



VIII KONGRES ZARZĄDZANIA OŚWIATĄ
VIII Congress of Management in Education

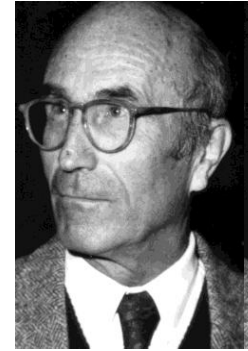
OSKKO - Warszawa, PWSBiA
25-27 września 2013 r.

School Leadership as a Comprehensive Strategy

Prof. Dr. Michael Schratz
School of Education
University of Innsbruck



“A system can only see what it can see.
It cannot see what it can't see.
Nor can it see that it cannot see
what it can't see.”



Niklas Luhman
(1927-1998)

Conventional training for school leaders is based on concepts of (school)management.

Dominant Culture

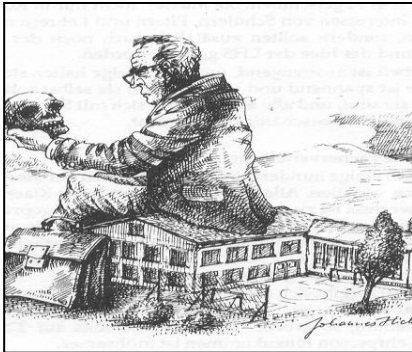


Relationship between Management and Leadership



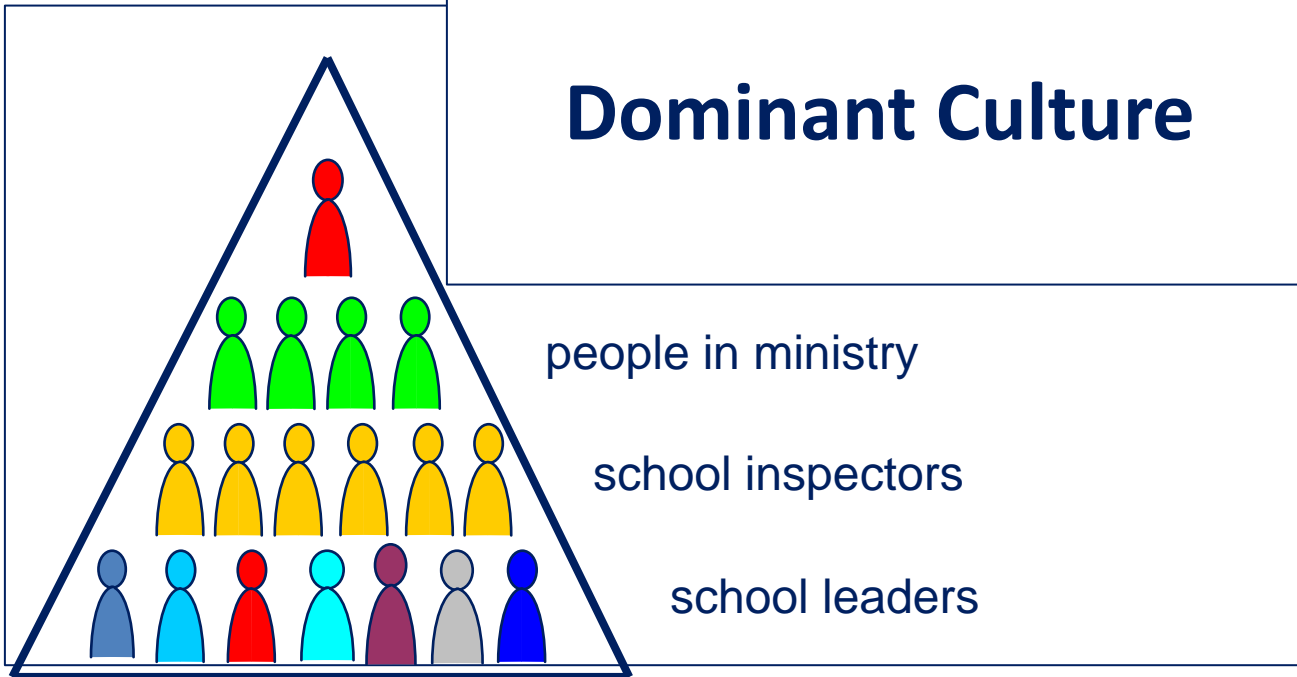
School leadership is usually based on leading a (local) school.

Dominant Culture



Qualification of people in leadership functions is usually strictly horizontal.

Dominant Culture



If ...

... training of school leaders is based on concepts of (school) management,

... school leadership is related to leading a local school,

... the qualification of school leaders is strictly horizontal,

Dilemma of existing qualification culture

... system-wide change is not possible and leadership is not sustainable.

Challenges in current national policies

Overload
problem
by piling
policies
upon
policies ...

Why do we need
educational leadership?

... leading to de-energizing effects
and fragmentation.



“We need a radically new mind-set for reconciling the seemingly intractable dilemmas fundamental for sustainable reform:

top-down versus bottom-up,

What do we need for sustainable system development?



local and central accountability,

informed prescription and

informed professional judgment,

improvement that keeps being replenished.”
(Fullan 2005, p. 11)

**Leadership
is ...**

**... like beauty – it's hard to
define but you know it when
you see it.**

Warren Bennis

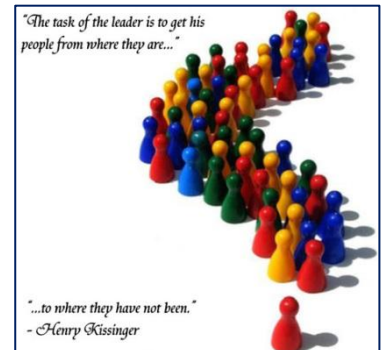


Major General Lewis
MacKenzie

**... the art of getting people to
do what they don't want to do
and have them enjoy the
experience.**

**... the capacity of a human
community to shape its future and
specifically to sustain the significant
processes of change required to do
SO.**

Peter Senge et al.



“Understanding the organization as an organism.” (Pechtl)



What do we need for system-wide change in school leadership?

