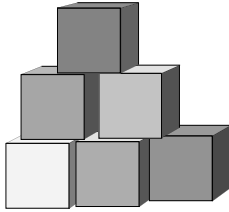


# FROM IMPLEMENTATION TO IMPACT: ENHANCING SKILLS FOR SCHOOL AND DISTRICT LEADERS

**Alaska School Leadership Institute**  
 Rural Alaska Principal Preparation Project  
 June 3, 2011 – Maintaining Sustainability  
 Anchorage, Alaska

**Facilitated By**  
 Al Bertani, Senior Design Consultant  
 RAPPs Program  
 Alaska Staff Development Network



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**Maintaining Sustainability–June 3, 2011**  
*Al Bertani, Session Leader*

→ Initiative Fatigue

**FOCUS** → Building the Scaffolds for Success

→ Celebrating Progress, Recalibrating Efforts,  
 and Deepening Practice

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## SUSTAINABILITY

Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values and human purpose.

Fullan 2004

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## UNSUSTAINABILITY

Repetitive Change Syndrome Is

Initiative Overload  
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Change Related Chaos

Abrahamson 2004

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## UNSUSTAINABILITY

→ Overload

→ Fragmentation

→ Incoherence

→ Frustration

Bertani 2011

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## UNSUSTAINABILITY

When you consider the issues of overload, fragmentation, incoherence, frustration, how does your system (school or district) look?

Draw a picture to illustrate the current situation in your school or district as your staff would see it.

Bertani 2011

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## SUSTAINABILITY

Sustainability does not simply mean whether something can last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment.

Hargreaves and Fink 2000

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## PRINCIPLE 1 - DEPTH

Sustainable leadership matters. It preserves, protects, and promotes deep and broad learning for all in relationships of care for others.

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together
5. Learning to live sustainably

Hargreaves and Fink 2006

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## PRINCIPLE 2 - ENDURANCE

Sustainable leadership lasts. It preserves and advances the most valuable aspects of learning and live over time, year upon year from one leader to the next.

1. Succession Planning
2. Succession Management
3. Succession Duration and Frequency
4. Succession and Self

Hargreaves and Fink 2006

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### PRINCIPLE 3 - BREADTH

Sustainable leadership spreads. It sustains as well as depends on the leadership of others.

1. Distributed Leadership
2. Professional Learning Communities

Hargreaves and Fink 2006

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### PRINCIPLE 4 - JUSTICE

Sustainable leadership does no harm to the and actively improves the surrounding environment by finding ways to share knowledge and resources with neighboring schools and local communities.

1. Lateral Capacity Building
2. RAPPS Festival of Ideas – 2010 and 2011

Hargreaves and Fink 2006

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### PRINCIPLE 5 - DIVERSITY

Sustainable leadership promotes cohesive diversity and avoids aligned standardization of policy, curriculum, assessment, and staff development. It fosters and learns from diversity and creates cohesion and networking among it varying components.

1. Networked Learning Communities
2. RAPPS Home Groups & Role Alike Groups

Hargreaves and Fink 2006

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## PRINCIPLE 6 - RESOURCEFULNESS

Sustainable leadership develops and does not deplete material and human resources. It renews people's energy. Sustainable leadership is prudent and resourceful leadership that wastes neither its money or its people.

1. Renewal – Physical, Emotional, Intellectual, Spiritual
2. Renewal Sources – Trust, Confidence, Positive Emotion
3. Renewal Issues–Communication, Contract, Competence

Hargreaves and Fink 2006

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## PRINCIPLE 7 - CONSERVATION

Sustainable leadership **respects and builds** on the past in its quest to create a better future.

1. Acknowledge the past. Preserve the best. Learn from the rest.
2. The past is not pure. Do not romanticize it.
3. We view the past differently. We must therefore interpret it together.
4. When we dismiss or demean the past, we fuel defensive nostalgia among its bearers.

Hargreaves and Fink 2006

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## FESTIVAL OF IDEAS 2010 - SOUTHWEST MAINTAINING SUSTAINABILITY

### Sustaining Momentum

- Success at one school garners interest
- Students wanted the program – Feel respected
- Distance delivered classes offered
- Class organized as book study
- Graduate credit offered as incentive
- Classes served as monitoring tool
- Use of outside and inside consultants

Foster, Piazza, Gerving – FOI 2010

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## FESTIVAL OF IDEAS 2010 – SOUTHWEST KEY LEADERSHIP ACTIONS

### Leadership for Sustaining

- Stay with the model over time
- Develop specific skills in the techniques
- Process really begins with hiring
- Superintendent/Principal P.D. leadership
- Resource support from district
- Importance of the priority
- Building a shared vision
- Engagement of community members

Foster, Piazza, Gervig – FOI 2010

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## LEADERS WITH ACTION MIND-SETS

Effective leaders display the following...

- ☒ Strong sense of moral purpose
- ☒ Understanding of the dynamics of change
- ☒ Emotional intelligence in building relationships
- ☒ Commitment to developing & sharing knowledge
- ☒ Capacity for coherence making

Fullan 2002

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## THE NEW NATURE OF LEADERSHIP

Leaders in effective organizations possess a constellation of characteristics...

- ☒ Hope – Unwarranted Optimism
- ☒ Enthusiasm
- ☒ Energy

Fullan 2002

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