

Collaborative Leadership Team



Child-Parent Center (CPC P-3) key element

What is collaborative leadership?

Collaborative leadership requires individuals to work together to solve problems and run an organization, allowing everyone to use their individual strengths for collective purposes.^{1,2} In school contexts, the goal is to create learning communities where collaborators on all levels of leadership are engaged in meeting collective objectives for the good of the entire school community.³



Why is it important?

Research shows that a shift from hierarchical to collaborative leadership models, where there is a strong sense of shared responsibility among school staff, is necessary for meeting the complex needs of present-day schools.⁵ These collaborative teams have expanded reach, enabling them to accomplish more together and have greater impact than a single individual could on his or her own.⁶

“We look for ways to make things better for our students and families, and we get excited about what we can do for them together.”

— Regina Thompson
School-Community Representative

Collaborative leadership in CPC P-3

Ideally, each site implementing the Child-Parent Center preschool to 3rd grade (CPC P-3) model has a Collaborative Leadership Team made up of the below-listed roles. Occasionally, a team is shared across sites.

Collaborative Leadership Team roles

Principal: Serves as the CPC P-3 champion and oversees facilitation of the entire model.

Assistant Principal: Works with principal to oversee facilitation and supports Head Teacher in implementation.

Head Teacher: In tandem with the principal and assistant principal, employs expertise in early childhood to direct the CPC P-3 program. Responsible for all aspects of planning, implementing, and supervising.

Parent Resource Teacher: Oversees the parent program and works with the School-Community Representative to assess family needs and find community resources.

School-Community Representative: With strong connections to the community and extensive knowledge of the resources available, this individual identifies and develops partnerships to strengthen delivery of services.

Parent Involvement and Curriculum Alignment Liaison: Partners with the Head Teacher and Parent Resource Teacher to ensure that classroom activities and parent involvement opportunities align from preschool through 3rd grade. Role is often filled by assistant principals, curriculum specialists, literacy coaches, parent coaches, or other school staff.

Collaborative leadership findings

Similar to Anthony Bryk’s research on the five essential supports for school improvement, leadership is seen as a key driver of change in the CPC P-3 model.

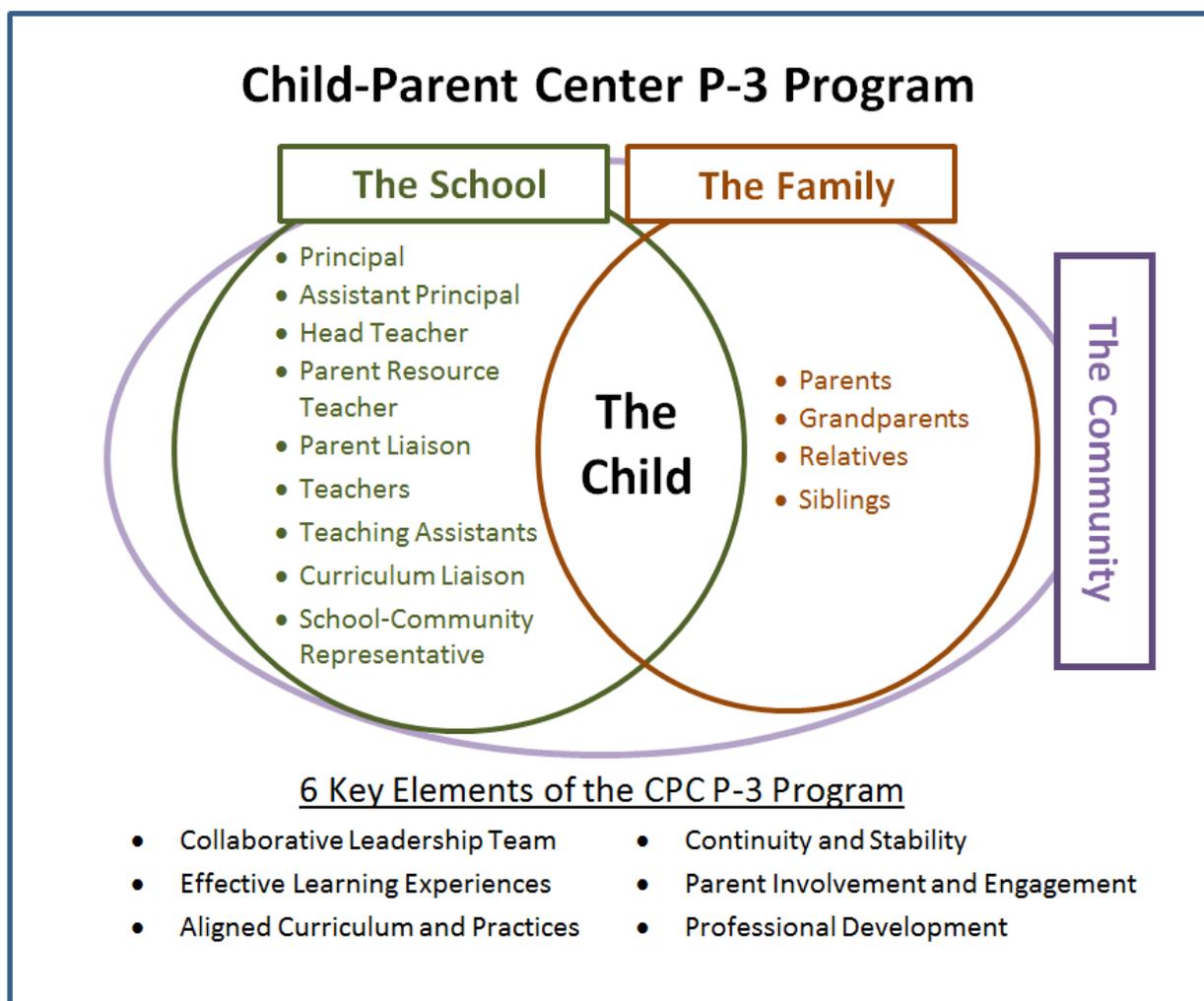
Bryk found that effective leadership is both instructional and inclusive. In order for leadership to drive change, it must be collaborative in nature and build relationships across the school and the community.⁴

In the Midwest CPC Expansion project, an expansion of the CPC P-3 reform model throughout the Midwest, we found that sites with highly-rated Collaborative Leadership Teams also had highly-rated fidelity of

implementation, meaning they followed the model closely. While we haven’t yet determined causal effects, effective Collaborative Leadership Teams are correlated with strong implementation, which we hypothesize will also be associated with the best outcomes for students and families.

“We discuss new ideas and have developed new ways of meeting the needs of parents and students and are able to determine which programs are effective. This collaboration helps me plan more workshops that are needed by parents.”

— Albena Story
Parent Involvement Liaison



References

- 1 <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main>
- 2 Wepner, S. B., & Hopkins, D. (2011). Collaborative leadership in action: Partnering for success in schools. New York: Teachers College Press.
- 3 English, F. W., & Anderson, G. L. (2005). The Sage handbook of educational leadership: Advances in theory, research, and practice. Thousand Oaks, CA: Sage Publications.
- 4 Bryk, A. S. (2010). Organizing schools for improvement. Phi Delta Kappan, 91(7), 23.
- 5 English, F. W., & Anderson, G. L. (2005). The Sage handbook of educational leadership: Advances in theory, research, and practice. Thousand Oaks, CA: Sage Publications.
- 6 Bryk, A. S. (2010). Organizing schools for improvement. Phi Delta Kappan, 91(7), 23.