



Welcome to

LEADERSHIP FOR MORTALS

with

Dean Fink

Heroic leaders?





Heroic leaders?

Leadership in recent years has become a growth industry. Politicians demand more of it, academics decry the lack of it, and potential school leaders are deciding ‘to hell with it’. I would submit that we are making the business of leadership so complicated that we seem to need a superhero to run a school.



Disenchantment & Demographics

A combination of disenchantment with leadership roles as a result of the standards/standardisation agenda, and demographic changes as the baby boom generation moves on, have produced, and will continue to produce, a rapid turnover of school heads and other educational leaders in the schools of most Western educational jurisdictions



Leaders of learning

are ordinary people who, through extraordinary commitment, effort, and determination, have become extraordinary and have made the people around them exceptional.

Commitment to what?

- Test scores?
- Short term achievement targets ?
- Reputation ?
- Customer satisfaction?
- 'Adequate yearly progress'?



Commitment

**To an inclusive and inspirational
vision**

What is your vision?

Challenge

**Vision without action is merely
a dream. Action without vision
just passes the time. Vision with
action can change the world**

Joel Barker



Educational leadership

is about a passionate, steadfast, obstinate commitment to the enhancement of 'deep' learning for all students – learning for life, learning for understanding, learning for an increasingly fluid, messy and risky world.

DEEP LEARNING



The two hungers

In Africa, they say there are two hungers, the lesser hunger and the greater hunger.

The lesser hunger is for the things that sustain life, the goods, and services, and the money to pay for them, which we all need.



We need

- Creativity
- Imagination
- Diversity
- Innovation
- Agility
- Passion
- Entrepreneurialism
- Failure (to try)
- Questions
- Nonconformity
- Trust

Present education delivers

- Predictability
- Control
- Compliance
- Conformity
- Stability
- Order
- Answers
- Apathy
- Distrust
- Standardization

What Matters ?

- **What does the focus on standardized outcomes determined by external (to schools) testing actually stand for and thus do they represent valid, worthwhile or meaningful outputs?**
- **Does increased emphasis on preparation for the tests and the adaptation of teaching and curriculum to the requirements of test performance constitute worthwhile effects of 'improvement'?**
- **In terms of economic competitiveness, is what is measured here what is needed?**

The Accountability Question

**Do we evaluate what we value
or
do we value what we evaluate?**



Going deeper

The greater hunger is for the answer to the question 'why', for some understanding of what life is for.

Handy, C. (1997). *The Hungry Spirit*. London: Hutchison, p.13.



Deep learning

- Our educational system does its best to ignore and suppress the creative spirit of children.
- It teaches them to listen unquestioningly to authority.
- It insists that education is just knowledge contained in subjects and the purpose of education is to get a job.
- What's left out is sensitivity to others, non-violent behaviour, respect, intuition, imagination, and a sense of awe and wonderment.

The Body Shop

Commitment



Five pillars of learning

- Learning to know*
- Learning to do*
- Learning to live together*
- Learning to be*
- Learning to live sustainably

*UNESCO *Learning: The Treasure Within*, 1996.

Broad Learning

Breadth

Old basics

- Numeracy
- Literacy
- Obedience
- Punctuality

New basics

- Multiliteracy
- Creativity
- Communication
- Info.Technology
- Teamwork
- Lifelong Learning
- Adaptation & Change
- Environmental Responsibility

Learning that Lasts

Slow Knowing

The unconscious realms of the human mind will successfully accomplish a number of important tasks *if they are given the time*. They will learn patterns of a degree of subtlety which normal consciousness cannot even see; make sense out of situations that are too complex to analyze; and get to the bottom of certain difficult issues much more successfully than the questing intellect.

Claxton 1997

What does the doctor reply?

Tell me Doctor . .
How can I be

SLIM?

