



**“Menez en
Avant”**

To Lead Forward



Leadership From Hand to Hand

Looking For the Future

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LEADERSHIP

WHAT IS NOT...?

- ❖ Charisma alone
- ❖ Within a person, by birth order, or socio-economic status
- ❖ An individual trait or a combination of traits
- ❖ Management only



LEADERSHIP

WHAT IS...?

❖ *“Leadership is the art of getting someone else to do something you want done because he wants to do it.”* Dwight Eisenhower

❖ *“The measure of true leadership is performance.”* Jeff Hill





LEADERSHIP

WHAT IS...?

- ❖ Getting people to do things
 - ❖ they have never thought of doing,
 - ❖ do not believe are possible or
 - ❖ do not want to do
- ❖ Committing employees to contribute their best to the purpose of the organization.
- ❖ Influencing the behaviors of individuals as a result of the actions of someone else.

EFFECTIVE LEADERSHIP

EFFECTIVE LEADERS

- ❖ Have Vision
- ❖ Facilitate the development of a shared vision
- ❖ Value the human resources of their organizations



CHARACTERISTICS OF EFFECTIVE LEADERS

By Danny Cox, 2001

- ❖ Have a high standard of personal ethics
- ❖ Have high energy
- ❖ Possess the ability to work priorities
- ❖ Have courage
- ❖ Are committed and dedicated hard workers
- ❖ Are innovators
- ❖ Are goal oriented
- ❖ Are enthusiastic
- ❖ Respond to problems
- ❖ Help others succeed





PRINCIPLES OF LEADERSHIP

U.S. Army, 1973

- ❖ Be technically proficient
- ❖ Seek responsibility and take responsibility for your actions
- ❖ Make sound and timely decision
- ❖ Set the example
- ❖ Know your people and look out for their well-being
- ❖ Keep your workers informed
- ❖ Develop a sense of responsibility in your workers
- ❖ Ensure that tasks are understood, supervised and accomplished
- ❖ Train as a team
- ❖ Use the full capabilities of your organization

TRANSFORMATIONAL LEADERSHIP

Burns (1978)

- ❖ ...“A process by which leaders and followers raise one another to higher levels of morality and motivation.”





ROAD TO SUCCESS

- ❖ CHALLENGES THE PROCESS-First find something that needs to be improved
- ❖ INSPIRE A SHARED VISION-Communicate your vision in a manner that can be understood by your followers
- ❖ ENABLE OTHERS TO ACT-Give them the means to solve the problem
- ❖ MODEL THE WAY-A boss tells, a leader shows that is doable
- ❖ ENCOURAGE THE HEART-Share the glory and success and keep the pains to yourself

LEADERSHIP

“A leader is best when people barely know he exists. When his work is done, they will say: we did it ourselves.” Lao Tzu



Principle #1

Leadership Through Relationships

Lambert (2002) suggests that “leadership is beyond person and role and embedded in patterns of relationships” (p. 42).



Successful leadership depends on the principal’s ability to build relationships both inside and outside of the school.



Relationships are essential to move a school toward a shared vision focused on student learning.

Principals must ...

- Acknowledge negative leadership structures
- Build on existing positive leadership networks
- Establish new leadership structures
- Dismantle dysfunctional groups



Principle #2

Leadership Requires Distributed Power & Authority

The principal must move from retaining power *over* others, which is based on rules, to giving power to others, which is goal directed (Sergiovanni, 2000).

Distributed power and authority does not mean relinquishing responsibility and requires even more attention from the principal. Principals must provide support for teacher leading and learning with the expectation that teachers will improve their performance and fulfill their leadership commitments (Moller and Pankake, 2006).