„The heartbeat of leadership is a relationship, not a person or a process.“ (Sergiovanni)

Lessons from



**Leadership
Academy**
Austria



Lesson 1



Work with the whole system in large group arrangements

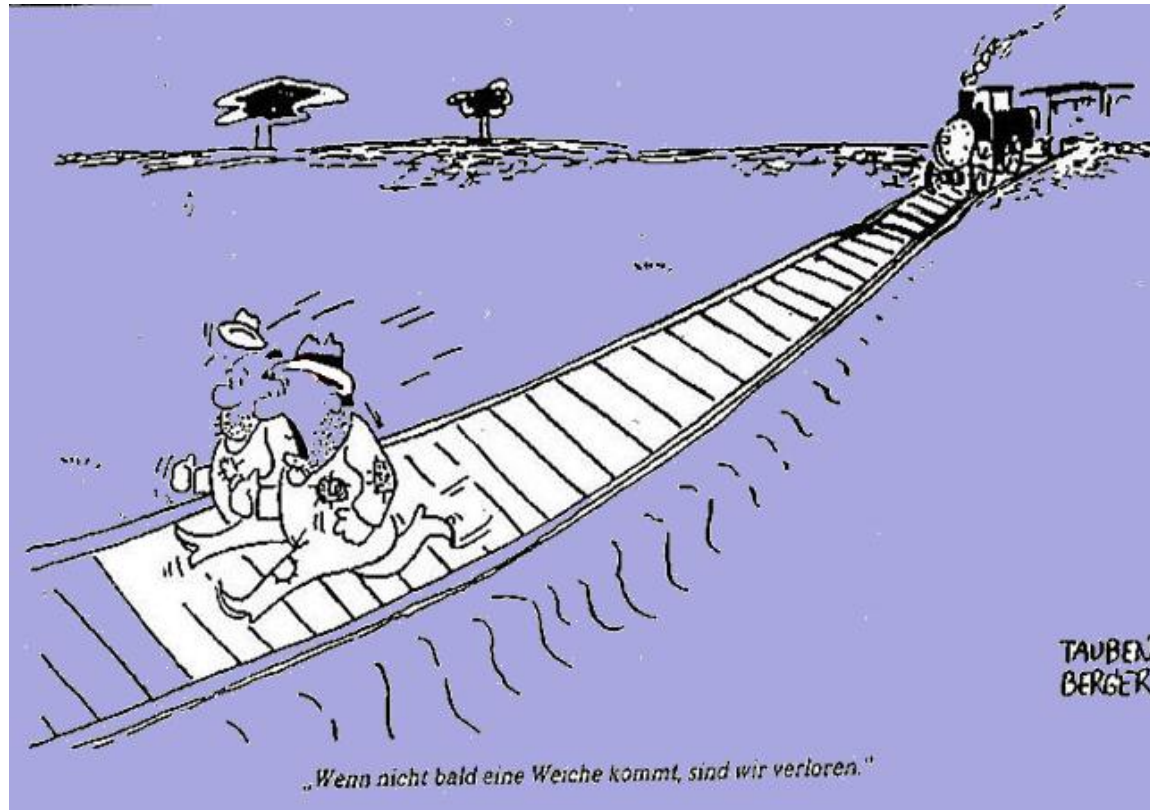
(max 300 leaders from all over Austria)

