SERVANT LEADERSHIP AS A SCHOOL CULTURE

ACSI 2015 Leadership Summit

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1. Examine the power of Servant Leadership
2. Discuss attributes in schools
3. Consider roles of leaders at each level
4. Explore structures & processes to make it happen
Hebrews 10:24-25

- And let us consider how to stir up one another to love and good works. . .
WHAT IS LEADERSHIP?

- Leadership is **INFLUENCE**—for good or evil, it is a skill—a learned or acquired behavior that enables an individual to influence others to enthusiastically work toward a common purpose **through use of character**

- Not a management style, not a personality type,

- **Titus 1:7-14** For an overseer, as God's steward, must be above reproach. He must not be arrogant or quick-tempered or a drunkard or violent or greedy for gain, but hospitable, a lover of good, self-controlled, upright, holy, and disciplined. He must hold firm to the trustworthy word as taught, so that he may be able to give instruction in sound doctrine and also to rebuke those who contradict it.
Jesus—Matthew 20:26—He who would lead must first be a servant”

From Ghandi, MLK, Mother Theresa, Based on LOVE IN ACTION—WWJD (what would he DO???)

NOT Storge (Family), NOT Philos (Brotherly), Eros (romantic) It’s not about FEELING!

IT IS AGAPE—from 1Corinthians 13—it’s about DOING: It is patient, kind, it believes, bears, hopes, and endures
SERVANT, (NOT SLAVE) LEADERSHIP!

- Servant Leadership is meeting the LEGITIMATE needs of those we serve to lead: (NOT their WANTS), their NEEDS!
  - Respect
  - Appreciation
  - Being truly heard & understood
  - Held accountable
  - Encouraged
Serve those you lead with

+ Humility
+ Selflessness
+ Respect
+ Forgiveness
+ Honesty

Use Kindness and Patience, but you must admonish AND encourage

CHANGING HABITS IS HARD WORK
WORK WELL WORTH IT...

Unconscious and Unskilled

Conscious and Unskilled

Conscious and Skilled

Unconscious And Skilled
At adult/employee level, some won’t respond—you must weed your garden:

“I love you, I will miss you, good bye!”

At child/family level, coach the work of overcoming instinct—help them continually choose good until it becomes *second nature*.
FREE WILL

Encouragement, Coaching, Guidance, Time, Patience, Perseverance
CREATING A CULTURE

Requires the “4 C’s”

1. **Communication**—Listening more than telling
2. **Cultivation** of RELATIONSHIPS
3. **Common** Understanding of Expectations
4. **Collaboration** across All Stakeholders
PROCESSES AND STRUCTURES

- At different levels, variety of options:
  - Administrative/Office/Site-wide staff:
    + Each has a valued perspective and a solid voice
    + Meet (with faculty?) regarding site wide expectations
    + INCLUDE EXPLICIT INSTRUCTION & SUCCESS!
    + SMARTR™
    + RELATIONSHIPS—AGAPE!!! (Not Feelings!)
  - Teachers: ZPD (Zone of Proximal Development)
CONSISTENCY OF EXPECTATIONS CRITICAL

- Agenda and meeting minutes for each meeting—include an item at each meeting:
  + What’s working, what’s a problem at every level, systems, timing, communication, programs, individual issues,
  + 360° leadership questions for admin and each other
  + refinement recommendations & a timed plan
TEACHER ROLES

- Outside classroom: common, consistent expectations with support and coaching
- Inside classroom: more tailored to personal style—noise level, teaching style, formality, pacing, differentiation choices, strategies
- Either way, must use explicit expectations and practiced success opportunities to emphatically & strategically begin year with this curriculum until each student succeeds.
CLASSROOM/SCHOOL WIDE CULTURES

- Class meetings
- Student/peer resolution team
- School assemblies
- Positive playgrounds & lunch:
  - Value & respect as time for students to make choices—coach adults on SMARTR™
- Community service team activities
  - Elderly visits, school gardening, church pamphlet folding, letters to soldiers...
Consider “caught being good” tickets that go in a jar—and weekly drawings for small rewards, bigger rewards school wide—

+ Lunch with teacher, lunch with principal, lunch with...? Or get to pick first of electives at end of quarter—that each teacher WANTS to teach.... bicycle tuning, rocketry, nature, crafting...

Try to use non-cumbersome rewards

+ (Student store can be very labor intensive)
RESPECTFUL CORRECTION/COACHING

- Student ownership of own choices....

  4 questions:

  1. What was I doing that was a problem?
  2. What did I want/need at that moment?
  3. What could/should I have done differently?
  4. Am I ready to commit to that better choice?
STUDENT CONTRIBUTION CULTURE

- Rotating leadership & resolution team roles
- Crossing Guards
- Playground Partners
- Lunch buddies
- Reading Rangers:
  - Good upper readers with struggling lower, vice versa—struggling upper with fluent lower
THANK YOU

 DRAWING!

 Contact Information is on all materials.

 Give me a call, or email, & let me know how I can help.

 God Bless Your Work, and again, THANK YOU FOR ALL YOU DO!