ALLIANCE OF GIRLS’ SCHOOLS AUSTRALASIA

2015 LEADERSHIP DEVELOPMENT CONFERENCE

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Vision, Influence, Change: Developing tomorrow’s leaders today
What we have seen working
Reflecting on leadership and strategy in schools

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
CIRCLE: Who we are and what we do

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

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

Mission
Build cultures of excellence in leadership and learning

Purpose
Build better outcomes for more learners
CIRCLE Team Members

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1. SETTING THE CONTEXT FOR SCHOOL LEADERSHIP AND STRATEGY: WHAT’S HAPPENING IN SCHOOLS ALL OVER THE WORLD
In this presentation ...

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*

1. Setting the context for school leadership and strategy
2. Background for the scenarios that Julie will lead

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

Replication of the industrial factory model in a public system

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New school

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

The 19th century classroom – the architecture of control

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New classroom

The contemporary learning space – the architecture of empowerment
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

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New curriculum

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

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

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Authentic leadership

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

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Authentic school leadership

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


- 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
The school leader’s expertise

Leaders must be experts in the evaluation of data, and the data that has been assembled across research worldwide indicates that activators are more successful than facilitators.

John Hattie, Visible Learning, 2009
Confronting our leadership

• We are all still learning about leadership
• Our intentions and execution most likely will both need to improve from here onwards
• We will make mistakes along the way
• Our leadership must be focused on doing the hard things
• Our leadership must be focused on helping other people
• Our leadership must help people change to become the people they need to be
• Our leadership must be sustainable and achievable
• Our leadership needs integrity – even though it’s hard and it makes us vulnerable
• If we are not prepared to do this, we shouldn’t do the job
• We should be prepared to do this – because most likely we can
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
Defining our leadership

Our leadership should begin with who we are as a person, flow into who we want to be and be demonstrated through our actions.

Servant leadership begins in relationship with those around us and our environment. It is the articulation of a desire to achieve better outcomes for others as a servant. It is actualised through deliberate and targeted action that aligns vision with intention and means.

Our leadership practice reflects our capacity …

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

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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.
A values framework for contemporary school leadership

Leadership that motivates, influences and directs others to achieve the team’s goals willingly:

- **Authenticity**: acknowledging truth — “For real”
- **Transformation**: enabling change — “For change”
- **Sustainability**: nurturing the team and protecting resources — “For life”
- **Service**: serving others first — “For others”

Excellence in values, relationships, learning and leadership at all levels in your school

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Leadership through values & relationships, authenticity, transformation, sustainability, service

Leadership in action

Leadership style

Team culture

Discipline

Vision

Communication skills

Problem-solving and decision-making

Resolving conflict

Understanding and managing change

Leadership through values & relationships, authenticity, transformation, sustainability, service

The CIRCLE Leadership Capability Framework

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Defining excellence

• Excellence in anything starts with a vision and a passion and a will.

• Something that is excellent is of the highest quality. It achieves the highest level of performance; it is exemplary. In doing so it exceeds normal expectations of performance and meets the highest expectations of what can be achieved.

• Ultimately, a school with a strong culture of excellence is not merely good, it sets the standard to be followed, and it is something of great virtue and worth – it is excellent.
Building a culture of excellence

Building change through excellence means the way in which your school community increases its willingness to strive to be the best at what it does:

• **Understanding the context**: Responding to historical perspectives of and contemporary provocations for excellence

• **Defining the culture**: Constructing a vision, frameworks, standards and goals for excellence

• **Cultivating the passion**: Building commitment to excellence and collaborating in practice
In your school ...

Who is the leader?
Who is the strategic thinker?

The Principal and executive teachers?

The Board?

You?

If not you, then who else?

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Strategic thinking

• ‘Seeing ahead’
• ‘Seeing behind’
• ‘Seeing above’
• ‘Seeing below’
• ‘Seeing beside’
• ‘Seeing beyond’
• ‘Seeing it through’

*Developing Strategic Thought*, pp 67–70

Your role? *Seeing where others do not*
Strategic competency

“The ability to articulate guiding values, develop and communicate a shared vision, develop a strategy, and motivate others to move forward in a common direction”


Your role? Strategic agency
Getting lost in the detail?

