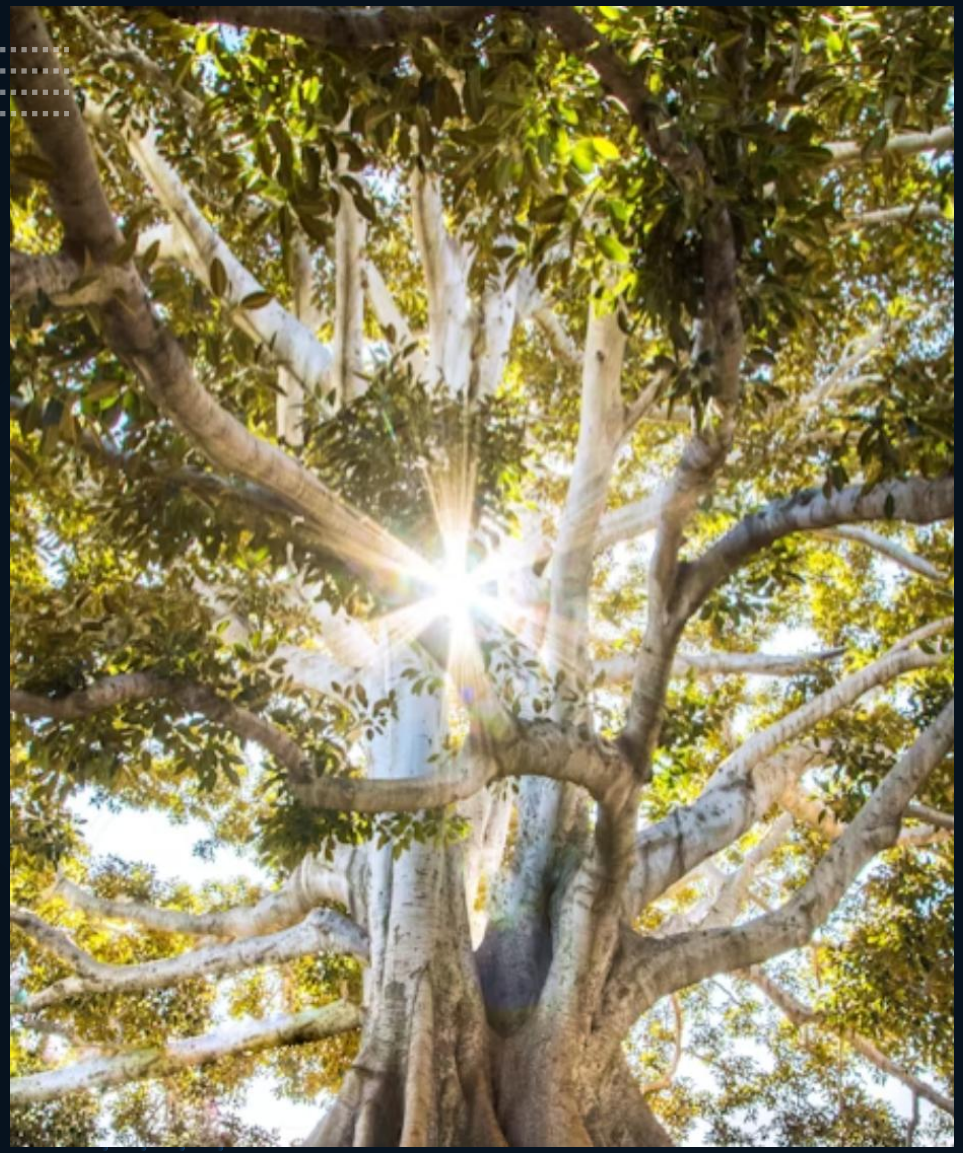


Leading with Purpose for Impact

Presented by:

Cynthia Glaicar and Chris Fuzessy

Who We Are

Leadership Coach & Mentor
Group Learning Facilitator

Superintendent/CEO
Author, Speaker, Mentor

Our Intention

To have you leave with practical strategies and tools that allow you to lead with your purpose and intended impact while maintaining personal and workplace wellness.

