



Leadership Development in Entrepreneurial Education for the Advancement of Public & Private Sector Support

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Leadership Development in Entrepreneurial Education for the Advancement of
Public & Private Sector Support

Doctor of Education Leadership (Ed.L.D.)

Capstone

Submitted by

Diane Robinson

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Table of Contents

Acknowledgements.....	iv
Abstract.....	v
Introduction.....	1
Review of Knowledge for Action.....	6
Description of the Strategic Project.....	19
Results.....	30
Analysis.....	37
Implications for Self.....	51
Implications for Teach For All.....	57
Implications for Sector.....	62
Conclusion.....	65
Evidence and Artifacts.....	72
References.....	117

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The past three years, as a member of the first cohort of the Doctor of Education Leadership program at the Harvard Graduate School of Education, has been a transformative experience for me as an educator. I am indebted to many people for helping me through this experience and would specifically like to thank Harry Spence for encouraging me to apply to this program and the Broad Foundation for being my sponsor. The work in this Capstone draws heavily on bodies of knowledge developed by Ron Heifetz, Dean Williams and Marshall Ganz, three faculty members at the Kennedy School of Government who had a tremendous impact on my view of leadership.

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Abstract

Building a social movement that produces teaching and leadership talent for school systems and leaders who can take on the systemic dimensions of the problem of educational inequity is a complex challenge. To help address this challenge successfully, entrepreneurial educational leaders must develop their capacity for leadership and management, improve their adaptive leadership skills and be able to communicate a narrative that can help them build broad coalitions of support. In this paper, I introduce a problem many entrepreneurial educational leaders in the Teach For All network face in acquiring the public and private sector support needed to advance their organization's mission. I focus on how Teach For All has created a global organization to help solve this problem. Teach For All is an international non-profit working to help entrepreneurs around the world build social movements in their countries to end educational inequity. To inform my practice, I apply a knowledge base developed by John Kotter, Ron Heifetz, Dean Williams and Marshall Ganz to work I am doing as I complete my residency at Teach For All.

For my strategic project, I was tasked with helping a group of social entrepreneurs tackle challenges in building the public and private sector support needed to advance the mission of their organizations. In this paper, I reflect on the question of how we help these entrepreneurs lead effective educational organizations in complex, diverse and changing environments. I focus on the interventions I implemented with the leadership teams of Teach For Japan and Teach For Brazil specifically, and share progress that these organizational leaders were able to make. In my analysis, I find I was required to practice leadership, go beyond the constraints of authority and partner with other functional team

leaders within Teach For All to develop the capacity of the entrepreneurs we serve so that they can become more effective in leadership and management. I also find that being able to do good diagnosis proves to be difficult for a resident who is assigned to a high-impact initiative within the organization. Finally, my findings also reveal that Teach For All seems more organized to provide technical support to its partners and must work to develop its ability to provide support for the more complicated and adaptive challenges that its partners around the world face.

Understanding how entrepreneurial leaders are able to meet build public and private sector support in a global context is of value to social entrepreneurs in the Teach For All network and education leaders around the world who must work across boundaries of difference to advance the mission of their organizations. The findings from this paper also have implications for my future work as an educational leader, the leadership development and management work of Teach For All, and the education sector in the United States and around the world.

Introduction

As education systems in the United States and around the world attempt to improve their performance, it has become clear that the quality of teaching and leadership pipelines in these systems is a critical part of their transformation. Multiple studies have pointed to the importance of teachers and leaders in school systems and their impact on student achievement. A groundbreaking 1997 study revealed that the effectiveness of a teacher was the major factor impacting student academic progress (Wright, Horn, & Sanders, 1997). Rockoff (2004) has also indicated that there are statistically significant differences among individual teachers when it comes to their impact on their students' achievement. A more recent study asserted that an effective teacher is one that consistently attains positive student outcomes (Hanushek & Rivkin, 2012) while another (Chetty, Friedman, & Rockoff, 2011) has concluded that students who are assigned high value-add teachers are more likely to attend college and earn higher salaries as just a few outcome measures.

Equally important to school improvement across education systems is the caliber of school leadership. A key study (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010) found that leadership forms the foundation of school improvement efforts by ensuring: 1) parent-community ties, 2) professional capacity, 3) student-centered learning climate, and 4) instructional guidance. As the authors also point out, in the absence of an effective leader, school improvement will most likely not occur. Odden and Kelly (2008) concur that systems that want improved results must focus on ensuring that they have top talent at all levels of their organization - from classrooms to school leadership, central

office and district leadership - talent is critical throughout an organization to ensuring improved performance.

For decades, schools of education in the United States have struggled to recruit our nation's top talent into teaching, which is also the main pipeline for leadership roles in education. In 1990, Wendy Kopp founded Teach For America - the national corps of top recent college graduates who commit to teach for at least two years in urban and rural public schools and become a part of a movement that aims to expand educational opportunity for all students. The mission of Teach For America is to build a movement to eliminate educational inequity by enlisting the nation's most promising future leaders in the effort (Teach For America, 2012a). As a 1994 Teach For America teacher, I joined the organization in its early years after graduating from Vassar College and taught for four years before becoming a regional staff member in Los Angeles in 1998 and then a national staff member in 2003. I was drawn to the idea of being a part of a national movement of individuals who believed that it was unjust that where you are born in this country determines what kind of education you have access to. I thought that was fundamentally wrong and did not align to our country's value of equal opportunity for all. As a staff member for almost a decade with the organization, I saw firsthand how Teach For America was building a movement for change in education not just by providing a pipeline of teachers for some of our nation's neediest schools but also by delivering a pipeline of leaders - whether at the school or district level in school systems across the country. I also saw how Teach For America produced leaders who worked to take on the systemic dimensions of the problem of educational inequity by working from vantage points such as policy, economic development, law and other sectors in our society.

Teach For America (2012b) reports that this school year, more than 10,000 corps members are teaching in forty-six regions across the United States, while 28,000 alumni are working in education and other fields across the country. Of the current corps and alumni, 18,000 are working as full-time teachers. The most recent data gathered internally on alumni at Teach For America shows that there are almost 800 alumni working across the country as either school leaders or system leaders (B.J. Gallegos, personal communication, March 1, 2013). There are also hundreds of Teach For America alumni working as elected officials or in policy, advocacy or other sectors tackling the systemic dimensions of the problem of educational inequity (Teach For America, 2012c). Although some studies of Teach For America teachers show mixed results on student achievement, studies in Louisiana, North Carolina, and Tennessee showed Teach For America at the top of the states' new teacher providers in impact on student achievement (Teach For America, 2012c). Additionally, a recent study found that more founders and top leaders of entrepreneurial education organizations started their careers with Teach For America than anywhere else (Higgins, Robison, Weiner, & Hess, 2011).

As Teach For America grew and attained success with building a social movement in the United States, social entrepreneurs from around the world began to reach out to the organization to create similar efforts to end educational inequity in their own countries. In 2002, Teach First launched in the United Kingdom and, like Teach For America, it also attained strong results with their teachers and alumni (Teach For All, 2013). In response to these requests from social entrepreneurs around the world, in 2006 the CEOs of Teach For America and Teach First collaborated to found Teach For All,

which was launched at the Clinton Global Initiative in September 2007 and is now a fully independent organization (**See Appendix A**).

Since its founding five years ago, Teach For All has worked to increase and accelerate the impact of independent social enterprises around the world that are looking to start their own social movements similar to what Teach For America has accomplished in the United States. Today, the Teach For All network includes organizations in twenty-seven countries in Europe, Asia, the Americas and the Middle East, with programs in an additional ten to twenty countries expected to join in the next three years alone. As its own entity, Teach For All works to help its network partners by deepening their understanding of the model, building the network's knowledge base and supporting partners in applying it to their contexts, facilitating high-impact connections across the network and generating financial resources internationally. These activities include an annual conference held by Teach For All, network learning trips organized around specific topics throughout the year where partner staff can attend and collaborate, case studies produced on partners who have attained strong results, fundraising from global donors for multiple partners in the network or Teach For All staff members providing in country or long-distance support and coaching.

As a member of the Network Support team this past year, I worked with the leaders of organizations in ten of the countries in the Teach For All network. Over the past ten months, I have seen firsthand many of the challenges that these CEOs and their senior team members face. These leaders are often young entrepreneurs and first-time managers who are setting out to start up their organizations in some of the most complex educational systems in the world. They are faced with leading new organizations in very

uncertain external environments and, as Hess (2006) writes, they are true education entrepreneurs because they are setting out to create a new organization to tackle a problem in a new way.

In Japan for instance, the only individuals who can teach must be licensed through a school of education. In order to implement a model that is similar to Teach For America, Teach For Japan will have to create an alternative pathway to licensing teachers so that participants in the program can be recruited from a variety of majors and backgrounds. This would be a drastic change in the current educational system in Japan and would most likely create conflict especially with the schools of education and teachers unions. The CEO and his team will need to figure out how to clarify the values that currently exist in the Japanese educational system to identify whether those values are still serving the country's education system well. Teach For Japan will need to build allies in their effort to create an alternative credentialing pathway and ensure there is public and private sector support for the organization to meet its budget in a culture where there is not a great deal of private sector philanthropy.

In the next part of this paper, I introduce the knowledge base that informs my strategic project at Teach For All. I then explain the theory of action for my strategic project, describe some key background for five partners in my portfolio and lay out the interventions that I made with those partners during my residency. I then share the results that were attained by my interventions with two of my partners, my analysis of those results and end by sharing reflections of my future leadership, the work of Teach For All and the education sector here in the United States.

Review of Knowledge for Action

In this review, I consider three bodies of knowledge to provide the basis for the theory of action for my strategic project: 1) Kotter's (2001, 2010) work on the difference between leadership and management; 2) Heifetz and Linsky (1994, 2002) and Williams' (2005) writings on the approach of adaptive leadership; 3) and Ganz's (2008, 2009) work on building social movements and the importance of a public narrative. Although there are multiple bodies of research on leadership, I choose to focus on these particular three for my work at Teach For All for a few key reasons. First, I have found that there is often confusion in the education sector in differentiating leadership and management and I believe Kotter makes a clear distinction between the two. While Kotter's work tends to focus on larger organizations and most Teach For All partner organizations are in their earliest stages of growth, I believe he provides a good basis for helping these entrepreneurs to understand what must be done internally to prepare their organizations to respond to changing environments and sustain their impact over time.

After working in senior roles in multiple education organizations in the United States for almost 15 years and then taking courses with Ron Heifetz, Dean Williams and Marshall Ganz while enrolled in the Ed.L.D. program, I have also found that my own understanding about leadership has shifted by applying concepts based upon their work. These authors tend to view leadership as complex and dependent on the challenge that organizations are facing. They believe leadership is primarily about mobilizing a larger system to confront the external factors that are beyond your own organization and that impact your ability to be successful. Finally, at a time when our world becomes more globalized, education systems around the world are being confronted by the fact that they

must improve their human capital pipelines so that they can remain competitive. At its core, Teach For All is an international organization that is supporting a network of social enterprises, each created from their local contexts, to launch and scale movements that will feed the teaching and leadership pipeline of their education systems and provide a force of leaders who will work from all vantage points of society to impact the systemic aspects of the problem of educational inequity. The theories of these authors can provide these social entrepreneurs with a framework for successfully navigating the complex external factors that impact our education systems around the world.

Distinction between Leadership and Management

It is essential for leaders of entrepreneurial education organizations to understand the difference between leadership and management because both are necessary for success in complex and changing environments (Kotter, 2001). Kotter believes that both leadership and management are complementary sets of action where each has its own function and activities. He goes further to define leadership as “coping with change,” (p.104), while he views management as a coordination mechanism for dealing with complexity. Kotter views leadership as being necessary in organizations when change is needed to respond to the external environment. The need for management arose because organizations started to get larger and more complicated and therefore needed to put in place the order and consistency necessary to operate effectively (Kotter, 2001). Although most of the partners in the Teach For All network are leading smaller organizations, many are focused on scaling their organizations in the coming years so there are lessons for our partners to learn about both leading through periods of change and putting in place the order and structure internally to manage larger organizations. Kotter also writes

about mostly corporations in his literature on leadership and management but I find that again, there are applications that can be made to leading and managing social enterprises.

Kotter's (2010) work focuses on how corporations respond to the changing needs of an increasing global marketplace. He lays out a process for creating change that involves creating a sense of urgency, building a guiding coalition inside your organization, developing a vision and strategy, communicating that vision, empowering broad-based action, generating short-term wins, consolidating those wins to produce more change and ultimately embedding these new approaches in the organizational culture. When Kotter (2001) differentiates management, he speaks to organizations developing its capacity to organize and staff for its jobs, their ability to communicate and delegate a plan and to create systems and structures to monitor and execute the plan

Kotter's insights on management and leadership are applicable to my work with the leaders of Teach For All partner programs for multiple reasons. First, many of the leaders are operating in very volatile political and economic environments. Spain as an example was suffering economically and facing an almost 25% unemployment rate when Empieza por Educar, Teach For All's partner program in that country started its work. It is critical for leaders facing such challenging external environments to have a clear strategic direction and vision, hallmarks of effective leadership according to Kotter. If these leaders can operate with a high-level of strategic clarity with all their constituents, they can benefit from the increased motivation of their stakeholders. They will also ideally make more strategic decisions that are geared towards realizing the vision of their organization. Second, given the high levels of complexity in a volatile economic environment like Spain, good management can organize an otherwise chaotic situation

even if these organizations are starting with small teams. While most Teach For All partner organizations are now at the earliest stages of their work, many have set ambitious scale goals in the coming years. These organizations will soon become more complex as they grow so it will be important to put in place the organizational structure, staffing, strategic and management plans that will enable them to realize their visions.

Adaptive Leadership

In order for organizations to thrive in complex, diverse and changing environments, they must be able to mobilize others to face reality and confront the challenges or opportunities in front of them so that the collective can make progress (Heifetz, 1994). When I took a class with Ron Heifetz at the Harvard Kennedy School of Government last year, this concept alone was a shift in my understanding of leadership. For many years, I had understood that leadership was about the individual and that person's ability to inspire and/or motivate others to follow a vision. Heifetz' definition of leadership fundamentally challenges this general understanding of leadership. In this next section of my Review of Knowledge for Action, I ground my work at Teach For All in this understanding of leadership as a practice and a collective activity and not as a reflection of personality or an individual's ability to move a group. I will also capture some of the key concepts of this framework that I believe are most applicable to my work with partners during my residency.

Technical versus Adaptive Challenges

Heifetz (2002) distinguishes between "technical" (we have the solution for a problem in our repertoire and it depends on the authority in the system) and "adaptive" (requires learning new ways and the solution for the problem lies with the people with the

problem) challenges (p.14). Heifetz argues that addressing technical challenges, which are sometimes necessary to address, often do not get to the level of values and beliefs, where adaptive work takes place in systems. He elaborates that another way to identify an adaptive challenge is when organizations face a recurrent crisis and persistent conflict — one that requires us to probe and diagnose the root cause of the problem. As I look at the challenges that Teach For All partners are facing, especially with public and private sector priorities, their challenges are at times technical. For example, it is often useful to help a partner understand the best tool (whether it's a spreadsheet or a dashboard) to use to track their funding prospects so that they can at any time identify how they will get to their fundraising goal. Teach For All has many of these tools and resources within our repertoire. However, the more complicated challenges that our partners face in building public and private sector support will not be solved simply by applying technical solutions; many require adaptive solutions. As one example, one of the partners that I support must identify a legal pathway to placing individuals who do not hold an undergraduate degree in education as full-time teachers – this has never been done in the history of education in this country. The solution will require raising awareness about the need for a new approach to recruiting and placing teachers. It will also take a shift in the current beliefs in this culture about who can teach in this country and there is no clear pathway to accomplishing this goal. This reflects an adaptive challenge and must be approached differently than the solutions for a technical challenge.

