

Unit 3, Activity 1: Discover personal assumptions

Purpose	To assess your own assumptions and actions about the practice of cultivating leadership in others; to discuss how personal attitudes and experiences relate to the principal actions, behaviors, and choices observed in the film clip; to determine implications of those assumptions for yourself and others.
Time	90 minutes
Required roles	Participants; facilitator

Personal assumptions, actions, and practices

Approximate time: 15 minutes

Think about your personal experience as a leader. Independently, respond to the following questions related to cultivating leadership in others.

1. When and how have you encouraged or developed leadership in others?

2. In your experience, what are the benefits of cultivating leadership in others?

3. What are effective strategies for distributing leadership?

4. How does good leadership from multiple faculty and staff members support school effectiveness?

Group discussion

Approximate time: 20 minutes

Moving in round-robin fashion, share reactions and responses to questions with others in your group. Use the questions that follow to guide further discussion

1. How do school principals identify potential leaders?

2. In what ways are leaders at the school level, aside from the principal, most useful?

3. How do principals develop their skills to facilitate the learning of other leaders?

4. How do school principals maintain learning and growth as a top priority for themselves, teachers, and students?

Discussion about the film clip

Approximate time: 40 minutes

After you have identified your own attitudes, aspirations, actions, and practices, look again at those in the film clip, [“Cultivating leadership in others.”](#)

Kerry participates in an end-of-the year teacher meeting to review student assessment results and plan for the upcoming school year. She says, “One of my greatest passions is to build leadership within those people that I work with, both teacher leaders and future principal leaders.”

Consider the following questions:

1. How can principals make the most of the skills of their teachers?

2. What kind of preparation and support do principals need in order to build leadership capacity among their staff?

3. How did Kerry distribute the work of leadership among the teachers to work toward a common goal?

4. What actions does she take to leverage diverse perspectives? What expectations do teachers have for their collective responsibility?

5. How does Kerry demonstrate her trust in teachers' abilities to make meaningful decisions about teaching and learning?

6. What did you learn from her leadership and her interactions with teachers?

7. What actions demonstrate her efforts to develop leadership skills in others? Knowing that leaders maintain learning as a top priority for themselves and others, how does Kerry encourage purposeful learning?

8. What knowledge and skills do principals need in order to cultivate leadership in others?

9. What examples did you observe?

In preparing to serve as a school principal, think about the complexities of cultivating leadership in others. Using what you learned from your readings and observations of Tresa and Kerry, how will you cultivate leadership in others? Who would you identify as potential leaders and what would you do similarly? Differently?