

## Successful Educational Leadership Strategies

Through the Lens of Chenoweth & Fullan

#	Chenoweth	X	#	Chenoweth
1	<p><b><i>Teachers, Instruction, and focus on students</i></b>                      They teach their students                      They know what the stakes are                      They don't teach to the state tests</p>		7	<p><b><i>Leadership</i></b>                      Principals have a constant presence                      Multiple Leaders including the Principals                      Create an atmosphere of respect, trust, and empowerment</p>
2	<p>They have high expectations, work hard to develop skills to teach their students                      They make decisions for the good of children</p>		8	<p>Time for teacher planning and collaboration                      PD is a thoughtful and job-embedded                      Teachers are expected to learn                      Peer to Peer observations are encouraged and supported                      They constantly reexamine what they do</p>
3	<p>They embrace and use all the data and drill down to individual students</p>		9	<p>Principals staff for quality –Teachers and school staff – acculturate new members</p>
4	<p>Struggling children get the best Instruction and more as needed</p>		10	<p><b><i>Parent an Community Partnerships</i></b>                      Leverage Community Resources                      Transparency engagement of parents and families                      Open to external scrutiny</p>
5	<p>Not discipline...but character development                      Create an atmosphere of respect and genuinely like students</p>		11	<p><b><i>Other</i></b></p>
6	<p>They use school time wisely</p>		12	

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#	Fullan Drivers: <u>RIGHT DRIVERS</u>	X	Fullan Drivers: <u>WRONG DRIVERS</u>	X
1	Successful Change is based upon the single concept of motivating others to change. The goal is to foster intrinsic motivation of teachers and students. Internal accountability precedes external accountability		<b>Accountability:</b> using test results, and teacher appraisal, to reward or punish teachers and schools vs <b>Capacity building</b>	
	Building Social capital All successful change is socially based and action oriented – learning by doing rather than by planning or talk alone Be driven by tapping into people’s dignity and sense of respect Ensure that the best people are working on the problem		<b>Focusing on accountability, rewards, and punishment</b>	
2	<b>The learning–instruction–assessment nexus.</b> Attend initially to the three basics of literacy: numeracy, and character formation, emotional intelligence Engage educators and students in the continuous improvement of instruction and learning; To inspire collective or team work Affect all teachers and students – 100 per cent of both		<b>Individual teacher and leadership quality:</b> promoting individual vs <b>Group solutions</b>	
3				
4	Pedagogy matches Technology.		<b>Technology:</b> Investing in and assuming that the wonders of the digital world will carry the day vs <b>Instruction;</b>	
5	Systemic synergy. Stay the course through continuity of good direction by leveraging leadership Establish for evolution of positive pressure		<b>Fragmented strategies</b> vs integrated or <b>Systemic strategies.</b> Use the <b>strategies</b> to build public confidence	