

# **Leader Identity, Expertise Development and Influence — Exploring Principal Leadership in NSW Public Schools**

By

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## **Author's Declaration**

This is to certify that to the best of my knowledge, the content of this thesis is my own work. This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Signature(s):

Name(s): Michelle Shanti Clements

Date: 10 October 2021

For my husband, Eric, and my father, John. Always.

For me, becoming isn't about arriving somewhere or achieving a certain aim. I see it instead as forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn't end.

— Michelle Obama, *Becoming*

## **Abstract**

*Leader Identity, Expertise Development and Influence — Exploring Principal Leadership in NSW Public Schools* investigates the increasingly complex role of school leadership by exploring the multifaceted development of six school principals throughout their career from novice to expert leaders. The use of leadership vignettes, interviews, leadership self-assessments and 360-degree profiles provides qualitative and quantitative research data on the professional experiences of the participant principals. The study explores the relationship between leader identity, expertise development, and influence in driving leadership and school effectiveness.

Integrative approaches to leader development over a lifespan (Day, Harrison, & Halpin, 2009), an emerging model of leadership theory, provides the theoretical construct through which to map and analyse the journey of leader identity formation, expertise development, and adult learning. Underpinned by constructive adult development theories, it proposes an innovative approach for career-span leadership and expertise development.

The research findings suggest new approaches for developing NSW principal preparation programs and educational leadership frameworks. It is intended that this research study will help to inform future leadership research and resources to support principal preparation, wellbeing, and succession planning initiatives in Australia and beyond.



## Acknowledgements

My Ph.D. journey commenced eleven years ago when I was first appointed as a principal. Initially, my research was intending to explore the journey of novice leaders. But as time progressed and I was fortunate to take on two senior leadership roles, including Assistant Director, Leadership and Teacher Quality with the NSW Department of Education, and Head of Leadership (TELLAL Institute) in the United Arab Emirates (UAE), my research expanded to encompass leader identity formation and expertise development across the career-span of leadership.

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## ABBREVIATIONS

<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>AITSL</b>	Australian Institute For Teaching And School Leadership (AITSL). AITSL provides national leadership policy guidance for the Australian state and territories to promote excellence in the profession of teaching & school leadership.
<b>APST</b>	Australian Professional Standards for Teachers
<b>APSP</b>	Australian Professional Standard for Principals
<b>BOSTES</b>	Board Of Studies Teaching And Educational Standards (superceded by NESAs)
<b>COAG</b>	Council of Australian Governments
<b>CESE</b>	The Centre for Education Statistics and Evaluation (CESE)
<b>DEL</b>	Director, Educational Leadership — the title given to Directors who supervise principals in NSW government schools
<b>EQ</b>	Emotional intelligence
<b>FOEI</b>	Family Occupation and Education Index (FOEI) - designed to accurately identify levels of socio-economic disadvantage
<b>ICSEA</b>	Index of Community Socio-Educational Advantage — designed to provide an indication of the socio-educational backgrounds of students
<b>IQ</b>	Cognitive intelligence
<b>LMF</b>	The Leadership Maturity Framework
<b>MYCEETYA</b>	Ministerial Council on Education Employment, Training and Youth Affairs
<b>NAPLAN</b>	The National Assessment Program — Literacy and Numeracy (NAPLAN) was introduced in 2008 and is an annual assessment for students in years 3, 5, 7 and 9. NAPLAN assesses reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The assessments are undertaken nationwide, every year, in May.
<b>NESA</b>	The NSW Education Standards Authority (NESA). NESA replaced the board of studies, teaching and educational standards nsw (BOSTES) on 1 January 2017. NESA is responsible for setting NSW's K-12 curriculum; accreditation of teachers, registration of schools and home schooling; delivering the Higher

School Certificate (HSC); and approving tertiary teaching degrees, including minimum entry standards and a pre-graduate literacy and numeracy test.

<b>NSWDoE</b>	NSW Department of Education
<b>OECD</b>	The Organisation for Economic Co-operation and Development (OECD)
<b>PISA</b>	The Program for International Student Assessment (PISA)
<b>PSL</b>	Principal, School Leadership — which is the title given to an executive principal coach/mentor who supports principals and aspiring leaders in NSW government schools.
<b>SCTi-MAP</b>	The name of the leadership maturity assessment instrument
<b>SQ</b>	Spiritual intelligence
<b>TLCP</b>	The Leadership Circle Profile

# GLOSSARY OF TERMS

## **360-degree leadership profile**

This describes the type of survey instrument utilised by leaders to invite multiple sources of feedback on their leadership. The process includes gaining feedback from multiple evaluators.

## **360-degree evaluators**

The range of work colleagues invited by a leader to provide feedback e.g. their direct reports (subordinates), peer colleagues, and supervisor(s), as well as a self-evaluation by the individual themselves is gathered.

## **Australian Professional Standard for Principals**

A national document which defines what principals are expected to know, understand and do. The Standard is an integrated model that recognises three leadership requirements that a principal draws upon, within five areas of professional practice.

## **Australian Professional Standard for Principals' Profile and Lens**

The leadership and lens are based on the Standard. They are defined as a set of leadership actions that principals can implement as they progress to higher levels of proficiency.

## **Alice Springs (Mparntwe) Educational Declaration**

This document articulates nationally consistent future directions and aspirations for Australian schooling as agreed by all Australian ministers. This document supersedes the Melbourne Declaration on Educational Goals for Young Australians.

## **Bildungsromans**

Narratives that depict and explore the personal, moral, psychological and professional growth of the protagonist. They are described as stories of education, formation and actualisation.

## **Interpersonal skills**

The verbal, non-verbal and listening skills used every day to communicate and interact with others. These skills enhance emotional intelligence, team work, influencing others, conflict resolution, problem-solving, and decision-making when working with individuals and groups.

## **Intrapersonal skills**

The internal abilities and behaviours that are used to manage emotions, cope with adversity, learn new information and successfully flourish through times of change.

## **Telos**

The Greek word for purpose, aim, end, goal or object. In this study, the term is aligned to 'leadership telos' to describe a leader's higher purpose vision and goals.

## **Vedic Psychology**

A psychological framework derived from Ancient Indian philosophies and teachings to support lifespan growth and development of individuals. The Vedic model focuses on four levels of lifelong development: the ego, the emotional mind, the intellect, and consciousness. Vedic psychology underpins multiple Eastern philosophies, including Buddhism.

## Introduction

Inspired by my leadership experiences as a principal of two schools and former Acting Director, Leadership and Teacher Quality for the NSW Department of Education's (NSW DoE), researching the growth and development of school principals and aspiring executives is an area that holds particular interest to me. My PhD thesis has given me the opportunity to not only explore my personal and professional journey as a leader, but it has also enabled me to delve into the pivotal leadership experiences of fellow principal colleagues.

Exploring the career trajectory of principals reveals the complex interplay between leadership theory and practice. It highlights the personal and professional capacity building required to successfully take on the principalship role. The demands of education systems, school communities, executive teams, and teaching staff are minor players in this research study. Instead, the journey of the 'inner leader' and their reflection on personal and professional milestones guides the research narrative. In doing so, it opens up radical possibilities for the future and opportunities to re-think, re-frame and re-vision educational leadership frameworks and principal preparation programs.

Today's educational landscape is "driven by globalization, technology, deregulation, and democratization" (Uhl-Bien, Marion, & McKelvey, 2007, p. 300), and as expectations for school leaders change, so must leadership development programs adapt to these evolving and disruptive challenges. A large component of this study reflects on new notions of leadership actualisation (Day, Fleenor, Atwater, Sturm, & McKee, 2014; Day et al., 2009) which contrasts current methods of principal skills

training to date in NSW public schools (NSW Department of Education [NSWDoE], 2020b, 2020c). Such reflection recognises that authentic leadership attributes cannot just be imparted from facilitators to participants through one-off professional learning events or online modules; rather, leader development occurs over time, is embedded in practice and encompasses career-span personal and professional experiences.

Research into principal wellbeing and deployment (Centre for Educational Statistics and Evaluation [CESE], 2015; Riley, 2017) reveals that increasing numbers of principals believe they have been given little direction on how to deal with the complex challenges of school leadership. Research from CESE (2015) also reveals that fewer school executives are interested in 'stepping up' into the role of principal. With so many principals retiring, and fewer teachers or executives with the experience or motivation to fill this gap, it is imperative that a clear strategic vision for leadership development, talent management, and succession planning is implemented during the next five to ten years in NSW schools.

This thesis focuses on the personal and professional growth of six principals as they journeyed from novice to expert leaders. This study explores the journey that leaders take as they progress from novice to expert leaders, with a focus on the development of identity, expertise, and influence. The study contrasts leader perceptions and insights with current research and theory on leader and leadership development. Three research themes are explored to gain insights: leader development and expertise, leadership identity and self-regulation, and leadership influence.

Chapter 1 explores the NSW and Australian leadership reform landscape, providing contexts on principal supply, wellbeing, leadership standards, and principal development programs. By reviewing the current context, we gain a better understanding of the strengths and limitations of current professional development for principals.

The second chapter expands the research on constructive adult development theory to provide a leadership perspective. The roles of ego development and seven action-logics (Cook-Greuter, 2000, 2004, 2005; Rooke & Torbert, 2005) linked to leader identity formation are explored to gain insights into how leaders mature and transform from novices to experienced and expert leaders. The research included in the literature review goes beyond the traditional education space to draw on alternative research across the broad field of leadership, including Eastern and Western paradigms, and corporate and army contexts.

In Chapter 3, I introduce the literature supporting integrative approaches to leader development and its influence on leader identity, self-regulation and influence. As all six principals in this study were nominated as National Partnership Principal Officers in 2013, as part of a Great Teaching, Inspired Learning research pilot on expert leaders by the NSW Department of Education (NSW Department of Education [NSW DoE], 2013), the attributes that enhance leader identity and expertise development are examined. This chapter draws together the emergent themes from Chapters 1 and 2 to consider new ways of looking at leader development in education in the light of system-wide challenges.

The use of a collective, mixed-method case study of the leadership journey of six principals in NSW schools is discussed in Chapter 4. The use of quantitative and non-quantitative strategies for information gathering, analysis and representation and introduced; and dendritic crystallisation (Ellingson, 2009, 2014) as a method for this research study, is also detailed. This establishes a multi-genre case study approach for each subsequent chapter to reflect the diverse range of data collection and analysis. The stages of inquiry and interpretation are described, and I address ethical concerns relating to my role as a researcher-participant through discussion on issues of subjectivity, authenticity and transparency.

As the study is limited to a small cohort of principal participants and my own autoethnographic inclusions, it is important to acknowledge that insights gained from the study cannot be generalised as a representative sample of all principals. However, what could be perceived as a limitation can also be seen as a strength of this research project, in that the use of dendritic crystallisation with a small research cohort enables a deeper and richer reflection on contextualised leadership learning, growth and development from multiple perspectives.

Interludes I to VIII (Becoming Me) are dispersed throughout the research study. These autobiographical vignettes describe my 11-year journey from a novice principal to an experienced and 'expert leader' within the NSW Department of Education, moving into a second principalship. To guide the narrative structure of my bildungsromans (Kim & Zimmerman, 2017), I was inspired to use thematic elements from the Hero's Journey (Campbell, 2012) as a scaffold. By exploring the narrative genre of leadership actualisation, I share my fears, successes and

experiences as a principal and assistant director, describing the developmental journey of my self-concept and self-regulation as a leader.

Chapter 5 provides a theoretical case study of the propositions underpinning the integrative leader development framework (Day et al., 2014; Day & Harrison, 2007; Day et al., 2009). The focus is on investigating whether the framework is applicable across the career span in an educational leadership context. In this chapter, we gain insights into how the principal respondents perceive the themes of leader identity, self-regulation, and expertise as relating to principal development.

Chapter 6 shifts into the genre of bildungsromans to provide a collective narrative analysis of constructive adult development and leader identity formation of the principal respondents. Through the use of a leadership action inquiry narrative template (Torbert, 2004), each school principal shares their personal and professional journeys to uncover shifts in their leader identity and expertise development.

An educational analysis of principal influence is the focus of Chapter 7. This case study introduces tri-leadership frames, with a focus on data crystallisation, to explore the key attributes that enhance, rather than detract from, leadership influence and impact. Leadership profiles and school performance data are analysed to gain insights into the expert leadership characteristics that enrich school culture, build productive teams and improve leader-follower connection.



Reflections on the findings about the phenomenon of leadership are the basis of Chapter 8. As integrative approaches to leader development is a new and emerging field within educational leadership research, findings gained from the research study are intended to guide future research. This final chapter considers the personal and professional development needs of leaders at each stage of leader identity formation to help inform contemporary strategies for principal professional development. The study ends with a final discussion on the importance of re-thinking and re-visioning principal professional development across the career span.

It is intended that the research insights from this study will inspire new perspectives and approaches from which to design principal professional development programs and school leadership frameworks for the future.

## Interlude I: Becoming Me

### Vignette 1: Day 1, 2010

The year was 2010 and Shanti Clements, 39-year-old mother of two and recently appointed principal of Pirriwee Public School, stood proudly in her new red suit and black high heels, ready to meet the staff and parents. A primary school with 260 students, Pirriwee Public School had the smallest local catchment in the state, and 18 staff served the dynamic parent student and parent community. Her challenge, when she had first been told of her appointment, was to 'lift the academic levels of the school' so that it was on par with the student performance results of surrounding schools.

Not used to the wide expanse of land and sky after teaching in inner city public schools for the past 15 years, she stood transfixed by the vivid blue waters of Pearl Bay. She wanted to pinch herself to make sure this wasn't a dream. Could someone like her really deserve such a sweet school ... a place nurtured by a smiling sun and the glorious surroundings of Sydney Harbour. She thought about her father and the obstacles and challenges he had faced to become one of the first few Indian teachers in the Liverpool district. Back then, when she was 10 years old, she would have thought it impossible to ever become a principal because of her heritage. But now, 30 years later, she had fulfilled her father's dream.

"We need," said her School Education Director, "to challenge the notion that Pirriwee PS is only a happy and nurturing school that offers good sports and creative arts

programs. There is no way that the children at Pirriwee are less capable than the students from other local schools.”

Her first impression of the school was that she had travelled back in time to 1950s Australia. A small school cocooned by the neighbouring houses. She was surprised, in fact, to see so many house gates opening directly onto the school playground. Lots of sun, lots of space, lots of happy, smiling faces of students and parents wandering into the playground as the afternoon bell rang for home time.

But as she walked around and took a closer look, she began to see the underbelly of disrepair. It was a school of multiple, aging demountables ... each one a different colour or design to the other. There wasn't even one permanent building on the school site. It was a school that looked ready to be 'packed up and put away.' Even the large playing field was more a dustbowl with edges of green. Maybe, Shanti thought, this placed needed more than a new leader and an educational vision for student growth. Maybe the school also needed love and to be looked after.

And then her reverie was interrupted by a mother and young child.

“Hello, and welcome to Pirriwee School,” said a fit and sporty blonde mother.

Shanti nodded, smiling warmly at the first parent she had officially met from the community. “Thank you! I've just joined the school and I'm so excited. I can't wait to meet the students and staff.” Together they walked across the playground.

“Pirriwee is a great school. My children love it here,” the mum continued, “So are you a new member of staff?”

Shanti nodded.

“Are you the new cleaner?”

The new cleaner? Shanti tried not to stumble, the harsh afternoon sun piercing her gaze. She too shocked to speak. Was it because of the colour of her skin that this stranger would assume she was the cleaner?

A memory of her four-year-old self awakening from an afternoon nap came to mind. She remembered the gentle sounds of the Indian wind-chime tapping outside her window ... and the rainbow reflections from the coloured glass projecting onto her white bedroom walls. It wasn't so long ago that she remembered people spitting at her father and herself as they walked home along their local streets. Memories of people jeering and yelling at them to go back to their 'home' countries. Memories of racism past and present. How was it that in a single moment she could feel both so young and so old?

## **Vignette 2: The Call to Adventure**

She remembered saying to a friend, “It doesn't make sense that in education, you get promoted to a new school without any of your support mechanisms. Why is that?”

During the week before she started, she remembered the growing sense of anxiety and isolation as she moved the boxes from her office at Central Distance Education — where she had been Deputy Principal for almost 4 years — to her new office at Pirriwee Public School. The administration office, similar to the external buildings, was very old and in much need of renovation. The original demountable building was cold in winter — the cold air entering through gaps in the floorboards and rusting external walls. The former principal, who had gone to his new position the previous year, had not cleared his office. She walked into a dusty room filled with unfiled papers and books, into which she added her own 16 years of educational resources from her time as a relieving Executive Teacher, Assistant Principal, and Deputy Principal.

There would be no official handover, as the previous principal was too busy to meet. They booked a one-hour phone call, but in the end, he could only spare 40 minutes. He spoke about the culture of the school — the difficult dynamics of being in a small public school with very affluent parents who demanded the perks of a private education. She was very surprised that he had so little to share after being principal at the school for seven years. She did as he suggested. Prior to starting, she arranged meetings with the two Assistant Principals. The first was Sheila Talbot, an older woman who had been at the school for six years. A cynical educator who was looking forward to her retirement within two years, she had been close to the previous principal, and she expressed her concern at their first meeting that he would be a hard act to follow.

The second Assistant Principal, Keith Gardiner, who had been at the school for 10 years — first as an Executive Teacher and then promoted into the Assistant Principal position — was very welcoming. He spoke about the toxic culture at the school, where the Infants staff (Kindergarten to Year 2) did not talk to the Primary staff (Years 3 to 6). Where there were no executive meetings, as the previous principal and other Assistant Principal would meet privately to make leadership decisions without his or any other staff input.

He spoke about the need for new energy and culture. How the school was known for its sports and creative arts, but that the educational quality needed to be lifted to support the needs of the students and aspirations of the parent community.

Interestingly, he also remarked that the other Assistant Principal barely spoke to him on a daily basis, and when she did it was usually in staff meeting, where she was critical of his actions. It would be an interesting set of challenges she would soon face, Shanti realised; the most important one was to bring down the evident conflict between the Infants and Primary staff.

Keith's story was similar to the perspective shared by the School Education Director who had hired her. He went through the school's National Assessment Program for Literacy and Numeracy (NAPLAN) results over the past five years with her and advised that her most important goal was to improve student performance results. Although their school had the highest ICSEA (Index of Community Socio-Educational Advantage) ranking, their student results were not comparable to similar local schools.

“You need,” said her School Education Director, “to develop a leadership culture and educational vision that meets the needs of your students and parent community.

There is no way that the school should be achieving lower results than the other local schools — especially with their ICSEA ranking. You need to lift the educational culture and practices at the school.”

During her first week as principal, she walked around the classes and met the teachers, students, and parents, to listen and hear their perspective of how Pirriwee Public School could be a great school. What they needed. Their hopes, dreams and aspirations. And in that first week, she felt the loneliness and isolation that the majority of school principals in Australia felt. Where you are promoted to a new school ... but in doing so, you leave the culture of trust, support and recognition of your educational abilities.

In starting a new job in a promoted position as the Principal, she realised that her previous relieving experience meant nothing. She had to start from scratch to earn the trust and right to lead with her new team. She would have to learn the names of the regional consultants, fellow executive leaders and the names of her staff. She would have to start from the beginning, where no one had knowledge of her state or national level experience in progressing educational projects.

At the end of that first week, she felt the anxiousness of a novice first-time principal. The responsibility scared her. It felt tough to learn the job and know that she was now responsible for supporting the professional wellbeing and educational culture of the strangers who were her staff. She found it difficult to know who to trust, for it

seemed that everyone she met had an opinion, issue, or concern about particular people on staff or with certain parents. She discovered that there was a quiet assumption that she would choose favourites among the Infants and Primary teams that operated within the school. People were curious whether she could unify the staff culture, as it was evident teachers were barely respectful to each other in their staff meeting discussions.

She spent sleepless nights reflecting on how she would deal with the situation. She didn't like the abrasive dynamics in the school culture ... the lack of shared alignment, trust and respect of fellow colleagues. It replicated the environment of the school — adhoc demountable classrooms which mirrored the isolated teaching silos in the school. Mismatched colours, as each new demountable had been installed over 60 years — each set in their space and not quite in sync with the other buildings in the school.

Coincidentally, she met with the Asset Management unit to discuss the designs of the new Building Education Revolution (BER) library that would soon be installed on the school grounds. The government grant of \$2.2 million would assist the design and building of the first permanent building in the school's history. Up to this point, the school was a combination of 19 temporary demountable classrooms and office buildings. What had started as a small K-2 school in 1951 had slowly grown into K-6 school of 260 students. Located on old dairy land donated to the NSW Department of Education, which looked out to beautiful Pearl Bay in Sydney Harbour, the school's location was a real estate tycoon's delight. She could see from the lack of love and care in the school's buildings and design that the Department had probably assumed



this small school would not survive and that one day its land would be a great financial benefit.

That was when she began to see similarities between the asset management projects and the culture she needed to establish in the school. Just like the school needed a re-development of its site to establish the foundations for its first permanent building, so too did the staff culture need her leadership to create a positive workplace culture. Each new brick that would be paved onto the school site would be forged with a shared vision of trust, respect and compassion.

## Chapter 1: Exploring the NSW Leadership Landscape

The overarching theme for this research study is the journey that leaders take as they progress from novice to expert leaders. The study focuses on the journey of identity formation, expertise development, and influence as a school principal. It will contrast current research perspectives with new and emerging theories on leader and leadership development. The contributing research questions include:

- *How does constructive adult development assist in understanding the growth of leader identity, leader self-regulation and leader expertise and influence in the leadership journeys of six Australian principals?*
- *How can integrative leader development approaches support principal preparation and expertise development?*

Due to the qualitative, exploratory nature of this PhD study, an initial inductive approach was used to understand the historical complex and contemporary landscape of educational leadership from both dominant and non-dominant paradigms, including Eastern and Western perspectives, educational and non-educational research, to inform future developments relating to effective principal preparation and career-span leadership support. The literature review is presented across three chapters and expands on popular paradigms of educational leadership to introduce new and alternative research on leader development.

Mainstream leadership paradigms, as evident from prevalent international research, have a strong focus on: systems leadership (Harris, Adams, Jones, & Muniandy, 2015; Hopkins, 2007; Hopkins, Stringfield, Harris, Stoll, & Mackay, 2014); instructional and distributed

leadership approaches (Day, Gu, & Sammons, 2016; Harris, 2003; Harris & Jones, 2019; Hattie, 2015b; Robinson, Lloyd, & Rowe, 2008); and an emphasis on self-improving schools and systems (Hargreaves, 2010, 2011, 2012; Hopkins, 2007; Hopkins et al., 2014; Leithwood, Harris, & Hopkins, 2020). These paradigms share a consistent goal of embedding professional standards in leadership preparation programs (Pont, Nusche, & Moorman, 2008; Schleicher et al., 2012; Watterston & [AITSL], 2015) to support the delivery of leadership, school, and system accountabilities. However, it is clear that these shared global approaches are not generating the results that education systems would like to see. The 2021 Wallace Report (Grissom, Egalite, & Lindsay, 2021), which critiques principal effects on student achievement in US schools, highlights the challenges in evaluating the scope of principal impact and argues for renewed attention to the strategies for cultivating and supporting a “high-quality principal workforce” (2021, p. xvii). The US report calls for more investment in educational data collection and capacity-building for school leaders, as well as a tighter focus on equity and diversity in principal demographics.

It is interesting to note the increasing convergence across the mainstream leadership literature, as the narrative has shifted away from the school effectiveness research of the 1980s and school improvement focus of the 1990s, towards embedding policy standards for leadership accountability and system improvement during the 2000s. Consistent notions of what constitutes leadership effectiveness and accountability have emerged from the OECD publications (Pont et al., 2008; Schleicher et al., 2012), McKinsey reports (Barber & Mourshed, 2007; Mourshed, Chijioke, & Barber, 2010), education change agents (Fullan, 2014; Hopkins et al., 2014) and contemporary academic research (Day, 2005; Day et al., 2016; Harris et al., 2015; Jones, 2018; Rajan, 2016). This has resulted in a global focus on policy-driven system reforms to support comparative analysis of high-stakes testing of

schools in order to measure the impact of educational leaders. This is particularly evident across the US, UK, Canadian, and Australian education systems.

Underlying assumptions that have emerged from the popular leadership literature include the belief that a systems approach for leadership and school improvement is needed to balance educational change and complexity, with individual and system-wide accountabilities to maximise leadership impact (Fullan, 2014). There is also a belief by some educational researchers that a generic approach can be utilised across different school, system and global contexts through the implementation of common domains of leadership best practice (Jacobson, Johnson, Ylimaki, & Giles, 2005; Leithwood et al., 2020; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Leithwood & Steinback, 2003; Leithwood & Sun, 2012; Leithwood, Sun, & Schumacker, 2019). These instructional leadership domains, it is suggested, result in successful school leadership and promote greater principal impact on student learning outcomes (Day et al., 2016; Hattie, 2015a; Hattie, 2015b; Robinson et al., 2008).

Reviewing the leadership literature highlights key concerns which currently exist in Australian leadership research and approaches. These include:

- i) Recognition of system-wide, contextual challenges facing principals within the current Australian educational landscape;
- ii) Differentiation between leader and leadership development in contemporary research and professional skills training approaches; and
- iii) Strategies that support the development of leader identity, leadership readiness, expertise and ongoing renewal of principals across stages of their career.

Investigating these areas is critical for the success of current and future school leaders, and will directly influence the strategies used to manage the complexities of school leadership, principal preparation, and future succession planning.

In this chapter, I explore the current challenges facing Australian principals to understand the personal and professional constraints impacting on school leadership. Four themes are considered:

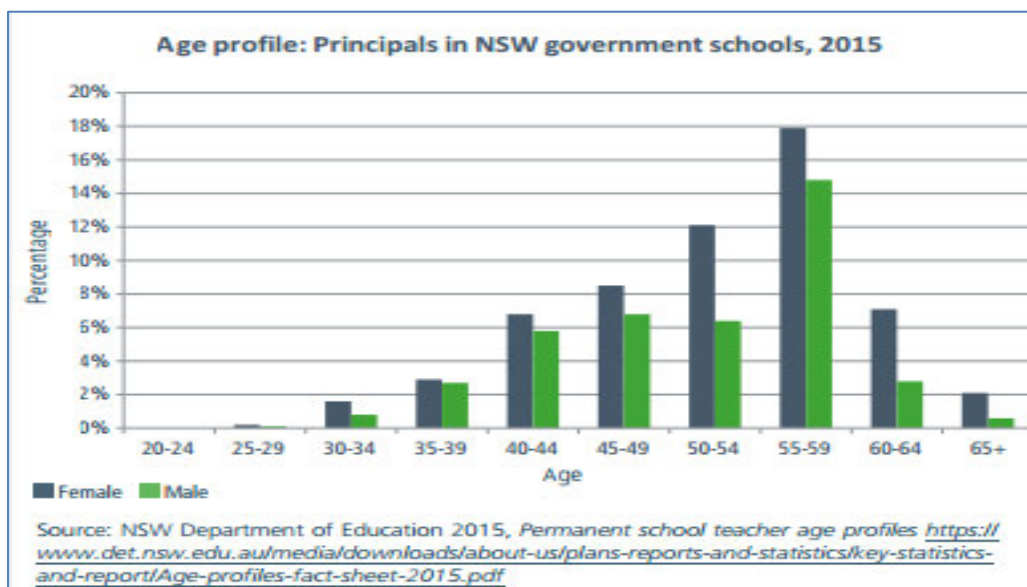
- a) The challenge of principal supply due to the high retiree rates and negative perceptions of the principal role;
- b) The challenge of balancing increasing leadership complexity with principal wellbeing;
- c) The role of professional standards in principal leadership development;
- d) The strengths and limitations of current educational leadership frameworks and principal preparation approaches.

Each of these areas play a critical role in contributing to the preparation and recruitment of aspiring and current principals. They provide contextual understanding of the educational landscape that school leaders face.

### **a) The Challenge of Principal Supply**

The NSW Department of Education (DoE) is the largest educational institution in Australia, and also the largest such organisation in the Southern Hemisphere. According to 2019 employment statistics, 2,209 government schools operate in NSW, which are all led by a principal position (NSW Department of Education [NSWDoE], 2020a). In addition, there are over 1,098 deputy principals, 3,872

assistant principals and 3,779 head teachers who contribute to the executive leadership of schools (Centre for Educational Statistics and Evaluation [CESE], 2015, p. 2; NSW Department of Education and Communities [NSW DEC], 2015). School principals and their executive staff are responsible for ensuring the quality of educational delivery by the 54,705 full-time equivalent casual, permanent or executive teachers (Centre for Educational Statistics and Evaluation [CESE], 2018, p. 14) employed to teach the 805,000 students (NSW Department of Education [NSWDoE], 2020a, p. 7) enrolled in NSW public schools.



**FIGURE 1.1 AGE PROFILE OF PRINCIPALS IN NSW GOVERNMENT SCHOOLS** (Centre for Educational Statistics and Evaluation [CESE], 2015, p. 2)

The issues of principal supply and succession planning will have enormous impact on the future of NSW public education. Figure 1.1. highlights the employment data published by the NSW Centre for Education Statistics and Evaluation (CESE) in 2015, which reveals nearly 64% of NSW government school principals are aged 50 years or more and that around 30% have already reached notional retirement age, which is conservatively set at 55 years for women and 60 years for men (Centre for Educational Statistics and Evaluation [CESE], 2015, p. 2).

According to the 2015 CESE report, “a further 18% of principals are aged between 50–54 years” and their impending retirement “will leave a sizeable gap in the principal ranks within the next 5 years if succession planning is left unattended” (p. 2). The data highlights the urgency of preparing the next generation of school leaders who are well-equipped to handle the contemporary challenges and complexities of educational leadership. Unfortunately, the report on separation rates of permanent NSW government school teachers between 2007-2019 (Centre for Educational Statistics and Evaluation [CESE], 2020a), show that the retirement and separations have increased on average by 0.3% since these 2015 predictions.

With a large proportion of Australian principals and other school leaders from the ‘post-war baby boomer generation’ approaching retirement, the average age for secondary school principals is approximately 54 years, which makes the age profile of Australia’s school principals one of the oldest among Organisation for Economic Co-operation and Development (OECD) countries (Watterston & [AITSL], 2015, p. 5). The challenge of addressing the ‘principal readiness gap’, as well as attracting and attaining suitable school leaders is of enormous importance.

According to the *Staff in Australia’s Schools 2013* study (ACER 2014), less than 10% of teacher respondents intended to apply for a deputy principal position and only 1-2 percent of teachers intended to apply for a principal position within the next three years (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014, p. xxxviii; Watterston & [AITSL], 2015, p. 5). This national trend is replicated in NSW with nearly two-thirds of principals aged above 50 years and a declining number of teachers interested in

applying for executive or principal positions. It is clear that a serious look at leadership development programs and succession planning is needed.

Australian research into principal supply suggests that there are two direct influences on succession planning — retirement rates of aging principals and the perception of disincentives associated with the role. The *Australian Institute of Teachers and School Leadership* (AITSL) commissioned a Hay Group report (Jackson, Payne, Fraser, Bezzina, & McCormick, 2010) in 2010 to investigate the impending shortage of applicants for the principalship. The report concluded that the impending principal shortage was following international education trends and was not just applicable to Australia.

Retirement rates, as evident from the NSW Department of Education data, has the largest impact on principal supply with the Hay Group report predicting that there could be a 12% turnover rate for both principals and deputy principals over the next 5-10 years in NSW. They report that if NSW predictions are projected “Australia-wide, this could mean the appointment of as many as nearly a thousand principals per annum over the next decade and a similar number of deputy principals” (Jackson et al., 2010, p. 4).

Secondly, extensive literature on the factors which influence intentions to apply for a principalship role attributes the declining interest to perceived professional disincentives. These are related to the sense of efficacy of the potential applicant, their career history and experience, and their perceptions of the principal role (Jackson et al., 2010, p. 4). The Hay Group report highlights the research relating



negative perceptions of the role to increasing workload and complexity (Jackson et al., 2010, pp. 4-5):

The role is seen as having expanded, intensified and become more complex (Chapman, 2005; Harris et al., 2003; Pounder et al., 2003). Gronn (1999) used the term “greedy work” to describe this phenomenon. Intensification is often expressed in terms of time demands (Daresh & Male, 2000; Fiore, 2002; Malone, Sharp, & Thompson, 2000; Neidhart et al., 2003; Pounder & Merrill, 2001).

These disincentives include the perception that the principal role has become more focused on managerial rather than educational tasks. It highlights the pressure on principals to manage increasing community demands, negative media perception and educational reforms. These pressures are key deterrents when you consider the financial remuneration of Australian principals is much lower in comparison to the salary scales of executive leaders in the corporate arena.

According to the Australian Institute of Teaching and School Leadership (AITSL) *Insights Environmental Scan Principal Education Programs* report, while school leaders expressed a high level of job satisfaction, “about a third of leaders considered school leadership positions to be unattractive or very unattractive to qualified applicants” (Watterston & [AITSL], 2015, p. 5). Australian principal associations, including the Australian Primary Principal Association (APPA), Australian Secondary Principals Association (ASPA), NSW Secondary Principals Council (NSWSPC) and NSW Primary Principals’ Association (NSWPPA), concur

with these findings (Riley, 2017) and attribute the declining numbers of educators applying for principal positions to greater workload, time pressures, increasing leadership accountabilities and declining principal wellbeing.

In NSW, over the last decade of policy reforms relating to principal selection processes have placed additional stress on aspiring leaders that may impact negatively on principal supply and succession planning. The *Great Teaching, Inspired Learning: A Blueprint for Action* (NSW Department of Education [NSW DoE], 2013) legislation introduced the requirement for aspiring principals to achieve Lead level accreditation against the *Australian Professional Standards for Teachers* prior to their selection as principal. Reform 15 (NSW Department of Education [NSW DoE], 2013, p. 19) stipulates: “Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school”.

It is evident that Reform 15.3 (p. 9) places greater pressure on aspiring leaders however, to attain a principal credential on top of higher levels of teacher accreditation at highly accomplished or lead levels, as outlined in the policy excerpt below:

New school leadership credentials will be developed to provide pathways to employment as a school leader. School leadership credentials will be developed to support the preparation of high quality teachers for the role of principal. The credentials will be based on the Principal Standard and could be developed as higher education degrees or allow articulation into

appropriate degrees. The credentials could be used to access school leadership roles or provide leadership renewal programs for current principals. School authorities should work with universities and other relevant organisations to have the credentials available from 2014. School authorities could consider using the leadership credential as a requirement in applications for principal positions.

The 2017 release of these two prerequisites for aspiring principals has lengthened the timeline needed for principal preparation and selection processes. Currently, the recommended time to complete higher levels of accreditation against the *Australian Professional Standards for Teachers* takes three years on average and the timeline to complete the 18 leadership modules in the NSW Department of Education's Principal Credential is approximately two years.

Table 1.1 (NSW Department of Education and Communities [NSW DEC], 2015, p. 5) provides a breakdown of the age distribution of school teachers employed by the NSW Department of Education. It indicated that 52.4% of teachers were aged 45 years and above, therefore if aspiring principals from this age bracket chose to complete their lead level accreditation and principal credential within the recommended timeframes, they would be close to or at retirement age before the attainment of their credentials. While ensuring high levels of competency is essential, in order to ensure the talent pool for aspiring principals does not decline further, it would make better sense to provide flexible options that recognise the professional expertise and experience of this age group, rather enforce a rigid accreditation timeline.

**TABLE 1.1 SCHOOL TEACHER AGE DISTRIBUTION, 2010, 2015 AND 2020**

Age-group	2010 (actual)	2015 (actual)	2020 (projected)
Under 30	9.6%	9.6%	9.2%
30–44	33.8%	38.0%	39.5%
45 and over	56.6%	52.4%	51.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

(NSW Department of Education and Communities [NSW DEC], 2015)

If the NSW departmental processes remain in place and the target group for leadership succession planning is based on the 30–44 years age bracket, there has been concern from NSW primary and secondary principal associations that the number of teachers who would attain highly accomplished or leader level accreditation, as per the *Great Teaching, Inspired Learning* reforms (NSW Department of Education [NSW DoE], 2013), would not provide enough candidates eligible for the job of principal across the next 10 years.

NSW teacher accreditation statistics published by the NSW Education Standards Authority (BOSTES, 2015b) indicated that these concerns were valid, revealing that:

- 36,771 NSW teachers were accredited at graduate level.
- 33,361 NSW teachers were accredited at proficient teacher level.
- 117 NSW teachers applied to be accredited at highly accomplished or lead teacher levels.

The data highlights the slowness of the accreditation process, as well as the reluctance of the profession to attain the higher levels, and difficulties in meeting the success criteria. For example, 2015 data released by the Moderating and Consistency Committee, the evaluative body that supports consistency in decision-

making on highly accomplished and lead teacher accreditation, shows that out of 117 applications for higher levels of accreditation, 39 teachers were accredited at professional accomplishment, 46 at professional leadership, and 31 submissions were not accredited (Board of Studies Teaching and Education Standards NSW [BOSTES], 2015, p. 1). Two years later, at the start of 2017, an additional 34 candidates were accredited at the highly accomplished or lead levels, with success rates between 2012–2017 remaining at 75% (NSW Education Standards Authority [NESA], 2017, p. 1).

Mathematically, the numbers do not add up. An average of 30 teachers per year gaining higher levels of teacher accreditation will not supply the pool of candidates needed to replace principal retirement rates. With 64% of the 2,212 NSW government school principals aged 50 years or more — including 30% in the job currently at retirement age — the profession will need approximately 1,416 principals replaced over the next five to 10 years. With only a small number of highly accomplished or lead accredited teachers currently meeting principal selection criteria, it is clear that the NSW policy requirements and timeframes for leadership preparation programs are out of sync with school and staffing requirements.

It appears that the Department's policy requirements do not reflect the practical realities of meeting both the NSW reform agenda and principal deployment challenges. It is a disappointing reflection of the policies that exist within the NSW public education system that only 151 educators out of 49,000 permanent teachers are able to meet the *Great Teaching, Inspired Learning* principal criteria, highlighting

limitations in the future workforce strategy and systemic support in the development of aspiring and current leaders.

The review into teacher accreditation processes by Price Waterhouse Cooper for the NSW Education Standards Authority in 2015 indicates that stress on the accreditation processes and leadership sustainability issues will continue to escalate, as increasing numbers of graduate, casual, and permanent teachers require professional support to achieve or maintain higher levels of teacher accreditation. The report states, “With pre-2004 teachers entering the BOSTES systems as of 2018 there will be increased strain on staff and processes. In particular we foresee Professional Development, Higher Level applications and Casual teachers being particular areas of concern” (Price Waterhouse Cooper [PWC], 2015, p. 14).

The review also highlights operational challenges in meeting the moderation demands. The maximum number of applications that the Moderating and Consistency Committee is currently able to endorse in one sitting is around 15. In the future, the committee would need to meet 17 times per year, instead of the current 4 times annually, to effectively manage the increasing number of applications needed to fulfil the NSW Department of Education’s replacement rates of retiring principals with leaders who meet the new reforms on principal selection criteria.

Unfortunately, the accreditation trend is similar across other Australian states and territories. Although national teacher accreditation was first made available in 2012, only 573 teachers across Australia were certified as highly accomplished and lead

teachers by the end of 2018 (Australian Institute for Teaching and School Leadership [AITSL], 2020, p. 3).

With the removal of the tenure-based salary bands and the introduction of standards-based pay for NSW public school teachers in 2016 (see Table 1.2), more casual teachers and experienced teachers will be keen to gain accreditation at the highly accomplished level. However, the Price Waterhouse Cooper report predicts that if applications rise in the coming years, current endorsement processes will reach unsustainable levels.

**TABLE 1.2 SALARY BANDS FOR 1ST JANUARY 2016 FROM STANDARDS BASED PAY FOR TEACHERS**

Permanent and Temporary Teacher Salaries		
Band	Accreditation level	Salary
Band 1	(Graduate)	\$64,008
Band 2	(Proficient)	\$77,200
Band 2	(Proficient) Step 2.1	\$83,793
Band 2	(Proficient) Step 2.2	\$87,096
Band 2	(Proficient) Step 2.3	\$95,466
Band 3	(Highly Accomplished)	\$101,614

(Source: NSW Department of Education and Communities [NSW Dec], 2015b)

The review recommends that decision making processes for higher level accreditation should be distributed further down the endorsement workflow and backed up by “robust quality assurance mechanisms” which include a more strategic professional development strategy for the provision of professional learning for casual, novice and experienced teachers, as well as better support mechanisms to ensure system functionality, guidance, support and quality assurance of

accreditation processes (Price Waterhouse Cooper [PWC], 2015, pp. 13, 16). To address the issue of principal supply and succession planning, system-wide infrastructure and support is needed to manage increasing numbers of teacher accreditation at the higher levels. It is important that the process is supported by incentives and the promotion of positive perceptions of the principal role. As the Hay Group report points out (Jackson et al., 2010, p. 5):

... the factors that relate to the individual potential principal and his or her perceptions of the role, which are among the most significant, can be addressed in the short term through well designed professional development programs. In so doing, such programs can address both the quality and the size of the applicable pool for principal positions.

To counter the challenges of succession planning, it is essential to reconsider ways to support and engage aspiring leaders. Rethinking the timeframes relating to leadership accreditation processes would be the first step. For example, the NSW Leadership and Management Credential takes up to two years to complete, while the accreditation of highly accomplished and lead teachers typically takes three years.

Secondly, authentic consideration of work-life balance and providing joint-practice development within the participant's school setting would both support participants in engaging in quality leadership accreditation programs, and help to increase the number of future applicants. Currently, there are no study leave options, nor is there an acknowledgement of the personal time invested by participants to complete these



programs; hence, the negative perceptions of increased workload and stress to prepare for the role of principal by the profession.

Finally, incorporating financial incentives (Jackson et al., 2010, p. 5) such as accreditation scholarships or study leave opportunities to recognise the professional commitment of aspiring leaders to their ongoing leadership growth and development would not only motivate future leaders to take on the principal role, but also reinvigorate the learning process for the profession. This highlights the importance of exploring new and alternative approaches and possibilities for the future of school leadership development, which is a key focus of this study.

## **b) The challenge of increasing leadership complexity on principal wellbeing**

Similar to the increasing demands facing leadership in other organisational contexts and market sectors, the field of educational leadership has been 'disrupted' by rapidly changing societal, global, and technological innovations. NSW principals are now expected to find smarter ways to lead and manage their schools within a public education institution that is transitioning from an industrial era, hierarchical bureaucracy towards a devolved and distributed system. These changing political, organisational and educational influences require principals to absorb a deeper understanding of contemporary leadership theories and educational practice to support effective school leadership and management. With the global disturbance of education systems, governments, economies, and workforce developments caused by the COVID-19 pandemic, such critical reflection is even more important.

The challenge for school principals as they cope with shifting global, social, and educational contexts, as described earlier in the introduction to this study and Chapter One, is to develop strategic leadership skillsets to support change and complexity. Complexity leadership theory (Lichtenstein et al., 2006; Lord, 2008; Marion, 2008; Plowman & Duchon, 2008; Schreiber & Carley, 2008; Schwandt, 2008; Uhl-Bien & Marion, 2008; Uhl-Bien et al., 2007), a leadership model based on complexity science, organisational theory, and biosocial research, provides a framework for leaders to understand the mechanisms needed to handle increasing complexity, implement change, and influence organisational and cultural dynamics.

The shifting global landscape has forced educational institutions and corporate organisations to operate in “highly volatile contexts that are much more dynamic, uncertain and knowledge-intensive than in the past” (Schreiber & Carley, 2008, p. 292). As school leaders endeavour to deal with the increasingly complex world of educational leadership, they are expected to adapt their mindsets and capabilities in response to changing perspectives on what constitutes effective leadership, management, and successful learning.

While Australia has embedded much of the mainstream leadership literature into its policy reforms and leadership frameworks, as evident from the national implementation of the Australian Professional Standard for Principals, increasingly, leadership practitioners and academics are recognising that current leadership development approaches do not always lead to successful or effective leadership. A growing number of academics are beginning to question the efficacy of the global education reform movement and its impact on leadership wellbeing, development

and system improvement (Lingard, Martino, Rezai-Rashti, & Sellar, 2015; Sahlberg, 2016; Sahlberg, Hasak, & Strauss, 2016).

Recognising these concerns, Australian leadership theorists over the past decade have explored these contemporary themes, leading to emerging research on the social, political and emotional demands of school reforms on principals (Mills & Niesche, 2013; Gurr, 2018), the power dynamics of governmentality and accountability on principals (Longmuir, 2019; Niesche, 2013; Heffernan, 2018), and relational approaches to investigating the phenomenon of school leadership (Eacott, 2011, 2015 a, 2015b, 2015c, 2019). In addition, Clarke and Wildy (2010; 2013) pioneered new approaches for principal preparation programs, embedding a social constructivist lens to the four frames of place, people, system and self to support aspiring principals. Building on this approach, Niesche and Heffernan (2020) have initiated research into principal identities and subjectivities, challenging organisational notions of extrinsic leadership traits underpinning principal leadership frameworks and standards.

The perceived limitations include the intensified pressure on principals due to increased competition between schools, the standardisation of teaching and learning curricula, the borrowing of corporate change models into schools, and the focus on high-stakes testing to hold leaders and schools accountable. Critics claim that a lack of epistemological and ontological diversity in the leadership literature results in standardisation, rather than building the capacity of school leaders and education systems to be open to new and creative educational possibilities for the future (d'Agnese, 2017; Gurr, Drysdale, Longmuir, & McCrohan, 2018; Longmuir, 2019). In addition, the technocratic paradigm of current

leadership and school improvement initiatives assumes that education systems are 'closed-systems', where a one-size-fits-all approaches can be universally utilised (Biesta, 2007, 2010, 2015a, 2015b, 2020).

As the impact of COVID-19 has powerfully demonstrated internationally across the educational, corporate and social sectors in 2020, the capacity for leaders, schools and education systems to thrive during times of chaos, change, uncertainty, and complexity comes down to their ability to build authentic relationships with key stakeholders and to act with responsiveness and agility. These attributes underpin alternative leadership perspectives which encourage educators to resist dominant, traditional approaches (Longmuir, 2019). By enhancing relational and culture-building skillsets (Gurr et al., 2018), rethinking fixed notions of educational leadership in response to complexity (Hallinger & Heck, 2010; Schreiber & Carley, 2008; Schwandt, 2008; Uhl-Bien & Marion, 2008; Uhl-Bien et al., 2007; Vallacher & Nowak, 2008; Van Velsor, 2008), and introducing alternative epistemologies, ontologies and praxeologies to enhance professional practice and reflection (Biesta, 2015a, 2015b, 2020), new opportunities and methods to enhance leadership capacity building and system growth emerge.

With more emphasis being placed on social capital, collective intelligence, and the learning capacity of organisations, the challenge for our current and future leaders is to handle the multifaceted complexity of competing global, social, and educational agendas by leading their schools as communities of collaborative professional practice, with an emphasis on redefining educational goals to support collective learning, organisational agility, and leadership resilience. It is, as Schreiber & Carley

(2008, p. 292) points out, about “establishing organisational capabilities geared toward learning and adaption”.

While these educational advancements are necessary to improve the quality of educational delivery and global outcomes for students and adult learners, principals must be prepared to lead within this changing world in order for them to thrive. Little systemic leadership support has been provided to principals, however, on how to cope with increasing workloads and responsibilities. The Australian Professional Standard for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2011, 2014) guides national expectations for school leadership, yet there is an absence of contemporary research recommendations (Day et al., 2009; Marion, 2008; Schwandt, 2008; Uhl-Bien & Marion, 2008; Uhl-Bien et al., 2007) on how to enhance principal capacity building, such as by developing intrinsic motivation, leader identity, growth mindsets, and self-regulation skills.

The increased responsibilities being placed on NSW school leaders with the ambitious *local schools, local decisions* reform, which was instituted from 2012 onwards, has been openly acknowledged by the NSW Department of Education. The Department’s *Leadership Curve Issue 10: Effective Leadership* (Centre for Educational Statistics and Evaluation [CESE], 2015, p. 1), reports:

Today, expectations of school principals are higher than ever before.

Principals are not just seen as educational leaders, knowledgeable about teaching and learning, they are also expected to know how to work with data, make funding decisions, engage with their wider community, support children with a range of special needs, and navigate a complex operational

environment. With increased local decision-making and authority, principals in NSW government schools are also called upon to implement new reforms involving change, financial and people management skills.

This highlights the relentless pressure of the global education reform agenda on principals (Sahlberg, 2016; Sahlberg et al., 2016) and the common political assumptions that the NSW education system operates as a 'closed system', that centralised, system-wide interventions lead to greater success (Biesta, 2007, 2010, 2015a) and that access to big data results in system improvement (d'Agnese, 2017). Media commentary from the NSW Primary Principals' Association (NSWPPA, 2016) highlights the dangers of this mindset. For example, far more policy reforms were introduced to the NSW public education system within a three-year period (2013-2016) than in the previous fifty years. In combination with a Department restructure, which reduced the number of directors allocated to support principals, and a shift from smaller school networks to larger area offices, principal associations and unions (Zadkovich, 2014) questioned the system reforms and communication provided to principals as they led the implementation of these multiple reforms at the 'coal face'. The impact of such reforms will continue into 2021, with the introduction of new organisational structure and reform agenda across NSW.

The intensity of the NSW Department of Education's reform agenda is increasing principal workloads, negatively impacting on the emotional wellbeing and resilience of principals (Riley, 2017). The NSW Primary Principals' Association (NSW Primary Principals' Association [NSWPPA], 2016, p. 1) reports that the *2016 Principal Wellbeing Survey* data indicated that the number of principals who had reported they

were either not coping or barely coping had doubled since the wellbeing survey three years previously, which was before the Departmental reforms. The NSWPPA statistics reinforce the Australian primary principal wellbeing data (Riley, 2017), which indicates that both novice and highly experienced principals are struggling with their workload and professional wellbeing. The data highlights the importance of ensuring programs or initiatives that support principal preparation and ongoing leadership renewal, to empower school leaders to develop emotional resilience and leadership expertise in mastering the increasingly complex role of the principalship.

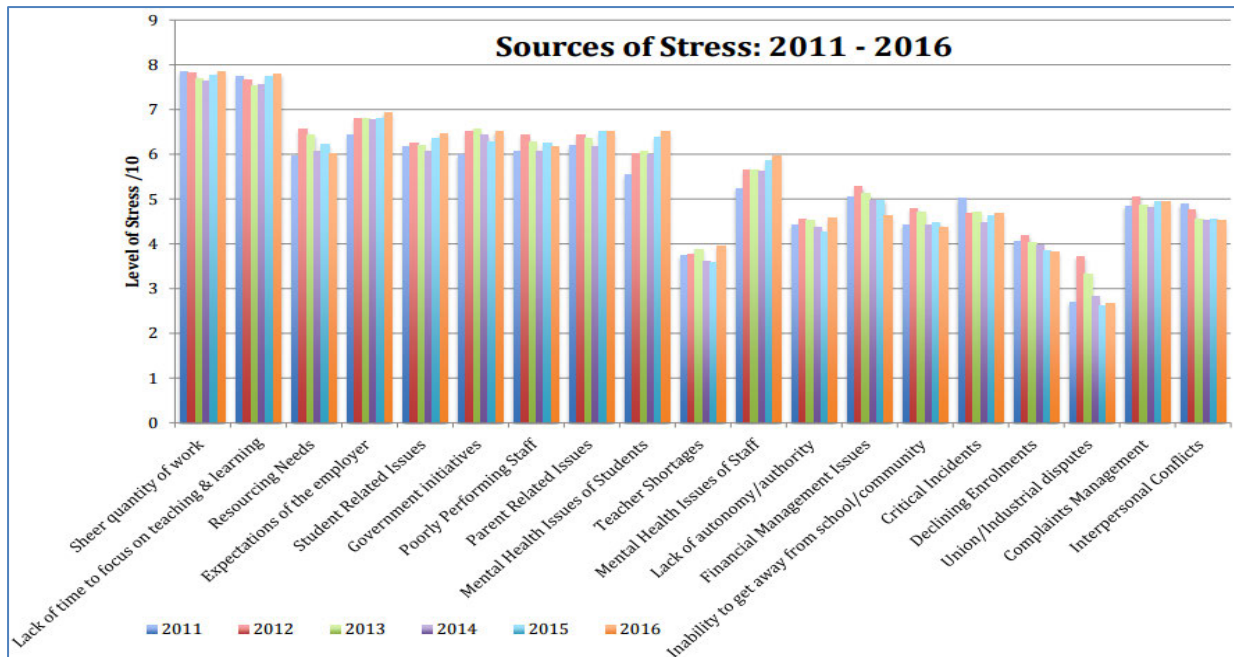
The expectations placed on school principals to be both curriculum leader and business manager is a major reason cited by principal associations for professional burn-out or overwhelm (NSW Primary Principals' Association [NSWPPA], 2016). For example, NSW primary principals can be placed in five classifications of schools, with the number of off-class executive staff allocated on the basis of student enrolment numbers. The larger the school, the greater the non-teaching executive allocation granted. Only principals from larger classified schools are provided with non-teaching executive support to share the responsibilities of the leadership load. Secondary principals do not face this dilemma, with non-teaching executive support structured into every high school's staffing allocation. The inequity of support provided to their primary counterparts results in 80% of primary principals being expected to deliver the same departmental standards for leadership and management accountabilities without daily, off-class executive support.

Another key issue facing principals is the rise of workplace bullying. Both the NSW Secondary Principals Council and NSW Primary Principals' Association have

reported that the increasing challenges of managing community issues such as increased workplace violence and bullying, which includes student-to-student, student-to-teacher and parent-to-teacher bullying, has greatly impacted on principal stress and wellbeing (Henebery, 2017). These views have been verified by the 2016 Australian Principal Occupational Health, Safety and Wellbeing Survey report (Riley, 2017), which confirms that principals are being exposed to increasing levels of violent and bullying behaviour, which has not only contributed to the stress of the job but also negatively impacted on the number of teachers or executives interested in taking on the responsibilities of the principalship.

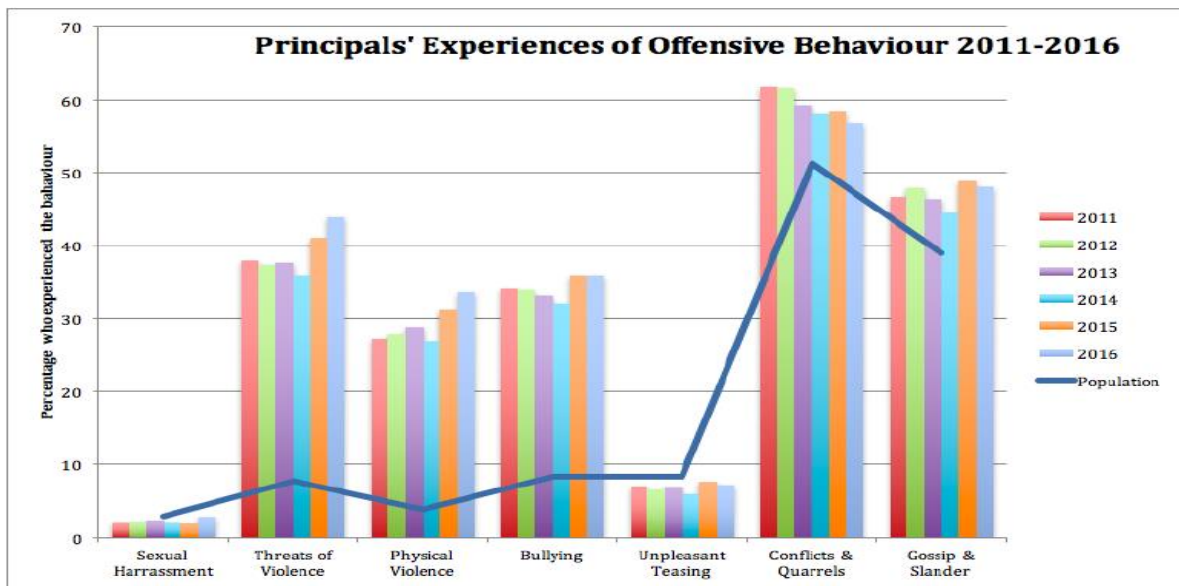
Findings from the survey (see Figure 1.2 below) outline the key sources of principal stress over a 5 year period between 2011 and 2016 (Riley, 2017, p. 2). The three highest sources of principal stress were listed as: 1) sheer quantity of work (~8/10); 2) lack of time to focus on teaching and learning (~8/10); and 3) expectations of the employer (~7/10). These have remained consistent since 2011, but have risen in perceived stress levels between 2013 to 2016. The consistent trend data reveals how the role of the principalship has shifted over the past five years, from an emphasis on being a quality curriculum leader to the expectation of being an expert policy reformer and business manager.





**FIGURE 1. 2 2011-2016 AUSTRALIAN PRINCIPAL OCCUPATIONAL HEALTH, SAFETY AND WELLBEING — SOURCES OF STRESS (RILEY, 2017, P. 2)**

A worrying trend that has emerged from the Australian data (Riley, 2017, p. 16) is the increase in principal stress caused by the mental health issues of students (5.5-6.5/10) and mental health issues of staff (5.2-6/10). The prevalence rate for threats of violence was extremely high in the Australian survey, rising from an average of 38% of participants who had been threatened in 2011 to 44% in 2016. NSW principal data ranks 6<sup>th</sup> out of the 8 Australian state and territories for the threats of violence prevalence between 2011 to 2016, with a rise from 29% of participants being threatened in 2011 to 43% threatened in 2016 (Riley, 2017, p. 4). This startling evidence represents close to one in two principals receiving a threat in their job. Figure 1.3 (below) shows the range of principal experiences of offensive behaviour between 2011-2016, which highlight conflict and quarrels, gossip and slander, threats of violence and bullying as the top four offensive sources in the workplace.



**FIGURE 1. 3 2011-2016 AUSTRALIAN PRINCIPAL OCCUPATIONAL HEALTH, SAFETY AND WELLBEING — OFFENSIVE BEHAVIOUR (SOURCE: RILEY, 2017, P. 3)**

Disturbingly, the prevalence of actual physical violence has risen from 27% in 2011 to 34% in 2016 — which represents 1 in 3 principals (now 8.6 the rate of the general population). Sadly, adult-to-adult bullying has risen from 34-36%, which is 4.1-4.3 times higher than the general population. These figures increased in 2019, with over 84% of school leaders reporting they had been subjected to offensive behaviour; 51% reported having received threats of violence; and over 42% had been exposed to physical violence (Riley, 2020, p. 6). These findings correlate with the data, indicating that principals, deputy principals and assistant principals experience far higher levels of offensive behaviour at work each year than the general population, which has led to an increase in work health and safety incident reports from principals on the basis of mental health, stress and wellbeing.

According to the Australian Principal Occupational Health, Safety and Wellbeing survey, the high job demands and accompanying emotional pressures facing Australian principals are impacting negatively on principal work, health and safety — specifically leading to higher levels of burnout, stress, sleep difficulties, cognitive

overload, and depression, in comparison to the general population. Table 1.3 (below) provides a high level summary of principal perceptions of their job demands and wellbeing with the general population. The summary shows that the declining rates in principal health and wellbeing can be attributed to job demands that are unrealistic and workplace environments that do not effectively support leaders in their schools. Clearly, prioritising the emotional resilience, self-regulation and mental health of school leaders is essential to prevent principal burnout and successfully support future leadership succession and planning.

**TABLE 1. 3 PRINCIPAL JOB DEMANDS VS GENERAL POPULATION (RILEY, 2017, P. 16)**

<b>Job Demand and Perceived Threats</b>	<b>Comparison to General Population</b>	<b>Impact of Job Demand on Health and Wellbeing</b>	<b>Comparison to General Population</b>
High Level Job Demands	1.5 times higher	Burn Out	1.6 times higher
Emotional Demands	1.7 times higher	Stress Symptoms	1.7 times higher
Emotional Labour	1.7 times higher	Difficulty Sleeping	2.2 times higher
Actual Physical Violence	8.6 times higher	Cognitive Stress	1.5 times higher
Adult-Adult Bullying	4.9-5.3 times higher	Somatic Symptoms	1.3 times higher
		Depressive Symptoms	1.3 times higher

The Australian Principal Occupational Health, Safety and Wellbeing report and NSW Primary Principal Wellbeing data show the alarming impact of the current reform agenda and increasing demands of the national leadership landscape, which have contributed to the profession-wide negative perception of the principalship role.

The reports highlight two key factors that are needed across all Australian states and territories to support effective leadership and principal wellbeing on the job. Firstly, the provision of system-wide, extrinsic and contextual support from education systems to help leaders confidently lead and manage within the current reform

climate. This would mean ensuring systemic approaches that improve communication to principals, leadership frameworks that reflect current and future focused contexts, an aligned reform implementation schedule that sets school leaders up for success, and professional learning to assist leader readiness and skills. Secondly, the provision of professional learning to support principal resilience, intrinsic motivation, emotional regulation and stress management to enhance principal wellbeing. This would include coaching and mentoring support to assist leadership mindsets and culture building strategies to lead and manage change. The combination of these internal and external support mechanisms would help principals not just survive, but successfully thrive in the workplace.

Policy and leadership reforms must balance the increased responsibilities and stress associated with devolving greater autonomy to schools with wellbeing programs for principals at all stages of their leadership journey. Addressing the wellbeing of principals to support their ability to manage change and complexity is essential for the NSW Department of Education if they are to introduce more affirming and consistent system-wide approaches to leadership preparation and succession planning. By ensuring high level professional, cognitive, emotional and psychological support is provided to principals, it will assist both novice principals and experienced leaders in developing better strategies to support principal wellbeing, as recommended in Riley's (2017) national study.

### **c) The role of professional standards on principal leadership development**

I believe that leadership reforms and research are at a pivotal point in NSW and that it is time to examine the role of professional standards on building principal readiness and efficacy. With the contemporary educational focus on building leadership capacity and accountabilities to drive school improvement (Day et al., 2016; Hargreaves, 2010, 2012; Leithwood et al., 2020; Leithwood et al., 2019), Australian states and territories have traditionally developed leadership frameworks aligned to professional standards to support principal preparation programs. Typically, these standards rely on competency approaches, which, although useful for aspiring principals, are limited in their scope.

In analysing competency based approaches to leadership, Cranston and Ehrich (2006, p. 9) defined three key limitations common to educational models:

- Competency approaches in leadership frameworks are “narrow and simplistic”;
- Competencies are often “acontextual”;
- Competency approaches are “individualistic”.

These limitations are apparent in the oldest national educational leadership framework, *Leaders and their Learning — National Framework of Competencies for School Leaders (2000)*, which was developed by the Australian Principals Associations Professional Development Council. This document focused on leadership competencies which acted as a reference point for aspiring executives to learn ways to lead and manage within a school. Six competencies made up this national framework: educational leadership, organisational leadership, educational

management, organisational management, cultural leadership, and political leadership. The changing expectations of principals, the need to form community partnerships, and the internal context of the Principal as an 'individual' formed the basis of this document. However, there was little alignment to a leadership learning continuum, nor were values-based approaches to leadership embedded.

According to Professor Patrick Duignan of the Australian Catholic University, a major concern regarding competency based approaches is that they do not account for complex contextual variables (Duignan, 2004) that interact and intersect with leadership. Cranston and Ehrich (2006, p. 9) take Duignan's critique further, writing that "Leadership performance needs to be understood within its context as effective leadership performance in one context might not look the same in another context". Gronn (2003) agrees that a competency based approach tends to "standardise" experience, and Leithwood and Steinbach (2003) argue that it can reduce variations in leadership performance". Similarly, Cranston and Ehrich (2006) suggest that competency approaches in leadership frameworks are based on individualistic endeavours, rather than a shared and distributed leadership approach.

Stephenson (1999, p. 4) suggests that the way to solve the limitations of competency based leadership approaches is to shift leadership learning towards a capability approach: "Competency is about delivering the present based on past performance; capability is about imaging the future and bringing it about. Competency is about control; capability is about learning and development".

Duignan, who has led the Australian debate in finding alternatives to competency based leadership frameworks, writes that leaders “need to have the capability to make sensible and wise judgements when faced with new and changing situations, often involving dilemmas and conflict” (Duignan, 2004, p. 18). He also recommends that leadership frameworks should include the “application” of capabilities across a variety of multiple leadership contexts and situations. This is what Duignan defines as “effective leadership”.

His view is shared by Davies (2005, p. 9), who notes “leadership cannot be separated from the context within which (it) is exerted. Leadership is contingent on the setting, the nature of the social organisation, the goals being pursued, the individuals involved, resources and timeframes and many other factors”. In other words, contemporary leadership frameworks need to take a globalised view of leadership, which incorporates multiple contextual and cultural settings.

Australian research pioneered by Duignan (2003; 2004), recognises the importance of learning educational and leadership capabilities as the core focus of leadership. As a result, a new focus is on the development of “self-awareness” and “wisdom”. This approach is supported by Cranston and Ehrich (2006, p. 5), who observe that “educational leadership is now being viewed as a (i) values driven, (ii) relational and (iii) distributed phenomena, that must be framed in ethical practices leading to sustainable futures for all”.

The same focus prevails in international educational leadership research. The OECD research into leadership practices, *Improving School Leadership Volume 1: Policy*

*and Practice* (Pont et al., 2008), which involved 20 countries (including Australia), highlighted the international need for school leadership frameworks to be further developed to improve leadership policy and practice. The research synthesis focused on the growing importance of innovative leadership frameworks and professional development courses to include an a-contextual leadership learning continuum that builds the capacities of school leaders to handle challenge, change and complexity.

It is clear that if Australian leadership standards and leadership tools follow the OECD recommendations, then incorporating a distributed approach and developmental perspective into Australian leadership frameworks is essential to “provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the essential character of school leadership as leadership for learning” (Pont et al., 2008, p. 10). Such an approach would provide the foundation and context for developing the necessary leadership knowledge, understanding and skills for effective leadership practice.

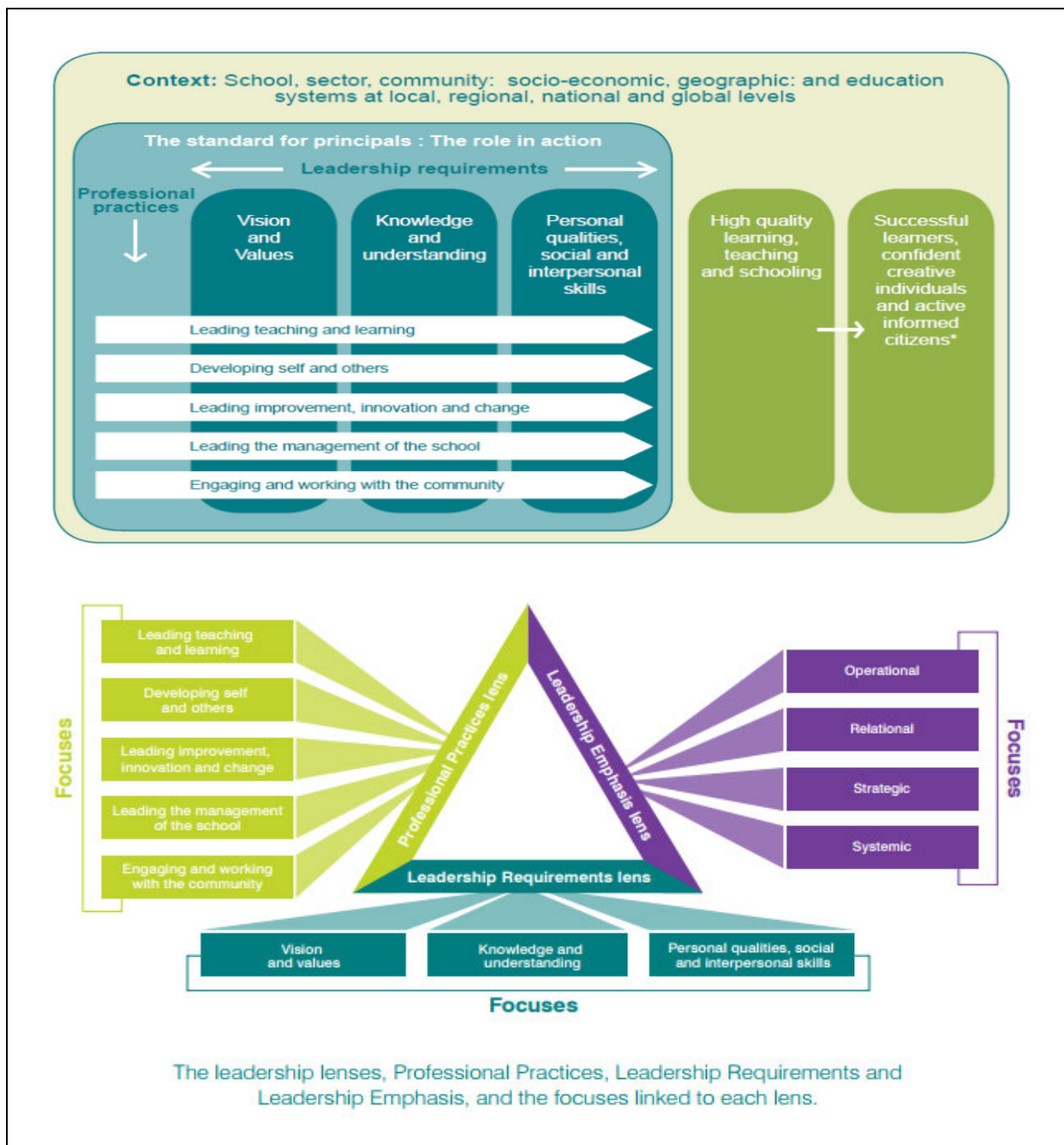
From 2012, when Australian states and territories headed towards a shared national curriculum, a national professional standard for principals, the Australian Professional Standard for Principals (AITSL, 2011), was released across the nation. Currently, this Standard is not mandatory, therefore each state and territory still have official carriage of their own leadership frameworks and professional development programs. However, broadly speaking, since 2013, when all Education Ministers signed off on the Australian Professional Standard for Principals, all education systems and sectors have incorporated, embedded or connected with the national



standard and the associated *Leadership Profile and Lens* (Australian Institute for Teaching and School Leadership [AITSL], 2014).

The Australian Professional Standard for Principals is based on three leadership requirements: vision and values, knowledge and understanding, personal qualities, and social and interpersonal skills. These requirements are enacted through the following five key professional practices: leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school, and engaging and working with the community.

The Australian Institute of Teachers and School Leadership describes the standard as being “applicable to principals irrespective of context or experience” with personal variance given to the elements of the standard in response to the “context, expertise and career stage” of the school principal (AITSL, 2011). The use of the *Leadership Profiles and Lens* (AITSL, 2014) is designed to guide the development of the four focus areas of: operational, relational, strategic, and system leadership through a personalised learning continuum approach, including a 360 leadership profile tool. Derived from international research into the practices of effective school principals, the Australian Professional Standard for Principals (see Figure 1.4) incorporates many of the OECD recommendations by integrating a multi-dimensional leadership approach. The Standard is viewed by principal associations as an integrated model that recognises all good leaders share common qualities and capabilities, which are expressed through the leadership requirements and focuses on each of the five areas of professional practice.



**FIGURE 1. 4 AUSTRALIAN PROFESSIONAL STANDARD FOR PRINCIPALS AND LEADERSHIP PROFILE LENS (AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP [AITSL], 2014)**

Endorsed by all principal and teaching associations across Australian states and territories, it is considered to be both a quality standard and learning continuum for aspiring and current principals. However, while the extrinsic focus on organisational and leadership capabilities in the Australian Principal Standard provides a solid

foundation for leadership development, the learning continuum and accompanying developmental tools do not provide a contextual leadership learning continuum that builds the internal strengths and capabilities of school leaders to handle educational change and school challenges.

There is a clear absence of building the inner qualities of leaders to develop resilience, self-awareness and self-regulation to handle personal and professional challenges as they journey in their careers from novice to experienced leaders. It is, as Biesta (2016; 2015) writes, an example of a technocratic approach that neglects quality educational inquiry and practices to support authentic leadership development. In his revisioning of Dewey's notions of transactional epistemology, Biesta (2016) reinforces the importance of "praxeology" — the enhancement of knowledge and action through everyday practice. If the Australian Professional Standard for Principal neglects the development of the inner leader and situates the learning experience outside of daily practice, then its effectiveness for developing leadership pedagogy and practice is questionable.

To combat this challenge, a growing body of leadership research recommends incorporating distributed leadership strategies into both leadership frameworks and principal training programs to support successful school leadership (Almarshad, 2017; Azorín, Harris, & Jones, 2020; Day, 2005; Day et al., 2016; DuBrin, 2007; Harris & Jones, 2019; Leithwood et al., 2020; Leithwood et al., 2004; Leithwood & Steinback, 2003; Leithwood & Sun, 2012; Leithwood et al., 2019). Harris, Jones and Azorin (2020) emphasise the importance of professional learning networks and distributed leadership to support leadership succession planning and improved

student learning outcomes. Similarly, Leithwood et al. (2020; 2019; 2012) and Day et al. (2016) advocate for integrated leadership approaches that combine both transformational and instructional leadership to enhance distributed staff capacity building and school performance.

As stated earlier in Chapter 1, radical possibilities for the future (d'Agnesse, 2017) are opened up by considering non-dominant paradigms of leadership which resist the school improvement agenda (Longmuir, 2019; Blackmore, 2020), challenge the global accountability reform agenda (Biesta, 2010, 2020; Lingard et al., 2015; Sahlberg, 2016), promote relational and culture building approaches (Eacott, 2015, 2019; Gurr et al., 2018), and encourage new opportunities for leadership research (Day, 2016; Day et al., 2009; Leithwood et al., 2019). As McKee and Eraut (2012, p. v) suggest, exploring learning trajectories and identity development within the field of education has the exciting potential to not only deepen “knowing and reflective practice”, but also support individual, collaborative and organisational learning.

With increasing media attention and contemporary research focused on the importance of principal wellbeing in the face of rising incidences of workplace bullying, stress and anxiety, this leadership gap highlights a crucial area of development for the Australian Principal Standard and approaches to support principal preparation, and aspiring and experienced leadership programs at local, state and national levels. It reinforces that the design and local delivery of leadership programs are crucial to the success of principal preparation. While professional standards must form the basis to quality accreditation processes, this can best be developed from a platform of andragogic leadership strategies (Day et al., 2009). For

this very reason, reviewing educational leadership frameworks and programs through an alternative lens of leadership would be beneficial.

#### **d) Strengths and limitations of principal preparation programs**

The Australian Institute for Teachers and School Leadership's *Insights – Environmental Scan: Principal Preparation Programs* report (Watterston & [AITSL], 2015) provides the first comprehensive study of principal development processes across each Australian state and territory. The report addresses the challenge of the “principal readiness gap” through the evaluation of each approach across the public education, Catholic and Independent sectors.

To ensure equity of representation, research contributions came from all eight government school systems, five Catholic dioceses, four independent associations, and one national independent association (see Table 1.4). In addition, seven commercial providers and professional associations in school leadership development, two universities and six national principal associations were involved in the study.

**TABLE 1. 4 PROVIDERS CONTACTED DIRECTLY IN THE AITSL INSIGHTS ENVIRONMENT SCAN PRINCIPAL PREPARATION PROGRAMS (WATTERSTON & [AITSL], 2015, P. 7)**

State/territory	Government	Catholic	Independent	Higher education*	Commercial	Principal Association
ACT	1		<i>Inc. NSW</i>			
NSW	1	1+1	1			
NT	1					
QLD	1	1	1		1	
SA	1		1			
TAS	1					
VIC	1	1	1	1		
WA	1	1		1		
National			1		6	6

In reviewing the national, state and territory approaches, three categories for principal preparation programs were uncovered by the report:

- i) **Category 1** — Principal preparation programs: programs devoted to principal preparation exclusively. Ten programs met the criteria.
- ii) **Category 2** — School leadership programs that combine aspirant and broader leadership development programs: programs designed to develop school leadership skills across a range of roles, including middle management, of which principal preparation is one. Four programs met the criteria, which usually involved partnership with universities or independent providers.
- iii) **Category 3** — Programs encompassing strategies related to principal preparation and future planning for school leadership: school leadership programs that did not explicitly target principal preparation but had relevant key approaches and strategies. Twelve programs met the criteria, with fewer education systems and more independent providers involved.

Only ten educational leadership programs across Australia meet the Category 1 — Principal Preparation Programs quality criteria. These programs focus solely on the preparation of participants for their first principalship, and share key design features: mentoring, coaching, companioning, face-to-face/residential, online, action learning, peer learning, internship, shadowing, exemplary school visits, 360-degree profile tools, and university accreditation. The duration of the programs ranged from 4-6 months to 2 years, with a maximum number of participants ranging from 15 to 42 per program cohort.

Five common areas of weakness can be found in the design and delivery of Australian principal preparation programs (Watterston & [AITSL], 2015, p. 3). The report reveals a lack of contextual understanding of the role of educational leadership and highlights inadequacies across our national, state and local education approaches. Firstly, inadequate funding for leadership development programs and initiatives has led to inconsistent levels of support provided to participants in all states, territories and educational sectors.

Secondly, currently there is no cohesive, systemic approach to leadership development across Australian, which means that principal preparation programs and collaboration between school sectors is not operating at an optimal state. Thirdly, there are a lack of mechanisms or visible support strategies currently in place to identify or develop effective leaders early in their careers. Fourthly, current selection processes for leadership development programs are not sufficiently rigorous. They are often based on participant interest rather than leadership readiness. Finally, program evaluation tools and strategies

in the short and long term were also viewed as inadequate across the Australian leadership landscape.

The AITSL report also reveals two key flaws in the common design of principal preparation programs — they are policy driven and mainly written by consultants who have long been outside a school and the principal role. The implementation of such compliance-based programs highlights the competing agendas of policy makers and the professional learning needs of educational leaders. In *Schools that Learn (2000)*, Peter Senge argues that teachers, administrators, and other members of school communities must learn how to build their own capacity; that is, they must develop the capacity to learn. From Senge's perspective, real transformation and improvement can only occur if the people responsible for implementation design the change itself. Similar to Eacott (2015) and Biesta (2007, 2010, 2015b, 2020), he asserts that to be effective, solutions must be developed locally, not by 'specialists' who sit far outside classroom and school walls. Such is the current case with leadership development and principal preparation in NSW.

Since the launch of the NSW Department of Education's School Leadership Institute in 2018, principal induction and credential modules have an increased focus on leadership standards, departmental reforms, and system accountability. There are now limited opportunities to engage in mentoring and coaching programs to support leader identity development, self-regulation, or ongoing leadership expertise beyond the novice years. While pilot research was conducted during 2019/2020 to explore the identification of future school leaders and the development of a NSW School Leadership Institute framework, the project has not been finalised and the proposed



School Leadership Institute framework (NSW Department of Education [NSW DoE], 2020c) is due for release in 2022.

It is also interesting to note that the principal school leadership (PSL) role, first introduced in 2013 to support the coaching and mentoring of aspiring and experienced leaders, was redirected after the launch of the NSW Institute of Leadership to support principals and schools in implementing NSW public school external validation, school planning, and School Excellence policy processes. The key role of the PSL role is now to develop principal capacity “to lead the processes involved in planning, monitoring and evaluating for school improvement” in alignment with departmental priorities (NSW Department of Education [NSW DoE], 2020b).

This lack of system-embedded mentoring and coaching to support the next generation of principals does not reflect best practice leadership development from OECD reports (Pont et al., 2008; Schleicher et al., 2012), research into high-performing education systems (Mourshed et al., 2010) and academic advice to the UK, Malaysian, Singapore, Australia and US education systems (Almarshad, 2017; Azorín et al., 2020; Day, 2005; Day et al., 2016; Harris & Jones, 2019; Hattie, 2015b; Leithwood et al., 2020; Leithwood & Sun, 2012; Leithwood et al., 2019; Watterston & [AITSL], 2015). In-situ joint practice development underpins the leadership approach espoused by the leading researchers to support succession planning and system approaches for principal preparation. There may be differences in the style of leadership advocated; for example, Robinson (2009) and Hattie (2015) focus on embedding instructional leadership, whereas Day et al. (2016), Leithwood et al. (2012; 2019; 2020) and Harris et al. (2019; 2020) recommend distributed leadership

capacity-building approaches and authentic learning within the school context; however, all agree that the support of expert coach mentors is considered a critical strategy.

With the absence of joint-practice leadership development within real school contexts and coaching support from expert principals, NSW has shifted from its 2014 Category 3 approach (Watterston, 2015), where leadership programs supported principal preparation and future planning for school leadership at all stages, towards a Category 1 provider focused on principal preparation as its end goal. This strategy is evident from new principal training programs released by the NSW Institute of Leadership, which have a clear fixation on delivering leadership qualifications through workshops with external corporate consultants and universities. In 2018, a partnership with Melbourne University supported a Masters in Instructional Leadership; whereas from 2021 onwards, Auckland University will become a key partner to providing a Masters accredited program for aspiring principals. With the focus on the quality assurance of leadership qualifications rather than expertise, it is unsurprising that principals, school leadership (PSL), a principal coach/mentor role introduced in 2013 by the Department, are no longer required to support aspiring principals in attaining the current NSW Principal Credential. Instead, it can be independently attained by completing 19 online modules and multiple-choice tests.

The focus on management and compliance means that current and future principals may not be adequately prepared to deal with the opportunities that change, complexity and innovation bring. It highlights the challenges of supporting leadership development in critical times, such as the COVID-19 pandemic and other global,

economic or political influences, as well as the increasing gap between theoretical knowledge and expert leadership practice. With online modules and Zoom webinars replacing face-to-face professional learning and school-based mentoring or coaching, principal preparation for aspiring leaders will not be embedded in an optimal form.

A paradigm shift towards a more inclusive growth mindset and future-focused approach for principal preparation programs will be important to address the systemic weaknesses common to Australian principal preparation programs. According to Dr Watterston (2015, p. 4), the solution is to nurture talent, improve selection processes, and enhance leadership collaboration across systems and sectors in four ways:

- 1) Introducing better talent identification and support;
- 2) Improving selection processes;
- 3) Enhancing leadership partnerships;
- 4) Creating an evidence base to determine and target specific areas of leadership need.

These components provide a bigger picture perspective to leadership development. They help to re-contextualise educational leadership outside the domains of policy reform to encompass a broader profession-led and collaborative approach, where all stakeholders have input and are accountable for improving leadership pathways, rather than maintaining the status quo. Together, they open up exciting possibilities.