Lessons from

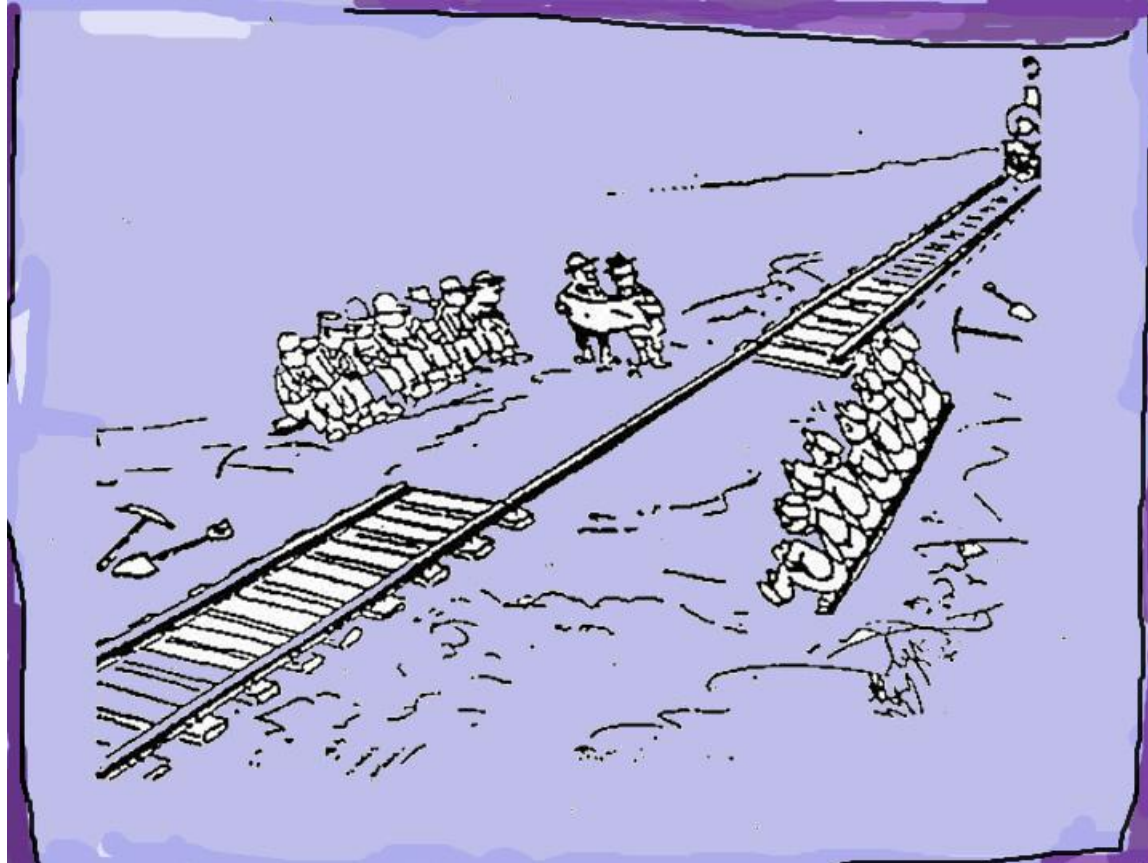


**Leadership
Academy**

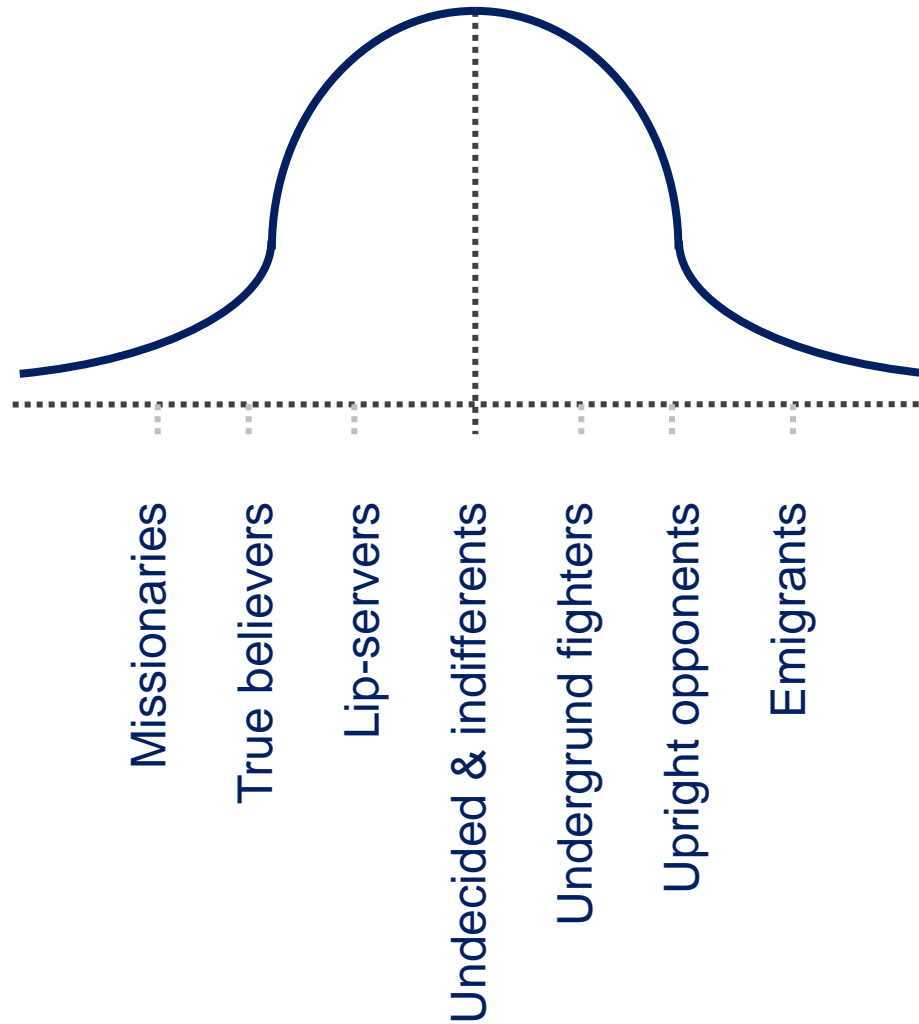
Austria



„If we don't reach the points soon we'll be lost“

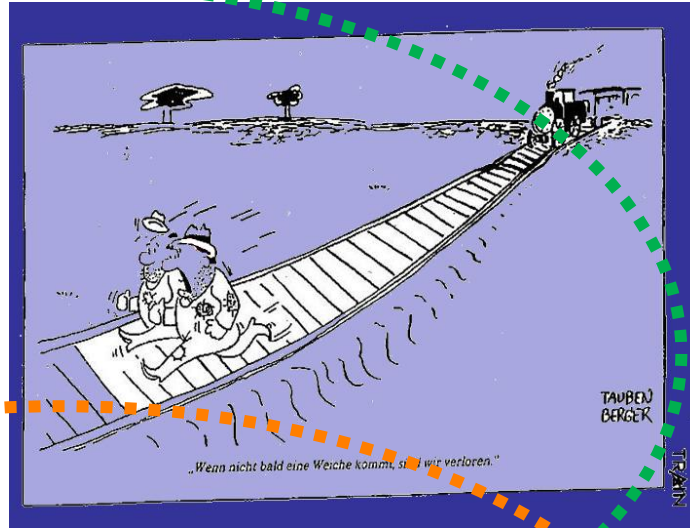


Attitudes towards change in organizations

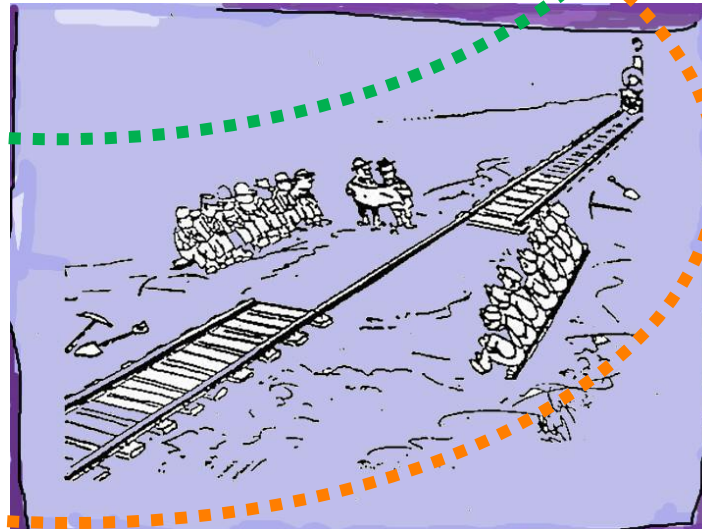


M. Schratz, nach Rehmann/Härnwall
1991 (Krebsbach-Gnath 1992)

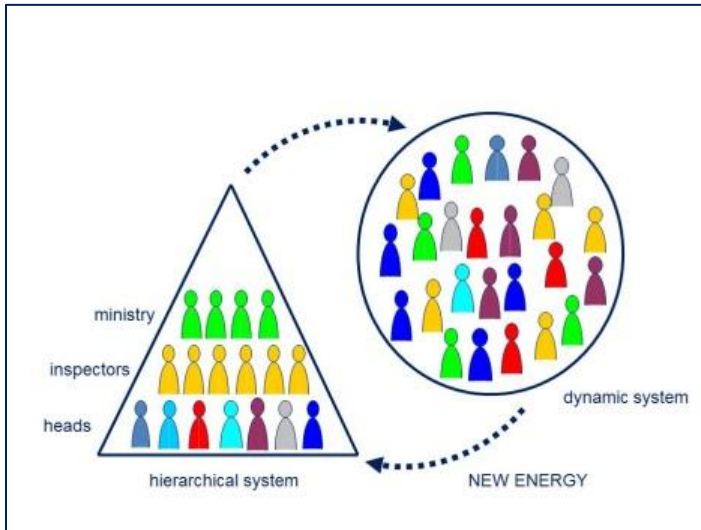
agency



structure



Anthony Giddens



Lesson 2

Involve all types of schools and all levels of the system

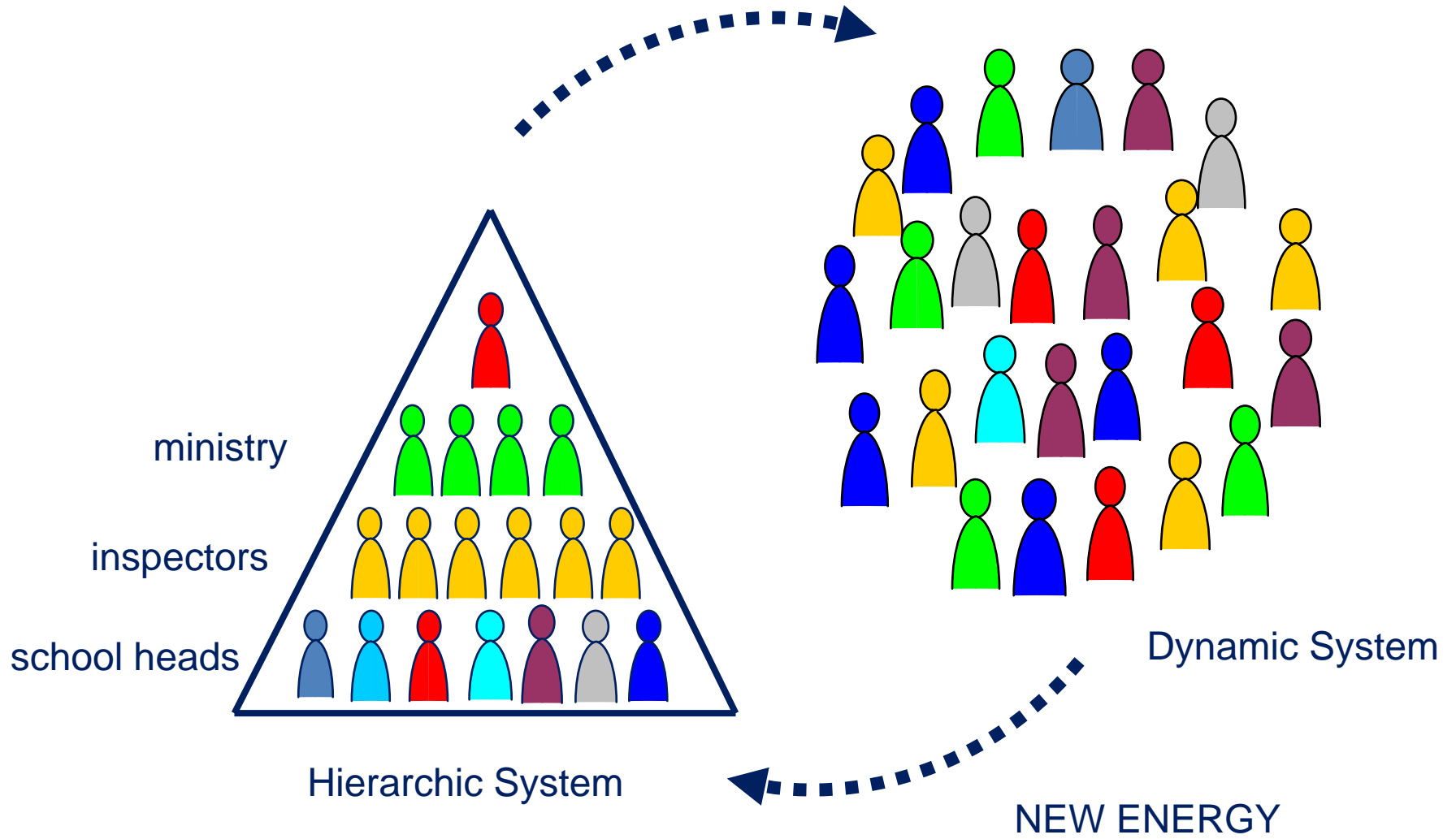
(connect horizontal and vertical system levels)

