“Leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership.”

“Leadership capacity building, then, can be defined as broad-based, skillful participation in the work of leadership. This perspective focuses on two critical dimensions of participation—breadth and skillfulness.”

- Linda Lambert

<table>
<thead>
<tr>
<th>Leadership Capacity Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Skillfulness</strong></td>
</tr>
<tr>
<td><strong>Low Capacity</strong></td>
</tr>
<tr>
<td>- Principal as autocratic manager</td>
</tr>
<tr>
<td>- Codependent, paternal/maternal relationships; rigidly defined roles</td>
</tr>
<tr>
<td>- Program coherence technical and superficial</td>
</tr>
<tr>
<td>- Student achievement is poor, or showing short-term, unsustainable improvements on standardized measures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Limited Capacity</strong></th>
<th><strong>Archetype 3</strong></th>
<th><strong>Archetype 4</strong></th>
<th><strong>High Capacity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Principals and key teachers as purposeful leadership team</td>
<td>- Principals and teachers, as well as parents and students, as part of generative learning communities</td>
<td>- Shared vision results in program coherence and collective agency</td>
<td></td>
</tr>
<tr>
<td>- Limited uses of school-wide data and information within leadership groups</td>
<td>- Inquiry leads to growth in knowledge and improved practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Polarized staff, pockets of strong resistance; limited trust outside teams</td>
<td>- Roles and actions reflect collaboration, trusting relationships, networking, and collective responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Designated leaders act efficiently with a growing sense of agency; others serve in traditional roles</td>
<td>- Reflective practice consistently leads to innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflection, innovation, and teaching excellence among selected teachers; program coherence still weak</td>
<td>- Student performance, based on multiple measures, is steadily improving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student performance static, or showing slight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Role of the Leader in Fostering Leadership Capacity
(Spiritual Preparation of the Leader)

<table>
<thead>
<tr>
<th>Instructive Stage</th>
<th>Transitional Stage</th>
<th>Liberating Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader as teacher, sponsor, facilitator</td>
<td>Leader as guide, coach, and facilitator</td>
<td>Leader as colleague, critical friend, mentor</td>
</tr>
</tbody>
</table>

### Personal attributes & behaviors:

#### Instructive Stage:
- Learns continually
- Thinks strategically
- Value/vision driven
- Sets norms with staff
- Supervises/ensures staff accountability
- Convenes conversations
- Honors history
- Sponsors staff growth
- Accepts responsibility
- Breaks dependencies
- Clarifies roles
- Articulates strategy
- Involves others in decision making
- Creates safe environment

#### Transitional Stage:
- Learns—attends to epiphanies
- Thinks strategically
- Translates values into vision language
- Lets go, provides support, and sticks around
- Scaffolds with ideas & questions
- Mediates roles
- Develops structures that build reciprocal relationships
- Coaches for instructional improvement

#### Liberating Stage:
- Learns continually
- Thinks strategically
- Value/vision driven
- Continues & expands behaviors initiated in earlier phases
- Coaches and mentors staff, parents, and community members
- Self-evaluates (at all stages)

### Instructs staff (or arranges for instruction) in:

- Collaboration, group processes, and teaming
- Conversation & dialogue
- Inquiry/data use
- Trust building
- Best instructional practices
- Communication skills
- Facilitation
- Conflict Resolution
- Accountability
- Brokering information

### Guides staff to:

- Develop a shared vision
- Establish process for observation of norms
- Participate in leadership
- Use inquiry
- Question assumptions
- Conduct constructivist conversations
- Identify and solve problems
- Surface/mediate conflict
- Find resources (time, professional development, monies)
- Plan strategically
- Broker information and knowledge

### Participates with other members of the community to:

- Think holistically
- Share concerns/issues
- Share decisions
- Monitor & implement shared vision
- Engage in reflective practices (reflection, inquiry, dialogue, action)
- Monitor norms & self-correct
- Build a culture of interdependency
- Self-organize
- Diversity and blend roles
- Establish criteria for self-accountability
- Share authority & responsibility
- Plan for enculturation of new staff & succession

Assessing the Current Level of Development of Professional Community
(Two Activities Using Linda Lambert’s “Professional Community: Stages of Development” Tool)

Activity 1: Individual Activity Directions

Dear Teachers,

I would like to gather individual perspectives on the stage of development of our Montessori professional community. Enclosed is a set of rubrics with “dots” showing the small groups’ perspectives shared during our professional development day. Please use the dots provided and place a dot (use the colors as you wish – there’s no explicit or hidden meaning to the colors!) at the place on the continuum that represents your perspective on the current stage of development of our Montessori professional community of each attribute. Please place your completed work in the envelope provided and return to my mailbox by ______________. No names are necessary! I will compile the responses and present at our staff meeting on ______________.

