



Leadership by Influence Not Authority

BCSSA Leadership Series: Part II

The Spirit of Leadership in Action

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We want to acknowledge that today we gather on the historical territories and on the unceded traditional lands of the Musqueam, Tsleil-Waututh and Squamish Coast Salish Peoples.

What we said we would do

- Together we will explore how leaders build, nurture and sustain relationships which is foundational to advancing and rethinking our practices and structures.
- From the importance of a co-constructed vision to building momentum and aligning values and beliefs that challenge and strengthen our structures and practices, none of this can be accomplished without positive and supportive relationships.

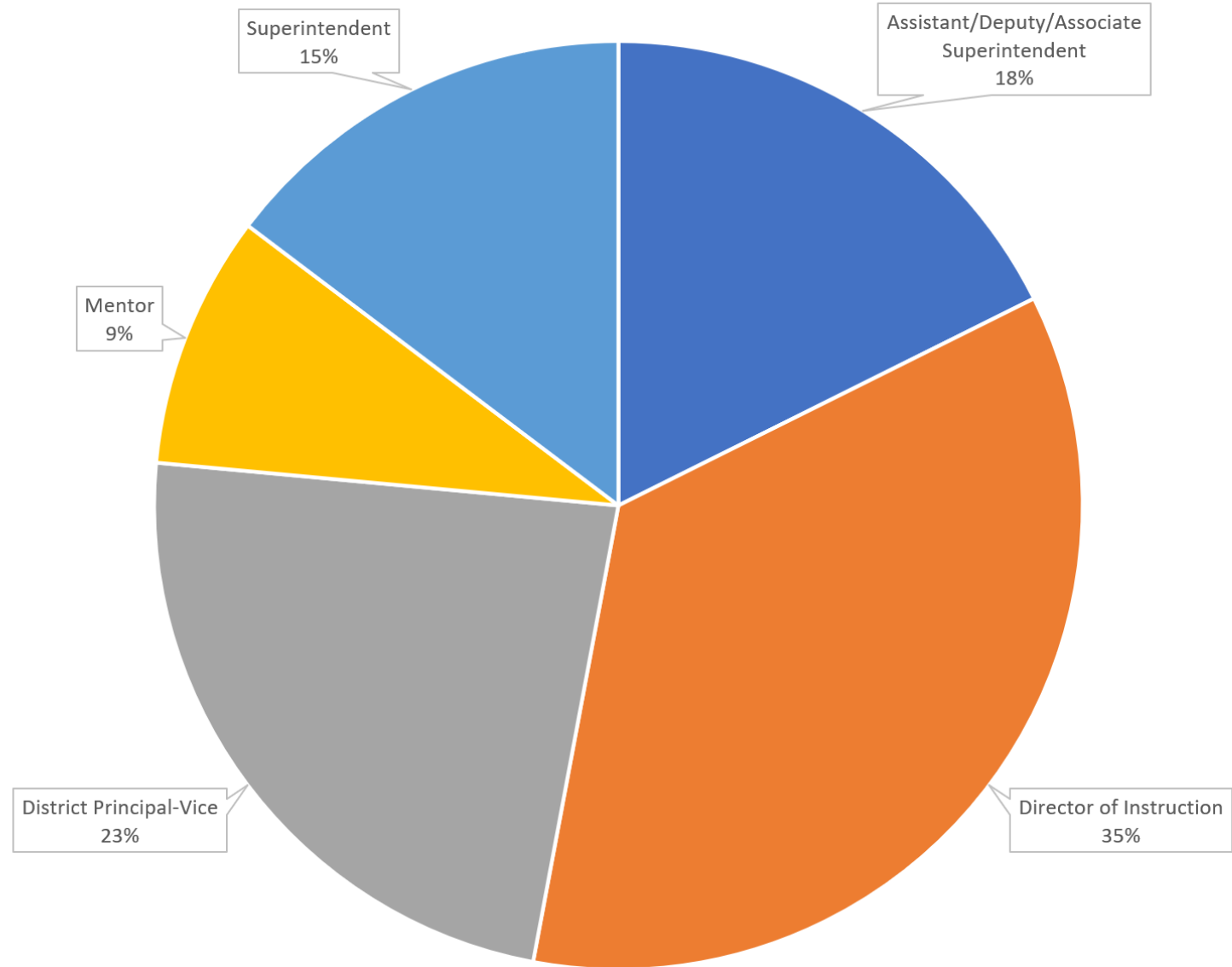
What we said we would do

- This session will focus on strategies and processes that enhance relationships, and yet move us forward intentionally. Participants can once again expect practical and theoretical content and then an opportunity to engage deeply with your colleagues.

Learning Intentions

- Talk about praxis and this series – what it is intended to do
- “Relationships” – what does this actually mean and what underlying behaviours and attitudes shape how we relate with one another
- Contextual literacy – how are relationships part of contextual literacy?
- Leadership – how does it unfold and how do you nurture and sustain trust?
- Network with colleagues – learn with and from each other

Who's Here!



■ Assistant/Deputy/Associate Superintendent ■ Director of Instruction ■ District Principal-Vice ■ Mentor ■ Superintendent



The Spirit of Leadership in Action: A BCSSA Leadership Series

What exactly have you signed up for?



Part I – Governance and Contextual Literacy
Part II – Leadership by Influence not Authority
Part III – Acceleration of Change through the
Middle

A stylized illustration of a canoe with four indigenous people on a lake. The canoe is yellow with black stripes. The people are wearing traditional headbands and red tunics. In the background, there are large, colorful fish (yellow, red, and purple) and a black bird. The water is blue with white clouds.

Part I – Governance and Contextual Literacy – Summer Academy

How do leaders come to understand and work with the numerous governance structures that surround you and influence your work? How do you take calculated risks designed to transform our systems that demand both compliance and innovation?



Part II – Leadership by Influence not Authority

How do leaders build, nurture and sustain relationships as foundational to advancing and rethinking our work and systems? From the importance of a co-constructed vision to building momentum and aligning values and beliefs that challenge and change our structures and practices.



Part III – Acceleration of Change through the Middle

Acceleration of change happens through relationships built on trust and transparency. How do leaders get “into the mess” of the work as part of the change, how do you explore together to support innovation and transformation? How do you both “have the backs” of those doing the heroic day to day work, yet retain high expectations on behalf of all children?

