ALLIANCE OF GIRLS’ SCHOOLS AUSTRALASIA

May 2017

Masterclass: Empowering Leaders

Dr Phil Cummins

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

- Working with over 1,750 schools internationally
- Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry
- An educational agency that equips, empowers and enables schools and school leaders through consultancy and educational services
- Strategic alliances with tertiary bodies (including University of Tasmania) and professional associations including AHISA, AGSA and IBSC
- Creating educational software solutions for improving school performance including Touchstones

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OUR NARRATIVE

A synthesis of international research and findings from the consultancy practice of CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education

INTRODUCTION SESSION: Setting the context for school leadership and strategy
1 SESSION 1: Leading through communication and vision
2 SESSION 2: Leading through relationship
INTERMISSION SESSION: Reflecting on great leadership in fit for purpose 21C schools
3 Session 3: Leading through initiative
CONCLUDING SESSION: A toolkit for school leadership
   a. Authenticity: acknowledging truth “For real”
      • Reflection on Leadership Fundamentals
   b. Transformation: enabling change “For change”
      • Reflection on Transforming Leadership
   c. Sustainability: nurturing the team and protecting resources “For life”
      • Reflection on Leadership of Learning and Character
   d. Service: serving others first “For others”
      • Reflection on Leadership of Professional Learning and Growing Others
Introduction session: setting the context for school leadership and strategy
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
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 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
Old school

Replication of the industrial factory model in a public system
New school

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

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The 19th century classroom – the architecture of control

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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

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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
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 …
Old leadership

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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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 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.
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’


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

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.”


Your role? Strategic priority
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”
CIRCLE’S ASPIRATIONS FOR A GREAT SCHOOL
March 2016

A great school …

• Privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes

• Builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world

• Listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning

• Invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school’s mission, realize the school’s vision and demonstrate the school’s values in action

• Earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes, the efficiency and efficacy of its processes, its engagement with its community, the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships, communications and initiatives
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.

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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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
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
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
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”
VALUES-BASED LEADERSHIP IN SCHOOLS

From CIRCLE’s Experience … Values-based Leadership in Schools

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.
REFLECTION ON VALUES AND LEADERSHIP

1. Clarity: Can I identify and do I understand our values?
2. Core: Do I place our values at the core of what it is that we do by ensuring that they are the context for and the justification of all of our actions and relationships?
3. Relationships: Do I ensure that our values derive from, are driven by and nurture the relationships within our community?
4. Identity: Do I help people to construct their identities as individuals and as members of our community by negotiating the relevance of our values in our daily lives?
5. Accessibility: Do I develop and acknowledge shared values that all of our team members can apply?
6. Alignment: Can I align the personal positive moral values of team members with our team’s desired values?

How do I rate my leadership in each of these?

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

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Introducing Your Schools and the Scenarios
The Story

• You become a leader by doing leadership. We have given you a school with its unique history, identity, customs, traditions etc… You are going to lead this school over a year and not leading it on your own, but leading it in a corporate sense with your colleagues with whom you are sharing a table.

• Each table is to act as a many-headed new Principal facing her first year in the job. You are a team acting in a united way because you are, in fact, all doing the same job. Just as team work will be a very important part of that job, team work will be central here, so we’ll give you a little time to go around each of your groups, introduce one another.
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
School A

• Established in 1928 your school was founded on non-denominational Christian principles. It caters to a largely professional, high SES community and an unusually large alumni group.
• With total enrollments of 1,100 girls from year 5-12 it is regarded as one of your market’s leading academic performers.
• It also has a strong profile in cultural activity with a somewhat meagre record in sport.
School B

• Your school is a large, modern, comprehensive girls’ independent State school, with an enrolment of 1,300 students from year 7-12.
• Families from all over the city are attracted to your post code as the demand for places is very high.
• Historically the school has attracted a reputation for educating all-rounders with a particular strength in the creative arts.
School C

• Founded in 1872 by an order of missionary nuns from Europe in what was then a semi-rural part of your city, your school has become an institution in the solidly middle class suburbs which have grown around the school.

• With only 600 students, of which 150 are boarders, your school has struggled significantly to attain the results and enrolments of days gone by.

• You are the first lay Principal of this school.
School D

• You are a contemporary inner-city, K-12 girls’ school with strong enrolments particularly in Early Learning and Primary years.
• Founded in 1973, your curriculum is built on the international baccalaureate
• Your school is renowned for your global perspective and the cosmopolitan culture of your community.
School E

• You are a Community school with a somewhat alternative culture.

• Your school was established on a low fee model by parents disaffected with a traditional girls’ school model.

