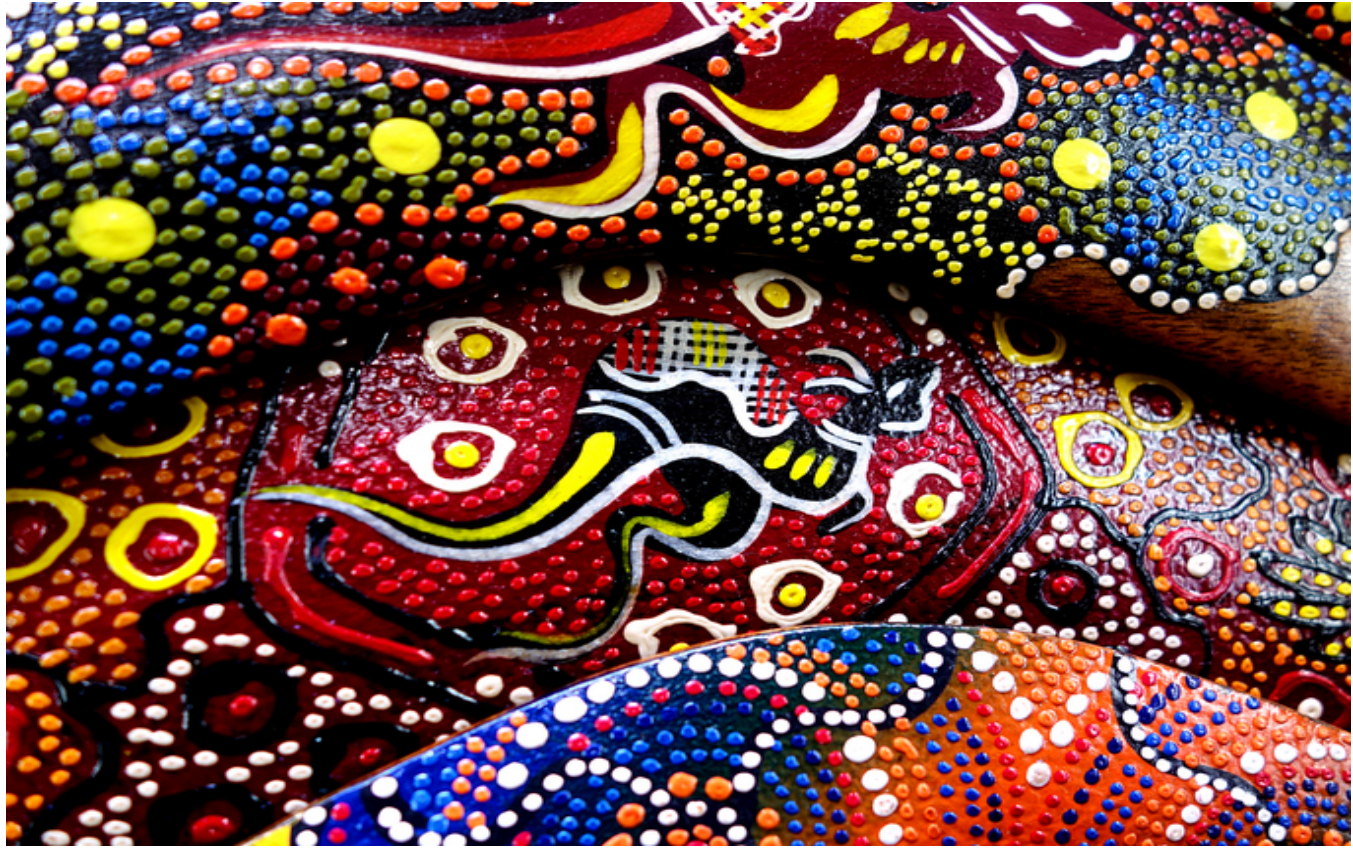




MAKE LEARNING  
BETTER

# YOU & YOUR LEADERSHIP

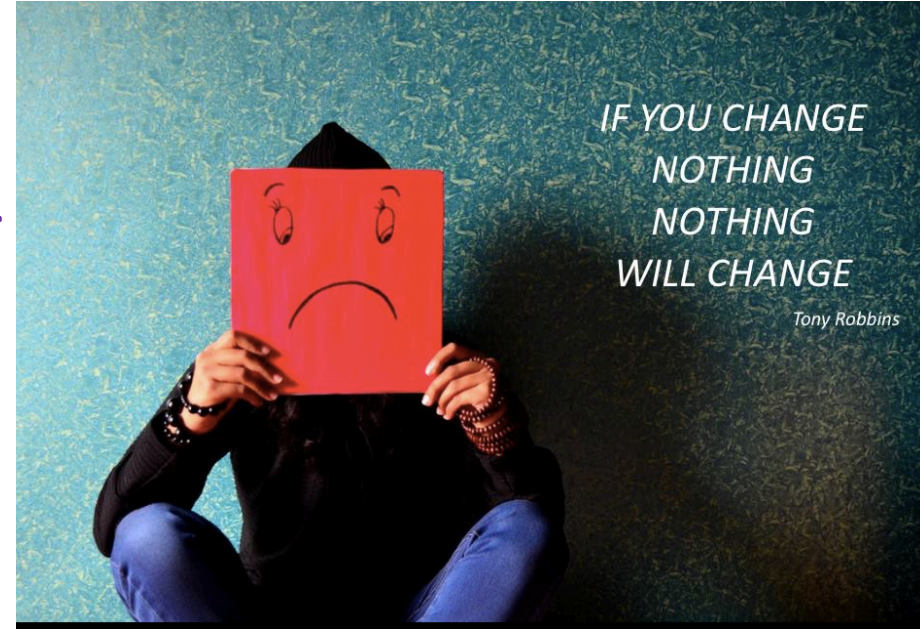
## Strengths and Challenges





# PROGRAM

- Overview
- Session 1
  - Talking about Yourself
  - Wellbeing
  - Talking with Others
- Executive Coaching
- Session 2 – November 1