Enhancing talent identification and support could involve researching and investing in the development of talent identification strategies to improve current leadership self-identification processes, as well as systemic and strategic support for aspiring leaders. Improving selection processes could support more rigorous recruitment or selection processes to ensure that applicants selected for programs are those most likely to benefit from the experience and go on to succeed in a principal role. Enhancing leadership partnerships could result in establishing collaborative partnerships across education systems, sectors, universities and professional principal associations. For example, what if the different sectors were able to unify and collaborate in the design, development and delivery of profession-led leadership training, mentoring, and coaching across all school leadership contexts? And if so, what if this helped to determine and target specific areas of leadership need? Such an approach could support leadership preparation and placement in rural and isolated areas, as well as provide opportunities to increase the number of Indigenous principals across Australia.

The Australian approach to leadership development is reflective of the general global education reform approach to education — an emphasis on efficiency, effectiveness and accountability. Ultimately, despite a decade-long period of implementing these leadership reforms in NSW, the result has been a narrowness in curriculum development, with a heavy emphasis on literacy and numeracy in a highly technical approach (Sahlberg, 2016; Sahlberg et al., 2016).

Despite the financial investment in Australia to enhance educational approaches in light of the global education reform movement, our international results, as evident from recently published PISA testing results, have declined relative to the world stage over a

15-year period (Organisation for Economic Co-operation and Development [OECD], 2019). These results highlight how generic approaches to leadership development may create an environment that is counter-productive to expansive growth in student and school results. The lack of higher order insights by Australian students in the 2018 PISA assessments demonstrates that narrow curriculum and school leadership of such approaches can work to the detriment of our nation's educational interests.

Chapter 1 explores the NSW leadership landscape by reviewing the educational leadership research that has influenced principal preparation programs and leadership frameworks. In Chapter 2, I introduce alternative, non-mainstream literature on leadership and constructive adult development to explore how career-span approaches for leader development can support individual and system-wide approaches for principal training programs. This research underpins my exploration of educational leadership to seek new perspectives and approaches to address the systemic issues raised in Chapter 1.

## **Interlude II: Becoming Me**

### **Vignette 3: Refusal of the Call**

During her first month as principal, Shanti received a phone call from her School Education Director. She learned that her previous principal had made a complaint about her commencing her new role at Pirriwee Public School. In his letter to the Employee Performance and Conduct (EPAC) unit, he made a complaint against her to the School Education Director for not consulting him about her start date. He also accused her of forcing the General Assistant to remove her storage boxes, even though she had moved her resources herself with her husband.

They were quite ridiculous allegations, which highlighted the personality of her previous principal and the reasons why she had decided to leave her Deputy Principal role and apply for the principalship. As a leader, he had been emotionally volatile, mercurial and vindictive. It wasn't rare for him to make young teachers cry by emotionally belittling them or banging his fist in anger on the staffroom table at weekly meetings.

EPAC took two weeks to reject his complaint. They found that the School Education Director had followed the staffing processes correctly. They also determined that she had not ordered the GA to move her boxes — after seeing emails that showed she had declined the GA's offer to help her.

The reality was that her previous principal was angry that she had left her position so quickly. He was upset that two weeks after she had been offered the position, she

had been asked to commence as Principal. But this was a normal part of staffing timelines and for this reason, EPAC dismissed his complaint.

However, although she had been vindicated by EPAC, the two-week process took an emotional toll on her. Already feeling vulnerable and fragile about the huge change to her professional life in such a short period of time — a move that included not only relocating to a new school, but also moving her family to a new home that was closer to the school —the EPAC complaint became the ‘straw that broke the camel’s back’.

After reading the official dismissal from EPAC, she booked in to see a personal counsellor to work through feelings of stress, emotional overwhelm and failure. With so many major hurdles in her life occurring within such a short timeframe, she had started to experience the vicious cycle of insomnia and anxiety. Maybe it a sign that she should give up being a principal, she pondered at night. She couldn’t believe that for the first time in her life she was feeling so vulnerable, insecure and anxious. She was someone who had always prided herself on being resilient, confident and self-assured. What had happened to her? Should she give up the job?

As her insomnia increased, she began to doubt that she was up to the role of principal. During her counselling sessions, she started to see the impact of losing her former security anchors — her previous staff colleagues, old school and old home. Although she turned up to school and wore the mask of ‘vibrant confidence’, it felt increasingly hard to be a role model when she felt such acute vulnerability and loss of self-esteem.

Only six weeks into the job and she truly began to question her ability to be an effective principal. It was hard to 'earn the right' and promote herself as principal when she felt so inadequate. Increasingly, she started to see the growing importance of emotional wellbeing for principals. Here she was at the end of multiple parent complaints or staff issues each day — building their confidence and listening to their daily joys and struggles — but who was there for her?

No one had prepared her for the loneliness or sense of isolation in the job. There was no one to talk to. Being the only non-teaching executive at her school, there was no Assistant Principal or Deputy Principal she could talk to during the school day. She didn't find her other principal colleagues helpful either. Their attitude was, "Yes it's tough and lonely at the start — but we survived." So she kept her mouth shut, afraid of looking weak when the going got tough.

Soon, she realised that she'd been instrumental in putting herself 'off balance'. She'd done too many things at one time. Taking the time to transition more slowly from her old school to her new school would have been better. In retrospect, she shouldn't have moved house so quickly either.

Her counsellor reminded her of the metaphor of the oxygen mask during an airplane emergency — how she needed to have enough oxygen for herself before giving it to others.

And it was true. She was so busy giving to everyone else by working long days and evenings ... working weekends. Giving to everyone except herself. And yet, despite



all her giving, all she saw were her own inadequacies. Each day her little critical voice grew more powerful — telling her she was a bad mother because her husband had taken over cooking dinners, that she was a bad principal because she felt insecure on the inside, that she wasn't good enough because she found it a tough journey.

That's when she finally told her counsellor, after two months in the job, that she couldn't do it anymore. She wasn't principal material. She was going to give it up.

#### **Vignette 4: Meeting with the Mentor**

During those dark nights of the soul, she worked through her fears and expectations of what being an educational leader meant to her with her counsellor. During her sessions, they spoke about what had originally inspired her to become a principal. She spoke about the many reasons: her dream of honouring her past and spiritual heritage, her present desire to put theory into practice as principal — to walk her talk — and her dream of leaving a legacy for the future by writing a book to help others.

She talked about her lifelong fascination with spiritual development, and how she had privately worked for 18 years in the personal development and corporate development fields in addition to her teaching career. She thought of the Stages of Consciousness framework developed by Walter Bellin (the 'father' of the personal development industry in Australia) and how reading the 7 Habits for Highly Effective People had inspired her to do a Masters of Education and PhD degree to put herself

on a leadership journey that combined theory, research, and practice, to write a book to help transform the education system.

In vivid detail, she spoke about her passion to shift the Industrial Age paradigm of the education system to create a 21st Century approach to education. One that would integrate Eastern and Western developmental models that would support global consciousness and bring together the core elements of IQ (cognitive intelligence), EQ (emotional intelligence) and SQ (spiritual intelligence) into schools to support a more holistic 21st Century approach to education.

As she spoke about her dreams to her counsellor, she became aware of the gap between her 'dreams' and the actual reality and hardship of her current experience as a school principal. Immediately, Walter Bellin came to mind. He was a well-known personal development and corporate development teacher. She had always admired him, because he had designed a model of consciousness that had integrated the Vedic Consciousness model with Western Psychology. An American by birth, the 73-year-old had come to Australia during the 1970s to teach Personal Development workshops. His life had followed diverse career paths. As a 17-year-old, he had run away from home to join the Navy before going on to do a PhD at Berkley University. Passionate about social justice, Walter had been a major supporter of the Black Panther and Martin Luther King's Civil Rights movements. Initially, he was an active member of the Black Panthers, but realised that violence wasn't the answer to social discrimination, inequity and injustice. This insight led him to study with two well-known Indian spiritual teachers (Maharishi and Guru Raj) and then Wilhelm Reich (a

student of Sigmund Freud) to gain greater understanding of human motivation and its impact on society.

Fascinated by the impact of childhood experience and the influence of parents, families, schools, and societal culture on the personality, attitudes and behaviours of children and adults, Walter immersed himself in Vedic psychology, Reichian psychology and transcendental meditation. By his mid-forties, Walter had found his 'niche' and used his deep knowledge of human psychology to develop a Western framework of ego development based on the Vedic Consciousness framework, and in addition, designed the CAR (Concept, Action, Relationship) model to revolutionise child to adult psychological development. His Consciousness framework and experiential workshops were so successful that during the 1980s, over 45,000 people did his courses, and Walter became known as the 'father' of the Australian 'human potential' movement in Australia. As a result of his work, his courses inspired popular interest in the new fields of somatic psychotherapy, counselling, corporate coaching and culture change facilitation.

Although she had never been personally taught by him, and had only met him socially five years ago, Walter remained a mentor to the corporate facilitators who had taught her about consciousness and ego development theory during the 1990s. "Go and meet him," her counsellor suggested. "He reminds you of your dad ... I'm sure he will help you reconnect with your strengths as a leader." So she called him and asked if she could visit him. He said he would love to see her and they booked a time for her to go over to his place for lunch on the weekend.

At their first meeting, she was transfixed by the 73-year old's charisma. She spent the whole day listening and talking with him. She was mesmerised by his life's adventures, his personal reflections and his commentary on consciousness. She felt reinvigorated ... spiritually, emotionally and intellectually. It was as if he was healing her own ability to access her reserves of IQ, EQ and SQ in her daily life.

She soon realised that Walter was the first man who had taught her deeper knowledge about human consciousness and development after her father's passing. The more they talked, the more he reminded her of her father ... and she felt incredibly lucky to have another chance at having a 'father–daughter' relationship with someone she deeply admired. They became very close. He renewed her faith in herself ... encouraging her to continue her dreams ... to keep writing and to have the courage to be a pioneering leader and innovator.

Shanti valued Walter's contribution to her life. While not every aspiring or new leader would need or even be interested in a father-figure as a mentor, it was the support she needed at this time. Although there were 38 years difference between them, they shared a strong synergy and outlook on life. As he broadened her spiritual outlook, her mindset towards being a principal began to expand. Without realising it, her fears began to recede. She woke up each day with a sense of purpose and vigour. At the same time, Walter asked her to help assist him write his first book (Bellin, 2012). It was, he said, the book he had been wanting to write his entire life. She worked closely with him by typing up his chapter notes. She learned about his model of consciousness and a personality profiling tool he had developed called Q12.

As she got to know and understand the role of ego development and levels of consciousness on leadership style and organisational culture, she asked Walter if he would be willing to become her leadership coach. He said he would be happy to support her learning journey and suggested using the Q12 profile (which she had done previously in 2008) as the vehicle for her leadership development. She trusted intuitively that Walter's coaching would help her work through her inner doubts about being a principal. She could not refuse the call.

## **Chapter 2: Constructive Adult Development and Leadership**

The challenge of catering to the diverse needs of aspiring and experienced school principals is based on the provision of professional learning that enhances leader motivation, engagement, and expert leadership development. While it may appear effective to develop leadership frameworks, policies and programs that enforce educational and organisational leadership accountabilities, these mechanisms don't necessarily imbue aspiring and experienced leaders with the skillsets, confidence and motivation needed to deliver organisational expectations.

An approach that is increasingly used in corporate and personal development programs to support leadership capacity building is the implementation of constructive adult development frameworks (Alexander, Boyer, & Alexander, 1987; Loevinger & Wessler, 1970; Orme-Johnson, 2000). Influenced by both Eastern and Western leadership traditions, constructive adult development theory provides valuable insights into leadership development that could also serve to enhance educational leadership programs in NSW.

In this chapter, I look at the growing body of alternative research on how adult leaders personally and professionally evolve from novice to experienced to expert leadership practitioners. Reflections on the role of ego development from Eastern and Western traditions, and the seven action logics relating to leader identity formation are a focus in this chapter, to gain insights into authentic adult development and career-span leadership transformation.

## The Ego and its Influence

The term 'ego' is defined as the personality of an individual — which includes their perception, intellectual-cognitive abilities, their defensive mechanisms and their executive functions. It is difficult to separate the actions of a leader within an organisation from their personality or egoic drives. Corporate leadership research pioneered by Susan Cook-Greuter (2013; 1999, 2000, 2004, 2005) and William Torbert (2005; 2000, 2004; 2010; 2013) has expanded on Jane Loevinger's (1993a, 1993b, 1998; 1970; 1970) seminal research on adult ego development to introduce leader identity formation into leadership programs. In his study of Loevinger's research and profile tool, Hauser (1993) writes that in "general, findings indicate that higher levels of ego development are associated with greater nurturance, trust, interpersonal sensitivity, valuing of individuality, psychological-mindedness, responsibility, and inner control (p. 27)". These qualities also correlate with leadership efficacy and positive leader-follower dyads (Anderson & Adams, 2015; Zenger, Folkman, & Edinger, 2009; Zenger & Folkman, 2002).

The definition of ego draws on the large body of work contributed to this area by Freud, Dewey (1908), Adler (1956), Sullivan (1953), Kohlberg (1964), and Loevinger (1970). According to Adler, the self or ego equates with a person's unique personality, individuality, their method of facing problems, opinion about themselves, and attitude towards life (Adler, 1956, p. 174).

For Sullivan, the ego is defined as a person's 'self-system' or 'frame of reference' (1953). Loevinger went further to define the function of the ego as "the search for coherent meaning" in personal experience (1970, p. 8). Her pioneering work into the study of

personality and measurement of the ego was inspired by: the integration of the Indian Vedic framework into Western psychology (Alexander, Travis, Clayborne, & Rector, 1997; Alexander et al., 1987; Harung, Heato, & Alexander, 1995; Orme-Johnson, 2000; Orme-Johnson, Wallace, Dillbeck, Alexander, & Ball, 1989; Torbert, 2000); Piaget's (1932) theory of cognition; Erikson's (1963) stage theory; and Kohlberg's (1964) model of cognition and adaption.

The link between emotional intelligence, a key foundation of quality school leadership and mature ego development, is acknowledged in current educational literature. Avery (2004), in her study of emotions in leadership, observed that leaders who display higher levels of emotional maturity maintain more cooperative relationships with their peers. She writes:

The scant research available suggests that key components of emotional maturity are associated with managerial effectiveness and advancement. Some of these components include self-awareness, understanding one's strengths and weaknesses, and an orientation toward self-improvement (p. 97).

The emotional dimension is often the one least defined in leadership frameworks. This is acknowledged by Hargreaves (1998, p. 558), who describes the importance of the emotional dimension in school leadership:

One of the most neglected dimensions of educational change is the emotional one. Educational and organisational change are often treated as rational, cognitive processes in pursuit of rational, cognitive ends. If emotions are acknowledged at all, this is usually in a minimalist way in terms of human relations or climate setting,



where the task of leadership is to manipulate the mood and motivation of their staffs, in order to manage them more effectively.

Hargreaves' view is recognised in the mainstream educational change literature, particularly the importance of including the emotional and spiritual dimensions to help leaders, teachers and schools cope with, and make sense of, educational change. Greenleaf (1977) and Block (1993) connect leadership intelligence and maturity with the transformational nature of servant leadership (Fry, 2003, p. 703). Fry's descriptions of servant leadership epitomise the Eastern qualities of spiritual intelligence and practices. He writes (2003, p. 710):

It is a holistic approach that considers the full capacities, potential, needs, and interests of both the leader and followers as well as the goals of the organisation. Spiritual leaders help others make choices about the care of their body, mind, heart, and spirit.

Incorporated within the journey towards mature ego development is the acquisition of higher order intelligences, which are critical to leadership success. Cindy Wigglesworth, whose research has helped shape corporate leadership programs, believes the combination of Physical Intelligence (PQ), Cognitive Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) are essential to the development of self-awareness, vision and moral values as a leader. According to her research on the impact of spiritual intelligence on organisational performance (2004, p. 3):

IQ doesn't guarantee. High EQ has been correlated with success. But does it alone create greatness? Sustained and recognised greatness, even in the tough world of corporate America, is obtained by something deeper ... With SQ comes the ultimate success — obtaining company success in such a way that customers, employees and society benefit.

IQ can be classified as the intelligence with which we think. EQ can be described as our relationship or social intelligence. SQ, however, is a higher order intelligence that can be defined as “... the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place actions and lives in a wider, richer, meaning-giving context” (Zohar & Marshall, 2000, p. 4). It is an intelligence that is intrinsic, moral- and value-based, closely related to leadership maturity.

Leadership literature has spent the past thirty years focused on the development of EQ (Avery, 2004; Beatty, 2000; Goleman, 1996), almost ignoring the importance of SQ. While EQ is an intelligence that emerges during relationship transactions — supporting a leader's ability to develop empathy, rapport and trust — in contrast, SQ aligns with Eastern values that focus on leading with spiritual meaning, intrinsic values, integrity, and supporting the collective efficacy of colleagues (Benefiel, 2005; Eurich, 2018; Fry, 2003; Fry & Malone, 2003; Reave, 2005; Tischler, Bilberman, & McKeage, 2002; Zohar & Marshall, 2000).

The organisational research of Senge (1990) and Argyris and Schon (1977) aligns with contemporary constructive adult development theory, recognising that people's different

mental frames profoundly affect how they see others and how they interpret what they see, which therefore influence their strategies and defences used to navigate work life. Hence, deepening self-awareness and understanding of the emotional and spiritual dimensions enhances the skillsets of a leader to develop team trust, rapport, and connection.

## **Constructive Adult Development: Eastern and Western Approaches**

Constructive adult development theory has developed out of ancient and contemporary literature into human development. An integration of Eastern Vedic psychology and Western psychology frameworks, more recently, constructive adult development theory has expanded into the study of leadership and organisational effectiveness. It is important to note that while there is a wide body of literature on Western leadership models from which to review, there is little research literature on Eastern schools of leadership which I could draw on to critique. Much of the Eastern literature I have referenced for this study has been drawn from ancient sources of Sanskrit texts that have been translated into Western writing.

Since the ancient times, humans have long contemplated the meaning of life, personal experiences of fulfilment, and the capacity to contribute to the world. Whether through old esoteric or philosophical texts, many writers have attempted to explore the human condition to seek deeper understanding and insights. Some of this knowledge is current today; for example, from the pioneering reflections of Plato in Ancient Greece, a rich historical and contemporary field of philosophical literature has developed. Similarly, the Indian Vedic tradition has influenced a large body of literature in human development, psychology, and transcendental consciousness.

This ancient Vedic framework, particularly writings from the Mahabharata and Bhagavad Gita, have contributed key understandings to the research on contemporary constructive development theory and integral leadership.

## **Vedic Psychology and Levels of Consciousness**

As a child, I was taught the Vedic levels of consciousness by my father, who was an Indian Guru. These ancient teachings have influenced my growth and evolution as an adult and educational leader. Vedic psychology is based on the spiritual texts written in India 1500-500 BCE. According to Alexander et al. (1987, p. 91), they are the “oldest continuous tradition of knowledge” and emphasise “direct subjective experience in the unfoldment of full human potential”. The word Veda means *pure knowledge* in Sanskrit and can be defined as “complete knowledge of the knower, the process of knowing, and the known in their unified state” (Alexander et al., 1987, p. 91). Vedic psychology provides a developmental framework that details the growth of human potential beyond the stage of adult formal operations to include sequences of higher states of consciousness. Specifically, Vedic psychology “identifies seven states of human consciousness, which includes four higher states of consciousness distinct from the three psychophysiological defined states of waking, dreaming, and sleeping” (Alexander et al., 1987, p. 92).

These seven states of consciousness are called: deep sleep state of consciousness, dreaming state of consciousness, waking state of consciousness, transcendental consciousness, cosmic consciousness, God consciousness, and unity consciousness. The ability to access these states of consciousness is based on the development of the mind through both egoic integration and mindfulness training

(such as meditation). Repeated experiences in transcendental consciousness enable progressive learning across the higher levels of the mind frames through a sequence of higher consciousness (Alexander, 1990; Orme-Johnson, 2000). Table 2.1, below, outlines the seven states of consciousness based on the Vedic Tradition, as interpreted by Alexander and Boyer (1989, p. 328) and Orme-Johnson (2000, p. 202).

**TABLE 2. 1 VEDIC STATES OF CONSCIOUSNESS (SOURCE: ORME-JOHNSON, 2002, P. 202)**

State	Characteristics
1) Deep sleep state of consciousness	No experience of self or environment. No self-referral.
2) Dreaming state of consciousness	Illusory experience of self or environment. Very limited self-referral.
3) Waking state of consciousness	Experience of excited levels of mental activity and the surface value of the environment. The true nature of the Self as transcendental consciousness is obscured by the active levels of thought and perception. Self-referral awareness is fragmented into knower, known, and process of knowing.
4) Transcendental consciousness	The state of least excitation of consciousness, pure consciousness, the source of thought, the simplest form of awareness. Thought and perception are transcended. Knower, known and process of knowing converge into one wholeness of pure consciousness, the cosmic psyche. In the state of self-referral, for the first time, infinity is awake to itself.
5) Cosmic consciousness	Transcendental consciousness, the Self, permanently maintained along with the changing states of waking, dreaming and deep sleep. The self-referral state of pure consciousness, the Self, silently witnesses daily activity.
6) God consciousness	Perception of the finest manifest value of every object along with the permanent experience of the Self. The perception of relative existence has been raised to its most refined manifest value. Only the finest separation remains between infinite self-referral nature of the knower and the boundaries of the objects known.
7) Unity consciousness	Full realisation of the cosmic psyche — the total potential of natural law. The absolute status of self-referral is gained. Infinity is located at every point in creation, and every point in creation is raised to the infinite status of the Self. The entire cosmic life is realized by nothing but the Self functioning within itself.

In addition to the seven states of consciousness, the Vedic framework proposes a “theory of human development and procedures to culture this development” (Dillbeck & Alexander, 1989, p. 309) through the structural and functional relationships between consciousness and sensory, cognitive, and affective processes.

This theory, according to Orme-Johnson (2000; 1989) and Alexander (1997; 1987), observes the human mind as having a hierarchical learning structure which develops “depth of functioning from gross to subtle to the transcendental foundation of individual mind, the unified field of consciousness” across an individual’s lifespan (Alexander, 1987, p. 96). In Vedic psychology, the development of the senses, desire (motivation), the mind, intellect, and ego occur in a progressive journey from birth until late life. As such, the Vedic framework reinforces that the individual psyche develops in

order of progressive subtlety and abstraction: the most expressed level, the senses, which directs attention to the objects of sensations, desire; the active thinking level, referenced to as mind; the discriminative processes, termed intellect; and the most subtle, integrative function of individuality, the ego. (Alexander, 1982, pp. 96-97)

A dynamic and emerging theoretical field, I believe the research on adult ego development is slowly unifying Eastern and Western modalities to bring greater insights into human psychology. In Table 2.2, below, I provide a comparative summary of the Indian Vedic psychology framework with Western adult development frameworks, including Piaget’s cognitive development model (Piaget, 1932), Kohlberg’s moral reasoning stages (Kohlberg, 1964), Loevinger’s ego development levels (Loevinger & Wessler, 1970), Torbert and Cook-Greuter’s leadership maturity action logics (Cook-Greuter, 2000; Torbert, 2004), and Kegan’s orders of mind (Kegan, 1994). The milestones of advanced adult development, which are absent

from Western frameworks, are reflected in the Vedic higher stages of consciousness as derived from ancient Indian scriptures.

**TABLE 2. 2 COMPARISON OF EASTERN AND WESTERN DEVELOPMENT FRAMEWORKS**

<b>Eastern Stages of Adult Development</b>	<b>Western Stages of Adult Development</b>				
Vedic Levels of Mind (Maharishi, 1969; Orme-Johnson, 2000)	Cognitive Development (Piaget, 1932)	Stages of Moral Reasoning (Kohlberg, 1964)	Ego Development (Loevinger, 1976)	Leadership Action Logics (Cook-Greuter, 2000; Torbert, 2004)	Orders of Minds (Kegan, 1994)
<b>Senses</b>	<b>Sensorimotor</b>	<b>Pre-conventional: Stage 0</b>	<b>Presocial Impulsive</b>	<b>Symbiotic Impulsive</b>	<b>0 Impulsive 1<sup>st</sup> Order</b>
<b>Desire</b>	<b>Preoperational</b>	Stage 1	<b>Opportunist</b>	<b>Opportunist</b>	<b>Instrumental 2<sup>nd</sup> Order</b>
<b>Mind</b>	<b>Concrete Operations</b>	Stage 2	<b>Conformist</b>	<b>Diplomat</b>	<b>Socialised 3<sup>rd</sup> Order</b>
<b>Intellect</b>	<b>Formal Operations</b>	<b>Conventional: Stage 3 Stage 4</b>	<b>Self-aware Conscientious</b>	<b>Expert Achiever</b>	<b>Self-Authoring 4<sup>th</sup> Order</b>
<b>Feeling</b>	<b>Early Postformal, Postconventional</b>	<b>Post-Conventional: Stage 5A Stage 5B</b>	<b>Individualistic Autonomous</b>	<b>Individualist Strategist</b>	<b>Self-Transforming 5<sup>th</sup> Order</b>
<b>Ego</b>	<b>Late Postformal, Postconventional</b>	Stage 6	<b>Construct Aware Unitive</b>	<b>Alchemist Unitive</b>	
<b>Vedic Higher States of Consciousness</b>	<b>Vedic Milestones of Advanced Adult Development</b> <b>Transcendental Consciousness Self (Orme-Johnson, 2000)</b>				
Cosmic Consciousness	Permanence of subject (self) →	Differentiation of universal self			
Refined Cosmic Consciousness	Conservation of finest level of all objects →	Profound intimacy between self and environment			
Unity Consciousness	Conservation of underlying unity across all its manifestations →	Complete union between self and environment			

Throughout history, human experiences connected to transcendence have been identified in many cultures as a foundation to higher levels of adult development and accomplishment (Alexander et al., 1997; Alexander et al., 1987; Anderson & Adams, 2015; Cook-Greuter, 2013; Cook-Greuter, 1999, 2005; Csikszentmihalyi, 2008; Joiner & Josephs, 2007; Kohlberg, 1964; Maslow, 1970; Orme-Johnson, 2000; Torbert, 2000). Maslow's research literature on self-actualisation has demonstrated that the "healthiest, most creative and integrated individuals have more frequent 'peak experiences', 'healthiest moments', periods of 'transcendent ecstasy', tremendous intensification of any of the experiences in which there is a loss of self or transcendence of it" (Orme-Johnson, 2000, p. 200). Csikszentmihalyi's research into flow and self-actualisation reiterates that consciousness and the ability to access this state in daily life improves personal and professional fulfillment, as well as giving greater access to peak experiences (Csikszentmihalyi, 2008; Vittersø, 2000).

## **Western Psychology and Identity Formation**

Contemporary thinking on constructive adult development theory emerged in the late 19th Century and progressed through the 20<sup>th</sup> Century and early 21<sup>st</sup> Century. Influenced by the work of James Mark Baldwin (1902, 1906), Jean Piaget (1932), Lev Vygotsky (1978), Erik Erickson (1963), Robert Kegan (1982), Jane Loevinger (1970), and Susan Cook-Greuter (1999), it also aligns closely with the organisational literature of Day et al. (2009), Bill Joiner and Stephen Josephs ((2007), William Torbert (2004), Peter Senge (1990), Chris Argyris and Donald Schon (1977).

The 'father' of constructive adult development theory, Baldwin, was the first to pioneer a "step-wise theory of cognitive development" (Bonnett, 2016, p. 1) which in



turn inspired Piaget (1932), Vygotsky (1962, 1978), Erikson (1963), and Lawrence Kohlberg (1964). Collectively, these authors have published multiple studies which have contributed contemporary understanding of this theory. Piaget focused his theoretical exploration on birth to early adult cognition processes, while Vygotsky studied the influence of cultural interventions and interpersonal communication on human development. Erikson utilised stage theory to show how healthy adult identity is formed, while Kohlberg extended this approach to demonstrate the development of moral reasoning and social identities from child to adult.

Loevinger expanded this field in the 1970s to pioneer ego development theory and the measurement of human development, with their focus on how the adolescent or adult self-shifts across the lifespan. Loevinger specifically developed an ego development framework which detailed a sequence of levels of psycho-cognitive maturity that commences in childhood and progresses into adolescence and adulthood. At the basis of the theory, she demonstrated the measurement of interpersonal and intrapersonal maturity and its impact on impulse control, cognitive complexity, and social identity.

In the late 1980s to 2000s, Robert Kegan (1982), William Torbert (2000, 2004) and Cook-Greuter (1999, 2000) progressed Loevinger's framework and theory to show the journey of ego development by exploring personal identity, meaning, sense-making and our perspective of ourselves and the world as we grow and shift. Constructive adult development theory is an extension of Piaget's state theory, which forms the basis of understandings of child and adolescent development in the Western world. Cook-Greuter describes the link between the adult continuum and Piaget's schema (1999, p. 15):

On the whole, developmental stage theories based on Piaget's ideas described human development as a sequence of increasingly complex and integrated stages or coherent systems of meaning making. Each stage constitutes a different way of how people know reality, in other words, a different epistemology, or a different worldview.

Central to Cook-Greuter's research is the claim that stage sequence is unidirectional, hierarchical, and increases in complexity as "it evolves from the least differentiated to ever more differentiated ways of knowing and relating to the world" (1999, p.15).

Robert Kegan (1982; 2002, 2009), William Torbert (1991, 1994, 2000, 2014; 1992; 2010), Bill Joiner and Stephen Josephs (2007) successfully expanded constructive adult development theory into the field of leadership, highlighting the complex and differentiated development of adults in the workplace. As more academic and organisational research connects ego maturity with leadership effectiveness and organisational impact, we have an increased understanding of the aspects of ego that influence the personal, professional, organisational and world views of leaders.

## **Constructive Adult Development as Schema for Leadership Actualisation**

As reinforced by emerging research on integrative leader development (Day et al., 2009), the introduction of a mature adult ego development schema would be a beneficial addition to Australian leadership frameworks. Schemas organise knowledge into abstract mental structures to represent an individual's understanding of the world. They not only highlight developmental progression points but are an

“assessment of enablement” (Nichols, 1994, p. 578) which activates knowledge and learning, to support future learning by showing developmental phases of ongoing growth.


There are many models of constructive adult development that support the lifespan learning and growth of individuals. Some focus on personal development, others on support leadership and organisational development. The stages of consciousness framework developed by Walter Bellin (1981), for example, is a birth to adulthood framework that aligns levels of consciousness with the development of emotions, will, concept and spiritual awareness. It is a synthesis of Western and Vedic psychology, based on the work of Piaget (1932), Alexander (1987) and Orme-Johnson (1989) and Vedic psychology. Unlike Piaget’s adolescent framework, which ends at the age of 21 years, the stages of consciousness framework supports a lifespan development of the adult ego, where there is a deepening of moral, conceptual and perceptual understanding of the complexity of life and human existence. Similar to the Vedic framework, Bellin’s stages of consciousness describes seven sequential stages of adult meaning making and understanding.

The leadership maturity framework (see Table 2.3) is a model of cognitive growth in adulthood that draws on Vedic psychology and the work of Jean Piaget (1932), Jane Loevinger (Loevinger & Wessler, 1970; 1993; 1998), Bill Torbert (1990; 2004) and Susan Cook-Greuter (1999; 2002). Following the principles of constructive adult development theory, it connects leadership and ego maturity across nine sequential levels: diplomat, expert, achiever, individualist, strategist, and alchemist. A description of each of the nine levels of leadership maturity and statistical measure of

the percentage of leaders at these stages of development can be found in Table 2.3 below.

**TABLE 2. 3 THE LEADERSHIP MATURITY FRAMEWORK**

(Sources: Torbert, 2004; Cook-Greuter, 2009)



Action Logic	Main Focus	% adult pop. N=4510
<b>Alchemist and above</b> Deep process and intersystemic evolution rules principles	Interplay of awareness, thought, action, and effects; transforming self and others	2.0
<b>Strategist</b> Most valuable principles rule relativism	Linking theory and principles with practice, dynamic systems interactions	4.9
<b>Individualist</b> Relativism rules single system logic	Self in relationship to system; interaction with system	11.3
<b>Achiever</b> System effectiveness rules craft logic	Delivery of results, effectiveness, goals, success within system	29.7
<b>Expert</b> Craft logic rules norms	Expertise, procedure and efficiency	36.5
<b>Diplomat</b> Norms rule needs	Socially expected behavior, approval	11.3
<b>Opportunist and below</b> Needs rule impulses	Own immediate needs, opportunities, self-protection	4.3

As a schema for leadership actualisation, the leadership maturity framework is designed to link individual cognitive, emotional and action logics with increasing leadership maturity, and provides specific coaching and individual strategies to encourage horizontal and vertical growth. It is a psycho-social framework that is underpinned by three interrelated components that highlight “what adults see as the purpose of life, what needs they should act upon, and what ends they are moving towards” (Cook-Greuter, 2002, p. 2).

Constructive adult development theory maintains that ego maturity forms the basis of a person’s individual personality, style, values, and motivations to learn (Loevinger &

Wessler, 1970). Increasing corporate research (Anderson & Adams, 2015; Torbert, 2004, 2014; Wigglesworth, 2002, 2004) shows a strong correlation between mature ego development and the use of higher order intelligences in the way leaders communicate their thoughts, feelings and actions. It highlights how a leader communicates and influences others with impacts on organisational culture. How a leader talks and listens to others is crucial in developing positive leader-follower dyads — in fact, it is the key to generating trust and commitment from others.

The use of higher order styles of organisational communication, inquiry, and feedback are important aspects of adult and leadership maturity. Dialogue is an important form of organisational conversation that promotes collegial trust, learning, and a work climate that values individual and collective insights and reflections. It is a democratic “discipline of collective thinking and inquiry”, focusing on conversations that transform the quality of group communication and “the thinking that lies beneath it” (Isaacs, 2000, p. 232). Used effectively, dialogue is an organisational tool that provides the opportunity for group analysis of a shared problem, helping participants to gain insight into how and why assumptions occur to create collective meaning.

According to Torbert (2004, p.18), higher levels of constructive adult development enable leaders to utilise higher order mental modes from which to communicate, strategise, and view the world. He connects high levels of construct awareness with the ability to use single-, double-, and triple-loop awareness across the four territories of experience (framing, advocating, illustrating, inquiring and listening). These skillsets, he believes, are critical to enhancing organisational culture, connection, and mutuality with others as a highly effective leader. In both my theoretical and

experiential observations of leadership across ten years, I concur with these findings. I have seen and experienced how leaders with higher levels of construct awareness have a wider repertoire of skillsets that are frequently used to enhance organisational culture, staff wellbeing, educational performance, and effective modes of communication.

Single-, double-, and triple-loop awareness support a leader's capacity to engage in productive organisational conversations and to actively learn from feedback at personal and collective levels. To promote these skillsets, Torbert (2004) introduced the use of an action inquiry template to guide leadership self-reflection and dialogue to construct organisational conversations, feedback, and reflection in the workplace. As a narrative tool, the action inquiry template helps leaders to review their career development and actualisation of leadership expertise. Through Torbert's narrative structure, the theory of Bildung (Von Humboldt & Horton-Kriiger, 2000) is transformed into the genre of bildungsromans (narratives of personal growth). The focus on learning, growth, and the direction of future development of the individual (Siljander, Kivelä, & Sutinen, 2012), is incorporated within the action inquiry narrative template (Torbert, 2004) so that leaders not only reflect on how they have grown, but also on how to feed-forward to plan future leadership actualisation.

As an organisational dialogue tool, Torbert's action inquiry framework is designed to help individuals, leaders, and groups participate in higher order first person (personal), second person (mutual) and third person (collective) conversations. The process brings together Schein's (1993) research into organisational dialogue with constructive adult development frameworks (Cook-Greuter, 2002; Rooke & Torbert,

2005; Torbert, 2004). It is interesting to see how the Ancient Indian and modern Western leadership paradigms converge in Torbert's approach. The Vedic perspective supports a leader's self-awareness and self-regulation to enhance team rapport through the art of communication, whereas the Western focus supports organisational alignment and decision-making. In my experience of using the action inquiry framework and observing its use by other leaders, the schema enhances individual and collective organisational communication. Meetings have a clearer purpose and agenda, and in addition, sharing different points of view is seen as an opportunity for higher order discussions, rather than a source of conflict.

Single-loop conversations are the most common types of organisational conversations that involve one person giving feedback and another person listening. This style of dialogue, however, limits mutuality, connection, and democratic conversation. In describing the action inquiry framework for second person conversations, Torbert suggests that the action inquiry process seeks "to interweave framing, advocating, illustrating, and inquiring to better name what is occurring from all players' perspectives" (2004, p. 38). Thus, second person conversations are a way of developing mutually reflective conversations in organisations.

Practising dialogue and action inquiry from a third person (collective) voice is "a way of organising people, knowledge, and resources across space and time, with the aim of sustainability (Torbert, 2004, p. 38)." Triple-loop learning conversations can only be achieved when leaders and followers are committed to the collective group gaining expertise in double-loop learning conversations and sharing a committed approach to dialogue. The shift from a double-loop second person perspective to a

triple-loop third person perspective is essential to the ongoing success of organisational reflection, feedback and learning. Isaacs links the use of dialogue as a reflective learning process for “triple-loop” learning and writing (Torbert, 2000, p. 250):

Our experience with the discipline of dialogue suggests that there is a new horizon opening up for the field of management and organisational learning. Several key elements stand out in this respect. First, the dialogue is an advance on double looped learning processes and represents triple looped learning. That is, dialogue involves learning about context, and the nature of the processes by which people form their paradigms, and thus take action.

The ability to successfully incorporate single-, double-, and triple-loop conversations, feedback and reflection at personal and collective levels are attributes of higher order self-awareness — which is linked to leadership and organisational effectiveness. Research from the University of Cornell (Flaum, 2010) and *Harvard Business Review* (Eurich, 2018; Goleman, 2004; Rooke & Torbert, 2005) indicates that the highest predictor of leadership effectiveness is the ego maturity component of self-awareness.

Eurich’s (2018, p. 1) research also reveals that higher degrees of internal and external self-awareness enables leaders to see themselves more clearly, make better decisions, build stronger relationships and communicate more effectively with their work colleagues. These findings correlate with Zenger and Folker’s research (2009; 2002) on the organisational impact of leaders. Their decade-long study of the leadership profiles of Top 100 company executives in the US highlights that teams



who work with leaders that have higher levels of self-awareness and ego intelligence were more fulfilled. More importantly, staff wellbeing translated into enhanced organisational performance and profitability.

As increasing leadership studies (Anderson & Adams, 2015; Day et al., 2014; Day & Harrison, 2007; Day et al., 2009; McCauley, Drath, Palus, O'Connor, & Baker, 2006; Torbert, 2014; Zenger et al., 2009; Zenger & Folkman, 2002) recognise the role of ego development on leadership maturity and effectiveness, opportunities are created to align the learning frameworks of principal development programs with elements of constructive adult development theory to embed leadership methodologies that enhance leadership self-awareness, organisational communication, and goals for professional actualisation.

In Chapter 2, I have explored the research on constructive adult development theory and its influence on leadership, particularly how ego development and leader identity formation support the transformation of leaders across their career span. While these approaches have been more popularly applied in corporate and non-educational settings, it is timely for education systems to evaluate the efficacy of current principal preparation programs. Regardless of the field of leadership — whether it is corporate or educational — the qualities of IQ, EQ and SQ are crucial to developing the resilience and growth mindset of leaders to manage challenge, change and complexity. In Chapter 3, I will introduce an emerging leadership paradigm that can support individual, collective and culturally inclusive approaches for leader development of self-concept, readiness and educational leadership.

## Interlude III: Becoming Me

### Vignette 5: Crossing the Threshold

In late 2010, Shanti and Walter Bellin commenced their coaching and mentoring journey together.

As she delved further into the realm of consciousness and ego development theory, Walter and she had many conversations about character structure, as well as the emotional drivers and family dynamics in her childhood. Over time, Walter helped her gain a deeper sense of her early childhood ego development and how it had shaped her into the adult she was today. They analysed her character structure profile and how she enacted that in day-to-day life. She loved Walter's analyses and grew from his tuition. Whenever he gave her feedback about how she did things, she soon learned to take on board his comments and reflect on her actions as a 'witness observer' and began to see her patterns of behaviour in a new light.

Unlike others, who may have viewed the feedback as criticism and attack, she appreciated each piece of feedback as a gift. Walter taught her about her emotional cycles, conceptual frameworks and action modes; he also taught her how to understand her underlying drives and the purpose of her actions. As she shared her life's journey with him, he would question her about her thoughts and interactions with her mother, father and her relationships. She came to understand her inner motivations and drive for choosing to connect with the men she had brought in her life, seeing the patterns of where she had recreated childhood dynamics.

For the first time, she reassessed her life from the viewpoint of emotional maturity — with Walter’s support. She saw the impact of her mother’s border-line personality and absence after she left her father when Shanti was six years old. She realised how she had always been drawn to people who were similarly emotionally conflicted and unable to be there for her emotionally or on a day-to-day basis. She also saw her inability to ‘let go’ of her father, who had died when she was 10 years old. All her life she had kept him strongly within her heart, unable to open up to another man fully for fear that she would lose him too. Despite 30 years of grieving, her heart was still vulnerable.

From her understanding of her childhood and relationships, she saw how she had been conditioned to operate as an adult and school leader. Due to the lack of support from her mother after her father’s death, she was driven to be a leader who cared about the emotional welfare of all her staff. Inspired by her father’s spiritual nature, she was committed to bringing Eastern and Western leadership and character education into her school.

It was a fabulous, personalised education. Here she was, at 39 years of age, receiving a more meaningful understanding of her moral purpose and character than in her schooling and university years. She was enthralled. She soon realised that not only had Walter mentored her by giving her the courage to know herself more deeply and develop a stronger sense of self, but by keeping her busy, he had helped her achieve a better work–life balance and more positive attitude to her leadership. She found that the more she contributed to Walter’s book, the more relaxed she became as a leader. But there was also a more far-reaching by-product to supporting

Walter's writing; she had an additional two years of knowledge generation in the area of adult consciousness and personality profiles. Walter had immersed her in his own knowledge and understandings about the influence of early childhood, parents, family dynamics, and the schooling environment, on the developing psyche of a child and its resulting impact on the older adult self. It had been an amazing gift, which she would appreciate for the rest of her life.

### **Vignette 6: Tests, Allies, Enemies**

She saw the benefits of her Q12 coaching journey with Walter and was able to build increasing levels of trust and engagement with her colleagues at Pirriwee Public School. However, despite her greater sense of purpose and confidence in herself, 2011 was to be a year where she came to realise who were her allies and resisters in her leadership journey.

From the beginning of 2011, she was increasingly tested by two out of her three Assistant Principals — one who would be retiring at the end of the year, and the other who had been newly appointed but who had such intense mood swings that none of the teaching staff found it easy to warm to her.

Both women were strong personalities who took an instant dislike to each other. It made for some very uncomfortable Executive meetings. Sheila, who had been Assistant Principal for the previous seven years, had very rigid attitudes about leadership and was very strict with not only her students, but also with staff. She had strong expectations about leadership loyalty, which had led to an active primary versus infants divide within the school. When Shanti had first arrived at Pirriwee

Public School, it was clear that the organisational dynamics had caused the third Assistant Principal, Keith Gardiner, who had been at the school for ten years and coordinated the Kindergarten to Year Two grades, to become deeply unhappy at the school.

Suzanne, the newly appointed Assistant Principal, had come from a large primary school and found it difficult to cope with a small school environment and increased leadership load. It was apparent from the start that she had traits of Oppositional Defiance Disorder, which often led to tense staff altercations at professional learning, staff and leadership meetings each week. Staff and parents found her difficult to deal with, and each week there was a new conflict or complaint about Suzanne that Shanti had to deal with.

On top of this, Shanti was also dealing quietly with ongoing resistance from parents who didn't support the idea of a coloured woman becoming principal at the school. Having replaced the previous principal, who was a 6-foot-2-inch ex-Rugby football player with a booming voice and authoritarian leadership style, it was initially difficult to build community trust with parents who were dismissive of multiculturalism.

Although on the surface she looked strong, Shanti found it difficult to have to prove her educational leadership merit on a daily basis. However, because she had been principal for a year, at least parents had stopped speaking louder or slower so that she could understand what they were saying! Small steps, she would say to herself, every afternoon she left the office. One small step for a principal, a giant leap for the school!

With so many issues percolating to the surface and the school culture increasingly impacted by the tension between Sheila and Suzanne, Shanti knew that she had to

begin to tackle the toxic culture and poor staff morale at the school. She took on board the learning gained from her mentor, Walter Bellin, and spoke with the executive staff about her vision to introduce a culture building program that would improve morale and create stronger K-6 connections amongst staff. It was her belief that if teachers engaged in the program and were given the skills to model it, that it would also create a proactive and positive student culture at the school.

After much research and talks with the executive and P&C, they agreed to introduce *The Leader In Me* program, a highly acclaimed international school program based on *The 7 Habits of Highly Effective People* by author, Stephen Covey. The P&C would fund \$30,000 to support the program and ensure it was properly integrated with the school's student welfare programs. This reflected trust in Shanti's leadership strategy and their belief in the program's benefits. Specifically, parents were proud that Pirriwee Public School would be the second NSW public school to implement the innovative 21<sup>st</sup> Century leadership program and believed their children would benefit from learning about the seven principles of emotional, organisational, strategic, spiritual and leadership intelligence.

Keen for *The Leader In Me* to kick-start a leadership and cultural paradigm shift at the school, Shanti made the decision to implement it across the whole school with staff and interested parents so that everyone could learn and grow together. But she soon found that Suzanne and Sheila were resistant to this strategy. Both saw it as a threat to their authority and felt it should only be made available to the leadership team. However, Shanti knew that if the program was to truly be given the chance to succeed and create transformational culture change, it had to be a bottom-up not a top-down approach.

Her school education director, Don Black, was enormously supportive of her leadership strategy. He became a trusted ally with whom she could have deep, robust conversations reflecting on her leadership experiences and future goals. He was someone whose feedback she trusted and he actively supported her vision for the school. More than a supervisor, he was a wonderful mentor and friend, who gave her faith in her abilities and highlighted the positive impact she was making as a new principal at the school.

In Term 1, *The Leader In Me* program was launched and all teaching staff and a group of P&C parents participated in two days of facilitation training with the Franklin Covey consultant. It was an extraordinary experience, with staff gaining insight into the importance of shared communication and respect, but also strategies to increase emotional intelligence, team building, culture change and effective leadership across the school. It gave Shanti, for the first time, a common language and set of expectations from which to build positive staff performance development and a vision for the school's future progress.

Staff and executive feedback after the program was incredible. They shared that they felt empowered as individuals and as leaders. It was an important first step for the staff culture and helped set up the beginnings of a distributed leadership approach across the school. It was immediately clear that staff and parents valued the program and had gained enormous personal and professional learning from the experience. Staff soon became keen on further enhancing their leadership capabilities, and as a result, a leadership mentoring group was established for interested or aspiring leaders at the school. A month after *The Leader In Me*, it was evident that the Assistant Principals and teachers were friendlier, more engaged and open in the

staffroom and at school meetings. Staff began to communicate with more respect and less aggression; they actively tried to model the seven habits with their colleagues, students and staff.

Much of the success of the seven habits was in helping staff to understand their personal mindsets, their ways of being in the world and how they operated with others. They began to understand that the seven habits helped people move from a dependence mindset, to independence and finally towards interdependence. They also recognised that for Pirriwee Public School to thrive effectively, as an aligned staff, they needed to use their personal and professional 'best' to work interdependently. It was an important first step in ending the classroom 'silos' across the school and to introduce team teaching collaboration.

As Term 2 progressed, teachers began to share proactively at staff meetings that they wanted to connect across the school, rather than operate in stage, primary or infants' groups. The staff culture had transformed so positively that they supported Shanti's suggestion to make the seven habits the basis of the school's new behaviour management program, *Positive Behaviour for Engaged Learning* (PBEL). The aim was to track and monitor the student welfare data across the year to pilot the integration of leadership values and student welfare together to see if it would positively impact on student behaviour measures, academic performance, parent engagement, staff culture and school performance.

It was around this time, after 18 months at being at the school, that staff stopped seeing her as the 'outsider'. Conversations no longer went hush-hush when she walked into the room. Now she was actively included in conversations and jokes. She was openly described as an innovative leader and empowering communicator



by the staff and parents ... a principal who was compassionate and caring of the students, staff and parents at the school. She also was on the receiving end of many positive staff comments that they were happier than they had ever been at the school. Even her Assistant Principal, Keith, personally thanked her for ending the toxic culture that had been at the school for seven years.

While staff enjoyed a period of immense discovery and connectedness, unfortunately Sheila and Suzanne perceived the changing staff culture as a challenge to their authoritative styles of leadership. Sheila became increasingly uncomfortable at staff meetings when other teachers started to speak up and share project ideas that encouraged greater K-6 staff collaboration. Keith, in contrast, saw it as the first opportunity for the staff to acknowledge and honour each other as equals. As a result of the program, Sheila gave notice that she would retire at the end of 2011.

Coincidentally, only six months into her tenure as Assistant Principal, Suzanne Boyd discovered she was three months pregnant and also gave notice that she would leave the school at the end of 2011 for indefinite maternity leave.

Shanti began Term 3 with a renewed sense of excitement, privately celebrating the future departures of Sheila and Suzanne. She saw it as a time of exciting change and a period of optimism. For the first time, Shanti began to feel that her vision as a principal would actually be realised. She was delighted that with their departure, the positive culture at the school would have the opportunity to fully thrive and she knew that with Sheila's departure, Keith would finally be given the professional respect he deserved from staff.

By the end of 2011, after a year of *The Leader In Me* program and integration with the Positive Behaviour for Engaged Learning program, it was very clear that the

culture of the school had changed for the better. The leadership program had effectively supported personal and collective culture change to benefit students,

As a leader, Shanti wanted to explore how feedback and reflection was critical to her ongoing development of a leader. In order to put her PhD research into practice, she asked her staff to participate as evaluators in a 360-degree leadership survey on her. Her aim was to provide a voice to everyone she worked with and to increase their engagement in her leadership. The Leadership Circle Profile was administered to all staff in June, 2011. Initially apprehensive, because she had only been at the school for 18 months, she was blown away by the positive evaluator ratings of her leadership. Despite feeling personally challenged on many occasions by Sheila, Suzanne and a small handful of parents, she realised that the majority of staff at Pirriwee Public School supported her leadership. She was making a difference as a leader that was appreciated by the staff and was travelling in a positive direction.

In reflecting on her leadership profile results, she saw the benefits of the Q12 coaching program and *The Leader In Me* program and how they had helped her facilitate increasing levels of trust, alignment and engagement from all staff at Pirriwee Public School. In reading through the comments and leadership ratings, she realised that her staff had become her allies because of their participation in *The Leader In Me* program. It had been a catalyst for staff to realise their personal motivation as teachers and to understand her values and vision as principal for the school. More importantly, it had helped them to realise that they also shared the same dreams for the school. It was affirming for her to see that the criteria they valued in leadership were the same as hers. As a result, she appreciated their

rankings and comments that she had grown into a leader they appreciated and respected.

It felt like the culmination of a journey where, no matter the enemies and tests Shanti had experienced, in the end she had gained allies and in doing so, had collected a range of leadership experiences to explore in her PhD research. As she came to end of her second year as principal at Pirriwee Public School, she increasingly saw the importance of emotional intelligence, leadership consciousness, and organisational culture. By looking at the shift in school culture and performance results, she felt ready to continue her leadership journey in 2012 and to champion a holistic model of education. One where teachers and school leaders would have the opportunity to strengthen their exploration and potential of IQ, EQ and SQ in their daily work life; and to develop a school environment where students would experience a 21st Century curriculum that not only developed their academic capabilities, but also their emotional intelligence, creativity and moral character, to be successful global citizens.

For Shanti, it was an affirmation that her research into leadership and organisational culture was on track. She knew that *The Leader In Me* had done more in two days for her staff than she could have achieved in two years. Supporting people in growing cognitively, emotionally and spiritually, she now realised, was essential to creating organisational trust, innovation and shared alignment in a school culture.

## Chapter 3: Integrative Approaches to Leader Development

In this chapter, I introduce a new and emerging field of literature which focuses on integrative approaches to leader development (Day, 2000, 2011, 2012, 2016; Day & Antonakis, 2012; Day et al., 2014; Day & Harrison, 2007; Day et al., 2009).

Influenced by alternative Eastern and Western paradigms on leadership, as well as contemporary leadership research from educational, army and corporate settings, this chapter looks beyond the traditional educational leadership literature to propose a new paradigm for principal preparation in Australia.

This chapter builds on the cross-cultural and theoretical foundations of constructive adult development theories to highlight the contrasting agendas of leader and leadership development. I contend that the current and historical focus of principal preparation programs in Australia have been based on ensuring participants know, learn and deliver leadership accountabilities prioritised by their education systems. However, this approach to principal preparation has not led to the self-improving and self-sustaining systems leadership results espoused by the mainstream literature (Hargreaves, 2010, 2011, 2012; Hopkins, 2007; Hopkins et al., 2014; Leithwood et al., 2020; Pont et al., 2008; Schleicher et al., 2012). Instead, it has contributed to the Australian challenges of decreasing principal wellbeing and declining principal recruitment, as discussed in Chapter 1. As a solution, I propose that we flip the focus on leadership development to incorporate a dual approach that integrates an important emphasis on inner leader development and efficacy.

Integrative leader development, the term used to describe the key themes underpinning the research developed by Day et al. (2009), is used to guide both a

theoretical and practical evidence-base from which to evaluate the influences that promote leadership readiness, expertise development and learning acquisition. As outlined in Chapter 2, this paradigm of leadership is underpinned by constructive adult development theory from both Eastern and Western perspectives. Charles Alexander's ground-breaking research (Alexander et al., 1997; Alexander et al., 1987; Orme-Johnson, 2000; Orme-Johnson et al., 1989) which integrated the Ancient Indian Vedic framework with Piaget's theory of cognitive development (Piaget, 1932) and Kohlberg's moral reasoning framework (Kohlberg, 1964), established a transdisciplinary framework for child, adolescent and adult development used in the area of psychology.

Jane Loevinger, who was also influenced by the literature on ego development (Erikson, 1963; Sullivan, 1953), expanded on this research to develop a psycho-cognitive framework and the Washington Sentence Completion Test (Hauser, 1994; Head & Shayer, 1980; Loevinger, 1993a, 1993b, 1998; Loevinger et al., 1970; Loevinger & Wessler, 1970) to support the psychological profiling of students and young adults in high schools, universities and prison systems. During the 1990s and 2000s, Loevinger's framework was extended into the fields of organisational psychology and leadership through the academic collaboration of Ken Wilber, Robert Kegan, William Torbert, and Susan Cook-Greuter (Cook-Greuter, 1999; Kegan, 1982; Torbert, 2000; Torbert et al., 2010; Wilber, 2000).

This newly established research field, often called The Integral School of Leadership, continues to evolve and expand (Csikszentmihalyi, 2008; Day, 2000, 2011, 2012; Day & Antonakis, 2012; Day et al., 2014; Day & Harrison, 2007; Day et al., 2009;

Harung et al., 1995). As a relatively new research focus, its theoretical and practical application is gaining awareness across organisational and educational contexts, but at this stage, the infancy of this research field makes it difficult to critique. Despite this, the research implications of this school of leadership have the potential to introduce innovative leadership training methods that recognise the importance of career-span leader development. With mainstream leadership literature typically focused on Western paradigms, it is timely to embrace a globally inclusive and cross-cultural leadership approach.

Lim and Chapman (2002, p. 30) define the difference in Western and Eastern leadership approaches. They describe Western approaches as pragmatic and externally focused on the survival and growth of organisations through effective leadership. While a focus of Western organisations may be a leader's capacity to influence others towards the achievement of goals and desired outcomes, in contrast, traditional Eastern leadership approaches are more relational, with an emphasis on leader-follower dynamics. Lim and Chapman (2002, p. 33) observe:

Eastern leadership has not received the same intense scrutiny that has been directed towards Western leadership approaches, particularly during the past century ... [Eastern] leadership is essentially about the development of the relationship between a leader and his/her followers. The leader is sensitive to his/her followers' morale, establishes good relationships, and exerts an effort to resolve the tension or conflicts among them ...

To put it succinctly, Western paradigms exemplify a focus on 'leadership development' and the attainment of best practice standards to achieve organisational goals. Eastern paradigms, as evident from historical writings on leadership from the Vedic frameworks, Bhagavad Gita, Confucianism, and Taoism, reinforce the concept of inner leader development for the benefit of others. While it is interesting to note the contrast in Western and Eastern paradigms, it is clear that a dual focus on 'leader' and 'leadership development' to support the capacity-building and growth of current and future leaders is beneficial for all.

### **Differentiating between leader and leadership development**

From the early beginnings of the Great Man Theory in the 1840s, when Thomas Carlyle first propounded that leaders were born with innate talents that could bring greatness to the world, the development of leadership theory over the past 200 years has remained consistent in its intention to understand the role, nature and influence of leaders. Much of modern leadership literature has emerged from the philosophical underpinnings of Trait Theory (Stogdill, 1948), where it was first argued that: a) leadership qualities or traits can be acquired, and b) certain identifiable qualities or characteristics are unique to leaders.

Leadership researchers, including Bennis and Nanus (1985), Stogdill (1948) and Zaleznik (1977; 2005) progressed deeper understandings of the role of leaders and their influence on followers and organisational culture through the notion of transactional, charismatic and transformational styles of leadership. More recently, educational leadership research has focused on distributed (Harris, 2003; Harris et al., 2015; Leithwood et al., 2020) and instructional leadership (Hattie, 2015b;

Robinson et al., 2008) styles; however, the main emphasis of leadership training programs has been on how leaders develop the necessary traits for organisational effectiveness.

Add to the mix the paradoxical challenge of building an aligned organisational culture (Kotter, 2001, p. 7) through the use of leadership power or influence, and the field of leadership research could be described as a terrain of “false starts, incremental theoretical advances and contradictory findings” (Day & Antonakis, 2012, p. 1). In analysing the numerous studies, it is immediately apparent that conflicting leadership and organisational approaches not only have the potential to confuse aspiring or experienced leaders, but also contribute to unrealistic expectations on how to develop organisational knowledge, skills and understandings as a leader.

There is a wide body of leadership research on the development and history of leadership theories, which have progressed from trait theory to contemporary schools of leadership (Bass, 2008; Day, 1997; Gardner, Lowe, Moss, Mahoney & Coglisier, 2010; Lowe & Gardner, 2000; Van Seters & Field 1990); but much of the academic literature in this area focuses on the differences between theoretical constructs and definitions of leadership qualities or organisational effectiveness. Little research has been published that showcases the progression and variances in leader development approaches or studies evaluating the impact of each theory on delivering improved leadership or organisational effectiveness. As Day et al. (2009, p. 5) write, “a good deal of work has been dedicated to defining leadership and delineating effective leadership, yet little attention has been dedicated to its development”.



Leader development is defined as the "expansion of a person's capacity to be effective in leadership roles and processes" (McCauley et al., 2006, p. 2).

Understanding leadership roles and processes is essential if leaders are to be effective in setting organisational directions, creating cultural alignment, and sustaining shared collaboration and commitment with their teams. Flipping the focus from the 'what' of leadership to the 'how' and 'why' of leader development brings greater perspective and balance to the application of leadership theories and their practical contribution to the leadership field (Day et al., 2009, p. 5).

According to Day (2000), it is imperative for leadership programs to develop individuals' social knowledge, skills, and abilities associated with formal leadership roles. The shifting global landscape of the 21<sup>st</sup> Century Knowledge Era (Uhl-Bien & Marion, 2008) has forced educational systems and schools to operate in "highly volatile contexts that are much more dynamic, uncertain and knowledge-intensive than in the past" (Schreiber & Carley, 2008, p. 292); thus, school leaders are expected to adapt their mindsets and capabilities to handle increasing complexity, implement change, manage uncertainty, and influence organisational and cultural dynamics (Lichtenstein et al., 2006; Lord, 2008; Marion, 2008; Plowman & Duchon, 2008; Schreiber & Carley, 2008; Schwandt, 2008; Uhl-Bien & Marion, 2008; Uhl-Bien et al., 2007).

Day et al (2009) argue that definitions of leader and leadership development have contrasting agendas and end goals. Historical misunderstandings, they believe, have led to ambiguity in training approaches, resulting in leadership skill development which ignores the social interactions or organisational environments in which

leadership operates (2009, p. 583). The authors define leader development as enhancing the capacity of individuals to engage successfully in the leadership tasks and roles in an organisation, focusing on developing individual knowledge, skills, and abilities related to leadership (Day, 2000; Day et al., 2009). In their definition, ongoing adult learning and identity development are crucial foundations from which to develop programs that support leadership readiness and expertise.

The difference between leader and leadership development are based on the type of leadership capital each prioritises and develops. As evident from the summary of differences (see Table 3.1 below), both approaches aim to build leadership capabilities associated with the required capital. Where leadership development focuses on social capital, relational and interpersonal skills, leader development focuses on human capital and intrapersonal competencies. Together, both foci are needed to support the growth and development of a highly effective 'whole' leader.

**TABLE 3. 1 DIFFERENCES BETWEEN LEADER AND LEADERSHIP DEVELOPMENT**  
(Source: Day, 2000)

<b>Development Target</b>		
<b>Comparison Dimension</b>	<b>Leader</b>	<b>Leadership</b>
<b>Capital</b>	<b>Human</b>	<b>Social</b>
<b>Leadership Model</b>	<b>Individual</b> <ul style="list-style-type: none"> <li>• Personal power</li> <li>• Knowledge</li> <li>• Trustworthiness</li> </ul>	<b>Relational</b> <ul style="list-style-type: none"> <li>• Commitments</li> <li>• Mutual respect</li> <li>• Trust</li> </ul>
<b>Competence Base</b>	<b>Intrapersonal</b>	<b>Interpersonal</b>
<b>Skills</b>	<b>Self-awareness</b> <ul style="list-style-type: none"> <li>• Emotional awareness</li> <li>• Self confidence</li> <li>• Accurate self-image</li> </ul> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Self-control</li> <li>• Trustworthiness</li> <li>• Personal responsibility</li> <li>• Adaptability</li> </ul> <b>Self-motivation</b> <ul style="list-style-type: none"> <li>• Initiative</li> <li>• Commitment</li> <li>• Optimism</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Political awareness</li> </ul> <b>Social Skills</b> <ul style="list-style-type: none"> <li>• Building bonds</li> <li>• Team orientation</li> <li>• Change catalyst</li> <li>• Conflict management</li> </ul>

Table 3.1 highlights how the intrapersonal competencies of human capital — which include self-awareness (e.g. emotional awareness and self-confidence), self-regulation (e.g. self-control, trustworthiness, adaptability), and self-motivation (e.g. commitment, initiative, optimism) — are the essential building blocks that support positive leader identity formation, peak performance, emotional resilience and greater personal fulfilment in the workplace. According to Day et al. (2009) and Csikszentmihalyi (2008) the intrapersonal competencies associated with leader development support not only growth mindsets, but also higher motivation, leadership resilience and the ability to ‘bounce back’ from career setbacks.

Based on my own leadership experiences and observations, fostering the qualities of human and social capital in school leaders remains a neglected and unexplored area in NSW principal development programs. Balancing intrapersonal competencies (linked to human capital) with interpersonal competencies (linked to social capital) is key to a leader’s influence and impact. The ability to generate shared trust, respect, and relational connections between leaders and followers is formed through relational social capital exchanges, which validates joint practice approaches inclusive of both leader and leadership development. As these attributes are critical to ongoing leadership success, it is recommended that skillsets relating to both human and social capital are embedded as core foundations in educational leader development programs.

## **Key Themes Underpinning Integrative Lifespan Leader Development**

Day et al. (2009) provide a comprehensive synthesis of over 100 years of leadership research in their book, *An Integrative Approach to Leader Development*. Based on

their meta-analyses, they propose an integrative, lifespan approach to building leader expertise, identity development, and adult development.

Their approach encourages deeper reflection about the nature and purpose of leader and leadership development by asking us to pose the critical question, ‘what actually needs to develop?’. The authors argue that traditional leadership learning focuses on “surface-level development of leadership skills and competencies” instead of “core-levels of adult development and identity processes” which accelerate leader development and expertise (Fink, 2009, p. 1). With this observation, Day et al. (2009) have been instrumental in pioneering new leadership perspectives and processes to address the gaps in historical and traditional approaches.

The authors suggest that a focus on expertise and expert performance, identity and self-regulation processes, and adult development can accelerate leader development by deepening individual and organisational understanding of the role of leadership. These three areas, they believe, build self-concept, motivation, and ongoing learning engagement across the lifespan of a leader. An overview of each theme is outlined below.

### **Theme 1: Expertise and Expert Performance**

Being an effective leader is the skillset of being able to draw from “a repertoire of skills and higher order competencies” that take time, intense practice, and deliberate learning to master (Day et al., 2009, p. 172). Defining expertise and expert performance comes down to the gap between what is optimally and typically actioned in a leader’s daily work life. The distinction between typical and optimal

performance provides insights into career developmental trajectories, as well as the intrinsic and extrinsic motivations exhibited by a leader in the workplace. How these influence leader development initiatives is based on the relational and organisational contexts that impact leader-follower dyads, team dynamics, and organisational performance culture.

Although leadership theorists debate the efficacy of competency approaches in leader development, Day observes that we cannot deny such models help individuals by “outlining a leadership framework that can be used to (a) to help select, develop, and understand leadership effectiveness and (b) as a basis for leadership training and development initiatives within an organisation” (Day, 2012, p. 119). While critics may argue against a one-size-fits-all emphasis on competency frameworks, claiming they defy “logic, experience, and data” (Hollenbeck, McCall, & Slizer, 2006, p. 399), they are the typical methodology used to support educational leadership programs.

Recent innovations in the design of corporate leadership programs have led to the inclusion of personalised capability-building processes rather than a focus on generic, competency-based standards and skillsets. These new approaches focus on the growth of individual capabilities (Van Velsor, McCauley, & Ruderman, 2010) to strengthen leadership skillsets relating to self-management, social exchanges and work facilitation. Such an approach would be helpful for principal training programs so that leaders are successfully prepared to thrive from day one on the job. These personal capacities would also help address the issues of declining principal wellbeing and negative perceptions of the principal role, as described in Chapter 1.

While the contemporary debate on generic leadership competencies or personalised capacity building continues, Lord and Hall (2005) and Day et al. (2009) affirm that leadership is a combination of personal and organisational skillsets that can be nurtured and developed. This perspective bridges the gap between the historical trait theory concept that 'leaders are born' and the constructive adult development viewpoint that 'leaders can be developed'. The latter helps us to better understand the complexity of career-span leader development, which recommends differentiation in skills training and the consideration of the time needed to develop expert performance.

Day et al. (2009) propose that expertise development and expert performance spring from talent building programs that support leadership readiness and contextual understanding. The research reinforces that leadership learning and joint-practice development in the work environment must equally provide the guidance, motivation and time needed for expert skills acquisition. A longitudinal focus in expertise development is required to underpin and guide educational leadership training programs so that the motivation (extrinsic and intrinsic) to practise leadership skillsets is mastered and used continuously to become retained. Day et al. write (2009, p. 53):

The importance and relevance of time takes several forms: (a) understanding developmental changes of leaders across their careers; (b) predicting when certain experiences, assignments or other interventions are most likely to be effective in enhancing leader development, and (c) understanding and

shaping the developmental process that occurs during a given experience, assignment, or intervention.

When leader development is acknowledged as a multilevel process (Csikszentmihalyi, 2008; Schreiber & Carley, 2008; Schwandt, 2008; Uhl-Bien & Marion, 2008; Uhl-Bien et al., 2007; Vallacher & Nowak, 2008; Van Velsor, 2008; Vittersø, 2000), which encompasses intra-individual (within leader) and inter-individual (between leader) skills and competencies, it helps us to understand the dynamics, challenges and constraints of developing leadership readiness and expertise. This is essential to support the design, not only of future principal preparation programs, but also of ongoing leadership training for experienced and expert leaders.

## **Theme 2: Identity and Self-regulation Processes**

A key premise behind integrative leader development is the belief that leadership identity formation is equally as important as the acquisition of leadership skills and expertise. A leader's identity — which includes their personality, values and motivations — guides effective leadership behaviours and relationships. It is critical to the success of leadership skills development, because understanding the role of individual differences recognises the “multidimensional nature of leadership behaviours and the possible differential contribution of cognitive versus social abilities in the prediction of leadership performance” (Chan & Drasgow, 2001, p. 481).

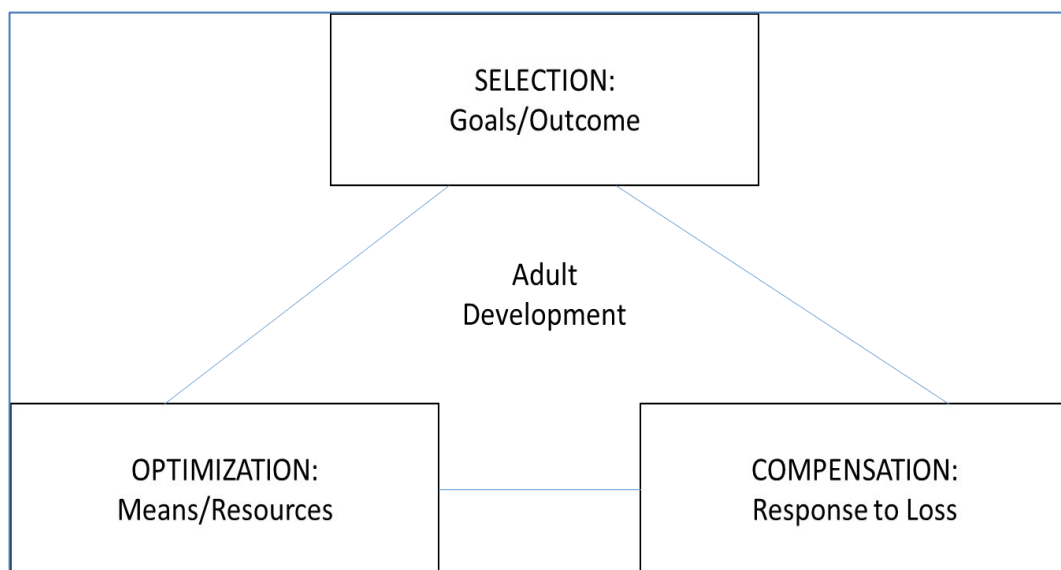
Identity can be defined as a person's self-concept. It includes how a person perceives themselves in relation to others and their environment, and is influenced by their values, beliefs, and societal norms (Bronfenbrenner, 2005; Erikson, 1963). Leadership identity also includes the "integration of various components of oneself, one's sub-identities" (Day et al., 2009, p. 57) and "possible selves" to support the aspects of self we want to develop or optimise, or to compensate when loss is experienced (Baltes & Carstensen, 2003; Carstensen, Fung, & Charles, 2003). More than providing the motivation to lead, positive leader identity spirals of development act as a catalyst for individual perseverance and the internal resources needed to achieve leadership mastery. An important aspect of developing the disciplined persistence needed for elite levels of leadership performance is self-regulatory strength, which links to "identity-development spirals and the determination to achieve higher levels of development as a leader" (Day, 2012, p. 122).

The significance of self-regulation on leadership efficacy relates to the way leaders grow and mature through career gains and losses. To address the gain-loss challenges of life and leadership experiences, integrative leader development supports the use of a "selection, optimisation and compensation" process (Day et al., 2009, p. 216) to reinforce ongoing adult leadership development and transformation. Selection–optimisation–compensation processes are defined as (a) *selection* of goals and desired outcomes, (b) *optimisation* through the use of goal-relevant resources, and (c) *compensation* "in the form of response to loss of means and the use of alternative means to maintain a given level of functioning when specific goal-relevant means are no longer available" (Day et al., 2009, p. 216). It is interesting to note that currently, no educational leadership literature exists on how principals learn



and acquire leadership expertise; therefore, exploring the research on expertise development (Day et al., 2009) could play an important role in future research on the impact of principal preparation programs.

The selection–optimisation–compensation metamodel (Figure 3.1) is based on the assumption that humans continually evolve from birth until old age, and those who manage these changes successfully do so by reflecting on their goals, incorporating the resources needed to help them achieve and learning how to respond to loss (Baltes & Carstensen, 2003). Not only does the selection–optimisation–compensation metamodel support lifespan change and development, it is also a strategy that assists adult self-regulation and leadership learning.



**FIGURE 3.1 SELECTION– OPTIMISATION– COMPENSATION METAMODEL (DAY ET AL., 2009, P. 216)**

The use of selection–optimisation–compensation accesses the zone of proximal development (Vygotsky, 1962, 1978), which informs what a person is capable of doing independently, and how they can progress with psychological and learning support. The process supports leadership readiness, self-regulation, and identity

formation, in alignment with the developmental trajectories of a leader at aspirational, novice, experienced, and expert levels (Baltes & Carstensen, 2003). Applying the selection–optimisation–compensation metamodel accelerates leader development, as it guides leaders in learning how to enter new leadership settings and participate in new roles, work activities, or patterns of interrelationship. By integrating identity formation and self-regulation strategies formally into the learning experience, leaders have authentic opportunities to engage in extended and differentiated leadership practice. Through encouraging this exploration in their own leadership context, they are more able to participate “in activities that reveal the properties of, sustain, or restructure that environment at levels of similar or greater complexity in form and content” (Bronfenbrenner, 1979, p. 288).

To summarise, Day et al. connect a leader’s self-awareness with their ability to cultivate the relational skills needed to generate mutual trust, respect, and commitment within leader-follower dyads and organisational teams. They emphasise the dual importance of shaping leader identity and self-awareness in leadership programs to enhance leader readiness, engagement, and mastery of leadership skills. As leaders mature and evolve, so too do their world views of themselves change. In turn, this influences the repertoire of skills leaders use to drive change, work with others, and contribute organisationally.

### **Theme 3: Adult Learning and Development**

According to Day et al. (2009), leader development occurs through ongoing adult development. Adolescent development, which is biologically driven in growth and maturation processes, is separate to ongoing adult learning and development, where individuals actively choose areas of interest and gain expertise through knowledge

acquisition and experience. Bringing this perspective to the context of leadership learning and development recognises that a person's interest and motivation determines the extent to which they address areas for improvement or maximise their skillsets to enhance skills development.

Integrative approaches to leader development and adult learning align with the philosophical roots of the German school of Bildung theory (Von Humboldt, 1793), John Dewey's writing on pedagogy (1938), and the contemporary literature on andragogy (Knowles, 1984; Knowles, Holton, & Swanson, 2005). In Bildung Theory, education is seen as a tool for the moral, cultural and lifelong development of an individual, with the goal of contributing to the greater good of society (Bauer, 1997; Kim & Zimmerman, 2017; Lüth, 2000; Vásquez-Levy, 2002; Von Humboldt & Horton-Kriiger, 2000). Similarly, Dewey's underlying belief was that education should not focus on the acquisition of pre-determined skillsets, but on the realisation of one's full potential. Like the philosophy of Bildung Theory, Dewey envisaged the incorporation of critical reflection and purposeful autonomy (Nickel, 2007) in the learning process shared by teachers and students. This practice is lacking in NSW principal preparation programs; instead, the focus on professional standards and pre-established leadership skillsets has resulted in compliance-driven learning activities.

Day et al. (2009, p. 41) suggest that ongoing adult development is influenced by epistemic cognition (knowledge about our knowledge making), moral reasoning (how individuals determine what is right or what is wrong) and identity formation (the beliefs an individual holds about oneself and the responses of others to them).

Incorporating these elements effectively into leadership skills training is the key to acquiring the necessary knowledge, skills, and understandings for leadership. It calls for a system-wide shift in learning paradigms, from pedagogy to andragogy. Knowles (1967), the ‘father of andragogy’, proposed an integrative framework for adult learning that recommended placing the learner at the focus of the learning process, understanding the internal motivations of the learner, and shifting the responsibility for learning away from formal instructional curricula towards more personalised and reciprocal approaches. Modern interpretations of andragogy promote professional learning opportunities that incorporate individual needs and embed authentic experiences in a social learning environment as the key to effective leadership training (Schwandt, 2005).

According to Knowles, Holton, and Swanson (2005) and Blevins (2014), andragogy premises six principles for adult learning (see Figure 3.2). These include:

1. The learner’s need to know — this reinforces that adults must understand why they need to learn new information before it is delivered.
2. Self-concept of the learner — this acknowledges that adults are ultimately responsible for their own lives and are self-directed.
3. Role of the learners’ experiences — this supports the adult learner drawing upon experience and connecting to new education.
4. Readiness to learn — this incorporates the state of readiness for adults to new learn concepts they need to use.
5. Orientation to learning — this encourages learning experiences that are contextual and support active problem solving by the adult learner.

6. Motivation to learn — this includes intrinsic and extrinsic motivations; for example, internal pressures (self-esteem, quality of life) may be higher motivators for learning than external motivators (job, salary).

Adult learning is more effective (as illustrated in Figure 3.2) when it focuses on the entire process of knowledge and skillset acquisition, rather than on the teaching of specific content. Lindeman's (1926) research, which foregrounded the principles of andragogy developed by Knowles (1967; 2005), remains relevant when reviewing the strengths and limitations of current NSW educational leadership training programs.

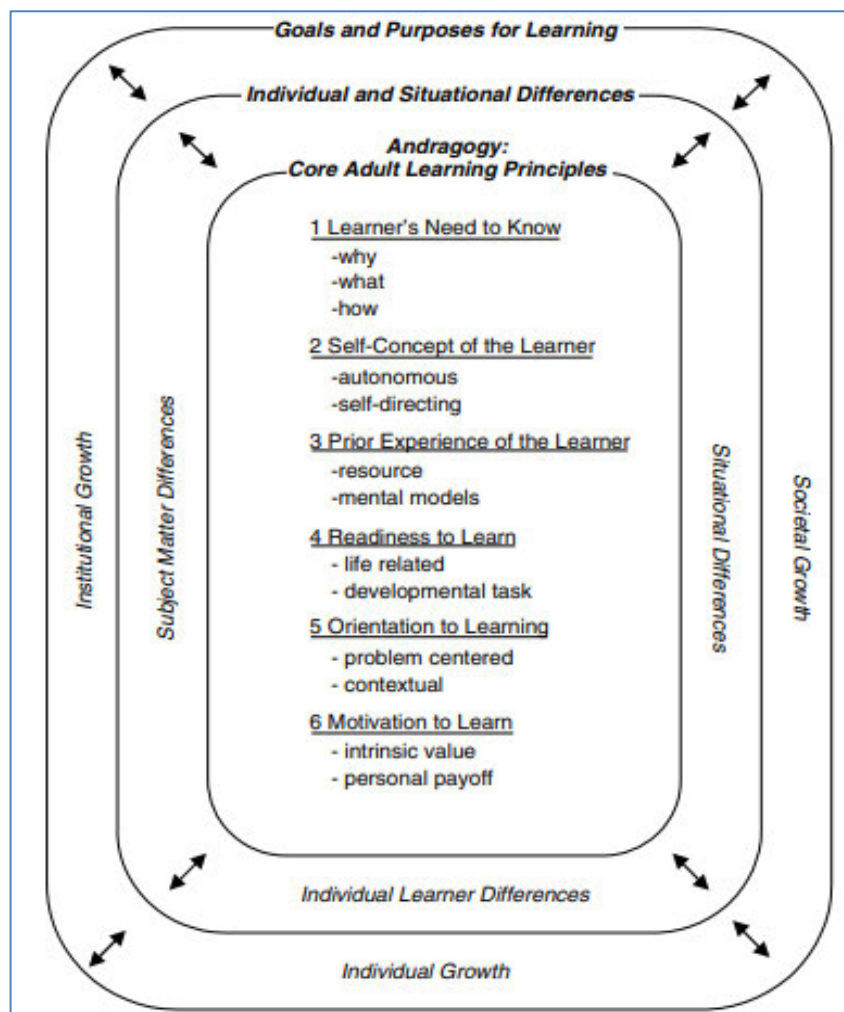


FIGURE 3. 2 ANDRAGOGY IN PRACTICE (KNOWLES, HOLTON, AND SWANSON, 2005, P. 4)

It is my assessment that the newly launched NSW School Leadership Institute's (NSW Department of Education [NSWDoE], 2020b) focus on reform-driven curricula does little to cater for the internal or intrinsic development of leaders. The limitation of such competency-based approaches results in novice leaders who are ill-prepared for the complexities of the principal role. Duignan (2004) highlights the ambiguity that stems from the emphasis on corporate management values, strategies and practices in leadership programs, which contrasts with the values-based leadership approaches needed for principals to engage with their school communities. Over a decade ago, Gronn (2003) suggested new approaches for the design and distribution of Australian educational leadership programs to reduce disengagement of the profession and to address the issue of principal supply, but despite these recommendations, little appears to have changed in the delivery of these programs.

If we acknowledge Knowles' (Knowles et al., 2005) and Lindeman's (Brookfield, 1984; Lindeman, 1926) research contributions, that adults are motivated to learn when they are able to connect leadership learning experiences to their personal and professional needs and interests, then this should be the starting point for principal preparation activities. If adult learners are oriented towards life-centred learning, then this should be the avenue for adult learning experiences — not the traditional focus on leadership criteria and organisational standards. If we recognise that career experience is a powerful source for adult learning, then a key methodology for leadership programs could be the reflective analysis of experience as a way forward in developing alternatives and possibilities.

As discussed in Chapter 1, the challenge of principal supply and increasing workload has impacted on succession planning and principal preparation programs across Australian states and territories. Current approaches and decade-long system reforms have not improved the situation. A strength of integrative approaches to leader development is the enrichment of self-awareness, self-regulation, the relational skills of empathy, and higher order mental modes to creatively problem-solve in complex situations. By accepting that adult learners have a strong motivation to be self-directing, then the role of leadership facilitators could be to engage in a process of mutual inquiry to support quality professional reflection on knowledge acquisition, and ongoing evaluation to embed new learning into sustainable practice. In acknowledging the adult learning continuum and individual differences based on age and career experience, leadership development programs could benefit from differentiating professional learning delivery on the basis of facilitation style, time, mode, and pace of learning.

## **Research Implications for this Study**

This literature review considers the key challenges facing aspiring and current educational leaders, highlighting the importance of integrative approaches for leader development. This growing body of alternative research literature illustrates a new paradigm from which to review contemporary leadership preparation and practice.

The key research themes that have emerged from Chapters 1 to 3 are:

- The current challenges impacting on educational leaders, such as high rates of principal retirement, inadequate succession planning, and the data on the decline of principal wellbeing;

- The historical ambiguity associated with traditional approaches to leadership development;
- The relevance of integrative approaches to support leader identity formation and expertise development.

