

Spillane, J. P. (2005). Distributed Leadership. *The Educational Forum*, 69 (2), 143-150.  
 doi:10.1080/00131720508984678

	Distributed Leadership	IOPA (Instruction, Organization, Governance, Accountability)	Current Reality
Beliefs	<p>Multiple leaders within an organization can make a significant impact on the culture and student achievement</p> <p>The principal alone cannot fulfill all leadership responsibilities of the organization; shared leadership is needed.</p> <ol style="list-style-type: none"> <li>1. a focus on ACTIONS rather than simply processes or structures</li> <li>2. the design of a REFLECTIVE process to scaffold action through cycles of change as new issues and ideas emerge</li> <li>3. the development of a dynamic process to ENABLE distributed leadership that goes beyond evaluation</li> <li>4. recognition of the HYBRID nature of distributed leadership that values working alongside, rather than replacing, formal leaders.</li> </ol> <p>Leadership practice typically involves multiple leaders, some with and some without formal leadership. Positions.</p>	<p>a tool for the self-assessment of the school</p> <p><b>Instruction:</b></p> <p>-one is said "to know" when exact answers can be produced or applications repeated precisely as shown, even if there is a new and/or different context.</p> <p><b>Organization:</b></p> <p>-School designs representing "whole school models," frequently redefine roles and patterns of organization. There is less attention to narrowly defined roles and greater attention to broad roles and integrated work.</p> <p>-Stronger interdependencies and more public collaboration.</p> <p><b>Governance:</b></p>	<p>Distributed leadership, or the expansion of leadership roles in schools, beyond those in formal leadership or administrative posts, represents one of the most influential ideas to emerge in the field of educational leadership in the past decade (Hallinger and Heck, 2009). The idea of distributed leadership as "leadership shared within and between schools" (Harris, 2008, p. 16) has found favour with researchers, policy makers, practitioners and educational reformers around the globe (Spillane, 2006; Harris, 2008; Leithwood et al., 2009). Few ideas, it seems, have provoked as much attention, debate and controversy in the school leadership</p>

	<p>Leadership practice is not something done to followers.</p> <p>It is not the actions of individuals, but the interactions' among them, that are critical in leadership practice.</p>	<p><b>Accountability:</b></p> <p>Self-assessment provides a process for developing plans to change expectations</p>	<p>field, than this particular concept. Distributed leadership is the dominant leadership idea of the moment, even though its genesis can be traced back to the field of organizational theory in the mid-1960s and possibly even further.</p>
<p>Values</p>	<p>Shared accountability</p> <p>Rather than viewing leadership practice as a product of a leader's knowledge and skill, the distributed perspective defines it as the interactions between people and their situation. These interactions, rather than any particular action, are critical in understanding leadership practice.</p> <p>Leadership practice takes form in the interactions between leaders and followers, rather than as a function of one or more leaders' actions.</p>		
<p>Assumptions</p>	<p>Some use distributed leadership to indicate that school leadership involves multiple leaders; others argue that leadership is an organizational quality, rather than an individual attribute.</p>		



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