

Figure 1: Framework for Co-Creating Leadership

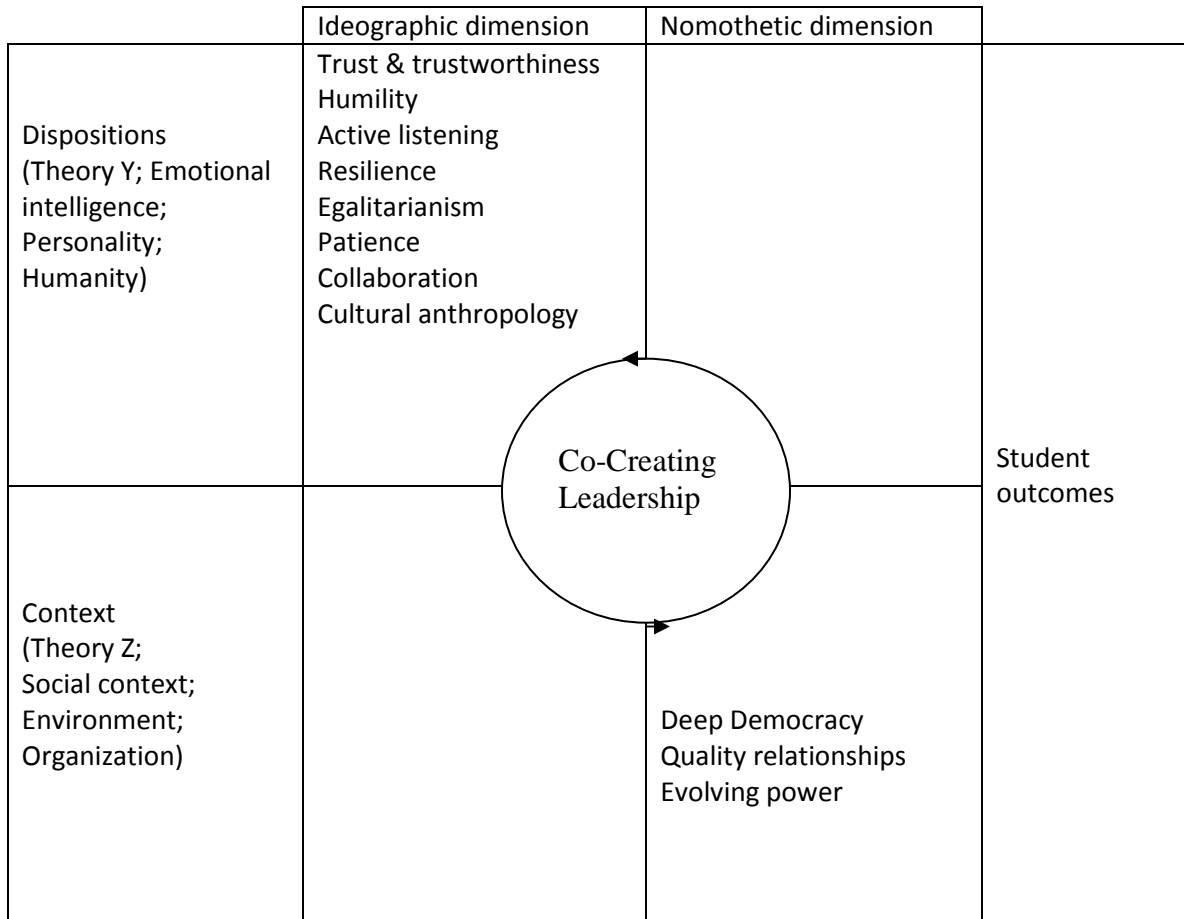


Table 1. Rotated Factor loadings of the Co-creating Leadership Questionnaire

	Components	
	Dispositions	Contexts
Trust and trustworthiness		
Teachers, leaders, and staff discuss challenges, feelings, worries, and frustrations with others in this school.	.524	.052
Colleagues who are experts in specific areas are acknowledged.	.548	.129
School leaders uphold confidentiality consistently.	.504	-.202
School leaders share power without feeling less powerful.	.552	.352
Humility		
School leaders acknowledge their own areas of deficiency/weakness.	.554	.092
School leaders acknowledge that knowledge or talent for school success does not reside solely with them.	.635	.267
Members of this school community prefer to work together.	.578	-.314
School leaders encourage teachers and staff to participate in activities that develop leadership skills.	.804	-.029
Active listening		
School leaders think about discussions before responding.	.544	.391
School leaders make an effort to understand differing points of view.	.526	-.023
School leaders engage rather than persuade teachers, staff or community.	.530	-.036
Resilience		
School leaders develop effective communication procedures.	.556	-.055
School leaders demonstrate compassion (put themselves in other's position in order to understand their concerns, feelings, and take action).	.581	.551
Teachers, staff, and students work with different people that mentor them to take initiatives which focus on new learning/knowledge.	.561	-.326
School leaders show that they gain confidence from failures or experiences.	.521	.029
Egalitarianism		
I perceive a high sense of shared power between teachers and leaders in this school.	.601	.417
Members of this school community watch out for the welfare of each other.	.517	-.180
Teachers, leaders, and staff have a sense of autonomy in this school.	.512	-.044
The structure of this school's schedule allows for professional interaction (learning together) in order to develop knowledge or competencies.	.549	-.314
Patience		
Change in this school is deliberate, thoughtful, and inclusive.	.601	-.374
New policies are developed actively or piloted before implementation.		
Teachers and staff engage in activities that lead to high levels of motivation or commitment to stay and improve this school.	.696	-.064
	.728	.052
Collaboration		
The diversity of people's talents or perspectives is valued at this school.	.519	-.003
Teachers, staff, and leaders work together to achieve both school and personal goals.	.635	-.250

School leaders give authority to teachers or staff willingly.	.668	.233
Cultural anthropology		
