

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.

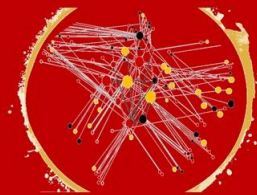


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1 Instrumental learning

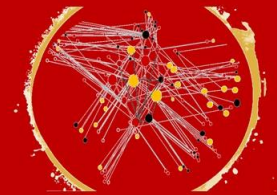
The highest priority is given to standardised measures of success.



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2 Instrumental learning

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

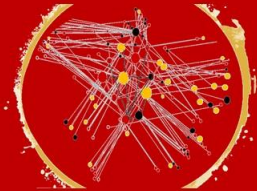


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3 Instrumental learning

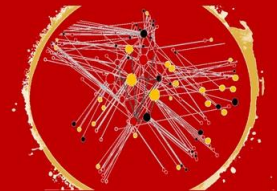
School policy is dominated by measures designed to secure success in league tables through test and examination results.



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4 Instrumental learning

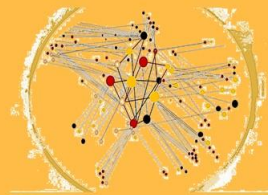
Learning is designed to serve the priorities of senior leaders rather than those of students.



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5 Holistic learning

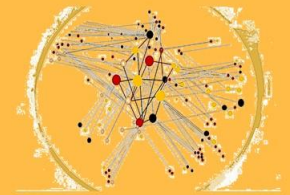
Cognitive learning is valued and fostered.



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6 Holistic learning

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

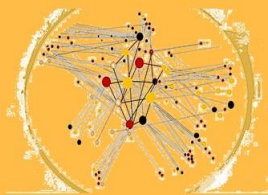


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7 Holistic learning

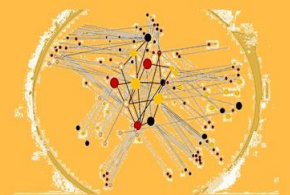
Social capabilities for community and democratic citizenship are valued and fostered.



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8 Holistic learning

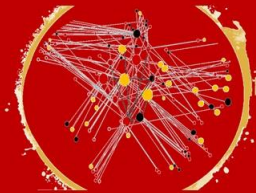
Collaborative learning and the capacity to think independently and as an individual are valued and fostered.



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9 Functional relationships

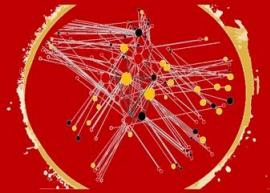
People are valued as a means to an end.



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10 Functional relationships

There is little sense of belonging or common spirit.

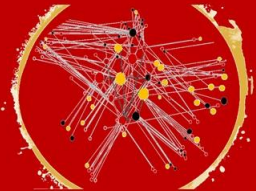


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11 Functional relationships

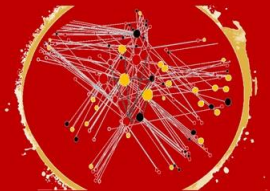
There is little sense of shared endeavour.



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12 Functional relationships

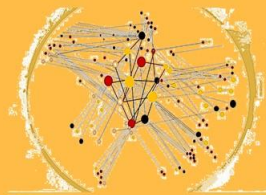
The dominant culture is one of dependence on authority for direction and reinforcement.



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13 Relational well-being

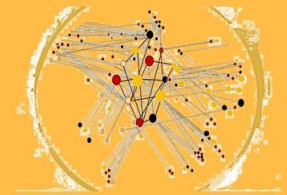
People feel empowered.



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14 Relational well-being

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

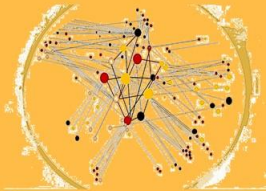


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15 Relational well-being

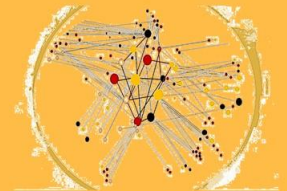
Individuals have the capacity to think for themselves as well as collaboratively.



