

Connecting Leaders

Focusing on contemporary pedagogical practices in Change, Sustainability, Inclusiveness and Diversity

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This is my story.

The story of my struggle, trials, tribulations and triumphs in setting up four schools in two different states of India, starting from scratch and bringing them to a point wherein differences in the social milieu, linguistic, economic and cultural diversity do not matter.

I have always believed that the Principal or the leader is able to create an ambience and establish a structure that evokes the leadership quality of others in the community through pedagogical practices to contribute towards sustaining the shared vision, goal and purpose.

I also believe that the Principal or the leader is the central agent in laying the foundation of a culture and ethos in which learning community might grow and flourish and be considered as the “keeper of the vision” in terms of maintaining the direction of the school towards continual growth, and takes the responsibility of ensuring conditions in which respect and trust have the highest value and teachers are empowered to play an important role and share the leadership.

The leader needs to be farsighted, aware and have absolute readiness to accept, adapt and evolve with the changes. Schools of the future will be technology driven and this shift requires the leader’s readiness with vision, foresightedness and proactive capacity-building for the change.

I believe in creating a work culture where each individual feels valued, appreciated and acknowledged for their efforts; where they are given the freedom to make decisions and take ownership.

“Inclusion does not only mean physical proximity, but each individual intentionally planning for everyone’s success.” I believe that a leader of an inclusive school creates and supports activities for inclusive practices under a few salient arenas.

The envisioned shifting of roles for educators in order to promote greater collaboration between special and mainstream educators includes:

1. Engaging institutional norms and inertia
2. Developing practices as planned organization wide reform
3. Aligning structure with purpose
4. Planning for teacher capacity and professional development
5. Sustaining commitment to risk innovation and learning

India is a country with diverse culture, languages, religion and ethnicity; hence it’s imperative for leaders to respect this diversity and lead by accepting and respecting each one in the institution. Leaders should have complete understanding of this diversity and lead by setting an example to others.

Creating the future through an international understanding of Ethical Leadership

Dr Peter Kent¹

¹*Icp, Clifton Road, Rugby, United Kingdom*

The Ethical Leadership Commission in the United Kingdom, made up of school leaders, policy makers and other stakeholder groups, has just published its final report, after two years of hearing evidence. Rather than offering a kitemark to promote ethical behaviour, the commission has put forward a framework for ethical leadership, briefly summarised below:

Selflessness Acting solely in the interest of children and young people.

Integrity Leaders should avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before taking decisions, they must resolve openly any perceived conflict of interest and relationships.

Objectivity Taking decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should exercise judgement and analysis for the good of children and young people.

Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty School and college leaders should be truthful.

Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs.

The workshop will briefly discuss the key elements of each part of the framework, before concentrating on how this UK based framework can be translated into an international context.

The three central questions for discussion will be:

- a. Can ethical leadership be explored across nations, or is context all?
- b. What might an ICP version of the ethical framework look like?
- c. How can ethical leadership best be promoted?

Ethical leadership is one of three pillars of ICP's strategic plan. As one colleague remarked 'ethical leadership is easy, just do the right thing. The trouble is, how do you know what the right thing is?' The aim of the seminar is to take the next steps in developing a routemap that helps us 'do the right thing' in the interests of the young people that we serve.

How to Realize the Dream of Online Learning for Principals: Lessons Learned!

Robert Albert Jackson¹, Dr. Andy Scott¹, Mr. Alfred Okello¹

¹*International School Leadership (Ontario Principals' Council), Toronto, Canada*

Introduction

On April 1, 2019, International School Leadership initiated a pilot online learning program for a group of African school principals who volunteered. The program was a well-established online course “Leadership for School Improvement” that is part of a certificate program and has been delivered online to school leaders from over 45 countries during a seven-year period.

The intent of the pilot program is to comprehend the challenges and opportunities of online learning from a variety of perspectives: infrastructure, learning management system, requisite technical skills, course structure and delivery method, applicability of content, impact, instructor qualities, training needs assessment and collaboration across political and cultural boundaries.

The research will lead to establishment of standards for the effective delivery of online professional learning.

Outcomes for the Presentation

School leaders who attend the presentation will:

- develop a deeper understanding of the challenges and opportunities with online learning
- understand clear standards that can be applied in the evaluation various online learning opportunities
- appreciate how online learning supports global professional collaboration
- understand contextualization of content of the online course to different situations
- explore one internationally recognized learning management system and review the content of the pilot course, and
- reflect on and share their personal challenges with online learning, thereby adding further data and validating the findings of the pilot.

Utilising the Student Experience of Learning and Teaching (SELT) to Respond to Student Learning Needs in Secondary Schools

Dr Paul Hine¹

¹*St Ignatius' College, Riverview, Lane Cove, Australia*

One of the most significant changes in the landscape of education over recent years is the democratisation of the teaching and learning process. Once the preserve of educational administrators in universities and schools, this has filtered down to classrooms where teachers and students participate regularly and meaningfully in shaping the learning environment. Thousands of studies have been conducted in universities across the world associated with the statistical validity and efficacy of student evaluations of teaching and learning via University-Student Evaluation of Teaching (U-SETs), but there has been a paucity of attention, research and development at the school level. This study developed a new instrument – the Student Experience of Learning and Teaching (SELT), which incorporates five scales relevant for the secondary school setting – Learning, Knowledge, Participation, Management and Assessment. The instrument was administered to a sample cohort of 1,741 students in 156 classes in Years 7, 8 and 10 to provide accurate and immediate feedback to teachers. Factor analysis of the instrument demonstrated support for the a priori 5-factor structure, and Cronbach's Alpha coefficient was used with each scale reporting good reliability. Thus, the instrument holds statistical validity and coherence. SELT data revealed that there were significant differences in classroom experiences, both within the same subject and across different subjects, and, that discussions between teachers and Heads of Faculty hold the potential to improve learning environments through measured intervention. Integral to the data, the analytics associated with it and effective use of the data, is a policy platform to ensure that teachers are supported and developed in their practice, rather than the object of performance management when discordant profiles are registered. This instrument and the data elicited from it has wide applicability for secondary schools, based upon scales and items that are believed to have relevance in every learning context.

