

Leading Change to Improve Student Learning RAPPS Webinar Series

Webinar #1: Creating the Context for Successful Change

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Outcomes


As a result of this webinar , you will have:

1. Increased understanding of
2 components of Purposeful
Community: Purpose and Outcomes
that Matter to All and Agreed-upon Processes.
2. Knowledge of how living systems
theory helps us understand and
develop purposeful community in our
school communities.
3. Increased knowledge and the ability to
use 4 of the leadership responsibilities
associated with developing a
purposeful community.
4. Knowledge of strategies and tools to
assess and develop purposeful
community.
5. An opportunity to share stories and ideas
with one another.



KEY QUESTIONS

- How do I know if my school has a purposeful community?
- Which leadership responsibilities will help me in developing purposeful community?
- How does living systems theory help me understand my school as a purposeful community?
- How can I lead my staff and community in developing Purpose and Outcomes that Matter to All?
- How can we develop Agreed-upon Processes to support our mission and purpose?

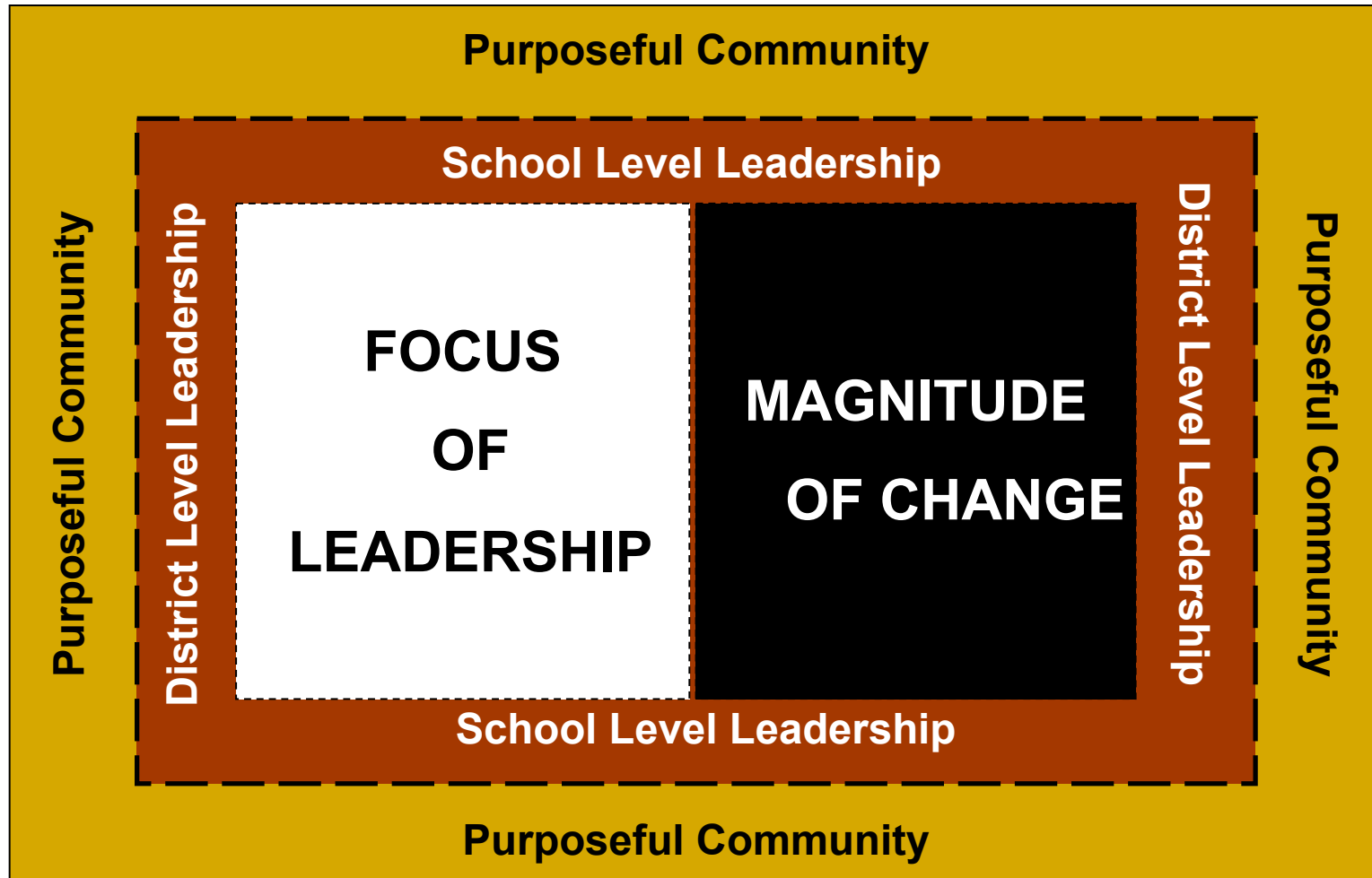


Creating the
Context for
Successful
Change:

Purposeful
Community

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The Balanced Leadership Framework[®]



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What is a purposeful community?

A purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.

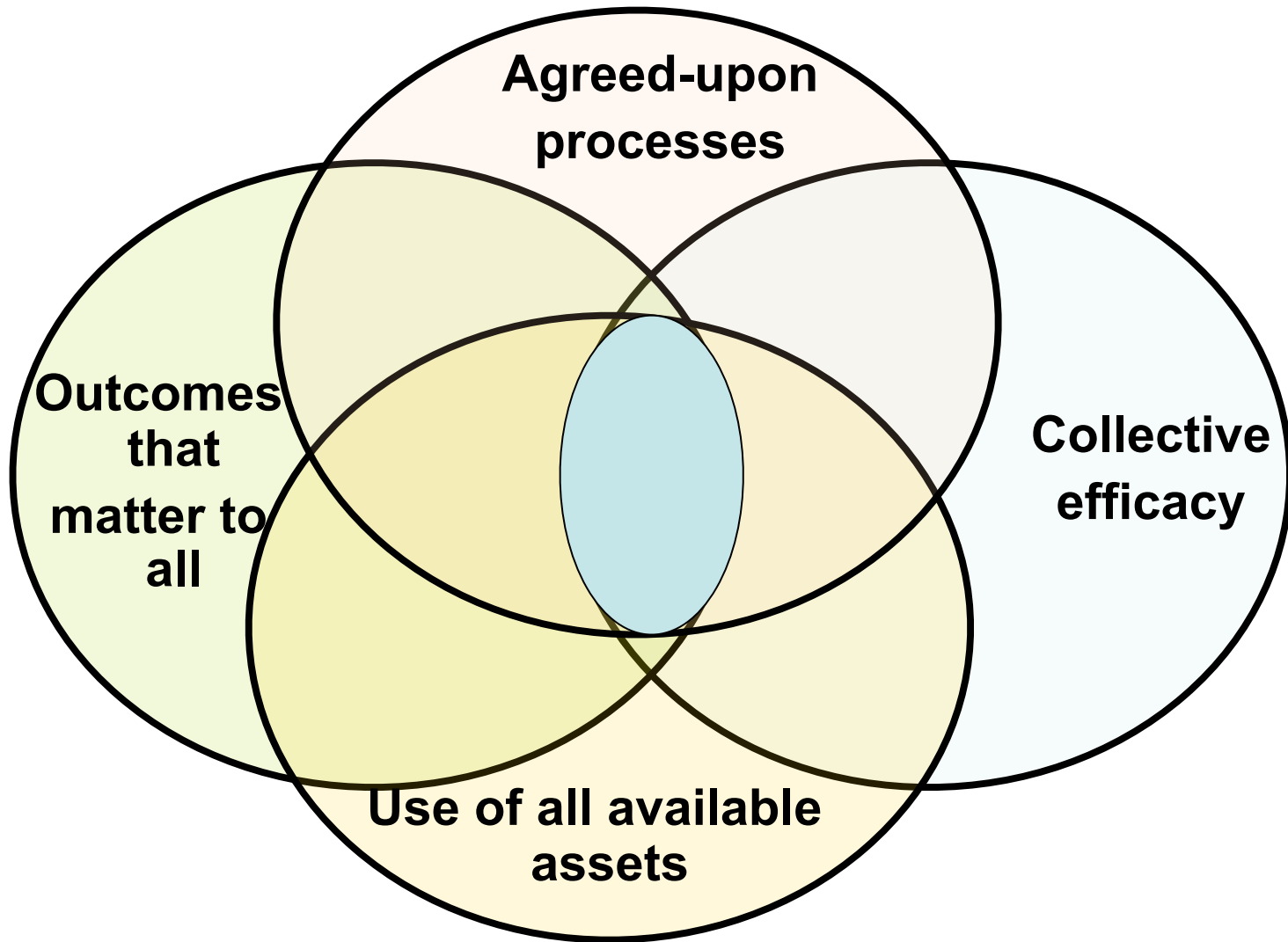
(McREL, 2004)

