significant time, and most likely reduces efficiency in the short term. After all, it involves changing often increasing the frequency and duration of contact among staff, shifting the nature and quality of these interactions, and developing the systems and structures that will sustain these changes. However, when faced with such complex challenges as the need to increase impact using fewer people and dollars, the time spent up-front helps organizations respond more effectively and efficiently. At the end of the initiative, participants reported having saved time through improved problem solving, especially by generating alternatives that would not have been thought of by the executive director alone. Some also gained organizational efficiencies, as work responsibilities shifted and staff morale and satisfaction improved. Fundamental Management Practices Without the basics of organizational management in place, experimenting with alternative approaches to leadership is risky. The basics include appropriate supervision, effective communication and decision making, and having a clear strategy, sound financial management systems, and ongoing mechanisms for planning and allocation of work. These basic systems do not necessarily need to be exemplary, but they cannot be so problematic that a focus on leadership will not be sustained and supported. The Environmental Health Coalition EHC , for example, engaged a team of staff leaders from every level of the organization in planning for an all-staff retreat to develop the standards of a healthy, leaderful organization. At the other end of the spectrum, two organizations that attempted to shift responsibility to senior staff experienced problems because of unclear roles and responsibilities. When this happens, organizations need to stop what they are doing and work on basic management practices before continuing with their effort. Engagement and Accountability Senior leaders cannot be loners. Part of their responsibility is to actively work with other staff leaders to figure out how to make systems work better. This dimension of the job description must be explicit, and something for which people are held accountable. Leadership responsibilities became part of job descriptions, were discussed at regular supervisory meetings and performance reviews, and were integrated into trainings for new and newly promoted employees. As a result, managers became more confident in their roles and shifted their departmental culture so that staff no longer expected the executive director to resolve all their challenges. But sharing responsibility does not always make things better. If an individual is unable or unwilling to handle leadership responsibilities, the executive director must recognize this and transparently limit the authority and discretion of the individual. At one organization, for example, the executive director found that too much independence and discretion had been given to program directors. To bring back order to the management team, the director quickly created sharper boundaries around roles and responsibilities. While each organization found its own path toward putting the shared leadership concepts into practice, we found a few common themes: Transformation in Mindset and Role Participants transformed their self-conceptions of their roles as organizational leaders, and developed new skills to fulfill those roles. In particular, they grew to

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understand their responsibility for creating a culture of engagement and accountability across the board. These leaders pursued training, coaching, and self-reflection to build their leadership skills, and brought these skills and tools to all staff. Having made the mental shift, they could also leverage existing processes to cultivate shared leadership among other staff. These small steps had a large impact on the organizations, helping staff look at their organizations holistically, and raising expectations around and interest in cultivating even greater shared leadership. This led to other inclusive processes, such as larger leadership teams and regular staff meetings to reflect on results and discuss decisions. Organizational Restructuring Several groups began their shared leadership efforts by restructuring their organizations. East Yard Communities for Environmental Justice adopted a codirector model. Others, like ABC, redefined staff positions and roles to create associate director or similar positions. These performance standards made it clear that each individual was responsible for leadership; that the entire staff was responsible for defining, achieving, and evaluating success; and that programs and departments were interconnected. Changes in Communication and in Decision-Making Processes Participants began with sound management, communication, and decision-making processes. With new structures and more leaders, however, these protocols needed to be revisited and institutionalized across the board. Most participants adopted one or both of two frameworks—“peer coaching and crucial conversations”—that were introduced to participants to help structure their conversations regarding feedback, problem solving, and conflict resolution. Some organizations adopted other communication standards with similar success. Restructuring decision making was quite challenging for some of the participating organizations. Developing common criteria, clarifying who got to make what types of decisions, and following a consistent process for decision making was difficult for two reasons: Nevertheless, organizations overcame these obstacles and found ways to share decision making. Changing Organizational Culture and Relationships Organizations that successfully diffused authority and responsibility underwent significant shifts in organizational culture and intraorganizational relationships. At LAANE, for example, staff developed mutual respect, trust, and accountability among leaders and all staff through an intensive, deliberate process. LAANE began with a staff retreat to develop a vision for shared leadership, and has since engaged in strategic planning, conducted staff trainings on supervision and meeting facilitation, developed written protocols and procedures, hired a human resources director to provide executive coaching, and expanded its leadership team. Who is involved in decision making, on what issues, and why has been made much more transparent. This has encouraged staff members to offer suggestions, question assumptions, and voice their concerns, and has fostered an environment in which disagreements are not taken personally, mistakes are used as learning opportunities, and decisions are open to dialogue and debate. Despite the economic and political climate, most organizations participating in the initiative were able to create the structures, processes, and relationships that foster systems thinking and leadership development across all staff. This reduces the stress and potential burnout on the part of executive directors, while helping to advance, develop, and retain other staff. The result is a healthy working environment that is aligned with democratic values of inclusiveness, participation, and empowerment. In many cases, shared leadership has also led to programmatic changes, and many of the participating organizations are beginning to think about how to expand the concept of shared leadership to their boards and allies. Senge, *The Fifth Discipline: Wheatley, Leadership and the New Science: Raelin, Creating Leaderful Organizations: Authenticity Consulting and CompassPoint provide training in the art of peer coaching.*

Chapter 6 : Dimension: building leadership teams

Building leadership capacity, means broad-based, skillful involvement in the work of leadership. At least two critical conditions would have been necessary in.

Chapter 7 : What Is Leadership Capacity?

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Building School Capacity Through Shared Leadership Snapshot Four: Johnsonvale State School Defining Parallel Leadership Three Essential Characteristics of Parallel Leadership Parallelism in the Sciences, Arts, and Humanities How Parallel Leadership Works in Schools Holistic Professional Learning Distinctive Culture Building Schoolwide.

Chapter 8 : Building Teacher Collaboration School-wide

Reading Building the Capacity to Lead The Challenges of Shared Leadership This approach has not been without its chal-lenges. Shared leadership requires a great deal of.