Welcome to Sustainable Leadership

Andy Hargreaves
Sustainable development, democracy and peace are indivisible as an idea whose time has come.

Wangari Maathai
Development of the term “sustainability”

1980  Term first coined by Lester Brown, founder of the World Watch Institute

1987  Sustainable development defined by Brundtland Report of the World Commission on Environment and Development


2002  United Nations Johannesburg Summit - developed practical goals for sustainable development

2005  Beginning of UN Decade of Education for Sustainable Development
Sustainability does not simply mean whether something can last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment, now and in the future.

Hargreaves & Fink 2000
Sustainable leadership matters, spreads and lasts. It is a shared responsibility that does not unduly deplete human or financial resources, and that cares for and avoids exerting damage on the surrounding educational and community environment.

Hargreaves & Fink 2003
Sustainability

Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.

Fullan 2004
Seven principles of sustainable leadership

1. Depth  
   It matters

2. Endurance  
   It lasts

3. Breadth  
   It spreads

4. Justice  
   It does not harm the surrounding environment

Continued...
<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>5 Diversity</strong></td>
<td>It promotes diversity &amp; cohesion</td>
</tr>
<tr>
<td><strong>6 Resourcefulness</strong></td>
<td>It conserves expenditure</td>
</tr>
<tr>
<td><strong>7 Conservation</strong></td>
<td>It honours the past in creating the future</td>
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</table>
Unsustainability

Repetitive change syndrome is

Initiative overload + Change-related chaos

Abrahamson 2004
Unsustainability

Imposed, short-term targets (or adequate yearly progress) transgress every principle of sustainable leadership and learning

Hargreaves & Fink 2006
Principle 1: Depth

Sustainable leadership matters. It preserves, protects, and promotes deep and broad learning for all in relationships of care for others.
Nelson Mandela

The human body has an enormous capacity for adjusting to trying circumstances. I have found that one can bear the unbearable if one can keep one’s spirits strong even when one’s body is being tested. Strong convictions are the secret of surviving deprivation: your spirit can be full even when your stomach is empty.
Standards and Sustainability

Learning → Achievement → Testing

NOT

Testing → Achievement → Learning

Hargreaves & Fink, 2006
The five pillars of learning

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together
   UNESCO 1996
5. Learning to live sustainably
   Hargreaves & Fink, 2006
Basics

Old basics

• Literacy
• Numeracy
• Obedience
• Punctuality

New basics

• Multiliteracy
• Creativity
• Communication
• IT
• Teamwork
• Lifelong Learning
• Adaptation & Change
• Environmental Responsibility
What does the doctor reply?
Activity

1. Depth
Slow schooling

- starts formal learning later
- reduces testing
- increases curriculum flexibility
- emphasizes enjoyment
- doesn’t hurry the child
- rehabilitates play alongside purpose

Honore, 2004
Principle 2: Endurance

Sustainable leadership lasts. It preserves and advances the most valuable aspects of learning and life over time, year upon year, from one leader to the next.
Endurance

• It is a common defect in men not to consider in good weather the possibility of a tempest
  Machiavelli, 1532

• All leaders, no matter how charismatic or visionary, eventually die
  Collins & Porras, 1994

• Few things succeed less than leadership succession
  Hargreaves & Fink, 2006
Four Issues in Succession

1. Succession Planning
2. Succession Management
3. Succession Duration & Frequency
4. Succession and the Self
## Succession Planning Patterns

<table>
<thead>
<tr>
<th>Planned (purposeful)</th>
<th>Continuity</th>
<th>Discontinuity</th>
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<tr>
<td>Planned</td>
<td>Planned Continuity</td>
<td>Planned Discontinuity</td>
</tr>
<tr>
<td>Unplanned (accidental/unintentional)</td>
<td>Unplanned Continuity</td>
<td>Unplanned Discontinuity</td>
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Hargreaves & Fink 2006