Personnel and hiring practices reflect school goals or priorities.	.661	-.224
School leaders gather perspectives of other stake holders (teachers, students and community) on school matters.	.644	.133
The school's vision or beliefs are reflected in classroom activities.	.560	.145
Deep democracy		
Participation in school activities provides members of the school community a high sense of worth or dignity.	.103	.525
School leaders treat subordinates as colleagues.	.374	.604
Members of this school participate in school activities with a high sense of civic friendship, inclusiveness, or solidarity.	.142	.651
School community members participate in school activities because they want to.	.284	.503
Quality relations		
There is a high sense of cohesiveness or cooperation in this school.	.322	.701
Conflicts are usually resolved quickly or adequately in this school.	.296	.532
I experience mutual respect from teachers, staff, and school leaders.	-.133	.525
Teachers and school leaders experience the same social status in this school.	.072	.525
Evolving power		
Teachers and staff are usually supported whenever there is controversy or conflict over change.	.159	.557
School leaders are constantly developing new skills.	.286	.651
All individuals or groups of individuals have equal access to school resources.	.164	.586
Teachers, staff, and students have broad experiences that enable them to challenge authority or communicate without fear.	.159	.557

Table 2: Inter-correlation among factors of dispositions and context

	C	AL	CA	E	P	H	TT	R	DD	QR
AL	.586									
CA	.460	.641								
E	.660	.585	.632							
P	.588	.670	.685	.674						
H	.635	.644	.640	.668	.703					
TT	.673	.652	.638	.692	.647	.759				
R	.707	.685	.613	.703	.695	.741	.781			
DD	.581	.519	.587	.638	.589	.709	.631	.680		
QR	.600	.516	.507	.724	.542	.661	.716	.607	.649	
EP	.723	.596	.583	.754	.749	.588	.639	.815	.587	.517

All correlations $p < .01$

Key: C-Collaboration; AL-Active Listening; CA-Cultural Anthropology; E-Egalitarianism; P-Patience; H-Humility; T-Trust and Trustworthiness; R-Resilience; DD-Deep Democracy; QR-Quality Relations

Appendix 1

	Never	Rarely	Sometimes	Often	Always
Teachers and administrators discuss the curriculum and instructional strategies					
Teachers and administrators work together to hire new teachers					
Peer coaching is practiced at our school					
There is leadership team at this school					
Our union and management meet in a sense as equals with common determination					

Appendix 2

Co-Creating Leadership Survey

I. Demographic Information

Male____ Female____ Years working at this school____ Highest Degree____ Grade level____ Teacher____ Staff____ Administrator Position____ School met AYP: Yes____ No____ % Low income____ Student population____

