

Getting TRACTION

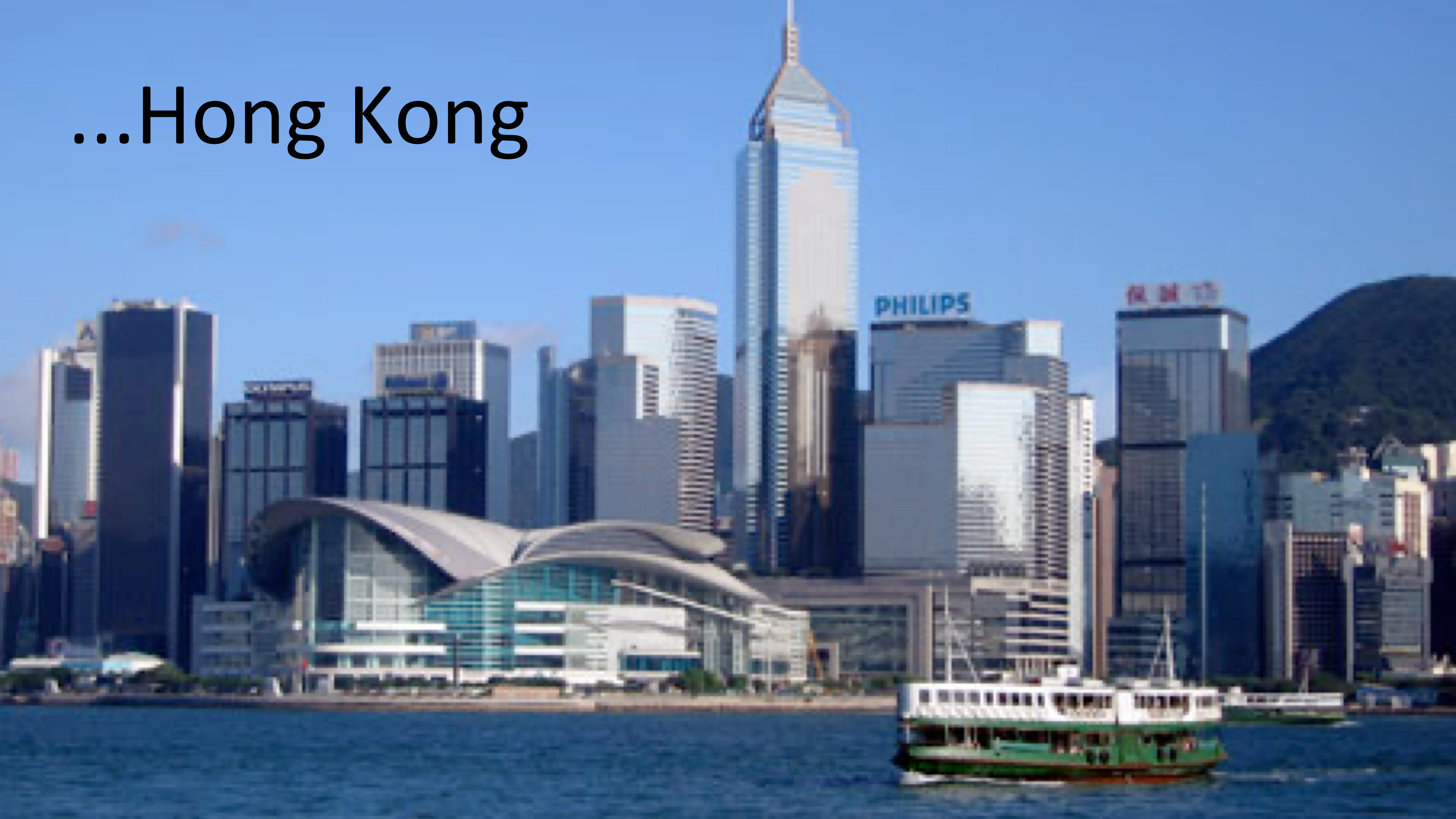
turning GOALS into Action

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FRANCIS

Collinsville North Qld



...Hong Kong



...Hong Kong







HS 1512



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消防



What is the difference between

LEADERSHIP
and
MANAGEMENT?

People need LEADERSHIP

...everything else needs to be managed

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What do people look for in their leader

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What do people look for in
their leaders?

