

First Time Principals
Residential, October 2009

Leading with Integrity

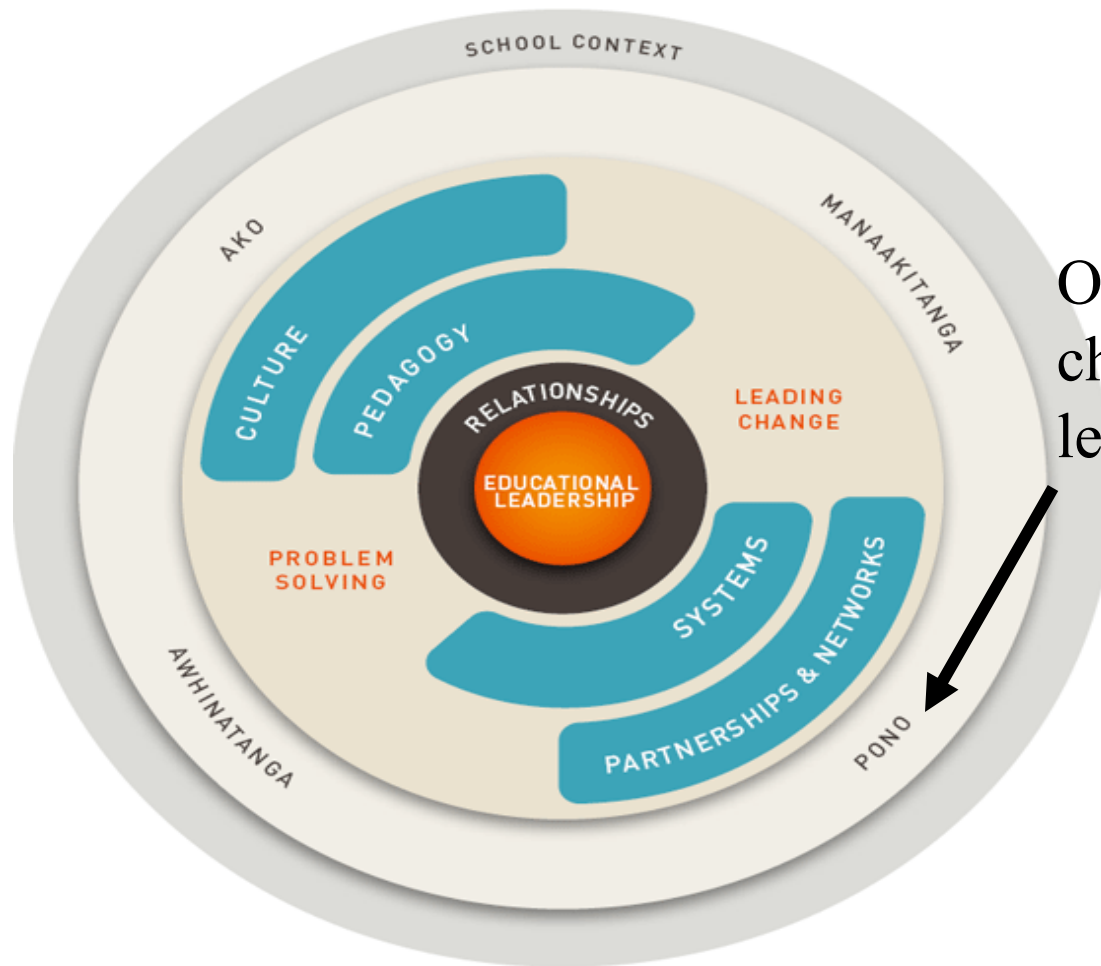
October 2009
Bendall

Margaret

This session's (modest) objectives

- To understand the concept of integrity in the framework of the Kiwi Leadership for Principals document
- To explore the concept in action, in leadership behaviours
- To explore the related need for principals to monitor and attend to their well-being

Kiwi Leadership for Principals; Educational Leadership Model



One characteristic of leadership



Pono - te reo Maori

- The richness of the word - in the KLP, described as “self belief which helps principals to lead with integrity and conviction”
- Focus on the first three paragraphs of the KLP text; write down some of the multiple links between the shades of meaning of *pono*, in Maori (see resource sheet) and the thinking encapsulated in the discussion of *pono*, in the KLP

This session's (modest) objectives

- To understand the concept of integrity in the framework of the Kiwi Leadership for Principals document
- To explore the concept in action, in leadership behaviours
- To explore the related need for principals to monitor and attend to their well-being

Purposeful educational leadership; leadership that impacts on improving student learning by ...

