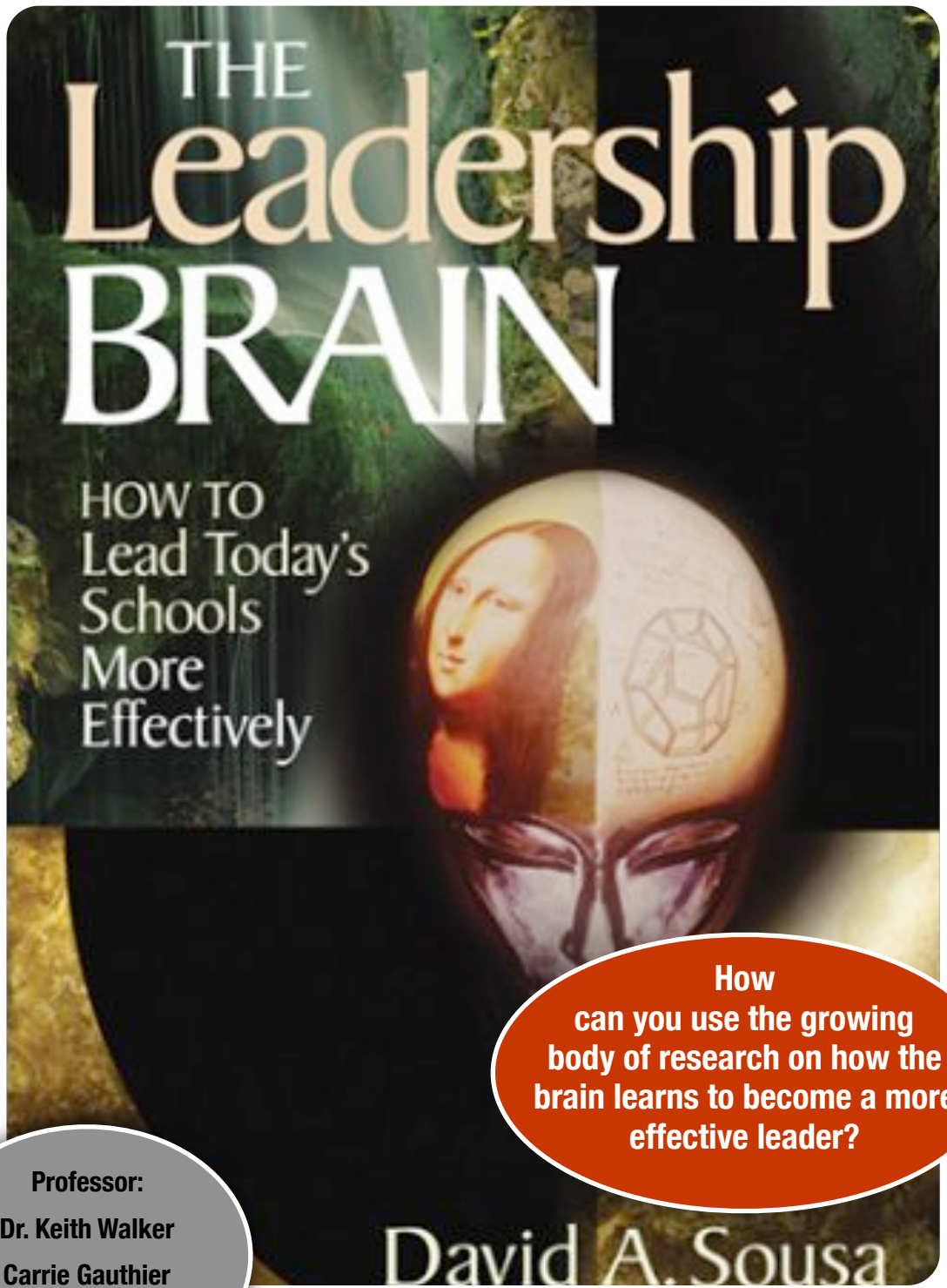


EXECUTIVE



Professor:
 Dr. Keith Walker
 Carrie Gauthier
 384645

How can you use the growing body of research on how the brain learns to become a more effective leader?

