

Fire in the heart, ice in the brain! Rekindling the human spirit of educational leaders

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SETTING THE SCENE



MEANINGS OF HUMAN 'SPIRIT' WITHIN THE LEADER

< L *spiritus* : breath, courage, soul, life

1. A person considered with respect to their mental or moral characteristics
2. Supernatural being: spectre, ghost, angel, demon
3. Vivacity, animation, enthusiasm, courage or the like
4. Emotional state
5. Inspiring or actuating principle
6. A liqueur obtained by distillation, especially alcohol

A DEFINITION OF VALUES

A value

- Is an enduring belief about the desirability of some means; and
- Once internalised, a value also becomes a standard or criterion for guiding one's own actions and thought, for influencing the actions and thought of others and for morally judging oneself and others [Leithwood, Begley & Cousins, 1994, p. 99]

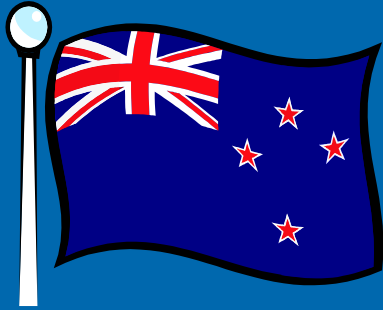
DIMENSIONS OF PERSONAL DEVELOPMENT



Simultaneous and harmonious development
of all aspects of the growing personality –
Plato's definition of education

RECENT RESEARCH FINDINGS: PERSONAL LEADERSHIP





ISSPP PROJECT: NZ FINDINGS

Personal characteristics

- Passion for education
- Pride and belief in school and community
- Critical self-reflection
- Work ethic
- Previous life experiences
- Levels of resiliency
- Strength of values and moral purpose

ISSPP: AUSTRALIA

Personal themes:

- Principals had well-developed educational philosophies and clear values
- Philosophies shaped by life experiences, role models in early career and professional learning
- Deep sense of moral purpose derived from their philosophy and values, not as a personal cause but in tandem with their school community
- 'Hope for a better future' was a motivating force for leadership

[Duignan & Gurr, 2007, *Leading Australia's Schools*]

INFLUENCES ON SUCCESSFUL LEADERSHIP: UNITED KINGDOM

Findings: 313 headteacher respondents rated 21 different factors influencing their careers

- Personal faith/philosophy and vocation (65%)
- Early experiences of teaching and leadership (56%)
- Professional relationships (51%)
- Role models e.g. 'a head I have worked with' (47%)
- Professional development (42%)

[West-Burnham, 2009, *Developing outstanding leaders*]

EFFECTIVE LEADERSHIP AND PUPIL OUTCOMES PROJECT: UNITED KINGDOM

Of the 10 major findings, these findings related to leaders' values:

1. Headteachers are perceived as the main source of leadership by staff, governors and parents. Their educational values, strategic intelligence, and leadership strategies shape the school and classroom processes and practices which result in improved student outcomes
2. Successful leaders draw on the same repertoire of basic leadership values, qualities and practices

[Day et al, 2009, *The impact of school leadership on pupil outcomes*]

HOLISTIC APPROACHES TO PERSONAL LEADERSHIP



CONCEPT OF 'HAUORA' APPLIED TO EDUCATIONAL LEADERSHIP

'Hauora' is a Maori philosophy of health and well-being that is unique to New Zealand. It is comprised of:

- Physical well-being (Tana Tinana)
- Mental and emotional well-being (Tana Hinengaro)
- Social well-being (Tana Whanau)
- Spiritual well-being (Tana Wairua)



**Values
Interrogation**
**Reflection-
on-self**

**Values
Alignment**
**Connectedness
with others**

SELF

**Values
Contestation**
**Conflict
with others**

**Values-led
Philosophy**
**Core values
inform
leadership
behaviours**

VALUES INTERROGATION

- Use of a baseline values inventory that enables leaders to identify their personal and professional values
- Retrospective look at origins of one's set of personal values
- Linking values system to one's leadership behaviours
- Concept of 'authentic' leadership

For reflection:

What are your core values?