• With a total enrolment of 450 students K-12 your focus has been to promote the involvement of girls in STEM, augmented with a significant service learning program.
School F

• You are a suburban girls school with 1,100 students K-12.
• Your board has appointed you to add a new found academic rigour to the school’s established tradition of success in sporting and performance activity.
• Your school is a member of a group of schools with a key interest in outdoor education.
Session 1: leading through communication and vision
Term 1: "Our School" – Developing and Presenting Vision
The Scenario

• You have just started your new position as Principal at School A – F.

• You and the Council have decided that in order to establish your identity in your new role and to present the strategic vision of the school for the future, you should prepare a vision statement for the future of the school, presented in a way designed to appeal to and connect with the largest number of key stakeholders.

• The aim of this session is not so much what the future vision is, even if in practice that might be your main concern, but rather how to develop and communicate that vision (developing transportable skills rather than relying on specific details).
Term 1: "Our School" –
Developing and Presenting Vision

Key Domain: Communication

Key Points:
• Consultation
• Traditions
• Principal’s identity
• Presentation/Publication
• Managing expectations
Term 1: "Our School" – Developing and Presenting Vision

1. Given the school you are running, who would it be important to consult with in developing this vision document?

2. In your new school, which of the traditions need to be acknowledged and honoured? How will you balance new vision with tradition?

3. What are the aspects that you, the new Principal, particularly need to accentuate in this new school?

4. What is the best format for the presentation of your vision?

5. How do you prepare the school community for the vision that you have developed?
Term 1: "Our School” – Developing and Presenting Vision

3. What are the aspects that you, the new Principal, particularly need to accentuate in this new school?

4. What is the best format for the presentation of your vision?

5. How do you prepare the school community for the vision that you have developed?
Term 1: "Our School" –
Developing and Presenting Vision

Half way through term,
an important figure in the school dies …
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
Session 2: leading through relationships
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
Term 2: "Our Team" –
The Leadership Team Retreat

The Scenario

• You’ve presented your vision to the school community in Term 1, but now it’s time to get started on the detail. You need to focus on your most immediate professional relationships and to build a team that can communicate and get things done.

• You need to design and manage a retreat for Term 2 in order to engage the staff you are planning to include, and to ensure that there are clear and positive outcomes.
Term 2: "Our Team" – The Leadership Team Retreat

Key Questions

1. Format of the event: What kind of leadership experience do you want this to be? What are your financial/environmental constraints?

2. How are you going to manage the power relationships in the room? What role do you propose to play?

3. Functional leadership: How will you ensure that specific commitments are made with regard to tasks, responsibilities, timelines?

4. Managing personalities: How do you propose to manage the personalities of your leadership team? How will you build a shared commitment and a model of co-operation?
3. Functional leadership: How will you ensure that specific commitments are made with regard to tasks, responsibilities, timelines?

4. Managing personalities: How do you propose to manage the personalities of your leadership team? How will you build a shared commitment and a model of co-operation?
Term 2: “Our Team” –
The Leadership Team Retreat

- **School A:** It becomes increasingly clear that one member of staff is hitting it off particularly well with the facilitator. Your colleagues are more fascinated by this unfolding romance than by the proceedings that you have so painstakingly planned.
Term 2: “Our Team” – The Leadership Team Retreat

**School B:** You have placed two members of staff in a workshop group, little knowing that they have a very poor working relationship. During the course of the day, their interactions become so barbed that they threaten to derail the whole process. One of them is very popular with the other staff; the other not so much.
Term 2: “Our Team” –
The Leadership Team Retreat

• **School C**: One of your closest allies within the leadership team makes a few comments that suggest a strong racist/sexist bias (or some other view that would be particularly problematic given the demographics of your school and staff). You have endeavoured to create a relaxed and informal atmosphere, and it is true that these comments were off-the-cuff and could, perhaps, be dismissed as jokes, but they were also heard by everyone.
Term 2: “Our Team” – The Leadership Team Retreat

• **School D:** The depth of unhappiness and low morale amongst your leadership team becomes increasingly clear to you. It is not directed at you, but your appointment does not seem to have alleviated it. How do you respond to this realisation so as not to derail the process that you have put in place?
Term 2: "Our Team" –
The Leadership Team Retreat

- **School E:** The day before the retreat, one of the leadership team warns you that a group of them intend to confront you over their perception that you haven’t listened to them or taken on board the culture of the school. This informal appraisal will therefore be the main focus of the retreat. What do you do?
Term 2: "Our Team" – The Leadership Team Retreat

- **School F:** The Chair of the Board turns up to the retreat unannounced, saying that s/he just wanted to see how you are getting along. Despite assurances that s/he will “just sit quietly – you won’t even know I’m there”, s/he proceeds to get very involved, ultimately taking control of a session that you were running.
Term 2: "Our Team" –
The Leadership Team Retreat

Inattention to
Results
Avoidance of
Accountability
Lack of
Commitment
Fear of
Conflict
Absent of
Trust

*The Five Dysfunctions of a Team* by Patrick M. Lencioni

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

- Building...
- Mastering...
- Achieving...
- Embracing...
- Focusing on...