UNLOCK YOUR AUTHENTIC PERSONAL POWER: a neuroscience perspective on leadership.

Dr Melodie de Jager¹

¹*Mind Moves Institute, South Africa*

Successful leadership is personal. You have to be authentic to be successful. Authenticity is amongst others influenced by genetics, life experiences and the choices you've made or failed to make. At the Mind Moves Institute, Johannesburg we have found that the interplay between these three factors tend to compound over time and become hard wired in your brain and body as basic programming that underpins your leadership.

This 'basic programming' may be perceived as default behaviour and why not all leaders lead in the same way. It is what makes you unique. Hence some leadership skills and qualities may come to you naturally, for example to plan, delegate and budget, while public speaking may be a stressor. Or, public speaking, people management and innovative problem solving may be your core competencies, while administration, spelling and budgets may be stressors. Your basic programming may be the reason why you approach a child, a teacher and a parent as a who and not a what and why being caring and understanding makes leading more fulfilling, but complex.

You are not a victim of your basic programming. Human programming is called neuroscience and due to neuroplasticity can be pruned and expanded through reflection and moulding to acquire additional skills and dissolve stress.

This session would enable you to –

- reflect on your genetics, life experiences, choices and the interplay between them
- appreciate where you came from and what shaped your brain structures, feelings and thoughts that brought you to this moment in time as a leader
- take a step closer to authentic leadership
- identify your unique stress profile and how to harness neuroscience principals to dissolve stress
- offer movement based self-management tools to unleash your authentic personal power.

This interactive, evidence based presentation/workshop will underline why Malloy says: 'It's no longer about the survival of the fittest, it is about the survival of the fitter' - the leader who can adapt to fit, while staying authentic.

Coaching Leadership: a transformative approach to the growth and development of leaders for the future

Dr Lesley Murrphy¹, Ms Urs Cunningham¹

¹*Amesbury School, Wellington, New Zealand*

Leadership development in schools can be a murky business, at best. In education, we understand the need to work with others in ways that will grow and develop their leadership capacity, but we tend to throw a range of learning opportunities at them and hope that something will stick. A two year, school-led, professional learning project at Amesbury School, Wellington, New Zealand, funded by the country's Ministry of Education, which focused on developing the capacity of leaders to work with teachers in transformative ways to improve outcomes for students, showed that it is possible to be more targeted and deliberate in our approach to the growth and development of leaders.

This Coaching Leadership project showed significantly improved outcomes for students, teachers, the learning culture of the school and considerable growth and development in the leaders themselves. A further significant outcome of this multifaceted, multi-layered Coaching Leadership approach was the emergence (through the analysis of key narratives collected through six-monthly, semi-structured interviews-as-conversations with the project's participants) of a framework of characteristics across four phases which was then used to identify, measure and facilitate each participants' ongoing leadership growth and development – enabling a more targeted and deliberate approach to leadership development; but also enabling the leaders themselves to become insiders in, and agents of, their own leadership development.

Amesbury School Principal, Dr Lesley Murrphy, and Associate Principal, Urs Cunningham, will share their findings from the project but will also describe how the project has expanded, strengthened, diversified and personalised leadership development pathways in the school. Now every teacher is a leader and every person in the school can grow and develop as a leader for the future.

DEVELOPING LEADERSHIP CAPACITY, RENEWING ENTHUSIASM FOR THE ROLE

Dr. (Mrs.) Indu Khetarpal¹

¹*Salwan Public School, New Delhi, India*

I am a teacher by choice. I studied under the patronage of educationists, who helped me develop my leadership capacity and I moved ahead. I set up Salwan Public School, Gurugram in 1997. When I left, in 2013, 13 teachers had got jobs either as Principals, Vice Principals and some had set up their own institutions.

I was asked to lead the flagship school of the Salwan Education Trust In 2013. I faced the biggest challenge of my career. I observed that the senior teachers, the respective heads, had their own domain and I could do nothing, much as it was an intrusion. I accepted and managed as best as I could. Time moved on. The three leadership positions (Vice Principal, Middle Wing Coordinator, Primary Head) moved to other sister schools and I was left with no experienced hand. The six senior most teachers who applied for the post of Vice Principal were interviewed. The senior most teacher was selected as Vice Principal. To nurture talent and capacity building and nurturing, I formed a super six team of these potential teachers as leaders. They were given them different positions, empowered them and that is how my journey of developing leadership capacity, renewing enthusiasm for the role began.

I was working with the minds that had been set. I had to change the culture of the school to make it more progressive. The leader has to lead by following four Leadership characteristics of the leadership theory:

1. Classical : You instruct and the followers learn.
2. Transactional : It is based on Leader Mentor Theory; and based on interpersonal skills.
3. Visionary: Leader who inspires, Leads and facilitates the way.
4. Organic: There is mutual sense making within the group. Leaders emerge rather than be formally appointed. Leaders serve the community that they lead.

