The Leader in Search of Catalysts

The Role of the School Leader in Developing Future School Leaders

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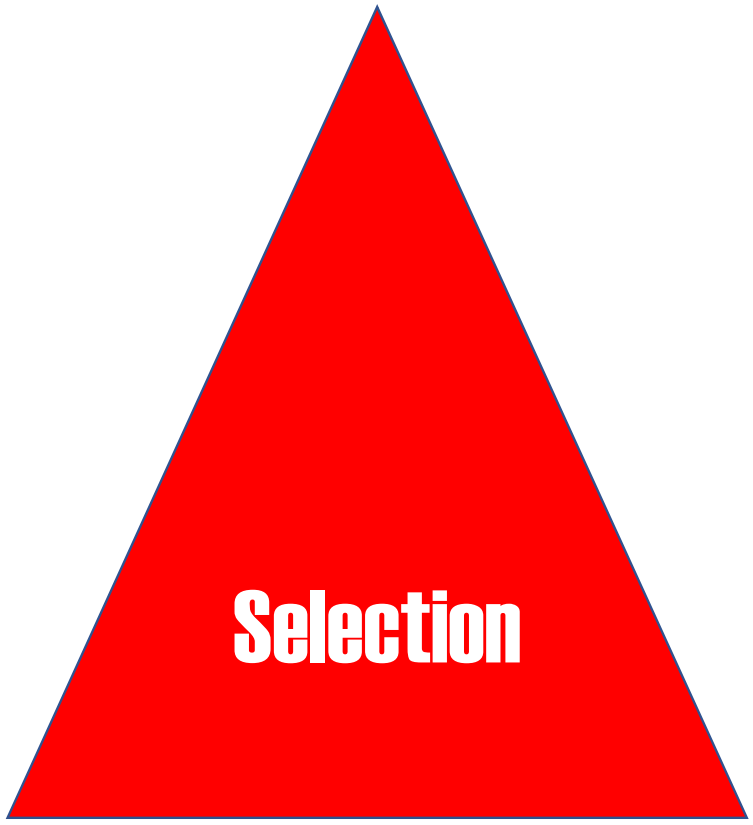
The Leader in Search of Catalysts

The 21st Century

- Globalisation no longer an accepted or even favourable development
- New roles and unexpected barriers in trade and relationships
- Climate change and its impact all over the world

Believing in the Talent of *Some* OR
Believing in the Talent of All

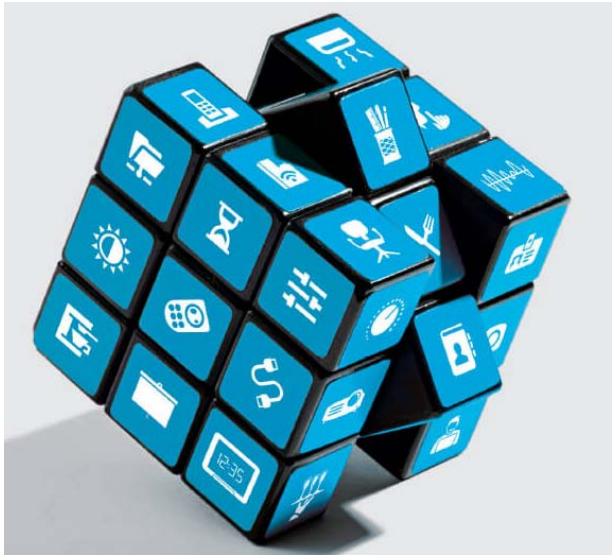


vs

A School Leader for the 21st Century

Leadership that is no longer

- Uni-dimensional
- A single-person concept



You can’t get much human capital by just focusing on the capital of individuals. Groups, teams and communities are far more powerful than individuals when it comes to developing human capital.