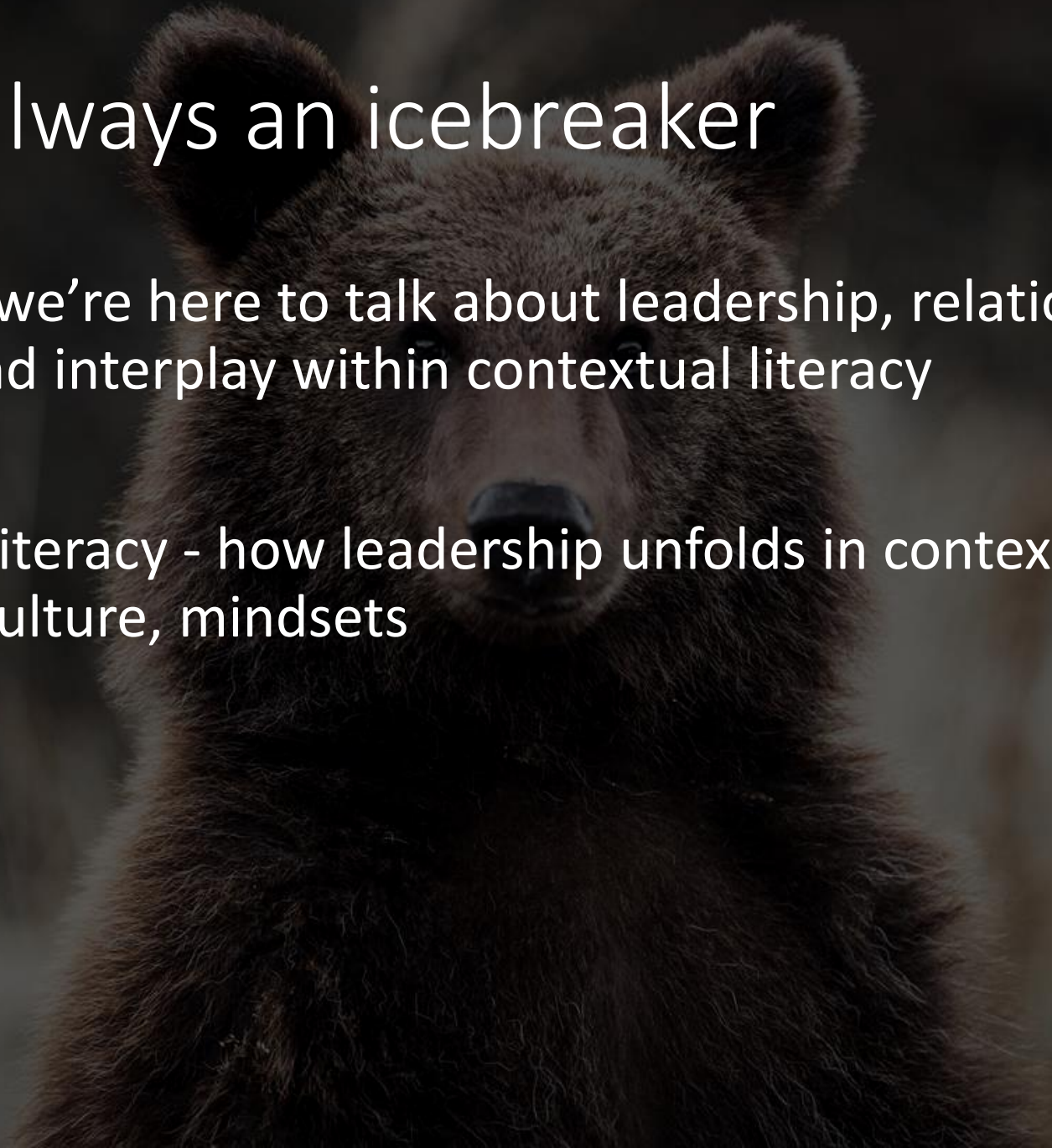
The series

- Come one, come all – this isn't for “new to role” this is for all leaders at all levels
- Come with a team, come alone
- This is a series, but is not intended to be in sequence – it's a la carte, choose what you need
- The overall intention – to continue to move The Spirit of Leadership forward – from theory to action while expanding your network



There's always an icebreaker

- Backdrop – we're here to talk about leadership, relationships and their role and interplay within contextual literacy
- Contextual literacy - how leadership unfolds in context. Relationships, traditions, culture, mindsets



A close-up photograph of a brown bear's face, looking directly at the camera with a serious, almost somber expression. The bear's fur is thick and brown, and its eyes are dark and focused. The background is blurred, showing some dry, light-colored vegetation.

I didn't sign up for this...

Leadership vs Management

- Context: I often hear principals (and others) say, “I am so stuck doing management tasks and attending to the tyranny of the urgent, I can’t get to the “instructional leadership” part of the job.”
- The question at your table: What is the “instructional leadership” part of the job that you believe that people want to attend to?
- Have the conversation, and then we are asking tables to report out so we can hear and consider the things you believe that people most want to do.

Time to
Share

A second icebreaker...and a risk for us to test out

If BCSSA was to host a professional development session where you connected with colleagues in a similar role (or portfolio) , what topics are most helpful for you?