Continuous teacher's training and orientation is an important instrument for quality education.

The paper discusses, 'Does school leadership matter for students learning'? Leadership for learning (LFL) constitutes the core focus in the context of school education for which all other types of leadership perspectives, practices, styles, behaviours, processes, concepts and theories are reflected upon.

The future of education is invest in yourself, in your profession and in global citizenship contributing to the future of mankind on this planet Earth.

Well-Being as the Future Focus of Schooling

Dr. Jennifer Moore¹

¹*Depaul University, Chicago, United States*

Description: Participants will learn about the terrible consequences of the current schooling paradigm that focuses solely on students' academic achievements. They will learn an alternative way of thinking about how schools can support the healthy development of both children and adults. The goal of the well-being wheel framework is for both children and adults to feel strong and competent in different areas of well-being in order to help make the world a better place for everyone. Participants will learn how to collaborate with their community to create a positive, proactive culture of well-being for children and staff.

Session rationale: This session is essential because schools need to move from being places where teachers and students are stressed to places where people are excited to engage in lifelong learning that helps them flourish as individuals and a community. The well-being wheel is a tool that makes the principal's job more efficient because it provides a framework to support the targeted development of the whole child and teacher, giving principals a way to organize the development of the school community.

Outcomes of the session: Participants will leave this workshop with: 1) an awareness of a new, holistic way of thinking about school change; 2) an awareness of their individual and organizational well-being; and 3) practices they can share with their communities to enhance individual and organizational well-being.

Format: The format and flow of the workshop are based on Kolb's Learning Cycle, because it is imperative to attend to the learning process of adults. Participants will engage in a concrete learning experience with the well-being wheel and its seven dimensions (social, emotional, cognitive, environmental, spiritual, physical and financial), then reflect on their experiences, abstractly conceptualize well-being in their unique school settings, and finally develop an action plan to implement upon returning to their schools.

Participants will receive a workbook they will use during this session that contains all of the resources they need to engage in the following work:

- Participants envision flourishing in schools
- Participants learn about the well-being wheel
- Participants reflect on the application of the well-being wheel to their own contexts
- Participants plan how to increase their own individual and organizational well-being

Empowered Leaders Creating the Future

Mrs Corinna Robertson^{1,2}, Mrs Margaret Charlton^{1,2}

¹NSW Primary Principals Association, Sydney, Australia, ²NSW Department of Education, Macquarie Park, Australia

Reason for writing

The NSW Primary Principal Associations (NSWPPA) stated vision is “to lead, support, advocate for and empower school leaders to facilitate student success.” This association represents 1800 school leaders from diverse settings including: Metropolitan, Rural and Remote and Specific Purpose. The PPA pursues this vision stridently and to great effect, working closely with the NSW Department of Education, highly regarded international experts and key academic partners to achieve impact on leadership development.

To this end, the PPA has co-designed and delivered world class, evidence informed, future focused leadership programs to develop school leaders at every career stage, from aspirant to highly experienced and effective practitioners.

The NSW PPA Principal Credential program is recognised for its rigor and impact on leader, teacher and student learning in international research publications, and was recently showcased at uLead 2018 - The Summit of Educational Leadership: Agile Leadership, Banff, Canada (uLEAD, 2018).

Problem

With school leadership “second only to classroom teaching as an influence on pupil learning” (Leithwood et al, 2006) and the looming retirement of three out of four current principals, it is critical to develop “a strong pool of high performing, passionate school leaders who have the capability to exercise the structural autonomy they are provided with” (Gonski 2.0) in order to lift student outcomes.

NSW Department of Education key reform agenda ‘Great Teaching Inspired Learning (2013) stated:

“New school leadership credentials would be developed to support the preparation of high quality credentials to support the development of leadership”

The NSW PPA undertook the challenge for designing a model of leadership learning.

Methodology

The design of the Principal Credential is an evidence informed innovative approach to professional learning which is:

- Framed by the Australian Professional Standard for Principals
- Aligned to the context and individual learning needs of participants
- Incorporates explicit and systematic learning
- Engages participants in a variety of professional learning communities including facilitators, facilitator groups, school leader teams and colleagues pursuing similar school improvement challenges.

- Requires validation of leadership through a portfolio of evidence, performance and development plan, school leadership challenge, executive summary, capstone presentation and referee endorsement.

Results

Data as at February 2017, 68% of participants promoted to principal positions through merit selection within 18 months of validation.

Implications

Validated participants have demonstrated innovation and the capacity to successfully lead and manage change with significant impact on teacher and student learning outcomes.

THE FLOURISH MOVEMENT From “Coping” to “Flourishing” – How The Flourish Movement Is Improving The Mental Health and Wellbeing of Principals.

Mr Bob Willetts¹

¹*New South Wales Primary Principals' Association, Berry, Australia*

A range of evidence shows that the demands on principals have risen exponentially in recent years, and the increasing demands are having a negative impact on their personal health and wellbeing.

Members of the New South Wales Primary Principals' Association initiated the development of a proactive health and wellbeing program specifically to meet the needs of principals.

The Flourish Movement was created by Dr Adam Fraser in collaboration with principals. It seeks to address the personal aspects of wellbeing and performance that are within our circle of control and influence.

To date over 10% of NSW Government School Principals have joined The Flourish Movement. Research from Dr John Molineaux from Deakin University show a profound positive impact on their health, wellbeing and happiness.

