



Why MESSY Leaders are the future

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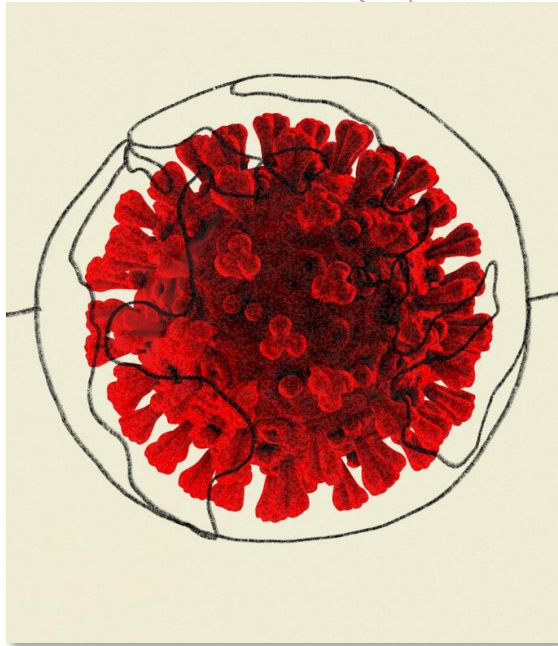
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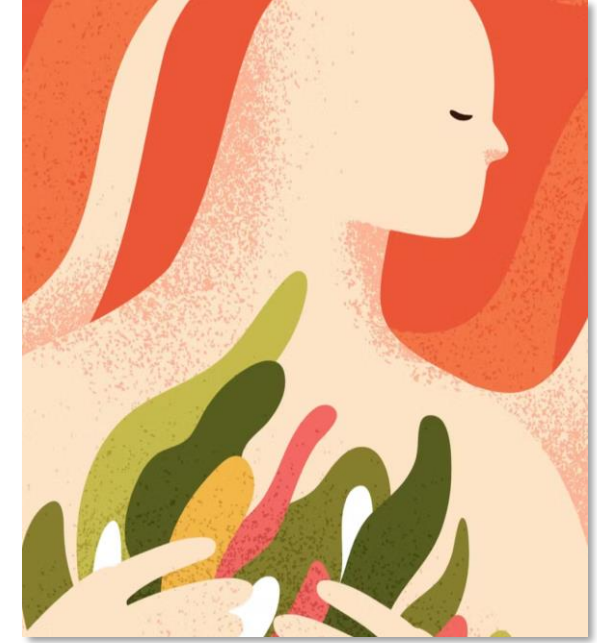
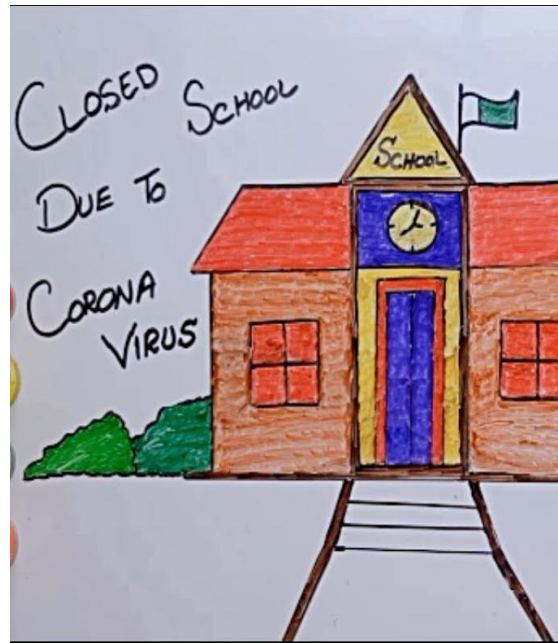


Why MESSY Leaders are the future

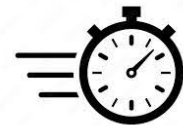
Set the scene... Your experiences... Research... Key mindsets



