

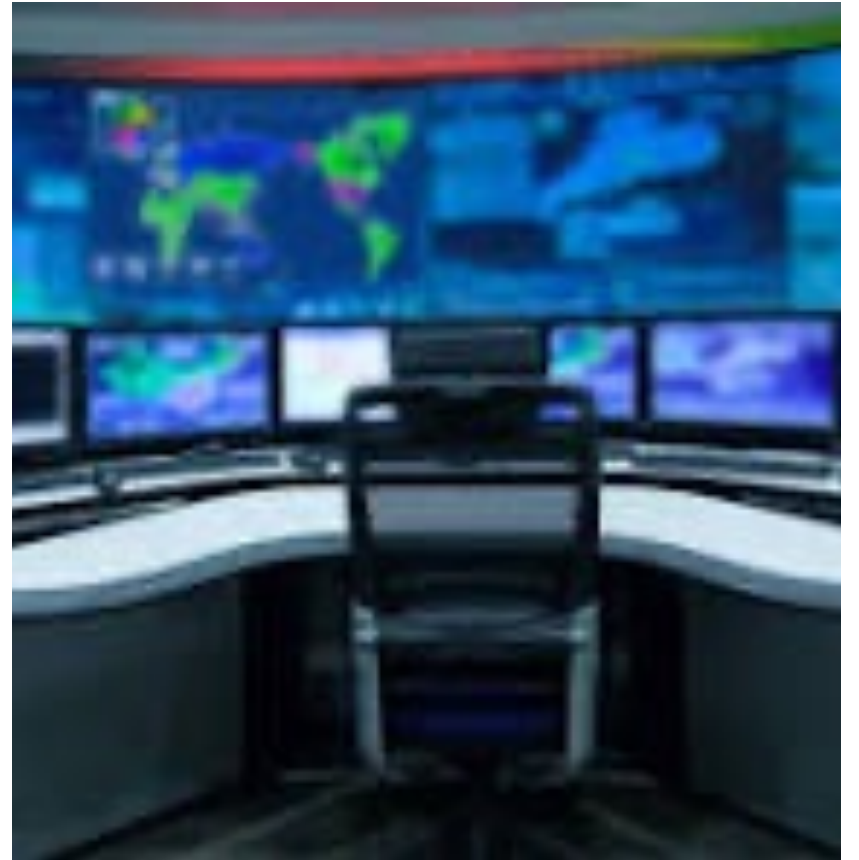
Growing Leadership Capacity

ERST 2024

Trust and Inspire

The game has radically changed, so why are so many of us still clinging to the old style of leadership? Operating from a Command-and-Control Paradigm today is like trying to play tennis with a golf club. The tool is completely ill-suited to the reality, to the game being played.

Stephen M.R. Covey




CBC Mission Statement

While firmly rooted in its Christian traditions, the CBC community strives to allow each individual student to grow and develop, and to **ensure that the education it gives is suited to each generation of boys.**

