Using School-Wide Leadership Initiatives to Promote Student/Staff Success

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This initiative was nested with the following Nebraska's Performance Framework for Principals:

3- Instructional Leadership
6- Staff Leadership

*It is feasible to draw a connection to all 8 Performance Frameworks, it is simply dependent upon how you build this initiative. I have examples upon request.
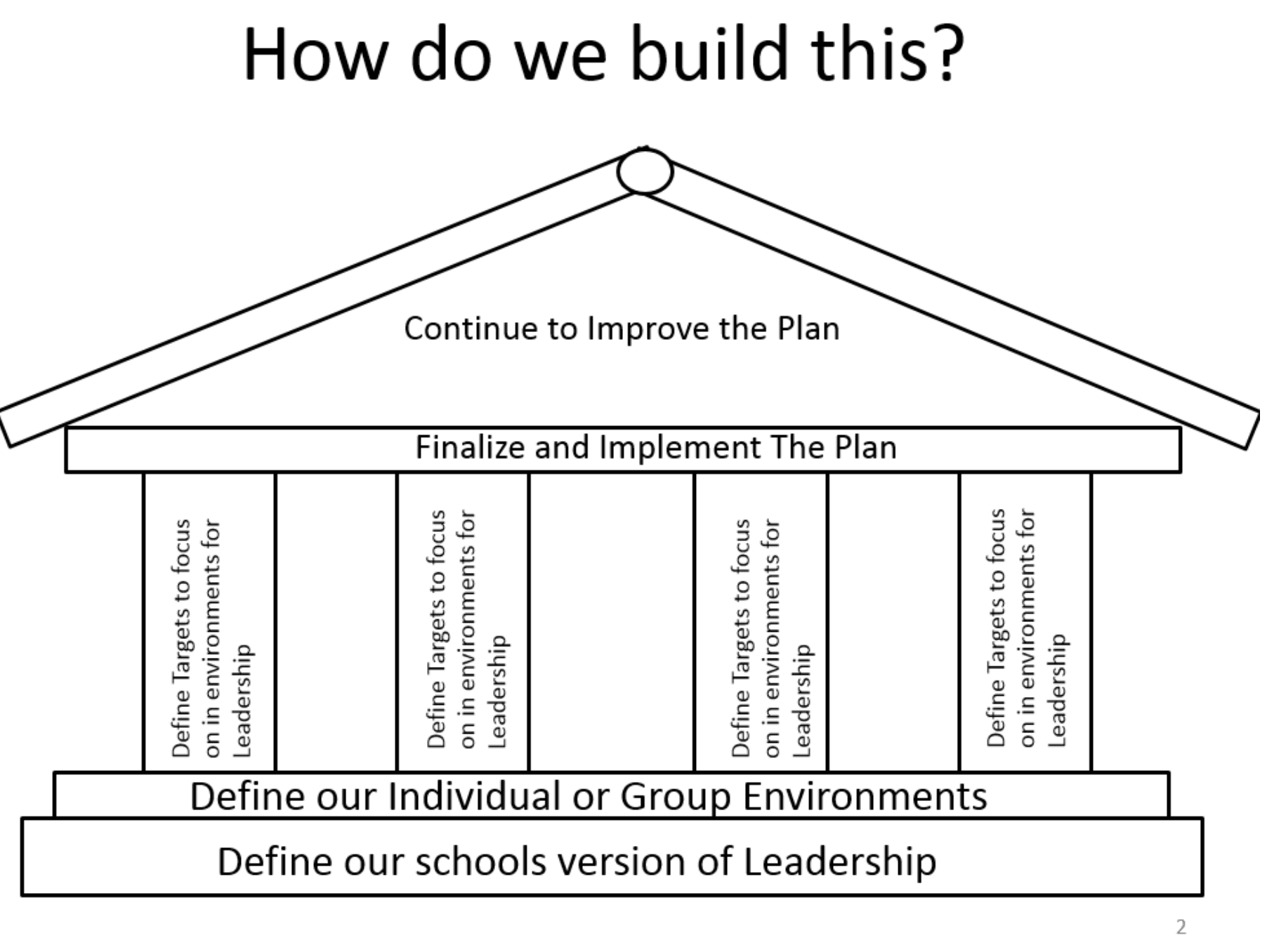
Initiative Overview

Leadership is an over-encompassing umbrella that can be a concept applied to the entire school from the top down and back up. Through a 1 year development initiative, a school can lay the foundation for a specific Leadership identity that will be constructed solely by their own team (Team Building in the process). This concept of Leadership can be defined through-out the entire environment around and within the school. It can provide an active foundation to operate from that can then hone in to every environment. The team identifies and targets areas of continual emphasis. Then the team creates measurement(s) for continuous improvement by the leader in charge of that environment and supported by the entire initiative. A common language can be constructed enabling "shared consciousness" (A term discussed by Gen. Stanley McChrystal).

