



# VASSP Emerging Leaders PL: 2024

## Worksheets

### Morning session:

#### 1. The four pillars of effective leadership

There are no magic silver bullets when it comes to building an effective school. Nevertheless, we can develop a set of principles and practical tools that enable us to structure our thinking and practices. Within the framework, we make reference to four fundamental truisms that build effective performance:

- Empathy – building trust, respect, and mutual understanding
- Clarity – building dialogue, discussion, focus and accountability
- Engagement – building teamwork, empowerment, and shared ownership
- Learning – building in feedback, personal growth and challenge

These four truisms underpin the key team and individual behaviours that drive engagement and school performance. This has been found in our research, in a wide variety of organisations over the past 20 years, and it is also consistent with many other current theories of leadership, organisational behaviour, and performance.



## Insight/SRC

Pillar	Behaviours
<b>Empathy</b> <i>Building trust, respect, and mutual understanding</i>	
<b>Clarity</b> <i>Building dialogue, discussion, focus and accountability</i>	
<b>Engagement</b> <i>Building teamwork, empowerment, and shared ownership</i>	
<b>Learning</b> <i>Building in feedback, personal growth and challenge</i>	

## 2. Capabilities and behaviours: The AITSL framework

Vision and Values	Knowledge and Understanding  Personal qualities, social and interpersonal skills	Behaviours you would see
Leading Teaching and Learning	<ul style="list-style-type: none"> <li>Creates a student-centred learning environment</li> <li>Leads pedagogical practices</li> <li>Creates a learning culture</li> </ul>	
Developing Self and Others	<ul style="list-style-type: none"> <li>Builds capacity</li> <li>Promotes professional learning</li> <li>Manages self</li> </ul>	
Leading Improvement, Innovation and Change	<ul style="list-style-type: none"> <li>Inspires and motivates</li> <li>Understands and leads change</li> <li>Initiates improvement through innovation and change</li> </ul>	
Leading the Management of the School	<ul style="list-style-type: none"> <li>Aligns ethical practices with educational goals</li> <li>Manages resources</li> <li>Manages high standards and accountability</li> </ul>	
Engaging and Working with the Community	<ul style="list-style-type: none"> <li>Creates a culture of inclusion</li> <li>Engages with the community</li> <li>Collaborates and influences the community</li> </ul>	



### 3. What are we leading and what we are managing?

***Think/pair/share, then plenary:***

*You have just been appointed to lead a team. You don't know them very well, and you don't have any contextual background on them. You are pretty green in leadership yourself, so walk into their office, and ask them to come for a ride in your car.*

*They look at you. There is an awkward silence. Then they start asking questions.*

- What questions might they ask? Why?
- What answers might you give them? Why?
- What does this activity tell us about leadership and management?
- What are your leadership goals this year?
- What are your management goals?

**Identify through small groups, and then through plenary the activities you each undertake as part of your management and leadership roles.**

*Reflect on the degree to which you may wish to modify the ways in which you currently work in order to enhance either of these roles*



## 4. What do highly effective leaders look like?

**Personal Reflection: Rate yourself against these criteria, and then make a list of what your strengths and areas for improvement are:**

### Highly effective leaders

- \* have **vision and focus**
- \* have **passion** for their work
- \* **build cultures** of commitment, community, collaboration and achievement
- \* motivate and encourage through **engaging behaviours**
- \* exemplify the behaviours associated with **Four Pillars of Leadership**
- \* lead and manage **Change** successfully
- \* seek to **empower and build capacity** and not rescue and micromanage
- \* distribute their leadership
- \* **prioritise** effectively
- \* **promote and facilitate** all the elements of effective teams
- \* collaboratively seek **outcomes**
- \* hold themselves to account and **ensure accountability** in their Team members



## 5. What do Highly Effective Managers Look like?

**Personal Reflection:** Rate yourself against these criteria, and then make a list of what your strengths and areas for improvement are:

### Highly Effective Managers

- Are **highly organised**
- Are **time efficient**
- **Get things done**
- **Know** what they have got to do
- Are **strategic** about how they will work
- **Prioritise**
- **Communicate** effectively
- **Are process driven and informed**
- Develop effective **structures and systems**

### 11 AM Session: Workshops

#### WORKSHOP 1:

**Addressing negative and resistant behaviours and conducting conversations to do so**

1. **Leading to change behaviours**



- What behaviours from some of my team members challenge me? How much success have I had in addressing them so far? What else do I need to do?
- How will/do I hold people to account when they breach agreed protocols?
- How can I use any of the Four Pillars behaviours to help me address these behaviours?

