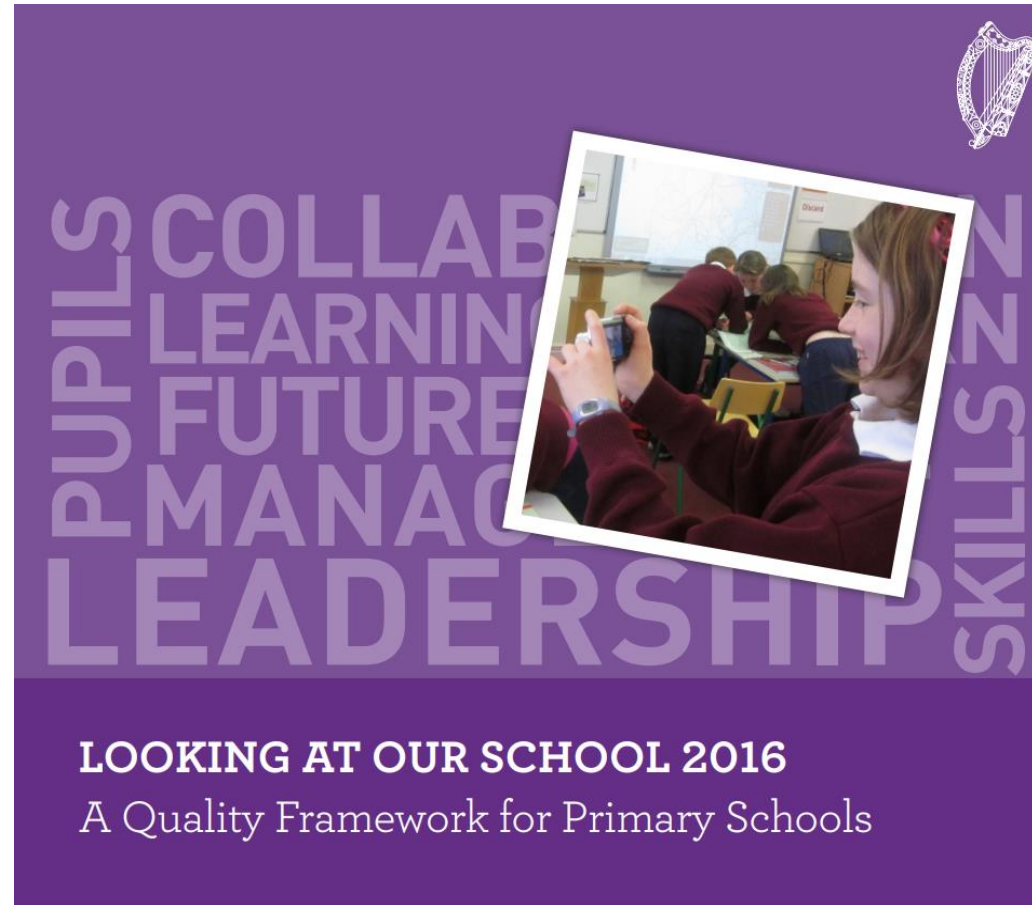# Leadership and Management

Looking At Our Schools (LAOS)

A Quality Framework

Ken Scully, KWETB
Nichola Spokes, DDLETB

A Quality Framework for Primary Schools

Focusing on Domain 2: Managing the Organisation

Healthy Learning Environment/Communication

DOMAIN 2: MANAGING THE ORGANISATION

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The board of management and the principal are aware of their statutory obligations, and work to ensure that all legislative and policy requirements are met. The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all pupils and staff.	The board of management and the principal are **fully aware** of their statutory obligations, and **ensure timely compliance** with all legislative and policy requirements. The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They **develop and implement clear policies to ensure** the safety and well-being of all pupils and staff.

Human, Physical and Financial Resources

| Manage the school's human, physical and financial resources so as to create and maintain a learning organisation | The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all pupils and staff.

The principal and other leaders in the school lead and manage the organisational structures in the school effectively.