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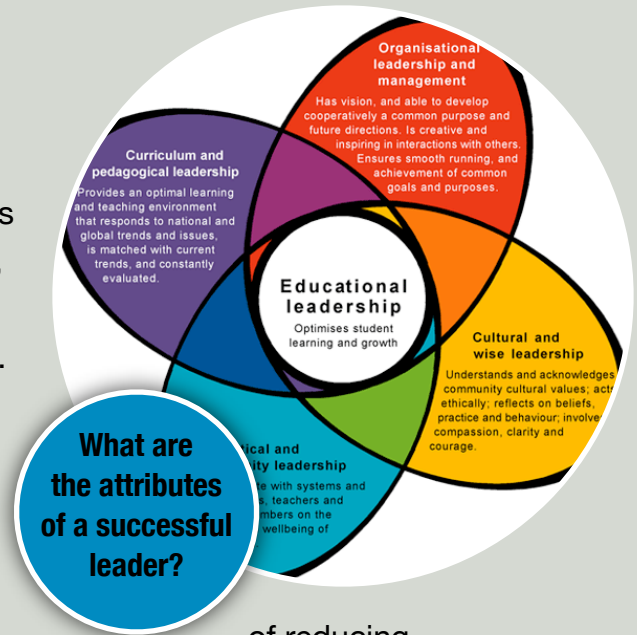
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The Leadership Brain

Summary

David Sousa, author of *The Leadership Brain: How to Lead Today's Schools More Effectively*, aims to apply neuroscience research directly to leadership. He proposes practical ways to implement knowledge of brain functions, into real life effective leadership and teaching strategies. David articulates that by understanding how the whole brain functions, one can then understand how to apply this knowledge to strong school leadership and team management. *The Leadership Brain* provides readers with specific knowledge of how the different hemispheres of the brain function,

moreover helps in explaining the significant differences in learning, retention, creativity as well as higher order thinking. David also explains eloquently in his book how leaders can go about initiating and leading productive change within their schools. With tips, charts, and questionnaires, *The Leadership Brain* also addresses how to shape and manage school culture and speaks of the need for strong ethical and spiritual leaders. Throughout the book, David stresses the need for leaders to understand thinking habits to resolve conflict and points out the importance



of reducing misconceptions about students with disabilities, gifted or minority students. *The Leadership Brain* also highlights the importance of recognizing the change of modern society and the need for educators and leaders alike to alter their styles to fit this changing society.

“ Besides retirement, the major reason administrators leave their jobs is stress”

David Sousa - “ ...science may be the key to helping leaders lead. Cognitive neuroscientists are gaining greater insights into the workings of the human brain, including how the brain survives, interacts, and learns from its environment. Many of these insights can help educational leaders in their attempts to convince

themselves and others of the importance of changing what we do in schools to help all students reach their full potential. Science can provide leaders with a deeper understanding of their own thinking processes so that their decisions are mindful and ethical. If leadership is the key to true educational reform,

then thoughtful leadership is the key to thoughtful reform. To that end. I have written this book with the hope of providing educational leaders some insights into how research in cognitive neuroscience and other related areas can inform their practice”.

The Leadership

BRAIN

How to Lead
Today's Schools
More Effectively



for the
leadership
his new

What
are some basic facts
educational leaders should
know about parts of the brain
and their functions?

Understanding Leadership

-Educational leaders are
made not born.

-Organizations have
expectations of their leaders.