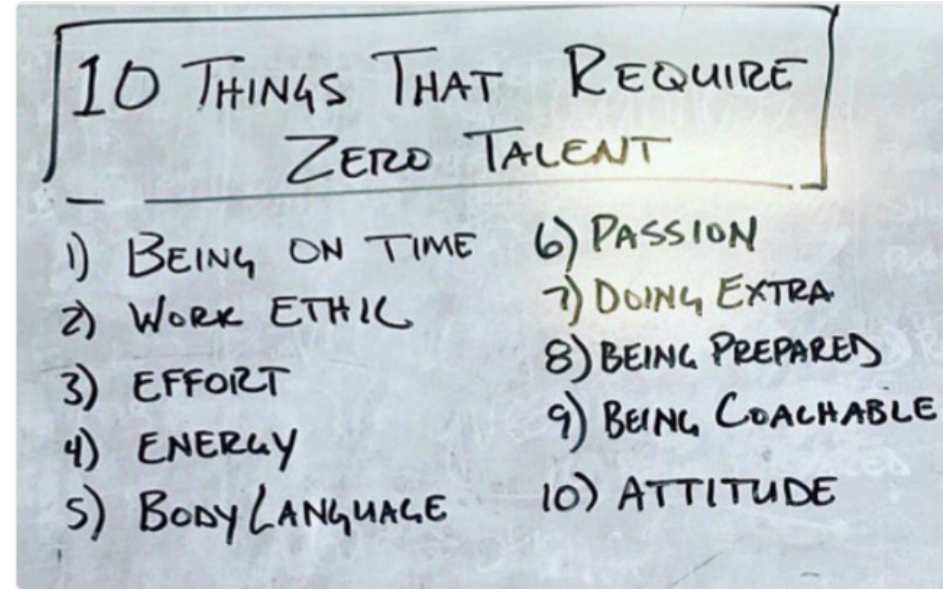




# TAKE AWAYS

Aim for at least 5 takeaways:

- Greater understanding of self & "control"
- Increase knowledge and expertise in areas of self awareness & emotional intelligence
- Resource(s) to to increase individual wellbeing
- Reflection Time
- The place of "Story"