The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities. | The principal works **very effectively** with the board of management to create and maintain a learning organisation that delivers **high quality** learning experiences for all pupils and staff.

The principal and other leaders in the school **very effectively** lead and manage the organisational structures in the school.

The principal and the board of management constantly monitor the use of budgets, personnel, and other resources **to ensure that they are closely aligned with identified learning priorities and the school's strategic plan.** |

Managing Complex Situations – equality, fairness and Justice

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	The board of management and the principal ensure that school policies are based on principles of justice and fairness. The principal and other leaders in the school foster a positive school climate and encourage respectful interactions at all levels within the school community.	The board of management and the principal ensure that the **values of the school enshrine equality, fairness and justice for all pupils and staff, and are clearly enunciated in policies.** The principal and other leaders in the school **model and develop** a strong culture of mutual trust, respect and **shared accountability.** They foster **a very positive** school climate and encourages respectful interactions at all levels within the school community.

Professional Responsibility and Accountability

| Develop and implement a system to promote professional responsibility and accountability | The principal and other leaders in the school encourage staff to evaluate their own practice.

They encourage teachers to engage in collaborative review of their practice and its outcomes, in the interests of professional accountability.

The principal meets teachers annually to discuss their work. | The principal and other leaders in the school **expect and facilitate** teachers to **critically analyse** and evaluate their own practice.

They **promote a culture** of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process. **They do so in an affirming and developmental manner.**

Within this culture of collaborative review, the principal meets teachers annually to discuss their work **and their professional development.** |

etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliúna Éireann

The six management styles according to Hay-McBer

- Directive - If you use the directive style you're the sort of person who expects compliance

- **Authoritative -** tend to approach leadership like a mentor guiding a mentee. Tend to use a "come with me" approach.

- **Affiliative -** promotes harmony within the team. This **style** connects people together, encouraging inclusion and resolving conflict.

- Participative - requires cooperation of personnel. The manager must delegate

- **Pacesetting -** Leads from the front, sets high standards and expects team to exceed with minimal **management**.

- **Coaching –** involves the engagement of people, as well as drawing out and understanding their specific and individual motivations.

What type of Management Style do you use?

One school of thought suggests that **Dumbledore** was a great wizard, but he was a poor **Headmaster**. His students were not his priority.

He is shrouded in mystery, offers great wisdom, and also sometimes surprises us with simple childish reactions. He is the kind of Headmaster you would want to earn respect from

Filled with secrets and mysterious motivations in his own right, Dumbledore was often cryptic and close-lipped, never revealing his true hand until the time was right.

etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliúna Éireann

Principal Skinner

Principal Skinner is a **great** character because he deals with the Simpson kids more than any other person besides their parents. As such, he takes pride in Lisa as the star student and is always trying to discipline Bart, just like Marge and Homer would.

Forever battling rowdy students, dwindling resources, a crumbling building, and a surly staff, Seymour finds solace in both bureaucracy and discipline.

Brian Stimpson - Clockwise

Brian Stimpson, headmaster of Thomas Tompion Comprehensive School, has been elected to chair the annual **Headmasters' Conference** meeting at the fictional University of Norwich.

Extremely disorganised as a young man, Stimpson is now obsessively organised and punctual, and his school runs "like clockwork".

Ms Trunchbull - Matilda

Poor mistreated Matilda got the worst of it from red-faced tyrant Miss Trunchbull, the bullying boss of bottom barrel Crunchem Hall.

Ms. Trunchbull's green jacket and cruel pigtail-hating demeanour sprang to life, terrifying an entire generation of young moviegoers.

A former Olympic hammer-thrower with a hatred of children, she is described as "a gigantic holy terror, a fierce tyrranical monster who frightened the life out of pupils and teachers alike."

She's certainly not the sort of woman you'd expect to find as headmistress of a school.

