

PERMISSIONS

What We Can Do Now

EXPLOELEVATE
INNOVATIVE SCHOOLS COOPERATIVE





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EXPLO ELEVATE OFFERS A WIDE RANGE OF SCHOOL CONSULTING OPTIONS.

Chart Strategic
Direction

Optimize Your
Schedule

Support Decision
Making

Support and
Develop Leaders

Customized
Professional
Learning

Align Boards and
Leadership





Tara Christie Kinsey @tara_kinsey · Mar 16



Something new, something better, is struggling to be born. Trust the journey.



What do we mean by PERMISSIONS?

- What people are allowed to do within the systems of the school. (Think of computer system permissions.)
- How a person or group can participate in and guide decision-making and execution.
- Create context for constituent agency

ALLOW





A Note on a Leader's Permissions

Board of Trustees, Mission, Strategy, and Values, in addition to the context/culture (for example, Covid-19, national reckoning with systemic racism) of the school set the Head's permissions.

(This is a complex calculus...and clearly permissions amount to a set of variables, not constants).

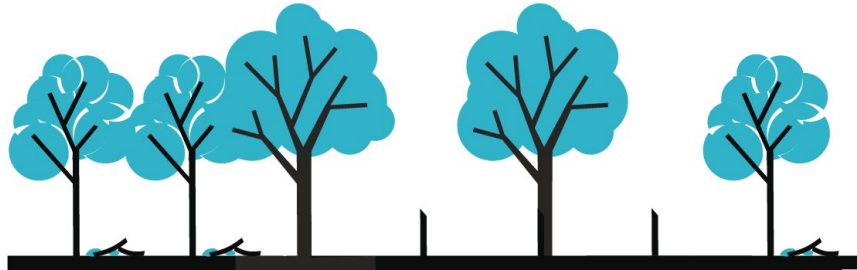
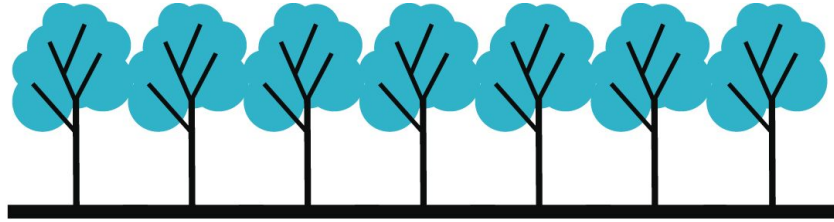
CASE STUDY

Head Creates Committees to Face Three Challenging Topics

Head Sarah: Facing three complex, headache-producing issues, Sarah creates three committees, tells the chair to study the topic with the group, and make recommendations.

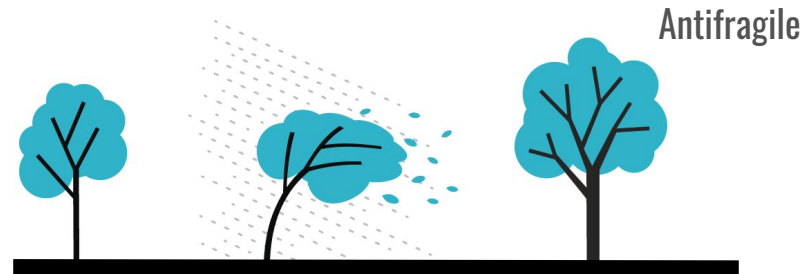
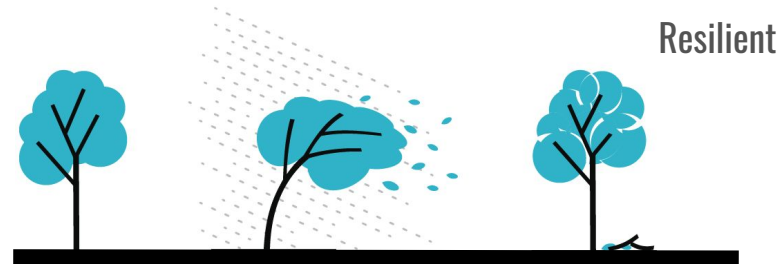
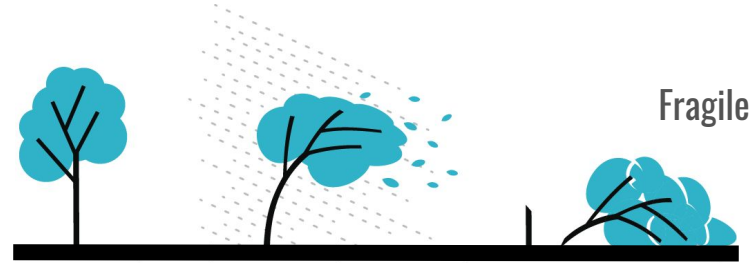


Antifragility vs. Resilience



Antifragility Quotient

1. Resilience
2. Curiosity
3. Flexibility
4. Ability to Trust
5. Creativity
6. Ability to Reflect
7. Commitment to Mission, Values, Strategy
8. Discipline:
Ability to prioritize one's self care even when difficult.





