

NUA Summer Academy 2008 Notes

5 Hats of Shared Leadership with Diane Zimmerman

What is the appropriate locus of control?

How do we distribute power to the learners?

How do we engage all our teachers in excellence?

- ...to guarantee that every child achieves high intellectual performance beyond capacities we once thought possible by tapping into assets

What we pay attention to shapes behavior?

“Attention” drives “Intention”

“When you change the way you look at things, the things you look at change.” — Wayne Dyer

5 Hats of Leadership

- Presenting
- Consulting
- Coaching
- Facilitating
- Networking

Presenting

- Teaching
- The giving of knowledge
- Pay attention to what student may not know
- Assessment is external
- Inspecting/Testing

Consulting

- Expertise is focused and invited
- Locus of control given with expectations, but there is a shift towards local control
- Assessments tend to be results oriented

Coaching

- Supporting another person to take actions towards own goals
- Sometimes expert, sometimes novice
- Pay attention to quality of thinking/acting
- Assessment — self-regulating — locus of control is local

Facilitating

- Direct the energy of the group — when there is high conflict you are managing high energy and emotion
- Works to bring out knowledge of the group
- Locus of control for content is with the group
- Assessment — relationship oriented

Networking

- Connecting others for learning and doing
- Pay attention to resources, expertise, and focal people
- Locus of control freely given
- Assessment — high impact work that renew and changes

“Heterarchy” vs. “Heirarchy”

A **heterarchy** is a system of organization replete with overlap, multiplicity, mixed ascendancy, and/or divergent-but-coexistent patterns of relation. ...In social and information sciences, heterarchies are networks of elements in which each element shares the same “horizontal” position of power and authority, each playing a theoretically equal role. — [Wikipedia](#)

A **hierarchy** is a system of ranking and organizing things or people, where each element of the system (except for the top element) is a subordinate to a single other element. — [Wikipedia](#)

Book: [Cultural Proficient Coaching: Supporting Educators to Create Equitable Schools](#) by Lindsay, Martinez, and Lindsay, Corwin Press, ISBN: 9781412909723 (paperback), 9781412909716 (hardcover)

Disguises of Coaching

- Coaching becomes inspections
- Coaching becomes manipulation
- Coaching seems to lack direction
- Coaching has no cognitive impact only “feel good”

Shifting Instructional Practice — We have a moral imperative to move teachers in their practice if their students are not learning

From: Focusing on teaching as presentation

To: Focusing on Learning and student achievement

From: Working independently and in isolation

To: Working collaboratively to build shared knowledge and deeper understanding about how to create success for all students.

From: Measuring success by good intentions and hard work

To: Assessing effectiveness based on student achievement results

Assertive Meaning — A Frame

- Share norms and values
- Collectively focus on student learning
- Collaborative about instructional choices
- De-privatize practice
- Participate in reflective conversations

Coaching Conversations

- Start with the change in mind — concrete descriptions
- Know where you want to end up — outcome focus
- Know what success looks like — measuring success
- Commit to action — pathways for success

Networking

- A new form of organizing
- Communities of practice are strengthened when networked
- Traditional networks
- New networks

The New Learning Networks Questions

- Why do networks form and what conditions support their creation?
- What keeps a network alive and growing? What keeps members connected
- How do some people become node leaders?
- What type of leadership supports networks?
- What type of leadership destroys networks?

The Emergence of Networks

- Local actions spring up
- Local actions link up and become systems of influence
- More power than the sum of parts
- They possess new capacities
- They are surprising

Networking = Systems Intervention

- Extend practice beyond the small boundaries
- An intentional commitment to advance the field or practice
- Share discoveries with a wider audience
- Make resources and information available to anyone

Berkana's Four Stages

- Name — recognize that your experiences are of value to others
- Connect — create opportunities for connections
- Nourish — whatever it takes to grow learning and group knowledge/action
- Illuminate — tell your story, celebrate your story