Group Norms

- Be present
- Share
- Carry curiosity
- Stay creative

Stepping Out

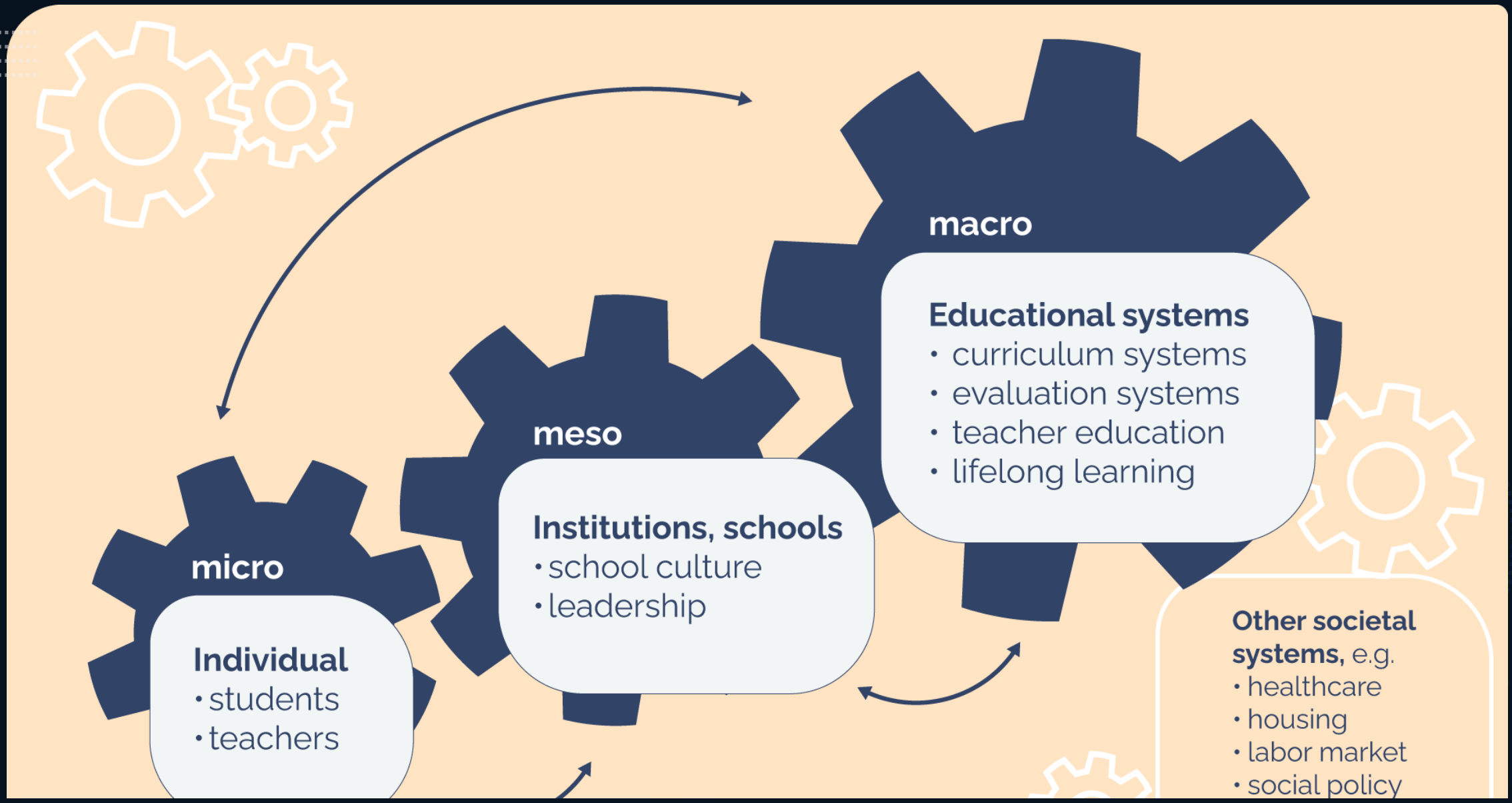

macro
Educational systems
• curriculum systems
• evaluation systems
• teacher education
• lifelong learning
meso
Institutions, schools
• school culture
• leadership
micro
Individual
• students
• teachers
Other societal systems, e.g.
• healthcare
• housing
• labor market
• social policy

Table Conversation

What would you accept as evidence that the school you lead is flourishing within your vision for education?