Characteristics of a Purposeful Community

1. Accomplish purpose and produce outcomes that matter to all
2. Development and use of all available assets
3. Agreed-upon processes
4. Collective efficacy

Collective efficacy is the characteristic that distinguishes purposeful community from other theories about communities.

Purposeful Community



Is my school a Purposeful Community?

1. Complete the Purposeful Community Survey.

- Record how **you (P)** would answer these questions.
- Record how you think **your staff (T)** would answer these questions.

2. Homework Assignment: Ask your staff to complete the survey and tally the responses. Compare your results with the optimal results. Identify the gaps as a measure of how purposeful your school community is at this time. Bring your

Which Leadership Responsibilities will help me develop a purposeful


- Affirmation
- Communication 
- Culture
- Ideals/beliefs 
- Input 
- Relationships
- Situational awareness
- Visibility 

Application Activity

**Complete Purposeful
Community: Leadership
Responsibilities Part I: Ideals
and Beliefs.**


**When you are finished, share
your beliefs and corresponding
behavior using the Whiteboard.**

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“Effective leadership is a relationship rooted in community. Successful leaders embody their group’s most precious values and beliefs. Their ability to lead emerges from the strength and sustenance of those around them (p.56).”


Leading With Soul
Bolman and Deal (1995)



“Beliefs are powerful in schools because they represent core understandings about student capacity, teacher responsibility for learning,... collaboration, and the link between teaching and learning (p.66).”

Shaping School Culture: Pitfalls, Paradoxes, and Promises (2nd Ed.)
Deal and Peterson (2009)

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How does living systems theory help me understand my school as a purposeful community?

“ A self-organizing system is one that is literally a whole that is greater than the sum of its parts.

Organizations emerge from fundamentally similar conditions. A self gets organized. A world of shared meaning develops.

Networks of relationships take form. Information is noticed, interpreted, transformed (p.36-37).”

Finding Our Way: Leadership for an Uncertain
McREL Time, Wheatley (2005)

Living Systems

Living systems must interact with their environments, or they will become extinct. As the environment changes, they change; they learn, grow, develop and evolve.

1. Essential Conditions:


- **Identity:** The sense making capacity of the organization. They know their purpose and why they exist.
- **Information:** the medium of the organization; without feedback the system cannot adapt.
- **Relationships:** The pathways by which information flows; the heart of survival

Leadership and the New Science,
Wheatley (1992)

Living Systems: Essential Conditions

IDENTITY: Organizing occurs around an identity—a purpose for being. In deciding what to do, a system will refer back to its sense of self. We interpret events and data according to who we think we are.

Purpose is the heart of a purposeful community . As school leaders we must create conditions for the members of the purposeful community to come together and identify purpose and outcomes that matter to all. Leaders convene the community for this important **dialogue**.