# CHANGE

Change is happening all the time

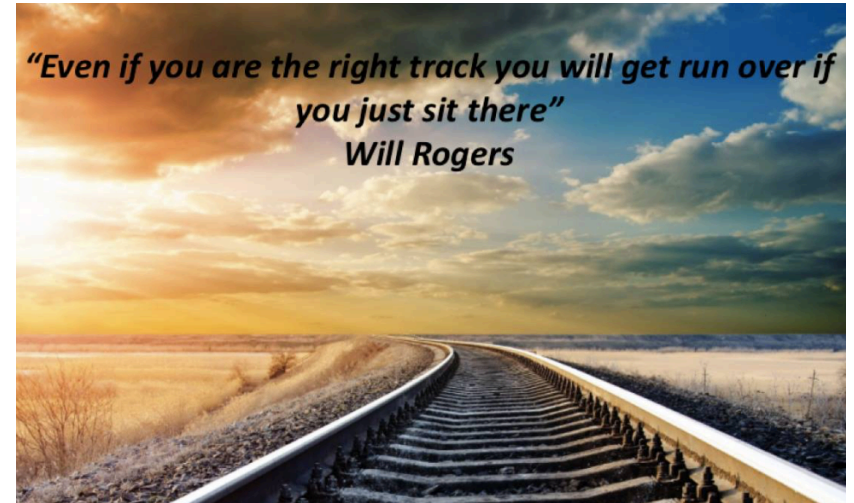
- Natural Order- Entropy
- Global and local community
- Governments & Systems  
(DECD to DfE)
- The role of schools/schooling





## Need to

- Understand what you can and cannot control
- Keep an open mind aka opening up your thinking





# WHAT DO YOU SEE?

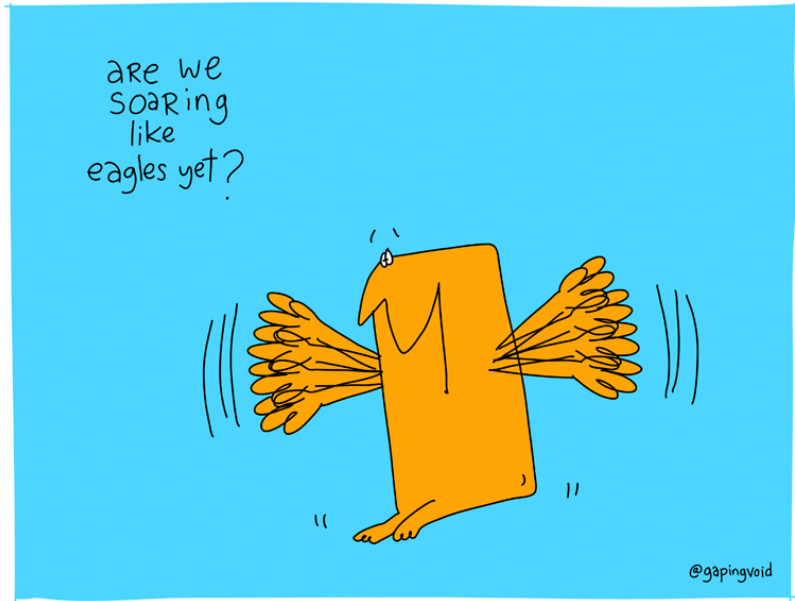








Where do we get  
our ideas about  
leadership and  
what we do?





**Traditional –  
command and  
control?**





**Try to be more  
curious than certain.**

**- Margaret Wheatley**



# Transformational leadership-

Continuously learning and becoming more effective and empathetic.





# INSTRUCTIONAL leadership-

Building the vision,  
Using the data,  
Monitoring the  
curriculum & instruction.





# PAIR AND SHARE

Stand Up

Share two of your  
Ideas on leadership





# Leading and Learning 'go hand in glove'

Leadership is about learning about ourselves and others in different contexts

In every new context we adjust our learning, our mindsets, and our dispositions

So, we continuously build our leadership capacity through being open to change and learning in continuously changing contexts.