In the following chapter (Chapter 4), I will detail how dendritic crystallisation (Ellingson, 2009, 2014) is used in this research study to explore multiple perspectives, experiences and genres of leadership. To build upon the research themes explored in this literature review, it is intended that the research cases in the following chapters will provide insights into leadership development and expertise, leader identity formation, and leadership influence.



## Interlude IV: Becoming Me

### Vignette 7: Approach to the Inmost Cave

As the school holidays ended and she prepared for the School Development Day for staff at the start of Term 1 in 2012, Shanti felt incredibly lucky that she had had the opportunity to introduce *The Leader In Me* program in 2011. She would forevermore value the importance of leadership and culture building as two key components to establishing a highly effective and values-driven school environment. On the basis of the foundations set up in 2011, she utilised the personal and collective knowledge shared by the staff to embark on a new journey for the school. Their next step would be to introduce the Northern Sydney Region's Education Office's pilot project, *Imagination First*, in 2012, which the new Year 6 students were excited about introducing to the school.

The project gave the students enormous latitude and freedom to explore their student-led ideas and to learn leadership coordination skills. Their motto was to 'Dream together. Design Together. Make a Better Future Together', with the aim of creating a legacy at the school that would be remembered when they were grandparents. It also gave them opportunities to enhance their leadership capacity through peer collaboration across K-6 classes to make the 7 habits engaging for all students at the school.

Implementing *Imagination First* across the whole school — so that every child and teacher from Kindergarten to Year 6 could experience its magic — introduced a dynamic and socially collaborative whole school learning experience that not only encouraged every child to have an active voice in the school, but also taught them

how to use the 7 habits practically to support team building, positive peer culture and effective project management skills. The Year 6 students modelled creative and collaborative thought leadership — everything that the Melbourne Declaration (Ministerial Council on Education, 2008) espoused.

From the student perspective, the *Imagination First* case study highlighted the power of student voice, engagement, and co-design in the school's leadership and organisational processes. Throughout the 2012 year, students effectively designed two whole school projects to enhance the values and culture of the school. It powerfully taught students a growth mindset process to take any project from concept to design, to implementation and action.

The biggest highlight of working on the *Imagination First* pilot for Northern Sydney Region was that Pirriwee Public School's innovative approach was recognised nationally when they were asked to present their journey at the Australian Gifted and Talented Conference (2012). It was an amazing acknowledgement of the Imagination Team's effort and helped pave the way for future innovation at the school.

During this time, Shanti felt like she was in her 'creative element'. As principal, she had grown in confidence during her three years at Pirriwee Public School, and was delighted that parents and other principals were starting to view her as a strategic leader who was committed to improving school culture, student engagement, and academic performance. Her School Education Director, Don Black, could see that she had worked hard to turn around what had been a toxic culture with low staff morale, to a thriving and dynamic learning community where students, staff, and parents worked together with a common purpose to support Pirriwee Public School.

In 2012, she had also been given the unique opportunity to be elected as the Northern Sydney Principal representative for the NSW Department of Education's Educational Measurement Reference group. This role was a major catalyst in inspiring her to re-think her contribution as an educational leader. The most exciting aspect was working with the Director, Edgar James, and the Assistant Director, George McCallum.

They were exceptional educators who were absolutely committed to transforming public education and enhancing student engagement and learning for a 21<sup>st</sup> Century context. She looked forward to each term's reference group meeting and enjoyed the growing rapport developing between both directors and herself. She soon grew to learn that they equally valued her research contributions to the group discussions, when she was asked to be one of three principals to trial their draft school plan model. This new template had been developed by Edgar James to re-think school improvement strategies, holistic improvement measures, and future-focused progress evaluations. His aim was to streamline whole school improvement processes with annual progress evaluations to enhance school culture and community ownership for transformational change. By embedding a five-step implementation process into the template, Edgar designed an innovative scaffold to lift a school's educational and organisational culture, which was supported by the aligned implementation and evaluation design process to monitor the achievement of key milestones.

After successfully trialling the draft School Plan at Pirriwee Public School and developing professional learning resources to assist the release of the new school plan, she was invited to co-facilitate new School Planning workshops across the

state with Edgar and George, to support the Empowering Local Schools educational reform. It was a golden opportunity to work with two mentors whom she enormously valued and who had helped her grow as both an educator and a leader.

In reflecting on this time, she knew that she had been given a once-in-a-life professional opportunity. She had been incredibly lucky to have worked with two outstanding educational leaders who saw the value of her PhD leadership research. They actively encouraged her thinking and contribution to the design of the state guidelines and resources for state schools. For Shanti, it brought together her two worlds of leadership and research. She began to realise that she had an opportunity to make a difference in education — that there was the possibility that her leadership research and culture change strategy might be valued by the public education system.

## Chapter 4: Methodology

This study explores the journey that six principals have taken as they progressed from novice to expert leaders. In conducting this research, my aim was to gain deep insights and reflect on their career-span experiences to understand the development of their leadership identity, expertise, and influence. This chapter introduces the collective, mixed-method case study and the dendritic crystallisation methodology (Ellingson, 2009). It details the non-quantitative and quantitative strategies used to gather information, as well as the analysis of the leadership narratives.

This inquiry approach gave me the scope as both a researcher and an experienced principal to navigate and understand the broad terrain of leadership by delving deeper into the “expressively patterned” (Eisner, 1978, p. 198) and intricate experiences of school leaders. Ellingson (2009) defines qualitative methods as an opportunity to “illuminate both the ordinary within the worlds of fabulous people and events and also the fabulous elements of ordinary, mundane lives” (p. 1). This replicates my research goal to explore contemporary leadership theory and practice.

The participants in this study have been recognised as successful change agents and educational leaders who demonstrate a rich tapestry of leadership thinking, educational theories, and professional practice. Their reflections on national and state reforms impart real-world understanding of how leaders are influenced by educational policies and changing curricula to shape leader-follower dyads and school culture.

Reflecting on Ellingson's (2009) statement about qualitative research illuminating the ordinary, my aim was not only to reflect on the individual lives of each leader, but to establish their contexts and constraints within a broader platform of understanding leadership and its development and evaluation. It was intended that juxtaposing the "ordinary and mundane" with the illumination of the "fabulous" would help me better understand the nature of educational leadership through this study (Ellingson, 2009, p. 1).

## **Choosing a Methodology Within Qualitative Research**

After selecting a qualitative research approach, my next step was to identify the methodology that would best suit exploration of the research questions. I chose a collective mixed-method case study methodology. Inspired by Richardson's initial exploration of crystallisation as an alternative to triangulation in qualitative writing (Richardson, 2000; Richardson & St. Pierre, 2005), Ellingson (2009, p.4) expanded my understanding of crystallisation:

Crystallisation combines multiple forms of analysis and multiple genres of representation into a coherent text or series of related texts, building a rich and openly partial account of a phenomenon that problematizes its own construction, highlights researchers' vulnerabilities and positionality, makes claims about socially constructed meanings, and reveals the indeterminacy of knowledge claims even as it makes them.

Ellingson's approach to blending, weaving, and drawing on "more than one genre of expression data" (Cugno & Thomas, 2009, p. 111) supported the exploration of my

research, using a post-modern, social constructivist (Holstein & Gubrium, 2008) approach.

## **Crystallisation**

The principles of crystallisation assist researchers in examining “the epistemological questions that arise when crossing methodological boundaries” (Cugno & Thomas, 2009, p. 111). This aligns with Creswell’s notion of holistic, qualitative research as research which “cannot be tightly prescribed” (Creswell, 2007, p. 39).

Committed to using a backward mapping approach so that my research goals and questions drove the collection of data and analysis techniques (Howe & Eisenhart, 1990, p. 6), I realised that not only did crystallisation promote a creative pathway for my research, but it also provided a solid method from which to explore the full scope of my research questions as expressed through multiple genres and data analysis. Ellingson’s model (2009, p.10) supports postmodern, adaptive and complex research through the following principles:

- Providing deep and complex interpretations of meanings about a phenomena or group;
- Offering representations of knowledge across multiple points along a qualitative continuum;
- Utilising more than one genre of writing and/or other medium;
- Significant reflexive consideration of the researcher’s self and roles in the process of research design, data collection and representation;

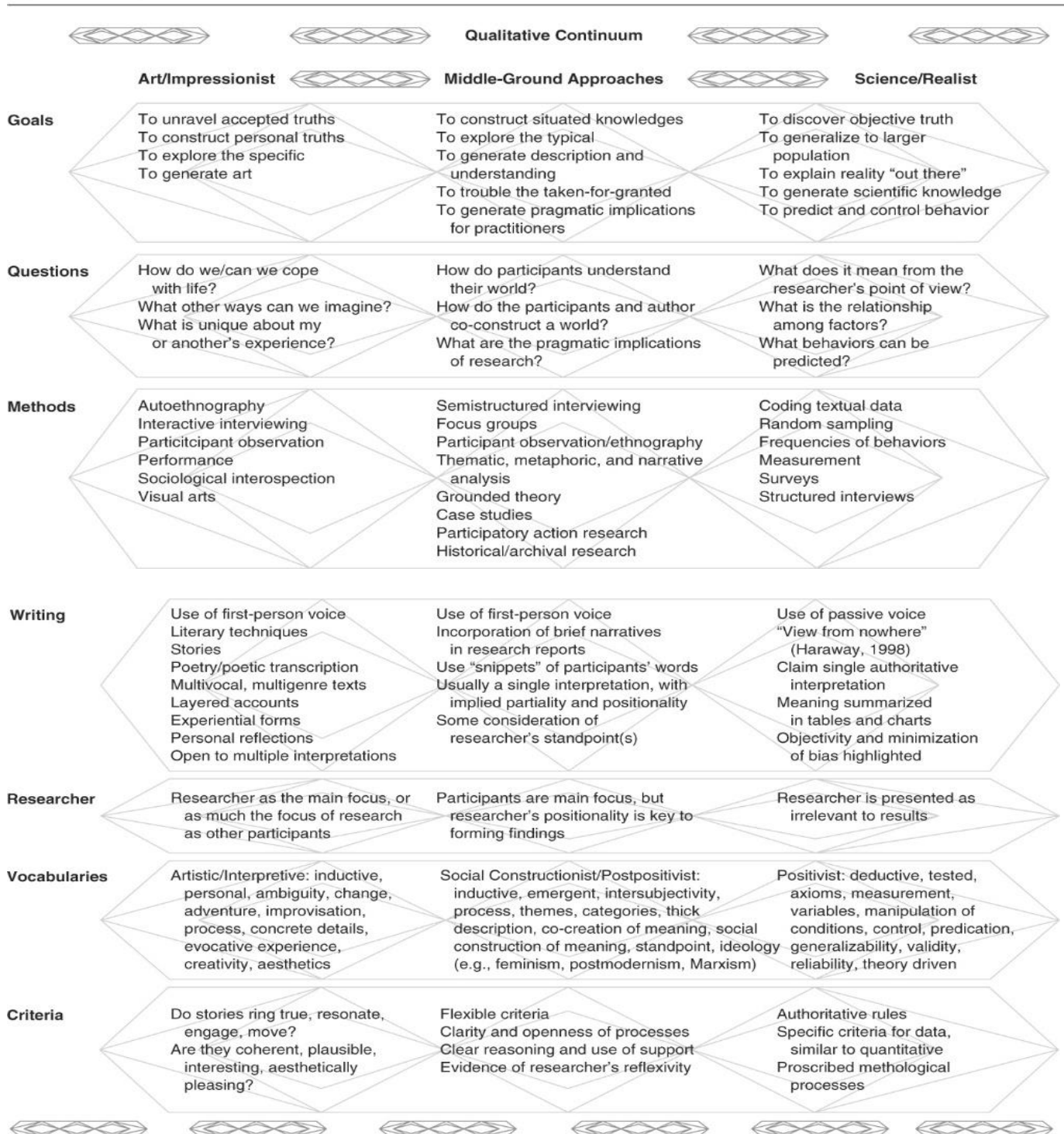
- Moving beyond positivist claims of objectivity and a singular, discoverable truth in favour of embracing knowledge as situated, partial, constructed, multiple, embodied, and enmeshed in power relations.

To guide the implementation of the principles underlying crystallisation into research practice, Ellingson designed a qualitative continuum (Figure 4.1), which I found to be a useful theoretical frame and process through which to conduct this research study. The continuum outlines the range of research approaches that can be utilised across the realist/positivist social science stance, a social constructionist, middle ground approach, and interpretive, artistic paradigms. Ellingson's qualitative continuum connects the research goals, questions, methods, writing style, research focus, vocabulary, and criteria for evaluation across the left (art/impressionist), middle-ground (social constructionist/postpositivist) and right (science/realist) paradigms.

The inclusion of vocabularies and writing style in the continuum ensures that the language of the research is meaningful, rigorous and purposeful. This reinforces Noblit's (2011, p. 454) views that crystallisation acts as a "good organiser for the execution of our craft" through a workable approach that pulls "coherent and catalytic studies together".

I believe Ellingson's continuum highlights how using crystallisation assists higher order thinking in the design of research goals/theme and analysis of multi-generic data sets.





**FIGURE 4.1 QUALITATIVE CONTINUUM (ELLINGSON, 2009, P. 8)**

From my own perspective, it enabled me to balance the exploration of contemporary leadership theory with the professional experiences of the participant leaders in my

study. It helped me to deeply reflect on my perceptions about the nature of leadership and how leaders develop their knowledge, skills and expertise through an iterative design process.

Similar to the analogy of the *bricoleur* (Denzin & Lincoln, 2000, p. 2), in which qualitative methodology is described as a multi-method focus, crystallisation helped me to refine my research question and provided a rich framework from which to explore the multiple genres and data perspectives in my research study.

## **The Research Question**

The overarching theme for this research study is the journey that leaders take as they progress from novice to expert leaders. The contributing research questions are:

- *How does constructive adult development assist in understanding the growth of leader identity, leader self-regulation, and leader expertise and influence in the leadership journeys of six Australian principals?*
- *How can integrative leader development approaches support principal preparation and expertise development?*

The themes underpinning the research focus were articulated in Chapter 1, where I wrote: “The study will focus on the journey of identity formation, expertise development, and influence as a school principal. It will contrast current research perspectives with new and emerging theories on leader and leadership development”.

My research themes are designed to incorporate multi-layered perspectives. Ellingson (2009, p. 73) suggests that no formula exists for the way that crystallisation can be implemented in research, and encourages organic evolution; similarly, Janesick (2000, p. 379) conceptualises the qualitative process as a creative, improvisational dance. Both researchers provided the theoretical justification for me to explore the spectrum of using mixed methods in my research through creative, post-positivist approaches, while simultaneously reinforcing the important foundation of establishing quality research goals, themes and questions for my research project. My decision to focus on the participants' leadership journeys to deepen my understanding of the research themes reinforces the use of crystallisation as both a method and metaphor for this study. Through rich exploration of the participant experiences — including their reflected and refracted gaze — from the multi-genres of data collected, my research question attempts to blend, weave and crystallise key findings into formative patterns, insights, and narratives of a leader's journey.

Integrating Denzin and Lincoln's (2000, pp. 18-23) five-phase qualitative research approach with Ellingson's crystallisation method (2009) helped guide a deeply reflective, authentic, and credible appraisal of the research subject, participants' experiences, and evaluation of the multiple sets of data. By expanding on Denzin and Lincoln's research process, I will define and explore the research phases undertaken in this study.

## **Phase 1: The Researcher**

As suggested by Denzin and Lincoln's (2000, p. 636) overview of qualitative research, "many now argue that we can study only our own experiences". The

authors contend that all of us have constructed multiple identities that are “formed in and around our social locations, identities evoked in the field, identities created as a result of the interaction between our data and ourselves” (2000, p. 636). If this is true, then the nature of ‘who we are’ as a personal, professional, or research identity is complex and ambiguous. It means that the positioning of self is paradoxical and that researchers must be explicit and transparent in reflecting on their relationship to the research and writing about the research process followed.

If we agree with this interpretation, as well as postmodern and poststructural perspectives, the opportunity is provided for researchers to integrate personal experience narratives into critical research.

This research study is founded mainly on the subjective experiences, stories, and interpretations of each leader participant about their leadership journey. The subjectivity of this research data can be described as both a strength and limitation of my research approach. While this study might draw criticism from those who share an objectivist epistemology, for example Kicheloe & McClaren (2000, p. 301) who deconstruct the limitations of postmodern interpretative design, I defer to Ellingson’s (2009, pp. 31-32) defence of subjectivity in research:

Rather than apologizing for being subjective or pretending that researchers do not influence findings, middle-ground qualitative researchers interrogate their subjectivity to shed light on how their race, class, gender, sexuality, and other identities and experiences shape our research processes and results.

Ellingson's emerging framework for crystallisation gave me the 'space' to conduct constructive reflection on my role as a participant-researcher. The emphasis on critical self-reflection at all stages of the research process enabled me to establish clear, transparent and authentic appraisal of my subjective connection to the research. Resonating with Ellingson's description that crystallisation recognises researcher vulnerability, positionality and socially constructed meanings, I took a year to immerse myself in Ellingson's research, reflecting on how I could utilise the principles of this method to strengthen my approach and research processes in the study. In the end, I made the decision to explore dendritic crystallisation — a dispersed process of meaning making that encourages the use of multiple forms of analysis and genres of representation for researchers who choose not to combine genres into a single case. In this approach, each source of information provides a range of insights and perceptions from which to explore the research themes.

Janesick (2000, p. 385), who advocates creative improvisation through the art of qualitative research, concurs with Ellingson's view that there is no "value-free or bias-free design". Like Ellingson, she advises researchers to identify their own biases and perspectives in designing research questions and the research process, particularly by reflecting on the role of the researcher.

I am a 50-year-old principal, who, at the time of the research study, was both a substantive principal and Assistant Director, Leadership and Teacher Quality, for the NSW Department of Education. I first undertook this PhD study when I was a new principal to learn about and explore the journey of novice principals, but as I became more experienced in the principal role and was seconded into state office as an

Assistant Director, I became interested in understanding the journey of expert leaders and how they developed their knowledge, skills and understandings across their leadership careers. My interest in exploring expert leaders — particularly their identity, influence and impact — was partially shaped by personal curiosity and my departmental role in designing leadership policy and programs for aspiring and current educational leaders in NSW public schools. I soon became aware that the stories of expert leaders were rare in educational leadership literature, hence I was keen to learn, grow, and immerse myself in this research topic — both as a participant-researcher and researcher-observer.

The challenges of developing leadership policy and programs for the NSW Department of Education came from the lack of educational research or literature on what defines successful leadership over time. Most of the NSW data collected on school leadership came from NAPLAN SMART data analysis and the MySchool website. Little NSW system data provided insights into the personal experiences of leaders; rather, the focus was on the perceived impact of educational leadership via student performance results. As a result of these constraints, it was important to me to design a research study that gave voice to a range of leadership experiences, perspectives, genres, and data sets. I deliberately juxtaposed qualitative interviews with narrative vignettes, 360 leadership profiles, and student assessment results to expand the boundaries of current evaluative research data. I also actively included my own voice as a research participant to transparently share my personal journey and growth through the research process.

Recognising my own unconscious and conscious assumptions as a researcher-participant in the study was essential. The close connection that the researcher develops with their research phenomena, data collection, and analysis processes enhances their personal association with research conducted in qualitative studies, but while this close association may support the researcher in making greater sense of the data or deepen understanding of the research phenomenon (Ellingson, 2009), according to Miles and Huberman (1984, p. 22), problems arise when the “crucial underpinnings of analysis remain mostly implicit, explained only allusively” and researchers “need to make explicit the procedures and thought processes” conducted in their work.

As a result, I made a committed effort to minimise potential limitations by ensuring the collection of a wide variety of data sources from multiple perspectives, feedback and direction from experts, and a thorough self-exploration prior to entering into the milieu of the study.

In alignment with both Ellingson’s and Janesick’s viewpoints that research objectivity is a myth, I sought to uphold reliability, trustworthiness and credibility of the research by following ethical decision-making at all stages of the research process. This included gaining informed participant consent at all stages of the research, such as the use of the instruments, monitoring, tracking, and evaluation of the participant data, to ensure that the research did not compromise or harm any members of the study. As Cresswell (2007, p. 40) clarifies:

We conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study. To further de-emphasize a power relationship, we may collaborate directly with participants by having them review our research questions, or by having them collaborate with us during the data analysis and interpretation phases of research.

Early in the study, I encountered difficulties in finding a methodology that enabled me to investigate the research themes in a way that would support creative expression and multiple data perspectives. It took me time to understand the nature of qualitative and mixed-method research and to define a research approach that would best enable exploration of the research themes to represent the experiences of the research participants, as well as my personal journey as an active research participant in the study, and then to reflect on new insights gained from the emerging analysis of data.

It was this struggle that helped me to understand my goals as a researcher and the paradoxical challenges of exploring new research genres in the field of educational leadership. I discovered that Ellingson's (2009, p. 178) belief that "applied research is always political, potentially revolutionary, and never neutral" defined my own ethos and experience:

We must choose between research that is "engaged" or "complicit". By engaged I mean clear-eyed, self-critical awareness that research does not



proceed in epistemological purity or moral innocence: There is no immaculate perception ... The scholarly commitment of the engaged intellectual is to praxis ... By praxis I mean a combination of analytical rigor, participatory practice, critical reflection, and political struggle.

This study was designed to balance understanding of praxis with theoretical reflection on how leaders develop and evaluate the impact of their leadership on others. In acknowledging researcher subjectivity, I was able to deconstruct the politics of being a researcher-participant to articulate my personal ontological and epistemological frames so as to bring analytical rigour to the research study. Through critical self-reflection, I remained open and transparent about the research processes to demonstrate integrity and transform “subjectivity in research” from a problem into an opportunity (Ellingson, 2009, p. 13).

## **Phase 2: Interpretive Paradigms**

Research questions are shaped by the research paradigm underpinned by the researcher’s ontological views of the world. Social science research has traditionally been shaped by positivist and postpositivist perspectives which “hold to naïve and critical realist positions concerning reality and its perception” (Denzin & Lincoln, 2000, p. 9). The positivist perspective, which was influenced by 19<sup>th</sup> century European philosophical traditions, is generalised as a style of thought “informed by certain assumptions about the nature of knowledge” (Crotty, 1998, p. 61), including the perception of reality as an object that can be “studied, captured, and understood” (Denzin & Lincoln, 2000, p. 9).

Guba describes positivism as a belief system “rooted in realist ontology, that is, the belief that there exists a reality out there, driven by immutable natural laws” (1990, p. 19). In contrast, postpositivists believe that reality can never be fully understood, only approximated. Although they perceive that a real world “driven by real natural causes exists”, they believe it is “impossible for humans to truly perceive it with their imperfect sensory and intellectual mechanisms” (Guba, 1990, p. 20).

The limitations of positivist and postpositivist assumptions have been questioned by a new generation of researchers, leading to the emergence of contemporary critical theory and constructivist, postmodern, and poststructural frames of inquiry (Berger & Luckmann, 1966; Carr & Kemmis, 2005; Crotty, 1998; Denzin & Lincoln, 2000; Ellingson, 2009; Richardson, 2000; Richardson & St. Pierre, 2005; Shalin, 1991; Stryker, 2008; van de Ven & Poole, 1995). These researchers, according to Denzin and Lincoln (2000, p. 10), “seek alternative methods for evaluating their work, including verisimilitude, emotionality, personal responsibility, an ethic of caring, political praxis, multivoiced texts, and dialogues with subjects”. While these new approaches may appear contentious to some researchers (Huber, 1995), they provide new avenues for researching and exploring different types of stories.

In conducting this research, I was drawn to postmodern, social constructionist views of research inquiry and the freedom they offered to think outside traditional, positivist research approaches. Social constructionism strengthened the interpretive research paradigm underpinning this research study by deepening access to philosophical insights and complex understandings of the research phenomena.

Social constructionism acted as a 'metatheory' by providing a co-joined platform of research paradigm, ontology and epistemology. Historically viewed as a constructionist epistemology in the tradition of Piaget (1970; 1972) and Dewey's (1966) pragmatic, empirical theories, more recently, the ontological assumptions underlying sociocultural perspectives have been recognised within constructivist and nondualist adult learning theories (Packer & Goicoechea, 2000; Palmer, 2000; Poonamalle, 2010).

The theoretical paradigm of social constructionism enabled me to explore the multiple realities, contexts, and evolving leadership identities of the research participants throughout their personal and professional journeys. Investigating the social ontology of leadership development across the career lifespan helped me to position myself as practitioner-researcher, to authentically capture the "interpretation flows" from the "personal, cultural, and historical experiences" of the principal participants involved in this study (Creswell, 2007, p. 21).

### **Phase 3: Strategies of Inquiry and Interpretive Paradigms**

Ensuring that the strategies of inquiry within this research study connected with the interpretative, social constructivist research design and utilisation of crystallisation with the data collection process was essential to this project. Denzin and Lincoln (2004) define the importance of the research strategy and lines of inquiry: "A research design describes a flexible set of guidelines that connect theoretical paradigms first to strategies of inquiry and second to methods for collecting empirical material" (p. 22).

As the researcher, it was critical that I addressed the key issues of representation and legitimization through the selection of my research strategy. In exploring the personal leadership journeys of six expert leaders, my goal was to progress my inquiry from conceptual research into “the empirical world” (Denzin & Lincoln, 2004, p. 22). Selecting the research methodology of case study enabled me to connect the interpretive, social constructionist paradigm with multiple genres of inquiry, data collection and analysis. Case study provided the platform from which to explore and analyse the participant interviews, document and 360 profile analysis, written vignettes and narrative reconstructions.

To build trustworthiness, transferability and authenticity of the research, I believed that case study would best support the multiple range of data collection and analysis, using the interpretive, social constructivist lens of leadership and adult development. With the emergence of integrative approaches to leader development (Day et al., 2009), the study of lived leadership experiences of educational leaders within this theoretical context has not been carried out to date. This research study enabled exploration of the theoretical framework underpinning integrative approaches to leader development.

To ensure the research design was rigorous, the research gathered information that provided an opportunity to showcase multiple aspects of each principal participant’s leadership journey. A variety of contexts enabled the respondents to reveal their personal and professional perceptions of themselves as educational leaders. The multi-genre approach assisted the research study through rich reflections on the

range of data and the theoretical framework underpinning integrative approaches to leader development (Day et al., 2009) by the principal respondents.

## **Case Study Methodology Design**

Stake (2000, p. 445) defines the collective case study approach:

... a researcher may jointly study a number of cases in order to investigate a phenomenon, population, or general condition. I call this collective case study. It is instrumental study extended to several cases ... They may be similar or dissimilar, redundancy and variety each important. They are chosen because it is believed that understanding them will lead to better understanding, perhaps better theorizing, about a still larger collection of cases.

This method of inquiry was chosen because it complements the study of leadership complexity within the bounded systems of six NSW public schools. According to Simons (2009, p. 19), "case study is not synonymous with qualitative methods". Similarly, Zucker (2009, p. 1) defines it as neither a set quantitative nor qualitative approach. As Ellingson (2009), Yin (2009, 2012), Stake (Stake, 2000; 2013), Guba and Lincoln (1981), Feagin, Orum and Sjoberg (1991) and Creswell (2007) observe, it is a methodology that can be used in both qualitative or quantitative contexts and the design should be driven by the rigour of the research purpose, units of analysis and evaluation process.

Three research themes were explored through the collective case study to gain insights and understandings of the emergence and development of leader

identity, expertise, and influence. The research questions and multiple genres of data collected supported a dendritic crystallised exploration of these three themes in the within-case studies and cross-case analysis. The use of collective case study enabled a thematic, conceptual structure centered on leadership identity, expertise development and influence. More importantly, the use of collective case study supported deeper understanding, insights and interpretation of the data to enhance the trustworthiness, transferability and authenticity of the research.

## **Phase 4: Methods of Collecting and Analysing Empirical Materials**

### **Choosing the Leadership Participants**

Including myself as a participant-researcher, six principals were involved in the study: four primary principals, one central school principal (K-12), and one secondary school principal. The diversity of leadership contexts is immediately transparent from the description of the research participants below:

- a school principal of a small Sydney metropolitan primary school (myself)
- a school principal of a large Sydney metropolitan secondary school (Edward)
- a school principal of a medium-sized mid-North Coast primary school (Greg)
- a school principal of a medium-sized rural Central school (Samantha)
- a school principal of a small rural primary school (Maria)
- a school principal of a medium-sized Central Coast primary school (Gary).

Due to the difficulty in finding principal participants who met the expert leadership criteria, the participants were purposely selected. The research respondents selected

were principals from the NSW Department of Education who met the following criteria:

- principals who had been nominated as expert leaders as part of the NSW Department of Education's National Partnership Principal Professional Development Project (2012-2013)
- deep knowledge and understanding of the Australian Professional Standard for Principals and Leading and Managing the School (NSWDET, 1990) documents
- substantively a school principal of a NSW Public School at the commencement of the study.

The years of principalship tenure ranged from four years to over twenty years, indicating that the NSW Department of Education's criteria for evaluating leadership effectiveness was focused on the capacity of leaders to enhance quality teaching and learning in their schools, not the age or years of experience of the principal.

## **Ethics**

Ethical consideration was paramount across all stages of the research project to meet the research guidelines stipulated by the NSW Department of Education (Appendix B) and the Human Ethics committee at the University of Sydney (Appendix A). Research consent was provided to use the ATISL Leadership 360 Reflection Tool profile (Appendix B), Leadership Maturity SCTi-MAP (see Appendix F, G and H) and The Leadership Circle Profile (Appendix J, K, L and M).

All participants were given a participant information form (Appendix C), list of research instruments (Appendix E), and a consent form (Appendix D) before the

research project commenced. By gaining informed written consent from the participants and sharing research findings with them, the research was carried out in a professional manner — ensuring that the data collected was rigorous, trustworthy and authentic. Furthermore, I ensured that the names of the principal participants and their schools remained confidential and protected throughout the research process.

Straight after the three interviews were conducted, principal participants were given the opportunity to review their leadership survey results, interview transcripts (see sample interview at Appendix T), and narrative vignettes (Appendix S) to ensure the information represented their leadership journeys authentically. I strove to create a trusting research climate by following qualitative research protocols. This prevented my role as participant-researcher from influencing the relationship dynamics or interpretation of the research results in partial or unethical ways.

### **Recording Process and Transcriptions**

A digital audio recorder was used to record the participant-interview conversations. These audio files were then transcribed and key sections were thematically coded to support the qualitative analysis and creation of the narrative reconstructions.

The themed sections were selected based on their connection to the three research themes: leadership identity, expertise, and influence. These sections were also coded against the constructive adult development leadership framework (Cook-Greuter, 2013; Cook-Greuter, 2000, 2002, 2004, 2005; Rooke & Torbert, 2005; Torbert, 2004) and integrative leader development theoretical propositions (Day et



al., 2009). Appendix P provides a detailed overview of theoretical themes and coding of the research gathered.

### **Establishing Rapport and Trust**

Rapport and trust were established with the principal participants by creating a safe and non-threatening research climate. Following Hopkin's (2002, p. 82) recommendations, a structured research schedule (see Appendix E) was devised to complement this. This included the development of three sets of interview questions and a leadership narrative framework to support the analysis of the bildungsromans written by the respondents.

Conducting interviews is important in both qualitative and quantitative research. However, the success of qualitative interviews is dependent on the rapport an interviewer and interviewee establish. The essential foundation to in-depth interviewing is repeated contact over time to "develop a detailed understanding" of participants' experiences and perspectives (Taylor & Bogdan, 1984, p. 90). For this reason, three interviews were conducted with each principal during the research project — one at the beginning of the research project in early 2014, the second and third conducted later in the year after each leadership profile report was received. The interviews helped to build knowledge of the respondents' career histories and their emerging reflections on their leadership profiles.

As per the Sydney University and NSW Department of Education ethics guidelines and research consent forms, I discussed the issues of confidentiality and anonymity

with each of the participants. All the participants selected to be de-identified in the study, hence pseudonyms were used for the research participants, their schools, their leadership teams, and all data collected and reported on. In addition, schools and leaders could not be identified due to the geographical distance and range of school contexts selected. As part of the validation process, all participants were given final consent on the selection and use of the material in the study.

### **Description of the Qualitative Research Data**

The multiple genres and data collected from the eight research instruments complemented a dendritic crystallised method for the collective case study. The range of data enabled a deep exploration of leadership across multiple prisms of life experience, learning and influence. Richardson describes her metaphor of crystallisation in qualitative research: “Crystals are prisms that reflect externalities *and* refract within themselves, creating different colors, patterns, and arrays, casting off in different directions. What we see depends upon our angle of repose. Not triangulation, crystallisation” (2000, p. 934).

The research instruments were designed to explore the lifespan leadership journeys of the principal participants, taking into account the personal and professional contexts that have influenced their development from novice to experienced principals. Each of the research methods is outlined below.

- **Qualitative Interviews**

Three structured, qualitative interviews (see Appendix E) were conducted over the period of the research with the five principal respondents. These interviews provided an opportunity to generate key themes based on the research topics, while supporting the need for replication logic (Yin, 1994, p. 45) in case study design. The first interview focused on the phenomenology of leadership to “capture” the respondent’s “salient experiences and definitions” of school leadership (Taylor & Brogdan, 1984, pp. 88-90). Specifically, the first interview instrument was designed to focus on the respondents’ views of the current NSW leadership framework and its ability to support aspiring and current school principals.

The second interview instrument focused on the respondents’ experience of the leadership 360 diagnostics and interpretation of their leadership profiles. The third interview centred on the complexities of school organisational and leadership dynamics. The interviews were transcribed verbatim, before thematic coding against the integrative leader development theoretical framework (Day et al., 2009), analysis and interpretation of the data.

- **Bildungsromans**

Each principal respondent was asked to write a bildungsroman (the narrative genre of professional actualisation). An extension of Bildung theory, which can be defined as the “educating or forming of self”, bildungsromans provide an opportunity to understand constructive adult development, leadership dispositions, and identity formation (Kim & Zimmerman, 2017, p. 236). The use of bildungsromans supports the cultivation of leader capabilities through narrative analysis of leadership practice.

As a leadership self-reflection tool, the bildungsromans build on the German didactic tradition of Bildung by combining Dewey's (1933) emphasis on "reflective thinking" and Schwab's "deliberate reflection" to support leader development processes.

The autobiographical vignettes use a constructive adult development schema (as outlined in Appendix E) developed by Torbert (2004) to detail their journey from novice to experienced leader. The action-inquiry process supported the principal participants in exploring their leadership learning, growth, and identity development. Through this narrative exercise, each participant gave expression to their self-concept and leadership maturity across seven levels of evolving leadership (see Appendix S). This data not only highlighted the diversity of leadership voice and perspectives at a personal level, but provided insights into vertical and horizontal themes of leadership development across time and space.

- **Integrative Leader Development Survey**

A survey instrument was developed using a three-point Likert scale coded against 'rarely, usually or always' to assess the 13 theoretical propositions and hypotheses associated with integrative leader development (Day et al., 2009). The survey results (see Appendix Q) was designed to gain insights into the principal participants' perceptions of leadership relating to expertise and expert performance, identity and self-regulation processes, and adult development.

- **The Leadership Development Framework Profile (SCTi-MAP)**

The leadership development framework is a personal schema for leadership development, which guides aspiring and current leaders to develop greater

knowledge, skills, understanding, resilience and complexity. The framework and its accompanying leadership profile (SCTi-MAP) is an internationally validated instrument developed by Susanne Cook-Greuter, based on the 36-item Washington Sentence Completion Test (Loevinger & Wessler, 1970) but adapted for contemporary leadership use (Brown, 2012; Cook-Greuter, 2013; Cook-Greuter, 1999, 2000, 2002, 2003, 2004, 2005; Head & Shayer, 1980; Millar, Hind, & Brown, 2012).

The test has been extensively researched in high schools, universities and with adult participants (Ravinder, 1986) and shown to be a culturally inclusive instrument in the United States, Canada, Australia, India, Curacao and Israel (Bonnett, 2016, p. 24; Sullivan, McCullough & Stager, 1970; Lasker & Strodbeck, 1975; Snarey & Blasi, 1980). Translated into over 11 languages, the test has been “used in various clinical and applied settings”, “utilised in several hundred studies and is considered an extensively validated technique” for projective ego development testing (Bonnett, 2016, p. 38).

The leadership development framework highlights nine sequential levels of development within leadership: The opportunist, the diplomat, the expert, the achiever, the individualist, the strategist and the alchemist. Each leadership level integrates professional capabilities, providing a framework for specific coaching strategies to encourage lateral and vertical growth in leadership. Each leadership level integrates ego maturity, providing a framework for lateral and vertical growth in leadership values.

- **AITSL Professional Standard for Principals 360 Reflection Tool**

The AITSL Professional Standard for Principals 360 Reflection Tool is a qualitative survey questionnaire based on self and peer assessment of 15 attributes that interconnect the leadership requirements and professional practices relating to the Australian Principal Standard. Developed by AITSL and the Hay Group, this tool is used to support leadership appraisals. An overview of the 15 leadership requirements assessed in the diagnostic tool can be found at Appendix O.

- **The Leadership Circle Profile 360 (TLCP)**

The Leadership Circle Profile 360 provides multi-source feedback (a minimum of seven evaluators per leadership diagnostic) on 29 behavioural dimensions as appraised by self, superiors, peers and subordinates. It is an online 360-degree assessment that contains 144 items with Likert-format response options. All responses are then graphed into a circumplex that reveals the scores for each leadership dimension. Evaluator comments are included in the assessment to provide individual feedback on the respondent's leadership capabilities. It is a quantitative leadership diagnostic that analyses a leader's ability to achieve organisational goals and enhance the work cultures they lead within a school. A copy of the principal group report can be found at Appendix J.

The Leadership Circle Profile 360-degree measures both leadership competency and underlying assumptions through two leadership domains: creative competencies and reactive tendencies. The profile is divided into four leadership quadrants: people creative, task creative, people reactive and task reactive. Within these four quadrants

are eight sub-quadrants and 29 leadership capabilities, a breakdown of which can be found at Appendix M.

- **School Performance Data**

Each respondent was asked to provide their school's NAPLAN data during their tenure as principal, from which to gain insights into the school's academic performance and leadership priorities. This data was the only consistent form of external performance data that all schools share and it helped to provide contextual understanding of the teaching and learning cultures in each school within the broader, high stakes testing environment. An overview of each school's NAPLAN analysis can be found at Appendix R.

## **Phase 5: The Art and Politics of Interpretation and Evaluation**

In ensuring the mixed method research design, social constructionist paradigm and interpretive lines of inquiry were theoretically and empirically connected through the lens of integrative leader development and constructive adult development theories (Csikszentmihalyi, 2008; Day et al., 2009; Hagström & Stålné, 2015; McCauley et al., 2006; Packer & Goicoechea, 2000; Vittersø, 2000), it was essential that the analysis of the multiple genres and data collected would also support this approach.

The art of interpretation expands Denzin and Lincoln's metaphor of the qualitative researcher as "bricoleur" — where, through the process of emergent construction sets of "interpretive, narrative, theoretical and political" representations are "pieced-together" to form a bricolage (2000, p. 4). Borrowing from Ellingson's (2004) notion of interpretive qualitative research as the art of "mixing it up" through multiple genres

and crystallisation, I utilised “multiple methods of analysis and multiple genres of representation” (p. 14), each genre expanding a specific research theme so that the multiple accounts and contrasting forms of writing deepened, complemented and broadened perceptions and understanding of educational leadership. To broaden understanding of the multiple perceptions and complexities of leadership across the collective case study, I focused on four genres of leadership data — autoethnography, narrative action-logic inquiries, educational analysis, and grounded theoretical analysis. Using multiple forms of writing, according to Denzin and Lincoln (2000, p. 5) “adds rigor, breadth, complexity, richness, and depth to any inquiry”.

In using dendritic crystallisation (Ellingson, 2009), the following chapters each focus on a different research style and genre of data interpretation to support the collective, mixed-method case study.

- **Grounded Theoretical Analysis**

Chapter 5 provides a theoretical exploration of lifespan integrative leader development approaches from an educational leadership perspective. A survey based on the 13 theoretical propositions and 88 hypotheses underpinning the Integral Leader Development framework (Day et al., 2009, pp. 244-254) is used to explore the principal respondents’ perspectives on the three leadership themes of expertise and expert development, identity and self-regulation, and lifespan adult development. Qualitative analysis is used to delve into patterns and insights gained from the research data collected to explore constructive identity formation and expertise development. While integrative leader development approaches are becoming more prevalent in corporate leadership programs (Anderson & Adams,



2015; Kegan & Lahey, 2009; Rooke & Torbert, 2005), to date little research has been conducted in this area for educational leader development.

- **Narrative Analysis of Developmental Action-Logic Inquiries**

Chapter 6 expands the theory into leadership reflection on experience and practice. It introduces each leader and their context before focusing on action-logic inquiries (Torbert, 2004) developed from the participants' bildungsromans (leadership vignettes), leadership development framework profiles, integrative leader development survey, and qualitative interviews, to explore their constructive adult development journeys and emergence of their leadership identity. In this chapter, action inquiry into the bildungsromans supports deliberate reflective leadership practice (Dewey, 1933; Hamilton, 2001) that enables leaders to expand awareness of moment-by-moment or life-long learning and transformations of themselves, others, and their organisational approach. Reflective analysis of the key themes emerging from the action-logic inquiries were included in this case study to broaden understanding of common stages and experiences of leadership identity development and personal meaning making.

The use of leadership bildungsroman narratives in Chapter 6 enhances the interpretive research approach (Clandinin & Connelly, 1989; Clandinin & Connelly, 1990; Clandinin & Huber, 2002; Dorries & Haller, 2001; Flick, 1998; Franzosi, 1998; Gola, 1999; Hekman, 1980; Neumann, 2006; Ochs & Capps, 1996; Pentland, 1999; Sanders, 1982; Schiffrin, 1996; Skoldberg, 1994; Varaki, 2007) by strengthening exploration of the personal, educational and organisational contexts that influence leader identity and expertise development. Rather than a focus on triangulation or

validity, the use of multiple data using a 'crystallised approach' enhances professional transparency and authenticity of the data. It also provides insights into the construction of leader identity and telos — their leadership purpose, potential and goals — as each leader reflects on their leadership journey.

The emphasis on the personal construction of leadership identity through schematic narrative analysis supports higher order reflections on the challenge of leader development within the context of educational and organisational complexity (Biesta, 2015a, 2015b). Schiffrin (1996) describes leadership narratives as a rich method for analysing personal and professional experiences which can be interpreted and deconstructed meaningfully. Leadership narratives, Gola (1999) concurs, supports deeper understanding of leadership and organisational situations and contexts with the development of self-concept.

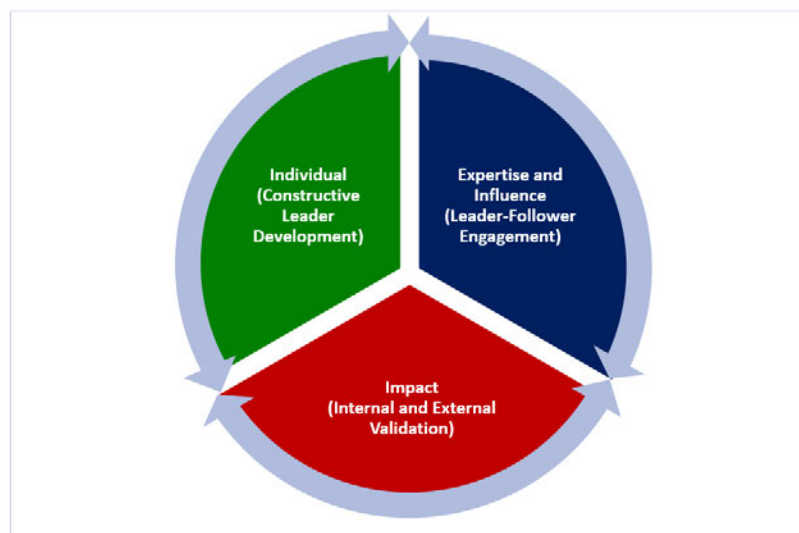
Kim (2015; 2017) and Varanki (2007) suggest the use of narrative analysis in leadership development enables school leaders to discover their 'voice' in order to explore their moral purpose and personal identity — which are important aspects of developing leadership efficacy and self-regulation. In addition, Hogue and Lord (2007, p. 382) describe how leadership "self-schemas and self-efficacy reflects both the specific context and one's history of leadership experience across multiple years".

The opportunity to write their leadership trajectories provides a vehicle for principal participants to gain insights into their leadership development, style and practices in a meaningful way, where situated practice, leadership culture, and organisational

contexts are clearly understood. This narrative approach (Beattie, 1995, 2000) enhances understanding of the intrinsic motivations that drive principal development and ongoing professional growth through connection with real-life experience rather than traditional standards-based leadership frameworks.

- **Educational Analysis of Leadership and School Performance Data**

In Chapter 7, educational analysis of multiple frames and genres of leadership data is conducted to support richer self-reflections and discussions on leader identity, expertise development and school influence. In reconsidering notions of school and system effectiveness (d'Agnese, 2017; Leithwood et al., 2020), educational accountabilities (Lingard et al., 2015), alternative ontologies, axiologies or praxeologies for educational research (Biesta, 2015a, 2020), and new paradigms for school leadership (Eacott, 2019; Gurr et al., 2018; Longmuir, 2019), I developed tri-leadership frames to support richer self-reflections and discussions on leader identity, expertise development and school influence. The tri-leadership frames (see Figure 4.2 below) align Eastern and Western paradigms of leadership.



**FIGURE 4. 2 TRI-LEADERSHIP FRAMES**

As discussed in Chapter 2, bringing together the Western focus on organisational goals or outcomes with the relational Eastern focus of inner leader development for spiritual growth and the benefit of others (Lim & Chapman, 2002) supports a culturally inclusive and balanced leadership approach. The frames represent an interconnected, non-linear action inquiry reflection process to enhance the cultivation of leader and leadership capabilities.

The Tri-leadership Frames are made up of three components:

### **Frame 1: Individual (Constructive Leader Development)**

This component of the tri-leadership frames focuses on integrative leader development (Day et al., 2009) to explore the roles of leader identity, expertise, and constructive adult development. Drawing on Gurr's research on leadership and culture (2018), Eacott's (2019) focus on relational approaches to leadership scholarship, Longmuir's (2019) recognition of non-dominant leadership paradigms, and D'Agnese's (2015) revisioning of Dewey's epistemology for more conscious leadership approaches, this component of the tri-leadership frames is designed to explore the intrinsic and extrinsic developmental factors that shape a school leader. The interpretive lens of the Johari Window (Luft & Ingham, 1955), a feedback model that strengthens self and other awareness, is used to support the analysis of the constructive leadership profiles. In doing so, it provides an opportunity to learn how a leader's mindset, expertise, and maturity is developed, applied and sustained.

### **Frame 2: Expertise and Influence (Leader-follower Engagement)**

This component of the tri-leadership frames acknowledges Biesta's (2015b, 2020) philosophical thoughts on educational complexity and the importance of exploring

new epistemologies, ontologies, and praxeologies to replace current technocratic approaches and definitions of what constitutes quality leadership practice. The aim of this frame is to understand the leadership expertise and influence of a principal in action. This includes recognising the dynamics of leader-follower dyads, organisational culture and climate, and team alignment in delivering educational, organisational and professional standards. The use of leadership 360 profiles that enhance constructive leadership team styles and school culture is promoted in this component of the tri-leadership frames.

### **Frame 3: Impact (Internal and External Validation)**

This frame promotes interconnectedness with the other two frames, encouraging authentic reflection on the strategies that enhance leader development, team engagement, school culture, and a shared vision for success. In an attempt to expand on the seminal research published by Vivianne Robinson (2008) and progressed by Hallinger and Heck (2010), this component focuses on leadership and school impact for educational delivery. The use of multiple genres, paradigms, and frames of data broadens the scope of traditional leadership and school evaluation processes and tools to enhance internal and external validation of impact.

To complement the analysis of the tri-leadership frames, two evaluative paradigms are applied (see Table 4.1). Paradigm One follows the current technocratic approach used in NSW Public Schools, which relies on use of the Australian Professional Standard for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2011) and NAPLAN results (Australian Curriculum Assessment and Reporting Authority [ACARA], 2012) as measures for principal effectiveness.

Paradigm Two explores alternative tools from which to reflect on constructive leader development, expertise and influence. Table 4.1 highlights the interpretive analysis process of the leadership and school data using the two evaluative paradigms.

**TABLE 4. 1 OVERVIEW OF EVALUATIVE PARADIGMS ONE AND TWO**

<b>Paradigm One: (NSW Public School Approach)</b>	<b>Paradigm Two: (Alternative Approach)</b>
<b>Frame One: Individual (Constructive Leader Development)</b> <ul style="list-style-type: none"> <li>Self-reflection against the AITSL Principal Standard Reflection Tool</li> </ul>	<b>Frame One: Individual (Constructive Leader Development)</b> <ul style="list-style-type: none"> <li>Self-reflection using the Leadership Maturity Framework SCTi-MAP</li> </ul>
<b>Frame Two: Expertise and Influence (Leader-Follower Engagement)</b> <ul style="list-style-type: none"> <li>Team reflection Using the AITSL Principal Standard 360 Reflection Tool to gain insights on leader-follower dyads and team engagement</li> </ul>	<b>Frame Two: Expertise and Influence (Leader-Follower Engagement)</b> <ul style="list-style-type: none"> <li>Team reflection using the Leadership Circle 360 Profile to gain insights on constructive leadership style on leader-follower dyads and team engagement</li> </ul>
<b>Frame Three: Impact (External Validation of School Performance)</b> <ul style="list-style-type: none"> <li>Analysis of school NAPLAN results in comparison to State or Similar Statistical School Groups as per current NSW Department of Education methods</li> </ul>	<b>Frame Three: Impact (Internal and External Validation of School Performance)</b> <ul style="list-style-type: none"> <li>Analysis of school NAPLAN learning progress and year-on-year results in comparison to self over time (see Appendix R for a detailed overview of this alternative NAPLAN method and data analysis)</li> </ul>

The alternative approach for NAPLAN analysis is introduced to address gaps and limitations in the Principles and Protocols for Reporting on Schooling in Australia (2009) and the Australian School Measurement Framework (2010; 2012; 2020), which underpin current system evaluation approaches. For example, while Paradigm One utilises the current NSW Department of Education method based on comparisons to similar statistical school groups and NSW state averages to review school performance, Paradigm Two provides an intrinsic approach for schools to review their own year-on-year results and learning progress made between two NAPLAN testing points in comparison to self.

This method of NAPLAN analysis was piloted at my school in 2017 to evaluate our school performance as part of our annual review processes. Developed by Eric Jamieson, former Director of High Performance with the NSW Department of Education, I found this innovative approach an affirming and constructive process that encouraged reflection on my school context, culture and leadership. By balancing extrinsic and intrinsic approaches in the analysis of school performance data, this evaluative method supports principals and their school teams in developing an authentic vision and strategy to enhance their school's learning culture. A detailed overview of this alternative NAPLAN method and data analysis can be found at Appendix R.

Using these two evaluative paradigms supports a culturally inclusive approach that brings together the Western focus on leadership development to achieve organisational goals or standards, with the Eastern relational focus of inner leader development to reach a leader's full potential and leadership telos (Andresen, Otto, & Ziegler, 2010; Lim & Chapman, 2002). By building on Lingard's (2015), Hallinger and Heck's (2010), Sahlberg's (2016) and Biesta's (2020) perspectives, that current educational evaluation approaches focus on narrow measures and are thus limited in their findings, it is my intention to broaden leadership data sets to recognise that education systems and schools are open, not closed systems. Shifting the reflection to a principal's own professional and school context over time is an alternative approach that honours both intrinsic motivation, leadership capability building, and the evaluation process. This paradigm shift, I believe, is essential for leadership, school, and system transformation.

- **Analysis of Autoethnographic Interludes**

Woven across the cases are autobiographical interludes which provide autoethnographic insights into my own personal journey as a principal.

Autoethnography, according to Ellis, Adams and Bochner (2011, p. 1), is “an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno)”. Ellingson describes this method as both a “process and a product” (2009, p. 62). The writing of each autobiographical interlude reflects deep personal, emotional and psychological reflection on my journey as a leader and how I learned, grew and developed from a novice to experienced principal. Through my autoethnographic interludes, I describe my personal experiences as a leader to find meaning in my identity development and cultural experiences as a NSW public school principal.

My eight autobiographical bildungsromans (narratives of professional growth and actualisation) are sequenced across the study and explore my journey from novice principal to an experienced educational leader. These vignettes describe the appointment of my first principalship and my ongoing personal and professional learning and growth across an eleven-year period. Using Campbell’s (2012) Hero’s Journey narrative structure (See Appendix N), my autobiographical interludes highlight my leadership journey in identity and expertise development. Developing each interlude helped me to place myself as participant-researcher authentically in the study, as well as expand my practitioner understanding of constructive adult and leadership development by “combining existing theoretical knowledge with new empirical insights” (Vissak, 2010, p. 371). This autoethnographic approach enabled



me to explore the phenomenon of leader identity formation, expertise development and influence from a situated, real-world context (Yin, 2012, p. 5).

Writing my narratives provided an opportunity for me to work through my identity development as a leader, highlighting my inner processing of challenges and adversity to develop personal and professional resilience. I deliberately used third-person voice in my interludes to support the meaningful reflection that can be gained from hindsight. Each interlude focuses on leadership “epiphanies” — key recollections, memories and feelings — that have shaped my leader identity development and lingered long after the incident has passed (Ellis et al., 2011). Coincidentally, these leadership epiphanies have also shaped the structure of this research thesis through the focused themes and formation of the literature reviews and case study chapters. Hence, the use of third-person voice supports my narration as both a research participant and observer, providing a helpful way for me to speak, relate, and reflect on my leadership context and interactions across time, place, and memory (Ellis & Bochner, 2005).

### **Crystallisation vs Triangulation**

Instead of following traditional, qualitative, positivist approaches in seeking triangulation and validity of research findings, the aim of this research study was to give authentic voice to the reflected and refracted prisms of perception, meaning, and experience (Janesick, 2000; Richardson, 1994; 2000; Ellingson, 2009).

Dendritic crystallisation enabled the “possibility of several reflections from the same

source” (Anderson, 2006a, p. 105), of which my interpretation is but one of many voices in this study.

Richardson (2000) defines qualitative research as a creative and interpretive process of crystallisation, where we deconstruct “the traditional idea of “validity” to gain “deepened, complex, thoroughly partial, understanding of the topic (p. 934)”. As such, the multiple genres of data collected strengthened the crystallised approach underpinning the research methodology, methods and analysis in this study.

Ellingson describes how crystallisation “differs” from triangulation by “bringing together multiple forms of data and analysis to clarify and enrich a report on a phenomenon” (2009, p. 22). She emphasises that crystallisation does not oppose triangulation, but that it has different goals:

Whereas triangulation seeks a more definitive truth, crystallisation problematizes the multiple truths it presents. Unlike triangulation, crystallisation is informed by postmodernism, meaning that it presupposes that no truth exists “out there” to discover or get close to, but only multiple and partial truths that researchers (and others) co-construct. Since researchers construct knowledge and representations (narratives, analysis, etc.), all accounts are inherently partial, situated, and contingent. Rather than apologizing for this partiality as a limitation, scholars using crystallisation can celebrate multiple points of views of a phenomenon across the methodological continuum. (2009, p. 22)

This study sought to provide an authentic expression of the career experiences of the leadership participants, and as a result, the reflection and analysis of the diverse range of research data and genres supported research transparency and credibility. The use of crystallisation explored leadership “through multiple lenses” to enrich practitioner understanding and reinforce the partial and constructed nature of knowledge generation and qualitative research.

### **Limitations of the study**

The strengths of qualitative research may also contribute to its potential limitations, as outlined earlier in the introduction of this chapter. The limitations of this research study relate to my role as participant-researcher, the use of crystallisation as a method, and the small numbers of participants involved in the study. The choice to pursue authenticity and trustworthiness, instead of widening the scope to enforce generalisation and validity, could be perceived as a weakness of this study.

Denzin and Lincoln explore the “tensions” within qualitative research, observing that it “is erroneous to presume that all qualitative researchers share the same assumptions” (2000, p. 10). While researchers who are influenced by realist or positivist paradigms might criticise the use of crystallisation’s postmodern and poststructural methodology as “naval gazing” or expressing “naïve humanism” (Denzin & Lincoln, 2000, p. 11), Ellingson argues that research methods and conventions are not static; rather “methodological evolution continues” and “crystallisation offers one innovative way to represent qualitative research findings” (2009, p. 184). Stewart, Gapp and Harwood (2017) go one step further to describe crystallisation as the alchemy of seeking trustworthiness, credibility and rigour. In

supporting the case for crystallisation, I discuss the limitations of this research study in more detail below.

### **Generalisation vs Limited Perspective**

This study is intended to explore the personal and professional leadership journeys of six principals, relating to the themes of leadership identity, expertise, and influence. Leadership topics beyond these themes were not discussed or included in the findings. While further exploration of leader-follower dyads through the analysis of the sociograms and leadership 360 profiles would have been an interesting area for additional research, in order to support the grounded nature of the research themes, in-depth exploration rather than broader, more lateral exploration was needed. These aspects, however, could be the basis for future research.

Stewart, Gapp and Harwood (2017, p. 6) describe crystallisation as going beyond “generalisation” to support “an abductive path within the interpretive approach”:  
“From the interpretive view we can study the elucidations of context and how people act and behave in those contexts whilst acknowledging the limited view and proposing quality in the qualitative process”.

Concurring with the authors, my focus was to ensure that a quality research design process countered the limitations of the small number of research participants. It became my goal as a qualitative researcher to stretch traditional boundaries to “add value and depth” and access the “gold” that is often “found in the deep and

dark places that seem hidden under the obvious” (Stewart, Gapp, & Harwood, 2017, p. 7). The use of multiple genres and data provided a research rigour, therefore, that helped to overcome the limitations of using a small cohort of participants by providing multiple, authentic perspectives and insights to deepen and enrich the research study.

In critiquing the ethics and politics of qualitative research, Denzin and Lincoln (2000, p. 23) stress that “there is no single interpretive truth” and that “multiple interpretive communities exist”, all with their own criteria for evaluating an interpretation. In addressing this limitation in qualitative research, I selected crystallisation to provide a rigorous and in-depth research design to support trustworthiness, credibility and rich data findings.

Opponents of this methodology could claim that the research findings in this specific study are not generalisable, because only a small representative group of expert principals were studied; however, I reiterate that the selection of crystallisation was not intended to provide generalisable findings, but to “offer rich descriptions, theoretical insights, and pragmatic implications” (Ellingson, 2009, p. 184) for current and future education leaders and further research studies.

While the use of narrative reconstruction and analysis could also be viewed as a limitation in traditional qualitative research, according to Holtsein and Gubrium (2008), the use of multiple forms of genre and analysis complement a social constructionist framework. As Ellingson states (2009, p. 197): “Thinking about and with stories are not mutually exclusive practices; we can do both. Crystallisation

does not invalidate or cancel out the contributions of one form of analysis with those of another”.

By expanding on Gergen’s (1994) views that the analysis of storytelling is also a form of academic narrative, the convergence of narrative reconstructions and academic analysis narratives mutually enrich the identification of key themes, patterns and insights arising from this research approach.

### **My Role as Research-Participant: ‘Insider’ and ‘Outsider’ Perspectives**

My role as research-participant and my contribution to this study through the autoethnographic interludes reflects the crystallised approach modelled by Richardson (2000; 2005), Ellis (1999, 2004; 2011) and Ellingson (2002, 2004; 2006, 2009). In bringing together my leadership reflections, narrative vignettes and analyses, I constructed “meta-autoethnographies” (Ellingson, 2009, p. 115) that helped to provide a holistic framework from which the research themes and participant stories could interweave layers, build upon and intersect with. Ethical representation of myself as both an ‘insider’ and ‘outsider’ participant in this study was guided by ongoing critical reflection.

As articulated by Ellis, Adams and Bochner (2011), issues of validity, trustworthiness, and generalisation in autoethnography relate to questions of reliability and a narrator's credibility. For this reason, my autobiographical vignettes focus on reflections of my leadership telos (moral purpose or *raison d'être*), interactions and cultural contexts across 11 years to support consistent and authentic accounts of my

experiences. It was my intention that providing an autobiographical, chronological and believable narrative of my leadership journey would help to address issues of reliability and trustworthiness.

## **Conclusion**

The exploration of my three key leadership themes through the genres of autoethnography, action-logic inquiry, narrative reconstruction, and a grounded theoretical thesis pioneers an 'eclectic' collective case study approach.

It is my intention that this research study honours the rich theoretical framework that underpins crystallisation and creative approaches to research design. The following chapter in this research study further investigates the themes underpinning the integrative leader development framework, with a focus on translating theory into practice. As a participant-researcher, it was important for me to explore the theoretical underpinnings of constructive leader development with the principal respondents to gain insights into its relevance from an educational leadership perspective.

## Interlude V: Becoming Me

### Vignette 8: The Supreme Ordeal

Shanti started the 2013 school year feeling torn personally and professionally. Never had they entered such a period of change with the NSW Department of Education — which included a realignment of all educational offices and units, a public sector restructure, the redundancy of many senior leaders, and the introduction of seven key educational reforms, which included: Local Schools Local Decisions, the new School Plan, Great Teaching Inspired Learning, Early Action for Success, National Partnerships for Principal Preparation, Empowering Local Schools, Learning Management, and Business Reform. Add to this the introduction of a new national curriculum for every Australian state and territory and you had anxious teachers and principals.

As she transitioned into Term 1, she soon realised that her involvement as a facilitator on the Empowering Local Schools roadshow had not been forgotten. Each day she received phone calls from School Education Directors and principals asking for her to share her school plan and professional learning resources to help them introduce the new template with their staff. It felt wonderful to be able to keep helping her principal colleagues and to support the new reform.

Then, six weeks into Term 1, she was called by George McCallan, the Assistant Director, and asked if she would be interested in relieving for him while he was on three months of long service leave. She couldn't believe her luck! She had been hoping she would have another opportunity to work with George and Edgar again, so it was a gift from the universe to support them in their reform projects. Although it



was a huge step to go from principal to Assistant Director of School Performance and Improvement, she was quietly confident that her journalism, academic research and educational leadership skills had prepared her well to take on the task. She said YES in a very excited voice ... and three weeks later she was seconded into state office for Term 2. Although it was a quick juggling act to prepare her Assistant Principal to relieve for her and quickly learn the key aspects of her new role, she was incredibly supported by George, who was a brilliant mentor and ensured she made a smooth transition.

Stepping into George's shoes opened her eyes to the machinations of state politics and the dynamics that existed between state and regional units. It was huge learning experience, although she was fortunate to have had prior experience as a radio journalist and national research manager fifteen years earlier, so preparing ministerial correspondence and official briefings were not as taxing as she initially envisaged. She worked hard to learn new skills as an Assistant Director and enjoyed taking on the new role, which consisted of developing an online platform for the new school planning template, providing state analysis on the NSW NAPLAN results, and developing leadership and professional learning resources to support the release of the new school plan by the Minister for Education.

The most challenging aspect of working in state office was supporting the realignment of the previous directorate to a newly formed Leadership and Educational Measurement directorate. Staff morale was low, and many were disillusioned with the Departmental reform. As a relieving Assistant Director, it was a challenging time to help set up a new directorate and bring together teams of people

from three defunct directorates and work hard to establish a shared culture and strategy that would go across the new directorate.

Shanti's goal as Assistant Director was to ensure that she completed the projects that George had given her to lead and to support a thriving organisational culture that was aligned to Edgar's vision for the Directorate. She worked closely with the Analytics team, the Student Assessment team, the Leadership team and the School Planning team to make sure that they were aligned with the new school planning processes. It was also her priority to pioneer a mindset shift so that the new directorate would model a more adaptive and enabling organisational culture than prior to the restructure. With the Director's permission, she was able to utilise her PhD leadership research to develop a logic model and leadership framework as part of the organisational strategy and culture building tool.

Her first step was to introduce a distributed leadership and team building approach, similar to the Imagination First model. She made it a key priority for project teams to collaborate together and encouraged project leaders to stop working in historical silos. How did she do this? By running team meetings together and asking people to choose projects that aligned to their strengths, rather than their job descriptions. It was a strategy that most people welcomed, particularly the Director, who wanted to establish a culture of creativity and connectedness. Edgar and Shanti soon discovered that both of them had similar goals and approaches as leaders.

Shanti felt very thankful that she was working for a boss who was very respectful, compassionate and approachable. He saw a lot of promise in her skills and passion to contribute to the Department, and he became a supportive mentor, taking the time to give her feedback and helping her to set professional goals to grow her

capabilities. He was, she believed, an example of a leader who had agility across all three modes of achieving, adaptive, and enabling leadership.

The Director was keen to help her progress her research, because he believed that the leadership model she was developing would be useful for the Department's future strategy. He gave her permission to pilot her PhD with principals involved in the National Partnership Principal Preparation Project to collect her field data and develop her research case studies. His support enabled her to use a grounded theory approach to 'test pilot' her research construct and leadership framework, collect her field data, and explore the leadership journeys and influence of principals in NSW public schools.

By the time George arrived back from his three-month holiday, her research with 25 highly effective principals had commenced, and the Director saw value in the leadership framework, 360 profile research, and coaching methodology she had designed. Both Edgar and George were impressed in how she had relieved as Assistant Director and her management of key projects. Not wanting to lose her back to Pirriwee Public School after Term 2, they asked her to remain at the Directorate for the duration of the year as CEO of School Validation and System Improvement.

In this role, Shanti worked closely with the Director to design and develop four state reforms. The first was the Self-Regulation Tool, an online platform to monitor and track the implementation of departmental policies in schools. Although its main role was to be an auditing and compliance tool, it also had the ability to support school innovation through future integration with the new School Planning online platform. The second project was to research and design a School Excellence Framework and system accountability process for NSW public schools.

After the 2012 election of the new Education Minister, he promised NSW a quality public education system that would meet exemplary standards. An Act of Parliament was put in place to change the state constitution to ensure that public schools would need to comply with the NSW Board of Studies and Teaching Education Standards (BOSTES) registration requirements, which were the same expectations of other schools in the Catholic and Independent educational sectors. The third project was the development of a wellbeing framework to create a holistic model of learning and wellbeing that would support the emotional, social, mental, physical, and spiritual health of students in their education system. She was given responsibility to co-write a literature review on student wellbeing and collaboratively design the framework with senior leaders across the Department. The fourth project was to develop a 21C model to improve staff, student and school teaching and learning across the state, which was called the Dynamic Learning System. These four projects were exciting opportunities to learn deeply about state reform processes, project design, and implementation at state and local school levels.

But then, out of the blue, the dynamics flipped in Term 4, with the appointment of a new Executive Director, who would supervise the Director of the Leadership and Educational Measurement Directorate and other teams. It soon became apparent that the new Executive Director was keen to hire staff who were her allies and would report directly to her about other staff members. With the leadership changes, it became incredibly difficult for Shanti to get endorsement for any of her work projects. Every piece of correspondence was critiqued and questioned. Each day became a challenge, and staff morale decreased across the team.

Shanti's only success during this challenging time was the endorsement of the Leadership Pathways strategy that she had designed for the *Great Teaching Inspired Learning* reform. Inspired by her PhD research, she developed a leadership continuum approach that would support the differing needs of aspiring, new and experienced leaders. Incorporating the elements of IQ, EQ and SQ into a leadership and organisational framework, the Leadership Pathways strategy was a multifaceted developmental model that included leadership induction, coaching, and mentoring through a blended learning approach. She looked forward to developing the official guidelines, research paper, coaching programs, and learning modules as part of the strategy as they progressed into 2014.

Although the endorsement of the Leadership Pathways helped to validate her leadership research, Shanti's personal resilience in the face of the Executive Director's relentless opposition began to flounder. She began to question her leadership skills and capabilities, losing confidence in her ability to add value to the Department.

## **Chapter 5: Cultivating Leadership Through Integrative Leader Development Approaches**

Chapter 5 explores the theoretical framework underpinning an integrative perspective on lifelong leader development (Day et al., 2009). The theoretical propositions within the framework establish a career-span framework from which to cultivate leader identity, expertise and ongoing adult learning development. While Day, Harrison, and Halpin (2009) suggest their theoretical propositions and hypotheses form the basis of lifespan leader development initiatives, the authors openly admit the research limitations of their theoretical framework. To date, there is very little research that investigates the propositions in corporate and educational leadership settings. With this in mind, this chapter provides a grounded, theoretical analysis of the integrative leader development framework within the context of educational leadership. It also seeks the views of principal participants in this study.

The integrative lifespan theory of leader development presents a holistic and interdisciplinary approach to leadership capability building (see Table 5.1). The key premise is that lifelong adult development influences ongoing leadership skill development, identity and expertise. Detailed in the Literature Review, integrative approaches to leader development (Day et al, 2009) provide a substantial, interdisciplinary review of previous theory and research regarding adult and leader development. The authors' theory goes beyond the traditional focus on novice leadership skills and competencies to address the influences of lifelong adult learning and identity formation to accelerate leader development and expertise.

**TABLE 5. 1 SUMMARY OF THEORETICAL PROPOSITIONS UNDERPINNING INTEGRATIVE LIFESPAN LEADER DEVELOPMENT (DAY ET AL., 2009, PP. 244-254)**

<i><b>Theme One: Expert and Expert Performance</b></i>	
1.	Expert leadership can be differentiated from novice (less expert) leadership
2.	The development of leadership expertise occurs as a result of identity changes that take place throughout the lifespan, but particularly in adult hood
3.	Basic levels skills combine to form complex and multifaceted leadership competencies
4.	The development of expert leadership follows a longitudinal trajectory that parallels the development of expertise in other domains
5.	Intentional practice in leadership is needed to reach a level of expert leader performance
<i><b>Theme Two: Identity and Self-Regulation Processes</b></i>	
6.	Leadership competence is formed through spirals of leader identity formation and change in the context of learning and development through learning that is gained from experience
7.	Individual differences between leaders influence the rate and change in the context of learning and development through direction of the spirals of identity development and leader development <ul style="list-style-type: none"> <li>• 7a. Self-regulatory strength accelerates the ongoing learning and development of leaders</li> <li>• 7b. Learning goal orientations facilitate development of leader expertise through the use of self-regulation strategies</li> <li>• 7c. A leader’s generalised self-efficacy will positively relate to leader development and learning</li> <li>• 7d. Self-awareness will facilitate the development of leader learning and expertise</li> <li>• 7e. Forming implementation intentions regarding initiating leadership practice and persisting through distractions will facilitate leader development</li> </ul>
<i><b>Theme Three: Adult Development</b></i>	
8.	Leader development is ongoing through the adult lifespan and is shaped by experience as well as through adult development and age-related maturation processes
9.	Maintaining an active and healthy lifestyle and building self-regulatory resources may facilitate health and wellbeing into late adulthood and contribute to lifelong development
10.	Individuals engage in selection, optimisation, and compensation (SOC) processes in maximising developmental gains and minimising losses associated with developing as a leader
11.	The development of complex, multifaceted leadership competencies is supported by a web of adult development that is dynamic and nonlinear in nature
12.	Moral reasoning and reflective judgment (i.e. epistemic cognition) develop concomitant with positive identity development spirals
13.	Wisdom involves the alignment of morality and moral reasoning (Virtue), identity and self-regulation (Self) and reflective judgement (Knowledge and Thinking)

As Table 5.1 highlights, their emerging research introduces three leadership themes and 13 theoretical propositions: “building leader expertise, identity development, and adult development” (Fink, 2009). Theme one: expertise and expert development clarifies that expert leadership is different to novice leadership and that it develops across a career span as a result of changes in leadership identity and intentional, complex skills development in multiple domains. Theme two: self-identity and self-regulation links leader identity formation, self-regulation, self-awareness and intentional practice with leadership efficacy. Theme three: adult development

highlights how ongoing adult learning supports the growth of leadership maturity, wellbeing, optimisation, moral reasoning ,and wisdom.

In reviewing the theoretical framework (Day et al., 2009), it was important to ascertain whether the principal respondents perceived the three themes as contextually relevant in supporting the growth and development of educational leaders — not just as novice principals, but also across the career span. A qualitative survey was designed to assess the 13 propositions and accompanying 88 hypotheses underpinning the framework (see Table 5.1). The five principal respondents were asked to reflect on each of the hypotheses and rate them according to frequency of demonstration based on their leadership knowledge, skills and experiences against a three-point Likert scale, rarely (infrequently demonstrated), usually (often demonstrated) or always (consistently demonstrated). Altogether, 88 statements were considered and rated by each of the five respondents, resulting in a total of 440 ratings. For analysis purposes, responses were assigned a numerical value — rarely scored 1, usually scored 2 and always scored 3.

### **Consideration of the Themes Underpinning Integrative Leader Development**

There was strong consistency across the group ratings for each statement, with respondents agreeing that the three themes underpinning integrative leader development framework were professionally relevant in an educational leadership context.

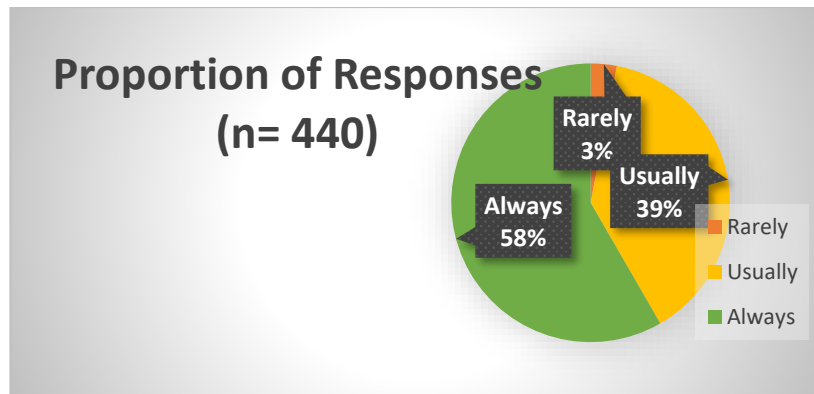


The 88 statements were grouped according to the three themes of integrative leader development, as follows:

- **Theme 1 Expertise and Expert Performance:** 25 statements covering five propositions.
- **Theme 2 Identity and Self-Regulation Processes:** 33 statements covering two propositions, with one of the propositions being considered both overall and in five sub-sections.
- **Theme 3 Adult Development:** 30 statements covering six propositions.

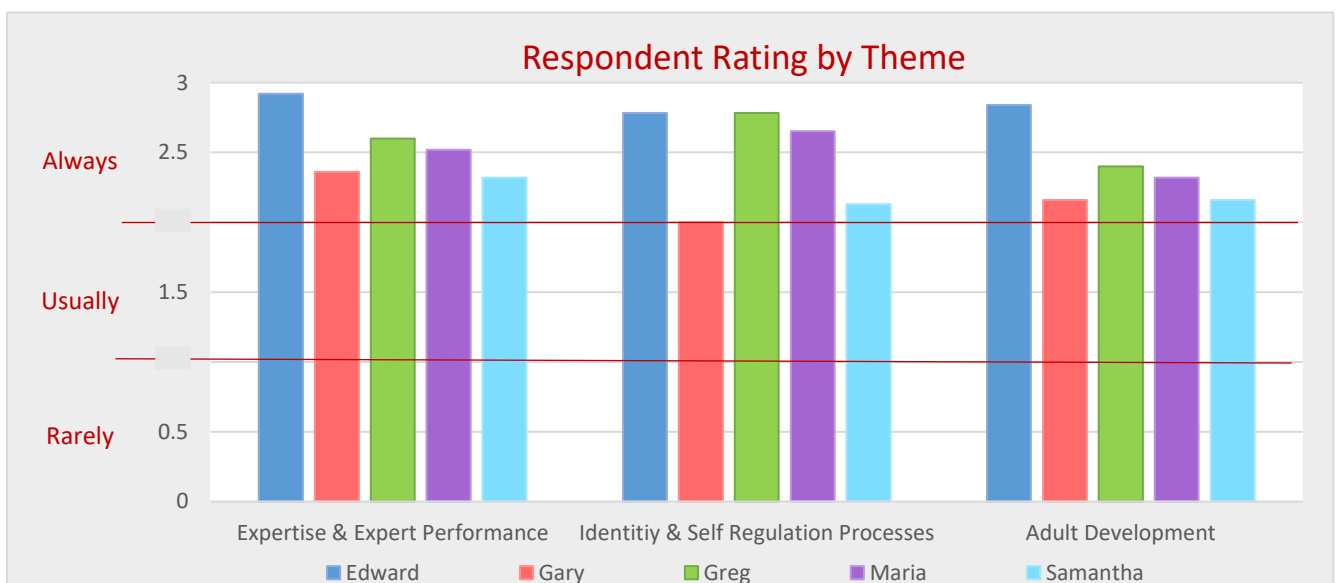
The ratings provided by respondents for the statements were assigned to the respective themes, and an analysis undertaken to determine whether the statements were considered to always or usually apply to each theme. This means that for each theme, the ratings of all respondents for every statement were included in calculating an overall average. In the case of theme 1: expertise and expert performance, for example, there were 125 ratings that were included in the analysis, covering the 25 statements for all five respondents.

Reviewing the survey responses (see Figure 5.1), in general, the respondents believed the integrative leader development theoretical statements provided useful insights in terms of the characteristics of integrative leadership development, with 96% of ratings indicating the statements to be always (51%) or usually (45%) apparent in such leadership. Only 4% of ratings indicated that the statements rarely applied as characteristics of integrative leader development. This means that there were only 16 occasions in total amongst the five respondents where they considered a statement was rarely a characteristic of integrative leader development. Figure 6.2 shows the proportion of responses to the 440 statements.



**FIGURE 5. 1 INTEGRATIVE LEADER DEVELOPMENT SURVEY — PROPORTION OF RESPONSES**

As is evident in the figures below (Figure 5.2 and 5.3), there was mainly consistency in the individual and group average respondent ratings for each theme. In addition, the average ratings in each case were approximately 2.5, indicating that respondents considered the statements to be either usually or always apparent. Hence, the overall results indicate that the respondents considered the statements across the three themes to be an appropriate representation of the characteristics that usually or always occur.



**FIGURE 5. 2 INTEGRATIVE LEADER DEVELOPMENT SURVEY — INDIVIDUAL RESPONDENT RATINGS BY THEME**



**FIGURE 5. 3 INTEGRATIVE LEADER DEVELOPMENT SURVEY — GROUP AVERAGE RESPONDENT RATINGS BY THEME**

Theme one: expertise and expert development had the highest average group ratings, demonstrating consensus in the shared views that expert leadership is different to novice leadership and that it develops across a career span as a result of changes in leadership identity and intentional, complex skills development in multiple domains.

Theme two: self-identity and self-regulation had the second highest group average ratings. These results are potentially of great significance, as traditionally this theme is absent from typical principal development programs. The solid shared responses provide important practitioner insights into linking leader identity formation, self-regulation, self-awareness and intentional practice with leadership efficacy.

Finally, theme three: adult development, was the third highest average group rating. While this theme had the highest rated proposition ratings, it also included two of the lowest rated propositions. Despite this range, the overall ratings for theme three

remained solid (an average 2.4 out of 3.0). These results highlight the growing recognition that ongoing adult learning and growth is important for experienced principals. This strategy is missing from current principal professional learning programs, yet it optimises leadership maturity, wellbeing, moral reasoning and wisdom.

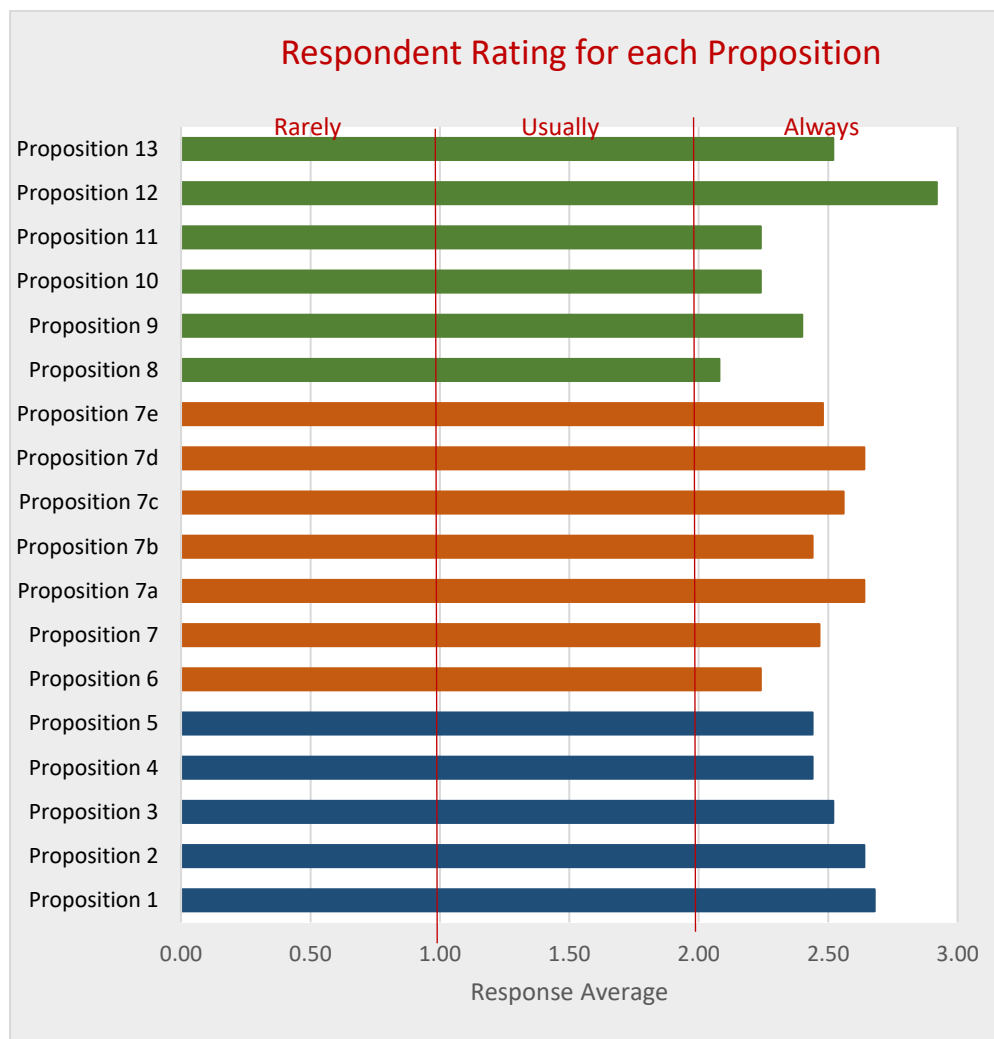
## **Consideration of the Integrative Leader Development Framework Propositions**

Since averages were calculated as a guide to the overall ratings of respondents, it was important to further explore the level of consistency at a proposition level for each theme and to expose any differences that may exist within.

