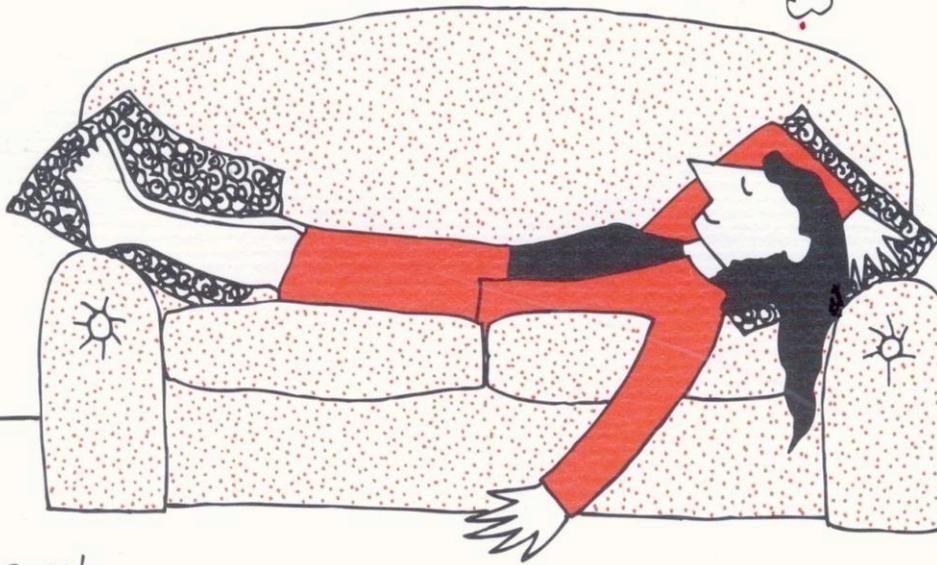


Sabbatical Report

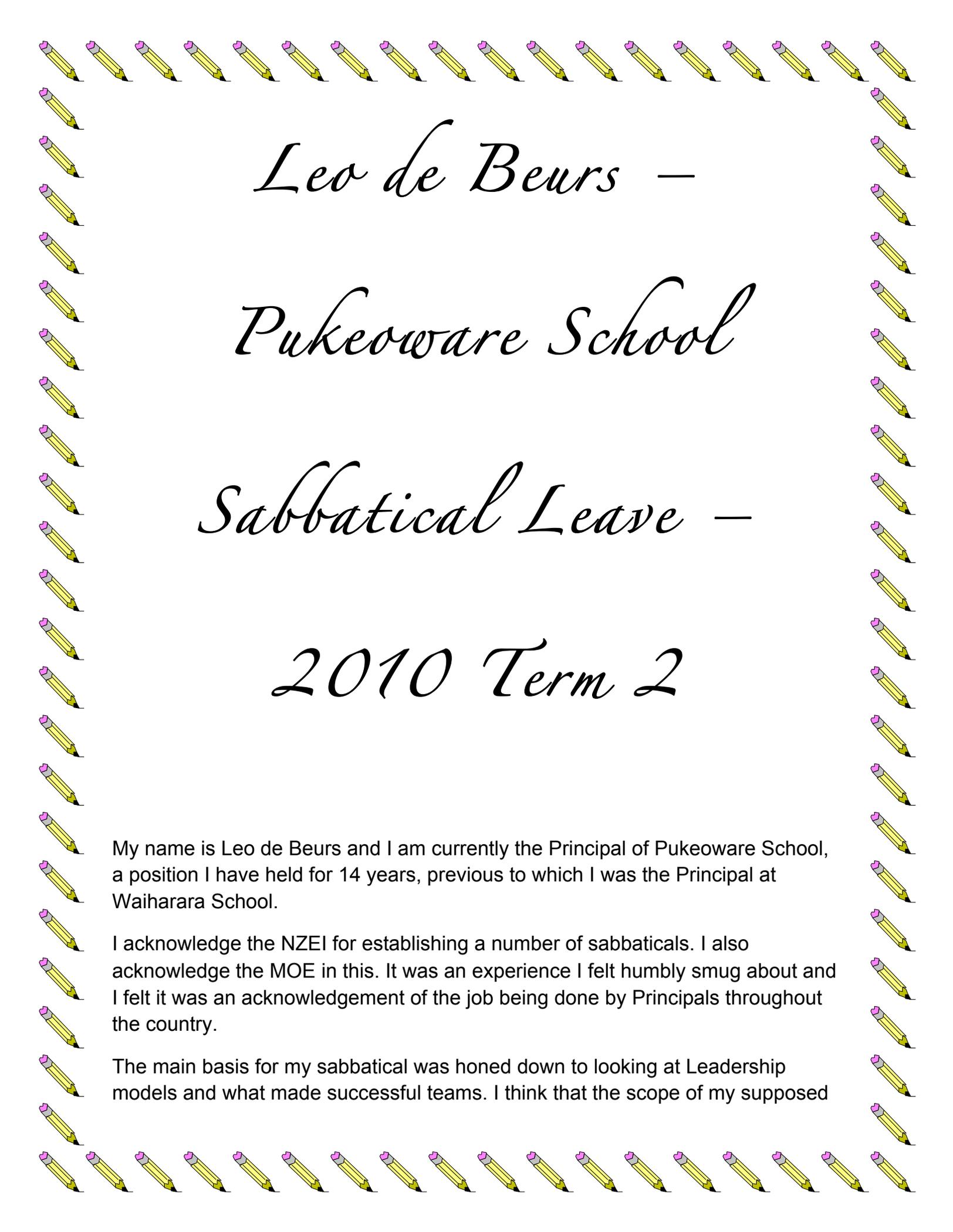
CAREER ADVICE No. 49

A good leader needs energy, wisdom
& patience...