- What would be seen?
- Felt?
- Heard?

By you, by others

Knowing your values as a leader supports you to live the intent of the LQS: Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

Leadership Quality Standard

Know Your Why

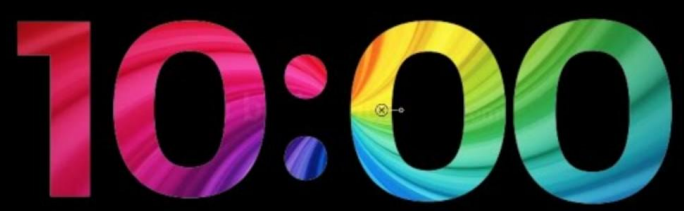
Leading with intention and vision

Find Your Voice

Values Exploration

Exemplary leadership comes from the inside out – knowing what matters most to you and what supports you to stay centered on the work that advances your vision.

Values Exploration



Complete the values exploration in your workbook.

Conversation:

From a conceptual lens, in what ways do values influence how you:

- Make decisions
- Support decisions that you do not make
- Lead culture
- React or respond

Table Conversation

Going Inward

Inner landscape environmental scan:

What do you think you would notice within yourself or your leadership behaviours when you are in alignment with your values?

“Research consistently shows that living in alignment with your core values leads to numerous benefits for mental wellness and overall well-being. When your actions and decisions are congruent with your values, you experience a greater sense of authenticity and inner peace. This authenticity fosters stronger self-esteem and self-confidence, as you are living in a way that feels true to yourself.

Moreover, value-alignment enhances resilience in the face of challenges. When you encounter obstacles or setbacks, your values serve as a compass, guiding you through difficult times and helping you stay focused on what truly matters. This resilience contributes to better stress management and emotional regulation, reducing the impact of stressors on your mental health.”

Source: Living in Value-Alignment: A Path to Fulfillment

What Matters Most?

Creating a structure and system to prioritize workflow.

Being able to prioritize tasks and stay out of tyranny of the urgent as much as possible, allows leaders to live the intent of the LQS:

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

Leadership Quality Standard

Important/Urgent
Key Action: Manage

- Crisis
- Deadline-driven activities
- Pressing problems
- Last-minute preparation

Important/Not Urgent
Key Action: Focus

- Preparation and planning
- Values clarification
- Empowerment
- Relationship building
- True recreation

Not Important/Not Urgent
Key Action: Use Caution

- Meeting other people's priorities and expectations
- Frequent interruptions
- Most emails, some calls
- Urgency masquerading as importance

Not Important/Not Urgent
Key Action: Avoid

- Escapist activities
- Mindless activities
- Busywork
- Junk email

Triad Conversation

How do values intersect with each quadrant?

- How might the LQS and a tool like the matrix support you in staying centered on what matters most in leading your vision leading for education?

Structures & Systems

- **Structure of *clear roles***
  - System of circling back
- **Structure of *weekly meetings*** – opening and closing week
  - System of checking in and adding/erasing things from the matrix collectively and visibly for all on the team
- **Structure of *uninterrupted time***
  - System of door signs
  - System of time chunking
- **Structure of *reflective time***
  - System of reflective questions
  - System of coaching/mentoring conversations
- **Structure of *reflective practice***
  - System daily journalling
  - System of quiet time

Give One – Get One

- Take a couple of minutes and write other structures and systems that you have used or seen used that are effective in supporting school leaders to manage their time and work.
- Give one get one sharing

Any other ideas, structures or systems you have seen work to optimize workflow.

Leading People

Structures and systems for regular interaction with others focused through what matters most.

“Leadership is in the eyes of other people. It is they who proclaim you as a leader.”