Human Capital

Hargreaves & Fullan : Professional Capital 2012

A School Leader for the 21st C

One who nurtures the school in a culture of growth and possibilities

A School Leader for the 21st C

Three Roles

To Inspire

The Visionary Edupreneur

To Identify

The Versatile Architect

To Mentor and Role-model

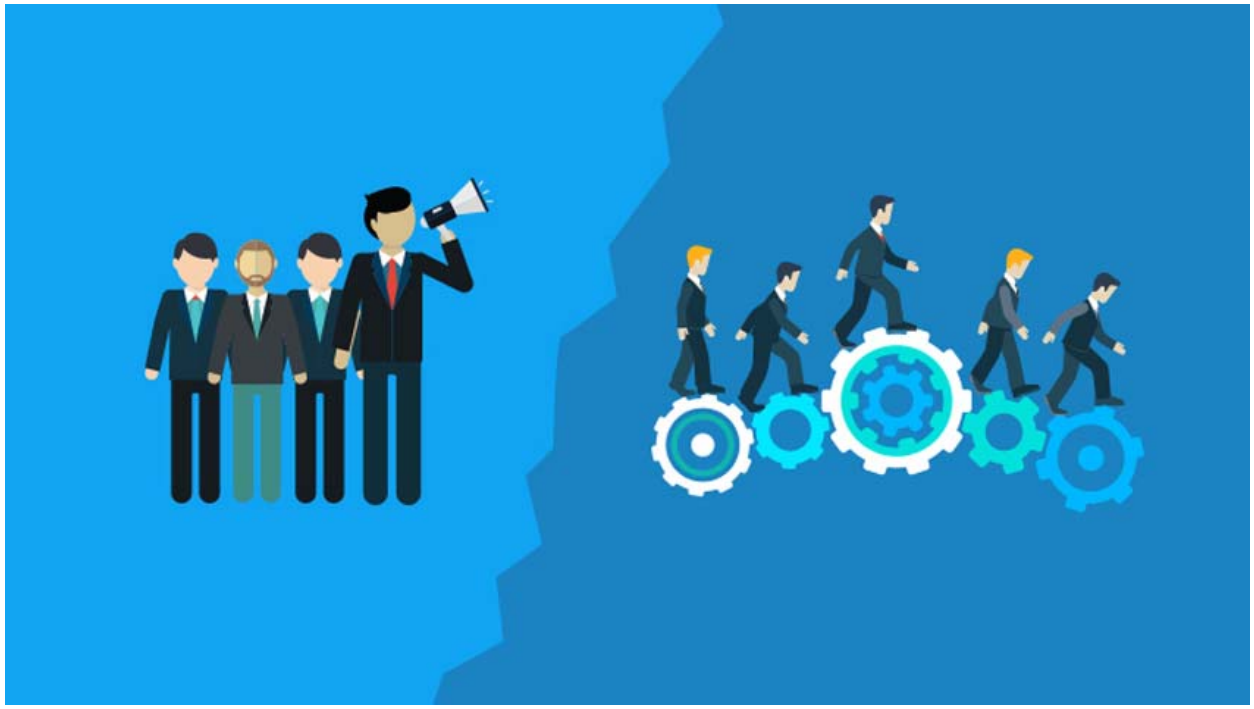
The Ethical Enabler

To Inspire

The Visionary Edupreneur

Traditional representations of leadership

To Inspire



To **inspire others to believe** that leadership of some form can be developed in everyone

To Inspire

An acceptance of *Different Forms of Leadership* because leadership is not one unilateral undifferentiated piece

To Inspire

Inspire with a vision that

- educators and education can make a difference
- good leadership is well worth the trouble

https://www.officevibe.com/blog/different-leadership-styles

To Inspire a Belief in

Different Types of Leadership

Visionary Leadership

You recognise it when

- It inspires empathy

People respond to it because

- It's a dream they also share

It is needed when

- There is radical change

A Coaching Leader

You recognise it when

- This leader listens and encourages you

People respond to it because

- There is connection

It is needed when

- You want to build long-term capacities

Affiliative Leadership

You recognise it when

- It boosts your morale and solves conflict

People respond to it because

- The result is harmony

It is needed when

- Times are stressful and people need to be motivated

Democratic Leadership

You recognise it when

- The leader is a team worker and works by influence

People respond to it because

- The leader values their input

It is needed when

- The situation requires buy-in & consensus

Pace-Setting Leadership

You recognise it when

- The leader has initiative but he also shows impatience

People respond to it because

- The goals are challenging

It is needed when

- It is about high quality results

Commanding Leadership

You recognise it when

- The leader exerts tight control and issues threats

People respond to it because

- It soothes fears

It is needed when

- There is a crisis

To Identify

The Versatile Architect

What to identify | The Quality of Instruction

To Identify

School Principals Manage People, Data, and Processes

The most effective leaders have a laser-like focus on the quality of instruction in their schools. As the Wallace Perspective notes, “They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone” (The Wallace Foundation, 2012).

When principals spend time in classrooms to evaluate instruction, they can make close observations of what’s working and what isn’t. But it doesn’t stop there—they make sure to discuss what they have found with teachers.