And every so often a
bit of a -lie-down



horacek



Leo de Beurs –

Pukeoware School

Sabbatical Leave –

2010 Term 2

My name is Leo de Beurs and I am currently the Principal of Pukeoware School, a position I have held for 14 years, previous to which I was the Principal at Waiharara School.

I acknowledge the NZEI for establishing a number of sabbaticals. I also acknowledge the MOE in this. It was an experience I felt humbly smug about and I felt it was an acknowledgement of the job being done by Principals throughout the country.

The main basis for my sabbatical was honed down to looking at Leadership models and what made successful teams. I think that the scope of my supposed

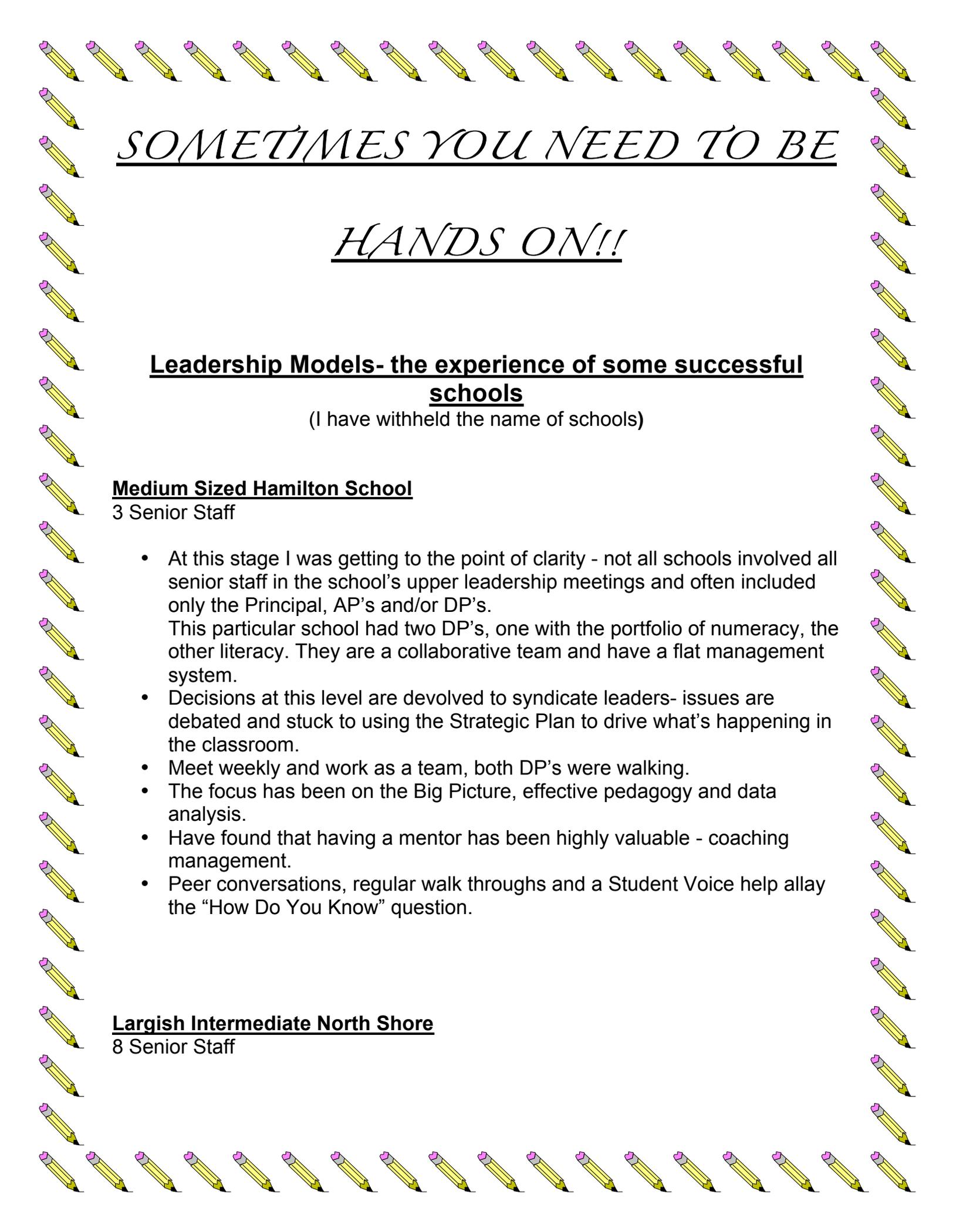
research was far too broad and pretentious. I apologise to the thousands of people who have been waiting eagerly for this report, salivating at the thought of its content (sorry Ross).

