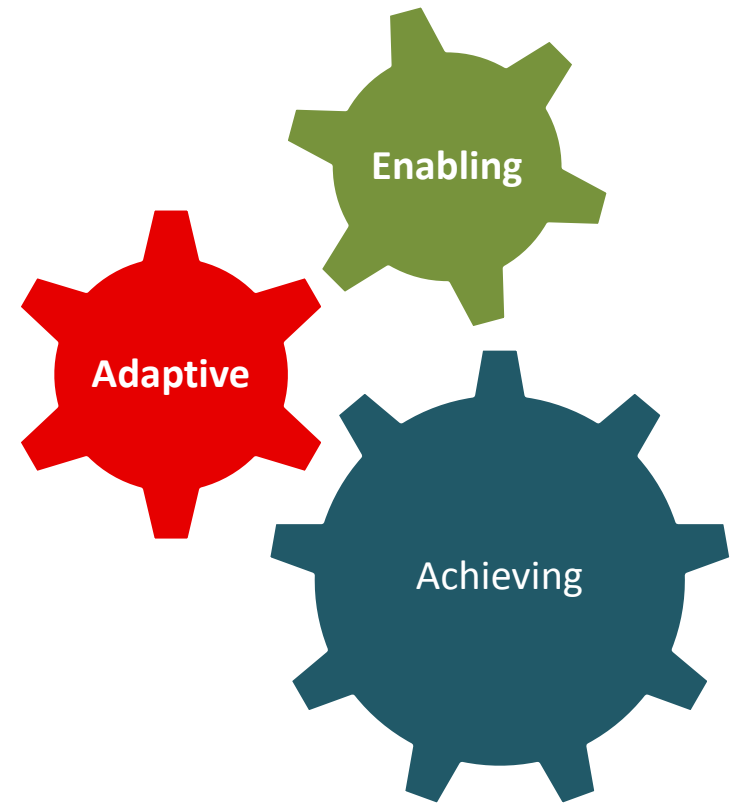


Leading School Transformation

**If you want to build a ship,
don't drum up people to collect wood
and don't assign them tasks and work,
but rather teach them to long for the
endless immensity of the sea.**

Antoine de Saint-Exupery

Leading School Transformation: Why the need?



Most Viewed Talks on TED.com

Sir Ken Robinson



More than
28 million
views on
TED.com

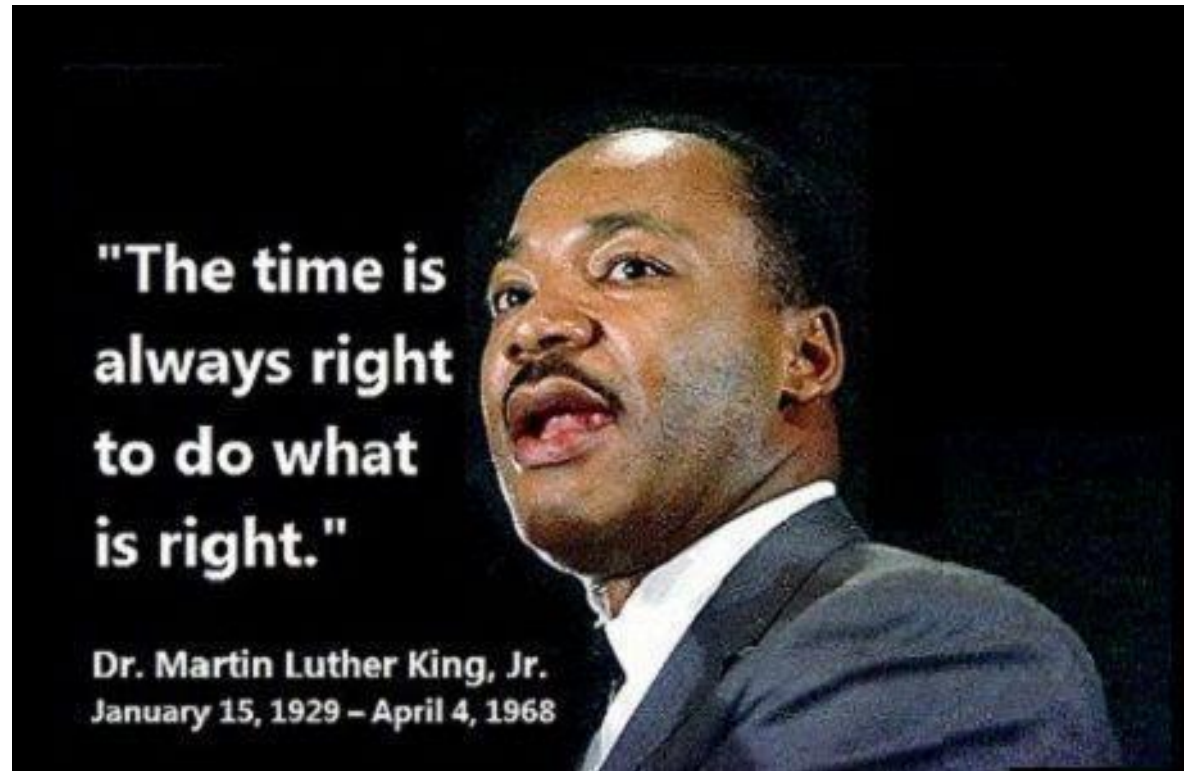
“Schools Kill
Creativity”

Sir Ken Robinson

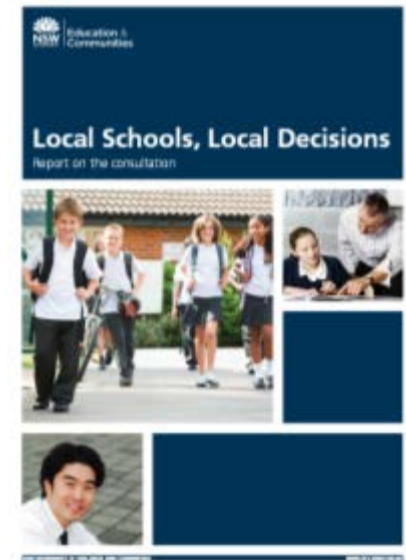
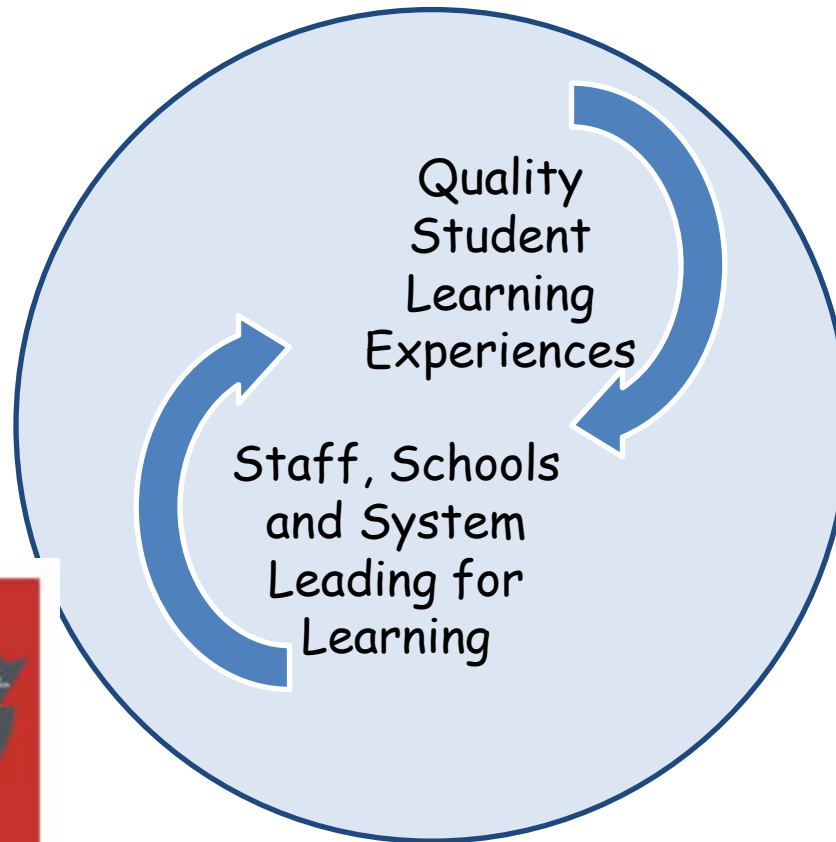
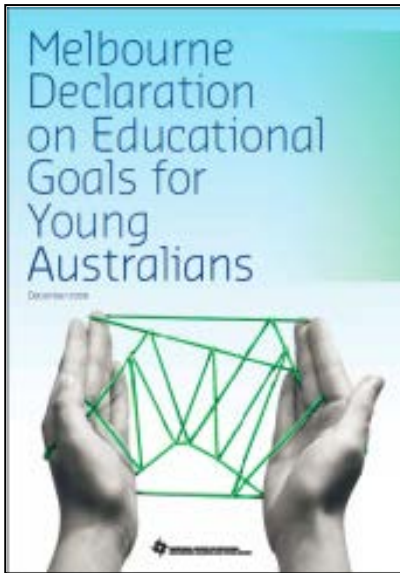
*“We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on **linearity and conformity and batching people**. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is **not a mechanical process**; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is **create the conditions under which they will begin to flourish.**”*

Sir Ken Robinson

We have a dream ...



Leading a learning organisation for all



Some Key Principles

- It is about learning experiences and impact for all – students, staff, leaders, schools, groups and system
- An approach which is based on school improvement
- A profession led approach – self regulation
- An approach which will help direct and enhance school activity
- Based on systems leadership and collective efficacy

Moral Imperative

- Building solid, measurable and sustainable leadership strategies for organisational effectiveness
- Aligning professional learning and school analytics to support school excellence and ongoing success
- Promoting the growth and development of our students, staff, teams and schools for powerful educational transformation

SYSTEMS LEADERSHIP:

Taking Things To Another Level

‘System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap (s).

They are willing to shoulder system leadership roles in the belief that in order to change the larger system, you have to engage with it in a meaningful way.

**Professor Emeritus, David Hopkins, author of
[Every School A Great School](#)**

It involves:

- Developing and leading successful educational and organisational improvements
- Acting as a curriculum innovator who develops and sustains best practice across the school system
- Building capabilities as a change agent to lead transformative change within the complex and rapidly changing local and global contexts of the 21C learning environment

What is Leadership Effectiveness?

Mindset + Capabilities = Leadership Impact

- **Mindsets** - leadership style, self-awareness and organisational focus
- **Capabilities** - the practical skills, knowledge and expertise that educators need to lead curriculum development and implement Departmental priorities to quality standards

Leadership Intelligence

Leadership intelligence is defined as a leader's style, ability to build rapport and influence others.

It incorporates:

- IQ (Intellectual intelligence) - logical, rational and intelligent thinking processes
- EQ (Emotional intelligence) - ability to build rapport and empathic connections with others
- SQ (Spiritual intelligence) – ability to use self-awareness, moral imperative and collective purpose for personal resilience and the greater good of others

Leadership Intelligence

IQ doesn't guarantee.

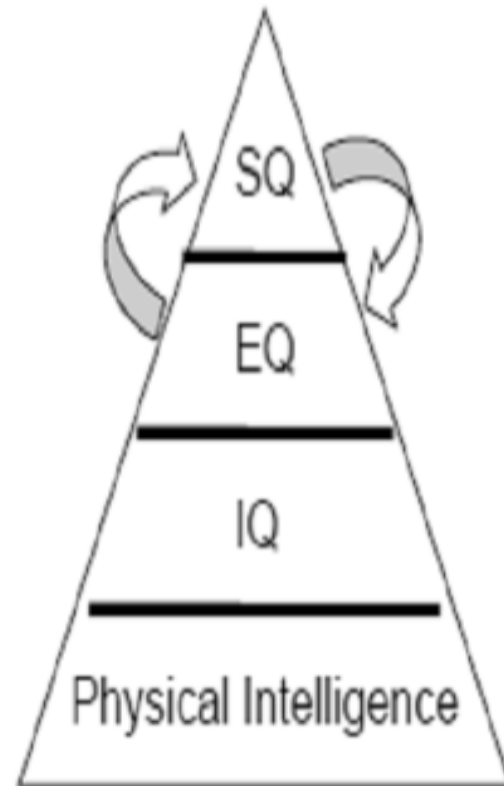
***High EQ has been correlated
with success.***

***But does it alone create
greatness?***

***Sustained and recognised
greatness, even in the tough
world of corporate America, is
obtained by something deeper ...***

***With SQ comes the ultimate
success ..."***

(Wigglesworth, 2002, p. 3)



The importance of creating an Enabling culture

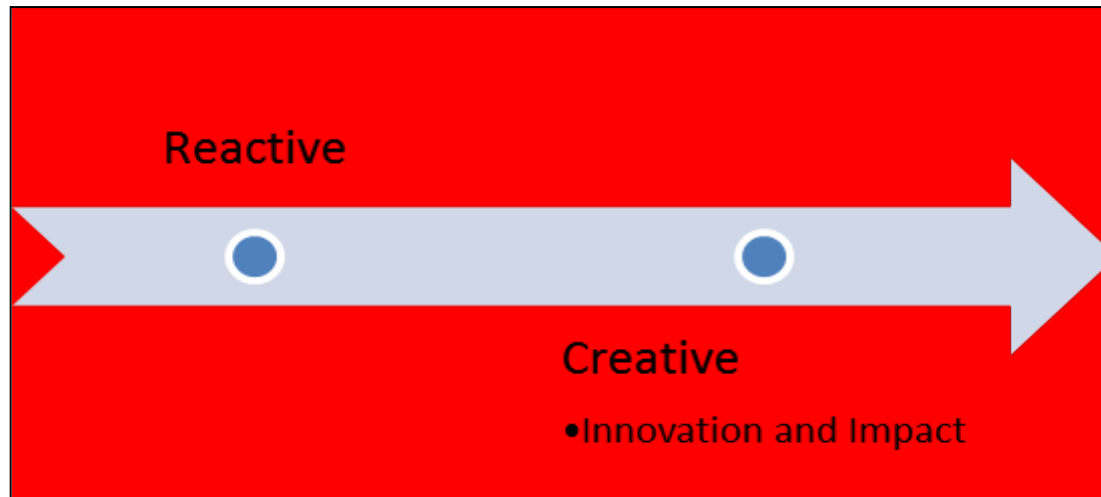
IQ is about cognitive expertise in the workplace .