BLACK LIVES MATTER



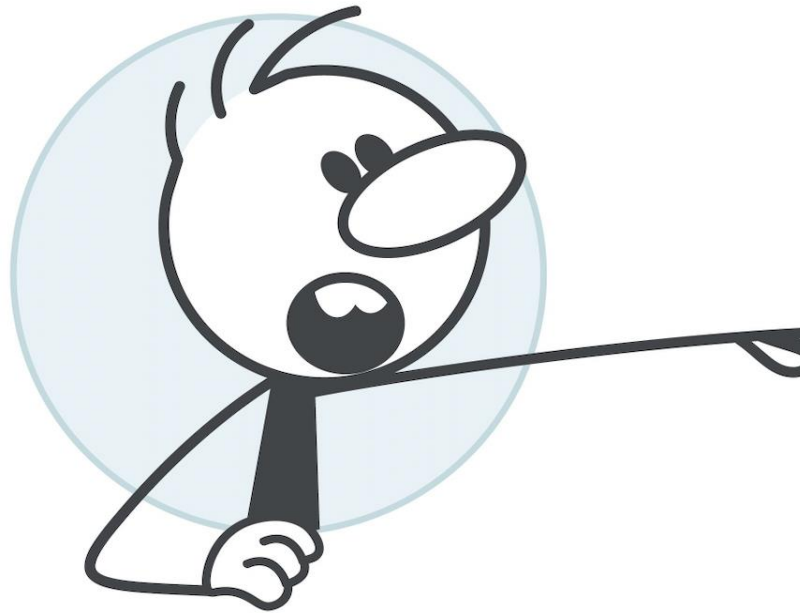
1. What has been your experience?
2. What actions have you witnessed that made you proud?
3. What mindset helped this action?



Leadership Reactions



Wait It Out



Command & Control



Embrace the Mess

Most common?