- TRUST
- COMPASSION
- STABILITY
- HOPE

Gallup, 2022, Strengths Based Leadership

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People are NOT motivated by pessimists

Robert Iger, CEO Walt Disney

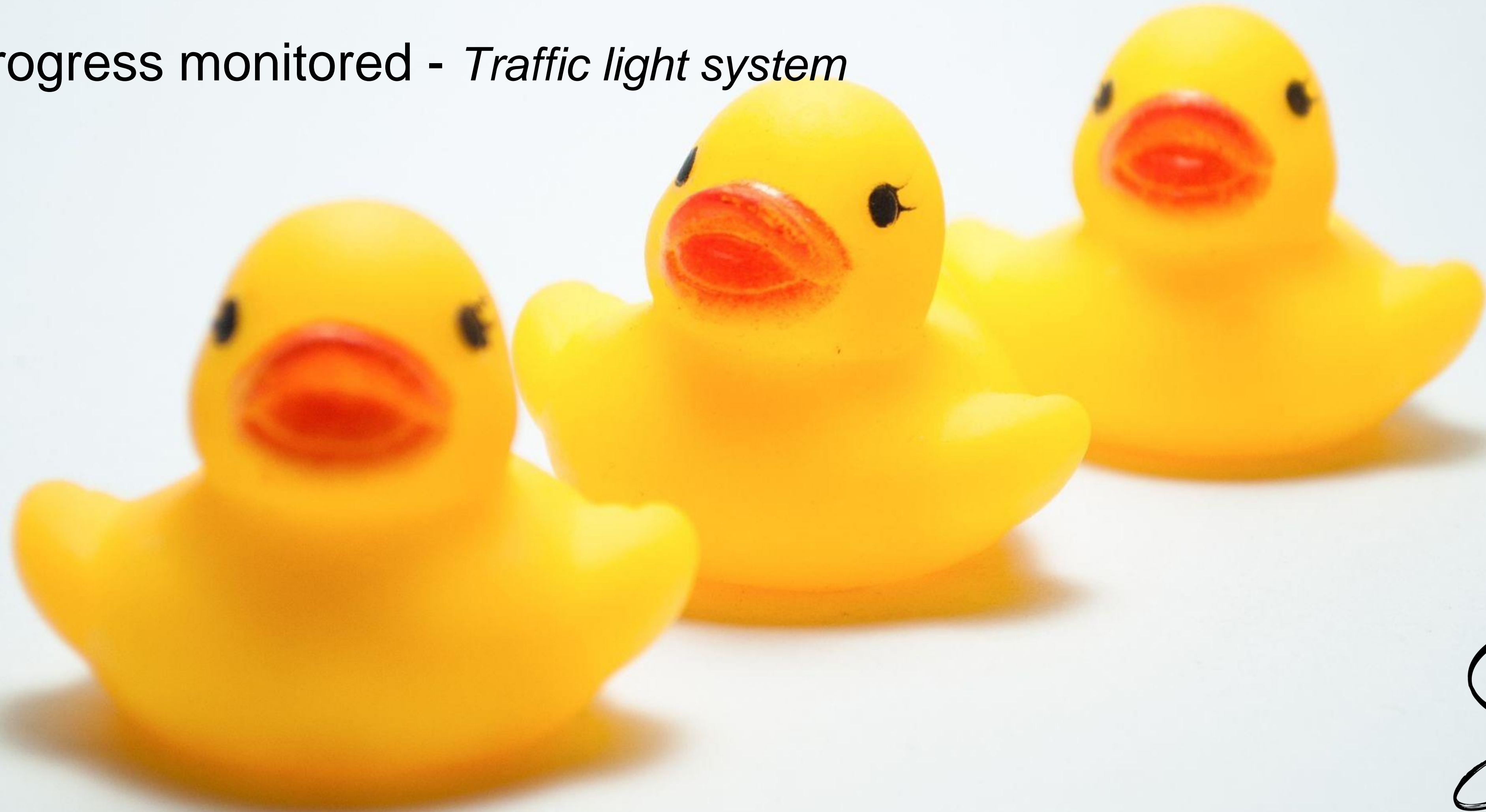
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Reactive
&
Last Minute

Proactive
&
Organised

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- Only three 'initiatives' (Big Rocks) per year
- Clearly and consistently communicated
- Progress monitored - *Traffic light system*



Confront the Brutal Facts

- Lead with questions, not answers
- Engage in dialogue and debate, not coercion
- Conduct autopsies without blame
- Build red flag mechanisms that can not be ignored



Paint a picture of what it will be like after the change

What is your compelling reason for the change?