- Trust
- Conflict
- Commitment
- Accountability
- Results
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
INTERMISSION SESSION: Great Leadership in Fit for Purpose 21C Schools
• **Learning culture**: the congruence of vision, intention, action and output in that which schools are meant to do best – to help learners to achieve better outcomes throughout and by the end of their time at school than they did when they entered it. These outcomes might be academic, social, emotional, developmental, physical and even spiritual. They might also encompass character, values, attitudes and behaviours.

• **The purpose of learning culture**: The notions of improvement and attainment are endemic to this core business: how we can help learners be better at what they do so that they might be able to apply their learning to enter the pathways of their choice during and beyond school, and conduct lives that are more productive and meaningful as a result of their education. In other words, if we see our major role in educational leadership as that of conserving the past and facilitating a sustained status quo, we miss the point of living in our times.

• **Fit for purpose learning culture**: To these ends, our essential role as educational leaders is to conceive of what education must become and give priority to those things that will assist our schools and others educational institutions to step forward into the future, as opposed to privileging the preservation of structures and practices that may well have served us well in the past but which no longer have the relevance or currency that obviates their continued institutionalisation.

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REFLECTING ON FIT FOR PURPOSE LEARNING CULTURE

• Does any of this sound new?

• Are we good at doing this?

• Do we like being exceptional? Do we strive for fit for purpose?

• What things might we do to build a fit for purpose learning culture?
REFLECTING ON FIT FOR PURPOSE LEARNING CULTURE

• Does any of this sound new?
  – It shouldn’t

• Are we good at doing this?
  – Probably not as good as we should be or we might like to be

• Do we like being exceptional? Do we strive for fit for purpose?
  – Maybe we prefer being the same and seek to emulate best practice

• What 3 things might we do to build a fit for purpose learning culture?
  1 Build a vision and a vocabulary for 21C learning culture
  2 Establish the value proposition for 21C education
  3 Design the shape, velocity and trajectory of change in a school for 21C
Reflection on Fit for Purpose 21C School Leadership

A. Building a vision and a vocabulary for 21C learning culture
• **Capability**: Some have characterised 21C readiness according to their capacity to enhance a distinct set of capabilities that are most appropriate for learners …
FRAMEWORK FOR 21st CENTURY LEARNING
PARTNERSHIP FOR 21st CENTURY SKILLS
March 2011
• **Context:** Others seek to describe and equip actual and virtual learning environments especially through a range of different technologies that their learners and their teachers might utilise …
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• Character: And some augment this with a set of key values, behaviours and dispositions that will equip all within their community to exhibit the character to endure, succeed and thrive …
MODEL FOR 21st CENTURY EDUCATION
CENTER FOR CURRICULUM REDESIGN
January 2016

Knowledge
“What we know and understand”
Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

Skills
“How we use what we know”
Creativity
Critical Thinking
Communication
Collaboration

Character
“How we behave and engage in the world”
Mindfulness
Curiosity
Courage
Resilience
Ethics
Leadership

Meta-Learning
“How we reflect and adapt”
Metacognition
Growth Mindset
Building a vision and vocabulary for 21C learning culture

**Challenge**
- Building a vision and vocabulary for learning, care and student growth and development that meets the needs of our future society

**Choice**
- Making a choice to anticipate and prefer what might and must be the future rather than the replication of the past

**For a 21C school?**
- Navigating shifting perceptions of gender and purpose – who is a 21C person and how should they be educated?
CIRCLE’S SCHOOL IMPROVEMENT DOMAINS
2001 FF

Framing the experiences of a school community

- Achievement
- Relationships
- Communications
- Initiatives
- Reputation

WHAT PEOPLE WANT
WHAT PEOPLE NEED
WHAT WE PROMISE
WHAT WE DELIVER

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A CIRCLE FRAMEWORK FOR LEARNING
October 2014

1 Who Am I? Foundational beliefs for 21C learning
  – **Hope**: Inspiring learners by mandating and maintaining a positive tone and attitude
  – **Care**: Displaying an enthusiasm for excellence by striving for better outcomes for more learners
  – **Research**: Cultivating a disposition for investigation by identifying and responding to evidence
  – **Review**: Seeking continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
  – **Creativity**: Promoting innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

2 Where Do I Fit In? A Curriculum of Empowerment
  – **Language**: Developing shared culture and practice with a consistent vocabulary for learning
  – **Structure**: Aligning ends, means and intentions through backwards design of learning
  – **Flexibility**: Progressing learners through clear, logical and adaptable curriculum structures and matrices
  – **Evaluation**: Recognising how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
  – **Challenge**: Challenging learners to grow by coaching for achievement and success

