

READING 4.3

Harris and Lambert (2003)
Capacity building connects with
leadership.

Definition:

- ▣ Leadership capacity building is defined as *broad based, skilful involvement* in the work of leadership. P 24
- ▣ *Broad based* – simply means many people
- ▣ *Skilful involvement* – a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions, knowledge and skills

background

- ▣ Capacity building was a popular phrase in the 1970's.
- ▣ Since 1990's reform climate in UK has demanded a focus on capacity building.
- ▣ Yet...the externally mandated reforms/ initiatives have not been sustainable.

Behaviours that lead to strengthened culture:

- ▣ reinforce norms of excellence for teacher work
- ▣ Assist teachers to clarify shared beliefs and values.
- ▣ Assist teachers to act in accord with such beliefs and values.

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supportive infrastructure that is required

- ▣ Philosophy and mission
- ▣ Selection of personal
- ▣ Resources (time, money, talent!)
- ▣ Teacher training
- ▣ Work structures
- ▣ Policy
- ▣ Outside networks

“Stuck school”

- ▣ Poor at day to day management
- ▣ Reactive
- ▣ Lack of leadership
- ▣ Goals, vision not articulated
- ▣ Autocratic- teachers depend on the Principal
- ▣ Little innovation in teaching

“Fragmented school”

- ▣ Information is fragmented
- ▣ Leadership is laissez-faire
- ▣ Appear to be efficiently run but, poor teaching can go unnoticed
- ▣ A few innovators leading but many are ‘doing their own thing’.

“Moving school”

- ▣ Enthusiasm for innovation...but can be at the expense of maintenance activities.
- ▣ Innovation overload a possibility.
- ▣ A leadership team is gaining skills but roles can be unclear for those not amongst the leaders.
- ▣ Focus on pupil learning not a school wide norm.

“Improving school”

- ▣ Skilled at generating internal change
- ▣ Provide opportunities for teachers to work together
- ▣ Continual drive for improvement
- ▣ Principal capable of collaboration and inclusive leading.
- ▣ Teachers describe themselves as being part of a professional community

How to move to Improving school quadrant

- 1) Broad based skilful involvement in leadership
 - 2) Enquiry-based use of information to informed shared decisions and practice
 - 3) Roles and responsibilities reflect broad involvement
 - 4) Reflective practice
 - 5) High or improving student improvement.
- (page 31 to 35 provides details of these)

Capacity building leaders

Leadership skills required for collaboration p 32:

Develop a sense of purpose with others

Facilitate group process

Communicate well

Understand effects of change on others

Mediate conflict

Develop positive relationships

Capacity building leaders

- ▣ Are aware of the time demands, dialogue, use of data, feedback AND prepared to rethink how we use the time that we have in schools.
- ▣ Facilitate clear understanding of agreements and role changes as part of school innovation.
- ▣ Develop the language of reflection and create the “space” in the school to value reflection and facilitate adequate time for this.
- ▣ Have a focus on authentic learning
- ▣ Listen to the students (p. 36)