

**BILL MARTIN**



**WHAT IS WORTH FIGHTING FOR IN  
THE LEADERSHIP OF SCHOOLS?**

**Varberg Thinking Conference  
Wednesday 2 November 2011**

# LEVELS OF PERSPECTIVE

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**Vision**



**Mental Models**



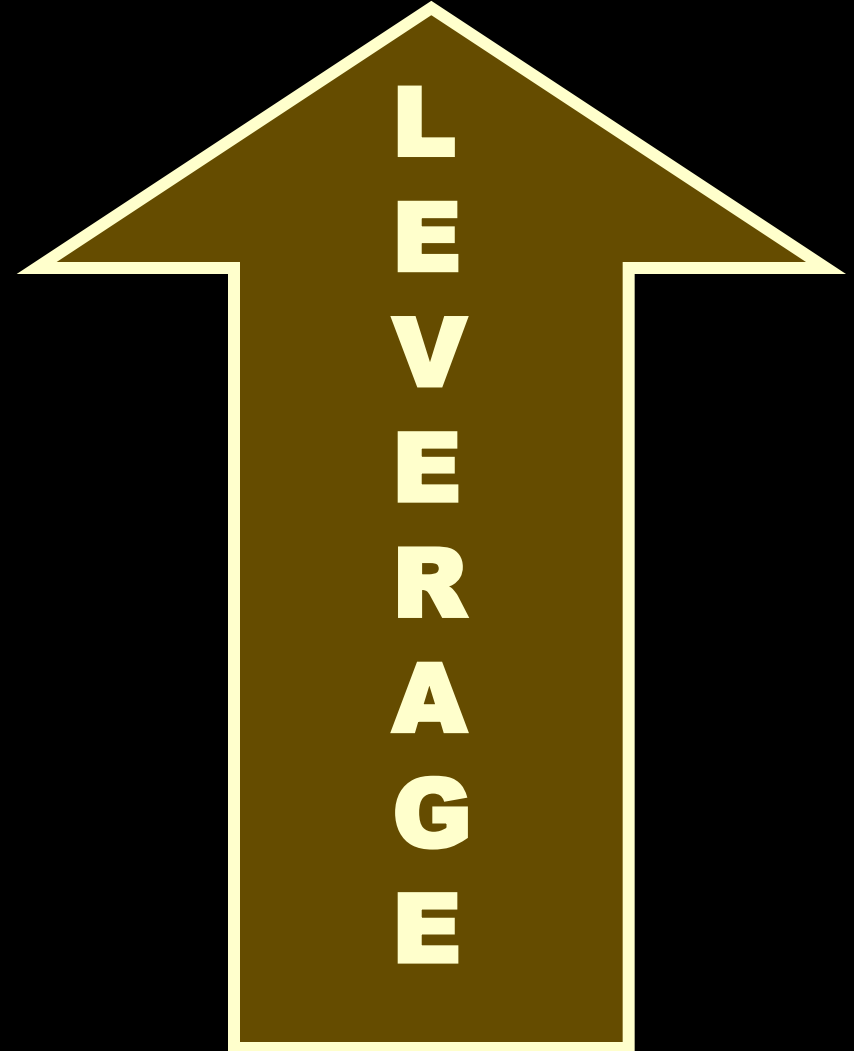
**Systemic Structures**



**Patterns of behaviour**



**Events**



# LEADERSHIP - MANAGEMENT MODEL

## Edwards and Martin

**Vision**



**Mental Models**



**Systemic Structures**



**Patterns of behaviour**



**Events**

**LEADERSHIP**



**MANAGEMENT**

(Based on the work of Daniel Kim)

# MENTAL MODELS

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are deeply ingrained generalizations, or even pictures or images, that influence how we understand the world and how we take action. (Senge)

- ⌘ THEY ARE MADE UP OF OUR BELIEFS AND VALUES
- ⌘ THEY DRIVE OUR PERFORMANCE.
- ⌘ THEY ARE VERY RESISTANT TO CHANGE.
- ⌘ WE CANNOT SEE THEM CLEARLY BY OURSELVES.
- ⌘ WE NEED DAILY FEEDBACK TO HELP US REFLECT ON OUR MENTAL MODELS.

