



The Collaborative on Political Leadership in the Superintendency



THE ROLE OF THE SUPERINTENDENT: KNOWLEDGE, SKILLS, AND DISPOSITIONS

Each dimension requires a specific set of knowledge, skills and dispositions essential for superintendents to navigate politics successfully. In the chart that follows, we highlight key examples.

MICRO (Self)

MESO (School District & Local Community)

MACRO (National & State)

Knowledge: Identity + Typical local constituent groups + Major educational issues

Understanding of how identity and values influence leadership

Awareness of typical constituent groups and how they work

Including school board, local government, union, local news media, student groups, parent organizations, and advocacy groups

Understanding of federal and state education policies, laws, and school finance

Awareness of education issues in national and global media

Skills: Critical examination + Proactive leadership* + Sense making

Examining self as leader

Exhibiting emotional intelligence

Practicing cultural awareness

Visioning & communicating

Political mapping

Movement building & mobilizing

Ongoing relationship building

Influencing, interpreting, and implementing education laws and policies

Learning across communities

Dispositions: Grounded + Present + Cognizant

Resilient

Curious

Centered

Transparent

Courageous

Visible

Informed

Active

Connected

* These skills represent the “core” of political leadership in education.