Leadership that makes a difference
Leadership

• Self reflect:
  • Define ‘leadership’ as it applies to your school, i.e.
  • How would your staff define leadership?
  • Who determines it?
  • Describe a success and the factors related to leadership that contributed to this success

• Pair and Share
  • In pairs find similarities/differences in your reflections
Diamond Ranking

**Pairs**
- Each pair selects 9 items, in relation to the criteria.
- Each pair ranks the items in layout as above with the most ‘valued’ words, in relation to the concept of leadership, at the top and the least ‘valued’ at the bottom.
- Each pair links up with another pair and shares their own rankings with the other.

**Fours**
- Each group of four creates a new diamond from the items using the same criteria.
Hargreaves (2014)* argues that standards, which were intended to help us understand our work, have been elevated to the status of law and used as an accountability tool to measure compliance.

- even an interesting quote for the application of IB Standards and Practices.

Leadership as…

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Efficiency and Effectiveness</th>
<th>Generative (relational space of influence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Increased economic value of students we produce</td>
<td>• Opening possibilities</td>
</tr>
<tr>
<td></td>
<td>• Unsustainable workload</td>
<td>• Shared aspirations</td>
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<tr>
<td><strong>Focus</strong></td>
<td>• Restricted to vision of one person (not a holistic engagement)</td>
<td>• Between people with and without formal positions (can occur in absence of authority)</td>
</tr>
<tr>
<td></td>
<td>• Selling the vision</td>
<td>• Experienced in situ</td>
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<tr>
<td></td>
<td>• Surrendering personal needs to greater good</td>
<td>• Co-constructed between the participants</td>
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<tr>
<td></td>
<td>• ‘us’ and ‘them’ (doers versus thinkers)</td>
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</tbody>
</table>
Generative space approach invites a reorientation that does not disregard accountability but approaches it from another angle, where:

It is fed by curiosity, engagement and passion. It is always emerging and taking new forms.

Bell (2014) *Exploring Generative Spaces: Leading the PYP*
Finding generative spaces

<table>
<thead>
<tr>
<th>Assume something is already working</th>
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</thead>
<tbody>
<tr>
<td>Identify generative spaces (individually or collectively)</td>
</tr>
<tr>
<td>Where is life in our practice?</td>
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</tbody>
</table>

Tell tale signs are:
• Where are people drawn to?
• Where do they find meaning?/ Where do they linger?
• Where is there already active dialogue and enthusiasm?

Inquire further:
• What are these spaces like?
• How do we experience them?
• When do they arise?
• What might enable and sustain them?
What we pay attention to grows – enabling generative spaces

| Informal | • Offer strength based reflections of the way people are working together  
|          | • Acknowledge moments of enjoyment, challenge and inspiration  
|          | • Get engaged, ask provocative questions seek a groups wisdom |
| Formal   | • Regular engagement in dialogue at group meetings  
|          | • Journals other forms of recording to focus and provide opportunities for reflection  
|          | • Analysis of a moment or event |

Leadership:
a contemplative reflection on what gives life
A shift from a preoccupation with standards, outcomes and the measureable
To move towards a ‘generative spaces’ approach to leadership

SOAR with strengths rather than SWOT weaknesses and threats

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<tbody>
<tr>
<td>S</td>
<td>Strengths</td>
<td>Reflect on what has worked well and where the ‘life’ is</td>
</tr>
<tr>
<td>O</td>
<td>Opportunities</td>
<td>Where are the opportunities for growth?</td>
</tr>
<tr>
<td>A</td>
<td>Aspirations</td>
<td>Hopes, dreams and wishes</td>
</tr>
<tr>
<td>R</td>
<td>Results</td>
<td>Developing a sustainable commitment and the ways it might be enabled</td>
</tr>
</tbody>
</table>

Bell and Palmer (in press) Shaping a strengths-based approach to relational leadership
Closing thoughts

Interconnectedness:

• Based on relationships
• Promotes IM
• Promotes collective responsibility – power to make a difference is enhanced when it is shared
• Involves the co-construction of meaning
• Leadership emerges between people
• Leveraging the strengths between us rather than attempting to fill the gaps of identified defects
• Sustainable and locally situated
## Connect, Extend, Challenge

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<th>Connect</th>
<th>Extend</th>
<th>Challenge</th>
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<tbody>
<tr>
<td>How are the ideas on leadership presented in this session connected to what you already know and practice?</td>
<td>What new ideas or thoughts did you get that extended your thinking in new directions?</td>
<td>What challenges or puzzles have been raised in your mind from the presentation?</td>
</tr>
</tbody>
</table>

Ritchhard, Church and Morrison (2011) *Making Thinking Visible: How to promote engagement, understanding and independence for all learners* Jossey-Bass, San Francisco CA