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What We Know Works:

A contemporary approach to building
the culture of leadership in schools

January 2014

Context: About Dr Phil

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Focus: Cultures of Leadership and Learning

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Why do you want to lead?

- Is it someone you've seen?
 - Modelling
- Is it the ability to have things done a particular way?
 - Power
- Is it to be able to make a difference?
 - Influence
- Is it to be able to help others do what they do?
 - Servant

The Challenge of Service

Contemporary models of leadership emphasise the qualities of humility and will power, as well as an understanding of how to resolve the apparent tension between these two:

- What is my value system?
- How well do I value those around me?
- How well connected am I to my community and its needs?
- Am I the servant of my fellows?



Today: Building the school leader's confidence and expertise with change

To make human civilization work well [with 21C] technologies and exist at peace with Gaia, we need another revolution, putting into place the desirable management, laws, controls, protocols, methodologies and means of governance. This is a complex and absolutely necessary transition – the 21st Century Revolution...

Whether the revolution happens smoothly depends on the education that is put in place and how widely it is acted upon.

James Martin, *The meaning of the 21st century*, 2006

Prelude: Yesterday, Today and Tomorrow in Schools

Leadership That Works



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PRELUDE:
YESTERDAY, TODAY AND TOMORROW
IN SCHOOLS



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Old school



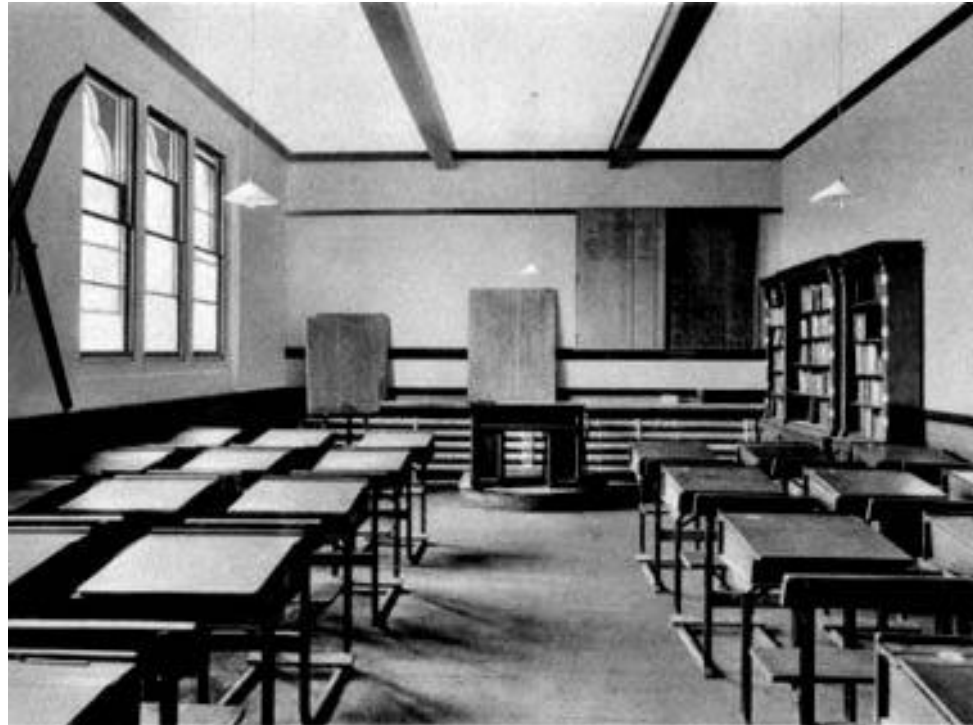
Replication of the industrial factory model in a public system