*"you see I only eat normal meals,
but look at me!"*

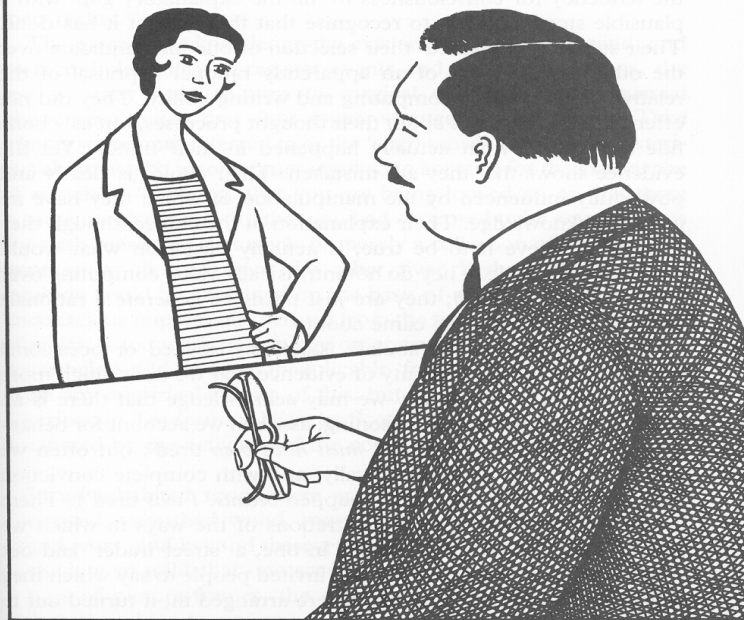
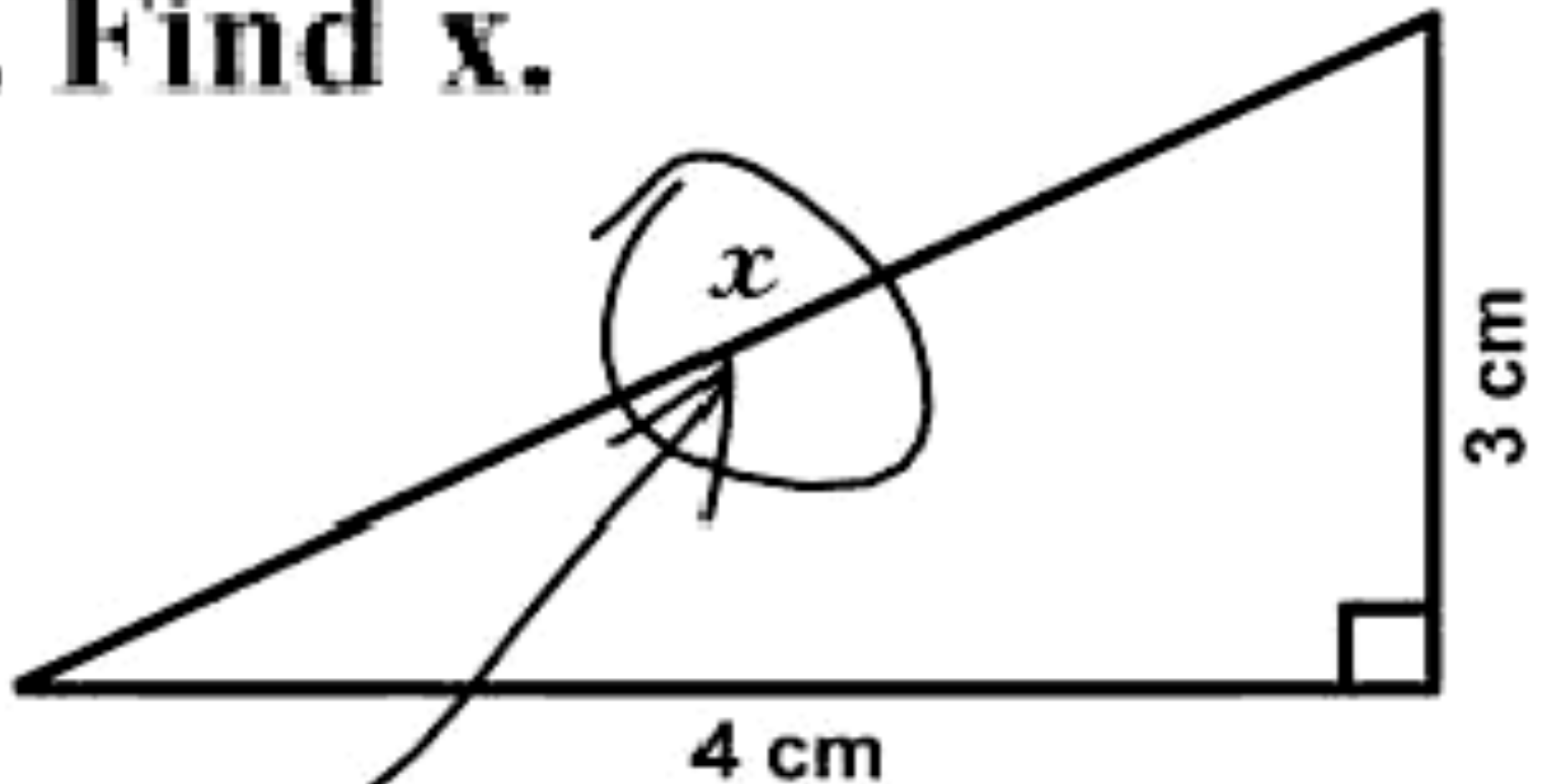


Figure 7. What does the doctor reply?

