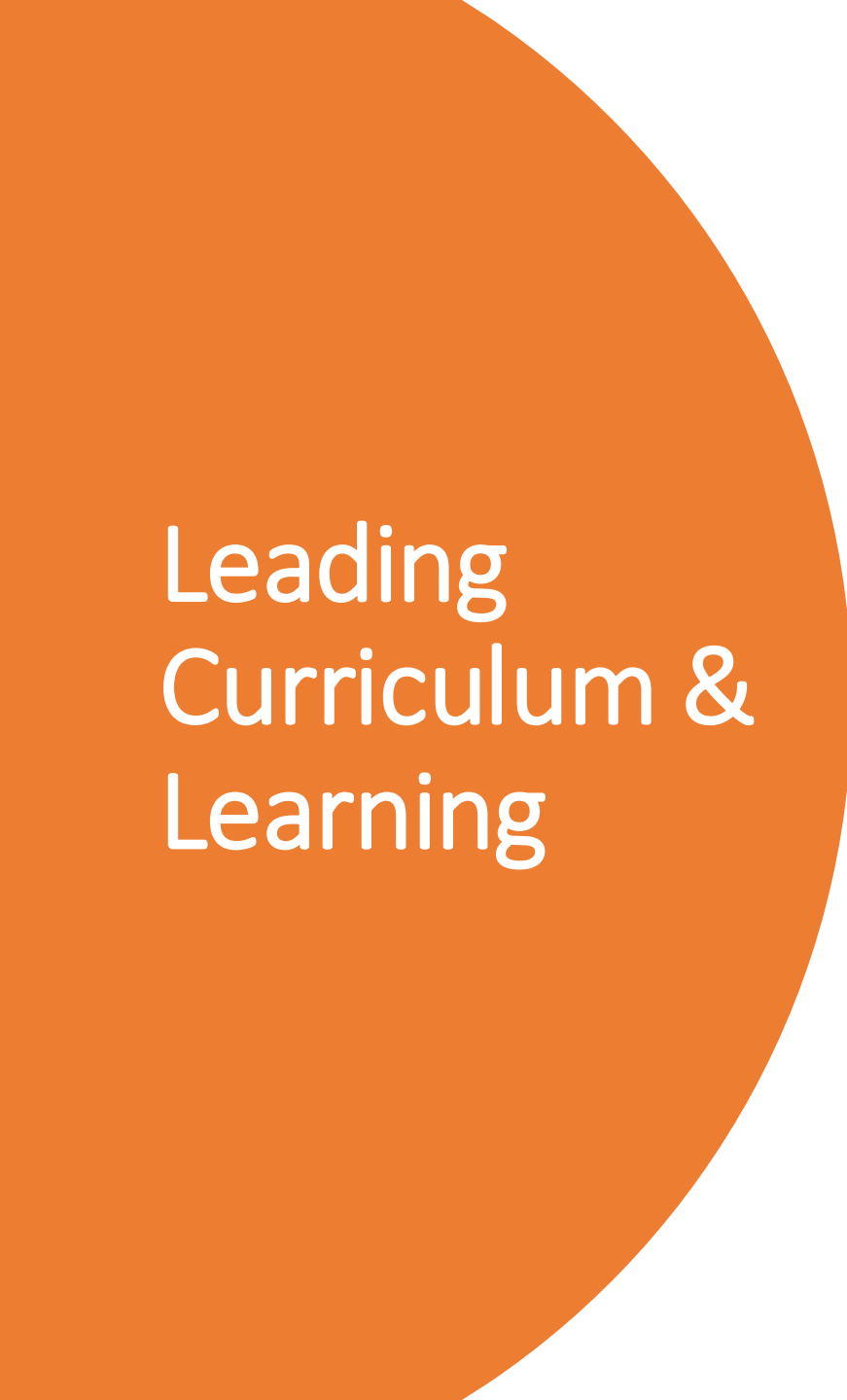# Leading the Edmund Rice School

## October 2024    Session 1

**Please turn on your camera as we have found that it enriches the experience of all participants on the course.**

| | Module | Charter Element | Interview Competency |
|---|---|---|---|
| | **COURSE OUTLINE** | | |
| **Night 1** | Leadership/ Management/Motivation | Inspiring Transformational Leadership | Self Awareness and Self Management |
| **Night 2** | Managing the School Year | Promoting Partnership | Management & Administration including Managing the Organisation |
| **Night 3** | Leading Learning | Excellence in Teaching and Learning | Strategic Management including school development Promotion of a holistic development culture including Leading Teaching and Learning |
| **Night 4** | Promoting a Caring School | Creating a Caring School Community | Interpersonal Relationships including Developing Leadership Capacity |
| **Night 5** | Leading School Ethos | Nurturing Faith and Gospel based Values | Leadership in a Faith school |

