

TORCHBEARER LEADERSHIP

A Conceptual Model for Challenging Schools



Presenters:

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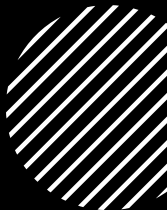



TORCHBEARER LEADERSHIP

A proficient school leadership model, such as Torchbearer Leadership, would allow leaders of failing schools to have the audacity to lead and be deliberate in turning around failing schools.



Leadership in Urban and Rural Schools



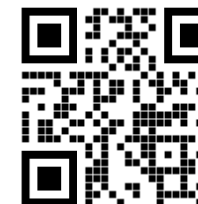
Perspective from an urban school leader

<https://youtu.be/L-waGj0TaGU>



Perspective from a rural school leader

<https://youtu.be/9QV8puQmkfl>





Experiences as a School Leader

Dr. Kimberly Warfield






Effective & Transformational Leadership

- Foundation is the team
 - *Vision that supports change*
- Hurwitz and Koonce (2017) stated “leadership and followership are complementary, and equally necessary for individual and group environmental fitness” (p. 42).
- Building capacity in the educational organization will require a closer look at the roles and relationships between leaders (principals) and followers (assistant principals, teachers, etc.).
- Focused on culture building
- Motivate, encourage, and inspire



Clark (2017) realized building capacity is a collective, yet interconnected process established by:



-  Establishing direction with input from teachers
-  Nurturing a learning centered community
-  Providing professional development relative to needs
-  Fostering reflection
-  Cultivating collaboration & shared responsibility

TORCHBEARER LEADERSHIP

Statement of the Problem

- Current literature does not identify an effective leadership model for urban and rural schools. It is virtually impossible for urban and rural school leaders to lead successful turnaround campaigns without an axiomatic leadership model to answer the bell for failing schools.

Purpose of the Study

- The purpose of this phenomenological study was to examine the lived experiences of principals and describe the characteristics which led to successful turnaround efforts. Also, this study attempted to conceptualize these characteristics into an effective leadership model for principals to implement that would yield turnaround results in challenging schools.

Literature Review

Dr. Stacey Gill



Literature Review

- Research regarding turnaround leadership for schools that considered urban and/or rural is very limited.
- According to Hewitt and Reitzug (2015), the empirical research available on turnaround was “scant” (p. 21)
- Irby (2014) proclaimed that most education researchers neglects to examine the leadership challenges that are associated with urban schools and the leadership practices needed to improve urban schools.
- Kafele (2018) recognized that the existence of successful turnaround principals’ accomplishments is exceptional and deserving of categorization.
- What we have found is that the existing models do not speak to the issues of underserved or marginalized schools and these models do not exist in that space. This study conceptualizes the model necessary to address these issues of marginalization and underservice.
- In the end, this category of exceptional turnaround principals, which would include Torchbearer leaders, would potentially provide a concept to unlock a potential leadership model for struggling Urban and Rural School leaders.

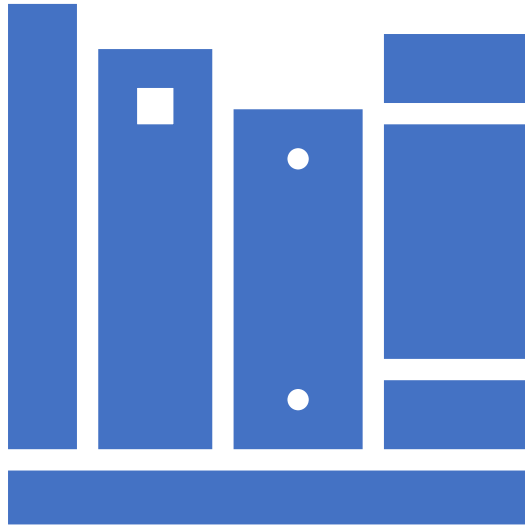




Methodology

Dr. Stacey Gill

Methodology



- Data collected using a constructed interview technique called "Repertory Grid".
- The use of Semi-structured interviews are qualitative data collection tools allowed the researcher to ask questions that provided a space for open ended responses from the participants regarding their experiences with principals of Torchbearer schools.
- DeJonckheere and Vaughn (2019) stated that semi-structure interviews can be used in an academic setting and they open the space for both inductive and deductive reasoning in evaluation.
- Using semi-structured interviews is purposeful in gathering information from participants in the study who have personal experiences, attitudes, perceptions, and beliefs regarding the phenomenon ... (DeJonckheere and Vaughn, 2019).

