

ASPIRING SENIOR LEADERS with Mentoring by Senior Leaders

A SENIOR LEADER WILL MENTOR AN ASPIRING SENIOR LEADER TO ACHIEVE GOALS CONTRIBUTING TO WHOLE SCHOOL IMPROVEMENT.

OVER-ARCHING GOAL

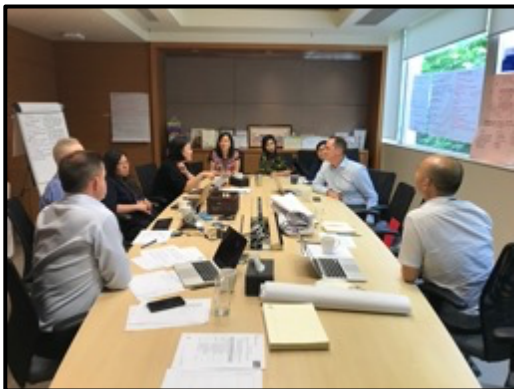
Aspiring Senior leaders will work closely with senior leaders to establish a clear and transformative department goal that is aligned with the school's objectives.

Senior leaders will learn and hone their mentoring skills to empower Aspiring Senior leaders to achieve team goals aligned with the strategic needs of the school.

THE CHANGE TEAM

One Aspiring Senior Leader– Heads of Faculty: Heads of Department / Subject, Grade Level Leaders and Coordinators.

One Senior Leader– Principals and Deputy / Vice Principals, or any Administrator tasked with supervising aspiring senior leaders. As Mentors they will support the mentee by providing additional perspective and direct them to resources the participant may not be aware of or have access to.



PROGRAM HIGHLIGHTS

- There is a maximum of 4 hours synchronous learning and 2 hours asynchronous learning per month.
- This is a certificate program; participants will be recognized for up to 41-hours of professional learning.
- Change Teams will get 3 personalized coaching sessions.
- Share experience and network with peers from other schools.
- Each Change Team can flexibly schedule their meetings.
- Program outcome requires the Change Team to pursue achieving a school strategic objective.
- If you miss a class you can schedule a 1-hour coaching session to review and explore how to apply content.

Below is a sample program schedule:

Month	Stream	Topic	Asy Hours	Syn Hours	Date	Time
Aug	CT	Course Induction and Alignment	1	1	Change Team schedules 60-min coaching session with facilitator directly	
Sept	Both	Change Management Define Role and Purpose Define Mentoring and Process	4	4	Sat 18/09/21	09:00-13:00
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ASL - Aspiring Senior Leaders / Total Asynchronous (Asy) Time = 20 / Total Synchronous (Syn) Time = 21						
SL - Aspiring Senior Leaders / Total Asynchronous (Asy) Time = 20 / Total Synchronous (Syn) Time = 18						
CT - Change Team, is the ASL and SL meeting together / Both means both Streams meet as a whole cohort						
An additional 10 asynchronous hours will be awarded to recognize mentoring and project implementation						



PROGRAM INTRODUCTION

70-20-10, this is the golden rule for successfully developing leaders. We know from research that senior leaders are the most proven and powerful tool for empowering aspiring senior leaders to be accountable for 70% of their own development. Thus, to successfully develop leaders in our schools, senior leaders need to accept 20% of the responsibility by clarifying their roles and expectations, keeping them focused on strategic objectives and helping them to overcome obstacles. This program, as the 10% training component, is intended to launch all participants, including Senior Leaders, on the most professionally transformative journey of their career.

To ensure Aspiring Senior Leaders are able to successfully apply knowledge, tools and strategies introduced in this program it is required that every participant have a senior leader mentor them during the program. Together, they will form a Change Team, focused on driving transformative change in their school.

Aspiring senior leaders, when empowered, will be the most effective tool in ensuring transformative and sustained change. This program will instruct Aspiring Senior Leaders how to foster greater interdependency among team members and develop a sustainable collaborative team culture. Senior leaders will serve as the catalyst to keep aspiring senior leaders motivated throughout the school year to keep them on track to achieving goals that will improve teaching and learning in the school.