Leadership & Authority

In looking at the adaptive leadership framework and my work at Teach For All, it is also informative to consider the distinction between leadership and authority. As

Heifetz points out, authority is helpful in establishing order, setting direction and providing protection in an organization (Heifetz, 1994). Unfortunately, many of us—including myself—often equate leadership with authority and do not see the challenges that come with authority. Heifetz believes that having authority can bring resources but it also presents restraints that can prevent one from practicing leadership. One of the key ideas here is that groups can become too dependent on authority and fail to exercise and/or develop their own leadership and problem-solving capacity. In my work internally at Teach For All, I have heard multiple times that it is not possible to make progress on a challenge because individuals do not have the authority to do so or the authority figures do not support our work in certain countries. Through my strategic project with Teach For All, I aspire to help leaders in the organization distinguish between authority and the need for leadership so that we can make advances on some of the most pressing public and private sector challenges facing our partners.

This work on adaptive leadership and authority is also relevant considering my role of an Ed.L.D. resident entering an organization such as Teach For All. I was introduced to the organization because of my past professional experiences working as a senior leader at Teach For America to successfully build the public and private sector support that was needed for that organization to thrive. When I was hired for this strategic project, the expectation was that I would help partners by sharing both my technical expertise and the knowledge I had gained in navigating complicated political landscapes and building allies for Teach For America's work in diverse and complex communities like Los Angeles and Hawaii. In my work to date, I have been able to provide leaders within the Teach For All network with a certain level of knowledge and expertise in the

realm of PPS as my years as a senior leader at Teach For America provided me with many stories, experiences and skills that have been helpful to share with partners. At the same time, my authority and thought-partnering only goes so far in helping all our partners in very different contexts with their challenges. The reality is that I have to practice leadership by asking lots of questions, making observations, helping partners see perspectives that they might have missed or potential interventions they can take to make progress with their goals. I must also learn to partner with others within Teach For All to address the PPS challenges our network faces.

Leadership Interventions

One of the key lessons from the adaptive leadership framework for leaders is the importance of doing diagnostic work to understand what challenge their organization faces and what threats and opportunities lay in front of them (Williams, 2005). Williams goes on to note that this is often the step that most leaders skip and it is probably the step that will lead to their downfall. The leader's diagnostic work is to put the varying perspectives on a problem together—almost like they are a puzzle. Heifetz (2002) adds that it is critical for leaders to obtain a balcony perspective throughout their practice of leadership. This metaphor captures the idea that it is as important to “get on the balcony” as it is to be on the “dance floor” (p.53). Both concepts are important but getting on the balcony is key to understanding the bigger picture of what is going on around you while being on the dance floor speaks to when you are in the midst of all the action (Heifetz, 2002). In my observations of educational leaders at Teach For All to date, the day-to-day running of their organizations does not always allow them the opportunity to take a balcony perspective. This type of view on their work could be beneficial as it would

allow them to clarify the problems they are confronting, see what role they are playing in the larger system, enable them to gain insight into the other perspectives around them, recognize the values that might need to change in the system and explore potential plans of action based on those insights.

The most effective leaders are also those who place an emphasis on thinking politically and navigating complex social environments (Heifetz, 2002). To think politically, leaders must fundamentally understand that they cannot accomplish their work alone because there are too many factions and groups with competing interests and values. Therefore they need both allies that share their values and beliefs and they need partners from inside and outside of their organization who do not share their values or beliefs because they can provide insight into the system's complexity. These are often the most helpful partners to have because they have an understanding of the opposition and can help you see perspectives that you may not have and the resistance you will encounter (Heifetz, 2002). This is a part of the work that can hold many of our Teach For All partners back from making progress with their government affairs priorities. One of my partners is currently working in a highly political external environment where getting an alternative licensing program authorized by the government will raise a conflict in the system and attract potential negative attention to the organization. To make progress, the leader of this organization will need to find partners who share his values and beliefs and those who do not. This will allow him to have a more informed view of the problem, understand what is at stake for those in the opposition and be able to have a more informed plan of action for securing an alternative certification pathway.

The ability to orchestrate conflict is also a key skill in providing leadership for adaptive challenges (Heifetz, 2002). One of the fundamental ideas of adaptive leadership is the idea that we learn by being confronted by difference - a difference in ideas, beliefs or perspectives. In order to manage the process of conflict, leaders must create a holding environment (when there is enough cohesion in a group through relationships) (Kegan, 1982). This holding environment is needed so that conflicts can be addressed; the temperature can be controlled so that people are paying attention to the issues at hand and not avoiding the work that has to be done; the work can be paced so people can handle the change, and people have a sense of what the future promises should they be able to tackle the adaptive challenge (Heifetz, 2002). In looking at many of the PPS challenges that some of the leaders at Teach For All face, the ability to orchestrate conflict with schools of education and the teachers' union to debate the varying perspectives on how teachers are licensed is critical to making progress toward realizing their PPS goals.

In the case of one specific partner, the holding environment they would need to create will allow them to raise awareness of the fact that the current approaches in this country are not sufficiently preparing teachers and leaders for the education system. This will most likely raise a difference in perspectives especially from institutions like schools of education that are currently responsible for training all teachers in this country. It will be important for this Teach For All partner to facilitate this dialogue by ensuring that these differences in perspectives can be surfaced and discussed, without alienating any one group from the discussion. Another important aspect to orchestrating this conversation successfully will be the need to recognize if the system is ready to have this discussion – or the issue is ripe, as Heifetz (2002) refers to it. It is quite possible that the

key stakeholders in this debate may not think the current pipeline for teaching and leadership talent in the system is broken. If that is the case, this Teach For All leader will need to identify the best way to ripen the issue – the need to improve the country’s pipeline for teaching and leadership talent. This Teach For All leader will also need to communicate a vision of the future so that all the constituents can have a sense of what is in store should they change their current approach to recruiting and training teaching and leadership talent in the system.

Leaders must also develop their ability to ensure that the most pressing issues that are raised are internalized, owned and ultimately resolved by the parties who are a part of the problem or most impacted by the problem. Leaders must then work to give the work back to those individuals (Heifetz, 2002). This is a critical lesson for leaders because many of us will often find ourselves in the trap of working to provide the solution to problems that are much larger than any one individual or one group. At Teach For All, this means that leaders of our partner organizations must identify opportunities for engaging our teachers, families, students and community members in the work of their organizations and in their most pressing priorities.

Beyond doing the diagnostic work of leadership and thinking through the best interventions, leaders must also manage themselves in this process of providing leadership (Williams, 2005). One of the first things we must do is to investigate our own loyalties - taking the best from our past and discarding what no longer serves us well as leaders. We must also work to distinguish our self from the roles we take on in our organizations and communities and find ways to anchor ourselves so that we do not get caught up in the traps of power (Heifetz, 2002). This part of leadership is a self-reflective

process that requires a great deal of trust in the person who is leading this conversation. This can be challenging for a newcomer to an organization such as Teach For All where there is both a mix of leadership styles and cultural contexts to navigate. However, for a strategic project such as mine that requires interaction across countries with Teach For All partners, establishing these kinds of trusting conversations will be critical in helping partners to make progress with their PPS goals.

Organizing for Change

In order to provide effective leadership for mobilizing a diverse group of stakeholders, leaders must develop their strategic capacity – their ability to create and execute good strategy that mobilizes people to tackle real problems (Ganz, 2009). Ganz argues that an organization’s strategic capacity is directly related to who its leaders are – “their identities, networks, and tactical experiences – and how they structure their interactions with each other and their environment with respect to resource flows, accountability, and deliberation” (p. 8). Ganz also proposes that because we exist in a world of competition and cooperation, achieving our goals requires power and to realize our interests, we must be able to organize our political, cultural and economic resources to influence the interests of those who hold the resources we need (Ganz, 2009).

As I look at the PPS challenges that leaders of Teach For All partner organizations face, this skill could be beneficial in helping them to secure the financial and government support needed to raise their budgets and secure placements for their teachers. These entrepreneurial leaders are often operating with few resources when they start their organizations so they must be able to use their own backgrounds, networks and experiences as a way to bring together their constituents around a common vision –

improving the education systems in their country. They must also identify what resources they hold and how to use those resources to attain the outcomes they seek. Our partners for instance have access to the best young talent in their countries as members of their organizations and these individuals also have their own backgrounds, networks and experiences which could be helpful to our partner organizations in being able to realize their PPS goals.

In order to build a social movement, leaders of Teach For All partner organizations must also be able to tell a new story. Social movement leaders must assert new values, form new relationships that are grounded in those values and mobilize the political, economic and cultural power to translate those values into action (Ganz, 2008). These leaders must be able to communicate a public narrative that speaks to their own values and why they were called to lead (story of self), speaks to the values of the collective whom they wish to mobilize (story of us) and gives their audience a sense of the challenge to those values and why action is demanded (story of now) (Ganz, 2008). The ability to articulate a public narrative is critical for Teach For All leaders who want to build a broad coalition of support for realizing their PPS goals. These narratives or stories will allow Teach For All leaders to build relationships and mobilize sources of motivation in the donors, government officials and other key stakeholders who hold the power needed to impact their PPS goals. Teach For All leaders must be able to speak to common values with these stakeholders and inspire them to take action to see change in their country's education system.

There are strong similarities in how Kotter, Heifetz and Ganz view leadership but there are also differences. All three believe that leadership is needed in the process of

change in organizations and communities, and they all acknowledge the importance of working at the level of values when taking part in leadership activities. Kotter emphasizes the importance of having a guiding coalition and a plan inside your organization (Kotter, 2010). Heifetz encourages adaptive leaders to do the diagnostic work to figure out what the problem is and what the most appropriate plan, strategies and/or interventions the leaders should provide. Ganz gives a powerful process through the public narrative for mobilizing problem-solving in order to achieve a noble goal or purpose. Ganz, Heifetz and Kotter all view the people who are most impacted by the problems as being the ones who must be mobilized to address those problems. These similarities and differences all have important implications for my work at Teach for All.

Implications of Knowledge Review

Currently, there are twenty-seven partner programs around the world implementing a model similar to the Teach For America model. In many ways, because of the age and experience of Teach For America (23 years old) and Teach First (10 years old) - both organizations have made a great deal of progress when it comes to developing the leadership and management capacity of their staff. Over the years, both organizations have been able to adapt their internal cultures to ensure they can thrive in changing political and economic environments. At the same time, the leaders of both organizations would probably say there is more work to be done when it comes to developing the internal and external adaptive skills of all of their leaders and to ensure that all constituents that are impacted by the work of their teachers and leaders are organized more effectively as a part of their movement.

The above knowledge review presents a few potential implications for leaders of programs in the Teach For All global network. If the leaders of these organizations are able to develop their capacity to lead and manage, build their skills as adaptive leaders and work to organize broad coalitions in furthering the goals of their organizations, they will become more effective in realizing their goals of building social movements in their countries to end educational inequities.

Description of the Strategic Project

As a member of the Public and Private Sector Network Support team of Teach For All, I spent the past ten months focused on helping partners to remove the significant public and private sector barriers they face in launching or scaling their organizations. Throughout, I focused particularly on development and governmental affairs. Specifically, my core work included two of the three network support “core mission” activities: partner support and internal training. I was also expected to provide insights to Teach For All’s Growth Strategy and Development team on opportunities for accessing funds to support the global organization and partners in the Teach For All network. Based on the above knowledge review, my theory of action for my strategic project was: *If leaders of pipeline development organizations focus on developing their capabilities in leadership and management; providing adaptive leadership for the challenges their organizations confront and communicate a narrative that inspires a broad coalition of support, then they will make progress in building the public and private sector support needed for their organizations to thrive.*

To accomplish the above goals, I was tasked with a portfolio of ten countries where scale is inhibited by significant public or private sector barriers, where the CEO is

deeply invested in tackling this barrier and would welcome increased engagement by Teach For All, and where the opportunity for network wide learning and impact is significant. I was expected to visit each of these partners at least once (some twice) as well as offer robust virtual one-on-one support. The countries in my portfolio included Australia, Bangladesh, Brazil, Germany, India, Japan, Mexico, New Zealand, the Philippines and Spain. While I was responsible for supporting the above countries at various points during my strategic project at Teach For All, I will focus on Australia, Brazil, India, Japan and Spain in this section of the paper because I was able to do the most substantive work in these countries during my residency. In the following sections, I offer an overview of the problem each country faced with building public and private sector support, the work I did with each partner country and then share the results for two – Japan and Brazil. I also give an overview of the internal training I provided while at Teach For All and then conclude with my results and an analysis of those results.

Direct Partner Support

Teach For Australia placed its first cohort of teachers in Victoria in 2010 in partnership with the government and secured funding to start the program on a national scale with the Melbourne Graduate School of Education and State education departments (Teach For All, 2011). The Teach For Australia program started to address the inequities that exist in that country's education system. While Australia has a high-performing education system overall in comparison to other OECD countries, it also ranks among the least equitable when you compare the performance of students from lower socioeconomic groups to those from more privileged backgrounds (OECD, 2010). The Teach For Australia program aims to change this reality for the country's most low-

income students. When started in my role last summer, I was asked to work with the team to help them attain their “DGR” status—which would allow them to fundraise as a non-profit organization in Australia from the private sector. Right now, Teach For Australia receives all their funding from the government. Teach For All has learned from our most successful partners within the network that it is critical for the long-term sustainability of our partners that they attain a partnership with both the public and private sector in their communities. This type of partnership allows our partner programs to have independence from the control of government and other external entities and provides them with the freedom to make operational decisions, challenge traditional paradigms, and sustain the model in the face of political changes.

Last summer, once I started working with the Partner Engagement Director (PED) for Teach For Australia, the organization was working aggressively to renew their contract with the government. A PED is a Teach For All staff member who serves as the liaison between the global organization of Teach For All and the local partner in our network. Individuals who work in the PED roles typically live in the partner country for the first two years of the organization’s operations. PEDs are responsible for providing the leadership team for our partners with thought-partnering on the challenges they might face in their first years of operations and they also facilitate access to and engagement in the Teach For All network. At the same time that Teach For Australia was being confronted with this challenge, the CEO began drafting a white paper to help the education adviser for the Prime Minister of Australia to learn more about alternative credentialing around the world. The CEO viewed this as a real opportunity to help influence decision-making on their contract for the next year, as a way to open up

alternative credentialing in the country and as a way to influence the decision on the organization attaining DGR status.

During this time, I worked mostly with the PED for Australia, held multiple phone conversations with the Australia team and provided them with examples of how other countries have approached alternative credentialing around the world through a white paper that was drafted by Teach For All on the topic. I also connected the CEO of Teach For Australia with experts in teacher quality and knowledge of the effectiveness of alternative credentialing programs here in the United States. This led the Teach For Australia team to produce a white paper which they shared with the education adviser for the Prime Minister. At the end of October, after submitting the white paper, the Teach For Australia team learned that they had gotten federal funding for cohort 5 of their program and had been granted DGR status by the federal government. Both these outcomes were very positive news for the program and due to the hard work and smart strategy of the CEO and her team. In the end, I provided some advice that was based on past experience in doing similar work and helped the Teach For Australia team to build their external network in the United States. The results that were attained by Teach For Australia with the DGR status were due to relationships that the team had cultivated with key stakeholders in the government prior to my arrival on Teach For All staff.

As a part of my strategic project on the PPS team, I was also tasked with working with the Ensina Brasil team to help them launch their program in the State of Sao Paolo. The Ensina program had launched in the summer of 2011 as a part of an initiative within the Office of the Municipal Secretary of Education in Rio de Janeiro (Teach For All, 2011). Although Brasil has been making some improvements in its education system in

past years, there are enormous inequities in education in the country and many of them fall across lines of race and socio-economic status (OECD, 2010). This reflects the larger adaptive challenge being faced by the education system in Brasil – creating a school system that serves all its students. The initiative in Rio presented a unique window of opportunity for Ensina to place teachers in an extended school day model in low-income schools but it did not allow the participants to become full-time teachers of their own classrooms, which is typically a requirement of partnership with Teach For All. At the time of finalizing a partnership, Teach For All and Ensina both believed that their participants would start the program in full-time teaching positions. For a variety of reasons—mostly having to do with the rigidity of laws requiring that all teachers be trained through the schools of education and the reaction of teachers’ unions, Ensina teachers did not begin the program as full-time teachers and, ultimately, Ensina’s partnership with Rio ended.

When I started in my residency, the Ensina team was pursuing a partnership with the Sao Paulo State system because they had an established alternative teacher placement program. Through this process, teachers can take a test and are given temporary teaching positions for one year at a time, for a two-year maximum – it does not give them the ability to teach long-term. Unfortunately, this partnership also did not develop so the team began a feasibility study to find out what other States in Brasil had alternative credentialing laws in place. In the process of conducting this study, the team concluded that they would need to either find an existing alternative route to place teachers or circumvent the traditional credentialing laws to create a new way to credential teachers.