This process can be completed as fast or as slow as an organization desires, but the recommended timeline below will highlight a 1 year development:
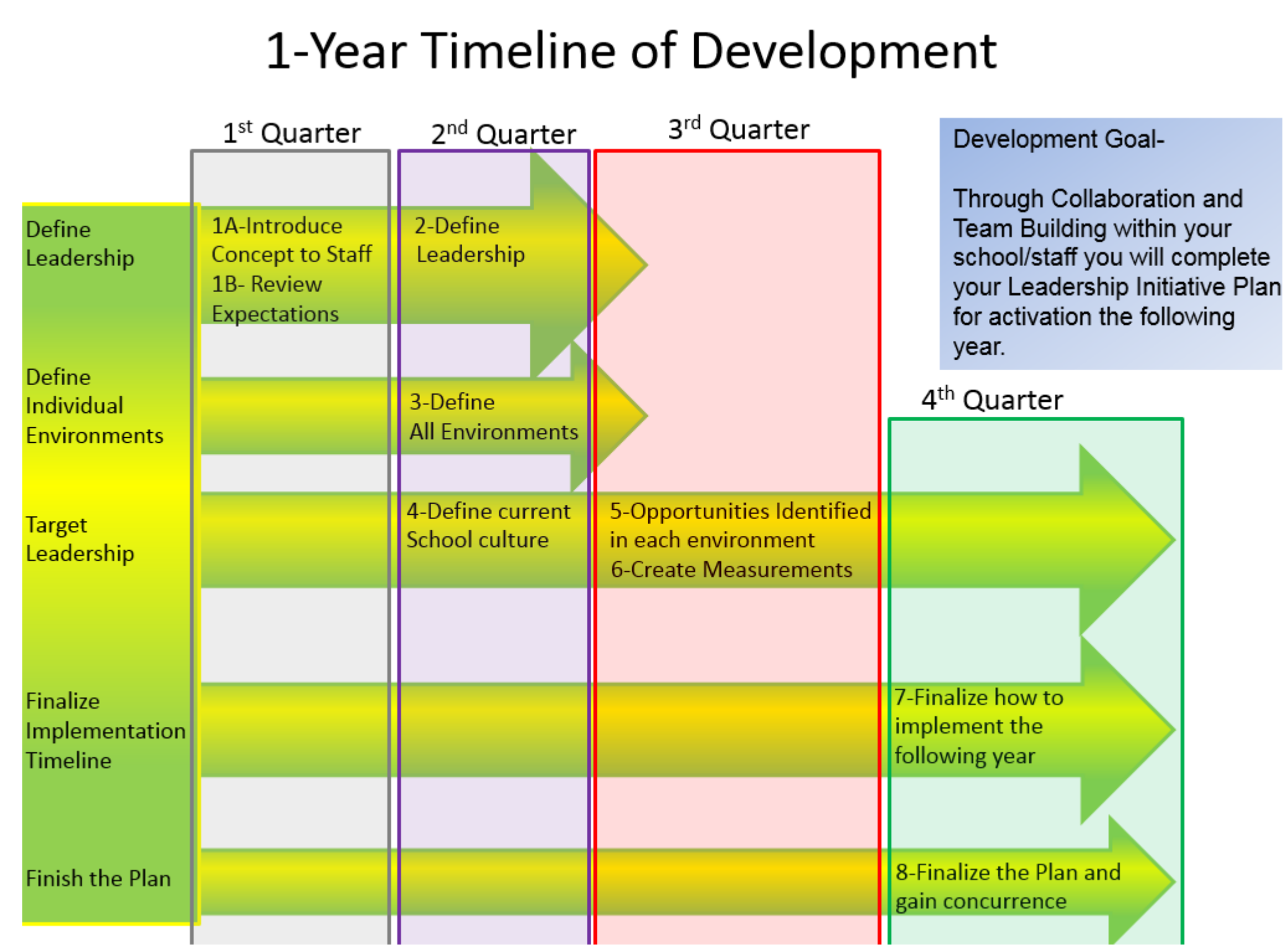
Step 1- Ensure Understanding of the Staff of the concept
Step 2- Construct a Definition of Leadership
Step 3- Identify Every Environment Possible
Step 4- Define Your Current School Culture
Step 5- Target Opportunities in each Environment
Step 6- Create Measurements for each Target
Step 7- Finalize How to Implement
Step 8- Finish the Plan and Gain Concurrence of all