## 2. Providing difficult feedback

1. Focus on the content, not the person
2. \*Be contextually sensitive and adapt your own body cues to suit
3. Convey your positive intent
4. Get to the point
5. Be explicit  
State the impact of the behaviour or action
6. Ask the other person to respond
7. Focus the discussion on solutions
8. Indicate that you are happy to be part of the solution, but that the responsibility for taking action is theirs
9. Be prompt with feedback
10. The feedback is personal – do not share it around
11. Focus on behaviours, facts and actions – not opinions and generalisations
12. Avoid being paternalistic, or sounding like an expert



### \* Being contextually sensitive means

- Seeking opportunities for time and place
- Preparing what you are going to say
- Preparing for how you are going to say it
- Tuning in to a person's body language and responding accordingly
- Preparing for possible negative impacts
- Reading and responding to person's body language

### 3. The difficult conversation

- Identify the behaviours that you want to change, and make sure that there is observed evidence of such.
  - Reflect, perhaps with a colleague whom you trust, about how to approach the conversation.
  - Set a time frame and an appropriate environment, and make sure that you specify the time frame at the outset of the discussion.
  - Script some opening scenarios, questions.
  - Get to the point quickly.
  - Defuse before launching in.
  - Be aware of “trigger” points – theirs and yours.
  - Don't get emotive. This is not about you. Be cool, calm and collected
  - Ask plenty of questions, rather than make statements.
  - Seek to understand, and then lead them to understand the impact of their behaviour on others.
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- Only give opinions when asked.
  - Ask questions such as “how might you have done this differently? Are there other ways of acting in similar situations? Have you thought about....? Perhaps you could....”
  - Buy time through questioning and clarifying.





- Explore options.
- Determine on actions.
- Use the collective “we” to help in seeking resolution.
- Don’t rescue but seek to empower.
- Ensure there is an outcome, and that you both agree on it.
- Follow up.
- Reflect.

## WORKSHOP 2: What do highly effective teams look like? Optimising Impact

### Highly effective teams have:

- \* collaboratively developed and agreed **vision**
- \* collaboratively developed and agreed **Team goals** arising from such vision
- \* focus
- \* a **structure** that includes agreed purpose, function, values, roles and responsibilities, priorities
- \* agreed **behavioural norms and protocols**
- \* agreed **meeting protocols**
- \* agreed **accountabilities** and processes for holding each other accountable
- \* agreed **reciprocal feedback** processes
- \* agreed commitment to consistently demonstrating the **Four Pillars: empathy, clarity, engagement and learning through feedback**



- \* appreciation of **differences of viewpoints**
- \* balanced **participation**
  
- \* **transparency** and openness
  
- \* **mutual support**
  
- \* cultural practices that are **Team centred**
  
- \* a commitment to **learning together** and from each other
  
- \* an **outcome** intent and focus

### Reflect on a team that you lead, or in which you are a member:

*Which of the above variables are its strengths? Which need improvement? What can you do to achieve these improvements?*

*Reflect on your answers to these three questions with the group*

## REFLECTION: Leading to impact and influence in your team and across the school

### The leaders with whom you work

**Reflect alone, and then discuss with others:**

- Are you a member of a key group that develops and monitors policy in your area of specialism? (e.g., Leadership Team, Literacy Team, Teaching and Learning Team, Domain Team etc.)
  
- To what extent does/could this help you define your work?



- What impact does/should the Team have on your role?
- What impact and influence do you/could have in this Team?
- Do you/should you have a particular PCO or AP or LT who mentors and supports you professionally?
- How do they do this?
- What impact are they having on your role?
- How much Time Allowance do you receive, and how does this compare with LTs?

### **The teachers with whom I work**

- With how many teachers are you directly working currently?
- Will this continue into Semester 2?
- Who determines with whom and how you work?
- How much time do you spend with them?
- How responsive are the teachers with whom you are working?
- What impact are you having on their work practices?