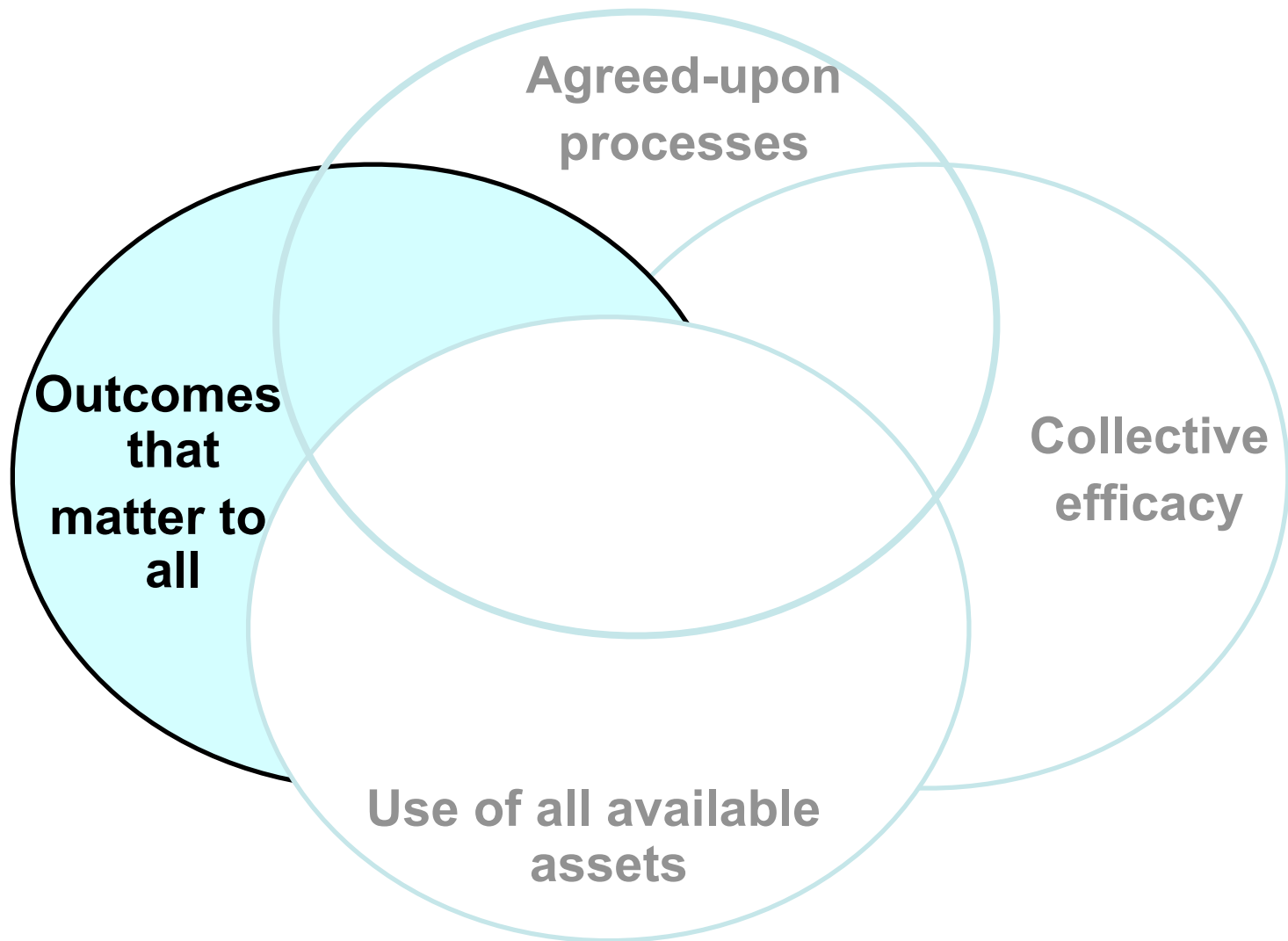


“ Mission and purpose trigger intangible forces that inspire teachers to teach, school leaders to lead, children to learn, and parents and the community to have confidence and faith in their school...Most important is that people share beliefs... (p. 61).”

Shaping School Culture: Pitfalls, Paradoxes,
and Promises (2nd Ed.)
Deal and Peterson (2009)

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Purposeful Community



Accomplish Purpose and Produce Outcomes That Matter to All

1. Moving from coincidental to intentional or purposeful
2. Moving from a community where we can accomplish outcomes individually to a community where we can accomplish outcomes only because we are together



How can I lead my
staff and
community in
developing
Purpose and
Outcomes that
Matter to All?

Holding Environment

- A **holding environment** is a figurative “safe place” for all staff members to talk about what is going on in the organization.
- It is where they can talk with one another about the challenges they face, debate issues, and clarify assumptions.

Examples:

**Structured
dialogues**

Protocols

**Strategic
questioning**

Study groups

Focus groups

Holding Environment

The key to the holding environment is to provide enough structure so that changes perceived as **second order** can be addressed in a positive and productive manner.