Lessons from



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Lesson 3



**Build networks
rather than a new building site**

Lessons from



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Outline: The Leadership Academy

1 year → 4 Forums à 4 days → Campus in the Alps (Ramsau, Alpbach)

FORUM I: Opening Mind

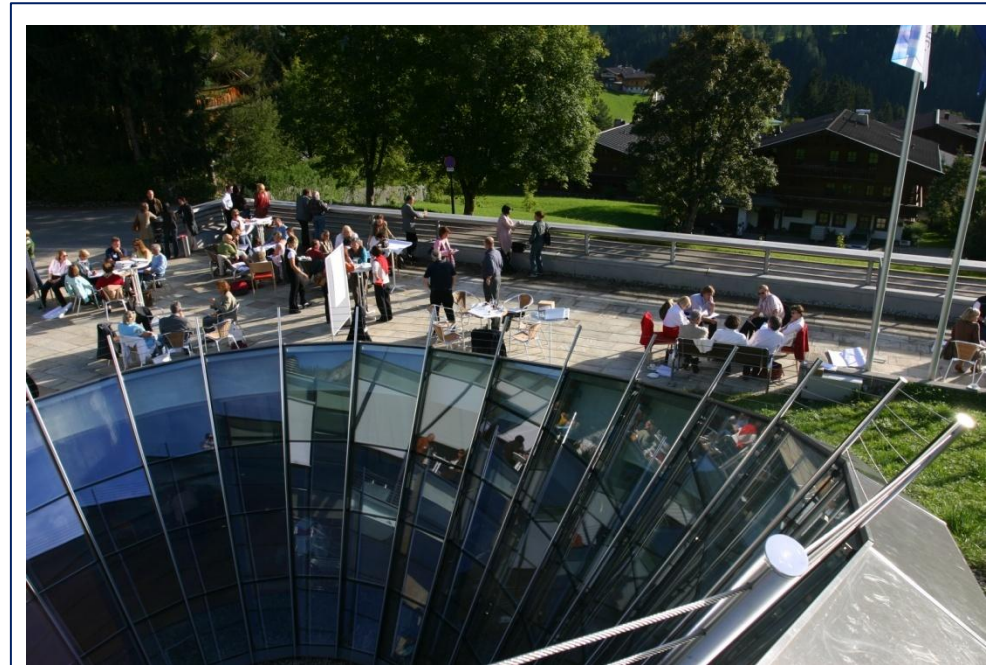
FORUM II: Opening Heart

FORUM III: Opening Will

FORUM IV: Opening Future

Weiters:

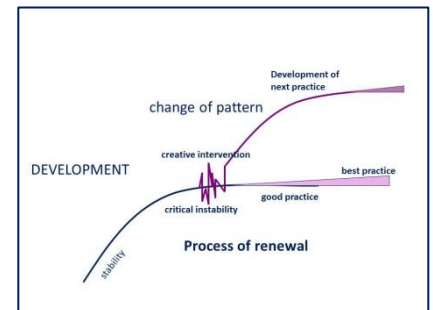
- Personnellprofessional portfolio
- Exchange with learning partner
- KTC (collaborative team coaching)
- thematic und regionale networks