During my first few months on staff, I spoke mostly by phone with the PED for Brasil and had two conversations by phone with the new CEO of Ensina Brasil and the Ensina team member who was responsible for fundraising. In those conversations, it became clear that the politics in Brasil were very complicated and that the team was struggling with whether or not it would be possible to have the teachers in the Ensina program secure full-time teaching positions. In November of 2012, I took a one-week support trip to Brasil and during this time, I attended meetings with the CEO and government officials in the Department of Education in the State of Minas Gerais. I also attended staff meetings with the Ensina team where the PED and I led a discussion using the adaptive leadership framework to help the team diagnose the challenge they were facing in finding an alternative certification pathway. We also held one-on-one meetings with potential and current supporters of the program in Sao Paolo and got advice from other education reformers in Brasil about potential strategies the organization could pursue to find a pathway to placing teachers. I will summarize the outcomes of these discussions and my interventions in the Results section of this paper.

Teach For India started in 2008 to address the educational disparities that exist in that country. In India today, 4% of its children never start school, 57% do not complete primary schools and 10% of its students go on to college (Teach For India, 2013). In my work with Teach For India, I was charged with helping the team to secure government support to pay the salaries of the teachers so that the organization can scale its efforts in the coming years. Currently, Teach For India fundraises to pay the salaries of their teachers in addition to fundraising for the costs of recruiting, selecting and training their teachers. As the program works to grow its scale in the coming years, it will not be

possible for them to scale in a sustainable way if the government does not begin paying the salaries of their teachers and ideally start contributing to the operational costs of Teach For India. Additionally, the organization wanted support with moving towards a regional model for their organization. Teach For India now operates in 5 cities in India and has City Directors who assume responsibility for placing teachers and fundraising the costs for operations in each of these cities. When the program started five years ago, the national organization did all of the fundraising for its regional sites. Now that the organization is growing and hopes to become financially sustainable, they are working to shift more of the responsibility of fundraising to the local communities where teachers are being placed.

After a few initial conversations with the PED for India and in meeting one of the City Directors and the Director of Growth Strategy & Development for Teach For India during a Teach For All Network Learning Trip in July of 2012, I was asked to take a one-week support trip to India in October. The purpose of my trip was to get deeply rooted in Teach For India's context, challenges, and areas for potential support in the realm of PPS. I was also asked to offer senior staff and the CEO thought partnership in adaptive leadership; to work closely with City Directors on their city visions; to offer support and training to City Directors and national development team members in the shift to regional development and to dive deeply into alternative certification and the challenges and opportunities that the Right To Education Act could offer to Teach For India. The Right to Education Act was recently passed in India as a way to increase the quality of teachers in the education system.

During my time in India, I was able to hold adaptive leadership conversations with senior staff members and City Directors; take part in discussions with City Directors and national development team members; do a training in the adaptive leadership framework at a Teach For India conference; attend a Teach For India board meeting and meet with the CEO to discuss both the adaptive leadership approach, alternative credentialing, and the organization's move to a regional approach. These conversations gave me some good insights into the complexity of the challenges that the Teach For India team faces, especially when it comes to securing governmental support. Currently, teachers must train through a school of education in order to teach yet there are massive teacher shortages across India that the schools of education are not meeting. The only way to open up the paths for teachers who are not certified in education is to change the law and changing laws in India is a complicated and difficult process, one that presents an adaptive challenge for the organization and not a technical challenge because the beliefs about who should teach in India are deeply embedded in the values of the current education system. I also learned during this trip that the CEO believes it is critical for anyone doing government affairs work for the team to have a local perspective. Since my trip to India in October, I have not had the opportunity to engage with the PED for India or Teach For India staff members to see how they are progressing towards their PPS goals.

In the past, Japan has led the world with its education system but in more recent years the country has slipped in international assessments (OECD, 2010). Teach For Japan was started in an effort to help address the broader adaptive challenge the country is facing in educating students to be competitive in an increasingly global marketplace.

Teach For Japan plans to place its first cohort of teachers this school year. For my work with that team, I was tasked with helping them to secure placements for their first cohort of teachers, identify an alternative pathway to placing their teachers and make meaningful progress toward fundraising for their FY12 budget for their first year of operations. I took a one-week support trip in August 2012 to coach the CEO and PED in building public and private sector support for the program and to coach the PED in the adaptive leadership framework. At that time, the team did not want to prioritize focusing on placement because they felt strongly that finding full-time teaching positions would not be difficult since they are recruiting certified teachers in the first years of the program. I spent my initial conversations with the CEO and PED trying to get a sense of the context and broader system in education in Japan. I used the adaptive leadership framework to facilitate a conversation where they both communicated the different perspectives in the community on starting Teach For Japan. The PED and I also met with the COO to get a sense of Teach For Japan's budget and the progress they were making towards fundraising their start-up and FY13 budgets. I also spent a great deal of my one-week in Japan attending external meetings with the CEO and the PED to model what it looks like to communicate a narrative to potential donors that would inspire their support. I also coached the CEO in drafting his own narrative and gave feedback to the PED in hiring a strong Development Director, which at the time was a critical hire for the Teach For Japan team.

Since my support trip in August, I have stayed in contact with the PED for Japan and also facilitated a further placement conversation with the CEO at a session at the Teach For All annual conference in November. During this conversation with a small

group of Teach For All staff members, I again used the adaptive leadership framework to help the CEO diagnose an adaptive challenge the team is facing in creating an alternative certification pathway for their program. We generated a list of potential interventions for the CEO but to my knowledge, the team has not implemented any of these interventions since our conversation in November because it has been focused on meeting its funding goals and hiring key staff.

Finally, I was also assigned to work with Teach For All's partner program in Spain – Empieza por Educar. Spain's education system ranks in the middle in terms of performance when compared to its European counterparts and educational disparities in the country tend to play out along socio-economic lines (OECD, 2010). Empieza por Educar launched its program in 2011 to address this broader adaptive challenge in the country and placed its first cohort of teachers in a tumultuous context in which almost all public schools had a 10% cut in their teaching staff (Teach For All, 2011). This past fall, the program was not able to place two of the teachers in their second cohort because of the excess number of teachers in the system. Right now, the Empieza por Educar team needs to identify a long-term strategy for placing and growing the size of its teaching force, especially with the economic challenges in Spain and the continued projections of layoffs within education. The political context in Spain also poses a challenge and the program wishes to work as a non-partisan organization in order to gain broad support for its efforts to build a movement.

Since starting my residency at Teach For All, most of my interventions with the team have been through my conversations with the PED for Spain. I have been a thought partner to her on some of the short-term PPS challenges that the team has been facing and

have coached her through using the adaptive leadership framework as a tool in tackling tough challenges being faced by the Empieza por Educar team. I did have a few conversations with the CEO where I also used the adaptive leadership framework to help him diagnose some of the varying perspectives that exists on Empieza por Educar's work in Spain. Through those conversations, I helped the CEO to see that even though creating a new pathway to license their teachers would most likely bring some backlash from teachers unions and the ultimate outcome would probably take some time, it would be important for him to start engaging with the unions and other stakeholders now to understand their perspectives on this change and to have those perspectives inform his future strategy. Most recently, I have been in conversation with the PED and CEO about visiting Spain for a support trip in the coming months to continue helping the team think through and execute a public sector strategy for placing their teachers full-time and securing financial support from the government.

Internal Training

In addition to direct partner support, one of my responsibilities on the PPS team is to provide internal training to Teach For All staff to help build their knowledge and skills in supporting partners, especially as it relates to PPS priorities. In brainstorming ways to share some of what I am learning this year, my supervisor asked that I facilitate a session on adaptive leadership at the Network Support team retreat, which took place in January 2013 in Memphis, Tennessee (**See Appendix B**). To take advantage of having four hours for the session and some advance notice, I asked the Network Support team to read "Leadership on the Line" by Ron Heifetz. I also asked five team members to identify an adaptive challenge they are facing in their work on Network Support and to be prepared

to share it with their colleagues during this session. My goal was to have team members draw on the pre-reading, their colleagues' case studies and the group experience to build their understanding of the adaptive leadership framework. The results from this session are shared in the next section of this paper.

In March, I also facilitated a session for PEDs at a Conference in London to provide them with a toolkit of skills to problem-solve with their CEOs around challenges they face in executing on a public sector strategy (**See Appendix C**). I used an experiential approach to model what the PED and I did in our work with the CEO in Brasil and then worked with the PED from Spain to practice what it would look like for her to have a similar conversation with her CEO. We discussed questions that can be useful in helping CEOs explore the different aspects of their public sector landscape and uncover the relationships, alliances, connections, and potential opportunities that may help them move their public sector strategies forward (**Appendix D**). I also drew upon aspects of the adaptive leadership framework by having PEDs read a chapter on diagnosing the political landscape from “The Practice of Adaptive Leadership,” by Ron Heifetz before the session. As a follow-up to the session, four of the seven PEDs who attended have asked me to work with them and their CEOs to provide further support in using this approach.

Results

In looking at how to best assess my progress to date for my project, I will focus on two countries where I had deep engagement either with the PED, the CEO and/or their staff. Given this, I choose to focus on progress that has been made with the PPS priorities with Teach For Japan and Ensina Brasil, two countries where I have been able to engage

with very deeply. In reflecting on the best way to measure the outcome of the work that I did with both partners, I looked at the PPS goals that each team had when I started in my role, the interventions that I made since I started in my role and the results attained. I specifically looked at progress against any measurable goals and the feedback I received from the PEDs and/or their managers. I also share the results from my internal training session with the Network Support team.

Teach For Japan Results

In working with Teach For Japan, I had hoped to help the team secure placements for their first cohort, create an alternative pathway towards licensing their teachers and make meaningful progress towards fundraising their FY12 budget. As of my last check-in with the PED for Japan, 14 out of 16 of the program's first cohort of teachers had received their placement assignments and the PED does not think the remaining two teachers will have a challenge getting hired because they are already licensed and have established a relationship with the Board of Education in the district in which these teachers are slated to work.

With respect to alternative certification, the PED has informed me that the team has been in discussions with the Ministry of Education regarding the exploration of using the current special license procedure to place Teach For Japan teachers. The team is considering whether to conduct a pilot program with Osaka City from April 2015, where they will be able to recruit, select and train Teach For Japan participants so that they will be allowed to teach in classrooms in Osaka City as full-time teachers in accordance with Japan's special license procedures. The discussions are still in the early stages and are expected to continue for the next few months. Additionally, Teach For Japan has

recently had a meeting with a senior researcher at the Japanese National Institute for Educational Policy Research who is currently doing research on pathways to alternative certification, with a particular emphasis on studying the approach being used in the United Kingdom. She has agreed to assist Teach For Japan in their discussions with the Ministry of Education regarding the special license pilot and research on pathways to alternative certification generally. In terms of fundraising, at the end of the 2012 calendar year, the team fell slightly short of reaching their funding goal. For the 2013 fiscal year, they have put in place building a fundraising committee, which is a strategy that came out of the conversations we had during my support trip. They have also secured financial donations from two individuals whom we met with during my support trip.

In an effort to gain clarity on whether or not my interventions during the residency had any impact on the progress that the Teach For Japan team was able to make with their PPS challenges, I solicited and received feedback from the PED for Japan. His feedback revealed that my interventions (which were mostly asking questions, providing advice and direction on their priorities and coaching and modeling in external meetings) were helpful to providing the team with some of the technical solutions that were needed to address the PPS challenges they are facing. They have also started to have some of the conversations necessary to take on the larger adaptive challenge of placing teachers who are not fully certified in Japan. The following quote captures his thoughts on the impact of those interventions:

Your August 2012 support trip really helped to move the ball forward. Prior to the trip, it was clear that the team in general and CEO, in particular, were not taking development seriously. Your trip and insight helped emphasize the importance of

development. Moreover, the trip provided the CEO (and PED) a chance to see pitch work in action and helped the team and PED think more clearly about the role of a Director of Development and the profile of a competent Director of Development. Your interview with a candidate during your visit was very helpful. (Rabb, 2013)

To gain further insight into the impact of my interventions with the Teach For Japan team, I also reached out to the manager of the PED in Japan. Her feedback further confirmed that my interventions seemed to provide the team with much needed technical support.

The PED said you sent him some materials that were really useful and that they were adapting and using in Japanese for meetings. They got one person to commit to joining the fundraising board this week. They are sending the materials you sent (adapted) to their top 10 and then having follow up meetings. They also have a meeting this coming week to discuss how they want to approach expansion into regions as well as how they want to approach alternative credentialing this year. (Helmer, 2013)

Ensina Brasil Results

In my work with the Ensina Brasil team, my goal was to help the team identify a government affairs strategy that would enable the organization to place their teachers in full-time teaching positions in low-income Brazilian classrooms. As a result of my support trip to Brasil, the PED, CEO and I created a government affairs strategy that we thought had the potential to help the Ensina team make progress in securing a pathway for placing teachers full-time in Brasil. After this trip, it became clear to the CEO and

board that Ensina needed to put recruitment and placement of future teachers on hold until they could pursue a government affairs strategy that would produce a pathway to full-time placements for their teachers. Due to this, the Ensina program has now reverted back to an ‘early stage program’ in the Teach For All network. Early stage programs must work to align themselves to the Teach For All mission, theory of change and unifying principles, have the capacity to implement an aligned program and be able to commit to participating in the Teach For All network. Given this, my work with the Ensina team is now limited as the Growth Strategy and Development team drives the early stage process.

To assess my impact on the work of the Ensina team, I reached out to the PED for Brasil. As the quote from the PED below demonstrates, my most effective interventions seemed to have been one-on-one conversations with the CEO using the adaptive leadership framework and the ability to model external meetings with government officials with the CEO:

I think you’ve been most helpful when you’ve been able to help partners analyze their situation objectively. I think that this is particularly different for partners who are so mired in the constraints and complexity of their situations that they cannot see through to a solution or a clear direction. I think that your objectivity and lack of context is a huge strength because you are able to leverage this lack of context as a neutral, third-party observer. In terms of specific strategies, I think that landscape analysis and stakeholder mapping have been particularly helpful. I also think that the shadowing and direct execution in government meetings that you did with Fabio was super-helpful. Given the profile of many of our PEDs, this

type of direct support is difficult to provide, but given your credibility and past experience, you were able to provide explicit modeling of how to act in a government meeting and how to start making connections between key players. I also think that your knowledge of adaptive leadership enabled you to facilitate conversations that cut to the root issues quickly and surfaced deeper challenges holding CEOs back. I do think that things like the alternative certification paper are important and helpful, but I increasingly believe that the value of all of our tangible resources depend on our strength of facilitation and delivery. For this reason, I think that your most effective support involved conversations and direct interactions with partners.

I honestly think that your visit to Brasil was critical in helping the Ensina team realize that they were not going to be successful in the long-term by pursuing quasi-aligned placements for 2014. I think that you were the final push to help me convince the team that they needed to take a long-term approach to solving placement. Yes, this did mean that the current team may not be the team that eventually moves a Teach For Brazil-type program forward, but I think that is just a side-effect of the necessary decision to totally reconsider Ensina's strategy.

(Cuesta, 2013)

Internal Training Results

Most of the internal training that I have done during my residency at Teach For All has been the one-on-one coaching conversations with PEDs and this has been focused on building their skills and developing their knowledge base in public and private sector

support priorities. I did have the opportunity however to do four-hour large group training of the Adaptive Leadership framework with the entire Network Support Team at a recent retreat in Memphis. In talking with my supervisor about the goal of this training, we thought it would be beneficial to expose Network Support team members to this framework so that they could have another tool for helping partners to tackle the tough challenges they face in the different functional areas in which team members work.