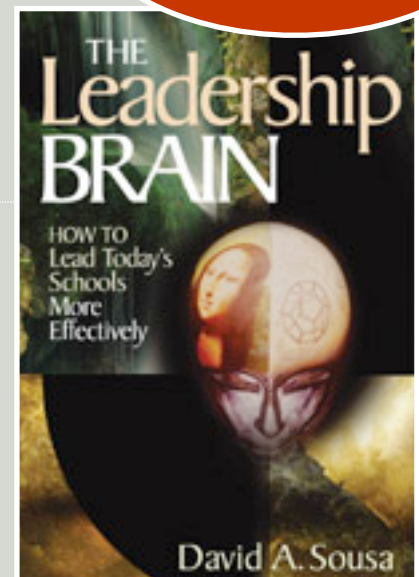
-Leadership style describes
the general approach that
leaders use to carry out their
responsibilities

-No one leadership style will
successfully manage the
issues emerging from a rapidly
changing and technologically
complex world.

-Managers tend to do things
right while leaders do the right
thing.

-Research in the
neurosciences has revealed
new understandings about
how the brain grows, develops
and learns which has direct
implications for educators in
schools.

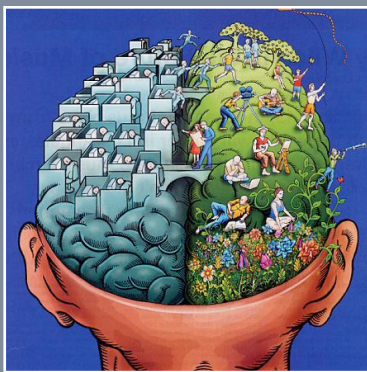
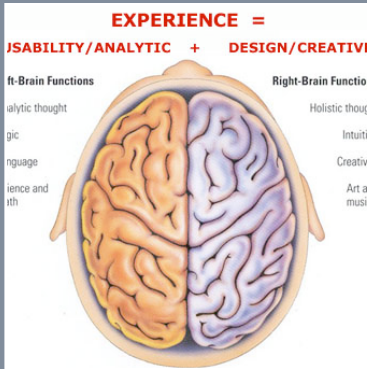
-Educational leaders need to
ensure that schools are not
focused solely on dispensing
knowledge but more on
developing individuals who will
know what knowledge and
skills are important for
continued success in a
complex 21st century.



**WHAT STRATEGIES CAN I USE
TO MANAGE MYSELF AS AN
EFFECTIVE LEADER?**

“Science
may be the key to
helping leaders lead”

HOW CAN I DETERMINE MY HEMISPHERIC PREFERENCE?



If you tell people where to go, but not how to get there, you'll be amazed at the results.

George S. Patton

Linking Leadership to the Brain

-Educational Leaders need to have working knowledge of how research in the neurosciences is expanding our understanding of how the brain learns.

-Learning is a process by which we acquire new knowledge and skills.

-The left and right hemispheres of the brain are specialized for certain functions.

-The frontal lobe is the executive system of the brain, responsible for problem solving and higher-order thinking.

-Researchers tend to explain creativity in the context of the workplace through a variety of perspectives, including attributes, conceptual skills, or the process

of personal talents mixing with eternal influences.

-The 10 dimensions that help access the openness of an organization to creativity are freedom, challenge, idea support, dynamism, risk taking, idea time, trust and openness, conflicts, humor and debates.

-Four common mistakes that are made when trying to get members of an organization to behave creatively are defining the problem incorrectly, judging ideas too quickly, stopping with the first good idea, and failing to obtain adequate support for change.

-Creative people need to be empowered to implement change.

-Imagery enables leaders to be more successful in dealing with the stressful situations they come

“Science can provide leaders with a deeper understanding of their own thinking processes so that their decisions are mindful and ethical”

Author:
David Sousa

How can I foster creativity in my school?

Brain Compatible Curriculum

- The brains of today's students are attracted more than ever to the unique and different - what is called novelty
- Nearly one-half of the grades 3 - 12 student population has a visual preference and just under one-fifth has an auditory preference.
- An integrated approach to curriculum combines the best components of the Back-to-Basics, Higher Standards, and Constructivism movements resulting in an essential body of more challenging and complex knowledge taught through student-selected units.
- The effective revision of curriculum requires eliminating unnecessary and redundant concepts, chunking related topics, and identifying critical attributes.
- A brain-compatible curriculum framework must be based on the way today's students learn best.
- Educational leaders are responsible for facilitating a dialogue between the professionals in both regular and special education that focuses on ensuring that special needs students succeed in the general curriculum areas.
- Educational leaders must insist that technology be integrated into all areas of the curriculum and must provide teachers with the training and technical support necessary to make that happen.
- Curriculum change is most likely to succeed and endure if it includes all the appropriate stakeholders in the planning process, provides effective and

continuing staff development, is fully supported by administrative and organizational structures, and is carefully monitored and evaluated.