### 2. Endurance
Good succession plans

- Are prepared long before leaders’ anticipated departure or even from the outset of their appointment
- Give other people proper time to prepare
- Are incorporated in all school improvement plans
- Are the responsibility of many, rather than the prerogative of lone leaders who tend to want to clone themselves
- Are based on a clear diagnosis of the school’s existing stage of development and future needs for improvement
- Are transparently linked to clearly defined leadership standards and competencies that are needed for the next phase of improvement
Successful Succession Management

• Distributes leadership effectively
• Builds strong professional communities
• Deepens and broadens the pools of leadership talent
• Establishes leadership development schools
• Stresses future leadership competencies
• Supports and sponsors aspiring school leaders
• Replaces charismatic leadership with inspirational leadership
• Plans early for the incumbent leader’s exit
• Moderates and monitors leadership succession frequency
Sound succession, strong selves, through

- Availability of counselling and coaching for exiting leaders
- Quick, clear and open communication of reasons for departure
- Acceptance of emotional confusion and vulnerability
- Celebration of the leader's contributions
- Recognition that succession is subject to the four stages of grief - denial, awakening, reflection and execution
- Confrontation of the Messiah and Rebecca myths
- Prepares oneself and others early for the possibility of succession

Hargreaves & Fink, 2006
Principle 3: Breadth

Sustainable leadership spreads. It sustains as well as depends on the leadership of others.
Professional learning community

Collaboration

Learning, reflection & review

Achievement and Engagement

Learning & teaching focus

Use of evidence

3. Breadth
Professional learning communities aren’t...

X Merely convivial and congenial – they are demanding and critical

X Just a collection of stilted teams looking at data together

X Obsessed with scores and results, instead of depth of learning

X Forced and imposed, they are facilitated and supported

X Ways to hijack teachers to carry out administrative agendas
Relationships

It’s hard to eat something you’ve had a relationship with

Hargreaves & Fullan, 1998
Distributed leadership

sees leadership practice as a product of the interaction of school leaders, followers and their situation.

• Leadership practice involves multiple individuals within and outside formal leadership positions

• Leadership practice is not done to followers. Followers are themselves part of leadership practice.

• It is not the actions of individuals, but the interactions among them that matter most in leadership practice.

Spillane, 2005
Raising the temperature of distributed leadership

- Too hot
  - Anarchy
  - Assertive distribution
  - Emergent distribution
  - Guided distribution
  - Progressive delegation
  - Traditional delegation

- Too cold
  - Autocracy
Principle 4: Justice

Sustainable leadership does no harm to and actively improves the surrounding environment by finding ways to share knowledge and resources with neighboring schools and the local communities.
Sustainability and Social Justice

- do not steal your neighbor’s capacity
- use multiple indicators of accountability
- emphasize collective accountability
- coach a less successful partner school
- make a definable contribution to the community your school is in
- pair with a school in a different social or natural environment
- collaborate with your competitors
Responsible leadership

Mutual relationships among the domains of ethical responsibility

Starratt, 2005
Principle 5: Diversity

Sustainable leadership promotes cohesive diversity and avoids aligned standardization of policy, curriculum, assessment, and staff development and training in teaching and learning. It fosters and learns from diversity and creates cohesion and networking among its richly varying components.
Differences

You learn more from people who are different from you, than ones who are the same

Hargreaves & Fullan, 1998
Networked learning communities

- Share and transfer knowledge
- Stimulate professional fulfilment & motivation
- Capitalize on positive diversity
- Provide for lateral leadership
- Are evidence-informed
- Promote innovation
- Give teachers voice
- Personalize schools as learning communities
- Are flexible and resilient

Continued...
Network risks

- Restricted to enthusiasts
- Shared delusions
- Self-indulgent
- Limited scale
- Unaccountable
- Over-regulation
- Over-participation
Strong networks have...