3. Find x .



Here it is

Slow forms of knowing


- are tolerant of the faint, fleeting, marginal and ambiguous
- like to dwell on details that do not fit or immediately make sense
- are relaxed, leisurely and playful
- are willing to explore without knowing what they are looking for
- see ignorance and confusion as the ground from which understanding may spring
- are receptive rather than proactive
- are happy to relinquish the sense of control over the directions the mind spontaneously takes
- treat seriously ideas that come 'out of the blue'

Claxton, 1997

Slow schooling

- starts formal learning later
- reduces testing
- increases curriculum flexibility
- emphasizes enjoyment
- doesn't hurry the child
- rehabilitates play alongside purpose

Honore, 2004



**Does this policy, practice,
custom, or decision contribute
to 'deep', wide and slow learning
for all students?**

Learnings



Leadership for learning

- Leadership for learning is not a destination with fixed coordinates on a compass, but a journey with plenty of detours and even some dead ends.
- Effective educational leaders are continuously open to new learning because the journey keeps changing. Their maps are complex and can be confusing.

continued...

Leadership for learning

- What leaders require for this journey is a set of interrelated learnings that look at school leadership in a holistic rather than reductionist way.
- These learnings can be deepened, elaborated, nurtured, abandoned, and connected and related to other learnings as the journey progresses.

Stoll, Fink & Earl (2002)



Leaders' learnings

- Understanding learning
- Contextual knowledge
- Critical thinking
- Futures thinking
- Political acumen
- Emotional understanding
- Making connections

Stoll, Fink & Earl (2002)

FUTURES THINKING



Succession Issues

Supply

Demands(the nature of the job)

Diversity

Generations

The Vets

Pre -1928

**Margaret Thatcher, George H.W. Bush,
Queen Elizabeth II, Jimmy Carter**

Shaped By the depression and World War II

Thrifty, corporate structure and chain of command

The Silents

1928-1945 (demographic trough)

**Jean Cretien Paul Martin, Woody Allen,
Gloria Steinem, John McCain, Ralph Klein**

**Influenced by vets and indirectly by
depression and W.W. II**

**Conformist, play the game, delayed
gratification, intact families**

The Boomers

First stage 1946-1953

**Tony Blair, Bill & Hilary Clinton, Bill Gates,
George W. Bush, Prince Charles, Michael Ignatieff**

Second stage 1953-1963

Steven Harper, Steve Jobs, Barack Obama (cusper)

**Numbers (competitive), good times (optimism),
television (informed), Dr. Spock (indulged), self
absorbed (me generation), live to work (never really
retire)**

Generation 'X'

1963 -1978 (Demographic trough)

**Michelle Obama, Tiger Woods, Michael Jordan,
Michael Dell, Wayne Gretzky**

**Economic downturn, latch-key kids, Skeptical (work
to live), life-work balance, technological literacy
(solitary)**

The Millennials

1978 - 2000

**Prince William, Prince Harry, , Lebron James, Sidney Crosby,
Daniel Radcliffe, Britney Spears, Avril Lavigne,**

**Wired, (facebook, My Space, You Tube), collaborators,
Customizers, freedom (entitlement), speed, shopping**

Identity

Silent – Loyal

Boomers – Optimistic, competitive

'Xers' – Sceptical, self reliant

Millennials - Realistic

Leadership Style

- Silent – chain of command
- Boomers – change the command
- Xers – self command
- Millen'ls - Don't command -collaborate