As my report progressed I became more intrigued to find that there was no “set recipe” to successful teams and that there was a wondrous assortment of leadership teams that worked.

I was in awe of the information available to me both here and overseas through the internet and soon realized that my meager contributions will not stand too much scrutiny....but it made me think.



LEADERSHIP IS NOT
MANAGEMENT, BUT



SOMETIMES YOU NEED TO BE

HANDS ON!!

Leadership Models- the experience of some successful schools

(I have withheld the name of schools)

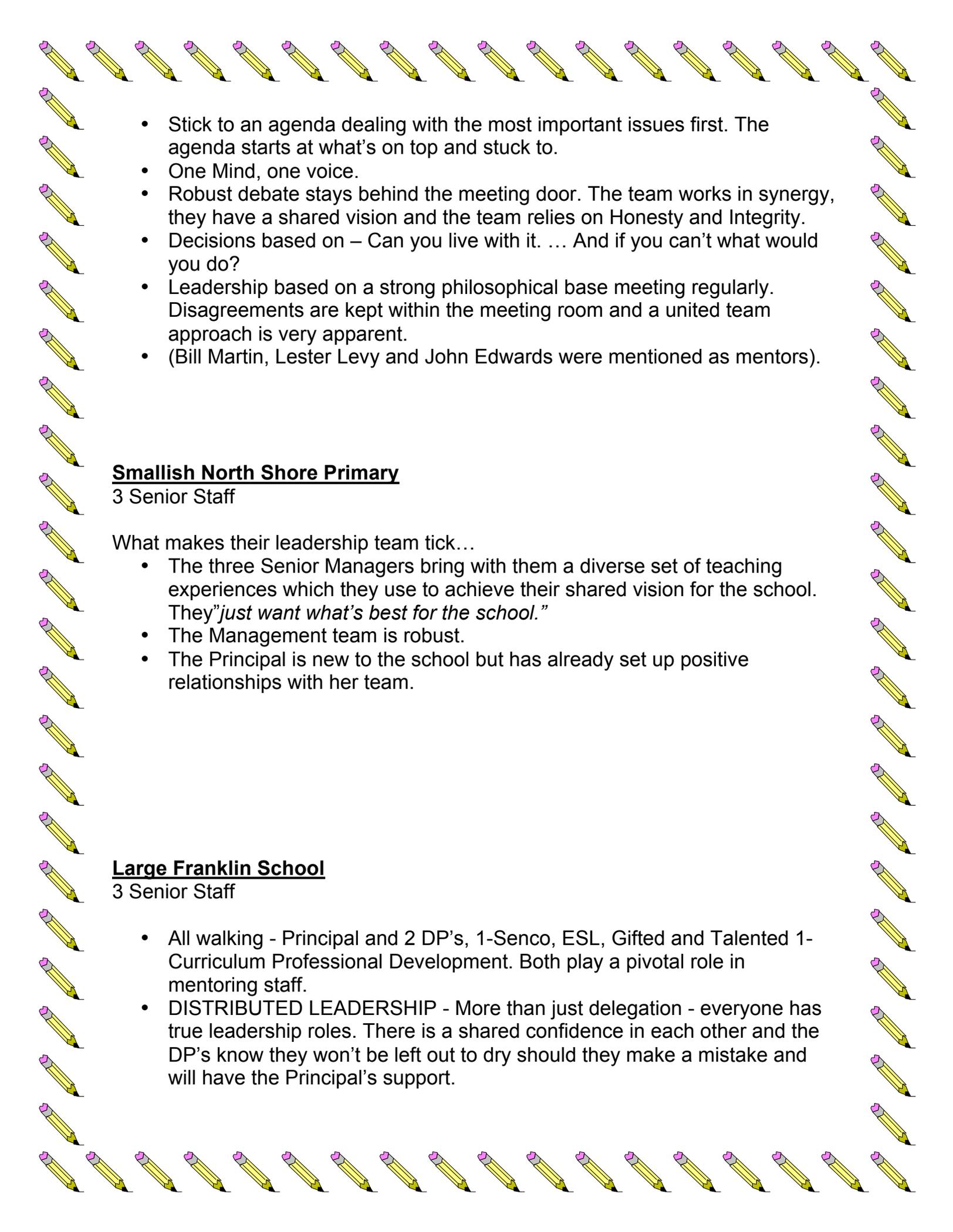
Medium Sized Hamilton School

3 Senior Staff

- At this stage I was getting to the point of clarity - not all schools involved all senior staff in the school's upper leadership meetings and often included only the Principal, AP's and/or DP's. This particular school had two DP's, one with the portfolio of numeracy, the other literacy. They are a collaborative team and have a flat management system.
- Decisions at this level are devolved to syndicate leaders- issues are debated and stuck to using the Strategic Plan to drive what's happening in the classroom.
- Meet weekly and work as a team, both DP's were walking.
- The focus has been on the Big Picture, effective pedagogy and data analysis.
- Have found that having a mentor has been highly valuable - coaching management.
- Peer conversations, regular walk throughs and a Student Voice help allay the "How Do You Know" question.