In the cause of improving instruction, effective principals take advantage of the collaborative culture they work in and consistently express a desire to see teachers working, teaching, and helping one another.

- John Hattie

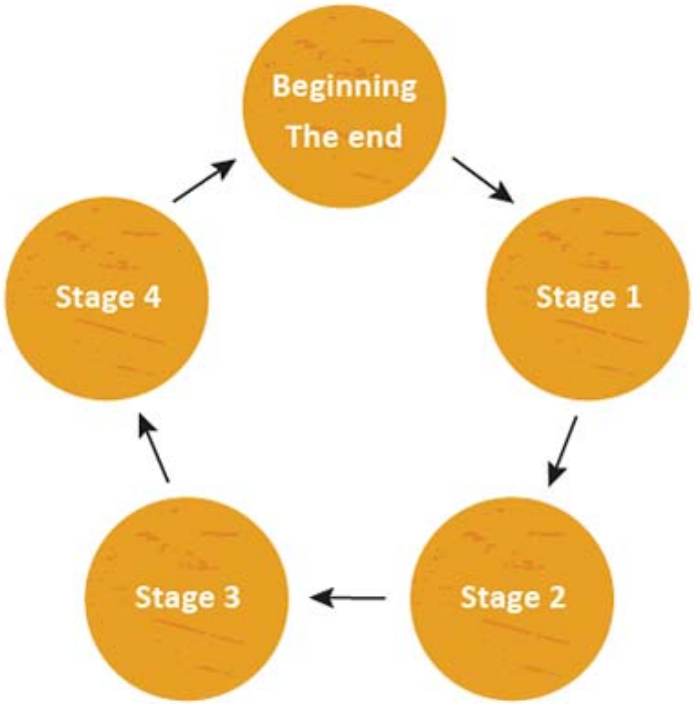
To Identify

IDENTIFY FROM THE BEGINNING

MAKE LEADERSHIP A PART OF PERFORMANCE MANAGEMENT

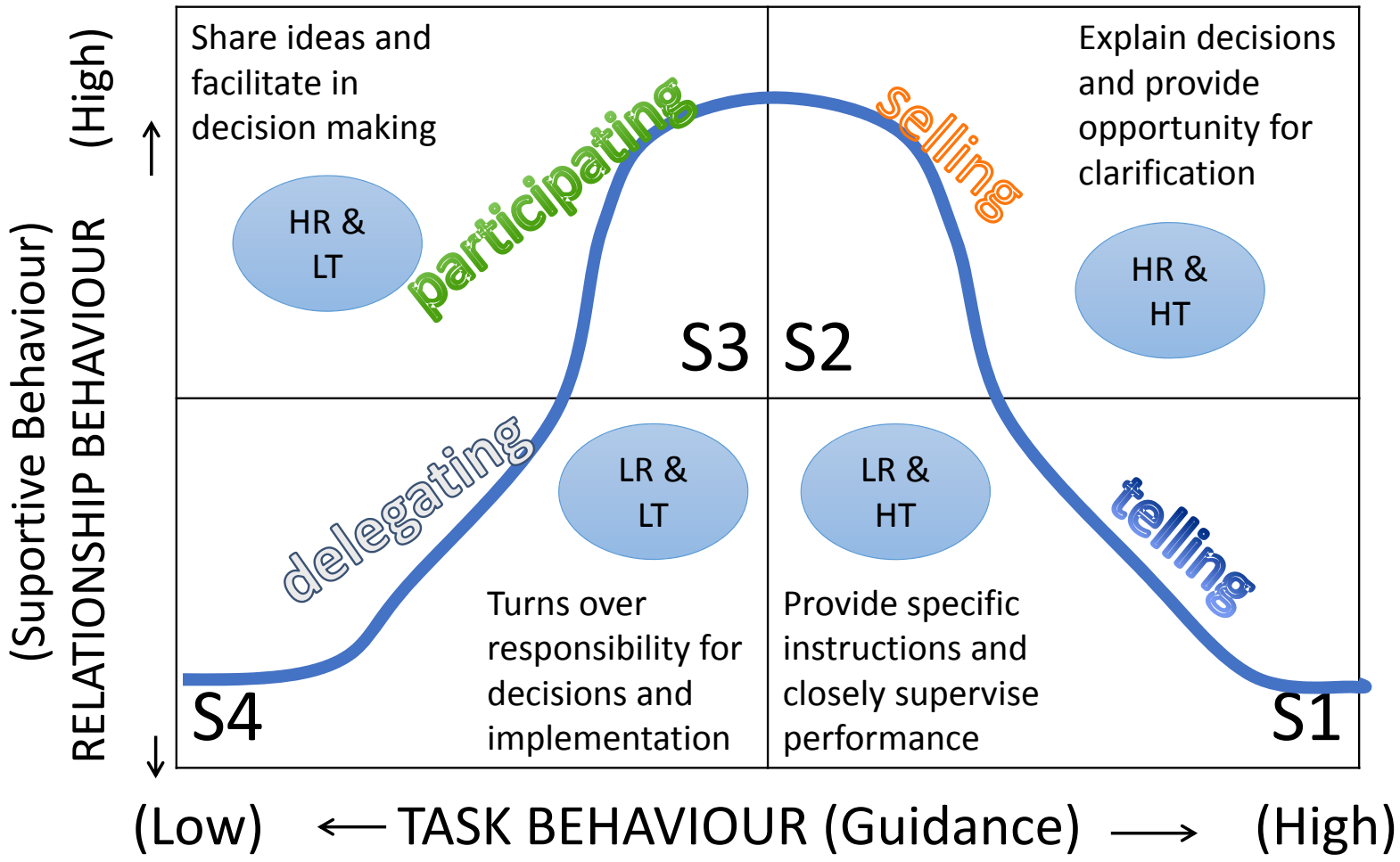
To Identify

Sense of structure balanced against sense of people