The data includes

- 20% Decline in stress levels
- 22% increase in work/life balance.
- 91% increase in boundary strength (not letting work affect family)
- 47% increase in the believe that “My personal time is my own”
- 15% increase in rating “My life is ideal”
- 10% Increase in optimism.

The Flourish Movement has also been shown to have significant impact on productivity, performance and focus on instructional leadership. Aspects of the program are specifically dedicated to controlling your environment, enhancing your workflow and productivity, as well as aligning your actions with your values. As a result the participants have shown improvements like:

- 17% decrease in the time spent on administration and compliance.
- 50% increase on time spent on strategy
- 56% Increase on time spent coaching their staff.
- 38% increase on time spent doing research.

Imagine how that data would translate into improved productivity and teaching performance across a system!

The statistics are amazing but the real impact has been shown in the powerful and deeply personal stories of how the program has enhanced the quality of people's lives, reignited their passion for education, enhanced their careers and built stronger relationships.

In this presentation Bob will share the story of The Flourish Movement and show the latest research about its evidence based impact on the health and wellbeing of Principals.

ARE YOU A FUTURE SCHOOLS LEADER?

Mr Doug Thomas¹

¹*Claremont College, Randwick, Australia*

A future school is only as strong as its leader. The demands placed on future school leaders are overwhelming. For example, schools are regarded as being the most regulated institutions in Australia today, with more pieces of legislation impacting schools than any other contemporary organisation. Research also shows that the role of the Australian Principal, is identified as one of the most stressful occupations in the nation. The average tenure of a principal in Australia is less than 5 years, so how do we equip our leaders to thrive and 'hang in there', for the benefit of their students, staff and school community.

If we want our schools to thrive in the future, and to be world-leaders in innovation, achieving excellence in student outcomes and all aspects of our operation, what are the essential qualities of leadership in the future school setting? We want the best for our students, so what is best for our leaders? As they seek to care for students and staff, how do leaders care for themselves?

This presentation will explore:

- Key characteristics of 'future school' leadership
- Recognise and understand sources of stress and potential burn-out
- provide opportunities for self reflection and personal growth
- provide a personal well-being tool-kit for school leaders
- equip and empower school leaders in their role, and to have an experience at the International Confederation of Principals Convention which will energise, encourage and affirm the significance and importance of their role, both now and moving into the future.

Educating for wellness. Too optimistic or just realistic?

Mr. Magnus Thorkelsson¹

¹*Flensburg. College, Hafnarfjörður, Iceland*

Now, at the end of the second decade of the 21st century, emotional learning, meditation, mindfulness and positive education are all the rage. In Iceland this journey began at the incentive of the Icelandic Directorate of Health ten years ago, when Flensburg College undertook the task of leading the Health enabling schools project in Iceland. Preparation began in the fall of 2009 and went official on October 1st, 2010.

The idea was to promote exercise, nourishment, mental health and a positive lifestyle. The journey since then has developed from one school being Health Enabling to a national movement of health enabling schools from kindergarden to Upper secondaries, health enabling councils and now workplaces.

Today Flensburg college still plays a leading role in this project and has moved up from the original idea, which complex as it seemed, is now a firmly based ideology in the school. Now we are funneling other ideas into the school, mindset training, mindfulness, how to change the world and why all of us matter. We run a choir, a sports academy, an arts academy and a civil action academy. We train our student union leaders in a leadership program and have developed programs for multicultural and inclusive education. Thus, we claim that we are a platform educating students to wellness, as an openly stated and actively pursued goal. The college recognizes that minding health supports educational capacities. Today Flensburg is a school with a strong support scheme, strong democratic values, for all, positive working methods and attitudes. It is also very focused on environmental issues and social sustainability.

In this workshop Mr. Thorkelsson will lead a debate to explain the revolution happening regarding these issues in Iceland. He will also offer leaders attending the ICP conference to approach the challenges we are facing.

During the debate he will deal with sustainable leadership, attraction and retention of school leaders, inclusive leadership developing leadership capacity and the challenges of leading in a technological wild west era.

He will be focusing on why a school leader must set up a school where students are trained to use growth mindset, mindfulness, seeking solutions, social awareness and global issues to prepare them to be creative and mindful on their journey. A journey full of blindspots and possibilities.

Job Crafting: how connecting our work with meaning helps us lead through diversity

Ms Angela Falkenberg¹

¹*South Australian Primary Principals Association (SAPPA), Hindmarsh, Australia*

Schools are tasked with the important job of preparing students for the future while balancing the competing demands of the now. This requires leaders to be both agile and responsive in connecting current and future needs.

Leading with agility includes connecting teacher work to personal meaning as a strategy in building a positive culture and in improving student learning. The agile leader has the responsibility to understand and utilise the strengths of staff and to create the conditions for these strengths to be used in achieving real fulfillment at work.

There are good reasons for this, a US Energy Project survey of 12000 employees in 2014 found that employees who derive meaning from their work, are three times more likely to stay with their organisations, have 1.7 times greater job satisfaction and are 1.4 times more engaged at work.

The meaning focused leader provides clarity around why we do what we do and ensures educators have effective interpersonal skills to build and maintain positive relationships with others. The de-privatised classroom places importance on educators being able to work and learn with others; a necessary skill now and into the future. The McKinsey Global Institute discussion paper Skills shift: automation and the future of the workforce May 2018 identified that the social and emotional, sometimes called “soft skills” such as advanced communication and negotiation, empathy, the ability to learn continuously, to manage others and to be adaptable will become increasingly important for educators both in the teaching of these skills and in the modelling of them.