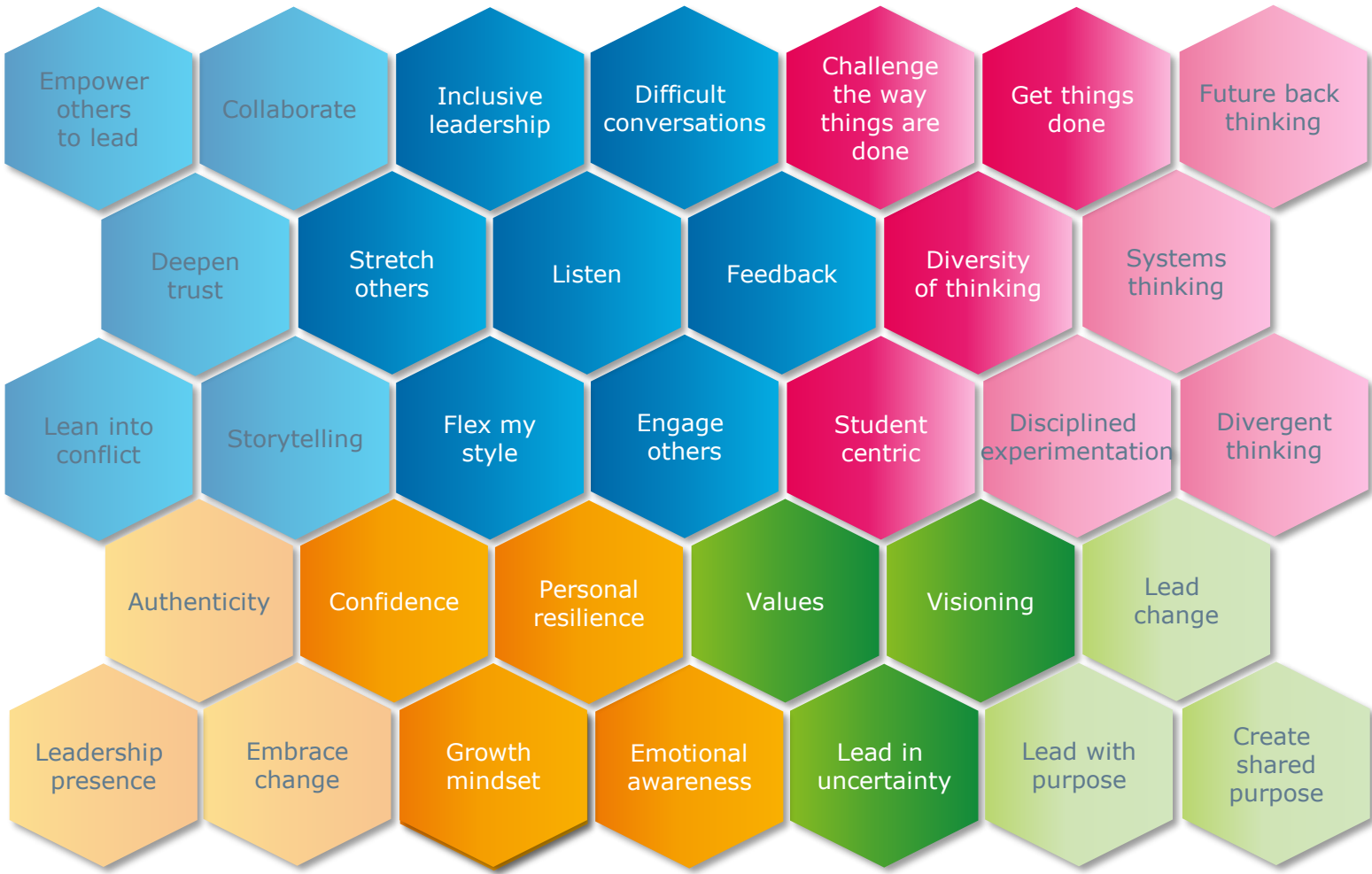
Mindset Map

relate

think

be

inspire



Most Common Leadership Shifts 2020

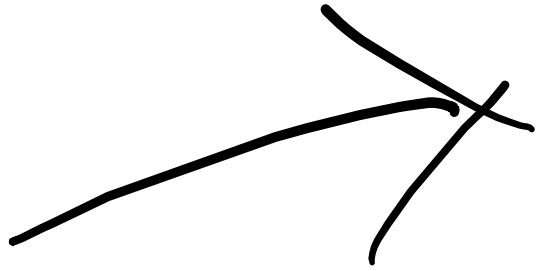


Our Research



- 2020 research project
- Chief Learning Officers from >40 of the world's top orgs
- BTS Spark has coached over 13,000 school leaders
- 1,000 of these school leaders were during 2020, during COVID
- Actions where leaders succeeded and where they struggled

How successful leaders responded



Where leaders struggled

Multiplying perspective



Multiplying Perspective

We stopped relying on own expertise and enlisted the help of community leaders to broaden our insights.

- Superintendent

We needed to shift our focus from solely being on closely the achievement gap, to solve immediate needs of students and families that are bigger than academics.

- Director of Student Supports

Collaboration with other school systems leaders became more important than ever – we learned from each other and poked holed in each other's plans.

- Superintendent



Multiplying Perspective



Multiplying Perspective

How successful leaders responded

Advocating ecosystem interdependencies and societal impact.



Where leaders struggled

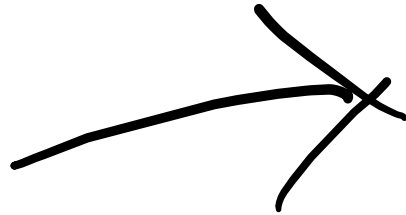
Siloed organisation and loosely connected ethical aspirations.

Uncommon Sense #1

Changing our perspective - or listening to others - can change our mindset.
Changing mindsets is the first step in changing behavior.

How successful leaders responded

Advocating ecosystem interdependencies and societal impact.



Where leaders struggled

Siloed organisation and loosely connected ethical aspirations.

Emotional Connection



Emotional Connection

I now make time in every meeting to connect, on a human level, with the team. First 15 minutes out of 60 is finding out about how they are feeling, their families, how they are coping.”

– Superintendent

Compassion is coming to the forefront ... not just authenticity but deeply caring for one another.”

– CLO, Global CPG company

Increasing numbers of our younger employees are upset and angry about seeing white male privilege at the top.”