School Leadership and Management

Schools are complex places – we see this every day in a number of ways

School leaders come in all shapes and sizes

We all make mistakes from time to time, the important thing is to acknowledge, learn from and then move on

Thank you for your time…. Any questions?

Leadership and Management

Domain 4: Developing Leadership Capacity

Nichola Spokes, DDLETB

Domain 4 Developing Leadership Capacity

School leaders:

▪ critique their practice as leaders and develop their understanding of effective & *sustainable leadership*

▪ *empower staff* to take on and carry out leadership roles

▪ promote and facilitate the development of *student voice* and student leadership

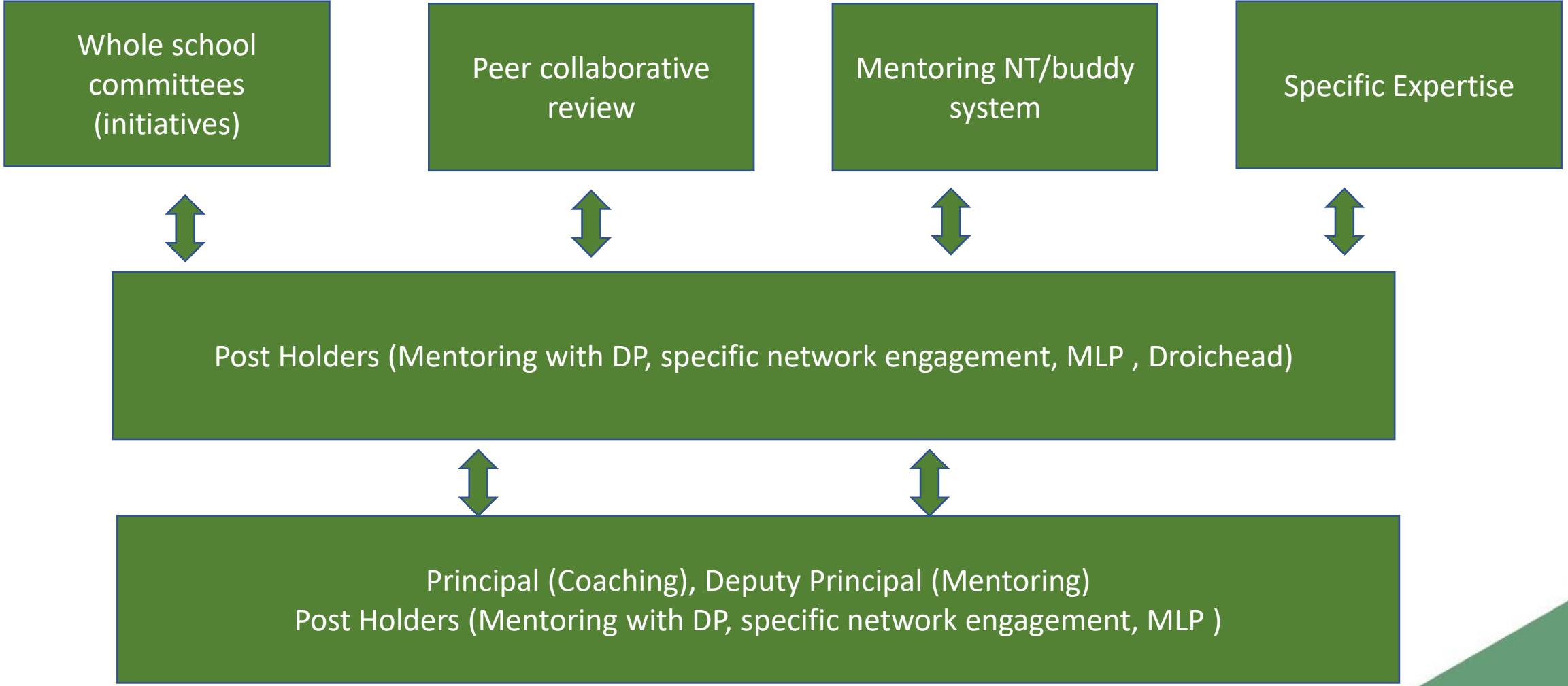▪ build *professional networks* with other school leaders

"I`m a firm believer in distributive leadership. That means that I make all the decisions and then you type them up and distribute them to the staff."

DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Critique their practice as leaders and develop their understanding of effective and sustainable leadership	School leaders engage consistently in personal self-evaluation against relevant professional standards. They question their practice through processes of personal reflection. They are willing to work on areas of their practice that require improvement.	**The board of management, principal and other school leaders regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.** They **develop self-awareness** by regularly questioning their own practice through personal **and collaborative** reflection. They **identify and work on** areas of their practice that require improvement.

| 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 organisation.	The principal **recognises and affirms the defining role** of the quality of leadership and management for the school as a learning organisation.
	He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.	He/she **empowers** teachers to take on leadership roles and to lead learning, **through the effective use of distributed leadership models.**
	The principal encourages the formation of teams to address school priorities. He/she understands the potential for building leadership capacity, and seeks to develop this.	The principal encourages **teamwork in all aspects of school life.** He/she **creates and motivates staff teams and working groups to lead developments in key areas,** thus building leadership capacity.
	The principal provides a mentoring programme to support teachers in new roles.	The principal provides **and manages** an effective mentoring programme both to support teachers in new roles and **to develop the leadership capacity of mentors.**
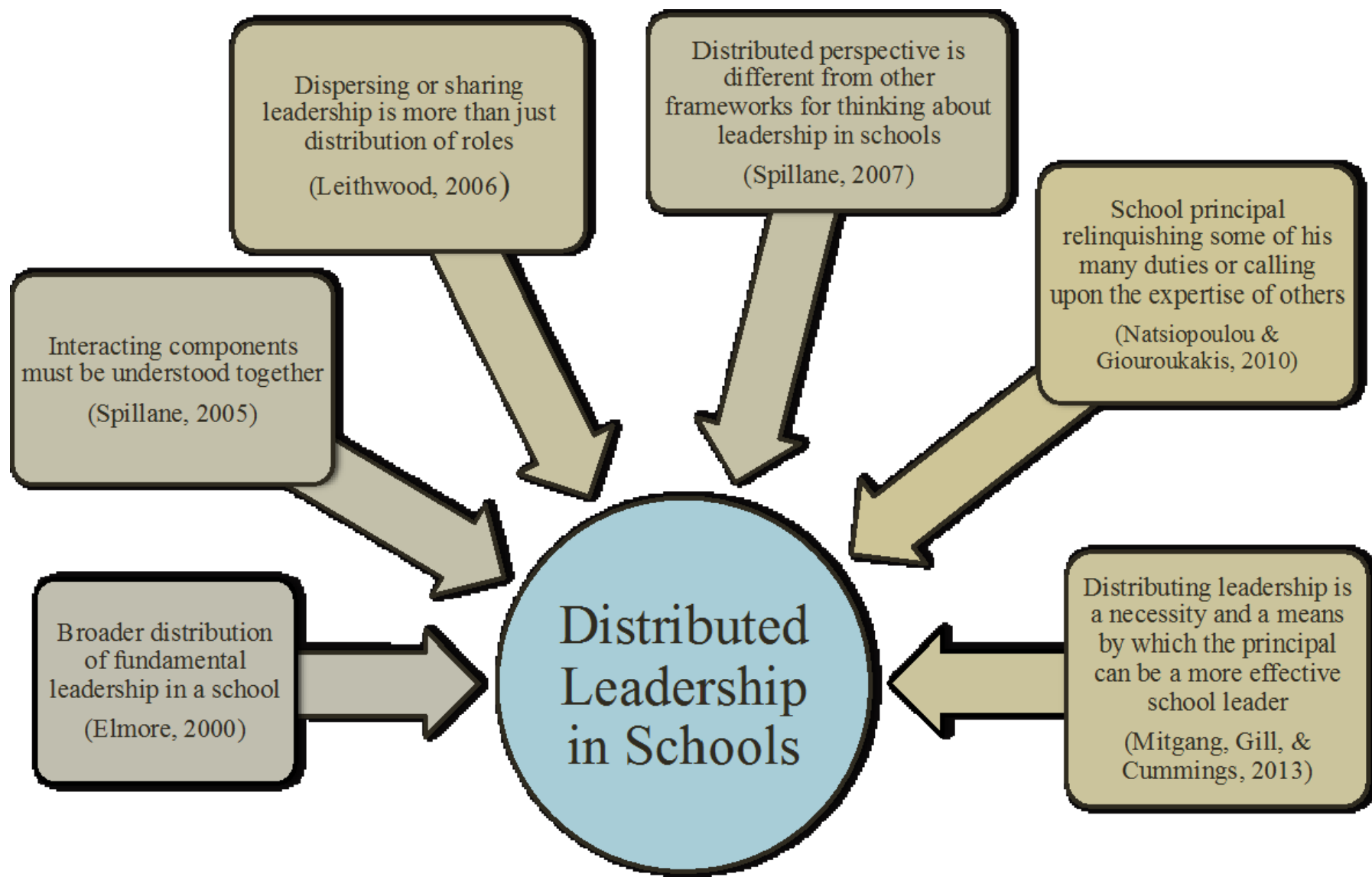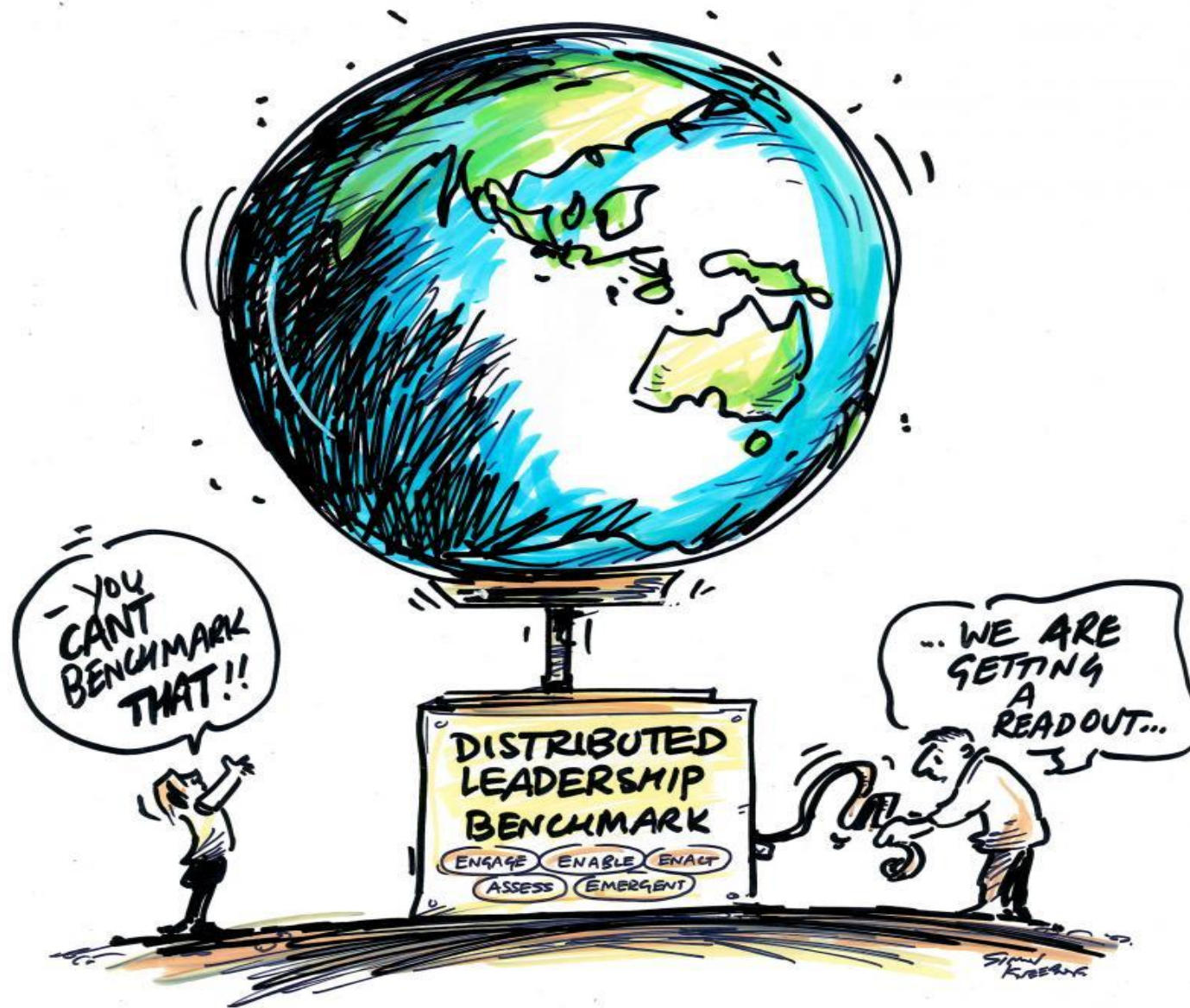
Based on the Five Dysfunctions of a Team, P. Lencioni