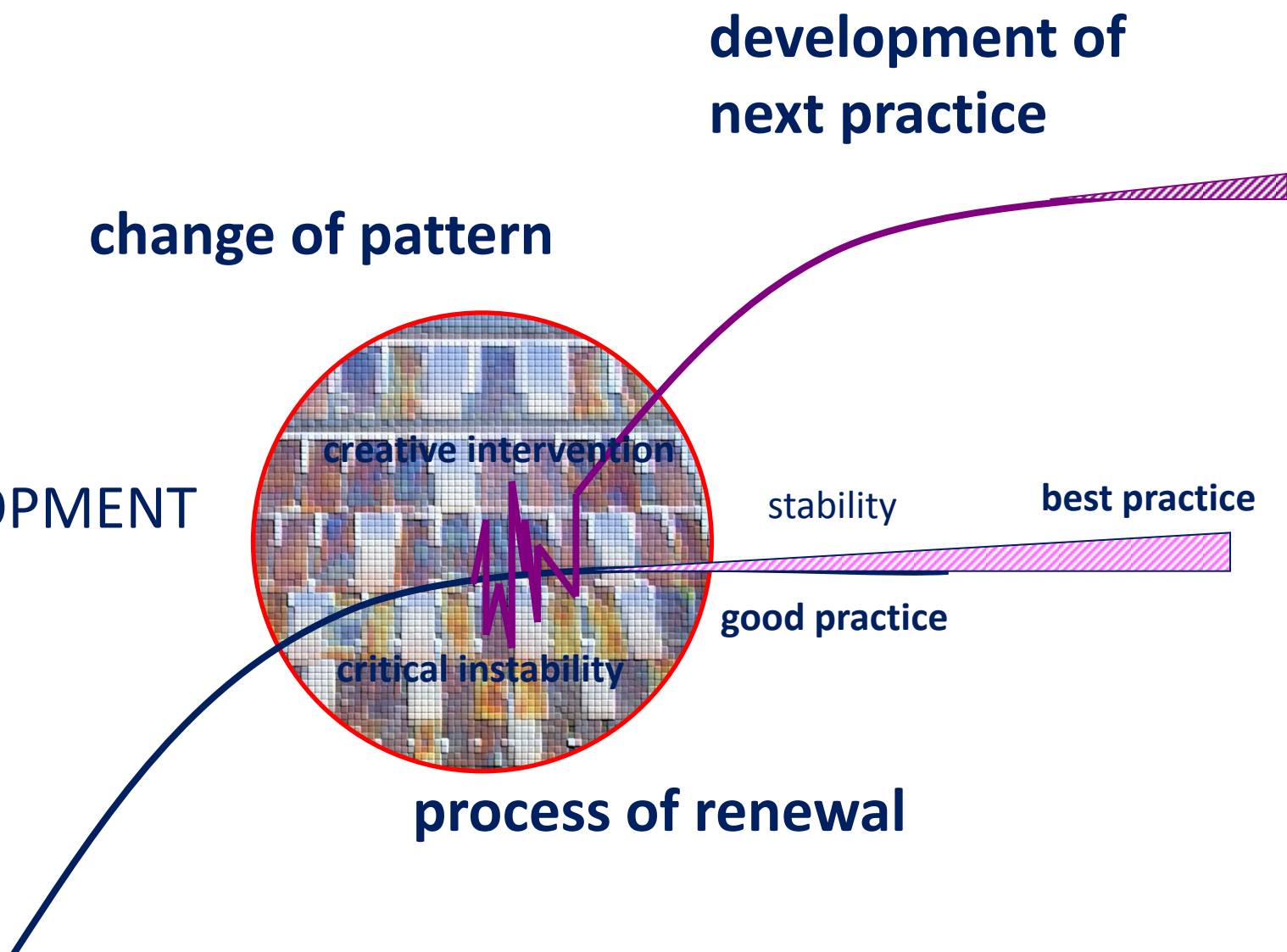
www.leadershipacademy.at

Lesson 4

Create an attitude towards *next practice*

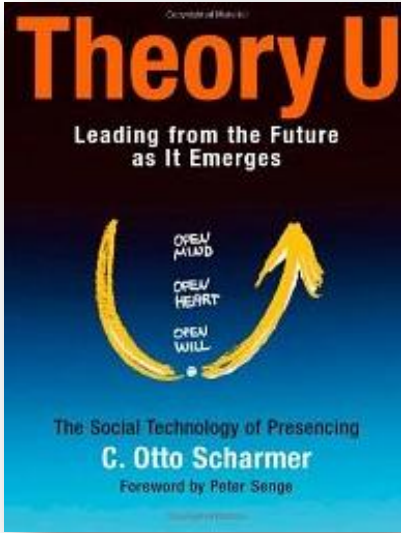


DEVELOPMENT





Lesson 5

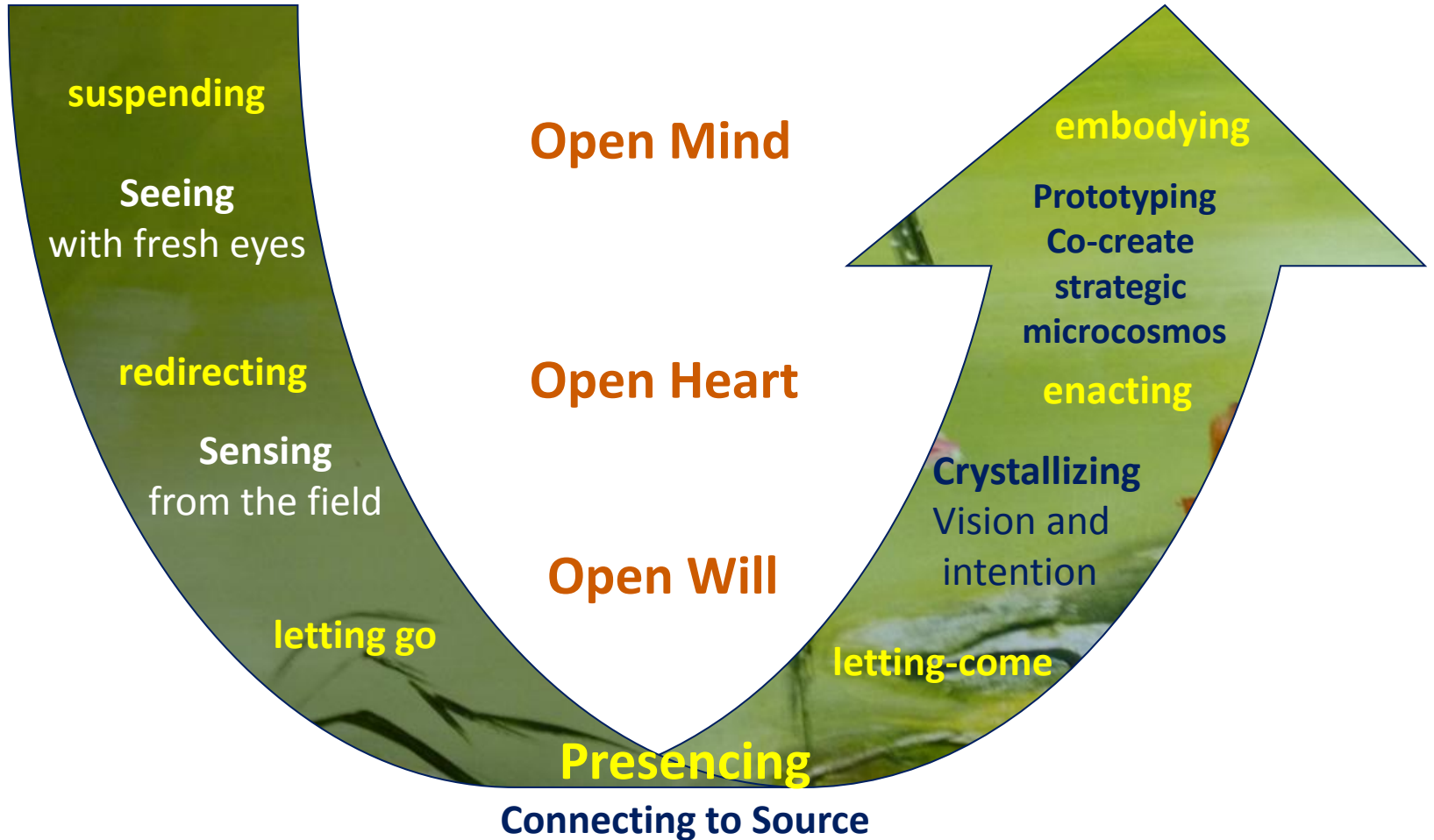