– CTO, Global technology business



Emotional Connection

climate learning outcomes safety

In the never-ending discussion around school improvement and reform, the role of relationships rarely gets a mention. However, the role relationships play -- as research shows us and children tell us -- is key. Whether it be inside the classroom, outside the school, between peers, teachers or families, relationships are key to student success and growth.

dropout staff turnover

Relationships Matter (Huffington Post)

https://www.huffpost.com/entry/relationships-matter_b_1110001

Emotional Connection

How successful leaders responded

Having the courage to talk about emotive of personal issues. Being open about bad news. Showing compassion.



Where leaders struggled

“We only talk about work here.”

Leaders feel safe behind a professional veneer.

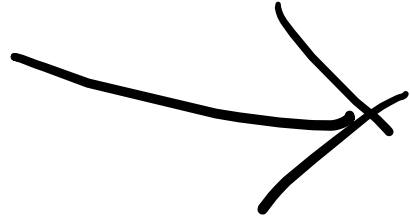
Uncommon Sense #2

Sometimes focusing only on the work is the worst thing to do

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Seizing Momentum



Seizing Momentum

We have been talking about change forever in education. It's time to act and move on to a different conversation.

- Assistant Superintendent

The one thing that is preventing rapid change and sustainable change from happening in educational systems is the adults nostalgic love for what school was like when we were in school.

- Director of Student Service



Seizing Momentum

learning communities

guide on the side

The Covid-19 crisis will force – and is forcing – education a decade into the future... This crisis will change our societies and communities, and will very likely force our education systems into a new reality. While we cannot control everything, we can control how we respond and react to situations. We do have a role to play as both members of society and as educators to envisage what changes we want and need – and what we don't – and we must play our role in affecting those desired changes.

agency

well being

How Covid Will Force Education Into the Future

<https://www.ascd.org/blogs/how-covid-19-will-force-education-into-the-future>

Seizing Momentum

How successful leaders responded

Focusing on outcomes and being responsive in the moment. Being change ready.



Where leaders struggled

A focus on process, annual strategy and budgeting. Slow quarterly management.

Uncommon Sense #3

Leaders who focused on process and
hung onto their school improvement plans
didn't fare well through COVID.

How successful leaders responded

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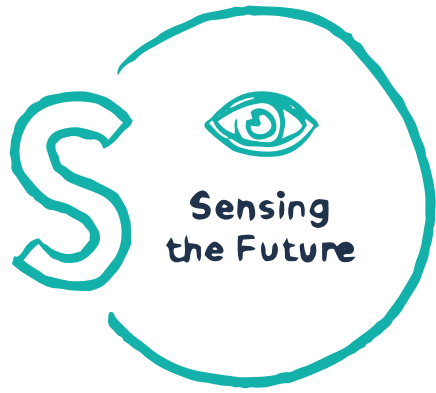
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Sensing the future



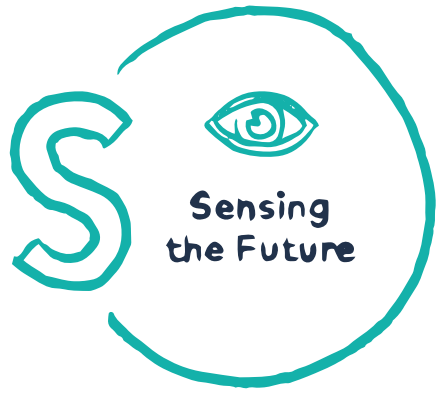
Sensing the Future

Leaders find it hard to hold multiple possible futures in mind... they don't like the dissonance.

– Chief of Staff

We risk creating "unemployable" students that can be replaced by robots if we don't help students learn to think critically and wrestle with challenges.

– High School Principal



Sensing the Future

volatile

uncertain

V U C A

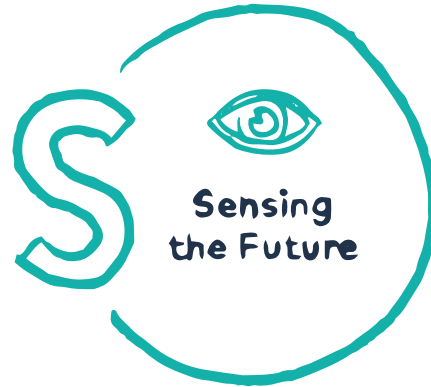
complex

ambiguous

Sensing the Future

How successful leaders responded

Seeing multiple possible futures and running fast cycle experiments.