# Leading Curriculum & Learning

Course Material

***Support material will be provided for each session at***
[https://www.erst.ie/resources/courses/leading-the-edmund-rice-school-2024/](https://www.erst.ie/resources/courses/leading-the-edmund-rice-school-2024/)

# Tonight's Timetable

7:00 – Introductions and outline of session 1

7:10 – Breakout Room to consider 3 questions

7:20 – Feedback from breakout rooms

7:30 – Module 1 slides

8:10 – Break

8:20 – Charter Element with short breakout room

8.40 – Competency - Self Awareness & Self Management

9:00 – Finish

# School Leadership

**In this session we will explore:**

- **Purpose of Education**

- **Leadership and Management**

- **Some Leadership styles**

- **Distributing leadership**

- **Qualities and Skills**

- **Motivating people**

- **Inspiring Transformational Leadership**

- **Self Awareness**

# Breakout Room

Why did you become an educator?

What is the purpose of education?

What is Leadership?

# Leadership and Management

- **Pushing out the boat**

- **Wrong  Jungle !!**

- **Management is making sure the school runs smoothly, Leadership is making sure the school runs somewhere.                   ( Southworth)**

# Question

As you develop your style of leadership, in the classroom and around your school, what words would you use to describe it?

(Good idea to start a reflective journal for this course and afterwards)

# Leadership   Styles

- **Visionary**          **strongly positive impact on climate**

- **Coaching**           **highly positive impact on climate**

- **Affiliative**          **positive impact on climate**

- **Democratic**         **positive impact on climate**

- **Laissez faire**        **negative impact on climate**

- **Pacesetting**        **often highly negative impact on climate**

- **Commanding**         **highly negative impact on climate**

# Other Styles of Leadership

- **Strategic**

- **Transactional**

- **Transformational**

- **Constructivist**

- **Distributed**

- **Servant Leadership**

# The Transformational Leader …

- Identifies change … creates a vision … realises that vision through inspiring people to come on board.

- Uses an approach that causes change in people, organisations and culture

- Causes valuable change in followers with an end goal of changing followers into leaders.

- Inspires people to achieve unexpected and remarkable results.

# Transformational Leadership - How?

Role Modelling

Creating a sense of identity and pride

Encouraging people to take greater ownership and to push for high standards

Understands people's strengths and weaknesses and align people with suitable roles at which they can achieve.