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A person stands on a dark, silhouetted hillside in the foreground, looking out over a vast landscape. The middle ground features a large body of water, possibly a bay or inlet, surrounded by dark, silhouetted mountains. The sky is a gradient of colors, transitioning from a deep blue at the top to a bright orange and red near the horizon, indicating a sunset or sunrise. The overall mood is contemplative and serene.

Vision without action is a dream.

Action without vision is a nightmare.

Japanese Proverb

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7

Sins of
LEADING Change



7 Sins of LEADING Change

Announcing is NOT the same as implementing

People's concerns are NOT surfaced

People changing are not involved in planning

Poor planning of change

No compelling reason to change

Failure to prioritise

People are NOT held accountable for changing

Change Desired

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

RESOURCES
Provided

MOMENTUM
Established

CONFUSION

PLAN
Staged

TRAINING
Delivered

RESOURCES
Provided

MOMENTUM
Established

TREADMILL

VISION
Compelling

TRAINING
Delivered

RESOURCES
Provided

MOMENTUM
Established

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ANXIETY

VISION
Compelling

PLAN
Staged

RESOURCES
Provided

MOMENTUM
Established

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FRUSTRATION

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

MOMENTUM
Established

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FATIGUE

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

RESOURCES
Provided

Change Desired

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

RESOURCES
Provided

MOMENTUM
Established

CONFUSION

PLAN
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FRUSTRATION

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

MOMENTUM
Established

FATIGUE

VISION
Compelling

PLAN
Staged

TRAINING
Delivered

RESOURCES
Provided



A soccer goal is positioned in the upper center of the frame on a well-maintained green field. The goal has a white frame and a black net. In the background, there is a dense line of green trees. The overall scene is bright and clear.

Ensure your goals are clear
and your actions aligned to them



A Priority Plan is a term-by-term extraction from your Yearly Goals that identifies the actions necessary in implementing change.

It defines the high-level actions needed to arrive at the desired outcomes.

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1 Whole School pedagogical project – which reflects students learning

ICT used to complement Teaching and Learning programs.

Protocols established for use of BYOD in Stage 3.

Develop active partnerships through community of school

History and Geography syllabus implementation

History and Geography syllabus introduced to staff by key staff members. Is projects.

Ipads and laptops used extensively, demonstrating best practice.

BYOD used by 80% of students

Revisiting Science and Technology in stage groups.

Stage collaboration to differentiate curriculum for all student learning.

Collaborative T/L programs reflect the syllabus content outcomes

Stage meetings for task moderation for all learning areas using evidenced based samples.

Development and use of rubrics to report student acquisition of 21st Century skills (Semester 1)

Professional development to align school welfare and discipline policies to the Wellbeing Framework (introduction / playground).

Stage based learning for ICT to be revisited and expanded to ensure applications and programs match units of work and are informed by syllabus.

Staff learning workshops 17/6 in community of schools on robotics and ICT in the classroom.

Professional development to align school welfare and discipline policies to the Wellbeing Framework (Classroom)

Teaching and learning programs using ICT for creativity, collaboration, critical thinking and communication.

Revision of school discipline and welfare policy document, including community involvement.

Stage meetings for task moderation for all learning areas using evidenced based samples.

Development and use of rubrics to report student acquisition of 21st Century skills (Semester 2)

2. Performance and Development project PDP goals, Quality teaching rounds, PLAN data,

PDP goals to align to school plan and Australian Professional Teaching Standards.

All teachers using Literacy and Numerary continuums to plot student progress on PLAN software.

Stage collaboration to develop common goals. Writing personal goals. Meeting with principal.

TPL and Stage meetings using PLAN data for programming and differentiation.

Staff working on personal PDP.

Parent Forum meeting for using PLAN in Stage 2 & 3.

Implementation and feedback of Q T Stages 1, 2 and 3

Implementation and feedback of the

TPL and Stage meetings using PLAN for entering data and programming for differentiation.

Implementation and feedback of Q T Stages 1, 2 and 3

Professional development – School Leadership

Stage meetings to discuss and reflect on achievement of PDPs at stage, school and personal level.

PLAN fully implanted across the school using differentiated learning programs and strategies.

Professional

TPL and Stage meetings using PLAN for entering data and programming for differentiation.

PLAN feedback given to parents K-6

Professional development – School Leadership

Implementation and feedback of Q T Early Stage 1

Stage n entering for eve and pl 2017.

QIT p progr studie

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Making a Priority Plan

1. Take out your yearly goals
2. List your top priorities for each term in 5 or 6 bullet points
3. Spell out the key actions required to achieve the priorities
4. Spread out your key actions across each 5 week period
5. Display your plan and highlight your progress

If you feel really stuck, ask yourself to complete this sentence:

“This term will be successful if _____”

You should meet with...