Where leaders struggled

Seeing the future as a continuation of the past.

Uncommon Sense #4

If you don't know enough to plan for the future, experiment with multiple futures.

How successful leaders responded

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Seeing multiple possible futures and running fast cycle experiments.



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your Ego



Your Ego

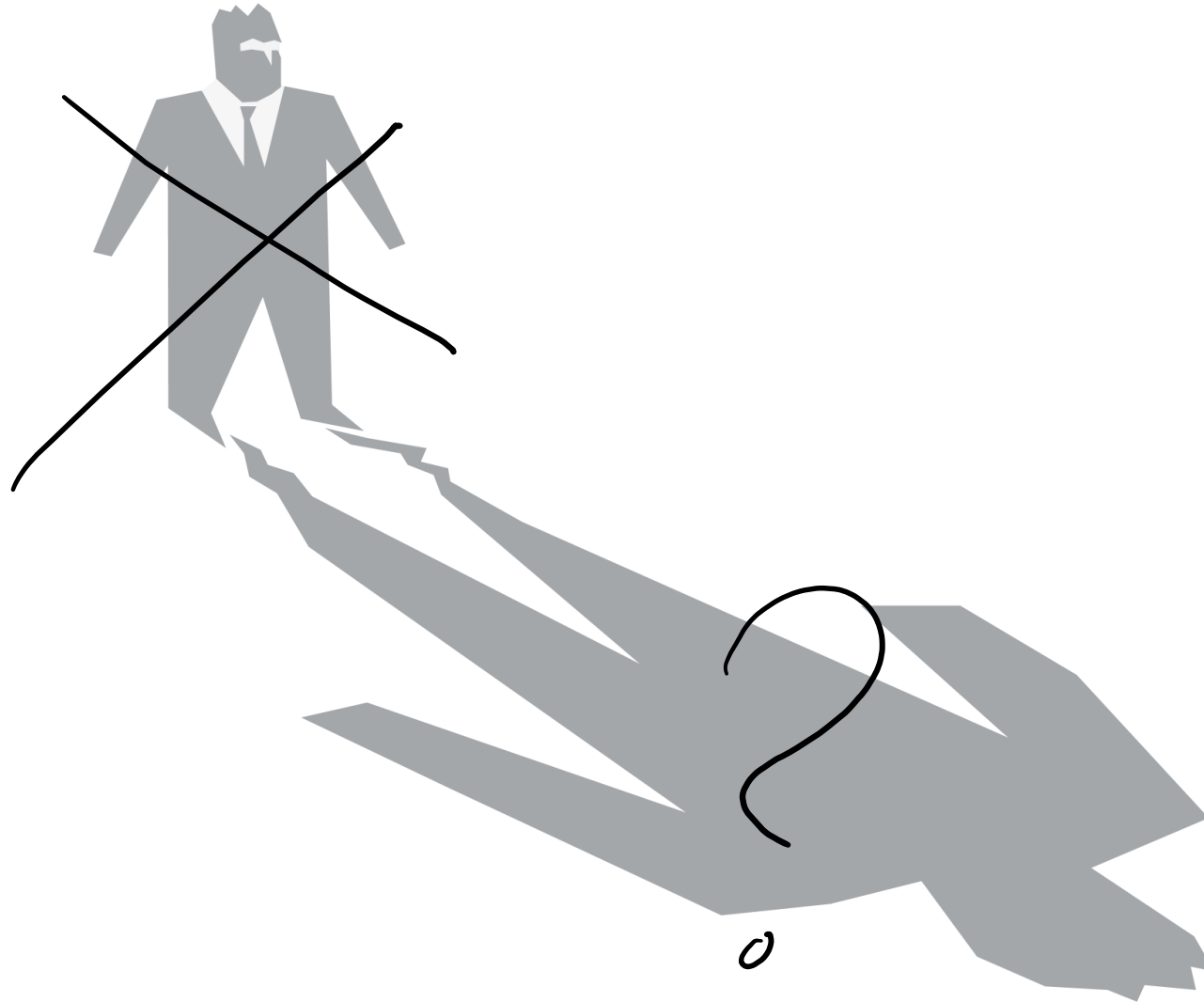


If a leader appears to be strong and in control, others wait for them to solve. We need humility. We need leaders who say they don't know.