To accomplish this goal, I asked team members to read “Leadership on the Line” by Ron Heifetz and identified a few colleagues in advance to share cases of the adaptive challenges that they are individually facing in their roles on the Network Support team. I used the four hour opportunity to structure a large group discussion and four small group discussions. I also asked a few team members to assume the role of designated authorities to help their colleagues problem solve around the challenges they are confronting and to engage the entire group in problem-solving. At the end of the session, I created an opportunity for team members to ask questions about the concepts of the adaptive leadership framework and how they could potentially apply it to their work on Network Support. The Network Support team typically surveys all staff to assess their satisfaction with sessions like mine so I was able to gather the following feedback on the effectiveness of my session:

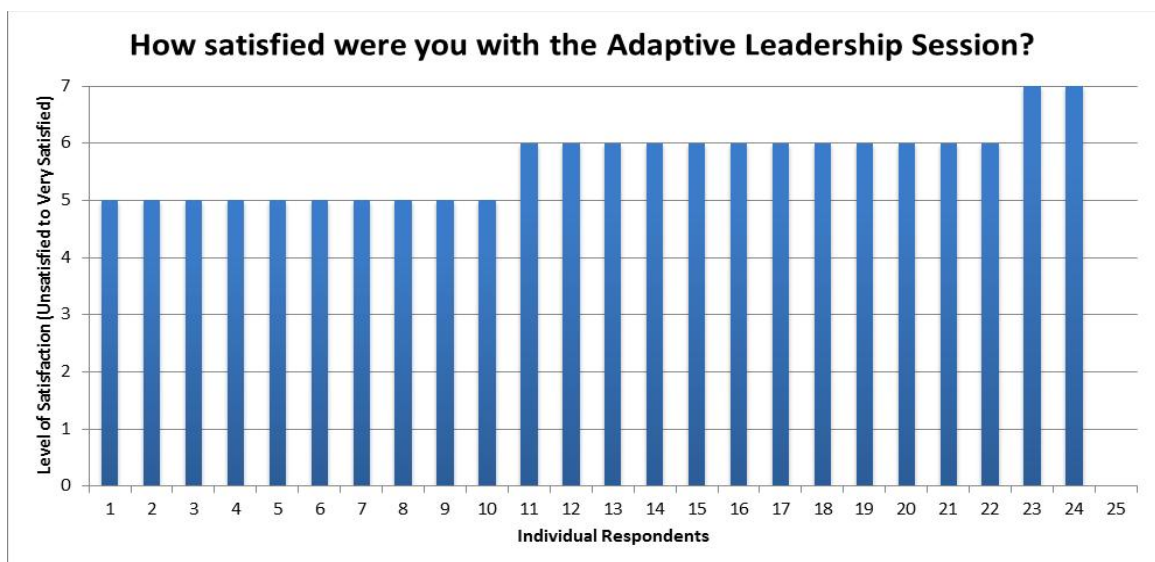


Figure 1

As you can see from Figure 1 above, 24 out of 25 staff members who attended responded to the above question on their satisfaction of my session on adaptive leadership. Fifty-eight percent of staff members responded in the top two categories of satisfied or very satisfied while the other forty-two percent were somewhat satisfied with my session. As a quote from the staff survey below will reveal, staff members thought the session exposed them to a framework they gave them a way to problem solve around the challenges we all face on the Network Support team. As the data above and the quote below also reveal, staff members wanted more time to better understand the concepts of the framework and practice applying the framework to the work we do at Teach For All.

It was very helpful for me to dig into a colleague's challenge and apply this framework. I think it surfaced some issues that we all face as a team and was a rare opportunity to be candid about some of the internal challenges we face as a team. It also sparked some good conversations that happened later - outside of this session. The session might have benefited from a more detailed review of the key concepts of the framework before getting started. (Anonymous staff member #1, 2013)

Analysis

In this next section of my paper, I analyze the multiple factors that played into the progress or lack of progress that I was able to make in my role on the PPS team at Teach

For All. There were multiple forces at play. They range from my own shortcomings, the varying perspectives of the problem the PPS team faces, the culture of Teach For All, the complexity of the work we do, factors that are external to the organization and the theory of action that I crafted for this project. To help frame this analysis, I will use the adaptive leadership framework as a way to provide the reader with an understanding of the factors that impacted my work. As Heifetz and Williams recommend, I begin by diagnosing the challenge that the PPS team faced and the varying perspectives on that challenge. I then summarize the factors that contributed to my progress or lack of progress. I also speak to how I managed myself in the process of intervening and aim to ground my interpretations in the evidence I was able to gather throughout my residency. Finally, I revisit the theory of action that was developed in my review of knowledge for action and reflect on whether or not this was the correct theory of action for the challenge the team faced.

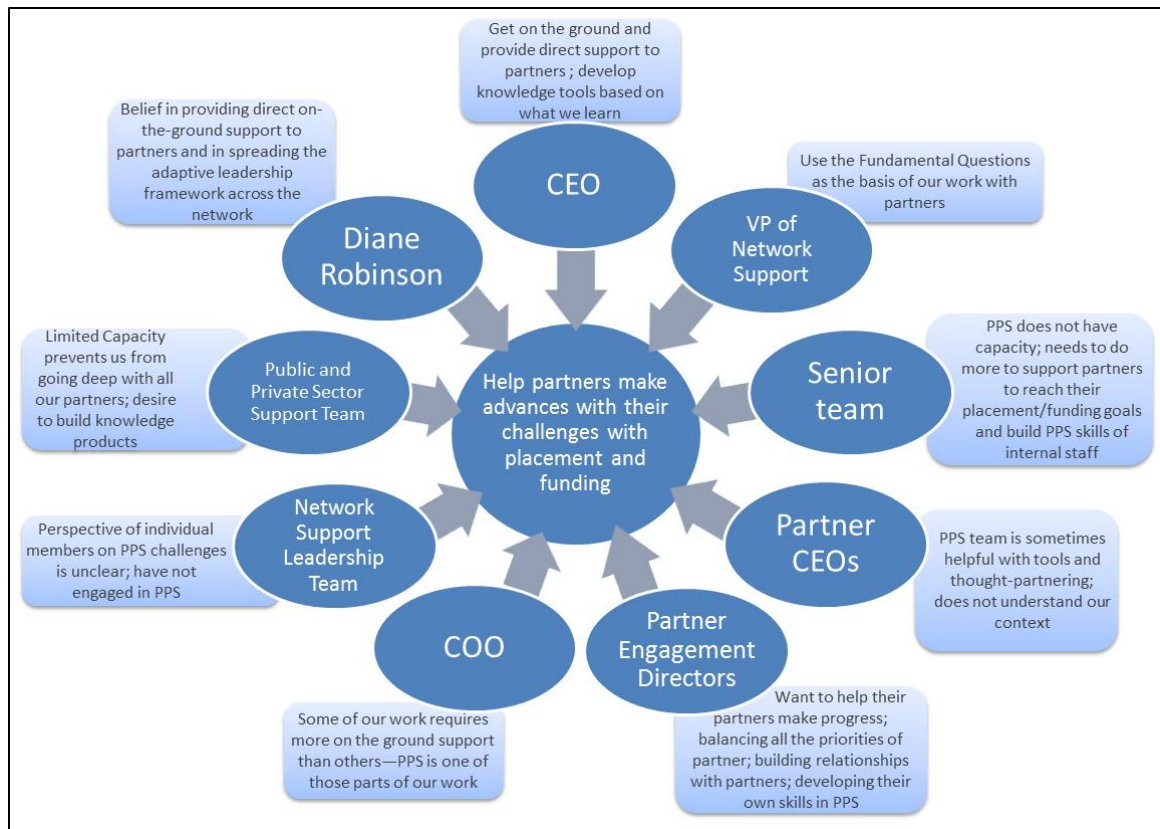


Figure 2 Diagnosis As Williams (2005) writes, in exercising real leadership, leaders must

first analyze the actual nature of the challenge that confronts their group or organization.

I was confronted with helping the Teach For All network and more specifically, the group of partners in my portfolio to make progress with their goals for placing their teachers and fundraising their budgets. Williams also proposes that leaders take both a bird's-eye view of the entire landscape of a problem so that they can see all the individual pieces that contribute to that problem. Figure 2 attempts to capture the varying perspectives, values and aspirations behind the different factions within the Teach For All network and their views on the PPS challenges we face as an organization.

Lack of Vision for PPS team

During my onboarding to staff at Teach For All, I had the opportunity to have multiple conversations with staff members and our partners on the work of PPS. As my

conversations and ultimately Figure 2 shows, there are varying perspectives on the role and purpose of the PPS team. There is one faction within Teach For All that believe PPS team members should be spending as much time as possible on the ground with our partners. This belief is grounded in a perspective that the more time PPS team members spend on the ground, the more we will understand the contexts of our partners and their knowledge and skill development needs. There is also a faction within the network that believes it is not possible for PPS team members to add much value when it comes to the challenges being faced by our partners. This perspective is grounded in a belief that it is only by living and/or working within a similar context to the country in which you are supporting that you will truly be able to help partners make progress with their work. There is an additional perspective that our success should be determined by whether or not our partners are able to meet their PPS goals while others believe our success should be defined by the support and knowledge tools that we are able to provide to our partners in their PPS work. Through my work with partners, I came to believe that being on the ground is critical to understanding the context of our partners. As the PED from Brazil shared, that allows you to understand the challenge our partners face and gives you the opportunity to better be able to facilitate sharing knowledge with partners.

These varying perspectives in Figure 2 contributed to lack of vision that currently exists for the PPS team and the lack of progress that has been made on my strategic project. These differences in perspectives were never surfaced and discussed during my residency. As Heifetz (2002) writes, to be successful in providing leadership for adaptive challenges, we must be able to balance being on the dance floor and getting on the balcony. The ability to balance doing both allows us to see the bigger picture, stay in the

action, make the right diagnosis and take more informed interventions in the system to make progress (Heifetz, 2002). After starting in my role on the PPS team last July, I immediately got on the dance floor and got to work mostly providing technical solutions while also attempting to coach PEDs and partners in some of the more complicated public and private sector challenges they faced. There was a great deal of urgency organizationally for me to get on the ground and to start helping our partners to make progress. The reality is that this urgency also contributed to my inability to take a balcony perspective and see early on the varying perspectives on PPS priorities in the Teach For All network. I think this contributed to me not doing a true diagnosis of the PPS team priorities and had I done this, it is possible that I could have taken more informed interventions with our partners during the initial months of my residency.

I also did not help to bring a vision to the broader PPS team for the direction we should take as an organization. As Kotter (2010) writes, vision can help create a picture of the future by clarifying the general direction for change, motivating people to take action and it can help to align individuals. I think I was held back from thinking I could bring a broader vision to the PPS team because I did not have the formal authority to do so as a resident. The reality however is that I could have practiced leadership in mobilizing a broader dialogue to help bring vision to the team.

Establishing Trust & Credibility with Partners

Another factor that contributes to the results that were attained with partners like Teach For Brazil and Teach For Japan is the importance of establishing trust and credibility with Teach For All partners. Bryk and his colleagues (2010) argue that trust operates as a major factor in organizational change at the school level and absent trust, it

is nearly impossible to develop and sustain improvements. While Bryk's work focused mostly at the school level, his findings on trust are still relevant for an education focused organization like Teach For All. A part of the reason I was able to make early interventions with the Teach For Japan and Teach For Brazil teams is because I had a prior professional relationship with the PEDs for both countries. These prior relationships gave these PEDs the history and knowledge of my expertise to begin advocating for me to take a support trip to visit with their partners.

As a senior staff member at Teach For America, a founding partner for Teach For All, I also had credibility from my past years of work experience with that organization in successfully working to build the public and private sector support needed to grow the organization in the United States. As the PED in Brazil shared in her feedback in the Results section of this paper, my ability to work with partners in their own contexts, attend meetings and help them do the work gave me the credibility needed to add value to their most pressing public and private sector priorities. I had the know-how to help partners like Teach For Japan tackle some of the technical challenges, such as executing an effective external meeting. At the same time, establishing trust and credibility with partners where I did not have prior relationships was a greater challenge, even with the experience that I do have. In some cases, the fact that I do not speak the language of partners or that I do not know very much about their contexts does prevent me for engaging more deeply as a thought-partner on their most pressing PPS challenges. The fact that my residency role is also short-term also prevented some partners from investing in building a relationship.

Adaptive Solutions Take Time

At the core of the challenge that the PPS team faces is the fact that many of our partners are confronting adaptive challenges, which by their nature are not solved even when authority figures apply all of their know-how to solve the problem. Williams (2005) writes that generally, adaptive solutions require a shift in the values and mind-sets of the people. This type of change often takes time. In Japan, the country currently has one established route for teachers to enter the classroom, they must be certified through schools of education. Although there is an established alternative route for bringing unlicensed teachers into the classrooms which Teach For Japan is exploring, the broader rules and regulations that determine who becomes a teacher in Japan is deeply embedded in a culture that permeates the schools of education and the Ministry of Education. The authority figures for these organizations are loyal to a certain way of doing things in Japan, especially because Japan has had strong results on international assessments in the past. To change this view, it will require changing deeply entrenched values and beliefs and raising awareness among the various factions of the Japanese education system, addressing conflicts in their values and priorities and adjusting those values and priorities to deal with the threat of Japan potentially not remaining a leader in the world when it comes to the performance of its education system.

Deep engagement with a group of partners

The fact that the PPS team has lacked the staffing capacity to execute on its PPS priorities for many years is a contributing factor to why the team has made limited progress in the past year with our partners. Currently, there are only two full-time and one part-time staff members on the PPS team. I currently have ten partners in my

portfolio while my colleague is responsible for helping the other seventeen programs in the Teach For All network with their PPS priorities. Our colleague who works part-time is responsible for creating most of our knowledge products. Given the enormity of the challenges that our partners face with their PPS goals, I have come to believe that the portfolio of staff members who work directly with partners should be smaller so that we can go much deeper in our work with individual partners. This lack of capacity on the PPS team has kept us focused on solving our partners most pressing and immediate challenges and prevents us from focusing on the long-term challenges they face. As Kotter (2001) writes, management is about coping with complexity and its practices and procedures are a response to the emergence of large organizations. Good management should develop the capacity of an organization to achieve its plan by organizing and staffing its jobs with qualified people (Kotter, 2001).

Although staffing the PPS team might seem to be a technical challenge, the reality is that the organization has tried to staff positions on the PPS team for years but has not been successful. The ideal profile of PPS team members are individuals who have had experience living and working in development and/or government relations with one of the partners in the Teach For All network. Given the complexity of the challenges our partners face in the realm of PPS, it is necessary to staff our team with individuals who have this type of experience or they will not have much credibility working with our partners. The other reality is that Teach For All is trying to diversify the staff of the organization, especially when it comes to geographical diversity and recruiting individuals who have experienced the educational inequities in their countries that our partners aim to end. Currently most of the staff members who work at Teach For All who

have partner experience come from our founding partners, Teach For America and Teach First. The rest of our partners are not old enough yet to have produced alumni who have the experience level to work on Teach For All staff and specifically on our team. These factors all contribute to the challenge of being able to fully staff our team.

In addition to staffing holding us back from going deeper with our partners on their PPS challenges, some of our partners could benefit from more support in their own countries. The Fundamental Questions for PPS (**See Appendix E**) were created as a list of the most central issues, framed as questions to guide ongoing reflection for partners and staff. Each partner is ultimately accountable for determining the answers to these questions that are right for them and their local contexts, and partners have begun to use the questions to share best practices and learn from the experience of others. The reality however is that PPS continues to be a major challenge for our partners around the world and it holds them back from launching and scaling their organizations effectively.

Although I have used the Fundamental Questions frame for the support I provided to partners during my residency, I came to realize through my work with partners that some need more support with getting to the answers for these questions in their own local contexts. Most of the partners in this situation have highly complicated external environments that are difficult to navigate and the direct support that I provide are typically one-week support trips or virtual support. One-week support trips are just enough time to do an initial diagnosis to help partners identify initial interventions they can take in their broader systems. To address the larger adaptive challenges, it will take multiple interventions and ongoing support for individual partners.

Lack of Partnering

The PPS team was not as successful as I hoped in making progress on our PPS challenges because we were not able to partner as effectively as we could have with other functional teams at Teach For All. Finding real partners allows you to detect your blind spots and gives you critical information that can inform your interventions (Williams, 2005). There are multiple functional teams who work with our partners and they also have insight into the priorities and challenges that our partners confront. During the first six months in my residency, I was only a part of one conversation on PPS with the leadership of Network Support, Partner Engagement and the Growth Strategy and Development teams. These are the three teams that work most directly with our partners and have insights in the PPS challenges they face. This one conversation provided the PPS team with key information to inform our approach and also allowed us to identify ways to further support each other. Across the Network Support team, there are also four other functional teams that work with partners daily. In the first six months of my residency, I was not a part of the leadership team conversations of Network Support so did not have insight into what those teams were learning about our partners and was not able to work closely with the functional team that provides our partners with support in leadership and management. This lack of partnering did not allow me to gain valuable perspectives on the PPS work of partners, and it also prevented me from making advances with a key part of my theory of action – developing the capacity of partners to lead and manage.