New school



Colour, space, light constructed through a public/private alliance

Old classroom



The 19th Century classroom –
the architecture of control

New classroom



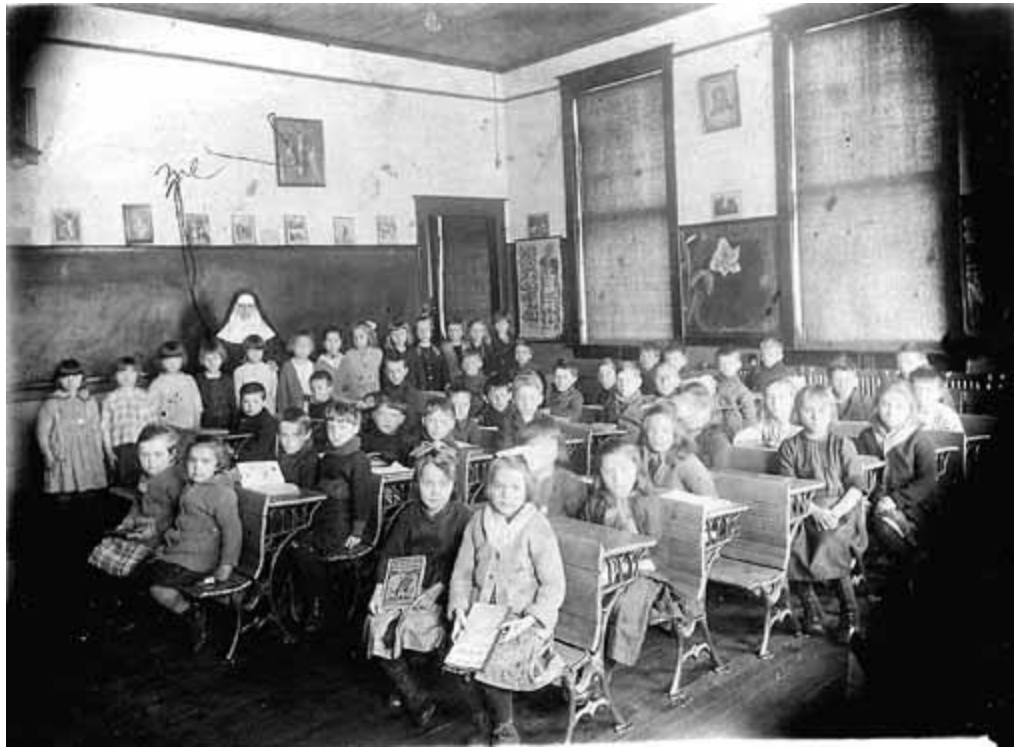
The contemporary learning space – the architecture of empowerment



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Old expectations



The discipline of the 3 Rs –
preparing most 14 year olds for the work force ...

Old expectations



... and an elite few to rule them.

New expectations



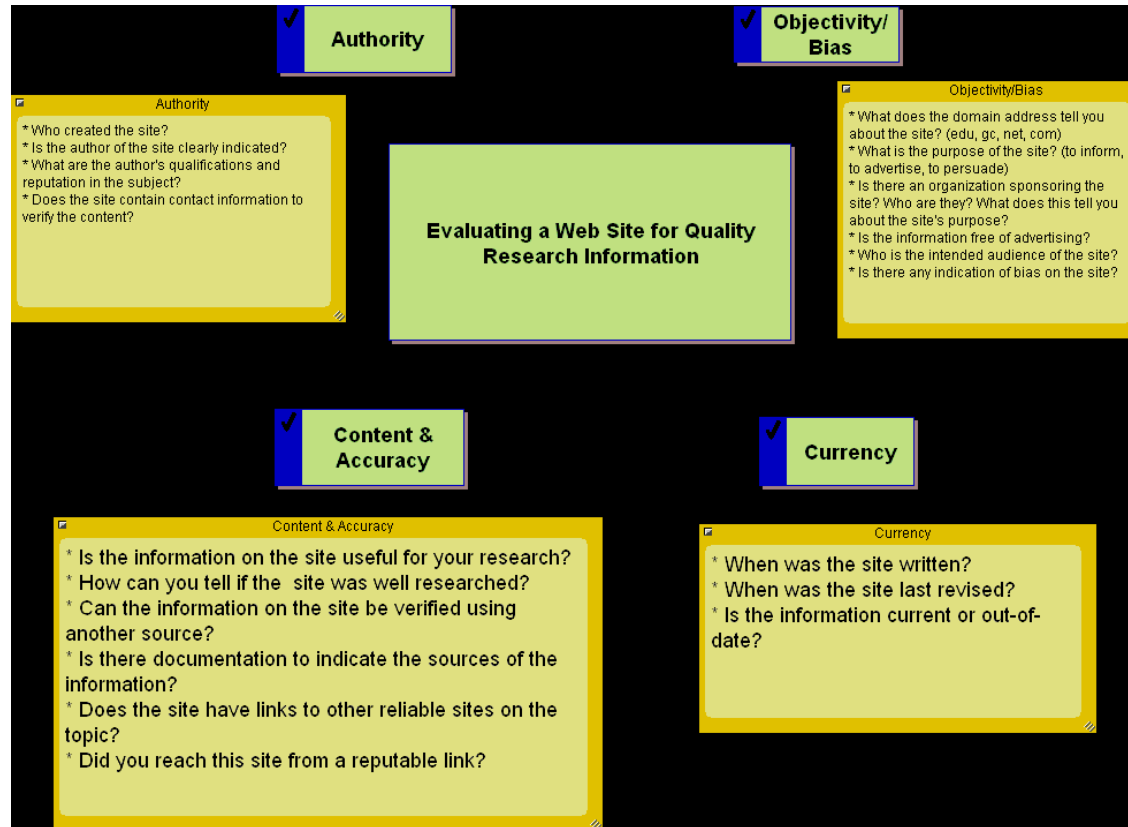
Unlocking potential and capability –
preparing most 18 year olds for
tertiary study or training