How do they influence your leadership behaviours?

VALUES ALIGNMENT

- Leaders are encouraged to consider their values match or alignment with core values supported by the wider school community
- Research examples of two NZ secondary principals: Helen and Max
- Concept of shared values

For reflection:

Which of your core values align with your school/community/organisational values?

VALUES CONTESTATION

- Consideration of interpersonal and intrapersonal conflict of values
- Review of critical incidents that present moral or ethical dilemmas
- Intrapersonal values conflict: critical incidents for
 - Helen (alcohol issues)
 - Max (overseas sports trip)

VALUES-BASED DECISION-MAKING WITHIN DILEMMA MANAGEMENT:

Max James

Dilemma context:

Contested values

Staff withdrew goodwill for tour supervision on basis of political principle to ensure successful employment contract negotiations versus principal and community wishes for tour to proceed in the interests of students

Principal Action

Max compromises contested situation by assuming leadership of tour

Attitude

Max's desire to provide positive learning experiences for students

Values

- Balanced all-round education
- Positive learning experience
- Development of student self-esteem
- Happiness
- Self-respect
- Support of rural community

Motivational Base

Determinants identified:

- Supportive community relationship vital in a rural school
- Values origins located in principal's family upbringing
 - Balanced education, positive learning experiences, student self-esteem
 - Own lifestyle (happiness)
 - Career experiences (self respect)

Self

Essence of the individual:


- fundamental elements of service
- community contribution
- desire to 'make a difference'

For reflection:

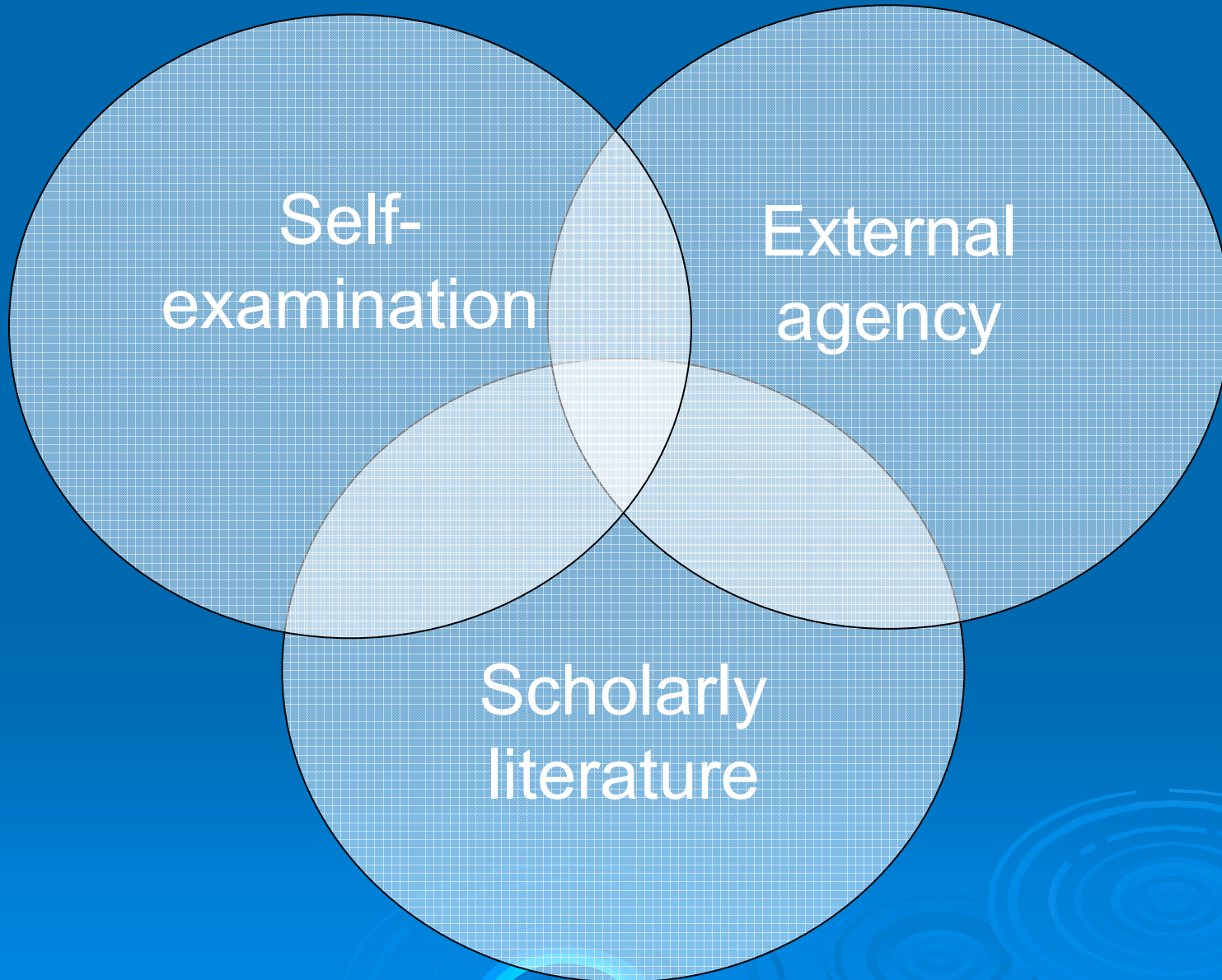
How do you deal with values conflict situations when your personal or professional values are confronted?