EQ emerges during relationship transactions – supporting the development of **empathy, rapport and trust**.

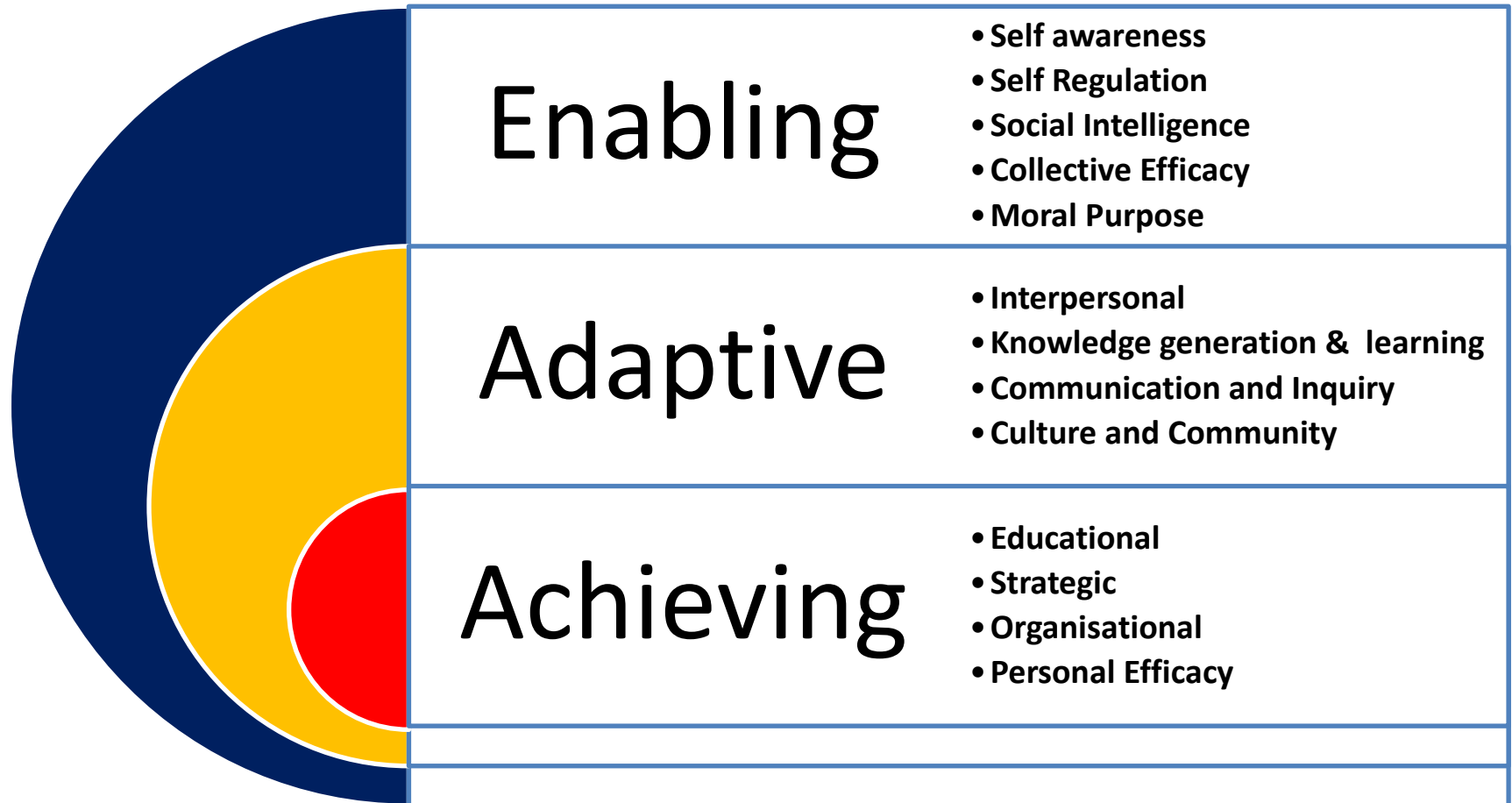
SQ, in contrast, is making a **meaningful contribution with compassion, integrity and supporting the collective efficacy** of colleagues (Benefiel, 2005; Covey, 2004; Fry, 2003; Fry & Malone, 2003; Reave, 2005; Zohar & Marshall, 2000).

Building cultures of innovation & impact

- **Personal Efficacy**: the values, beliefs and attitudes for personal best practice.
- **Collective Efficacy**: people working together to create organisational best practice.



Systems Leadership – Efficacy Continuum



Integrates Leadership and Organisational Development

Linking Leadership with Organisational Impact

Achieving (Reactive):

Expertise in mainly one domain. Limited capacity for performance. Builds personal capacity, rather than organisational capacity. Compliance focus. Personal power.



Adaptive (Reactive-Creative)

Develops personal capacity in more than one domain. Distributive leadership style. Values others input. Promotes innovation.



Enabling (Creative)

Expertise in multiple domains. Values others and builds collective capacity and efficacy. Systems leadership. Higher levels of peak performance. Innovation and Impact.

(Harvard Research sources & Kegan, Loevinger, Cook-Greuter, Goleman, Torbert, Uhl-Bien)

Moving from achieving to enabling

- **Achieving**

Are we doing things right?

Here's what to do – operational procedures or rules

Focus on output and performance satisfaction

1-3 year timeframe

- **Adaptive**

Are we doing the right things?

Here's why this works – insights and patterns

Appreciates different perspectives

3-5 year timeframe

- **Enabling**

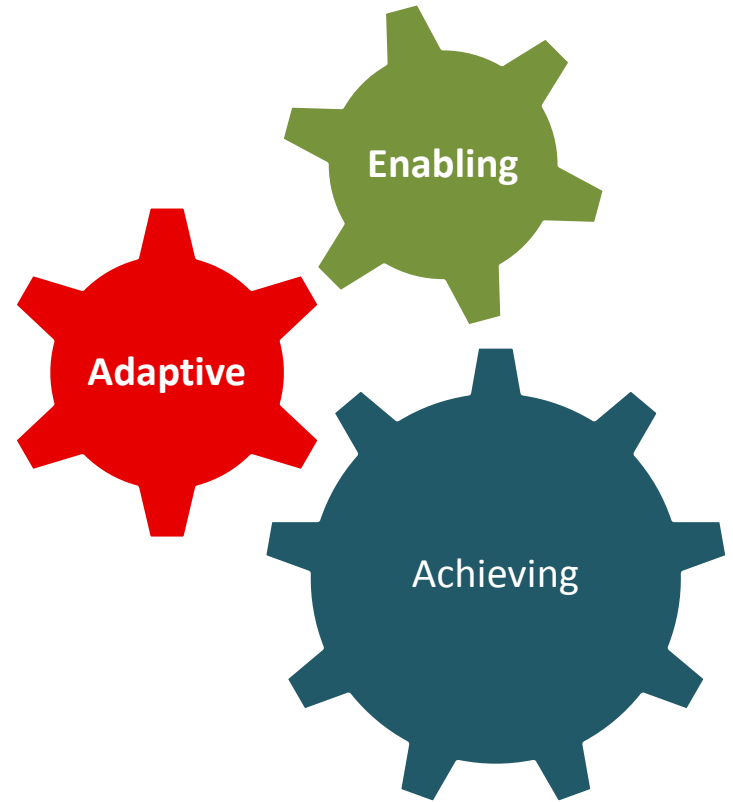
How do we decide what is right?

Here's why we want to be doing this – principles and a greater motivation to contribute

Drive to transform self and others

5-10 year timeframe

Leading School Transformation: How will we do it?



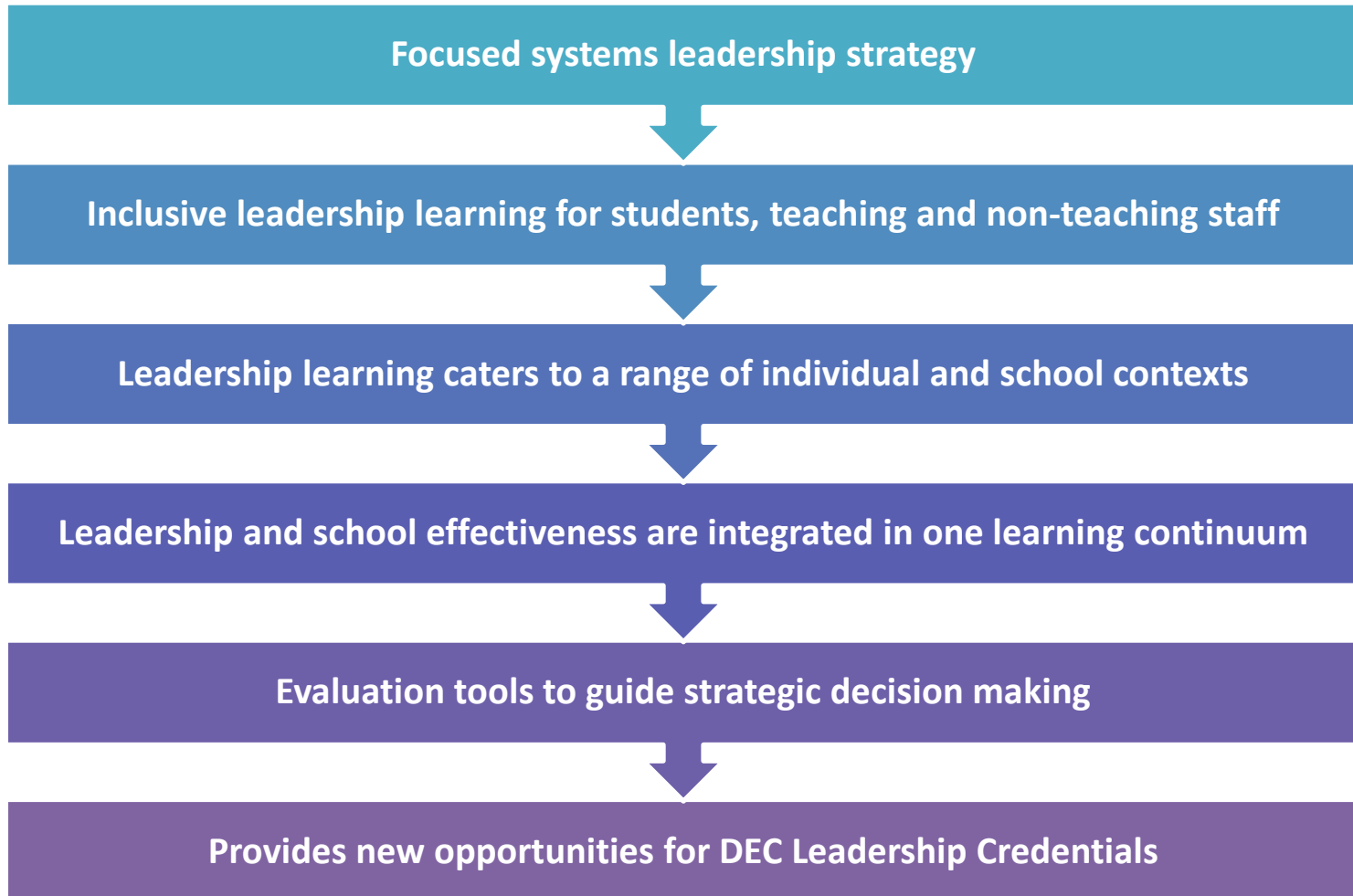
Leadership Pathways: Current Gaps

- Leadership schemas that integrate adult learning and organisational development
- A framework that integrates leadership and organisational effectiveness
- Alignment with leadership and culture survey tools that enhance leadership mindsets and capabilities

Rationale of the new Leadership Strategy

- For students, staff and schools
- Leadership and school effectiveness are reciprocal processes
- Each stage of leadership has a unique set of learning needs
- Flexible, personalised and innovative learning delivery is essential

Key Benefits and Points of Difference



Leadership Pathways for teaching and non-teaching staff

- ***Achieving Leadership:***

Developing Quality Leadership Capacity

- ***Adaptive Leadership:***

Innovation, Leadership Resilience and Learning Alliances

- ***Enabling Leadership:***

Developing Sustainability and Leadership Legacy

Leadership programs in development

Achieving Leadership	Adaptive Leadership	Enabling Leadership
Developing Quality Instructional Leadership	Leadership Innovation, Resilience & Learning Alliances	Developing Sustainability and Leadership Legacy
<ul style="list-style-type: none"> • Leading School Planning • Leading Evidence Seeking for Strategic Improvement • Leading Standards for School Excellence • Leading an Accomplished Community of Learners • Leading a Culture of Engagement and Collaboration • Leading Organisational Effectiveness and Innovation • Induction Program • Leading the First 100 Days Coaching program 	<ul style="list-style-type: none"> • Leadership Catalyst • Leadership Breakthrough • Leading Transformation Coaching program 	<ul style="list-style-type: none"> • Mentoring Coach Accreditation program • Systems Leadership Coaching program

Leadership Coaching Programs

	Vision, Purpose and Values	Systems leadership	Culture of collaboration	Organisational innovation and agility	Evidence seeking knowledge generation	Community of learners
<i>Leadership behaviour</i>	<i>Leading vision</i>	<i>Leading starts from within</i>	<i>Leading collaboration</i>	<i>Leading innovation</i>	<i>Leading improvement</i>	<i>Leading learning</i>
New Leaders (Administrative leadership)	Vision, Purpose and Values	Personal effectiveness	Taking People with You	Courageous conversations	Strategic Insights	Online Community Participation
Leading Transformation (Adaptive leadership)	Starting with the Why	Authentic leadership	Leadership partnership	Paradigm shifts	Leading School Improvement	Online Community Participation
Coaching for Systems Leadership (Enabling leadership)	Creating Shared Purpose	Mindfulness Shadow of the Leader	Impossible conversations	Strategic agility	Leading Change	Online Community Participation

Our Dream

- Your personal vision as a school leader*
- Where is your school now in terms of development?*
 - What has been achieved?*
 - What has worked; what could be improved?*
 - What opportunities exist?*
- Where would you like the school to be in*
 - 10 years*
 - 5 years*
 - the next few years?*

Simon Sinek's Golden Circle

Successful leaders:

... all think, act and communicate from the inside.