The same methodology used for themes was applied in calculating averages, to provide a guide to the ratings for each integrative leader development proposition. With Proposition 1, for example, the five respondents provided ratings for each of the five statements used for this proposition. This meant that a total of 25 ratings were used to calculate an average and provide an overall guide as to whether respondents considered the statements to be either usually or always apparent. The same approach was repeated for all propositions.

It is evident in Figure 5.4 (below) that there was consensus in the respondents' ratings, as all propositions consisted of statements that were rated either usually or always apparent. The average ratings in each case varied between 2.1 and 2.9, indicating that respondents considered the statements in some propositions to apply more or less frequently than in others.

Of greatest interest are the propositions that were at the extremes of the data range. With Proposition 12, for instance, 13 of the 25 ratings from the respondents considered the statements to be always applied. On the other hand, for Proposition 8, the ratings were more widely spread, with 6 of the 25 ratings at rarely, 11 at usually and 8 at always. To understand these variations, further exploration of this proposition was necessary.



**FIGURE 5. 4 INTEGRATIVE LEADER DEVELOPMENT SURVEY — RESPONDENT RATINGS PER PROPOSITION**

## Analysis of the Lowest Rating Propositions Underpinning Integrative Leader Development

Out of the 88 statements in the integrative leader development framework, only four were rated overall as being below usually (1.8 or less). These lowest rated proposition statements are indicated in Table 5.2 below.

**TABLE 5. 2 INTEGRATIVE LEADER DEVELOPMENT SURVEY — LOWEST RATING PROPOSITIONS**

Proposition No.	Statement	Individual Ratings	Average Rating
9.1	Physical decline in adulthood will slow the trajectory of leader development	2 x rarely, 2 x usually, 1 x always	1.8
8.2	There will be a curvilinear relationship (inverted-U) between age and having interest or participating in leader development experiences	4 x usually, 1 x rarely	1.8
6.3	Leadership failures will lead to rejecting a leader identity	4 x rarely, 1 x usually	1.2
8.3	The rate of development of leadership competencies will asymptote around age 30 (associated with the onset of general cognitive and physical declines) and begin to decline thereafter	5 x Rarely	1.0

### Proposition 8

The description of Proposition 8 is as follows: *Leader development is ongoing through the adult lifespan and is shaped by experience as well as through adult development and age-related maturation processes.*

Figure 5.5 (below) shows the respondents' ratings for each of the statements composing Proposition 8. The results indicate greater variation than was apparent between other propositions or themes. For example, Statement 8.3 was rated as rarely applying by all five respondents and received a group score of 1.0 out of 3.0. Similarly, Statement 8.2 was rated as rarely or usually applying by all respondents

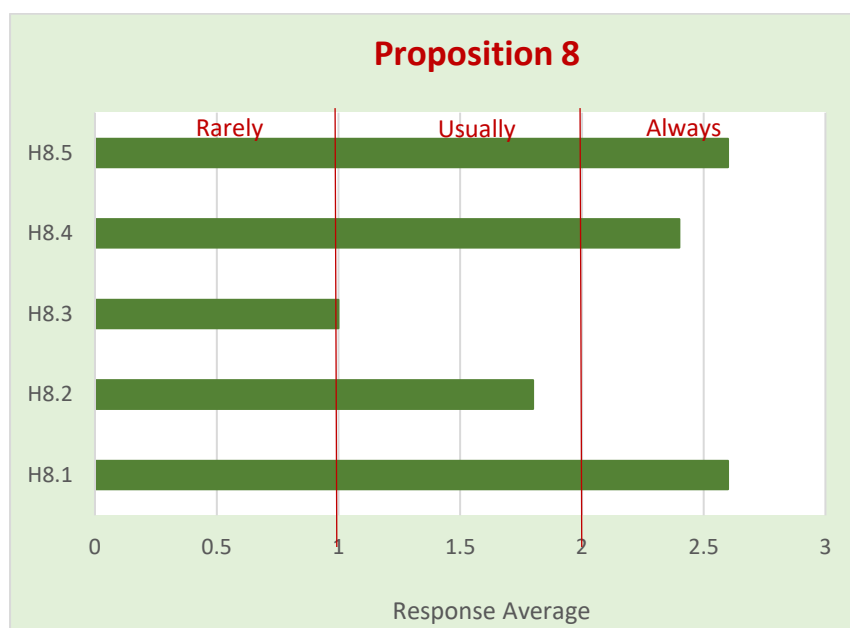
and received a group score of 1.8 out of 3.0. While these are atypical ratings in comparison to the overall results, they represent important differences that may reflect on the theoretical construct itself. It could also reflect on other factors or influences that could be less clear; for example, the age, experiences, or level of leadership development of the respondents. Such differences provide intriguing points for closer inspection in future research.

It is interesting to note the very low ratings for propositions 8.2 and 8.3 in comparison to the other 86 propositions that were consistently rated as always by the respondents. Proposition 8.2 states that “*There will be a curvilinear relationship (inverted-U) between age and having interest or participating in leader development experiences*”.

The respondents rated this as occurring usually (4x) and rarely (1x), which is the second-lowest average rating provided in the survey. In analysing the statement, it is clear that the respondents did not agree that interest in leader development experiences peaks at a certain age and then declines. The research implications from the respondents’ survey results highlight that experienced leaders remain interested and motivated about their personal and professional growth. This introduces the notion that professional learning for experienced principals is as equally significant as leadership development for novice leaders. From an education system perspective, it highlights the meaningful contribution of ongoing learning and development for mature school leaders.

Proposition 8.3 states that: “*The rate of development of leadership competencies will asymptote around age 30 (associated with the onset of general cognitive and physical declines) and begin to decline thereafter*”. All five respondents rated this as

occurring rarely, which is the lowest average rating provided in the survey result. It is evident that while the respondents believe peak physical state is reached at 30 years of age, they did not believe that cognitive or physical factors related to age led to leadership decline. It would be interesting to note whether retired leaders would give similar survey feedback, especially on the impact of physical or cognitive decline on leadership skillsets. It would also be interesting to know at what age respondents believe there is a decline in the rate of development of leadership competencies. The implications for future research are fascinating; for example, if not at age 30 years, then what would be the age?



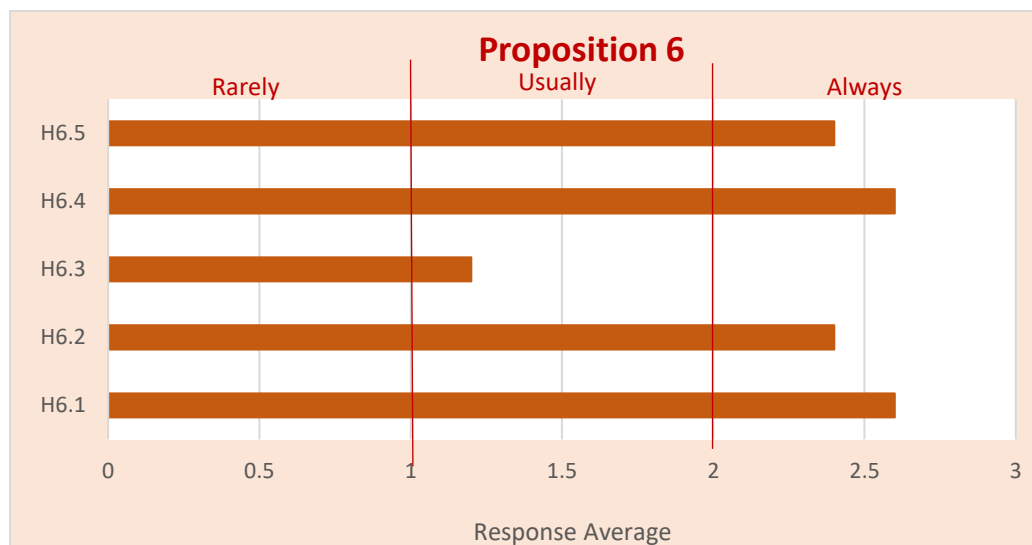
**FIGURE 5. 5 RESPONDENT RATINGS FOR PROPOSITION 8**

### Proposition 6

The description of Proposition 6 is as follows: *Leadership competence is formed through spirals of leader identity formation and change in the context of learning and development through learning that is gained from experience.*



While the respondents agreed that leadership identity is formed through learning development and experiences, and rated hypotheses 6.1, 6.2, 6.4 and 6.5 as always (see Figure 5.6), there was overall disagreement with hypothesis 6.3: “*Leadership failures will lead to rejecting a leader identity*”, which was given a group score of 1.2 out of 3.0. Respondents did not provide additional survey comments as to why they believed failure was not perceived as a catalyst for changes in leadership identity. However, it is possible that the term ‘rejecting’ could have implied the rejection of a leadership role rather than a leader identity/sub-identity. Also, if that was the case, then it is possible respondents were highlighting the important by-product of bouncing back from failure — resilience — as being a critical component of leadership identity formation.



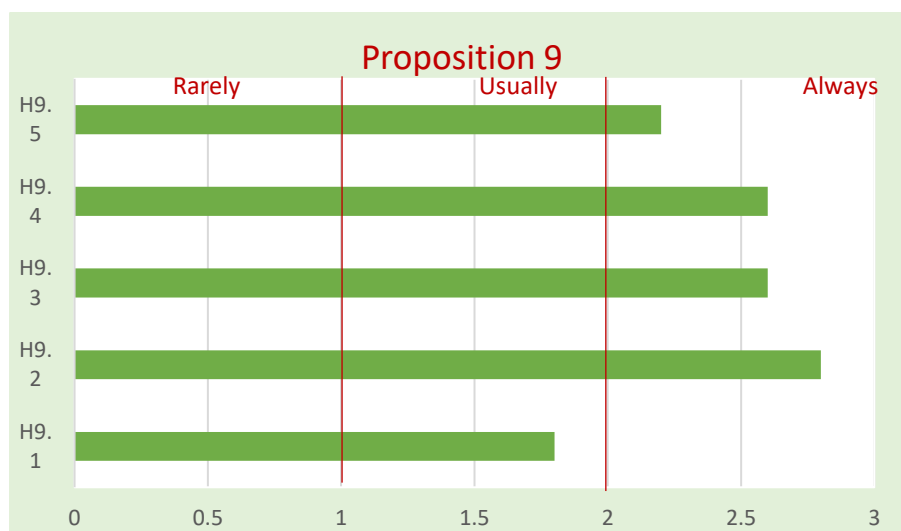
**FIGURE 5. 6 RESPONDENT RATINGS FOR PROPOSITION 6**

### **Proposition 9**

The description of Proposition 9 is as follows: *Maintaining an active and healthy lifestyle and building self-regulatory resources may facilitate health and wellbeing into late adulthood and contribute to lifelong development.*

While the respondents agreed that self-regulation, wellbeing and physical fitness are important priorities, as evident by the always ratings for 9.2, 9.3, 9.4 and 9.5 (see Figure 5.7), there was no shared consensus for hypothesis 9.1: “*Physical decline in adulthood will slow the trajectory of leader development*”, which received a group score of 1.8 out of 3.0.

Respondents overall did not believe physical decline slowed down leadership development. Instead, they saw cognitive and emotional wellbeing as the key factors for sustaining ongoing leadership motivation and professional growth. Similar to hypothesis 8.3, it would be interesting to note if the perceptions of retired leaders would be same as the surveyed respondents.



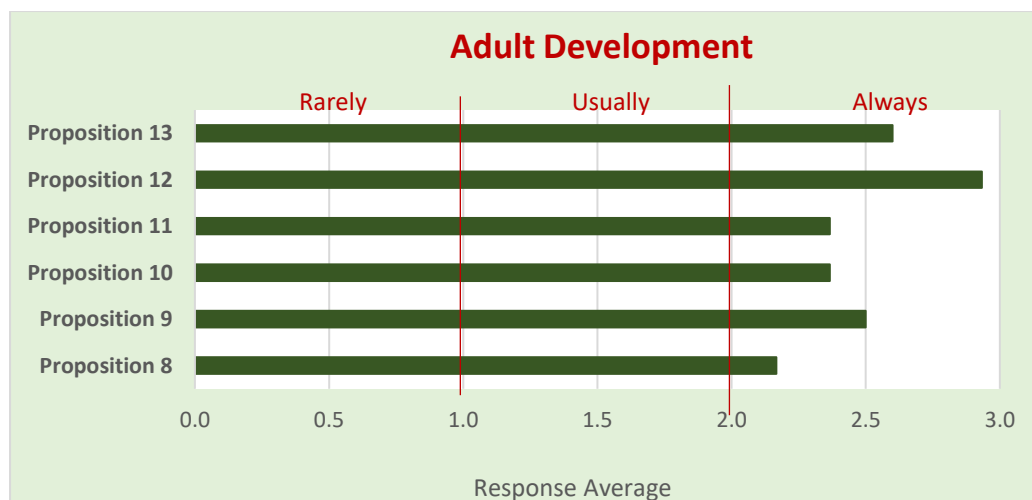
**FIGURE 5. 7 RESPONDENT RATINGS FOR PROPOSITION 9**

## Analysis of the Highest Rating Propositions and Statements

While the survey results highlight the respondents’ agreed affinity with most propositions underpinning the Integrative leader development framework, it is also revealing to note which of the theoretical propositions gained the highest and lowest

ratings. Exploring why and how these propositions were rated so highly provides key insights into the developmental needs and professional context of principals across the career-span.

Figure 5.8 (below) shows the six highest rated propositions. For the purpose of this chapter, we will focus on the propositions rated by the group to be over 2.5 out of 3.0 — that is, propositions 12, 13 and 9. Collectively, these propositions and accompanying hypotheses are underpinned by research into constructive adult development (Alexander et al., 1987; Cook-Greuter, 2013; Cook-Greuter, 1999, 2000, 2004, 2005; Csikszentmihalyi, 2008; Harung et al., 1995; Korac-Kakabadse, Kouzmin, & Kakabadse, 2002; Loevinger, 1993a, 1993b, 1998; Loevinger et al., 1970; Loevinger & Wessler, 1970; Orme-Johnson, 2000; Orme-Johnson et al., 1989; Rooke & Torbert, 2005; Torbert, 2004; Westernberg et al., 1998) and respondents agreed that enhanced moral reasoning, reflective judgement and self-regulation, as well as a focus on healthy lifestyle and wellbeing, were critical factors for embedding leadership expertise and professional success.

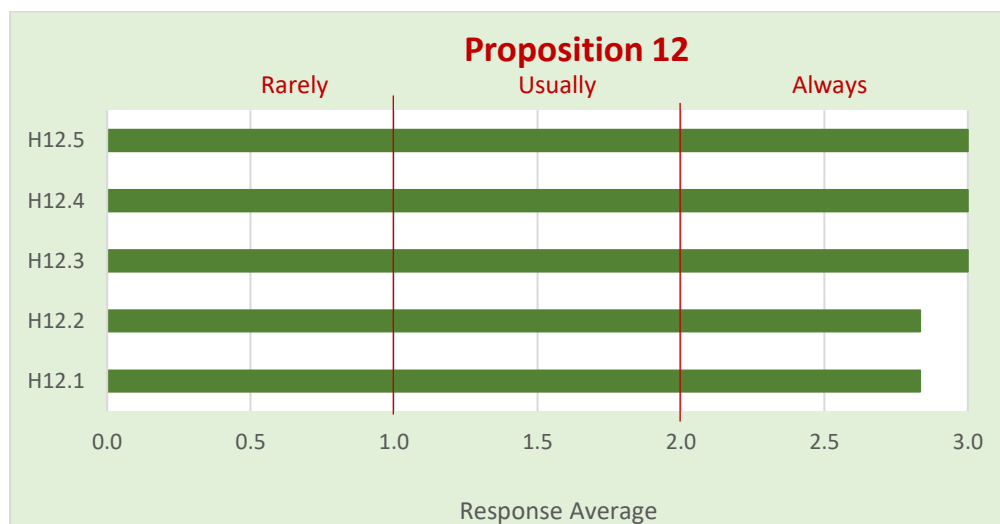


**FIGURE 5. 8 INTEGRATIVE LEADER DEVELOPMENT SURVEY — HIGHEST RATING PROPOSITIONS**

## Proposition 12

Proposition 12: *Moral reasoning and reflective judgment (i.e. epistemic cognition) develops concomitant with positive identity development spirals.*

- *H12.1 Complexity of moral reasoning is positively related to the strength of a leader identity*
- *H12.2 Complexity of moral reasoning is positively related to the quantity and quality of leadership experiences*
- *H12.3 Reflective judgement is positively related to the strength of a leader's identity*
- *H12.4 Reflective judgement is positively related to the quantity and quality of leadership experiences*
- *H12.5 There is a positive relationship between moral reasoning, reflective judgement, and leader expertise (i.e., holding leadership competencies).*



**FIGURE 5. 9 INTEGRATIVE LEADER DEVELOPMENT SURVEY — PROPOSITION 12**

The respondents gave their highest ratings for Proposition 12 and its hypotheses, (see Figure 5.9), providing a group rating of 2.92 out of 3.0. Of the 25 overall ratings from the five respondents for the five statements in this proposition, there were 23 x

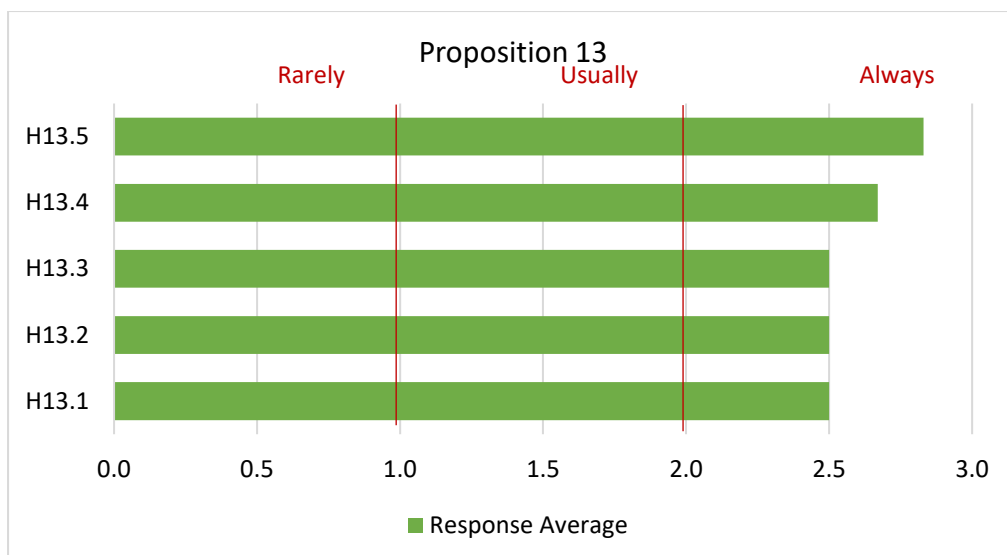
always and 2 x usually. Figure 5.9 reflects the shared belief of the respondents that the attributes of higher levels of ego development and emotional intelligence support positive leadership identity development. The capacity for moral reasoning and reflective judgement are considered important factors in the development of leader expertise and wisdom. The strength of the respondents' ratings suggest that these higher order traits are usually demonstrated by expert leaders and are instrumental in overcoming the physical or cognitive decline that can occur when leaders age.

### **Proposition 13**

Proposition 13: *Wisdom involves the alignment of morality and moral reasoning (virtue), identity and self-regulation (self) and reflective judgement (knowledge and thinking)*

- *H13.4 Wisdom is a time-varying covariant that develops concomitant with expertise, moral reasoning, and leader identity (2 usually, 4 always)*
- *H13.5 Wisdom can develop in leaders regardless of age (1 usually, 5 always)*

With the second highest rated proposition, Proposition 13, respondents provided a collective group rating of 2.6 out of 3.0. Figure 5.10 (below) provides an overview of the average ratings for Proposition 13, highlighting H13.4 and H13.5 as positive outliers. It is interesting to note that respondents unanimously agreed that the development of wisdom was not based absolutely on a leader's age or years of leadership experience. Instead, higher levels of ego development and moral reasoning were seen as key indicators for the development of expert and wise leadership.



**FIGURE 5. 10 INTEGRATIVE LEADER DEVELOPMENT SURVEY — PROPOSITION 13**

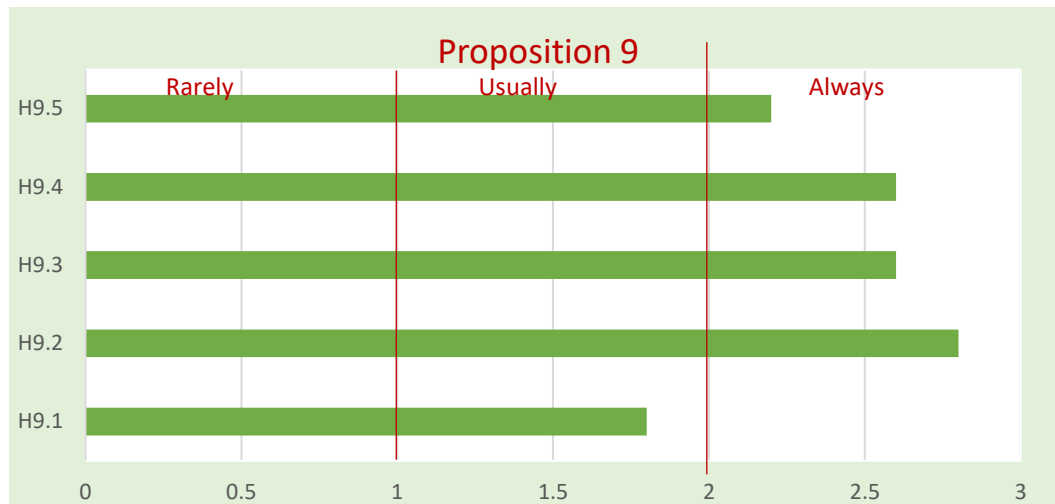
As stated earlier, this highlights the gap in current principal development programs and illustrates the importance of going beyond the traditional focus on system reforms and professional standards to embed differentiated learning pathways for mature and experienced educational leaders, including coaching for higher levels of ego development.

### **Proposition 9**

*Proposition 9: Maintaining an active and healthy lifestyle and building self-regulatory resources may facilitate health and wellbeing into late adulthood and contribute to lifelong development.*

- *H9.2 Effective self-regulation processes enhance the experience of leader wellbeing*
- *H9.3 Experienced wellbeing is positively related to self-development intentions and activities*

- *H9.4 Physical fitness will be positively related to self-development intentions and activities.*



**FIGURE 5. 11 INTEGRATIVE LEADER DEVELOPMENT SURVEY — PROPOSITION 9**

It is interesting that, despite 9.1 being the 4th lowest rated hypothesis, Proposition 9 was overall the 3rd highest rated leadership proposition (see Figure 5.11), with an average group rating of 2.5 out of 3.0. According to the respondents, maintaining a healthy lifestyle, self-regulation, and wellbeing enhance leader development into late adulthood. The implications from these insights suggest that active health and mindfulness programs not only support self-regulation for leaders, but also support ongoing leadership motivation and positive mindsets too.

## **Reflections on the Integrative Leader Development Framework Survey Results**

In exploring the Integrative leader development framework and its theoretical propositions, the survey results from the principal respondents indicate that the personal journey of a leader is a key factor to how successfully professional

leadership development is embedded and sustained. The higher order qualities of ego development are essential if we want to support the ongoing strategic growth of expert leaders. Recognising that leader identity formation is influenced by a combination of personal, social, historical, and professional experiences highlights the importance of including multifaceted adult learning approaches to support leadership skillsets, self-regulation and moral reasoning.

The survey results highlight the importance of each theme in alignment with each other. As standalone themes, they do not hold up on their own. Together, they create an integrated model and continuum to support career-span growth and development, regardless of age or positional role. This could explain why the traditional focus on expertise and expert development of novice and experienced principals does not have the desired systemic impact.

Embedding the integrative leader development framework into NSW leadership programs makes personal and professional leadership sense, although it equally raises challenges about the complexity and contextual learning of educational leadership. These challenges include balancing systemic educational system priorities, as well as the asystemic factors that may influence a leader's inner journey. These include qualities such as identity formation, levels of resilience, and the ability to self-regulate. This interplay between systemic and asystemic challenges would benefit from further exploration to align leader and leadership development successfully to support aspiring and current school leaders.



Reflecting on the respondents' views to *theme one: expertise and expert development*, it is apparent that the current system focus on embedding leadership standards in principal development programs for novice leaders is important, but on its own, does not guarantee future leadership success or sustainability. The survey responses highlight the need for broader leadership development that includes and goes beyond traditional modes of leadership learning, not only to better prepare aspiring and current leaders, but also to create a future strategy that differentiates leadership learning to support leadership expertise for mature principals.

Insights gained from the responses to *theme two: self-identity and self-regulation development* highlight the gap in traditional principal development programs and the importance of reviewing future leadership pathway strategies. While Theme Two does not focus on specific leadership or organisational standards, it supports a leader in developing emotional intelligence and the resilience to bounce back from personal and professional challenge. Building positive spirals of leadership identity and self-regulation supports leaders in creating proactive school cultures that embed distributed leadership. Leaders in such cultures successfully lead change with the skillset of bringing people on board with them — despite the situational challenges of complexity and uncertainty.

While *theme three: adult development* was the third-rated theme, it includes the two highest-rated individual propositions. Interestingly, this theme is absent from international research into principal development programs (Earl & Timperley, 2015; Mourshed et al., 2010; Pont et al., 2008; Schleicher et al., 2012). Yet, it is an important theme to consider if we reflect on Australia's current workforce issue of an

aging principal population. Theme three may not guarantee leadership expertise or identity formation, but it supports ongoing leadership growth, wellbeing and health — important factors for sustainability with an ageing workforce.

## **Leadership Insights Gained from the Lowest and Highest Propositions**

Although this survey only provides preliminary insights into the integrative leader development framework within an educational context, it raises future research possibilities for exploring new leadership frameworks and implementation models for principal professional development.

Insights gained from the lowest and highest-rated propositions support a differentiated model for leadership learning. These models include developmental coaching to embed emotional intelligence and higher states of ego awareness for the growth of positive leader identity spirals, self-regulation skills, the ability to handle change and complexity, and maintaining a healthy work-life mindset and balance.

Supporting novice and experienced leaders in developing the skillsets of *theme two: self-identity and self-regulation development* and *theme three: adult development* provides aspiring and current leaders with the best opportunity to counterbalance the uncertainty and challenges of future change, as well as the possible physical or cognitive decline that can occur when leaders age.

In summary, the integrative leader development framework identifies powerful influences that act as a catalyst to build leadership expertise and resilience across the career span from aspiring and novice to experienced leaders. Yet, these

components remain absent from current principal development programs in Australia. Educational leaders may be prepared to lead system reforms with an awareness of professional standards and organisational requirements, but they are not supported in the development of inner leadership resilience to handle change, uncertainty, and social disruption. Furthermore, the tools to support personal and professional wellbeing are largely non-existent. Acknowledging the role of ego development and moral reasoning in supporting leadership maturity, wisdom and expertise, instead of leadership tenure and experience, is important for future leader development programs. For example, a differentiated leadership strategy to assist experienced and mature leaders is needed as much as programs focusing on expertise development or leadership readiness for novice leaders.

## **Next Steps**

Chapter 6 explores the journey of leadership identity and expert development of the five principal respondents. Reflections on their autobiographical narratives (bildungsromans) are intended to highlight key milestones of how leaders develop personally and professionally. The insights into lifelong leader development from Chapter 5 support the narrative analysis of the principal participants' bildungsromans as we delve into their leadership identity formation and expertise development.

## Interlude VI: Becoming Me

### Vignette 9: Seizing the Sword

At the start of 2014, the Deputy Director General of the NSW Department of Education instigated another realignment of the Department's organisational chart. As result of the reshuffle, the Directorate would have a new Executive Director, and within a fortnight, Shanti was recommended to apply for the A/Director Leadership and Teacher Quality role. A month later, she was notified that she had been successfully appointed into the role.

Soon she was able to work with the Executive Director and Director to progress the School Excellence Framework, School Planning modules, Wellbeing Framework, NSW Leadership Pathways strategy, and Principal, School Leadership projects. It was their aim to promote a culture of mentoring and coaching in the Department, to support not only effective school leadership, but also a creative mindset for school transformation. They believed this role would help transition the Department out of the hierarchical culture that focused on management compliance into a progressive and dynamic 21<sup>st</sup> Century leadership and learning networked system.

However, at the end of Term 1, it was announced that the current Executive Director was going to retire and be replaced by another Executive Director, who commenced in Term 2. While, initially, the new Executive Director seem to be supportive of Shanti's state projects, from Term 3 her leadership style and approach began to change. Within one term, she restructured the Directorate so that team leaders reported directly to her, instead of their supervisors. Directors were banned from talking about their work projects with each other unless she attended the meetings or

was cc-ed into emails. Shanti watched in shock as the newly appointed Executive Director made harsh organisational changes that broke down the professional rapport of the leadership teams. Suddenly, project teams, who were previously collaborating on a daily basis, started to work in competition with each other in fear of not gaining the Executive Director's approval. Shanti was dismayed as she watched suspicion, fear and blame enter the culture at the Directorate.

Shanti could not believe that exactly a year after her experience with the previous Executive Director, that history was repeating itself. Only three months into the role, and she began to see low morale and decreased poor job satisfaction. In observing the Executive Director's leadership style, Shanti was reminded of the research on ego development theory and the impact of reactive leadership on organisational culture, return on investment, and sustainability. It was very clear that she was operating at an expert level (Loevinger, 1967; Cook Greuter, 2002) and at times used opportunistic strategies to win at all costs. While, on the outside, she seemed caring and compassionate, she was a chameleon in that what she said to you in front of you or behind your back were usually two different things. She demanded loyalty but gave no loyalty to others, only establishing professional relationships if she believed someone could benefit her in the future.

It was incredibly sad to watch the changing organisational dynamics and Shanti doubted that she would be able to work effectively with the Executive Director the following year. As they entered Term 4, Shanti became increasingly aware that her projects were starting to be sidelined. Scheduled events — which included running facilitation leadership workshops, evaluating a platform for a new learning

management system, endorsing four coaching pilots and organising procurement contracts — were no longer approved

It was a time of tough realisations for Shanti. The first was the impact of toxic leaders on people and organisations. The second was that no matter how hard Edgar and she had tried to create a paradigm shift towards a new mindset and culture at the Department, they had failed. The third was that she would be returning to Pirriwee Public School at the beginning of 2015.

### **Vignette 9: The Reward**

In 2015, Shanti returned to Pirriwee Public School as principal, but the person who returned was broken from the combined experiences of 2013 and 2014. She felt numb in her spirit, despairing that everything that she had believed in had been wrenched away. Such was the impact on her psyche, she was afraid that she had lost her ability to be an effective leader and began to question the purpose of her PhD research. It was a stark contrast from the previous year, when she had left Pirriwee Public School believing that she had an important mission to accomplish.

Although she could have tried to hide her fragility under false bravado, she couldn't do it. Her staff knew she was in a tender, vulnerable place, but it was okay. It helped her to realise that leadership wasn't about being 'perfect', rather it was about authenticity. It was important for them to see her as human in the expression of her strengths and vulnerabilities — without pretence or ego. Instead of this causing them to question or doubt her as a leader upon her return, it became an important turning point for all of them to establish a new culture together, one that was trusting,

respectful and compassionate to others. It helped, Shanti believed, for them to rebuild trust and respect in her leadership, and her parents and students saw a focused, committed and passionate school leader.

Shanti's sole focus was on Pirriwee School and functioning as an effective principal. It took her six months before she could start writing on and progressing her PhD again, so lost was she in trying to heal from the professional trauma of leaving State Office and coping with the breakdown of her marriage at the same time. In desperation, Shanti turned to the Happify wellbeing app, daily meditation and Coach in a Box program to do one-on-one leadership coaching to help her reconnect with her spirit and purpose as a leader.

Through the Coach in a Box program, Shanti was able to understand the grief of leaving a team of people that she loved working with. The coaching helped her to come to terms with her sense of exile and rebuild optimism in herself as a woman, mother, researcher and leader. The work on 'mind traps' helped her to take a step back and witness the emotional state she had regressed to in her grief. The mind traps that had triggered her insecurities were the martyr and perfectionist. Between both mindsets, there was a great sense of self-sacrifice and shame. Shanti realised through the coaching that she needed to integrate these aspects of herself with deeper understanding if she was to heal and find her strength as both a person and leader.

As her introspective period came to an end, Shanti discovered that she had been surrounded by many supportive friends and work colleagues. Even though she had gone quietly into her 'healing cave', each day, someone at Pirriwee Public School and State Office would talk to her, call, email or text her to find out how she was.

Until then she had never realised how much she was cared for by her friends and staff. It was a huge turning point in helping her heart and spirit transform into wholeness again. Suddenly she found the urge to write again. Her PhD lead supervisor was incredibly supportive and gave positive feedback on the new direction she wanted to explore with her research.

As they moved into Term 4, Shanti saw that the staff were as committed as she was to creating a caring and highly effective culture of leadership. During the year, she had learned to 'step back' and trust her leadership team in their vision and goals. No longer did she need to perceive herself as the 'boss' or 'expert'. Instead, she found increasing pleasure in watching her staff take on-board leadership roles and achieve shared success. Strangely, although she had started the year feeling shattered and ineffective as a leader, Shanti ended the year far more successful as a principal than in previous years. She felt like she had been reborn and had become a wiser, more strategic, and emotionally intelligent leader.

But in analysing the school improvement data, it was also apparent that Shanti's absence across two years had impacted on the school's performance results in a negative way. Academic results had begun to fall, and it was an important catalyst to re-think the school's future strategy for 2015 and beyond. Shanti increasingly saw her responsibility as Principal was to reinforce a shared vision with adherence to the School Plan 2015-2017 strategy to ensure they met the needs of students, staff and parents. More importantly, she saw more than ever that community ownership and leadership in the implementation of their School Plan was the key to genuinely making a brighter future for all members of Pirriwee Public School — children and adults alike.



Over the next two years, Shanti felt increasingly thankful that she had returned as principal to Pirriwee Public School. As her creative spirit returned, her PhD also began to gather momentum again. As she continued her research, she saw many parallels with the theories of leadership complexity theory and ego development theory. The more she was able to grow in consciousness as a leader, the better she was able to model leadership across multiple domains and be a catalyst of growth for others. It helped her to re-vision her professional goals and research approach from a wiser and more transformational place as a leader.

Throughout 2016 and 2017, the evaluation of the school's culture, leadership and climate showed incredible transformation. Academic results, student engagement and staff culture had lifted so much so that the school received 'excelling' in all 14 areas of the NSW School Excellence Framework in their External Validation review. In addition, the school was rated as being in the top 300 schools in Australia for value-added growth in NAPLAN performance.

It was a wonderful affirmation to see the staff, student and parent data mirror the positive culture they had established. Student surveys also highlighted the positive and engaged learning environment that all members of the staff had created at the school. It was powerful to witness the dynamic and compassionate culture initially established in 2010 evolve and strengthen as the years had passed. The culmination of these hard-earned efforts resulted in Shanti being awarded a Australian Schools Plus Teaching Award in 2017; she was one of twelve inaugural leadership fellows to receive this national recognition.

As 2017 came to an end, Shanti knew it would be her last year at Pirriwee School. It was time to leave. Every time she walked through the school, she could hear the walls whispering, “It’s time to let go. It’s time for a new leader to love this school.”

## Chapter 6: Becoming Us — Journeys of Leader Identity and Expertise Development

Chapter 6 deepens our knowledge of the integrative leader development framework through the professional experiences of the principal respondents. Key milestones in their identity formation and expertise development are analysed to determine if the theoretical underpinnings of the integrative leader development framework propositions and themes (expertise and expert development, self-identity and self-regulation, and adult development) are relevant to the real and lived professional experiences of the respondents.

In this chapter, we gain insights into the leadership identity and expertise development journeys of the respondents through analysis of their bildungsromans (Kim, 2015; Kim & Zimmerman, 2017). Underpinned by the German philosophical tradition of Bildung theory (Lüth, 2000; Von Humboldt & Horton-Krieger, 2000), which I described in Chapter 4, bildungsromans (Kim, 2015; Kim & Zimmerman, 2017) are a narrative genre of self-realisation and life development. In the vignettes, the telos (purpose) of education goes beyond the formal academic purpose of schooling; instead, it is viewed as an instrument for lifelong development, professional capacity building, wellbeing, and leadership agency (Andresen et al., 2010, p. 165).

Each bildungsroman demonstrates that a leader evolves through the integration of leadership identities and professional knowledge, skills and understandings over time. They provide rich teleological narratives from which the phenomenon of principal leadership is explored — the journey of leader development, readiness, progress and expertise. This approach aligns with Biesta's (2015a, 2015b) call for

new educational research methods that enhance the collective voice of educators to “gain a better understanding of education as a teleological practice” (2015b, p. 207).

In applying the integrative leader development framework to the principals' bildungsromans, I used Torbert's (2009) action logics as a basis for the narrative structure of the bildungsromans to showcase the identity formation and expertise development of the respondents (Berger & Luckmann, 1966; Day, 2011; Day & Harrison, 2007; Day et al., 2009). Torbert's action logics are derived from the leadership maturity framework (Cook-Greuter, 1999; 2000; 2002), a model that illustrates eight increasing levels of leader identity and adult development, which in turn exemplify the principles of integrative leader development: opportunist, diplomat, expert, achiever, individualist, strategist and alchemist (Table 6.1).

The leadership vignettes not only highlight how leaders grow personally and professionally, but also how they develop from novice to expert leaders across time and multiple school contexts. The bildungsromans reveal how each stage of leadership identity formation influences the ability of a leader to deal with change, complexity and challenge.

## **Representations of Leadership Identity and Development**

A wide range of data was collected to support insights into each respondent's journey of leader identity and expertise development. As described in Chapter 5, all research participants in this study completed a leadership maturity profile SCTi-MAP (Cook-Greuter, 2008), a tool designed to give leaders insights into their level of constructive adult development (ego identity) and leadership maturity. With this

internationally validated tool used since the 1970s, the participants completed 36 sentence stems which were then analysed to identify their centre of gravity or action logic within the leadership maturity framework (Cook-Greuter, 2013; Cook-Greuter, 1999, 2000, 2002, 2004, 2005); Torbert (2004). An overview of the action logics are in Table 6.1 below.

**TABLE 6. 1 LEADERSHIP MATURITY FRAMEWORK — ACTION LOGICS**  
(Source: Torbert & Rooke, 2005, p. 3)

Action Logic	Characteristics	Strengths	% of research sample profiling at this action logic
Opportunist	<i>Wins any way possible.</i> Self-oriented; manipulative; "might makes right."	Good in emergencies and in sales opportunities.	<b>5%</b>
Diplomat	<i>Avoids overt conflict.</i> Wants to belong; obeys group norms; rarely rocks the boat.	Good as supportive glue within an office; helps bring people together.	<b>12%</b>
Expert	<i>Rules by logic and expertise.</i> Seeks rational efficiency.	Good as an individual contributor.	<b>38%</b>
Achiever	<i>Meets strategic goals.</i> Effectively achieves goals through teams; juggles managerial duties and market demands.	Well suited to managerial roles; action and goal oriented.	<b>30%</b>
Individualist	<i>Interweaves competing personal and company action logics.</i> Creates unique structures to resolve gaps between strategy and performance.	Effective in venture and consulting roles.	<b>10%</b>
Strategist	<i>Generates organizational and personal transformations.</i> Exercises the power of mutual inquiry, vigilance, and vulnerability for both the short and long term.	Effective as a transformational leader.	<b>4%</b>
Alchemist	<i>Generates social transformations.</i> Integrates material, spiritual, and societal transformation.	Good at leading society-wide transformations.	<b>1%</b>

Longitudinal research conducted by William Torbert and Susan Cook-Greuter with over 8000 US executives indicates that 80% of leaders are at the conventional stage of ego development (Arnold, 2000; Baxter & Rarick, 1987; Carr, 1996; Crain, 1985; Erikson, 1963; Kohlberg, 1964; Wallerstein, 2014), which links to the leadership action logics of the diplomat, expert and achiever. The research also shows that 15% of leaders operate at the post-conventional stage, which aligns with the individualist, strategic and alchemist action logics. It is interesting to note that further studies conducted by Torbert and associates (2016) indicate that the percentage of leaders at each action logic has remained similar since the initial research conducted in 2005.

The summative stage score or total protocol rating (TPR) provided in the SCTi-MAP is considered to be the latest and most complex action logic that a leader has internalised. This does not imply that the leader will always operate from this stage, as sometimes in stressful or challenging situations, a leader may exhibit mind frames or behaviours from the earlier action logics. However, the TPR indicates the habitual action logic or centre of psycho-social gravity (Cook-Greuter, 2006, p. 8).

The leadership maturity framework does not characterise the 'whole leader' or predict how they will act in certain situations. However, it does indicate that leaders who show characteristics of the later action logics are able to deal with "greater complexity and can more flexibly adapt their behaviour to what is needed in real time" (Cook-Greuter, 2006, p. 5).

To confirm whether the participants found the leadership maturity profile SCTi-MAP meaningful, authentic and relevant to their leadership experience, each participant was interviewed and given the opportunity to debrief and reflect on their profile. All five respondents confirmed they found the profile report an accurate reflection of themselves as a leader and a useful tool for ongoing self-awareness. They also confirmed that their individual profile descriptions and leadership maturity framework action logics reflected their own leader identity development journey from past to present. The leadership maturity profile ratings for the principal group are provided in Table 6.2 below.

**TABLE 6. 2 LEADERSHIP MATURITY FRAMEWORK PROFILE RATINGS**

<b>Participant</b>	<b>Total Protocol Rating</b>
Edward	Individualist
Gary	Transition to Achiever
Greg	Achiever
Maria	Achiever
Samantha	Achiever

Key realisations from the respondents include that the leadership profiles captured more than their professional leadership contexts by incorporating a more holistic worldview that indicated their personal values and approach to life. The respondents advocated that this type of leader profile provided an opportunity for them to fully reflect on who they were as people, not just leaders, which was broader than typical school context-based, standards-based profiles for educational leaders. According to the respondents, the profile highlighted not only past growth and development, it also provided insights into future personal and professional transformation.

## **Introducing the Principals**

Upon completion of the assessment profile, each research participant received a detailed report outlining their leadership action logic, which describes the level from which they habitually make sense of their experiences and the world, their unique strengths, vulnerabilities, challenges, and potential for growth and personal transformation (Cook-Greuter, 2006). The biographical overviews below outline the name, leadership role, school context and summative stage score (TPR) from the SCTi-MAP profile of each respondent.

### **Edward (Age: 57 years)**

### **LMF Profile: Individualist (TPR)**

Edward had been a principal at high school in Sydney's Western suburbs for 10 years at the time of the study. An educator who had worked with the NSW Department of Education for over 30 years, he had an extensive leadership history in successfully enhancing educational outcomes in disadvantaged schools. An active supporter of his principal colleagues, he was also an active member of the Secondary Principals' Council and chaired numerous reference groups. His selection into the study was based on his successful development of a highly impactful community of schools (which included one high school, three partner primary schools and a school for specific purpose) — providing educational delivery across five schools to approximately 2000 students by almost 200 teachers. The result was a significant improvement in creativity, continuity and consistency in the delivery of curriculum K-12 across these schools. This community of schools model received national acclaim as a 'best practice' exemplar for Australian schools.



A substantive principal at the start of the study, midway through the research Edward was appointed as a state director for the NSW Department of Education to lead school improvement policy and reforms.

**Gary (Age: 59 years)**

**LMF Profile: Transition to Achiever (TPR)**

Gary had been a principal of four schools, with a tenure of seven years in his current principal position at the time of the study. With over 15 years' experience as a principal in both primary and secondary schools, Gary regarded himself as an innovative and highly successful leader. As a substantive principal of a Central Coast primary school which services 400 students across 17 classes, the school is known for being effective in supporting educational and community outcomes for their Aboriginal students, who make up 22% of the student population, through their inclusion in National Partnership education projects.

An active supporter of the NSW Primary Principals' Association, Gary had demonstrated his leadership mentoring expertise by piloting the NSW Department of Education's Learning Management Business Reform (LMBR) by piloting the project and coaching principal colleagues on how to implement the new system in their schools. The recognition of this collegial support was key to his selection in this study.

During the study, Gary was seconded into a State Office role to mentor and coach NSW principals to assist the launch and implementation of a major business reform initiative.

**Greg (Age: 57 years)****LMF Profile: Achiever (TPR)**

At the time of the study, Greg had been in his current principalship in a mid-North Coast school for three years. Including his previous principalship in a metropolitan Sydney school, he had been a principal for over eight years.

An executive leader on the NSW Primary Principals' Association prior to the study, Greg had led the design and facilitation of principal leadership development programs. As an active member of the professional council, he also facilitated on departmental principal induction programs to mentor aspiring and novice leaders. Professional recognition of his contribution to public education in the areas of principal wellbeing and leadership were key reasons for his inclusion in this study.

During the study, Greg was seconded into a State Office role to mentor and coach other principals. By the end of the study, Greg was promoted to a NSW Primary Principals' Council role to support principal development programs.

**Maria (Age: 51 years)****LMF Profile: Achiever (TPR)**

Nominated to be a Principal, School Leader as part of a NSW pilot by her School Education Director, Maria was considered to be part of a talented generation of young, innovative and 'up-coming' principals. As a teaching principal of a small, challenging, P5 school in a remote country location for almost four years, Maria brought to the study demonstrated leadership expertise and knowledge of how to successfully manage the dual roles of a teaching principal to enhance educational outcomes for a small school community, challenged daily by socio-economic disadvantage, inter-generational family dynamics and transient enrolments.

By the end of the study, she was promoted to a larger P3 school as a principal in a metropolitan area in NSW.

**Samantha (Age: 49 years)**

**LMF Profile: Achiever (TPR)**

Principal of a rural Central School (K-12) for five years, Samantha had successfully created a thriving learning culture that had led to her appointment as a Principal, School Leader in the NSW National Partnership project.

While student achievement data varies from year to year and is generally below state average, staff continually endeavour to raise the priority of education with students and parents and to encourage parents as partners in the education of their children. Staff experience varies from those that have been at the school for many years to new, young teachers who are completing their accreditation.

Under Samantha's principalship, the school became a thriving centre of excellence by catering to the diverse needs of the student population (360 students), offering a broad curriculum ranging from vocational education courses through to academic certification. Samantha actively engaged a supportive community of approximately 2500 people, staff, parents, and community stakeholders to collegially and collaboratively work together to place students at the centre of decision-making.

Midway through the study, Samantha's expert leadership was acknowledged and recognised through her promotion to a School Education Director position in rural NSW.

## **Presentation of Bildungsromans: Narratives of Leadership Identity and Expertise Development**

The presentation of the bildungsromans form a rich bricolage of leadership insights into the psycho-social experiences, motivations, and challenges experienced by the respondents from their formative early career years to their current age in the study. The narratives emphasise how professional and personal actions and inquiry continually interweave with one another in the development of leadership identity and expertise (Erfan & Torbert, 2015; Taylor & Torbert, 2008). By using Torbert's action logics as the narrative template, the bildungsromans are presented chronologically, with a focus on seven progressive levels of leadership identity development, highlighting the journey from young adult to aspiring, novice, experienced, and expert leaders.

At the start of each bildungsroman sub-theme, a brief description of the leadership action logic is provided, followed by excerpts from the participants' individual experiences during this phase. To aid the process, the bildungsromans have been arranged in alphabetical order of participant name, and different coloured fonts have been used to indicate each leader's vignette.

### **Integration of Action Logic 1: The Opportunist**

The Opportunist action logic "describes people who view the world from the perspective of their own needs and wants" (Cook-Greuter, 2002, p. 9). At this stage, people or leaders at this stage do not exhibit deep insight into themselves or others in a psychological sense.

Only 5% of leaders are Opportunists in the international SCTi benchmark sample. This action logic is often driven by a mistrust of others and rule breaking to suit their needs and the perception of other people as competition (Torbert, 2005, p. 2). The shadow-side of this unintegrated level of leadership identity can come out when leaders are stressed — demonstrated by a default mechanism or regression to blame others or view others as the ‘enemy’. For example, feedback is often perceived as an attack or critical judgement, rather than constructive advice.

As leaders at this action logic often distrust other people’s actions or intentions, the main way they can get what they want or protect themselves is by controlling others. This action logic is also named because people at this stage exhibit self-serving traits as well as the ability to find opportunities and drive to go after what they want (see Table 6.3 below).

**TABLE 6. 3 THE OPPORTUNIST ACTION LOGIC (SOURCE: TORBERT, 2009, P. 74)**

Action Logic	Key Characteristics	Leadership style associated with this Action Logic
<b>Opportunist</b>	Wins any way possible. Self- oriented; manipulative; "might makes right".	Short term horizon; focus on concrete things; deceptive; rejects feedback; externalizes blame; distrustful; fragile self-control; possibly hostile humour or "happy-go-lucky"; views luck as central; views rules as loss of freedom; punishes according to "eye for eye" ethic; treats what they can get away with as legitimate. Seeks personal advantage: takes an opportunity when it arises.

It is interesting to note that not all respondents identified with this action logic, nor perceived it as a relevant phase in their leadership development. Only three of the five respondents (Edward, Gary and Greg) shared a vignette reflecting this phase of leadership identity. The bildungsromans presented build on the theme of the adult

Opportunist's fragile sense of self and reasons for being self-protective in the workplace or social environment. At the start of the respondents' vignettes, the Opportunist action logic reflects a "view of themselves and the world that is synonymous with their will, ideas, wishes" (Cook-Greuter, 2002, p. 9), but at the latter end of the narratives, the participants reveal enhanced awareness of others as separate people or objects.

The bildungsromans from the Opportunist action logic demonstrate that this stage of leadership development occurs predominantly in the teenage years to early twenties. The accounts highlight the development of basic self-esteem, self-focus and energy to go out into the world.

**Edward (Age: 15-20 years)      Career Phase: High School/University Student**

There were probably two aspects that stand out for me that may be considered Opportunist. As a person who has always had a love for sport, I was very competitive in my approach to all things games and the like. While I would never play outside the rules or the spirit of the game, I was definitely intent on winning. The other aspect relates to a strongly moral approach that manifested itself as black and white attitudes when I was younger.

**Gary (Age: Teen years to 35 years)      Career Phase: Teacher**

On reflection, I was very much in the Opportunist phase in that I acted quickly, worked on one task at a time and rejected feedback. As my Principal said many times, "Gary, suffer fools gladly." I felt I had a unique insight but was unaware of how

I interacted with others. My break came in 1994 when I was appointed as Assistant Principal Infants at the brand new Vincentia Public School. I fibbed at interview!!

**Greg (Age: 18-22 years) Career Phase: University Student/Novice Teacher**

In my fourth year I thought I'd like to transfer to Sydney to finish my diploma, but I decided not to at the last minute. I went back to where all my friends were and proceeded to finish my diploma there. I moved into a house with friends and it was a non-stop social even! So much so, I failed a subject. I was able to pick this up, fortunately, in the following year as I began teaching. That would not be allowed now.

Collectively, the three vignettes articulate the development of personal will in the formation of adult and leadership identity. Binary thinking (Erikson, 1963; Kohlberg, 1964) is evident through the memories of emotional perceptions of personal and social situations. It is also interesting to note that the Opportunist vignettes mirror the cognitive simplicity of this action logic. For example, the narratives are shorter (one to two paragraphs) and far less complex in terms of sentence-level and text-level structure in comparison to the successive vignettes. Edward has “emotional discussion” rather than reasoned debate, Gary recognises he “could only focus on one task at a time” and Greg observes that he chose his university subjects on the basis of exams, rather than assessments that required complex cognitive application such as research or writing essays.

Highlighting the significance of this phase of leadership identity formation helps us to understand that integrating the strength-based characteristics of this action logic enables novice leaders to develop awareness of their personal will and power in the

world. On the shadow-side, learning how to work constructively with others, take on professional feedback, and participate in projects that don't necessarily bring personal benefits are key areas for growth with this action logic.

## **Integration of Action Logic 2: The Diplomat**

The Diplomat action logic describes people whose identity of self is defined by their relationship to a group (see Table 6.4 below). Unlike the Opportunist, this action logic supports the formation of a leader sub-identity that values social relationships and team loyalty. Typically, this action logic perceives 'group acceptance' as providing a sense of safety, social protection, and mutual power. But the price for this social protection is dutiful loyalty and obedience to the group.

Instead of the Opportunist's isolated stance of "me" against "them", the Diplomat has progressed to a "them" against "us" viewpoint. The emotional need to belong and feel socially accepted is important in their personal and professional lives. In general, Diplomats are driven by peer connection. They don't seek to be singled out or take initiatives other than for the benefit of their group (Cook-Greuter, 2002, p. 12), often providing the social glue to their colleagues/teams by paying attention to the needs of others. In Torbert's 2004 study of managers, 80% of Diplomats were at junior leadership levels. Typically, the Diplomat seeks to please 'higher-status' work colleagues while avoiding conflict. According to Torbert (2005, p. 2): "This action logic is focused on gaining control of one's own behaviour — more than on gaining control of external events or other people."



**TABLE 6. 4 THE DIPLOMAT ACTION LOGIC (SOURCE: TORBERT, 2009, P. 74)**

Action Logic	Key Characteristics	Leadership Style Associated with this Action Logic
<b>Diplomat</b>	Avoids overt conflict. Wants to belong; obeys group norm; rarely rocks the boat.	Observes protocol; avoids inner and outer conflict; works to group standard; speaks in clichés (i.e. humour/jokes) and platitudes; conforms; feels shame if they violate norm; avoids hurting others; seeks membership and status; face-saving essential; loyalty is to immediate group, not distant organisation or principles. Attends to social affairs of group and individuals. Provides supportive social glue.

The development of Diplomat action logic resonated with all respondents, with all five sharing their narrative accounts of their identity development during this phase. Key excerpts from the respondents' bildungsromans are highlighted below:

**Edward (Aged: 21-26 years) Career Phase: Mathematics Teacher**

My need to conform created conflict for me, as I really wanted to be creative in my teaching. It took a number of years to develop sufficient confidence to assert myself in a way that made me feel as though I was pursuing a professional path that was true to myself.

**Gary (Age: 39-42 years) Career Phase: Assistant Principal to First Principalship**

While at times I was still an Opportunist, I was also transitioning into the Diplomat stage in that I avoided confrontation.

I focused my loyalty on my immediate group and was never one to rock the boat. I definitely moved out of my competitive stage and staff and community morale were at an all-time high... I was very much the Diplomat.

**Greg (Age: 22-26 years) Career Phase: Teacher**

I stayed 'under the radar' ... I had some great friends who were teachers with me, so we created our own social life.

**Maria (Age: 22-27 years) Career Phase: Teacher**

... my obsession with being seen to do the right thing meant that my focus in operating as a professional educator was around observing protocols/procedures and making sure I was seen to be fitting into and meeting the expectations of the faculty. My focus was not on quality teaching or student learning, but rather on satisfying my supervisor and maintaining compliance expectations.

**Samantha (Age: 22-29 years) Career Phase: Teacher**

As an early career teacher, I was driven more by my desire to please my Head Teacher than through a desire to maximise learning outcomes for students. This was not a conscious act but reflected my need for approval. I also felt a need to keep up with my teacher colleagues; to be respected by them as a colleague with excellent teaching abilities.

**Reflections on the Diplomat Action Logic**

The excerpts from the respondents' bildungsromans reveal the strengths and challenges of the Diplomat action logic. In all five vignettes, social approval, group membership, and ongoing development of their adult identity are key themes. The average age range of the leadership participants during the Diplomat action logic was between 21-29 years, with an average duration of 3-7 years, which coincides

mainly with their early career years as teachers. Only Gary shows his transition to the Diplomat in later years (age 39-42 years) which corresponds with his leadership transition from an Assistant Principal to Principal.

The strengths of the Diplomat action logic are highlighted through the participants' development of foundational leadership skills, including: team collaboration, emotional empathy, interpersonal skills, and building their reputation for being effective in a support role or "team context". As Torbert (2005, p. 2) observes, "Diplomats perceive leadership effectiveness based on gaining group acceptance and use their influence to cooperate with 'group norms' and by performing their daily roles well".

Gary highlights the positive transition from Opportunist to Diplomat where group loyalty, rather than self-protection, becomes his key driver. He relishes how his increasing interpersonal skills help him to connect and engage with others, enabling him as a novice Principal to "succeed for the staff". As he shares, "I focused my loyalty on my immediate group and was never one to rock the boat ... I definitely moved out of my competitive stage and staff and community morale were at an all-time high".

The limitations of the Diplomat action logic are expressed through the participants' revelations about their fear of conflict and hostility, fear of speaking out against group norms, and the need for social approval. Edward's vignette illustrates the challenge of being conflict avoidant and how this led to difficulty in working with colleagues in the Mathematics faculty. The emotional challenge of not speaking up in an effort to

'belong' is evident in his recollection that the Diplomat stage of development was "very uncomfortable" for him.

As Diplomats tend to be approval seeking, pleasing and friendly, they can find it "virtually impossible to give challenging feedback to others" or to initiate change if it could lead to conflict (Torbert, 2005, p. 5). For example, Greg's vignette describes his fear of speaking out against authority and focusing on the social connections with the other young teachers at his school.

Maria and Samantha share similar experiences, where the need for their supervisors' or faculty approval led to them to meet others' expectations rather than focusing on quality teaching and student learning. Samantha describes the challenge that many young teachers or aspiring leaders face in trying to fit in, writing: "I was driven more by my desire to please my Head Teacher than through a desire to maximise learning outcomes for students".

Establishing one's 'professional identity' as an educator or novice leader is a key challenge for the Diplomat action logic. This is mirrored by the language and structure of each vignette, which focuses on the emotional development of their social identity and increasing self-concept. It is interesting to note that by the end of each participant's bildungsromans vignette, their self-reflections demonstrate an increasing sense of personal power and ability, rather than identity with a group, which marks the beginning transition from the Diplomat to Expert action logic.

The significance of this phase of leadership identity formation focuses on the skillsets of relationship building and the capacity to develop trust and team loyalty in the workplace. On the shadow side, balancing the need for social approval with growing confidence in expressing individual thoughts and opinions is an area for development with this action logic.

### **Integration of Action Logic 3: The Expert**

According to Torbert (2005, p. 4), the Expert is the largest category of leader — accounting for 38% of all professionals in his study. He writes:

In contrast to Opportunists who are focused on trying to control the world around them, and Diplomats, who concentrate on controlling their own behaviour to meet the needs of others ... Experts try to exercise control by perfecting their knowledge, both in their professional and personal lives.

This action logic has a focus on attention to detail and looks for gaps to make things right. Secure in their professional expertise, Experts present hard data and logic in their efforts to gain consensus and buy-in from their colleagues.

The Expert action logic characterises people who are able to look at themselves with greater introspection and self-understanding. This third person perspective enables them to differentiate themselves from their immediate family context or social/work group to express their viewpoints in contrast to others. The Expert leader is able to assert their own opinions, needs and wants, which were previously suppressed at the Diplomat stage (Cook-Greuter, 2002, p. 14).

With this greater sense of personal power comes more interest in abstract concepts and objects — for example, classifying and describing emotional traits, social norms, and moral virtues in relation to themselves and others. The focus on rational efficiency and problem-solving demonstrates their pursuit of intellectual logic and professional expertise. While they are great individual contributors because of their “pursuit of continuous improvement, efficiency, and perfection” (Torbert, 2005, p. 4), the Expert manager or leader can at times be problematic because they are often completely sure they are always right, hence they may not listen constructively to other people’s viewpoints.

**TABLE 6. 5 THE EXPERT ACTION LOGIC (SOURCE: TORBERT, 2009, P. 86)**

Action Logic	Key Characteristics	Leadership style associated with this Action Logic
<b>Expert</b>	Rules by logic and expertise. Searches for improvement and rational efficiency.	Is immersed in the self-referential logic of their own belief system, regarding it as the only valid way of thinking. Interested in problem solving; critical of self and others based on their belief system; chooses efficiency over effectiveness; perfectionist; accepts feedback only from "objective" experts in their own field; dogmatic; values decisions based on the incontrovertible facts; wants to stand out and be unique as an expert; sense of obligation to wider, internally consistent moral order. Consistent in pursuit of improvement. Strong individual contributor.

The narratives from all five respondents reveal similar experiences that enabled them to develop increasing leadership confidence to introduce new ideas, engage in greater complexity and manage change in their school environments. For the first time, the confluence of personal and professional experiences is evident. For Edward and Maria, becoming parents was a catalyst for change; whereas for Gary and Greg, travel opportunities and the experience of different socio-cultural contexts helped

them to grow both personally and as leaders. Also apparent is the important contribution of professional learning and educational research in supporting cognitive and leadership knowledge, skills and understandings.

The accounts from the Expert action logic highlight the important role that leadership mentors can have during this phase of leader identity formation. Whether relationships with supervisors are perceived as positive or negative, they result in leadership identity shifts that enable the respondents to take on broader leadership responsibilities to make a positive difference in their schools.

Key excerpts from the respondents' bildungsromans at the Expert action logic are highlighted below:

**Edward (Age 27-32 years)      Career Phase: Teacher to Head Teacher**

I was receiving very strong encouragement and support from my Head Teacher.

My awareness was growing of the development of the whole child as being fundamental to the learning process. Again, as my confidence grew, I began introducing a new approach for undertaking this role. I was able to design learning and student welfare structures as my contribution to the group that helped to shift senior schooling into a new paradigm.

**Gary (Age 45-50 years):      Career Phase: Second Principalship**

Be careful what you ask for!!!! After three years I applied for and was appointed to Bowraville Central School. I went from a school of 50 to 462 in a town where racism

was rampant, violence was frequent, and the issues around the murders of the missing Aboriginal children/teenagers haunted us.

**Greg (Age 26-39 years) Career Phase: Teacher**

The school was highly multicultural, and I had a great boss. I decided to do my *first list* (promotion selection list) here, which I achieved with a really good District Inspector.

During this time, I went for my *second list* - again with a fantastic Cluster Director - who was so encouraging. It was here at this school that I strived for opportunities ...

My final principal here was very problematic and unsupportive... This caused me some headaches but, overall, it was a fantastic time at this school with many 'expert' teachers.

I went on a teacher exchange to Toronto Canada from this school... I loved being at that school in Canada.

**Maria (Age 27-40 years) Career Phase: Teacher to Assistant Principal**

My focus was now firmly on my craft as an educator and I was determined that, regardless of the priorities of my stage supervisor, my responsibility was to make the biggest possible difference to the learning of students in my class.

This is where my passion for educational research really began, as I spent any free moment looking for innovative ways to improve my practice and engage students in their learning.



It was important for me to be seen as the expert/mentor who could help my staff make a difference for their students.

**Samantha (Age 30-37 years) Career Phase: Teacher to Head Teacher**

After a few years of being led by a Head Teacher who lacked the leadership capacity I had, by that stage in my career, seen in other respected and effective Head Teachers, I became extremely frustrated by the constraints his poor leadership placed on my own development as a teacher and aspiring leader. Eventually ... I began to develop a taste for leadership theory and so pursued a greater understanding of what makes an effective educational leader.

**Reflections on the Expert Action Logic**

In this collection of bildungsromans, the age range of the participants is between 26-50 years old. The minimum timeframe for progressing through this stage of development was recorded as five years, while the longest timeframe was 13 years. This indicates that the leadership skillsets and professional expertise that characterise this action logic take time to learn, practice, apply and embed.

With the exception of Greg, who went overseas to gain international teaching experience, they all had a leadership promotion during this phase. For Edward, Maria and Samantha, the Expert action logic mirrored a career move into their first leadership role, while for Gary, it was a transition into his second principalship. The upward career trajectory reinforces the Expert's focus in achieving career success by

attaining recognition for their services through a positional leadership role and to seek greater opportunities to make a difference.

Each narrative illustrates that the transition into this action logic reflects a very different mindset and approach to the Diplomat. Instead of loyalty to the group or seeking peer approval, the Expert has a more robust and socially independent self-identity. Ambition, drive, energy and stamina are key features of this action logic, which explains why the participants' vignettes focus mainly on the projects or opportunities that their new leadership roles provide.

Expanded cognitive complexity is evident through the deeper self-reflections and longer descriptions in the Expert action logic vignettes (generally 1-2 pages). Insights into their initial concepts of leadership, quality educational delivery, and their growth as a leader are the main narrative themes, which are consistent with the personal capacity-building focus of the Expert action logic. The longer tenure of years at this stage reinforces the theoretical propositions underpinning the integrative leader development framework (Day et al., 2009) and the focus on joint practice development in building leadership expertise.

The strengths of the Expert action logic are demonstrated when leaders are able to see the results or impact of their projects. Edward's vignette describes the excitement of stepping up into a 'middle leader' position. Driven to be "the best", he is able to let go of the Diplomat's need to comply to group norms to pursue a new approach to supporting student welfare and learning at his school. By the end of this

phase, he is transitioning into the Achiever — balancing and coordinating multiple professional and personal demands as a Head Teacher and new father.

For Gary, the Expert action logic marks his strength and stamina as a leader, where he learns to deal with cultural, generational, organisational and social challenges at his new school. His vignette highlights the increasing complexity of whole school leadership: “In my first year, 2000, there were 21 serious incidents, break-ins on a weekly basis, violence, lockdown, lockouts, and gangs roaming the school. I also had a very diverse white community to deal with, along with a hostile DP who missed out on the job, a huge problem between secondary and primary and all that went with a large central school...”.

The limitations of this action logic are evident when a leader does not feel valued, respected or supported professionally. This was a source of frustration for Greg, who recounts emotional setbacks and career frustrations when he does not feel supported by his principal: “... when I turned up the principal couldn’t leave her office to meet me. I was very distressed to be in this situation, as I did not want to be a glorified casual teacher”. Greg also expresses the Expert’s “entitlement to particular opportunities” and his vignette describes the importance of being valued through networking and being recognised as “talented” by his Cluster Director.

Maria and Samantha also share the importance of feeling professionally valued and building ‘craft’ logic to find their vocational purpose. For Maria, her passion for educational research was critical to making a difference to her staff and students as an expert mentor and Assistant Principal. Similarly, Samantha shares her frustration

at not being given an opportunity to grow. Her vignettes highlight the transition from Diplomat to Expert, where she shifted from a focus on group loyalty to developing confidence in her leadership skills to step up as a Head Teacher. Like Greg and Maria, her confidence was defined by her positional role and her ability to add value and make a difference.

Embedding the Expert leadership sub-identity is significant because it supports novice leaders in finding their *raison d'être* for ongoing career recognition and success. The positive aspects of the Expert action logic enhance the development of leaders who are keen to take on increasing responsibility and have the personal confidence and leadership skillsets to take on new challenges. On the shadow side, the increasing need for professional recognition can sometimes lead to difficulty in taking on supervisor feedback or acknowledging the successes of other colleagues; however, such challenges support the leadership transition towards the Achiever.

### **Integration of Action Logic 4: The Achiever**

The Achiever action logic is often considered the typical style of leadership in most organisations. They account for 30% of executives in Torbert's research and are considered to be leaders who both challenge and support their colleagues by creating a positive team and interdepartmental atmosphere (Torbert, 2005, p. 4). People at this action logic demonstrate greater cognitive dexterity and leadership skillsets. They successfully use formal operations and abstract rationality (Erikson, 1963; Kohlberg, 1964; Piaget, 1932) through scientific methods of investigation and procedures to solve organisational challenges (Cook-Greuter, 2002, p. 16).

Cook-Greuter observes that people at this action logic are interested in exploring reasons, causes, goals, consequences, and the effective use of time, which results in more effective leadership influence and enhanced organisational outcomes. As a result, leaders from the Achiever action logic are able to coordinate and implement new strategies or projects over a one- to three-year period, effectively balancing immediate and long-term objectives. While these leaders create a positive work environment and focus their efforts on deliverables, the downside is that their leadership style often inhibits thinking outside the box (Torbert, 2005, p. 4).

Achievers have successfully integrated the Diplomat's attributes to broaden their social context to include diverse members of society who share similar ideologies and aspirations. They belong to diverse groups at the same time, without feeling torn or confused about competing loyalties. Their expanded viewpoint gives the Achiever greater emotional resilience and interpersonal skills to relate to others. As Torbert (2005, p. 4) writes:

Achievers have a more complex and integrated understanding of the world than do managers who display the three previous action logics we've described. They're open to feedback and realize that many of the ambiguities and conflicts of everyday life are due to differences in interpretation and ways of relating. They know that creatively transforming or resolving clashes requires sensitivity to relationships and the ability to influence others in positive ways.

Achievers are able to perceive themselves “backwards and forwards in time, and describe past feelings, personal dreams and future goals, although their emphasis is likely more future-oriented” (Cook-Greuter, 2002, p. 17). This ability to reflect on themselves in past, present and future states inspires them to learn more about themselves through feedback and introspection.

**TABLE 6.6 THE ACHIEVER ACTION LOGIC (SOURCE: TORBERT, 2009, 86)**

Action Logic	Key Characteristics	Leadership style associated with this Action Logic
<b>Achiever</b>	Meets strategic goals. Delivery of results by most effective means. Success focused.	Effectiveness and results oriented; long-term goals; future is vivid, inspiring; welcomes behavioural feedback; feels like initiator, not pawn; begins to appreciate complexity and systems; seeks increasing mutuality in relationships; feels guilt if does not meet own standards; blind to own shadow, to the subjectivity behind objectivity; seeks to find ways around problems in order to deliver, may be unorthodox. Adopts rather than creates goals.

The respondents’ Achiever action logic narratives share a common focus on developing their leadership style in ways to support whole school transformation. As leaders, they are keen to express their expertise and creativity to transform existing conditions in their schools with an approach that invites engagement from staff, students and community. In their bildungsromans, respondents shared how they sought opportunities beyond their school roles to make greater contributions and system-wide impact. To support their skillsets, they actively focused on their own leadership development to lead strategic school and system improvement. The focus on developing their teams as active mentors highlights their personal and professional leadership shift from being the recipient of coaching and mentoring to becoming an active facilitator of capacity building.

As Achievers, the respondents relate to having greater confidence to lead whole school change, which was also demonstrated by their increasing acceptance of feedback from colleagues and supervisors for school improvement. Their increased capacity for self-reflection supports greater scope to handle challenge, conflict, and successfully manage whole school change. As a result, the focus on developing others, bringing teams together to attain organisational goals, and developing longer term plans for strategic improvement enables them to put the building blocks in place to achieve their leadership legacy.

Key excerpts from the respondents' bildungsromans at the Achiever action logic are highlighted below:

**Edward (Age 33-38 years) Career Phase: Head Teacher to Chief Education Officer**

I was privileged to lead a brilliant welfare team at the school, who helped to build a culture that valued the gifts, potential and maturity of each student. I played a lead role in engaging all staff in a journey to help realise this new dream for senior education. As a result, students were flourishing in an environment that had moved from rules based to values based, from one of control to one that focused on strengths and growth.

A career changing experience also occurred for me during this period. I was invited to be part of an external review process at a school as an independent member of the review team ... My involvement led to further reviews and ultimately an invitation to be part of the NSW State Office Leadership team to coordinate and further

develop the newly introduced review process state-wide. My understanding of change management was accelerated throughout this time.

I was blessed to have wonderful mentors in both roles who helped guide, support and encourage me through the trials and tribulations associated with change. I grew in my understanding that conflict was generally borne out of a need for people to feel safe within the status quo. The threat represented by significant changes to established practice would often be manifested as hostile behaviour. Learning how to deal with such behaviour was important preparation for my next stage of development.

### **Gary (50-53 years) Career Phase: Transition to Third Principalship**

I learned to accept and act on feedback (mostly!).

There were several key turning points. One was to clearly and forcefully articulate my beliefs and goals to my executive team, which included a vision of harmony, mutual respect and involving community. Two left!

I realised also that until I engaged the community and won their trust, I could never get through to the kids. I never saw myself as resilient, but I guess I was, because six years later we were recognised at national level, being awarded a National Quality School Award for School Improvement in 2005.

Along with an inspiring team, we formed the Bowraville Community Alliance, driven by the school, and it changed a whole community in so many ways ... My team and I



were in high demand from schools and communities as well as many government agencies, having lobbied for and received state priority community status. In hindsight, I grew into a leader of influence and changed greatly. Again, on reflection, my innovative creative side and a desire to be different had a lot to do with my success.

**Greg (Age 39-44 years) Career Phase: Assistant Principal**

This school allowed me to really ‘stretch my wings’ and I relished in the trust placed in me by the principal. It had its challenges though, with staff who were very high achieving, but not team players.

**Maria (Age 40-51 years) Career Phase: Transition from AP to First Principalship**

After a couple of years in the role of Assistant Principal, the complexities of managing varying levels of experience and a wide range/diversity of personalities within my stage brought me a new perspective on leadership. I now knew the importance of my interpersonal skills as a leader and my focus turned to developing and sustaining productive relationships — inspiring, motivating, and celebrating the achievement of others.

I began to analyse my thoughts, actions and feelings more readily to have better self-awareness around my motivation for action rather than focusing on efficiency and results. Although I had always acted with integrity and in an ethical manner, once I had been appointed as a principal, I felt a sense of urgency around clarifying my moral purpose and ensuring that this was reflected in my leadership. The importance of strategic vision to lead the school community became of paramount importance. I

knew that my professional learning needs were now around developing my ability and skills to build the collective efficacy of my school community.

**Samantha (Age 38-48 years) Career Phase: Deputy Principal to Principal**

This gave me enormous freedom to explore and develop my leadership capacity, as I was working under a principal who was extremely trusting of me and supportive of my professional development.

... I began to actively pursue professional learning in leadership development and to seriously reflect on my leadership capacity. I became more strategic in what I was doing at school in terms of pursuing excellence in teaching and learning across the school ... This was extremely challenging but worthwhile, as I love teaching and wanted to be able to provide professional support to my teachers from a position of currency and authority.

At this stage of my career, I was extremely committed and determined to bring about school improvement; the success of the school was a reflection of my leadership ability. It was evident from the response of the vast majority of my staff that the energy I put into being the 'best principal I could be' was motivational and inspiring to others. Indeed, on the whole, my staff openly embraced the change that I wanted to create, as long as they could see clearly how it would benefit students.

In hindsight, I believe that, whilst I was open to feedback, I probably didn't ask the "right" questions that may have provided critical feedback that I did not necessarily want to hear, but which would have allowed me to do a better job.

## Reflections on the Achiever Action Logic

With the majority of leaders at the Expert action logic (38%), people might question why leaders would be interested in further developing their leadership knowledge, skills and understandings. However, Torbert's research highlights the value-add that the Achievers brings to their teams and organisations. He writes: "... Achievers had lower staff turnover, delegated more responsibility, and had practices that earned at least twice the gross annual revenues of those run by Experts (Torbert, 2005, p. 4).

These organisational attributes are evident in the participants' bildungsromans. The shared themes in the Achiever action logic narratives illustrate an increasing mastery, as leaders drive quality educational change and improvement. In addition, the vignettes display more linguistic complexity and higher order thinking in terms of narrative structure, leadership values, and awareness of how their leadership impacts on others.

The age of the participants during the Achiever action logic ranges from 33 to 53 years, with duration in this phase lasting between three and 11 years. The energy and drive of the Achiever is demonstrated by every participant gaining a leadership promotion during this period — some even had two promotions. For example, Edward was promoted to Head Teacher Welfare and Chief Education Officer within a five-year period, and Samantha went from Head Teacher to Deputy Principal to Principal in 10 years. Gary extended his diverse leadership career by entering his third principalship, while Greg achieved his first Assistant Principal position and Maria transitioned from Assistant Principal to Principal. The rapid rise in career

trajectories indicates that once the Achiever action logic is developed, leaders at this stage are recognised by their peers and industry as being talented and effective school leaders.

The strength of the Achiever action logic is the ability to handle increasing leadership complexity and to create a productive organisational culture through team building. Edward's transition to the Achiever is illustrated by the implementation of his leadership values and organisational approach. He is curious about what makes people tick and ways to improve organisational outcomes for students, staff and the school. At the end of his vignette, the transition to the Individualist is apparent by his desire to think bigger at a systems and community level.

Gary highlights the integration of the Achiever action logic by his ability to take on feedback without defensiveness. He actively engages others and builds trust through role modelling. He also demonstrates increasing leadership resilience and ability to bounce back in challenging circumstances. By the end of his vignette, his transition to the Individualist action logic is evident through his culture and values as a leader, as well as his focus on creating system change through network influence.

Maria's vignette expresses her increasing ability to critically reflect on her leadership efficacy, values and moral purpose. Her focus has transformed from her own personal growth to the professional learning and development of others. As an Achiever, she is committed to creating a shared culture and building productive relationships: "I now knew the importance of my interpersonal skills as a leader and

my focus turned to developing and sustaining productive relationships — inspiring, motivating and celebrating the achievement of others.”

Samantha follows a similar journey to Maria. She establishes a shared culture with aligned organisational goals. She recognises the importance of being an instructional leader to focus professional learning on the growth and development of her staff.

Limitations of the Achiever action logic can be found in the leadership drive to achieve organisational best. Samantha describes this succinctly:

It was evident from the response of the vast majority of my staff that the energy I put into being the ‘best principal I could be’ was motivational and inspiring to others. Indeed, on the whole, my staff openly embraced the change that I wanted to create, as long as they could see clearly how it would benefit students.

This observation highlights how Achievers need to carefully manage their action cycles to ensure their leadership does not lead to personal or team burnout, and to ensure that the organisational goal does not outweigh the team building or learning journey process. While Achievers are open to feedback to improve their professional practice, sometimes this can be at a surface level. As Samantha shares: “In hindsight, I believe that whilst I was open to feedback, I probably didn’t ask the “right” questions that may have provided critical feedback that I did not necessarily want to hear, but which would have allowed me to do a better job.”

Another area of development for the Achiever action logic can be their professional relationships with others exhibiting Expert action logic. As Torbert writes: “Achievers often find themselves clashing with Experts. The Expert subordinate, in particular, finds the Achiever leader hard to take because he cannot deny the reality of the Achiever’s success even though he feels superior” (2005, p. 4). This is demonstrated in Greg’s vignette, where the emotional and professional conflict he feels towards the Year 6 teacher’s lack of fairness leads to frustration, defensiveness and a sense of powerlessness.

In summary, integrating the Achiever stage of leader identity supports greater team and organisational impact to attain whole school improvement goals — not only within agreed timeframes, but also in a way that brings people together with a shared purpose. Unlike the Expert action logic, which focuses on demonstrating personal best for professional recognition, the Achiever strives to transform their school culture by building productive teams that work together to attain shared organisational goals.

## **Integration of Action Logic 5: The Individualist Action Logic**

The Individualist action logic (Table 6.7) shifts towards a fourth person perspective (integrated personal and organisational action logic) through the realisation that the interpretation of reality depends on the position of the observer. Stepping into a participant-observer role — also known as the ‘witness state’ in Vedic transcendental psychology (Alexander et al., 1997; Alexander et al., 1987; Harung et al., 1995; Korac-Kakabadse et al., 2002; Orme-Johnson, 2000; Orme-Johnson et al., 1989;

Torbert, 2000) — this leadership identity leads to a focus on a conscious preoccupation to develop oneself and others for a higher purpose.

Torbert outlines this shift in leadership consciousness (2005, p. 5):

The Individualist action logic recognizes that neither it nor any of the other action logics are “natural”, all are constructions of oneself and the world. This seemingly abstract idea enables the 10% of Individualist leaders to contribute unique practical value to their organisations; they put personalities and ways of relating into perspective and communicate well with people who have other action logics.

Unlike the scientific, rational detachment of the Achiever, the Individualist action logic recognises that “the same object/event can have different meanings for different observers, for the same observer in different contexts or at different times” (Cook-Greuter, 2002, p. 20). This paradigm shift results in a more holistic approach, in which feelings and context (personal, organisational and societal) are taken into account, so that the **process** is as important as the **product or outcome**.

Individualists are drawn to relativistic or psychological approaches over logical, positivist, scientific methods. The need for logical explanations and conventional rationales disappears as they question, re-evaluate and re-define role identities of society and themselves. They are inspired to examine their values and beliefs in order to test their assumptions about themselves and the world they live in. With this shift in self-concept, Individualists seek to find meaningful pursuits personally and

professionally — often in ways which are not motivated by socially approved roles or ways of working. According to Cook-Greuter (2002, p. 21), this may inspire leaders at this action logic to withdraw from external affairs or the daily workings of their companies to pursue a ‘sea change’. This instigates an inner journey of self-transformation to express themselves more creatively and soulfully in the workplace or their personal lives.

**TABLE 6. 7 THE INDIVIDUALIST ACTION LOGIC (SOURCE: TORBERT, 2009, P. 102)**

Action Logic	Key Characteristics	Leadership style associated with this Action Logic
<b>Individualist</b>	Innovates processes. Relativistic position with fewer fixed truths. Self, relationships and interaction with the system.	Focus on self and less on goals; increased understanding of complexity, systems operating and working through relationships; deepening personal relationships; takes on different role in different situations; increasingly questions own assumptions (part of rise in self-absorption) and assumptions of others; attracted by change and difference more than by stability and similarity; increasingly aware of own shadow.

It is interesting to note that only one respondent, Edward, had a SCTi-MAP Total Protocol Rating at the Individualist level — which is equally reflected in the leadership themes of his bildungsroman. While the other four respondents included the Individualist action logic in their narratives, their written accounts and qualitative interviews reflect a leadership mindset and organisational focus typically described at the Achiever stage of leader identity. For example, their leadership themes focus on the Achiever goals of growing oneself to lead whole school change and school improvement goals. Only Edward’s vignette highlights the differentiated thinking, inclusive values, and strategic approach of the Individualist to work with diverse teams for transformational and sustainable system impact.



Edward's action logic narrative reflects the challenges that leaders face when dealing with embedded resistance and opposition. His bildungsroman highlights the importance of leader maturity, resilience, self-regulation and a growth mindset when dealing with organisational and system-wide constraints to drive school, system and sector-wide change.

Excerpts from the Edward's bildungsromans at the Individualist action logic are highlighted below:

**Edward (Age 39-49 years)      Career Phase: CEO/Relieving Director/Principalship**

I helped to establish a growth mindset across the group, ensuring the establishment of a possibilities focus to replace the previous compliance approach.

Despite strong and widespread opposition by school leaders and staff, through a combination of strategy, creativity, new possibilities thinking, optimism, resilience and belief, I co-led the development of a transformational approach to education for these schools in a relatively short timeframe of two years.

