

# Collaborative Leadership and Professional Learning Communities

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# Sowing the Seeds of Change

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*“The fact that the captain of the ship can clearly see the port is of no use if the crew continues to paddle in a different direction.”*

~ Author Unknown

# Activity


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## 5 Volunteers

-  All volunteers face same direction: 1 volunteer stands on chair, 1 stands facing window or looking through open door, 1 sits on floor, 1 stands facing wall, and 1 stands behind one of the people standing.
-  Give 2 minutes to “catalog” everything they see.
-  Have volunteers share with group what they saw.

# Debrief of Activity

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 After sharing, discuss why there were differences even though they faced the same direction.

 Discuss how this relates to collaborative leadership.

# Activity

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 Explore Collaborative Leadership and Professional Learning Communities using an exploration tool

 Source of the tool is BRIM, pages 87-106


 See PM Module 5 #1

 Complete Part 1 of the Survey

 Instructions

# Debrief with a Peer

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 Discuss how you might use this survey with your leadership team, faculty, community, students, and others in efforts to improve student performance in your school.

# Group Debrief

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 What have you learned?


 How can the tool be used?

 Review the NASSP Skills Self-Assessment completed earlier.

 Remember that the reform effort must start with your own analysis of what you need to be successful in acting on the recommendations.

# Contemplation Question

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 If you were to engage every staff member in your school in the survey of progress on BRIM recommendations and strategies, and come to an agreement as a staff on one action that you would take, how would you develop a commitment among the staff to engage in the professional development needed in order to succeed in the action you agreed should be taken.


# Teaming

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*“Coming together is a beginning, staying together is progress and working together is success.”*

*Henry Ford*

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 “Powerful teams create an extended team; therefore, one real team in the midst of a large group will influence overall group performance more effectively than any number of mission or team work statements.”


The Wisdom of Teams (Katzenback and Smith, 2002)


# Teaming

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## Myths from data

 Often teaming is viewed as an end, not a means to an end.

 When administratively in place, some believe you have arrived, and teachers can go on teaching the way they always have.


 Focus must be on student learning and engagement with the material

# School Leadership Team Building Questionnaire

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 PM, Module 5 #2

 Review the survey

 How can the survey be used  
when you return to your school?

# Other Resources

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 Team Life Cycle, PM Module 5 #3

 Make sure you know if the problem is a result of not following policy or the policy itself.

 Single Loop: identify and correct in relation to a given set of norms/policies

 Double Loop: question the relevance of the norms/policies

# Module Reflection



1. What insights have I gained from these modules? (content, feelings, connections, recollections, etc.)
2. How might I use this information with the Leadership team or the faculty?

Consider the modules just completed. Reflect on the uses of the content, the resources and people needed. Write your thoughts that best capture these ideas and processes on the Reflection Form in the Participant Materials.