1. Establishing goals and expectations
2. Resourcing strategically
3. Planning, co-ordinating and evaluating teaching and the curriculum
4. Promoting and participating in teacher learning and development (*twice the effect*)
5. Ensuring an orderly and supportive environment
6. Creating educationally powerful connections
7. Engaging in constructive problem talk
8. Selecting, developing and using smart tools

Best Evidence Synthesis Leadership (pre publication)
Robinson et al

Group work: from qualities/characteristics to behaviours

- Select a specific characteristic (an aspect of the quality) of pono, from the work to date, and brainstorm as a group some **behaviours** that would reflect this characteristic (as fast as possible; 10 mins!)

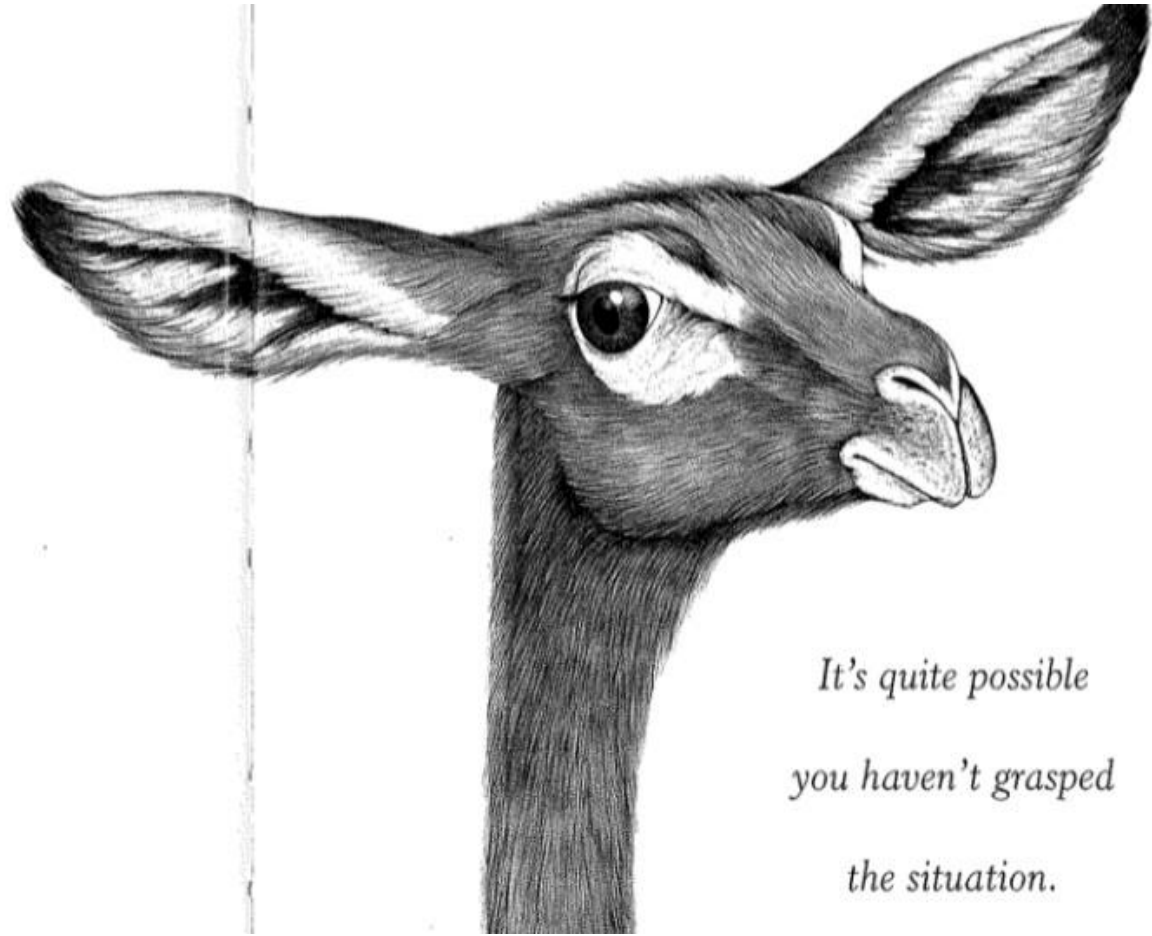


This session's (modest) objectives

- To understand the concept of integrity in the framework of the Kiwi Leadership for Principals document
- To explore the concept in action, in leadership behaviours
- To explore the related need for principals to monitor and attend to their well-being

If

*you can keep
your head when
all about you
are losing theirs -*



*It's quite possible
you haven't grasped
the situation.*

Jane Seabrook: *Furry Logic*

Well Being: what you know already.

Use your reflection sheets for this section

- Re-read the last paragraph of *pono* in the KLP
- Each describe quickly one strategy you use to maintain well-being - to meet your “own professional and personal needs”
- Choose two for sharing with the whole group

Well-being: manage cognitive overload (for yourself and others)

- Develop (with others in the leadership team, or colleagues) big pictures (sometimes literally) that make connections between multiple requirements of your school (for staff, the Board). For example:
 - how do key documents like the NZC, Kiwi Leadership for Principals and Ka Hikitia fit together?
 - how can our goal setting be more focused and integrated: appraisal goals, strategic and annual goals, ERO focus ...

What are the key ideas we need to understand (eg NZC) Charter and school curriculum?

Making meaning; key ideas that clarify direction/purpose

The NZC: ***Requirements for Board of Trustees***

... through the principal and staff, develop and implement a curriculum Years 1-13 that is