# TAKE AWAY

## Six Signs

that identify someone with 'true' leadership skills

1. They challenge their own assumptions
2. They are radically transparent and model it for others
3. They are learning machines
4. They have mentors and pick them carefully
5. They build strong relationships
6. They serve others

- Marcel Schwantes





**KNOW YOURSELF**

**LEAD YOURSELF**





Self Awareness

Character  
Strengths

**Know  
Yourself**

**Sweet Spot**

**Know the  
Work**

**Working  
with Others**

Role  
Statements

“Work” - Feedback

Emotional  
Intelligence

Relationships



# Self Awareness

- Reflection
- Advice
- Mentoring/Coaching
- Psychometric assessment

**[www.humanmetrics.com](http://www.humanmetrics.com)**





**ISTJ**

Introverted sensor  
thinker judger

**ISTP**

Introverted sensor  
thinker perceiver

**INTP**

Introverted intuiitor  
thinker perceiver

**ESTP**

Extroverted sensor  
thinker perceiver

**ISFP**

Introverted sensor  
feeler perceiver

**ISFJ**

Introverted sensor  
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thinker judger

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Extroverted intuiitor  
feeler judger



# Organisations

In poorly performing companies, employees are 79% more likely to have low self-awareness and have 20% more 'blind spots'

# Leaders

High self-awareness is the strongest predictor of leadership success



To effectively communicate,  
we must realize that we are  
all different in the way we  
perceive the world and use this  
understanding as a guide to our  
communication with others.

- Tony Robbins



**WE ARE ALL DIFFERENT!**





**Emotional Intelligence** is responsible for 58% of your job performance.





*I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*

*Maya Angelou*





# Emotional Intelligence

- Self Awareness
- Self Management
- Social Awareness
- Relationship Management

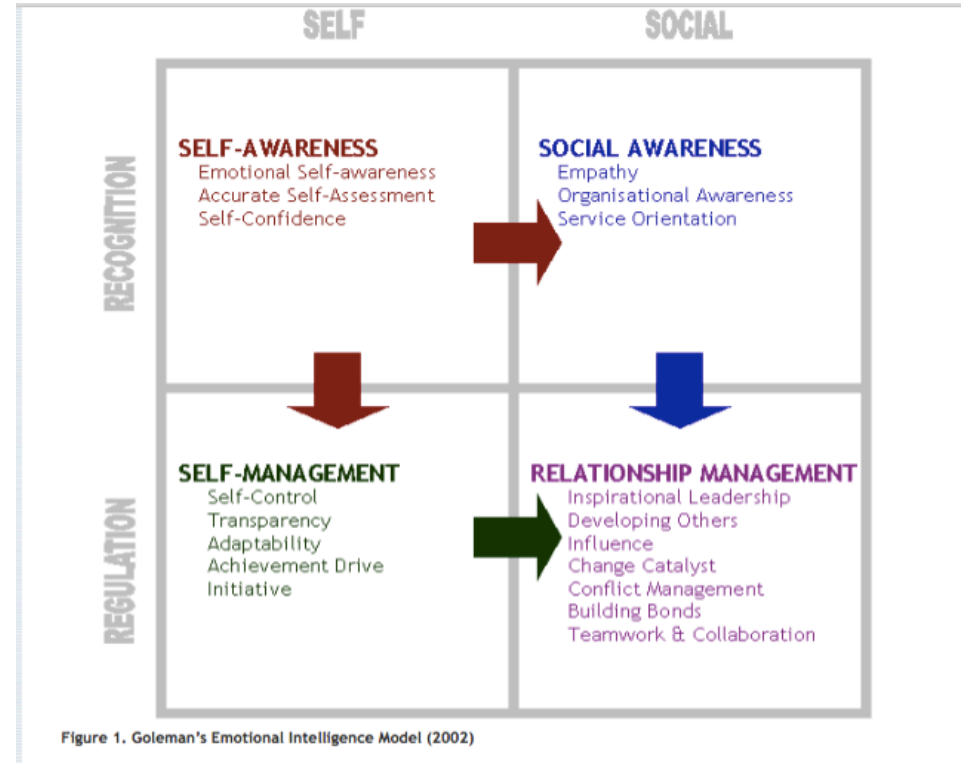


Figure 1. Goleman's Emotional Intelligence Model (2002)



# THE 'FIFTH' DIMENSION

Self Care and Why it is  
Critically Important







**PRINCIPAL**  
HEALTH & WELLBEING SURVEY

The survey has run nationally every year since 2011 in response to growing concern about principals' occupational health, safety and wellbeing.