Add as many as you like...please

slido

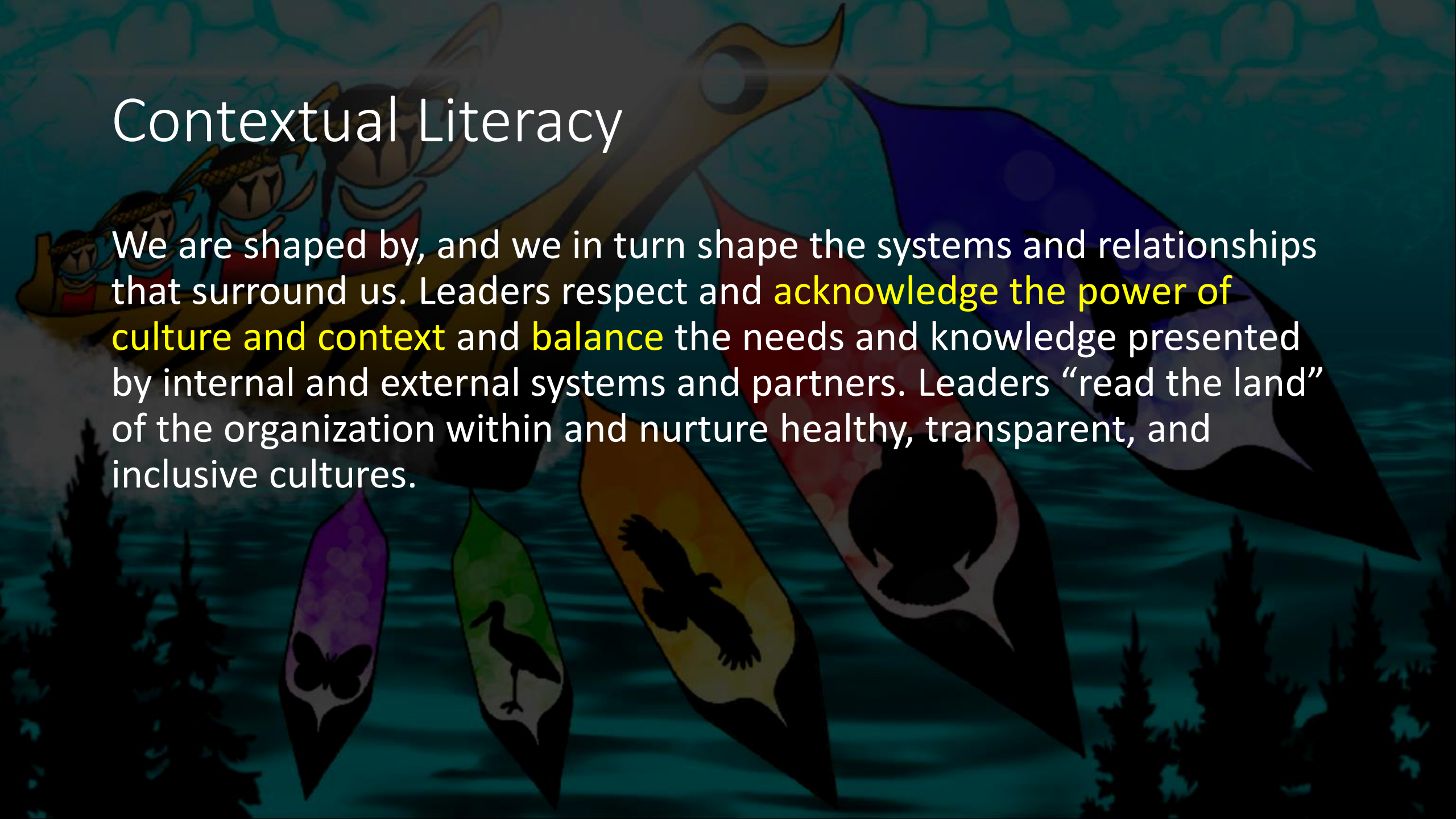


What topics would you most like to explore with colleagues who are in a similar role?

① Start presenting to display the poll results on this slide.

Contextual Literacy

We are shaped by, and we in turn shape the systems and relationships that surround us. Leaders respect and **acknowledge the power of culture and context** and **balance** the needs and knowledge presented by internal and external systems and partners. Leaders “read the land” of the organization within and nurture healthy, transparent, and inclusive cultures.