- Anyone you manage
- Your own supervisor
- Leadership Team
- Project Teams



Setting up the

One-on-one meeting agendas....

- 48 hours before meeting, team member sends agenda to leader
- 24 hours before meeting, leader reviews agenda and replies with additions and questions
- Team member updates and finalises agenda and brings to meeting
- Team member and leader agree at beginning of meeting what is most important and what could get cut if needed

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Regular one-on-one check-in agenda....

- Revisit previous next steps / Status updates (2 minutes)
- FYIs (3 min)
- Deep Dives and / or Project Feedback (15 Minutes)
- Review of Priorities for the Next Month (5 minutes)
- Quick questions for each other (3 minutes)
- Summarise Next Steps (2 minutes)



Are your MEETINGS a good use of people's time?

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Align your meetings

Make a Meeting Matrix

- Determine whom you meet with, when and for what purpose
- Decide on standing agenda items
- Set meeting preparation expectations



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Meeting	Leader	Attendees	Data	Description
Academic Team	Julia	<ul style="list-style-type: none"> • Sally • Julia • MK • Katie (but not always if MK is there both Katie and MK may not need to attend) • Emily? 	<ul style="list-style-type: none"> • F&P • Interim data • Finish Lines • Observation data <ul style="list-style-type: none"> - Number of obs - Teacher trends 	<ul style="list-style-type: none"> • Debrief feedback on PD • Prepare for future PDs - rehearse as needed • Review upcoming EMC department meetings. (<i>What is the expectation for these agendas at EMC?</i>) When teachers are not attending EMC department meetings, plan for best way to support them. • Discuss department goal progress and make sure work of various departments is aligned and appropriately prioritized in terms of overall school goals. • Discuss and strategize around teacher support using observation data and/or student data. • Monthly “retreat” for at least a half day to look at observation feedback to teachers: <ul style="list-style-type: none"> ○ Identify trends ○ Identify needs ○ Determine how this data affects Friday PD ○ MK to lead retreats at BMC • Reflect on collaboration with EMC • Discuss student data
Student Support Team	Sally	<ul style="list-style-type: none"> • Sally • Joshua • Deb • Becky • Julia • Danielle • Neema 	<ul style="list-style-type: none"> • Detention data • ICS data • Suspension • Prep note data during certain stages of the process • Grades • Homework percentages • Any data that is aligned with a student’s individual measurable goal. 	<ul style="list-style-type: none"> • Progress monitoring • Discuss individual student needs regarding their academic and/or behavioral progress. <ul style="list-style-type: none"> ○ We will alternate between individual student support and school support: this is different than at other campuses because we are so small • Monthly Deb does a PD with this group similar to what MK will do with Academic Team – half day “retreat” to look at data • Potential cycle of meetings: <ul style="list-style-type: none"> ○ Academic supports ○ Behavior supports ○ Data Dives/observation of implementation of plans ○ Stage 2 meetings


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Name of Meeting	Purpose	Facilitator	Participants	Timing / Frequency	Standing Agenda Items	Preparation / Follow Up



Role clarity is vital

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It is vital that leaders are CRYSTAL clear!

Describe exactly what you
want the person to
accomplish in their role

It is not a job description but rather a set of outcomes
and competencies that define a job done well.

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3 components of role clarity



Mission

Executive summary of the job's core purpose

- written in plain english, not gobbledygook!

Outcomes

Clearly describe what the person needs to accomplish in the role - what MUST get done

Competencies

Skills required by the person in fulfilling the role and achieving the outcomes

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3 components of role clarity



Mission

Executive summary of the job's core purpose

- written in plain english, not gobbledegook!

Short statement - 1 to 5 sentences that describes why the role exists.

Easy for everyone to understand - no one needs to ask clarifying questions

3 components of role clarity



Mission *Executive summary of the job's core purpose
- written in plain english, not gobbledygook!*

Outcomes *Clearly describes what the person needs to
accomplish in the role - what MUST get done*

*Ideally 3 to 8 outcomes, ranked by order of
importance*

3 components of role clarity



Mission *Executive summary of the job's core purpose
- written in plain english, not gobbledeygook!*

Outcomes *Clearly describe what the person needs to
accomplish in the role - what MUST get done*

Competencies *Role based competencies required in
fulfilling the role and achieving the
outcomes*

Add competencies required for culture fit

Flow directly from Mission & Outcomes

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How effective is YOUR Leadership Team?