Leading from the emerging future



DOWNLOADING
Patterns of the past

PERFORMING
Achieve results
through practices, infrastructure →



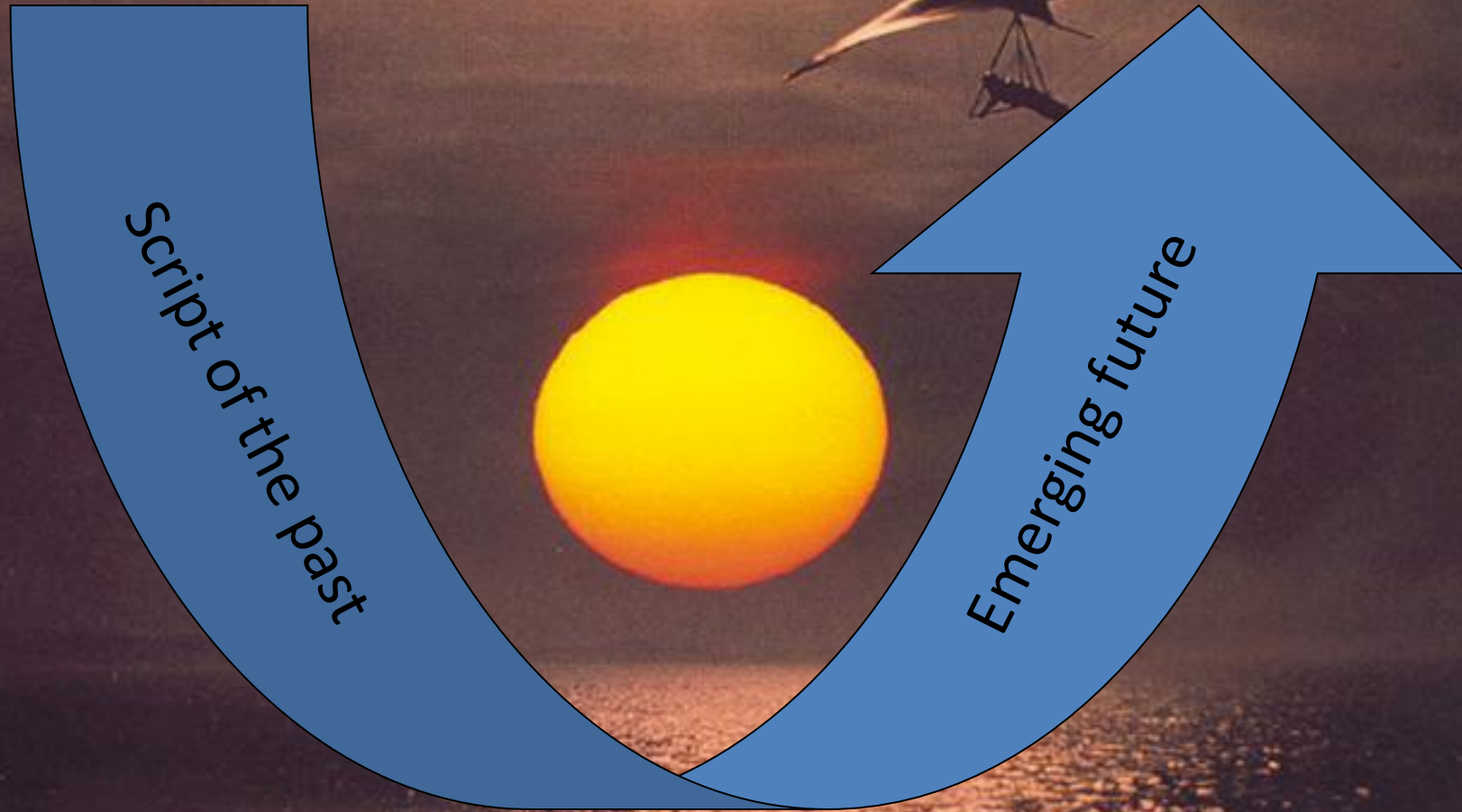
What is my Self?

What is my Work?