In this session, leaders can explore 1. the question ‘what’s your why?’ and how job crafting (the way we think about our work and how we might craft it for a positive alignment with meaning) can assist in leading others and ourselves in times of diversity. 2. Learn additional strategies that create the supportive workplace culture that assists and engages staff in transformational change. These strategies were curated through my experiences in leading three diverse schools; two in low socio-economic communities; one of these a newly established school from three closing schools and staff and parents experiencing resulting uncertainty; and one a high socio-economic status school where I facilitated the move from interpersonal discord to effective relationships.

From Scratch: Leadership Experiences in Establishing a New and Future Focused Primary School in Sydney

Mr Thomas Moth¹, Ms Kasey-Lea McGill¹

¹*North Kellyville Public School, North Kellyville, Australia*

From Scratch: Leadership Experiences in Establishing a New and Future Focused Primary School in Sydney

Category: Creating the Future – The Challenges and Opportunities of Leading in a Technological Era

In this presentation, Thomas will reflect on the 132 days lead-in time from appointment as foundation principal of North Kellyville Public School to opening the school gate for the first cohort of students. He will highlight the sources of invigoration including community building, pedagogical planning, strategic recruitment and resourcing, and discuss the challenges incumbent on establishing a lighthouse technology-rich school within a constricted budget to stand out in a system where excellence is often found on islands and strict procurement and support systems are in place.

Thomas will detail the consultation, strategic planning and vision for North Kellyville Public School, juxtaposing the need to lead with conviction and direction with the need to embrace stakeholder consultation. He will discuss the school's synthesis of national and state policy and curriculum within the context of a national innovation and science agenda, and how he was able to generate interest and engagement from its diverse teaching and support staff.

Device usage across the school curriculum will be analysed with trends reported and improvements noted. Deeply committed to cross-platform technologies, Thomas will outline the challenges and opportunities of device management and use of online collaborative tools including Google Suite and Office 365 Online.

Partnering with industry and acquiring the support of educational-give-back programs has been critical in North Kellyville Public School's early success in delivering technology-rich leadership, technology-rich curriculum and technology-rich collaboration. STEM programs grounded in the Scientific Method of Inquiry, entrepreneurialism grounded in financial literacy programs, historical investigation through virtual reality and Skype connectivity are synonymous with the school only six months into operations. Thomas will discuss the short, medium and long term vision for the school and its students, outlining how his leadership in a technological era has and will lead to the achievement of the high aspirations that the community he serves holds for its children.

This presentation explores the once in a lifetime opportunity of starting a school from scratch.

Our Principal Wellbeing – Making a Difference

Mr Michael Battenally¹, Michael Hall¹

¹*Australian Capital Territory Principals' Association, , Australia*

Early in 2018 the Australian Capital Territory Principal's Association (ACTPA) and the ACT Education Directorate (ED) came together to respond to the need to develop a strategy to support principal wellbeing.

Our presentation and workshop will share this story and the resulting strategy and its impact from the first year of implementation.

Background Commentary

Much of the first research around principal wellbeing was conducted in Ontario, Canada (Leithwood et.al., Pollack and others). Around the turn of this decade the Ontario Principal's Council introduced professional learning for principals that aimed to build their resilience and capacity to do the job. Such research has continued in Australia in recent years and is supported by four recommendations of the Australian Principal Occupational Health, Safety and Wellbeing Survey (2017, Riley) affirming 'what the individual can do' can guide efforts of each school leader. Further recommendations of this seven-year study informed what the employer and professional networks can do in professional learning around resilience and capacity building.

Many jurisdictions across Australia are providing initiatives in building Principal 'resources' and capabilities. For example, Education Queensland has partnered with the professional association, QSPA, and Headspace to design and implement a professional support service for Principals and Deputy Principals, especially those facing traumatic events or issues. This has four years of funding from government.

The ACTPA and ACT Education Directorate partnered and seconded a Principal to undertake a review of established research and canvass principal feedback. From this work a set of recommendations have framed an overarching strategy to support Principal Wellbeing.

The ACT research and consultation revealed similar themes to those acknowledged in Ontario and across other jurisdictions in Australia actively exploring Principal Wellbeing. The ACTPA / ED report identified nine (9) key recommendations. The recommendations focussed on themes of principal workload and workflow; essential professional learning; preparation and induction programs; and looking after self. The recommendations also advocated for system engagement with the principal profession to redesign the role; to adopt better ways of introducing major changes; to focus more on providing a 'service culture'; and to better respond to matters of violence towards principals and their teams.

This presentation will describe these recommendations, the strategy and the outcomes so far. The workshop will stimulate a global conversation and an exchange of ideas that will frame ongoing advocacy and active strategies to support Principal Wellbeing.

Courageous Leadership: Deconstructing education practices to inspire our future citizens and develop education leaders.

Mr Damian Howard¹, Mr Frank Dullard²

¹*St Raphael's Primary School, Preston West, Australia*, ²*St Liborius Primary School, Eaglehawk, Australia*

Excellence in pedagogical practice requires courageous leadership that harnesses the critical intangibles that trigger intrinsic motivation and support the unique capabilities of every person.

We are at the crossroads of education and school reform and as a result, school leaders need to be courageous in their aim to improve learning.

“Perhaps we need a different vision for education, a vision that foregrounds educating for the unknown....a vision for education that’s more future wise” (Perkins, 2014, p.21)

In this session Frank and Damian explore the requirement of looking beyond the boundaries of unconscious norms that both underpin the strengths of the current education system and hold it back from being exceptional.