Since the project began, approximately 50% of Australia's 10,000 principals have taken part. Many have completed multiple surveys.

[www.principalhealth.org/au/reports](http://www.principalhealth.org/au/reports)



Participants report significantly higher job satisfaction than the general population.



## **All positive measures are lower than the general population**

health, happiness and self-worth, mental health, wellbeing, and coping relationships

## **All negative measures are higher than the general population**

burnout - 1.6 times the general population

stress - 1.7 times

sleeping troubles - 2.2 times

depressive symptoms - 1.3 times

cognitive stress symptoms - 1.6 times





Principals experience high levels of job demands (1.5 times the general population)

On average, 53% of principals worked upwards of 56 hours per week during term with approximately 27% working upwards of 61-65 hours per week.

During school holidays, approximately 31% work upwards of 25 hours per week.



Principals and deputy/assistant principals experience far higher prevalence of offensive behaviour at work each year than the general population.

The prevalence rate for threats of violence is extremely high (in 2011, 38% of participants had been threatened. This rose to 44% by 2017; close to 1 in 2 principals).

Actual Physical Violence prevalence has risen from ~27% in 2011 to ~34% in 2016; 1 in 3 principals (now 8.4 times the rate of the general population, up from 7 times in 2011)

Adult-adult bullying has risen from ~34-36% (4.1-4.5 times higher than the general population); threats of violence (increased from 4.9-5.5 times higher).



## STRESS

The two greatest sources of stress that have remained consistently high (~8/10) over the length of the survey have been Sheer Quantity of Work, and Lack of Time to Focus on Teaching and Learning

The worrying trend over time has been the increase in stress caused by Mental Health Issues of Students and Mental Health Issues of Staff



## OVERVIEW

Positive Trends - Participants are reducing their working hours during holiday periods, which indicates a more appropriate balance between work and life

Negative Trends - Offensive behavior rates and decreasing social support are very concerning. Health and Wellbeing Outcomes - Self-rated health results, as mentioned earlier, are a very robust measure of future health, so the decline over time is of great concern.



## COMMENT

With one in 5 principals showing serious signs of distress then we have a systemic problem, not an individual problem.

School principals rated the level of support they derived from their employer at less than one, on a scale of one to ten.

Principals interrupted 70 times a day.



# Death of Melbourne principal highlights lack of support for school leaders, grieving son says

AM By [Stephanie Corsetti](#)

Posted 31 Dec 2014, 2:42pm

**The death of a well-respected Melbourne principal highlights the isolation school leaders can feel when dealing with difficult issues, his son says.**

Victorian primary school principal Dr Mark Thompson took his own life in early December and his son, Matt Thompson, believes work stress played a role in his death.

Matt Thompson described his father's work as inspirational but said he had been let down by education officials.

"I knew he'd had a particular issue in the weeks leading up to his death but he dealt with issues all the times," he said.

Matt Thompson said in hindsight there should have been more focus on his father's well-being.



**PHOTO:** Victorian primary school principal Dr Mark Thompson took his own life in early December and work stress is believed to have played a role in his death. (Supplied)

**MAP:** Melbourne 3000



<http://www.abc.net.au/news/2014-12-31/principals-suicide-highlights-isolation-of-school-leaders/5991660>



## WA school principal found dead at her desk

"She was under a lot of stress and terrible pressure just to be successful in her job."

[THEWEST.COM.AU](http://THEWEST.COM.AU)



# MEDIA

## **The promotion no one wants**

IT'S a top job that can bring long hours, exhaustion, loneliness, weight gain and a "loss of joy". No wonder so few are putting their hands up for it.

Sep 16, 2017 - *Principal positions* fail to attract *applicants* due to burnout and red tape ... A national survey of 929 *principals* released in Brisbane this week has revealed *many* are working 70-hour weeks and have lost the joy of the *job* as they spend more time on risk assessments and compliance forms than being with ...





## Turn and Talk:

When was the most recent time that someone told you that ‘you are doing a good/great job’?

