Co-Leading Models

less | most collaboration (time, trust, training) | less

Adapted by Priscilla Leighton graceandgrow.org

Solo Leadership — Lead & Support — Parallel — Tandem — Parallel — Lead & Support — Solo Leadership
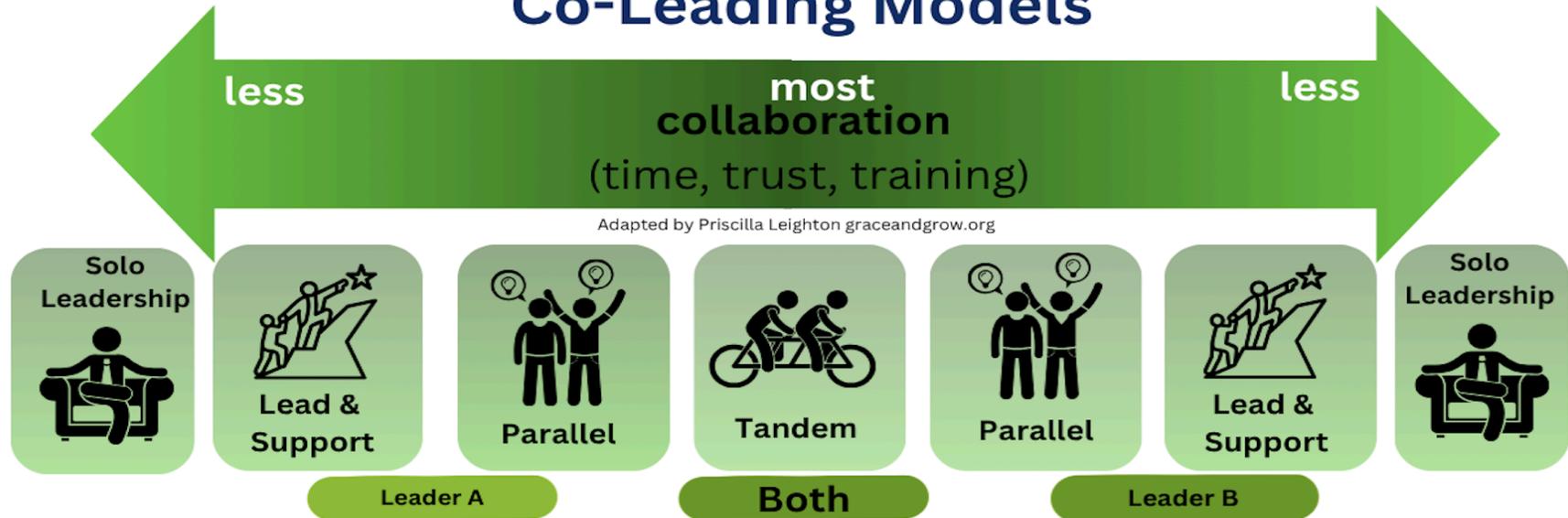
Leader A | Both | Leader B

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Tandem
Two leaders guide the same process while each leader takes primary responsibility for a specific domain.

Both leaders:
- Hold equal responsibility and accountability for outcomes, communication and follow-through
- Give equal input into planning, decision-making and process management
- Equally divide tasks while maintaining joint oversight of implementation

Analogy: Riding a tandem bike sharing the load and progressing with cohesion

Strengths:
- Fosters a unified approach by emphasizing total collaboration and joint decision-making.
- Every strategy and action reflects shared goals and values.
- Leverages collective wisdom.

Good for:
- Initiatives that have a high impact on all faculty
- Big picture goal setting and action planning
- Areas of overlap between leaders
- Tasks that both leaders are highly invested in and passionate about

Example:
Moving from a paper to a digital reporting system for child safeguarding impacts all teachers. It affects the daily workflow of principals, counselors and DSL. Tandem model would enhance school-wide implementation.

● Brings united, clarity and cohesion. **Weakness:** Slows down the decision making process. Unity may blur lines of responsibility. Leaders may be spread too thin.	

Parallel
Two leaders guide the same process while each leader takes primary responsibility for a specific domain.

Both Leaders ● Establish distinct areas of responsibility ● Leverage their expertise to drive initiatives in their specific domain ● Manage their respective teams independently ● Collaborate and communicate to ensure strategic alignment with shared goals ● Provide consultation and resources for each other as needed **Analogy:** Two bus drivers taking different groups to the same location, using the same map. **Strengths:** ● Maximizes expertise by focusing on their domain, driving effective, strategic decisions. ● Defined responsibilities ensure clarity and reduce confusion. ● Leaders work independently while staying aligned with overall goals. ● Maximize productivity and avoid overlap increasing efficiency ● Mutual support and communication foster progress, accountability and responsibility. **Weakness:** ● Risk of siloed mentality ● May lead to misunderstanding and mismanagement ● Hard to address cross-functional challenges in a timely manner if leaders are too focused on their specific areas	**Good for:** ● Areas of low overlap ● Initiatives that can be chunked into separate clear areas or tasks **For example:** The teacher evaluation process is a single initiative that must be aligned and implemented with fidelity. However, leaders can both lead towards this common goal while dividing who they evaluate. DoSS could be fully responsible for evaluating Learning Support teachers while Principals could be fully responsible for evaluating content teachers.

Lead and Support	
One leader takes primary responsibility for outcome and process and one leader(s) provides guidance, resources and feedback.	
The primary leader: ● Sets the vision and plan and manages implementation ● Keeps supporting leader informed and remains open-mind to support ● Holds primary responsibility and accountability for outcomes ● Maintain clear and consistent communication **The supporting leader:** ● Provides guidance, resources, expertise and feedback for primary leader without assuming primary responsibility ● Ensures alignment ● Supports initiative with words and behaviors to all stakeholders **Analogy:** Chef and sous chef working in the same kitchen but on different dishes **Strengths**: ● leverages individual strengths and expertise ● workload balance ● efficient, **Weakness:** ● potential for overlap and conflict ● Clear communication and clear responsibilities is critical	**Good For:** ● Initiatives that heavily impact groups of faculty and lightly impact the whole ● Initiatives that fall to one leader's primary role, expertise or passion **For example:** Initiating student-led IEPs heavily impacts Learning Support teachers and requires specific expertise generally held by Learning Support leaders and teachers. Having Learning Support take lead on this is logical, however, support from principals and content teachers is still critical for effective implementation. Creating and implementing the master schedule falls on section principals. Principals take lead from the section offices and ensure that DoSS's provides guidance and feedback based on the needs of the unique programs and people they support.

Solo Leader	
Two or more leaders independently implement initiatives, autonomously executes all tasks and ensures progress within their scope without shared decision-making, input, or external collaboration.	
Both Leaders ● Independently lead and implement initiative without shared decision-making, input or communication ● Autonomously executes all tasks, ensuring progress without external collaboration ● works within their scope, with no requirement for joint action **Analogy:** Vending Machine- co-leader is not involved in the process but accessed when needed something only	**Results in** divergent goals and a silo mentality that sabotage the benefits of co-leading and more importantly, get in the way of students benefiting from seamless, high-quality systems of support