Antifragile schools have high potential to leverage permissions toward bold strategic ends.

These schools have shared understanding of their relative permissions and the purposefulness of them.



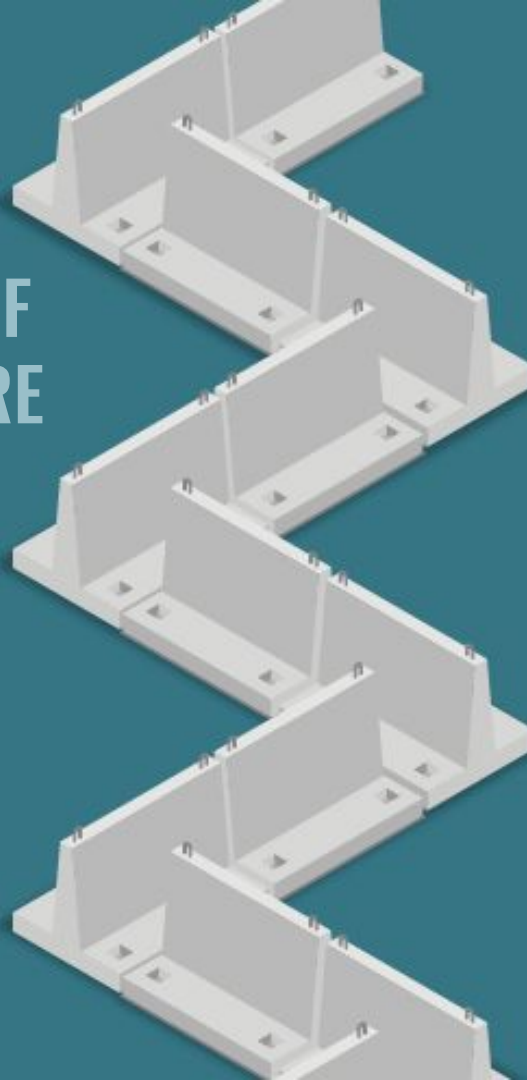
**Permissions change and shift with
wide culture AND built culture...**
over the last year they have
doubtlessly changed a great deal.



TWO COMPONENTS OF A PROGRESS CULTURE

As we look ahead and think of how best a school can move into a post-pandemic reality, leaders must recognize what should not change.

What are important touchstones that need to stay in place in order for changed permissions to get the traction they need?





**BOARDS, HEADS, AND ADMINISTRATIVE TEAMS
MUST LEAN INTO A SCHOOL'S CRITICAL LANGUAGE**
in order to move a school forward post pandemic.

Example:

ICAISA making plans for a future based on permissions their mission and core values set for them.



Critical Language: **USE IT OR LOSE IT**

Setting Permissions based in large part on the critical language of the school **ACTIVATES** that language, gives it oxygen, and makes it easier to call on it again.

So...not only does critical language help in setting permissions, sourcing permissions from critical language revitalizes that language.



Critical Language: **USE IT OR LOSE IT**

In short, schools functionality of their most critical language unless the school leadership and the school community use it to co-create the way forward and drive toward its aspirations.

Permission setting is requisite to both maintain the relevance of critical language and to create the traction for strategic execution.



How Do Our Past Actions Set Permissions?

What can we draw from our leadership in the past that will help us move our school forward?