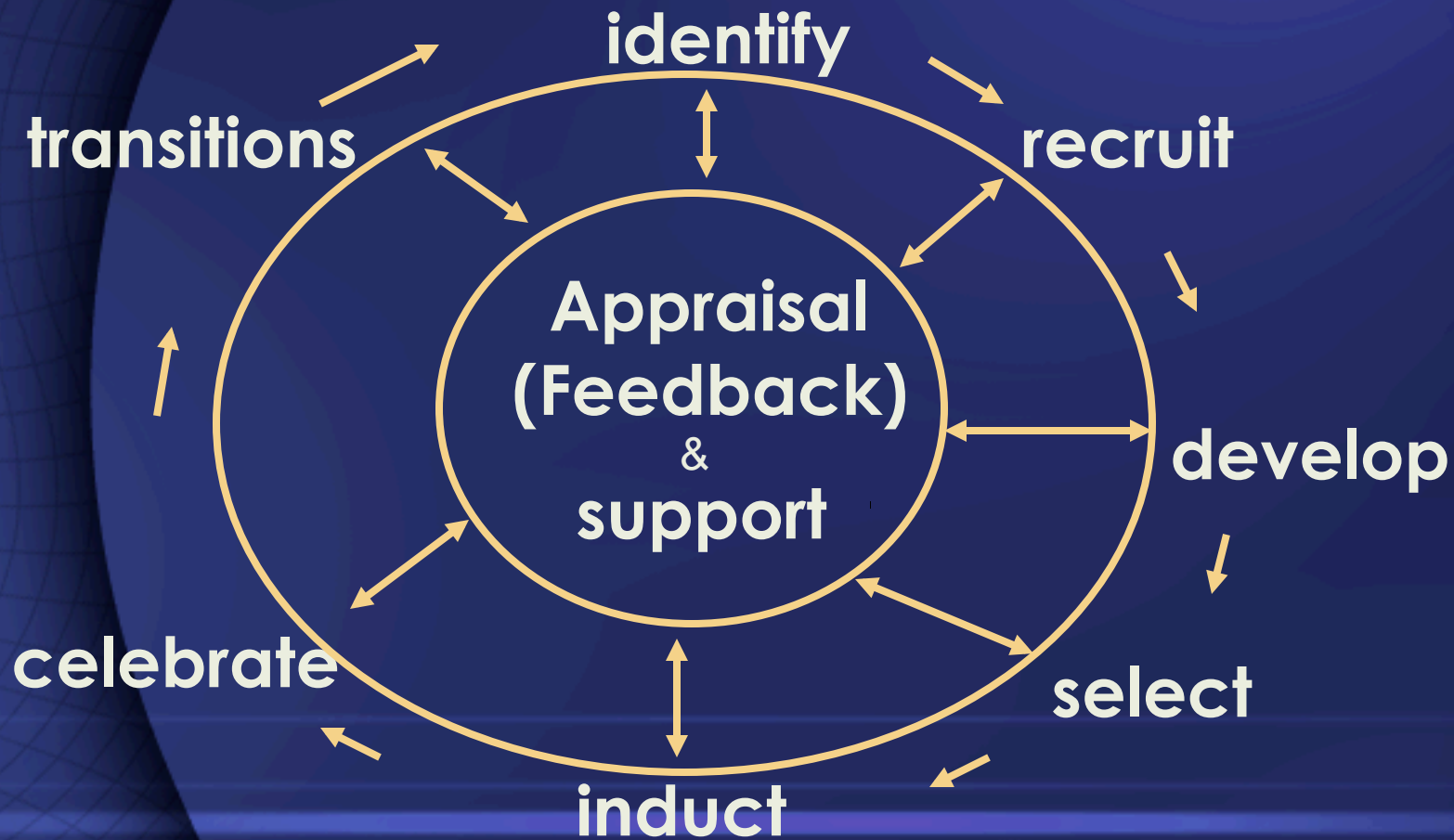
Succession management

POTENTIAL

NOT

PROFICIENCIES

Succession Management



Do our schools and/or districts have a succession management policy built around leadership potential or do we continue to just 'hire and hope?



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are ordinary people who, through extraordinary commitment, effort, and determination, have become extraordinary and have made the people around them exceptional.

Educational leadership

- is more art than science
- is more about character than technique
- is more about inspiration than charisma
- is more about leading students and teachers' learning than the management of things.

Leaders

must be passionately, creatively, obsessively and steadfastly committed to enhancing 'deep' learning for students – learning for understanding, learning for life, learning for a knowledge society.

School systems

need to define leadership roles flexibly in terms of what will be required in the future rather than limiting role descriptions to existing competencies.

Learning from Noah's Ark

- 1 Don't miss the boat
- 2 Remember we're all in the same boat
- 3 Plan ahead. It wasn't raining when Noah built the Ark
- 4 Stay fit. When you're 600 years old, someone may ask you to do something really big
- 5 Don't listen to critics; just get on with the job that has to be done