*Insanity: doing the same thing over and over again and expecting different results.*

Albert Einstein

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Strategic architecture is “not a detailed plan. It identifies the major capabilities to be built, but doesn’t specify exactly how they are to be built. It shows the relative position of the major load-bearing structures, but not the placement of every electrical outlet and doorknob.”

Strategic foundation

“How groups and organizations engage in strategic conversations and the quality of those conversations is the foundation of strategic thinking”


Your role? Promoting conversations

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A strategic focus on vision, values and aspiration

- Education without aspiration is like being trapped in Year 9 forever: demotivating, disempowering and alienating.
- There is little point doing things without some sense of a goal, an image, an idea of that for which we aim.
- Aspiration feeds a vision for society built on values and an educational process that is transforming itself significantly …
Strategic focus

Why? 90%

How? 10%
Thinking about strategy

1. An essential part of your story that connects your past, present and future
2. Your plan to go in the right direction to ensure your story continues in the way that you want
3. Comprises critical directional ideas supported by detailed planning
4. Structures, resources and finances are means to achieving strategy, not strategy in themselves
5. Strategic goals are best when they are simply expressed and few in number – the “business card test”
The CIRCLE School Framework

- **Achievement**: Leadership in action, leadership style
- **School leadership**: For others, for change, for life, for real
- **Relationships**: Team culture, Conflict resolution
- **Reputation**: Team culture, Discipline
- **Initiatives**: Understanding & managing change, Problem-solving & decision-making
- **Communications**: Communication, Vision

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A Toolkit for Solutions Architecture

1. **Discover** (Who we are and what’s going on with us?): Discovery, Culture Capture, School Framework

2. **Diagnose** (What is our challenge and how might we overcome it?): Situation Analysis, Mission Analysis

3. **Decide + Direct** (What will characterise our approach?): Strategy, Blueprint

4. **Design** (What sequence of actions will enact our approach?): Operational Brief, Professional Learning Plan

5. **Deploy** (How can we best use our resources?): Pilot + Evaluation, Implementation + Evaluation
The Blueprint

1. **Vision** (where we want to be)
2. **Values** (what we believe and hold most dear)
3. **Mission** (our primary role)
4. **Strategy** (our key choices to fulfil our role)
5. **Goals** (actions we take to achieve our strategy)
6. **Standards** (benchmarks against we evaluate ourselves)
The blueprint process

• **Develop a blueprint**: Produce a statement of the future state, values, mission and strategies of the team and communicate this with all team members so that they understand it.

• **Share the vision with the team**: Promote loyalty, build cohesion and encourage momentum in the face of adversity.

• **Translate the vision into action**: Develop a sequence of steps using solutions architecture that show how the team will make it all happen, then implement these plans.

• **Evaluate achievement**: Use a set of agreed standards to review progress against goals regularly.
Process: Professional Evaluation, Goal-Setting and Growth Planning

- **Initiation**
- **Gathering Data:** Self-Reflection, Observation, Students
- **Shared Reflection and Evaluation**
- **Professional Growth Plan**
- **Ongoing Review and Reflection**

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Key Questions

What is our preferred future?

Before you answer this question, think about the following:

• What are our school goals for this year?
• What is your team?
• What is your personal leadership mission for your team?
• What is your vision for your team over the next 12 months?
• How do you plan to communicate this vision to your team?
• What barriers need to be overcome to see this vision implemented?
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
Your questions
Workshop Structure:

Term 1:
Our School – Developing and Presenting Vision

Term 2:
Our Team – The Leadership Team Retreat

Term 3:
Our Program – The Signature School Program

Term 4:
Our Celebration – End of Year Events
Term 1: "Our School" – Developing and Presenting Vision
Term 1: "Our School" –
Developing and Presenting Vision

Key Domain: Communication

Key Points:
• Consultation
• Traditions
• Principal’s identity
• Presentation/Publication
• Managing expectations
Why tools?