The new culture that was developed has been sustained since that time. Through a much better understanding of complexity and systemic connections, I was able to design an approach that challenged prevailing belief systems, helped develop a deeper understanding of varying perspectives and interpretations, while encouraging a focus on possibilities thinking, creativity and innovation, to build the enabling conditions for unprecedented change across a community of schools.

As in all contexts, I helped nurture a distributive approach to leadership that saw the club flourish. This was an ideal opportunity to grow and develop personally. It helped me enormously in my growing leadership maturity.

### **Reflections on the Individualist Action Logic and the Transition from Achiever**

Edward's Total Protocol Rating (TPR) was assessed at the Individualist action logic in the Leadership Maturity Framework SCTi-MAP profile. However, as earlier stated, the SCTi-MAP does not exclude participants from having access or insights into all leadership maturity framework action logics; rather, the profile is intended to indicate their habitual centre of psycho-social gravity (Cook-Greuter, 2006).

The age range of the participants who identified with the Individualist action logic is between 39 to 60 years, with duration lasting between 6 and 10 years. The bildungsromans reinforce the premise of integrative leader development (Day, 2000, 2011, 2012, 2016; Day & Antonakis, 2012; Day et al., 2014; Day & Harrison, 2007; Day et al., 2009), that leadership maturity is the integration of adult identity development, professional experience and chronological age. The shift from conventional to post-conventional adult identity (Erikson, 1963; Maslow, 1970) evolves 'leadership effectiveness' into 'leadership wisdom', it is also an important turning point in that the number of leaders who access these action logics decreases. These bildungsromans capture the difference between leadership expertise and wisdom. Edward mirrors the attributes of the Individualist action logic, as evident from his conscious integration of the previous action logics, critical reflections, language structure and complexity of his narratives. In contrast, Greg's vignette

illustrates elements of the Expert and Achiever action logics, with some insights into the Individualist.

The strength of the Individualist action logic is their ability to effectively negotiate personal and organisational principles, values and sources of conflict to enhance organisational outcomes. As Torbert (2005, p. 5) writes:

What sets Individualists apart from Achievers is their awareness of a possible conflict between their principles and their actions, or between the organisation's values and its implementation of those values. This conflict becomes the source of tension, creativity, and a growing desire for further development.

Edward effectively showcases the shift from the Achiever's strengths of data analysis and coordination of organisational outcomes to the Individualist action logic, where he focuses on creating a systems culture for transformation. His vignette recognises the complexity of divergent perspectives and paradoxes:

Through a much better understanding of complexity and systemic connections, I was able to design an approach that challenged prevailing belief systems, helped develop a deeper understanding of varying perspectives and interpretations, while encouraging a focus on possibilities thinking, creativity and innovation, to build the enabling conditions for unprecedented change across a community of schools.

His bildungsroman displays greater complexity in language structure and higher order thinking, and his learning focuses on maturity, not just growth and development. This paradigm shift is evident in the change in Edward's language, where he begins talking from the collaborative 'we', rather than the individual 'I'. Edward confirms the diversity of his leadership skills by sharing the success of his cricket coaching. The ability to replicate peak performance across multiple domains is another characteristic of the post-conventional action logics.

In Gary's vignette, he takes on his fourth principalship and in sharing this challenging journey, he reveals the paradox of mutual leadership growth and regression. With his TPR showing 'Transition to Achiever', it is evident that, while he connects with the Individualist action logic, it is not always consistent in his leadership approach. Rather, a strong Expert and early-Achiever approach is reflected in this vignette:

What an amazing six years. A turnover of 80% of teachers, Low SES National Partnerships, major building works. My desire to be the best came to the fore here! I think I am a much stronger leader who believes in my ability and who follows my gut instincts more readily. I am collaborative but prepared to make my own decisions.

However, the attributes of the Individualist that shine through Gary's vignette include the principles of shared delegation, capacity building and organisational culture through a commitment to creativity, flexibility and innovation. He writes:

As an Individualist, I have been creative and flexible and encouraging of innovation. I became increasingly aware of systems thinking and its impact at school and regional levels.

For Gary, who would go on to retire as a principal within three months of completing the research study, writing this final vignette gave him key insights into his leadership strengths and challenges. He was able to reflect back on his career with enormous gratitude and walk away feeling like he had been “blessed”.

Greg’s vignette focuses on his transition from a Deputy Principal to his first and second Principalships. While the majority of his narrative reflects the Expert’s action logic in relation to the recurring theme of how he manages conflict with certain staff members and the Achiever’s desire to feel valued, trusted and respected by supervisors and his executive team, the Individualist action logic is expressed through his desire to think ‘outside-the-box’ and his social-justice commitment. While he acknowledges the challenge of not always getting “all staff on board”, a strong moral purpose is critical to his leadership and culture-building strategy:

We began a journey of discovery into significant Aboriginal sites across the area and we invited the Elders to share the stories of the sites. Students filmed these and made movies, one of which made it to an award at a film festival. It was a wonderful time. I learnt how to work carefully and respectfully with the Aboriginal community. I never succeeded in bringing all staff on board, as some just felt it was best to preach and rely on punitive responses to behaviours, but I always aspired to do more for the kids here.

Samantha’s vignette, though short (two paragraphs in total), reflects her promotion from a principal to Director, School Education. She acknowledges that the

Individualist action logic is one she is transitioning to, not her habitual position. She writes:

I believe that I am in the early stages of this developmental level, and I thoroughly look forward to continuing to develop my leadership capacity as my leadership journey continues to unfold.

Samantha's SCTi-map profile indicators confirms that she has access to the Individualist action logic, which helps to explain why her narrative insights reflect the attributes of deeper self-analysis, complexity in thinking and integration of leadership theory, practice and philosophy:

Having been forced to stretch my leadership abilities to cope with a wide variety of very challenging situations, my thought processes in relation to leadership, both in theory and practice, have become deeply philosophical.

The significance of integrating the Individualist action logic stems from its influence in catalysing leadership maturity, self-awareness, and an ability to understand paradox. This stage of leader identity focuses on the state of 'wisdom being', not the pursuit of excellence. As such, it may not be the obvious developmental pathway that all leaders will want to attain. For leaders keen to transform expertise into wisdom, the integration of the previous action logics and greater self-reflection is critical to embedding this stage of leadership maturity.

## **Integration of Action Logic 6: The Strategist**

Strategists account for only 4% of the 8000 leaders in Cook-Greuter and Torbert's international study. What sets them apart from Individualists is their focus on re-thinking organisational constraints and perceptions, which they view as negotiable and transformable. Torbert writes: "Whereas the Individualist mastered communication with colleagues who have different action logics, the Strategist masters the second-order organisational impact of actions and agreements" (2005, p. 5).

With this developmental shift, the Strategist action logic advances into "an enlarged fourth person perspective" in which the individual can place their experiences into societal contexts and lifespan continuum (Cook-Greuter, 2002, p. 23). With an expanded notion of time and wider social network of influence, Strategists are able to generate larger scale societal, organisational and personal transformations.

Their increased cognitive functioning and insights enables them to understand interconnected systems of relationships and processes. People at this action logic recognise the paradoxes within themselves — such as the different and conflicting aspects of self which may be expressed at different times or in different context. Unlike the Individualist's existential struggle to know 'oneself' and to live true to their perceived values, Strategists are able to acknowledge and integrate disparate parts of themselves, including sub-identities from earlier action logics. As a result, Strategists have a stronger, autonomous self that is differentiated, well-integrated and capable of accepting paradox, complexity and ambiguity.

**TABLE 6. 8 THE STRATEGIST ACTION LOGIC (SOURCE: TORBERT, 2009, P. 108)**

Action Logic	Key Characteristics	Leadership style associated with this Action Logic
<b>Strategist</b>	Creates personal and organisational transformations. Links between principles, contracts, theories and judgment.	Recognizes importance of principle, contract, theory and judgment — not just rules and customs; creative at conflict resolution; process oriented as well as goal oriented; aware of paradox and contradiction; aware that what one sees depends upon one’s world view; high value on individuality, unique market niches, particular historical movements; enjoys playing a variety of roles; witty, existential humour (as contrasted to prefabricated jokes); aware of dark side of power and may be tempted by it — may misuse their own abilities and manipulate others. Post conventional.

While none of the respondents had a SCTi-MAP total protocol rating at the Strategist level, two contributed bildungsromans for this action logic (Edward and Greg).

Edward’s leadership maturity framework SCTi-MAP indicates that he has already started transitioning into the Strategist action logic. While Greg’s TPR does not reflect the mindset or language of the post-conventional action logics, this does not prevent him from identifying with the Strategist stage.

Edward’s action logic narrative reveals a commitment to designing a new educational paradigm to support future generations and inspire social change. In describing this vision, Edward recognises the complexities, conflicts and contradictions that arise from educational, social, political and global change processes.

Excerpts from Edward’s bildungsroman, reflecting his emerging transition towards the Strategic action logic, are highlighted below:



**Edward (Age 50-57 years)**

**Career Phase: Principal to State Director**

A deeper understanding of constructs that have been socially created has helped me to design new constructs and a paradigm that focuses on growth rather than perpetuating the status quo.

I was then invited into a leadership role at state office. I was afforded great trust by an enlightened senior leader and the opportunity to design a completely new structure to deliver the possibilities thinking that I was leading. This represented a monumental shift in the way state office had historically operated. It led to a period of creativity in which hundreds of school leaders were engaged in the social construction of a new paradigm for education that in turn was leading to state-wide implementation and innovation.

### **Reflections on the Strategist Action Logic and Transition from Individualist**

The age range of the two participants who contributed a bildungsroman for the Strategist action logic is 50 to 59 years, with duration in this phase lasting between seven and nine years. The decline in the leadership participants identifying with this action logic is due to a combination of professional expertise and leadership maturity. According to Torbert (2005, p. 5), the strengths of the Strategist are their ability to lead organisational and social change:

Strategists deal with conflict more comfortably than do those with other action logics, and they're better at handling people's instinctive resistance to change. ... Strategists are highly effective change agents. We found confirmation of this in our recent study of ten CEOs in six different industries. All of their

organisations had the stated objective of transforming themselves and had engaged consultants to help with the process. Each CEO filled out a Leadership Development Profile, which showed that five of them were Strategists and the other five fell into other action logics. The Strategists succeeded in generating one or more organisational transformations over a four-year period, their companies' profitability, market share, and reputation all improved. By contrast, only two of the other five CEOs succeeded in transforming their organisations ...

Edward's Strategist vignette reveals his fascination with three distinct levels of social interplay: personal relationships, organisational relations and national/international developments. His growth-mindset approach to leadership enables him to embrace change, ambiguity and paradox. He writes:

A deeper understanding of constructs that have been socially created has helped me to design new constructs and a paradigm that focuses on growth rather than perpetuating the status quo. My fascination for engaging with complexity and translating it into elegant simplicity to ensure widespread access has been an important part of my development.

Unlike the Achiever, who may use their influence to successfully promote their own companies, "the Strategist works to create ethical principles and practices beyond the interest of herself or her organisation" (Torbert 2005, p. 5). Edward's final vignette provides meaningful insight into the higher-order motivation of the Strategist action logic:

I hold great optimism that the change platform for growth and energy that has been generated throughout the profession will prevail. Restrictive, administrative practices will be exposed and higher order thinking and leadership will be recognised and valued as possibilities are realised and a new paradigm is established based on growth mindsets. The great part about this journey is that it is not yet complete. I am relishing the challenges, enjoying the complexities and contradictions, while being strong in the belief that I have an important role to play in contributing to the ongoing evolution of a higher order society.

In contrast, Greg's final vignette focuses on his personal journey in transitioning from his second principalship to a Principal, School Leadership (Executive Principal) role. The recurring theme of feeling unsupported or not understood by his staff or executive team, the focus on data improvement and desire to build an "accountability" culture mirrors the Achiever action logic more than the Strategist stage. It is interesting to observe the strong use of "I" rather than "we" when he describes the distributed team culture at his current school.

I left here to pick up, on merit, another P3 school closer to home. This school presented its own challenges whereby an improvement agenda was not part of the staff culture, it was more about welfare and rescuing. In my three years there I worked to build the capacity of my executive, who didn't seem to be clear on their role of 'assisting the principal', and strategically pick up the skills of various staff members to lead and develop staff. I worked very hard to give a sense of purpose to planning processes and the school plan, aligning key targets to data. This was strongly resisted and not understood by some staff, some of whom felt that this amounted to be 'accountable'. The executive were not as strong as I would have

liked in challenging teams to better understand and work to embrace the planning, and data collection, as their own.

While the structure and language of Greg's vignette may not demonstrate deep self-analysis, understanding of leadership complexity, or illustrate how he built the capacity of others to drive systems innovation or transformation, his leadership reflection highlights the pursuit of excellence — which he has successfully achieved.

## **Final Reflections**

The journey from novice to experienced to expert leader is complex and varies according to the personal and professional contexts of the leader. In exploring the respondents' experiences of leader identity and expertise development, the respondents' bildungsromans highlight the importance of leader identity formation to support self-regulation, leadership expertise, maturity, and the ability to thrive during times of change, complexity, and challenge.

As Day et al. (2009) espouse, constructive adult development is essential to leadership capacity building and expertise. The leadership maturity framework provides a useful, constructive adult development continuum to guide leaders in developing their adult identity and leadership expertise across the span of their professional careers.

Key findings from the bildungsromans indicate that all leadership participants shared the capacity to operate across most of the leadership action logics. With the exception of the eighth action logic, The Alchemist, which was not specified in any of

the leadership maturity framework SCTi-MAPs or gravitated towards by the participants in their leadership vignettes, seven action logics are explored in this study: the Opportunist, the Diplomat, the Expert, the Achiever, the Individualist, and the Strategist.

The bildungsromans articulate the journey of professional development and actualisation (Kim, 2015; Kim & Zimmerman, 2017). They bring to life the complex journey of leader identity and expertise development. By using the leadership maturity framework and Torbert's action logic as a narrative structure, leaders can gain insights into how constructive adult development supports the shift from leadership potential into actualisation. This framework promotes understanding that there are common psycho-social and identity formation themes that shape adult leadership skillsets. While there is a habitual action logic from which the leader operates (often related to their TPR profile), it is clear that leaders can use all modes and leadership identities according to the context. However, the intensity of emotional or intellectual energy captured in the vignettes usually indicates a leadership 'centre of gravity'. It is interesting to note that analysis of the bildungsromans demonstrates an increase in linguistic complexity as the participants described their leadership experiences at the higher action logics.

Specific to each action logic are patterns of intrinsic and extrinsic motivation, leadership strengths, areas of development, and common ways of working. Leaders at the earlier action logics (the Opportunist and the Diplomat) are still developing their self-concept as leaders, mainly because they have not had the same organisational experiences as leaders from the Expert or Achiever action logics.

Similarly, leaders at the higher action logics of the Individualist and Strategist are motivated by a different set of principles or values to transform organisations and systems for sustainability, due to their rich and varied leadership and organisational experiences.

The decline in the number of leadership participants as they progress to the higher action logics are due to age, professional expertise, and leadership maturity. With the usual focus of principal professional development programs on supporting aspiring and novice leaders, the challenge of developing expert leaders at the latter end of their careers may explain why there are only 15% of international leaders at the post-conventional stages (Individualist, Strategist and Alchemist) in Torbert's and Cook-Greuter's research study (Cook-Greuter, 2013; Cook-Greuter, 2004; Taylor & Torbert, 2008; Torbert, 2004). Time is the key issue, which is needed to embed and consolidate each stage of development. As Cook-Greuter (2006, p. 3) explains: "... leaders evolve into the later stages after journeying through the earlier ones, as once an action logic has been internalized it remains part of the leader's identity and 'response repertoire'".

In exploring the practical application of integrative leader development through the bildungsromans, it is important to recognise that the journey of leader identity and expertise building exemplifies a "winding path up a mountain" rather than a "ladder with completely separate rungs" (Cook-Greuter, 2006, p. 9). As evident from the shared narratives, leaders take time to transition across the action logics and may even regress or sub-transition within an action logic to explore or reinforce different perspectives, leadership practices, and skillsets, before consolidating that stage or

progressing forwards. The aim, according to Cook-Greuter (2006, p. 9) is to seek “an optimal fit with your environment, not an absolute, predetermined level”. In other words, leader identity formation incorporates a range of sub-identities that are utilised for different modes and contexts of leadership.

The bildungsromans highlight how the journey of leadership expertise develops across a career span and occurs as a result of changes in leadership identity and skill development. Professional and organisational standards may be an important component of principal professional development, but ultimately the narratives reinforce that leader identity formation, self-regulation, self-awareness and intentional practices enhance leadership maturity, influence, and system-wide impact.

To conclude, integrative leader development supports a differentiated, career-span approach. There is no ‘right or wrong way’ or ‘one size fits all’ model for principal learning and development. Instead, it calls for an innovative model, where self-reflection and reflexive thinking are integral to the growth of leadership awareness, autonomy and influence.

Chapter 7 continues the exploration by providing an analysis of multiple frames of leadership influence and impact. It reflects on the educational impact of principals through comparative analysis of their leadership maturity profiles and external school performance results. The convergence of constructive adult development and school performance data provides interesting insights into how leaders can evaluate the legacy of their leadership vision, culture and educational initiatives.

## Interlude VII: Becoming Me

### Vignette 10: The Road Back

Flying into Dubai, Shanti was instantly mesmerised by the desert air and heat. The sparseness of the terrain and the stark blue of the sky. Shanti still couldn't believe that she had been invited to take up a two-year secondment as Head of Leadership Academy for the TELLAL Institute. TELLAL, an acronym of Teacher Education and Leadership Learning for All, is responsible for the professional learning of teachers and educational leaders in government and private international schools across the MENASA (Middle East, North Africa and South Asian) region. The institute itself is progressive in its approach, with a focus on future-focused educational innovation. A subsidiary of GEMS Education, the largest privately-owned education system globally, its owner is also a well-known philanthropist who sponsors the Global Teacher Prize conference annually as part of The Varkey Foundation.

In describing the new role to her Australian friends, Shanti defined TELLAL as a combination between AITSL and a university. Similar to AITSL, she was responsible for providing professional learning on teacher and leadership accreditation, but as in a university, was also responsible for designing and lecturing in the Masters of Education and Educational Leadership degrees.

The two years she spent working with TELLAL was her dream job. Working with education ministries in the UAE, Egypt and Saudi Arabia was illuminating. However, her greatest inspiration came from working across the international schools to support teachers and principals from the UK, US, India, Egypt, Saudi Arabia, UAE, Australia, and New Zealand in their leadership growth and development. What she



found interesting about her international role was learning about the complexity and challenge of supporting leadership accreditation for principals from a range of home countries. The experience taught her how isolated Australia was as an education system, and how it lacked some of the innovative approaches shared by the other countries. She realised that all countries shared the same vision for success, but achieved this through different approaches.

In India and the UAE, teacher and leadership accreditation was heavily reliant on multiple choice test assessments and interview processes. In the US, each state had a different leadership accreditation approach, but all were linked to university Masters degree qualifications. In the UK, leaders participated in system-wide national qualifications programs that provided university and professional credentials. In Saudi Arabia and Egypt, accreditation processes were in development, but challenged by technological infrastructure, the huge numbers of teachers needing accreditation, and geographical distance. Australia was the only country where principal accreditation was linked to a national standard but not to university qualifications.

In this unique setting, where educators from so many different countries and education systems were working together, she was able to bring together her passion and knowledge of Eastern and Western leadership frameworks to support over ten thousand teachers and leaders through her online and face-to-face workshops. The impact of forging an integrated leadership approach supported principals and their teams in lifting the educational cultures in their school to enhance student academic performance and annual school inspections. She worked tirelessly

to provide leadership coaching and mentoring, as well as introduce new approaches for school reviews.

Her work was so successful that she was invited to extend her leadership facilitation beyond education into the corporate arena. Soon she was working with dental, transport, construction, and infrastructure companies to support their leadership and organisational strategy. She loved working with the corporate teams, finding the opportunity to bring together her personal development facilitation skills with leadership coaching. To work with like-minded and innovative global thought leaders was a source of ongoing inspiration. She was able to fulfil her creative and professional dreams in an international setting. The cultural experience affirmed her sense of self and leadership identity.

At the end of her two years with TELLAL, she had to make the decision whether to return to Australia or continue in her role. Being recently married while in Dubai and with a daughter heading into university, Shanti made the decision to return home to Australia. But the person who returned was one who had experienced professional joy and fulfilment. There was nothing she needed to prove. She was proud of what she had accomplished and looked forward to the journey home.

### **Vignette 11: Resurrection**

In January 2020, the first reports emerged from China of a new Coronavirus. By the time she flew back to Sydney, Europe was in lock-down and her holiday trip was cancelled. Her husband, daughter, and herself were lucky to catch the last flights out of Dubai to Sydney ... just in time to commence her new role as Principal at Roman Village Public School in April.

Starting her second principalship during the global pandemic of COVID-19 brought both gifts and challenges. The gift was that she was returning as a confident, positive principal with her Australian Schools Plus and international experiences. Ten years into her leadership journey, Shanti remained committed to her vision to contribute to the future of education in ways where she could create, collaborate, and work with like-minded people.

Due to COVID-19, it was a professionally lonely period as a new principal. She was not allowed to attend face-to-face principal network meetings, professional learning workshops, or meet with a mentor Principal, School Leader — which was part of taking on a principalship. She was also unable to meet with her staff, students or parents as a whole group. Students participated in home learning programs, with teachers providing online teaching activities and book packs for students to engage in. It was not until Week 8 of her first term at the school that she was able to meet all the staff together, and students were able to return to full-time schooling. Still, with the phased operations, students were unable to meet in class or whole school groups. Due to the COVID-19 safety guidelines for social distancing, extracurricular activities were cancelled and parents were not allowed to be on school grounds. P&C meetings, parent information nights and parent-teacher meetings were conducted via the online Zoom platform.

On top of this, prior to Shanti's arrival at the school, she learned that there would be 14 staff leaving within three months. This was due to maternity leave, retirements, leadership promotions and permanent contracts. She spent the first six months running selection panels and slowly hiring new staff to replace the staff who had left. However, the COVID-19 challenges also brought opportunities. During her first term,

she was able to meet individually with each staff member and start the process of building strong connections and relationships. She found she had time to reflect on the staff culture and create a shared vision moving forward. The virtual learning environment gave the school leaders time to establish a solid executive team that was aligned and passionate about quality teaching and learning for the students. They were also able to work in different ways to engage parents with collaborative decision making by using Zoom and the Rise 360 learning platform to keep parents informed and involved.

It was a year that no one could have ever predicted, but somehow the COVID-19 restrictions did not prevent Shanti from transitioning smoothly into her second school as principal. Motivated to keep her knowledge of the Department's policies and reforms current, she enrolled in the NSW Principal Credential, and over the course of two weeks, she completed the 19 online learning modules. The main focus of the learning content was knowledge of departmental standards, policies and procedures. To complete the course, participants had to pass 19 separate multiple-choice tests with a 100% success rate. Despite the fact she had already been a principal for ten years, Shanti felt it was important to complete the certification to improve her professional credibility with her Director, Educational Leadership.

Six months into the role, and Shanti was beginning to feel more confident and effective as the new principal. She was establishing good relationships with her work colleagues and leadership team. She was also starting to see how her leadership style and approach was bringing more people onboard. The culture of the school had shifted and staff morale was improving. Older, new, permanent and casual staff

began to share that people were more welcoming and friendly. She started to feel like she could make a positive difference to the school.

Then, in Term 4, the Director, Educational Leadership met with Shanti and her Executive Team to discuss the system-generated targets that the school would be responsible for achieving between 2021-2024. These departmental targets, which were also linked to her principal accountability in her annual performance development plan goals, stipulated NAPLAN attainment scores (based on the percentage of students needing to achieve Bands 1 and 2), attendance data, and wellbeing measures for her school. Shanti was shocked that schools no longer had a voice in their own annual improvement targets and measures (NSW Department of Education [NSW DoE], 2021a) with the new centralised approach.

Reflecting on her school context, where there was high socio-economic disadvantage, five support classes, over 80% students from language backgrounds other than English, and multiple refugee families needing community support, these system NAPLAN targets seemed absurd. Moving one-third of her middle band students to achieve in the top two bands for literacy and numeracy within two years was a huge pressure. The following week, Shanti approached the Centre for Educational Statistics and Evaluation (CESE) to review the targets. The assessor agreed that the system targets were too high and advised Shanti to appeal the target. Unfortunately, the appeal wasn't approved.

## **Chapter 7: Becoming More — Frames for Leadership Influence and Impact**

Chapter 7 shifts the research case to educational analysis of each principal's leadership profiles and school performance data to deepen understanding of constructive leader development and its role in reinforcing or resisting leader-follower dynamics to enhance school performance. Drawing on the literature from Chapters 2 and 3 on integrative approaches for leader identity formation (Csikszentmihalyi, 2008; Day & Antonakis, 2012; Day et al., 2009; Kim & Zimmerman, 2017) and constructive leader development (Alexander et al., 1987; Cook-Greuter, 1999, 2002; Kegan, 1982; Loevinger & Wessler, 1970; Orme-Johnson, 2000; Rooke & Torbert, 2005; Torbert, 2004), Chapter 7 builds on the research findings from Chapter 5 (theoretical perspectives on lifespan integrative leader development) and Chapter 6 (key themes in leader identity and expertise development) to explore evaluative frames for leadership influence and impact. Connections are made between the characteristics and expression of leader identity, expertise, and maturity in school leaders. Multiple genres and dimensions of the data are explored to help demonstrate the complexity of assessing the influence and impact of principal leadership in schools.

In this chapter, I specifically address the current challenges facing NSW Public School principals with leadership accountability becoming narrower and more centrally driven. The newly introduced schools success model (NSW Department of Education [NSW DoE], 2021a), which links strategic school planning and system-generated NAPLAN targets for schools, are illustrative of this accountability approach. As both a principal and a researcher, my professional dilemma in receiving mandated school performance targets that don't authentically reflect my school's context and community aspirations,

or invite collaborative professional dialogue, has become a catalyst for exploring alternative approaches to the evaluation of principal capabilities, influence and impact. Guided by D’Agnese (2017) and Biesta’s (2007, 2010, 2015a, 2015b, 2020) critique of the evaluative judgments and criteria predominantly used to support school accountability processes, I have explored broader research tools. I introduce tri-leadership frames to support richer analysis, “pragmatic dialogue, new meanings and practical deconstructions” (Biesta, 2007, p. 93). In doing so, it is important for me to note that the findings from this case study are not intended to be generalisable or represent the principal profession; rather, they are designed to provide insights and hypotheses for future leadership studies.

### **An Alternative Perspective on the Evaluation of School Leadership**

As outlined in Chapter 1, Australian educational approaches to leadership and school improvement reflect the mainstream discourse underpinning the Global Education Reform Movement as advocated by the OECD (Pont et al., 2008; Schleicher et al., 2012), education system advisors (Barber & Mourshed, 2007; Mourshed et al., 2010) and academic researchers (Leithwood et al., 2020; Leithwood & Sun, 2012; Leithwood et al., 2019). For over a decade, Australia has replicated the educational strategies put in place by the UK, US and other Western education systems. Despite the release of the Alice Springs (Mparntwe) Education Declaration in 2019 (Council of Australian Governments Education Council, 2019), the policy implementation of the National Assessment Program for Literacy and Numeracy (NAPLAN) remains linked to the Australian principles and protocols for schools (Ministerial Council on Education, 2009), Measurement Framework for Australian Schooling (Australian Curriculum

Assessment and Reporting Authority [ACARA], 2010, 2012, 2020), and Australian Professional Standards for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2011). These policy documents are reflective of leadership accountability and school improvement approaches that have been adopted globally.

Regardless of these initiatives and increasing pressure placed on principals to lift school performance results, Australia's global educational standing has declined in international results for PISA and TIMSS (Organisation for Economic Co-operation and Development [OECD], 2016, 2019). Attributing the fallout to our national policy reforms, Professor Pasi Sahlberg reflected on Australia's decline in the Sydney Morning Herald article, 'The Epidemic Australia Is Failing To Control':

Two decades ago, Australia was one of the leading education nations in the world. The OECD, for example, used to hold Australia as one of the best in class in education. But not any longer. Despite frequent school reforms, educational performance has not been improving. Indeed, it has been in decline compared to many other countries. International data makes that clear. Australian Council for Educational Research concluded it by saying that student performance in Australia has been in long-term decline (Sahlberg, 2021).

In acknowledging Sahlberg's (2016), Biesta's (2010, 2015a, 2020) and D'Agnes's (2017) perspectives, it is evident that the Global Education Reform Movement has perpetuated a culture of curriculum standardisation, national testing, and competition between schools within Australia. It is time to question whether Australia's approach has not only impacted negatively on student learning and assessment, but also on the understanding of what constitutes effective school leadership.



Critical gaps emerge when reviewing the research and educational premise underlying Australia's policy reforms and educational agenda. International research on school improvement highlights the gaps and limitations of evaluating the impact of principal leadership on student achievement. Historical research studies from Witziers, Boskers and Kruger (2003), Marzano, Waters and McNulty (2005), and Robinson, Lloyd and Rowe (2008) initially provided ground-breaking insights into the influence of leadership (mainly instructional versus transformational leadership styles) on raising student achievement and performance in schools. However, while this collective body of research has been promoted internationally and has helped to shape current Australian principal preparation programs for school leadership and improvement (Australian Institute for Teaching and School Leadership [AITSL], 2011, 2014; Hattie, 2003; Hattie, 2015b), a decade later, it is clear from Australia's declining results in international PISA assessments that these approaches have hindered, rather than helped, our nation's educational growth (Organisation for Economic Co-operation and Development [OECD], 2019). It is therefore not surprising when reviewing the historical research that these studies were limited by three factors.

**a) International research samples were limited and lacked peer review**

All three studies (Marzano, Waters, & McNulty, 2005; Robinson et al., 2008; Witziers, Bosker, & Krüger, 2003) were limited in the number of research studies used in the meta-analyses and lacked broad international samples. For example, Witzier et al.'s (2003) meta-analysis was conducted using 37 multinational studies, while Marzano et al.'s (2005) meta-analysis centered on 70 leadership studies — of which 60 were unpublished US theses and dissertations that had not been peer reviewed. Similarly,

Robinson et al.'s (2008) study was limited by the small sample size of research in the meta-analysis.

**b) Conflicting leadership data were used to inform research findings**

Conflicting leadership data led to different observations on the impact of leaders on school improvement. For example, Witzier et al.'s (2003) meta-analysis saw little impact of leadership style on school performance in comparison to Marzano et al.'s and Robinson et al.'s research. However, where Marzano et al.'s (2005) study highlighted the influence of transformational leadership, Robinson et al.'s (2008) study concluded that instructional leadership had a slightly greater impact. These ambiguities highlight the difficulty in measuring the impact of 'direct' and 'indirect' influences of leaders on school achievement (Grissom et al., 2021; Hallinger & Heck, 2010), as well as the inconsistent qualitative and quantitative approaches to the collection of leadership data.

**c) Studies focused on older, not contemporary, leadership models**

These three studies mainly focused on the effects of transformational and instructional leadership models. However, during the 10-20 years since these studies were conducted, leadership research and practices have shifted, with the exploration of contemporary and non-dominant leadership theories (Eacott, 2019; Gurr et al., 2018; Longmuir, 2019), which include complexity leadership (Schwandt, 2008; Uhl-Bien & Marion, 2008), Eastern spiritual frameworks (Fry, 2003; Fry & Malone, 2003), constructive adult development (Fensel, 2016; Gilbride, James, & Carr, 2020;

Richardson, 1982; Stewart & Wolodko, 2016) and integral theory (Murray, 2009; O'Neill & Glasson, 2018; Winter-Simat, 2019) in the field of educational leadership and beyond. This raises the question of whether there would be different findings if emerging models of leadership were to be explored in today's schooling context.

Research from Hallinger and Heck (2010), and Shatzer, Calderella, Hallam, and Brown (2013) have attempted to address these three research gaps. Firstly, Hallinger and Heck's (2010) analysis of collaborative leadership and school improvement highlights the importance of looking beyond the influence of the principal to explore how leader-follower dyads, reciprocal feedback loops, and culture building promote team collaboration to enhance student learning, school performance and sustainable improvement. Similarly, Shatzer, Calderella, Hallam and Brown (2013) take school achievement research one step further to suggest that we need to explore new models of leadership and the influence of distributed leadership teams.

This chapter addresses the research challenges in evaluating a leader's impact on school culture, leadership teams and school performance. In bringing together Eastern and Western approaches to constructive adult development theory and integrative leader development, I have developed tri-leadership frames, as outlined in the methodology (Chapter 4), to gain insights into the 'why', 'how' and 'what' of leader development, influence and impact in schools.

To complement the tri-leadership analysis, two evaluative paradigms for leadership and school effectiveness were also explored. Paradigm one uses current NSW Department of Education data approaches for evaluating principal effectiveness,

while paradigm two draws on alternative sources of leadership and school data to strengthen and support internal validation. In paradigm two, the use of constructive leadership profiles that highlight a principal's identity formation and influence on leader-follower dyads guides the research analysis. In addition, a new method for NAPLAN analysis is introduced to support intrinsic school-based evaluation of student learning progress.

## **Case Analyses Using the Tri-leadership Frames**

Given the comprehensive suite of data and information collected for each of the five principals, the purpose of this analysis was to identify those aspects that offered key insights into leaders who have achieved profound, positive, and sustainable change in schools. What became apparent through this research was the importance of collecting information that provides a multi-dimensional view of each principal as a leader that is rich in context. This involved going beyond traditional measures of leadership competence that have been used by education systems in Australia.

In connecting my research questions to this chapter's case study, I was keen to explore whether key differentiators exist that set apart expert leaders from proficient leaders in schools. But do such differentiators even exist? And if so, can leadership effectiveness be linked to school transformation? These questions are important in exploring how leaders can be identified and nurtured throughout their career-span with the NSW education system.

In the following analyses, I detail the respondents' leadership and school performance data using the tri-leadership frames and evaluative paradigms to provide insights into their: 1) individual leader development, 2) perceived leadership expertise and influence, and 3) educational impact using the NSW Department of Education's key measure for school performance, NAPLAN.

## **Frame One: Individual (Insights on Constructive Leader Development)**

### **i. Paradigm One: Self-reflection Using the Australian Professional Principal Standard**

The Australian Professional Standard for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2011) defines the role of a principal and is intended to unite the profession nationally by articulating the professional practices that principals can use to improve educational outcomes for students, staff and community. The AITSL Professional Standard for Principals Reflection Tool provides both a self-assessment and an evaluator assessment of a principal's leadership in action. The focus of the self-reflection component of both the AITSL Professional Standard for Principals 360 Reflection Tool and additional Leadership Profile Lens (Australian Institute for Teaching and School Leadership [AITSL], 2014) is on the leadership capabilities of a principal in delivering the five professional practices of the Standard: leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school, and engaging and working with the community.

Developed by the Hay Group in consultation with AITSL, the profile schema is underpinned by the five-stage model of adult skills acquisition (Dreyfus & Dreyfus,

2004; Dreyfus, 2004) and the cognitive learning framework of SOLO taxonomy (Biggs, 1979; Biggs & Collis, 1982). In theory, the profile should not only highlight the range of leadership skills used by a principal, but also their level of expertise in applying them. The AITSL group cohort report for the principals in this research includes an overview of each principal's self-assessment against the Standard. To provide an individual analysis, Table 7.1 shows the self-ratings for each principal across the five professional practices. In the AITSL Reflection Tool, an area of strength is defined when a principal or their evaluators (staff, principal colleagues, supervisors) rate themselves at or above 4.3 out of 5 in a professional practice attribute linked to the Standard.

**TABLE 7. 1 PRINCIPAL SELF-ASSESSMENT FOR EACH PROFESSIONAL PRACTICE**

Principal	Leading Teaching and Learning		Developing Self and Others		Leading Improvement, Innovation and Change		Leading the Management of the School		Engaging and Working with the Community	
	Self	Others	Self	Others	Self	Others	Self	Others	Self	Others
Edward	4.9	4.9	4.5	4.8	4.7	4.9	4.5	4.7	4.5	4.9
Gary	4.2	4.9	4.3	4.6	4.4	4.9	4.1	4.8	4.2	4.9
Greg	5.0	4.9	4.8	4.7	4.9	4.8	5.0	4.7	5.0	4.9
Samantha	4.3	4.6	4.3	4.2	4.5	4.3	4.3	4.2	4.3	4.8
Maria	4.2	4.9	3.3	4.7	3.7	4.8	4.2	4.7	3.9	4.8

Each respondent's self-rating highlights their perceived leadership efficacy. In reviewing the self-reflections, Edward, Greg and Samantha rate themselves at or above 4.3 for all Professional Standard for Principals professional practices. Their self-assessment ratings show on-balanced judgement of themselves with clear alignment to their evaluators' ratings. In contrast, Gary rates himself below 4.3 in three of the professional practices; and all of Maria's self-ratings are below 4.3.

However, their evaluators' ratings score them much higher. The range in self-ratings demonstrates the subjective nature of leader identity and self-assessments, which Luft and Ingham (1955) draw attention to in their model of the Johari Window - a feedback and disclosure model that supports self-awareness and individual perception on others.

The synergy between the principals' self-rating and evaluator feedback is reflected in the description of the team dynamics in their bildungsromans (Chapter 6). It is interesting to note that Greg rates himself extremely high in all areas of the Standard, while Maria rates herself consistently lower than her colleagues in 3 out of the 5 Standards. In using the Johari Window to reflect on Maria's self-assessment, it is clear that her rating of herself is lower than her staff, peer, and director ratings. Her bildungsromans highlight the positive team engagement she has generated with her staff — which correlates with the evaluator ratings. Conversely, Greg rates himself higher than his colleagues in meeting all attributes of the Standard. Using the Johari Window as a reflection tool, Greg's view of his leadership style is far more positive than his evaluators' written feedback. It is interesting to note that Greg's bildungsromans focus on the challenge of engaging his team as a principal — which confirms his perception of self and the feedback from his evaluators.

In addition to the principal's self-ratings, the AITSL group summary (See Appendix O) highlights the self-perceived areas of collective strength and areas for collective development, as shown in Table 7.2 below. Revealingly, while the areas of collective strength identify aspects that would be considered fundamental to the effective functioning of any organisation, the collective areas for development highlight

attributes linked to the domains of emotional and social intelligence (Boyatzis & McKee, 2005; Zohar & Marshall, 2000), all of which are the building blocks of leader identity development, self-awareness, self-regulation and expertise (Day et al., 2009).

**TABLE 7. 2 SELF-PERCEIVED STRENGTHS AND AREAS FOR DEVELOPMENT FOR THE PRINCIPAL GROUP**

<b>Collective Strengths</b>	<b>Areas for Collective Development</b>
1. Creates a student centred learning environment	1. Leads pedagogical practice
2. Promotes professional learning	2. Creates a learning culture
3. Understands and leads change	3. Builds capacity
4. Initiates improvement through innovation and change	4. Manages self
5. Aligns ethical practices with educational goals	5. Inspires and motivates
6. Manages resources	6. Manages high standards and accountability
7. Engages with the community	7. Creates a culture of inclusion

(Source: AITSL Group Report — see Appendix O)

An analysis of the results reveals as much about the reflection tool as it does about the principals in the research group. Since it is based on the Australian Professional Standard for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2014), it is highly role-specific, concentrating on the technical skills of educational leadership. For this reason, it is useful as a tool for directing focus towards the basic functions of the role of a principal. However, the technical focus limits insights into the affective domains of engaging people and building culture. Research into Eastern (Alexander et al., 1987; Bellin, 1981; Harung et al., 1995; Lim & Chapman, 2002) and integrative approaches for leader development (Day et al., 2009; Kegan,



1982; Rooke & Torbert, 2005; Stewart et al., 2017) reinforce the premise that unless leaders have the self-awareness, communication skills, and mindset to lead innovation, manage complexity and create highly effective teams, then the result can be ineffective leadership (Eurich, 2018; Tischler et al., 2002; Wigglesworth, 2002, 2004).

For novice principals and those in their earlier years of development, the tool can provide undoubted value. However, to develop the higher order interpersonal and intrapersonal skills needed to support principals in shifting from competent to expert leaders, it is apparent that richer and broader tools are required. For this reason, reliance on the Australian Professional Standard for Principals as the sole tool for principal preparation and evaluation is not enough to support leader identity formation, self-awareness, capability building and expertise development across the career-span.

## **ii. Paradigm Two: Self-reflection Using the Leadership Maturity Framework**

In embracing Eastern and Western integral approaches for leader development (Day et al., 2009), broader and more sophisticated tools are needed to explore the individual development of a school leader and their level of leadership expertise.

Leadership profile tools that enhance constructive leader development (Cook-Greuter, 2013; Day et al., 2009; Kegan, 1982; Torbert, 2004) can provide greater insight into the complexity and multi-dimensionality of leaders and expert leadership.

The Leadership Maturity SCTi-MAP, an extension of the Washington Sentence Completion Test (Loevinger et al., 1970; Loevinger & Wessler, 1970), is an internationally validated profile (Cook-Greuter, 2002; Hauser, 1994; Torbert, 2014) used for leadership development and coaching in corporate and government

organisations across Asia, Australia, the US and UK. The principal respondents completed the SCTi-MAP, and in their interviews and written vignettes reported in Chapter 6, affirmed the use of the leadership self-assessment profile by capturing their experiences of leader identity development.

To gain a deeper understanding of the way in which constructive leader development supports the growth of expert leaders, a group analysis of the principal respondents' Leadership Maturity SCTi-MAPs was conducted (see Figure 7.1 below). With the Leadership Maturity SCTi-MAP profile, each principal respondent is given a total weighted score (TWS), which provides a statistical summary of their level of response to each question based on the sentence completion test analysis and scoring criteria. They are also given a total protocol rating (TPR), which is a category score that identifies the level of leadership maturity for each principal.

A feature of the total protocol rating is that it provides insights into the leadership action logic predominantly used by principals. These action logics, as described in the respondents' bildungsromans (Chapter 6), are defined as conventional (opportunist, diplomat, expert and achiever) and post-conventional (individualist, strategist and alchemist) stages of leadership development (Cook-Greuter, 2013). Table 7.3 (below) provides the group overview of the principals' leadership maturity framework profile, showing their combined total weighted score and total protocol rating. As described in Chapter 6, the data indicates distinctly different leadership profiles across the principal group, ranging from expert/transitioning to achiever, achiever and individualist. While principals may use several action logics throughout a day, they usually tend to have a preference to use and access one more regularly

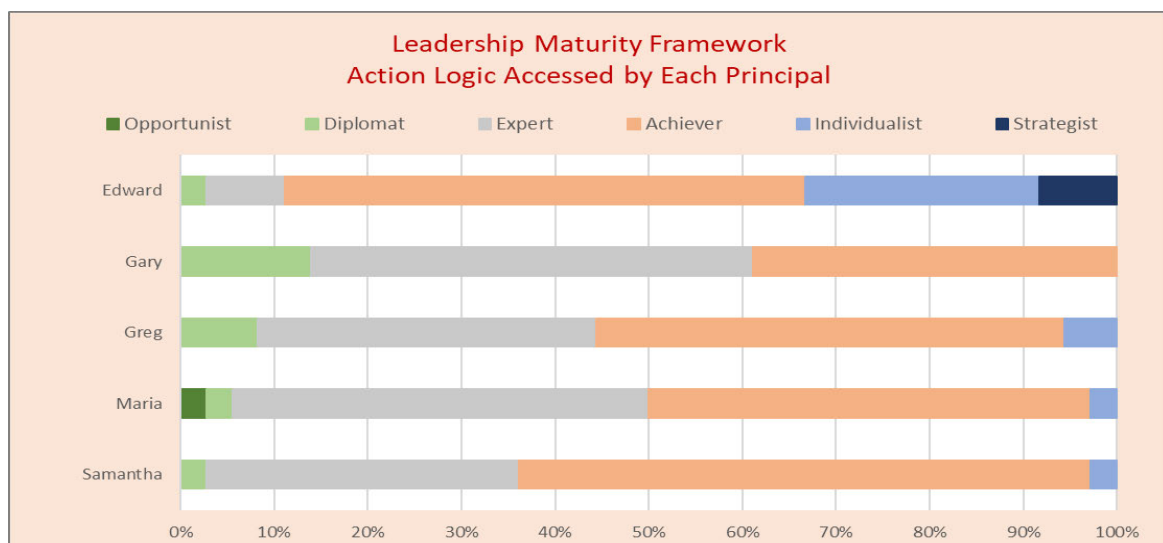
and without much effort. When under pressure and rapid change conditions, they are more likely to resort to behaviour patterns from earlier stages of leadership action logics, which are still being integrated. This was highlighted in the respondents' bildungsromans, demonstrating that leadership behaviours are not static, instead they are always evolving, growing, regressing and adapting according to situation and challenge.

**TABLE 7. 3 LEADERSHIP MATURITY PROFILE ANALYSIS OF TWS AND TPR**

	<b>Total Protocol Rating (TPR)</b>	<b>Total Weighted Score (TWS)</b>
Edward	Individualist	262
Gary	Transition to Achiever	225
Greg	Achiever	235
Maria	Achiever	232
Samantha	Achiever	239

According to Anderson and Adams (2015) and Torbert (2005), leaders who operate at the higher stages of constructive ego awareness have the ability to communicate more effectively and create aligned teams for better organisational success and sustainability. In Chapter 6, I discussed the international research demonstrating that 80% of organisational leaders predominantly use the Expert and Achiever action logics (Cook-Greuter, 1999). However, out of the seven action logics, the achiever, individualist and strategist are considered to be more complex and evolved. Similar to Piaget's (1932), Erikson's (1963), and Biggs and Collis' (1979; 1982) literature on learning acquisition, personality and motivation, the Leadership Maturity SCTi-MAP predicts that leaders at the complex stages of constructive adult learning development can deal with greater uncertainty and can more flexibly adapt their behaviour to what is needed in real time.

In conducting the group analysis of the Leadership Maturity SCTi-MAP data, there are clear variations across the profiles, which reinforces the individual personality traits, self-concept, and leadership style of each principal. A higher total weighted score (Cook-Greuter, 2002) supports a wider range of constructive leadership action logics, thus enhancing a broader leadership repertoire. In other words, the aim is not about attaining a higher leadership state; rather, the purpose of the leadership maturity framework or SCTi-MAP is to widen a principal’s capacity to access the full range of action logics, ensuring greater options are available to consider for leadership responses to complex situations. Figure 7.1 (see below) delves deeper into the leadership maturity profiles at the individual level to reveal the percentage that each action logic is accessed by each principal.



**FIGURE 7. 1 LEADERSHIP MATURITY PROFILE ANALYSIS OF ACTION LOGICS PER PRINCIPAL**

In conducting the group analysis of the Leadership Maturity SCTi-MAP data, one principal (Edward) predominantly accessed the complex action logic (achiever, individualist and strategist). Three principals (Greg, Maria and Samantha) accessed the Achiever and Individualist action logics 50-60% of the time. When reviewing Gary’s profile, his was the only SCTi-MAP that does not indicate access to the

Individualist action logic. With a TWS of 225, he typically operates from the Diplomat, Expert and Achiever action logics, which may lead to a more limited repertoire of leadership responses in complex or challenging situations. It is interesting to note that in Chapter 6 Gary reflected on this scenario, describing how his SCTi-MAP profile had mirrored the leadership regression he had experienced due to traumatic events he had faced as a principal during the period he was involved in the research study. Gary's profile and bildungsroman (see Chapter 6) demonstrates that leadership identity is continuously evolving — with the potential for regression as well as growth. While this concept is explored in Chapter 5 through the analysis of integrative, career-span leader development approaches, the relationship between leader identity development and influence becomes clearer through the analysis of multiple data and evaluative frames.

There are clear similarities and subtle differences apparent when reviewing Greg and Samantha's SCTi-MAPs. While both leaders access action logic from four stages of leadership maturity, Greg (TWS 235) accesses the full range in greater relative proportions than Samantha. It is interesting to note that Samantha accesses the action logic related to the Achiever stage of leadership maturity to a considerably greater extent than Greg and Maria. This is reflected by a slightly higher total weighted score for Samantha (TWS 239).

Although at the same stage of leadership maturity as Greg and Samantha, there are some distinct differences in the profile of Maria. She is the only one of the three who accesses action logics from across five stages of leadership maturity, with a greater reliance on the Expert stage of leadership maturity than is evident in the profiles of

Greg and Samantha. Her profile also accesses the action logic related to the early Opportunist stage of leadership maturity. Given the propensity for leaders to revert to behaviour patterns from earlier stages when under pressure, this may represent a key differentiator that is manifested in more limited responses in stressful situations for Maria. These differences are reflected in Maria's bildungsromans in Chapter 6, as well as her slightly lower total weighted score (TWS 232).

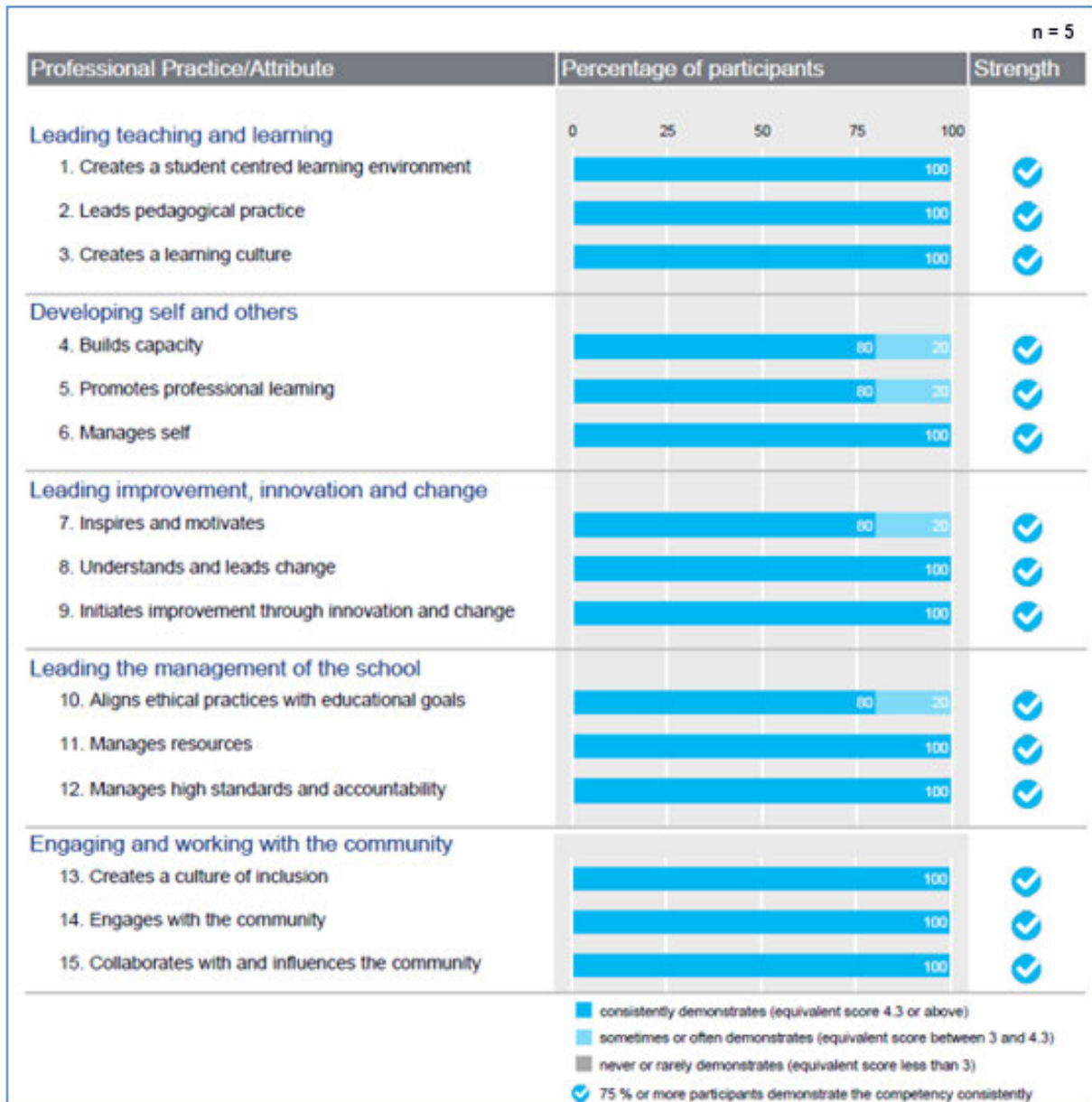
The Leadership Maturity SCTi-MAP provides insights into leader identity formation, expertise development and leadership maturity. In contrast to the Australian Professional Standard for Principals Reflection Tool, it provides an alternative lens from which to grow and evaluate leadership – personally and professionally. The profile highlights how integrative approaches to leader development can provide rich understandings into principals' mindsets and the degrees of complexity that may be accessed by leaders at different stages of development. Whether a novice, experienced or expert leader, principals continually learn and grow in leader identity and expertise across the career span.

## **Frame Two: Influence (Insights on Leadership Expertise and Team Engagement)**

### **Paradigm One: Analysis Using the 360 Reflection Tool**

To consider the influence of principal participants in the research, the evaluator feedback from the AITSL 360 Reflection Tool has been used, as it is the only NSW leadership instrument available for this purpose within this evaluative paradigm. The results from the 360 evaluator feedback (see the Group Cohort Report at Figure 7.2) validates the selection of the five principals in this research study, showing them to

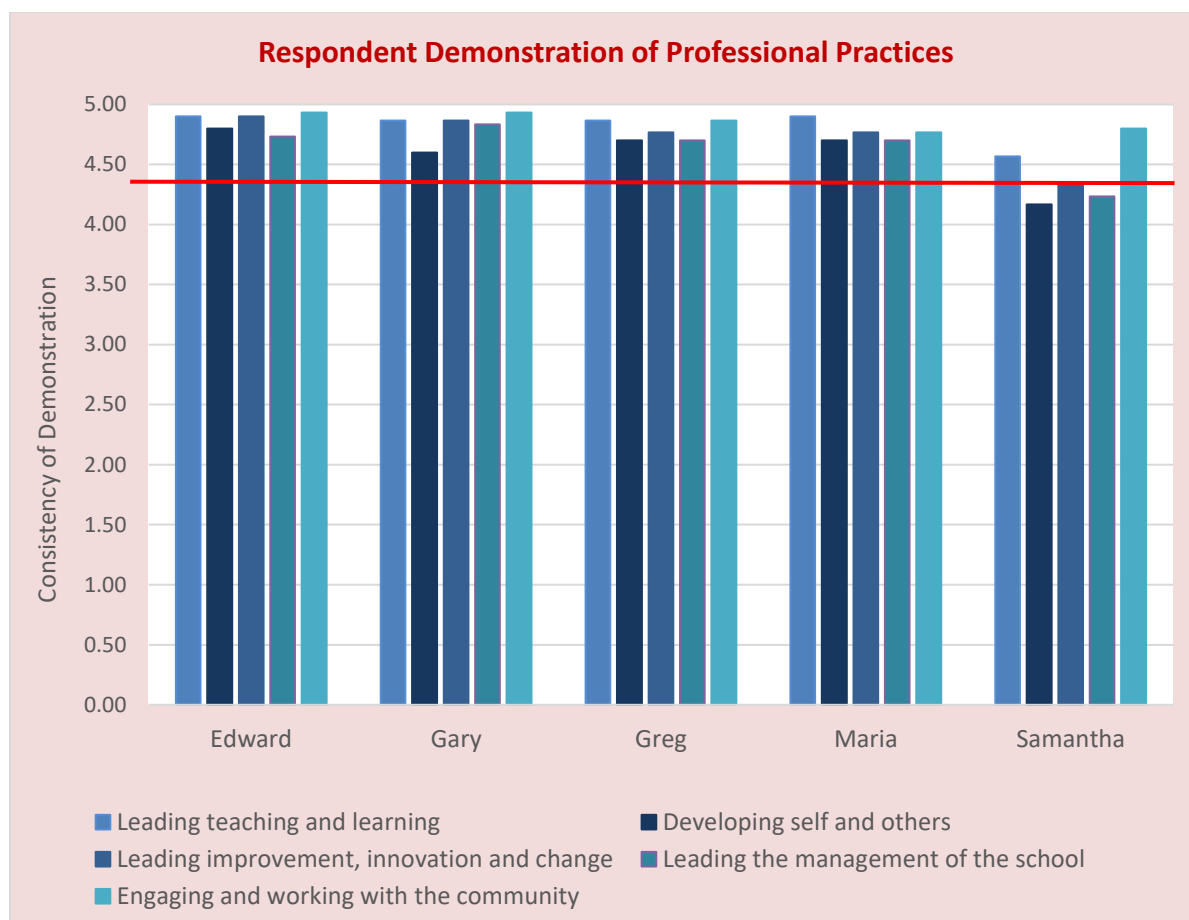
be considered highly adept by their colleagues in the leadership behaviours required to meet the Australian Professional Standard.



**FIGURE 7. 2 GROUP DEMONSTRATION OF PROFESSIONAL PRACTICES/ATTRIBUTES**

To gain more insight into the principals' profile results, I have created a graph of the individual demonstration of professional practices in Figure 7.3 below. In the graph, each principal's professional practice summary score is highlighted. However, as is

evident in Figure 7.4, the AITSL 360 feedback results do not provide any substantial differentiation in the quality of leadership practices. For example, while Samantha scores slightly below 4.3 (see the red-line strength indicator in Figure 7.3) for *developing self and others* (4.17 out of 5) and *leading the management of the school* (4.23 out of 5), her results are still strong and above the 80th percentile.



**FIGURE 7.3 DEMONSTRATION OF PROFESSIONAL PRACTICES/ATTRIBUTES FROM EVALUATOR FEEDBACK**

The AITSL 360 Reflection Tool achieves its purpose in showing the extent to which leaders demonstrate the professional behaviours articulated in the Australian Principal Standard. However, it falls short of providing the insight required to understand the qualities and characteristics of high performing and high impact principals. As member of the 2012/2013 consultation team, which included



representation from educational leaders from across all Australian states and territories, I find this surprising, given that demonstrating the stages of expert skills development (Dreyfus, 2004) and learning acquisition based on SOLO taxonomy (Biggs, 1979) were meant to be important elements of the tool. As the AITSL 360 Reflection Tool is the primary means for guiding the development and validation of principal professional behaviours across Australia, I suggest that instruments focused predominantly on standards are not sufficient for what is required to understand how expert leadership is developed and sustained.

### **Paradigm Two: Analysis Using the Leadership Circle Tool 360**

Understanding how a leader influences the way school teams create alignment for a shared educational vision for success is a critical component of school leadership. Developing this aspect is currently missing from the 19-module NSW principal credential program, which is focused on the implementation of NSW policy reforms, leadership standards, and school accountability measures (NSW Department of Education [NSWDoE], 2020a). Finding higher order tools that support deeper understanding of leadership influence and leader-follower engagement is essential if we are to lift the quality of educational delivery in NSW Public Schools and address the succession planning challenges discussed in Chapter 1.

In bringing together Eastern (Alexander et al., 1997; Harung et al., 1995) and Western leadership paradigms for constructive leader development (Cook-Greuter, 1999; Kegan, 1982; Loevinger & Wessler, 1970; Torbert, 2004), I believe it is at least as important to understand how principals influence and engage their school teams

as it is to know their skillsets in meeting the Australian Professional Standard for Principals (Australian Institute for Teaching and School Leadership [AITSL], 2014).

To illustrate this point, I have drawn on contemporary *Harvard Business Review* leadership literature (Eurich, 2018; Giles, 2016), corporate research into leadership profiles (Anderson & Adams, 2015; Boyatzis & McKee, 2005; Torbert, 2014) and the importance of constructive ego development in enhancing leader-follower engagement and leadership effectiveness (Zenger et al., 2009; Zenger & Folkman, 2002) to select the Leadership Circle 360 Profile. An internationally validated leadership instrument, the Leadership Circle 360 Profile (Anderson, 2006b, 2006c) was developed in the early 2000s and has been used extensively in Australia, Asia, the US, the UK, and Europe across corporate, government and educational settings, to gain insights into a leader's mindset, self-awareness, communication and organisational style. It is the first leadership 360 profile that integrates key elements of constructive adult development theory (Cook-Greuter, 2013; Cook-Greuter, 2002; Kegan, 1982; Rooke & Torbert, 2005) with organisational leadership.

As a leadership instrument, the Leadership Circle Profile 360 displays the percentage agreement from self and evaluators using a 9-point Likert scale (from never to always) for 5 creative leadership dimensions (comprising 18 creative leadership competencies) and 3 reactive leadership dimensions (comprising 11 reactive leadership styles). The positive or negative perception of a leader's style and influence from the evaluator relates directly to the dynamics that exist between the leader and follower, or leader and work colleague — which can be defined as the leader-follower dyad. The 360 profile provides an in-depth overview of leader-

follower dyads from the evaluator ratings provided on the leader's reactive-creative scale, relationship to task balance, leadership potential utilisation and leadership effectiveness. These aspects provide rich detail based on follower perception of how leaders operate individually and collectively — particularly how they build relationships, manage challenge, and achieve personal and organisational potential.

Psychometric validation studies conducted for the Leadership Circle Profile show a 0.612 correlation between leadership effectiveness and business performance (Anderson, 2006c). In the 2006 study, 486 managers and executives from a wide variety of business and non-profit organizations were assessed using the Leadership Circle 360 Profile and their organisation's Business Performance Index. In a follow-up Notre Dame University (2015) study into constructive leadership development and the use of the Leadership Circle Profile and Leadership Maturity SCTi-MAP with expert leaders, there were similar strong correlations between leadership stage development and leadership effectiveness.

The following graph (Figure 7.4) reveals the Leadership Circle Group Profile for the five principals in this study.

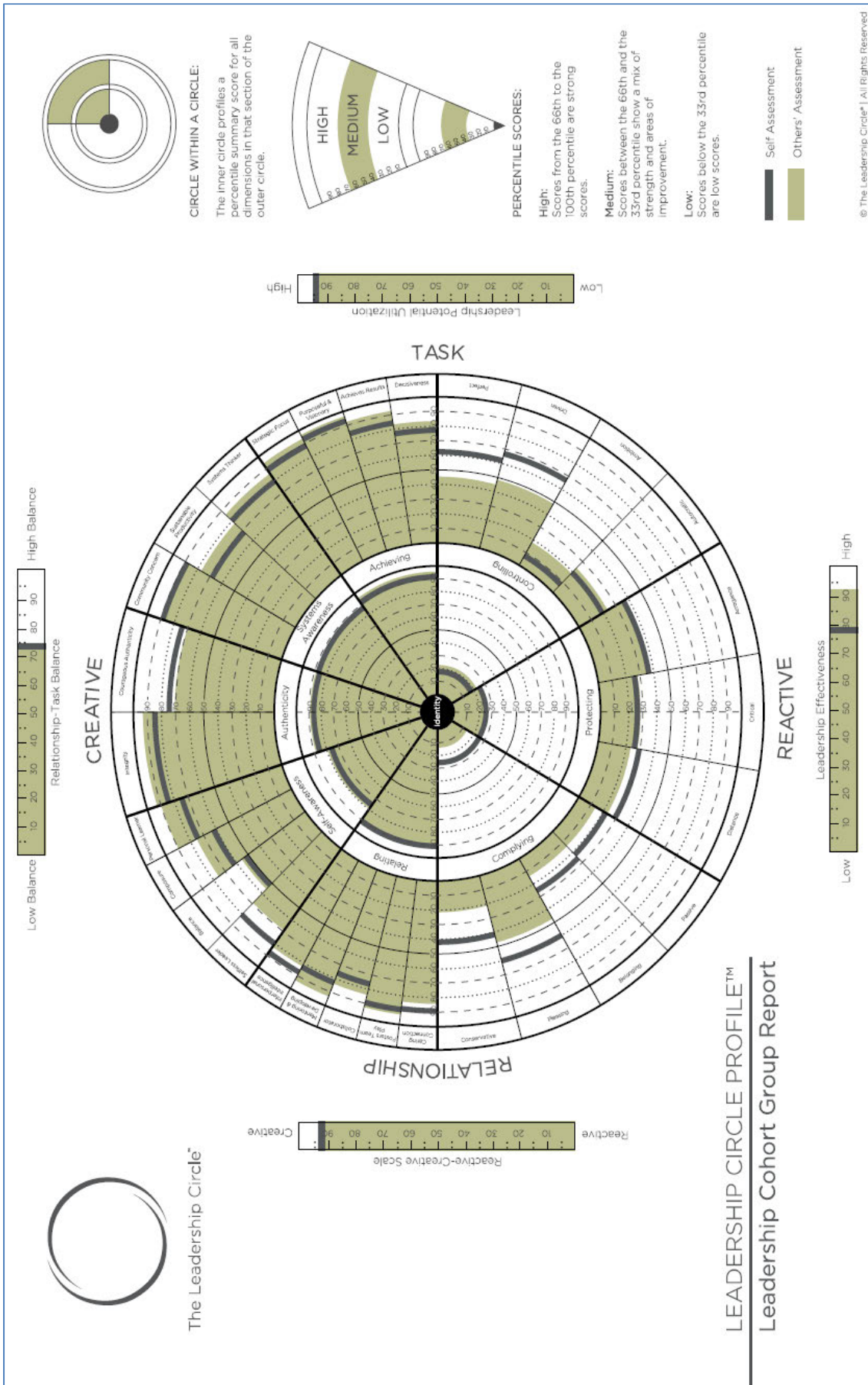


FIGURE 7. 4 THE LEADERSHIP CIRCLE GROUP COHORT REPORT

In the cohort report, it is evident that the principals demonstrate high competencies, with a collective score typically above the 90<sup>th</sup> percentile for each creative leadership dimension. The evaluators' ratings for the reactive-creative scale indicates that they are at the 92<sup>nd</sup> percentile, showing that they consistently make decisions from a more creative mindset and problem-solving approach. As Figure 7.5 shows, their leadership effectiveness scale is rated at the 92<sup>nd</sup> percentile by their evaluators, reinforcing the perspective that these leaders show expertise in leading and managing their schools, as well as building team engagement.

Their leadership potential utilisation score is at the 94<sup>th</sup> percentile, demonstrating that the principals are outwardly perceived as actively and consistently attaining their leadership potential. Finally, their relationship-task balance is rated at the 72<sup>nd</sup> percentile. This lower score, which places the principals in the medium percentile range, indicates that, according to their colleagues, they work long hours and do not always attain a healthy work-life balance.

Similar to the AITSL 360 Reflection Tool, the group report for the Leadership Circle Profile highlights that the five principals are considered to be expert leaders by their colleagues, and as such, it validates their selection for this study. However, while it is helpful to see the cohort report, an aim of this chapter's case study is to understand what expert principals do successfully to support principal preparation and expertise development. The Leadership Circle Profile 360 is powerful in that it provides a greater capacity to understand the multi-dimensional nature of leadership at a deeper level.

While the overall group profile is strong, in direct contrast to the AITSL 360 Reflection Tool, the Leadership Circle Profile 360 provides distinctly different profiles for each of the principals, identifying strengths and limitations that substantially vary across the group. The efficacy of the Leadership Circle Profile 360 in contributing to this study relates to the deep insights it provides for understanding leader and leadership development.

To consider this point further, following is a summary of the creative and reactive leadership dimensions for each of the five principals. A detailed graph of the creative and reactive leadership dimensions per participant can also be found at Appendix K and L.

### **Edward: Leadership Circle Profile Summary**

#### *Creative Leadership Dimensions*

Edward has percentage agreement ratings above 90%, ranging from 94-99% for the creative leadership dimensions. His profile indicates highly developed leadership capabilities in each creative leadership dimension, according to his evaluators.

#### *Reactive Leadership Dimensions*

Edward's percentage agreement ratings are 16% for complying, 4% for protecting and 10% for controlling. This is consistent with his evaluator ratings for the creative leadership dimensions, showing that he relies mostly on the creative leadership dimensions as a leader.

## **Gary: Leadership Circle Profile Summary**

### *Creative Leadership Dimensions*

Gary's profile shows considerable variation in percentage agreement ratings, ranging from 42-73%. Self-awareness (42%) and authenticity (45%) are not considered to be his strengths by raters. His strongest rating (73%) was for achieving.

### *Reactive Leadership Dimensions*

Gary's profile indicates a greater reliance on reactive leadership behaviours as a leader, which, according to his evaluators, can detract from leader-follower engagement. Therefore, less reliance on reactive leadership behaviours is an obvious area for his ongoing growth as a leader. His percentage agreement ratings were 48% for complying, 45% for protecting and 41% for controlling.

The value of the Leadership Circle Profile 360 as an instrument for providing insight into leadership behaviours is particularly evident in Gary's case. It reinforces his Leadership Maturity SCTi-MAP profile and written reflections in his bildungsromans, as well as identifies specific areas to focus on for his own development as a leader.

## **Greg: Leadership Circle Profile Summary**

### *Creative Leadership Dimensions*

Greg has percentage agreement ratings ranging from 80-94% for the creative leadership dimensions. His strongest ratings were for achieving (94%) and relating (93%). Ratings for self-awareness (80%), authenticity (80%), and systems awareness (83%), were also positive.

### *Reactive Leadership Dimensions*

Greg's percentage agreement ratings for reactive leadership reflect his results for the creative leadership dimensions. He rarely employs controlling behaviours (8% rating) yet has ratings of 20% for both complying and protecting. Again, the evaluators' feedback in his profile provides clear insight into his potential for further development as a leader.

## **Maria: Leadership Circle Profile Summary**

### *Creative Leadership Dimensions*

Maria's profile is particularly interesting in that for four of the five dimensions, she has been rated from 94-99%, while for authenticity, her rating was considerably lower, at 72%. The way others perceive her as a leader in this area is similar to her reflections on finding her 'voice' and 'stance' as a leader in her bildungsromans (Chapter 6).

### *Reactive Leadership Dimensions*

Maria does not rely heavily on complying behaviours as a leader (8% rating), yet employs self-limiting behaviours in the controlling (28% rating) and protecting (24% rating) dimensions more regularly.

## **Samantha: Leadership Circle Profile Summary**

### *Creative Leadership Dimensions*

Samantha's profile is very positive, with ratings from 81-93%. Of interest are her relatively lower ratings for both systems awareness (81%) and self-awareness (84%). Her strongest attributes were considered by raters to be authenticity (93%) and achieving (93%).

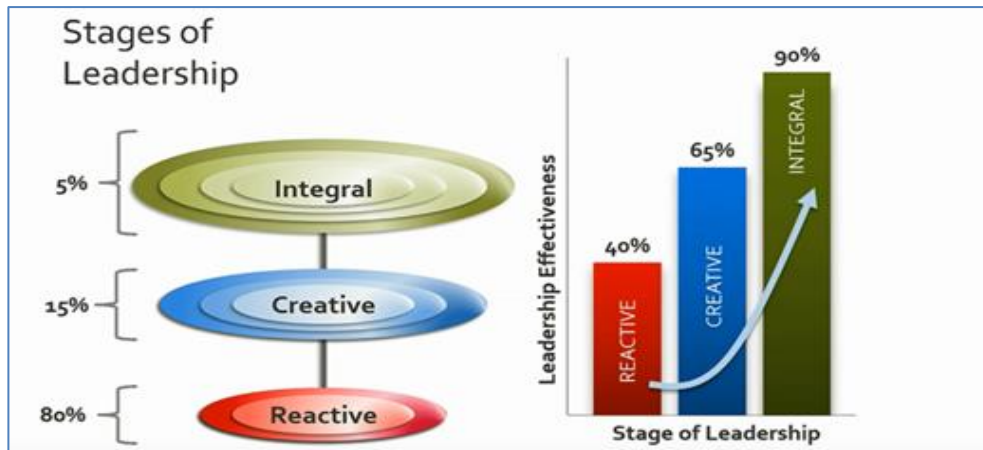


### *Reactive Leadership Dimensions*

Samantha's percentage agreement ratings of 1% for complying, 13% for protecting and 14% for controlling provide evidence of her maturity as a leader. She demonstrates little reliance on the use of reactive leadership behaviours.

It is evident from the analysis of these results that there is strong alignment between the stages of leadership maturity, as shown through the Leadership Maturity Framework profiles, and the insights provided about the development of leadership capabilities and leader-follower engagement, as shown through the Leadership Circle Profile. This is a highly significant finding of this study and has the potential to greatly contribute to the development of leaders and leadership capabilities in NSW education and beyond.

The Leadership Circle Profile 360 provides an opportunity to compare Australian educational leadership profiles both to international profile results and higher order constructive leadership development, particularly the creative and integral stages in Kegan's model (1982). Adams and Anderson (2015) write that the Leadership Circle Profile 360 has been "designed to measure leadership competencies that emerge from the Creative and Integral Mind" (p. 112). Based on their study of 50,000 Leadership Circle Profiles (Anderson & Adams, 2015, p. 55), Figure 7.5 (below) shows the percentage of international leadership participants across the constructive stages of leadership and their leadership effectiveness evaluator ratings.



**FIGURE 7. 5 STAGES OF LEADERSHIP VS LEADERSHIP EFFECTIVENESS**

In that study, leaders rated at the creative and integral stages of leadership commonly shared high ratings in the following creative leadership dimensions: purposeful visionary, community concern, personal learning and mentoring. Additionally, these leaders also received low scores in two specific reactive leadership dimensions, Conservative and Ambition. These are “equally but inversely” correlated with creative and integral leadership based on the Leadership Circle profile results of Top 1000 US Executives (Anderson & Adams, 2015, p. 55). The leadership effectiveness evaluator ratings also provide an important indication of higher order leadership. For example, leaders at the 40<sup>th</sup> to 64<sup>th</sup> percentile were more likely to be perceived as reactive leaders by their evaluators, whereas leaders rated at the 65<sup>th</sup> to 89<sup>th</sup> percentile were described more as being at the creative stage, with leaders rating above the 90<sup>th</sup> percentile more experienced by evaluators as being at the integral stage.

Similar to Zenger and Folkman’s (2009; 2002) studies into leadership profiles and organisational outcomes, Adams and Anderson’s (2015) research into 50,000 leadership profiles shows that leaders with three key factors: high creative styles,

high leadership effectiveness scores, and two low scores for the reactive leadership styles of Conservative and Ambition, had greater influence and impact on organisational performance. According to their study, the top 10% of leaders with these attributes in the Leadership Circle profile had a 0.61 correlation between their leadership quotient (intelligence) and high performing business performance. Conversely, the aggregate profile of leaders rated in the bottom 10% typically had businesses that were evaluated as low performing.

The instrument is powerful in that it provides greater capacity to understand the multi-dimensional nature of leadership at a deeper level. Table 7.3, below, provides an overview of the principals' comparison to the creative and integral leadership dimensions. The group analysis highlights the strategic and complex tasks involved in building leader-follower engagement, team effectiveness, and organisational performance. In delving deeper into the 360 leadership feedback provided by the staff evaluators on their principals, Table 7.4 (below) details the top five and bottom five creative competencies for the principal group. These results illustrate that a focus on building shared vision, strategic focus, mentoring others, achieving results, and fostering team play, supports the perceptions of leadership effectiveness and leader-follower engagement.

Analysing the bottom five creative competencies, it is clear from the evaluators' responses that the principal respondents work hard and can find it difficult to balance their work and personal lives to prioritise their needs. Qualities of spiritual intelligence, which include the ability for leaders to find balance, renew, and nurture themselves and others during times of stress are key aspects of resilient leadership

(Fry, 2003; Fry & Malone, 2003), which the profile results show these leaders would benefit from enhancing. Interestingly, the Leadership Circle 360 evaluator feedback correlates with the principals' self-reflections using the AITSL Reflection Tool (frame 1 of the Tri-leadership frames), where the lowest self-rated area was Managing Self through their own personal health and wellbeing. It reflects a decline in principal wellbeing attributed to increased work hours (Riley 2017, 2020).

**TABLE 7. 4 PRINCIPAL PARTICIPANTS' TOP 5 AND BOTTOM 5 CREATIVE COMPETENCIES**

<b>Top 5 Creative Competencies</b>	<b>Bottom 5 Creative Competencies</b>
<b>1. Purposeful &amp; Visionary - 97%</b>	<b>1. Sustainable Productivity - 77%</b>
<b>2. Strategic Focus - 94%</b>	<b>2. Composure - 76%</b>
<b>3. Mentoring &amp; Developing - 94%</b>	<b>3. Courageous Authenticity - 70%</b>
<b>4. Achieves Results - 93%</b>	<b>4. Self-less Leader - 69%</b>
<b>5. Fosters Team Play - 93%</b>	<b>5. Balance - 56%</b>

The top five and bottom five reactive leadership styles of the principal group (see Table 7.5) reveal the qualities that delimit leader and follower engagement. These include self-limiting styles of leadership, such as gaining the approval of others, protecting oneself, and getting results through controlling tactics. Such styles can detract from a leader's profile and reduce leader-follower engagement (Eurich, 2018; Giles, 2016), particularly if the leader is unaware that they are reverting to these styles (Kets de Vries & Korotov, 2010).

The analyses of the principals' reactive leadership profiles provide key insights for leader development, showing, for instance, that the more developed a principal is in

the creative leadership dimensions, the more choice they have over the use of self-limiting leadership styles. The data from the principal respondent's top and bottom five reactive leadership competencies (see Table 7.4) indicates that when focused on organisational tasks and deadlines, the people skills of building relationships, team alignment, and a positive workplace culture can be neglected. If this becomes an embedded leadership disposition, then the impact on team engagement and organisational culture can be detrimental over time (Anderson & Adams, 2015).

In exploring the themes that emerge from the top and bottom reactive competencies, the findings highlight that teams value leaders who actively use their skillsets to empower teamwork, mentor people, listen and act with composure, and show authentic respect for others in the workplace. These interpersonal qualities may seem like common sense, yet when principals are under pressure to drive school performance and policy reforms, sometimes the 'people skills' that enhance professional relationships and create positive workplace culture can be neglected.

**TABLE 7. 5 PRINCIPAL PARTICIPANTS TOP 5 AND BOTTOM 5 REACTIVE COMPETENCIES**

<b>Top 5 Reactive Competencies</b>	<b>Bottom 5 Reactive Competencies</b>
1. Passive - 14%	1. Critical – 28%
2. Belonging - 14%	2. Arrogance - 36%
3. Ambition - 19%	3. Perfect - 45%
4. Conservative - 21%	4. Pleasing - 48%
5. Distance – 24%	5. Driven - 49%

According to Anderson and Adams (2006a), there is a strong correlation with the integral stages of constructive leader development (Cook-Greuter, 2013; Torbert,

2014) and leaders who gained high evaluator ratings in the Creative Leadership dimensions for the Leadership Circle Profile. Anderson and Adams write (2006, p. 112):

The case gets even stronger when we look at a few dimensions within the LCP. The LCP was designed to measure leadership competencies that emerge from Creative and Integral Mind. Certain dimensions on the LCP and questions within certain dimensions describe capability that naturally arises at the Integral Stage. The dimensions most positively correlated to this stage are purposeful visionary, community concern, personal learner, and mentoring ... the reactive dimensions that are equally but inversely correlated to Stage are Conservative and Ambition. When these dimensions are aggregated into one Stage-Predicting Dimension, the correlation to Stage reached 0.75.

Comparing the principal respondents' profiles to the international sample of top 2000 US leaders (see Table 7.6), there are similarities between those who scored high in the leadership effectiveness scale, high in the four recommended creative dimensions (purposeful visionary, community concern, personal learner, and mentoring) and low in the two correlating reactive dimensions (Conservative and Ambition). It is interesting to note that the principals who rated high in these areas for the Leadership Circle Profile also demonstrated they accessed higher stages of constructive leader development in their Leadership Maturity Framework SCTi-MAP profiles.

In Table 7.6 below, the parallels between the principal respondents' profile with the international profile sample is highlighted. Where the principals follow the same

profile pattern for the creative dimensions, reactive dimensions and leadership effectiveness scale ratings, it is highlighted in green. It is evident from the comparison of this small research sample that the leadership skillsets required to successfully influence, create, and develop team engagement is more linked to constructive adult development, and thus could be considered more universal and profession-agnostic than educational leadership frameworks in Australia may recognise. It highlights the possibility that the Australian Professional Standard for Principals supports domain knowledge, but does not necessarily provide principals with the interpersonal and intrapersonal knowledge, skills and understandings of how to successfully action the professional practices with their teams.

**TABLE 7. 6 CORRELATION WITH INTEGRAL STAGE DEVELOPMENT: COMPARISON OF PRINCIPAL PARTICIPANTS WITH INTERNATIONAL PROFILE SAMPLE**  
(Anderson, 2006a, p. 112)

Name	Purposeful Visionary (Creative)	Community Concern (Creative)	Personal Learner (Creative)	Mentoring (Creative)	Conservative (Reactive)	Ambition (Reactive)	Leadership Effectiveness Scale
Edward	100	97	98	96	6	13	98
Gary	70	56	76	80	46	6	43
Greg	96	87	87	92	16	13	87
Maria	100	88	88	98	25	21	98
Samantha	93	80	91	90	35	7	94

Zenger and Folkman’s research (2009; 2002) highlights that leadership is the art of working with people and building relationships for organisational success. Hence, the use of broader leadership profiles to complement leadership self-awareness, team engagement and school culture are useful for a principal’s ongoing leadership learning and growth.

Taking on board Biesta’s (2015a, 2015b, 2020) views that education systems generally rely on technocratic approaches that focus on normative judgements and

standards-based evaluations, it is essential to explore new research methods and tools to uplift the telos (purpose) of education and relational aspects of educational leadership (Eacott, 2015, 2019; Gurr et al., 2018). The introduction of tools such as the Leadership Circle 360 to enhance relational leadership and self-reflection on leader-follower dyads can provide meaningful opportunities to understand the learning and developmental needs of principals in the areas where they can make the most difference. In this way, principals will be better prepared to lead strategic change and create positive workplace cultures where staff are aligned and committed to a shared educational vision for success.

### **Frame Three: Impact (Insights from School Performance Data)**

To address my research questions, this component of the Tri-leadership frames focuses on ways to evaluate school performance, with mindfulness of external and internal validation processes, to support principals in their leadership and expertise development. In writing this section, it is important for me to acknowledge that it is not my purpose here to critique the political relevance of national testing of students. More relevant is that during my 27 years in education, with 14 of these years involved in either a relieving principal or substantive principal position, I have observed multiple education reforms that have increasingly linked student testing with leadership and school accountability. As a NSW Public School educator, I have lived through the replacement of NSW Basic Skills Testing with the introduction of NAPLAN in 2008, first in paper-based format and more recently in the online testing environment. I have witnessed various political debate, media coverage and



educational rhetoric from ministers, journalists, academics, teaching unions, and principal associations.

