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!!! 3 things learned

1. The capacity of a leader to formulate incisive questions is a more important skill than the ability to advocate for one particular solution or answer.
2. Answer-centered leadership does not address strongly the leadership goal of motivation nor does it promote the individual or collective growth of participants who become dependent on the leader.
3. The tendency to seek right answers or quick fixes is one of the impediments to the development of a culture of inquiry.

++ 2 connections made

1. I liked the quote: “Most human beings, especially well-educated ones, buy into something only after they’ve had a chance to wrestle with it. Wrestling means asking questions, challenging, and arguing.” I made a connection to this because sometimes I would like to avoid resistant-like behavior or just chalk it up to a “bad attitude”, but that is just part of the process. I read somewhere that if all personnel throughout a school are satisfied and content, that is not necessarily a good sign. It may indicate that the school is not making changes toward improvement but is operating at “status quo”.
2. In our book, it stated that one cultural shift in education is from individual autonomy to collective responsibility for the learning of all. This reminded me of the 5 essential elements. It reminds us that at the center of everything is “improved student achievement”. When those 5 elements are in place, everyone in the school is working collectively to improve the education of their students.

? 1 question

1. The authors of our book recognize the fact that “Top-Down” leadership is an outmoded paradigm for leadership although remnants of this mode are alive and well in many schools. So, speaking to the schools where this paradigm shift has not happened, how do we convince leadership that shared leadership is more advantageous?