

Put the Load Right on Me: Distributed Leadership in Schools

1. Defining Teacher Leadership

Brainstorm, jot, & discuss key teacher leadership attributes:		
Brainstorm, jot, & discuss how teacher leadership supports new teachers:		



2. Distributed Leadership

Review the DL continuum list below and then reflect on the questions below:

- What has been your experience of distributed leadership?
- Where would your current experience of distributed leadership fit on the continuum?
- Based on your experience, where are schools on the continuum?
- What are the positive aspects/benefits of this way of working? (For you? For schools?)
- What are the negative aspects/downsides of this way of working? (For you? For schools?)
- How could schools use (or better use) distributed leadership to support new teachers?
- Any other thoughts? Surprises? Ah ha moments?



DISTRIBUTED LEADERSHIP

A Continuum of Distributed Leadership

Traditional delegation

- · Hand over some power
- Appoint good deputies, and seek and rely on their counsel
- Respect their autonomy
- Make sure they report to you Regularly
- Don't do everything yourself

Progressive delegation

- Extend and amend your structures, teams and committees
- Create new roles
- Focus people's role and responsibilities on learning and improvement
- Use the new structures to restrict the veto of the old ones
- Develop proper planning
- Consult with your teams and committees
- · Audit the results

Guided distribution

- Rely on more than your structures
- Develop better relationships
- · Bring people together
- Show interest in your staff members as people
- Improve the quality of professional conversations
- Concentrate on core purposes.
- Model the attentive behavior you expect in others
- Be visible and vigilant, always steering conversations and relationships in a more productive and attentive direction

Emergent distribution

- Remain clear about purposes and values
- Ensure that they are genuinely shared
- Maintain a premium on relationships
- Encourage staff to innovate
- Develop a culture of professional entrepreneurship
- Demonstrate trust
- Step back from watching over all interactions and relationships
- · Learn to let go
- Don't pour cold water on proposals when they are brought forward
- Praise initiative
- · Celebrate good results

Assertive distribution

- Be even more steadfast and passionate about shared purposes and values
- Stimulate wide ranging debate about important proposals
- Involve resisters early
- Include and listen to minorities
- Use prepared for criticism but insist on respectful dialogue
- Keep your sense of humor
- Ensure that the vigorous professional culture always moves you forward
- Never abrogate responsibility
- Always reaffirm your goals



3. Distributed Leadership: Case Study

Case Study: The principal at School A has worked hard to move into the "progressive delegation" phase of the distributed leadership continuum. This principal has created structures for teacher leadership and delegates tasks to the teacher leaders based on their roles. There is alignment in terms of what distributed leadership looks like school-wide and clear accountability from the principal for everyone around their roles and & deliverables. This principal truly believes that DL is essential for their school and wants to continue to move forward on the distributed leadership continuum. That said, they are seeing burnout of the veteran teachers in these leadership roles and unsure how to move forward.

d ur	isure ho	ow to move forward.	
•	Using o	the distributed leadership continuum: What are this school/principal's strengths? What are their areas of growth? If you were the principal, what would your next move(s) be?	

4. Q&A: Common Issues/Possible Solutions

What are issues you've seen or roadblocks you foresee when thinking about how to make distributed leadership a common practice in schools? How could schools overcome those issues?



5. CLOSING

Feedback

What aspect(s) of the session had a positive impact on you/your work?			
What aspect(s) of the session did not seem as effective for you/your work?			

- Connect with me! Ann Persson apersson@supportingteachers.org
- Visit our website!



Works Cited

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