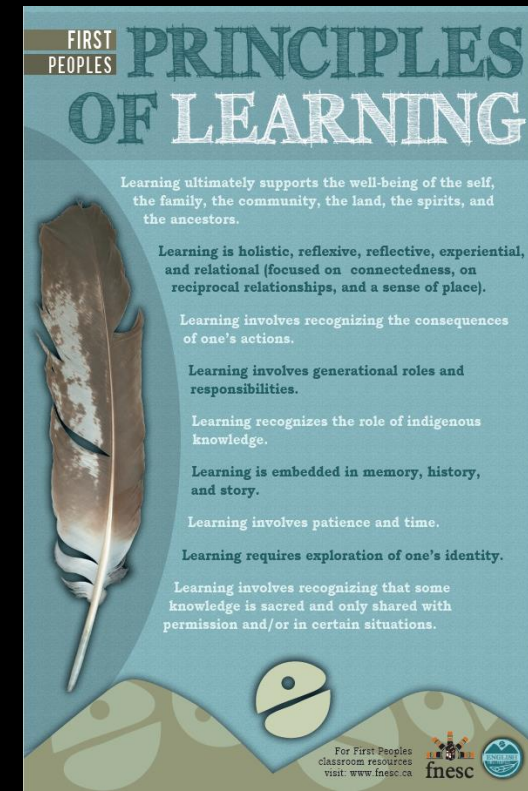
Growing the Capacity of Self and Others

A system is only as strong as the people within. Across the organization, **people need to be supported and nurtured not only as individuals but as leaders who influence, affirm and nurture those around them.**

Processes must exist to strengthen and sustain schools and their supporting networks and structures as learning organizations. In these organizations, the collaborative and action-oriented processes of inquiry are part of an intentional professional learning plan that builds on the existing strengths of all and, in addition, provides **ongoing job embedded professional learning to nurture and sustain their own growth and leadership** journey whether in the classroom, or at the system level.

*We work with people, every day, all day.
That's the job.*

*Learning is embedded in memory, history
and story. You have to engage and to
listen to get that.*



A reminder: Daniel Pink

Motivation = Autonomy, Mastery and Purpose

Let's talk autonomy

1. Autonomy does not mean autonomous (i.e. independent and isolated)
2. You are inspired and motivated to lead
3. That motivation to lead comes by being connected (to people, to purpose)
4. That leadership flows through and with others
5. To lead, you have to both be connected, and autonomous (self-agency)

Connected Autonomy

- Connected autonomy is *not* a continuum.
- It is the single state of being simultaneously connected to, and autonomous within a given context.
- Connected autonomy is also complex but it allows one to explicitly consider connection to others, and commitment to one's own values and situation.
- It allows you to reflect on your degree of autonomy in a given group situation but that autonomy is connected to a larger purpose, and intent.
- Connected autonomy enables you to consider your contributions to the group, what you are learning from the group, how you are shaped by the group in support of your own agency.
- These contributions and learnings occur in context and through relationships, and it is through the acts of engagement and reciprocity that connections can be deepened and enriched.

A toolkit (rubric) can you?

- Articulate how autonomy and connectedness are interrelated
- Demonstrate how a connection to others and an external purpose shapes and strengthens their own autonomy
- Consider how autonomy can strengthen and support a larger spirit purpose
- Identify the importance of autonomy within a group setting while contributing to the group as a whole

A toolkit (rubric) can you?

- Recognize the essential learnings from groups and society and how those learnings can be simplified to support a personal agency
- Demonstrate agency and action in addition to reciprocity that enriches groups and collective action
- Seek clarity, challenge assumptions, and recognize a deep sense of moral purpose

A preview and an ask

- We're trying to support and extend the concept of Contextual Literacy
- We want to give people advice on the “how” of doing the work, not just what is the work
- The concept – a toolkit as a point of reflection for your leadership
- A chance for you to preview, shape and discuss – is it useful?