This is an Open Registration course, meaning that a variety of schools will be participating. Change Teams from each school will have individual coaching with the facilitator, as well as participate in one of two Streams where they will have the opportunity to process content with peers from different schools and share experience on obstacles and successes in applying the learning from this course. Aspiring Leaders will participate in one stream and Senior Leaders will participate in the other stream.

TESTIMONIALS

“A lot of processes that take place were brought to the forefront. This helped me develop an improved understanding of why certain things happen and why people may react in the ways that they do to different situations. The table conversations and the way Michael facilitated them were incredibly useful.”

“I felt I learned a lot about being a Aspiring Senior leader and supporting Aspiring Senior leaders and how to move towards working together as a team. I also felt I understood how to move towards more successful models for teams and for coming up with goals.”

“What I liked best about the program was the group aspect of being able to talk with different Aspiring Senior leaders from different settings and relate experiences.”



ASPIRING SENIOR LEADERSHIP STREAM OUTLINE

The Aspiring Senior Leadership Stream provides support to aspiring senior leaders to adapt their leadership skills and strengths to the unique obstacles they'll face throughout the school year as they pursue a transformative **whole school outcome**. The program is divided into three (3) modules that are timed to occur when the content will be most relevant to the challenges the participants are facing.

PARTICIPANTS IN THE ASPIRING SENIOR LEADERSHIP STREAM WILL:

- ▶ Understand and appreciate how their role changes as the team develops
- ▶ Identify and pursue a goal that aligns the team with the school's strategic objectives
- ▶ Gain awareness of self and others and how to manage the disparity
- ▶ Learn how to delegate effectively so that they can stay focused on the goal and interpersonal relationships
- ▶ Learn to give feedback relative to their team goal



Survey plays an important role in this program to ensure program content and engagement can be differentiated to meet the needs of each participant.

THE SURVEY AND ASSESSMENT PROCESS INCLUDES:

- ▶ Participants will be surveyed to understand their experience, ambitions and anticipated challenges
- ▶ Senior Leadership will provide feedback on their expectations and goals for the Aspiring Senior Leaders
- ▶ Participants take the DiSC Everything Management Profile to develop a greater awareness of self and others, especially when tasked with delegating work and navigating difficult conversations
- ▶ Participants will provide feedback throughout the program to ensure content and assignments are context specific and appropriate to their level of mastery
- ▶ Participants will receive regular feedback from the facilitator, peers and their mentor related to their goal



SENIOR LEADERSHIP MENTORING STREAM OUTLINE

As a leader, one of your most important responsibilities is to mentor your staff to do develop their potential and capacity. By doing this, you'll help them make better decisions, solve problems that are holding them back, as well as learn and apply new skills.

The STRIDE Model is a simple yet powerful framework for structuring your mentoring engagement. In this program we will look at how you can introduce this model to staff members that are seeking guidance to develop their professional capacity and/or overcome obstacles impeding their performance.

This program requires senior leaders to participate in 20-hours of facilitated course work on Mentoring, which includes coaching with your Aspiring Senior Leader where your input is critical in clarifying their responsibilities and your expectations. This includes 1 observation of a mentoring session and debrief with the mentor, as well as 1 closing evaluation meeting with the mentee.

Additional time should be budgeted for meeting with your mentee on a monthly basis as well as helping them prepare to present their project results at the end of the year.

AT THE BEGINNING OF THE PROGRAM, PARTICIPANTS WILL:

- ▶ Complete an Everything DiSC Management behavioral assessment
- ▶ Be surveyed to understand their relationship to the Aspiring Senior leader they will mentor and identify desired outcomes
- ▶ Meet with their mentee after Module 1 of the Aspiring Senior Leaders program and complete a Mentoring Inquiry form

THROUGHOUT THE COURSE OF THE SCHOOL YEAR, PARTICIPANTS WILL:

- ▶ Have the facilitator observe one mentoring session
- ▶ Have 3 Change Team collaborative planning meetings.
- ▶ Participate in 2 meetings to share experiences with other mentors and get support from the facilitator
- ▶ Schedule a final feedback session, which will include the mentee.



INTRODUCTION TO DiSC

(BEHAVIORAL ASSESSMENT TOOL USED IN BOTH STREAMS)

Everything DiSC® Management combines the power of **DiSC** with strategies that help individuals manage effectively and promote a vibrant culture for your organization. Using a research-validated learning model, participants recognize and understand the styles of the people they manage. The result is managers who adapt their styles to manage more effectively.

