

International Summer School on School Leadership

2007



Excellence in School Leadership: developing the leadership culture

Monday 30 July – Friday 3 August 2007
Royal College of Surgeons, Edinburgh

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Bernard McLeary

Chief Executive
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Chair for the Day

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Authentic Leadership For Authentic Teaching and Learning

INFLUENCING WHAT REALLY MATTERS:

Transforming Learners and Learning

Edinburgh, August 2007

Patrick Duignan

Director, Flagship for Creative & Authentic Leadership



Leadership And Learning Are Indispensable to Each Other



TEACHING IS A VOCATION

Teachers Can Have an Awesome Influence in Their *'Sphere of Influence'*

- Each child has the ability to change this world in an individual and awesome way. Every child is a future's **child** (Karen Reynolds, student in Perth, Australia)
- Each teacher has the ability to change their students in an individual and awesome way. Every teacher has the **potential to be a future's teacher** (Thanks Karen)

Teachers Plant The 'Golden Seed'

Borrowing from Freud, Handy (2006, pp. 50-51) argued that successful people (e.g entrepreneurs) have been shaped [influenced] by “the intervention of some respected figure in their early lives who had given them the self-belief and confidence to set out on their own.

They had planted the 'golden seed' in them.

Students thanked their teachers (National Awards in Australia)

1. *“Thank you for giving me a strong belief in who I am as a person.”*
1. *“Thank you for giving me the confidence to go out into a challenging world.”*

Research Findings - Teaching and Students' Achievement

- “. . . excellence in teaching is the single most powerful influence on [students'] achievement.” (John Hattie, 2003 - New Zealand)
- “A reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought.” (Darling -Hammond, 2000 - USA)
- “. . . since teachers are the most valuable resource available to schools, an investment in teacher professionalism is vital by ensuring that they are equipped with a repertoire of pedagogical skills that are demonstrably effective in meeting the needs of ALL developmental and learning students.” (Ken Rowe, 2007 - Australia)

Research Findings - Leadership and Learning (Canada)

- “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” (Leithwood et al., 2004, p. 5)
- “There seems little doubt that both district and school leadership provides a critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students.” (Leithwood et al. 2004, p. 14)

GENERAL CONCLUSIONS

- Focus should be on teachers and students
- Quality teachers and excellent teaching are imperatives for positive change and continuous improvement in student achievement
- Schools must have quality leadership at all levels (depth and breath)
- Schools must develop partnerships with their families and communities

WITH REGARD TO FINLAND'S PISA RESULTS

Strong school leadership and an outstanding quality of teaching is what . . . delivered the world's best student results.



Leaders Influence What Really Matters

Leadership is an influencing process resulting from authentic relationships

Leaders make a difference (influence) in their sphere of influence

NO RELATIONSHIPS = NO INFLUENCE = NO LEADERSHIP

Authentic Leaders

- *Raise self and others to higher levels of motivation and morality*
- *Elevate the human spirit through conduct that is ethical, moral and compassionate*
- *Transform self and others to be more fully human and, in so doing, leave a legacy*
- *Grow and nurture the depth and breadth of leadership in their system or organisation*



Eudaimonia

Charles Handy (2006) proposes that both a major challenge and a great satisfaction in life is to reach Aristotle's principle of 'Eudaimonia' which is often translated as 'Happiness' but which Handy argues is better translated as '**Flourishing,**' which means, "do your best with what you are best at," (p. 209)

Our task in life, says Handy, is to make the most of what we start with and then everyone can be successful (p. 29)

Authentic Educational Leader

To be truly authentic as an educational leader means promoting, encouraging and supporting the primary value of education and schooling: **authentic teaching and learning**

They help create the conditions for transforming learners and learning



Reflection

What would be the key characteristics of a transformed learner in your school?

Authentic Teaching

- Focus is on transforming learning and learners (LTLL)
- Teachers create meaningful learning opportunities and environments for their students.
- Teachers are fully present to, and engaged with their students.
- Teachers make a difference in the lives of all those they touch (and they will touch those they will never meet).



Relationships Are The Key

The quality of relationships greatly influences everything else that happens in schools, including the quality of learning, teaching and leadership.



Presence Is Key To Authentic Relationships

Presence can be regarded as an ethic underpinning authentic educational leadership. Presence means being there, in numerous ways, for self and others. It implies attention and sensitivity to others and each other so that “our presence activates our authenticity and the authenticity of others.” (Starratt, 2004, p. 91)



Real Presence

In what ways are you fully present to your students?