Carrie Gilstrap

Fostering Effective Relationships, Leading a Learning Community, Providing Instructional Leadership

Leadership Quality Standard

Leading People – Intentional structures and systems

- Walk throughs
- Professional learning teams
- Response to intervention
- Collaborative response team
- Connection rituals

Reflection:

- What is resonating most for you?
- What can you add to the conversation?

Table Conversations:

- In like role table groups share your ideas about powerful systems and structures for leading people.

The Power of Reflection and Reflexivity

Creating rituals for ongoing reflexivity

Modelling Commitment to Professional Learning

Leadership Quality Standard

First

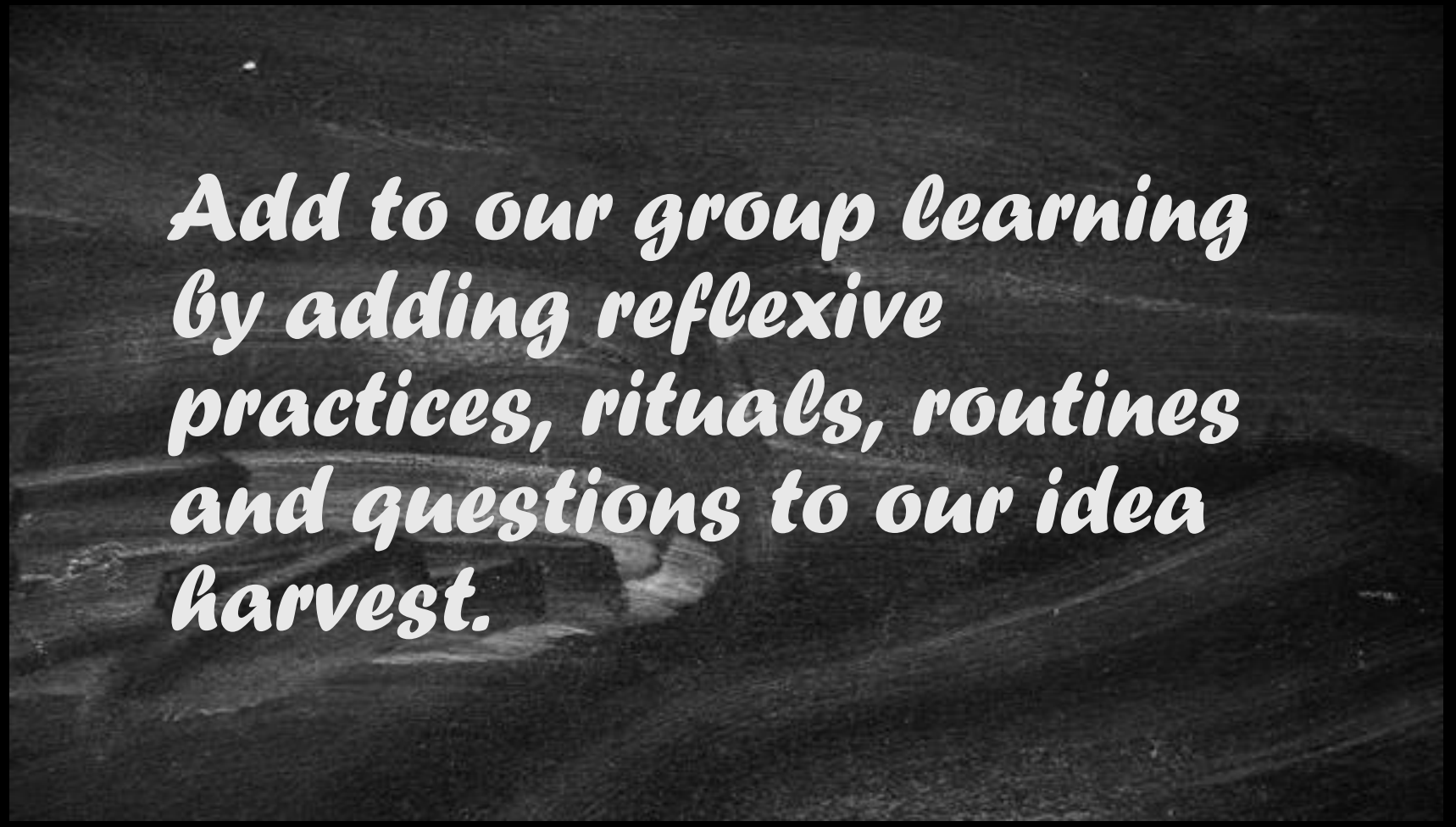
Do you have a practice?