Old curriculum



Transmitting knowledge and skills
for compliance
in a rigid and structured industrial society

New curriculum



Building understanding
for exercising judgment
in a fluid and dynamic information society

The Australian Educational Landscape

- AITSL
 - Teacher standards
 - Principal standards
 - Teacher professional learning
 - Professional accreditation
- ACARA
 - National curriculum
 - National testing
 - National reporting (MySchool)
 - National School Improvement Framework
- All a response to international research and educational trends
- See The Grattan Institute reports
- Plus funding, aka The Gonski Review!
- Plus NBN – technology!
- Plus the Asian Century

The International Educational Landscape

Key concepts around the world at the moment:

- Data-informed practice
- Teacher professional learning
- Teacher performance
- Continuous improvement in education
- Standardisation
- Formative assessment
- Literacy and numeracy
- ICT and learning
- Conceptual curriculum
- Positive education
- Motivation and engagement in education

Plus more ...



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LEADERSHIP

The leader always sets the trail for others to follow

The natural-born heroic individual:
autocratic, participative or laissez-faire?

Authentic leadership



Building authentic leadership in teams
through values and relationships:
transformation, sustainability and servanthood



School Leadership: What We Stand Against

1. Power mongering; micro managing; complacency and apathy
2. Lack of communication; unsupportive environment; lack of consultation
3. Change for change's sake; ivory tower leadership; leaders who find it difficult to be led
4. Dictatorship; inflexibility; lack of consultation
5. Dictatorship; change for change's sake; pushing one's personal agenda to make their own lives easier

School Leadership: What We Stand Against

1. Lack of consultation; too many leaders; lack of clarification of roles
2. Lack of consultation; lack of communication; knee-jerk reactions
3. Lack of respect; poor follow-through on decisions; lack of consultation/communication
4. Lack of consultation/communication; lack of clarity of roles
5. Lack of transparency; reactive response to situations

School Leadership: What We Stand For

1. relationship-building; respect; inclusion; serving
2. Communication; supportive environment; to be consulted and collaborate
3. Consultation; humility; purpose
4. Collaborating; listening/communicating; transparency around decisions
5. Efficient decision-making based on all available evidence; leading by example; moving forward based on reflection/evaluation/feedback; someone you can related to

School Leadership: What We Stand For

1. Being heard; opportunities for all; being seen and involved
2. Good communication; empathy; intelligence
3. Collaborative decision-making; a respect for our leaders; leadership valuing the team; commitment to decisions made
4. Inclusiveness; collegiality; fairness; communication
5. Consultation; honesty; communication; information sharing; clarity around decision-making processes

