

Leadership: Nurturing the strengths and talents of educators



FACULTY OF EDUCATION



Dr Athena Clayton



21 YEARS OF IMPACT



Our Future
Reimagined

What does a leader look like?

DECISIVE

CHARISMATIC

CONFIDENT

EXTRAVERT

AUTHORITATIVE

TAKES CHARGE

Is this the only way to lead?

What might we be missing?

THE INNOVATOR

THE MENTOR

THE PROBLEM-SOLVER

THE LISTENER

**Different strengths create
different opportunities to lead**

THE ADVOCATE

THE ORGANISER

THE CREATIVE THINKER

THE CONNECTOR

THE SPECIALIST

Does professional growth always mean moving up?

THE TRADITIONAL PATHWAY

PRINCIPAL

DEPUTY

HOD

TEACHER



Growth in leadership can also look like_

Formal leadership

Deepening expertise

Mentoring others

Leading a project

**Growth can be
UPWARDS,
OUTWARDS and
DEEPER**

Innovating

Supporting colleagues

Building partnerships

Specialising

1. NOTICE

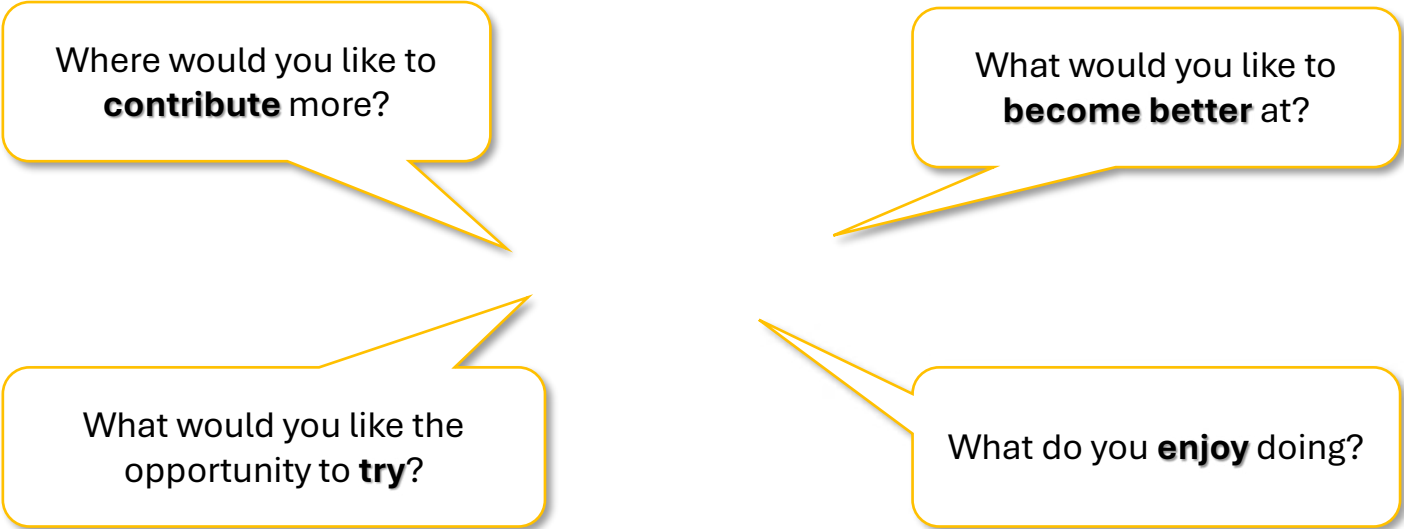
Look beyond the obvious:

- Who do colleagues naturally seek out?
- Who takes initiative?
- Who solves problems?
- Who brings people together?
- Who has particular expertise?
- Who notices needs others miss?
- Who has ideas but rarely puts themselves forward?

Look for strengths within individuals, not a prescribed set of qualities

2. ASK

- Don't assume that you know **how** someone wants to grow
- During performance meetings, look for opportunities to learn about the educator and how they can continue to develop in a way that is meaningful and congruent for them
- While setting goals, ask questions:



Where would you like to **contribute** more?

What would you like the opportunity to **try**?

What would you like to **become better** at?

What do you **enjoy** doing?

3. ALLOW OPPORTUNITIES

- Give people opportunities to practice leadership in different ways:

Lead a small project

Share expertise with colleagues

Trial a new approach

Initiate a community partnership

Mentor a new teacher

Coordinate learner support

Lead a working group

Contribute to school improvement

4. SUPPORT

- An opportunity without support is not development
- People often need to feel safe to take a chance and try something new and different
- Make room for educators to experiment, learn, try again
- In addition to supporting by setting goals, see whether there are resources that can be shared, look for opportunities to recognise growth

5. REFLECT

- The final step is helping to transform experience into development
- The experience alone does not guarantee development
- We need to make meaning from this experience
- Ask questions, such as:
 - What worked? Why?
 - What support would have helped?
 - What was difficult?
 - What did you learn about yourself?
 - What would you do differently next time?
 - What would you like to try next time?

Make leadership development continuous_