Success:

When everyone in the organisation can say why we do what we do – the purpose.

Simon Sinek; *"Start With Why" – a theory to teach others how to become effective leaders and inspire change* (2009)

Why are we doing it?

Purpose:

- Why we need our particular strategic directions and why each is important?

How are we doing it?

People

- How do we develop capabilities of our people to bring about transformation?

Processes

- How do we do it and how will we know?

What does it look like?

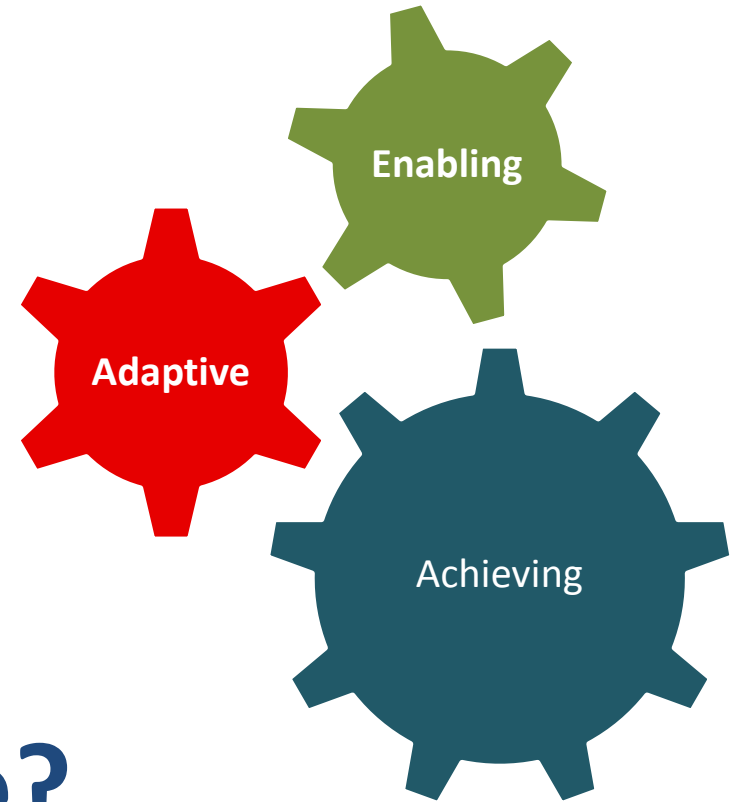
Practices

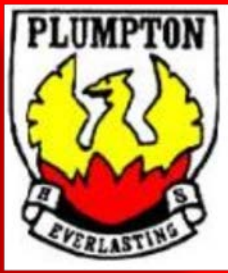
- What are our newly embedded practices and how are they integrated and in sync with our purpose?

Product

- What is achieved and how do we know?

Leading School Transformation: What can it look like?





Plumpton High School

From Faster Horses to Ferraris



Passion

Excellence

Connection



Faster Horses



Henry Ford

*“If I had asked people
what they wanted,
they would have said
faster horses.”*



Plumpton High School

- Some of our work was about faster horses as we developed better approaches within an existing paradigm
- The really good part has been jumping in the Ferrari as we challenged ourselves to create a completely new paradigm





Plumpton High School

Our Challenge



Passion

Excellence

Connection

Our Challenge

Low academic
performance

High staff
turnover

Low attendance
rates

FROM THIS

Teacher anger
& frustration

High suspension
rates

High numbers of
behaviour referrals



Passion

Excellence

Connection

Our Challenge

A focus on vastly improved outcomes for students

Use of the enormous potential

TO THIS

A common sense of purpose and excitement about the journey ahead

A liberation from a reliance on industrially-based rules and practices



Passion

Excellence

Connection

Our Challenge

Transforming a learning environment FROM:



Passion

Excellence

Connection

Our Challenge

Transforming a learning environment TO:



Passion

Excellence

Connection

Our Challenge

Transforming a school environment FROM:



Passion

Excellence

Connection

Our Challenge

Transforming a school environment TO:



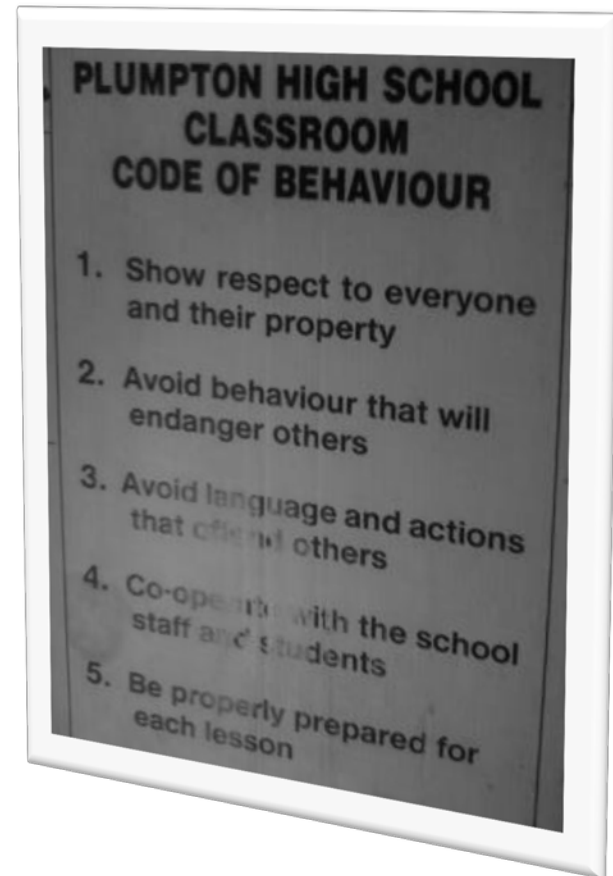
Passion

Excellence

Connection

Our Challenge

How to transform a learning environment
FROM one which is:



Passion

Excellence

Connection

Our Challenge

Rules based

Only applied to
classroom
settings

Essentially
reactive

Inconsistent
school-wide



Passion

Excellence

Connection

Our Challenge

How to transform a
learning environment
TO one which is:



Passion

Excellence

Connection

Our Challenge

Based on
expectations

Applied to all
school settings

Positive &
teaches
expected
behaviours

A consistent
school-wide,
approach



Passion

Excellence

Connection



Plumpton High School

*An Integrated,
Holistic,
Evidence-based
Approach*



Passion

Excellence

Connection



1. Teaching
Learning
New

Building the
Quality of

Plumpton Education Community Plan for 2009-2011

4. Build
the
PEC College

Leading
Connecting



Planning

PEC Plan

School Plan

Program Area Plan

Individual Work Plan



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Excellence

Connection



Plumpton High School Plan

Outcome	Outcome	Outcome
<p>1.1 High quality classroom teaching which engages and is effective (5-Star Teaching and Learning cycle) through:</p> <ul style="list-style-type: none">• embedding higher order thinking into programs and implementing through lessons and other learning experiences• developing expertise in the use of explicit quality criteria• developing expertise in the provision of feedback to students	<p>2.1 Teaching and developing high order student behaviours through:</p> <ul style="list-style-type: none">• explicit, regular teaching of behaviour using PBL matrix• effective questioning technique• effective use of non-verbals (ENVOY)• use of the RR behaviour levels	<p>3.1 Developing and practising personal leadership and developing the leadership capacity of others by</p> <ul style="list-style-type: none">• leading professional learning• providing personal, peer and public leadership experiences for all staff• ensuring leadership experiences are planned and strategic
<p>1.2 Integrating technology into our teaching to engage students and enhance learning through:</p> <ul style="list-style-type: none">• proficient, comprehensive and innovative use of a full range of technologies, including keypads, smartboards/e-beam, OneNote and Moodle	<p>2.2 Developing sense of purpose, personal management skills and leadership skills for students by:</p> <ul style="list-style-type: none">• inspiring quality student work and publishing it in CitCon• providing personal, peer and public leadership experiences for all students	<p>3.1 Developing partnerships and connecting across classes, faculties and schools, both within and beyond PEC by</p> <ul style="list-style-type: none">• ensuring partnerships are curriculum based and integrated into teaching and learning programs

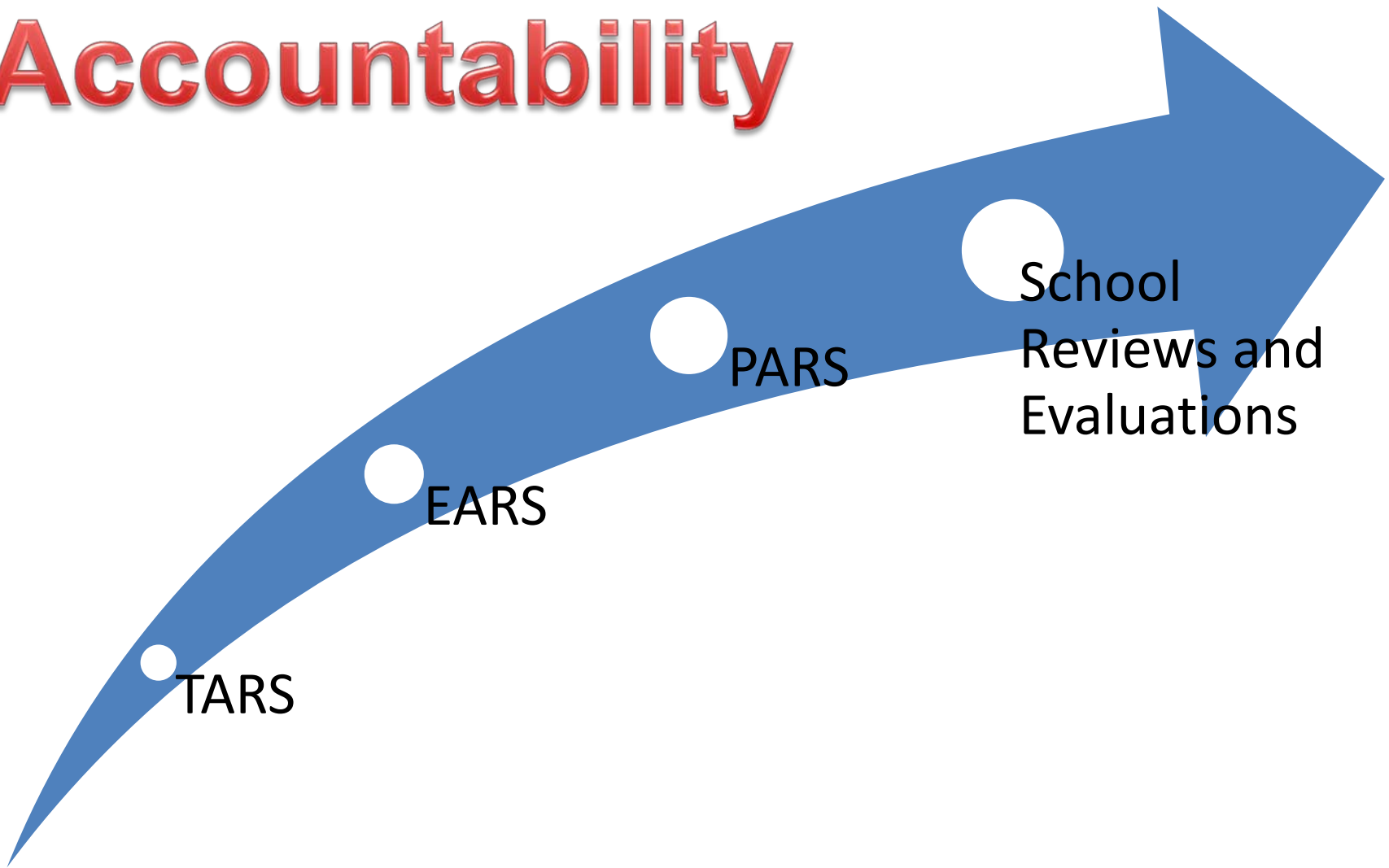


Passion

Excellence

Connection

Accountability



Passion

Excellence

Connection

Celebrating Success

CERTIFICATE OF PROFESSIONAL PRACTICE 2009

Amanda Cook



*It's one thing to lead people
because you believe you have something of value to contribute.
It's another to lead people because you believe they have value.*

The value placed upon leaders and leadership has been fundamental to our considerable growth and development at Plumpton High School and to the amazing dynamism of our organisation. The obvious belief that we are making a profound difference to the lives of those within and beyond our school and that we best do this by working with great devotion as a collective in partnership with our valued colleagues, is the incontestable basis of our success.