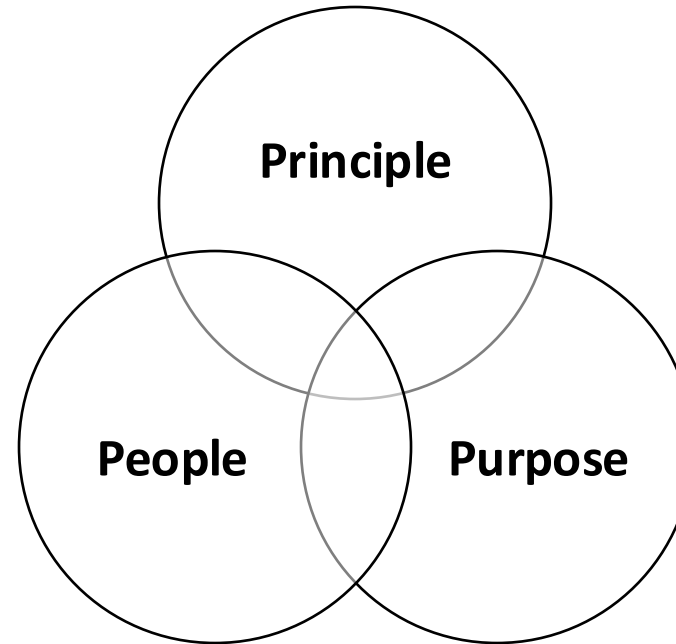**Transactional Leadership**

Incentives motivate
What gets rewarded gets done


**Transformational Leadership**

Satisfaction motivates
What is rewarding gets done

# Leadership is concerned with



**Principle**     the moral basis of the school

**Purpose**      the core business of the school

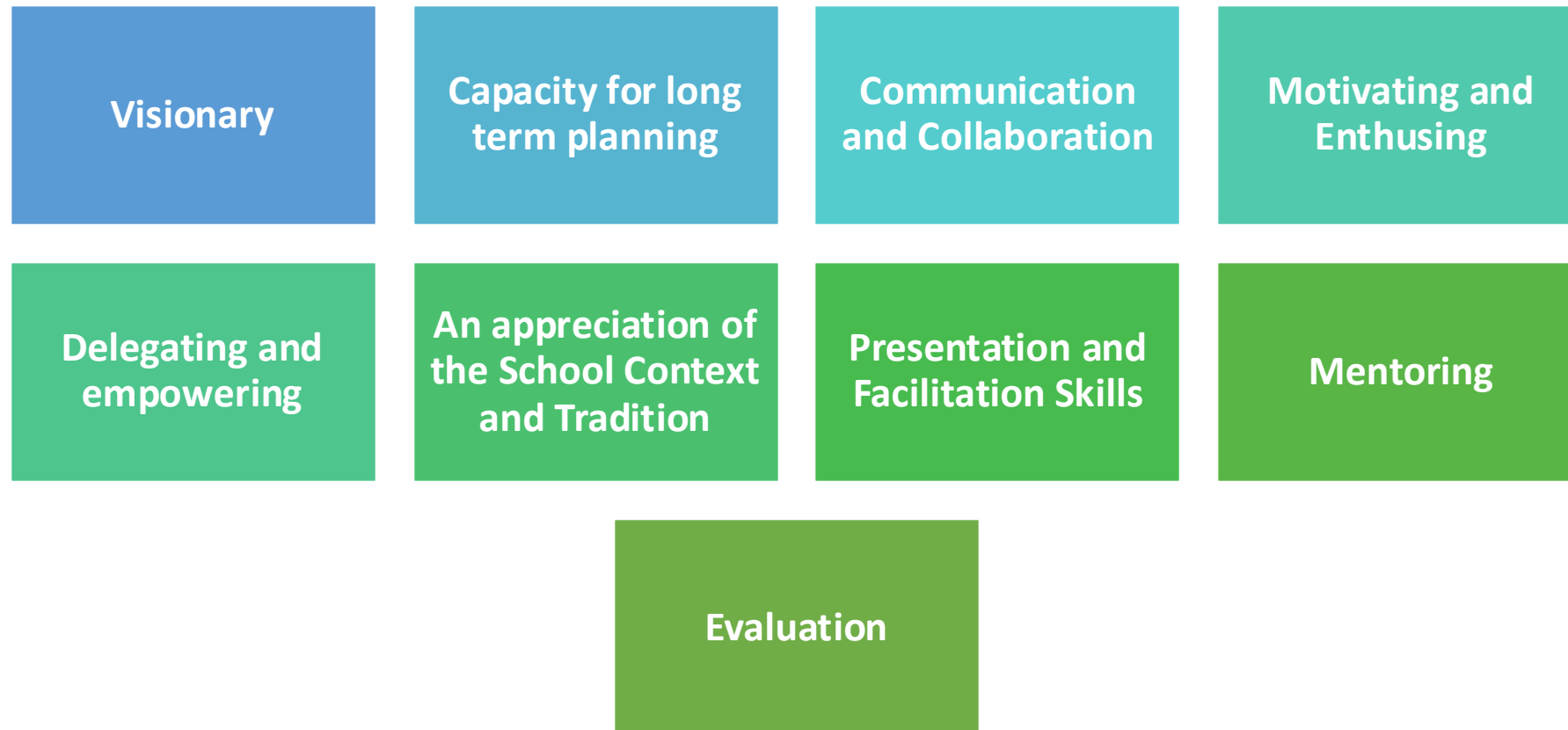**People**        the social relationships in the school