Largish Intermediate North Shore

8 Senior Staff

- 
- Stick to an agenda dealing with the most important issues first. The agenda starts at what's on top and stuck to.
 - One Mind, one voice.
 - Robust debate stays behind the meeting door. The team works in synergy, they have a shared vision and the team relies on Honesty and Integrity.
 - Decisions based on – Can you live with it. ... And if you can't what would you do?
 - Leadership based on a strong philosophical base meeting regularly. Disagreements are kept within the meeting room and a united team approach is very apparent.
 - (Bill Martin, Lester Levy and John Edwards were mentioned as mentors).

Smallish North Shore Primary

3 Senior Staff

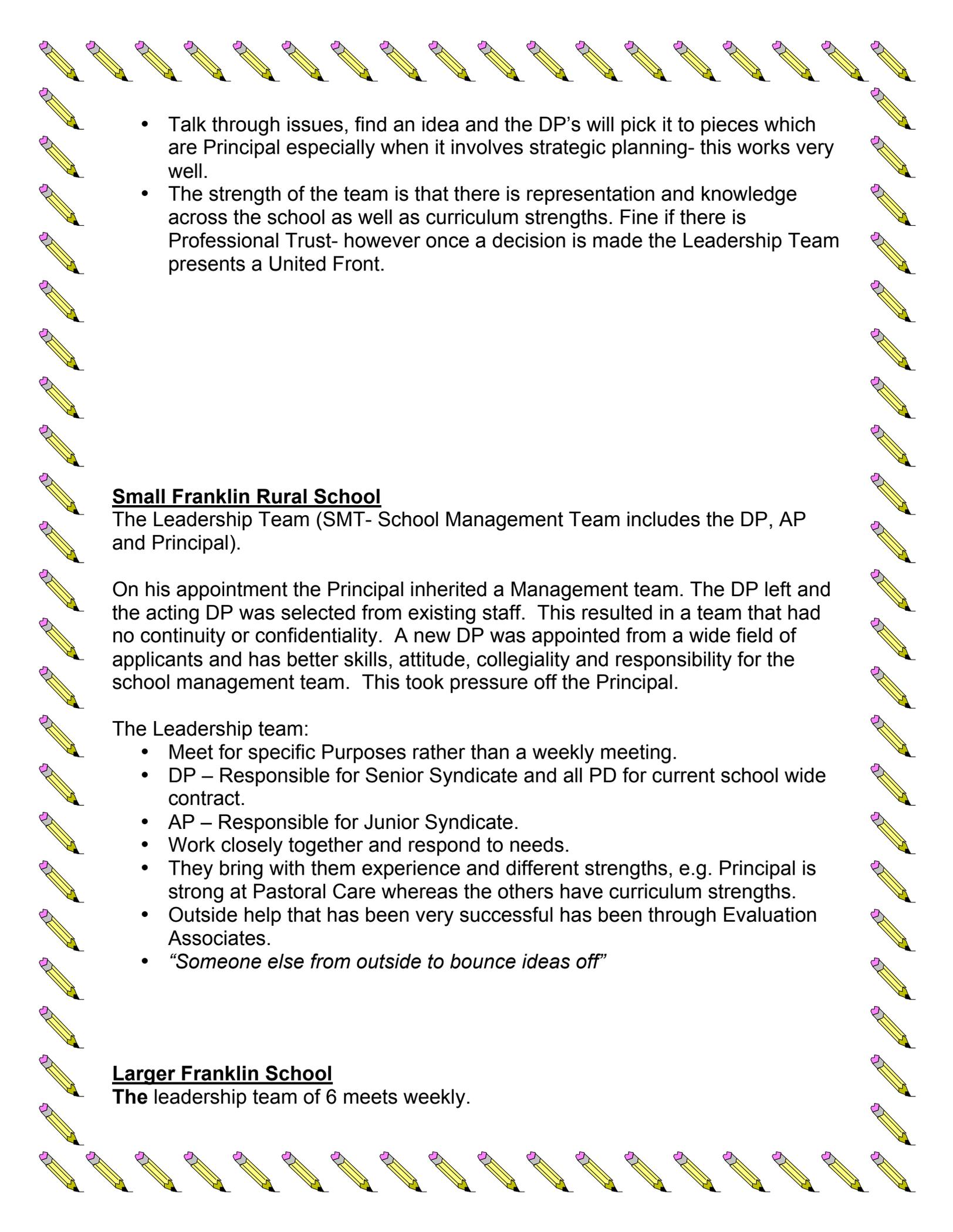
What makes their leadership team tick...

- The three Senior Managers bring with them a diverse set of teaching experiences which they use to achieve their shared vision for the school. They "*just want what's best for the school.*"
- The Management team is robust.
- The Principal is new to the school but has already set up positive relationships with her team.

Large Franklin School

3 Senior Staff

- All walking - Principal and 2 DP's, 1-Senco, ESL, Gifted and Talented 1-Curriculum Professional Development. Both play a pivotal role in mentoring staff.
- DISTRIBUTED LEADERSHIP - More than just delegation - everyone has true leadership roles. There is a shared confidence in each other and the DP's know they won't be left out to dry should they make a mistake and will have the Principal's support.

- 
- Talk through issues, find an idea and the DP's will pick it to pieces which are Principal especially when it involves strategic planning- this works very well.
 - The strength of the team is that there is representation and knowledge across the school as well as curriculum strengths. Fine if there is Professional Trust- however once a decision is made the Leadership Team presents a United Front.

