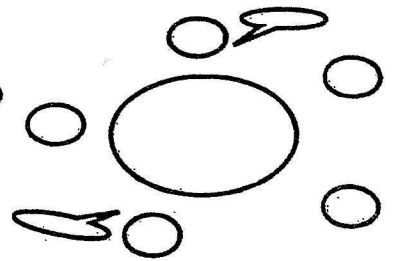# What is Leadership?
QUOTE EXPLORATION, Part 2

IN YOUR QUOTE TABLE GROUP:

Quotes on p.18-21

1. Introduce yourselves to your new tablemates.
2. Select the following:
    i. A facilitator to ensure equity of voice
    ii. A recorder to record characteristics
    iii. A reporter to share out.
3. Discuss insights.
4. Record characteristics of leaders based upon the shared quote.

Characteristics of Leaders:

-
-
-
-
-
-

6

❶ Our efforts at educational improvement often do not work to guarantee good schools for everyone. Reforms that focus only on changing structures or school governance will never succeed in building positive organic forms that will serve all our students. Reforms that bring new technologies or higher standards won't succeed without being embedded in supportive, spirit-filled cultures. Schools won't become what students deserve until cultural patterns and ways are shaped to support learning. Leadership from throughout the school will be needed to build and maintain such positive, purposeful places to learn and grow.

Terence E. Deal and Kent D. Peterson, Shaping School Culture, Jossey-Bass, 1999.

❷ Teacher induction programs that provide adequate sanctioned time for new teachers to work with their mentor colleagues can help develop leaders from the very beginning. Induction programs teach new recruits to communicate their dilemmas, discoveries, and accomplishments to other colleagues, and allow new teachers to begin their careers understanding the value of an environment that supports adult learning and, by extension, teacher leadership. Effective induction programs help new teachers focus on their capacity to make a difference in the learning of individual students, thus helping keep their passion for teaching alive. Guided by professional standards and the understanding that teacher learning is essential for successful practice, new teachers can emerge as leaders early in their careers.

Linda Lambert, Leadership Capacity for Lasting School Improvement, ASCD, 2003.

❸ When thinking about teacher leadership, we should keep in mind the differences between actions and roles. Actions may precede or accompany roles; they may include asking thoughtful questions in a staff meeting, bringing a fresh perspective to a conversation, sharing ideas and practices with others, or initiating new ways of getting tasks accomplished. Though teachers may not always be in the position to take on new roles, they can always engage in acts of leadership.

Linda Lambert, Leadership Capacity for Lasting School Improvement, ASCD, 2003.

❹ What is needed for sustainable performance, then, is leadership at many levels of the organization. Pervasive leadership has a greater likelihood of occurring if leaders work on mastering the five core capacities: moral purpose, understanding of the change process, building relationship, knowledge building, and coherence making. Achieving such mastery is less a matter of taking leadership training and more a case of slow knowing and learning in context with others at all levels of the organization.

Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader but by *what leadership you produce in others.* Tortoises, start your engines!

Michael Fullan, <u>Leading in a Culture of Change</u>, Jossey-Bass, 2001

❺ In order to create communities of learners, teachers must model for students the most important enterprise of the schoolhouse – learning. A powerful relationship exists between learning and leading. The most salient learning for most of us comes when we don't know how to do it, when we want to know how to do it, and when our responsibility for doing it will affect the lives of many others. This is where teacher leadership and professional development intersect.

Teachers who assume responsibility for something they care desperately about – for instance, a school's staff development day – stand at the gate of profound learning. In this way, teacher leadership provides an inevitable and fecund occasion for teacher growth. Only when teachers learn will their students learn.

Roland Barth, "Teacher Leader," in <u>Educational Leadership</u>, February 2001.

❻ Robert Quinn describes it this way: "The transformational change agent says, 'Here is the standard, which I know is impossible, so let's stand together and learn our way into a higher level of performance.'"

A year from now, American schools would be difference if every leader interacted with followers in that way instead of, "I know you don't like this standard, but that's the way it is, and we have to live with it."

Nelson Mandela says, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, and fabulous?' Actually, who are you not to be? You are a child of the universe. Your playing small doesn't serve the world. We were born to make manifest the glory that is in us. It is not just in some of us. It is in everyone. And as we let our light shine, we unconsciously give other people permission to do the same. And when we are liberated from our fear, our presence automatically liberates others."

Dennis Sparks, "A Call to Creativity," in <u>Journal of Staff Development</u>, Winter 2004

❼ Members of the organization (Save the Children) went into villages where children were suffering, and in some cases dying, from malnutrition. But in these villages were also a few children who thrived. All the parents had the same resources.

The researchers labeled the parents whose children thrived as positive deviants. They set up a process by which the village investigated itself. Villagers looked at the variations in children's health and tried to figure out what parenting practices caused some parents, who had similar resources as those whose children weren't thriving, to get better results. They found some parents were doing unconventional things like using certain roots that were available to everybody but considered low-class foods. Another thing the villagers discovered was that when children had diarrhea, the positive-deviant parents continued to feed them. This was in contrast to the parents whose mental model was, "Why bother feeding them when they have diarrhea?"

After they identified these things, they had the positive-deviant parents teach the other parents, and the kids' health improved dramatically. And then the positive-deviant parents began doing new things to make their kids healthier. And they began to be recognized as leaders.

Dennis Sparks, "A Call to Creativity," in Journal of Staff Development, Winter 2004

❽ The leadership that counts, in the end, is the kind that touches people differently. It taps their emotions, appeals to their values, and responds to their connections with other people. It is a morally based leadership – a form of stewardship. Greenfield (1991) found this to be the case in his study of an urban elementary school. The moral orientation of its teachers was central in fixing their relationship with the principal and with each other. Greeenfield comments, "Their persistence in searching out strategies to increase their colleagues' or their personal effectiveness in serving the needs of the school's children was motivated mot by bureaucratic mandate of directives from superiors, but by moral commitment to children, rooted in their awareness of the needs of these children and their beliefs about the significance of their roles, as teachers, in these children's lives. Much of the principal's efforts to foster leadership among the teachers ... was directed to further developing and sustaining this moral orientation among teachers." To those teachers, shared ideals and beliefs became duties to which they willingly responded. Morally based leadership is important in its own right, but it is also important because it taps what is important to people and what motivates them.

Thomas J. Sergiovanni, "Leadership as Stewardship," 2000