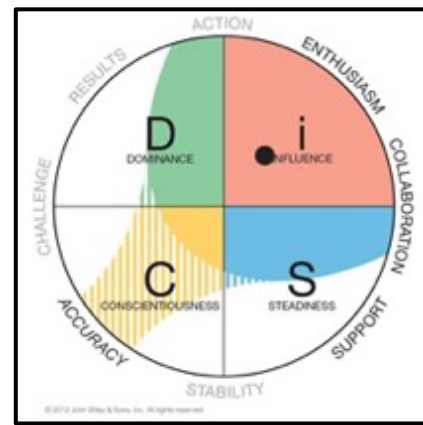
In-depth: Research-validated online assessment with 26-page management-specific profile helps managers understand themselves, their employees, and their boss.

Features:

- 26-page management-specific report to help managers at any level.
- Focuses on directing, motivating and developing the staff who report to you.
- Entire section devoted to working with your own manager.
- Takes 15-20 minutes to complete the 'responsive survey'. Assessment results are available upon completion.

DiSC OUTCOMES

- ▶ DiSC provides a common language to help teams understand one another and work better together
- ▶ Manage more effectively by learning about your own management preferences and priorities.
- ▶ Better motivate your team and yourself.
- ▶ Get more comfortable with delegation.
- ▶ Reduce conflict and avoid misunderstandings
- ▶ Gain insight into how to develop your team members.



ASPIRING SENIOR LEADERS PROGRAM MODULES

THE LEARNING OBJECTIVES FOR THE FIRST MODULE ARE:

- ▶ Understand the foundational principals of Change Management and how to mitigate the impacts of change on team members.
- ▶ Understand how teams evolve in stages and how the leader's role is defined by each stage
- ▶ Establishing a purpose for the team that will be at the center of all the work the team does
- ▶ Set goals that align with the individual, team and school

THE LEARNING OBJECTIVES FOR THE LAST TWO MODULES ARE:

- ▶ Develop an awareness of self and other and understand how the disparity impacts team communication and meeting management
- ▶ Understand how to communicate change to different stakeholders
- ▶ Delegate effectively with clear instructions and ensure follow through
- ▶ Learn to use Performance Feedback to reduce conflict and help team members stay on track

Each module will be 4-hours long and will involve 1-2 hours of preparation, which will include a mix of recorded video lectures, readings and assignments.

In between each module participants will be given assignments that they must discuss with their mentor and report on in the next workshop. For example, at the conclusion of the first workshop participants must present in the next class the Purpose their team has agreed to, which will be the lens through which they process content for the remaining workshops.

TESTIMONIALS

"What I liked best about the program was the group aspect of being able to talk with different Aspiring Senior leaders from different settings and relate experiences."



MODULE 1 ► GOAL SETTING



At this time in the school year Heads of Department should have a good understanding of the capacity their team has to engage in transformative interdependent work. Capacity will be determined by their understanding of the needs of their students and capability to attend to the transactional responsibilities of their roles, such as lesson planning and assessment. The capacity of a department to work interdependently towards achieving a transformative goal will largely be contingent on their capability of attending to the transactional aspects of their work.

All departments in a school will have a different capacity. In this module participants will learn to assess their department's capacity for working interdependently. Participants will learn how to establish an effective team goal, in the form of an inquiry, that addresses the needs of each team member, the team and the school. This goal will contribute to achieving a transformative outcome and defined by the key results that will demonstrate attainment of that goal.

ESSENTIAL QUESTION

How do I align individual, team and school objectives into a transformative team goal, that my department has the capacity to achieve, that will improve student learning?

LEARNING OBJECTIVES

- Participants will gain an understanding of Change Management principles.
- Participants will learn how teams develop in stages and how their role will be defined by each stage.
- Participants will engage in a professional inquiry process where they formulate practical and relevant questions about a change they must lead.
- Participants will learn how to build consensus on their team purpose
- Participants will learn to facilitate effective goal setting processes that are inquiry based
- Participants will understand that pursuing goals is an iterative process that requires periodic tuning

TESTIMONIALS

"It gave me a starting point to start developing my leadership so it is more transformative than transactional, especially with an emphasis on the importance of buy in!"