Small Franklin Rural School

The Leadership Team (SMT- School Management Team includes the DP, AP and Principal).

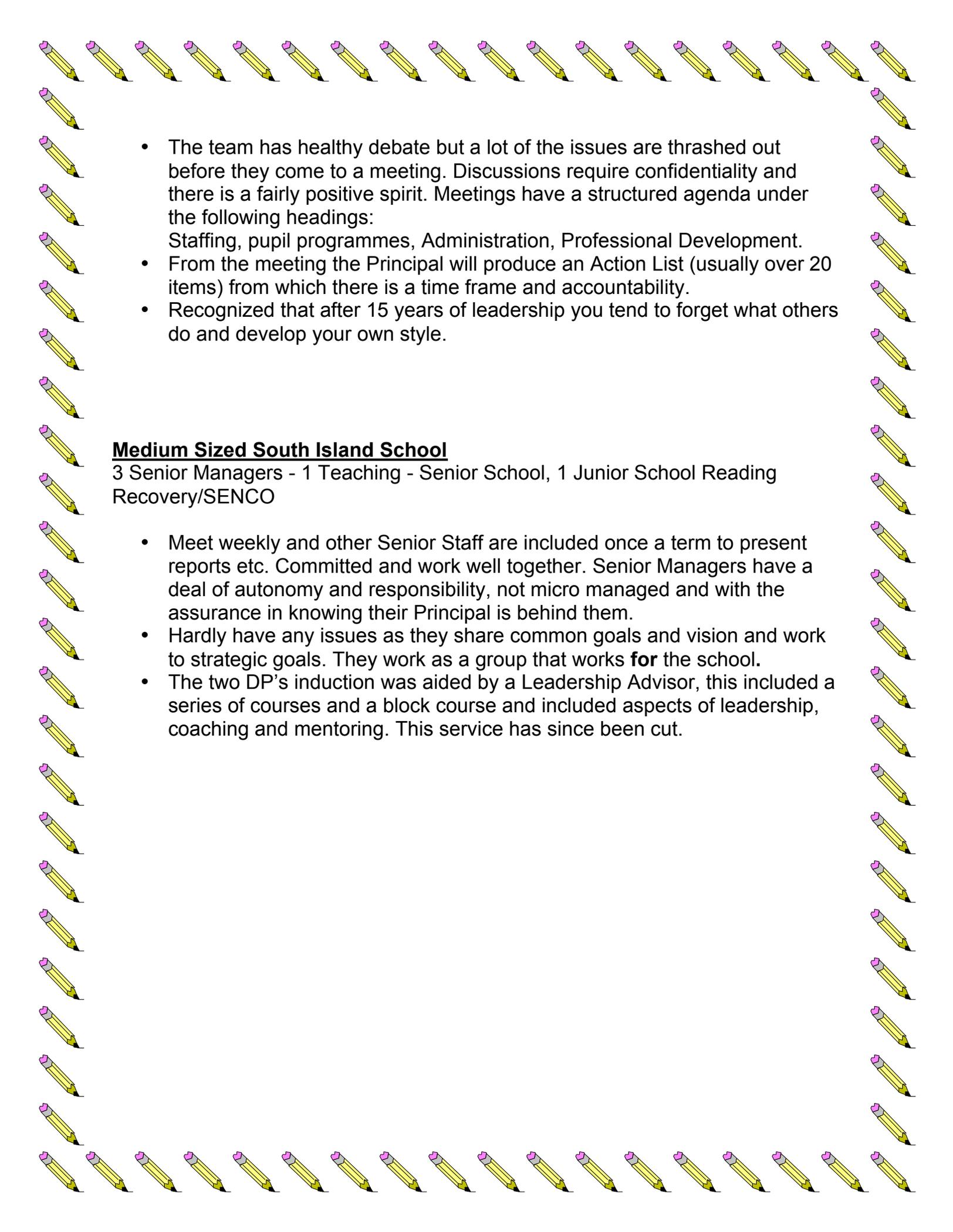
On his appointment the Principal inherited a Management team. The DP left and the acting DP was selected from existing staff. This resulted in a team that had no continuity or confidentiality. A new DP was appointed from a wide field of applicants and has better skills, attitude, collegiality and responsibility for the school management team. This took pressure off the Principal.

The Leadership team:

- Meet for specific Purposes rather than a weekly meeting.
- DP – Responsible for Senior Syndicate and all PD for current school wide contract.
- AP – Responsible for Junior Syndicate.
- Work closely together and respond to needs.
- They bring with them experience and different strengths, e.g. Principal is strong at Pastoral Care whereas the others have curriculum strengths.
- Outside help that has been very successful has been through Evaluation Associates.
- *“Someone else from outside to bounce ideas off”*

Larger Franklin School

The leadership team of 6 meets weekly.

- 
- The team has healthy debate but a lot of the issues are thrashed out before they come to a meeting. Discussions require confidentiality and there is a fairly positive spirit. Meetings have a structured agenda under the following headings:
Staffing, pupil programmes, Administration, Professional Development.
 - From the meeting the Principal will produce an Action List (usually over 20 items) from which there is a time frame and accountability.
 - Recognized that after 15 years of leadership you tend to forget what others do and develop your own style.