- Strong branding, definite products
- Clear moral purpose
- Clarity, focus, discipline
- Evidence informed substance
- Accessibility in real and chosen time
- Hacker ethic
- Embedded in altered structures
- Support from lateral leadership
- PLCs as nodes
Networking and interaction

- Paired schools
- University-school partnerships
- Internet communities
- Families of schools
- Collaborative accountability
- Professional networks
Principle 6: Resourcefulness

Sustainable leadership develops and does not deplete material and human resources. It renews people’s energy. Sustainable leadership is prudent and resourceful leadership that wastes neither its money nor its people.
Energy Restraint
Energy Renewal
Energy Release
Four Forms of Energy Renewal

1. Physical Renewal
2. Emotional Renewal
3. Intellectual Renewal
4. Spiritual Renewal

Loehr & Schwartz
Energy restraint

- No achievement without investment
- Shared targets, not imposed ones
- Slow leading, slow learning
- Time
- Political continuity and stability
Three Sources of Renewal

Confidence

Trust

Positive emotion

6. Resourcefulness
Three forms of trust & betrayal

Communication

Contract Competence

Hargreaves, 2002
Principle 7: Conservation

Sustainable leadership respects and builds on the past in its quest to create a better future.
## Modes of Organisational Forgetting

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<tr>
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<th>New Knowledge</th>
<th>Established Knowledge</th>
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<tbody>
<tr>
<td><strong>Accidental</strong></td>
<td>Failure to consolidate <strong>Dissipation</strong></td>
<td>Failure to maintain <strong>Degradation</strong></td>
</tr>
<tr>
<td><strong>Purposeful</strong></td>
<td>Abandoned innovation <strong>Suspension</strong></td>
<td>Managed unlearning <strong>Purging</strong></td>
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DeHolan & Phillips, 2004
The Past, Present & Future of Change

✓ Acknowledge the past. Preserve the best. Learn from the rest.
✓ Wildness, diversity and disorder have value.
✓ The past is not pure. Do not romanticize it.
✓ The past has no Golden Age to which we should return.
✓ We view the past differently. We must therefore interpret it together.
✓ When we dismiss or demean the past, we fuel defensive nostalgia among its bearers.
Three Cultures of Teaching

- **Veteran dominated**
  - serves experienced teacher interests
  - feels exclusionary
  - offers few leadership opportunities

- **Novice orientated**
  - surrounded by fellow novices
  - feels inclusive
  - driven by enthusiasm rather than expertise

- **Blended**
  - provides mentoring
  - offers leadership
  - reciprocal learning

Johnson et al, 2004
Stop, Start, Continue...

Stop
What is less valuable

Start
What is more valuable

Continue
What remains highly valuable

Subvert
What is formally required but threatens what is valuable
Conserving the past through...

- Retreats that renew the vision
- Audits of the organization’s memories of analogous change
- Asset inventories of existing experience and knowledge
- Organizational abandonment meetings
- Appointments made mid-term to cultivate learning of the culture
- Storytelling to pass on wisdom
- Mentoring that runs in both directions
- Good written records
- Creation of blended professional cultures
- Creative recombination, not repetitive change
The Long and Short of Sustainable Improvement
A Network of Over 300 Underachieving Secondary “Schools Helping Schools”

An Invitational Process to Three Annual Cohorts

A “No Strings Attached” Stipend of 9,000 pounds per annum

Conferences

Expert Analysis of School Achievement Data

Mentor Schools and Consultant Heads

Data-Informed Reflection and Decision Making

A Menu of Short, Medium, and Long-term Strategies

A Web Portal with a Chat Room and Discussion Forum
Research Design

Individual and focus group interviews with school heads, teachers, and policy makers

Conference attendance, site visits to schools, and ethnographic observations of instruction

Review of pupil achievement data

Analysis of RATL’s web portal

Targeted interviews of heads in the top and bottom quartiles
The Failures Car Park

... there was a bit of a joke that we’re going to have our wrists slapped because we didn’t do terribly well, and we met a whole lot of other headteachers who we knew who said, “well, you’re in the failures car park,” you know, those sorts of things.
Achievement Gains

63.2% of Cohort A Schools (141 of 224) maintained or improved GCSE results from 2003 to 2004--an increase of 2.4% in contrast to .8% among all secondary schools

82% of Cohort B Schools (86 of 105) maintained or improved GCSE results from 2004 to 2005--an increase of 5.4% in contrast to 2.9% among all secondary schools

73% of Cohort A Schools (173 of 224) maintained or improved their performance from 2003 to 2005--an increase of 4.7% compared to 3.7% among all secondary schools
What about the schools without gains?