3 How Can I Best Serve Others? A Pedagogy of Engagement
  – **Context**: Teaching learners as they present in the right environment
  – **Motivation**: Encouraging discipline and commitment by boosting mastery, autonomy and purpose
  – **Personalisation**: Enhancing individuals by respecting and responding to difference
  – **Inquiry**: Consolidating meaning by asking the right questions and providing the right tools to answer them
  – **Capability**: Building confidence and competence by strengthening knowledge, capacity, understanding and process

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Reflection on Fit for Purpose 21C School Leadership

B. Establishing the value proposition for 21C education
FIT FOR PURPOSE: CIRCLE’S CHALLENGES AND CHOICES FOR A GREAT SCHOOL FOR 21C

Establishing the value proposition for 21C education

Challenge

• Establishing the value proposition for families and students in a time of increased improvement, service and value for money

Choice

• Making a choice about balancing the needs of the future while retaining that which is precious about what has already been done, while producing more for less in an industry where we continue to value inputs more than outputs

For a 21C school?

• Communicating the perceived and actual benefits of a 21C education, supported by a rich body of evidence drawn from the lived experience of the community, curated anecdote and hard data

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A great school …

- Privileges the disciplined pursuit of **achievement**; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- Builds robust and resilient learning **relationships** within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- Listens to its community carefully and consistently, connecting and **communicating** with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning.

- Invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and **initiatives** that are aligned to the school’s mission, realize the school’s vision and demonstrate the school’s values in action.

- Earns a strong **reputation** as a great school that exceeds expectations with relation to the quality of its outcomes, the efficiency and efficacy of its processes, its engagement with its community, the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships, communications and initiatives.
# 7 PERFORMANCE STANDARDS FOR CHARACTER EDUCATION

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| **1** | **CLARITY & CONNECTION**  
Intentional, aspirational & practical core values provide concrete direction for the school |
| **2** | **CONSENSUS**  
Without resilient consensus, the community may be constantly challenged by conflicting goals & hidden assumptions |
| **3** | **CONSISTENCY**  
Strengthen consistency by setting standards, supporting & monitoring expectations and holding everyone accountable |
| **4** | **COMMUNITY OF PRACTICE**  
Character education can take place in a formal curriculum as well as informally in activities |
| **5** | **COMMUNICATION & REPORTING**  
Ensure operations of character education are communicated & translated into the daily teaching and learning |
| **6** | **OUTCOMES FOR STUDENTS**  
Unlock the defensive default position & establish outcomes appropriate to the situation & to the focus for learning |
| **7** | **OUTCOMES FOR PROGRAMS**  
Academic departments - assert the importance of character education in the curriculum & pedagogy |

CIRCLE’S PERFORMANCE STANDARDS FOR CHARACTER EDUCATION  
April 2016
Reflection on Fit for Purpose 21C School Leadership

C. Designing the shape, velocity and trajectory of change in a school for 21C
FIT FOR PURPOSE: CIRCLE’S CHALLENGES AND CHOICES FOR A GREAT SCHOOL FOR 21C

Designing the shape, velocity and trajectory of change in a school for 21C

Challenge
- Designing the shape, velocity and trajectory of change

Choice
- Making a choice to inculcate a procedural discipline of discerning data and ideas, establishing priorities, making wise decisions, planning with courage, developing adaptive processes of implementation and evaluation, management of people in a time of uncertainty, and overcoming the fear and solipsism that can emanate from complexity and challenge

For a 21C school?
- Constructing an integrated approach to growth, wellbeing, learning, service (and spirituality) that promotes courage, confidence and kindness

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• **Building School Culture**: How we contribute to the process of building a school culture that will enable the achievement of the school’s strategic priorities, support others in moving through that change, and impact positively on the wellbeing of staff and students and of the whole school community.

• **Building Leadership Culture**: How we research and apply models and frameworks of leadership for personal leadership development and team leadership to enable the development of a shared leadership culture across the school community.

• **Building Learning Culture**: How we might can align the learning culture in schools with innovative approaches to curriculum, pedagogy and assessment that empowers children and young adults to be successful 21st century learners, and how teachers and instructional leaders can create and nurture a school-wide professional culture - based on reflective practice, continuous professional learning and professional learning communities - that focuses on improving outcomes for all students as active and successful 21st century learners.
• **Building School Strategy**: How we establish the structures and processes required to build strategy, develop a planning culture and foster strategic thinking within a school environment, especially the impact of various governance structures on the development and implementation of strategy.

• **Building Systems and Operations**: How we design the relationship between the business systems and the academic function of the school, examine the need for change, review the usefulness of a compliance framework to drive change and improvement and identify opportunities for collaborative practices to enhance the performance of the school.

