

The 21 Responsibilities and Day-to-Day Management of a School
(Rank ordered according to their relationship with first-order change)

Managing a school involves...

1. Establishing an effective monitoring system to provide feedback on the effectiveness of the school's curriculum, instruction and assessment practices and their effect on student achievement (Monitoring/Evaluating).
2. Building and maintaining a culture in which a common language is employed, ideas are shared, and staff members operate within the norms of cooperation (Culture).
3. Operating from a well-articulated and visible set of ideals and beliefs regarding schooling, teaching, and learning (Ideals/Beliefs).
4. Seeking out and keeping abreast of research and theory on effective practices in curriculum, instruction, and assessment (Knowledge of curriculum, instruction & assessment).
5. Establishing concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school and keeping these prominent in the day-to-day life of the school (Focus).
6. Recognizing and celebrating the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate (Affirmation).
7. Fostering knowledge of research and theory on best practices among the staff through reading and discussion (Intellectual Stimulation).
8. Establishing and fostering clear lines of communication to and from the staff as well as within the staff (Communication).
9. Establishing and fostering procedures that ensure that staff members have input into key decisions and policies (input).
10. Attending to and fostering personal relationships with the staff (Relationships).
11. Providing an optimistic view of what the school is doing and what the school can accomplish in the future (Optimizer).
12. Inviting and honoring the expression of a variety of opinions regarding the running of the school and adapting one's leadership style to the demands of the current situation (Flexibility).
13. Ensuring that the staff members have the necessary resources, support, and professional development to effectively execute the teaching and learning process (Resources).
14. Expecting and recognizing superior performance from the staff (Contingent Rewards).
15. Being keenly aware of the mechanisms and dynamics that define the day-to-day functioning of the school and using that awareness to forecast potential problems (Situational Awareness).
16. Being an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements (Outreach).
17. Being highly visible to teachers, students and parents through frequent visits to classrooms (Visibility).
18. Protecting staff members from undue interruptions and controversies that might distract them from the teaching and learning process (Discipline).
19. Being willing to challenge school practices that have been in place for a long time and promoting the value of working at the edge of one's competence (Change Agent).
20. Protecting staff members from undue interruptions and controversies that might distract them from the teaching and learning process (Discipline).
21. Being willing to challenge school practices that have been in place for a long time and promoting the value of working at the edge of one's competence (Change Agent).

Second-Order Change Leadership Responsibilities
(Rank ordered according to their relationship with second-order change)

Leading second-order change in a school involves...

1. Being knowledgeable about how the innovation will affect curricular, instructional, and assessment practices and providing conceptual guidance in these areas ((Knowledge of Curriculum, Instruction, & Assessment).
2. Being a driving force behind the new innovation and fostering the belief that it can produce exceptional results if members of the staff are willing to apply themselves (Optimizer).
3. Being knowledgeable about the research and theory regarding the innovation and fostering such knowledge among staff through reading and discussion (Intellectual Stimulation).
4. Challenging the status quo and being willing to move forward on the innovation without a guarantee of success (Change Agent).
5. Continually monitoring the impact of the innovation (Monitoring/Evaluating).
6. Being both directive and nondirective relative to the innovation as the situation warrants (Flexibility).
7. Operating in a manner consistent with his or her ideals and beliefs relative to the innovation (Ideas/Beliefs).

Marzano, R., Waters, T. & McNulty B. (2005). *School Leadership that Works: From Research to Results*. Alexandria: VA, Association for Supervision & Curriculum Development.