

Leading Beyond the Classroom

How to serve through altruistic love
and high ethical standards

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A black graduation cap with a tassel is positioned on the right side of the image. Below it, an open book with a tassel is visible. The background is a warm, golden-yellow gradient. The text is overlaid on the left side of the image.

**“The force that may be the most important
in shaping most leaders: learning.**

**Learning from experience,
learning from people,
learning from successes and failures,
learning from leaders and followers.”**

James Burns



HAVE WE GROWN IN OUR WAYS OF
LEARNING, TEACHING, LEADING?



inspiration
guiding
organizing command
direction domination coercion
position power mastery
vision control example
authority excellence
influence
management



FOR ME *Leadership* IS _____.



By the dawn of the new millennium, the study of leadership had reached a saturation point: researchers had identified 66 distinct types of leadership and offered over 1,500 different definitions of what leadership is.



#1 NEW YORK TIMES AND WALL STREET JOURNAL BESTSELLER

Brené Brown


PhD, MSW

dare
to
lead

BRAVE WORK.
TOUGH CONVERSATIONS.
WHOLE HEARTS.

DARING GREATLY AND RISING STRONG AT WORK

In her best-selling book *Dare to Lead* (2018), Brené Brown contrasts two findings from her research on **shame and self-worth** within educational contexts.



“In our original research on shame,
85 percent of the people we interviewed
could recall a school incident
from their childhood that was
so shaming, *it changed* how
they thought of themselves
as learners. [...]

85%



90%

“The same data showed that more than 90 percent of the people we interviewed could name a teacher, coach, school administrator, or faculty member who *reinforced their self-worth and helped them believe in themselves and their ability.*”

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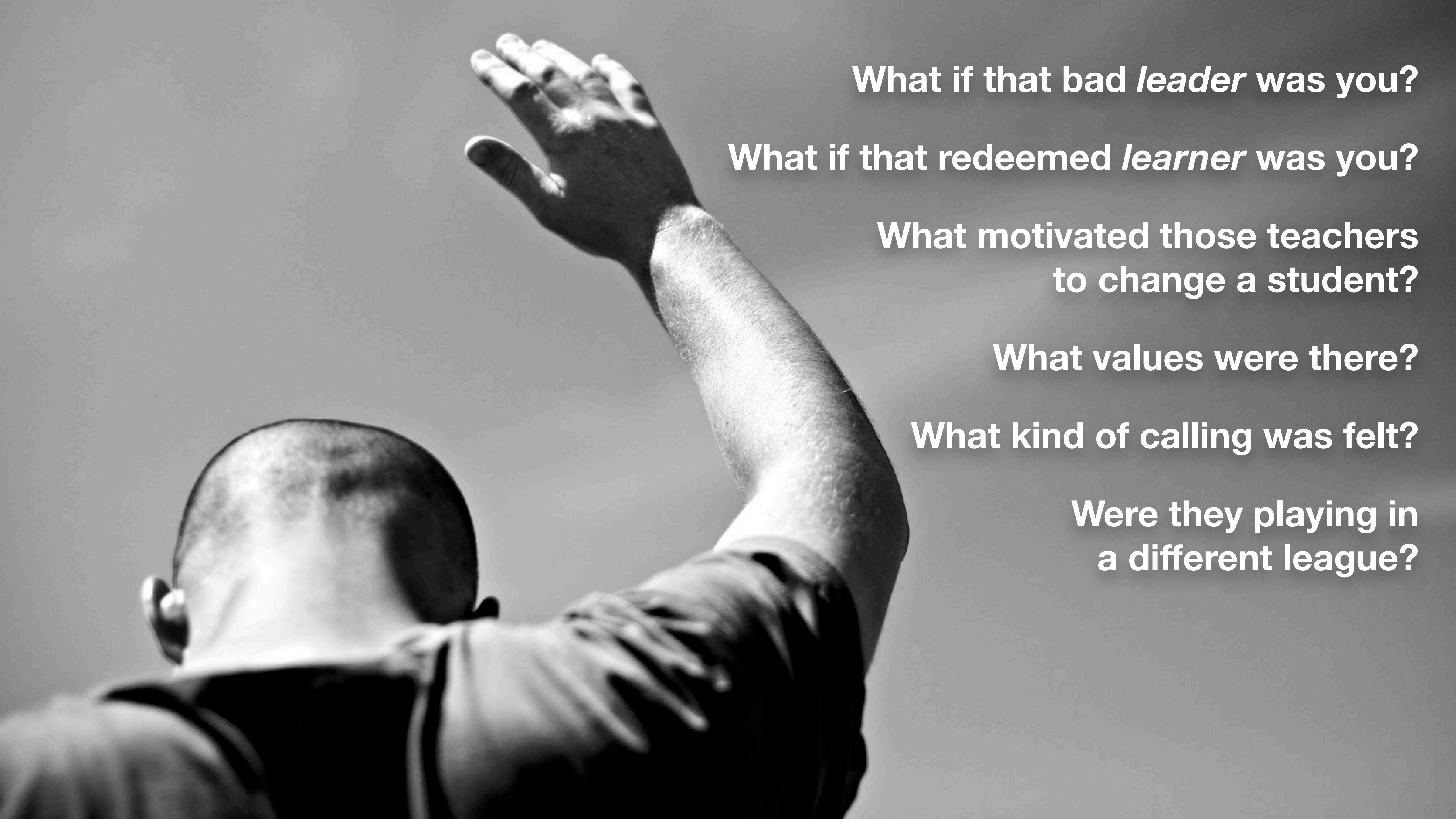
“What do these seemingly competing findings tell us?”