Themes or slogans to shape this initiative

"Make the transition from WHAT-to-think to HOW-to-think"
Ed Filiberti U.S. Army War College
"Understanding of self before attempting to lead others"
Jan Irons Harris (The Principals Office, 2008)
"Managers get paid to make decisions, Leaders get paid to make decisions and set the example in implementing them. **Winners contribute** to their surroundings**: losers complain** about them. Winners are **leaders/problem solvers**; losers are **problem identifiers**. There is no accountability in complaining; not much **courage** is required." -LTC Kolenda U.S. Army

How do we build this?

Continue to Improve the Plan

Finalize and Implement The Plan

| Define Targets to focus on in environments for Leadership | Define Targets to focus on in environments for Leadership | Define Targets to focus on in environments for Leadership | Define Targets to focus on in environments for Leadership |

Define our Individual or Group Environments

Define our schools version of Leadership

Understanding to Planning

Developing to Implementing

Leadership Initiative Concept "A Way"

Environments	Targets for Leadership			Overall Goal-
Principal	District Community School	Leader Development- Staff/Students		Through Collaboration in planning and measureable effort in teamwork within the areas of School, Staff, Parents, and Students, we will positively improve our School Culture. We will develop students that understand and practice Leadership in order to leave the school prepared to contribute to society as a confident American citizen.
Instruction	Transitions Classroom Management	Mentorship Program-Students		
Certified Staff				
Sports	Coaches/Sport Mentorship- Coaches	Mentorship- Athletes		
Classified Staff	School Property Management Lunchroom	Mentorship- Students		
Parents	School Involvement	School Communication		
Students	Leadership roles/development	Receive Mentorship		

References

Bijur, Peter (2000). The Energy of Leadership. (pg.167-174). New York: Wiley.

English, Fenwick W. Papa, Rosemary. Mullen, Carol A. Creighton, Ted. (2012). Educational Leadership at 2050. Rownan and Littlefield Education.

Finkel, Ed (2012, June). Principals as Instructional Leaders. District Administration Magazine.

Matt Myatt, April 2012, 10 Communication Secrets of Great Leaders
http://www.forbes.com/sites/mikemyatt/2012/04/04/10-communication-secrets-of-great-leaders/

U.S. Army (2012). Army Leadership. Army Doctrine Publication (ADP) 6-22. Pg. 1-2.

1-Year Timeline of Development

Development Goal-
Through Collaboration and Team Building within your school/staff you will complete your Leadership Initiative Plan for activation the following year.

Literature Review

A principal/leader is marked by success in how well they lead within their environment. As with any organization, the leader is responsible for any failures and can be connected to any successes of their teams. One of the foundations that beg to be laid in the very beginning, however, is to define leadership. The U.S. Army defines leadership as, "the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization" (ADP 6-22, 2012). According to Peter Bijur "leadership means enhancing human potential" (Bijur 2000).

Influencing is a key word that is used in many books, journals, or articles to define or describe leadership in schools or any organization. Influencing can be a positive or negative concept. If it is used in the context to manipulate, it can be damaging to an organization. The skills to influence and the cognitive realization to understand what and when to influence aren't created overnight, it takes a principal/leader time to learn this (obviously experiences make a leader seem very smart).

"Leadership is both an art and a science", and "in order for leaders to be successful, many are required to assist them" (English, Papa, Mullen, Creighton 2012). So on the individual level, leadership is an art of how to apply experience in decision making to understand how to insert the science of control. Leadership of any organization isn't an army of one, it encompasses the leadership of many (team building and concurrence is required).

Understanding your environment and how it continually changes is a definite key to a leaders success as Myatt states, "The number one thing great communicators have in common is they possess a heightened sense of situational and contextual awareness." (Myatt 2012) To stay connected to your environment communication is a must as seen here, "I don't believe it comes as a great shock that a large number of organizational problems occur as a result of poor communications." (Myatt 2012)

With all of this in mind, leadership starts at the top. Once the foundation of this initiative is understood by all, the team (entire school of leadership up and down) can work to build their environment. Of course the Instructional Leader (principal) needs to drive this initiative, but it is a team product specific to your school.