

Unit 3, Activity 3: Link research with practice

Purpose	To recognize essential elements of the practice and to think about them as they appear or should appear in practice.
Time	50 minutes
Required roles	Participants; facilitator

Group discussion

Approximate time: 50 minutes

In groups, consider the leadership responsibilities of different school role groups. Use the chart below to record notes. The facilitator will guide participants in a round-robin fashion to share thoughts and ideas, focusing on one school role group at a time. Upon completion, use questions to guide further group discussion. An example in green type is provided for the “Student leader” role.

School role groups	Responsibilities for leaders	Opportunities that leadership offers	Contributing impact on school effectiveness
Student leader	Demonstrates norms of student involvement; leads realization of those norms Shows opportunities for engagement Mentors younger students as leaders	Formal class or organization leadership Develops own skills at leadership, community building	Extends positive support and extension of leadership May have direct positive impact on performance of students mentored
Student leader			

School role groups	Responsibilities for leaders	Opportunities that leadership offers	Contributing impact on school effectiveness
Grade-level / department chair			
Teacher leader			
Coach			
Assistant / associate principal			

School role groups	Responsibilities for leaders	Opportunities that leadership offers	Contributing impact on school effectiveness
School decision-making team			

The facilitator will focus on one element at a time and work to keep all group members involved. Participants will identify any other elements and complete the chart. After completion the facilitator and participants will use the following questions to guide group discussion:

1. What is essential for principals to know when attempting to cultivate leadership in others?
2. What can principals do to address varied expectations and concerns about leadership developed and distributed among school group members?
3. When should principals seek external support and assistance to cultivate leadership among faculty and other staff members?