

LEADERSHIP MINDSETS

Full reference of paper	Kaser, L. and Halbert, J. (2009) <i>Leadership Mindsets</i> , (Abingdon, Routledge)
Aims purpose of paper	Examines the a number of 'mindsets that characterise the way successful, learning oriented leaders operate and make sense of their professional world.
Method and sample (if applicable).	Draws on international case study research, fro the experience of hundreds of school leaders serving diverse communities
Key findings/ideas presented	<p>Strong levels of trust and respectful relationships are pre-conditions for successful school improvement initiatives. When adult relationships in schools are characterised by trust, the stories about change shift from indifference or negativity to possibility and hope. No change strategy works without sufficient attention being paid to the quality of relationships and the level of trust. Trust is never already at hand, it takes effort: it is a product of being conscientiously created, not simply taken for granted.</p> <p>Bryk and Schneider (2002, 2003) identified four key components of trusting relationships: respect, personal regard, personal integrity and competence in core responsibilities. When these four dimensions of trust were in place, parents, staff and the leadership team were able to work effectively to increase learning. Relational trust is not something developed at special retreats, but must be woven into the day to day routines and life of the school, specifically by:</p> <p>Respect: Active listening is one of the first requirements of effective trust – it is a key skill and not easy tot do. Respect is generally based on the belief of all individuals that they are being deeply listened to and understood, rather than just being heard.</p> <p>Personal regard: trust grows as individuals go the extra mile to show caring – in general, interpersonal trust deepens as individuals perceive that others care about them and are willing to extend themselves beyond what their role might formally require in any given situation.</p> <p>Personal integrity: integrity is reflected when there is a match between words and actions – does the leader 'walk the talk'. In negative cultures staff energy can go into consciously or unconsciously creating 'tests' to see whether a leader is genuine.</p> <p>Competence: When teachers demonstrate a willingness to deal with conflict and to address problematic issues, trust builds – and when trust builds, learners benefit.</p> <p>Bryk, A. and Schneider, B. (2002) <i>Trust in schools: a core resource for school reform</i>, (New York, Russell Sage Foundation).</p> <p>Bryk, A. and Schneider, B. (2003) <i>Trust in schools: a core resource for school reform</i>, <i>Educational Leadership</i>, 60, 6.</p>