- Who said it?
- What did you say?





**"Wellbeing is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. Wellbeing could be described as how you feel about yourself and your life"**

*Better Health Channel, Victoria State Government*



# Control and Self Awareness



What is and is not in our control

Redefining success

We do not all think or act the same

Importance of Self Awareness



- Sweet spot keeps moving
- Business keeps changing or the important bits at different moments do
- Personnel change – their needs change – herding “cats”
- You change as do your needs
- Need to “tell the story” in all areas

**LEADERSHIP  
IS THE ART OF  
CREATING GREATNESS  
IN OTHER PEOPLE.**





# HOLISTIC NATURE OF WELLBEING

Physical environment



Emotional mind



Social relationships



Spiritual giving





AKA

**“First, put on  
your own  
oxygen  
mask.....”**







# PERSONAL WELLBEING

**There are no silver bullets but there are a few key elements**



# STRESS

Stress comes up when you feel like the demands of a situation or event are too much to manage. It can come up with everyday situations, such as:

- Managing demands at work or school
- Managing long-term health problems
- Managing relationships

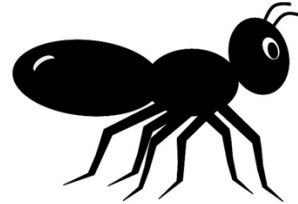
Stress can also come up in response to a specific event or situation.

Both positive and negative life events can be stressful.

Thoughts matter!

**Ants**

(Automatic negative thoughts)



+

**Spiral thinking**



<http://www.amenclinics.com/blog/gain-control-over-negative-self-talk/>



# STRESS TEST

The following picture was used in researching educational leaders' stress levels.

You will see two identical dolphins jumping out of the water.

The researchers concluded that a person is under stress if he/she sees that the dolphins look different.





If you see many differences between the two dolphins, it means that you are experiencing a great amount of stress.

So, if you do, you are advised to go home immediately and rest.



# SLEEP- Perchance to Dream

We need to talk more about the importance of

- Sleep hygiene
- Circadian rhythms
- Dreaming
- Sleep efficiency – time asleep versus time in bed.
- The three S's – sleep, sex and sick.
- Understanding the implications of behavioural insomnia



# HEALTH

- Diet
- Fitness
- Breathing
- Relaxation
- Meditation
- Fake it 'til you make it (Ego)





# WELLBEING BANK OF RESOURCES

Developing your own personal bank of wellbeing resources

Start from what is strong not what is wrong

Practice makes permanent habits not perfect habits

Start small - form “good” habits







## Turn and Talk:

As an individual what do you do to support your own wellbeing at work?

As an individual what do you do that may hinder your wellbeing at work?

What tools might you add to your bank of wellbeing resources?