To Identify
Different Capacities in Different People

Situational Leadership Theory
(Hersey & Blanchard)



Not just about the leader behaving differently in different situations

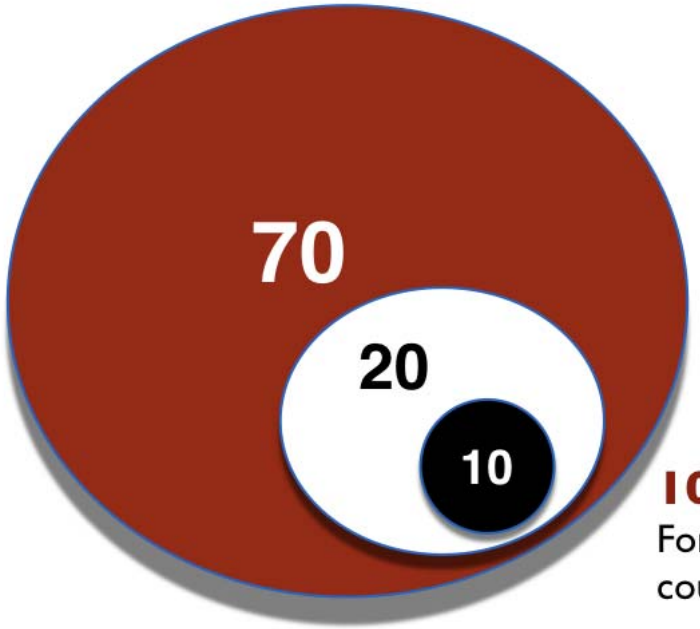
Also about identifying leaders for different situations

To Mentor and Role-model

The Ethical Enabler

To Mentor and Role-model

"Example is not the main thing in influencing others . . . it is the only thing."
— John C. Maxwell