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16 Relational well-being

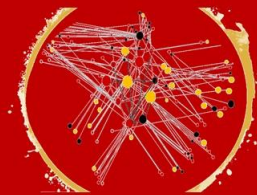
People have a deep sense of connectedness to others, nature and those things that uplift the spirit.



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17 Power concentration

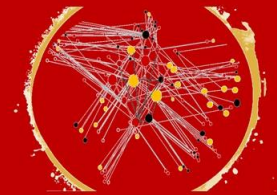
There is a strict hierarchy in the school.



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18 Power concentration

Leadership is directive and top-down.

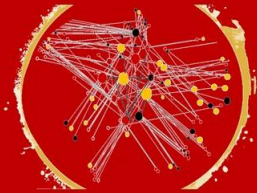


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19 Power concentration

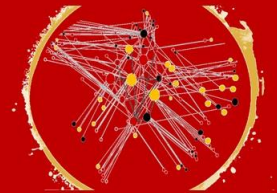
Few members of the school community have the opportunity to have a say in decisions.



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20 Power concentration

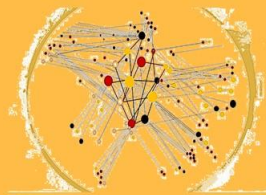
Few members of the school community have the opportunity to initiate change and to innovate .



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21 Powersharing

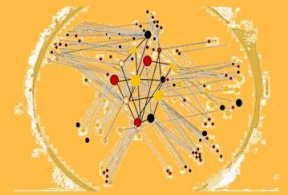
Leadership is not confined to those in senior posts.



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22 Powersharing

Leadership is collaborative.

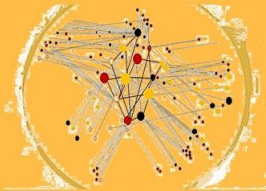


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23 Powersharing

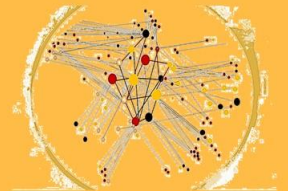
All members of the school community have the opportunity to have a say in decisions.



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24 Powersharing

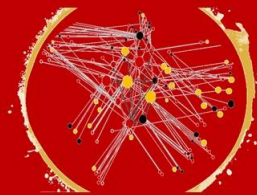
All members of the school community have the opportunity to initiate change and innovation.



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25 Linear communication

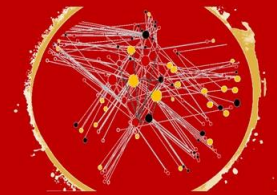
Communication is mainly characterised by telling people what to do.



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26 Linear communication

Communication mainly focuses on collecting data to measure performance.

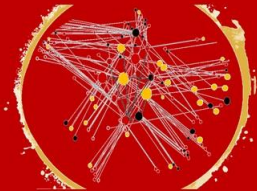


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27 Linear communication

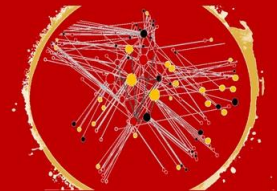
Communication is characterised by the transmission of information and ideas, with little or no exploration or dialogue.



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28 Linear communication

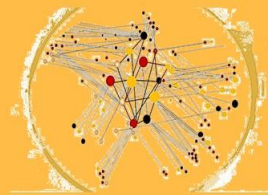
There is little or no communication aimed at enhancing mutual understanding.



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29 Transforming dialogue

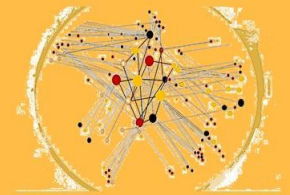
Open exchange and debate are encouraged.



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30 Transforming dialogue

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

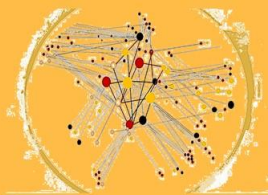


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31 Transforming dialogue

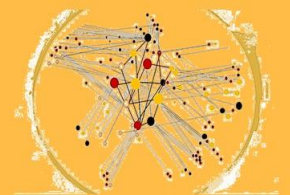
Dialogue is encouraged and is a regular feature of communication.



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32 Transforming dialogue

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



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