• **Building Performance**: How we can build school performance by identifying the key factors that contribute to school performance, reviewing the current performance of a school, identifying an appropriate appraisal and school review program to initiate changes within the school and identifying supportive strategies to improve and build a performance culture.
Session 3: leading through initiatives
Term 3: "Our Program" – Stewarding the Signature School Program
Term 3: "Our Program” –
Stewarding the Signature
School Program

Story:

Following the development of a school leadership team, the Principal is now charged with developing and implementing a key initiative in the life of the school.
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

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

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

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

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

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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
CONTEXT: ABOUT US

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

Working with over 1,750 schools internationally
Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry
An educational agency that equips, empowers and enables schools and school leaders through consultancy and educational services
Strategic alliances with tertiary bodies (including University of Tasmania) and professional associations including AHISA, AGSA and IBSC
Creating educational software solutions for improving school performance including Touchstones

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Working in and with schools since 1988

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Session 4:
a toolkit for school leadership
Masterclass: Empowering Leaders

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?
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.
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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VALUES-BASED LEADERSHIP IN SCHOOLS

From CIRCLE’s Experience … A Values Framework for 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”

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1. **Authenticity**: acknowledging truth “For real”

Reflection on Leadership Fundamentals
Leadership through values & relationships, authenticity, transformation, sustainability, service
Leadership in Action

- **Be an active leader.** Demonstrate the character, competence, drive and passion for responsibility to lead by example. Enact suitable, practical and sustainable leadership principles to meet team, task and individual needs and goals.

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

• **Develop a range of leadership styles.** Use a variety of appropriate and personal styles to support the achievement of desired outcomes. Motivate and engage team members effectively.

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

• **Build the right team culture.** Demonstrate team values and cultivate the right team attitude. Create a team culture that supports the desired ethos and enables the preferred strategy.

How do I rate myself?

1 = Below expectation  2 = Meets expectation  3 = Above expectation
REFLECTION ON LEADERSHIP FUNDAMENTALS

Discipline

• **Be disciplined.** Model high standards of personal and professional discipline, especially in the face of adversity. Enhance team members’ self-discipline and collective discipline to achieve high standards.

How do I rate myself?

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

- **Use far-sighted vision and clear goals.** Set direction, build the team and design its supporting structures. Translate vision into action through positive leadership that continually interpreting, reviewing and reinforcing the team vision.

How do I rate myself?

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

• **Communicate well and often.** Use a wide variety of effective communication to motivate, influence and direct the team. Align the team and community to the desired vision, promote the team’s credibility, and enhance the viability of achieving the team’s goals.

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
Problem-Solving and Decision-Making

- **Solve problems and make decisions.** Equip yourself with a range of appropriate decision-making models that help you to make timely decisions that meet the desired object and successfully manage the stress and risk associated with the decision. Ensure that you consult team members appropriately in making decisions.

How do I rate myself?

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

- **Resolve conflict.** Develop expertise in using different methods to resolve conflict. Use suitable techniques to bring individuals and groups to short-term agreement and improve long-term working relationships.

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
REFLECTION ON LEADERSHIP FUNDAMENTALS

Understanding and Managing Change

• **Understand and harness change.** Bring about change in an intentional, goal-oriented and purposeful way. Employ effective processes and strategies to overcome resistance, enhance learning and maintain team cohesiveness.

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
REFLECTION ON LEADERSHIP FUNDAMENTALS

The CIRCLE Leadership Capability Framework

Add up your scores and divide by 9. How did you rate yourself?

How might you use this to think about your leadership and learning?

How did you feel doing this exercise?
2. **Transformation**: enabling change “For change”

Reflection on Transforming Leadership
1. **Emotional capital**: I can capture the energy and imagination of the people inside and around the school and move this energy forward to create new value.

2. **Adult learning**: I lead with the heart first and then the head.

3. **Future focus**: I can encourage others to leap into the future, who help them overcome natural fears, and expand the leadership capacity in the school.

4. **Effective leadership**: I spend my time doing the core tasks and build my approach around the essential leadership characteristics.

5. **Opportunity leadership**: I know how to respond to challenge positively.

6. **Right drivers**: I focus on capability over accountability, pedagogy over ICT, teamwork over individuality, and systemic over piecemeal reform.

7. **Personal commitment to change**: I believe in finding new and better ways of doing things, accepting greater levels of responsibility, and understanding the implicit need for decision-making, risk management and distributed leadership.

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A feeling for people, a feeling for change

Today, you and your business are competing on the basis of emotion and imagination. Your task is to capture the energy and imagination of the people inside and around your business and move this energy forward to create wealth in the fullest sense of the word.

It takes real emotional strength to lead. While becoming an emotional capitalist isn’t easy, being intelligent about your emotions is critical to your success as a leader. Your personal level of emotional capitalism will determine your capacity to inspire or demoralise others.