**Think of some one who is fully present to/for you.
How do they do this?**

Authentic Learning - Students

(Adapted from Starratt 2004)

- Development of personal meaning from learning
- Respect for the integrity of the subject/object of study
- Appreciation of implications of learning for the trajectory of one's life outside the classroom
- Application of a rich understanding of the subject/object of study in practice
- Learning together and sharing
- Being transformed into a more capable, fully human individual

Inauthentic Learning

Impersonal appropriation of information (rote learning)

Learner disconnected from the subject/object of study

No concern for or with the integrity of the subject/object of study

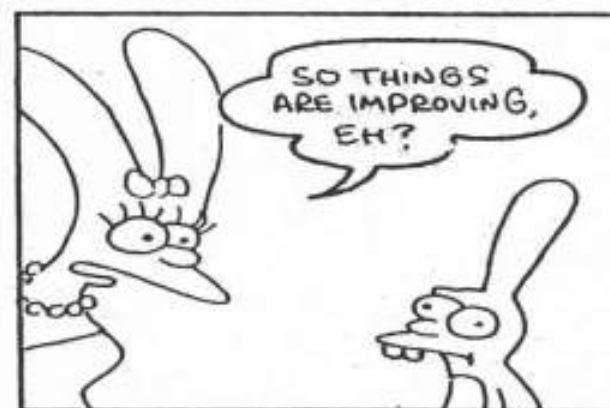
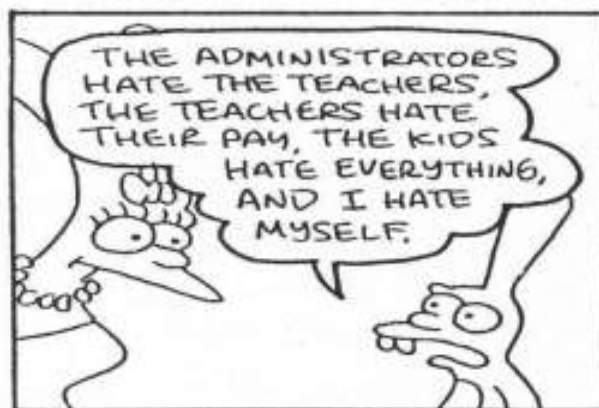
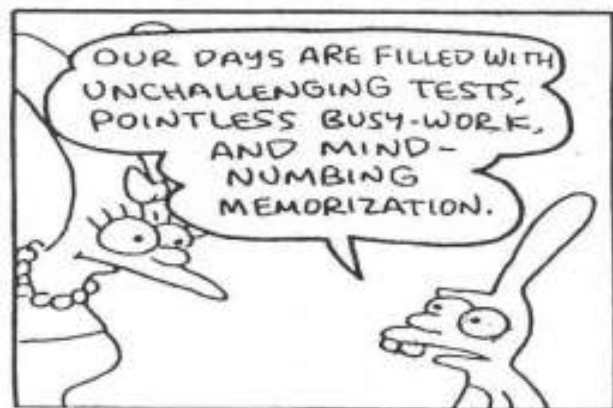
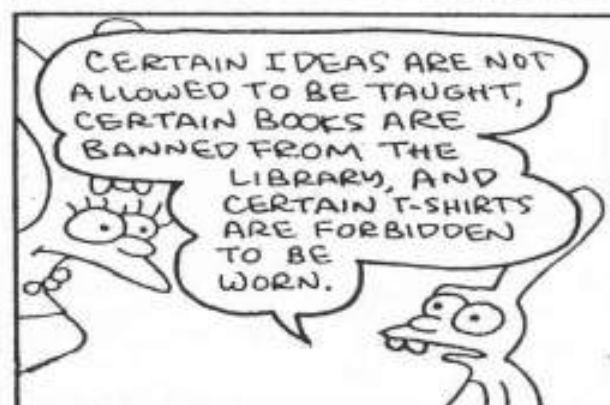
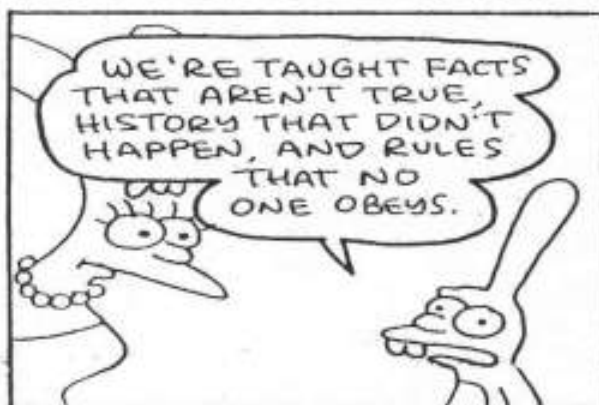
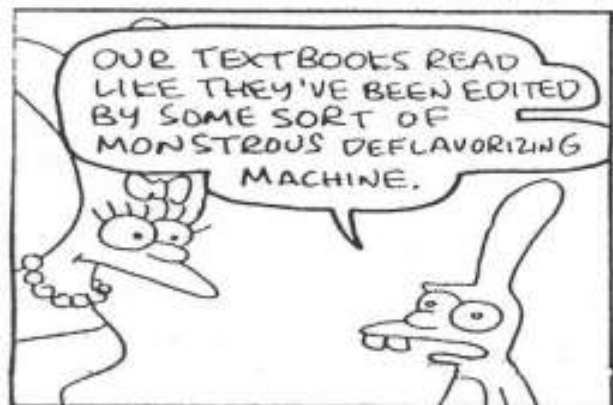
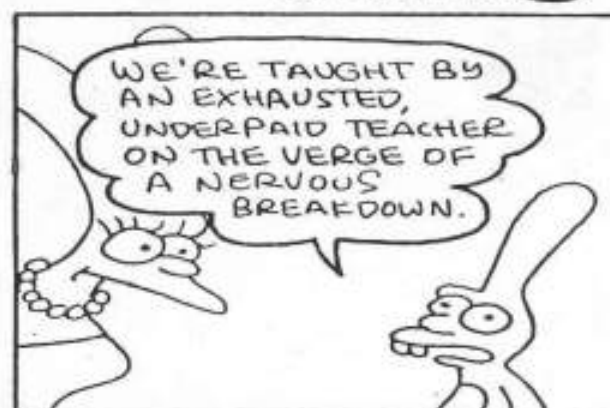
Concern for right answers to the teacher's questions in order to get a passing grade (or job)

