

Creating Leaders within Your Building

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Background That Led to Your Inquiry:

In order to be an effective principal, I feel it is important to be in control of each program, schedule or any other activity that is put out to parents and students from the school in order to make sure it is ran as efficiently as possible. What I have learned through this process is even though it is important to know what is going on in your building, it is equally important to utilize staff members in the organization of these events.

As we collected the data from our surveys through IPLI, I noticed the concern seemed to resonate with shared leadership. They were (question 1) collaboratively develops and implements a shared vision and mission, (Question 11) Develops the instructional and leadership capacity of staff, and (question 18) Develops the capacity for distributed leadership.

Therefore, the purpose of my action research was to do a better job of delegating responsibility to competent staff members while facilitating the purpose of the junior high. Even though it is my personality to control all aspects in the building, I need to move away from this pattern for a more collaborative environment.

Statement of Your Wondering:

With this purpose, I wondered how I could empower my staff to become leaders and take an active part in my school's vision and mission.

Methods/Procedures:

To gain insights into my wonderings, I looked at three areas: Staff using professional development, use of educational leaders in building to run activities, and teacher led meetings for professional development.

I sought out and encouraged staff members to go to professional development. Upon their return, they were to report to the staff what was learned from the professional development and what could be implemented into the building.

One of the biggest changes made was the use of staff members in charge of running activities in the building instead of the principal. Some of the areas included: Health and Wellness (HEROES Grant), SI2- (PL221), Homeroom ISTEP Prep (math and English), Seventh Grade Orientation, Athletic Truck Raffle, and the junior high newsletter.

The third area, which was much like the first. I had each teacher read Teach like a Pirate Book and each member was to share with the staff the highlights from a PowerPoint.

Stating Your Learning and Supporting it with Data:

As a result of analyzing my data important things I learned included teachers were able to be in charge of the activity and do just as good of a job if not better. Another thing I learned was proper delegation allows the principal to focus on other responsibilities that there would not have been time for otherwise.

1. Teachers were able to be in charge of the activity and do just as good of a job if not better. By allowing the staff more control, I discovered that teachers took ownership of activities. They used more of their own creative thinking instead of simply doing what I was telling them to do. I also noticed volunteers were more abundant when a teacher was in charge. Other teachers were more likely to help a staff member rather than a mandate by the principal. The principal's job changed from creating and running the programs to trouble shooting and taking care of the unexpected.

2. Proper delegation allows the principal to focus on other responsibilities that there would not have been time for otherwise. I have noticed more time throughout the year to implement other programs that I never could get to before. We have a much better ISTEP prep program throughout the building now. I also started programs after school for both academic and athletic that was not in place before.

Providing Concluding Thoughts:

I feel what I have learned on this journey more than anything else would be to trust my staff. I have come to expect my teachers to do the right thing instead of worrying about what if they don't. At this point (I have been principal seven years in this building now), I have hired two thirds of my staff and have been blessed to hire some excellent educators.

I have also learned through my controlling personality, I am holding other leaders in my building from achieving their potential. Teachers will never feel adequate to step up and become an administrator if they never have the opportunity to grow as a leader. Through this delegation, some of the programs I have delegated this year ran better than they have in previous years. We have had new ideas brought up that were never thought of before.

In conclusion, I found this inquiry is much bigger than simply easing the workload of the principal. Not only does it take a solid staff to efficiently run a school, it is just as important to create future good leaders to become principals in the future. For those that can handle it, the best way this can happen is starting that process early in their teaching careers.

References:

N/A