## The Team That I lead

- What is its purpose?
- What are its goals?
- What roles do people play in your team?
- How do you hold people to account in the team?
- What protocols govern peoples' behaviours?
- What impact does your leadership of this team have?
- How do you know this?
- What impact does the Team have in the school?
- How do you know this?



## Afternoon session

### Leading change

*Kotter proposes eight key components for successfully managing change (they are the ones in bold). To these, I have added Lewin's model of forcefield analysis.*

1. **Strategic intent is an imperative: start with your change goal.** Begin with the end in mind. The Insight/SRC Bastow Leadership Teams Program calls this "Destination Based Change", and asks people to identify the Key Result Areas they want from the change. GROWTH coaching asks people to formulate these as SMART goals.
2. **Form a powerful guiding coalition.** Who would this be in your school?
3. **Scan the context.** Employ something like Kurt Lewin's Forcefield analysis to help you and your team identify Restraining Forces and Driving Forces that you will need to address as you lead people through the change process

Lewin also emphasises that once the guiding coalition has identified these forces, it also needs to identify and employ strategies to "unfreeze" past behaviours and practices, and then "refreeze" new ones. The refreezing happens in Kotter's last two stages

4. **Establish a sense of urgency.** The key to this is communicating an emotional basis for the change. What's in it for me? What excites me about this? Developing a rational basis for the change is important, but it won't create any urgency or desire for change by itself. However, it provides a justification.
5. **Communicate the vision for change** – formally, yes (in meetings, papers, documents etc.), but more importantly in professional conversations with opinion shapers, key stakeholders, and with the everyday teacher. Information, information, information! Talk! Talk! Talk!



6. **Empower others.** The key to good leadership. What better way than to use a GROWTH coaching strategy? Likewise, good Team Leadership should be employed.
7. **Plan:** create short term goals and wins. Set achievement milestones. Use an AIP format to help you action plan, and GROWTH coaching to build individual capacity and accountability.
8. **Consolidate improvements and generate still more change.** Once a goal has been achieved, set another one that works off it.
9. **Institutionalise. Embed.** Refer back to 7, and constantly reinforce. Team and GROWTH coaching are important strategies here.

### The Fisher model takes us through the eight key stages a person goes through when confronted by change:

1. **Anxiety/denial:** uncertainty re the future; worry re how this might affect me
2. **Happiness/relief:** at last, something is going to happen! Sounds good. Yes, we must do something about it.
3. **Fear:** how will this affect me?
4. **Threat:** an enhancement of fear; the worrying rally kicks in!
5. **Guilt/disillusionment:** I can't do this. I don't have the skills. I want out
6. **Depression/hostility:** I can't do this. Blame everything, everyone. Lash out. Get out.
7. **Gradual acceptance:** well, if I'm still here, I suppose I'll have to accept it.
8. **Moving forward.**

*These don't always occur in a linear fashion. For instance, 1 and 2 can be reversed. Note also that after an initial burst of energy and enthusiasm for the change, the doubts start, and the implementation dip occurs. Once we reach 7 and 8, relapses still occur.*



## Workshop activity:

**Work together – preferably in schools to plan a change you want to/are about to change in your school**

**OR**

**Review a change that you have made using the questions below as a reference guide:**

1. Make sure your goal (Kotter no. 1) re Learning Culture is articulated in SMART terms. Each member of the Team then needs to build goals from this Team goal. What do you want to achieve? By when? Is it realistic? Is it specific? Is it achievable? What measurement data will show you the degree of progress you are making?
2. Scan your environment each term to identify restraining and driving forces, and how to manage them. Ensure you know what practices and behaviours you want to unfreeze and what you want to freeze (These should be articulated in your SMART goals.)
3. Discuss how and who will run professional conversations to address both of these forces.
4. Work out which are your key meetings and how you will manage these meetings
5. Plan as per Kotter 8 for short term goals that feed into the longer term ones: what do we want to see happening by the end of this term? Evaluate progress at the end of each term.
6. At the end of Term, set /readjust goals for the new year, in the light of what you have achieved already.
7. Systematically use GROWTH coaching strategies in all your professional conversations. These conversations are a critical tool that enable you to work with people to get them on board.



## 6. What are you learning and what will you do?

As we move through the day, make notes about what you are learning and what actions you might take.