– Martyn Newman, Emotional Capitalists
   The New Leaders, John Wiley & Sons Australia, 2007
LEADERSHIP FOR CHANGE IN SCHOOLS

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
As an observer of life in organizations, I think I can say with some authority that people who are making an effort to embrace the future are a happier lot than those who are clinging to the past. That is not to say that learning how to become part of the twenty-first century enterprise is easy. But people who are attempting to grow, to become more comfortable with change, to develop leadership skills – these men and women are typically driven by a sense that they are doing what is right for themselves, their families and their organizations. That sense of purpose spurs them on and inspires them during rough periods.

And those people at the top of enterprises today, who encourage others to leap into the future, who help them overcome natural fears, and who thus expand the leadership capacity in their organizations – these people provide a profoundly important service for the entire human community. We need more of these people. And we will get them.
Effective 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
LEADERSHIP FOR CHANGE IN SCHOOLS

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

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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.

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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 judgments, managing risk and allowing freedom of action by team members
1. **Emotional capital**: I can capture the energy and imagination of the people inside and around the school and move this energy forward to create new value.

2. **Adult learning**: I lead with the heart first and then the head.

3. **Future focus**: I can encourage others to leap into the future, who help them overcome natural fears, and expand the leadership capacity in the school.

4. **Effective leadership**: I spend my time doing the core tasks and build my approach around the essential leadership characteristics.

5. **Opportunity leadership**: I know how to respond to challenge positively.

6. **Right drivers**: I focus on capability over accountability, pedagogy over ICT, teamwork over individuality, and systemic over piecemeal reform.

7. **Personal commitment to change**: I believe in finding new and better ways of doing things, accepting greater levels of responsibility, and understanding the implicit need for decision-making, risk management and distributed leadership.
REFLECTION ON TRANSFORMING LEADERSHIP IN SCHOOLS

1. Emotional capital: I can capture the energy and imagination of the people inside and around the school and move this energy forward to create new value.

2. Adult learning: I lead with the heart first and then the head.

3. Future focus: I can encourage others to leap into the future, and can help them overcome natural fears, and expand the leadership capacity in the school.

4. Effective leadership: I spend my time doing the core tasks and build my approach around the essential leadership characteristics.

5. Opportunity leadership: I know how to respond to challenge positively.

6. Right drivers: I focus on capability over accountability, pedagogy over ICT, teamwork over individuality, and systemic over piecemeal reform.

7. Personal commitment to change: I believe in finding new and better ways of doing things, accepting greater levels of responsibility, and understanding the implicit need for decision-making, risk management and distributed leadership.

How do I rate my leadership in each of these?

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

CIRCLE’S PRINCIPLES OF TRANSFORMING LEADERSHIP

Add up your scores and divide by 7. How did you rate yourself?

What’s working well? What needs attention?
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
3. **Sustainability**: nurturing the team and protecting resources “For life”

Leadership of Learning and Character
Who Am I? Learning Values That Equip

- **Hope**: Inspiring learners by mandating and maintaining a positive tone and attitude
- **Care**: Displaying an enthusiasm for excellence by striving for better outcomes for more learners
- **Research**: Cultivating a disposition for investigation by identifying and responding to evidence
- **Review**: Seeking continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
- **Creativity**: Promoting innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

Where Do I Fit In? A Curriculum of Empowerment

- **Language**: Developing shared culture and practice with a consistent vocabulary for learning
- **Structure**: Aligning ends, means and intentions through backwards design of learning
- **Flexibility**: Progressing learners through clear, logical and adaptable curriculum structures and matrices
- **Evaluation**: Recognising how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
- **Challenge**: Challenging learners to grow by coaching for achievement and success

How Can I Best Serve Others? A Pedagogy of Engagement

- **Context**: Teaching learners as they present in the right environment
- **Motivation**: Encouraging discipline and commitment by boosting mastery, autonomy and purpose
- **Personalisation**: Enhancing individuals by respecting and responding to difference
- **Inquiry**: Consolidating meaning by asking the right questions and providing the right tools to answer them
- **Capability**: Building confidence and competence by strengthening knowledge, capacity, understanding and process
Who Am I? Learning Values That Equip

- **Hope**: I inspire learners by mandating and maintaining a positive tone and attitude
- **Care**: I display an enthusiasm for excellence by striving for better outcomes for more learners
- **Research**: I cultivate a disposition for investigation by identifying and responding to evidence
- **Review**: I seek continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
- **Creativity**: I promote innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
Language: I develop a shared culture and practice with a consistent vocabulary for learning
Structure: I align ends, means and intentions through backwards design of learning
Flexibility: I support progressing learners through clear, logical and adaptable curriculum structures and matrices
Evaluation: I recognise how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
Challenge: I challenge learners to grow by coaching for achievement and success

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
How Can I Best Serve Others? A Pedagogy of Engagement

• **Context**: I support teaching learners as they present in the right environment
• **Motivation**: I encourage discipline and commitment by boosting mastery, autonomy and purpose
• **Personalisation**: I seek to enhance individuals by respecting and responding to difference
• **Inquiry**: I try to consolidate meaning by asking the right questions and providing the right tools to answer them
• **Capability**: I build confidence and competence by strengthening knowledge, capacity, understanding and process

How do I rate myself?