Role and Impact

As Heifetz (2002) writes, a part of the magic in our organizations lies in our abilities to find multiple ways, rather than one, to develop meaning from the contributions we make in improving the quality of life for those around us. My own beliefs about the importance of making measurable and significant impact did contribute to how I viewed and approached my role and ultimately the work I did in my residency. I have always directly managed a team to reach their goals and worked in roles where it has been quite clear how to measure your impact. If the Executive Directors that I managed at Teach For America while I was the Vice President of Regional Operations met their funding goals for instance, then I knew I was making a positive contribution in the work that I did to coach and manage them. In my work with Teach For All, my role in working with partners is similar to that of a consultant instead of a direct manager. This role was not unique to my position during the residency. The PPS team and other functional teams at Teach For All are responsible for providing our partners with direct support, knowledge products, direct connections to each other and funding resources. Partners do not have to access this support nor take our advice or counsel if they do not want to or if they do not believe it adds value to their work. Additionally, if we provide all of our supports, there is no guarantee that our partners will reach their goals. This type of role was new for me and it took a few months into my residency to realize that I had to change my approach to address this difference in working with partners.

Partners learning to navigate their own political landscapes

As Ganz (2008) writes, social movements arise because purposeful actors affirm new values, form new relationships that are rooted in those values and activate the

political, economic and cultural power that is needed to translate those values into action. To make progress in tackling some of the most pressing PPS priorities that our partners face, the leaders of Teach For All partner organizations must navigate the world of politics, government and business and build relationships with individuals at all levels of these institutions to secure the support needed to place their teachers and/or raise the financial resources for their programs. Often times, some of the entrepreneurial leaders who launch partner organizations at Teach For All are new to operating in this world and must navigate alliances and governments that might soon change or that may have reputations of corruption. One of the factors that contributed to the lack of progress that was made on PPS priorities with some of my partners is that the leaders are working themselves to develop their own knowledge, skills and mindsets in navigating the complexity of the broader political, economic and cultural landscapes in their countries.

Revised Theory of Action

In reflecting on the theory of action that I had when I started this project: *If leaders of pipeline development organizations focus on developing their capabilities in leadership and management; providing adaptive leadership for the challenges their organizations confront and communicate a narrative that inspires a broad coalition of support, then they will make progress in building the public and private sector support needed for their organizations to thrive*, I am not sure if I had the right theory of action given my role and the results that I attained during the past months. One of the key ideas from Kotter's framework is that leadership helps organizations cope with change. Fundamentally, the work that we do at Teach For All is about helping entrepreneurs operate in highly complex and unpredictable environments. Although that requires

working through a great deal of change, most of my support was ultimately about helping partners in very specific areas of their work – placement, development and government affairs. I did not have the opportunities nor did I have the relationships to coach partners on their leadership and management approaches so could only incorporate these conversations when I found the openings.

Based on the feedback that I received from PEDs and partner staff, I do think that my use of the adaptive leadership framework and the coaching and thought-partnering I provided them was a part of the successes that I had with the strategic project. PEDs in particular found that the framework both allowed me to engage right away in some very complex and difficult contextual situations to help partners focus in on challenges that had been overwhelming them and gain clarity on how to move forward. The PED from Spain recently shared this feedback about a conversation I had with the CEO about working towards a long-term plan for alternative certification in Spain:

I think the conversation in London had the biggest impact on Javier and how he was thinking about placement. I think hearing about how others were approaching the situation, how it takes time and effort to get things changed and how there are things he can be doing in the meantime really helped him see that we should not just sit on placement. I think the biggest difference in Javier is him considering (and starting to) engage with the national government/ministry around possible placement pathways. He was reluctant to do so before. (Canales, 2013)

I also used some of the concepts of adaptive leadership in my work internally at Teach For All and this did impact the progress of my strategic project positively. As Heifetz writes (2002), when you are faced with a tough issue, you will most likely

encounter conflict. In exercising leadership, you need a holding environment to tackle the difficult issues or the wide value differences on the issue (Heifetz, 2002). During the one-day conversation that the PPS team had with the leaders of the PE and GSD teams in January of 2013, I raised the difficulty that the PPS team has had in providing on the ground support to our partners. Our team cannot schedule support trips to our partners if we are not being accessed by PEDs or partners. After raising this issue in this meeting, I have seen increased collaboration and dialogue with our team and the Partner Engagement team. Since then, all three teams that attended that meeting have also scheduled monthly times to meet to share information with each other that directly impacts my team's ability to be successful. At the same time, I did not raise the larger issue our team has – which is the varying perspectives that exist on the purpose of our team. I did follow-up and have a conversation with the COO about the differences in perspectives a few months later but to effectively work this issue, we will most likely need to have all the key team leaders in the room to have the conversation. In looking back now, I focused on the technical challenge our team was facing instead of the adaptive challenge and was not able to orchestrate a dialogue about the real differences that exist organizationally about the purpose of our team's work. This lack of alignment prevents the entire organization from having real clarity on what kind of impact the PPS team is making.

As I reflect on the progress that was made with the strategic project, I think Heifetz' concept of thinking politically is also something that I could have employed more effectively. I think I had allies in the CEO of the organization and the VP of Network Support but I did not maximize these relationships. Although the CEO helped

me initially by providing history and context on some of our partners' PPS challenges, I could have done more to leverage her authority and the support of the VP of Network Support to establish trust and credibility with PEDs and partners.

In the last part of my theory of action, I aimed to use Ganz' public narrative framework to help partners tell a story to mobilize a broad coalition of support. This is an area where I had some results in being able to impact the PPS goals of partners as I was able to spend time engaging with partners on support trips to craft their stories and to provide feedback. On my support trip to Japan in August for instance, I was able to help the CEO to begin drafting his narrative but have not had any opportunities to follow-up to see if he has integrated a story of self, us and now into the story he now tells to external audiences. In my work with Teach For Bangladesh to date, I have started to coach the CEO virtually in the story she plans to tell about what calls her to this work, what Teach For Bangladesh is aiming to accomplish for the most underserved students in the country and how she would like her constituents to get involved. However, I have not had the opportunity to see her tell this story in external meetings.

Most recently, I did have success in using the public narrative framework in my work with the Enseña por México team. On a recent support trip, I was able to communicate how the public narrative framework can be a tool in external meetings – whether to secure funding and government support for their program. I was also able to model telling my own story of self, us and now and then had the opportunity to coach the CEO and his senior staff in doing the same. I received feedback immediately from the team in Mexico that the framework has made them re-think how they will approach their external meetings moving forward. In order to help partners make progress in

communicating a narrative that inspires a broad coalition of support, I must be able to spend time with partner staff in their own context crafting their narrative and seeing them practice telling this narrative so that I can provide feedback.

Given the results that I attained and the analysis of those results, here is the theory of action that I would propose for my work moving forward:

If I can partner with functional team leaders at Teach For All to develop the capabilities of our partners in leadership and management and specifically, their adaptive capacity and their ability to communicate a public narrative that inspires a broad coalition of support, then leaders of Teach For All partner programs will make significant progress in building the public and private sector support needed for their organizations to thrive

Implications for Self

As I reflect on my experience these past months in a residency at Teach For All, one of the most important things I have learned about myself as an educational leader is that I am most satisfied in roles where I can work directly with other educational leaders who are on the ground every day doing work that impacts students and educators. During one of my first weeks on staff at Teach For All, I attended a Network Learning trip in Chicago where I had the opportunity to meet with partner staff from around the world to discuss their efforts to move towards a regionalization of their programs, similar to what Teach For America has done by having regional sites of their program across the United States. It was one of the more enjoyable weeks of my residency. I also enjoyed the opportunities that I spent on the ground in Japan, Brazil, India and Mexico working with PEDs, CEOs and partner staff. I gained a great deal of inspiration from meeting the staff,

teachers and alumni who are doing the work to impact children every day. Based on the feedback that I also received from Teach For All staff, I seemed to make the most impact when I was on the ground or engaging with the leaders directly.

Although it was initially challenging to work in an organization like Teach For All where we do not directly manage the organizations that are a part of our network, I have come to find that working across organizational boundaries in a role where you do not have formal authority or have limited authority is much more difficult than a role where you do have formal authority. The role forces you to practice leadership. You must make interventions by asking questions, making observations, offering interpretations and in some cases providing technical expertise. I have learned that formal authority only allows you to do so much but the real value in your work as a system leader lies in your ability to make interventions to ultimately allow others to make progress with the challenges they are confronting. I believe that the skill set that I developed during my residency at Teach For All will allow me to operate much more effectively as a transformational leader in education .

As per the feedback I received from PEDs and partner staff, I was effective at both modeling the use of the adaptive leadership framework and in that process coaching others in how to use the framework to help leaders within their organization gain clarity on both the principle challenge they are facing but also to identify the best strategic direction to take to help make advances in their work. Network Support team members and partners felt the framework loaned itself very easily to being a tool that any team could use. I also believe the approach I took was embraced well by staff and partners because I approached my knowledge of the tool as a learner and not as someone who had

all the answers. The adaptive leadership framework is a tool that can be used in any organization or culture to help diagnose the adaptive challenges being faced by that group, identify the values that are at conflict within that system and clarify interventions that can be taken by the group to help them make progress. The framework is also universal because it does not dictate values nor prescribe any one approach to leadership. As someone who would like to continue doing work as a global change agent in education, I plan on using this framework moving forward in my work at Teach For All and beyond.

In reflecting, I do believe I could have done a better job in doing the diagnosis of the challenge being faced by the PPS team internally at Teach For All and helping to bring about a clear vision to our team's work. I asked a lot of questions when I started in my role but given the urgency of the challenges facing the partners, I got on the dance floor and started problem-solving with partners and PEDs to help them make progress. It was important and necessary for me to get on the dance floor, but I did not come back to take a balcony perspective to recognize the different perspectives on our team's work internally at Teach For All until months later. After realizing these differences, there is also more that I could have done to orchestrate an open dialogue to discuss these varying perspectives on the work of PPS team so that ideally, we could have chosen a clearer vision and direction for the work of our team. Right now, the team is operating with varying perspectives on the purpose of our work floating around in the organization and because of this, it is challenging to measure progress. In the future, I plan to watch this tendency that I have to get the work done by myself as it prevents me from seeing the bigger picture.

This tendency to focus immediately on execution also does not allow me to partner effectively. The challenges of PPS are very complex and progress takes time, so it was somewhat unrealistic to believe that I alone would have been able to help Teach For All partners to make the types of advances necessary to reach their goals for public and private sector support. I became seduced by the idea of being the one to solve these problems for our partners and the organization. I have learned from this experience to be much more realistic about the expectations I hold for myself in leadership roles and I have learned to pay attention to feeling like I am the savior in helping others to make progress. I have become clearer that leadership is about mobilizing the collective to make progress on their most pressing goals. While I remain on staff at Teach For All, I would like to practice partnering more with my colleagues on the Network Support, PE and GSD teams as I know they bring critical insight and information into what is happening with our partners. This information is data that can be helpful to informing the interventions that the PPS team takes to reach our goals.

This residency experience has also helped me to further clarify the distinction between leadership and authority. In some cases, I was an authority figure who did have the technical expertise to help partners solve important PPS challenges they were facing, such as executing effective external meetings. In other cases, the challenges our partners face are adaptive and therefore require that I make interventions that help partners tap into the problem-solving capabilities of their own organizational systems. I have learned that providing leadership for adaptive challenges and helping to build the adaptive capacity of organizations takes time and many interventions. Sometimes these interventions are received well, like in the case of the CEO of Spain where he has started

to engage with key government officials to build relationships and gain allies for finding an alternative certification pathway. In other cases, my interventions may not have worked or I needed to wait until the organization tackled more pressing technical challenges, like in the case of Teach For Japan, where they had to make progress with fundraising or hiring staff before they could take on the more difficult challenge of creating an alternative certification program.

Another implication from my residency this past year is role of a theory of action in practice. I drafted my theory of action a few months into my residency so I did have some data to inform my theory. The reality however is that I realized a few months into the strategic project that there were gaps in my theory because of my role, the lack of doing a diagnosis of the problem confronting the PPS team and the other factors I shared in my analysis. After doing a diagnosis, I should have revised my theory of action and worked to draft something that was more applicable to the reality that I was confronting. One of the big lessons learned in my residency is that it is extremely important to do a diagnosis, try an intervention and use the data from that intervention to assess progress in the system to inform the creation of a new theory of action. This is an important learning for me because this was the same exact learning cycle that I was asking Teach For All partners to undertake in order to make progress with their public and private sector support challenges. I needed to model the learning cycle that I was asking our partners to practice.

The learning that I have had in my residency has had some big implications for my future work as an educational leader. I have learned that I am most satisfied being able to do work that impacts the development of educational leaders and that I enjoy

helping partners navigate the complexity of their external environments. I have become knowledgeable of the adaptive leadership framework through the coursework that I took during the Ed.L.D. program and by applying the framework during my residency to the work of the PPS team. I have also learned that when trying to develop the adaptive leadership of others, it is important for me to practice this type of leadership yourself. I gained valuable insights into the challenges of providing this type of leadership by practicing the approach in an entrepreneurial, matrixed organization like Teach For All where the path to success is not always clear and multiple teams impact the outcomes.

Implications for Teach For All

After spending the past ten months traveling around the world visiting partners in the Teach For All network and immersing myself in the work of the Public & Private Sector support team, I have gained some insights into the work of the organization. In the following section, I share some implications from my strategic project and recommendations to Teach For All.

Teach For All plays a critical leadership role in helping social entrepreneurs launch and scale their programs. As Teach For All grows in the coming years and more partners join this global movement, the ability of the organization to help partners tackle their greatest public and private sector challenges will be critical to Teach For All delivering on its mission. The organization is itself facing an adaptive challenge in being able to meet these goals. Every partner that joins the Teach For All network brings a complex set of historical, political and cultural challenges and they must build organizations that are able to respond to these realities in their broader education systems. As an organization, Teach For All will need to wrestle with its own adaptive challenge of

being able to respond to the variety of needs that each new and current partner brings. If Teach For All can do this successfully, it will be able to model for our partners what it takes to respond to the broader adaptive needs of the education system in their countries.

In order for the PPS team at Teach For All to make significant progress with the critical public and private sector challenges facing its partners, the senior leaders and key stakeholders must have a broader dialogue about the purpose and work of the PPS team. As Figure 2 revealed, there are conflicting priorities and values among the various stakeholders who impact the progress of our partners with their PPS priorities. There seems to be an overwhelming desire among stakeholders to provide partners with technical support while providing support with more complicated, adaptive challenges proves to be more challenging for the organization. To do both effectively, it will require having a conversation about what internal practices and beliefs might have to change to ensure that we are supporting partners effectively with both types of challenges. It will also require working across functional teams to align views and perspectives on our work. Partners should also be included in this conversation since they are the ones that most benefit from the work we do at Teach For All. There are variety of ways in which this could be done – multiple conversations with the functional teams and partners throughout the year to align on purpose and to assess what types of support are helping partners to make progress, input through surveys or even one-on-one conversations with the leader of the PPS team and the leaders of the other functional teams within Teach For All.

An additional implication of my work on the PPS team this year is the importance of building relationships and establishing credibility with our partners. I learned quickly

in my residency that without these relationships, it is actually not possible to deliver support to our partners. If partners do not trust and value the work of Teach for All staff members, it will continue to prove to be difficult to accelerate the learning and impact of partner programs. Currently, there are few opportunities for Teach For All and partner staff members to come together unless they are working together directly on partner priorities. For the past five years, Teach For All has held an annual conference in a different part of the world to bring together CEOs and Teach For All staff for relationship building, to deepen the understanding of the model and to share knowledge and best practices. Moving forward, the organization might not be able to afford bringing all Teach For All staff members to this conference so it will need to identify other opportunities for staff members to build trust and relationships across the network. PPS staff members will also need to identify ways to build trust and relationships with their partners whether virtually or on direct support trips.