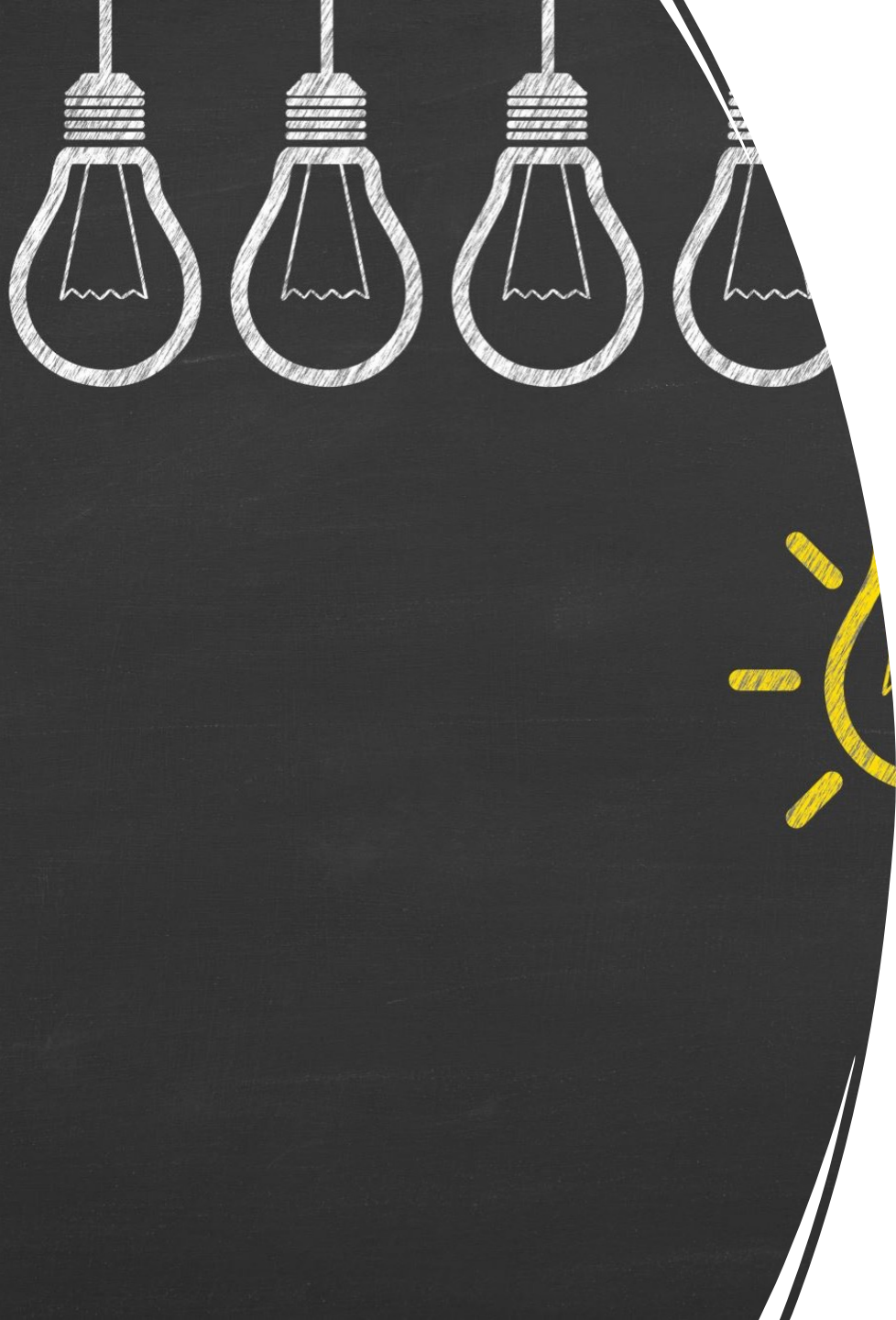




A decorative graphic on the left side of the slide. It features a dark, textured circular shape. Inside this circle, a row of pencils is shown. Most are dark grey or black, but one pencil in the center is bright yellow. The pencils are arranged in a slightly staggered manner, with their tips pointing upwards.

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 organization.
- The principal encourages teachers to take on leadership roles and to lead learning and is willing to distribute significant leadership responsibilities.
- The principal encourages the formation of teams to address school priorities



Empower staff to take on and carry out leadership roles

- The principal understands the potential for building leadership capacity and seeks to develop this.
- The principal and deputy principals provide a mentoring programme to support teachers in new roles.

A Leader

A leader is more concerned about *what* is right than about *being* right, about *acting* on good ideas rather than *having* the ideas, about *embracing* new truth rather than *defending* outdated position, about *building* the team rather than *exalting* self, about *recognising* contribution rather than being *recognised* for making it.



Values

Like a lighthouse guiding ships ashore, an organisation's values signal expected behaviours that support the desired culture. But talk is cheap, as they say. Voice values alone won't forge the culture we envision. To breathe life into them requires mapping specific behaviours and traits for each. How do we recognise when someone lives this value? What does it look and feel like day to day? Descriptions make values tangible.