- underpinned by and consistent with the ***principles***
- in which the ***values*** are encouraged and modelled and explored by students,
- that supports students to develop the ***competencies*** ...

and see the rest of this statement; page 44 NZC

Making meaning, clarifying their purpose for your people's well-being

- Know your moral purpose; your values. Talk about this moral purpose often: expectations (Robinson) of the whole organisation, monitored
- “Infectious optimism” - and remember Aitken quoting Popper
- Julia Atkin: transparently make decisions, prioritise against and work according to your values - trust in your integrity (Robinson)
- Be a “headteacher” (Aitken and Robinson)

Moral purpose?

- “What the best and wisest parent wants for his or her own child that must be what the community wants for all its children. Any other ideal is narrow and unlovely; acted upon, it destroys democracy”. *Dewey*
- “All that is valuable in human society depends upon the opportunity for development accorded the individual”. *Albert Einstein*

Making meaning, making order, making time

- The one diary that makes sense of your whole life, rather than fragments it; put in your own time as an appointment
- The red book ...and the morning without email
- Being visible (little and often and scheduled)
- “Knowing what to do when you don’t know what to do”
- Planning with others, using inquiry - taking time to do important things well

I am not tense.

Just terribly, terribly alert.



Jane Seabrook: *Furry Logic*

Physical well-being

- “Dr Stress” (Dr John McEwen)

Exercise, doing things for others, abdominal breathing, sun on your face in the morning or evening, laughter, home coming rituals, that special place

- Know what works for you and put regular time for that in your diary

You are always watched ...

- ***You must be the change you want to see in the world*** (Gandhi)
- See Robinson - being trustworthy (relational trust), be a learner, talk learning, support learning (Aitken)
- Integrity (Robinson: walking the talk, eg “looking after the whole in the face of the lobby for the specific”, transparently making decisions in the best interests of the whole
- So - quietly but insistently, and methodically, take care of yourself (no-one else can).