Activity 2: Group Activity Directions

- Read your assigned section(s).
- Title each component and simplify the description of each stage of development for each component.
- Involve all group members and develop a role play for each component where you act out what each stage of development “sounds” or “looks” like.
- Be prepared to present by_____________________.

### Professional Community Development: Benchmarks and Strategies

<table>
<thead>
<tr>
<th>Benchmarks in Development of Teacher Leadership</th>
<th>Principal Strategies that Encourage Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers initiate new actions by suggesting other ways to accomplish tasks/goals</td>
<td>1. Create time and opportunities for dialogue and conversation that deepen meaning about the issues</td>
</tr>
<tr>
<td>2. Teachers solve problems instead of asking permission and blaming</td>
<td>2. Shift from permission giving/withholding to consistent problem-solving: one-on-one, small group, large group</td>
</tr>
<tr>
<td>3. Teachers volunteer to take responsibility for an issue/task</td>
<td>3. Surface issues and conditions without knowing the answers; raise questions without easy answers</td>
</tr>
<tr>
<td>4. Teachers invite other teachers to work with them, share materials, visit classrooms</td>
<td>4. Continually indicate that time is available for shared work; offer to cover classrooms; have staff attend professional development activities in pairs; build in small group conversations in every faculty meeting</td>
</tr>
<tr>
<td>5. Teachers listen to each other, particularly to new members of the staff</td>
<td>5. Model respectful listening in every setting...do not rush communications</td>
</tr>
<tr>
<td>6. Teachers admit to mistakes, unsolved instructional issues, ask for assistance for colleagues</td>
<td>6. Do the same....</td>
</tr>
<tr>
<td>7. Teachers use different language when talking about children...language that suggests that all children can learn and it is just a matter of figuring it out</td>
<td>7. Model the same behavior; ask probing questions; use reflective strategies in faculty meetings; invite a high level of risk taking (e.g. “What if we...?” “Let’s give it a try...”)</td>
</tr>
<tr>
<td>8. Teachers become more skillful in conversations, facilitation, asking inquiry questions, teaching</td>
<td>8. Become more skillful in facilitating conversations, reflections, designing faculty interaction time</td>
</tr>
</tbody>
</table>

Taken from “Building Leadership Capacity in Schools” workshop handout, Linda Lambert, 2003, p. 25.
Dialog Norms

- One person talks at a time.
- Defer judgment. Honor all participants and responses by not commenting positively or negatively. (includes non-verbal communication signals as well)
- Seek first to understand:
  - “Go to the Balcony” (emotionally detach and view objectively)
  - “Step to their side” (see their perspective)
  - Ask for more information:
    - “Tell me more about…”
    - “Help me understand…”
- If you see things differently, share your perspective as the way you see things, rather than a disagreement with someone or that someone is “wrong”:
  - “I believe…”
  - “Another perspective is…”
  - Avoid saying “yes, but…”; use “yes, and…”
- Go deeper. (look beyond stated positions to uncover underlying needs)
- Seek solutions that are “win/win” and satisfy needs of all parties. (mutually beneficial/mutually satisfying solutions)
- Keep the “best interest of the child” as primary consideration

Bibliography

Lambert, Linda, Building Leadership Capacity in Schools, ASCD, 1998


Lapid-Bogda, Ginger, What Type of Leader are You?, McGraw-Hill, 2007

Lencioni, Patrick, The Five Dysfunctions of a Team—A Leadership Fable, Jossey-Bass, 2002

Notter, Jamie, Culture that Works, 2013


Rees, Fran, 25 Activities for Developing Team Leaders, Pfeiffer, 2005

Pam Dunbar
Head of School, The Montessori Academy of Arlington
pdunbar@tmaonline.org

Michelle Morrison
Head of School, Princeton Montessori School
mmorrison@princetonmontessori.org