II. Questionnaire

Your response should not be based on any one individual administrator, but rather on your experiences with school administrators as a collective group. In the column provided, circle the letter that best indicates the extent to which the school leadership behavior is practiced in your school.

a = Almost Never.....g = Almost Always

		To what extent?						
		Almost never.....Always						
TT	Teachers, leaders, and staff discuss challenges, feelings, worries, and frustrations with others in this school.	a	b	c	d	e	f	g
H	School leaders acknowledge their own areas of deficiency/weakness.	a	b	c	d	e	f	g
QR	Conflicts are usually resolved quickly or adequately in this school.	a	b	c	d	e	f	g
QR	Teachers and school leaders experience the same social status in this school.	a	b	c	d	e	f	g
AL	School leaders think about discussions before responding.	a	b	c	d	e	f	g
TT	Colleagues who are experts in specific areas are acknowledged.	a	b	c	d	e	f	g
R	School leaders develop effective communication procedures.	a	b	c	d	e	f	g
E	I perceive a high sense of shared power between teachers and leaders in this school.	a	b	c	d	e	f	g
P	Change in this school is deliberate, thoughtful, and inclusive.	a	b	c	d	e	f	g
CA	Personnel and hiring practices reflect school goals or priorities.	a	b	c	d	e	f	g
E	Members of this school community watch out for the welfare of each other.	a	b	c	d	e	f	g
DD	Participation in school activities provides members of the school community a high sense of worth or dignity.	a	b	c	d	e	f	g
R	Teachers, staff, and students work with different people that mentor them to take initiatives which focus on new learning/knowledge.	a	b	c	d	e	f	g
DD	School leaders treat subordinates as colleagues	a	b	c	d	e	f	g
TT	School leaders uphold confidentiality, consistency, and follow-through.	a	b	c	d	e	f	g
EP	All individuals or groups of individuals have equal access to school resources.	a	b	c	d	e	f	g
DD	Members of this school participate in school activities with a high sense of civic friendship, inclusiveness, or solidarity.	a	b	c	d	e	f	g
CA	School leaders gather perspectives of other stake holders (teachers, students and community) on school matters.	a	b	c	d	e	f	g
AL	School leaders make an effort to understand differing points	a	b	c	d	e	f	g

	of view.						
H	Members of this community prefer to work together.	a	b	c	d	e	f g
C	Teachers, staff, and leaders work together to achieve both school and personal goals	a	b	c	d	e	f g
DD	School community members participate in school activities because they want to.	a	b	c	d	e	f g
AL	School leaders engage rather than persuade teachers, staff or community.	a	b	c	d	e	f g
EP	School leaders are constantly developing new skills.	a	b	c	d	e	f g
R	School leaders show that they gain confidence from failures or experiences.	a	b	c	d	e	f g
E1	The structure of this school's schedule allows for professional interaction (learning together) in order to develop knowledge or competencies.	a	b	c	d	e	f g
H	School leaders acknowledge that knowledge or talent for school success does not reside solely with them.	a	b	c	d	e	f g
QR	I experience mutual respect from teachers, staff, and school leaders.	a	b	c	d	e	f g
P	New programs are introduced using methods that allow teachers to learn.	a	b	c	d	e	f g
R	School leaders demonstrate compassion (put themselves in other's position in order to understand their concerns, feelings, and take action).	a	b	c	d	e	f g
QR	There is a high sense of cohesiveness or cooperation in this school.	a	b	c	d	e	f g
H	School leaders encourage teachers and staff to participate in activities that develop leadership skills.	a	b	c	d	e	f g
C	The diversity of people's talents or perspectives is valued at this school.	a	b	c	d	e	f g
EP	School leaders give authority to teachers or staff willingly.	a	b	c	d	e	f g
E	Teachers, leaders, and staff have a sense of autonomy in this school.	a	b	c	d	e	f g
P	New policies are developed actively or piloted before implementation.	a	b	c	d	e	f g
EP	Teachers and staff are usually supported whenever there is controversy or conflict over change.	a	b	c	d	e	f g
TT	School leaders share power without feeling less powerful.	a	b	c	d	e	f g
CA	The school's vision or beliefs are reflected in classroom activities.	a	b	c	d	e	f g
P	Teachers and staff engage in activities that lead to high levels of motivation or commitment to stay and improve this school.	a	b	c	d	e	f g