The presentation will focus on the following themes:

1. How to build confidence in students and teachers to challenge norms and choices.
2. The importance of children’s engagement in learning and developing an intrinsic motivation to learn.
3. How to deconstruct current education principles and create fertile ground for innovation to flourish.
4. How a new approach to education can support children’s health and wellbeing.
5. The importance of ‘growing’ the whole child - academically, emotionally and socially - through play.

During this immersive presentation you will explore through Frank and Damian’s own experiences the practices required to developing a child’s capacity beyond current educational boundaries.

You will learn how to recognize your own bias that will hold you back when implementing education leadership.

Damian and Frank will explain how to deconstruct the very processes and systems that restrict building teacher capacity and student engagement.

This presentation will use real time video clips of innovative and contemporary best practice.

They will discuss the deconstruction of educational principles from what academics such as Professor John Fischetti have described as the “boredom and lack of engagement of so many young people that are crying out for a new design in schools based on learner passion and not teacher dominant pedagogies, rules and obsolete assessments”.

“There is a growing recognition that the old organisational structures of schooling simply do not fit the requirements of learning in the twenty-first century” (Harris, 2008, p.14)

"A Glance in the Rear View Mirror"- A backwards glance towards a forwards vision

Mr Gavin Fish¹

¹*Fish Hoek High School, Cape Town, South Africa, Fish Hoek, South Africa*

"Before looking ahead to a vision for the future, we must acknowledge the mistakes we repeatedly make....."

Nearing the end of a decade as Principal, I am reluctantly facing up to inconvenient truths around my leadership, in the firm belief that I am not alone. From parents complaining about my spelling errors, from desperate delegation and managing children who behave like adults and adults who behave like children. I seek to encourage authentic self-reflection, as a necessary springboard for grappling with the future of education.

As Principal's we function in a global village; our experiences are common on whichever continent we may find ourselves. So saying, it is true that, 'Real leaders are continuously confronted by their own inadequacy, which they need to overcome on a regular basis.'

A stroke victim, at the age of 42, from which I have made a full recovery, I believe I have a Leadership message that is poignant and "lived through." So, having devoured Hanz Finzels: "The Top Ten Mistakes Leaders Make," and realizing that I was still making just too many of them, I began a journey of self reflection.

In particular:

1. Lighting, Fighting and Stoking Fires - a three decade journey in managing pupils
2. Authenticity: There is something more noble than Optimism
3. Forgetting the Forgotten Middle: The painful late career acknowledgement that there are hundreds of children between the best and the worst
4. The Advantages of Disadvantages: Turning my Timidity into a real strength
5. Values: Our Traditions and Rules have to reflect our values. If not, they must be changed
6. The "Bus" - Collin's "Good to Great" up against Chapman's "Everyone Matters." Polar opposites in managing educators.
7. Leadership: It is neither Top Down, nor Bottom Up, rather the perfect homeward-bound-flock-of-birds in "V" - Formation
8. Listen: "I need to really listen to you to hear the words you are not saying," Helen Keller

Creating the Future - A Futurist's view of the role of School Leadership in changing educational environment

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As the key intermediary between the classroom, the school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. It does not operate in static educational environments. As schools are seeking to adapt their educational systems to the needs of contemporary society, the expectations from school leaders have changed profoundly. Leaders of the future have to be better suited to respond to dynamic educational environment. There is an increasing evidence that they can contribute to improved school learning by shaping the conditions in which teaching and learning occur.

A large scale research study conducted in around 200 schools across 43 school districts in North America did not find one case of a school which was improving its student achievement in the absence of talented leadership. These findings also echo in various other studies which find that leaders have direct and indirect effects on student learning. Direct effects are visible through the building the culture of organisational learning and indirect effects can be seen through students' motivation, engagement and achievement. The future leadership will draw upon transformational and pedagogical leadership strategies which provide a 'best fit' for collective leadership.

Building vision and setting directions creates a shared purpose in the organisation, fostering the acceptance of group goals and demonstrating high performance expectations. These practices significantly enhance teachers' sense of individual efficacy and organisational commitment. Further, they also impact teacher disposition to persist in applying knowledge and skills by being collegial, supportive and considerate. Work environment which allows teachers to make most of the use of their capacities, restructures and re-cultures the organisation. Another important role of leadership of future is to build productive relations with the wider community.

While transformational leadership emphasises on inspiration, pedagogical leadership establishes clear educational goals for promoting better outcomes for students. The more such leaders focus their learning with the teachers on the core business of teaching and learning, the greater is their influence in school progress. Ultimately, the key to improving educational standards is in the growth of human capital for raising the quality of teachers and students. In this period of standards-based agendas and enhanced accountability systems, leaders have to be future-oriented. Educational leaders now have to position themselves as proactively reflexive professionals. Trust-based responsibility inculcates leadership capital giving it agency and moral purpose.

FAILURE IS NO OPTION

Daya Chetty¹

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The topic explores why failure no option in our daily lives but more importantly in the education sphere. The topic will explore my personal challenges in life overcoming a serious motor car accident and injury to running the Comrades Marathon 11 times and the Two Oceans marathon 10 times. The Apollo 13 Spaceship which was doomed to disaster and all crew would die become a success out of the never say die attitude of the scientists.

How the failure of school leaders and educators could lead to a country that could become much more poorer and move closer towards poverty in the future if we don't address some of the current educational challenges.

The research of Michael Fullan and Blankenstein will be used to further motivate the reasons for fighting failure and dealing with adversity through sheer resilience.