The overwhelming feedback on my use of the adaptive leadership framework as a way to help partners make advances on the PPS challenges they face and as a tool to help coach PEDs, partners and internal staff in making progress in other parts of our work at Teach For All has been positive. It has revealed a desire at multiple levels of the organization for leadership development and for a framework that can help staff members understand and address the complexities of the challenges they are facing in supporting partners in diverse cultures. Given that the framework was received positively by partners in countries like India, Spain and Japan, it seems to cross cultural boundaries and speak to the need of our partners to have a way to put their challenges into perspective. The framework also does not promote any set of values or beliefs but allows stakeholders to

clarify the values and beliefs that are currently at work in their own systems and to see which values will be useful in helping their systems to make progress.

Teach For All has identified that leadership development is one of its key priorities in the organization as it grows in the coming years. Currently the organization is exploring whether adaptive leadership should be one of many approaches to embrace when it comes to leadership development. One of the observations I made during my strategic project is just how helpful it is to have a shared language to use with PEDs and partners. My experience training the Network Support team in this framework has already led to colleagues reaching out to collaborate. I think there will be a missed opportunity if Teach For All decides not to train its internal staff in the adaptive leadership framework both given the positive feedback that I received on the framework and the fact that the organization will continue working with educational leaders who are facing complex adaptive challenges. This past fall, partly due to my encouragement, the CEO of Teach For All held an initial training in the adaptive leadership framework for all the CEOs in the network. Moving forward, I believe it could be transformational for Teach For All if all staff members who work directly with partners received ongoing training in adaptive leadership.

In addition to adaptive leadership, Teach For All staff members could benefit from developing their knowledge of the Ganz framework so that they can become more effective in working with partners who are working to gain the external support needed to build social movements in their countries. Although I only had limited opportunity to work with partners in creating their narratives, the feedback I received on the framework has been positive. To communicate an effective narrative however, staff members again

need effective training and coaching in being able to craft their own narratives. This summer, Teach For All plans to train some of its senior leaders in this framework so it is my hope that they will be able to leverage this training to further the work of all our partners in building social movements.

Moving forward, I recommend that the PPS team pilot a new approach in their work with partners in the network. One of the consistent reflections I had this year was how important it was to spend time with partners in their context as a part of providing direct support. The challenges I shared in this Capstone speak to why it was not always possible to do a partner visit but I do believe that spending time in the context of partners is ultimately a key strategy for the PPS team moving forward. In order to help partners who are confronting complicated public and private sector challenges, go deep to understand their contexts and help them come up with the best solutions in their countries, the PPS team should consider working very closely with a small group of partners in the next year – while still providing support to the rest of the network. This small group of partners would ideally be a pilot for the PPS team to identify a strategy for moving key priorities forward. Partners would ideally opt-in to do this pilot and the PPS team would then work to provide multiple direct support trips to these partners in addition to ongoing virtual support and strategic Network Learning trips to help them to identify the solutions to their most complicated PPS challenges. At the end of the year, ideally Teach For All would have multiple partners who have taken different approaches to successfully navigating some of their most complicated PPS challenges and could then use these learnings to further knowledge development across the network.

Finally, as I reflect on my theory of action and key findings from the work that I did on the PPS team of Network Support, I would encourage a future team member to pick up on the work I have done to further develop the ability of staff members in doing good diagnosis and knowing when to apply the frameworks of Kotter, Heifetz or Ganz in their interventions with partners. As my review of knowledge for action revealed, Kotter's framework seems to be most applicable in helping partners to build internal management systems in their organizations and in many cases, Teach For All partners are in need of this type of technical support. Unfortunately I did not have the opportunity to partner with the team at Teach For All that works with our partners to provide management support. Heifetz' framework seems more applicable for staff members and partners who are confronting the much more complicated, adaptive challenges that partners face - such as building public sector support with governments. Ganz' public narrative tool proves to be helpful to partners in framing their approach to gaining the external support needed to build social movements in their countries. I believe it could prove helpful to Teach For All's efforts to further codify the use of these frameworks in the network.

Implications for Sector

I spent a part of my residency this year at Teach For All traveling around the world working with partners in countries like Japan, Brazil, Mexico and India. These countries are facing educational disparities that might look different from the disparities that exist in the United States but the fundamental problem is the same – not all children in these countries have access to a high-quality education. The problem of educational disparities in an increasing globalized world is a common challenge that all the partners

in the Teach For All network share. During my travels, I also came to see that many of the solutions to these disparities in education are shareable. Partners in the Teach For All network really resonate with the model and want to build social movements similar to what Teach For America has accomplished in the United States.

Our partners also share the reality that navigating change in their education systems is a complex challenge. To do this well, entrepreneurial education leaders in each Teach For All partner country must distinguish between technical and adaptive challenges in their work. Both types of challenges are important and require the deployment of the talent within their organization. Taking the wrong approach however can cause your organization to stall or even back track in making progress on the most high impact initiatives. The work that I did on the PPS team of Teach For All required both technical and adaptive approaches and it was important for me to distinguish the two at all times because it requires both to be successful in complex and changing environments.

Another implication for the sector is the lesson of the individual savior in leadership. I was seduced by the idea of my strategic project, which was a high-stakes initiative that if solved could be high impact to Teach For All. When I first started on staff, multiple people introduced themselves to me by saying they were so glad I was here because I was going to fix all the problems with PPS. The reality however is that making advances on PPS challenges and other complex, adaptive challenges is not possible by any one person. The work of PPS involves everyone across Teach For All. If our partners are not able to raise their budgets and place their teachers, Teach For All will not be able to deliver on its mission to build social movements around the world to end educational

inequity. Educational leaders across the sector must internalize that leadership is a collective act and solving an organization's toughest problems will not be accomplished by any one person.

To make progress with adaptive challenges, entrepreneurial education leaders must be able to do good diagnosis. In order to do a diagnosis, these leaders must clarify the challenge in front of them; understand the key stakeholders who impact the challenge they are confronting; surface conflicts in ideas, strategies and priorities among those stakeholders; understand what losses each stakeholder might face; engage in a debate about those differences and then identify which beliefs and values to adapt to help the entire system to make progress. One of the biggest lessons I learned during my strategic project was just how challenging it is to do this type of diagnosis when you enter an organization and are tasked with a high-impact initiative. There is a huge pull for you to get to work right away and this prevents you from stepping back to see the big picture and the opportunities for partnership. As I think about being able to do this well in the education sector, I think educational leaders must first take the time to do the diagnosis, create a holding environment that will allow differences to be debated, protect the voices of people who bring up the dissenting opinions and figure out how to regulate the temperature in these conversations so that dialogue can be productive and progress can ultimately be made for the collective.

A final implication of my work for the sector is the need for entrepreneurial leaders in education to develop their adaptive leadership capacity. By definition, entrepreneurial leaders work in some of the most unpredictable and changing environments in the sector. They are often confronted with tackling true adaptive

challenges —challenges that require solutions that are not within their know-how or that require working across boundaries of authority or beliefs - as is the case for many Teach For all partners who must create alternative licensing programs. As a part of my experience this past year, I crossed organizational and cultural boundaries without much authority. The adaptive leadership framework gave me a tool for having effective conversations across these boundaries. It allowed me to ask questions, help Teach For All partners gain clarity on their challenges, help them to see through the constraints in their contexts and begin to formulate interventions that could help them make progress. Entrepreneurial leaders who wish to lead across organizational boundaries must develop their adaptive leadership capacity or it will hold their organizations back from investing a broad coalition of support and ultimately prevent their organizations from delivering on their missions.

Conclusion

Over the past five years, Teach For All has expanded the global movement to end educational inequities around the world to a network of twenty-seven countries by working with social entrepreneurs who want to create organizations that are implementing models like Teach For America and Teach First in their own countries. In looking at Teach For America's track record here in the United States, if there were similar organizations operating in the most disenfranchised societies in the world, the life outcomes of children from these communities could improve and more leadership talent for schools systems and the broader society around the world would be developed.

After working at Teach For All the past year, I have become inspired by the entrepreneurs, staff, teachers and leaders who are a part of this movement to end

educational inequities around the world. The problems that we face across the network are remarkably similar. Whether it is in the United States, India, Japan or Brasil, there are children in this world that do not have access to a high-quality education. The human capital solutions to the problem are also remarkably similar. As Teach For America has demonstrated in the United States, there are talented recent college graduates who are willing to commit to teaching in low-income and disenfranchised communities and to becoming school, system leaders and advocates for education change. The Teach For All model is one that has been proven to work in the United States and United Kingdom and it has the potential to succeed in other countries as well. The twenty-five programs that joined the Teach For All network since its founding as an organization proves that this model resonates around the world.

To accomplish its vision however, Teach For All will need to do more in the coming years to ensure that the social entrepreneurs and staff of the organization have the leadership, management and coalition building skills that are necessary to lead and scale successful organizations. As I reflect on my strategic project these past months at Teach For All, which was to help a portfolio of partners make advances with the public and private sector challenges they face in launching or scaling their organizations, there are multiple lessons to be learned for my own leadership, Teach For All, the education sector in the United States and educational leaders around the world. I will focus the remainder of this paper on summarizing some lessons learned and suggest some potential next steps for those who might be most interested in furthering this work.

One of the biggest lessons learned during my residency is just how important it is to ground your practice as an educator in a knowledge base. As someone who has been a

practitioner in education for many years prior to the Ed.L.D program, the opportunity to take two years to ground myself in research was at times challenging. After returning back to the field this past year and applying the knowledge I acquired in the Ed.L.D. program, it has allowed me to realize that I did incorporate research into my practice prior to reading and learning many frameworks these past years at Harvard. At the same time, being exposed to the research and proven knowledge bases these past years has given me a completely different understanding about leadership in education and it has also given me a language that I can use to communicate with others. I have also realized that there are limits to theory and that it has to be grounded in data you are gathering from your work for it to be useful as a practitioner. As Teach For All and other organizations working to transform education in the United States and around the world work to take their impact to the next level, it is critical for leaders of these organizations to reflect on how they are grounding their practice in a knowledge base that speaks to the missions of their organizations while also reflecting on whether or not that knowledge positively impacts their practice.

The work that I did at Teach For All during my residency allowed me to practice leadership and go outside the boundaries of authority. As someone who had been in senior roles in the non-profit sector of education in the United States prior to entering the Ed.L.D. program, this was a humbling year. I realized through the residency that having limited authority actually forces you to use your ability as a leader to help people see the reality in front of them and identify potential pathways to a solution. I also saw firsthand that to make advances on complex challenges, entrepreneurial leaders must be able to partner across boundaries of difference— whether that might mean working across

functional teams within a complex organization like Teach For All or working across organizational boundaries such as schools of education, unions and Teach For All partner programs. To truly lead systemic change, leaders must go outside of the boundaries of difference and authority.

Another implication from my work for the future of education is the importance of aligning around a common conceptualization of leadership. Kotter's views leadership as coping with change, Heifetz and Williams view leadership as mobilizing a group by helping them to create disequilibrium within that group so that they can work the conflicts in front of them and make progress while Ganz views leadership as the opportunity to mobilize groups to create social movements. These concepts helped me refine my own approach to leadership and my work at Teach For All. At the same time, as I reflect on the work I was able to do at Teach For All, I think the expectations for me varied. There were some who expected me to solve the problems of PPS while others realized that it would require collaboration but still expected me to make measurable progress during my time on staff. Regardless of the expectation, all of these definitions of leadership were grounded in the individual and not in the collective. Any educational organization that wants to make progress on its most pressing and complicated adaptive challenges should first align its staff members around a common view of leadership – which is itself a leadership act.

As Hess (2006) writes, entrepreneurship as a process is messy and is largely due to the fact that the best solutions over time change. This definition of entrepreneurship aligns to Heifetz' approach of adaptive leadership and provides the context in which many of the educational leaders in the Teach For All network operate. These leaders are

taking a different approach to a problem that has existed before and this immediately brings hostility because it challenges the status quo. Japan probably provides the best example of a country that has done well in the past at producing a teaching force that prepares children well in passing standardized exams. The reality however is that in order for Japanese children to be prepared for the jobs of the future, the teaching force moving forward will have to change their approach to teaching and learning. Teach For Japan is setting out to begin this dialogue in the Japanese education system but there is no clear pathway for them to do this. This work will require multiple interventions by Teach For Japan and other allies in the movement to end educational inequity in that country. Entrepreneurial education leaders must view the broader transformation of their education systems as a long-term effort by them and the broader collective in their societies who are most impacted by the problem.

The ability to do effective diagnostic work as an educational leader is a critical step to success. One of the biggest lessons I am taking from my experience in the residency is just how important it is to get multiple perspectives on the problem you are confronting, surface those differences and then create a holding environment that enables you to debate the differences and identify a plan of action for moving forward. The reality however is that it is challenging to do good diagnostic work when you are faced with the day-to-day challenges of execution. Entrepreneurial educational leaders therefore need multiple opportunities to be pulled back from these challenges so that they can take a balcony perspective on their work and gain a larger view of the problem in front of them. It is only when you have this view on your work that you are able to make the most effective interventions.

Building relationships and establishing trust and credibility is also critical in developing the leadership, management and coalition building skills of educational leaders. As I learned through my residency experience, having expertise in the functional area of the work you do is not enough. Entrepreneurial leaders must trust that you understand their context and the challenges that they are facing in their own communities. To be effective in sharing the best practices in the Teach All network, the staff needs to realize that our partners are confronting challenges that are unique to their cultural and political contexts. We must be open to adapting our approach or potentially changing our approach to embrace innovation or a new way of implementing our model around the world.

There are few entrepreneurial educational organizations like Teach For All that are leading a movement to transform education globally. The work the organization is doing is noble as it aims to create a global network of educational leaders who are committed to ending educational inequities around the world. In the next two to three years, Teach For All aims to grow its impact to serve over 40 countries around the world. To be successful in this endeavor, the organization will have to develop its internal and external adaptive capacity. I initially began my residency believing that it would be important to develop the leadership, management and coalition building skills of the entrepreneurial leaders working to build social movements around the world, but my experience this year also suggests that Teach For All also needs to approach building these skills within the organization so that we can model what it looks like to provide leadership for adaptive challenges in the education sector globally.

Evidence and Artifacts

Appendix A

THEORY OF CHANGE FOR TEACH FOR ALL



Teach For All

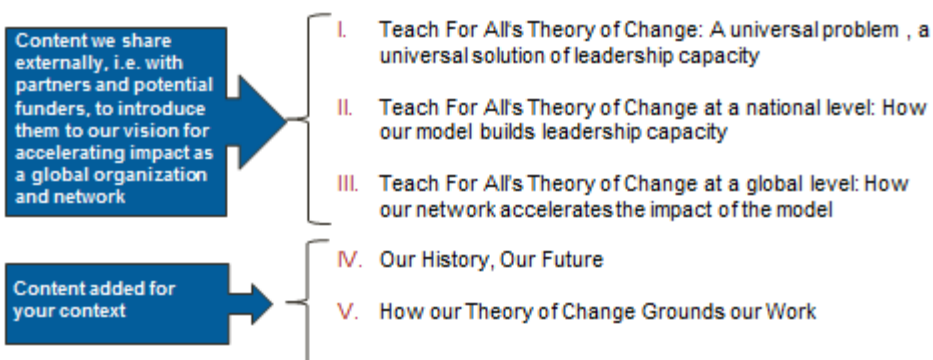
TFALL Overview: Our Theory of Change (TOC), our History and the Potential of a Global Network

December 2012



Contents: Presentation Structure

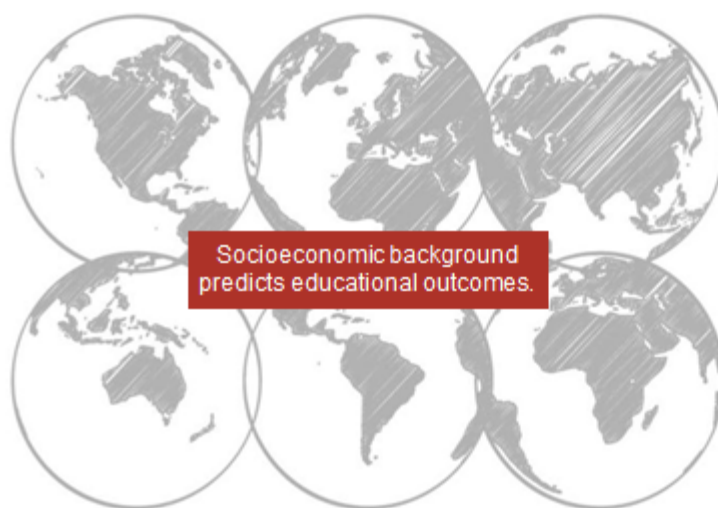
Please note: The first three sections of this deck (I-III) consist of our existing external [Teach For All overview presentation](#); sections four and five contain content specifically added for your context



Contents

- I. Teach For All's Theory of Change: A universal problem, a universal solution of leadership capacity
- II. Teach For All's Theory of Change at a national level: How our model builds leadership capacity
- III. Teach For All's Theory of Change at a global level: How our network accelerates the impact of the model
- IV. Our History, Our Future
- V. How our Theory of Change Grounds our Work

Educational inequity is a pervasive problem.