Values

*What are the
values that
underpin your
school?*



OUR SCHOOL SELF EVALUATION VISION

for **2022-2026**

✓ **LEADERSHIP**

✓ **EXCELLENCE**

✓ **COMMUNITY**

✓ **CREATIVITY**



EXCELLENCE IN LEARNING AND TEACHING

- Active Teaching methods
- Assessment (Formative, AfL & summative) and Reporting

EFFECTIVE COMMUNICATION

- Learner voice
- Parents council
- BoM, Community and Past Pupils Union
- Teacher (voice and agency)

INSPIRING LEADERSHIP

- We are all leaders
- Student, staff and parents
- Distributed Leadership
- Professional Development



HOPE



OPTIMISM



SELF-EFFICACY



RESILIENCE



WELLBEING FOR ALL

- Wellbeing programme
- Wellness in body, mind and spirit



CAREER GUIDANCE AND CARE

- Emotional and Social intelligence
- TY Buddy system



POSITIVE BEHAVIOUR

- High expectation
- Attendance strategy
- Awards



DIGITAL LEARNING & STE(A)M

- Digital Learning Framework
- Virtual Learning Environment – Google Classroom
- Science, computer science, arts, maths
- Literacy and Numeracy



PEOPLE WORKING TOGETHER

- Collective Collaboration (Domain 4)
- Collaborative student curriculum projects
- Teacher Peer Observation
- Mentoring
- Reflection
- Developing our identity



TRANSFORMATIONAL EDUCATION

- One voice for justice (advocacy)
- Ecological and climate justice
- Edmund Rice Education Beyond Borders
- Sustainable Development Goals and Green Schools
- Spirituality and Faith Formation
- Immersion and partnership
- School twinning



ADDITIONAL NEEDS AND ACADEMIC MONITORING/ COACHING

- Differentiation
- Co-Teaching
- Inclusion
- Academic Progress Review Model
- Teacher autonomy



IMAGINATIVE

- Playing with ideas
- Backing hunches

SOCIAL

- Collaborating in TEAMS
- Picking up ideas from others

ATTENTIVE

- Keeping focused
- Noticing details and patterns

REFLECTIVE

- Evaluating work in progress
- Knowing how best to learn

DETERMINED

- Preserving
- Coping with frustrations

ORGANISED

- Gathering resources
- Thinking ahead of action

CURIOUS

- Trying things out and problem solving
- Asking deep questions

THOUGHTFUL

- Challenging ideas and information
- Analysing logically

These 10 core areas have been identified by the BoM, staff of CBC as priority areas. These areas link with department of Education and Skills (DES), Inspectorate, NCCA objectives. Central to achieving our vision is the support we give each other and the guiding spirit of Blessed Edmund Rice.

Ionataobhus Scoileanna Eamainn Rís
Edmund Rice Schools' Trust

EDMUND RICE EDUCATION
Beyond Borders

Character versus Reputation

- Reputation is what people think you are while character is who you really are...
- Character is your capacity to prioritise your values over your instincts.
- The true test of character is whether you manage to stand by those values when the deck is stacked against you.
- If personality is how you respond on a typical day, character is how you show up on a hard day





Lean into your discomfort

...

- Becoming a creature of discomfort can unlock your potential in many different ways.
- Summoning the nerve to face discomfort is a character skill – an especially important form of determination.
- It takes three kinds of courage to abandon your tried and tested methods:

Courage

1. To put yourself in the ring before you feel ready
 2. To make more mistakes than others make attempts
 3. The best way to accelerate growth is to embrace, seek and amplify discomfort
- Courage can be contagious



Authenticity

If you are going to lead you must have a core, something to which you must be true. You can't work from the inside out if you don't even know what is inside. So, you need to have a center. You need to have identified values. You need to know what you stand for and you need to stand for it, so that others know too.



Integrity – Are you Congruent?

- Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not or the courage to do the right thing – even when it's hard
- An absence of core values leads to confusion about what is the right thing to do.
- I see a lot of schools saying they are going to tighten their rules – I don't see a lot of them saying they are going to work to be extremely clear about what their values are, and giving people training on how those values translate into actual behaviour



Integrity – Are you Congruent?

- A person has integrity when there is no gap between intent and behaviour.
- They are not driven by extrinsic forces, including the opinions of others or the expediency of the moment
- It's not hard to make decisions when you know what your values are



A small green seedling with several leaves is growing out of a crack in a dark, textured rock surface. The background is a soft, out-of-focus light blue and white.

Stay Relevant ...

- In this rapidly changing collaborative age – if you don't have current capabilities, if you are not relevant, you will not have credibility.
- You will be taxed!
- The Peter Principle – promoting people to the level of their incompetence
- If the person simply relies on the skills that got them to where they are – if they are not constantly learning, growing, and developing new skills –they won't have what is necessary to succeed in this new position



Capabilities

- Left untended, knowledge and skill, like assets, depreciate in value – surprisingly quickly

David Maister

- The main message is that to remain credible in today's world, we need to constantly improve our capabilities or have an 'improvement orientation'.
- Always surround yourself with people who are even more talented and competent than you. It takes tremendous self trust to do this – a confidence born out of high integrity, positive intent and an attitude of continuous improvement

What if you train everyone and some of them leave?



What if we don't train them and
they all stay!!



Growing Leadership Capacity

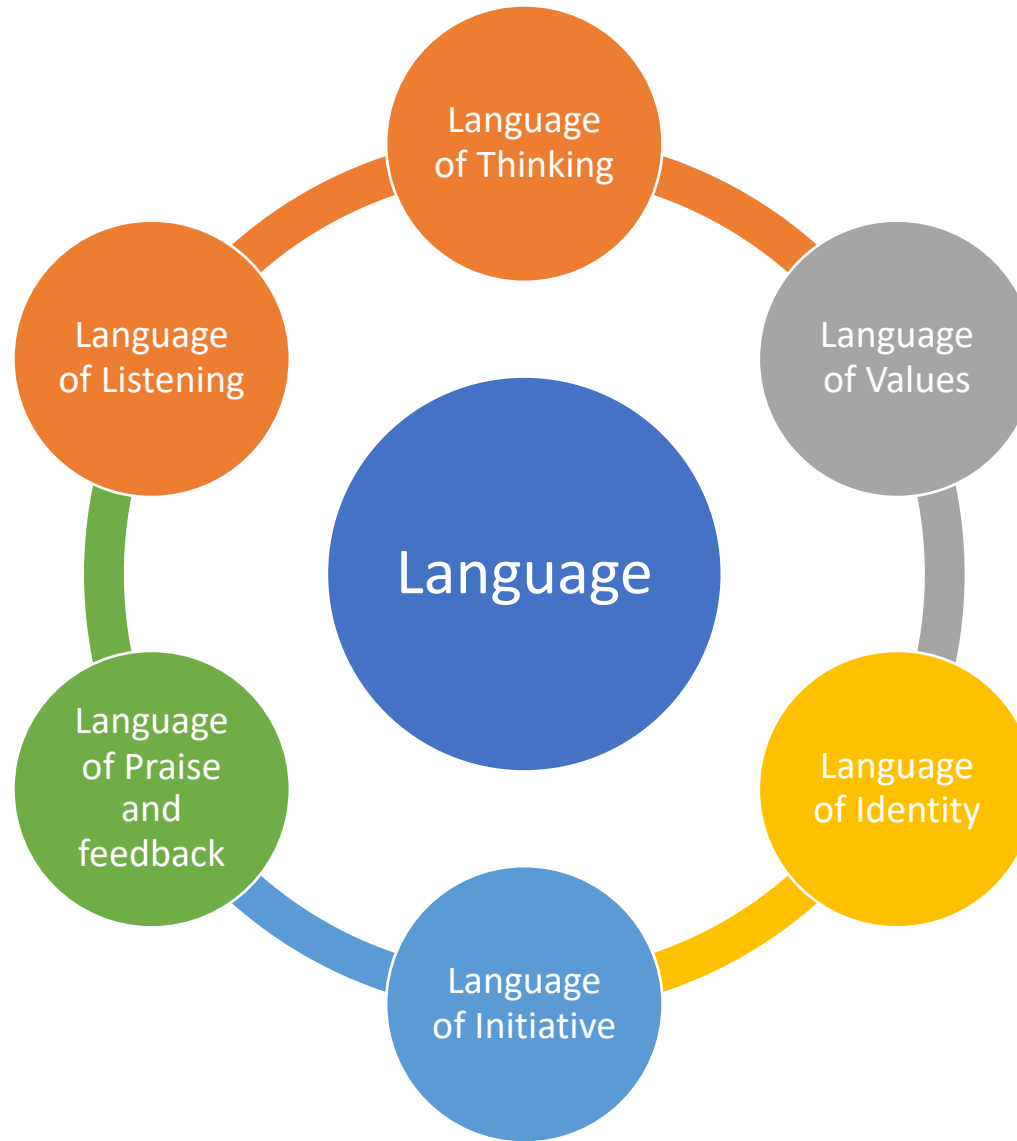
When we as leaders structure opportunities and processes so that people teach what they learn to others within your school it dramatically increases individual and staff learning and knowledge