Leadership transitions

Leadership instability

Leadership isolation

No prior networking experience
Short-Term Strategies

- Providing students with test-taking strategies
- Offering revision sessions after school and on weekends
- Creating tutoring opportunities with peer and subject specialists
- Celebrating student accomplishments
- Implementing supplementary materials using ICT
- Initiating parent-teacher conferences
- Providing nutrients before exams
Medium-Term Strategies

Teacher mentor programs to assist struggling or coasting colleagues to improve instruction

SAM technology learning program to track and encourage pupil homework on challenging curricula

Data-informed assessment to target specific groups of pupil for further study and customized interventions

School training days to enhance awareness of new approaches to raise achievement and transforming learning
Long-Term Strategies

Organizational restructuring of a school’s leadership team

Increasing student voice through Learning to Learn

Emphasizing continuing assessment and improvement

Building professional learning communities that continuously review upon and revise instruction

Developing new strategies for creating local capacity that include parents and other community constituencies
Short Term Necessity

The new reality is that governments have to show progress in relation to social priorities...within one election term [typically four years.] Our knowledge base is such that there is no excuse for failing to design and implement strategies that get short-term results.

Unsustainability

Imposed, short-term targets (or adequate yearly progress) transgress every principle of sustainable leadership and learning

Hargreaves & Fink 2006
Hargreaves and Fink’s Proposition

The urgency of targets is inversely related to the degree of power held by those responsible for implementing them.
SHORT

- cynical, opportunistic

+ urgent, confidence-boosting

LONG

- evasive, unaccountable

+ enduring, sustainable
Government-imposed short-term achievement targets

- shared targets, quick “wins”

+ UN Millenium Goals

authentic transformations in practices and beliefs
Negative Longs

- Long-term targets, such as Millenium Goals, that are evasions of political and corporate responsibility
- Mission and vision building processes that do not survive the leaders who initiated them
- Long-range plans that are soon made obsolete by unanticipated events
Negative Shorts

Targets that are

- Imposed upon the powerless
- Do not engage those responsible for reaching them
- Are politically convenient and arbitrary
- Are imposed in cultures of distrust and fear
Positive Shorts

• Also demand changed behavior among the powerful
• Are collectively shared
• Are inspired by cultures of trust and hope
• Build confidence to persevere with longer term struggles
Positive Longs

• Promote and depend on patience, discipline and perseverance
• Inspire people to see beyond the present
• Symbolically guide and articulate short-term measures
Happiness

Comes from

- Choice, but not too much
- Control over one’s own destiny
- Achievement of purposes along the way

Jonathan Haidt, The Happiness Hypothesis
Sustainable Leadership

One of the most important and neglected aspects of leadership is leadership succession. Schools tend to focus on improving schools or remaking them anew rather than sustaining what has been created by past leaders. Similarly, leaders rarely think about how their improvements will survive their own departure. In this book, Andy Hargreaves and Dean Fink examine what we know about making leadership last and offer seven principles of sustainability. They provide an overview of the topic, a summary of research, examples of good practice, and guidelines for the future. This is a volume in The Jossey-Bass Leadership Library in Education by Andy Hargreaves, Consulting Editor.

Sustainable Leadership

By Andy Hargreaves and Dean Fink

Seven Principles of Sustainability

• Depth: Learning and Integrity
• Length: Endurance and Succession
• Breadth: Distribution and Delegation
• Justice: Others and Ourselves
• Diversity: Complexity and Cohesion
• Resourcefulness: Renewal and Renewal
• Conservation: History and Legacy

Available October 2005


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Thank you