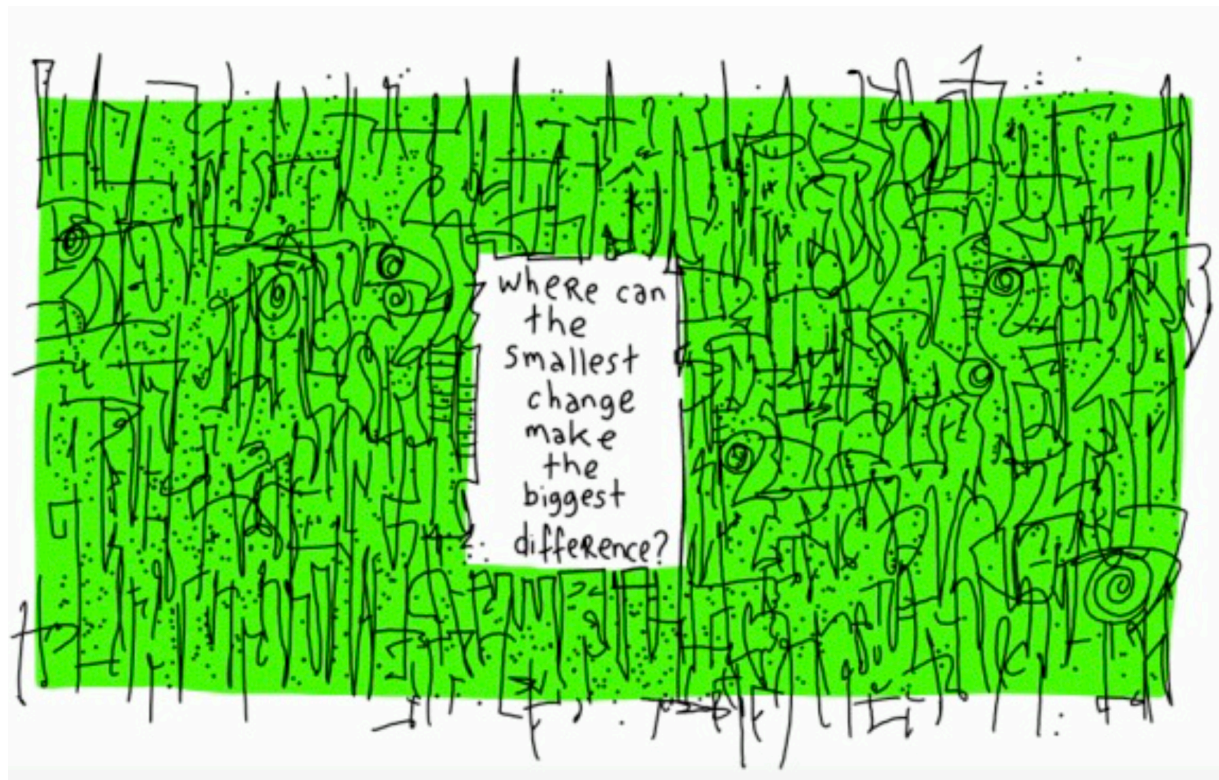




# POWER OF THE “PEN”

- Journals
- To Do Lists- prioritising
- Emails
- Reflection- what went well  
what could you do better
- Set Up next day
- Gratitude Journal
- Prescribed Worry







# Tiny Habits

- Small change
- Trigger
- Congratulate your self

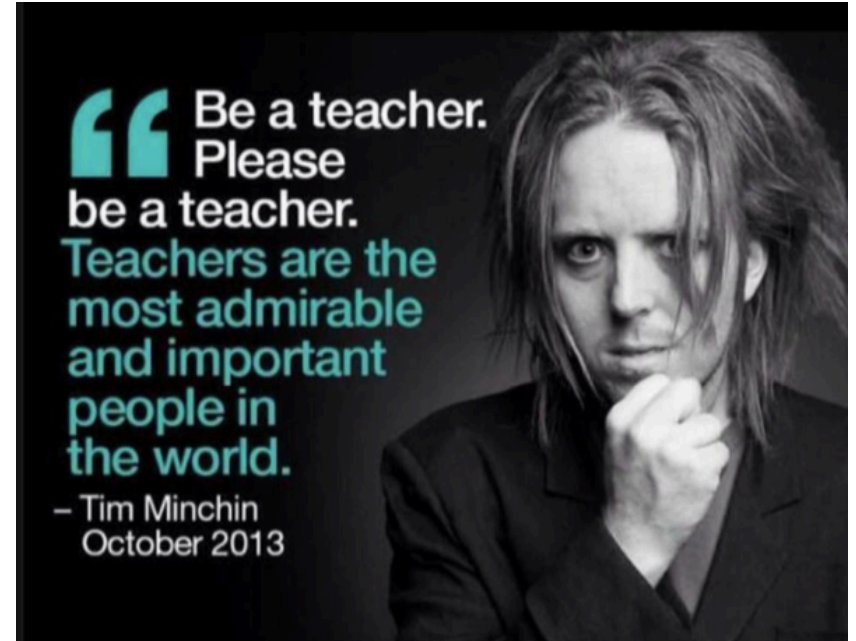




# SUMMARY

The world abounds in leadership and management theories just as it does in educational theories & we must

- Be Curious-keep an open mind
- Understand yourself and what is in your control?
- Self-care
- Start Small – Tiny Habits
- Develop your own bank of Wellbeing Resources





*Don't forget to*

**DREAM BIG!**

Lynne Symons & Nancy Schupelius