The Tutor Effect



- The best way to learn something is to teach it.
- You remember it better after you recall it – and you understand it better after you explain it.
- All it takes is putting yourself in the instructor's seat before you have reached mastery.



Language

- We replaced a reactive language of **convince**, **coerce**, **comply** and **conform** with a proactive language of **intent** and **commitment to action**.
- We replaced a language of **prove** and **perform** with a language of **improve** and **learn**.
- We replaced a language of **invulnerability** and **certainty** with a language of **vulnerability** and **curiosity**.

Culture

- Create a safe environment
- Show vulnerability
- Create a shared common purpose



Culture



Culture has three elements:

1. Practices – daily routines that reflect and reinforce our values
2. Values – shared principles around what is important
3. Underlying assumptions – deeply held beliefs on the world works

Legacy

*Legacy is what you leave
in the room after you have
left*

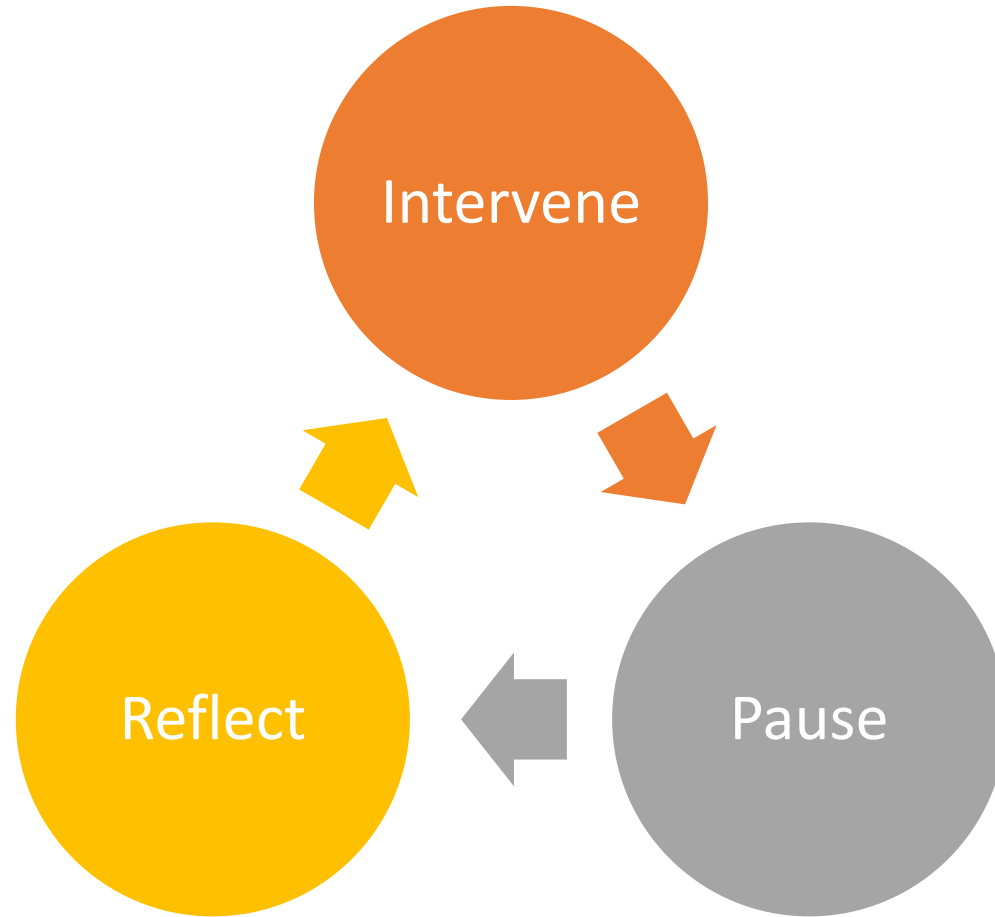


A close-up photograph of a person's hand reaching out to touch a delicate, pinkish-white flower in a field. The background is a soft-focus landscape with green grass and trees, creating a serene and contemplative atmosphere. The lighting is warm, suggesting late afternoon or early morning.

Presence

*If your presence isn't felt, your absence
won't be missed.*

Creating reflective leaders



Growing Leadership Capacity

- Create an environment that enables leaders to grow rather than an environment that disables them.
- Think of yourself as a gardener preparing the soil to reap a rich harvest.





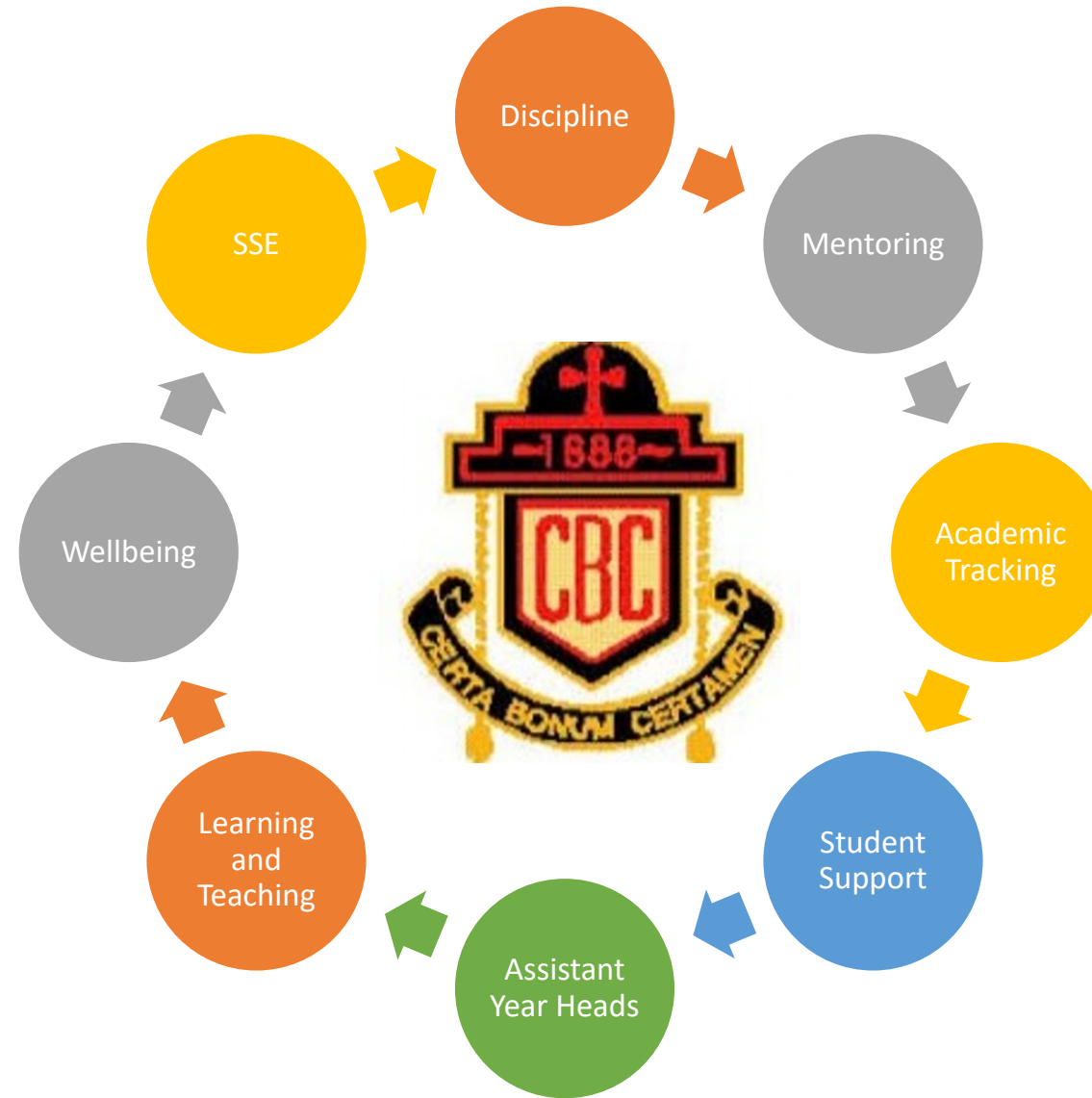
“If I don’t have my hand on every chess piece then we are going to loose - I would argue if you do have your hand on every chess piece you will loose”