Brain Compatible Instruction and Assessment

- Positive classroom climate is important to improving student learning and retention as well as limiting discipline problems.
- Novelty is an effective strategy for getting and maintaining interest.
- In a learning episode, we remember best that which comes first, second best that which comes last and least which comes just past the middle of the episode.
- Closure is used to provide the time for mental rehearsal in the hope that the student will be successful in attaching sense and meaning to the new learning.
- Imagery is a powerful mental function that encourages students to search long-term storage sites for appropriate images and to use them more like a movie than a photograph.

What can I do to ensure that our schools accommodate the brain of today's student?



How are the learning preferences of students different from those in the past, and what are the implications of these differences for curriculum and instruction?

- Getting students to stand up, move, and talk is an effective instructional strategy because it is multi-sensory and emotionally stimulating, increases student engagement and encourages socialization.
- Because practice makes permanent, teachers should avoid giving students independent practice before guided practice.
- Concept mapping is an effective strategy for remembering details because it requires student engagement, rehearsal, and the association of the factual information to a pattern.

True Leadership

David Sousa - "True leadership is a matter of influence, not position. Influence results from being liked and respected. A new definition of leadership expects that leaders will share responsibilities that

they once thought were exclusively theirs. Increasing pressures from within and outside the school are collapsing traditional bureaucratic structures and reshaping the school community. As teachers grow professionally so will

leaders who can become more accommodating and responsive instead of fixed and bureaucratic. Collaborative strategies are what get people to follow. And when people follow because they want to, rather than have to, everybody wins".

one person with a
belief
 is equal to a
 force of ninety-nine
 who have only
interest.

What are other ways of evaluating teacher effectiveness besides classroom visits?

How can a leader encourage and develop creativity in a school?

Teacher Evaluation

- Traditional models of teacher evaluation based primarily on classroom visits are not compatible with current initiatives that are reforming schools into learning organizations where teachers and school leaders work collaboratively instead of in isolation.

- Newer models link teacher evaluation to national professional standards, staff development, and total school reform.

- Teacher evaluation today should be based on a comprehensive process that

includes clinical supervision, mentoring, peer coaching, teacher portfolios, action research, student and parent surveys and student achievement data.

- Many of the components of teacher evaluation can also be used as data sources for the evaluation of principals and other district administrators.



“...leaders are vital instigators”

TIPS FOR LEADERS FIGURE # 5.4	GUIDELINES FOR A TEACHER MENTORING PROGRAM	
<ul style="list-style-type: none"> - Participation as a mentor should be voluntary - Building administrators must be committed to the concept of the mentoring program by ensuring that the mentors get adequate planning time, monetary and material resources and support. 	<ul style="list-style-type: none"> - Matching mentors and mentees should be based first on the similarity of their job assignments - mentors and mentees should participate in planned and validated training sessions that makes clear expectations, and that models key attitudes and skills 	<ul style="list-style-type: none"> - Develop a mentoring program for administrators - Guard against overloading either the mentor or the mentee
<ul style="list-style-type: none"> - Mentors should be experienced teachers who are continual, visible learners, who maintain high level of expertise 	<ul style="list-style-type: none"> - Mentors should have opportunities to get together periodically to share experiences, develop supportive relationships, and remain accountable to program 	<ul style="list-style-type: none"> - provide a stipend for mentors or other benefit