In reflecting on my experiences of NAPLAN, I feel increasingly discouraged by the multitude of 'external' voices that critique, advise and propose solutions without authentically understanding the day-to-day, lived experiences of educators and school leaders who are on the front-line. My frustration comes from the lack of 'insider' perspective and voices of educators in how NAPLAN assessments can be used more appropriately to support authentic school reflection and evaluation of student learning progress.

As a principal, I see the impact of NAPLAN on the lives of my students, parents, teachers and executive leaders each day. I support new and experienced teachers who are struggling to teach a crowded curriculum while parents expect preparation for NAPLAN. I meet with tearful parents who are fearful for their eight-year-old child's career future when they receive a NAPLAN report. I uplift a despondent executive team when systemically-determined performance and strategic improvement plan targets cannot be met. Managing the emotions and wellbeing of staff, students and parents in the shadow of leadership and school accountability reforms are a key aspect of a principal's life that cause professional anxiety, stress and work health and safety issues (Riley, 2017, 2020). Knowing how to select meaningful learning data and manage the processes of school evaluation, therefore, are crucial elements of principal preparation and ongoing leadership learning. It concerns me that credible opinion is mostly afforded to academic research and political voices in isolation from the collective, profession-led voices of educators.

My mandate as a principal is to administer NAPLAN and link my annual leadership and school improvement priorities to system-generated targets, as per the School Success Model (NSWDoE, 2021). While I have no choice in whether my school participates in NAPLAN, I do have ontological choice about what I value in education (axiology) and how this drives my purpose (telos) as a school leader (Biesta, 2015a, 2015b, 2020). My goal, therefore, is to problem-solve and explore fresh possibilities (d'Agnese, 2017) for analysing student and school performance data within the current context of educational policy and reforms. Providing a perspective on how NAPLAN, despite its limitations, can be a useful component within a much larger suite of school-generated assessment information about student learning is key to this approach.

### **Paradigm One: A Critique of Current NSW NAPLAN Analysis Approaches**

The use of high stakes national testing of student learning is consistent with the global education reform approach, as critiqued by Lingard et al. (2015), Sahlberg (2016; 2021) and Biesta (2015a, 2020). In Australia, NAPLAN is being used by all state and territory education systems to determine the capacity and effectiveness of education in schools. Unsurprisingly, in the case of school leaders and students, the inadequacies of national assessment tools illustrate limitations in developmental learning approaches (Lingard, Thompson, & Sellar, 2016).

NAPLAN is the only mandated assessment that is administered by all Australian schools on an annual basis and is considered nationally to be the key indicator of student learning performance between Year 3 and Year 9. It is used in NSW to

assess the effectiveness of leaders and schools in delivering quality teaching and learning. Before considering the analysis of NAPLAN results, there are some issues relating to its reliability and validity (Klenowski, 2016; Lingard et al., 2016; Thompson, Adie, & Klenowski, 2017; Wu, 2016) that are important to consider.

NAPLAN assesses a limited range of skills only in the areas of literacy and numeracy. With the exception of writing, all questions in the assessment are multiple choice, for economic and efficiency reasons. It is contestable whether a test limited to literacy and numeracy, in the form of multiple choice only, provides the scope for students to imaginatively and creatively provide a full expression of their learning capabilities.

The limitations of the assessment approach are further exacerbated by narrow methods in the way results are analysed and reported. Specifically, there is a heavy emphasis placed on comparing NAPLAN results in each school with results published state-wide. Given the established knowledge of the effect of factors, including socio-economic circumstances, remoteness, and language and cultural backgrounds, on student achievement, these comparisons contain limited relevance for school purposes (Lingard et al., 2016). In addition, limitations relating to the lack of reliability and confidence in the interpretation of NAPLAN individual attainment and growth scores for students (Klenowski, 2016; Thompson et al., 2017) remains a contentious issue. According to Wu (n.d.), shortcomings in the NAPLAN test construct — which relies on individual students sitting two 40-question tests — can result in an “error margin greater than one year’s growth” (p. 3).

In an attempt to recognise the inadequacy of comparisons with average state performance, a further frame of reference is provided within NAPLAN for schools to consider the performance of what are considered 'similar schools'. This is a statistical comparison group of schools that have students with a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results (Catholic Education Commission of Victoria [CECV], 2019). However, a significant shortcoming of this approach is the lack of consideration of the characteristics of students in what are considered to be similar schools (Thompson et al., 2017).

Klenowski's (2016) analysis of NAPLAN data to evaluate the learning and progress of Aboriginal and Torres Strait Islander students highlights a systemic concern that the test is not fair, valid or accurate in its interpretation for all students. Similarly, Guenther's (2017) critique of NAPLAN reporting on the performance of Indigenous Australian students across nine years highlights the limitations of the narrow range of analytic measures used, contradiction in the notion of similar student groups, and the shortcomings of annual reporting rather than over a long term.

The *My School Does Not Make Fair Comparisons of School NAPLAN Data* study completed by Catholic Education Commission of Victoria (Catholic Education Commission of Victoria [CECV], 2019), shows that students from different cultural and language backgrounds have vastly different levels of achievement. The report argues that their findings replicate an abundance of research demonstrating that student cultural/language background is an important factor in academic achievement. For example, second-generation East Asian immigrants outperform

their native Australian peers in mathematics by more than 100 PISA test points — the equivalent of two and a half years of schooling (Jerrim, 2015). Also, first-generation and second-generation immigrant students from China, India and the Philippines are more likely to achieve baseline academic proficiency than native Australian students (Organisation for Economic Co-operation and Development [OECD], 2018).

These Australian statistics replicate data for US and UK national testing. In 2018, the average composite scores for American College Testing (ACT) were much higher for Asian students than other students, while conversely, the scores of African American and Native American students were lower than other racial groups (Jaschik, 2018). In the UK, Chinese pupils were identified as the highest attaining ethnic group in key stage 4 attainment in England in 2012/2013 GCSE results (UK Department for Education, 2014). In addition, consistent differences between ethnic groups is reflected in the education progress of UK students. For example, the performance of Caribbean, African, Pakistani and Bangladeshi groups were below that of their Anglo-Celtic British peers, whereas Chinese, Indian and Irish pupils scored higher (Strand, 2010).

The *My School Does Not Make Fair Comparisons of School NAPLAN Data* study (2019), which critiques the NAPLAN test construct and validity of standardised testing across diverse cultural contexts, contends that differences in results associated with student cultural and language background occur even after adjustments for other student characteristics, such as parental education and occupation levels. By creating similar school groups on the basis of parental

occupation and education levels, important cultural factors are being missed, making the assertion of similarity amongst schools a less than reliable basis for genuine comparison.

It is important to recognise these cultural limitations, because despite its shortcomings, NAPLAN has assumed an important status in Australian education and is increasingly used for school accountability purposes to determine success. For example, during 2020, the NSW Department of Education introduced system-generated NAPLAN performance targets for each school to achieve a mandated proportion of students in the top two skill bands of NAPLAN assessments (NSW Department of Education [NSW DoE], 2021a). These targets are now linked with principal performance development plans and annual reviews. To support this, NSW principals are provided with professional learning from the *School Excellence in Action* resources (NSW Department of Education [NSW DoE], 2021a) and *What Works Best? Toolkit* (Centre for Educational Statistics and Evaluation [CESE], 2020b) to attain these NAPLAN system targets.

In the absence of a stronger representation of student learning in schools throughout Australia, almost by stealth, NAPLAN has become a valued indicator of the academic performance of a school. The recent 2021 Wallace Report (Grissom et al., 2021), which studies principal effects on student achievement in schools, suggests that leadership plays an essential role in the establishment of a high performing school culture. The US report recognises shortcomings in the evaluation of principal educational impact on student learning and recommends investment into new research and data collection methods for better principal preparation and ongoing

professional development. This investment, the report suggests, is essential for a high quality principal workforce (Grissom et al., 2021, p. vii). With Australia following similar trends to the US in international PISA assessments (Goldstein, 2019; Sahlberg, 2021) and principal workforce issues (Grissom et al., 2021), it is important to consider in this research study whether there exists any semblance of relationship between the leadership profiles of principals being developed through this argument, and the NAPLAN results being achieved at their schools.

Hence, an analysis of NAPLAN results in reading and numeracy has been included for the period from 2008 (when NAPLAN commenced) through to 2014, covering the duration of the respondents' participation in this research (see NAPLAN analysis at Appendix R). While it considers only a narrow range of learning, it does provide some insights into the success of principals in leading a productive learning culture at their schools.

### **Paradigm Two: NAPLAN Analysis — An Alternative Perspective**

Goldstein (2015), in his critique of high stakes national testing, provides a definition of validity as being “the extent to which an assessment or a test instrument is considered fit for purpose” (p. 193). While there are limitations in the reliability and validity of NAPLAN (as outlined in paradigm one), there are some useful aspects to the national assessment. Wu (2016, pp. 26-27) observes that NAPLAN helps educators know the proportions of students “operating at different proficiency levels”, the performance of sub-groups of students and influence of school geo-locations,

and enables educational comparison between sectors. At the same time, she acknowledges the large potential margin of error in the NAPLAN scores.

Recognising that NAPLAN can play an important role in educators knowing the range of proficiency levels of their students, creating a “fit for purpose” (Goldstein, 2015; Klenowski, 2016, p. 193) approach to support the evaluation of leadership and school accountability is critical. To do this, I have utilised an alternative NAPLAN analysis approach that is more aligned to the constructive adult development philosophy being presented throughout this research study.

Instead of relying on absolute comparisons of school results with state results and/or results for similar schools, my approach places an emphasis on analysis of a school’s own individual context and learning progress on a year-on-year basis. After all, a school’s own context and demographics are going to be more similar over time than in comparison with any other school group. It is also of far greater utility for school leaders to consider their school’s growth and development year-on-year, rather than grappling with comparisons to other schools. This approach, I believe, is more consistent with the notion of learning being an ipsative and developmental process, rather than one based on assessment against arbitrary system standards.

For the purpose of this research, NAPLAN results were analysed for each of the schools being led by the principals in the study. Only the data corresponding to the years at which a principal was at the school were included, within the range 2008-2014. The years of tenure varied amongst principals. Individual school results for NAPLAN reading and numeracy are included in Appendix R. To effectively represent



the extent of learning progress over time for students in considerably different schools, including both primary and secondary, a rating schema (called a combined total protocol) has been developed for the purpose of this research, based on a school's own attainment in reading and numeracy NAPLAN results, year-on-year.

The approach included evaluation of the learning progress made by each student in their NAPLAN assessment for reading and numeracy between two points of NAPLAN testing. The progress made by all other students in the full population who achieved the same score in the first test provides a basis for understanding the range of learning progress being made by students who were at the same level of proficiency two years earlier. Details of the research design and method used for the performance ratings schema, as well as a comprehensive compilation of each set of school results for NAPLAN reading and numeracy are included in Appendix R.

Following is an analysis of each school's results for NAPLAN Reading and Numeracy. The focus is on school self-analysis highlights, trends, and consistency of results based on the school's own context. The analysis includes year-on-year school attainment over time and student learning progress over time, as well as the combined total protocol (CTP) for each school.

### **Edward's NAPLAN Summary**

Edward's school had a combined total protocol of 28 for NAPLAN results over the time range. During the period that he was leader at the school, for the *Year-on-Year School Attainment in Comparison To Self*, there was a high level of consistency in cohort results for NAPLAN reading and numeracy. For *Student Learning Progress*

from Year 7 to Year 9, the learning growth results in reading and numeracy show students made higher progress between Year 7 and Year 9 than was typical for all NSW students who had been at the same starting point when in Year 7.

### **Gary's School NAPLAN Summary**

Gary's school generated a combined total protocol of 15 for their NAPLAN results over the time range. For the *Year-on-Year School Attainment in Comparison To Self*, while there was some variability from year to year, in general, the pattern for cohort results from 2008 to 2014 represented an overall decline. For Year 5 Numeracy and Year 3 Reading results, the decline was substantial. The *Student Learning Progress from Year 3 to Year 5* reveals a more positive outlook than the overall pattern of results. Overall, while students at the school were falling further behind their counterparts across the state from Year 3 to Year 5, students were still making solid progress by achieving 88% or more of the typical progress realised by students with the same starting scores at Year 3.

### **Greg's School NAPLAN Summary**

Greg's school had a combined total protocol of 18 for their NAPLAN results over the time range. The *Year-on-Year School Attainment in Comparison To Self* shows that, while there was a noticeable increase in Y5 student results in Reading for the period 2011-2013, results in Numeracy for the same group declined at a similar rate. Year 3 results remained consistent during the same period. For the *Student Learning Progress from Year 3 to Year 5* results, in Reading, students achieved at a rate of 88% or more of the typical progress realised by students with the same starting

scores at Year 3. In Numeracy, the learning progress ranged from 76-84% of the typical progress for students across the state who were at the same starting point in Year 3.

### **Maria's School NAPLAN Summary**

Maria's school delivered a combined total protocol of 21 for their NAPLAN results over the time range. Their *Year-on-Year School Attainment in Comparison To Self* reinforces the caution that should be exercised when analysing results for relatively small student cohorts, when one or two outliers can skew the mean results. Even with small student numbers, there was remarkable year-on-year consistency in the results achieved by Year 3 and Year 5 students in Reading and Numeracy. In addition, *Student Learning Progress from Year 3 to Year 5* shows that Reading increased substantially during Maria's leadership tenure. Students achieved at a rate beyond the typical progress realised by students with the same starting scores at Year 3. By contrast, in Numeracy, the learning progress made by students between Year 3 and Year 5 showed they were not keeping pace with their counterparts across the state who had achieved the same starting score in Year 3. Again, these progress results highlight the difficulty in evaluating small school cohorts.

### **Samantha's School NAPLAN Summary**

Samantha's school produced a combined total protocol of 23.5 for their NAPLAN results over the time range. Being a central school which educates both primary and secondary students, their analysis is more complex than the typical primary or secondary school, as there are four student cohorts who participate in NAPLAN

testing each year. Again, it is important to consider the possible variations caused by relatively small student numbers when drawing conclusions about performance trends. With their *Year-on-Year School Attainment in Comparison To Self* results for secondary students, results for Year 9 Reading and Numeracy were consistent across the six years while Samantha was Principal at the school, as well as for Year 7 Reading. It was only in Year 7 Numeracy where a substantial decline in results occurred. In the primary section, results were highly variable. For Year 5, Reading and Numeracy results declined from 2008 to 2011, before recovering in 2012 and 2013. Year 3 Numeracy observed a similar pattern to Year 5. However, Year 3 Reading results did show a substantial decline during Samantha's tenure at the school.

The *Student Learning Progress* results from Year 3 to Year 5 and from Year 7 to Year 9 peaked in 2011 and 2012, with students achieving at a rate considerably beyond the typical progress realised by students with the same starting scores. There was a substantial decline in the extent of learning progress achieved by students in 2013, with the exception of learning progress in Reading from Year 7 to Year 9.

The individual analysis of each school's NAPLAN results using this new approach supports principals in deepening their understanding of their school's performance data over time in comparison to their own school context. The approach enhances constructive reflection on the extent of student learning progress and a school's own attainment in reading and numeracy NAPLAN results year-on-year. This approach provides principals with the flexibility and ownership to set internal performance

benchmarks and school measures to evaluate the learning culture and educational leadership priorities they have established with their school teams.

## **Reflections and Insights**

A principal's ability to inspire successful change efforts is the key to driving team resonance, school excellence, and transformation (Leithwood et al., 2020). Critical factors to developing high functioning teams for any school or organisational context include leadership identity, self-awareness, and leadership expertise (Kotter, 2001; Rooke & Torbert, 2005). Constructive leader development helps to provide a career-span schema to support principals in growing and shifting their focus from personal to collective efficacy (Day et al., 2009). As Boyatzis and McKee (2005, p. 162) write:

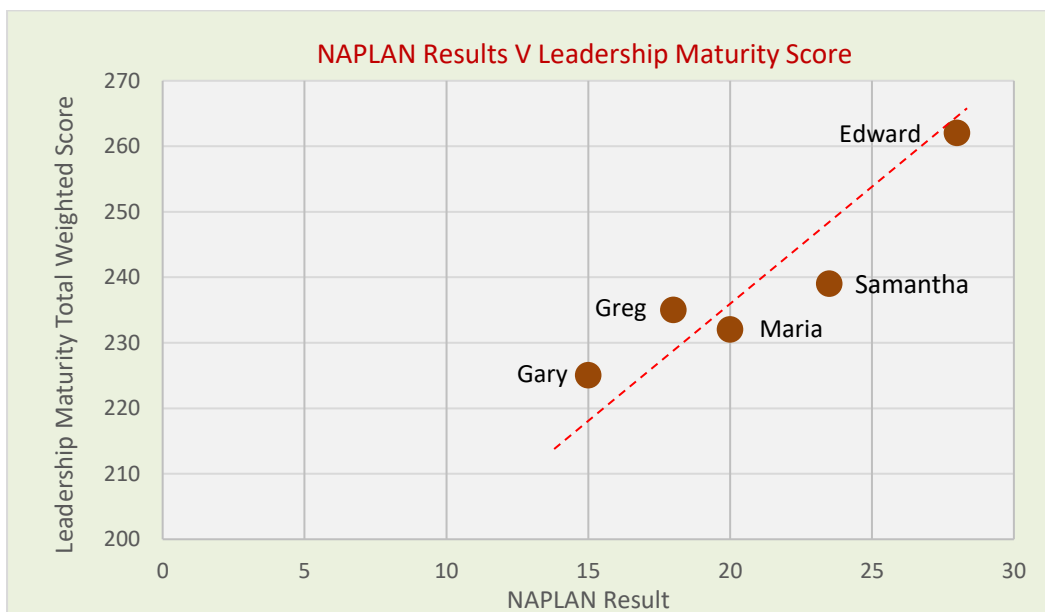
Personal vision — an individual's hopes and dreams of future — is a powerful driver of individual change. But it is not enough to spark collective change. Resonant leaders go beyond the individual level — they inspire hope and craft meaningful visions at the larger, collective level of the entire organisation.

If we engage in the research on constructive leader development and accept that higher stages of leadership can support leadership effectiveness and organisational performance, then it is significant to explore whether there is a correlation between the leadership maturity scores of the principals, the level of leader-follower engagement, and a school's performance results. The relevance in pursuing this research is that it can provide insights into whether the level of constructive development of a principal and their school's results are related in any way.

The rich leadership differentiation revealed through the Leadership Maturity SCTi-MAPs, Leadership Circle 360 profiles and the new approach used to calculate a school's own NAPLAN learning progress contrasts with the lack of variation found in the AITSL 360 Reflection Tool and traditional NAPLAN analysis. Interestingly, the findings from the new tools and NAPLAN approach reinforce that something substantially different is occurring across each principal's schools.

In reviewing the data, it appears that there could be a relationship between a principal's constructive development as a leader with their leadership influence on the teaching and learning culture at the school. For example, if we review the Total Weighted Scores (TWS) from the principals' Leadership Maturity SCTi-MAP with their school's NAPLAN progress score, we gain some very interesting insights.

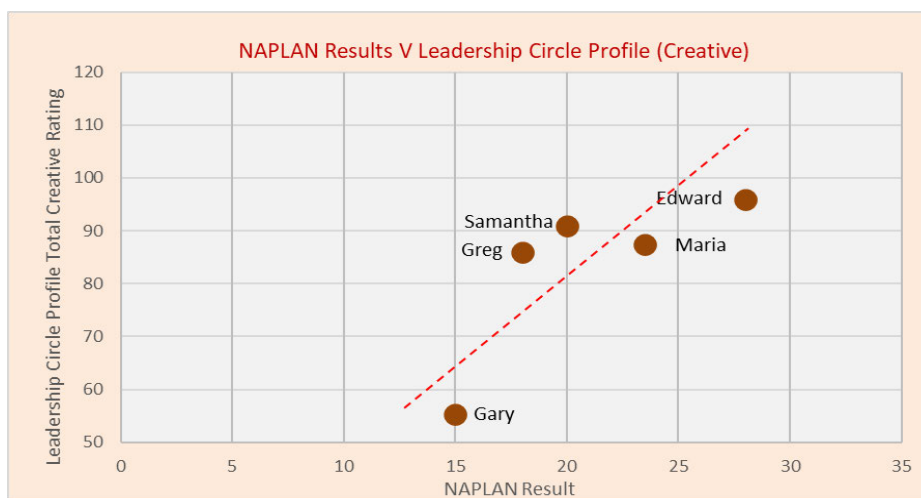
Figure 7.6 (below) illustrates that the higher the principal's Leadership Maturity SCTi-MAP TWS, the higher the school's NAPLAN progress results.



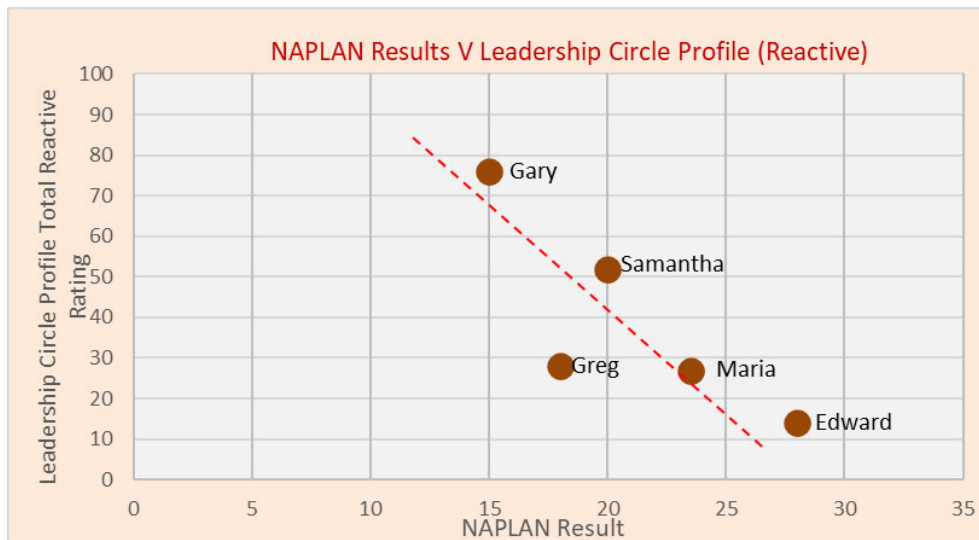
**FIGURE 7. 6 NAPLAN RESULTS VS LEADERSHIP MATURITY SCORE WITH TREND LINE**

The inclusion of the red trend-line demonstrates a strong apparent relationship for this principal group between their constructive leader development and NAPLAN performance in comparison to their school results over time. The significance of these findings is that it points to a relationship in which strengthening the conventional and higher stages of constructive leader development can enhance a principal’s mindsets and capabilities (i.e. self-awareness, strategic thinking and resilience to manage complexity and change) to support principal preparation and career-span leadership learning for school excellence.

Further, there is also an apparent relationship between the creative leadership dimensions of the Leadership Circle Profile with NAPLAN (see Figure 7.7 below), along with an apparent inverse relationship for the reactive leadership dimensions with NAPLAN (see Figure 7.8 below). Though small scale, the findings in the data depicted in the two graphs appear to mirror psychometric studies into corporate leadership 360 profiles (Anderson, 2006c; Anderson & Adams, 2015; Zenger & Folkman, 2002), which link higher stages of leader development with enhanced business performance.



**FIGURE 7. 7 NAPLAN RESULTS VS LEADERSHIP CIRCLE PROFILE (CREATIVE DIMENSIONS)**



**FIGURE 7. 8 NAPLAN RESULTS VS LEADERSHIP CIRCLE PROFILE (REACTIVE DIMENSIONS)**

According to Zenger’s corporate research (2009; 2002), leaders with high scoring leadership 360 profiles not only elevate organisational performance through increased profit and return on investment, they also enhance organisational culture and staff wellbeing. Using these same metaphors in an educational context, it is evident from the findings in this study that principals with higher Total Weighted Scores in their Leader Maturity SCTi-MAPs had higher NAPLAN combined total protocol scores, and that higher creative leadership and lower reactive leadership evaluation scores in the Leadership Circle 360 profiles linked to stronger leader-follower engagement. The data provides a compelling message that integrative leadership research into stages of leader maturity and organisational performance have the potential to translate into an educational context.

Chapter 7 reinforces the importance of going beyond current system approaches for the evaluation of school leadership. The use of the tri-leadership frames supports broader and more strategic thinking on constructive leader development, leadership expertise for team engagement, and the analysis of school performance. The use of



multiple genres and perspectives of leadership data through the frames helps us to gain new insights into the 'why', 'how' and 'what' of expert leadership.

The significance of using the tri-leadership frames is that the concept incorporates Eastern and Western approaches to cultivating leadership capabilities and introduces new evaluative approaches to reflecting on leadership practice from one's own context over time. The frames encourage principals to forward and backward map leadership and school generated data to deepen their self-awareness, set leadership goals, and inform future decision-making. While principals could continue to use the AITSL 360 Reflection Tool and NAPLAN analysis in their current formats, the results of these technocratic approaches present a sharp contrast to the more sophisticated leadership profiling available through the use of the analytic tools highlighted in the paradigm two research.

Chapter 8 presents the concluding insights gained from the research journey. The chapter also provides final reflections on the patterns of meaning that have emerged from this research for future studies.

## Interlude VIII: Becoming Me

### Vignette 12: Returning with The Elixir

As the 2021 school year commenced, the staffing situation had stabilised and student numbers increased to add an additional class. With such a positive start, Shanti focused on how to establish an integrated and conscious leadership approach across the school to enable every young person and adult to reach their full potential.

As she reflected on her journey as a Principal, Shanti realised that she had experienced her own 'hero's journey'. She had traversed each of the 12 steps from Joseph Campbell's leadership allegory to grow and mature as both an individual and Principal. Eleven years ago she had leapt out of the ordinary world to follow a call to adventure. Along the way, she had met mentors, allies and enemies; she had endured tests, ordeals, and spiralled into the depths of her innermost cave of fears to face her greatest personal and professional challenges. As she had grown as a principal leader, she had discovered a tiny spark of light and power — one that no one could take away and which had helped her to seize the sword of her creativity to take on the supreme ordeal. She had faced the death of her dreams and grieved deeply, but on the 'road back' her spirit had been transformed. Resurrected. Despite the obstacles and pain, she had survived, thrived, and risen again to bring the elixir of leadership discovery back to the ordinary world from whence she had come.

Her personal and professional journey had taught her how to develop a more consciousness leadership approach with increasing choice in her daily work life. Leadership, she had discovered, was an ongoing, complex and evolving process, one that everyone had the potential to tap into. She no longer feared the future or her

ability to cope with difficult challenges; instead, the past eleven years had helped her find her inner strength. Those many dark nights of the soul had opened her heart and spirit so that she was able to view herself and others in new and compassionate ways. Most specifically, it was her ability to listen and take time to empower and nurture the courage of others that had made the real difference as a leader.

Despite all the challenges she had faced as a leader, and would continue to face with the system-generated targets being imposed on schools and principals, she had learned that developing a culture of trust was essential to creating staff well-being and a shared vision for success. Only from this foundation could a platform for authentic collective efficacy be established to improve teacher quality, student performance, and school excellence. The more she had learned to step back and lead from behind, the greater the opportunity for her leadership to create a shared and sustainable vision for Roman Village Public School.

In looking back at her experiences as a principal, her quest to find both herself and leadership telos resonated with Michelle Obama's journey of "becoming" (2018). After eleven years of researching and recording her journey, she realised her PhD would end just as it had begun. She turned to page one, picked up her pen and began to write:

For me, becoming isn't about arriving somewhere or achieving a certain aim. I see it instead as forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn't end.

— Michelle Obama, *Becoming* (2018, p. 419)

## **Chapter 8: Concluding Reflections on Leader Identity, Expertise Development and Influence**

### **Defining the Journey**

The overarching theme for this research has been the phenomenon of principal leadership, particularly the experiences of six principals from primary and secondary schools in NSW as they evolved from novice to expert leaders. Constructive adult development theory (Cook-Greuter, 2000; Kegan, 1982; Loevinger & Wessler, 1970; Rooke & Torbert, 2005; Torbert, 2004) and integrative approaches to leader development (Day et al., 2009) underpinned the exploration of leader identity, expertise, and influence to inform future principal preparation and ongoing expertise development.

Chapter 1 of this thesis provided a contemporary overview of the NSW leadership landscape. It addressed the challenge of principal supply and succession planning due to current and predicted high levels of principal retirement over the next 10 years. It also explored the decline in principal wellbeing (Riley, 2017, 2020), much of which has been impacted by increased work hours due to changing political agendas and numerous reforms on leadership and school accountability (NSW Department of Education [NSW DoE], 2013, 2014, 2020b, 2020c, 2020d, 2021a). Negative perceptions of the complexity of the principal role and workload, according to Riley's study (2020), had contributed to decreasing numbers of aspiring principals applying for the principalship. Wellbeing data from principals within their first five years of the principalship indicated that they were struggling rather than thriving in the role. In reviewing the strengths and limitations of current approaches (Watterston & [AITSL],

2015) it was evident that Australian principal preparation programs focused on professional standards and technical skillsets to support leadership accountability.

Chapters 2 and 3 critiqued constructive adult development theories and integrative approaches for intrinsic leader development from Eastern and Western perspectives. Through the examination of Eastern leadership frameworks (Alexander et al., 1997; Bellin, 1981; Lim & Chapman, 2002; Orme-Johnson, 2000), emerging non-dominant leadership research paradigms (Eacott, 2019; Gurr et al., 2018; Longmuir, 2019; Uhl-Bien & Marion, 2008), and mainstream Western perspectives on leadership (Hopkins, 2007; Leithwood et al., 2020; Pont et al., 2008; Schleicher et al., 2012), the difference between 'leader' and 'leadership' development was defined and investigated (Day et al., 2009). In contrast to contemporary organisational leadership research in this area, it was clear that career-span leader identity and expertise development remains absent from Australian principal preparation programs.

Chapter 4 described how the research study aligned a collective mixed-method case study design with crystallisation (Ellingson, 2009) to support quantitative and non-quantitative methods of information gathering and analysis to explore the phenomenon of principal leadership. It detailed how multiple genres of data and paradigms of leadership were synthesised and how each research chapter focused on a separate research genre and aspect of the research questions to represent the patterns and insights gained from the research findings. Chapter 5 provided a theoretical analysis of the hypothetical propositions underpinning the integrative leader development framework (Day et al., 2014; Day & Harrison, 2007; Day et al., 2009) and argued the case for lifespan approaches to support

principal preparation and ongoing expertise. Chapter 6 conducted a narrative analysis of bildungsromans (stories of professional actualisation) to gain insights into leader identity formation and expertise development. Finally, in Chapter 7, a Tri-leadership model was introduced to support a multi-framed educational analysis of leadership and school data to explore the influence of principal leadership on student learning outcomes.

## **Concluding Reflections**

Through three conceptual lenses, perceptions on leadership identity, influence, and impact were explored to investigate the research questions:

- *How does constructive adult development assist in understanding the growth of leader identity, leader self-regulation, and leader expertise and influence in the leadership journeys of six Australian principals?*
- *How can integrative leader development approaches support principal preparation and expertise development?*

The following patterns and insights provide a high-level summary of the findings.

### **Lifespan Leader Development**

In Chapter 5, the five principals agreed that integrative approaches to leader development were important considerations for future principal preparation programs. The principals' survey responses corroborated the three key research themes developed by Day, Harris & Halpern (2009). Firstly, in the area of expertise and expert performance, the survey data indicated that principals reported the

knowledge, skills and competencies needed by expert leaders takes discipline and develops across many years. They agreed that this occurs simultaneously with constructive adult learning and the growth of leader identity. In other words, leadership expertise cannot be taught effectively through theoretical study or a focus on performance standards. Instead, adult development and leader development must be part of reciprocal processes that support identity formation, professional capabilities and expertise.

Secondly, the principals' responses reinforced the importance of leader identity spirals in the area of identity and self-regulation processes. The respondents saw a clear relationship between the development of an expert leader and positive leader identity spirals. They agreed that learning spirals which focus on developing leadership competencies, in combination with self-efficacy, were essential to building self-regulatory strength and self-awareness to accelerate lifelong learning and ongoing leadership development.

In the third area of adult development, the survey data highlighted that the continual development of self-regulation and self-awareness was considered important to promote leadership maturity and wisdom (Fink, 2009), as well as prevent the cognitive decline that can come with age. All respondents affirmed that experienced principals equally needed ongoing engagement in professional learning and constructive adult development, similar to novice leaders, yet different in design. The principals agreed that the strategies of "selection, optimisation and compensation" (Day, Harris & Halpin) were important leader development processes from which novice and experienced leaders could grow lifelong leadership competencies, self-

regulation processes and expertise. In conclusion, the principals agreed that lifespan, integrative leader development approaches, and theoretical framework would be beneficial tools for re-visioning principal preparation programs and ongoing professional learning for experienced and expert principals.

### **Leader Identity and Expertise Development**

The bildungsromans in Chapter 6 provided valuable insights into the phenomena of principal leadership, particularly the personal, professional and social construction of leader identity, knowledge, skills and expertise (Clandinin & Connelly, 1989; Clandinin & Connelly, 1990; Clandinin & Huber, 2002). The narrative analysis supported meaningful reflection on the principals' leadership telos and self-concept, which evolved throughout their life and leadership experiences. Through thematic analysis of the principals' action-logics from their bildungsromans, shared connections were made between stages of cognitive and psycho-social development with leadership style and expertise.

The action inquiry narrative template of the bildungsromans was derived from the leadership maturity framework (Cook-Greuter, 1999, 2000, 2002, 2004, 2005; Loevinger, 1998; Loevinger & Wessler, 1970; Rooke & Torbert, 2005). This schema supported the principals in presenting their experiences of leader identity formation in alignment with the leadership action-logics ranging from the conventional and post-conventional stages of Opportunist, Diplomat, Expert, Achiever, Individualist and Strategist.



The collective bildungsromans reinforced a symbiotic relationship between identity formation and expertise across the career span. Leadership expertise was perceived as a temporal state rather than a static end point. It was clear from the bildungsromans that the principals' perceptions of expertise were framed by their personal responses to internal and external influences, which resulted in leadership adaptation, progression, or even regression during particularly challenging times. There were consistencies in the psycho-social and identity formation themes that shaped their leadership values, motivations, skillsets and communication styles. Attending professional learning courses or attaining accreditation of professional standards was not enough according to the principals' interviews. Most important was the recognition that the journey from novice, to experienced, to expert leader was complex and influenced by personal and professional contexts.

Similar to international research (Cook-Greuter, 2013; Rooke & Torbert, 2005; Torbert, 2013), a smaller number of principals accessed the post-conventional action logics of Individualist and Strategist in the leadership maturity profile SCTi-MAP. Interestingly, for these principals, their bildungsromans showed an increase in linguistic complexity and a thematic shift towards systems thinking and global perspectives in their motivations, principles and values as leaders. In reviewing the narratives, leadership expertise was associated with a principal's ability to self-regulate, use reflexive thinking, and operate across a higher order range of leadership action logics to successfully manage change, complexity and challenge.

These aspects of leadership resilience and maturity underpin Eastern and Vedic leadership frameworks (Alexander et al., 1987, p. 91), where the growth of

leadership and human potential go beyond adult formal operations of ego awareness to include sequences of higher states of consciousness. Whether described as the post-conventional action logics (Cook-Greuter, 2000; Torbert, 2004), self-transforming mind (Kegan, 1994) or higher states of Vedic consciousness (Orme-Johnson, 2000), the principals indicated that the integration of mind, intellect, emotions and ego awareness were important building blocks for leadership maturity and wisdom. These findings support organisational leadership research (Wigglesworth, 2002, 2004; Zohar & Marshall, 2000) linking ego maturity and spiritual intelligence with leadership resilience.

The principals' self-reflections particularly resonated with three theoretical propositions underpinning integrative lifespan leader development (Day et al., 2009). Proposition 2 (p. 244), which espouses that the technical skills of expert leadership "occurs as a result of identity changes that take place throughout the lifespan, but particularly in adulthood"; proposition 6 (p. 249), which argues "leadership competence is formed through spirals of leader identity formation and change in the context of learning and development"; and proposition 8 (p. 252), which describes leader development as "ongoing through the adult lifespan and ... shaped by experience as well as through adult development and age-related maturation processes".

While the analysis from the leadership maturity SCTi-MAP profiles and bildungsromans revealed a strong relationship between higher levels of adult construct awareness with leadership expertise and maturity, it is important to note that the findings presented a critical difference to Alexander's (1987) interpretation

of Vedic psychology and human transcendental development. Instead of the stages of constructive adult development emerging as uni-directional (one-way), the principals' narratives described leadership identity development as multi-directional — moving vertically and horizontally across the action logics, progressing and regressing according to leadership context, challenge and experience. Hence, the integration of the leadership maturity framework schema in the bildungsromans provided unique insights from which to reflect on leadership growth, regression and career-span development. Such an approach not only empowers aspiring, novice and experienced leaders to connect with an expanded meta-view of leadership, but also provides insights into principal wellbeing across all stages of the leadership continuum.

Tischler's analysis (2002) of leadership intelligence and its impact on organisational performance promotes the inclusion of leadership frameworks that enhance the growth of cognitive intelligence (IQ), emotional intelligence (EQ or EI) and spiritual intelligence (SQ) as a foundation for leadership training and development. While his recommendations were originally written for an organisational context, the principals' bildungsromans demonstrate that they apply equally to educational leadership programs. Tischler writes (2002, p. 15):

From a business viewpoint, there are two key issues. The first that there is a causal link between these traits and work success (productivity, etc.). The second is that these traits can be developed (improved) in people, leading to improved success at work. We have already shown that IQ, EI, and spirituality improve work success. The next step is to find ways to improve any of these so that work success is improved.

The timeframes of most Australian principal preparation programs are between 12-18 months, yet it was evident from the principals' narratives and interviews that the journey from novice, to experienced, to expert leader, was complex as it occurred over many years, and differed according to the personal and professional contexts of the leader. There was shared agreement that leader intelligence in all three areas of IQ, EQ and SQ were essential building blocks for the core personal and interpersonal qualities that support leadership expertise and resilience. Expertise development was perceived as non-linear and transient, with the principals acknowledging that many times in their leadership careers, they had flipped back and forth between beginner and expert mind when new policies, reforms, promotional opportunities, or leadership situations were introduced.

### **Bildungsromans as a Tool for Leader Reflection and Future Development**

According to the principal respondents, the experience of writing their narratives using a constructive leader development schema enhanced their personal and professional meaning-making as school leaders. The purposeful selection of five 'expert' principals ensured that the research study focused on authentic reflections of expertise development, shared interpretations of leadership norms, and the role of social reciprocity in leader identity formation. The bildungsromans, for example, highlighted the back-and-forth flow of social and system interactions on the principals and the influence these had on their self-concept and leadership behaviours.

Such opportunities promote a fresh opportunity for the principal profession to engage in "pragmatic dialogue, new meanings and practical deconstructions" (Biesta, 2007,

p. 93). Manfred Kets de Vries (2010) highlights the value of leadership narratives in supporting leader development. He also believes this process needs to start with expert leaders:

It may not be easy in the beginning to be a live case study, but people like to tell their stories. They see it as a great opportunity, and they are right. The challenge is to help them open up and trust each other, to create an ambience of social reciprocity, to take some risks together. I've seen this done extremely well within many companies in their learning programs or change efforts. But to be really effective, you need to start with the top executives, because they're the ones who have influence, and then move down the hierarchy to other decision makers. The leaders in a company are not just the people at the top. But the top people need to take the initiative (2010, p. 7).

The principals' stories of self-reflection and identify formation highlight that leadership is not a destination; rather, it is a career-long process steeped in socially constructed learning experiences and context. From the bildungsromans, we learn that expertise is a construct that has no end point. The zone of proximal development (Vygotsky, 1962, 1978) relating to leadership skillsets, self-perception, and perception of others is ever evolving. Expertise is founded on a diverse set of peak skillsets that supports conscious choice over thoughts, words, action and psycho-social action logics. Hence, the narrative themes and contextual analysis of the stages of leader development provide rich insights to better understand the psychological, emotional, cognitive, social and technical support needed for a leader at any point in their career.

## Insights from Autobiographical Interludes

My autobiographical interludes showcase eleven years of my principal journey. To guide the narrative structure of my bildungsromans (Kim & Zimmerman, 2017), the thematic structure from the Hero's Journey (Campbell, 2012) was used as a scaffold. Each of the twelve phases of development supported chronological reflections of my psycho-emotional growth and leadership learning. While the principals' bildungsromans in Chapter 6 illuminated shared stages of leader identity formation, my autobiographical interludes focused on my development of self-concept, self-awareness and resilience as a leader. The ongoing reflective practice of writing my bildungsromans across an 11-year period created a symbiotic relationship between the development of my PhD study (which at times was deferred due to leadership promotions) and evolving leader identity. The Hero's Journey structure enabled me to describe my professional and personal journey across multiple leadership transitions, which helped me to articulate when I was applying learning from theory, or when my leadership practices were applied to guide new perspectives in my research.

Interludes I to VIII (Becoming Me) provided an opportunity to delve into my sense of self and leader identity in response to external factors — for example, my career progression through two principalships, secondment as Assistant Director of Leadership and Teacher Quality, and recent overseas leadership experiences. Each narrative explored aspects of the principal role that brought me a strong sense of fulfilment and value, as well as the experiences and career patterns that led to stress, anxiety, regression and healing. By writing the narratives reflecting my journey across an eleven-year period, I was able to reconcile the Eastern and

Western cultural influences from my childhood, adult life experiences and leadership career. The reflective process of writing often acted as a tool for self-regulation and supported my emotional healing during times of leadership crisis.

In reflecting on my personal journey and the principals' shared stories of leader identity formation and expertise development, narratives of professional actualisation serve as a multi-purpose catalyst for leader growth and transformation. Firstly, they can be a useful tool to guide a principal's leadership telos (vision and mission) by helping to establish a higher order meta-view of leadership. Secondly, they can be used as a forward or backward mapping action-inquiry tool for leadership skill-building. Finally, they can be used as a reflective tool to evaluate leadership legacy and constructive adult development across the career-span.

The principals' narratives highlighted that leaders take time to transition across the action logics, often regressing or sub-transitioning within an action logic to explore and reinforce different perspectives, leadership practices, and skillsets before consolidating that stage or progressing forwards. These insights reinforce the metaphor of leader identity and expertise formation as a "winding path up a mountain" rather than a "ladder with completely separate rungs" (Cook-Greuter, 2006, p. 9). While professional standards remain a critical component of principal professional development, the findings indicate that intentional, reflective practices that support leader identity formation, self-regulation, and self-awareness are imperative for ongoing leadership expertise development, maturity and actualisation. For these reasons, it is important for reflective practices to be incorporated and

reinforced in the Professional Standard for Principals to support constructive leader development.

### **Frames for Evaluating Leadership Influence and Impact**

The challenges of evaluating leadership influence and impact have spanned both historical and contemporary thinking in education. The 2021 Wallace Report (Grissom, Egalite, & Lindsay, 2021) highlighted the shortcomings of current research methods for investigating principal effects on raising student achievement and performance in schools. The report reinforced historical findings from Hallinger and Heck (2010), Valentine and Prater (2011) and Shatzer, Calderella, Hallam and Brown (2013), as well as emerging leadership literature from Australia (Eacott, 2019; Gurr et al., 2018; Longmuir, 2019), recommending new and alternative models of leadership to glean richer insights into principal development, characteristics of effective leadership, and school influence.

The 2021 release of the new School Success Model (NSW Department of Education [NSW DoE], 2021b) is indicative of the influence of the Global Educational Reform Movement (Sahlberg, 2016), with its focus on standardisation of curriculum, high stakes national testing, comparisons between schools, and increased principal and school accountability. This has had a significant impact on shaping the role of principals. Symptomatic for NSW principals are the ambitious system-level NAPLAN targets imposed on schools. Despite the contemporary debate on the limitations of NAPLAN assessments, which include construct validity, measurement validity, representation of statistically similar school groups, and the representation of cultural groups (Catholic Education Commission of Victoria [CECV], 2019; Klenowski, 2016;



Thompson et al., 2017; Wu, 2016, n.d.), NSW is using NAPLAN performance as a key method to evaluate successful leadership and schools.

In an attempt to expand NSW approaches and tools beyond current system approaches, I introduced the Tri-leadership frames to support meaningful reflection of a school's own leadership and educational context over time. The tri-leadership frames provide three reflective frames from which to consider: 1) a principal's constructive leader development; 2) the influence of leadership expertise and style on team engagement; and 3) school progress during the tenure of the leader using internal and external data. The Tri-leadership frames connect Eastern and Western leadership perspectives on lifespan leader and leadership development. They also align to the theoretical themes underpinning Day et al.'s (2009) integral leader development framework: expertise and expert performance, identity and self-regulation processes, and adult development.

The tri-leadership frames were designed to provide a dual-paradigm, multi-genre approach for enriched data collection, analysis and reflection. Paradigm one utilised current NSW measures for evaluating principal and school performance — the AITSL Professional Standard for Principals and NAPLAN. Paradigm two investigated alternative tools and methods to gain insights into constructive leader development, team engagement and school progress over time. The patterns and insights gained from the research findings are shared below.

## **Frame One: Individual — Constructive Leader Development**

The leadership profile data collected for paradigm one (AITSL Professional Standard for Principals 360 Reflection tool) and paradigm two (Leadership Maturity Framework SCTi-profile) highlighted key differences in how standards-based leadership profiles guide the development of novice leaders, and how constructive leader development profiles can support principal readiness and ongoing expertise development.

The AITSL Professional Standard for Principals Self-reflection Tool highlighted principals' perception of their leadership capabilities against the five professional practices areas in the Standard: leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school, and engaging and working with the community. While the profile captured the frequency of the Standard attributes exhibited by the principals, it did not provide feedback on the quality of these leadership actions. All five principals rated themselves at or above 80% in each of the five professional practice areas, but individual variation in how these expert principals met or went beyond the Standard was not clear. The overall analysis revealed that the AITSL 360 Self-reflection Tool did not easily differentiate between proficient or expert leadership behaviours. It was evident that the tool benefited aspiring or novice principals in understanding the professional and technical requirements for the role, but as emphasised in the principals' interviews, the Standard did not provide clarity on the skillsets needed to grow or develop into expert leaders.

In contrast, the Leadership Maturity SCTi-MAP data showed clear variations across the leadership profiles. It reinforced the individual personality traits, self-concept, and leadership style of the principals across seven stages of leadership maturity. The Leadership Maturity Framework SCTi-MAP supported principals in broadening their repertoire as leaders by providing guidance on the full range of leadership action logics as they progressed from proficient to expert leaders, which in turn increased the strategies they could select from or apply to respond to complex and challenging situations.

As an alternative lens from which to grow and evaluate leadership, the profile highlighted how integrative approaches to lifespan leader development can provide rich understandings of principal mindsets and the degrees of complexity that may be accessed by leaders at different stages of career development. Whether a novice, experienced or expert leader, principals continually evolve and shape their leader identity and expert skillsets across the career span. The principals' vignettes and interviews provided feedback that using the Leadership Maturity Framework had given them deep insights into their leadership journey to date and would be helpful in guiding their ongoing future development.

Reliance on the Australian Professional Standard for Principals, they believed, was not enough to support leader identity formation, self-awareness and capability building across the career-span. They believed the use of both profiles was valuable to support knowledge, skills and understandings of the technical requirements of leadership, as well as support the interpersonal and intrapersonal qualities that nurture leadership resilience, maturity and expertise.

## **Frame Two: Expertise and Influence — Enhancing Team Engagement**

The research findings highlighted the gap between the analysis of quantitative and qualitative leadership data, as well as the types of tools used to evaluate school leaders. It also highlighted the difficult task in evaluating the impact of ‘direct’ and ‘indirect’ influences of leaders on school achievement (Grissom et al., 2021; Hallinger & Heck, 2010).

Paradigm one focused on using the AITSL 360 Reflection Tool Evaluator feedback to gain insights on the principals’ expertise and influence in generating team engagement. Similar to the tri-leadership frame one (individual — constructive leader development) research findings, the principals’ evaluators rated them high (at or above 4.3 out of 5) in consistently demonstrating the attributes of the Australian Principal Standard. However, it was clear from the evaluators’ written feedback comments, that the frequency of using the professional practices and attributes did not always equate with a positive or constructive leadership style that empowered or aligned teams. It was interesting to note that the evaluator feedback from teachers, leadership teams, and supervisors focused on the characteristics of the principals’ leadership style, interpersonal and intrapersonal skills, rather than the technical aspects of the Standard.

In contrast, the paradigm two approach and use of the Leadership Circle 360 Profile provided multi-dimensional insights into the principals’ leadership style, leadership effectiveness and leader-follower engagement. The Leadership Circle 360 profile and comments from evaluators supported principals in gaining clarity on how to successfully use the creative leadership dimensions to enhance team trust

and connection. This included the importance of building a shared vision, strategic focus, mentoring others, achieving results and fostering team play — key leadership characteristics that engage high performing teams. Evaluator feedback on the principals' reactive leadership dimensions also provided important insights for leader development. The feedback highlighted that when principals prioritised organisational tasks and deadlines at the expense of building relationships, team alignment, and a positive workplace culture, then the impact of this leadership style resulted in low morale, low trust and low team engagement.

The intention of this research study was to gain understanding of how to support aspiring, novice and experienced principals across the career-span. The preliminary research conducted on the influence of principals on team engagement, though limited in scope, highlighted the importance of utilising both paradigms. In reviewing the AITSL 360 Reflection tool, it provided evaluator feedback on the domain knowledge associated with the technical skills of educational leadership. While it is important to embed the context of school leadership, the AITSL 360 Reflection Tool did not provide the insights needed on how principals could effectively engage their teams to create a high performing leadership culture. The design construct of the profile, which focuses on the Standard's professional practices, is a key reason that feedback on leader-follower dyads remains absent.

Insights from the research findings reinforced that the inclusion of alternative leadership profiles, such as the Leadership Circle 360 profile, would be advantageous for both principal preparation and ongoing expertise development. According to the principals, understanding the influence of constructive leadership

styles on team engagement is at least as important as meeting the technical requirements of the Australian Principal Standard. Enhancing relational leadership with school teams and providing meaningful opportunities for team feedback, they believed, would better prepare and support principals in developing leader-follower engagement and team effectiveness for school performance.

### **Frame Three: Impact — Internal and External Validation**

The opportunity to investigate two very different NAPLAN paradigms was important for me to empower the voice of school leaders through the 2021 implementation of the new School Success model (NSW Department of Education [NSW DoE], 2021b).

The key findings from comparing paradigm one (current NSW NAPLAN analysis approach) with paradigm two (alternative NAPLAN school-progress approach), were that despite receiving low attainment results in comparison to state or statistically similar schools, schools could still demonstrate valid, value-added growth and student-learning progress within their own school context over time.

Creating internal measures for school-based benchmarks supported the principals in reflecting authentically on the story of their students' learning, team engagement and leadership vision. In addition, going beyond the traditional reliance on NAPLAN results to include multiple data sources from all three tri-leadership frames enabled principals to make important connections between their own constructive leadership style, team culture and school performance. The results from paradigm two highlighted the importance of intrinsic motivation and internal benchmarks for

schools to make meaningful points of comparison with the paradigm one system-generated targets for schools.

Albeit a small research cohort, the Tri-leadership frames point to a relationship between a principal's constructive development as a leader with their ability to enhance team engagement to achieve a shared vision for educational success. Comparison between the Leadership Maturity SCTi-MAP and NAPLAN school-progress scores revealed that the higher the principal's Leadership Maturity SCTi-MAP total weighted score, the higher the NAPLAN school progress results. The findings were similar when comparing The Leadership Circle 360 Profile results with the NAPLAN school progress score. Principals who were rated highly by their evaluators in using the creative leadership dimensions also demonstrated higher NAPLAN school progress scores across the period of their leadership. Conversely, principals who were rated by their evaluators as high in the reactive leadership dimensions appeared to show lower NAPLAN school-progress scores.

The findings from the tri-leadership frames provide an exciting opportunity for future broad-based research and application. The significance of these findings highlights that the role of principal cannot separate the importance of leader-follower dynamics in meeting system requirements. The Australian Professional Standard for Principals provides a technocratic framework for aspiring and current principals to guide their leadership practice, but it does not build the capacity of leaders to develop skillsets demonstrated by expert leaders. Knowing 'what' is required in the Standard is very different to knowing 'how' to put them into action effectively when leading a school community. Furthermore, the evaluation of successful leadership cannot rely on

policy reforms, system-generated NAPLAN targets and external performance measures, as per the NSW School Success Model (2021). The research findings demonstrate the importance of coming back to the purpose of the principal role. Principals are leaders of educational teams, and knowing how to lead, engage and inspire these teams is the essential catalyst for educational and leadership success in schools.

## **Recommendations for Principal Preparation and Expertise Development**

In bringing together the key research insights, it is evident that NSW principal preparation programs and ongoing expertise development would benefit from integrative lifespan approaches for leadership. Geoff Scott's (2003) historical research on the NSW School Capabilities and Leadership Framework, although superseded by the Australian Principal Standard (AITSL, 2012), made crucial recommendations on the training and development of principals that remain significant today – most importantly, a focus on the three inner dimensions of leadership: Stance (EQ), Ways of Thinking and Diagnostic Maps. Inspired by the writings of Longmuir (2019), Gurr et al (2018), Biesta (2010, 2015a, 2015b, 2020) and D'Agnese (2017), I propose a model for leadership (see Figure 8.1) that goes beyond the neoliberal policy reforms that currently guide principal accountabilities.

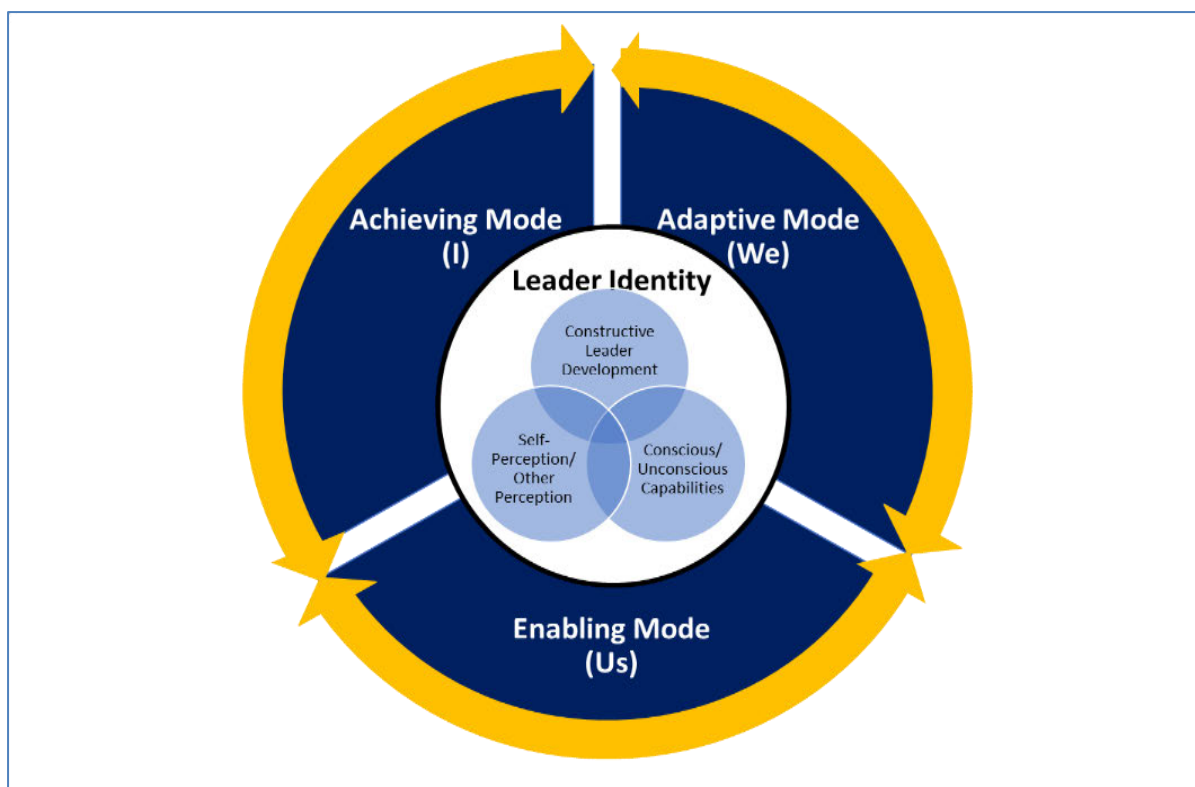
As Scott (2003), McKee and Eraut (2012) suggest, there is a clear distinction between learning *to* lead, which is the current systemic approach used in Australian principal preparation programs, with learning *for* leadership across the career-span. It is my intention to support the acquisition of leader identity, expertise, and readiness, with a dual emphasis on 'leader' and 'leadership' developmental



experiences (Day et al., 2009) through situated learning from one's own leadership and school context.

The findings from Chapter 5, Chapter 6 and Chapter 7 highlight the use of inclusive, lifespan approaches that balance leader readiness and expertise building with the technical knowledge of system reforms and professional standards. The research findings also demonstrate the effectiveness of leadership narrative action-inquiry and reflection (such as bildungsromans) to support professional growth and actualisation. Such an approach reinforces the importance of leader identity development as a foundation for personalised professional learning in which school leaders can engage.

In designing this leadership model, I am mindful that each stage of leader identity formation is associated with a unique set of needs. Hence, a contextual focus on the mindsets, knowledge, skills and practices that each stage of development brings to highly effective leadership is crucial. Finally, incorporating Eastern and Western transpersonal perspectives through leadership action-logics encourages principals to look inwards, look outwards and look forwards at the personal level (I), team level (We) and school or community level (Us).



**FIGURE 8. 1 LEADERSHIP AND EXPERTISE DEVELOPMENT MODEL**

Figure 8.1 illustrates a model for leadership and expertise development that is underpinned by constructive leader identity formation, the acquisition of conscious leadership competence (Broadwell, 1969, 1995), and a focus on feedback loops that enhance ‘self’ and ‘other’ awareness (Luft & Ingham, 1955). The model encourages the use of three modes of leadership to support ongoing expertise development: achieving, adaptive and enabling.

The Achieving mode focuses on the development of professional leadership standards to support educational, strategic, organisational and personal leadership. The focus of the Achieving mode is leadership efficacy, hence the focus on ‘I’. The Adaptive mode assists leaders with their ongoing expertise and wellbeing development by introducing integral leadership strategies (Kegan & Lahey, 2002, 2009; Rooke & Torbert, 2005) for principals to successfully engage in with their

school teams. The 'We' mode of leadership focuses on distributed team leadership and supports the development of skillsets relating to interpersonal intelligence, knowledge generation and team learning, communication and inquiry, culture and community, and social intelligence. Finally, the Enabling mode supports leaders in establishing collective efficacy and sustainable school leadership within and beyond their schools. The 'Us' focus enhances organisational, system and global perspectives to develop transpersonal awareness, systems thinking, collective efficacy and moral reasoning for a collective vision and leadership legacy.

The three modes are non-hierarchical, non-linear, and interconnected. They reflect the evolving lateral and vertical growth that leaders experience during times of peak success and career challenge. As a leadership model, it is intended to support principals through career-span leadership learning to effectively manage change, complexity, and uncertainty as they make the shift from proficient to expert leaders. To support the implementation of this approach, I further suggest three types of system-wide support:

- i) Coaching support for constructive leader development — to support leader identity formation and constructive leadership readiness by providing coaching and mentoring programs, cognitive apprenticeships, communities of practice, and leadership action-inquiry processes (i.e. bildungsromans).
- ii) Situated and joint-practice development of leadership skillsets — in acknowledging that leaders embed theoretical knowledge into practice through social-learning experiences (Day et al., 2009; Vygotsky, 1962, 1978; Wenger, 2000, 2008), complementing principal preparation programs with onsite coaching and mentoring internships would enhance all three leadership

modes of achieving, adaptive and enabling. This practice, which is currently used in Singapore and Finland as part of principal preparation pathways, would provide personalised and differentiated professional learning for novice, experienced and expert leaders across the career-span.

- iii) Strategic leadership reflection tools — to support school leaders in developing ‘self’, ‘other’, ‘organisational’ and ‘system’ awareness of their leadership behaviours and practice, it would be beneficial to provide them with access to quality feedback and reflection tools that support looking inwards, looking outwards and looking forwards. Tools that encompass the multi-genre data collection underpinning the tri-leadership frames would be beneficial to enhance constructive leader development, leader-follower dyads and school transformational efforts.

## **Future Implications**

This research study acknowledges the importance of working within the NSW reform agenda and building the capacity of principals to meet system-required leadership accountabilities. However, it also recognises that current approaches to numerous policy reforms and system-generated NAPLAN targets have increased principal workload, stress and negative perceptions of the principal role. Despite current and predicted high rates of principal retirements, these components have contributed to the decrease in aspiring leaders applying for the principalship. For this reason, this research study has focused on constructive ways to support aspiring, current and experienced leaders in their ongoing leadership and expertise development across the career-span.

The complexity of managing educational, organisational, social, and political change has transformed perceptions of principal preparation and best practice. In researching Eastern, Western, mainstream and emerging leadership research, *Leader Identity, Expertise Development and Influence - Exploring Principal Leadership in NSW Public Schools* has investigated the increasingly complex role of the principalship.

The research findings suggest new approaches from which to revision NSW principal preparation programs and leadership frameworks. It is intended that this research study will help to inform future leadership research and resources to support principal preparation, wellbeing and succession planning initiatives in NSW and beyond.

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# Appendices

## Appendix A: University of Sydney Research Approval



**RESEARCH INTEGRITY**  
**Human Research Ethics Committee**  
Web: <http://sydney.edu.au/ethics/>  
Email: [ro.humanethics@sydney.edu.au](mailto:ro.humanethics@sydney.edu.au)

**Address for all correspondence:**  
Level 6, Jane Foss Russell Building - G02  
The University of Sydney  
NSW 2006 AUSTRALIA

Ref: [MF/KFG]

10 July 2012

Dr Kevin Laws  
Faculty of Education & Social Work  
The University of Sydney  
Email: [kevin.laws@sydney.edu.au](mailto:kevin.laws@sydney.edu.au)

Dear Dr Laws

Thank you for your correspondence dated 12 June 2012 and 5 July 2012, addressing comments made to you by the Human Research Ethics Committee (HREC) Low Risk Executive Committee.

I am pleased to inform you that with the matters now addressed your protocol entitled "**Leadership Complexity in the 21st Century - Exploring Educational Leadership in 4 NSW Public Schools.**" has been approved.

Details of the approval are as follows:

**Protocol No.:** 14955  
**Approval Date:** 10 July 2012  
**First Annual Report Due:** 31 July 2013  
**Authorised Personnel:** Name of Researcher/s

**Documents Approved:**

Document	Version Number	Date
Participant Information Statement	Version 3	5 July 2012
Participant Consent Form	Version 2	12 June 2012
Introduction to Research	Version 2	12 June 2012
Interview Schedules – Indicative Questions	Version 2	12 June 2012
Invitation letter	Version 2	12 June 2012
SCTi-MAP questions		

HREC approval is valid for four (4) years from the approval date stated in this letter and is granted pending the following conditions being met:

### **Condition/s of Approval**

- Continuing compliance with the National Statement on Ethical Conduct in Research Involving Humans.
- Provision of an annual report on this research to the Human Research Ethics Committee from the approval date and at the completion of the study. Failure to submit reports will result in withdrawal of ethics approval for the project.

**Manager Human Ethics**  
Dr Margaret Faedo  
T: +61 2 8627 8176  
E: [margaret.faedo@sydney.edu.au](mailto:margaret.faedo@sydney.edu.au)

**Human Ethics Secretariat:**  
Ms Karen Greer T: +61 2 8627 8171 E: [karen.greer@sydney.edu.au](mailto:karen.greer@sydney.edu.au)  
Ms Patricia Engelmann T: +61 2 8627 8172 E: [patricia.engelmann@sydney.edu.au](mailto:patricia.engelmann@sydney.edu.au)  
Ms Kala Retnam T: +61 2 8627 8173 E: [kala.retnam@sydney.edu.au](mailto:kala.retnam@sydney.edu.au)

ABN 15 211 513 464  
CRICOS 00026A





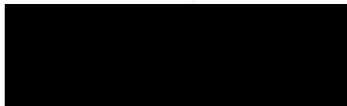
- All serious and unexpected adverse events should be reported to the HREC within 72 hours.
- All unforeseen events that might affect continued ethical acceptability of the project should be reported to the HREC as soon as possible.
- Any changes to the protocol including changes to research personnel must be approved by the HREC by submitting a Modification Form before the research project can proceed.

**Chief Investigator / Supervisor's responsibilities:**

1. You must retain copies of all signed Consent Forms (if applicable) and provide these to the HREC on request.
2. It is your responsibility to provide a copy of this letter to any internal/external granting agencies if requested.

Please do not hesitate to contact Research Integrity (Human Ethics) should you require further information or clarification.

Yours sincerely



**Dr Margaret Faedo**  
**Manager, Human Ethics**  
*On behalf of the HREC*

cc: Michelle Clements [michelleclements@uni.sydney.edu.au](mailto:michelleclements@uni.sydney.edu.au)

**This HREC is constituted and operates in accordance with the National Health and Medical Research Council's (NHMRC) National Statement on Ethical Conduct in Human Research (2007), NHMRC and Universities Australia Australian Code for the Responsible Conduct of Research (2007) and the CPMP/ICH Note for Guidance on Good Clinical Practice.**

## Appendix B: NSW Department of Education Research Consent and Extensions



Ms Michelle Shanti Clements  
7202/177 Mitchell Road  
ERSKINEVILLE NSW 2043

BOX/026575  
DOC15/579695  
SERAP 2009050

Dear Ms Clements

I refer to your application for extension to the research project being conducted in NSW government schools entitled *Leadership Complexity in the 21st Century - Exploring Educational Leadership in NSW Public Schools*. I am pleased to inform you that your application has been approved.

This approval will remain valid until 07-Aug-2016.

The following researchers or research assistants have fulfilled the Working with Children screening requirements to interact with or observe children for the purposes of this research for the period indicated:

Researcher name	WWCC	WWCC expires
Michelle Shanti Clements	Department of Education Employee	30-Dec-2016

When your study is completed please email your report to [serap@det.nsw.edu.au](mailto:serap@det.nsw.edu.au).

Yours sincerely



Dr Robert Stevens  
Manager, Quality Assurance/Research  
7 August 2015



Policy, Planning and Reporting Directorate  
NSW Department of Education  
Level 1, 1 Oxford Street, Darlinghurst NSW 2010 – Locked Bag 53, Darlinghurst NSW 1300  
Telephone: 02 9244 5060 – Email: [serap@det.nsw.edu.au](mailto:serap@det.nsw.edu.au)



**Education &  
Communities**

Ms Michelle Shanti Clements  
7202/177 Mitchell Road  
ERSKINEVILLE NSW 2043  
AUSTRALIA

Dear Ms Clements

SERAP Number **2009050**

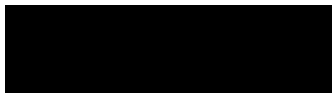
I refer to your application for extension of your research project in NSW government schools entitled *Exploring the Leadership Continuum - a Narrative Approach to the Leadership Development Framework*. *Exploring the Leadership Continuum - a Narrative Approach to the Leadership Development Framework* I am pleased to inform you that your application has been approved.

This approval will remain valid until 31/07/2013.

No researchers or research assistants have been screened to interact with or observe children for the purposes of this research.

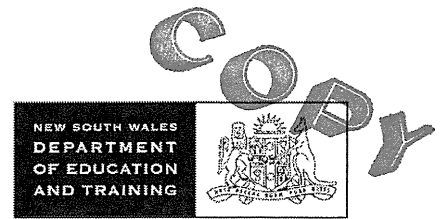
When your study is completed please forward your report marked to Manager, Schooling Research, Department of Education and Training, Locked Bag 53, Darlinghurst, NSW 2010.

Yours sincerely



Dr Robert Stevens  
**Manager, Schooling Research**  
24 July 12

## STUDENT ENGAGEMENT AND PROGRAM EVALUATION BUREAU



Ms Michelle Shanti Clements  
7202/177 Mitchell Road  
ERSKINEVILLE NSW 2043

DOC 09/91697

Dear Ms Clements,

SERAP number **2009050**

I refer to your application to conduct a research project in NSW government schools entitled *Exploring the Leadership Continuum - a Narrative Approach to the Leadership Development Framework*. I am pleased to inform you that your application has been approved.

You may now contact the Principals of the nominated schools to seek their participation. This approval will remain valid until 21-07-2010.

No researchers or research assistants have undertaken Working with Children Check to interact with or observe children for the purposes of this research.

You should include a copy of this letter with the documents you send to schools. Could you please keep the NSW DET regional office Sydney Region informed regarding the progress of this research.

I draw your attention to the following requirements for all researchers in NSW government schools:

- School Principals have the right to withdraw the school from the study at any time. The approval of the Principal for the specific method of gathering information for the school must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the Research Approvals Officer before publication proceeds.

When your study is completed please forward your report marked to the Manager, Schooling Research, Department of Education and Training, Locked Bag 53, Darlinghurst, NSW 2010, Ph 9244 5619.

Yours sincerely



Dr Max Smith  
**Senior Manager**  
**Student Engagement and Program Evaluation**  
/ September 09

NSW Department of Education and Training  
Student Engagement and Program Evaluation Bureau  
Level 3, 1 Oxford Street ° Locked Bag 53 ° Darlinghurst NSW 2010  
T 02 9244 5619 ° F 02 9266 8233 ° E [serap@det.nsw.edu.au](mailto:serap@det.nsw.edu.au)



20<sup>th</sup> March, 2014

High Performance Unit  
NSW Department of Education  
Level 13, 1 Oxford Street  
Darlinghurst NSW 2010

Dear Dr Kevin Laws

**Subject: *Consent to use the NSW Department of Education and Communities (NSW DEC) Systems Leadership Research Pilot Data for NSW DEC SERAP Research Study 2009050***

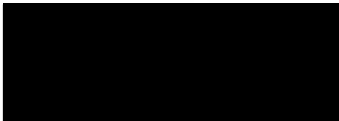
I understand that you would like to include four NSW DEC Leadership Research pilot case studies in the PhD research Michelle Clements is currently undertaking at the University of Sydney under your supervision.

Michelle Clements's PhD research titled, Leadership Complexity in the 21st Century - Exploring Educational Leadership in NSW Public Schools currently has NSW DEC Ethics approval. In accordance with NSW DEC SERAP approval, 2009050, I grant Michelle Shanti Clements access to the NSW DEC leadership research data for the four projects she is coordinating as Assistant Director, Leadership and Teacher Quality (High Performance Unit). This is to support the collection, analysis and development of her PhD research with principals who have provided research consent for her PhD study. This will include access to de-identified data generated by the leadership research partnerships in the development of the following four pilot projects:

1. NPPPD Leadership Officer pilot research data – in which 25 principal participants in the NSW DEC pilot have provided leadership interviews, their Systems Leadership AITSL 360 Reflection Tool data and NAPLAN performance data evaluations, which are consistent with NSW DEC research protocols.
2. Aboriginal Leadership pilot research data – which includes interviews with the 21 research participants and the use of the Coach In A Box coaching data. The 21 aspiring Aboriginal leaders involved in the project have agreed to participate in the coaching pilot and associated evaluations following NSW DEC research protocols.
3. New Principal Leadership pilot research data – which includes interviews with the 11 research participants and the use of the Coach In A Box coaching data. The 11 newly appointed NSW DEC principals involved in the project have agreed to participate in the coaching pilot and associated evaluations following NSW DEC research protocols.
4. Systems Leadership pilot research data – which includes interviews with the 30 research participants and the use of the Coach In A Box coaching data. The 30 participants, who include experienced principals and Directors Public Schools NSW, have agreed to participate in the coaching pilot and associated evaluations following NSW DEC research protocols.

I am keen to support and promote Michelle's PhD research and look forward to further utilising her research findings to inform future leadership practices within the Department. I appreciate Michelle's contribution to the development of NSW DEC leadership pathways to date, which has benefited from the research insights gained from her M.Ed and Ph.D research publications.

Sincerely,

  
Eric Jamieson  
Director, High Performance  
NSW Department of Education and Communities



## Appendix C: Participant Information Statement



Faculty of Education and Social Work

ABN 15 211 513 464

**Dr Kevin Laws**  
B.A.(Hons), M.A.(Hons) (Sydney),  
Ed.D. (Georgia)

Convenor, Management and Leadership  
Program, Director of International Students,  
Director of International Projects

Room 913  
Building A35  
The University of Sydney  
NSW 2006 AUSTRALIA  
Telephone: +61 2 9351 6396  
Facsimile: +61 2 9351 4765  
Email: [kevin.laws@sydney.edu.au](mailto:kevin.laws@sydney.edu.au)  
Web: <http://www.sydney.edu.au>

### PARTICIPANT INFORMATION STATEMENT

#### Research Project

**Title:** *Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in Four NSW Public Schools*

**(1) What is the study about?**

This Ph.D. project, *Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in Four NSW Public Schools*, will investigate the increasingly complex role of school leadership. This study aims to explore the multifaceted development of school principals as they journey along the leadership continuum. The use of leadership vignettes, interviews, coaching, leadership self-assessments and 360 degree profiles will help provide data on the professional experiences of principals, as well as explore the link between leadership and cultural dynamics within a school.

**(2) Who is carrying out the study?**

The study is being conducted by *Michelle Shanti Clements* and will form the basis for the degree of *Doctor of Philosophy in Education (Management and Leadership)* at The University of Sydney under the chief supervision of *Dr. Kevin Laws*.

**(3) What does the study involve?**

The proposed research schedule with each school principal is as follows:

1. Collecting data on school principals by using the AITSL Leadership 360 profile, the Leadership Development Framework and The Leadership Circle 360 Profile –which are both validated leadership instruments.
2. In-depth Interview 1 – based on the Australian Professional Standard for Principals
3. Results from the AITSL Leadership 360, Leadership Development Framework SCTi-Map and Leadership Circle 360 Profile instruments.
4. In-depth interview 2 – focusing on the respondents' leadership profiles, NPPPD coaching journeys and diagnostic data
5. Sociograms developed by the respondents on the organisational dynamics of the school culture
6. Evaluation and reflection of school performance results, including NAPLAN or school-based data
7. Written vignettes based on respondents' leadership journeys
8. In-depth interview 3 – focusing on the respondents' perspective of the organizational dynamics of their school

*Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*  
Version 2 June 12th, 2012

Page 1 of 2

**(4) How much time will the study take?**

*The total time allocated for the full research project is four hours per respondent. The breakdown for each stage of the research project is as follows:*

1. Completing the Leadership Development Framework instrument: 20 minutes
2. Completing The Leadership Circle Profile diagnostic tool: 20 minutes
3. In-depth interview 1: 45 minutes
4. In-depth interview 2: 45 minutes
5. In-depth interview 3: 45 minutes
6. Written vignettes based on respondents' leadership and coaching journeys: 45 minutes
7. Socialgram and analysis of school data: 60 minutes

**(5) Can I withdraw from the study?**

Being in this study is completely voluntary - you are not under any obligation to consent to completing the AITSL Leadership 360, Leadership Development Framework or The Leadership Circle 360 Profile instruments.

*Submitting a completed questionnaire/survey is an indication of your consent to participate in the study. You can withdraw any time prior to submitting your completed questionnaire/survey. However, once you have submitted your questionnaire/survey, your responses cannot be withdrawn.*

With research interviews, you may stop the interview at any time if you do not wish to continue. If this occurs, the audio recording will be erased and the information provided will not be included in the study.

**(6) Will anyone else know the results?**

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in the report.

**(7) Will the study benefit me?**

This research project will provide greater clarity about leadership frameworks, your leadership style and personal career journey.

**(8) Can I tell other people about the study?**

Your wish to tell other people about this study is entirely up to your discretion. Your name will not be published in the research report, so your participation in the research will remain anonymous.

**(9) What if I require further information?**

When you have read this information, *Michelle Shanti Clements* will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact *Dr Kevin Laws* (ph: 9351 6396) or *Michelle Shanti Clements* (ph: 0401 343 503).

**(10) What if I have a complaint or concerns?**

*Any person with concerns or complaints about the conduct of a research study can contact The Manager, Human Ethics Administration, University of Sydney on +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au (Email).*

***This information sheet is for you to keep***

## Appendix D: Participant Consent Form



Faculty of Education and Social Work

ABN 15 211 513 464

**Dr Kevin Laws**  
B.A.(Hons), M.A.(Hons) (Sydney),  
Ed.D. (Georgia)

Convenor, Management and Leadership  
Program, Director of International Students,  
Director of International Projects

Room 913  
Building A35  
The University of Sydney  
NSW 2006 AUSTRALIA  
Telephone: +61 2 9351 6396  
Facsimile: +61 2 9351 4765  
Email: [kevin.laws@sydney.edu.au](mailto:kevin.laws@sydney.edu.au)  
Web: <http://www.sydney.edu.au/>

### PARTICIPANT CONSENT FORM

I, .....[PRINT NAME], give consent to my participation in the research project

TITLE: *Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s) or the University of Sydney now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.
5. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
6. I understand that I can stop the interview at any time if I do not wish to continue, the audio recording will be erased and the information provided will not be included in the study.
7. I consent to: –

*Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*  
Version 2, June 12<sup>th</sup> 2012

Page 1 of 2



- i) Audio-taping YES  NO
- ii) Receiving Feedback YES  NO

If you answered YES to the "Receiving Feedback Question (iii)", please provide your details i.e. mailing address, email address.

**Feedback Option**

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Email:** \_\_\_\_\_

**Signed:** .....

**Name:** .....

**Date:** .....

## Appendix E: Interview Instruments (Interviews and Bildungsromans Vignette)



The University of Sydney

Faculty of Education and  
Social Work

ABN 15 211 513 464

### CHIEF INVESTIGATOR'S / SUPERVISOR'S NAME

*Dr. Kevin Laws*

Room 913

A35

University of Sydney NSW 2006

AUSTRALIA

Telephone: +61 2 9351 6396

Facsimile: +61 2 9351 4765

Email: [k.laws@edfac.usyd.edu.au](mailto:k.laws@edfac.usyd.edu.au)

Web: [www.usyd.edu.au/](http://www.usyd.edu.au/)

### INTERVIEW SCHEDULES

#### Indicative Questions

#### Research Project:

*Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*

**Researcher:** Michelle Shanti Clements

#### In-depth Interview Instrument 1

- a) What does leadership mean to you?
- b) What strengths do you think you have as a leader?
- c) Does the *Australian Standard for Principals* provide a meaningful context for leadership progression and development?
- d) How effective is the *Australian Standard for Principals 360 Systems Leadership tool* in evaluating a principal's mastery as a leader?
- e) How is professional growth across the leadership continuum catered for in the *Australian Standard for Principals*?
- f) How important do you believe a person's self-knowledge (ego development) or interpersonal skills (EQ) are in supporting good leadership?
- g) Think of the process you went through in moving from a 'neophyte' principal to an experienced school leader. How did your professional learning needs change?

#### In-depth Interview Instrument 2

1. Do you think the LDF profile provided a framework to guide leaders on the continuum from 'neophyte' to experienced school principal?
2. How useful were the Leadership Development Framework and The Leadership Circle Profile instruments to you?
3. What did it show you about yourself?
4. Reflecting on your leadership profile, 360 feedback and DEC directives, what leadership challenges do you currently experience?
5. What organizational culture dynamics at your school influence your leadership process?
6. If you were to draw a sociogram of the informal and formal leadership dynamics between members of your school community, what would this look like?
7. In describing the organizational power dynamics within your school ... who would you consider to be key 'leaders' – formally or informally?
8. Do you believe positional power gives authority as a school leader at your school?
9. Would you say that your leadership style follows a top-down hierarchical leadership model or promotes a bottom-up distributed leadership approach? Is this effective?

#### In-depth Interview Instrument 3

*Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*

Version 1, October 11<sup>th</sup> 2011

Page 1

1. Leadership researchers describe the demands of 21st Century leadership as increasingly complex due to changing expectations of leaders and organization's as communities of practice. What is your perspective on this?
2. Would you define your school as a Learning Organization that has established itself as a community of professional practice? If so, how does this play out? If not, what would need to be introduced to enable this to happen?
3. How useful were the Leadership Development Framework and The Leadership Circle Profile instruments to you in: i) understanding yourself as a leader; and ii) understanding the organizational dynamics at your school?
4. Reflecting on the culture survey feedback and sociogram, what are the next steps for you and your school?
5. How could you and your staff work more collaboratively to create further shared alignment and vision for establishing a Community of Professional Practice?
6. What strategies would be need to implement this process?
7. What knowledge, understandings and skills do you think are needed for educational leaders to manage the complex task of leadership in schools for the 21<sup>st</sup> Century?
8. How can leadership preparation courses better support aspiring and current school leaders?

### **Coaching**

How did the coaching journey help build your effectiveness the 3 leadership modes of Achieving, Adaptive and Enabling leadership?

How did it support your leadership effectiveness in the AITSL 360 Systems Leadership 15 attributes:

1. Creates a student centred school
2. Applies contemporary professional knowledge
3. Creates a learning culture
4. Coaches and builds capacity
5. Promotes professional learning
6. Manages self
7. Inspires and motivates
8. Understands the leadership of change
9. Initiates improvement through innovation and
10. Models ethical practices
11. Manages resources
12. Manages high standards and accountability
13. Creates a culture of inclusion
14. Understands the community
15. Influences and collaborates with the community

### **Written Vignette Task**

*Leadership Complexity in the 21<sup>st</sup> Century – Exploring Educational Leadership in 4 NSW Public Schools*  
Version 1, October 11<sup>th</sup> 2011

Page 2

Using your Leadership Development Framework assessment as a guide, please write a career vignette that shows your journey as a school leader. Where applicable, please share your personal and professional goals, modes of communicating (e.g. dialogue, first person/second person/third person conversations), relationship dynamics, team building skills, methods of self-reflection, transitional shifts and the personal meaning you found in the following stages:

- 1) Opportunist
- 2) Diplomat
- 3) Expert
- 4) Achiever
- 5) Individualist
- 6) Strategist
- 7) Alchemist

## Appendix F: Leadership Maturity Framework Description



Faculty of Education and Social Work

ABN 15 211 513 464

**Dr Kevin Laws**

B.A.(Hons), M.A.(Hons) (Sydney),

Ed.D. (Georgia)

Convenor, Management and Leadership  
Program, Director of International Students,  
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Web: <http://www.sydney.edu.au/>

### The Leadership Development Framework and the SCTi-Map Assessment

Dr. Susanne Cook-Greuter is the driving force for creating the sophisticated developmental assessment tool behind the **Leadership Development Framework**. This assessment tool is called the **SCTi-MAP**, but is also known as *The Leadership Development Profile (LDP)*. The SCTi-MAP uses the publicly available Washington University Sentence Completion Test (WUSCT) sentence stems, which are then scored to develop an individual's **LDP**. Cook-Greuter spent twenty years of dedicated research in expanding and refining the scoring manual of the WUSCT to better assess individuals with complex, later-stage world views. With over 7000 profiles in the Cook-Greuter data base alone, the **SCTi-MAP** is currently the most rigorously validated, reliable and advanced assessment tool in developmental psychology.