• A tool is a scaffold for action.
• It shapes vision and intention and converts it into means.
• By sharing a set of tools, we all know what is happening, what to expect and what is likely.
• It also reduces the need for each participant to make up their own approach - it is in effect about passing on received wisdom about what works.
The Blueprint

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- **Evaluate achievement**: Use a set of agreed standards to review progress against goals regularly.
Your feedback
Term 1: "Our School" – Developing and Presenting Vision

Session Snapshot Tool

What is 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?
Your questions
Term 2: "Our Team" – The Leadership Team Retreat
Term 2: “Our Team” – The Leadership Team Retreat

Key Domain: Relationships

Key Points:
• Rules of engagement
• Format?
• Managing/balancing power
• Functional leadership – team, task & individual
• Managing personalities
The CIRCLE School Framework

**Achievement:** Leadership in action, leadership style

**School leadership:** For others, for change, for life, for real

**Relationships:** Team culture, Conflict resolution

**Initiatives:** Understanding & managing change, Problem-solving & decision-making

**Communications:** Communication, Vision

**Reputation:** Team culture, Discipline
Term 2: "Our Team" – The Leadership Team Retreat

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Term 2: "Our Team" –
The Leadership Team Retreat

- Focusing on Results
- Embracing Accountability
- Achieving Commitment
- Mastering Conflict
- Building Trust
Your feedback
Term 2: "Our Team" – The Leadership Team Retreat

Session Snapshot Tool

What is 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?
Your questions
Term 3: "Our Program" – Stewarding the Signature School Program
Term 3: "Our Program" – Stewarding the Signature School Program

Key Domain: Initiatives & Reform

Key Points:
• Discover: Gathering data
• Diagnosis: What is our challenge and how might we overcome it?
• Decide + Direct
• Design
• Deploy

Toolkit: The Solutions Architecture
Term 3: "Our Program" – Stewarding the Signature School Program

1. **Discover** (Who we are and what’s going on with us?): Discovery, Culture Capture, School Framework

2. **Diagnose** (What is our challenge and how might we overcome it?): Situation Analysis, Mission Analysis

3. **Decide + Direct** (What will characterise our approach?): Strategy, Blueprint

4. **Design** (What sequence of actions will enact our approach?): Operational Brief, Professional Learning Plan

5. **Deploy** (How can we best use our resources?): Pilot + Evaluation, Implementation + Evaluation
Term 3: "Our Program" – Stewarding the Signature School Program

CIRCLE CONSULT + SOLVE: SOLUTIONS ARCHITECTURE PROCESS

DISCOVER
- WHO ARE WE + WHAT'S GOING ON WITH US?
  - Culture Capture
  - School Framework
  - PROPOSAL

DIAGNOSE
- WHAT IS OUR CHALLENGE + HOW MIGHT WE OVERCOME IT?
  - Situation Analysis
  - Mission Analysis
  - TERMS OF REFERENCE

DECIDE + DIRECT
- WHAT WILL CHARACTERISE OUR APPROACH?
  - Strategy
  - Blueprint
  - BLUEPRINT

DESIGN
- WHAT SEQUENCE OF ACTIONS WILL ENACT OUR APPROACH?
  - Solutions Architecture
  - Professional Learning Plan
  - OPERATIONAL PLAN

DEPLOY
- HOW CAN WE BEST USE OUR RESOURCES?
  - Pilot and Evaluation
  - Implementation and Evaluation
  - LOGISTICS PLAN

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Your feedback
Term 3: "Our Program" – Stewarding the Signature School Program

Session Snapshot Tool

What is 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?
Your questions
Term 4: "Our Celebration" – Conducting Key End of Year Events
Term 4: "Our Celebration" – Conducting Key End of Year Events

Key Domain: Reputation and Achievement

Key Points:
• Inclusion & excellence
• Attention to detail/completion
• Tradition & change
• Personal vs public (who & what)
• Use your resources wisely
Your feedback
Term 4: "Our Celebration" – Conducting Key End of Year Events

Session Snapshot Tool

What is 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?
Your questions
Process: Professional Evaluation, Goal-Setting and Growth Planning

Initiation

Gathering Data: Self-Reflection, Observation, Students

Professional Growth Plan

Ongoing Review and Reflection

Shared Reflection and Evaluation

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Workshop Snapshot Tool

Share with each other the things you are taking away:

• Who am I as a leader?

• What have I learnt from these scenarios about leading others?

• What have I learnt from working in this team?
And one last tool ...
Review + Reflect

• What were we trying to do?
• What have we done?
• How well have we done it?
• What have we learned?
• What's next?
• How are we going to do this?
The school leader’s learning journey

A process of **becoming better instructional leaders** through the right processes for development of our capacity, that is, initial training, induction and continuing professional development, including mentoring and cluster professional development support structures.

- Philip SA Cummins, *Autonomous schools in Australia: Not ‘if’ but ‘how’*, CSE, February 2012