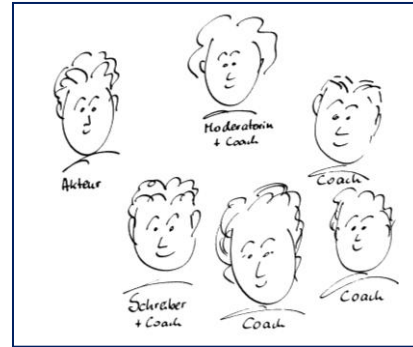
Scharmer 2009



Leading from the emerging future



Collaborative Team Coaching



Enhance
professional
learning

Lesson 6

Lessons from



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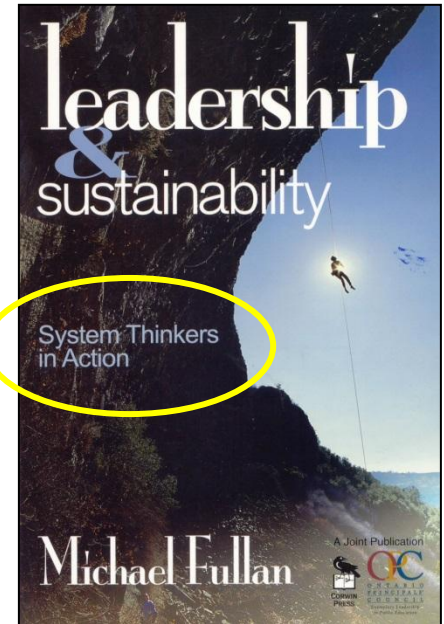
Create professional learning communities
(PLCs)
(theoreticians & practitioners)

SYSTEM THINKERS IN ACTION

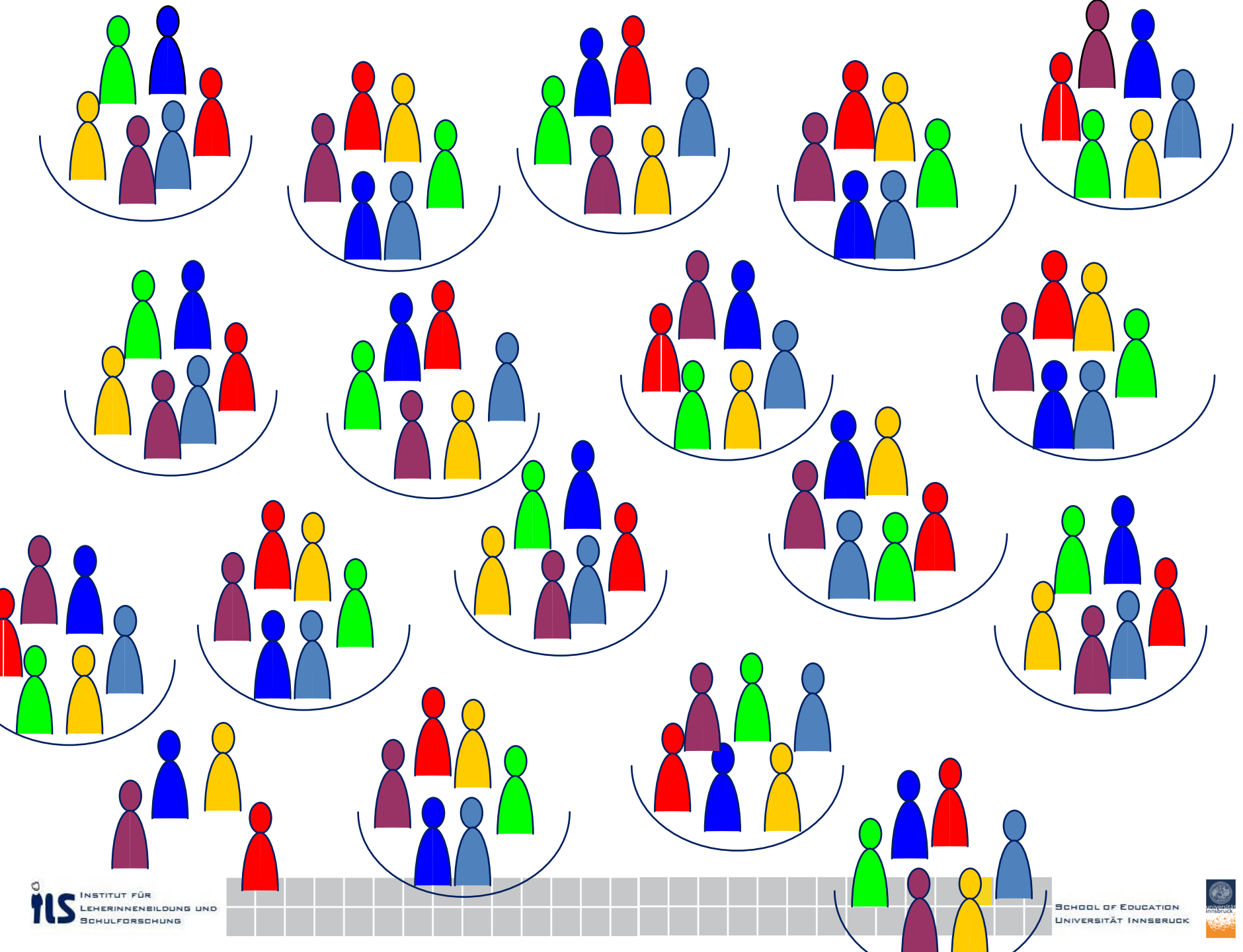
“... are leaders at all levels of the system who proactively and naturally take into account and interact with larger parts of the system as they bring about deeper reform and help produce other leaders working on the same issues.

What do we need for sustainable Leadership?

They are theoreticians, but they are practitioners whose theories are lived in action every day. Their ideas are woven into daily interactions that make a difference.”



(Fullan 2005, p. 11)