Your questions

Your take-aways

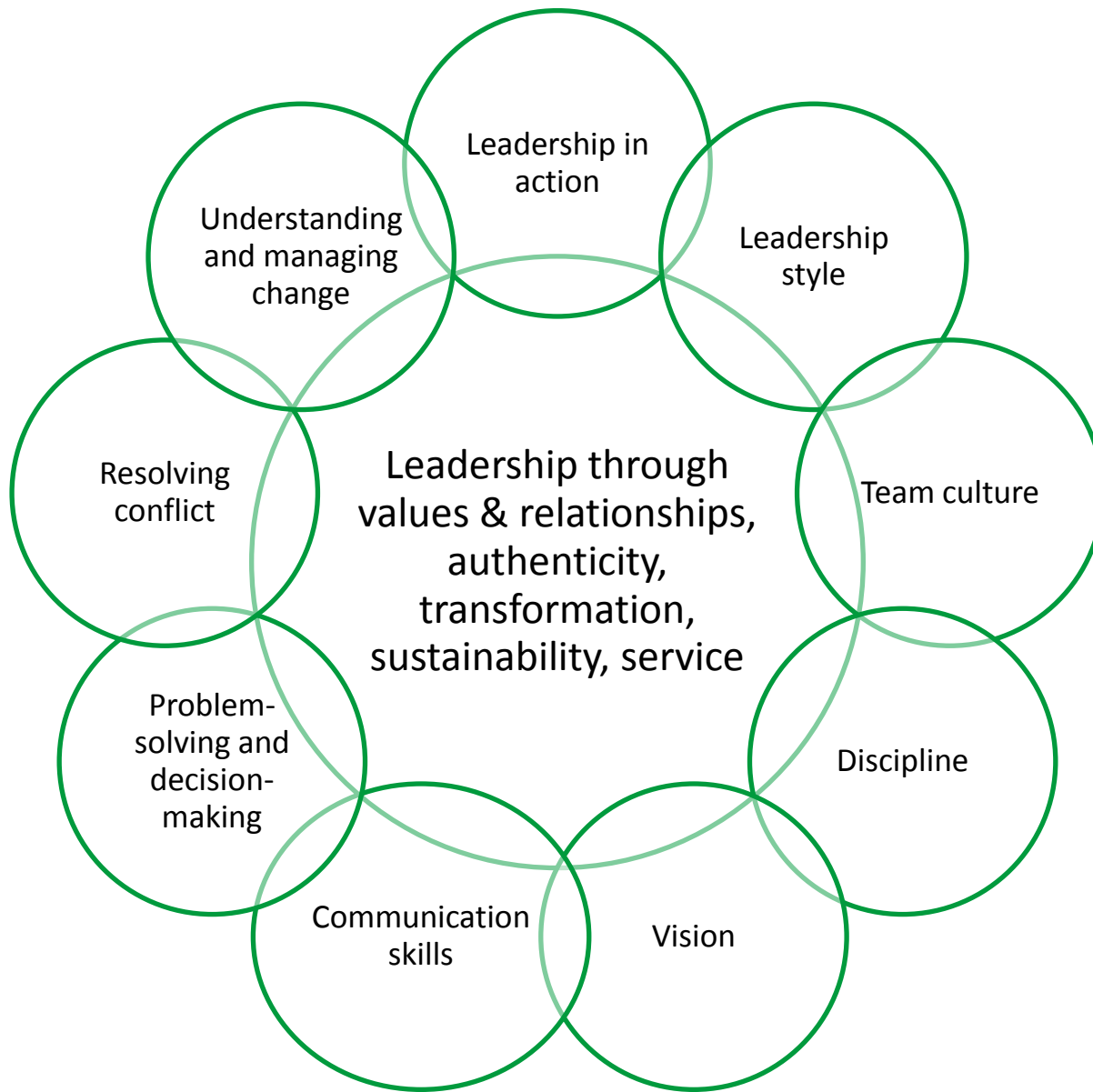
One thing:

- You know more about
- You feel more confident about
- You might use at your school tomorrow
- You might think about carefully for a long time before using at your school



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The CIRCLE Leadership Capability Framework

Leadership in Action

- Demonstrates an effective understanding of key leadership tasks of setting direction, building the team and managing the team and of the team's individual, group maintenance and task needs.
- Employs a range of suitable and practical principles of leadership in action to meet needs and achieve group tasks.
- Demonstrates character and competence to lead by example.
- Central characteristics of leadership in action are:
 - Far-sighted vision and clarity of goals.
 - Drive and a passion for responsibility.
 - Effective team structure.

Leaders must focus more on outcomes and long-term sustainability of the team rather than leadership style or details of tasks which can be delegated, relying on the initiative of team members

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation

Leadership Style

- Demonstrates a strong understanding of motivation, integrity, courage, compassion and humility in applying a range of effective personal approaches to leadership.
- Adopts an effective balance of participative and motivating behaviours in making decisions and influencing the team to achieve the desired results.

There is no 'best' style of leadership – leaders should develop a personal style of leadership with practical day-to-day skills of administration and working with people to resolve issues.