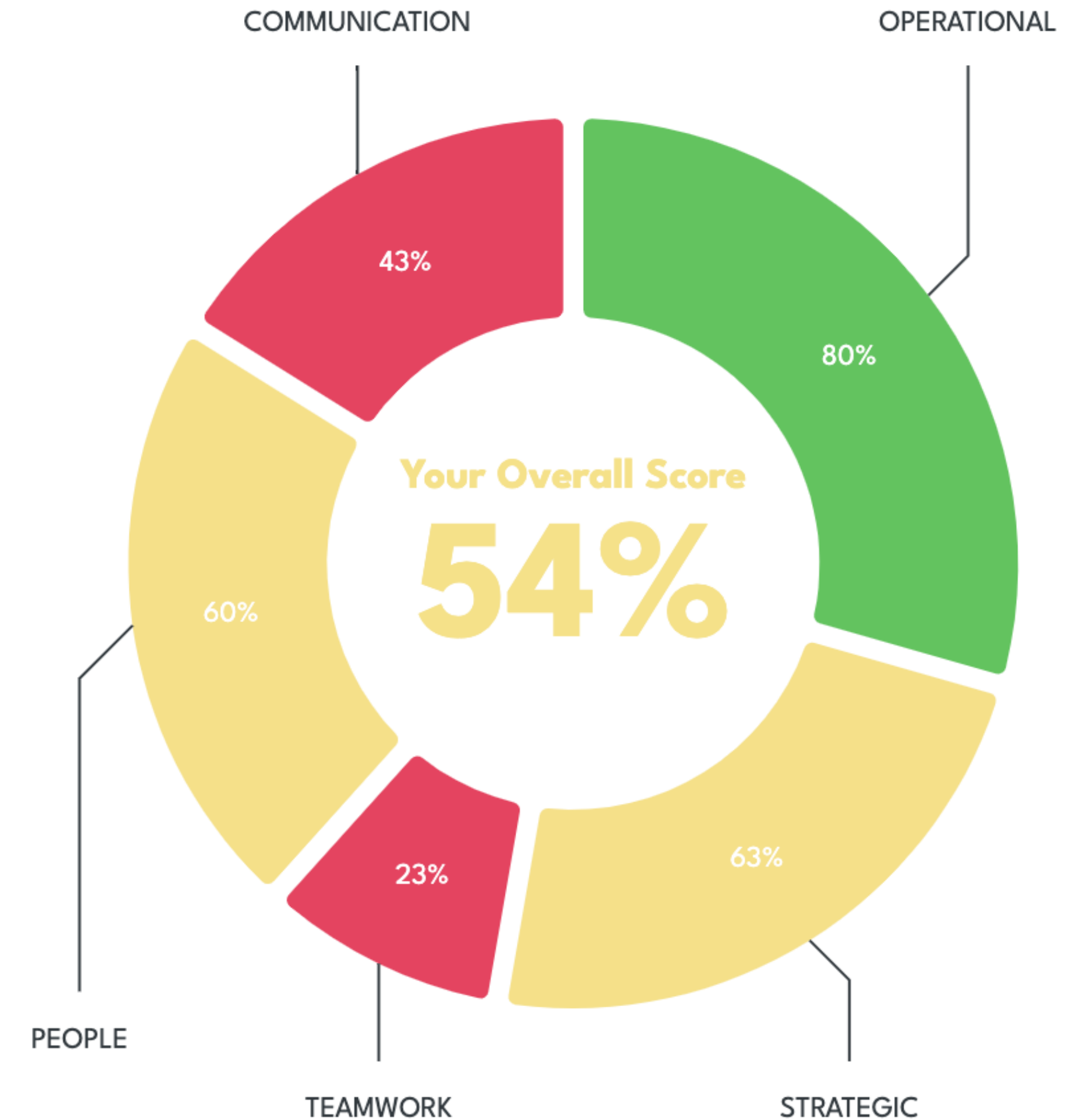
Thank you for completing the **SCHOOL LEADERSHIP TEAM SCORECARD**

Your full report has been emailed to bronted@macc.nsw.edu.au.

There is a clear connection between school effectiveness and leadership. School leaders have a massive impact. It is vital that the school leadership team are aligned and effective. This can be challenging in the busy and demanding context that we work in. As well as providing you with an OVERALL rating, this report is intended to provide you with a benchmark of how your leadership team is performing in five crucial areas.

