

Orientation Sheet for Workshop using the art-based method 'Vignettes Reading'

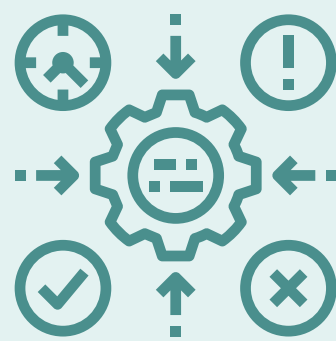
This document provides insights into the design of a workshop in which Vignettes Reading was used as a central approach to work with school leaders on their understanding of leadership. In particular, the focus was on distributed leadership. The workshop took place in the context of the Erasmus project ENABLES. A detailed description of the workshop can be found in the ART Report Austria.

Lessons Learned

Suggested Workshop Design

Context and framing

The event should be embedded in a larger context and be related to current leadership topics of the participants. From our point of view, it is important to give the participants an idea of what is meant by art-based methods and to present the added value of this approach.



Participants

While participants at our workshop did not participate voluntarily but were required to, it was found that for ARTs, voluntary participation and thus a conscious decision to use the method was beneficial. Trust within the group is also helpful in order to fully engage in the method.



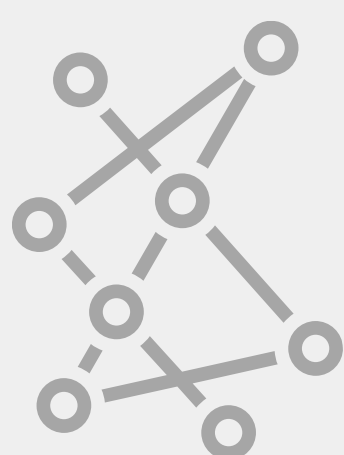
Facilitator

The role of the facilitator is essential. In addition to introducing the method, the facilitator also moderates the discussion after the reading session. The facilitator further helps with possible connections between the insights and a larger theoretical framework of leadership. Therefore, he/she would be expected to have the relevant qualifications.



Connectivity

For us, the method is well suited to generate awareness for the topic of leadership and to unsettle assumptions about leadership through the access of co-experience, which the vignette constitutes. However, we do not recommend to use the approach singularly for the training, but to consider it as an opening/introductory approach.



Introduction

Clarification of the following questions:
What are vignettes and how are they created?
What is the added value of art-based methods in the context of professionalization?

Reading

A suitable vignette is handed out to the participants for reading. During the reading, participants are asked to mark passages in the text that resonate with them. They are also asked to identify facets of the phenomenon leadership in the text.

Reflection I

Participants exchange ideas in small groups. The goal is to find out if similar passages resonated and what kind of different readings of the vignette can be worked out. A helpful tip here would be to read the vignette from the point of view of the different participants (from the principal's point of view, from the teacher's point of view, etc.).

Reflection II

The results of the small group exchange are taken to the plenary.

Discussion and Recontextualization

In the group, the phenomenon of leadership is now discussed in more detail and on the basis of theoretical models. The participants are also asked to link the co-experience of reading with their everyday professional life and to derive any insights for their future actions.

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