The **SCTi-MAP** identifies where the most leverage exists for positive transformation so that resources and support can be optimally targeted to the capability and capacity of the individual client, team or organizational change effort.

The respondents in this project will be given the **SCTi-MAP** to develop their **Leadership Development Profile**. The sentence stems used in the SCTi-MAP are included on the following pages. All qualitative data gained from the **Leadership Development Framework** instrument will be given to the researchers involved, to be analysed and coded as part of this project. This data will then be shared with research respondents as the basis for exploring each school principal's individual leadership journey through research interviews and written vignettes.

During the entire research process, the **Leadership Development Framework** assessment data will be stored in the office of Dr Kevin Laws (Chief Supervisor) in Room 913 (A35 - Education Building), University of Sydney.



## Appendix G: Leadership Maturity SCTi-MAP Research Consent

To whom it may Concern:

I know Shanti Clements personally from a Leadership Development Workshop she attended in Sydney in 2007 and meeting her since (2009) to discuss research design issues.

I herewith grant Shanti Clements whatever access and use she wishes to make of my research publications. I also grant her the use of the SCTi-MAP test instrument that I developed based on the Washington University Sentence Completion Test (WUSCT). I created an extension to the test that measures higher levels of human potential not included in the WUSCT. My Harvard dissertation was published and copyrighted in my name by UMI Dissertation Services #933122 and contains all the relevant research criteria and theoretical extensions that the MAP contributes to the field.

Sincerely,

Dr. Susanne R. Cook-Greuter  
34 Campbell Rd  
Wayland, MA 01778

## Appendix H: Leadership Maturity SCTi-MAP Email Permission

Page 1 of 3

### Shanti Clements

---

**From:** <cookgsu@comcast.net>  
**To:** "Shanti Clements" <shanticlements@optusnet.com.au>  
**Sent:** Sunday, 3 May 2009 8:11 PM  
**Attach:** Shant Clemens, permission.doc  
**Subject:** Re: Research question

Dear Shanti:  
I wrote it yesterday, and here it is.

I am teaching an intensive in Sao Paulo, Brazil, and have barely a moment to respond.

Hope the attached is sufficient to get you permission.  
Susanne

Dr. Susanne R. Cook-Greuter  
Human Development and Psychology  
Principal of Cook-Greuter & Associates, LLC  
34 Campbell Rd  
Wayland, MA 01779  
508-358-2797

----- Original Message -----

**From:** "Shanti Clements" <shanticlements@optusnet.com.au>  
**To:** "Susanne Cook-Greuter" <Susanne@Cook-Greuter.com>  
**Sent:** Saturday, May 2, 2009 7:17:35 PM GMT -05:00 US/Canada Eastern  
**Subject:** Fw: Research question

Hi Susanne,

I'm not sure if you received this email below. If possible, could I get permission to use the SCTi-map questions and your research reports on my respondents in my research project? I have to put in my Ethics Application by May 8th ... would it be possible to send me a permission letter this week?

With thanks,  
Shanti

----- Original Message -----

**From:** Shanti Clements  
**To:** Susanne Cook-Greuter  
**Sent:** Wednesday, April 22, 2009 10:08 AM  
**Subject:** Research question

Dear Susanne,

I hope you are well and had a safe flight back to America.

I am in the process of applying to the University of Sydney's ethics committee for my research project. Would it be possible to get a letter/email from you giving me permission to use the SCTi-Map instrument in my research?

3/05/2009

## Appendix I: The Leadership Circle Research Consent



**23 April 2009**

*Level 2, 50 York Street  
Sydney NSW 2000  
AUSTRALIA  
+61 2 8001 6570*

Ms Shanti Clements  
6/60 Bower Street  
MANLY NSW 2095

Dear Shanti

**Subject: Consent to Use The Leadership Circle Profile**

We understand that you desire to use The Leadership Circle Profile ("TLCP") as part of the research you are undertaking at the University of Sydney.

As part of that research you have requested a copy of the questions which comprise the TLCP assessment.

We have provided these questions to you and consent to the use of the TLCP in your research on the condition that where they are used they be accompanied by a notification that they are not for circulation and dissemination other than for the purpose of evaluating your proposal as they are commercially protected IP of The Leadership Circle.

Should you have any questions concerning these terms please do not hesitate to contact us.

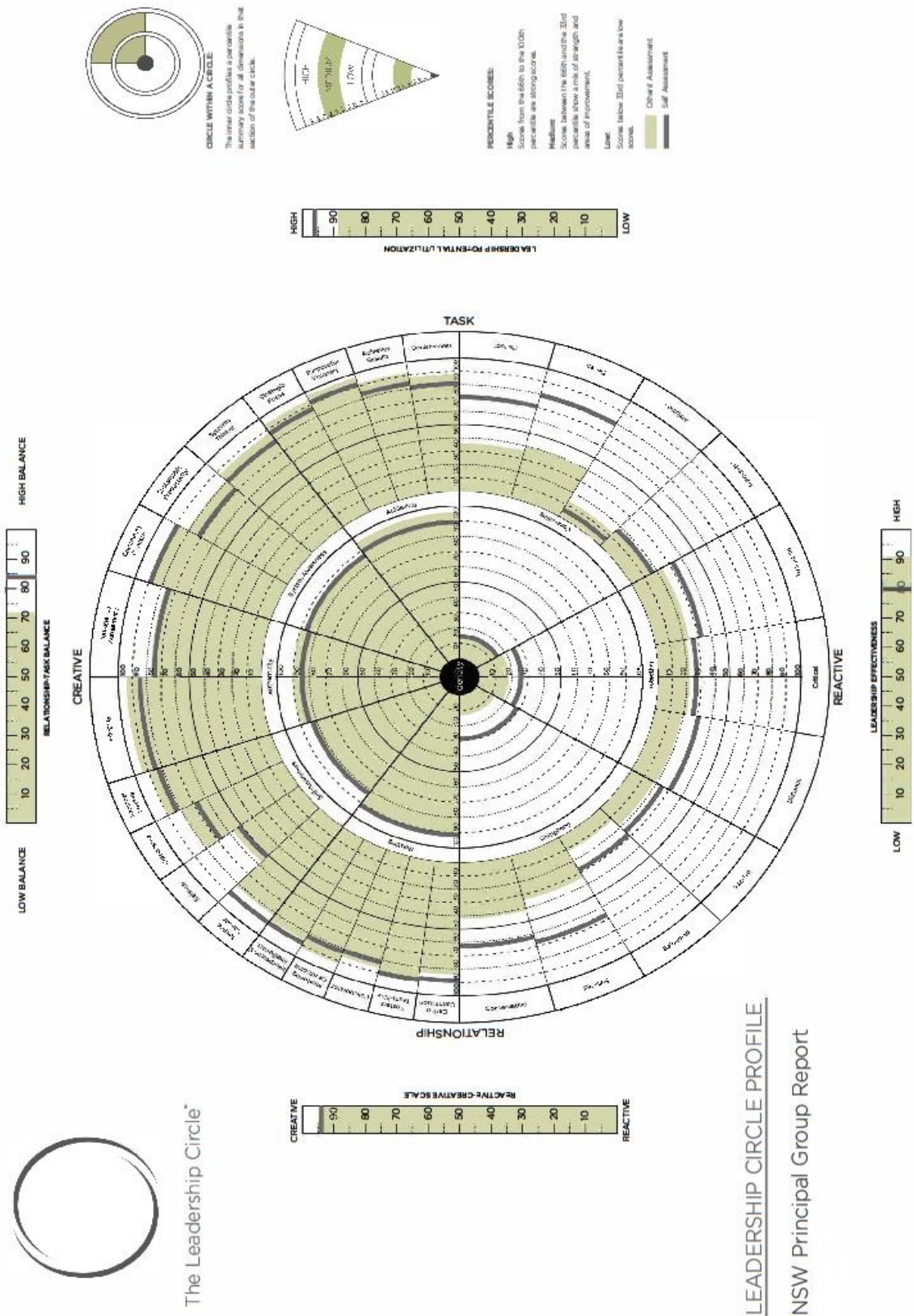
Yours sincerely



**Greg Lourey**  
**Director**  
**The Leadership Circle Asia Pacific Pty Ltd**



# Appendix J: Leadership Circle Principal Group Report



# LEADERSHIP CIRCLE PROFILE™

LEADERSHIP CIRCLE PROFILE™

**GROUP REPORT** - English

Monday, November 2, 2015

# The Leadership Circle Profile Report

## NSW Principal Group Report

11/2/2015

Average Response on a 5 - Point Scale

	Self Evaluations	Evaluators	Boss's Boss	Boss	Peers	Direct Reports	Other
Relating	4.47	4.36	4.77	4.60	4.36	4.12	4.49
Self-Awareness	4.10	4.13	4.58	4.29	4.11	3.92	4.22
Authenticity	4.52	4.48	4.75	4.55	4.61	4.25	4.54
Systems Awareness	4.23	4.16	4.33	4.27	4.15	3.90	4.33
Achieving	4.45	4.52	4.74	4.53	4.56	4.37	4.66
Controlling	2.05	2.00	1.66	1.73	2.05	2.18	1.96
Protecting	1.81	1.59	1.03	1.40	1.63	1.66	1.57
Complying	2.01	1.82	1.49	1.84	1.90	1.92	1.67
Leadership Effectiveness	4.06	4.50	5.00	4.55	4.54	4.24	4.74
Number of Assessors	5	69	1	9	15	29	15

# The Leadership Circle Profile Report

## NSW Principal Group Report

11/2/2015

Percentile Scores: Comparison to the Norm Group

	Self Evaluations	Evaluators	Boss's Boss	Boss	Peers	Direct Reports	Other
Relating	90 %	90 %	96 %	93 %	89 %	65 %	86 %
Self-Awareness	81 %	84 %	96 %	86 %	83 %	57 %	80 %
Authenticity	83 %	90 %	93 %	84 %	94 %	62 %	84 %
Systems Awareness	85 %	87 %	87 %	85 %	85 %	57 %	85 %
Achieving	88 %	96 %	96 %	90 %	95 %	74 %	92 %
Controlling	13 %	14 %	13 %	11 %	19 %	27 %	19 %
Protecting	24 %	18 %	8 %	18 %	22 %	29 %	27 %
Complying	27 %	13 %	7 %	22 %	21 %	33 %	15 %
Reactive-Creative Scale	94 %	95 %	97 %	94 %	92 %	74 %	90 %
Relationship-Task Balance	84 %	72 %	84 %	80 %	69 %	69 %	72 %
Leadership Potential Utilization	96 %	89 %	97 %	94 %	87 %	76 %	86 %
Leadership Effectiveness	80 %	91 %	96 %	85 %	91 %	64 %	90 %
Number of Assessors	5	69	1	9	15	29	15

# THE LEADERSHIP CIRCLE PROFILE RESULTS

## Creative Dimensions

### NSW Principal Group Report

11/2/2015	Self Evaluations	Evaluators	Boss's Boss	Boss	Peers	Direct Reports	Other
	5	69	1	9	15	29	15
<b>Relating</b>	<b>90 %</b>	<b>90 %</b>	<b>96 %</b>	<b>93 %</b>	<b>89 %</b>	<b>65 %</b>	<b>86 %</b>
Average Response	4.47	4.36	4.77	4.60	4.36	4.12	4.49
<b>Caring Connection</b>	<b>87 %</b>	<b>84 %</b>	<b>95 %</b>	<b>88 %</b>	<b>83 %</b>	<b>64 %</b>	<b>77 %</b>
Average Response	4.52	4.29	4.86	4.58	4.29	4.05	4.34
<b>Fosters Team Play</b>	<b>88 %</b>	<b>90 %</b>	<b>96 %</b>	<b>91 %</b>	<b>86 %</b>	<b>65 %</b>	<b>86 %</b>
Average Response	4.64	4.51	5.00	4.76	4.42	4.24	4.63
<b>Collaborator</b>	<b>80 %</b>	<b>86 %</b>	<b>86 %</b>	<b>88 %</b>	<b>85 %</b>	<b>63 %</b>	<b>82 %</b>
Average Response	4.36	4.30	4.49	4.54	4.32	4.13	4.42
<b>Mentoring &amp; Developing</b>	<b>81 %</b>	<b>92 %</b>	<b>94 %</b>	<b>90 %</b>	<b>91 %</b>	<b>74 %</b>	<b>87 %</b>
Average Response	4.43	4.48	4.82	4.64	4.50	4.32	4.61
<b>Interpersonal Intelligence</b>	<b>87 %</b>	<b>86 %</b>	<b>95 %</b>	<b>89 %</b>	<b>86 %</b>	<b>53 %</b>	<b>85 %</b>
Average Response	4.43	4.24	4.71	4.52	4.28	3.95	4.44
<b>Self-Awareness</b>	<b>81 %</b>	<b>84 %</b>	<b>96 %</b>	<b>86 %</b>	<b>83 %</b>	<b>57 %</b>	<b>80 %</b>
Average Response	4.10	4.13	4.58	4.29	4.11	3.92	4.22
<b>Selfless Leader</b>	<b>87 %</b>	<b>82 %</b>	<b>92 %</b>	<b>82 %</b>	<b>87 %</b>	<b>54 %</b>	<b>71 %</b>
Average Response	4.28	4.06	4.59	4.29	4.20	3.78	4.08
<b>Balance</b>	<b>50 %</b>	<b>57 %</b>	<b>82 %</b>	<b>72 %</b>	<b>33 %</b>	<b>42 %</b>	<b>52 %</b>
Average Response	3.34	3.71	4.17	3.98	3.39	3.56	3.71
<b>Composure</b>	<b>66 %</b>	<b>80 %</b>	<b>85 %</b>	<b>75 %</b>	<b>69 %</b>	<b>69 %</b>	<b>78 %</b>
Average Response	4.06	4.22	4.50	4.24	4.06	4.22	4.38
<b>Personal Learner</b>	<b>81 %</b>	<b>90 %</b>	<b>96 %</b>	<b>88 %</b>	<b>94 %</b>	<b>56 %</b>	<b>86 %</b>
Average Response	4.44	4.38	4.89	4.53	4.53	4.05	4.51
<b>Authenticity</b>	<b>83 %</b>	<b>90 %</b>	<b>93 %</b>	<b>84 %</b>	<b>94 %</b>	<b>62 %</b>	<b>84 %</b>
Average Response	4.52	4.48	4.75	4.55	4.61	4.25	4.54
<b>Integrity</b>	<b>83 %</b>	<b>94 %</b>	<b>94 %</b>	<b>89 %</b>	<b>95 %</b>	<b>72 %</b>	<b>84 %</b>
Average Response	4.72	4.69	5.00	4.87	4.80	4.51	4.68
<b>Courageous Authenticity</b>	<b>73 %</b>	<b>77 %</b>	<b>82 %</b>	<b>64 %</b>	<b>84 %</b>	<b>43 %</b>	<b>79 %</b>
Average Response	4.20	4.13	4.33	4.02	4.29	3.86	4.31

# Questions Related to Each Dimension

## Creative Dimensions

### Relating

Caring Connection	I connect deeply with others. I form warm and caring relationships. I am compassionate.
Fosters Team Play	I create a positive climate that supports people doing their best. I share leadership. I promote high levels of teamwork through my leadership style.
Collaborator	I negotiate for the best interest of both parties. I work to find common ground. I create common ground for agreement.
Mentoring & Developing	I help Direct Reports create development plans. I help people learn, improve, and change. I provide feedback focused on professional growth. I am a people builder/developer.
Interpersonal Intelligence	I display a high degree of skill in resolving conflict. I take responsibility for my part of relationship problems. I directly address issues that get in the way of team performance. I listen openly to criticism and ask questions to further understand. In a conflict, I accurately restate the opinions of others.

### Self-Awareness

Selfless Leader	I act with humility. I get the job done with no need to attract attention to myself. I lead in ways that others say, 'we did it ourselves.' I am relatively uninterested in personal credit. I take forthright action without needing recognition.
Balance	I find enough time for personal reflection. I balance work and personal life.
Composure	I am composed under pressure. I handle stress and pressure very well. I am a calming influence in difficult situations.
Personal Learner	I personally search for meaning. I investigate the deeper reality that lies behind events/circumstances. I learn from mistakes. I examine the assumptions that lie behind my actions.

### Authenticity

Integrity	I lead in a manner that is completely aligned with my values. I exhibit personal behavior consistent with my values. I hold to my values during good and bad times.
Courageous Authenticity	I speak directly even on controversial issues. I am courageous in meetings. I surface the issues others are reluctant to talk about.

# THE LEADERSHIP CIRCLE PROFILE RESULTS

## Creative Dimensions (Continued)

### NSW Principal Group Report

11/2/2015	Self Evaluations	Evaluators	Boss's Boss	Boss	Peers	Direct Reports	Other
	5	69	1	9	15	29	15
Systems Awareness	85 %	87 %	87 %	85 %	85 %	57 %	85 %
Average Response	4.23	4.16	4.33	4.27	4.15	3.90	4.33
Community Concern	87 %	87 %	65 %	83 %	88 %	62 %	80 %
Average Response	4.36	4.19	3.93	4.29	4.28	3.95	4.26
Sustainable Productivity	70 %	81 %	95 %	82 %	65 %	49 %	85 %
Average Response	4.13	4.14	4.67	4.32	3.97	3.89	4.40
Systems Thinker	78 %	87 %	91 %	80 %	87 %	56 %	85 %
Average Response	4.17	4.12	4.50	4.16	4.18	3.82	4.32
Achieving	88 %	96 %	96 %	90 %	95 %	74 %	92 %
Average Response	4.45	4.52	4.74	4.53	4.56	4.37	4.66
Strategic Focus	85 %	94 %	94 %	87 %	94 %	72 %	90 %
Average Response	4.37	4.46	4.61	4.44	4.53	4.32	4.59
Purposeful & Visionary	90 %	97 %	98 %	92 %	97 %	81 %	93 %
Average Response	4.56	4.60	5.00	4.65	4.70	4.45	4.72
Achieves Results	82 %	92 %	94 %	86 %	93 %	67 %	89 %
Average Response	4.52	4.60	4.86	4.66	4.65	4.42	4.72
Decisiveness	79 %	88 %	86 %	82 %	74 %	64 %	92 %
Average Response	4.43	4.44	4.50	4.42	4.24	4.28	4.75

## Questions Related to Each Dimension

### Creative Dimensions (Continued)

#### Systems Awareness

Community Concern	<ul style="list-style-type: none"><li>I attend to the long-term impact of strategic decisions on the community.</li><li>I balance community welfare with short-term profitability.</li><li>I live an ethic of service to others and the world.</li><li>I stress the role of the organization as corporate citizen.</li><li>I create vision that goes beyond the organization to include making a positive impact on the world.</li></ul>
Sustainable Productivity	<ul style="list-style-type: none"><li>I balance 'bottom line' results with other organizational goals.</li><li>I balance short-term results with long-term organizational health.</li><li>I allocate resources appropriately so as not to use people up.</li></ul>
Systems Thinker	<ul style="list-style-type: none"><li>I redesign the system to solve multiple problems simultaneously.</li><li>I evolve organizational systems until they produce envisioned results.</li><li>I reduce activities that waste resources.</li></ul>

#### Achieving

Strategic Focus	<ul style="list-style-type: none"><li>I have a firm grasp of the market place dynamics.</li><li>I provide strategic direction that is thoroughly thought through.</li><li>I focus in quickly on the key issues.</li><li>I accurately anticipate future consequences to current action.</li><li>I see the integration between all parts of the system.</li><li>I establish a strategic direction that helps the organization to thrive.</li><li>I stay abreast of trends in the external environment that could impact the business currently and in the future.</li><li>I integrate multiple streams of information into a coherent strategy.</li><li>I am a gifted strategist.</li></ul>
Purposeful & Visionary	<ul style="list-style-type: none"><li>I articulate a vision that creates alignment within the organization.</li><li>I live and work with a deep sense of purpose.</li><li>I communicate a compelling vision.</li><li>I am a good role model for the vision I espouse.</li><li>I provide strategic vision for the organization.</li><li>I inspire others with vision.</li></ul>
Achieves Results	<ul style="list-style-type: none"><li>I pursue results with drive and energy.</li><li>I strive for continuous improvement.</li><li>I am proficient at achieving high quality results on key initiatives.</li><li>I am quick to seize opportunities upon noticing them.</li></ul>
Decisiveness	<ul style="list-style-type: none"><li>I make the tough decisions when required.</li><li>I am an efficient decision maker.</li><li>I make decisions in a timely manner.</li></ul>



# THE LEADERSHIP CIRCLE PROFILE RESULTS

## Reactive Dimensions

### NSW Principal Group Report

11/2/2015	Self Evaluations	Evaluators	Boss's Boss	Boss	Peers	Direct Reports	Other
	5	69	1	9	15	29	15
Controlling	13 %	14 %	13 %	11 %	19 %	27 %	19 %
Average Response	2.05	2.00	1.66	1.73	2.05	2.18	1.96
Perfect	69 %	36 %	13 %	22 %	64 %	43 %	53 %
Average Response	3.79	3.15	2.46	2.76	3.45	3.29	3.35
Driven	78 %	40 %	96 %	24 %	74 %	37 %	41 %
Average Response	3.99	2.96	4.44	2.53	3.45	2.90	2.93
Ambition	4 %	13 %	2 %	5 %	16 %	28 %	23 %
Average Response	1.63	2.11	1.00	1.42	2.11	2.43	2.19
Autocratic	15 %	15 %	15 %	18 %	18 %	28 %	20 %
Average Response	1.80	1.79	1.44	1.66	1.79	1.96	1.71
Protecting	24 %	18 %	8 %	18 %	22 %	29 %	27 %
Average Response	1.81	1.59	1.03	1.40	1.63	1.66	1.57
Arrogance	31 %	24 %	14 %	24 %	27 %	31 %	35 %
Average Response	1.77	1.52	1.00	1.34	1.56	1.54	1.56
Critical	25 %	22 %	14 %	22 %	27 %	31 %	30 %
Average Response	1.77	1.56	1.09	1.42	1.61	1.61	1.53
Distance	29 %	19 %	8 %	18 %	23 %	33 %	27 %
Average Response	1.87	1.65	1.00	1.42	1.69	1.78	1.61
Complying	27 %	13 %	7 %	22 %	21 %	33 %	15 %
Average Response	2.01	1.82	1.49	1.84	1.90	1.92	1.67
Passive	23 %	18 %	13 %	29 %	20 %	38 %	16 %
Average Response	1.50	1.49	1.18	1.54	1.49	1.60	1.29
Belonging	26 %	12 %	9 %	18 %	19 %	28 %	15 %
Average Response	2.18	2.00	1.68	1.91	2.06	2.11	1.88
Pleasing	65 %	34 %	19 %	36 %	59 %	47 %	37 %
Average Response	3.26	2.53	2.13	2.55	2.85	2.60	2.44
Conservative	61 %	42 %	7 %	53 %	52 %	39 %	34 %
Average Response	3.11	2.99	2.07	3.12	3.09	2.92	2.81

# Questions Related to Each Dimension

## Reactive Dimensions

### Controlling

Perfect

- I try to do everything perfectly well.
- I am critical of myself when things don't go as well as expected.
- I believe average is definitely not good enough.
- I need to perform flawlessly.
- I am a perfectionist.
- I need to excel in every situation.
- I expect extremely high standards of others.

Driven

- I drive myself excessively hard.
- I am a workaholic.
- I try too hard to be the best at everything I take on.
- I push myself too hard.

Ambition

- I am aggressive.
- I believe to feel good, one must constantly move up.
- I believe winning is what really matters.
- I am excessively ambitious.

Autocratic

- I have to get my own way.
- I tend to control others.
- I am domineering.
- I dictate rather than influence what others do.
- I pursue results at the expense of people.

### Protecting

Arrogance

- I am self-centered.
- I have too big of an ego.
- I am arrogant.

Critical

- I am sarcastic and/or cynical.
- I am critical.
- I hurt people's feelings.
- I put people down.

Distance

- I am emotionally distant.
- I remain standoffish.
- I am hard to get to know.
- I am aloof.

### Complying

Passive

- I am wishy-washy in decision making.
- I lack drive.
- I lack passion.
- I am passive.

Belonging

- I am overly conservative.
- I work too hard for others' acceptance.
- I adopt others' points of view so as not to disappoint them.
- I play it too safe.
- I try too hard to conform to the group's rules/norms.
- I try to please others by going along to get along.

Pleasing

- I need to be accepted by others.
- I need to be admired by others.
- I worry about others' judgment.
- I need the approval of others.

Conservative

- I am conservative.
- I follow conventional ways of doing things.
- I conform to rules.

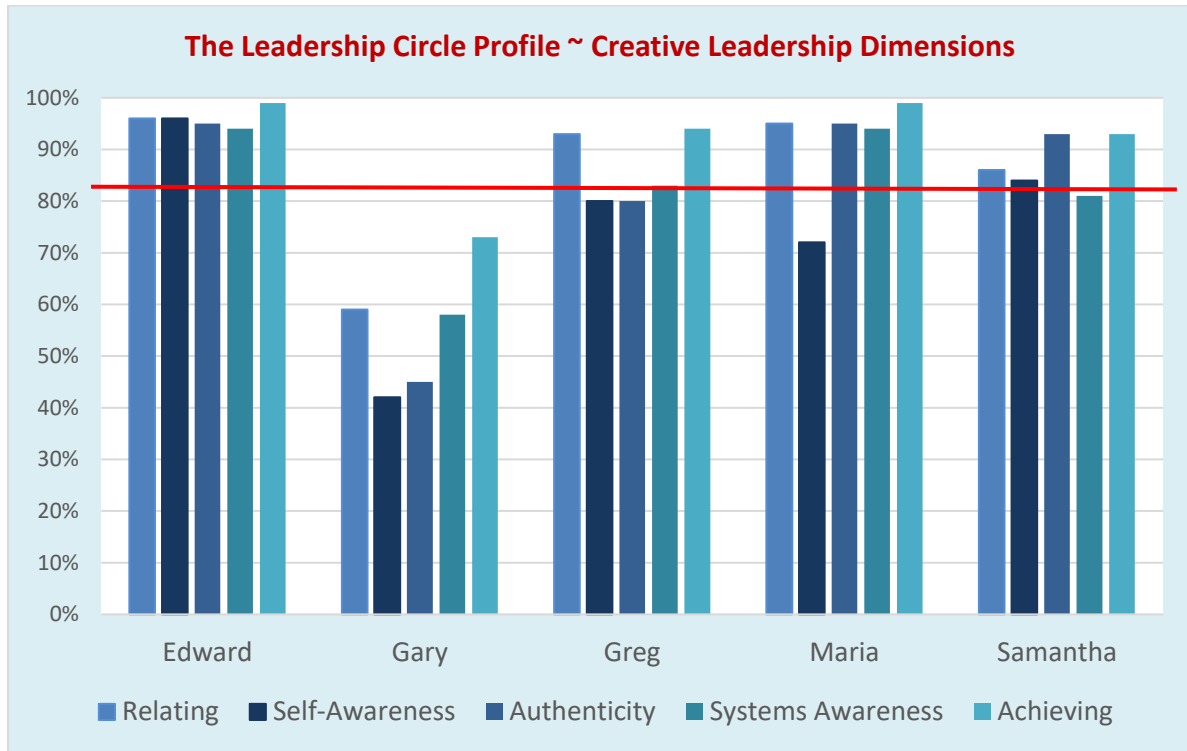
## Sorted by Self Percentile

NSW Principal Group Report	Self Percentile	Evaluator Percentile
<b>Dimensions</b>		
Purposeful & Visionary	90 %	97 %
Fosters Team Play	88 %	90 %
Community Concern	87 %	87 %
Selfless Leader	87 %	82 %
Caring Connection	87 %	84 %
Interpersonal Intelligence	87 %	86 %
Strategic Focus	85 %	94 %
Integrity	83 %	94 %
Achieves Results	82 %	92 %
Personal Learner	81 %	90 %
Mentoring & Developing	81 %	92 %
Collaborator	80 %	86 %
Decisiveness	79 %	88 %
Driven	78 %	40 %
Systems Thinker	78 %	87 %
Courageous Authenticity	73 %	77 %
Sustainable Productivity	70 %	81 %
Perfect	69 %	36 %
Composure	66 %	80 %
Pleasing	65 %	34 %
Conservative	61 %	42 %
Balance	50 %	57 %
Arrogance	31 %	24 %
Distance	29 %	19 %
Belonging	26 %	12 %
Critical	25 %	22 %
Passive	23 %	18 %
Autocratic	15 %	15 %
Ambition	4 %	13 %
<b>Summary Dimensions</b>		
Relating	90 %	90 %
Achieving	88 %	96 %
Systems Awareness	85 %	87 %
Authenticity	83 %	90 %
Self-Awareness	81 %	84 %
Complying	27 %	13 %
Protecting	24 %	18 %
Controlling	13 %	14 %
<b>Summary Measures</b>		
Leadership Potential Utilization	96 %	89 %
Reactive-Creative Scale	94 %	95 %
Relationship-Task Balance	84 %	72 %
Leadership Effectiveness	80 %	91 %

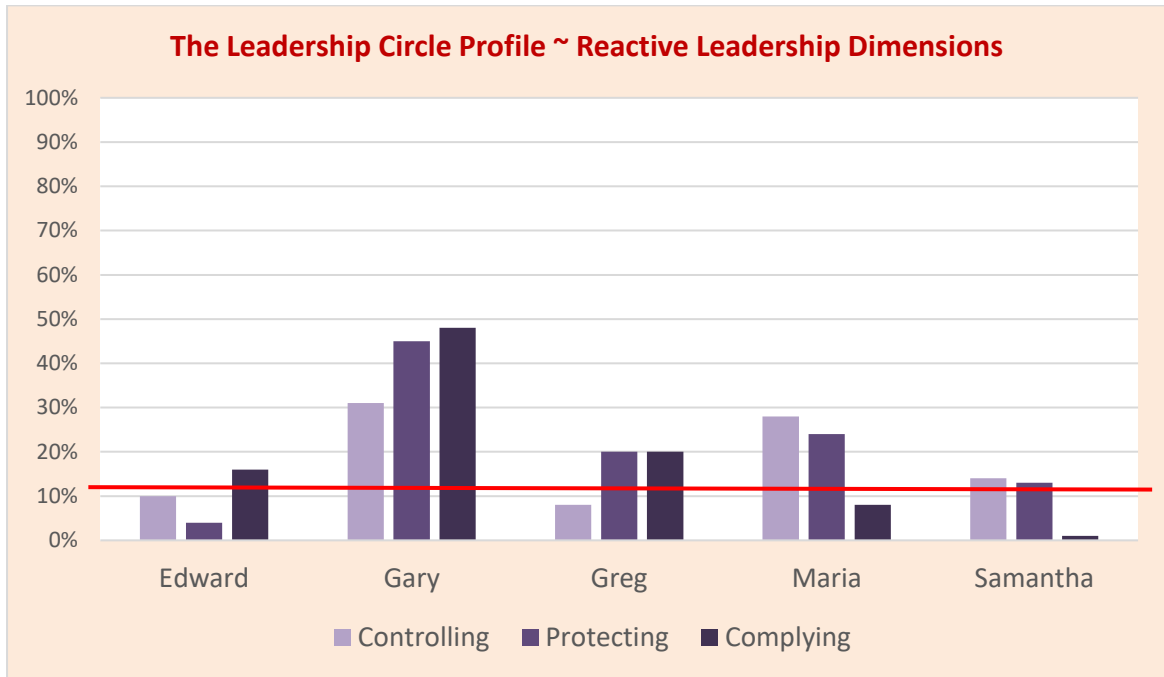
## Sorted by Evaluator Percentile

NSW Principal Group Report	Self Percentile	Evaluator Percentile
<b>Dimensions</b>		
Purposeful & Visionary	90 %	97 %
Strategic Focus	85 %	94 %
Integrity	83 %	94 %
Achieves Results	82 %	92 %
Mentoring & Developing	81 %	92 %
Personal Learner	81 %	90 %
Fosters Team Play	88 %	90 %
Decisiveness	79 %	88 %
Systems Thinker	78 %	87 %
Community Concern	87 %	87 %
Collaborator	80 %	86 %
Interpersonal Intelligence	87 %	86 %
Caring Connection	87 %	84 %
Selfless Leader	87 %	82 %
Sustainable Productivity	70 %	81 %
Composure	66 %	80 %
Courageous Authenticity	73 %	77 %
Balance	50 %	57 %
Conservative	61 %	42 %
Driven	78 %	40 %
Perfect	69 %	36 %
Pleasing	65 %	34 %
Arrogance	31 %	24 %
Critical	25 %	22 %
Distance	29 %	19 %
Passive	23 %	18 %
Autocratic	15 %	15 %
Ambition	4 %	13 %
Belonging	26 %	12 %
<b>Summary Dimensions</b>		
Achieving	88 %	96 %
Authenticity	83 %	90 %
Relating	90 %	90 %
Systems Awareness	85 %	87 %
Self-Awareness	81 %	84 %
Protecting	24 %	18 %
Controlling	13 %	14 %
Complying	27 %	13 %
<b>Summary Measures</b>		
Reactive-Creative Scale	94 %	95 %
Leadership Effectiveness	80 %	91 %
Leadership Potential Utilization	96 %	89 %
Relationship-Task Balance	84 %	72 %

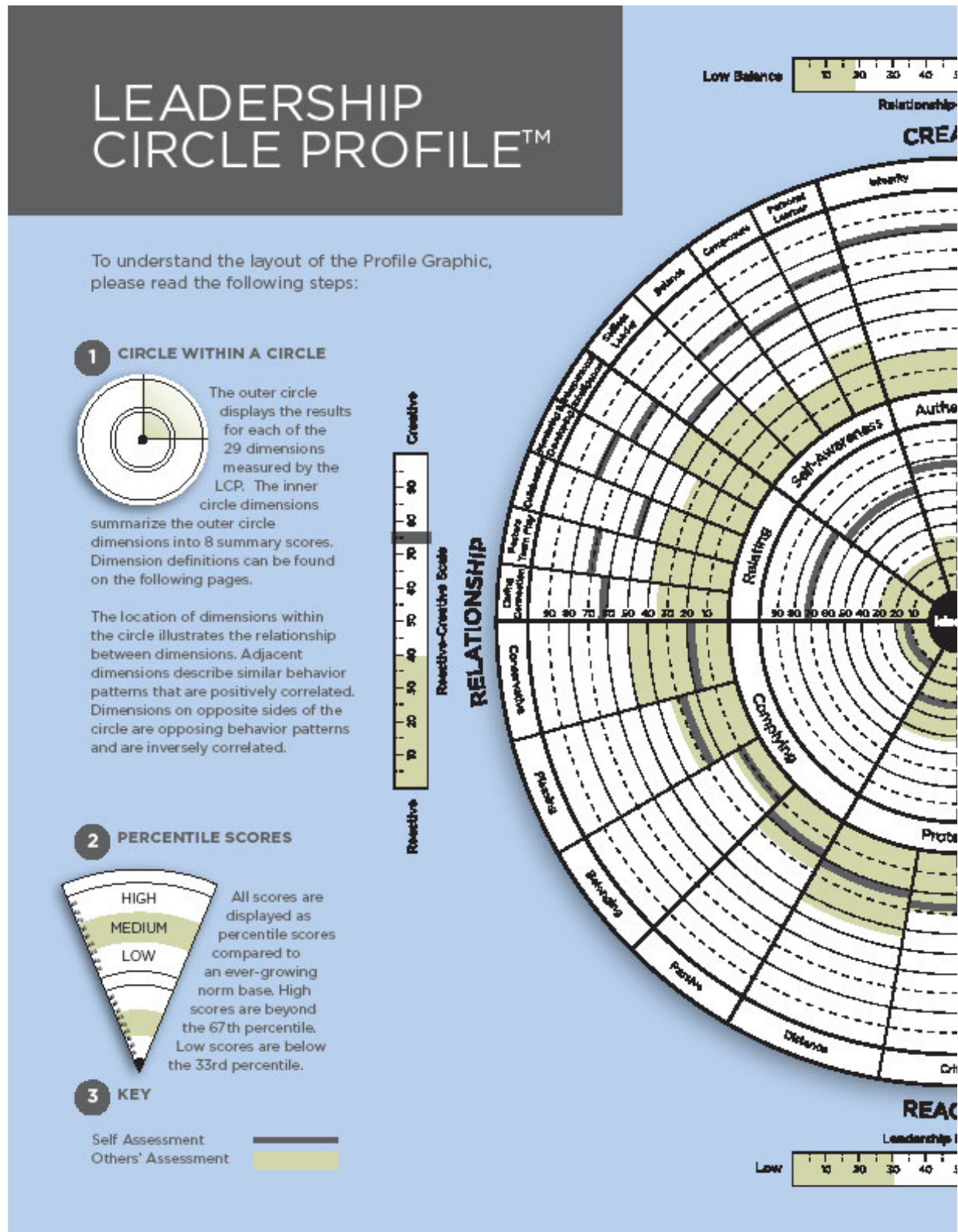
## Appendix K: Creative Leadership Dimensions Per Participant

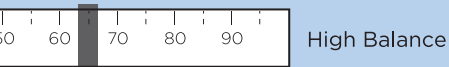


## Appendix L: Reactive Leadership Dimensions Per Participant



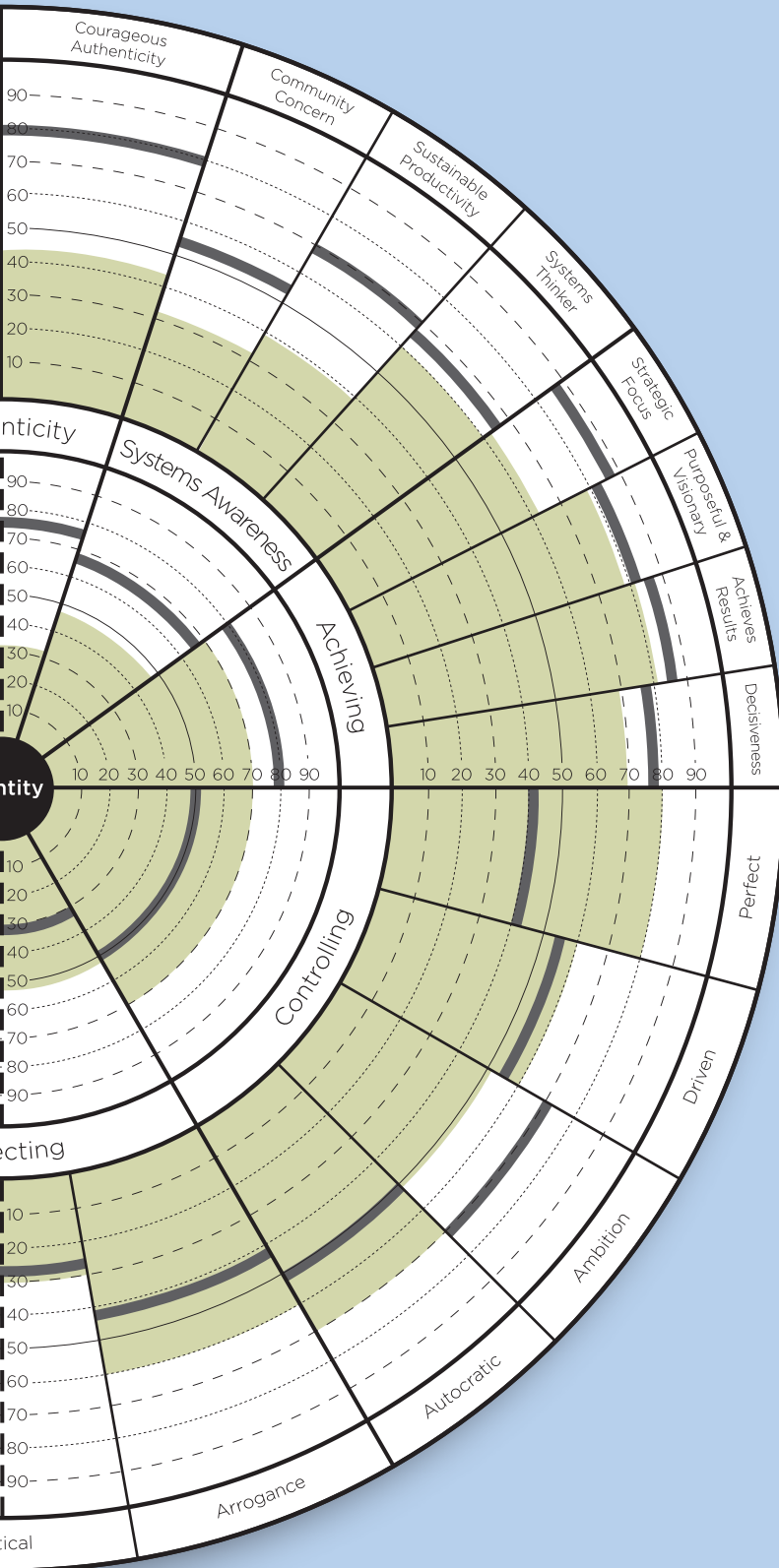
# Appendix M: The Leadership Circle Quadrant Descriptions





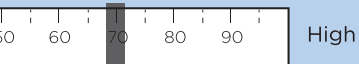
Task Balance

ATIVE



CTIVE

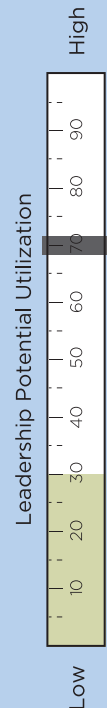
Effectiveness



## 4 SUMMARY DIMENSIONS

In addition to all the dimensions displayed in the inner and outer circle, the rectangular scales located around the circle are intended to bring everything together. They provide useful 'bottom-line' measures as well as measures of key patterns within the data.

**Reactive-Creative Scale** reflects the degree of balance between the Creative dimensions and the Reactive dimensions. The percentile score here gives the leader a sense of how he/she compares to other leaders with respect to the amount of energy he/she puts into Reactive versus Creative behaviors. It suggests the degree to which his/her leadership, relationships, and goal-oriented behaviors come out of a Creative or Reactive orientation. It also suggests the degree to which his/her self-concept and inner motivation come from within or are determined by external expectations, rules, or conditions.



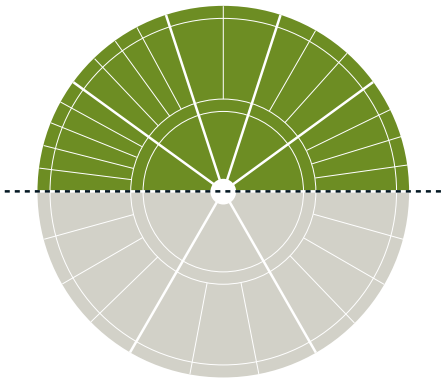
**Relationship-Task Balance** measures the degree of balance a leader shows between the Achieving and Relating competencies. It is a measure of the over, under or balanced development of either half of the equation (the people half or the task half) that makes for great leadership.

**Leadership Potential Utilization** is a bottom line measure that compares the overall score of the dimensions measured to that of other leaders who have taken this survey. It sorts through all the high and low scores to answer the question, "So, in the end, how am I doing?"

**Leadership Effectiveness** measures the leader's perceived level of overall effectiveness. Research has shown it to be significantly correlated to business outcomes. It gives the leader an overall measure of how all of the above is translating into perceived effectiveness.



# THE CREATIVE LEADERSHIP COMPETENCIES



**RELATING** *summary dimension measures the leader's capability to relate to others in a way that brings out the best in people, groups and organizations. It is composed of:*

**Caring Connection** measures the leader's interest in and ability to form warm, caring relationships.

**Fosters Team Play** measures the leader's ability to foster high-performance teamwork among team members who report to him/her, across the organization, and within teams in which he/she participates.

**Collaborator** measures the extent to which the leader engages others in a manner that allows the parties involved to discover common ground.

**Mentoring & Developing** measures the leader's ability to develop others through mentoring and maintaining growth-enhancing relationships.

**Interpersonal Intelligence** measures the interpersonal effectiveness with which the leader listens, engages in conflict and controversy, deals with the feelings of others, and manages his/her own feelings.

**SELF-AWARENESS** *summary dimension measures the leader's orientation to ongoing professional and personal development, as well as the degree to which inner self-awareness is expressed through high integrity leadership. It is composed of:*

**Selfless Leader** measures the extent to which the leader pursues service over self-interest, where the need for credit

The top half of the circle maps Creative Competencies that contribute to a leader's effectiveness. They measure key leadership behaviors and internal assumptions that lead to high fulfillment, high achievement leadership. They are as follows:

and personal ambition is far less important than creating results that serve a common good.

**Balance** measures the leader's ability to keep a healthy balance between business and family, activity and reflection, work and leisure — the tendency to be self-renewing, and handle the stress of life without losing the self.

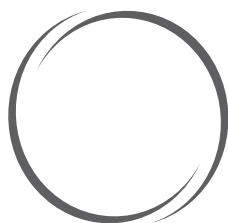
**Composure** measures the leader's ability, in the midst of conflict and high-tension situations, to remain composed and centered, and to maintain a calm, focused perspective.

**Personal Learner** measures the degree to which the leader demonstrates a strong and active interest in learning and personal and professional growth. It measures the extent to which he/she actively and reflectively pursues growing in self-awareness, wisdom, knowledge, and insight.

**AUTHENTICITY** *summary dimension measures the leader's capability to relate to others in an authentic, courageous and high-integrity manner. It is composed of:*

**Integrity** measures how well the leader adheres to the set of values and principles that he/she espouses; that is, how well he/she can be trusted to "walk the talk."

**Courageous Authenticity** measures the leader's willingness to take tough stands, bring up the "undiscussables" (risky issues the group avoids discussing), and openly deal with difficult relationship problems.



The Leadership Circle®

## **SYSTEMS AWARENESS**

*summary dimension measures the degree to which the leader's awareness is focused on whole system improvement, productivity, and community welfare. It is composed of:*

**Community Concern** measures the service orientation from which the leader leads. It measures the extent to which he/she links his/her legacy to service of community and global welfare.

**Sustainable Productivity** measures the leader's ability to achieve results in a way that maintains or enhances the overall long-term effectiveness of the organization. It measures how well he/she balances human/technical resources to sustain long-term high performance.

**Systems Thinker** measures the degree to which the leader thinks and acts from a whole system perspective as well as the extent to which he/she makes decisions in light of the long-term health of the whole system.

**ACHIEVING** *summary dimension measures the extent to which the leader offers visionary, authentic, and high achievement leadership. It is composed of:*

**Strategic Focus** measures the extent to which the leader thinks and plans rigorously and strategically to ensure that the organization will thrive in the near and long-term.

**Purposeful & Visionary** measures the extent to which the leader clearly communicates and models commitment to personal purpose and vision.

**Achieves Results** measures the degree to which the leader is goal directed and has a track record of goal achievement and high performance.

**Decisiveness** measures the leader's ability to make decisions on time, and the extent to which he/she is comfortable moving forward in uncertainty.



# THE REACTIVE LEADERSHIP STYLES

The lower half of the circle maps self-limiting Reactive Tendencies and leadership behaviors. The Reactive dimensions reflect inner beliefs and assumptions that limit effectiveness, authentic expression, and empowering leadership. They are as follows:

**COMPLYING** *summary dimension measures the extent to which a leader gets a sense of self-worth and security by complying with the expectations of others rather than acting on what he/she intends and wants. It is composed of:*

**Conservative** measures the extent to which the leader thinks and acts conservatively, follows procedure, and lives within the prescribed rules of the organization with which he/she is associated.

**Pleasing** measures the leader's need to seek others' support and approval in order to feel secure and worthwhile as a person. People with strong needs for approval tend to base their degree of self-worth on their ability to gain others' favor and confirmation.

**Belonging** measures the leader's need to conform, follow the rules, and meet the expectations of those in authority. It measures the extent to which he/she goes along to get along, thereby compressing the full extent of his/her creative power into culturally acceptable boxes.

**Passive** measures the degree to which the leader gives away his/her power to others and to circumstances outside his/her control. It is a measure of the extent to which he/she believes that he/she is not the creator of his/her life experience, that his/her efforts do not make much difference, and that he/she lacks the power to create the future he/she wants.

**PROTECTING** *summary dimension measures the belief that the leader can protect himself/herself and establish a sense of worth through withdrawal, remaining distant, hidden, aloof, cynical, superior, and/or rational. It is composed of:*

**Arrogance** measures the leader's tendency to project a large ego — behavior that is experienced as superior, egotistical, and self-centered.

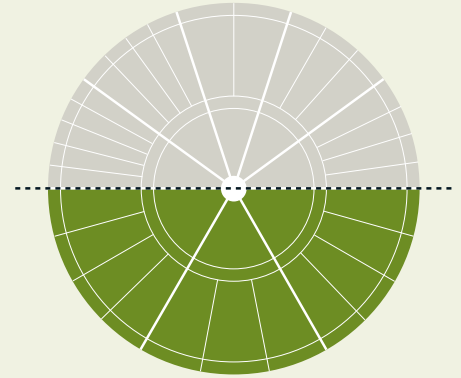
**Critical** is a measure of the leader's tendency to take a critical, questioning, and somewhat cynical attitude.

**Distance** is a measure of the leader's tendency to establish a sense of personal worth and security through withdrawal, being superior and remaining aloof, emotionally distant, and above it all.

**CONTROLLING** *summary dimension measures the extent to which the leader establishes a sense of personal worth through task accomplishment and personal achievement. It is composed of:*

**Perfect** is a measure of the leader's need to attain flawless results and perform to extremely high standards in order to feel secure and worthwhile as a person. Worth and security is equated with being perfect, performing constantly at heroic levels, and succeeding beyond all expectations.

**Driven** is a measure of the extent to which the leader is in overdrive. It is a measure of his/her belief that worth and security are tied to accomplishing a great deal through hard work. It measures his/her need to perform at a very high level in order to feel worthwhile



as a person. A good work ethic is a strength of this style, provided that the leader keeps things in balance and is able to balance helping others achieve with his/her own achievement.

**Ambition** measures the extent to which the leader needs to get ahead, move up in the organization, and be better than others. Ambition is a powerful motivator. This scale assesses if that motivation is positive, furthering progress — or negative, overly self-centered and competitive.

**Autocratic** measures the leader's tendency to be forceful, aggressive, and controlling. It measures the extent to which he/she equates self-worth and security to being powerful, in control, strong, dominant, invulnerable, or on top. Worth is measured through comparison, that is, having more income, achieving a higher position, being seen as a most/more valuable contributor, gaining credit, or being promoted.



By shining a light on the underlying thinking patterns that drive their current behavior, clients have access to new choices and possibilities.

## Appendix N: The Hero's Journey Autobiographical Template

### The Hero's Journey



**Here is an example of the Hero's Journey template . It shows the journey of adventure and transformation.**

#### Stages of the Hero's Journey

*There are twelve steps to the hero's journey.*

1. Ordinary World: This step refers to the hero's normal life at the start of the story, before the adventure begins.
2. Call to Adventure: The hero is faced with something that makes him begin his adventure. This might be a problem or a challenge he needs to overcome.
3. Refusal of the Call: The hero attempts to refuse the adventure because he is afraid.
4. Meeting with the Mentor: The hero encounters someone who can give him advice and ready him for the journey ahead.
5. Crossing the First Threshold: The hero leaves his ordinary world for the first time and crosses the threshold into adventure.
6. Tests, Allies, Enemies: The hero learns the rules of his new world. During this time, he endures tests of strength of will, meets friends, and comes face to face with foes.
7. Approach: Setbacks occur, sometimes causing the hero to try a new approach or adopt new ideas.
8. Ordeal: The hero experiences a major hurdle or obstacle, such as a life or death crisis.
9. Reward: After surviving death, the hero earns his reward or accomplishes his goal.
10. The Road Back: The hero begins his journey back to his ordinary life.
11. Resurrection Hero - The hero faces a final test where everything is at stake and he must use everything he has learned.
12. Return with Elixir: The hero brings his knowledge or the "elixir" back to the ordinary world, where he applies it to help all who remain there.



Source: Joseph Campbell (2012)

# Appendix O: AITSL 360 Reflection Tool Principal Cohort Report



*AITSL is funded by the Australian Government*

## Australian Professional Standard for Principals **360° Reflection Tool**

**HayGroup**

### **Group Summary Report**

Systems Leadership - Leadership Officers Group  
AITSL

4/08/2016

**aitsl** Australian Institute  
for Teaching and  
School Leadership  
Limited

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Overview	1
The Australian Professional Standard for Principals	2
Summary results	4
Attribute results by rater group	6
Highest scoring behaviours	14
Lowest scoring behaviours	15
Behaviour results by attribute	16

# Overview

This report provides summary interpretation for a group of individuals measured against the Australian Professional Standard for Principals.

## Data description

**This report summarises the results of 5 individuals.**

This report includes the following perspectives:

- Staff
- Leadership team
- Students
- Principal's peers
- Others

The responses were collected between 20/03/2013 and 19/11/2014.

## How this report is organised

This report presents data in a number of ways, allowing you to identify the overall strengths and development needs for a group of principals.

**Overview**— presents a brief explanation of the talent report and the data collected

**The Australian Professional Standard for Principals**— provides brief definitions of the attributes

**Summary results**— shows an overview of the strengths and development needs of the group by attribute

**Attribute results by rater group**— shows the perspectives of each rater group on attribute strength

**Highest scoring behaviours**— shows what the group does best

**Lowest scoring behaviours**— shows what the group does least well

**Behaviour results by attribute**— shows the group's strengths and development needs in detail

## Response rate by rater group

The table below presents information for participants who are included in this report. It shows the number and types of raters who provided feedback and the status of these surveys.

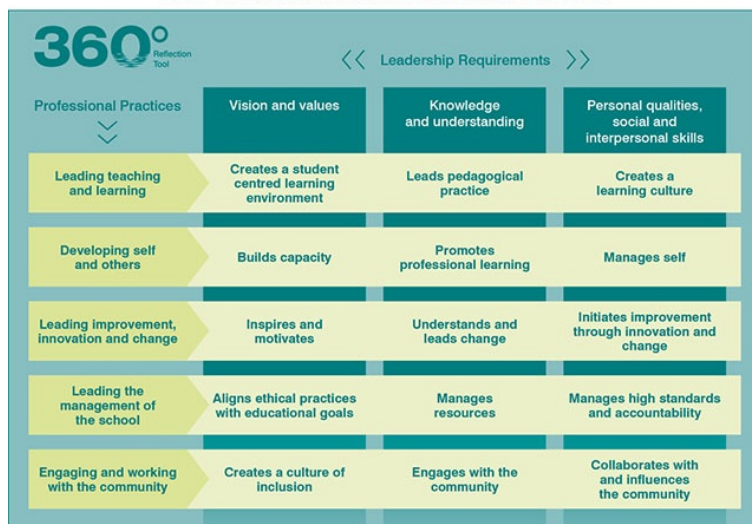
- The 'Distributed' column shows the total number of surveys sent out to each rater group
- The 'Received' column indicates how many surveys were returned at the time this report was generated
- The 'Processed' column shows the actual number of surveys included in the report after passing a reliability screen (surveys may be omitted if fewer than 75% of the behaviours were answered, if a rater indicated a lack of familiarity with a participant, or if a low response rate might reveal the identity of a rater in a protected category)
- The 'Percent' column shows the final percentage of surveys that were included in this report compared to the number of surveys originally distributed

Rater group	Distributed	Received	Processed	Percent
Self	5	5	5	100 %
Staff	33	19	19	58 %
Leadership team	23	13	13	57 %
Students	2	1	0	0 %
Principal's peers	15	10	10	67 %
Others	18	15	14	78 %
Total Others	91	58	56	62 %

# The Australian Professional Standard for Principals

The Australian Professional Standard for Principals (Principal Standard) defines the role of the principal and unifies the profession nationally, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes.

**360° Reflection Tool Attributes Model**



The Principal Standard is based on three leadership requirements:

- vision and values
- knowledge and understanding
- personal qualities, social and interpersonal skills

These requirements are enacted through five professional practices:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community.

*Continued*



# The Australian Professional Standard for Principals

## Attributes

### **1. Creates a student centred learning environment** —

Principals are committed to the learning and growth of young people and adults and foster respect across the whole school.

**2. Leads pedagogical practice** — Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current.

**3. Creates a learning culture** — Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.

**4. Builds capacity** — Principals build capacity and support all staff to achieve high standards and develop their leadership capability.

**5. Promotes professional learning** — Principals understand the importance of and demonstrate commitment to their own ongoing professional development.

**6. Manages self** — Principals manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.

**7. Inspires and motivates** — Principals inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.

**8. Understands and leads change** — Principals apply their knowledge and understanding of leadership of

change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current.

**9. Initiates improvement through innovation and change** — Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school.

**10. Aligns ethical practices with educational goals** — Principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.

**11. Manages resources** — Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.

**12. Manages high standards and accountability** — Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met.

**13. Creates a culture of inclusion** — Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.

**14. Engages with the community** — Principals understand the richness and diversity of the school's wider community, education systems and sectors.

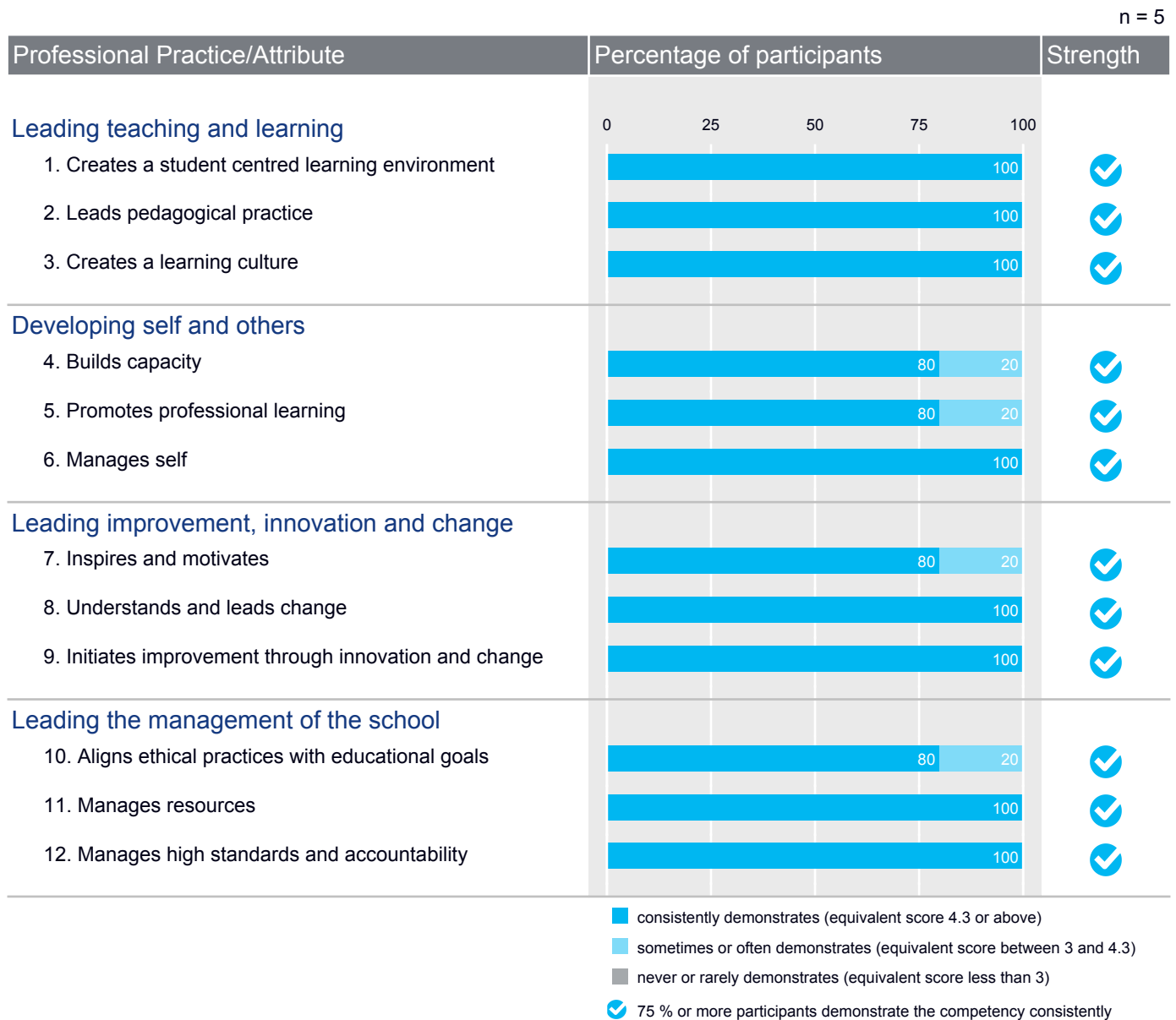
**15. Collaborates with and influences the community** — Principals communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.

# Summary results

The summary results help you to understand the strengths and development needs of the group.

The chart below based on the Total Others' scores represents the degree of consistency with which participants in the group demonstrate each attribute. The dark blue bar shows the percentage of participants where the attribute is seen as a strength in their individual report (with an attribute score greater than or equal to 4.3). The light blue bar shows the percentage of participants who demonstrate the attribute sometimes or often (with an attribute score between 3 and 4.3). The gray bar shows the percentage of participants who demonstrate the attribute never or rarely (with an attribute score less than 3).

A check next to an attribute indicates that it is a strength across the group; 75% or more of the participants demonstrate the attribute as a personal strength.













Continued



# Summary results

n = 5

Professional Practice/Attribute	Percentage of participants	Strength
<b>Engaging and working with the community</b>	0 25 50 75 100	
13. Creates a culture of inclusion		
14. Engages with the community		
15. Collaborates with and influences the community		

-  consistently demonstrates (equivalent score 4.3 or above)
-  sometimes or often demonstrates (equivalent score between 3 and 4.3)
-  never or rarely demonstrates (equivalent score less than 3)
-  75 % or more participants demonstrate the competency consistently

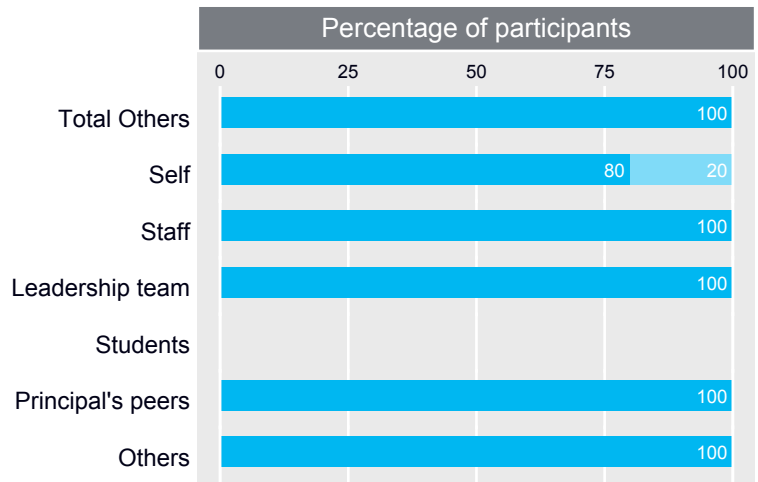
# Attribute results by rater group

The charts below show how the group is perceived, overall, by the different types of raters listed. Use these charts to focus on any perspectives that are particularly important to understand.

Total Others shows the average across all perspectives, excluding self ratings.

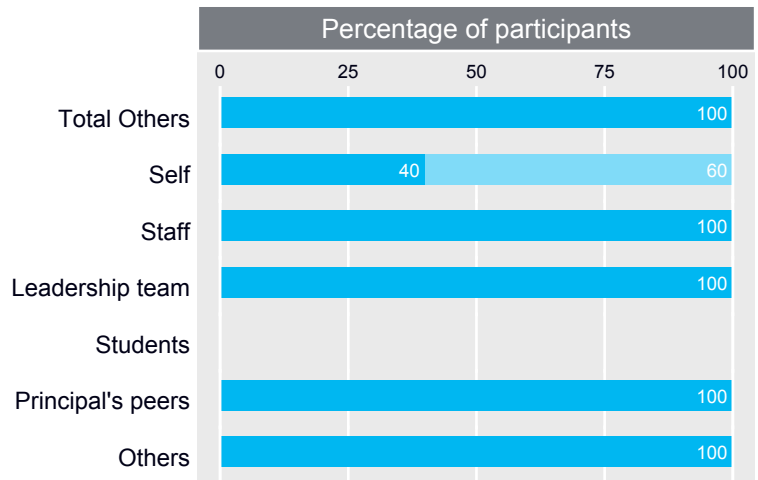
## ✓ 1. Creates a student centred learning environment

Principals are committed to the learning and growth of young people and adults and foster respect across the whole school.



## ✓ 2. Leads pedagogical practice

Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current.



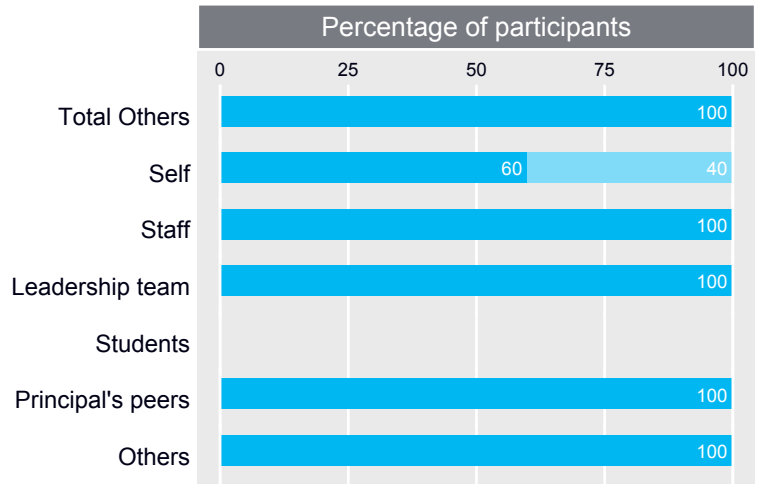
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

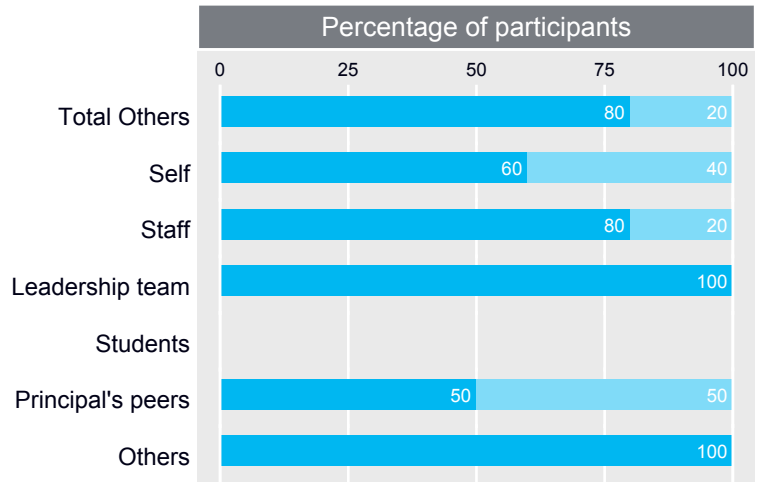
## 3. Creates a learning culture

Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.



## 4. Builds capacity

Principals build capacity and support all staff to achieve high standards and develop their leadership capability.



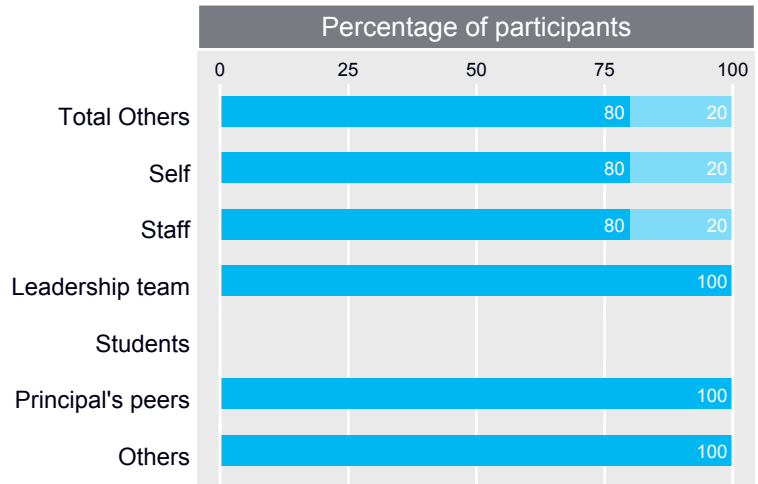
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

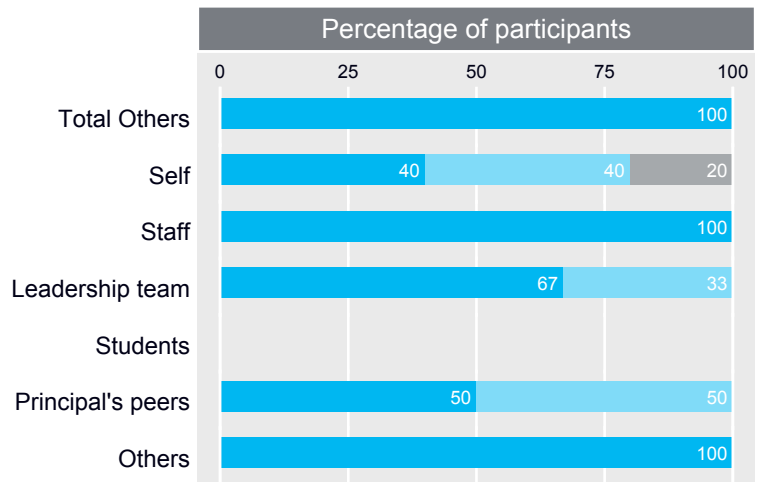
## 5. Promotes professional learning

Principals understand the importance of and demonstrate commitment to their own ongoing professional development.



## 6. Manages self

Principals manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.



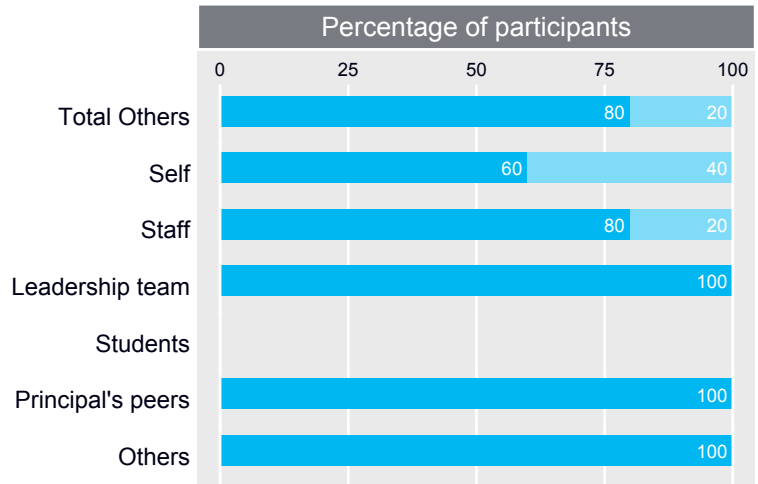
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

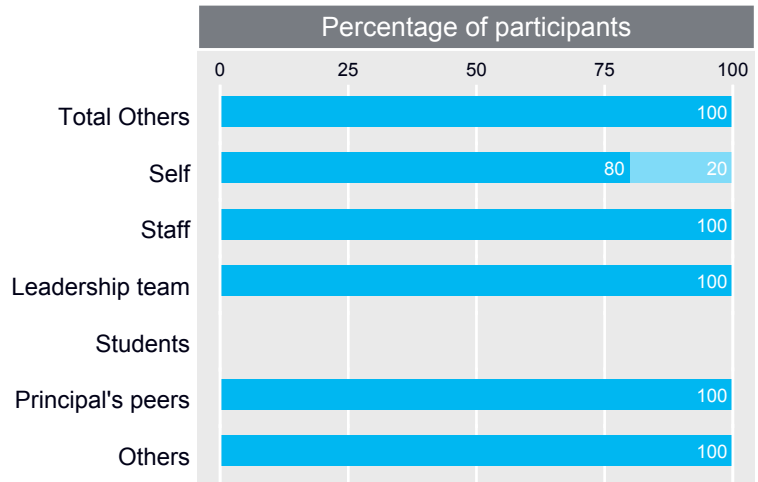
## 7. Inspires and motivates

Principals inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.



## 8. Understands and leads change

Principals apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current.



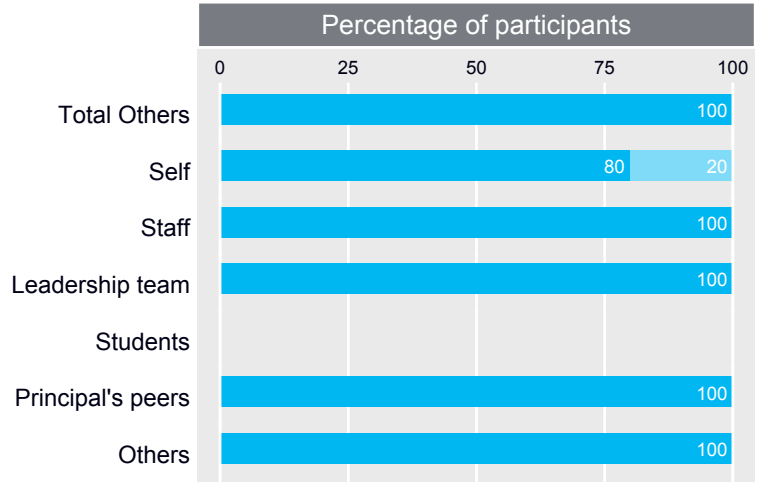
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

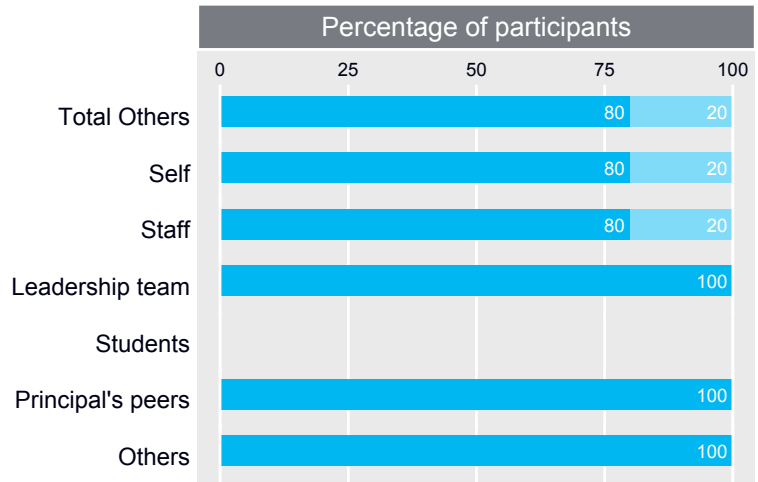
## 9. Initiates improvement through innovation and change

Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school.



## 10. Aligns ethical practices with educational goals

Principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.



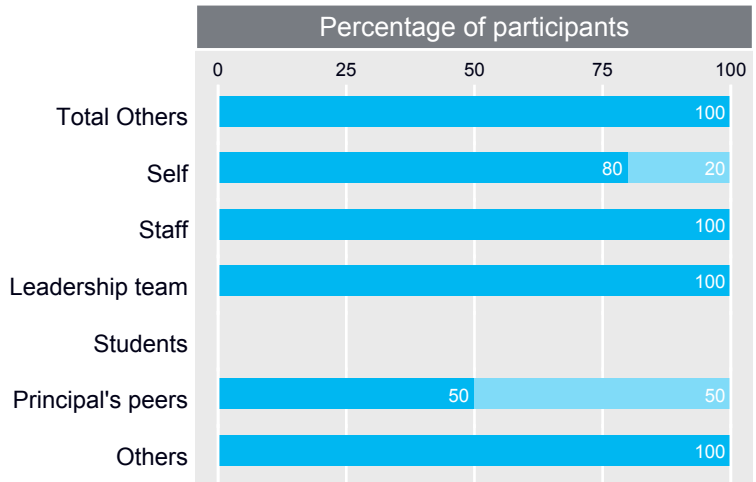
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

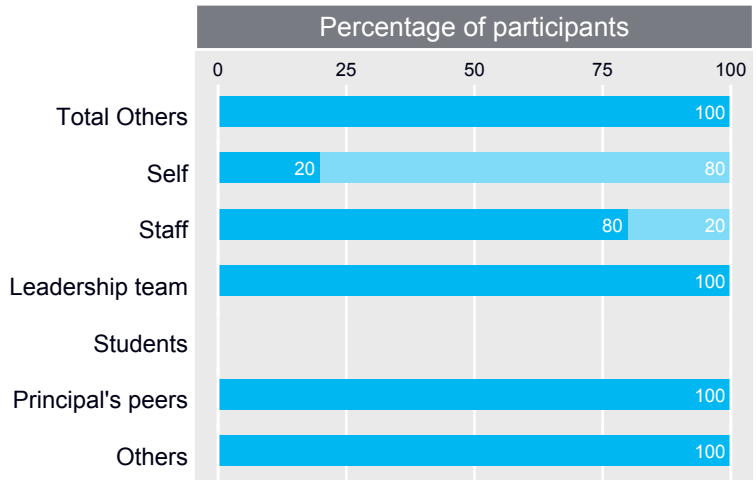
## 11. Manages resources

Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.



## 12. Manages high standards and accountability

Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met.



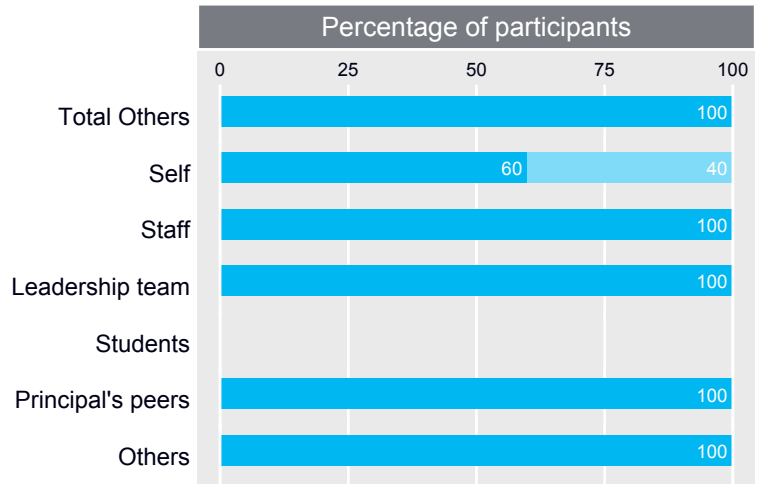
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

# Attribute results by rater group

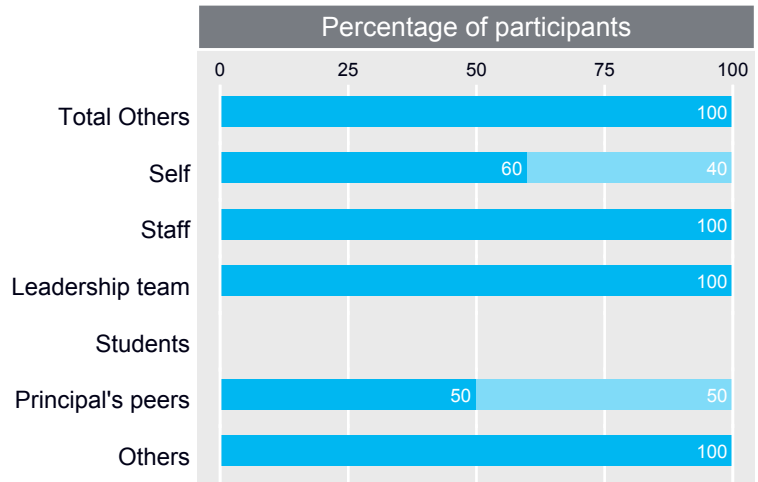
## ✓ 13. Creates a culture of inclusion

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.



## ✓ 14. Engages with the community

Principals understand the richness and diversity of the school's wider community, education systems and sectors.



- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

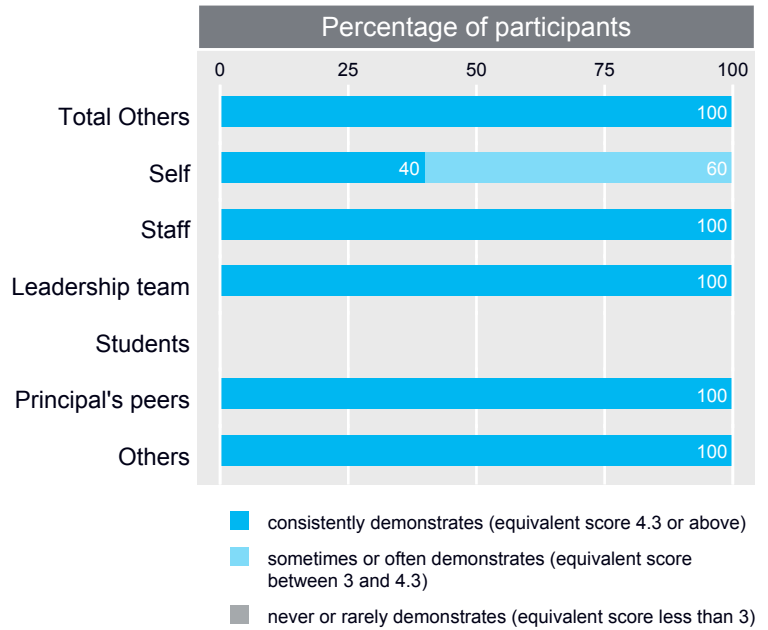
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# Attribute results by rater group

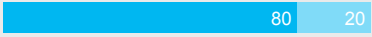




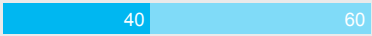


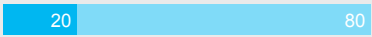
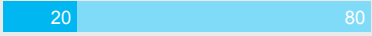
## ✓ 15. Collaborates with and influences the community




Principals communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.