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation

Team Culture

- Displays a mental attitude of confidence and self-belief both in individuals and groups, provides support for all team members and contributes effectively to high team morale through positive leadership.
- Places other before self in applying an ethos of service to the nation, the team and its community, and team members and influencing a positive team culture which responds appropriately to the environment.
- Leads the team through high ethical and physical standards of discipline, respect and professionalism and influences the team to demonstrate values of courage, initiative and teamwork.

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

Discipline

- In response to imposed discipline, the leader gains mastery over physical and mental challenges and demonstrates satisfaction, a sense of achievement and perseverance in the face of adversity
- Shows consistent self-discipline by accepting the standards taught and applying them willingly and personally with mental control and restraint
- Influences and motivates team collective discipline through an understanding of team members, maintaining high standards, personal example, fair enforcement and effective communication

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

Vision

- Communicates to the team a clear vision which challenges, creates, focus and commits the team.
- Successfully translates the vision into action through positive leadership.
- Continually interprets, reviews and reinforces the team vision.

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

Communication Skills

- Employs effective verbal and non-verbal communication to inform, motivate and control the team and express appropriate emotions.
- Provides responsible, accurate, brief and clear written communication which promotes the team's credibility and the viability of achieving the team's goals.
- Demonstrates effective listening and speaking skills with team members.

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

Problem-Solving and Decision-Making

- Employs a range of appropriate decision-making models which results in timely personal decisions which meet the desired object.
- Employs team members appropriately in making decisions and avoids groupthink in the process.
- Successfully manages the stress and risk associated with the decision.

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

Resolving Conflict

- Identifies potential and actual areas of functional and dysfunctional conflict within the team
- Makes effective choices about methods of resolving conflict appropriate to the situation
- Employs suitable conflict resolution techniques to bring individuals/groups to short-term agreements and improve long-term working relationships