VALUES-LED PHILOSOPHY OF LEADERSHIP

- Establishing a personal leadership platform that encapsulates the concept of philosophy-in-action and helps promote critical self-reflection
 - Benefits of a personal philosophy of leadership:
 - Identifies key values and intrinsic motivations for action
 - Presents a disciplined approach to expressing dormant or rarely accessed values
 - Helps the leader to determine which key values are not open to negotiation
 - An enabling mechanism for sharing foundational values with significant others e.g. senior leadership team
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TOOLS FOR SELF-ANALYSIS



Self-
examination


External
agency

Scholarly
literature


**POLICY, TRAINING &
SUPPORT IMPLICATIONS FOR
PERSONAL LEADERSHIP**



POLICY IMPLICATIONS

- Include personal development in the Professional Standards for Principals: elements of critical self-reflection, values, philosophy of leadership
 - Develop a national framework for personal development support linked to existing aspiring and experienced principals' programmes – to include early childhood headteachers
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TRAINING & SUPPORT IMPLICATIONS

- Focus on values, personal qualities and moral purposes of leadership that impact on student learning and on teaching practices
 - Use of a critical friend to help leaders review and reflect on personal /professional experiences and clarify values stances
 - Personal development seen against a backdrop of situational leadership in a local context
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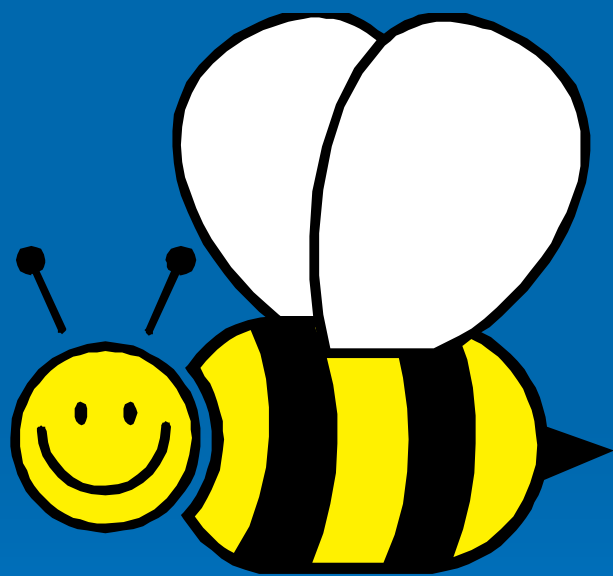
AREAS FOR FUTURE RESEARCH

- Pathways to ethical decision making
- Ecology of leadership
- Alternative models of self-development



CONCLUSION





THANK YOU

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