REVIEW

The Leadership Brain

David Sousa, author of *The Leadership Brain*, tries to draw a link between neuroscience and effective leadership. David articulates that to become an effective educational leader in today's changing and challenging world, it is essential that you understand how the brain functions and operates. By understanding this, one can then directly apply it to understanding and learning how to lead and engage, both fellow colleagues, and students alike. *The Leadership Brain* begins by explaining in detail the various hemispheres and regions of the brain. David Sousa does an excellent job of illustrating what each component of the brain is responsible for, and how this can directly have an impact on education and leadership. *The Leadership Brain* supplies practical tips for leaders at the conclusion of every chapter, which range from strategies, quizzes, self-reflections and questionnaires. David recognizes the audience of the book, and realizes that teachers and administration alike are for the most part visual learners. He supplies readers with useful tactile charts, and surveys to further aid discovery of their own styles. *The Leadership Brain* does an outstanding job of being a pertinent resource, which leaders can truly use as they see the need.

The Leadership Brain however focuses a lot on student learning and teacher leadership rather than administrative leadership. Although David does

touch upon the importance of having an ethical and spiritual leader, the majority of the book is geared towards teachers and how they can use the knowledge of brain function, into their own classrooms. While there is some crossover between teaching students and leading adults, more information on how knowledge of the brain could help people become more effective leaders in administrative roles would have been helpful.

The Leadership Brain does however include a couple of very important chapters which discuss both the need for ethical and spiritual leaders, as well as how to transform school culture. David does a thorough job of discussing the importance and need for ethical, spiritual leaders in today's changing schools, and addresses the issue of spirituality and school leadership. He directly links the two concepts and further solidifies the idea by suggesting tips that can assist in maintaining inner peace as a leader, as well as addressing the leader's own spiritual needs.

David's chapter on school culture is a great resource. He describes how to initially distinguish what type of culture your school may currently have, and ways in which you can start to transform it for the better. *The Leadership Brain* speaks from the perspective of the educational leader, and encourages collaboration as a means of achieving your desired school climate. This chapter again not only gives practical



“Managers tend to do things right while leaders do the right thing. Schools today need more leaders”.

advise and tips for leaders to aid in accomplishing this ultimate culture, but also speaks directly of the principals influence on shaping that culture of the school.

The Leadership Brain is a valuable resource for any aspiring effective leader. It not only gives insight into the link between neuroscience and educational leadership, but also supplies the reader with valuable assessment tools, resources and practical applications that will aid leaders in developing creative, modern schools where all students and teachers can reach their full potential.

David Sousa...

“The job role of an educational leader today is extremely difficult, but possible. This book tries to help the leader to work a little easier by suggesting a few ideas, many supported by cognitive neuroscience, that can get a school community closer to fulfilling the important mission of educating its youth to its fullest potential. No magic exists to make this happen easily. On the contrary, studies suggest an almost interminable list of

qualities that leaders must have to be successful. Perhaps one way this book can be of service is to offer the shortest list of leadership qualities that I have seen. It comes from Tornabeni (2001) who suggests that among all the qualities that leaders need, the three most important are: **Purpose** - A sense of purpose helps to establish a goal, articulate it, make it tangible, and work toward it everyday. Keep asking yourself, “What can I do to take me one step closer to realizing my goal” - **Perspiration** - Leadership takes hard

work. Only by walking the walk will you inspire others. When your colleagues see how hard you work, they are more likely to work harder, too. - **Passion** - Passion is sincerely believing in what you are doing and it keeps you going when things get tough. Education can make profound differences in our lives. That is what drew you into the profession and what continues to fuel your ambitions as an educational leader”

Ethical and Spiritual Leadership

- Little attention had been paid as to what affect ethics has on school leaders as they carry out their daily responsibilities.

- Recent surveys show that unethical behavior in American youth is increasing which places more pressure on school leaders to try harder to develop character in students and to be good role models through their own exercise of ethical leadership.

- Incidents of mistreatment of teachers by principals can no longer be ignored.

- Ethical decision making is influenced by philosophical, psychological and sociological factors.

- Several models exist that can help school leaders identify and resolve ethical dilemmas.

- Brain research is providing some insight into how people learn ethical behavior and deal with ethical issues.