Just 16 percent of children who are eligible for free school meals in the U.K. attend university, in comparison to 96 percent of children educated in independent schools

In Brazil, the poorest children have on average 7 fewer years of schooling than their wealthier counterparts

In Peru, children in the poorest 20 percent of households receive 5 fewer years of education than children from the wealthiest

In India, there is a 40 percent gap in secondary enrollment rates between children from the highest and lowest expenditure quintile groups

In Ghana, children from the highest household wealth quintile have almost twice as many average years of schooling as those from the lowest, and even the highest quintile is four years less than the U.S. average

In New Zealand, children from low-income households are half as likely to achieve university entrance standard as those from high-income households

Transformational teachers show us we can solve it.

Gaurav Singh, Teach For India

Gaurav Singh left a successful career at Accenture to join Teach for India's inaugural cohort of teaching fellows. Assigned to teach 50 second graders (ranging in age from 6-14,) all of whom were significantly behind grade level, Gaurav quickly decided that he needed a huge and visible goal for his class. He decided on "4" —students would grow to four times their current level in the school year. He tracked his students obsessively— updating data in class using a smart phone, tweaking his plan to remediate students, and always keeping an eye on his big goal: 4.

Within a year, most of Gaurav's students met this goal, doubling, tripling and even quadrupling their key academic scores.



Transformational schools show us that **success** is both **scalable** and **sustainable**.



KIPP Infinity, New York, NY

Kipp Infinity, one of 120 schools in the U.S.'s KIPP charter school network, takes in 5th graders who are 2-3 years behind grade level; by the time they're in eighth grade they're among the highest performing students in the city and are on track to go to college. Founded by Teach For America alumnus Joe Negrón, it focuses on instilling the intellectual foundation and character traits necessary to succeed in college and in life. It provides resources and services far beyond a typical school, including an extended school day, teachers on call 24 hours a day for support, family counseling services, and an innovative "resiliency" curriculum.

And now, we're seeing **it's possible** to make a **significant difference** at the scale of **whole systems and communities**.



A recent report from McKinsey & Company looks closely at 20 school systems from different parts of the world, and from an array of starting points, that have registered significant, sustained, and widespread student outcome gains.

The nature of the **problem** is **universal**. This means the **solutions** are **shareable**.



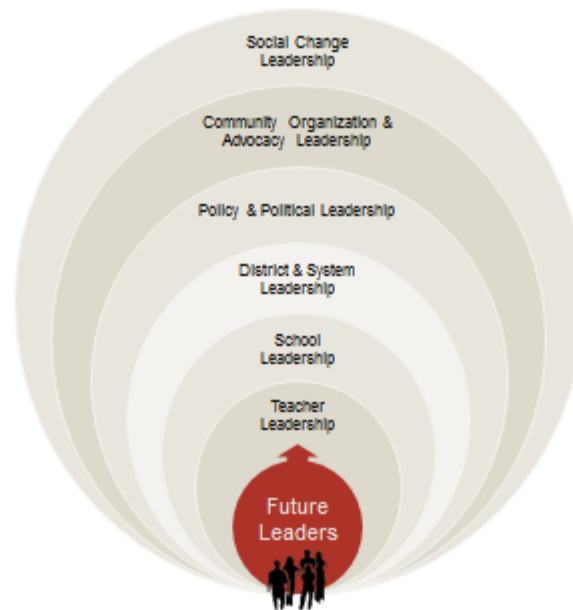
In the 26 countries that comprise Teach For All's network, we have seen that underprivileged children face very similar challenges: They show up at schools without the capacity to meet their extra needs—in a context shaped by institutional mindsets, policies and practices that aren't conducive to leveling the playing field for them.

There is **no one** solution.



It's **not** any **one** thing:
Not technology, not curriculum,
not money, not even teachers.

Ultimately, it's about **long, hard work** on the part of **leaders** working from inside and outside of the system.



Contents

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Teach For All partners are working to cultivate the leadership necessary to ensure **educational opportunity for all**.



RECRUITMENT
Partners call upon their nation's most promising future leaders of all academic disciplines and career interests.

ALUMNI LEADERSHIP
With ongoing support, alumni exert leadership from within and outside of education.



TRANSFORMATION IN CLASSROOMS
With training and support, teachers work toward transformational change for their students, resulting in a powerful, change for themselves.

UNSTOPPABLE MOVEMENTS
for educational excellence and equity.



Our founding partners demonstrate a **record of success.**

Teach For America



22 years of experience

48,000 top recent grads and young professionals applied for 5,800 spots in 2012

Fielding 10,400 first and second-year teachers across 43 regions, reaching over 750,000 students

Supporting an alumni network of nearly 28,000 leaders across all sectors

Teach First

10 years of experience

By recruiting nearly 1,000 graduates in 2012, Teach First is the 3rd largest recruiter of graduates in the UK

Supporting more than 1,700 participants across 7 regions, teaching almost 150,000 children

Fostering more than 2,000 alumni addressing educational need from across professional sectors



Contents

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Teach For All aims to **accelerate the impact** of this model **around the world**.



We've **designed the network** based on an understanding of what is important for local **success**.



To develop the highest-impact network possible, Teach For All's approach to growing the network is *driven by the initiative of local social entrepreneurs and inclusive of programs that meet defined standards.*

We respond to the initiative of **social entrepreneurs**.



At the core of our approach is a conviction in the importance of *local ownership* and *entrepreneurial leadership* for adapting the model to local contexts and innovating upon it.

Network partners share a **common vision, mission and unifying principles**, and meet **three standards for partnership**

Partnership standards 1 & 2 are alignment with the common mission and unifying program principles and commitment to unifying organizational principles with the capability to implement an aligned program

See slide 22 for more detail on the unifying principles

Shared Vision: One day, all children will have the opportunity to attain an excellent education

Shared Mission

Enlisting their nation's most promising future leaders in the effort to address educational need, by teaching for two years in high-need schools and becoming lifelong leaders for educational excellence and equity

Unifying Principles

Network Core Values

Transformational
Change

Constant Learning

Mutual
Responsibility

Sense of Possibility

Partnership standard 3 is commitment to active participation in the Teach For All network in line with our core values

See slide 23 for more detail on the network core values

Partnership standards 4 & 5

relate to following guidelines around intellectual property, brand association and fiscal & ethical standards

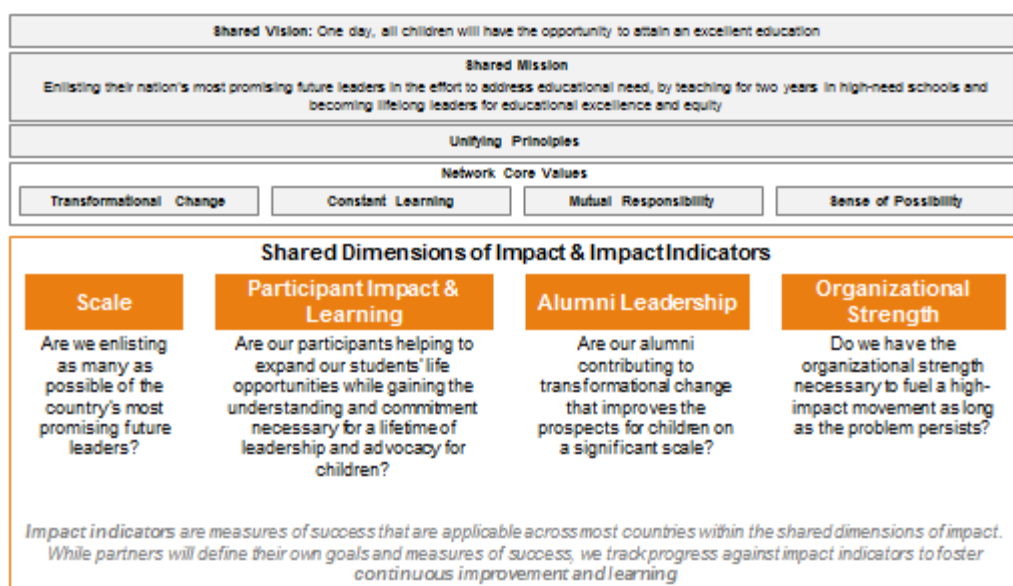
Unifying Principles describe the **shared aspects of program and organization design** critical to the successful implementation of the shared mission

Shared Vision: One day, all children will have the opportunity to attain an excellent education	
Shared Mission Enlisting their nation's most promising future leaders in the effort to address educational need, by teaching for two years in high-need schools and becoming lifelong leaders for educational excellence and equity	
Unifying Principles	
Programmatic Principles	Organizational Principles
Recruiting & selecting as many as possible of the country's most promising future leaders of all academic disciplines and career interests who demonstrate the core competencies to positively impact student achievement and become long-term leaders able to effect systemic change Training & developing participants so they build the skills, mindsets, and knowledge needed to maximize impact on student achievement Placing participants as teachers for two years in regular beginning teaching positions in areas of educational need, with clear accountability for their classrooms Accelerating the leadership of alumni by fostering the network between them and creating clear and compelling paths to leadership for expanding educational opportunity Driving measurable impact in the short run on student achievement and long term on the development of leaders who will help ensure educational opportunity for all	A local social enterprise that adapts the model thoughtfully to the national context, innovates and increases impact over time, and possesses the mission-driven leadership and organizational capacity necessary to achieve ambitious goals despite constraints Independence from the control of government and other external entities, with an autonomous Board, a diversified funding base, and the freedom to make operational decisions, challenge traditional paradigms, and sustain the model in the face of political changes Partnerships with the public and private sectors that provide the teaching placements, funding, and supportive policy environment necessary to achieve scale and sustain impact over time, while increasing accountability for results
Teach For All The Global Network for Expanding Educational Opportunity	
19	

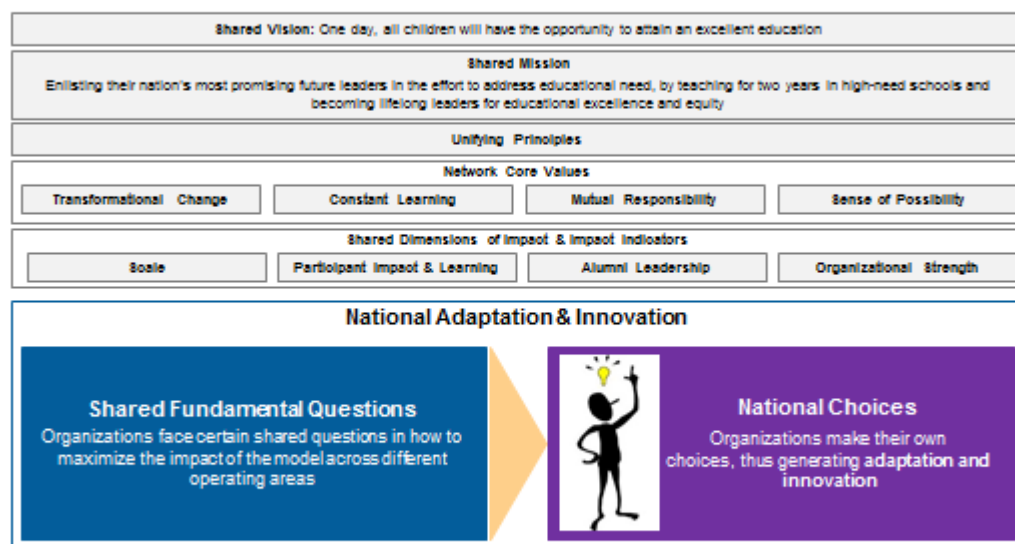
Our partners commit to engage with the network consistently with our core values, and we aim to **shape our culture around these values**

Shared Vision: One day, all children will have the opportunity to attain an excellent education			
Shared Mission			
Enlisting their nation's most promising future leaders in the effort to address educational need, by teaching for two years in high-need schools and becoming lifelong leaders for educational excellence and equity			
Unifying Principles			
Network Core Values			
Transformational Change	Constant Learning	Mutual Responsibility	Sense of Possibility
We seek to build national movements that expand educational opportunity in ways that are life-changing for children and transforming for communities and nations. Given the magnitude of educational need and to ensure the change we effect is significant and sustainable, we act with high standards and urgency while taking a long-term view	We value the strength and diversity across the network and are committed to learning from each other in pursuit of multiplying our impact. With humility, we take the initiative to understand each other's experiences and perspectives and to act strategically on the insights we gain	We are committed to supporting one another's welfare, development, and success. We help and challenge each other, and we seek answers that make each other stronger. To foster a strong and collaborative global community, we operate with openness, honesty, respect, trust, and generosity	Our deep belief in the potential of children, communities, and nations — and our optimism about the possibility of ensuring educational opportunity for all — inspires us to be bold and entrepreneurial in tackling the challenges we face
Teach For All The Global Network for Expanding Educational Opportunity			20

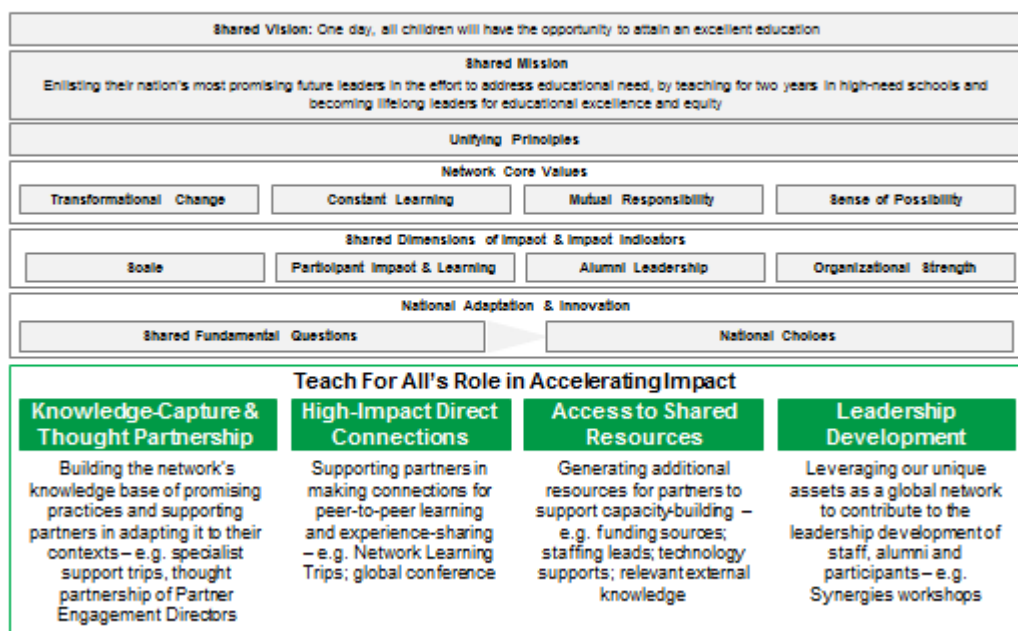
Each organization defines its own intended impact, but a focus on **maximizing impact in these four dimensions** is shared across the network



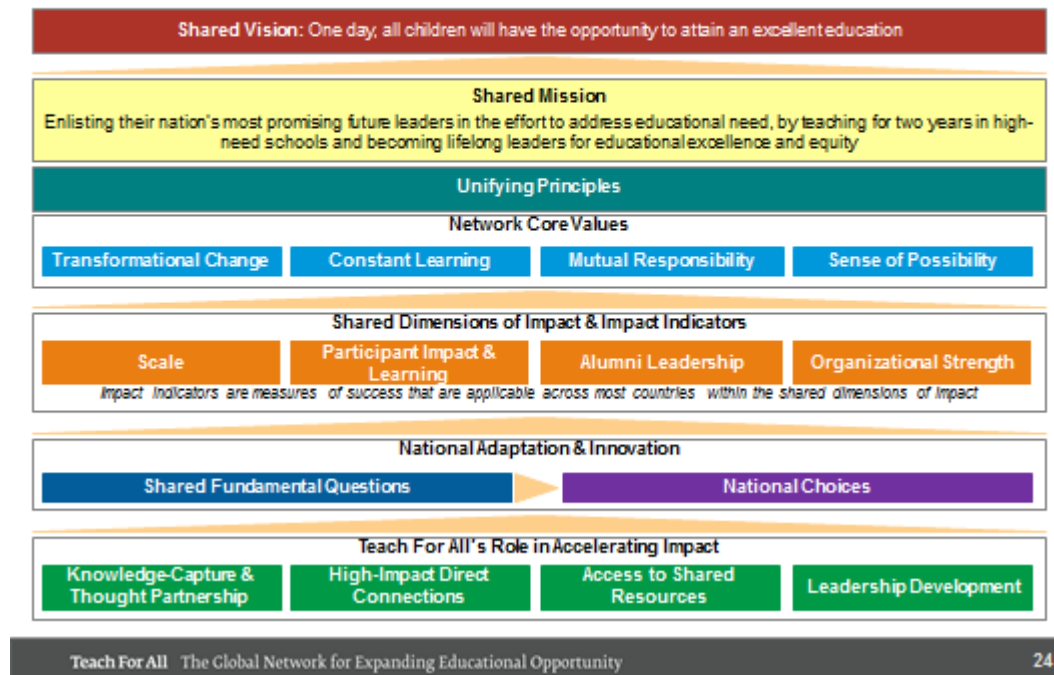
To foster innovation, we **frame our support around questions rather than answers**, and these questions evolve over time based on partner feedback



To support partners in making increasingly better choices, we're developing **four core competencies**



Our approach comes together in this **framework for accelerating impact**



Teach For All is focused on **three main priorities** to grow our impact.