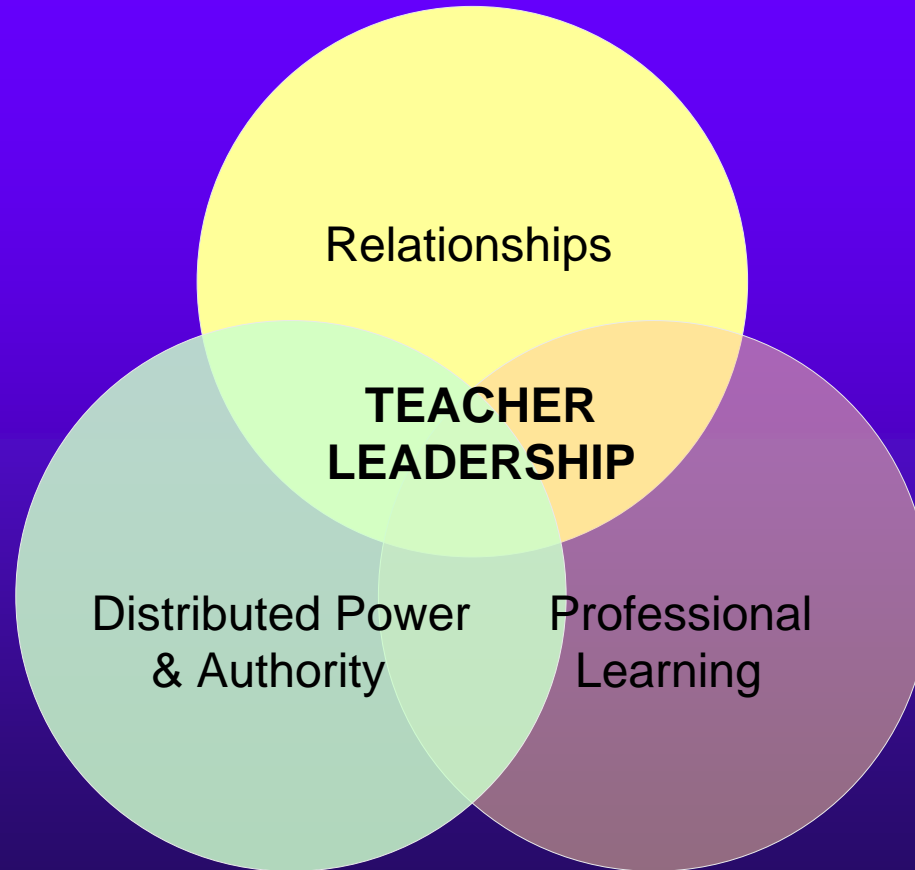
Principle #3

Leadership for Professional Learning

To promote, build, and sustain quality teacher leadership, principals must align teacher leadership with professional learning.

The complexity of teaching and learning today demands the involvement of teachers in determining their learning needs based on student data within established professional learning communities where everyone can learn together (Moller & Pankake, 2006).

Framework for Intentional Leadership

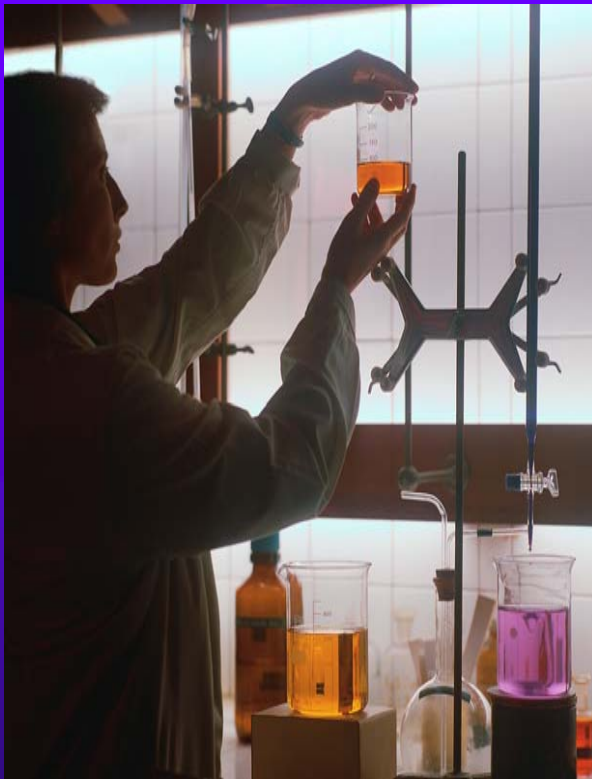


LEADERSHIP

- ❖ **Evolution:** a continuous change from a simple to a more complex form.
- ❖ **Revolution:** the act of revolving ; one complete turn in the action of revolving.
- ❖ **Capacity:** the ability to contain or accommodate.



LEADERSHIP



- ❖ Subtle Leadership
 - ❖ Emotional Attachment
 - ❖ Commonality of Cause
- ❖ Balancing Act
- ❖ Collegial Expertise
- ❖ Inquiry Factor

MANAGING CHANGE

- Leadership preparation and capacity
- Effective and sensible planning
- Confident and effective decision making
- Regular and complete communication throughout






CHANGE IMPLEMENTATION

- ❖ Introduce change as a positive
- ❖ Validate and acknowledge stakeholders concerns
- ❖ Ensure that people buy into the new change and understand their roles in this new organization



LEADERSHIP

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- ❖ "Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."
- Booker T. Washington



LEADING For LITERACY

Thirty-five percent (35%) of U.S. fourth-graders report reading for fun every day or almost every day. This percentage is smaller than the international average of 40 percent.

Thirty-two percent (32%) of U.S. fourth-graders report that they never or almost never read for fun outside of school, a significantly higher percentage than the international average of 18 percent.



In the United States, fourth-graders who read for fun every day or almost every day have higher average scores on the combined reading literacy scale compared to those who never or almost never read for fun, or do so once or twice a month. This pattern holds at the international level as well, based on the international averages.

National Center for Education Statistics



LEADING For LITERACY

To become more literate, children need to see themselves, their classmates, their teachers and their administrators as members of a literate community.

Booth and Roswell

The primary focus of leadership should be to guide instructional improvement, with everything else being secondary.

Richard Elmore



Prominent Challenge for School Leaders Today...

- ❖ How should schools be organized so that teachers can help children to develop as proficient readers and writers?



Role of the Principal

- **Setting Directions**
- **Developing People**
- **Developing the Organization**



Effective Literacy Teams

Members Engaged in:

- ❖ Shared vision for possibilities
- ❖ Research and data analysis
- ❖ Informed decision-making
- ❖ School change and culture change



LEADERSHIP

*WHEN YOU CARE ABOUT OTHERS
WHEN YOU REACH OUT TO OTHERS
WHEN YOU GIVE YOURSELF TO HELP
OTHERS*

YOU MAKE A DIFFERENCE!



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