Amanda, your contribution to the culture and ever-growing success of Plumpton High School has been profound. Indeed 2009 has seen you grow as a leader and educator beyond any reasonable expectations and in the face of many personal and professional challenges. It is of enormous credit to you that you have risen above so many challenges to be the key architect and driver of the school's relentless pursuit of a genuine leaning community. It is your vision, passion, commitment, enthusiasm and capacity to think at the big-picture level which has been largely responsible for the development of the Plumpton Educational Community from its infancy to the most advanced stage at which it has currently reached



Passion

Excellence

Connection



Plumpton High School

Planning into Action

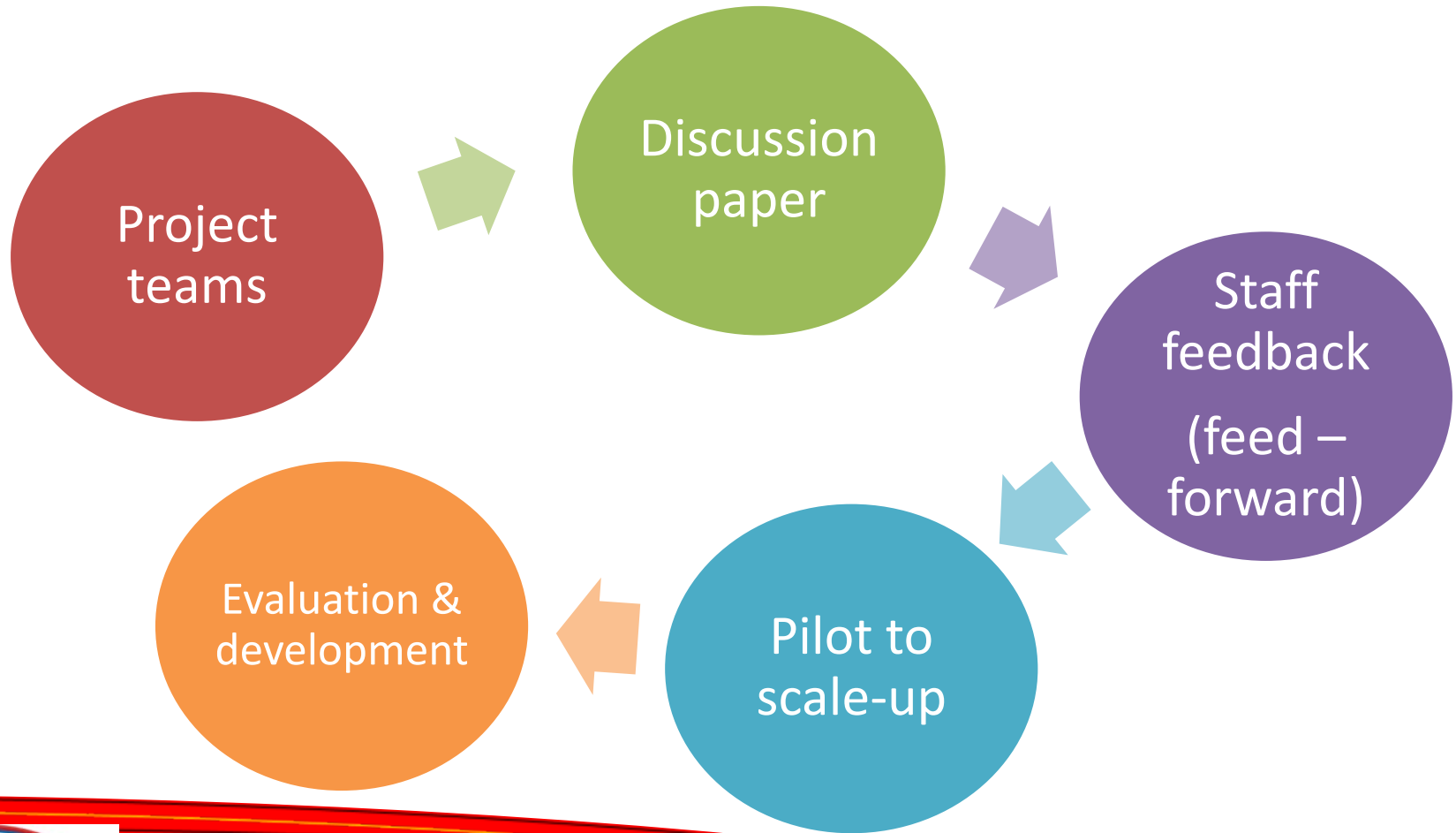


Passion

Excellence

Connection

Planning into Action



Passion

Excellence

Connection

Planning into Action



How do we build student skills and capacities to support them to operate at higher levels

?



Passion

Excellence

Connection

Planning into Action



Developing students' skills

Teacher advocates

Goal setting

Scope and sequence 7-12

Integrated with PBL



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Excellence

Connection

Student Self-Evaluations

I have improved in Maths and Science. I got the highest mark in Science and I'm really pleased with myself.

I feel I need to improve in English and my behaviour could be a bit better.

I am still working on my goal of improving my behaviour and concentration in Geography.



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Connection

Gold Standard Self-Evaluation

Year 12 has been the best year of my school life.

As we all close the book on this chapter, new avenues emerge which are greater than what we leave behind.

At school, I have achieved first place in four of my five subjects. I have endured severe hardship, but have found strength in myself and those around me, and consequently, I have flourished.



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Connection

Evidence-based Everything

PLUMPTON EDUCATION COMMUNITY

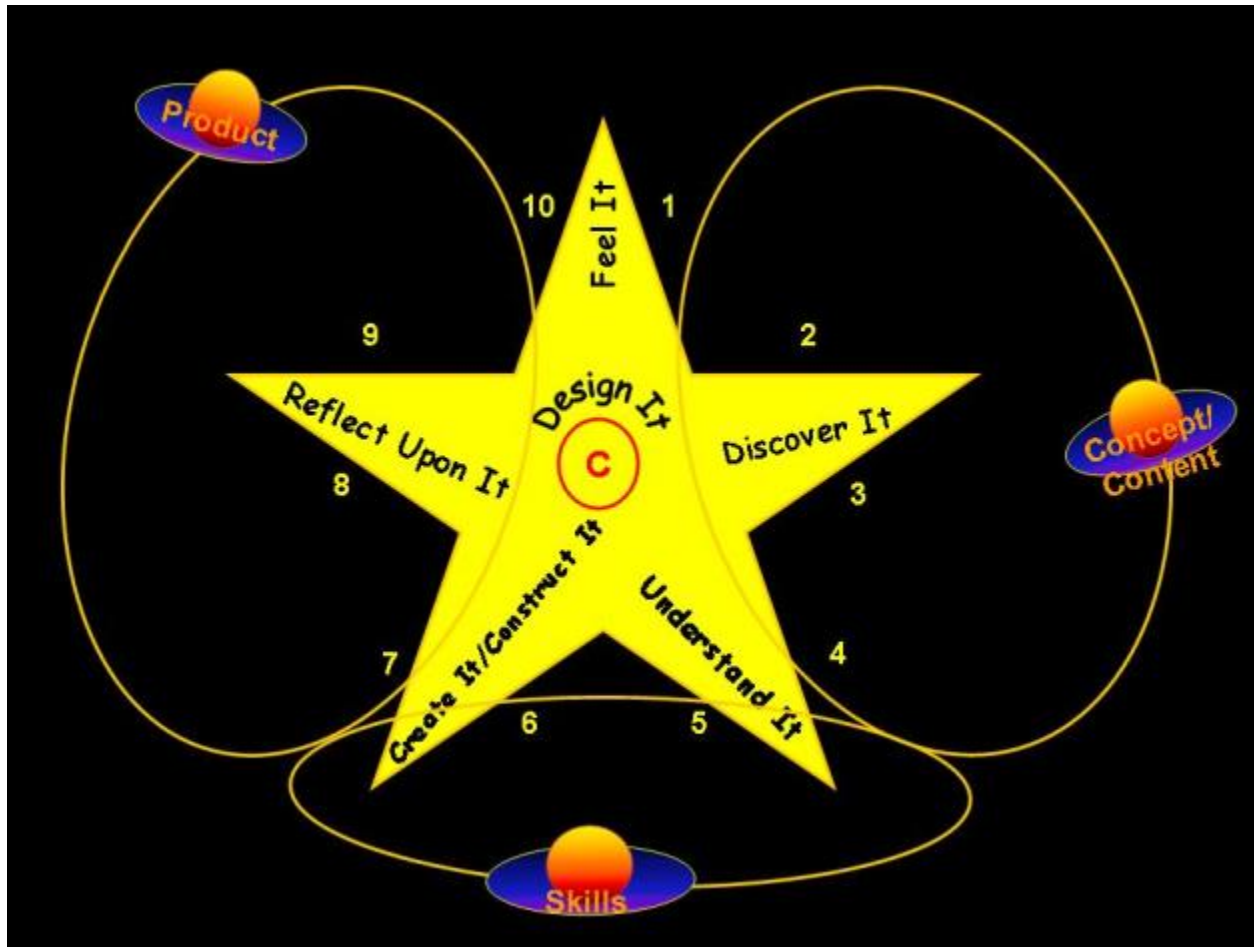


John Hattie: Visible Learning



1. Reducing disruptive behavior in the class **.86**
2. Feedback **.72**
3. Acceleration of gifted students **.60**
4. Reading Recovery **.50**
5. Integrated curriculum programs **.40**
6. Homework **.30**
7. Individualized instruction **.20**
8. Ability grouping **.10**
9. Open vs. traditional classes **.00**
10. Retention (hold back a year) **-.16**
11. Changing schools **-.34**

5-Star Teaching & Learning



Developing Social, Citizenship and Leadership Skills



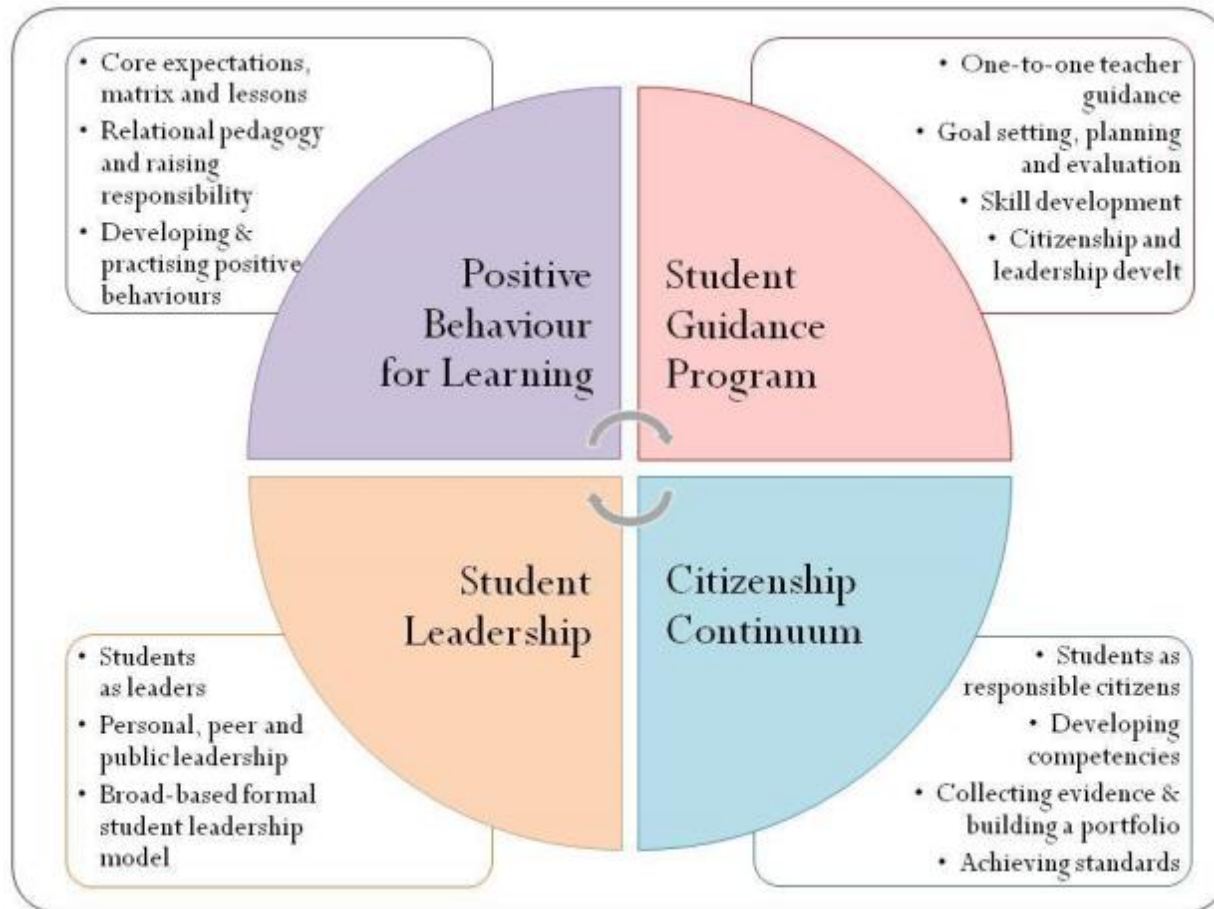
Adopting a research-based approach to developing essential personal skills for students