70 Experience
Experiential Learning: new and challenging activities
Helping others solve problems
Practice, Reflection

20 Exposure
Social Learning:
Communities, networks & sharing
Coaching & Mentoring
Feedback

10 Education
Formal Learning: Structured courses & programs

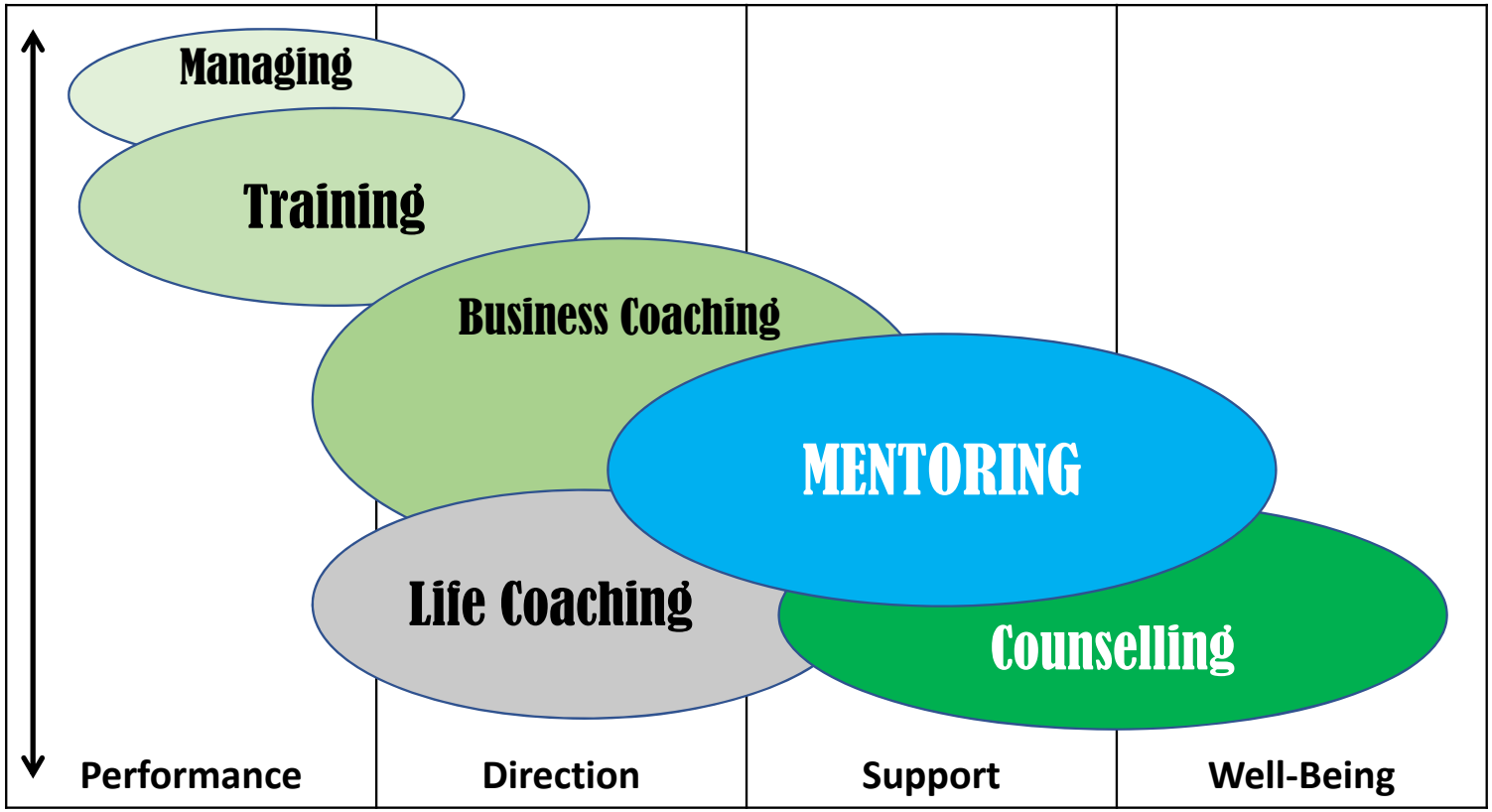
Anne Rolfe, 2017

THE BIG PICTURE

COMPETENCE (How to do)

COMPETENCY (Way of Doing)

CHARACTER (Way of Being)



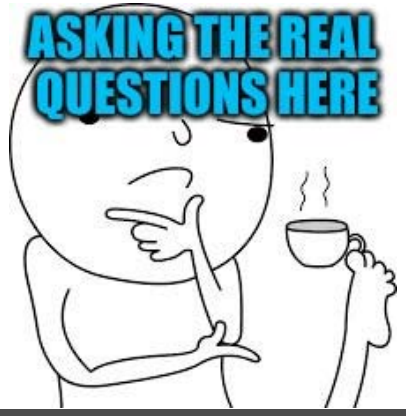
Value depends on

Adapted from John Kenworthy

To Mentor and Role-model

Value lies in asking questions that help the recipient

- To self-manage and rebuild
- To see the resources within and beyond himself



To Mentor and Role-model

Building a culture not only for teachers but for students

To Mentor and Role-model

The role of a creative leader is not to have all the ideas; it’s to create a culture where everyone can have ideas and feel that they’re valued. So it’s much more about creating climates.

Ken Robinson

In Conclusion

You develop future school leaders because you believe in developing a community that grows and sees possibilities where others see threats and a loss of security

That's why in your Professional Standards for Principals (PSP), School Leaders are called upon to be

Ethical Enablers

Versatile Architects

Visionary Edupreneurs

"Leadership is the art of giving people a platform for spreading ideas that work." --*Seth Godin*

thank you