# **HATTIE: PRINCIPALS/SCHOOL LEADERS**



**0.39**

**EFFECT SIZE**

# **TRADITIONAL MANAGEMENT**



- **Focuses on the short-term.**
- **Implies the ideal is order and stability.**
- **Suggests that the job is to control resources, time, and people.**
- **Assumes the people at the top are the only leaders.**
- **Portrays the leader as renegade.**

# **THOUGHTFUL LEADERS**



- **Are present in the school**
- **Hold people accountable**
- **Know that knowledge is in the school**
- **Are the lead teachers**
- **Engage in continuous action planning**
- **Master a personal leadership tool-kit**

# **PRESENT IN THE SCHOOL**



- **Stay home**
- **Make the most important relationships those of their staff, students and parents**
- **Give feedback**
- **Take control of time**
- **Collect data**



# **HOLD PEOPLE ACCOUNTABLE**

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- **For alignment to a Shared Vision**
- **To shared Core Values**
- **To live the values and beliefs required of the school's teaching-learning framework**

# **STEWARDSHIP CONFERENCE**



- **A one-on-one meeting between staff member and leader.**
- **It takes 30 minutes.**
- **First Half – The staff member articulates and clarifies what he or she will do to help turn the shared vision into reality.**
- **Second Half – Leader articulates and clarifies what he or she will do to support the staff member to do those things.**

# DEALING WITH RESISTANCE

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- **Never ignore a resister. Get to them as fast as you can.**
- **Never argue, never coerce.**
- **Simply question them as to why they resist. 50% of the time they don't have the information they need.**
- **If they still resist tell them the choice you have made. Invite them to make the same choice.**
- **Thank them and go away, but come back to them again and again.**

# **THE DELEGATION CONFERENCE**

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- **Principal and staff member agree on the purpose of the task.**
- **Together create a picture of what the task will look like when completed.**
- **Agree on the resources the staff member will have available.**
- **Agree on what you will do to serve the staff member.**
- **Design a time-line for completion that includes a set of check points.**

# **THE KNOWLEDGE IS IN THE SCHOOL**

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- **Understands that the answers are not “out there”**
- **Uses what the school community knows to develop the future**
- **Builds quality relationships with outside vendors who provide quality feedback over time**

# **THE LEAD TEACHER**



- **Teaches the school's shared Core Values**
- **Teaches the Mental Models necessary to achieve its Teaching-Learning Framework**
- **Teaches how to give and receive quality daily feedback**
- **Teaches how to engage in high quality daily discourse**

# **MONROE HIGH SCHOOL'S SHARED CORE VALUES**



**We will be fair to one another.**

**We will take care of one another.**

**We will accept each others' differences.**

**We will work hard every day.**

# **OUR TEACHING-LEARNING MENTAL MODELS**

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- **Students will socially construct their own knowledge.**
- **Each student will have an advocate.**
- **Create small units where anonymity are banished.**
- **Everyone participates in decision making.**



# **ENGAGE IN CONTINUOUS ACTION PLANNING**

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- **Design long term school-development plans**
- **Design lesson plans to teach Mental Models to the school community**
- **Design annual action plans**
- **Design structures and systems to support new Mental Models**

# **DISPLAY MASTERY OF A LEADERSHIP TOOL-KIT**



- **Alignment tools**
- **Accountability tools**
- **Communication tools**
- **Consensus building tools**
- **Lesson design tools**
- **Action planning tools**
- **Thinking tools**

# **LEADERSHIP TOOLS**



## **ALIGNMENT TOOLS**

- **Share Vision Process**

## **ACCOUNTABILITY TOOLS**

- **Stewardship Partnerships**
- **Delegation Process**
- **Shared Core Values**
- **Dealing with Resistance Process**

# **LEADERSHIP TOOLS**

## **(CONTINUED)**

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### **COMMUNICATION TOOLS**

- **Facilitative Questioning**
- **Dialogue Episodes**
- **Productive Feedback Relationships**
- **Feedback Wheels**
- **“Blue Hat” Meeting Structure**

# **LEADERSHIP TOOLS**

## **(Continued)**

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### **CONSENSUS BUILDING TOOLS**

- **Classic Brainstorming**
- **10-4 Voting**

### **LESSON DESIGN TOOL**

- **Butler Model of Human Action**

### **ACTION PLANNING TOOL**

- **ALES (action learning explorations)**

# **LEADERSHIP TOOLS**

## **(continued)**

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### **THINKING TOOLS**

- **de Bono's Parallel and Lateral Thinking strategies**
- **Costa's Thinking Dispositions**
- **PMIs**
- **Senge's Systems Thinking**
- **The 5 Why's**