# School Needs Analysis

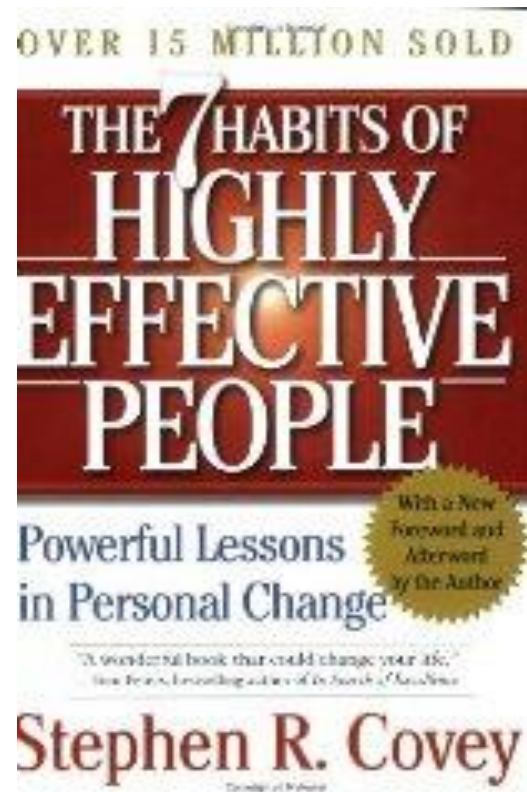What qualities do you think are necessary for a new Leader in your school?

What challenges will a new Leader face?

# Leadership Skills

| | | | |
|---|---|---|---|
| **Visionary** | **Capacity for long term planning** | **Communication and Collaboration** | **Motivating and Enthusing** |
| **Delegating and empowering** | **An appreciation of the School Context and Tradition** | **Presentation and Facilitation Skills** | **Mentoring** |
| **Evaluation** | | | |

# Leadership – Personal Qualities

Moral compass

Honesty and Trust

Self-confidence

Emotional Intelligence

Creativity

A Capacity to Change

Tolerance of stress

High energy

Persistence / Perseverance

Courage

- Value the important over the urgent.

- Focus on what matters most. ...

- Seek first to understand those you lead. ...

- Sharpen the saw. ...

- Begin with the end in mind. ...

- Remember 'Someday' is not a date on the calendar. ...

- Be proactive.

# Motivation Needs

- **To be supported**

- **To be heard**

- **To be noticed**

- **To be encouraged**

- **To be trusted**

- **To be appreciated**

- **To be informed**

- **To be challenged**

# Distributed Leadership

- What is it?

# Distributed Leadership

"Successful leadership is very much a process of activating potential and of providing the space and conditions in which it can be creatively expressed.

A key aim for leaders is the cultivation of the actualising tendency in themselves and in each and every member of staff. This emphasises the process of releasing and empowering rather than of controlling and supervising."

Whitaker, 2000

# Distributing Leadership

*Leadership based on ideas ...for which all are responsible... creating a community of leaders.*

*Shared leadership is not about giving people positions and titles. Its about leadership becoming part of school culture*

*Leadership based on stewardship and service not on authority and personality*

# 'Some people think you are strong when you hold on. Others think it is when you let go'.

Sylvia Robinson

# Inspiring Transformational Leadership

**5**

> This is what Yahweh asks of you: only this, to act justly, to love tenderly and to walk humbly with your God.
>
> **Micah 6:8**

## An Edmund Rice School:

School leaders articulate a vision for their school in keeping with the Edmund Rice tradition. They inspire minds and hearts, raise critical consciousness and cultivate a strong work ethic coupled with an enterprising spirit.

### Fosters visionary leadership

Outstanding leaders have a vision for their school – a clear picture of a preferred future – that motivates staff, parents and students to develop, to share and to own the vision so that it permeates all facets of school life. The purpose is to inspire people to think about what the school community needs in order to thrive and grow. This vision is translated into practical actions to transform structures and systems for everyone's benefit.

### Encourages ownership of the vision

In their commitment to leadership, all members of the school community – the Board of Management, parents, staff and students – take ownership of the vision so that it becomes a reality in their school.

### Shares leadership roles

The Board of Management governs the school on behalf of the Trustees. The day-to-day management, which calls for special leadership skills, is delegated to the Principal, who consults where appropriate and assigns tasks to his/her team. Leadership may be assigned or delegated to, shared with or inspired in others. Some aspect of leadership pertains to every member of the school community.