Team Assessment Questionnaire

(Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.)

Instructions: Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

3= Usually
2= Sometimes
1= Rarely

____ 1. Teams are passionate and unguarded in their discussion of issues.

____ 2. Team members call out one another's deficiencies or unproductive behaviors.

____ 3. Team members know what their peers are working on and how they contribute to the collective good of the team.

____ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.

____ 5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.

____ 6. Team members openly admit their weaknesses and mistakes.

____ 7. Team meetings are compelling, not boring.

____ 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if they were in initial disagreement.

____ 9. Morale is significantly affected by the failure to achieve team goals.

____ 10. During team meetings, the most important—and difficult—issues are put on the table to be resolved.

____ 11. Team members are deeply concerned about the prospect of letting down their peers.

____ 12. Team members know about one another's personal lives and are comfortable discussing them.

____ 13. Team members end discussions with clear and specific resolutions and action plans.

____ 14. Team members challenge one another about their plans and approaches.

____ 15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

RESULTS

ACCOUNTABILITY

COMMITMENT

CONFLICT

TRUST

The Five Behaviors of a Cohesive Team™ Model

etbi
Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Where are we at?

Scoring

Combine your scores for the preceding statements as indicated below.

Dysfunction 1: Absence of Trust	Dysfunction 2: Fear of Conflict	Dysfunction 3: Lack of Commitment	Dysfunction 4: Avoidance of Accountability	Dysfunction 5: Inattention to Results
Statement 4: _____	Statement 1: _____	Statement 3: _____	Statement 2: _____	Statement 5: _____
Statement 6: _____	Statement 7: _____	Statement 8: _____	Statement 11: _____	Statement 9: _____
Statement 12: _____	Statement 10: _____	Statement 13: _____	Statement 14: _____	Statement 15: _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

A score of 8 or 9 is a probable indication that the dysfunction is not a problem for your team.

A score of 6 or 7 indicates that the dysfunction could be a problem.

A score of 3 to 5 is probably an indication that the dysfunction needs to be addressed.

Regardless of your scores, it is important to keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.

RESULTS
ACCOUNTABILITY
COMMITMENT
CONFLICT
TRUST

The Five Behaviors of a Cohesive Team™ Model

etbi
Education and Training Boards Ireland
Boird Oideachais agus Oiliúna Éireann

Key questions on which to reflect:

1. How is leadership distributed in your school?

2. How can you create the internal conditions in which distributed leadership can function?

3. What are the constraints & challenges to distributing leadership in your school ?

4. How might they be overcome? Enablers & opportunities?