School leaders have enormous power and influence, and how they use that power and influence changes people.

For better or worse.”

HAVE WE GROWN IN OUR WAYS OF
LEARNING, TEACHING, LEADING?





What if that bad *leader* was you?

What if that redeemed *learner* was you?

**What motivated those teachers
to change a student?**

What values were there?

What kind of calling was felt?

**Were they playing in
a different league?**

Spiritual
Leadership

WHAT IS THIS?



Spiritual Leadership

“It focuses on leadership that utilises **values** and sense of **calling** and **membership** to motivate followers.”



A close-up photograph of several scratch-off lottery tickets. The tickets are partially scratched, revealing prize amounts. One ticket shows a prize of \$30,000, another shows \$1,000. The tickets are placed on a corkboard. In the foreground, there are colorful stickers with dollar signs and the word 'PRIZE'. A large white text overlay with red and black accents asks, 'If you won the lottery, would you quit your job?'.

If you won the **lottery**,
would you **quit**
your **job**?

Or would you still do what you do now, only 10 times *better*?

Would you *sponsor* some poor students to go to university?

Would you *build* a new school?

Would you establish your *dream* education program?

[Add your own]


I would _____



Spiritual
Leadership

CONCEPTUAL FRAMEWORKS






“The heart or spirit of leadership has to do with what individual leaders **believe**, **value**, dream: what they are focused on, and committed to, at an intimate level.

It is about the leader’s personal and institutional **vision** for the team and what each follower’s place in it is.


The leader’s role in focusing team **energy** and **commitment** is more critical to group success than managerial control.”

Gilbert Fairholm



“We defined spiritual leadership as comprising the **values, attitudes, and behaviours** that are necessary to intrinsically motivate one’s self and others so that they have a sense of spiritual survival through **calling** and **membership**.”

This entails . . .



“This entails

1. creating a **vision** wherein organization members experience a **sense of calling** in that **their life has meaning and makes a difference**;
2. establishing a social/organisational **culture based on altruistic love** whereby leaders and followers have genuine care, concern, and appreciation for both self and others, thereby producing a **sense of membership and being understood and appreciated.**”