| Standards | Statements of effective practice | Statements of highly effective practice |
|---|---|---|
| Critique their practice as leaders and develop their understanding of effective and sustainable leadership | School leaders engage consistently in personal self-evaluation against relevant professional standards. | **The board of management, principal and other school leaders regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.** |
| | School leaders question their practice through processes of personal reflection. They are willing to work on areas of their practice that require improvement. | **The board of management, the principal, the deputy principal(s) and other leaders in the school develop self-awareness** by regularly questioning their own practice through personal **and collaborative** reflection. They **identify and work on** areas of their practice that require improvement. |
| | The principal, the deputy principal(s) and other leaders in the school are mindful of their own wellbeing as well as that of others. They respond well to pressing responsibilities and demands. They recognise the importance of emotional intelligence as a necessary aspect of their leadership practice. | The principal, the deputy principal(s) and other leaders in the school **attend successfully to their own wellbeing**, as well as that of others. They respond **proportionately and constructively** to pressing responsibilities and demands. The value they place on emotional intelligence is evident in their day-to-day actions and interactions. |
| | The principal prioritises and delegates responsibilities well for the most part. | The principal prioritises and delegates responsibilities **appropriately and strategically.** |
| | The principal is establishing systems and structures to meet the priority needs of the school. | The principal **ensures that systems and structures are in place** to meet the priority needs of the school. |
| Empower staff to take on and carry out leadership roles | The principal understands the importance of the quality of leadership and management for the school as a learning organisation. | The principal **recognises and affirms the defining role** of the quality of leadership and management for the school as a learning organisation. |
| | The principal encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities. | The principal **empowers** teachers to take on leadership roles and to lead learning, **through the effective use of distributed leadership models.** |
| | The principal encourages the formation of teams to address school priorities. The principal understands the potential for building leadership capacity, and seeks to develop this. | The principal encourages **teamwork in all aspects of school life. The principal creates and motivates staff teams and working groups to lead developments in key areas**, thus building leadership capacity. |
| | The principal and deputy principal(s) provide a mentoring programme to support teachers in new roles. | The principal and deputy principal(s) provide **and manage** an effective mentoring programme both to support teachers in new roles and **to develop the leadership capacity of mentors.** |
| Promote and facilitate the development of student participation, student leadership and parent participation | Those in leadership and management roles value students' and parents' views, and support their involvement in the operation of the school. | Those in leadership and management roles **recognise students and parents as stakeholders**, value their views, and **ensure** their involvement in the operation of the school. |
| | Those in leadership and management roles ensure that the student council is democratically elected, that it is a visible, meaningful and inclusive presence in the school and that it is included in decision-making. | Those in leadership and management roles ensure that the student council is democratically elected, inclusive **and representative**, and is **a catalyst for change**, with **an active role in decision-making and policy development.** |

| Standards | Statements of effective practice | Statements of highly effective practice |
|---|---|---|
| | Those in leadership and management roles offer students opportunities to take leadership roles. | Those in leadership and management roles **support students in taking leadership roles by facilitating relevant training and providing opportunities to lead school initiatives.** |
| | Those leading the SSE process recognise the need to listen to students and parents and are increasingly consulting with students about how they learn and getting feedback on the effectiveness of their learning. | Those leading the SSE process **meaningfully consult and engage with** students and parents **to review and improve learning, teaching and assessment practices.** |
| Build professional networks with other school leaders | The principal, the deputy principal(s) and other leaders in the school engage in professional dialogue with their peers at various levels on an ongoing basis. They seek to apply what they learn to their practice. | The principal, the deputy principal(s) and other school leaders **actively involve themselves in professional associations for school leaders and managers at all levels, up to and including international level. They demonstrate learning from these associations in their practice.** |
| | The principal, the deputy principal(s) and other leaders in the school contribute to the professional learning community of their peers. | The principal, the deputy principal(s) and other leaders in the school **support the professional learning** of their peers, and contribute **purposefully** to the professional learning community. |
| | Those with leadership and management roles avail of the support of national bodies that support the development of effective leadership and management practices. | Those with leadership and management roles **engage purposefully with** the national bodies that support the development of effective leadership and management practices. |



26

## Inspiring Transformational Leadership

- **Fosters visionary leadership**
- **Encourages ownership of the vision**
- **Shares leadership roles**
- **Encourages active participation of parents/guardians**
- **Welcomes innovative leadership of teachers**
- **Elicits leadership and responsibility of students**
- **Promotes spiritual and moral values**