ENERGY =

currency for
high achievement



Lesson 7

Use energy (not time) as the currency
of high leadership competence

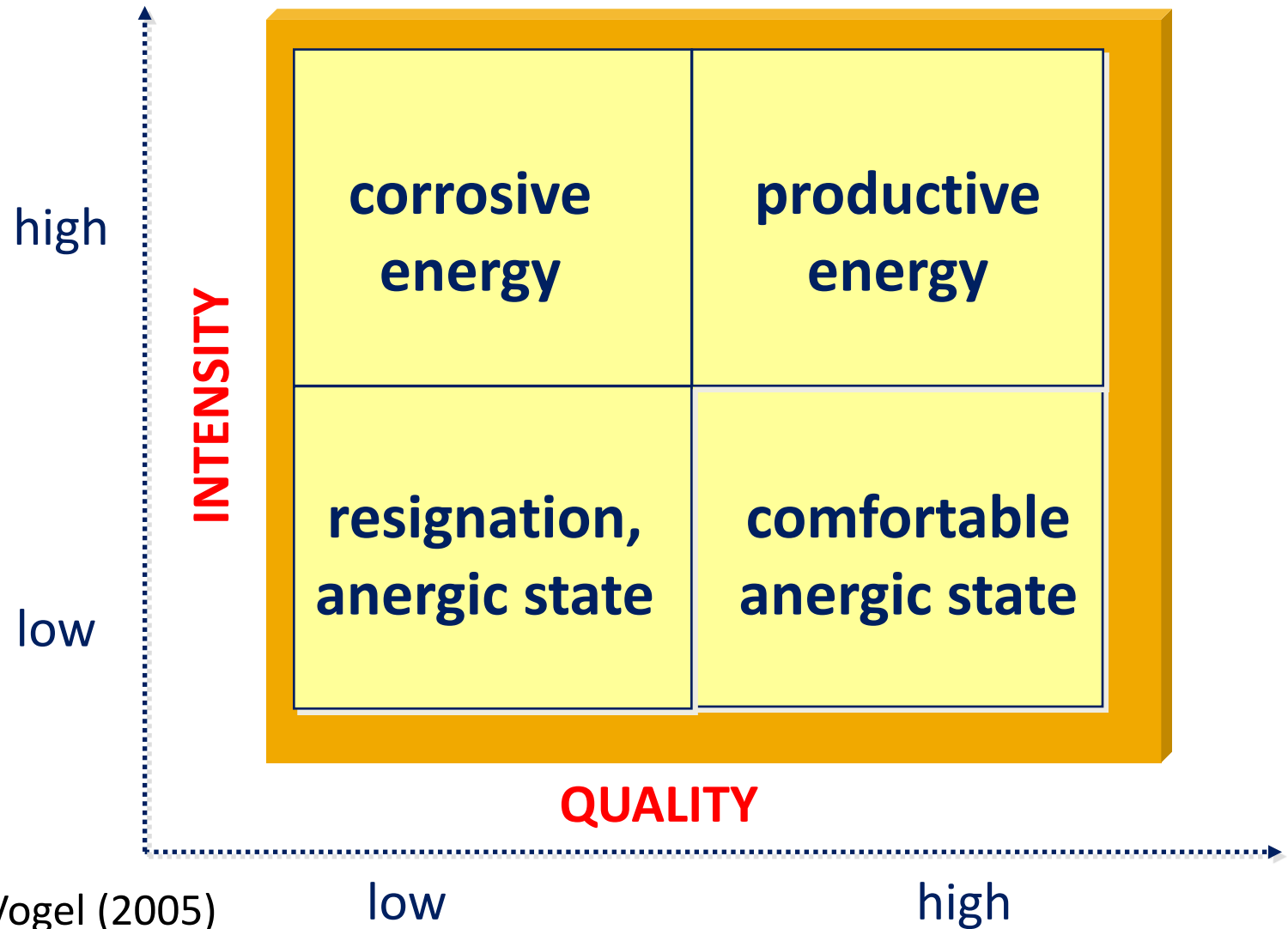
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ORGANISATIONAL ENERGY



Bruch & Vogel (2005)



**Resonant
relationship**

Lesson 8



**Develop learning partnerships
and critical friendship**

critical friends

“Leadership and learning
are indispensable to each other.”

J.F.Kennedy



Lesson 9

Connect leadership with learning

Lessons from

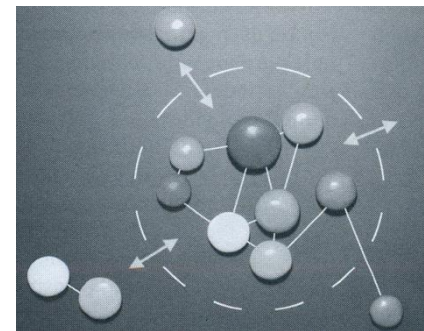
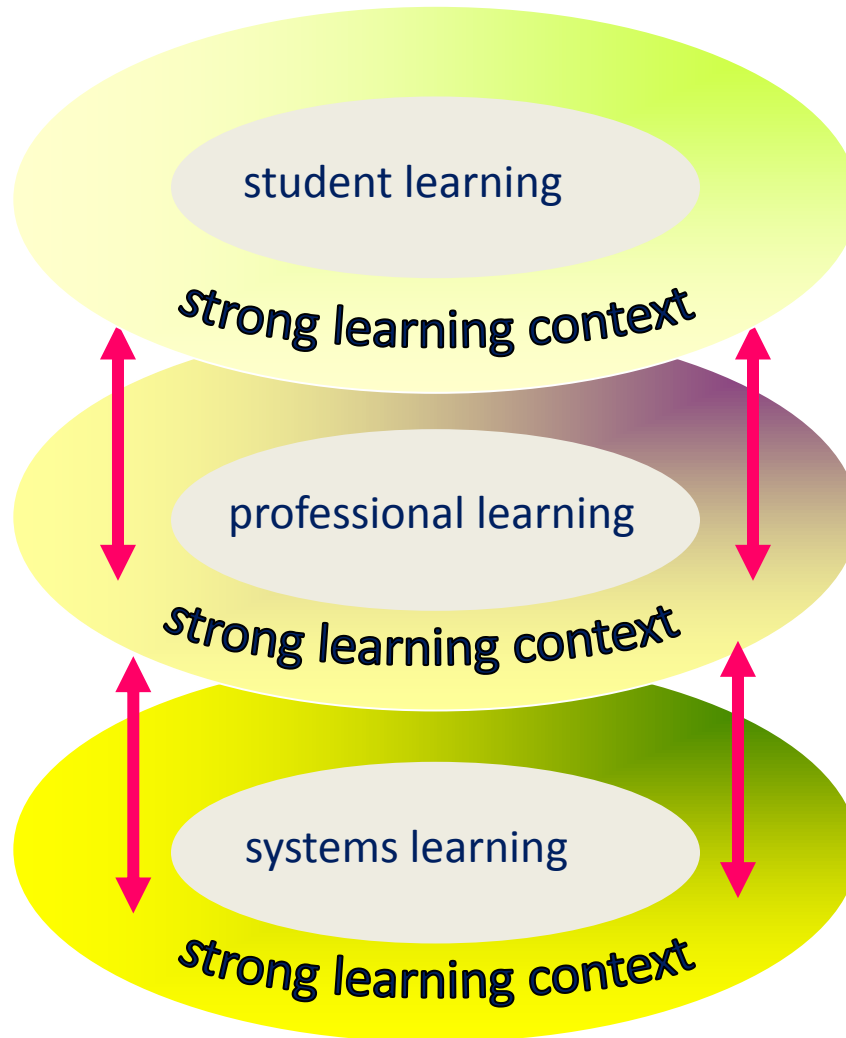
Leadership Academy



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Austria

Connect leadership with learning



Carpe Vitam „Leadership for Learning“ Project

How
do we
know

what



how

students



learn ?

„The trouble with learnin’ is that it’s always about somethin’ that you don’t know!”



Dennis the Menace

„Learning is the most personal thing
in the world.

It is as peculiar as a face
or like a finger print.

Even more individual than love life.“




Heinz von Förster
(1999)



Lesson 10

Lessons from



Leadership Academy
Austria

Create an awareness of professionalism



PROFESSIONALITY

knowledge
and
understanding
at a
deeper
level



Quality is like Love

You cannot grasp it, and yet it is there.
It can be lived, but not quantified.
It is fleeting, and it needs to be constantly nurtured ...

Müller-Böling, 1997