Medium Sized South Island School

3 Senior Managers - 1 Teaching - Senior School, 1 Junior School Reading Recovery/SENCO

- Meet weekly and other Senior Staff are included once a term to present reports etc. Committed and work well together. Senior Managers have a deal of autonomy and responsibility, not micro managed and with the assurance in knowing their Principal is behind them.
- Hardly have any issues as they share common goals and vision and work to strategic goals. They work as a group that works **for** the school.
- The two DP's induction was aided by a Leadership Advisor, this included a series of courses and a block course and included aspects of leadership, coaching and mentoring. This service has since been cut.



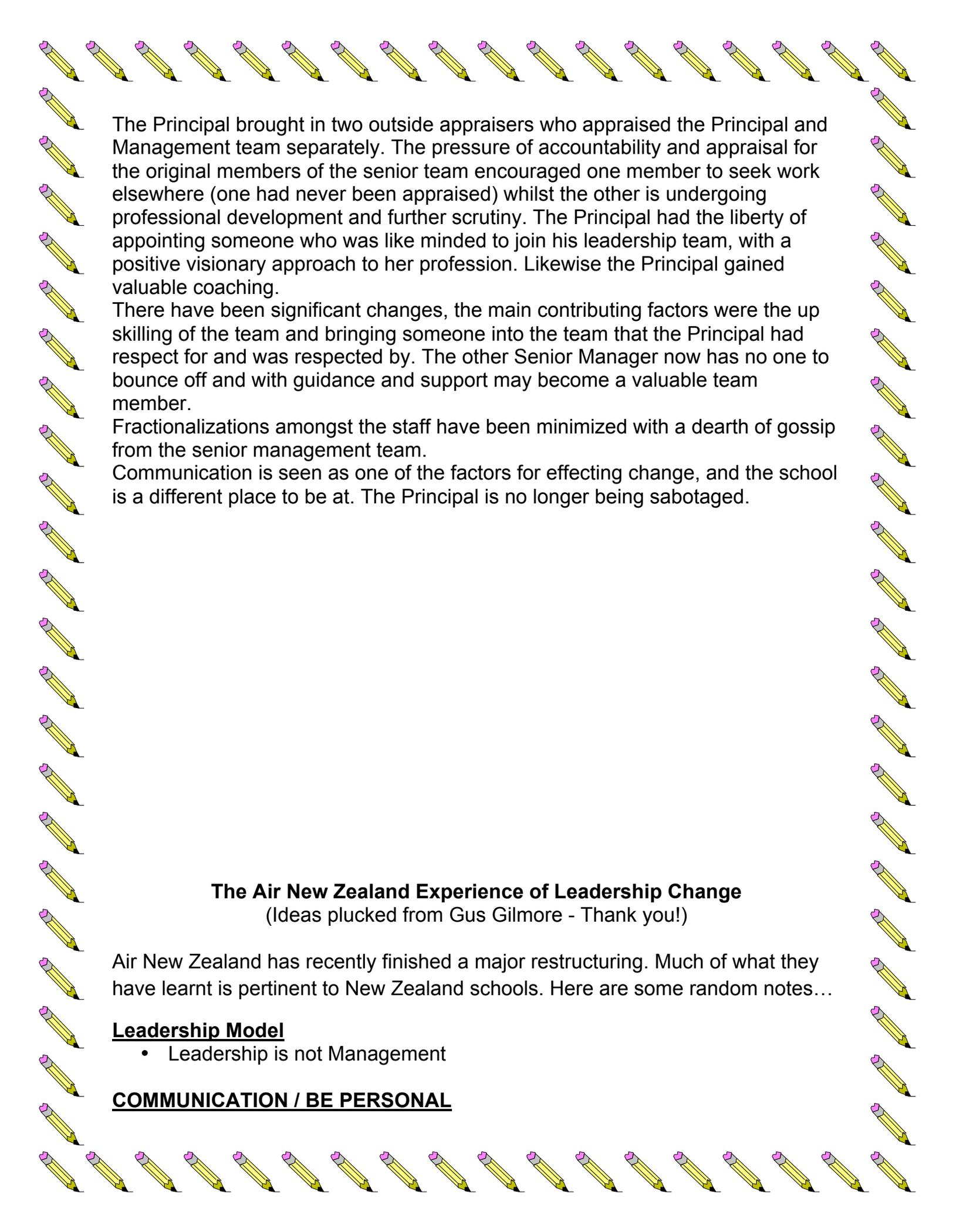
*SOMETIMES LEADERSHIP MEMBERS
NEED TO BE RELECTIVE.*

Large School

I have included this as a before and after scenario.

Principal arrives from a rural school and is confronted by a formidable senior management team who the unsuspecting new Principal spends the next few years trying to cope with a leadership team he didn't want to be part of. A Fractious team. Lack of confidentiality and cases of "Well Poisoning" were the norm.

How the situation changed:



The Principal brought in two outside appraisers who appraised the Principal and Management team separately. The pressure of accountability and appraisal for the original members of the senior team encouraged one member to seek work elsewhere (one had never been appraised) whilst the other is undergoing professional development and further scrutiny. The Principal had the liberty of appointing someone who was like minded to join his leadership team, with a positive visionary approach to her profession. Likewise the Principal gained valuable coaching.