General Stanley McChrystal

Focus

*Narrow the focus on what is important
and
really go after this.*





Growing Leadership

- Be a role model
- Learn by doing
- Mentor
- Peer meetings
- Reflection
- Psychological Safety
- Foster innovation
- Cultivate diverse views



Time

- In a competitive environment, like ours, there is never enough time.
- Therefore, we as leaders must be skillful – a master – in using time productively and teaching others to do the same.
- Your skill in doing this directly impacts on the ability of your school to thrive.
- Time, used correctly, is among your most potent assets.
- For the ineffective leader, the months, weeks and minutes are ill defined and almost intangible in their minds, evaporating without leaving a trace of achievement behind!



Meetings

- Each meeting with your staff or middle management offers a unique opportunity: a chance for you and your team to get better at something, share vital information, boost morale...Don't waste a moment of it; carefully plan every minute.
- Never go into a meeting not knowing what you want to get out of it.
- Who speaks first? Who speaks often?



Time

- We need to understand the value and great potential that time offers – use it wisely, not wastefully.
- Only when you fully comprehend the magnitude of the potential that exists in every individual minute will you begin to treat time with the grave respect that it deserves.
- Be present – don't be on your phone/lpad/laptop when you are at meetings and talking to people...



Time

Give me 100%. You can't make up for a poor effort today by giving 110% tomorrow. You don't have 110%. You only have 100% and that is what I want from you today, and every day.





Time

“Time is the coin of your life. It is the only coin you have, and only you determine how it will be spent. Spend it most wisely”

Carl Sandburg



Being Busy v Being Effective

- You can be busy but not effective!
- Don't mistake activity for achievement.
- Bustling bodies making noise can be deceptive.
- It does not mean anything is actually being accomplished.



Purpose

*Activity must be organized
with
a productive purpose or goal
in mind.*

Questions

The same type of people seem to get installed in leadership positions. What wisdom do you have for teachers whose senior leaders are stuck in that bias?






- We got to stop confusing confidence for competence
- Stop assuming the person who talks the most is the most capable
- That is the person who is most insecure and not the person best suited to guide the group



- Are they more interested in making the room smarter than being the smartest person in the room
- Are they interested in making those around them look better

A close-up photograph of a blue ribbon rosette, which is a decorative award, set against a dark, textured background. A large, white, semi-circular graphic element is overlaid on the right side of the image, containing the text.