- Spiritual leadership is a way of guiding school organizations so that spirituality is encourages and supported.

Transforming School Culture

- School culture is a powerful force that influences what students, teachers, and parents talk about, their emphasis on teaching and learning, and their willingness to change.

- Changing traditional school start times and calendars may help to overcome the problem of sleep deprivation that affects students.

- School culture is often imbued with misconceptions about gifted and learned disabled students, and the motivation of minority students.

- Schools should do more to connect with parents of newborns to help them understand the nature of the developing brain and how they can be more successful as their child's first teacher.

- Principals and other school leaders can transform the school culture when they understand the present culture.

- Students perceive the school culture to be positive when their school experiences are relevant.

"Leaders ... are proactive, committed, and decisive individuals who are willing to take risks while looking for creative ways to solve problems"



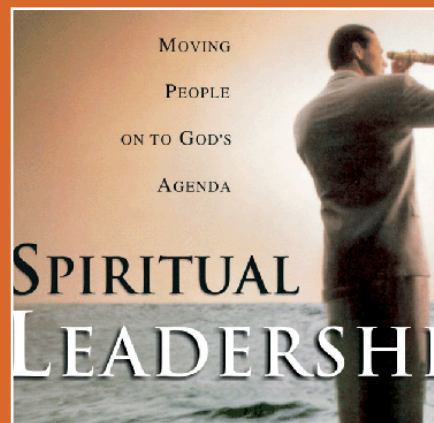
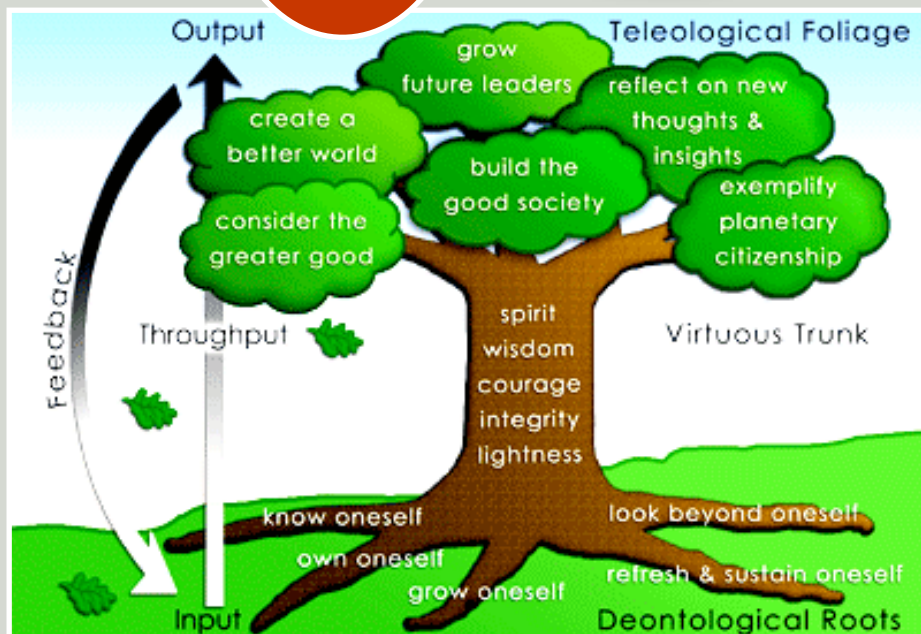
What are some effective ways of transforming the culture of the school?

What are some strategies for resolving ethical dilemmas?

holistic model of ethics

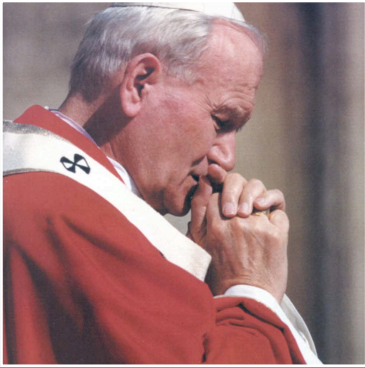


Ross, Director of Consulting, Training and Counselling, St James Ethics Centre © 2



HOW CAN WE USE SPIRITUALITY IN NON-CHRISTIAN SCHOOLS WITHOUT VIOLATING RELIGIOUS BELIEFS?