There have been significant changes, the main contributing factors were the up skilling of the team and bringing someone into the team that the Principal had respect for and was respected by. The other Senior Manager now has no one to bounce off and with guidance and support may become a valuable team member.

Fractionalizations amongst the staff have been minimized with a dearth of gossip from the senior management team.

Communication is seen as one of the factors for effecting change, and the school is a different place to be at. The Principal is no longer being sabotaged.

The Air New Zealand Experience of Leadership Change

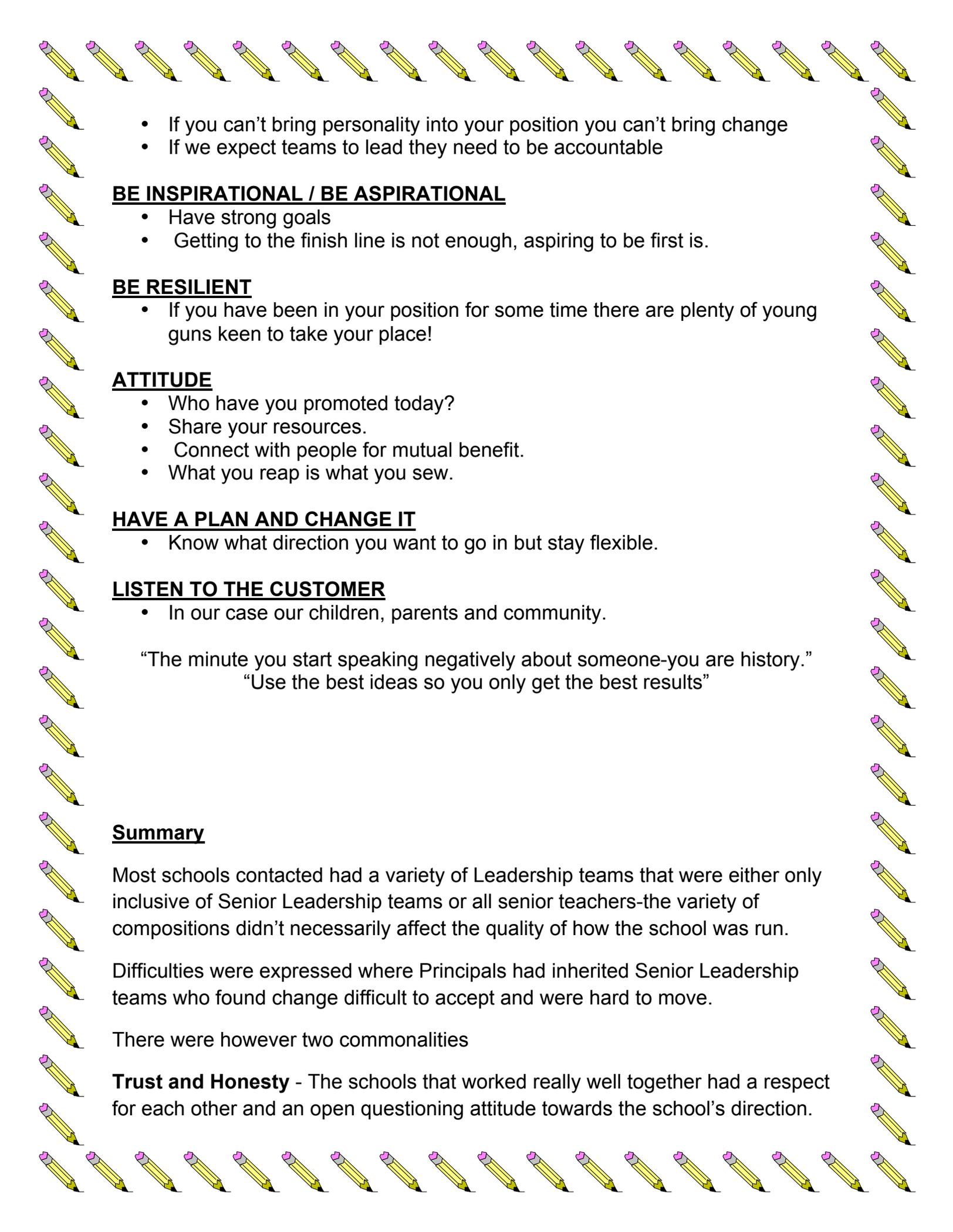
(Ideas plucked from Gus Gilmore - Thank you!)

Air New Zealand has recently finished a major restructuring. Much of what they have learnt is pertinent to New Zealand schools. Here are some random notes...

Leadership Model

- Leadership is not Management

COMMUNICATION / BE PERSONAL

- 
- If you can't bring personality into your position you can't bring change
 - If we expect teams to lead they need to be accountable

BE INSPIRATIONAL / BE ASPIRATIONAL

- Have strong goals
- Getting to the finish line is not enough, aspiring to be first is.

BE RESILIENT

- If you have been in your position for some time there are plenty of young guns keen to take your place!

ATTITUDE

- Who have you promoted today?
- Share your resources.
- Connect with people for mutual benefit.
- What you reap is what you sew.