Hattie: Reducing disruptive behavior in the class = **.86**

CLASS Framework

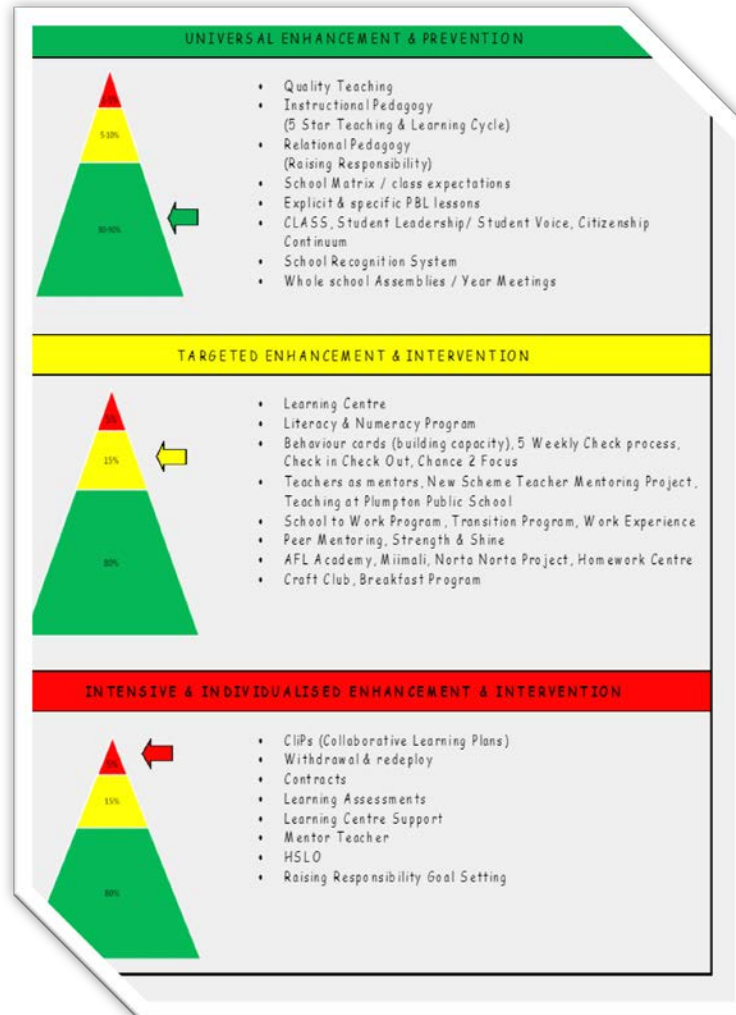
Citizenship, Leadership And Student Success



PBL as the Foundation



*Positive
Behaviour
for Learning
as the
Foundation*



Being the Best We Can Be



Our School Expectations

Be Safe

Be Respectful

Be a Learner

We want our students to be

Great Learners

Responsible, Productive Citizens

Leaders Now and in the Future

Kind and respectful to all others

Can I answer YES to these questions?



Am I in the right place?

Am I doing the right thing?


Am I being fair?

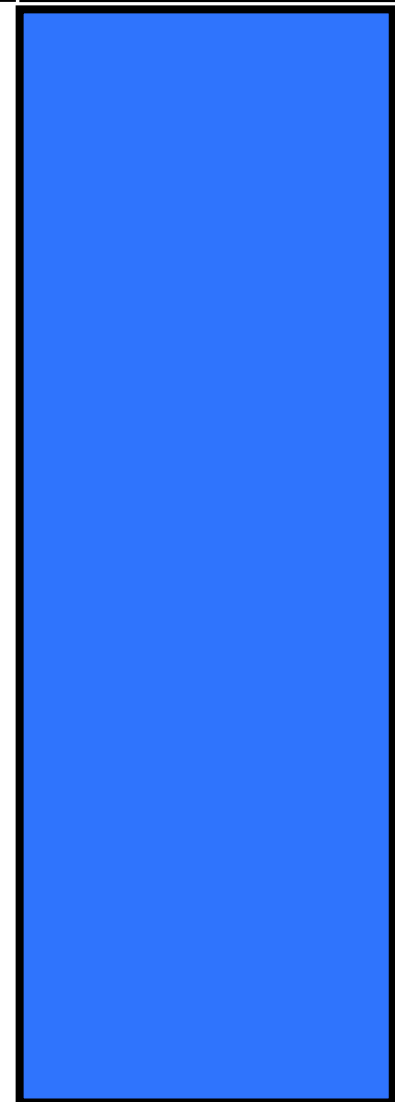
Am I being helpful?

Am I being kind?

Achieving High Behaviour Standards Together




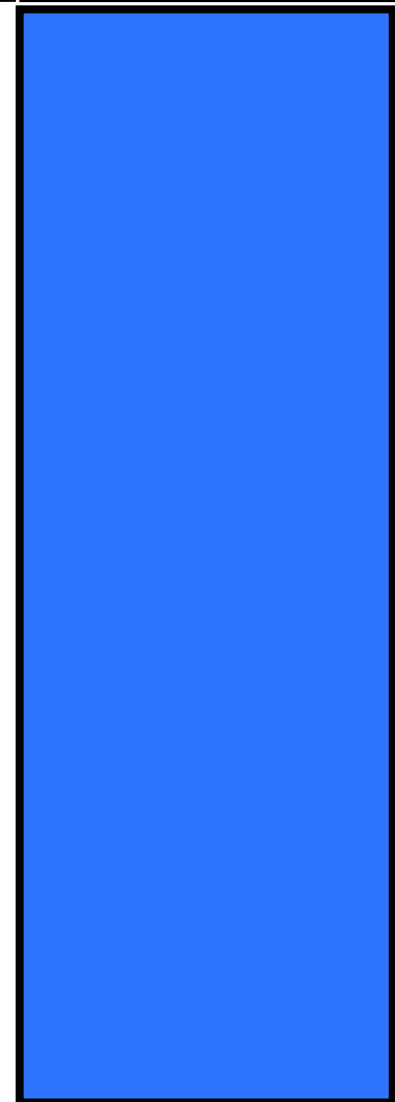
Focus Area	Behaviour Standard	Consequences
<p>Starting lessons</p> 	<p>Arrive to your class meeting point within 3 minutes of the bell, with all food and drink away, and then:</p> <ul style="list-style-type: none"> • Be in 2 orderly lines <i>"In Line On Time"</i> • Move quietly into the room when directed • Stand behind your chair • Take your hat off • Place your books, pens and equipment on your desk • Place your phones and iPods in your bag • Place your bag neatly on the floor under your chair • Sit down when instructed by your teacher 	<p><i>Things I Need to Remember:</i></p> <ul style="list-style-type: none"> • Getting to class on time • Being prepared for each lesson • Keeping my mobile on silent • Keeping my mobile and iPod, mp3, etc in my bag • Finishing my food and drink at lunch <p><i>Positive Outcomes:</i></p> <ul style="list-style-type: none"> • Lessons commence quickly and peacefully • Improved learning time • Better learning results



Achieving High Behaviour Standards Together



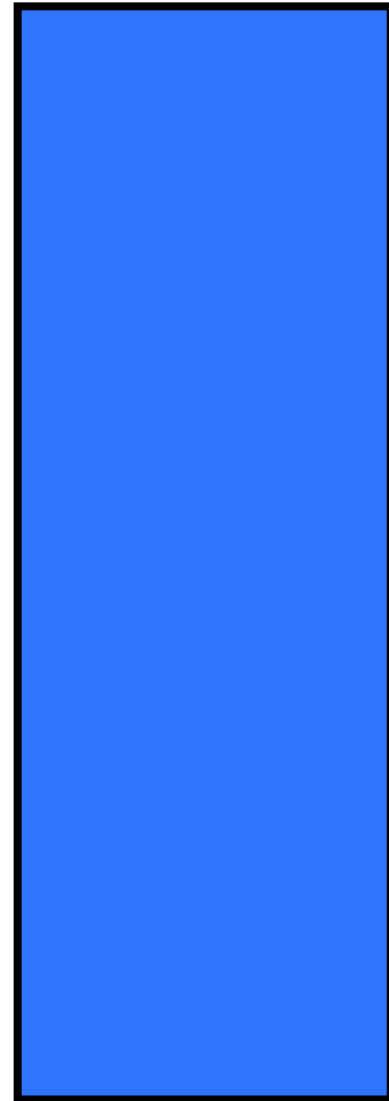
Focus Area	Behaviour Standard	Consequences
<p data-bbox="189 486 363 582">Ending lessons</p> 	<p data-bbox="450 486 919 558">When asked by the teacher at the end of the lesson:</p> <ul data-bbox="450 582 942 991" style="list-style-type: none"><li data-bbox="450 582 894 615">• Stand behind your chair<li data-bbox="450 639 942 753">• Make sure your chair is pushed in and your desk is tidy<li data-bbox="450 778 933 849">• Make sure the room is tidy and secure<li data-bbox="450 873 909 991">• Move quietly out of the room as directed by your teacher	<p data-bbox="996 486 1257 558"><i>Things I Need to Remember:</i></p> <ul data-bbox="996 582 1435 876" style="list-style-type: none"><li data-bbox="996 582 1425 658">• The bell is the signal to the teacher, not to me<li data-bbox="996 682 1435 876">• To value our school equipment and facilities by looking after them and by keeping them clean <p data-bbox="996 968 1300 1001"><i>Positive Outcomes:</i></p> <ul data-bbox="996 1025 1416 1233" style="list-style-type: none"><li data-bbox="996 1025 1416 1133">• Lessons conclude in a safe and orderly manner<li data-bbox="996 1158 1387 1233">• Rooms and property are valued



All Actions Have Consequences



-  Feeling good about ourselves and others
-  Enjoying our lives at school
-  Being able to participate in great learning
-  Being acknowledged with certificates and awards
-  Being involved in leadership activities
-  Being successful in our learning



Phoenix Personal Best Awards



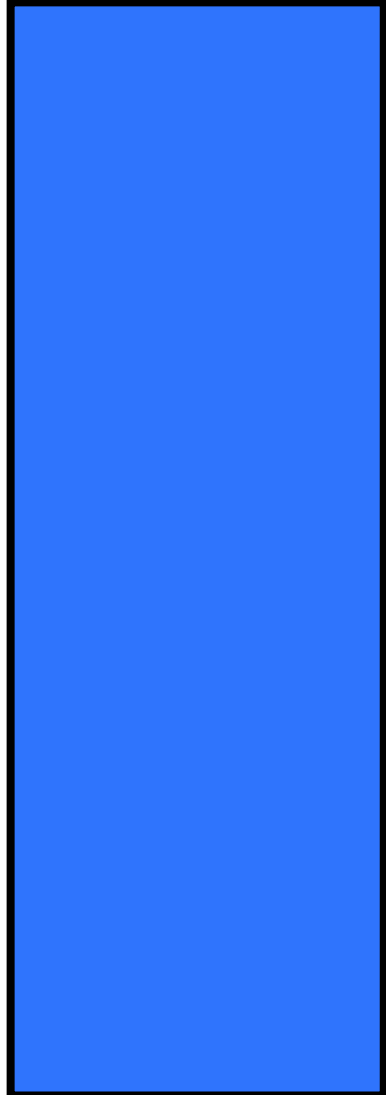
Student Leadership Framework



Public Leadership

Peer Leadership

Personal Leadership



Attendance Action: Universal



Option 1

Staff notified by SMS of students who have recorded a partial absence from their classes at the end of each day

Option 2

Staff responsible for following up: faculty letter, detention, complete missed work, faculty monitoring card

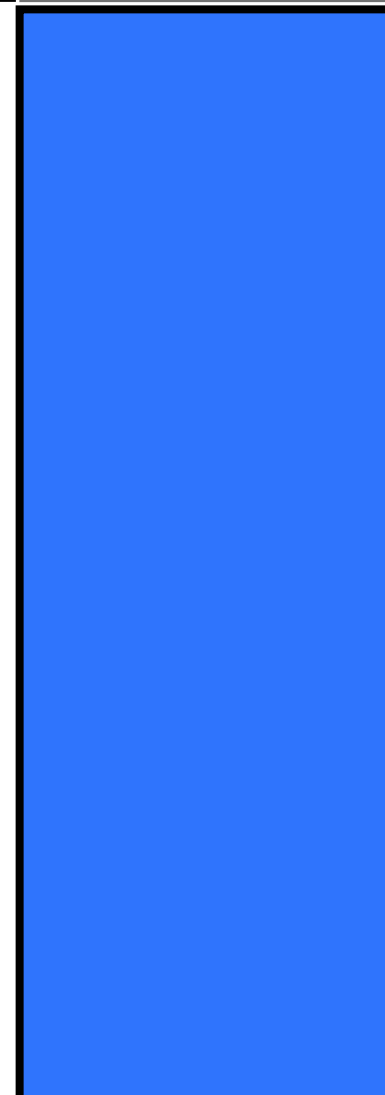
Option 3

HT Administration follow up: student interviews, detentions etc

5%

15%

80%



Quality Systems, Information & Analytics



PEC BUSINESS MANAGER

Developed quality systems which
produce high quality information

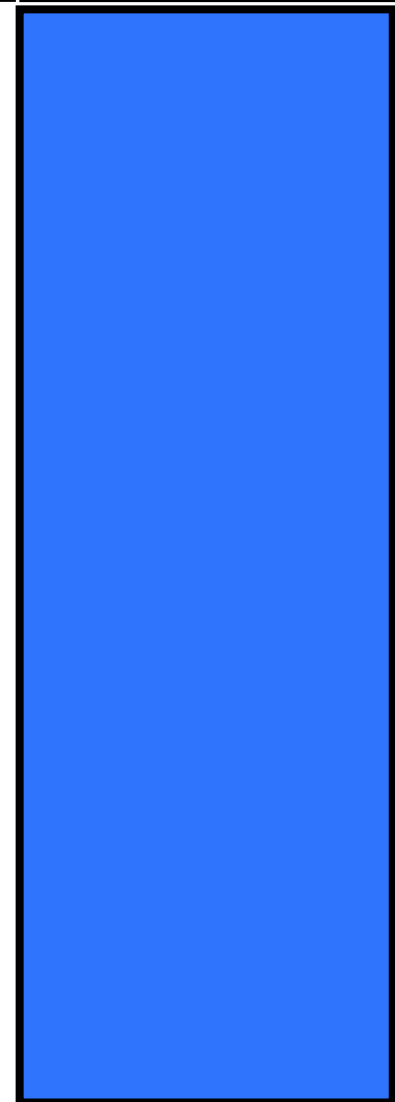
Regular reports to all leaders and
managers on finance, printing,
behaviour, attendance, etc.