At your tables – for discussion (10 mins then Share)

1. Do the areas of development make sense? What would you add or delete?
2. Do the self-reflection questions help?
3. Is the continuum (self, others, systems) helpful or not?
4. Overall, is a tool like this useful for you in your work to build the capacity of yourself and others?

Please can you return the documents (thank you!) – feel free to write all over them if you wish.

Next – into the concept together:

Contextual Literacy and the importance of
connection and autonomy

To our work together – Think of your context

1. Think about leadership of/with teams - How do you view autonomy and connectedness and the importance of their interrelatedness?
2. How do you, as a leader of teams and systems, identify the importance of autonomy within a group setting, while contributing to the group as a whole?
3. What does reciprocity look like and feel like when working with teams and within systems?
4. Relationships define the power of culture and context - how do you work to strengthen and support relationships both with individuals and with groups – what works?

Please make every humanly possible effort to get into groups of four

- If you can't make 4...
 - Have only 3 people – do 1, 2, 3
 - Have 5? – make two 1's
 - Have 6? – make two 2's
- Number off

Come get your stuff

- When you know your number, there are sheets for you at the front.
- Send 1 person from your group to come get sheets – one of each
- Hand out at your table - Know your number, know your question...
- At your table each of the 4 should have a sheet!

The Matrix

Round 1

Person 1 interviews person 2
and
Person 3 interviews person 4

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1-2	2-3	2-4	3-2	4-2	2-1	Summarize what you have heard
3-4	4-1	3-1	1-4	1-3	4-3	

The Matrix

Round 2

Person 2 interviews person 3
and
Person 4 interviews person 1

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1-2	2-3	2-4	3-2	4-2	2-1	Summarize what you have heard
3-4	4-1	3-1	1-4	1-3	4-3	

The Matrix

Round 7

Quiet time to summarize and add your own piece

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1-2	2-3	2-4	3-2	4-2	2-1	Summarize what you have heard
3-4	4-1	3-1	1-4	1-3	4-3	



Timer!

Stop!
On to next
round....

Final comments

- Ask people to be explicit – if they say they listen...what do they actually do that demonstrates listening?
- This is your chance to speak to, and learn from, each other
- Ask questions, seek clarification, avoid reaffirming with your own story that illustrates your agreement or elaboration
- Watch the timer
- A Sound will end the current session and ask you to move on.
- Ready....steady....

The Matrix

Round 1

1 Interviews 2

3 Interviews 4

Stop!
On to next
round....

The Matrix

Round 2

2 Interviews 3

4 Interviews 1

Stop!
On to next
round....

The Matrix

Round 3

2 Interviews 4

3 Interviews 1

Stop!
On to next
round....

The Matrix

Round 4

3 Interviews 2

1 Interviews 4

Stop!
On to next
round....

The Matrix

Round 5

4 Interviews 2

1 Interviews 3

Stop!
On to next
round....

The Matrix

Round 6

2 Interviews 1

4 Interviews 3

Stop!
On to next
round....

The Matrix

Round 7

Your time – quiet reading
and summarizing of what
you have heard.

Stop!
On to next
round....