HAVE A PLAN AND CHANGE IT

- Know what direction you want to go in but stay flexible.

LISTEN TO THE CUSTOMER

- In our case our children, parents and community.

“The minute you start speaking negatively about someone-you are history.”
“Use the best ideas so you only get the best results”

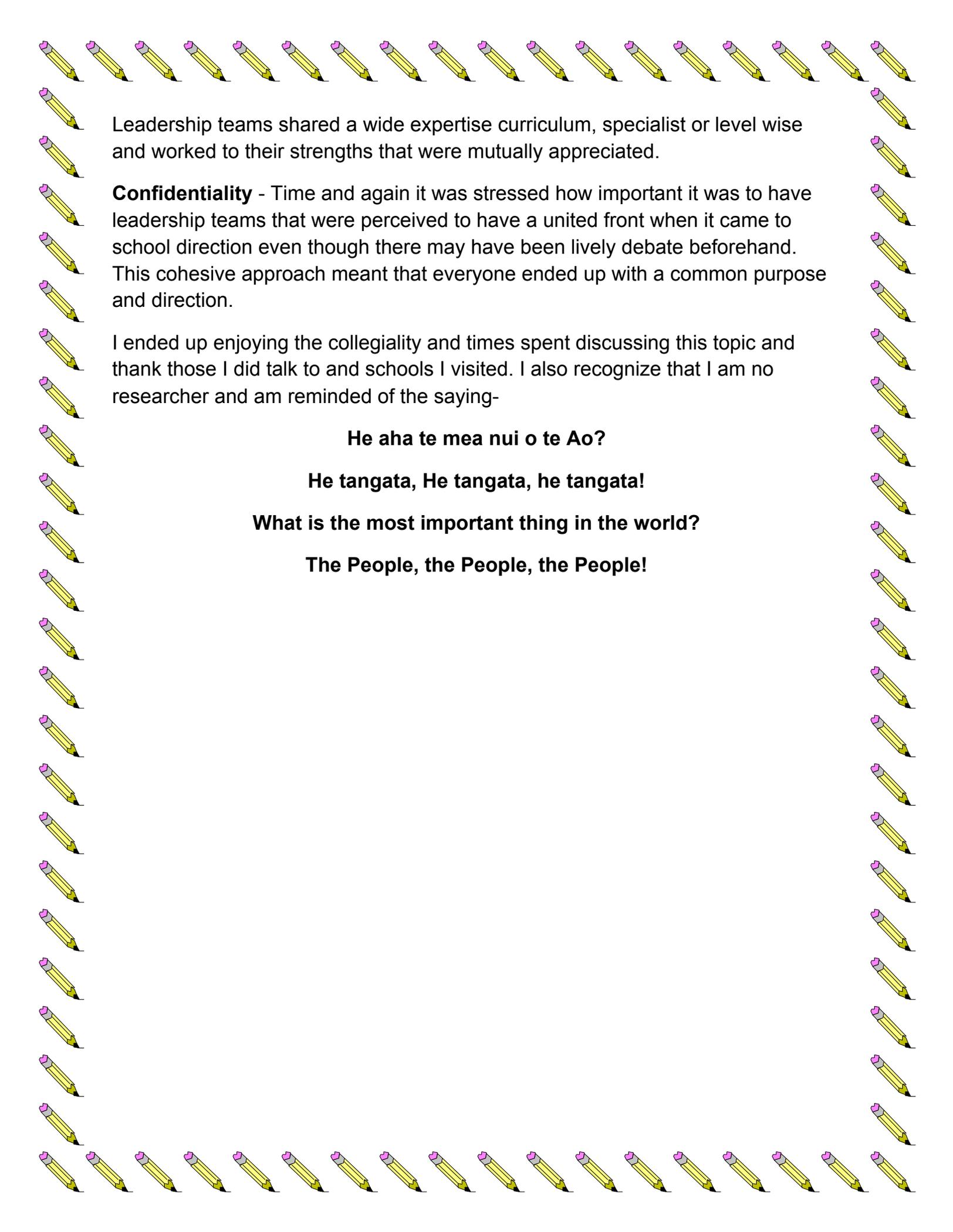
Summary

Most schools contacted had a variety of Leadership teams that were either only inclusive of Senior Leadership teams or all senior teachers-the variety of compositions didn't necessarily affect the quality of how the school was run.

Difficulties were expressed where Principals had inherited Senior Leadership teams who found change difficult to accept and were hard to move.

There were however two commonalities

Trust and Honesty - The schools that worked really well together had a respect for each other and an open questioning attitude towards the school's direction.



Leadership teams shared a wide expertise curriculum, specialist or level wise and worked to their strengths that were mutually appreciated.

Confidentiality - Time and again it was stressed how important it was to have leadership teams that were perceived to have a united front when it came to school direction even though there may have been lively debate beforehand. This cohesive approach meant that everyone ended up with a common purpose and direction.

I ended up enjoying the collegiality and times spent discussing this topic and thank those I did talk to and schools I visited. I also recognize that I am no researcher and am reminded of the saying-

He aha te mea nui o te Ao?

He tangata, He tangata, he tangata!

What is the most important thing in the world?

The People, the People, the People!