Monthly Faculty Reports



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2																	
3																	
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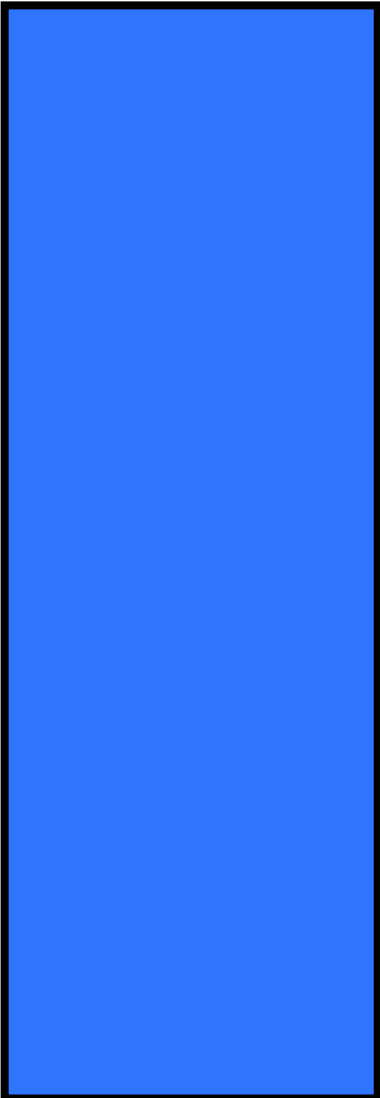
Menu	Beh-by subj	Beh-by time Period	Beh-By Teacher	Att-by Teacher	Att-By Subj	Att-By Yr	Unmi



Behaviour Reports ~ English



BEHAVIOR REPORT REFERRALS										Back to Menu		Back to Top					
By Subject																	
As of 31 May, 2011																	
										Total	T1	T2	Jan	Feb	Mar	Apr	May
English										56	37	19	-	2	30	5	19
MINOR BEHAVIOUR PROBLEMS										11	8	3	-	1	7	-	3
Mr S. Coleridge										7	7	-	-	-	7	-	-
Defiance / non-compliance / disobedience										1	1	-	-	-	1	-	-
Late										2	2	-	-	-	2	-	-
Left class without permission										1	1	-	-	-	1	-	-
Misuse of information & other electronic Techn										2	2	-	-	-	2	-	-
Rude/Unacceptable Behavior										1	1	-	-	-	1	-	-
Ms W. Shakespeare										1	-	1	-	-	-	-	1
Ms C. Dickens										2	-	2	-	-	-	-	2
Ms L. Tolstoy										1	1	-	-	1	-	-	-
MAJOR BEHAVIOUR PROBLEMS										45	29	16	-	1	23	5	16
Mr S. Coleridge										5	5	-	-	-	5	-	-
Defiance/Non-Compliance										3	3	-	-	-	3	-	-
Disruption (Major)										2	2	-	-	-	2	-	-
Mr E. Bronte										7	-	7	-	-	-	-	7
Ms C. Dickens										7	3	4	-	-	3	-	4
Ms L. Tolstoy										3	3	-	-	1	-	2	-
Ms L. Carroll										22	18	4	-	-	15	3	4



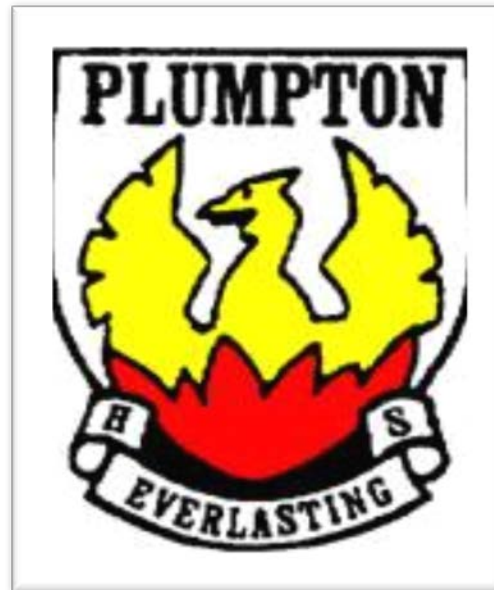
Attendance Reports



	A	B	C	D	E	F	G	H	I
8									
9				MARKED	PRESENT	LATE	ABSENT	ABSENT %	
10	☐ CAPA	☑ Visual Art		4,774	4,028	43	746	16%	
11		☑ Music		6,032	5,436	120	596	10%	
12		☑ Visual Arts		1,054	918	23	136	13%	
13		☑ Photography		2,416	1,938	59	478	20%	
14		☑ Drama		2,344	2,070	35	274	12%	
15		☑ Dance		2,558	2,175	65	383	15%	
16		☑ Ceramics		354	300	17	54	15%	
17	CAPA Total			19,532	16,865	362	2,667	14%	
18	☐ English/History	☑ English		19,928	17,333	278	2,595	13%	
19		☑ History		9,622	8,285	146	1,337	14%	
20		☑ English Advanced		2,217	1,971	36	246	11%	
21		☑ English Standard		4,431	3,508	149	923	21%	
22		☑ Ancient History		871	684	23	187	21%	
23		☑ Modern History		569	524	1	45	8%	
24	English/History Total			37,638	32,305	633	5,333	14%	
25	☐ Home Economics	☑ Exploring Early Childhood		412	276	12	136	33%	
26		☑ Community and Family Studies		1,065	865	8	200	19%	
27		☑ Hospitality VET		1,631	1,264	20	367	23%	
28		☑ Child Studies		1,394	1,117	27	277	20%	
29		☑ Food Technology		3,396	2,851	85	545	16%	
30		☑ Problem Solving		340	291	0	49	14%	
31	Home Economics Total			8,238	6,664	152	1,574	19%	
32	☐ Industrial Arts	☑ IT Metal		269	230	0	39	14%	
33		☑ IT Wood		807	705	18	102	13%	
34		☑ Technology		7,022	6,163	147	859	12%	