- CLO, global energy business



Your Ego



Your Ego

How successful leaders responded

The power of not knowing. Vulnerability, voracious curiosity, humility and letting go of the leader centric view.



Where leaders struggled

The superhero syndrome. Being strong and holding onto your expertise.

Uncommon Sense #5

We think people want strong leaders
but people often thrive most
when leaders show
'weakness'.

How successful leaders responded

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Which of these mindsets...



are most important to your school(s) right now and why?

Most Common Leadership Shifts 2020



Leading Change

Example



Overview

This program provides structured coaching support and guidance to those striving to lead significant change within their school or department.



Learning objectives

- Use a self-assessment tool to reflect on your own change leadership style
- Get clear on the changes you want to bring about
- Consider how to communicate the vision to others in a powerful way
- Develop strategies to engage others in the change process
- Know how to influence key individuals and stakeholders
- Access two coaching modules most relevant to your change context



Who is this for?

Principals and others seeking to lead change in their schools

Key content*

- Leadership archetypes
- Letter from the Future
- Me Us It of leading change
- Rubber Band model
- Bridge 'Levers of Change' model
- Breakthrough Thinking Cycle

* Content depends on modules chosen

1-TO-1 COACHING

Personal leadership coaching including five hourlong coaching sessions with professional coach & online learning

GROUP COACHING

Collaborative learning experience including five 90 mins sessions via zoom with online learning for up to 6 participants



Over 99% of those we coach say they have changed their leadership

spark.america@bts.com
www.bts.com/spark

What impact did coaching have?

Principals and APs participating self-rating	Before	After
I have strategies to stay resilient and effective in stressful situations...	64%	100%
I am able to create a balance in my life...	44%	90%
I have a clear vision for the new school year...	43%	100%
I feel that I have the tools to manage energy-sapping relationships...	30%	100%
I feel confident having difficult conversations...	39%	90%

Surrey Schools, BC, 2020

Educational Leadership for a New Era:

The Uncommon Sense of



Leadership

*Exceptional school leadership during the COVID-19 pandemic
And why this may be just what we need for the future*

2020 was an extraordinary year for schools worldwide. The COVID-19 pandemic forced shutdowns of schools on a scale never experienced before. Within a matter of days, the conventional approach to schooling children through a tightly structured timetable of lessons in classrooms was no longer an option. Teachers were asked to teach students virtually with very little time to adjust. Concepts like independent learning and student engagement were thrust into the limelight as never before. The vocabulary of pedagogy changed, and teachers were soon weighing up the pros and cons of synchronous versus asynchronous learning for their students.

For school leaders, 2020 was messy. Without any way to predict how the pandemic would unfold, or even what would happen in the following week, principals and head teachers were challenged by unprecedented, rapid, and continuous change. This meant leaders needed to respond to new issues more quickly than ever before, and deal with high levels of uncertainty and emotion from staff, students, and parents, ranging from fear and stress to anxiety and deep sadness.

So how did school leaders react?

Some, at least initially, chose to "wait and see." They operated under the assumption that things would eventually "return to normal" and led in essentially the same way as usual. Others reverted to more defensive leadership behaviors that may have worked well enough through challenging times in the past – trying to control things, or "stay strong" so others could depend on them. In some cases, these tried and tested approaches will have meant that their staff were left to deal with their personal issues and concerns on their own.

The MESSY acronym was selected intentionally. "Messy" describes the type of leader who does not try to control a fast-changing, chaotic environment, but finds a way of leading in it. This requires a different level of leadership maturity.

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Seeing the future as a continuation of the past.


The superhero syndrome. Being strong and holding onto your expertise.

Q&A

thank you








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Developing Education Leaders

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