# BREAKOUT ROOM

**A. Promoting Staff Leadership. How?**

**B. Promoting Student Leadership.  How ?**

**C. Promoting Parent Leadership. How?**
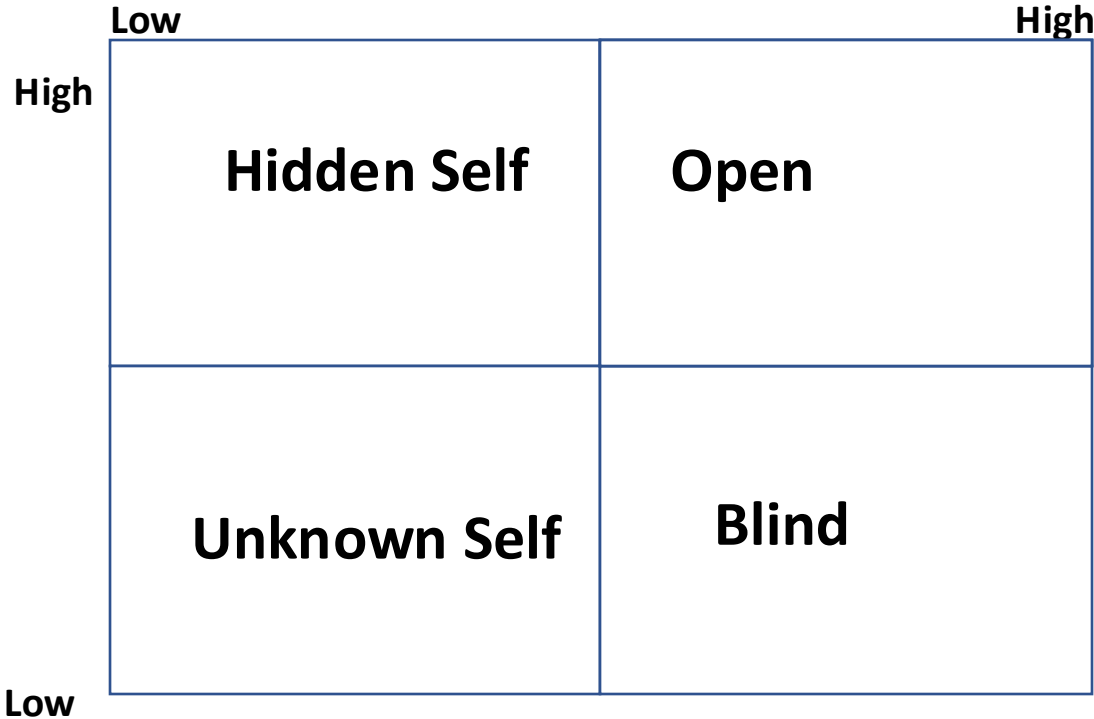
**(Each group considers one of these)**

Competency:

# Self-Awareness
# &
# Self-Management

# Johari Window

**Known to Others**

Low                                                    High

|  | **Low** | **High** |
|---|---|---|
| **High** | Hidden Self | Open |
| **Low** | Unknown Self | Blind |

**Known to Self**

# Self Awareness

**Self Awareness means knowing your values, habits, needs, personality, emotions, strengths and weakness. Knowing your trigger points.**

**Having a sense of who you are and the person you want to become.**

**The ability to accurately perform self-assessments and to keep one's disruptive emotions in check**

# Self-Management helps you to

**MOTIVATE YOURSELF**

**MANAGE STRESSFUL SITUATIONS**

**MAKE INTUITIVE DECISIONS**

**LEAD AND MOTIVATE OTHERS**

# Self-Awareness and Self-Management Skills

**Give a substantial example of an incident in which you learned something new about yourself**

**Remember to concentrate on your own self awareness, not on the self awareness of others**

**Have you a 'critical friend' with whom you discuss such matters?**

Sustainability: this is a lifelong process, courses available etc

**Self-awareness and Self-management Skills:**

The Principal demonstrates an awareness of his/her strengths and areas for improvement and has the capacity to manage them appropriately. The Principal receives and gives feedback; he/she models and promotes a culture of self-reflection. He/she attends to his/her own wellbeing as well as assisting others to attend to their own wellbeing. The Principal demonstrates the capacity to manage his/her own difficult emotions and is self-aware enough to know when to seek support particularly when dealing with challenging situations. He/she is able to motivate himself/herself and attend to developing his/her self-awareness and self-management skills.

Included within this competency is the expectation that the successful candidate would:

- Have a clear knowledge of his/her personal strengths and challenges and the ability to understand their impact on others
- Attend successfully to his/her own wellbeing, as well as that of others.
- Demonstrate resilience in responding proportionately and constructively to pressing responsibilities and demands.
- Recognise the importance, and display a willingness, to regularly critique his/her professional practice with the leadership team and develop his/her understanding of effective and sustainable leadership
- Demonstrate a caring outlook and express concern in a positive and healthy way.