Can perform a superficial, formulaic, understanding of the subject/object of study

Individual left fundamentally unchanged as a human being

LIFE IN HELL

©1990
BY MATT
GROENING



Inauthentic Assessment

Messages in Humour

IT SAYS YOU ARE A
SATISFACTORY
STUDENT.



WHAT DOES
THAT MEAN?



IT MEANS THEY
DON'T KNOW WHO
I AM.



Obstacles To Authentic Learning

- Inauthentic learning leads to 'dumbing down'
- No time for critical reflection and critique
- Poor listening skills and unwillingness to ask for or accept feedback
- Intolerance (failure to learn from) of mistakes
- Teacher isolationism (may be confused with professional autonomy)
- Structures for educational delivery tend to divide
- A culture lacking in trust (of teachers and students)

Building Communities of Learners and Learning in Our Schools

NEED TO OVERCOME OLD LEARNING PARADIGMS

Are Medieval Monks Still With Us?

QuickTime™ and a
decompressor
are needed to see this picture.

Building Communities of Learners and Learning in Our Schools

Create a professional learning culture that:

- makes quality learning, teaching and leadership an ethical imperative (ethic of authenticity);
- encourages professional responsibility for all students and their learning (ethic of responsibility);
- promotes authentic relationships and ‘real presence’ (ethic of presence);
- supports critical reflection and feedback with the intent of continuous improvement (ethic of critique).

Authentic Leaders

Qualities and capabilities of authentic leaders:

- The *vision* to see each person's talent, potential, and dignity;
- The *courage, passion, and commitment* to unlock that potential;
- The resulting *loyalty and mutual support* that energise and unite teams. (Lowney p. 170)

Can Leadership Be Distributed?

- May be based on faulty assumptions (there may not be a shared and agreed upon meaning)
- May be a contradiction in terms - possible clash of paradigms ('The Lord giveth and the Lord taketh away')
- What does a leader actually distribute?
- Not so much a matter of distributing anything as growing, nurturing, building the capacity for leadership at all levels

Implications For Leading Today's Schools

Stop behaving as if you're leading followers and start acting as if you're leading leaders;

Use your discerning eye to ensure your vision is more acute and wide open to talent and potential;

Generate a passion and commitment for *aptissimi* to broaden the net and deepen the pool of leadership capability in your system or school;

Ask yourself: Do those who work with me grow as persons? Do they, become healthier, wiser, freer, more autonomous, more likely themselves to become influential leaders?

And There's More

How well do you create the social conditions which allow people, either as groups or individuals, to reach their fulfillment more fully and more easily?

Do you empower individuals and small groups, especially with regard to making (or having major input into making) decisions that have a profound impact on their lives?

Do your actions inspire others to dream more, learn more, do more and become more?

Do you raise others up **'to more than they can be'**?

You Raise Me Up
by Secret Garden

When I am down and, oh my soul, so weary
When troubles come and my heart burdened be
Then, I am still and wait here in the silence,
Until you come and sit awhile with me.



You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up... To more than I can be.

There is no life -no life without its hunger
Each restless heart beats so imperfectly
But when you come and I am filled with wonder,
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up... To more than I can be.

You raise me up... To more than I can be

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