OUR OUTCOMES

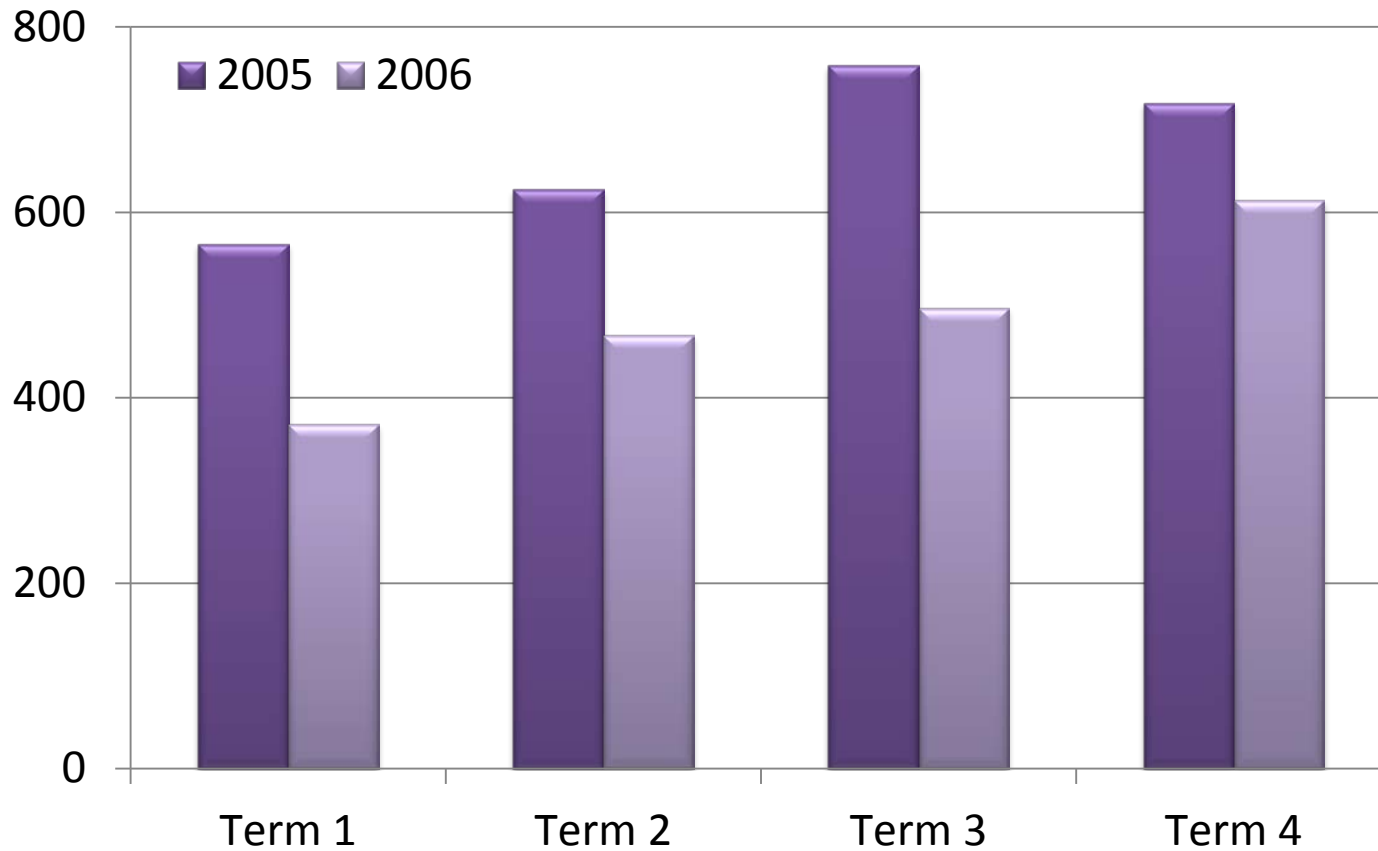
PLUMPTON HIGH SCHOOL



Improved Behaviour

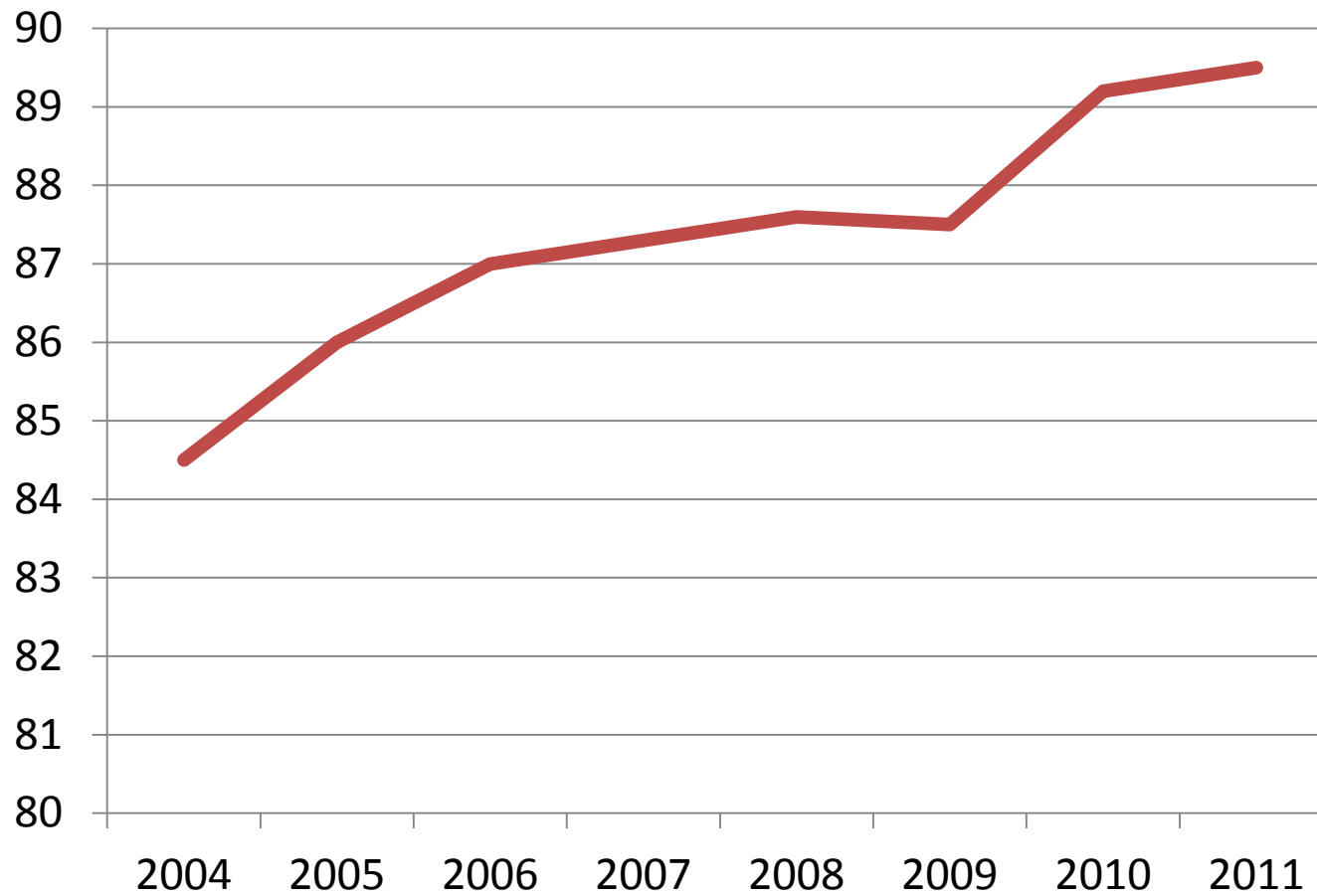


No. of Behaviour Referrals



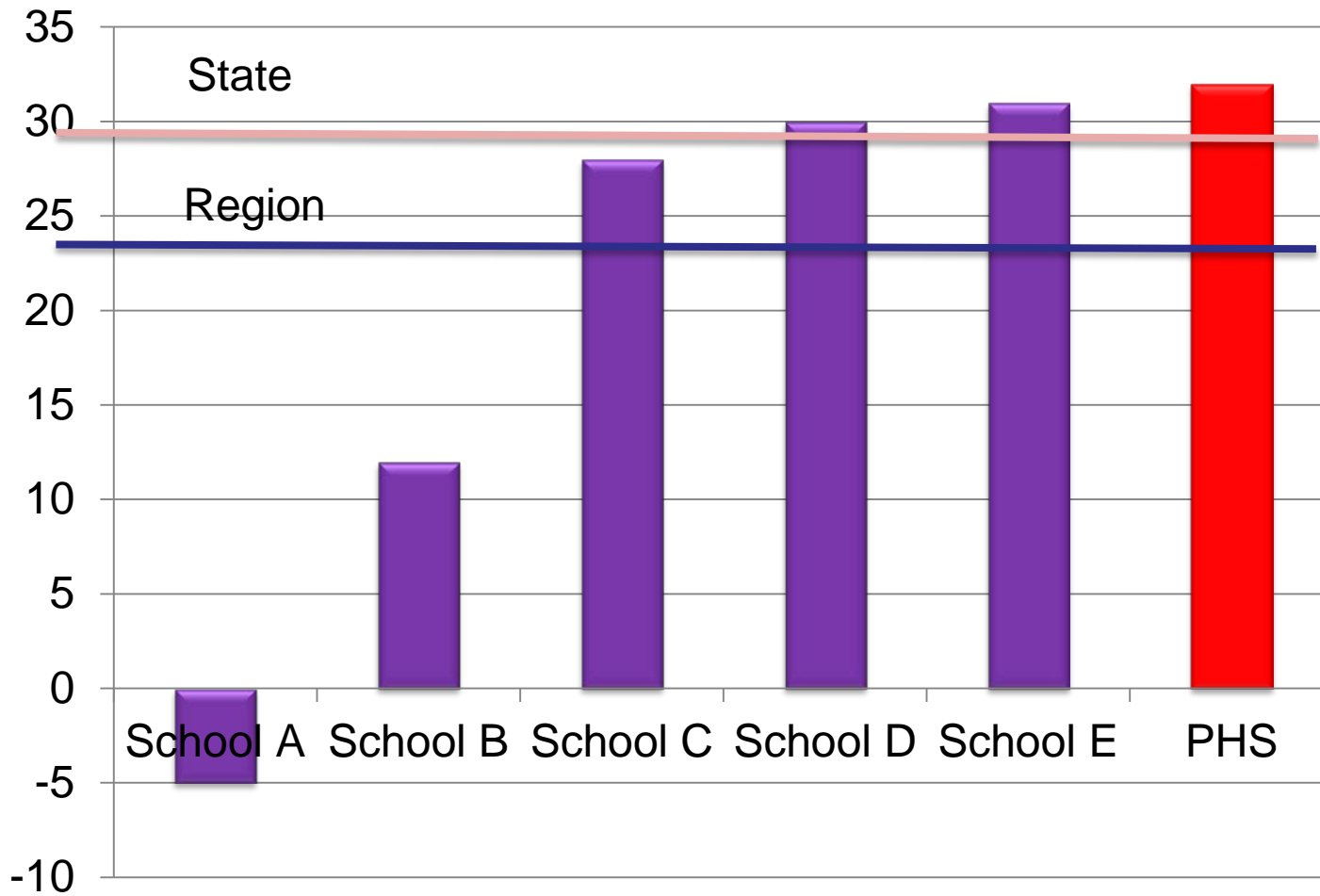
Improved Attendance

PLUMPTON



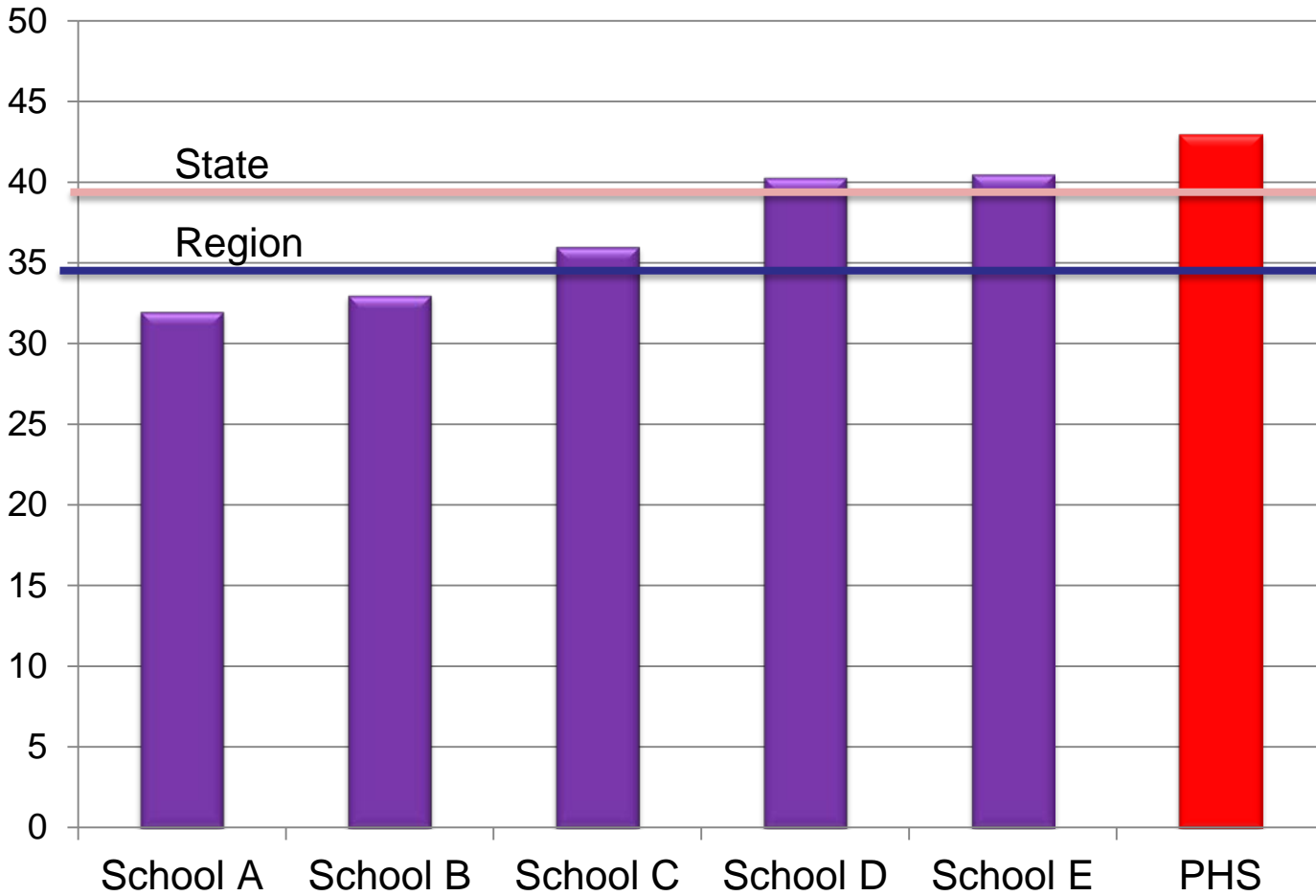
2010 NAPLAN ~ Writing

PLUMPTON



2010 NAPLAN ~ Numeracy

PLUMPTON

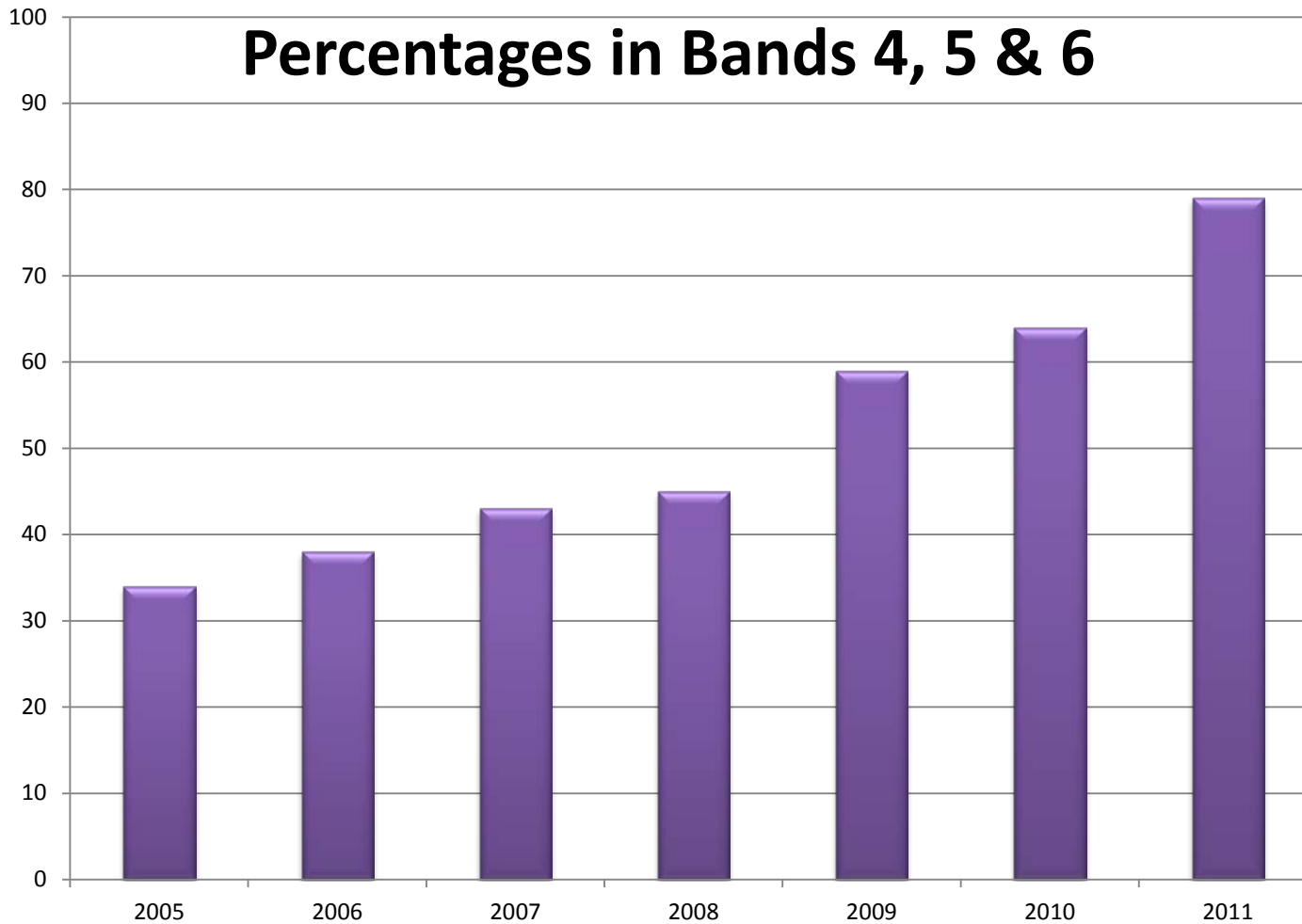


School Certificate English

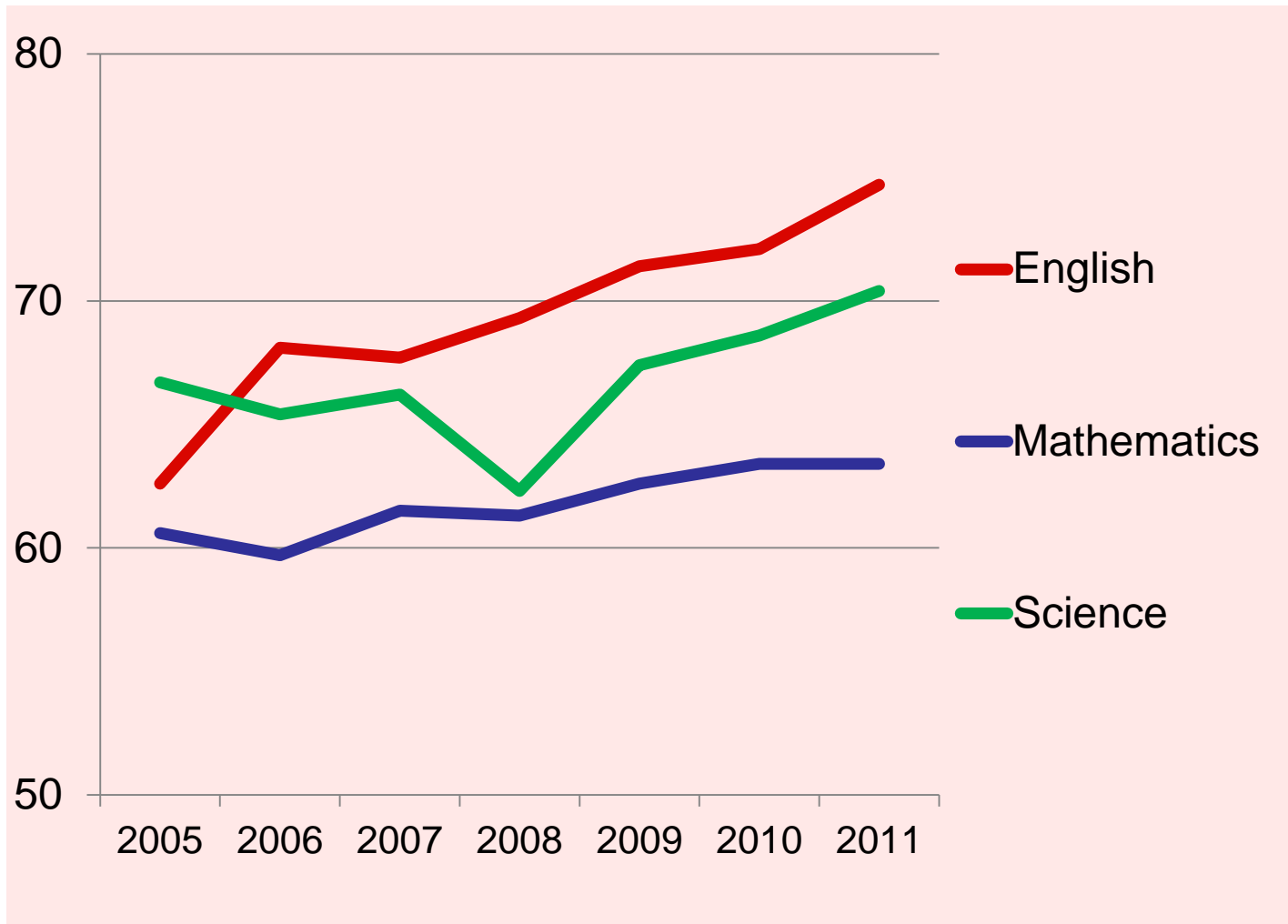
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Percentages in Bands 4, 5 & 6

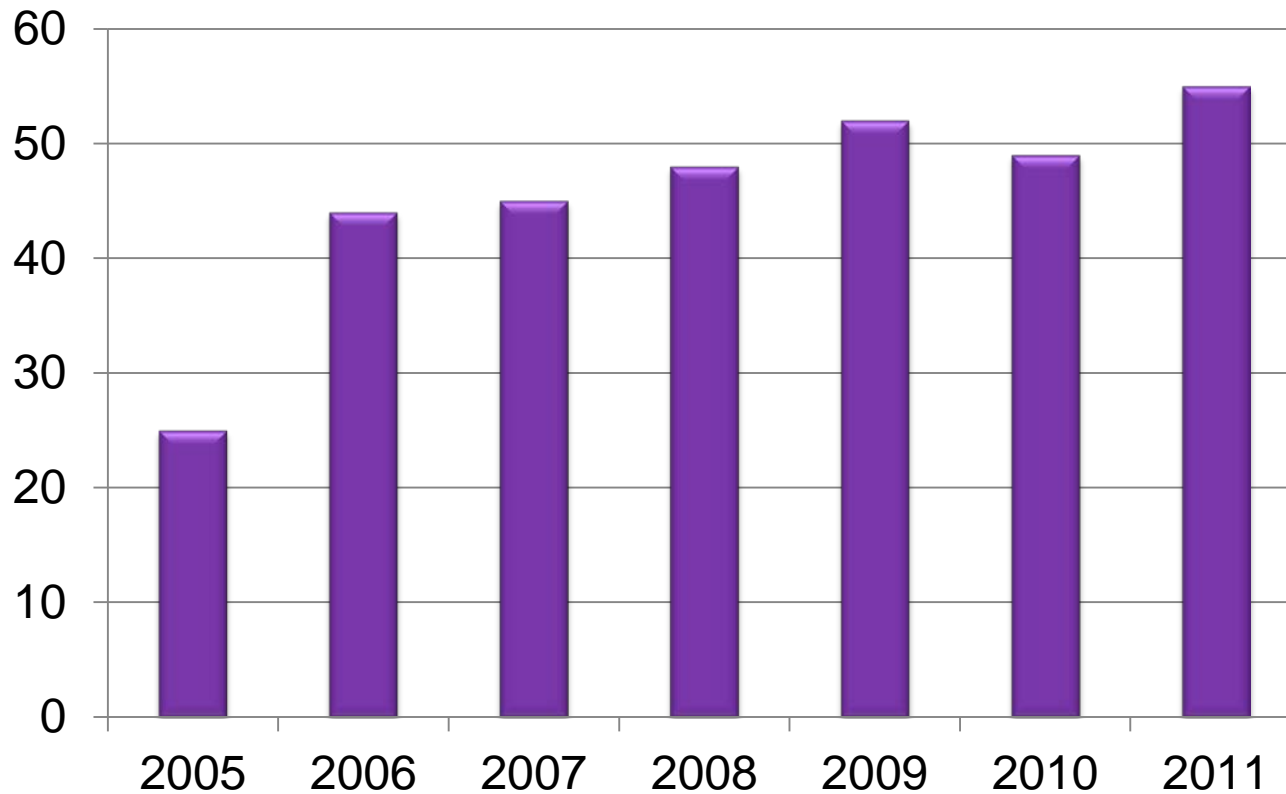


School Certificate Results



HSC Bands 4, 5 & 6

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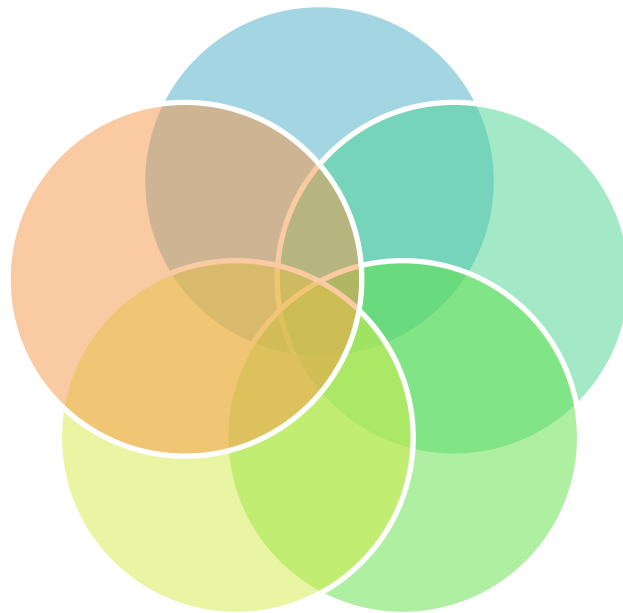


The Kindness Project



Enhancing the
anti-bullying
strategy

Across school
learning
community



Kindness as a
“replacement”
behaviour

Student-led

3 tiered
approach

The Kindness Project



Public
Kindness

Peer
Kindness

Personal
Kindness

As with PBL and student leadership, a 3-tier model has been developed as a framework to nurture kindness at the school.

Types of Kindness Examples



Public

Kindness Ambassadors
Charity Fundraising
Kindness/Multicultural Day
PEC, Community, Regional commitment