Recommendations are then made on the MOST suitable LEADERSHIP SPRINTS for your team based on your results.

● Needs Attention ● Improvement opportunity ● Strength





SCHOOL LEADERSHIP *Sprint*
WITH STEVE FRANCIS

	Setting the Year Up For Success		First Things First! Prioritising that works		Getting Traction Turning Goals into Action		Having Great Impact Using the 80/20 Rule
	High Functioning Leadership Teams		Meetings Making Sure They Are A Good Use of People's Time		The Power of Living the Reputation You Want to Have		Email Overload
	Time Efficient Line Management Processes		5 Essential Elements of Leading Effective Change		Multi-tasking Isn't the Answer- What should you do instead?		Unlocking Your School Culture
	Crystal Clear Role Clarity		Mastering Difficult Conversations		Managing the Well-being of Others		Are You Leading or Managing? What's the Difference?
	Effectively Managing Resistance to Change		Differentiating Your Leadership		Utilising Your Strengths - watching out for your blindsides		Building Trust is #1 Leadership Skill

- **SHORT, SHARP** videos
- Specifically for leaders and aspiring leaders in schools
- Practical and actionable strategies to enhance leadership capabilities
- Increase clarity and alignment

\$190 + gst per session OR
\$390 + gst per term OR
\$1190 + gst for 12 months



Time is a valuable commodity



Busyness - DOES NOT EQUAL "SUCCESS"

Actions - DO NOT EQUAL "RESULTS"

Working long hours - DOES NOT EQUAL "GOOD AT YOUR JOB"



A row of golden trophies, each with a dark blue base and a gold plaque, receding into the distance. The trophies are highly reflective and have a classic cup shape with a stem and a base. The background is a plain, light color.


What would I need to accomplish today
to feel good about the day?

At the end of the day,
recognise what you **HAVE** done, **NOT**
what still needs to be done!





What's the most important thing
I can be doing with this time
I have available?



Treat your desk as Prime Real Estate

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Set limits!



Buried in Email?