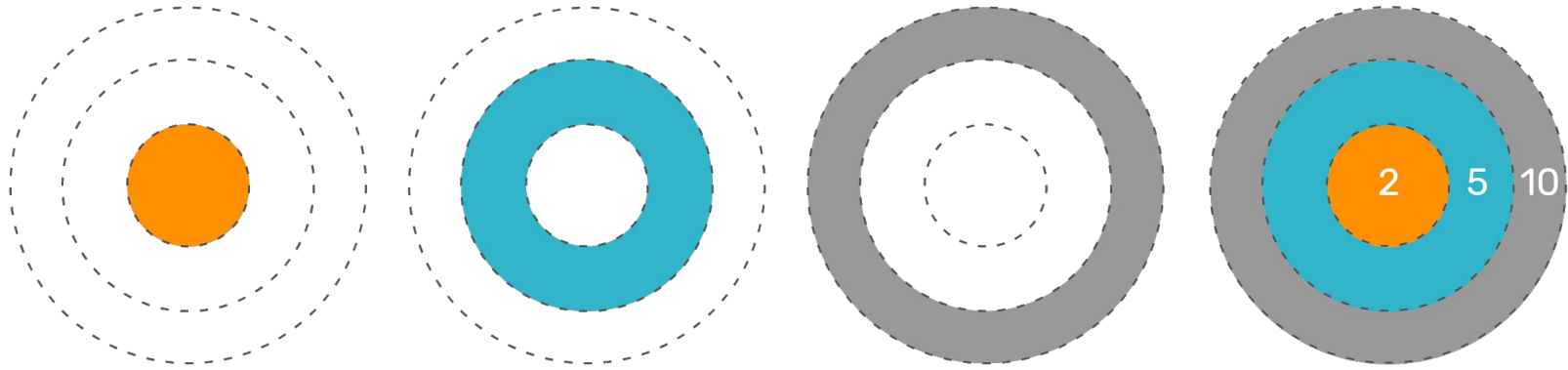


ACCELERATION WITHOUT SLOPPINESS

How to set the right permissions in an environment when people are getting used to faster change.

1. **Create Clarity** - ambiguity is an enemy of healthy permissions.
2. **Let the Permissions Work** - micromanagement is an enemy of sustaining healthy permissions.
3. **Lead on the Front End of a Process**
4. **Set Up an Inclusive Change Environment** - contributions from myriad voices transform results.

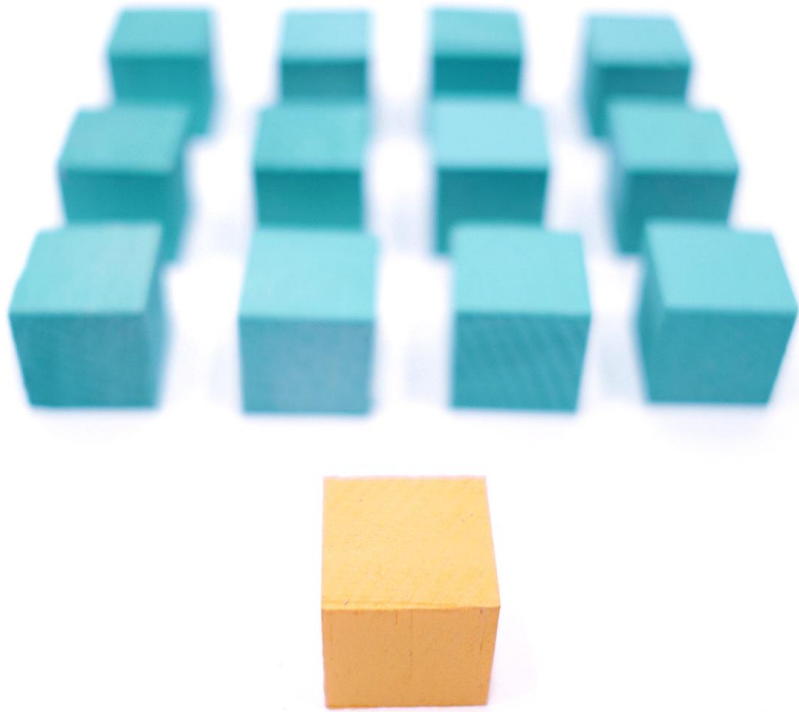




2-5-10

Change Management for a Rapidly Changing World





SET PERMISSIONS

Lead from the front at the beginning in order to create space for community input and inclusion. Permissions broaden and deepen when our change processes make authentic room for all constituents.






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Good reasons to postpone, resist,
be discriminating. In fact, the way to give
permissions legacy for institutions and
for leaders is to balance “use it or lose it
”with finesse and temperance.

Are we ready to go through this process?
Are we committed to completing the
processes we begin?

When you're thinking
about PERMISSIONS,
you're thinking about
TAKING ACTION



When you're thinking
about LIMITS,
you're thinking about
NOT TAKING ACTION



BRIEF REFLECTION:

- Beyond your annual goals, how do you know what your permissions are?
- How are those messages conveyed?
- How and how often are they reinforced?
- What are two of your most important permissions?
- How would you name how your school's permissions have changed in the last year?



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