Themes



- ✓ EXPECTATIONS
- ✓ PROVIDER
- ✓ EMPOWER(ER)
- ✓ COLLABORATION
- ✓ DATA-DRIVEN



THEMES

EXPECTATIONS

"I inspect what I expect"

Expectations became more of a personal testament by the participating principals in their belief in students and teachers to overcome challenges each school faced.

THEMES



PROVIDER

"She finds the financial resources if there is something that we need to get it into our hands."

The principals in this study communicated in their own language that they recognized areas of opportunity and provided support and resources in various forms to teachers and students.



THEMES

EMPOWER(ER)

"Hopefully, we empower each other. By empowering the lead teachers, they take the lead in helping me make sure that everything is being implemented."

The principals all indicated that empowerment allowed them to promote leadership, build relationships, increase trust, and ensure ownership in student achievement.

THEMES



COLLABORATION

"She has consulted with the experts in the building; she does not make decisions on her own."

All the principals in this study shared the view and/or perspective on the importance of achieving student success despite the societal challenges present at each school through collaboration with parents and the community.



THEMES

DATA-DRIVEN

"Everything in the building is transparent data. Anyone can walk into the building and see that our data [are] visible"

Principals in this study all expressed in their own words how they are data-driven and use data to make informed data-driven decisions to positively impact student performances.



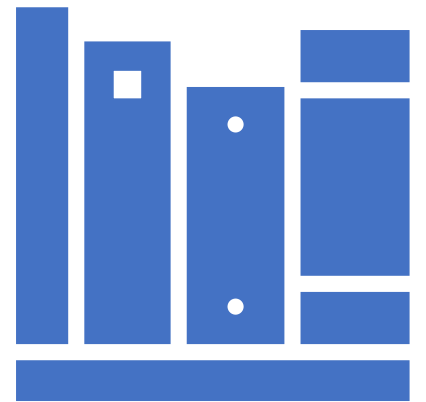
TORCHBEARER LEADERSHIP MODEL





Torchbearer Leadership

Findings



Findings

A magnifying glass is positioned over an open book. The book's pages are visible, and a colorful area chart with four distinct regions (yellow, red, blue, and green) is highlighted on the right page. The magnifying glass's handle extends from the bottom left towards the center of the book.

Study discovered that...

- This study present Torchbearer principals and their leadership characteristics as a different, yet unique framework that would benefit all school leaders in urban and rural areas in terms of a conceptualized leadership model.

Expert say...

- Myran and Sutherland (2019) surmised that what is “needed in the field of educational administration and leadership is an unpacking of the constraining foundation” of leadership for schools’ leaders and start “reframing the narrative” around the possibilities of an effective model to serve failing schools (p. 661, 2019).



Implications & Conclusions from study

Dr. Kimberly Warfield



Implications & Conclusions



1

- This study on Torchbearer leadership will benefit urban and rural schools across the continental United States where leading schools are the most challenging.

2

- To improve the quality of leadership in urban and rural schools, educational leaders must provide an alternative professional leadership practice for those leaders

3

- This study makes a significant contribution to educational leadership. It shows a persistent culture change in leadership and increased teacher collaboration at successful Torchbearer schools

4

- A proficient school leadership model, such as Torchbearer Leadership, would allow leaders of failing schools to have the audacity to lead and be deliberate in turning around failing schools.



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Thanks for attending our session!

Questions?