How do you incorporate deliberate professional and personal reflection into your leadership?

Powerful questions for leaders:

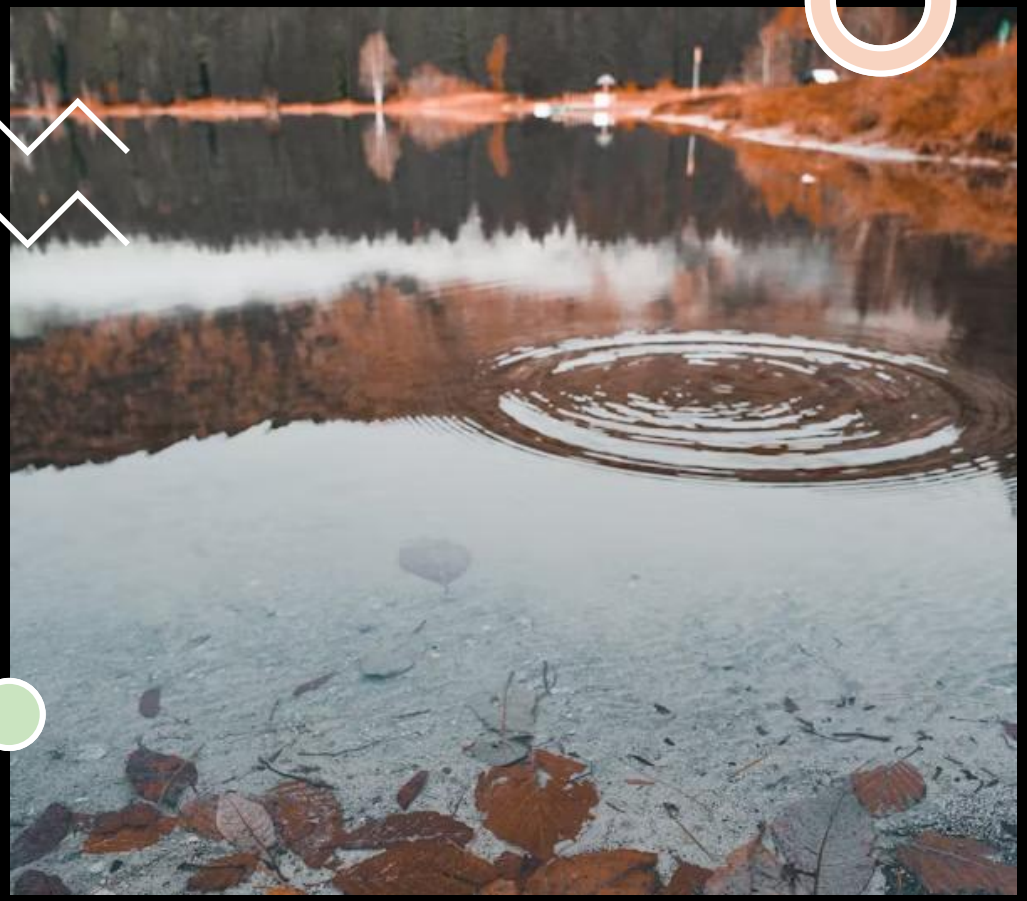
- Who does this serve?
- When is it enough?
- Where are the moments for voice?
- What voices may be missing?
- Where are the moments for reflection?
- Where are the moments for action?
- Where is the opportunity in this challenge?
- Where do we really want our school to be?
- Are we leaning into or avoiding discomfort?

Chalk Talk


Add to our group learning by adding reflexive practices, rituals, routines and questions to our idea harvest.

What are your key learnings?

Personal Learning



Sharing Circle

One thing you will take with you today