A comparison will ne made about high performing schools and what they are doing to succeed and how other schools can learn from these good practices.

The tough part of change and the human element of change will also be discussed. How courageous leaders behave in difficult times and the foundations for success.

How to build sustainable relationships in our school environment.

Preparing our School Leaders – ensuring that they are ‘principalship ready’

Mr Rob Nairn

Research findings of Centre for Education Statistics & Evaluation, 2015, “Effective Leadership”, Learning Curve, Issue 10 indicates that principals have the second biggest in-school impact on student outcomes after classroom teaching. Education has changed; the way students learn has changed yet the way we select school leaders has not changed. Increasing workload and failing to attract the right people into the role is impacting performance and it is impacting on the health and wellbeing of school leaders.

In an increasingly autonomous environment, evidence suggests that fewer people are applying for the role of principal and that many of those applying for the role do not have the necessary knowledge, skills, capabilities or experience to have an impact in that role.

In undertaking a Winston Churchill Trust Fellowship, I examined principal / school leadership development and collected evidence about the best way to prepare future leaders so that when they are placed in the role they are ‘principalship ready’ and able to have a positive impact in their school.

Associate Professor Ng Pak Tee National Institute of Education Singapore said - “If you put them in (principal role), they don’t just swim, they swim with style”

By identifying the people with the appropriate skills (our next leaders), providing them with opportunities to develop their knowledge, skills and experience, appointing the appropriate people when they are ready for the role and supporting them in that role we should see higher performing school leaders, developing higher performing teachers who produce improved outcomes in our students. This has economic and social benefits at all levels.

I will examine the different roles and responsibilities of future focussed school leaders and the principles that underpin effective leadership development. I will also explore the problem of principal health and wellbeing and the how this set to become a major issue in the future.

Associate Professor Rob Nairn Churchill Fellow 2017

Creating the future - From good to great – how the Chinese and English system of education is facing the challenge.

Mr Carl Ward^{1,2,3}, Mr Wanxi Xiong⁴

¹City Learning Trust, Stoke On Trent , United Kingdom, ²Association of School and College Leaders , Leicester , United Kingdom , ³Confederation of School Trusts , Nottingham , United Kingdom , ⁴East China Normal University , China

This presentation would explore the concept of moving schools from good places for students to learn to great places for students to learn. It would examine the concept of good to great using established research from both business and education. The presentation would then look to examine how both the Chinese and English education systems and how they rising to the challenge of every student educated in a great school. The presentation would look to imagine the next steps in the Chinese and English education system that could be taken to achieve this aim.

The presentation would compare the two education systems to begin with and then explore changes that have been made in the respective of Chinese and English education systems in the past 10 years and look what challenges have been overcome and are still faced to achieve the aim of every child in a great school. The presentation would look to examine the concept of great schools - what they look and feel like and how leadership in them is defined and developed. The presentation would also look to compare the lessons from Jim Collins research for business on 'good to great' to that of our respective Chinese and English school systems experiences on this journey. The presentation would draw from ASCL's Blueprint for a self improving school system launched in 2015 and the English systems significant change process begun in 2014. The presentation would compare this to the changes taking place in the Chinese system and then look to highlight how both systems might develop in the years to come.

The 'Mind of the Educational Leader', capturing creativity and innovation of wellness for school leaders to embrace Principalship now and beyond.

Mrs Denise Loftis¹

¹NSW Secondary Principals' Council, Ultimo, Australia, ²University of NSW, Kensington, Australia, ³Ulladulla High School, Ulladulla, Australia

“Overworked and Overwhelmed” are words that we hear often in Principal circles. There are only 168 hours in a week, and it often feels like we work most of them. In fact research shows that professionals with a Smartphone are directly dialled in to work around 72 hours a week, add to that the hours we spend thinking or worrying about our work. It is true that hard work and success go hand in hand, but when does enough become too much. Or rather, what personal skills and support do we need in/for our future Principals so that they have the ability to navigate the nature of our complex role and build successful public schools. The NSW Department of Education have recognised the need for a ‘mindfulness’ approach. The complex work of principals is full of high stress, and our leaders need a way to do more than just get through the day, they need to find a way to clear their minds to make strong, thoughtful decisions.

The 2016 and 2018 Australian Principal Wellbeing Survey Summary outlines some alarming trends. Health and Wellbeing Outcomes Self-rated health results, is a very robust measure of future health, so the decline of health of Principals over time is of great concern. The report outlines a range of strategies, from improving the wellbeing, professional learning to work practices, however the indication that most school leaders are ‘learning on the job’.

Principals deal daily with parents’ greatest hopes and deepest fears: the lives and potential futures of their children. This means high levels of emotion are attached to many aspects of school functioning, and principals have to learn how to deal with this on the job, rather than through systematic preparation.

For our schools to continue to grow, embrace the future educational platforms and complexities for our students, it is imperative that our school leaders have the necessary mindset and skills to do so. The workshop will examine ‘Mindfulness and Wellbeing’ strategies for leadership and the how this capacity will build creative, well and innovative school leaders. If we improve the working conditions for principals we also improve the learning conditions for students, as the two are inseparable (Leithwood, 2006). Participants in this workshop will have the opportunity to engage in the research, work collaboratively with colleagues and walk away with strategies to apply immediately in their leadership roles and their schools.