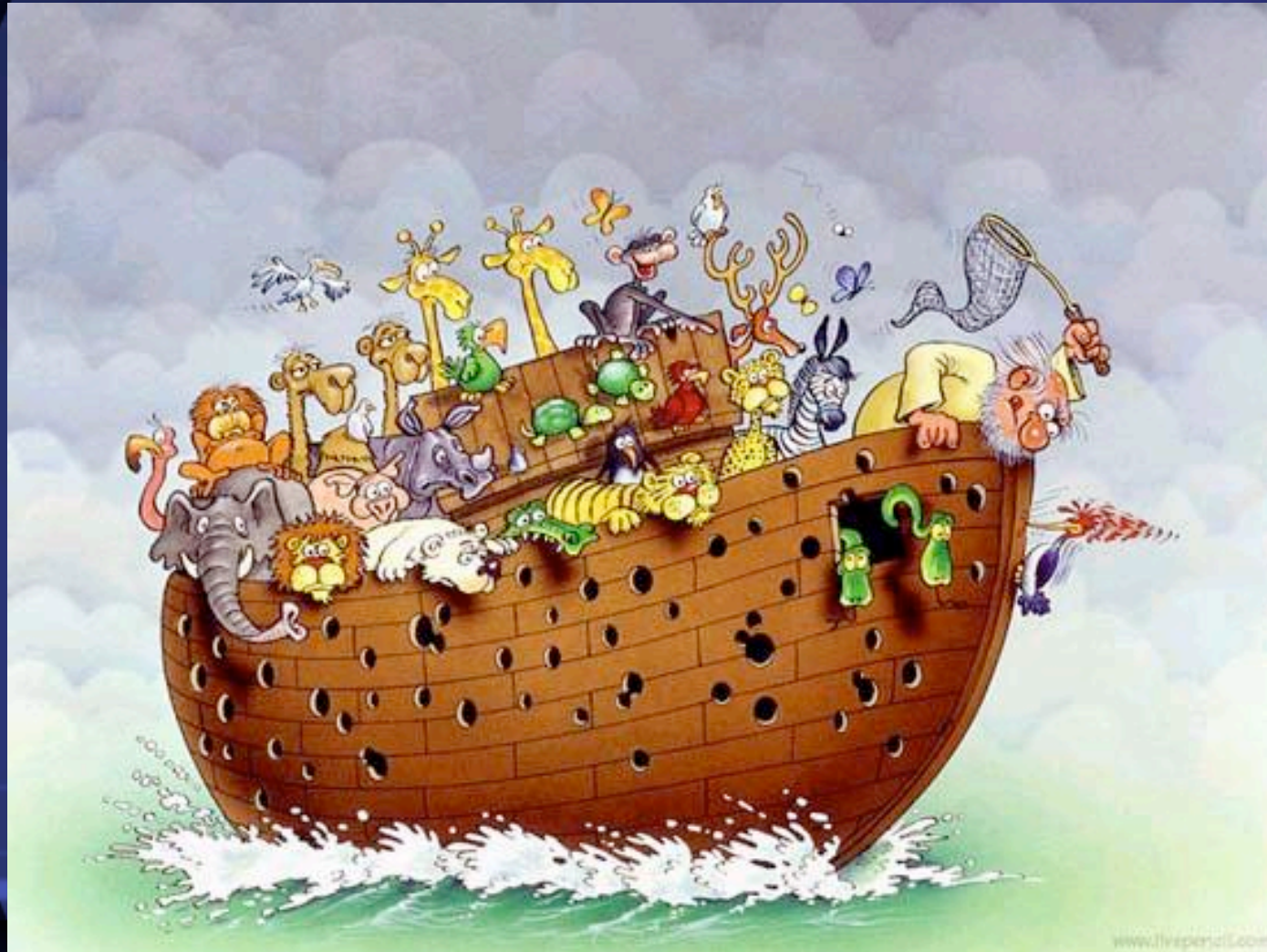
Learning from Noah's Ark

- 6 Build your future on high ground
- 7 For safety's sake, travel in pairs
- 8 Speed isn't always an advantage;
the snails were on board with the cheetahs
- 9 When you're stressed, float awhile
- 10 Remember the Ark was built by amateurs,
the Titanic by professionals

A vibrant rainbow arches across a bright blue sky, partially obscured by wispy white clouds. Below the rainbow, a tropical coastline is visible, featuring turquoise water, a sandy beach, and lush green vegetation in the foreground. The scene is bright and colorful, suggesting a clear day after a storm.

**11 No matter the storm,
there's always a rainbow
waiting**

The woodpeckers may have to go



FOR FURTHER INFORMATION SEE:

Fink D. (2005). *Leadership for Mortals: Developing and Sustaining Leaders of learning* London: Paul Chapman/Corwin.

Hargreaves A. & Fink, D. (2005) *Sustainable Leadership*. San Francisco, CA: Jossey-Bass.

Stoll, L, Fink, D. & Earl, L (2003). *It's about Learning and It's about Time*. London: Taylor Francis.

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CORWIN