World Café

World Café conversations are intentional ways to create a living network of conversations around questions that matter. A Café conversation is a creative process for leading collaborative dialogue, sharing knowledge, and creating possibilities for action in groups of all sizes.

Brown, J. (retrieved from <http://www.theworldcafe.com/worldcafe.html>)

World Café

A Café conversation is a creative process for leading collaborative dialogue, sharing knowledge, and creating possibilities for action in groups of all sizes.

Create hospitable space (food, ambiance)

Chart paper, markers, tables for 4–6 people

Purpose: To gather ideas, not to problem–solve

Brown, J. (retrieved from <http://www.theworldcafe.com/worldcafe.html>)

World Café Process

1. Identify a volunteer to be the host.
2. Discuss the café question for 15 minutes.
 - Be creative! Feel free to use words, pictures, graphs, and diagrams to record thoughts.
3. Rotate to the next table and repeat Step 2.
4. Return to your original table, read and discuss other groups' responses.

World Café: Purpose and Outcomes That Matter to All

1. What can we do to make sure our children are successful in school and life?
2. What do we expect to see in our schools when we have successfully accomplished outcomes that matter to all of us?
3. What do hopes and dreams do we have for

Discussion

1. What do you think about holding a world café to help your school identify purpose and outcomes that matter to all?
2. What are other ways to bring the community together to talk about purpose and outcomes that matter to all?

Living Systems: Essential Conditions


INFORMATION: The data to which an organization has assigned meaning. In a living system information is the essential nutrient. It has to be freely flowing and present everywhere to sustain the system. When information is abundant and belongs to everyone, people can organize and adjust rapidly in response to shifting challenges and new opportunities.

What information is shared widely among staff and parents?

Living Systems: Essential Conditions

RELATIONSHIPS: Information is created and transformed through relationships. People in an organization access its intelligence through the relationships within the system. The organization expands its identity and becomes wiser through relationships with its external environment. The richer the connections are between people, the more possibilities there are.

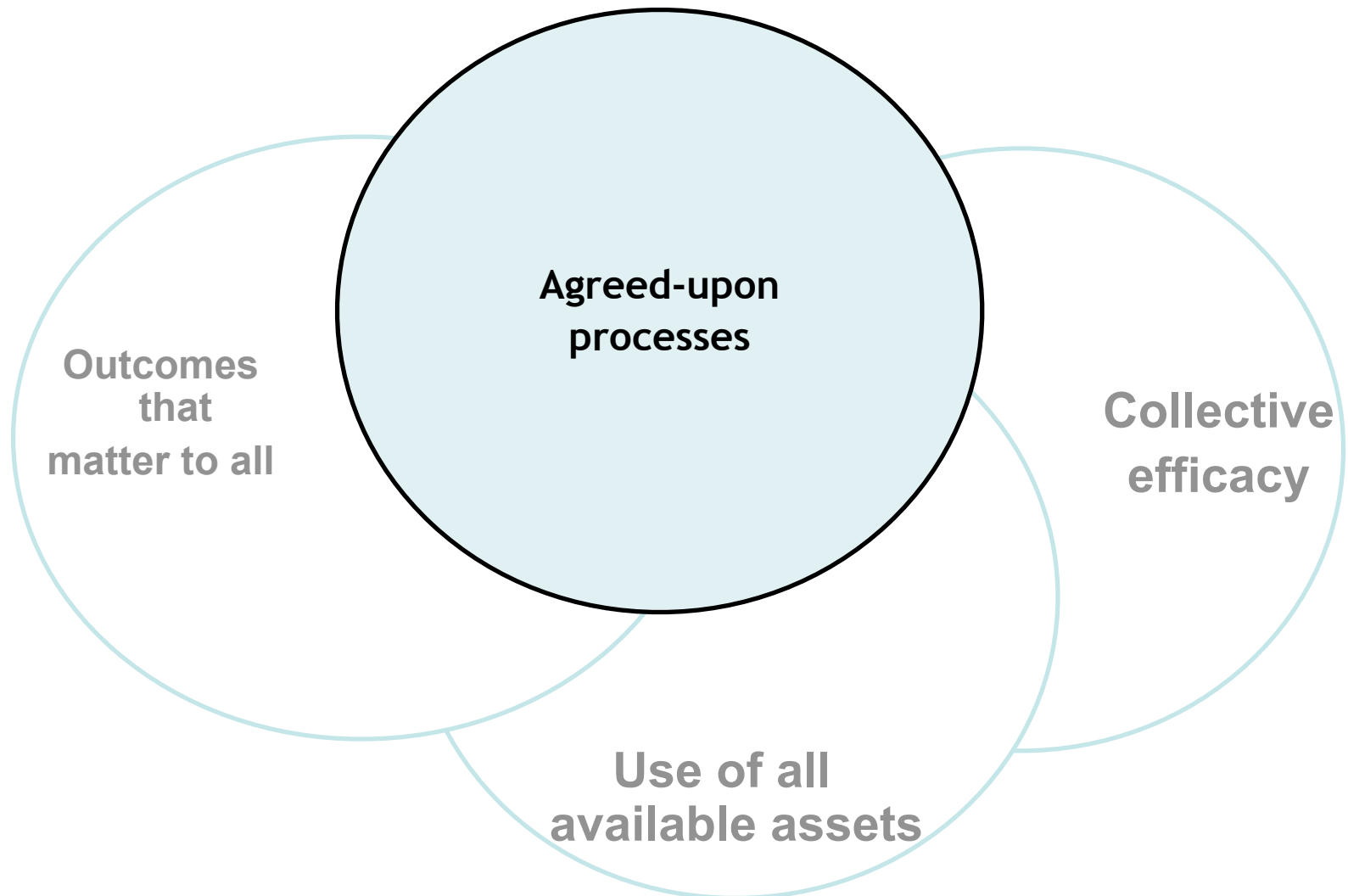
How do relationships in your school community enhance or inhibit the flow of information now?