Email is addictive

It sabotages your priorities

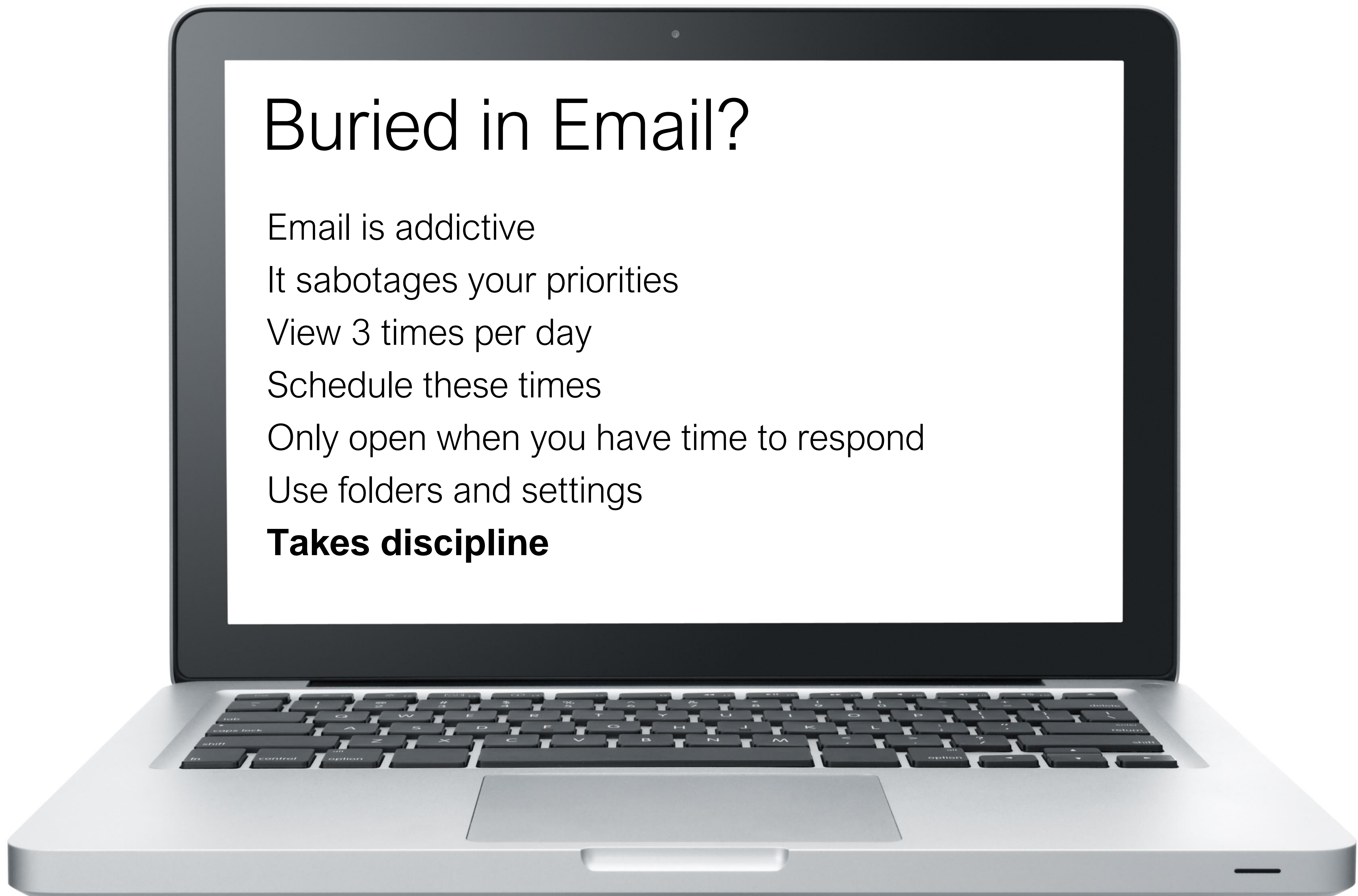
View 3 times per day

Schedule these times

Only open when you have time to respond

Use folders and settings

Takes discipline



Two *TO DO* Lists

- Daily
- Master

Prioritise

- Write your TO DO list
- Use Urgency and Importance to allocate - *A, B or C*
 - ★ *A High priority must be done today*
 - ★ *B Should be done today*
 - ★ *C Low priority - not essential today*
- Prioritise the sequence of the A's and B's
- Start with *A1*

Delete , Delegate, Do it now OR Decide when

Write newsletter

Print Report for P & C

Check e-mail

Read mail

Call Mrs Smith

Approve payments

Comment on Director's PD proposal

Book supply teacher for Tues

Comment on new maths program

Order cleaning supplies

Call Helen to check she's getting better

Send flowers to Helen

Read Auditor's report

Choose paint colour for staffroom

Delete , Delegate, Do it now OR Decide when

- B Write newsletter
- A Prin Report for P & C
- A Check e-mail
- C Read mail
- A Call Mrs Smith
- B Approve payments
- B Comment on Director's PD proposal
- ~~Book supply teacher for Tues~~
- C Comment on new maths program
- ~~Order cleaning supplies~~
- B Call Helen to check she's getting better
- ~~Send flowers to Helen~~
- C Read Auditor's report
- ~~Choose paint colour for staffroom~~

Delete , Delegate, Do it now OR Decide when

- A Prin Report for P & C
- A Check e-mail
- A Call Mrs Smith
- B Write newsletter
- B Approve payments
- B Comment on Director's PD proposal
- B Call Helen to check she's getting better
- C Comment on new maths program
- C Read Auditor's report
- C Read mail
- ~~Book supply teacher for Tues~~
- ~~Order cleaning supplies~~
- ~~Send flowers to Helen~~
- ~~Choose paint colour for staffroom~~

Delete , Delegate, Do it now OR Decide when

- A2 Prin Report for P & C
- A3 Check e-mail
- A1 Call Mrs Smith
- B2 Write newsletter
- B4 Approve payments
- B3 Comment on Director's PD proposal
- B1 Call Helen to check she's getting better
- C Comment on new maths program
- C Read Auditor's report
- C Read mail
- ~~Book supply teacher for Tues~~
- ~~Order cleaning supplies~~
- ~~Send flowers to Helen~~
- ~~Choose paint colour for staffroom~~

Delete , Delegate, Do it now OR Decide when

- A1 Call Mrs Smith
- A2 Prin Report for P & C
- A3 Check e-mail
- B1 Call Helen to check she's getting better
- B2 Write newsletter
- B3 Comment on Director's PD proposal
- B4 Approve payments
- C Comment on new maths program
- C Read Auditor's report
- C Read mail
- ~~Book supply teacher for Tues~~
- ~~Order cleaning supplies~~
- ~~Send flowers to Helen~~
- ~~Choose paint colour for staffroom~~

Try making a
REAL
priority list

- List tasks to be done
- Prioritise A to C
- Decide sequence of A's

Multi-tasking is slower

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20



Multi-tasking is slower

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20





Try the
Pomodoro Technique

- Choose **ONE** task
- Set a timer for **25** minutes
- Work on this **ONE** task until the timer goes
- Take a **5** minute break
- *Repeat*

Having good intentions isn't enough
It's behaviour that counts

What are YOU going to DO differently?