Back at 2:55

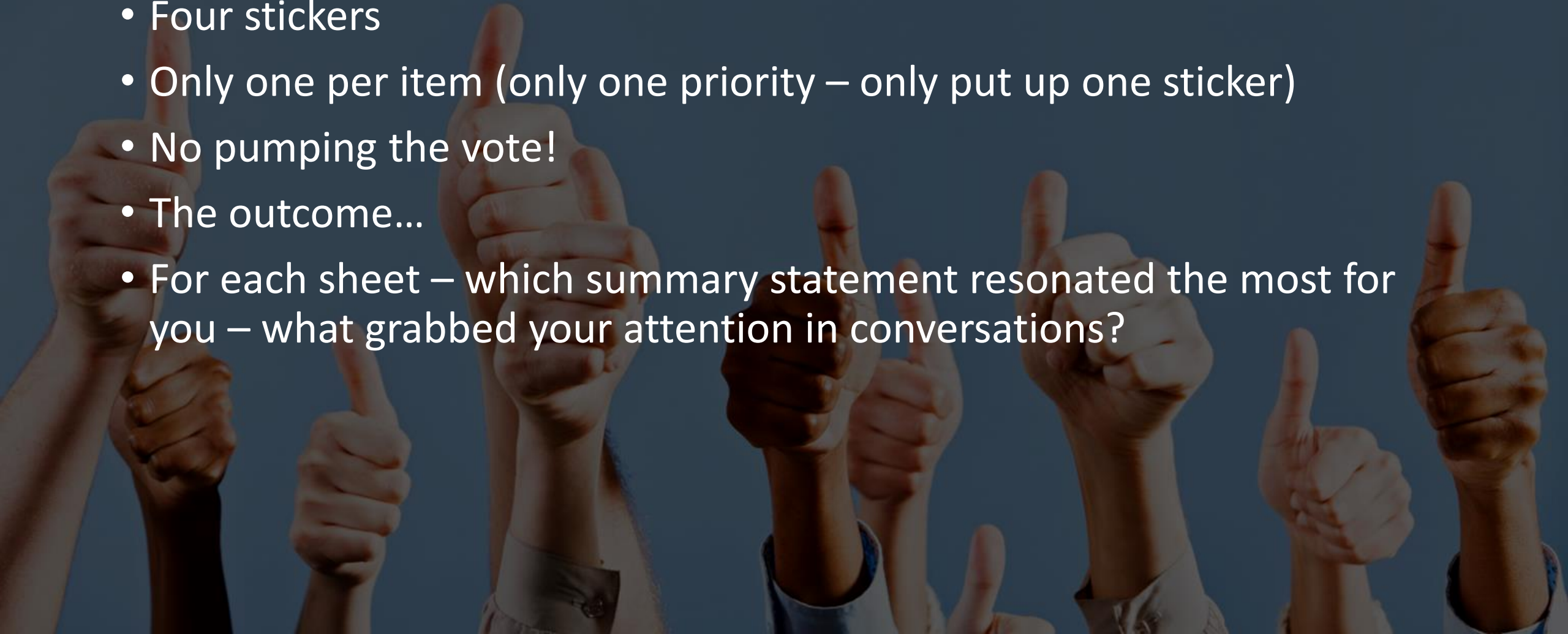


The Full Group Summary

- Each question expert gathers around sheets to summarize their feedback.
 - 1's together
 - 2's together
 - 3's together
 - 4's together
- Assign a recorder...highlight key points in the summaries you hear...report out.
- Suggestions for summarization and watching over the years

Carousel

- Four stickers
- Only one per item (only one priority – only put up one sticker)
- No pumping the vote!
- The outcome...
- For each sheet – which summary statement resonated the most for you – what grabbed your attention in conversations?



Reporting out – What did you say?

- Each chart should represent your priorities and can be an interesting reflection point
- PLEASE – take pictures of the summary sheets and votes – they can inform your own work in your district and your own pro-d plans and support
- This is what you and your colleagues said that Contextual Literacy and Growing the Capacity of Self and Others looks like.

Next steps...

- What will happen with the evidence? – Jordan will share out via BCSSA
- BCSSA will use it to reflect on our leadership sessions and work, particularly for new to role
- Our Leadership Competencies Advisory group will see this process as valuable feedback
- The Member Services and Pro-Learning committee can use this info to inform their work
- This is more evidence, more insight, and we'll use it to refine

The bottom line – The narrative I'm trying to weave

- Competencies are all wonderful – but this is complicated work
- It requires reflection, observation, and being able to “observe” your own actions
- You also should always consider how to get feedback – you don't always have to ask - you may just have to watch – one of the most powerful ways to lead, is to observe and reflect



John Abbott used to say: “if not in schools, then where?”

No pressure, but go forth and conquer

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