1 = Below expectation 2 = Meets expectation 3 = Above expectation
REFLECTION ON LEADERSHIP OF LEARNING

1 Who Am I? Learning Values That Equip
   - Hope
   - Care
   - Research
   - Review
   - Creativity

2 Where Do I Fit In? A Curriculum of Empowerment
   - Language
   - Structure
   - Flexibility
   - Evaluation
   - Challenge

3 How Can I Best Serve Others? A Pedagogy of Engagement
   - Context
   - Motivation
   - Personalisation
   - Inquiry
   - Capability

The CIRCLE Learning Framework

Add up your scores and divide by 3. How did you rate yourself?

How might you use this to think about your leadership and learning?

How did you feel doing this exercise?

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| 1 | CLARITY & CONNECTION | Intentional, aspirational & practical core values provide concrete direction for the school |
| 2 | CONSENSUS | Without resilient consensus, the community may be constantly challenged by conflicting goals & hidden assumptions |
| 3 | CONSISTENCY | Strengthen consistency by setting standards, supporting & monitoring expectations and holding everyone accountable |
| 4 | COMMUNITY OF PRACTICE | Character education can take place in a formal curriculum as well as informally in activities |
| 5 | COMMUNICATION & REPORTING | Ensure operations of character education are communicated & translated into the daily teaching and learning |
| 6 | OUTCOMES FOR STUDENTS | Unlock the defensive default position & establish outcomes appropriate to the situation & to the focus for learning |
| 7 | OUTCOMES FOR PROGRAMS | Academic departments - assert the importance of character education in the curriculum & pedagogy. |
REFLECTION ON LEADERSHIP FOR CHARACTER

1. Do I provide clarity about our values and direction?
2. Can I build a resilient consensus?
3. Do I set consistent standards?
4. Do I build a community of formal and informal practice?
5. Do I ensure a high level of communication and reporting on character?
6. Can I establish clear preferred student character education outcomes?
7. Can I establish clear preferred character education program outcomes?

How do I rate my leadership in each of these?

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

CIRCLE’S STANDARDS FOR CHARACTER EDUCATION

Add up your scores and divide by 7. How did you rate yourself?

What’s working well? What needs attention?
4. **Service**: serving others first “For others”

Reflection on Leadership of Professional Learning and Growing Others
LEARNING CULTURE NEEDS

- **Student engagement**: Promote student engagement with a focus on attendance, motivation, self-belief, a disposition to learning, perseverance, problem-solving and performance, enhanced by positive student-teacher relationships, equitable distribution of resources and less stratification of students.

- **Teacher partnership in reform**: Enable a relentless, practical focus on learning, and a strong culture of teacher openness, research and learning.

- **Professional learning**: Implement formal induction, feedback, professional development and mentoring systems for all levels of teachers with systems that are primarily focused on improving student outcomes.

- **Positive teaching climate**: Promote teacher involvement in decision-making, the use of active teaching practice, teacher cooperation and collaboration, and opportunities to improve teachers’ classroom management.

- **Value-added educational measures**: Track educational performance and provide the technology that empowers this as a key focus of strategies to improve instruction and programs.

- **Distributed instructional leadership**: Prepare teachers to enter school leadership through formal training programs and support distributed school leadership and instructional leadership, especially in building school professional learning plans, identifying and implementing essential outcomes for all students, holding students, staff and parents accountable for outcomes, encouraging and coaching teachers to use teaching strategies that improve educational outcomes for all students and assessing student progress in important areas.

- **Improved accountability**: Augment cultural change with increasing trend towards regulation in terms of teacher qualifications, professional standards, conduct and behaviour.


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TECHNOLOGY-DRIVEN EDUCATIONAL NEEDS

- Education paradigms are shifting internationally to include online learning, hybrid learning and collaborative models, social media is increasing its presence in all aspects of society.

- The abundance of resources and relationships available because of new technologies is compelling a fundamental rethink of the role of educators, while openness as a concept and an expectation is changing perceptions of how education should function.

- Significant challenges to education include the increasing importance of ongoing professional learning of staff, the constraining impact of institutional culture on adoption of new technologies, the challenge to traditional educational modes and institutions offered through technology as alternative sources of education, the requirement to blend formal and informal modes of learning K-12 and the inadequacy of current technologies to meet expectations relating to personalisation of learning.