MODULE 2 ▶ DELEGATION



Delegating is one of the most important management skills you can develop, but most aspiring senior leaders don't delegate well, if at all. Learning to delegate effectively saves time, develops the team, motivates the team and keeps the team focused on its primary objectives. Without appropriate delegation, a team will become inefficient and demoralized.

At this time of the year all teacher lead teams have established their goals but struggle with breaking them down into action tasks. In this training participants will learn when it is appropriate to delegate, what to delegate, to whom to delegate, and how to delegate. This training will cover the steps to proper delegation and discuss some of the problems that result in not delegating correctly.

ESSENTIAL QUESTION

How do I identify and delegate tasks effectively to peers?

LEARNING OBJECTIVES

- ▶ Participants will be introduced to Sandboxing to insulate the team from outside influences that can undermine goal attainment
- ▶ Participants will understand the challenges & benefits of delegation
- ▶ Participants will complete a delegation inventory
- ▶ Participants will learn a 5-step delegation process
- ▶ Participants will role play delegation conversations
- ▶ Participants will identify the barriers to delegation and how to address them

TESTIMONIALS

“Combination of research based, professional discussion, various materials, different protocols and skills that can be used in meeting, leading and learning.”



MODULE 3 ► PERFORMANCE FEEDBACK



Transformational change is empowering and sets the stage for continuous improvement across the school, but sustaining the systems that enable change requires consolidating successes, understanding setbacks, continuous feedback and continued investments in process and people.

ESSENTIAL QUESTION

How do I effectively communicate about team performance and ensure a safe environment to communicate with team members?

LEARNING OBJECTIVES

- ▶ Participants will demonstrate consultative communication skills;
- ▶ Participants will experience how to facilitate performance feedback with and between team members; and
- ▶ Participants will understand how to coach their team through various stages of development

TESTIMONIALS

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SENIOR LEADERS MENTORING PROGRAM MODULES

Below is an Agenda for 3 sessions of the Mentoring Skills modules that all Senior Leadership Stream participants will participate in. Each session will be 3-hours and require 1-2 hours of preparation.

MENTORING FOR DEVELOPMENT MODULE 1 AGENDA

- ▶ Welcome / Program Overview

- ▶ Mentoring Challenge Exercise (quick practice mentoring + debrief)

- ▶ Principles of Effective Mentoring
 - What is mentoring? (discussion)
 - When to mentor? What skills are needed?

- ▶ Mentoring Model (STRIDE) and Live Mentoring Demonstration

- ▶ Review Mentoring Form 1 and Prepare for your next Mentoring Session

MENTORING FOR DEVELOPMENT MODULE 2 & 3 AGENDA

- ▶ Building Your Tool Box – Inquiry Strategies

- ▶ Career and Development Mentoring Discussions (Skill practice scenarios, with peer feedback)

- ▶ Feedback for Development Mentoring

- ▶ Skill Development Strategies Using 70-20-10

- ▶ Creating Your Mentees Development Road Map

- ▶ Your Real Development Mentoring situations (Skill practice mentoring)

TESTIMONIALS

“Very well organised. Natural flow which kept me on my toes.”

“It was clearly outlined and I was aware of the goals of each section/activity. There was also ample opportunities for us to check in with Michael, and with the rest of the participants, to clarify and share.”

“Great atmosphere of learning and sharing.”



PROGRAM COSTS, DATES AND MILESTONES

The charge per Change Team (2 people) to participate in this program is USD 1500.00, inclusive of the DiSC Assessment and Michael Iannini's self-guided book study for, *Hidden in Plain Sight: Realizing the Full Potential of Middle Leaders*.

Below is the time line for the program and the number of hours for each session, including asynchronous work. Change Teams must keep the following in mind when scheduling dates and times with the facilitator:

- Change Teams will be surveyed at the beginning of the school year to identify the dates for all Change Team Meetings.
- All dates and times must be scheduled 30-days in advance;
- There are several schools participating in this program, priority for dates and times will be given on a first come first served basis;
- Changes Teams are allowed to reschedule sessions for free, provided 7-days written notice is given; and
- **Participants unable to attend a session may schedule a 1-hour coaching call free of charge.**

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