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation

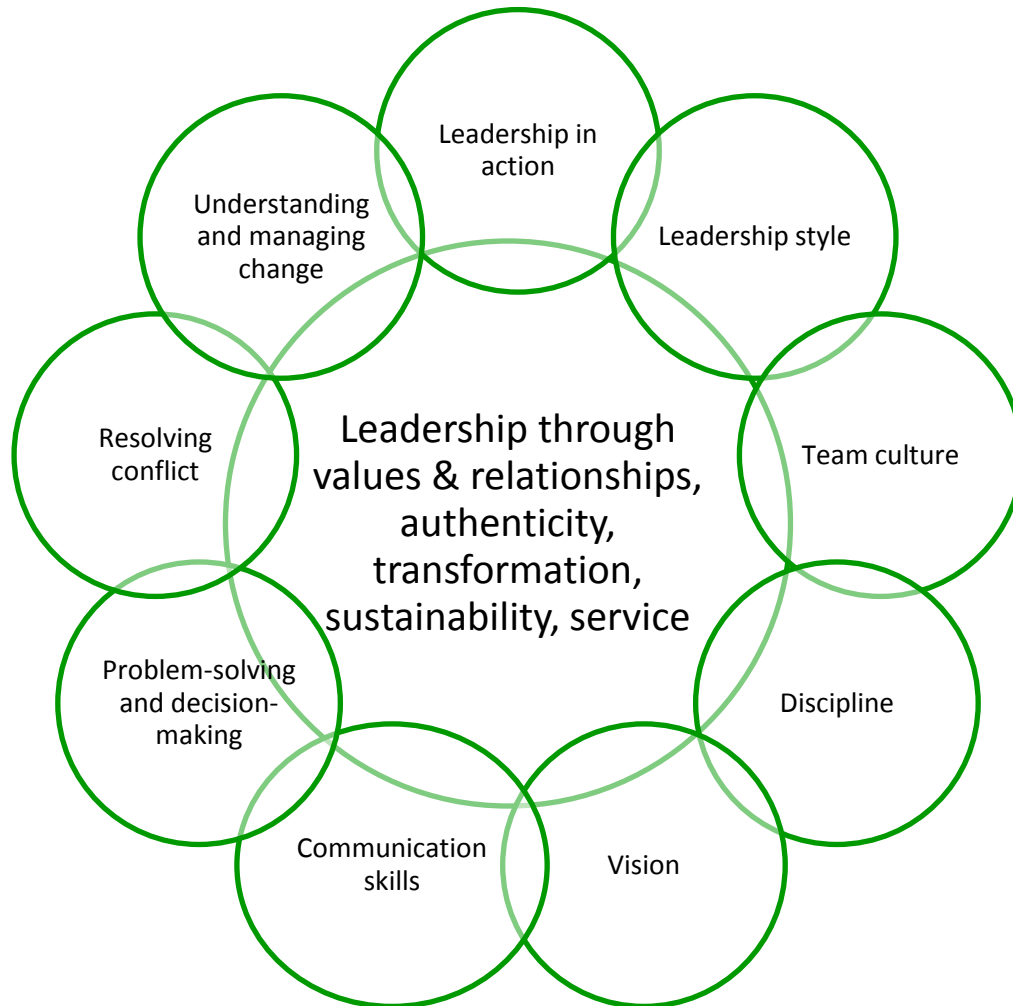
Understanding and Managing Change

- Employs effective change management processes and strategies to overcome resistance and maintain team cohesiveness
- Introduces and manages desired changes in an intentional, goal-oriented and purposeful way, leading to a successful change process

How do I rate myself?

1= Below expectation 2 = Meets expectation 3 = Above expectation

The CIRCLE Leadership Capability Framework



How did I rate myself?

Add up your scores.
Divide by 9.
Round up.

1 = Below expectation
2 = Meets expectation
3 = Above expectation

Discussion

One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

Which of these capabilities are the most important in strengthening the culture of leadership in your school?

- Leadership in action XX
- Leadership style
- Team culture XXXXX
- Discipline X
- Vision XX
- Communication skills XXXXX
- Problem solving and decision making X
- Resolving conflict XXX
- Understanding and managing change XXXXX

Your questions



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LEADERSHIP THAT WORKS

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd



Defining our leadership

Our leadership begins with who we are as a person, flows into who we want to be and is demonstrated through our actions.

Our leadership practice reflects our capacity ...

to motivate, influence and direct people
to achieve willingly the team or organisational goal

Do you have a mandate to lead?

Leadership based on bureaucratic authority seeks compliance by relying on hierarchical roles, rules, and systems expectations.

Leadership based on personal authority seeks compliance by applying motivation theories that meet psychological needs, and by engaging in other human relations practices.

By contrast, leadership based on moral authority relies on ideas, values, and commitment. It seeks to develop a shared followership in the school – a followership that compels parents and principals, teachers and students to respond from within.

TJ Sergiovanni, *Leadership for the schoolhouse, How is it different? Why is it important?*, 2004

6 principles of values-based leadership

1. **Clarity:** Leadership begins with identifying and understanding our values.
2. **Core:** Leadership should place our values at the core of what it is that we do. They should be the context for and the justification of all of our actions and relationships.
3. **Relationships:** Our values should derive from, be driven by and nurture the relationships within our community.
4. **Identity:** We construct our identities as individuals and as members of our community by negotiating the relevance of our values in our daily lives.
5. **Accessibility:** We need to develop and acknowledge shared values that all of our team members can apply.
6. **Alignment:** Team members will need to adopt strong personal positive moral values that align with our team's desired values.

Who am I?

Leadership begins with identifying and understanding your values – your fundamental beliefs, those principles, standards and qualities which you consider to be worthwhile and desirable.



The hardest thing is to be yourself in a world that is trying its best, day and night, to make you like everyone else.

ee cummings

Where do I fit in?

Leadership develops as we consider the context we find ourselves within.



It is not the critic who counts, not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man in the arena, whose face is marred by dust and sweat and blood, who strives valiantly ... who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause, who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who have never known neither victory nor defeat.

Theodore Roosevelt

How might I best serve others?

Leadership continues as we recognise the people and needs within our context and how our skills and values might aid those around us.



I expect to pass through this world but once; any good thing therefore, that I can do, or any kindness I can show to any fellow creature, let me do it now; let me not defer or neglect it, for I shall not pass this way again.

