Collaboration catalyst 3: Reflection and action cards

This catalyst consists of a set of 32 cards, grouped under the headings of Learning, Relationships, Power and Communication:

- Cards 1-8 Learning
- Cards 9-16 Relationships
- Cards 17-24 Power
- Cards 25-32 Communication

Each card focuses on one of the characteristics of a dimension of leadership associated with collaborative or hierarchical leadership, outlined in the Leadership Framework (Figure 2 in the booklet: Developing Collaborative School Leadership: catalysts to promote reflection and action).

The whole set of cards is reproduced below to enable you to re-produce and use this catalyst to aid reflection and action within your setting.

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1. Instrumental learning

The highest priority is given to standardised measures of success.

2. Instrumental learning

Value is given to the accumulation of competencies rather than to breadth of learning.

3. Instrumental learning

School policy is dominated by measures designed to secure success in league tables through test and examination results.

4. Instrumental learning

Learning is designed to serve the priorities of senior leaders rather than those of students.
5 Holistic learning

Cognitive learning is valued and fostered.

6 Holistic learning

Affective learning (e.g. emotional awareness, courage, confidence and resilience) is valued and fostered.

7 Holistic learning

Social capabilities for community and democratic citizenship are valued and fostered.

8 Holistic learning

Collaborative learning and the capacity to think independently and as an individual are valued and fostered.
9  Functional relationships

People are valued as a means to an end.

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10  Functional relationships

There is little sense of belonging or common spirit.

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11  Functional relationships

There is little sense of shared endeavour.

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12  Functional relationships

The dominant culture is one of dependence on authority for direction and reinforcement.

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People feel empowered.

Individuals' sense of self-esteem is raised through being a member of the school community.

Individuals have the capacity to think for themselves as well as collaboratively.

People have a deep sense of connectedness to others, nature and those things that uplift the spirit.
17 Power concentration

There is a strict hierarchy in the school.

18 Power concentration

Leadership is directive and top-down.

19 Power concentration

Few members of the school community have the opportunity to have a say in decisions.

20 Power concentration

Few members of the school community have the opportunity to initiate change and to innovate.
Leadership is not confined to those in senior posts.

Leadership is collaborative.

All members of the school community have the opportunity to have a say in decisions.

All members of the school community have the opportunity to initiate change and innovation.
Communication is mainly characterised by telling people what to do.

Communication mainly focuses on collecting data to measure performance.

Communication is characterised by the transmission of information and ideas, with little or no exploration or dialogue.

There is little or no communication aimed at enhancing mutual understanding.
Open exchange and debate are encouraged.

Mutual understanding is valued and seen as an important aim of communication.

Dialogue is encouraged and is a regular feature of communication.

There is an openness to listening to one another and to sharing constructive critique.