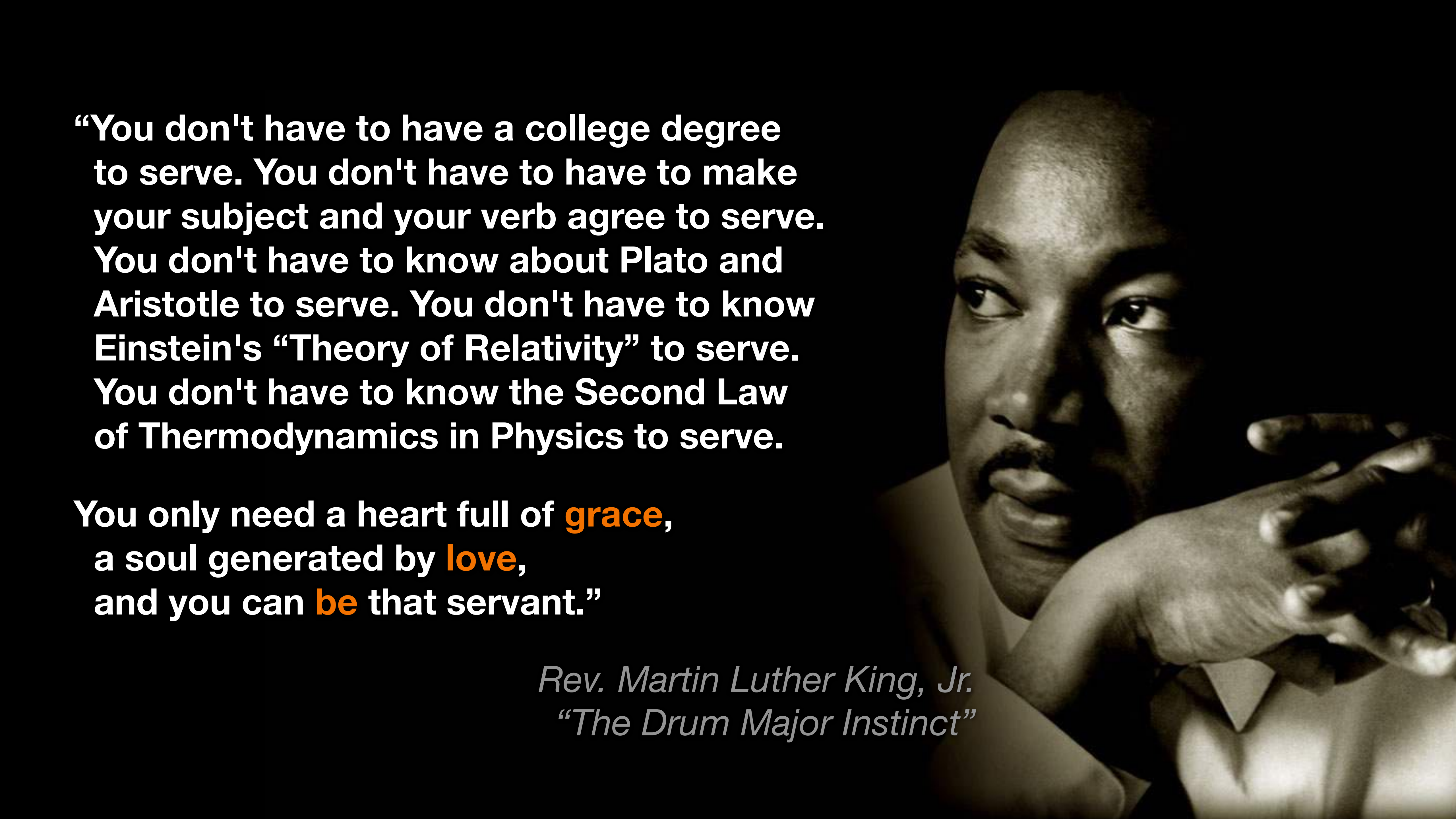
Louis Fry

A close-up, shallow depth-of-field photograph of a person's hand pointing towards the camera. The person's face is blurred in the background. The text '85%' is overlaid on the right side of the image in a large, bold, black font.

85%

90%





“You don't have to have a college degree to serve. You don't have to have to make your subject and your verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's “Theory of Relativity” to serve. You don't have to know the Second Law of Thermodynamics in Physics to serve.


You only need a heart full of **grace,
a soul generated by **love**,
and you can **be** that servant.”**

*Rev. Martin Luther King, Jr.
“The Drum Major Instinct”*

Spiritual
Leadership


DOES IT WORK?






**“These sessions offered me
a renewed perspective, helping me
understand that leadership isn’t confined
to teaching alone, but extends to
every aspect of the community in which I serve.”**

Lindita L., Albanian teacher




“This series was a journey that helped me deeply understand that leadership is not tied only to a position or authority, but to the impact we build every day with purpose and values. It has inspired me to see myself not just as a teacher who imparts knowledge, but as a leader who shapes human beings.”

Adela T., Albanian teacher



“I’ve been a history teacher for 26 years, and this was **the first time I heard ‘servant leadership’ **addressed in this way**. It’s not about power or authority—it’s about something greater: the heart and dedication toward others. This is the heart of it: I must put others first...”**

Monika S., Albanian teacher



“I never thought of myself as a ‘servant leader’ when I stayed after school for a child who needed to vent, or when I called a parent to talk about life instead of grades. Truthfully, I didn’t always enjoy those late-night parent conversations or the extra hours just to make sure a child felt seen...”

Monika S., Albanian teacher



“I simply thought I was acting human.
But **now I understand**—this is true leadership,
servant leadership.

Thank you for **prompting this reflection** on
all my years in education and on what
I’ll continue to do in the years ahead!”

Monika S., Albanian teacher

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