E de Grellet

Successful school leadership: The basics

UK research establishes success on the basis of performance in 4 core tasks and 4 key personal traits:

Core leadership tasks

- Building vision and setting directions
- Understanding and developing people
- Redesigning the organisation
- Managing the teaching and learning program

Key personal traits

- Open-mindedness and willingness to learn from others
- Flexible (not dogmatic) thinker
- Strong moral compass within a system of core values including persistence and resilience
- Optimism and a positive disposition

Geoff Southworth, *School Leadership: What we know and what it means for schools, their leaders and policy*, CSE, 2009

Transformational leadership

John Adair, *Leadership for Innovation, How to organize team creativity and harvest ideas*, Kogan-Page, 2007 – 5 characteristics of creative leadership:

- A willingness to accept risk
- An ability to work with half-baked ideas
- A willingness to bend rules
- An ability to respond quickly
- Personal enthusiasm

7 principles of evidence-based leadership in schools

1. Mission alignment: Understand your purpose and concentrate your activity on this goal; don't spread your resources too widely.
2. Open inquiry: Ask good questions; don't expect a particular outcome.
3. Dynamic explication and experimentation: Define your processes, test and iterate; don't lock things down too soon.
4. Wise measurement: Use grand school averages and value-added models; avoid benchmarks where possible.
5. Contextualised interpretation: Analyse data by finding patterns that tell the real story; don't let data speak for itself.
6. Balanced judgment: Temper data with intuition.
7. Collaborative improvement: Use the findings to help engage all members of the community to construct better outcomes for more learners.

Overcoming immunity to change

Robert Kagan & Lisa Laskow, *Immunity to Change*, Harvard Business Press, 2009
– 7 critical attributes of an organization that is a home for the continual transformation of talent:

- It recognizes that, like adolescence, adulthood must be a time for ongoing growth and development
- It honours the distinction between technical and adaptive learning agendas
- It recognizes and cultivates the individual's intrinsic motivation to grow
- It assumes that a change in mindset takes time and is not evenly paced
- It recognizes that mindsets shape thinking *and* feeling, so changing mindsets needs to involve the head *and the heart*
- It recognizes that neither change in mindset nor change in behaviour alone leads to transformation, but that each must be employed to bring about the other
- It provides safety for people to take the kinds of risks inherent in changing minds

Effective drivers for school improvement

Michael Fullan, *Strong Performers and Successful Reformers*
Lessons from PISA, July 2011 – international research establishes what works in helping schools to change their practice effectively :

Wrong vs right drivers:

- Accountability vs Capacity Building
- Individual vs Teamwork
- Technology vs Pedagogy
- Piecemeal vs Systemic

Essential conditions:

- Intrinsic motivation
- Engage students and teachers in continuous improvement
- Inspire teamwork
- Affect 100% of students and teachers

Sequence, alignment and cohesion are essential in synthesising and implementing these. With respect to accountability, it means colleagues working as peers in a transparent way to get results, supported and monitored by the centre.

Motivation and engagement

Dan Pink, *Drive*, 2009 – 3 aspects for engaging and motivating professionals:

- **Mastery:** a feeling of control over the content and competencies of your role
- **Autonomy:** a feeling that you are equipped, empowered and enabled to make the key decisions that affect the nature and outcomes of your work
- **Purpose:** a feeling that you are engaged in a noble pursuit that is contributing to a greater good

**MUST HAVE ALL 3 OF THESE IN PLACE
TO ENSURE HIGH LEVELS OF STAFF PERFORMANCE**

Let's think about your challenges with leadership for change ...

*It isn't that top leaders are less skilled or less experienced than leaders of the past. Nor are the teams they lead. The challenge is the change in roles of both leader and team member, roles that have been reshaped in **the cauldron of intense competition and relentless change** ...*

Today ... it's all about scope, speed and customer intimacy. Leadership teams must consistently ensure that clients' needs are met, and do it right now.

Ruth Wageman, Debra A Nunes,
James A Burruss & J Richard Hackman
Senior Leadership Teams

What are the 3 most significant challenges that face you in your role as a school leader and change agent?

Our Top Change Leadership Challenges

Our Educational Leadership Challenge

Complex educational environments place difficult, challenging and contradictory demands on leaders. Long-term educational leadership success lies in clear purpose and direction, strong values and organisational belief which enhance team flexibility and responsiveness.

Leaders in education must be adaptable and possess many skills to meet challenges, including:

- Finding new and better ways of doing things
- Accepting greater levels of responsibility
- Understanding the implicit need for decision-making by making judgements, managing risk and allowing freedom of action by team members

Your questions

Your take-aways

One thing:

- You know more about
- You feel more confident about
- You might use at your school tomorrow
- You might think about carefully for a long time before using at your school



Remember that when you leave this earth, you can take with you nothing that you have received...only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi



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