1. Grow a **global constituency of allies** to support the growth of the network and our partners
2. Increase the **capacity and impact of our partners**, with a focus on transformational teaching and transformational alumni impact
3. Build a **diverse and thriving** global network and organization

Contents

- I. Teach For All's Theory of Change: A universal problem , a universal solution of leadership capacity
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A network created to accelerate impact

As a response to entrepreneurs from more than 12 countries, Teach For America and Teach First created Teach For All to enable organizations pursuing this same mission and theory of change to learn from each other and to have an impact internationally in an effective and efficient way

Teach For All launched at the Clinton Global Initiative in 2007
and has been operational since February 2008



(Shown above, in between Bill Clinton and Tony Blair, are Teach For All's co-founders Brett Wigdortz and Wendy Kopp, who are also the CEOs of Teach First and Teach For America respectively)

Teach For All's history of growth

The timeline of network growth since the inception of Teach For All

Year	2008	2009	2010	2011	2012
Partner organization countries	Chile Estonia Germany India Latvia Lebanon	Argentina Australia Peru	Brazil Bulgaria China Colombia Israel	Austria Malaysia Mexico New Zealand Pakistan Spain	Japan Lithuania Nepal The Philippines
Network size	8*	11	16	22	26
	* (including TFA and Teach First)				

Organizations currently in the network

In addition to founding members Teach For America and Teach First, 25 social enterprises have joined the network



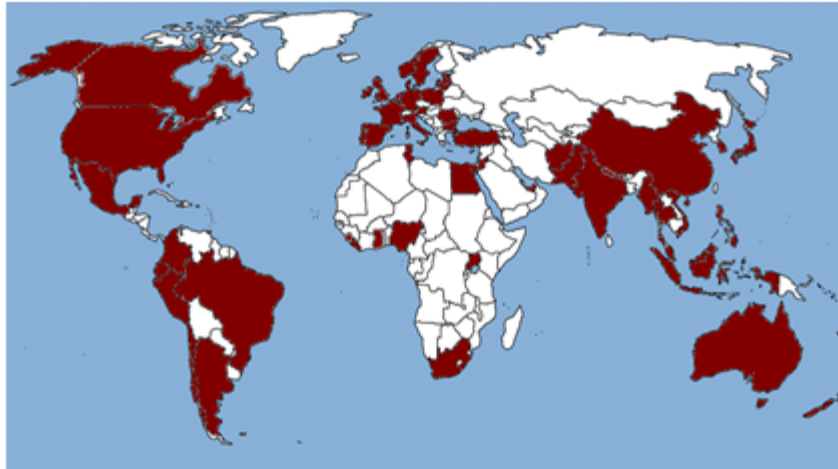
Teach For All's growth projections

Teach For All is also engaging with social entrepreneurs in the following countries:

Americas	 Guatemala	 Haiti	 Jamaica	 Dominican Republic
	 El Salvador	 Ecuador		
Europe	 Belgium	 Netherlands	 Slovakia	
	 Sweden	 Denmark		
Middle East, North Africa & Central Asia	 Afghanistan	 Egypt	 Oman	 Syria
	 UAE			
East/Southeast Asia & Pacific	 Thailand	 South Korea	 Mongolia	 Singapore
Sub-Saharan Africa	 Kenya	 Ghana	 Rwanda	 Uganda
	 Sierra Leone			

A growing network: Teach For All 2015

Based on current international interest, Teach For All anticipates growing the network to over 35 countries by 2014



We anticipate that the network could include over 40 organizations by 2015

Appendix B

ADAPTIVE LEADERSHIP SESSION AGENDA

Adaptive Leadership Session Outline for NS Team Retreat

Session Title: Adaptive Leadership

Day: 1/30/13; 1-5pm with a break from 2:30-3:00pm

Session Leader: Diane Robinson

Objectives

Attendees will be able to:

- Draw on pre-readings, a colleague's case study and the group experience to understand the concepts of the Adaptive Leadership framework.
- Identify ways to use the Adaptive Leadership framework in their work on the Network Support team.

Key Messages

- The session will highlight the importance of diagnosis, intervention and managing one's self in the exercise of leadership.
- Distinguishing the difference between technical and adaptive challenges
- Distinguishing the difference between leadership and authority is also key in this approach

Proposed Session Format

Set-up: During the first part of the session, attendees will be seated in two semi-circles, with a chair and white board set up in front for the case presenter. Also need 4 tables for the small group work in the second part of the session.

Materials: White board, lots of chart paper and markers and timers for 4 groups if possible. Copies of Case Study and Designated Authority instructions.

Pre-Work: If possible, please read all of "Leadership of the Line," by Heifetz & Linsky—which will be delivered to your office by January 14th . If you are not able to read the entire book, please read Chapters 1 and 3-8.

DR identified a volunteer on the NS team in advance of the session (a week before) to share an adaptive challenges she is facing and to prepare a 10 minute presentation of challenge to share with the large group. Asked 4 other NS team members to share adaptive challenges in the small groups and 4 members to be Designated Authorities for those groups.

Timing	Description	Comments
1-1:15	<u>Opening Frame</u> DR to give overview of session and share her experience learning about the Adaptive Leadership framework and how she has been using it in her work on the PPS team . • Walk group through the follow of the session and the role of CPs and DAs	Have a copy of the Case Presenter/Designated Authority handout on the chair of each attendee. Post an agenda for Case Study Sharing: 10 minutes CP presents

1-1:15	<u>Opening Frame</u> DR to give overview of session and share her experience learning about the Adaptive Leadership framework and how she has been using it in her work on the PPS team . • Walk group through the follow of the session and the role of CPs and DAs • Help group members identify the ways to gather data in cases (info shared or not shared by CP, how group responds to the case and how individuals respond to the case) • Communicate desire to keep the information that case presenters share confidential • Clarify agenda for large group and small group • Explain that the process of learning about this framework involves some experiential learning where the group itself becomes a part of the system typically being presented in the case	Have a copy of the Case Presenter/Designated Authority handout on the chair of each attendee. Post an agenda for Case Study Sharing: 10 minutes CP presents 10-15 minutes Clarifying Questions 20 minutes Group generating interventions for CP's case—CP just listens 10 minutes of CP reflecting on discussion 10 minutes of debriefing the group's dynamics
1:15-2:30	<u>Large Group Case</u> Case Presenter shares case, DR facilitates and walks the group through the process using the agenda above. At various points DR asks questions, makes observations about the group to help advance the learning of the framework.	DR uses white board to map the stakeholders from CP's case and their perspectives on the adaptive challenge. DR also highlights key interventions and data from the case to help the group understand what is happening.
2:30-3:00	Break	Set up the 4 tables so that Das have all the materials they need to have discussions.
3-4:30pm	<u>Small Group Case Presentations</u> DAs will lead these discussions and follow the same agenda as the large group case that we held. DR keeps time and observes in different groups to see if group is applying the framework and its	Be sure to stress to DAs that they should stick with the time boundaries and be sure to spend the last 10 minutes debriefing the group's dynamics.

4:30-5pm	<u>Q&A</u> Come back together as a large group and take any final reflections and questions that attendees may have about the Adaptive Leadership framework; have different team members share how they might apply this approach in their work on NS.	

Appendix C – PUBLIC SECTOR SESSION AGENDA

Teach For All

Advancing a Public Sector Strategy



PET Conference
London March 2013

Objective for this Session

- This session will provide PEDs with a framework to help partners diagnose their public sector landscape and make the interventions necessary to advance a strategy that furthers their partner's ability to scale and/or sustain their program.

Agenda Today

- **9:30-9:35** Intro to session
- **9:35-9:45** Overview of Framework
- **9:45-10:00** Model a Conversation with a CEO
- **10:00-10:40** Practice Applying Framework to Spain
- **10:40-10:45** Closing/Questions

What do we mean by “Public Sector” support?

Public Sector Support means building the partnerships needed to scale and/or sustain our programs so that they can be aligned to our underlying principles (i.e. regular teaching placements in high-need contexts or having a financial partnership between the public and private sector, etc.)

Network Examples of Public Sector Support

Partner	Impact on Mission
Empieza por Educar	ExE leveraged its relationship with a board member to help them tackle a placement crisis.
Teach For America	For the past two years, TFA has received approximately 30% of its annual budget from a combination of federal, state and local public funds. Teach For America spends a tremendous amount of time cultivating relationships and reinforcing their messages at all levels of government.
Teach First Israel	Teach First Israel leveraged its "insider knowledge" early on in its history to establish a strong partnership with the Ministry of Education. Employed diverse strategies tailored to the motivations of each stakeholder.
New Partner	Leveraging its relationships with key contacts in the government to create a new pathway to license teachers in the country.

The Fundamental Question that guides our Public Sector Work

How will we cultivate the additional champions necessary to foster a supportive external environment in pursuit of building public sector support?

- Who are the external champions who will have the greatest influence on the public sector's support of our work?
- Who will be responsible for cultivating this support?
- Given the motivations of our potential champions and the barriers that might prevent them from supporting our organization, what messages will we convey?
- How will we engage these potential champions to deepen their knowledge of and commitment to our mission?

Applying the Heifetz Framework to Building Public Sector Support

- Clarify your partner's goal for public sector support
- Identify the **adaptive challenge** your partner is confronting
- **Diagnose** the political landscape
- Identify the most strategic **interventions**
- Draft a plan for executing these interventions
- Reflect on **data** to see if the plan works
- **Adjust plan** as needed based on data



Appendix D – Questioning Tool for Mapping Public Sector Challenges

- 1. What is the public sector goal for your partner?**
- 2. What is the broader adaptive challenge being faced by your partner and in the education system in the country?**
- 3. Who are the key stakeholders – allies and opponents who have authority in the system?**
- 4. What are the different perspectives on the problem and what is at stake for them should your partner achieve their public sector goal?**
- 5. Who benefits from the current system or the status quo?**
- 6. What values/beliefs are you challenging by taking on this goal?**
- 7. Is the issue you are taking on ripe and is the system ready for your interventions?**
- 8. What are the potential risks and benefits from your interventions?**
- 9. What are some potential connections/values that align you to other stakeholders in the system?**
- 10. Will the current values and beliefs continue to serve the system well or will the system need to adapt new values in order to make progress?**

Appendix E: Fundamental Questions for Public & Private Sector Support

Public & Private Sector Support

How will we cultivate the public and private sector champions and resources necessary to scale and sustain a high-impact movement?

Placement

How will we cultivate the placements and champions necessary to achieve our vision?

- 1. Where should our participants teach so that they may have a meaningful impact on the students we wish to have increased life opportunities?**
 - a. What are the characteristics of schools in which our participants should teach in order to maximize their impact on the students we want to reach?
 - b. Are there particular locations or regions where we particularly want to direct our participants?
 - c. Are there age levels or subject areas toward which we particularly want to direct our participants?
 - d. How should we balance participants' preferences and organizational priorities in placement?
 - e. Are there other placement considerations we will take into account in order to maximize our participants' impact (e.g. will we cluster them in schools, ensure they can 'loop' with their students, participant preferences)?
- 2. What legal pathway(s) will we use to place participants in the necessary quantity, locations and timeframe?**
 - a. What certification pathway will best allow us to place our participants as regular teachers with full accountability for their classrooms?
 - b. If we need to pursue changes in existing placement pathways, what changes will we pursue and how?
- 3. How will we secure and build strong placement relationships with school systems at the national, regional or individual school level?**
 - a. What terms and expectations will we set with each partner, and what agreements will we use to clarify them?
 - b. Given decision-makers' priorities and beliefs, what messages will we convey to appeal to their interests and deepen their commitment to our mission and organization?
 - c. How will we effectively build relationships, set and manage expectations, and cultivate support with our placement partners?
- 4. How will we secure individual placement commitments for each of our participants?**
 - a. How will we engage school leaders in the teacher hiring process and deepen their long-term commitment to our mission and organization?
 - b. How can we help our participants to be compelling candidates for specific placement opportunities and stewards for the organization?
 - c. How do we effectively message, set and manage expectations with our placement schools?
 - d. How will we mitigate any risks to placing all of our participants?
 - e. How will we know at any given moment that we are on track to placing all of our participants by the first day of school?
- 5. How will we ensure that our participants' salaries allow our organization to scale?**
 - a. What will be our approach to participant compensation?
 - b. How can we place participants in teaching positions where they are paid by the public sector?

Development

How will we cultivate the resources and champions necessary to build a sustainable organization and achieve our vision?

- 1. What financial and non-financial support must we raise to support our strategic plan?**
 - a. How much revenue must we raise to support our strategic plan and on what timeline?
 - b. How diversified do we think our funding base needs to be in order to ensure long-term independence and sustainability?
 - c. How can we lower our budget through non-financial support?
 - d. What are the accessible sources of sustainable funding and support and what role must each source play in reaching our goals?
 - e. What contingencies exist if we are unable to raise the necessary funding?
- 2. How will we identify, engage and secure revenue from a diverse network of champions?**
 - a. Who are the specific prospects within each source of support?
 - b. How will we leverage our board and current networks to identify, engage and secure the necessary support?
 - c. Given the opportunities and barriers that affect our target prospects' decisions, what messages will we convey?
 - d. What activities and campaigns would inspire our target prospects to support our organization?
 - e. What ongoing experiences and activities will deepen the commitment of prospects and donors over time?
 - f. What are the mechanisms by which we can receive pledges and/or funding? Are there any legal constraints we need to consider or address in order to receive funding?
 - g. How will we ensure the sustainability and diversification of our funding base over time?
 - h. How will we track and monitor our progress-to-goal and the quality of our relationships?

Public Affairs

How will we cultivate the additional champions necessary to foster a supportive external environment in pursuit of building public sector support?

- 1a. Who are the external champions who will have the greatest influence on the public sector's support of our work?
- 1b. Who will be responsible for cultivating this support?
- 1c. Given the motivations of our potential champions and the barriers that might prevent them from supporting our organization, what messages will we convey?
- 1d. How will we engage these potential champions to deepen their knowledge of and commitment to our mission?

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