

Unit 3, Activity 4: Take action

Purpose	To apply the research-based ideas by projecting potential strategies and actions.
Time	90 minutes
Required roles	Participants; facilitator

Group discussion

Approximate time: 20 minutes

Principals understand the value and impact of cultivating leadership in others. In groups, identify effective skills, strategies, and practices and their potential impact on the school community.

Use the chart below to record notes and suggest ways to leverage professional learning to help leaders cultivate leadership in others. An example in green type is provided for “Creating a culture of shared leadership.”

School principal leadership practices	Effective skills, strategies and practices	Potential impact on my school community	Professional learning opportunities
Creating a culture of shared leadership	Mix of vision and accountability Distributed leadership Shared leadership means shared learning	Improve work setting Move improvement to scale Develop stronger responses to challenges	Coaching; modeling Leadership Standard Leadership with accountability
Creating a culture of shared leadership			
Developing leadership skills in others			

Honoring diversity of thoughts, ideas, and people			
Honoring and celebrating others who lead			

Role play and discussion

Approximate time: 50 minutes

This role-playing exercise builds on the group discussion described on page 1 of this activity.

Before beginning the activity, the facilitator prepares a pair of cards for each group.

On the first card he or she writes one of the 4 principal leadership practices from the table on pp. 1–2 of this activity. These leadership practices are listed below in green.

On the second card the facilitator writes a role group as referred to in Unit 2.4, “Creating a climate hospitable to education,” “Activity: Take action.” * These role groups are listed below in blue.

Principal leadership practice card

- **Creating a culture of shared leadership**
- **Developing leadership skills in others**
- **Honoring diversity of thoughts, ideas, and people**
- **Honoring and celebrating others who lead**

Role group card

- **Student leader**
- **Grade-level / department chair**
- **Teacher leader**
- **Coach**
- **Assistant / associate principal**
- **Parent**
- **Community (e.g. business person)**
- **School support staff (e.g. counselors, librarians)**

Then, the facilitator organizes participants into small groups. Each group selects a principal leadership practice card and a role group card. If there are more participants than can be easily organized into four groups, the facilitator repeats the practices and role groups.

Members of the group review the notes from the chart they developed during the group discussion on pp. 1–2 of this activity and consider the following questions.

Questions	Answers
<p>1. Taking the point of view of the principal, group members collectively determine the leadership skills they want to develop within their identified role group and the impact they would like to see.</p>	
<p>2. Finally, develop a plan for leadership development aimed at the identified role group. What would be the most appropriate mix of professional learning opportunities to develop leadership among members of the identified role group?</p>	
<p>3. How will you measure the effectiveness of your choices?</p>	

Reflection before taking action

Approximate time: 20 minutes

The exercise may be completed by learners working in pairs or by participants working individually. Review the film clip "[Cultivating leadership in others](#)," in which Kerry Purcell, principal at Harvard Park, participates in a teacher-led meeting with third-grade teachers to examine why student reading comprehension is low.

In the film clip Kerry comments, "One of my greatest passions is to build leadership within the people I work with, both teacher leaders and future principal leaders."

List the positive leadership behaviors and practices that you see displayed by Kerry and the teachers.	List and discuss what conditions Kerry has likely created that have resulted in a schoolwide support for development of positive leadership skills and practices. What are positive leadership qualities that a principal needs to foster among students, teachers, administrators, and support staff members?

Now, think about leadership qualities that are counter to positive leadership.

List role groups (e.g. students teachers, administrators, parents, school community, support staff).	List negative leadership qualities that each role group might exhibit. Discuss what the principals might do to identify, counteract, diffuse, or redirect those negative qualities.	In the third column list those strategies for addressing each quality and role group.