Leading Schools of the Future: The Co-Existence of Solo-Transformational and Shared Instructional Leadership

Dr Manuj Gokul¹, Mr Terry Heath¹

¹*Yeronga State High School, Brisbane, Australia*

Over the last decade, it has been increasingly recognised that school leadership is critical for improved student outcomes. The spotlight is on shared leadership with a focus on professional learning. In recent years, it has been acknowledged that whilst the principal plays a prominent role, the capabilities of a single individual are insufficient for the many leadership responsibilities, including the challenge of preparing a diverse student group for success in a knowledge-based world. Hence, leadership is now also thought of as being shared across many talented actors. As new knowledge emerges, new types of expertise are required; making professional learning critical for student success in addition to visionary leadership.

This paper explores the practice of school leadership in two schools in Australia. The first case study focuses on the leadership practice in two teams. Adopting a mixed methods research design, data was gathered for a PhD study in 2010 through observations, social network survey, and interviews. The framework for analysis included network theory and hybrid leadership model (Gronn, 2009). The study found a hybrid leadership pattern with various configurations, including informal leaders sometimes occupying more central positions in networks, suggesting that the lived experience of leadership in may be significantly different from that of the formally designed organisation.

The second case focuses on the leadership practice in the school where the authors are formally designated leaders. In 2008, the school was one of the lowest performing schools in Queensland. The school improvement agenda included re-visioning of the school, re-structuring leadership, and 'in-house' professional development. Today, the school is recognised as one of the top five schools in the State and has expanded the professional learning opportunities to include pedagogical coaching and professional learning teams. This case study too reveals that the approach to school leadership is situational. In the initial stages, the principal adopted a transformational approach, followed by shared instructional leadership. Emerging trends of recent leadership 'innovation' indicate an improvement in student outcomes where teachers received pedagogical coaching.

The findings of both case studies indicate the task of school leadership includes the co-existence of solo (individual-focused) and shared instructional leadership arrangements, and the presence of formal leaders and teacher leaders; a hybrid leadership model. The findings of these case studies provide valuable insights for school leadership practice as there are some current trends that will gain traction and become common over time (Gurr, 2015).

A futurist's view of leadership - what are the challenges and opportunities of social, economic and technological change? How can school leaders respond to them?

Mr Carl Ward^{1,2,3}, Mr Peter Kent^{2,4}

¹City Learning Trust, Stoke On Trent, United Kingdom, ²Association of School and College Leaders, Leicester, United Kingdom, ³Confederation of School Trusts, Nottingham, United Kingdom, ⁴Laurence Sheriff School, Rugby, United Kingdom

This session would examine the traditional role of the school leader in a range of international settings. It would look at the historical context of school leadership against the backdrop of societal change and the demands that such brings to the role of school leaders across the world in the 21st Century.

The presentation would look to examine the key elements of what makes 'great' school leaders. It would look to place into context how school systems across the world are responding to social and economic change and examine the key area of technological change (artificial intelligence) that holds the opportunity to fundamentally change the way teaching, learning and hence the leadership of such is delivered by the next generation of school leaders.

The session would examine the 'who, what, how and why' the leaders of the future will need to understand if they are to have the capacity and capability to take advantage on behalf of their community of learners the opportunities that will be presented. It will look to offer a framework so that delegates can make sense of the changing leadership landscape around them and look to do so in an ethical manner.

Connecting Leaders- Sustainable Leadership, 'Ideas from the field'.

Dr. Sharon Parkes^{1,2}

¹ NSW Department of Education; Warners Bay High School, Australia, ² NSW Secondary Principals' Council., Sydney, Australia

Sustainable Leadership- 'Ideas from the field' from a NSW Australia secondary government school principal perspective.

Having been a principal for over 20 years, I have seen enormous changes to the principals' role, with an exponential growth in workload intensification. From teaching, learning and student wellbeing to Jack- of - all Trades, Master of None.

However, in NSW Australia the pendulum has begun to swing back such that the principal can regain their focus on teaching and learning to restore their position as lead learner in their school.

Principals and school leaders (still within the constraints of a centralised system) have sweeping new opportunities for 'flexibility'. Many principals have found new ways to 'do business' to refocus their role and return to making a difference to student learning outcomes and to feel sustained in the role as instructional lead learner in their school.

How are we sustaining our leadership?

How are we staying focused on making a difference for students?

How are we supporting and inspiring our next generation of leaders?

Some suggestions include:

1. Thinking and Leading Differently.

Alternate structures to keep the principal focused on teaching and learning to renew our passion and drive for making a difference for students and, sustaining our leadership?

Some ideas include:

* Business Manager

* Deputy Principals to be non- teaching to mentor and coach teachers

* Site Manager

* Employment of a retired credible principal or deputy principal to facilitate projects

* Additional leaders- deputy principals, head teachers, specialist teachers.

In summary, the principal delegates the operational tasks to managers/co-ordinators and remains the strategic educational leader responsible and accountable for the educational outcomes of the school.

2. Maintaining a healthy work-life balance.

In NSW we haven't quite mastered that challenge. Data from the 2017 NSW SPC Principal Wellbeing surveys indicates :

* 86% of principals do more than 50 hours per week

* More than 50% of principals do school related work at weekends, 96% work during the vacation.

3. Staying professionally aware and attuned to educational research.

Keeping abreast of the research, engaging in professional learning can keep the leadership fire ignited.

4. Celebrating success.

Making a difference renews the enthusiasm and keeps the passion alive. Look at the full range of data and celebrate the successes.

Good leaders make a difference. We need to support our teams to ensure a sustainable future for current and aspiring leaders.

Dr. Sharon Parkes.