**TIPS FOR LEADERS # 7.1
SURVEYS TO ASSESS
SCHOOL CULTURE**



JESSE JACKSON

LEADERS MUST BE TOUGH ENOUGH TO FIGHT, TENDER ENOUGH TO CRY, HUMAN ENOUGH TO MAKE MISTAKES, HUMBLE ENOUGH TO ADMIT THEM, STRONG ENOUGH TO ABSORB THE PAIN, AND RESILIENT ENOUGH TO BOUNCE BACK AND KEEP ON MOVING.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
Professional Collaboration					
1. Teachers and staff discuss instructional strategies and curriculum issues					
2. Teachers and staff work together to develop the school schedule					
3. Teachers and staff are involved in the decision making process with regard to materials and resources					
4. The student behavior code is the result of collaboration and consensus among staff					
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than separate individuals					

See Fig. #7.1 for Explanation of Results



"If your actions inspire others to dream more, learn more, do more and become more, you are a leader"
John Quincy Adams

What's Your Learning Style?



Visual

Visual learners usually retain more information when they can see something that graphically depicts what they are trying to learn. Visual learners should study using visual aids whenever possible. Flash cards, pictures, drawings—anything that will give you a visual memory.



Auditory

Auditory learners will retain more information when they hear something. For auditory learners, the best way to learn is to listen...over and over. Use a tape recorder. Read out loud. Have a friend quiz you orally.

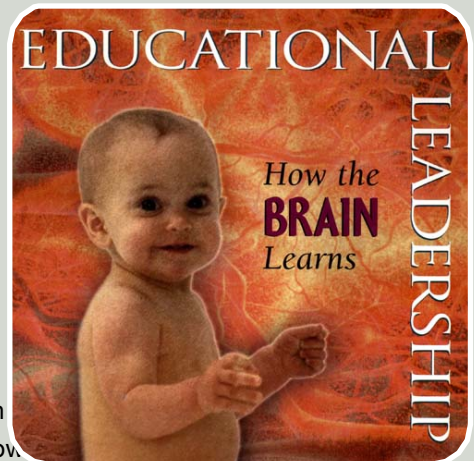


Tactile

Tactile learners will retain more information when they use the "hands-on" approach—like labs and demonstrations.

COMMITMENT IS
WHAT TRANSFORMS A
PROMISE INTO
REALITY.

ABRAHAM LINCOLN



Putting It All Together

- The whole brained approach to leadership recognizes the contributions of creativity, results, stability, relationships, and purpose to decision making. These forces can act in various combinations depending on the situation and context.

- Our thinking and learning styles are continually influencing how we process and act in a given situation. Thinking styles vary greatly among individuals, and people of opposite styles are often uncomfortable with each other.

- By working with different from their own, a range of potential solutions to a problem.

- Leaders should be aware that continued success can lead to overemphasis on past successes, overconfidence in their thinking style, and an egotistical view that their own way of doing things is the best.

-School districts need to develop strategies and programs for developing and retaining educational leaders as well as identifying potential leaders in their schools.

What can be done to develop aspiring and current educational leaders while retaining those we already have?

<u>TIPS FOR LEADERS #1.1</u>	<u>STRATEGIES</u>	<u>FOR</u>	<u>MANAGING</u>	<u>ONESELF</u>
	<ul style="list-style-type: none"> - building strengths - remedying any bad habits - Avoiding the impossible 	<ul style="list-style-type: none"> - Improving performance - Matching values - Deciding where to belong 	<ul style="list-style-type: none"> - Deciding what to contribute - Taking responsibility for relationships 	<ul style="list-style-type: none"> - Taking care of yourself

"Time is neutral and does not change things. With courage and initiative, leaders change things"

Jesse Jackson