

What are principals responsible for?

1. Model the 27J Six Leadership Skills
2. Actualize your UIP

Why we have the model we do

Command and Control	Autonomy
Cohersion	Agency
Mandate	Choice
Direct	Indirect
Authority	Choice
Positional	Flat
Hierarchy	All have choice/control
Dominance	Forgiveness and grace
Conforming	Developing
Incentives/Extrinsic	Intrinsic
Do For	Struggle/Persevere/Learn
Traditional Classroom	Thinking Classroom
Traditional Leadership/Management	27J Learning Organization

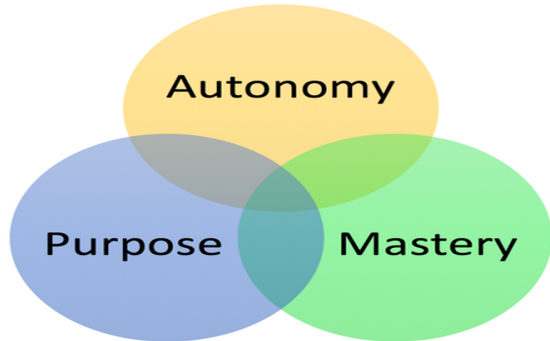
- a. **School leadership is responsible for the culture, structure, progress, and ultimately the outcomes of the school. This responsibility qualifies them as the decision maker and authority for focus, priority, pace.**
 - i. **6 Leadership Skills**
 - ii. **Develop leaders, not command and control**

Command and Control can't work for us: we don't have the people to support it, we don't have the money to hire the people to support it.

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Why 27J Learning Organization is so important:



Autonomy is the need to direct your own life and work. To be fully motivated you must be able to control what you do, when you do it, and who you do it with.

Mastery is the desire to improve.

If you are motivated by mastery, you'll likely see your potential as being unlimited, and you'll constantly seek to improve your skills through learning and practice. Someone who seeks mastery needs to attain it for its own sake. For example, an athlete who is motivated by mastery might want to run as fast as she possibly can. Any medals that she receives are less important than the process of continuous improvement.

Purpose is the desire to do things in service of something larger than ourselves. People want to do things that matter. Most of us spend more than half our waking hours at work, people want that time to matter.

Pink, Daniel H. (2009). *Drive: The Surprising Truth About What Motivates Us*. ISBN 978-1-59448-884-9. NYT Hardcover Nonfiction bestseller No. 12, March 7, 2010

27J Learning Organization lets us promote professional capital. It provides agency. It inspires others through trying, growing, failing, learning.

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How we get it done

Actualizing a UIP:

- a. **Continuous Improvement is how we move student learning outcomes, and how we improve implementation benchmarks.**
 - i. **PDSA cycle in the UIP**
- b. **School leadership is responsible for the culture, structure, progress, and ultimately the outcomes of the school. This responsibility qualifies them as the decision maker and authority for focus, priority, pace.**

Goal:

- What is the data telling us we need to be better at, to improve?

Evidence:

- What adult behaviors need to change in order for us to reach our Goal?
- How will we measure the adult behaviors we are trying to change?

Learning:

- What adult learning needs to happen?
- When will that learning take place?
- Action Plan, time lines, etc