Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

Empowered Educators Collaboratively Transforming Teaching and Leading (GOV316)
Dr. Cathy Owens-Oliver
COMPETENCY: GOVERNANCE AND LEADERSHIP

• Level 1: Foundational
  Level 2: Mobilizing & Power Building
• Leadership Competency themes:
  • Effective execution of governance and leadership responsibilities
  • Establishing and maintaining collaborative, effective relationships
  • Moving the organization forward based on vision, mission, and core values
NEA Strategic Goal and Organizational Priority:

**NEA Strategic Goal:** Advancing opportunities that will...
- Identify, organize, and engage new and early career educators;
- Amplify the voices of all educators,
- Support members’ professional growth, and
- Promote social justice for our students, communities and our nation

**NEA Organizational Priority**
- My School, My Voice
- Supporting Professional Excellence

These efforts start and stop with the leader.
5 KEY COMPONENTS FOR TODAY’S SESSION

1. Building a diverse leadership team
2. Exerting influence to promote positive change
3. Applying emotional intelligence and cultural competency when designing creative roles for staff
4. Establishing purposeful relationships to engage team members in collaborative projects
5. Facilitating growth by helping team members find and assume their place in executing the organization’s vision, mission, and core values
OPENING DISCUSSION: What’s the key word for you?

The image of solo performers is outdated. We must become key collaborators, assisting and leading others in school improvement. As leaders, we can influence the conditions that shape the profession. Leaders must design creative roles for others which allow them to fulfill a range of tasks that contribute to the bottom line. Our teams must be collaboratively empowered to take action, to share expertise, influence education policy from where they sit, and engage critical partners in advancing the mission and goals.
DEFINE YOUR INTENTIONS and mean what you say!

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1. BUILDING A DIVERSE LEADERSHIP TEAM

• Diversity beyond what’s visibly obvious
• Building relationships – Every builder has a toolkit
• Leadership – “the why” goes beyond who’s in charge
• Teamwork is best modeled when we lead from the middle
• Shared or distributed leadership solves problems
• Team dynamics:
  Leader, cheerleader, networker, analyst, skeptic
2. INFLUENCING POSITIVE CHANGE

• Influence is both intended and unintended
• A leader’s hidden curriculum – what we say without saying
• How change theory has changed in the 21st century
• Changing they way we think, behave, react/respond, & move forward
THE LEADER/INFLUENCER IN THE MIRROR

• Mirror, mirror, on the wall, who’s the most knowledgeable responsible of them all?
• How do I “undo” any negative influences?
  (i.e. the know it all, micromanager, interrupter, controller)

Apply emotional intelligence
Pursue cultural competence
Design creative roles for staff
EMOTIONAL INTELLIGENCE when designing creative roles

• Excerpt from Executive EQ: Emotional Intelligence in Leadership and Organizations by Cooper and Sawaf, 1996
  ✓ Emotional Literacy
  ✓ Authentic Presence

• Pay attention to who they are and how they show up
• Recognize emotional/personal “context clues”
• TURN AND TALK: Share a missed EI opportunity
CULTURAL RESPONSIVENESS when designing creative roles

• Cultural...
  ✓ Awareness
  ✓ Sensitivity/Tolerance
  ✓ Responsiveness
  ✓ Competence

• “PURSUE AND PRACTICE” is an effective leader’s mandate

• Elevate your consciousness and responsibility
ESTABLISHING PURPOSEFUL RELATIONSHIPS to foster engagement and collaboration

• INTENTIONALLY establishing purposeful relationships
• Through EI, CR, and just general kindness
• Active listening: What are his/her lived experiences (behind the story and beyond the resume)?
• Staff member’s rhetorical question: Do you really [want to] know me?
• DIALOGUE: What relationship needs more attention right now?
ENGAGING TEAMS IN COLLABORATIVE PROJECTS

• Collaboration requires knowledge of expertise and interests and demands mutual respect and values
• CREATIVE ROLES – tools, skills, and values
• MEANINGFUL meetings about PURPOSE-DRIVEN projects
• The E4 principle ™: Everybody effectively engaged everyday
FACILITATE TEAM MEMBERS’ GROWTH by...

• 2. Helping them find their place and
• 1. Internalize vision, mission, and core values
• Vision is the what, mission is the how, core values are the why
• How do we connect the org’s core values with our own core values?
• Growth is a mindset
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

• Outcome #1: Use emotional and cultural intelligence of PERSONAL KNOWLEDGE OF PERSONNEL when determining and assigning creative, EVOLVING roles for others

• Outcome #2: Apply DISTRIBUTED LEADERSHIP and COLLABORATION strategies to engage team members in projects based on their individual strengths/expertise

• Outcome #3: LEAD PEOPLE TO THEIR RIGHT PLACE in the context of the overarching vision, mission, and core values
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment

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