The Art of Leadership
From Theory...To Practice
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Theory and Practice
The Art of Leadership (Thomas R. Hoerr)
And
From Good To Great (Jim Collins)
- Level 5 Leadership
  (The Triumph of Humility and Will)
Professional Learning Community (Rick DuFour)

The Art of Leadership
Thomas Hoerr

Strong Leaders are artists, they:

- Inspire
- Apaund
- Chastise
- Steer
- Stand on the Side

“Leadership is about Relationships”

Level Five Leaders
Jim Collins, 2001

- Humble and Modest
- Very Single Minded (Will)
- Participatory Leadership Style
The Level 5 Hierarchy

Level 1 - Highly Capable Individual
Level 2 - Contributing Team Member
Level 3 - Competent Manager
Level 4 - Effective Leader
Level 5 - Executive

GOOD TO GREAT™ Framework

INPUT PRINCIPLES
- Disciplined People
- Disciplined Thought
- Discipline Action
- Building Greatness to Last**

OUTPUT RESULTS
- Superior Performance
- Impact on the Community
- Lasting Endurance

First the WHO then the WHAT.

Who is on the Bus?
- Superintendent
- Assistant Superintendent
- Consultant
- Teaching/Learning

“Get the right people on the Bus in the right place!”
Simple Truths

- If you begin with the “who,” rather than the “what,” you can adapt to change more easily.
- If you have the right people on the bus, the problems of how to motivate and manage people largely goes away.

“Leadership is about Relationships”

Confront the Brutal Facts

What is your current reality?
- Two very good high schools
- Union Limitations
- Limited Funding
- Changes in Leadership
- Time
- Build Capacity

Let The Truth Be Heard

- Lead with questions, not answers
  - What does effective instruction look like?
  - What are the characteristics of an effective school?
  - What are the characteristics of an effective Professional Learning Community?
  - What is mastery teaching & learning
  - What is Grading for Mastery?

THE WHAT?

BUILD CAPACITY

- The Art of Teaching/Leadership
- The Art of Leadership
- Professional Learning Communities
- Interdisciplinary Instruction
- Technology
- Differentiated Instruction
- Training Opportunities

“We are all Leaders, and we are all Learners.”
Let The Truth Be Heard

- Engage in dialogue and debate, NOT coercion.
- Intense debate
- Discussions
- Healthy conflict

"Leadership is about Relationships"

Let The Truth Be Heard

- Conduct autopsies, without blame
- Establish understanding and learning
- Create a climate where the truth is heard

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The Hedgehog Concept

- Single idea or purpose

“All Students Can Learn!”

Hedgehog Concept

PASSION

EXPERTISE

ECONOMICS

“Leadership is about Relationships”
Culture of Discipline

- Self-Disciplined People who take disciplined action fanatically consistent with the three circles of the Hedgehog Concept.
  - Vision
  - Creativity
  - Energy

Professional Learning Communities

Collegiality

If students are to grow and learn, the adults in the school must grow and learn, TOO.

Environment that promotes growth.

Five Components of Collegiality

1. Teachers talking together about students.
2. Teachers talking together about Curriculum.
3. Teachers observing one another.
4. Teachers teaching one another.
5. Teachers and administrators learning together.

Technology Acceleration

- Find the Right Technologies
- Don’t Overreact to New Technologies
Action Steps

- Responsibility and Freedom
- Self Disciplined people who will go to great lengths to fulfill their responsibilities.
- Culture of Discipline
- Faithful to the Hedgehog Concept
- Manage the **System**, not the **People**.

The Skyline Way

1. Collaborating To Learn Together
2. Implement New Knowledge
3. Assess Effectiveness
4. Debrief
   - Revise
   - Strengthen
   - Change or continue

Shaping Up A Review

- What are some things you heard, saw, said or did that squared with your beliefs?
- What are some questions still going around in your head?
- What are three things you want to remember?

Skyline High School

**SINGLE FOCUS**

To build a professional learning community in which administrators and teachers collaboratively engage in a relentless pursuit of excellence, focusing on what fosters student learning.
Questions/Answers

I. CLARIFYING QUESTIONS.
Are simple questions of fact. They have brief, factual answers, and don’t provide any new information for the presenter.

EXAMPLES
- How much time does the project take?
- How were the students grouped?

II. PROBING QUESTIONS.
Are intended to help the presenter think more deeply about the issue at hand.

EXAMPLES
- What was your intention when?
- Why do you think this is the case?

References


Great Leaders

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.”

Rosalynn Carter