

# **RETHINKING LEADERSHIP**

TRANSFORMATION AT MANOR EXCEL ACADEMY

SECOND EDITION

# RETHINKING LEADERSHIP

A COLLECTION OF ARTICLES



THOMAS J. SERGIOVANNI

FOREWORD BY  
CARL GLICKMAN



## RETHINKING LEADERSHIP – THOMAS SERGIOVANNI

A Gallup Poll (1988) revealed that 91% of the respondents agreed with the statement “duty comes before pleasure,” only 3% disagreed. Our actions and decisions are influenced by what we value and believe as well as by self-interest

# RETHINKING LEADERSHIP – THOMAS SERGIOVANNI

- Our understanding of Leadership is “outdated”
- We think leadership is necessary, direct, and interpersonal.
- Many cases studied are contrary
- Substitutes for Leadership
  - Norms, Commitments, and Professionalism

## RETHINKING LEADERSHIP – THOMAS SERGIOVANNI

- Professionalism is not competence,
- Professionalism has a virtuous aspect:
  - There is a commitment to exemplary practice
- Professionals don't need anybody to check on them, to push them, to lead them. They are compelled from within.

# EXCELLENCE, NOT COMPETENCE

- Competence: is marked by mastery of certain predetermined, essential fundamentals



# EXCELLENCE, NOT COMPETENCE

- Excellence: is multidimensional and holistic. It is difficult to point a finger on it, but we know it when we see it.
- Excellent schools hang together; a sense of purpose rallies people to a common cause; work has meaning and life is significant; teachers and students work together and with spirit; accomplishments are readily recognized;

# EXCELLENCE, NOT COMPETENCE

- To say excellent schools have high morale and high tests scores, or send more students to college misses the point!





# EXCELLENCE, NOT COMPETENCE

- Should we expect more from our school than a satisfactory performance?
- It is not just about the scores:
  - Love of learning, problem-solving, conflict resolution, effective communication, critical thinking, creativity, curiosity, and more.



# EXCELLENCE, NOT COMPETENCE

- Excellent schools exceed expectations necessary to be considered satisfactory
- Students in such schools accomplish far more and teachers work much harder than can ordinarily be expected



# FOUR PILLARS OF LEADERSHIP

- Leaders
- Followers
- Ideas
- Action

Leadership does not result in action. Action is much more likely to result when the leaders and followers are **CONNECTED** to each other by a **COMMITMENT** to common ideas.



# STOP, DROP, AND WRITE

## REVIEW VISION AND MISSION

- Where are you? (scale 1 to 5) 1 Lost—3 ok---5 Great
  - In your role on campus
  - Needs/materials
  - Information covered today
- What are your needs from Mr. Harvey (Principal)?
- What solutions do you have?
- Are there any other road blocks?
- Can you connect and become committed?

# MEA

- ***Vision Statement***

*To create a safe and nurturing environment that fosters self-confident college/career ready life-long learners who think critically and value good work ethic, integrity, and community service.*




# MEA

- ***Mission Statement***


*To provide students with an innovative, educational alternative focused on 21st century skills such as college and career readiness, collaboration, service, leadership, integrity, and positive relationships*



# LEADER AS A MINISTER

- Leaders must be many things to many people
  - Leaders must pay attention to educational, political, and management roles
  - “Minister” is a the root of administer
  - Leaders must minister the purpose of the school, minister to the ideal structure that provides a source of authority for what people do
  - Minister to the needs of those who day by day do the work for the school
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## 5 LEADERSHIP FORCES

- Technical - Sound management techniques
  - Human – Harnessing social/interpersonal resources
  - Educational – expert knowledge about matters of education and schooling
  - Symbolic – focusing the attention of others on matters of importance to the school
  - Cultural – building a unique school culture\*\*
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## FREEDOM WITH RESTRICTIONS

The combination of tight structure and loose structure corresponds well to three important human characteristics associated with motivation: commitment, enthusiasm, and loyalty to the school.



# FREEDOM WITH RESTRICTIONS

Teachers, students, and staff need to:

- Find their work and personal lives meaningful, purposeful, sensible, and significant
  - Have some reasonable control over their work activities and affairs and to be able to exert reasonable influence over events and circumstances
  - Experience success, think of themselves as winners, and receive recognition for their success.
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# MEA PROFESSIONAL DEVELOPMENT

- Training on Mondays
  - Powerwalks during the week
  - Weekly Individual Support Sessions (03)
  - Follow up @ PD
  - Lesson Planning w/teachers 2-4 hours each week
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