How can we develop
Agreed-upon
Processes to support
our mission and
purpose?

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Purposeful Community



Agreed-Upon Processes

Operating Principles
Working Agreements
Norms



What are agreed-upon processes?

“Agreed-upon processes are the processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.”
(Waters & Cameron, 2006)

McREL's Operating Principles

Significance

Quality

Responsibility

Integrity

Ethics

Openness



A Process for Developing Operating Principles and


1. Review World Café data.
2. Select one or more of the World Café concepts.
3. Determine an operating principle that needs to be in place if you were to address the World Café concept.
4. Name and define the operating principle.

A Process for Developing Operating Principles and

5. Discuss with staff:

- What each principle means to you individually and collectively.
- What each operating principle will look like in practice.

6. Identify the agreements needed to live this operating principle by using the sentence stem, “This operating principle requires of us that we...”



“Norms consolidate assumptions, values and beliefs. They are unstated tokens and taboos governing behavior...(p.67).”

Shaping School Culture: Pitfalls, Paradoxes, and Promises (2nd Ed.)
Deal and Peterson (2009)

Examples of Positive School Norms

1. Treat all people with respect.
2. Individuals take on responsibilities and are accountable.
3. Staff members initiate changes that support increased student achievement.
4. Information and ideas are shared among all stakeholders.
5. Everyone is expected to learn.

Examples of Negative School Norms

1. Staff members never disagree with the principal.
2. Don't make waves and keep your opinion to yourself.
3. Treat women and/or minorities as inferior.
4. Put the school and students down.
5. Laugh and criticize others.
6. Complain about everything.



Establish or Re-visit Norms

Establish or re-visit norms with your staff using the categories listed on the handout.

Be ready to share examples next week.



Re-visiting the Webinar Outcomes

As a result of this webinar , do you have:

1. Increased understanding of 2 components of Purposeful Community: Purpose and Outcomes that Matter to All and Agreed-upon Processes?
2. Knowledge of how living systems theory helps us understand and develop purposeful community in our school communities?
3. Increased knowledge of and the ability to use 4 of the leadership responsibilities associated with developing a purposeful community?
4. Knowledge of strategies and tools to assess and develop purposeful community?
5. Ideas from colleagues about developing purposeful community?



HOMEWORK

1. Ask your staff to complete the Purposeful Community survey and tally the responses. Compare your results with the optimal results. Identify the gaps as a measure of how purposeful your school community is at this time. Bring your results to the next webinar.

2. Establish norms with your staff using the categories listed on the handout. Be ready to share examples next week.

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