What is your best advice for
getting over perfection in the
place of progress?

Perfectionists get three things wrong

- They obsess about details that don't matter - they are so busy finding the solution to tiny problems that they lack the discipline to find the right problems to solve.
- They avoid unfamiliar situations and difficult tasks that might lead to failure – that leaves them refining a narrow set of skills rather than working to develop new ones
- They berate themselves for making mistakes which makes it harder to learn from them.



- The perfect is the enemy of the good – that is not helpful as people expect something that is better than good
- Agree on what is an acceptable score in each situation
- Focus on what is important





2 questions to ask ...

- Did you make yourself better today?
- Did you make someone else better today?



Do you have advice for one who mentors younger members of a team?



- How to give criticism and how to receive it
- Receiving criticism – the second score
- Logic bully – hammer you with facts and evidence until I prove you are wrong!!
- Be curious why they have come to that viewpoint
- Giving criticism – 19 words
- I am giving you these comments because I have very high expectations for you, and I am confident you can reach them
- Change from attacking you to supporting you

Feedback

Being polite is withholding feedback to make someone feel good today.

Being kind is being candid about how they can get better tomorrow.



Feedback v Advice


- Instead of seeking feedback, you might be better off asking for advice.
- Feedback tends to focus on how well you did the last time.
- Advice shifts attention to how you can do better the next time.



Give Credit to others

- With regard to giving credit, I like to think of the 'window and mirror effect' articulated by Jim Collins
- When things go well, you look through the window at everyone out there and all they did to contribute, and you give them credit, recognition, acknowledgement and appreciation.
- When things don't go well, you look in the mirror - you don't look out there and blame and accuse others, you look at yourself



A hand is shown from the wrist up, palm facing up, reaching towards a bright sun in a hazy sky. A faint rainbow is visible in the background. The scene is bathed in warm, golden light.

The one thing that
changes
everything ...

Trust

Trust

Whether you define trust as mutual confidence or loyalty or ethical behaviour, or whether you deal with its fruits of empowerment and teamwork and synergy, trust is the ultimate root and source of our influence



Trust

Once you really understand the hard, measurable economics of trust, it's like putting on a new pair of glasses. Everywhere you look, you see the impact – at work, at home, in every relationship, in every effort. You begin to see the incredible difference high trust relationships can make in every dimension of life.





The Trust Tax

- Unfortunately, low trust taxes don't conveniently show up
- Saying that, once you know where and what to look for, you can see these taxes show up everywhere and they're often extremely high
- You have undoubtedly seen this tax in action many times – perhaps in a conversation where you can tell that your boss is automatically discounting everything you say by 20/30 percent or even more.
- If you think about it, you have probably been the one taxing some of those interactions yourself ...because you don't trust the person you are talking to

The Trust Dividend

- I also suggest that, just as the tax created by low trust is real, measurable, and extremely high, so the dividends of high trust are also real, quantifiable, and incredibly high.
- When trust is high, the dividend you receive is like a performance multiplier, elevating and improving every dimension of your school.



Trust and Inspire

Inclusion, collaboration, and innovation are no longer simply buzzwords but are the price of entry to being successful in our current as well as our future reality.



Our Experience



Lessons from the pitch

- Character trump's skill/ability
- Trust and respect need to be earned
- Everybody talks the same language – actions aligned to this language is what differentiates the successful from the unsuccessful
- Stay in the present and future proof yourself
- You can't hold grudges
- Process v Outcome
- Hidden potential – see what others don't

Habits of Effective Leaders

- Be proactive.
- Start with the end in mind.
- Put first things first
- Think win-win
- Seek first to understand, then to be understood.
- Synergize
- Sharpen the saw

Therefore behave your way into the leader you want to be



Final Word

Our job involves two things

1. Getting the right people on the bus
2. Getting the right people in the right seats



Parting Thought ...

*What is the one thing
I can do better?*



THANK
YOU