A tropical island with a white sandy beach, turquoise water, and a thatched-roof building. The sky is blue with some clouds. In the bottom right corner, there is a logo for Steve FRANCIS.

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FREE Leadership Team Test



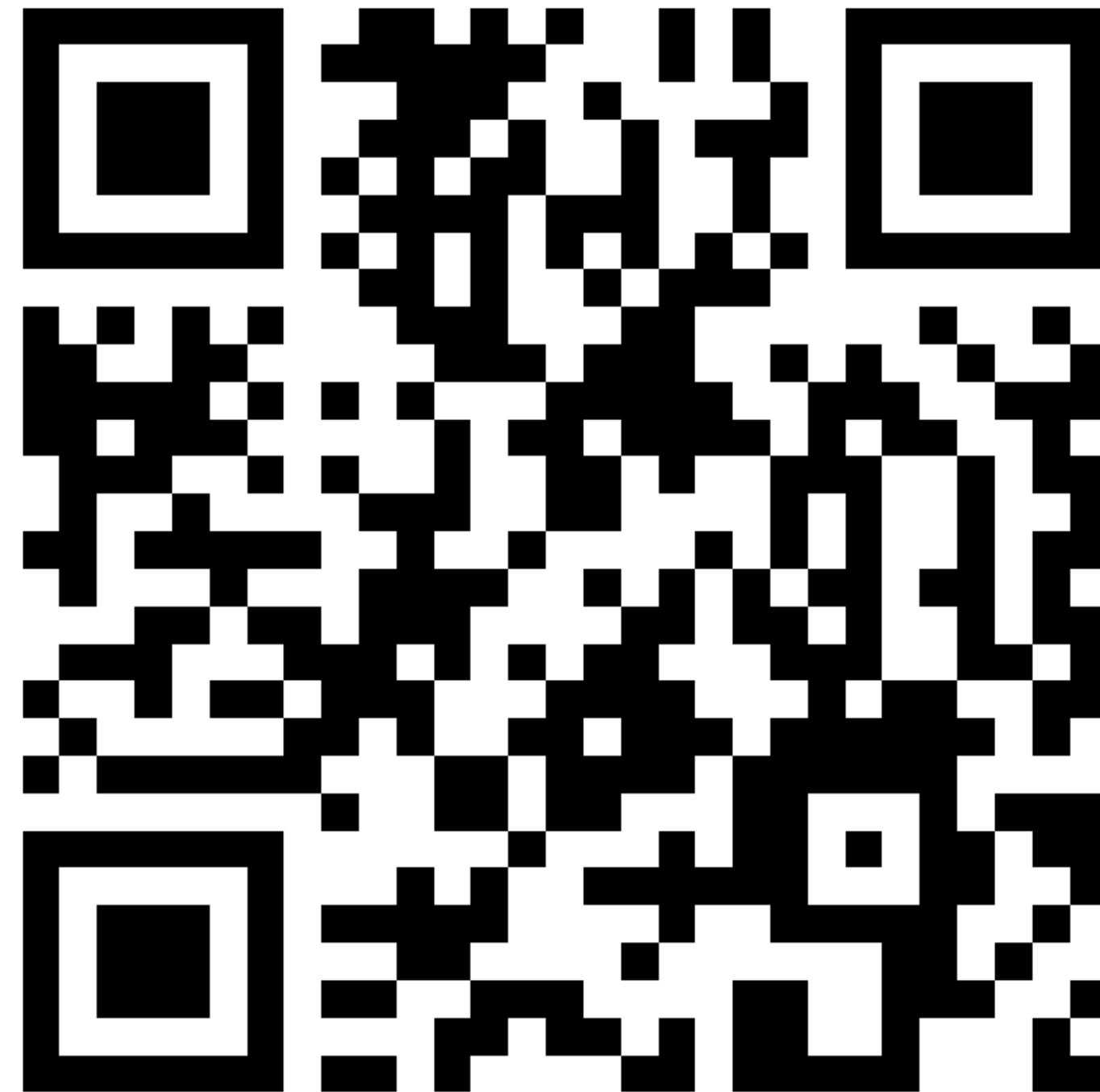
Leadership Team Sprints Info



Early Career Teachers Program



Work with Steve



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