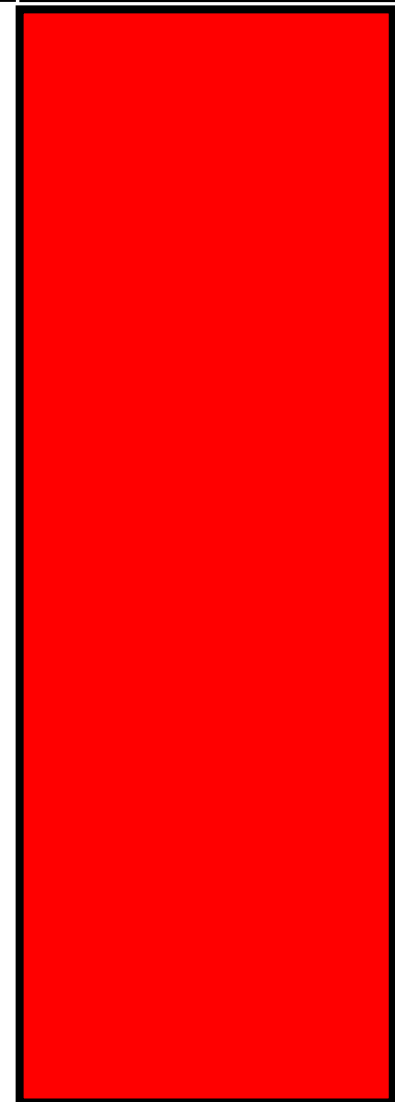
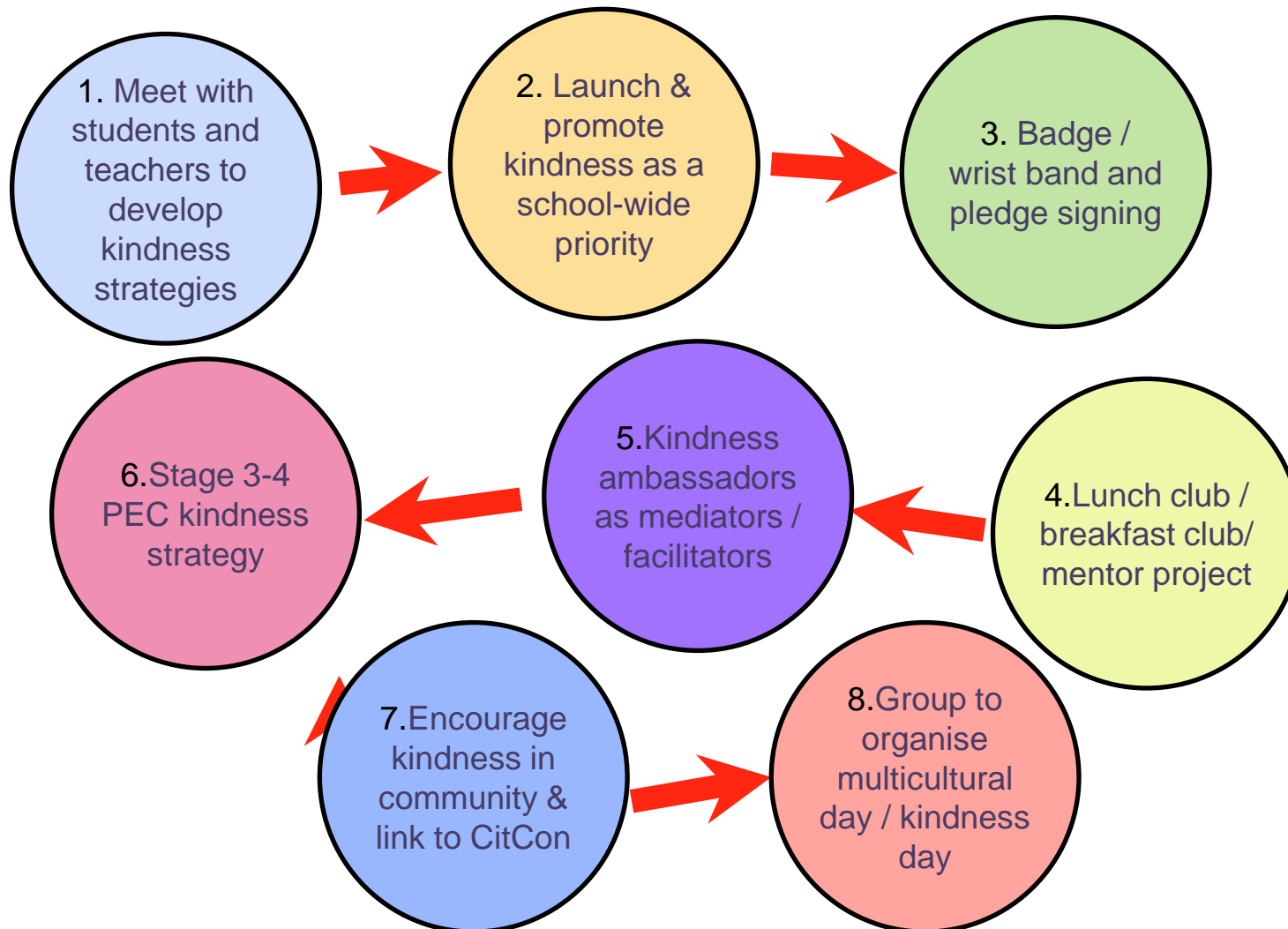
Peer

School Beautification
Lunch/Breakfast club
Public support for kindness
Random Acts of Kindness (RAK) for / with a group

Personal

Random Acts of Kindness
Pledge my commitment to being kind
Achieving kindness goals
Nominating someone for a Phoenix Personal Best Award (PPB)

The Student Ambassadors' Plan



The Year of Kindness



PHS 20Eleven

Celebrating the unspoken acts of kindness...

We launched the Kindness project with the video and a bookmark project



Plumpton High School

Our Next Steps



Passion

Excellence

Connection

To the future and beyond!!

A focus on developing stronger assessment practices to further develop teaching and learning

Exploring possibilities related to joint curriculum development and delivery

Developing a Business Centre

Developing a Da Vinci Centre

Exploring possibilities related to increased local authority



Passion

Excellence

Connection



Plumpton High School

From Faster Horses to Ferraris



Passion

Excellence

Connection

Leadership

To run and jump and laugh and cry
and love and hope and imagine

To experience as much as I can
all for one purpose:

TO INSPIRE

Simon Sinek