- Specific technologies include cloud computing, mobile technology and the use of student-specific data to customise curricula and resources as a near horizon focus, learning analytics and open content as a mid-horizon focus, and 3D printing and virtual laboratories as far-term horizons, while Bring Your Own Device (BYOD) is fast becoming the preferred model for facilitation of devices and therefore requiring shifts in attitudes to access and permissibility of smartphone technology.

NMC Horizons (2014)
10 IMPLICATIONS FOR TEACHING, LEARNING AND LEADING IN 21C SCHOOLS

1. The values set for 21C education draws on tradition and is sharpened by our contemporary circumstances
2. All aspects of 21C schooling need to be both aligned and personalised
3. The leading schools of the world have a clear vision for learning and graduate outcomes
4. Educational research across the world points to teacher performance as the key to achieving graduate outcomes
5. The best teaching is that which works to improve more outcomes for learners within a learning culture that is enriched by reflection and inquiry
6. The disposition and habits of the best teachers are based on professional self-efficacy and adaptive expertise
7. We can help teachers to become better with an effective coaching and goal-setting process
8. Teaching operates in a society that is more open, informed by data at all levels and technologically rich
9. The ongoing pattern of change and renewal that we see in schools needs to predict rather than respond to that which we see in society
10. Educational leadership works best when it attends to deliberate, targeted and intentional strategy that builds the right culture for a learning community that leads its society

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REFLECTION ON LEADERSHIP OF PROFESSIONAL LEARNING

1. Do I do it properly?
2. Can I capture people’s hearts?
3. Do I measure what we do?
4. Do I centralise PL through a single internal agency?
5. Do I take enough time to get it right?
6. Do I work from my knowledge of the staff and the school?
7. Do I coach for personal and collegial success?

How do I rate my leadership in each of these?

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

CIRCLE’S PRINCIPLES OF LEADERSHIP OF PROFESSIONAL LEARNING

Add up your scores and divide by 7. How did you rate yourself?

What’s working well? What needs attention?
CIRCLE’S PRINCIPLES OF LEADERSHIP FOR GROWING OTHERS

Five ways to think about building capacity to obtain better outcomes for more learners

1. **Who**: Use an inside-out approach to equip for strong character, empower within context, enable by enhancing capability

2. **Why**: Understand and apply what actually works in developing others, not just replicate what has “always” been done

3. **What**: Build a culture of research and development by encouraging centres for professional learning and innovation

4. **When**: Move people on a continuum from unconscious incompetence to conscious competence

5. **How**: Use a framework of domains and criteria within a cycle of continuous improvement to set goals and encourage growth
REFLECTION ON LEADERSHIP BY GROWING OTHERS

1. Do I use an inside-out approach to equip for strong character, empower within context, enable by enhancing capability?
2. Can I understand and apply what actually works in developing others, not just replicate what has “always” been done?
3. Do I build a culture of research and development by encouraging and contributing to a centre for professional learning and innovation?
4. Do I move people on a continuum from unconscious incompetence to conscious competence?
5. Do I use a framework of domains and criteria within a cycle of continuous improvement to set goals and encourage growth?

How do I rate my leadership in each of these?

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

CIRCLE’S PRINCIPLES OF LEADERSHIP FOR GROWING OTHERS

Add up your scores and divide by 5. How did you rate yourself?

What’s working well? What needs attention?

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Final reflections

1. What do you think about the major ideas that you have considered in this masterclass?
2. How do you feel about these ideas?
3. Which do you feel more comfortable with – the head or the heart?
4. How well do you deal with the need for patience?
5. How well do you manage (as opposed to avoid) risk?
6. What can you do to diminish a culture of immunity to change in your school?
7. What other examples of barriers to school improvement have you seen in your careers?
8. What can you do to discourage them in your school?
9. What professional learning do you need to equip yourself to lead your school in bringing about a fit for purpose learning culture?
10. What goals will you set yourself to grow your own leadership capacity to achieve this?
OUR NARRATIVE

A synthesis of international research and findings from the consultancy practice of CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education

INTRODUCTION SESSION: Setting the context for school leadership and strategy
1 SESSION 1: Leading through communication and vision
2 SESSION 2: Leading through relationship
INTERMISSION SESSION: Reflecting on great leadership in fit for purpose 21C schools
3 Session 3: Leading through initiative
CONCLUDING SESSION: A toolkit for school leadership
   a. Authenticity: acknowledging truth “For real”
      • Reflection on Leadership Fundamentals
   b. Transformation: enabling change “For change”
      • Reflection on Transforming Leadership
   c. Sustainability: nurturing the team and protecting resources “For life”
      • Reflection on Leadership of Learning and Character
   d. Service: serving others first “For others”
      • Reflection on Leadership of Professional Learning and Growing Others
REFLECTIONS ON LEADERSHIP

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
Do you have other questions? Do you want to know more?

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