## Highest scoring behaviours

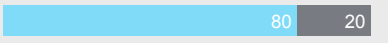
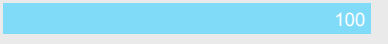
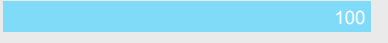

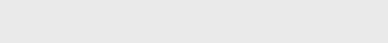



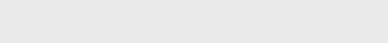
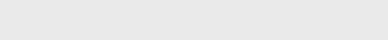
The chart below based on the Total Others' scores shows the discrete behaviours that this group demonstrates most consistently. It shows the 10 behaviours that raters scored highest for this group. These are ranked by highest average score.




Behaviour	Attribute	Average score	Percentage of participants		
			0	50	100
Demonstrates commitment to the learning and growth of young people and adults	1. Creates a student centred learning environment	5.0			
Develops strategies to ensure educational opportunity including countering discrimination and the impact of physical, social and economic disadvantage	13. Creates a culture of inclusion	5.0			
Recognises the multicultural nature of Australian people	13. Creates a culture of inclusion	5.0			
Recognises and supports the needs of students, families and carers from communities facing complex challenges	13. Creates a culture of inclusion	5.0			
Understands the practice and theory of contemporary leadership and applies that knowledge in school improvement	2. Leads pedagogical practice	4.9			
Fosters understanding and reconciliation with Indigenous cultures	13. Creates a culture of inclusion	4.9			
Knows about the rich diversity of cultural groups within the community	14. Engages with the community	4.9			
Applies knowledge and understanding of current developments in education policy, schooling and social and environmental trends and developments to improve educational opportunities within the school	2. Leads pedagogical practice	4.9			
Encourages creative, responsive approaches to teaching	3. Creates a learning culture	4.9			
Places student learning at the centre of strategic planning	1. Creates a student centred learning environment	4.9			

-  Favorable (item average = 5)
-  Less favourable (item average less than 5, but greater than or equal to 4)
-  Least favourable (item average less than 4)

## Lowest scoring behaviours

The chart below based on the Total Others' scores shows the discrete behaviors that this group demonstrates least consistently. It shows the 10 behaviours that raters scored lowest for this group. These are ranked by lowest average score. Use this to help you identify the group's development needs, and to compare the group's behaviour with the organisation's strategy or intentions.

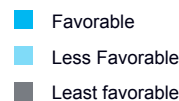
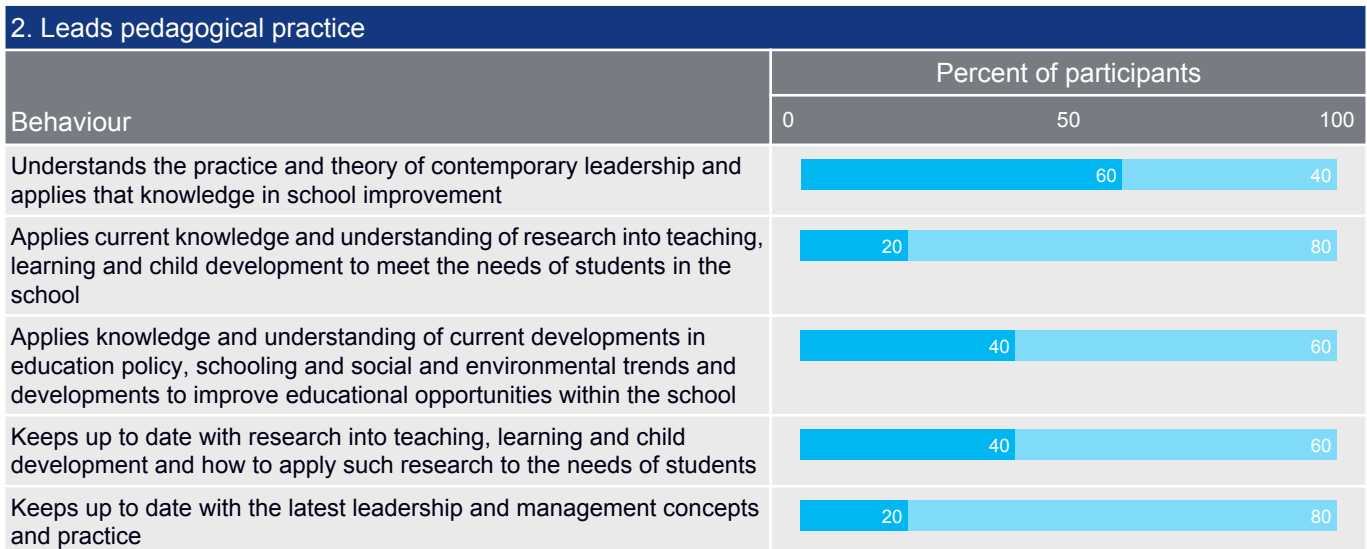
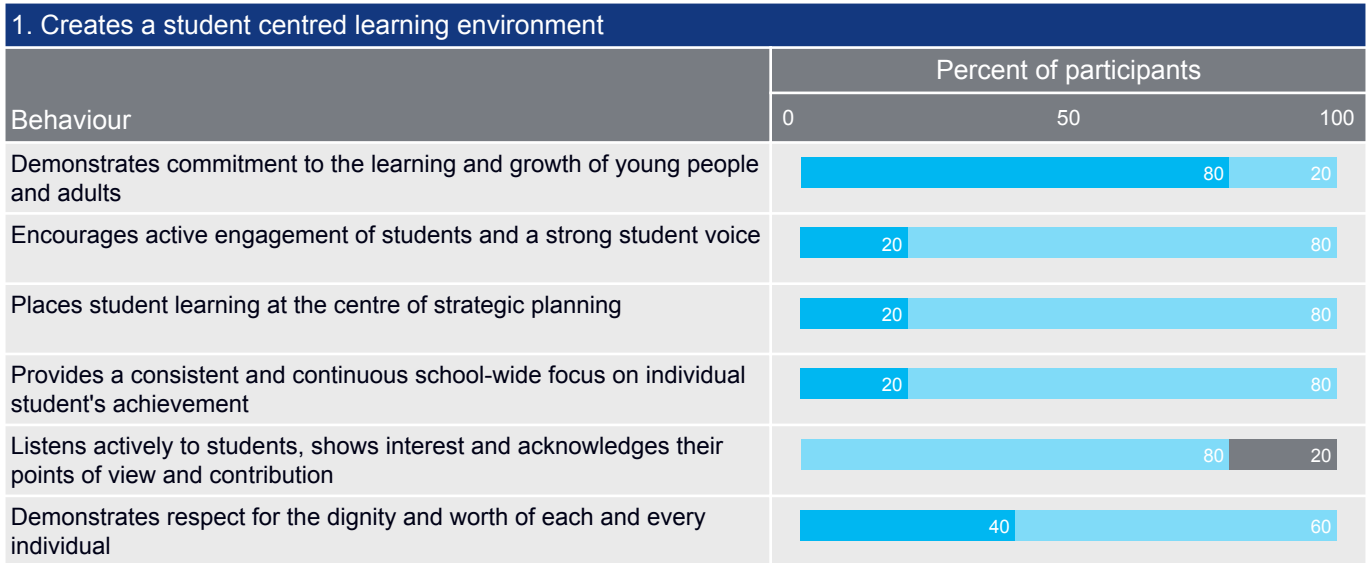
Behaviour	Attribute	Average score	Percentage of participants		
			0	50	100
Takes action to look after own physical, mental, emotional and spiritual wellbeing	6. Manages self	4.3			
Takes appropriate action when the performance of others is unsatisfactory	12. Manages high standards and accountability	4.3			
Observes and evaluates teacher practice and highlights areas for improvement	12. Manages high standards and accountability	4.4			
Observes, reviews and evaluates staff to help them improve practice	4. Builds capacity	4.4			
Obtains feedback from others to develop an accurate assessment of own strengths and development needs	5. Promotes professional learning	4.4			
Regularly monitors accountabilities and takes action to ensure these accountabilities are met	12. Manages high standards and accountability	4.4			
Reviews own practice regularly and implements change in their leadership and management approaches	5. Promotes professional learning	4.5			
Actively seeks feedback from families and carers and the wider community	15. Collaborates with and influences the community	4.5			
Looks for and focuses on the positives in situations and people but does not ignore the negatives	6. Manages self	4.5			
Is prepared to challenge actions, behaviours and practices that are not ethical	10. Aligns ethical practices with educational goals	4.5			

-  Favorable (item average = 5)
-  Less favourable (item average less than 5, but greater than or equal to 4)
-  Least favorable (item average less than 4)

# Behaviour results by attribute

The following charts based on the Total Others' scores show how often this group demonstrates discrete behaviours for each of the competencies. Use them to identify the detailed strengths and development needs across the group.

## Leading teaching and learning

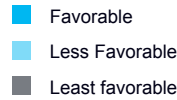


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# Behaviour results by attribute

## Leading teaching and learning

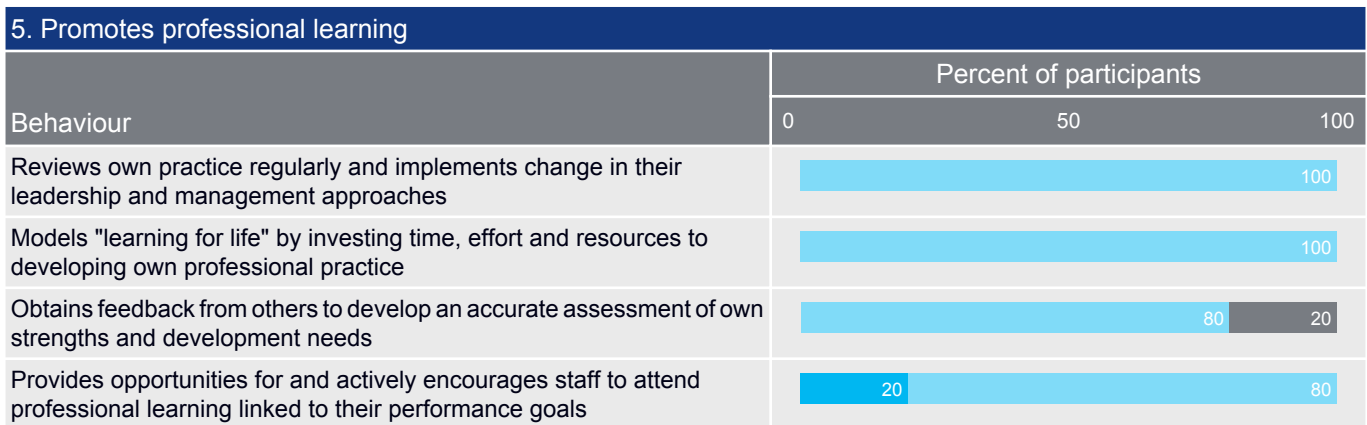
3. Creates a learning culture	
Behaviour	Percent of participants
	0 50 100
Creates a positive learning atmosphere for students and staff and within the school community	100
Sets high expectations for every learner, including students, staff and self	20 80
Celebrates and promotes good performance of students and staff	20 80
Ensures that there is a diverse and flexible curriculum to meet the needs of all students	40 60
Encourages creative, responsive approaches to teaching	20 80
Develops educational strategies to secure equity of educational outcomes	100
Brokers consensus and develops shared agreement about what quality teaching and learning looks like	100



*Continued*

# Behaviour results by attribute

## Developing self and others



- Favorable
- Less Favorable
- Least favorable

*Continued*

# Behaviour results by attribute

## Developing self and others

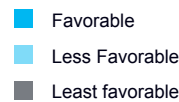
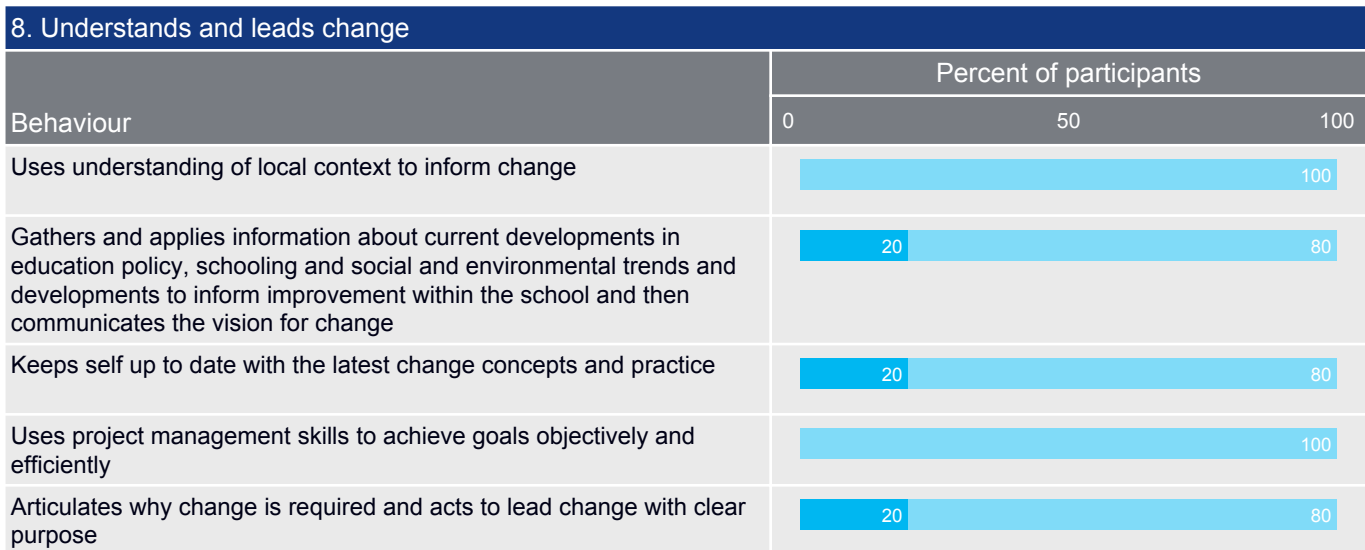
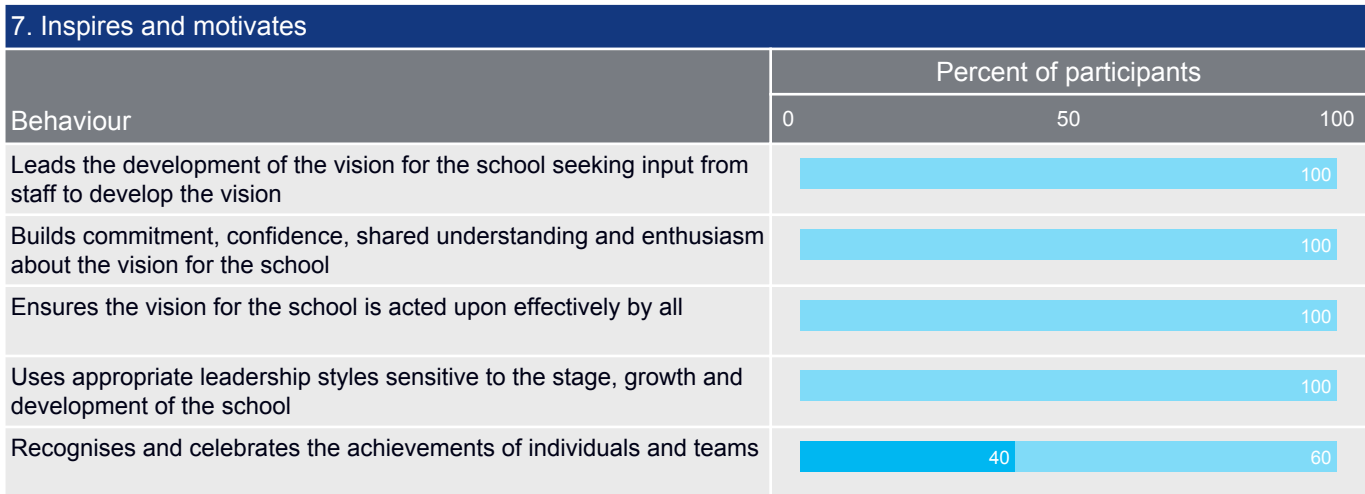
6. Manages self			
Behaviour	Percent of participants		
	0	50	100
Acts rationally in emotional situations; expresses emotions but does so calmly and constructively	100		
Takes action to look after own physical, mental, emotional and spiritual wellbeing	80		20
Prioritises and acts constructively in response to constant numerous pressing priorities and conflicting demands	100		
Takes appropriate action in times of uncertainty in the areas that are within their control	100		
Looks for and focuses on the positives in situations and people but does not ignore the negatives	100		

- Favorable
- Less Favorable
- Least favorable

*Continued*

# Behaviour results by attribute

## Leading improvement, innovation and change



Continued



# Behaviour results by attribute

## Leading improvement, innovation and change

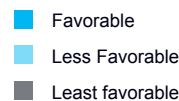
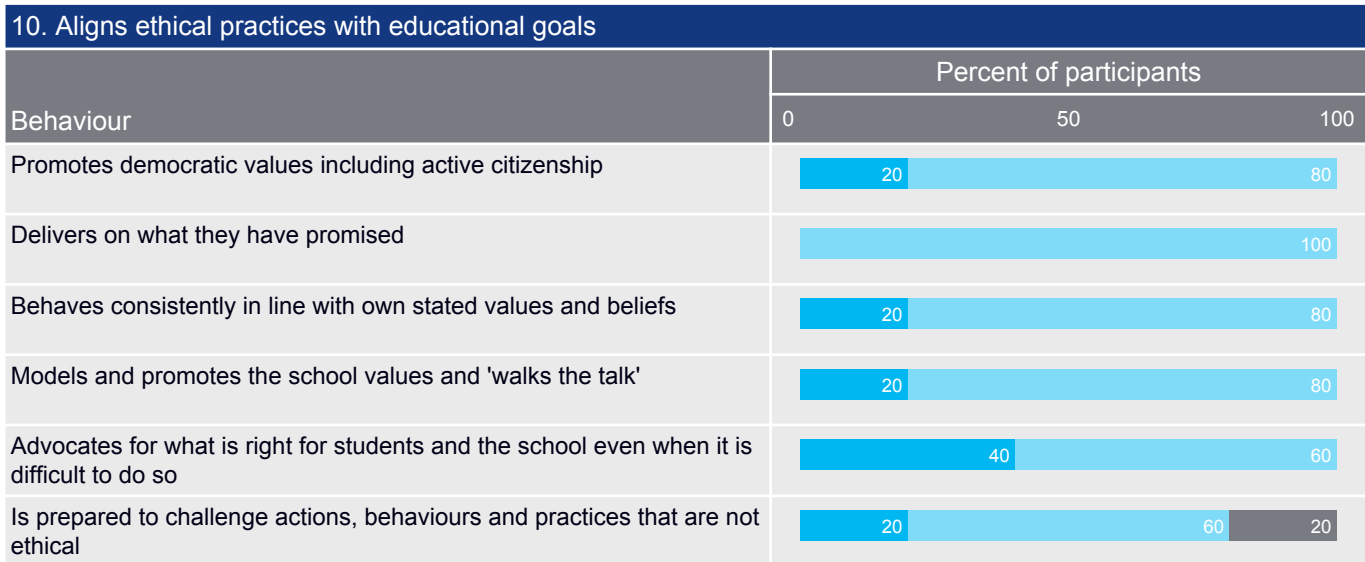
9. Initiates improvement through innovation and change	
Behaviour	Percent of participants
	0 50 100
Works and communicates with a variety of internal and external stakeholders to promote and sustain school improvement	
Leads and facilitates enquiry to inform innovative practice and school improvement	
Fosters creativity, innovation and the use of appropriate new technologies	
Uses problem solving, creative thinking and strategic planning to ensure continuous improvement	
Supports processes to implement change	

- Favorable
- Less Favorable
- Least favorable

*Continued*

# Behaviour results by attribute

## Leading the management of the school



Continued

# Behaviour results by attribute

## Leading the management of the school

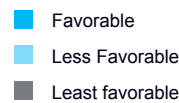
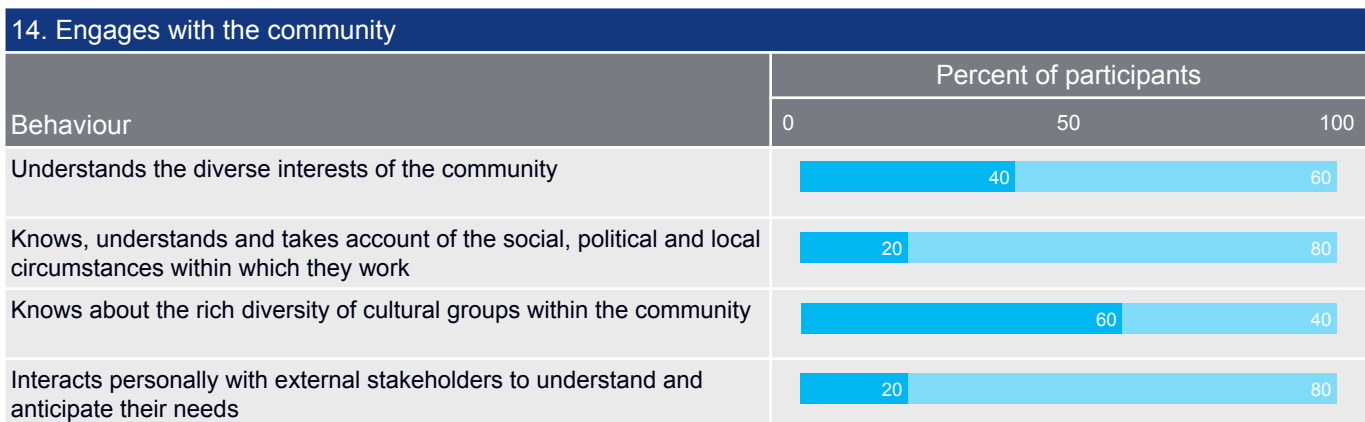
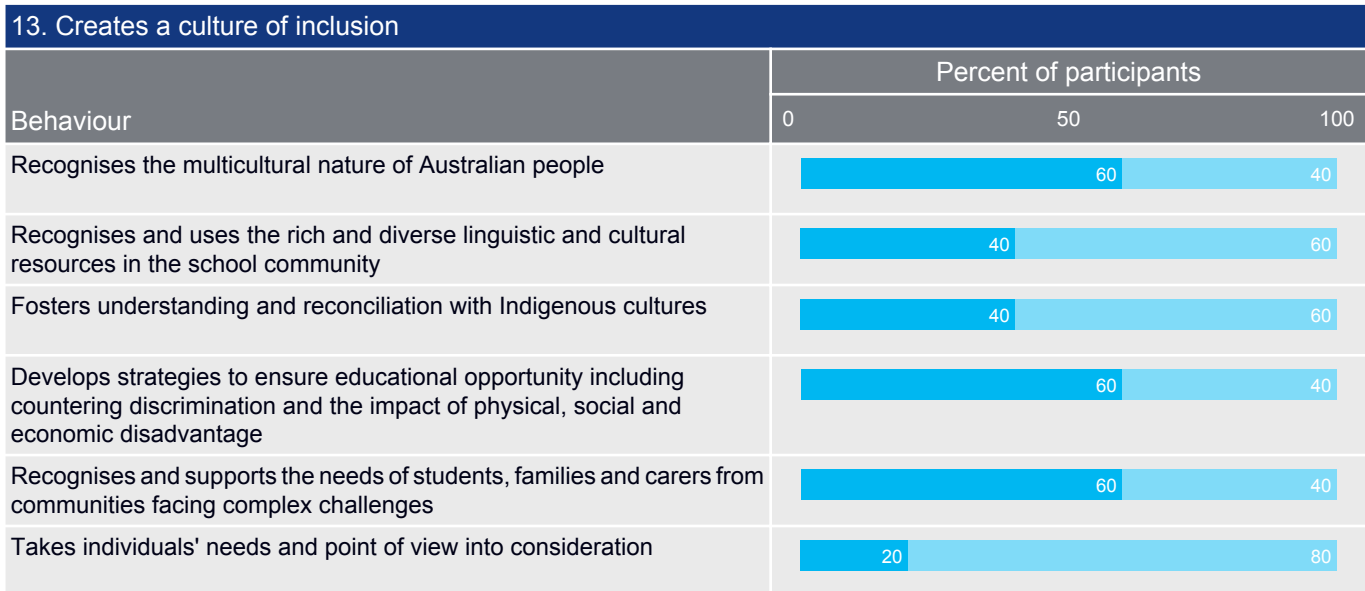
12. Manages high standards and accountability			
Behaviour	Percent of participants		
	0	50	100
Ensures that individual and team expectations and accountabilities are clearly defined, understood and agreed	100		
Regularly monitors accountabilities and takes action to ensure these accountabilities are met	100		
Works with staff to develop their performance goals based on the school's shared view of effective teaching and learning	100		
Implements an effective learning and assessment framework that uses data, benchmarking and observation to monitor progress of every student's learning	20	80	
Takes appropriate action when the performance of others is unsatisfactory	100		
Observes and evaluates teacher practice and highlights areas for improvement	100		

- Favorable
- Less Favorable
- Least favorable

*Continued*

# Behaviour results by attribute

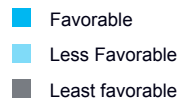
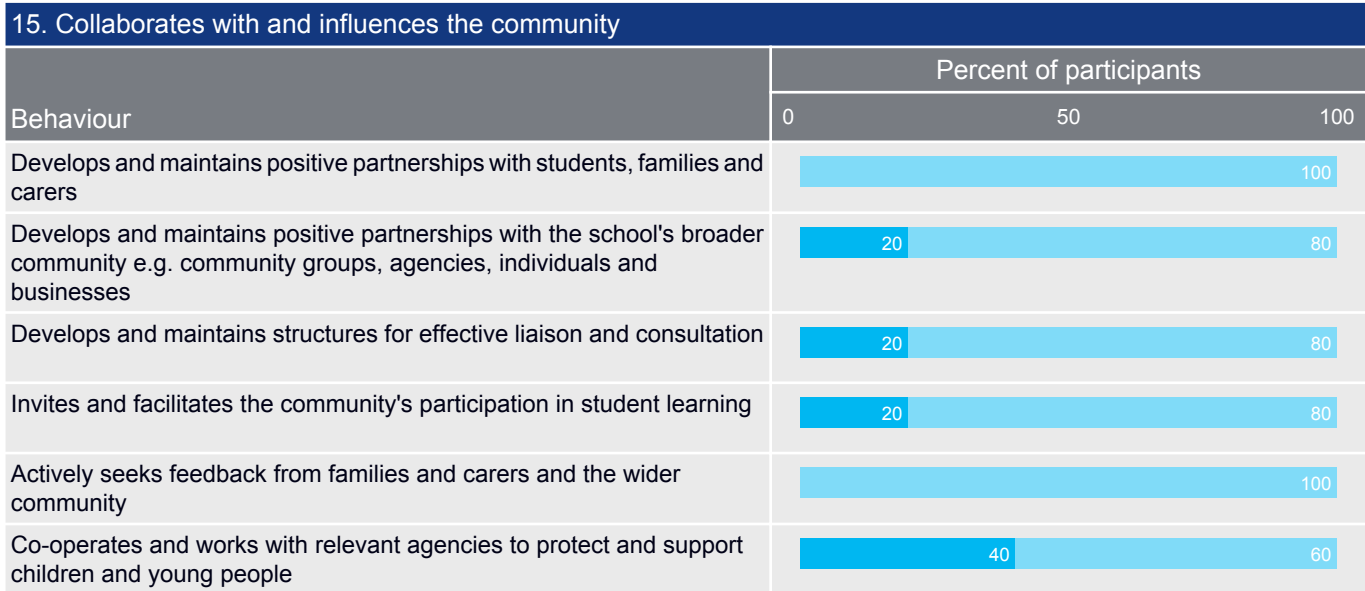
## Engaging and working with the community



Continued

# Behaviour results by attribute

## Engaging and working with the community



## Appendix P: Integral Leader Theoretical Propositions and Coding

Source: Day et al. (2009, pp. 244-254)

PhD Instruments	Theoretical Themes	Proposition	Hypotheses
Interview 1 (Q. A & B) Vignette	Expertise and Expert Performance	1. Expert leadership can be differentiated from novice (less expert leadership)	<p><i>H1.1 Expert leaders demonstrate higher levels of functioning across the leadership competencies than novice (or less expert) leaders</i></p> <p><i>H1.2 Expert leaders demonstrate greater complexity of thinking about leadership and leadership related challenges, as compared with less expert leaders (i.e., more sophisticated mental modes)</i></p> <p><i>H1.3 Expert leaders possess a larger repertoire of available leadership responses than less expert leaders</i></p> <p><i>H1.4 Expert leaders are seen by their peers and subordinates as more effective than less expert leaders</i></p> <p><i>H1.5 Expert leaders (as compared with novice or junior leaders) are better able to identify patterns, analyse novel situations and process leadership-relevant information</i></p>
Interview 1 (Q. C & D) Vignette		2. The development of leadership expertise occurs as a result of identity changes that take place throughout the lifespan, but particularly in adulthood.	<p><i>H2.1 The rate by which leadership expertise is developed is positively related to the extent that leader integrates a leader identity with his/her personal identity</i></p> <p><i>H2.2 The extent to which a leader identity is part of individual identity is positively related to a leader's level of expert leadership performance</i></p> <p><i>H2.3 A leader with a more highly developed leader identity is perceived as more consistent and confident by followers than a leader with a less highly developed leader identity</i></p> <p><i>H2.4 Thinking of oneself as a leader is related to seeking out leadership development experiences</i></p> <p><i>H2.5 Thinking of oneself as a leader is positively related to how long someone will persevere in completing a challenging leadership experience</i></p>
Interview 1 (Q. E) Vignette		3. Basic levels skills combine to form complex and multifaceted leadership competencies	<p><i>H3.1 Leadership competencies require a foundation of declarative and procedure skills</i></p> <p><i>H3.2 Over time and with relevant practice, declarative and procedural knowledge develop into adaptive and strategic leadership competencies</i></p> <p><i>H3.3 Over time and as leadership challenges become more complex, some unneeded skills diminish or are lost completely (i.e. letting go)</i></p> <p><i>H3.4 Some basic leadership skills are preserved as leaders develop into expert leaders</i></p> <p><i>H3.5 Once basic skills are mastered, leaders must integrate them with other basic skills to develop leadership competencies</i></p>
Interview 1 (Q.G) Vignettes		4. The development of expert leadership follows a longitudinal trajectory that parallels the development of expertise in other domains	<p><i>H4.1 The development of expert leadership performance occurs over a relatively lengthy time period — perhaps ten years or more</i></p> <p><i>H4.2 The trajectory of development for leadership expertise is nonlinear</i></p> <p><i>H4.3 The development of leadership expertise consists of incremental developmental change that is punctuated by rapid discontinuous change</i></p> <p><i>H4.4 As leadership expertise developed, leaders are able to more quickly make sense of (i.e., interpret and respond to) novel leadership situations</i></p>

			<i>H4.5 As leadership expertise (i.e., competence) develops, moral reasoning becomes more complex and sophisticated</i>
Interview 1 (Q.G) Vignettes		5. Intentional practice in leadership is needed to reach a level of expert leader performance	H5.1 The extent to which deliberate, intentional practice to which deliberate, intentional practice is engaged in its negatively related to the length of time needed to reach a level of expert leader performance H5.2 Expert leaders engage in regular practice of their leadership competencies H5.3 Developmental experiences that provide for structured practice of leadership competencies are more developmental than those that do not allow for structured practice H5.4 Expert leaders engage in more practice around leadership competencies (e.g., seek out more challenging development assignments) than less expert leaders of the same age or rank H5.5 Experiences that include all aspects of the experiential learning cycle (i.e., experiencing, reflecting, thinking, and acting) are more effective at developing leadership competencies than those experiences that lack all aspects of the learning cycle
Interview 1 (Q.G) Vignettes	Identity and Self-Regulation Processes	6. Leadership competence is formed through spirals of leader identity formation and change in the context of learning and development through learning that is gained from experience	H6.1 As leadership competencies develop, leader identity begins to emerge, which further supports learning and development around leadership H6.2 If success is experienced in a leadership challenge, leader identity becomes a more central part of overall identity H6.3 Leadership failures will lead to rejecting a leader identity H6.4 Success in leadership experiences is related to greater leadership self-efficacy H6.5 Leadership self-efficacy is positively related to the likelihood that a challenging developmental experience will be taken on
Interview 2 (Q.3) Vignette Interview 3 (Q.3)		7. Individual differences between leaders influence the rate and change in the context of learning and development through direction of the spirals of identity development and leader development  7a. Self-regulatory strength accelerates the ongoing learning and development of leaders	H7.1 Individual differences moderate identity-developmental spirals H7.2 Individual differences influence the ability of leaders to engage in self-regulation during the development process H7.3 Individual differences interact with environmental factors in influencing identity-development spirals  H7a.1 A leader's self-regulatory strength is positively related to their ability to engage in emotional, cognitive, and behavioural regulation H7a.2 A leader's self-regulatory strength is positively related to the ability to monitor progress toward developmental goals H7a.3 Leaders with greater self-regulatory strength set more ambitious developmental goals than leaders with lower self-regulatory strength H7a.4 The greater a leader's self-regulatory strength, the more likely he or she is to persist with leader development efforts despite obstacles and challenges

		<p>7b. Learning goal orientations facilitate development of leader expertise through the use of self-regulation strategies</p> <p>7c. A leader's generalised self-efficacy will positively relate to leader development and learning</p> <p>7d. Self-awareness will facilitate the development of leader learning and expertise</p> <p>7e. Forming implementation intentions regarding initiating leadership practice and persisting through distractions will facilitate leader development</p>	<p>H7a.5 Self-regulatory strength will be positively related to the completion of self-development activities on the part of leaders</p> <p>H7b.1 Leaders with high learning goal orientations develop leadership strategies and schemas more quickly than those with low learning goal orientations  H7b.2 Learning goal orientation is positively related to attention directed towards understanding the task  H7b.3 Performance goal orientation is positively related to amounts of attention toward impression management  H7b.4 Learning goal orientation is positively related to the amount of practice that leaders engage in with regards to their leadership skills and competencies  H7b.5 Learning goal orientation is positively related to the likelihood of engaging in self-development activities to enhance leadership competencies.</p> <p>H7c.1 Generalised self-efficacy will positively relate to motivation to learn  H7c.2 Leaders with greater self-efficacy will respond more positively in the face of challenging or new situations than leaders with less self-efficacy  H7c.3 Positive leadership experience will enhance generalised self-efficacy and result in a stronger leader identity  H7c.4 Generalised self-efficacy will be positively related to a leader's likelihood of self-development activities  H7c.5 Generalised self-efficacy will positively relate to a leader's motivation to lead</p> <p>H7d.1 Self-awareness is positively related to identification of new skills that leaders need to learn  H7d.2 Leaders with greater self-awareness respond more positive to feedback than those with less self-awareness  H7d.3 A leader's level of self-awareness predicts the ability to identify relevant developmental challenges  H7d.4 Leaders with high levels of self-awareness will demonstrate low levels of hubris  H7d.5 Leaders who are self-aware will be less likely to take on developmental assignments that are 'over their heads' in terms of the core challenges they pose</p> <p>H7e.1 The use of implementation intentions is positively related to intentionality in leader development  H7e.2 The repeated use of implementation intentions is likely to build leadership schemas and other types of related mental models  H7e.3 The use of implementation intentions is negatively related to time to initiate progress towards new developmental goals  H7e.4 Leaders who use implementation intentions are more likely to persist despite distractions and other obstacles than those who do no</p>
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			H7e.5 The use of implementation intentions increases persistence toward developmental goals by reducing demands on self-regulatory strength
Interview 2 (Q.4 Vignette)	Adult Development	8. Leader development is ongoing through the adult lifespan and is shaped by experience as well as through adult development and age-related maturation processes	H8.1 Leader development occurs across the lifespan in any and every stage of adulthood H8.2 There will be a curvilinear relationship (inverted-U) between age and having interest or participating in leader development experiences H8.3 The rate of development of leadership competencies will asymptote around age 30 (associated with the onset of general cognitive and physical declines) and begin to decline thereafter H8.4 Developmental experiences can mitigate the effects of cognitive and physical decline in adulthood on leader development H8.5 Cognitive inactivity will slow the development of leader expertise in later adulthood
Vignettes		9. Maintaining an active and healthy lifestyle and building self-regulatory resources may facilitate health and well-being into late adulthood and contribute to lifelong development	H9.1 Physical decline in adulthood will slow the trajectory of leader development H9.2 Effective self-regulation processes enhance the experience of leader well-being H9.3 Experienced well-being is positively related to self-development intentions and activities H9.4 Physical fitness will be positively related to self-development intentions and activities H9.5 Well-developed self-regulator strategies slow physical and cognitive decline in adulthood
Interview 1 (Q.G) Interview 2 (Q4 & Q7) Vignettes Interview 3 (Q8) Interview 4		10. Individuals engage in selection, optimisation, and compensation (SOC) processes in maximising developmental gains and minimising losses associated with developing as a leader	H10.1 SOC processes can accelerate the trajectory of leader development H10.2 Engagement in SOC processes is negatively related to the time to reach expertise, and positively related to maintaining expertise through the lifespan H10.3 Leaders can be trained in SOC processes H10.4 Self-regulatory strength is positively related to the benefits of SOC processes H10.5 Advanced levels of SOC processes accurately guide letting go, preserving, and adding on of appropriate leader skills and competencies
Interview 3 (Q3 & Q7) Vignettes		11. The development of complex, multifaceted leadership competencies is supported by a web of adult development that is dynamic and nonlinear in nature	H11.1 Developmental reserve capacity is positively associated with leader developmental readiness H11.2 Developmental readiness will be associated with steeper developmental trajectories H11.3 Leaders demonstrating variable skills levels will be less developmentally ready than those demonstrating consistently strong skills levels H11.4 The gap between typical and optimal leader performance will be negatively related to developmental trajectories H11.5 Environmental conditions that support optimal leader performance levels will be associated with discontinuous jumps in leader development
Interview 1 (Q.F) Vignettes Interview 2 (Q1 & Q2)		12. Moral reasoning and reflective judgment (i.e., epistemic	H12.1 Complexity of moral reasoning is positively related to the strength of a leader identity

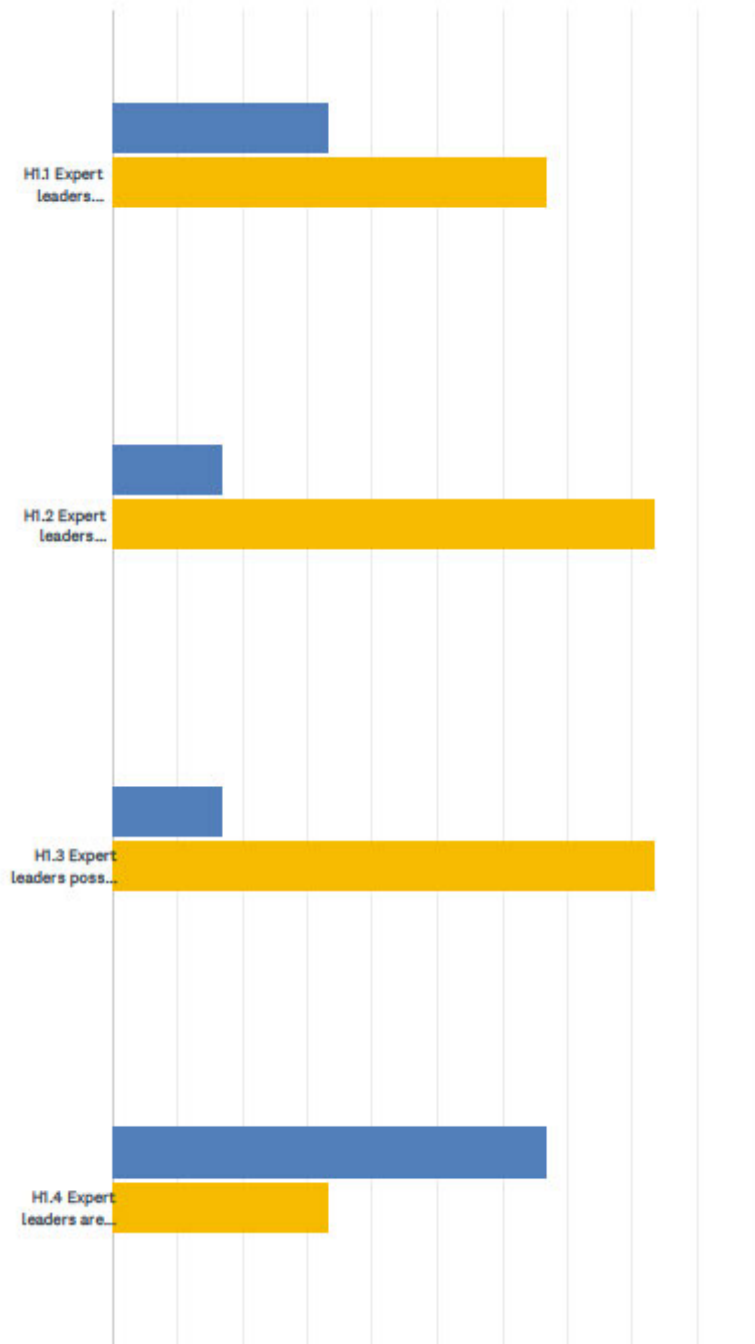
<p>Interview 3 (Q3, Q4, Q7)</p>		<p>cognition) develop concomitant with positive identity development spirals</p>	<p>H12.1 Complexity of moral reasoning is positively related to the quantity and quality of leadership experiences  H12.3 Reflective judgement is positively related to the strength of a leader identity  H12.4 Reflective judgement is positively related to the quantity and quality of leadership experiences  H12.5 There is a positive relationship between moral reasoning, reflective judgement, and leader expertise (i.e., holding leadership competencies)</p>
<p>Interview 1 (Q.F) Vignettes Interview 2 (Q1 &amp; Q2) Interview 3 (Q3, Q4, Q7, Q8)</p>		<p>13. Wisdom involves the alignment of morality and moral reasoning (Virtue), identity and self-regulation (Self) and reflective judgement (Knowledge and Thinking)</p>	<p>H13.1 Expert leaders demonstrate higher levels of wisdom than less expert leaders  H13.2 Leaders who are perceived as having wisdom have higher levels of moral reasoning than leaders who are considered to possess less wisdom  H13.3 Leaders who are considered to possess high levels of wisdom are also perceived as more virtuous than leaders with lower levels of wisdom  H13.4 Wisdom is a time-varying covariant that develops concomitant with expertise, moral reasoning, and leader identity  H13.5 Wisdom can develop in leaders regardless of age</p>

## Appendix Q: Integral Leader Survey Results

Integral Leadership survey

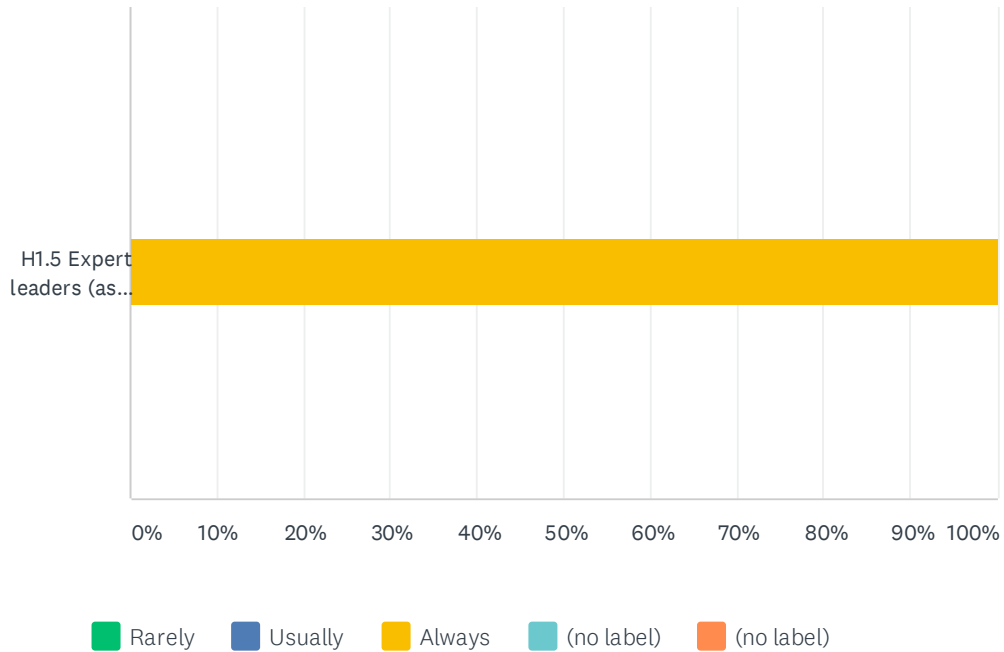
### Q1 Expert leadership can be differentiated from novice (less expert leadership)

Answered: 6 Skipped: 0



1 / 38

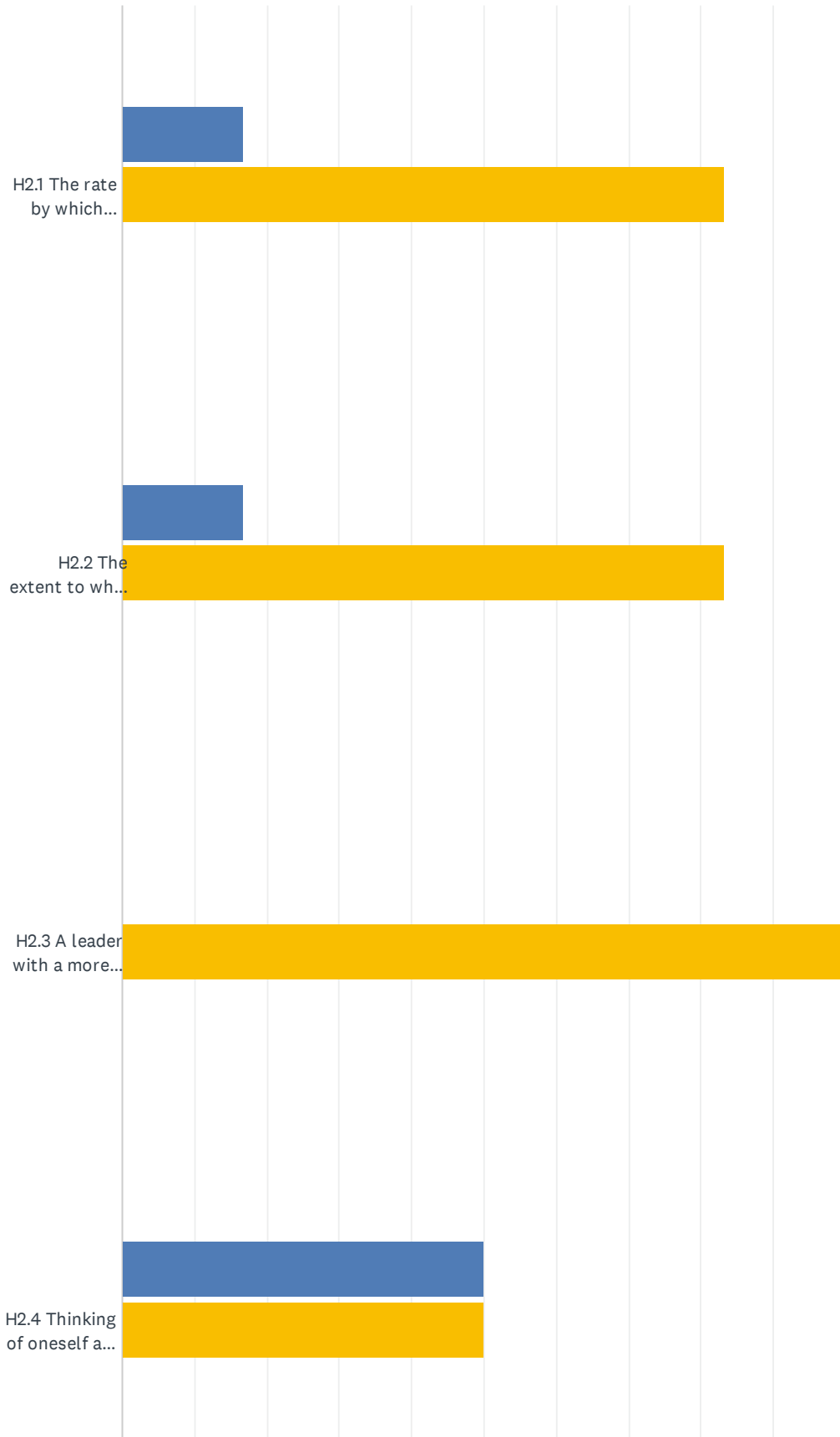
## Integral Leadership survey



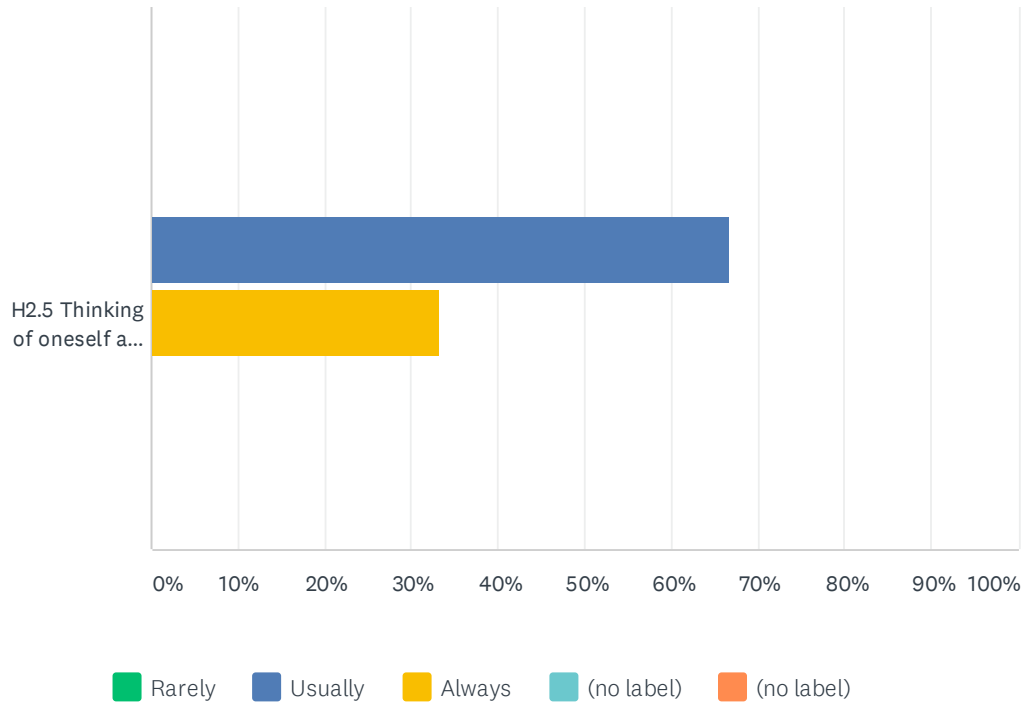
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H1.1 Expert leaders demonstrate higher levels of functioning across the leadership competencies than novice (or less expert) leaders	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H1.2 Expert leaders demonstrate greater complexity of thinking about leadership and leadership related challenges, as compared with less expert leaders (ie, more sophisticated mental modes)	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H1.3 Expert leaders possess a larger repertoire of available leadership responses than less expert leaders	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H1.4 Expert leaders are seen by their peers and subordinates as more effective than less expert leaders	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H1.5 Expert leaders (as compared with novice or junior leaders) are better able to identify patterns, analyse novel situations and process leadership-relevant information	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00

## Q2 The development of leadership expertise occurs as a result of identity changes that take place throughout the lifespan, but particularly in adulthood.

Answered: 6 Skipped: 0



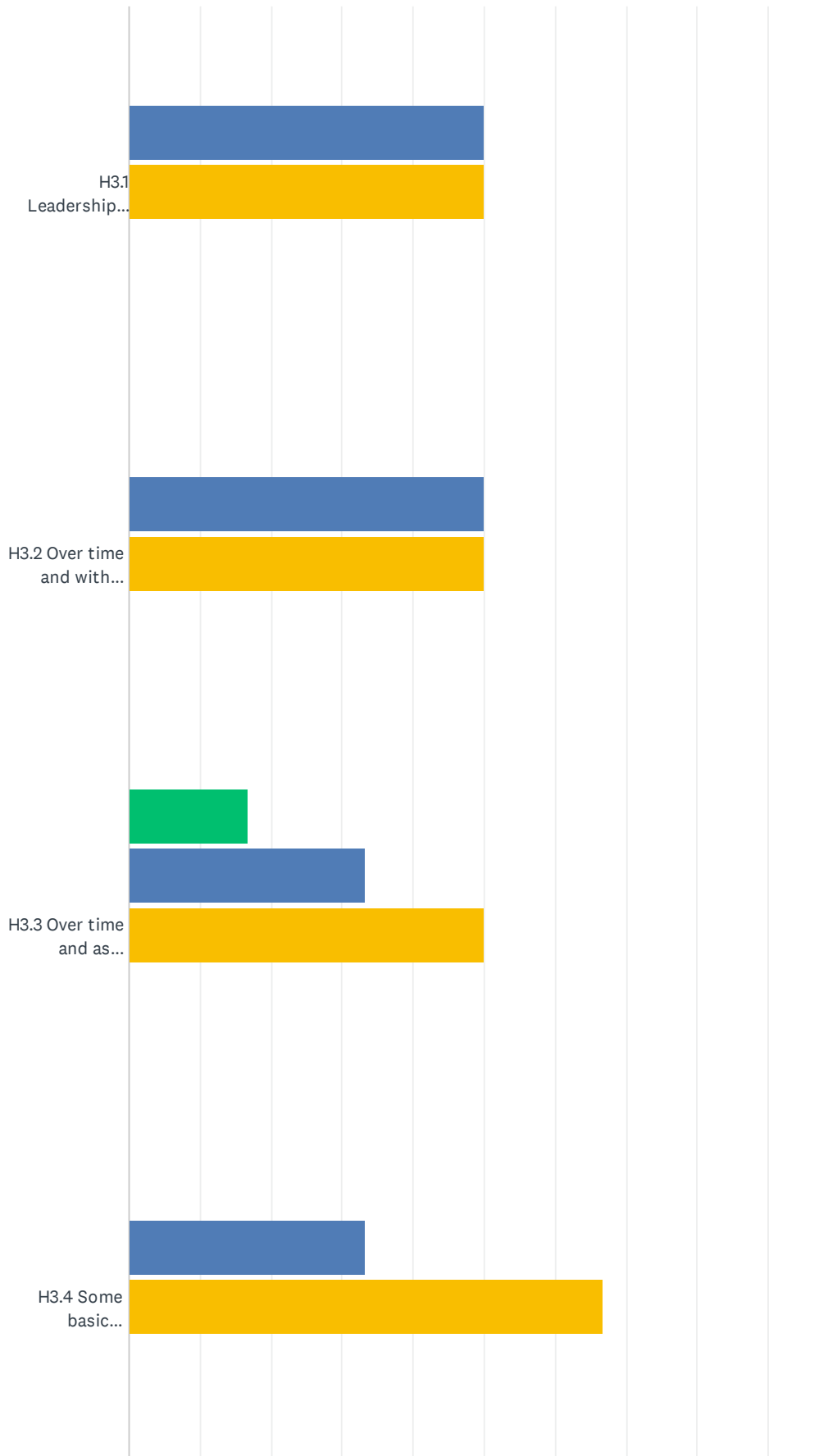
## Integral Leadership survey



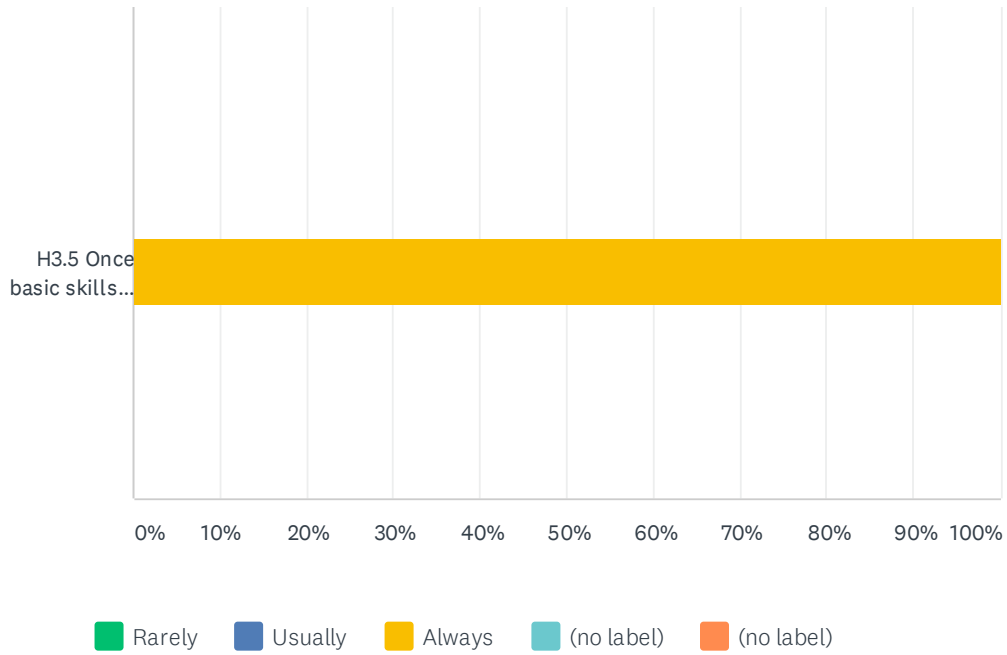
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H2.1 The rate by which leadership expertise is developed is positively related to the extent that leader integrates a leader identity with his/her personal identity	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H2.2 The extent to which a leader identity is part of individual identity is positively related to a leader's level of expert leadership performance	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H2.3 A leader with a more high developed leader identity is perceived as more consistent and confident by followers than a leader with a less highly developed leader identity	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00
H2.4 Thinking of oneself as a leader is related to seeking out leadership development experiences	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H2.5 Thinking of oneself as a leader is positively related to how long someone will persevere in completing a challenging leadership experience	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33

### Q3 Basic levels skills combine to form complex and multifaceted leadership competencies

Answered: 6 Skipped: 0



## Integral Leadership survey

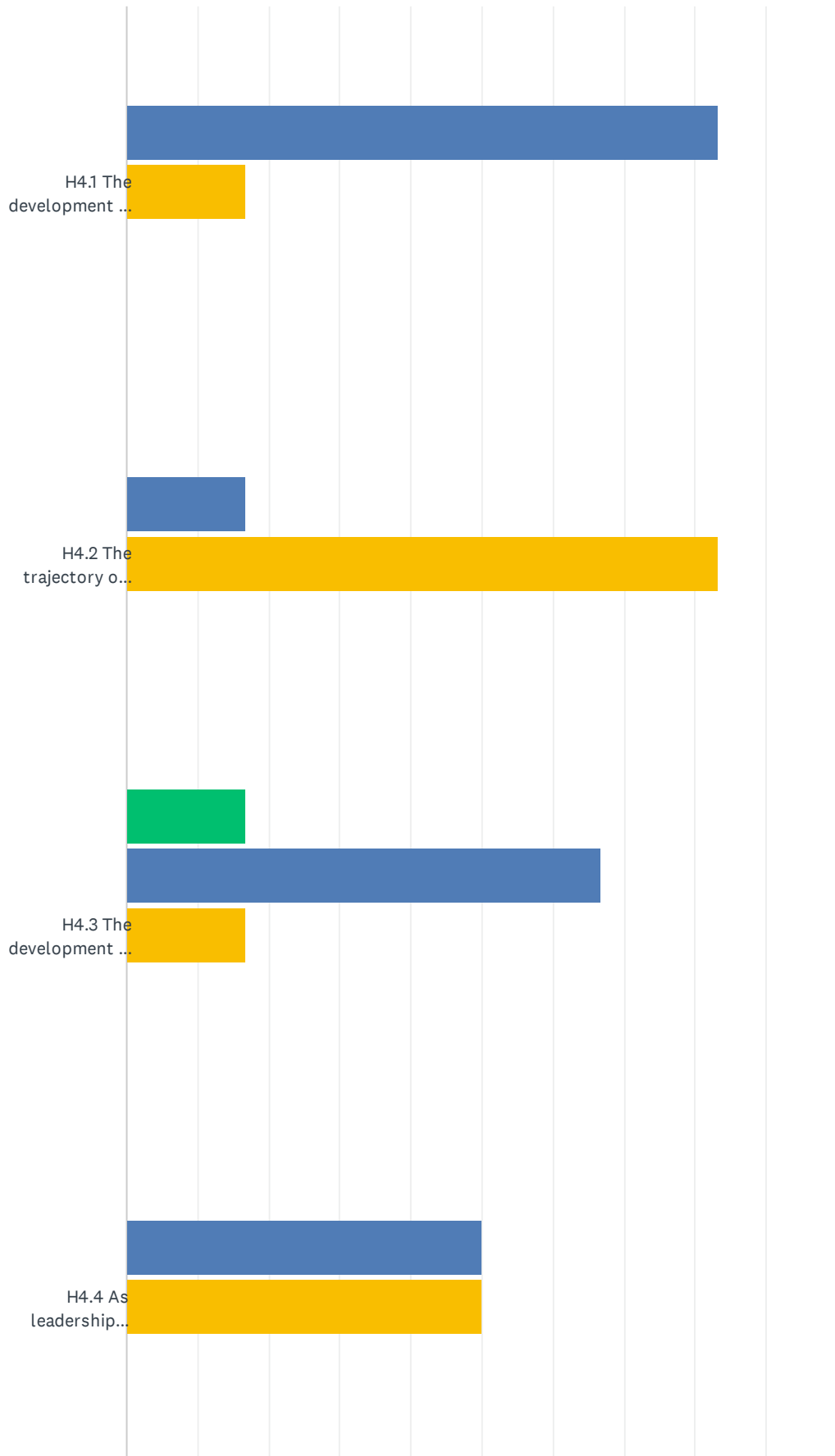


	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H3.1 Leadership competencies require a foundation of declarative and procedure skills	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H3.2 Over time and with relevant practice, declarative and procedural knowledge develop into adaptive and strategic leadership competencies	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H3.3 Over time and as leadership challenges become more complex, some unneeded skills diminish or are lost completely (ie letting go)	16.67% 1	33.33% 2	50.00% 3	0.00% 0	0.00% 0	6	2.33
H3.4 Some basic leadership skills are preserved as leaders develop into expert leaders	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H3.5 Once basic skills are mastered, leaders must integrate them with other basic skills to develop leadership competencies	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00

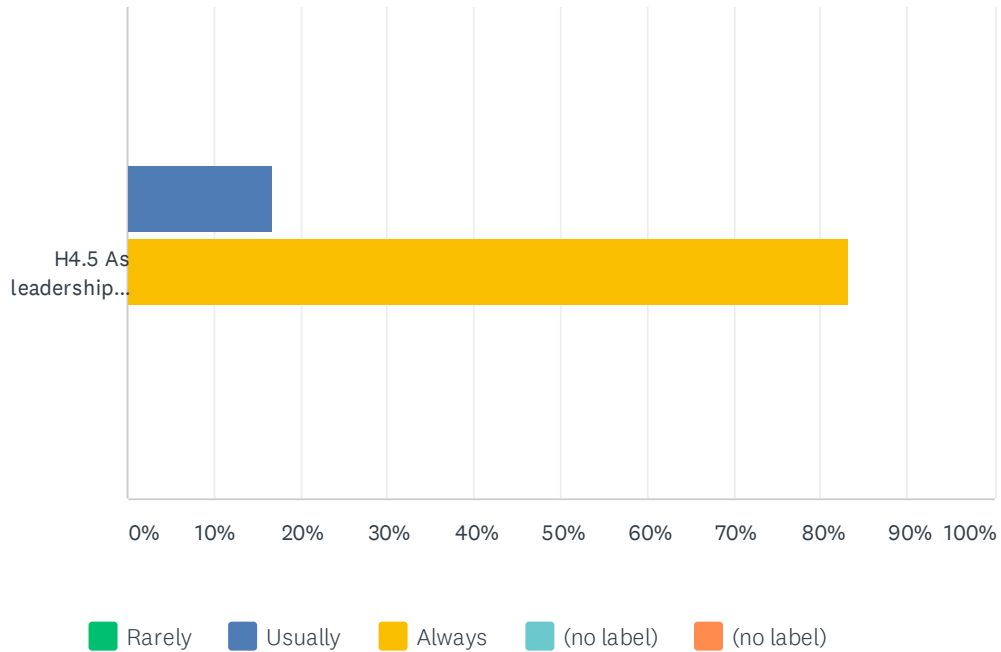


# Q4 The development of expert leadership follows a longitudinal trajectory that parallels the development of expertise in other domains

Answered: 6 Skipped: 0



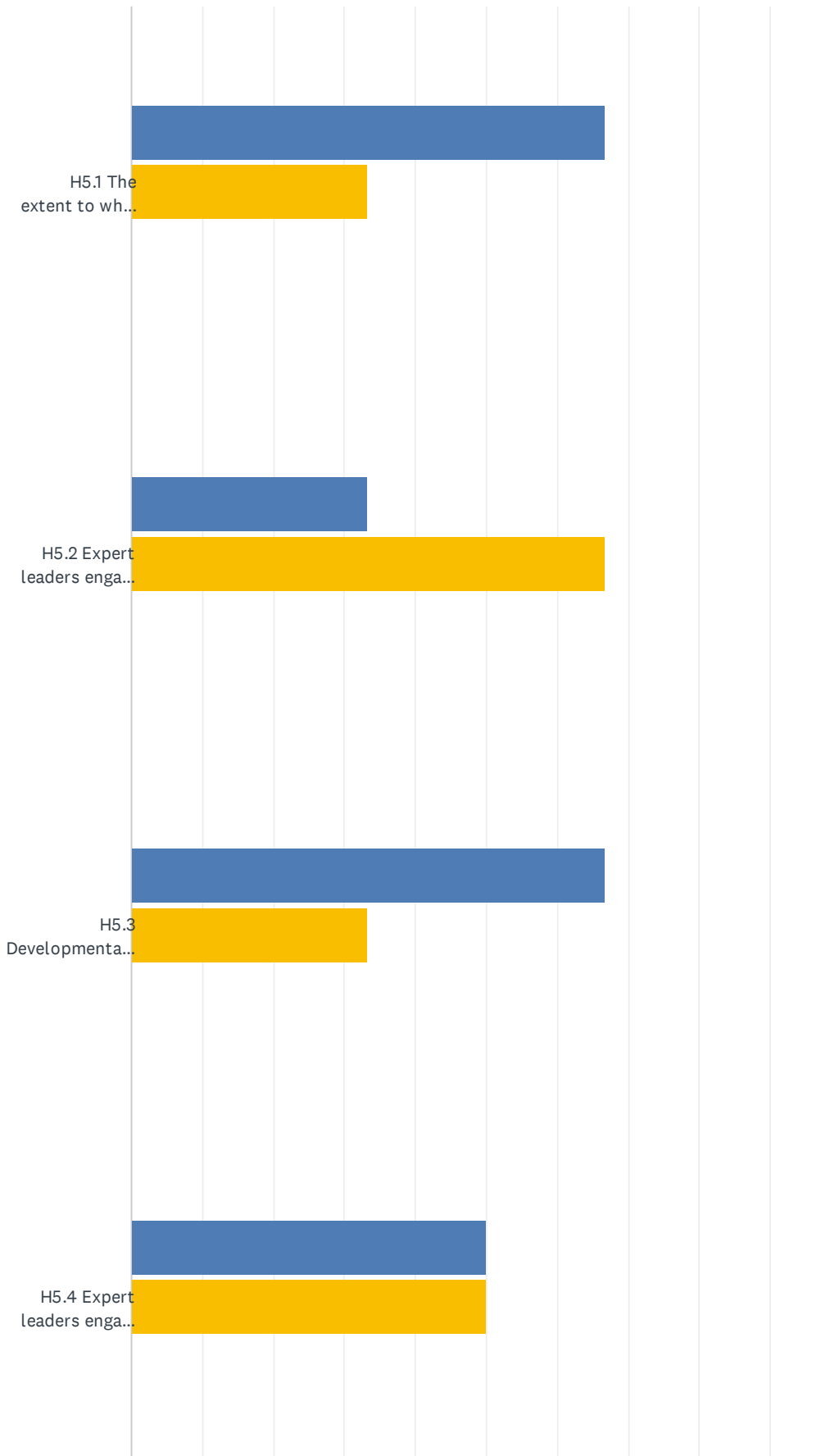
## Integral Leadership survey



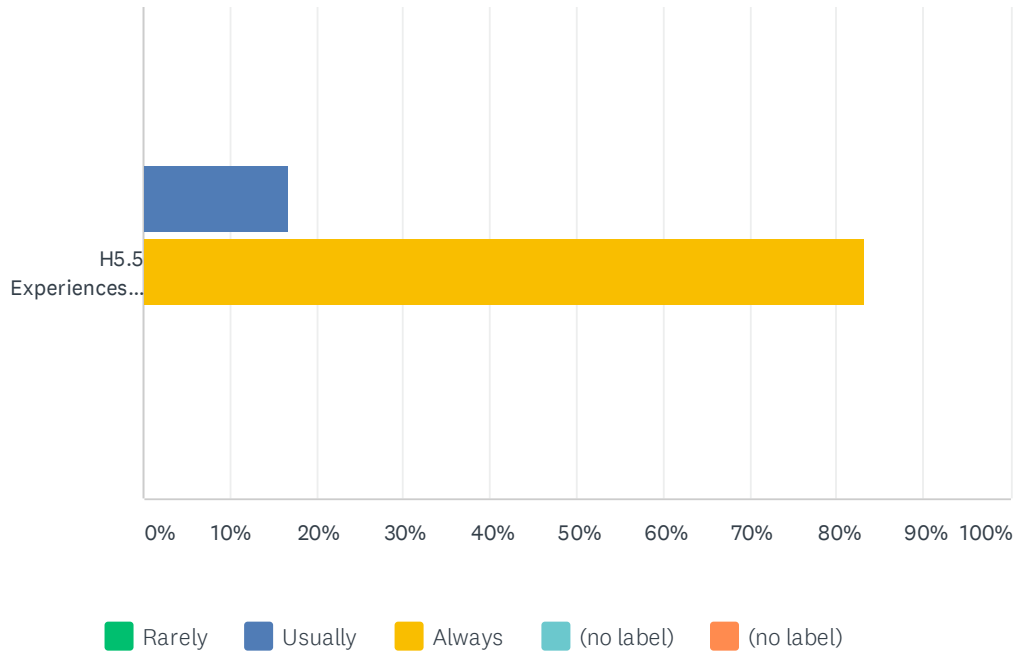
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H4.1 The development of expert leadership performance occurs over a relatively lengthy time period – perhaps ten years or more	0.00% 0	83.33% 5	16.67% 1	0.00% 0	0.00% 0	6	2.17
H4.2 The trajectory of development for leadership expertise is nonlinear	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H4.3 The development of leadership expertise consists of incremental developmental change that is punctuated by rapid discontinuous change	16.67% 1	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6	2.00
H4.4 As leadership expertise developed, leaders are able to more quickly make sense of (ie, interpret and respond to) novel leadership situations	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H4.5 As leadership expertise (ie, competence) develops, moral reasoning becomes more complex and sophisticated	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83

# Q5 Intentional practice in leadership is needed to reach a level of expert leader performance

Answered: 6 Skipped: 0



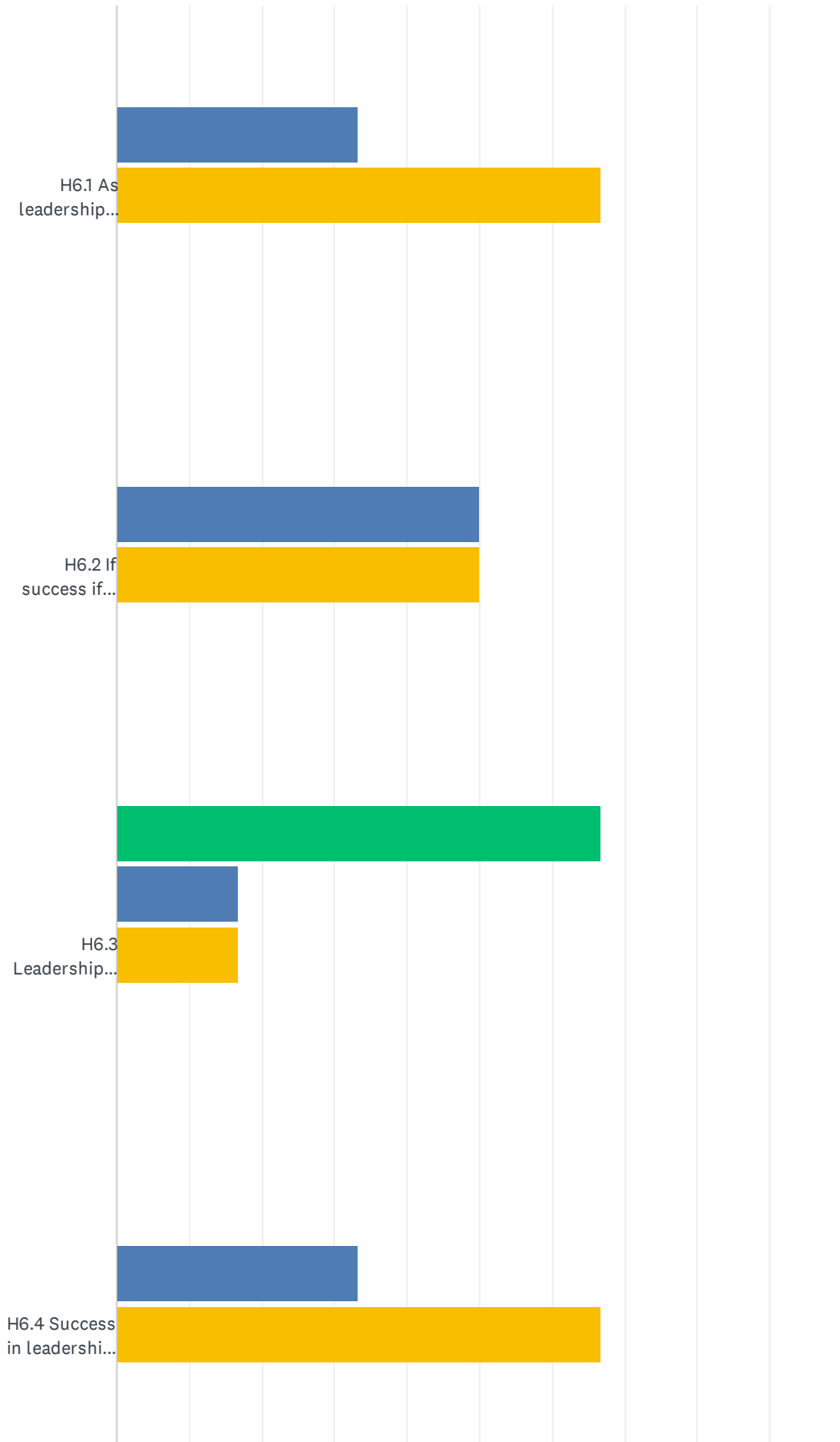
## Integral Leadership survey



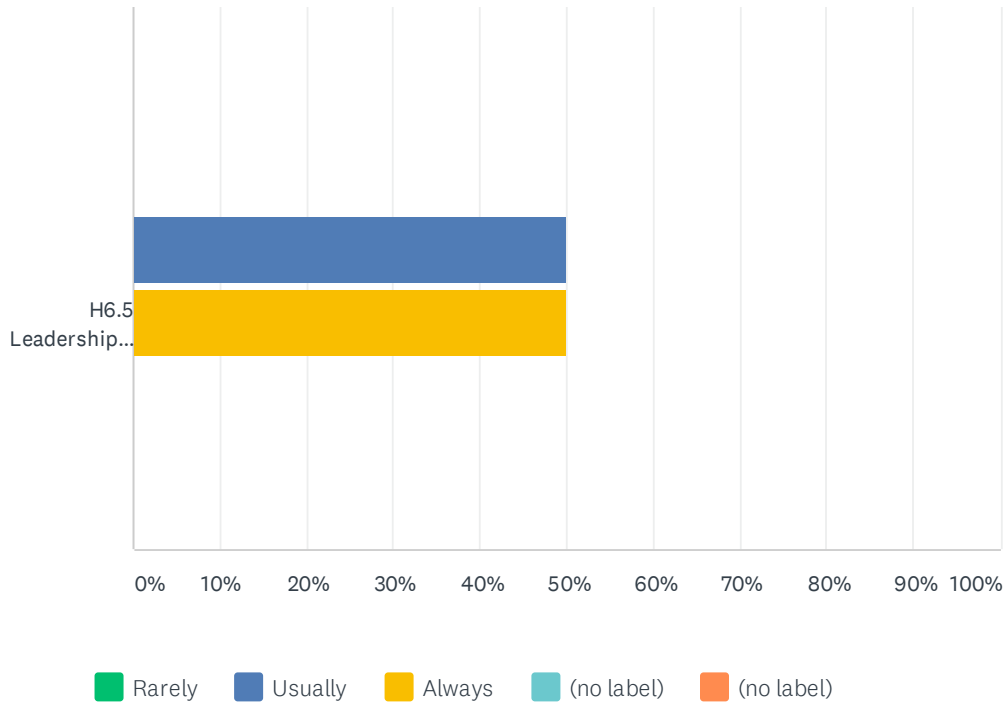
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H5.1 The extent to which deliberate, intentional practice is engaged in is negatively related to the length of time needed to reach a level of expert leader performance	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H5.2 Expert leaders engage in regular practice of their leadership competencies	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H5.3 Developmental experiences that provide for structured practice of leadership competencies are more developmental than those that do not allow for structured practice	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H5.4 Expert leaders engage in more practice around leadership competencies (eg, seek out more challenging development assignments) than less expert leaders of the same age or rank	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H5.5 Experiences that include all aspects of the experiential learning cycle (ie, experiencing, reflecting, thinking, and acting) are more effective at developing leadership competencies than those experiences that lack all aspects of the learning cycle	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83

# Q6 Leadership competence is formed through spirals of leader identity formation and change in the context of learning and development through learning that is gained from experience

Answered: 6 Skipped: 0



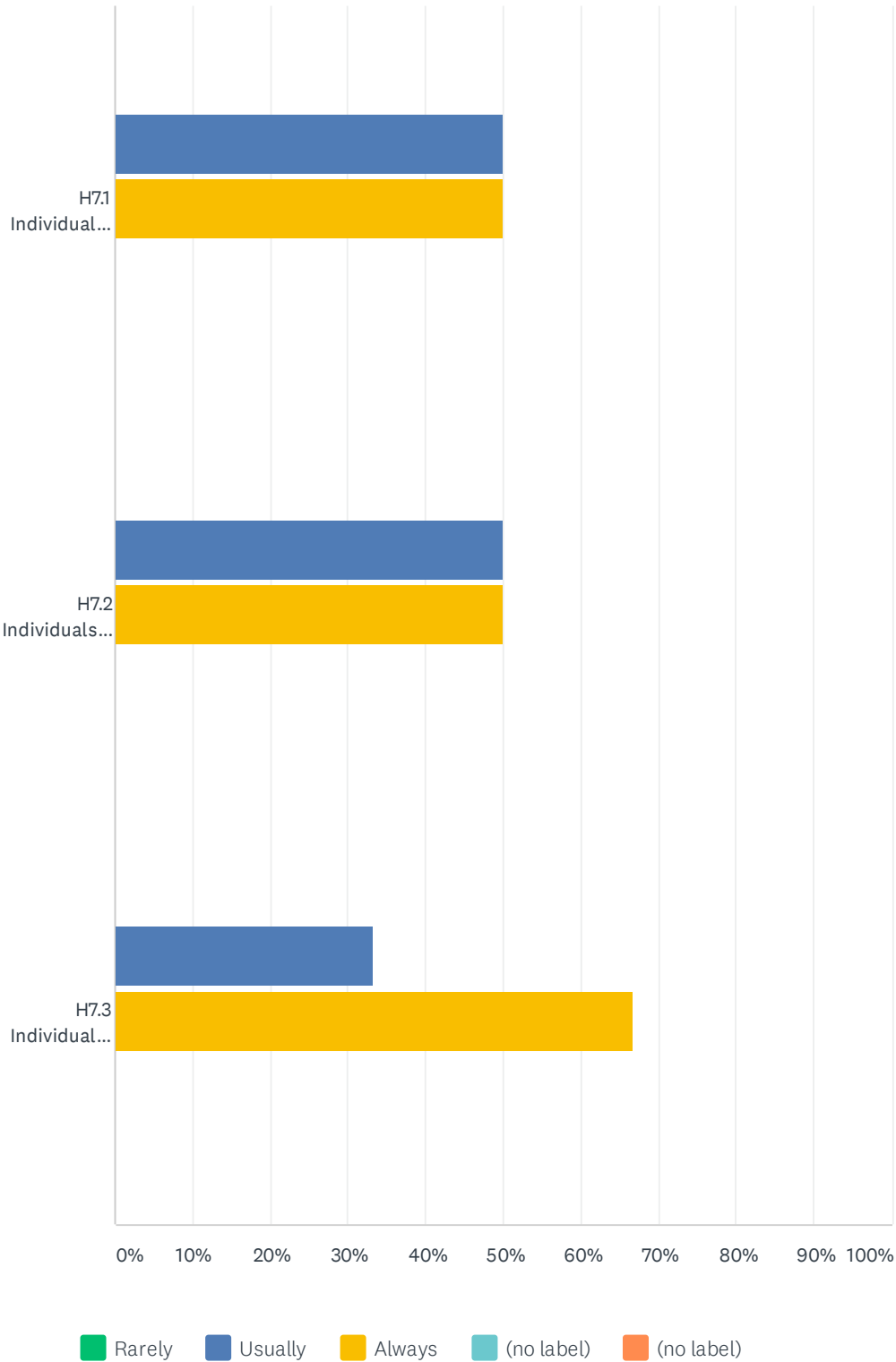
## Integral Leadership survey



	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H6.1 As leadership competencies develop, leader identity begins to emerge, which further supports learning an development around leadership	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H6.2 If success if experienced in a leadership challenge, leaders identity becomes a more central part of overall identity	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H6.3 Leadership failures will lead to rejecting a leader identity	66.67% 4	16.67% 1	16.67% 1	0.00% 0	0.00% 0	6	1.50
H6.4 Success in leadership experiences is related to greater leadership self-efficacy	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H6.5 Leadership self-efficacy is positively related to the likelihood that a challenging developmental experience will be taken on	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50

### Q7 Individual differences between leaders influence the rate and change in the context of learning an development through direction of the spirals of identity development and leader development

Answered: 6 Skipped: 0



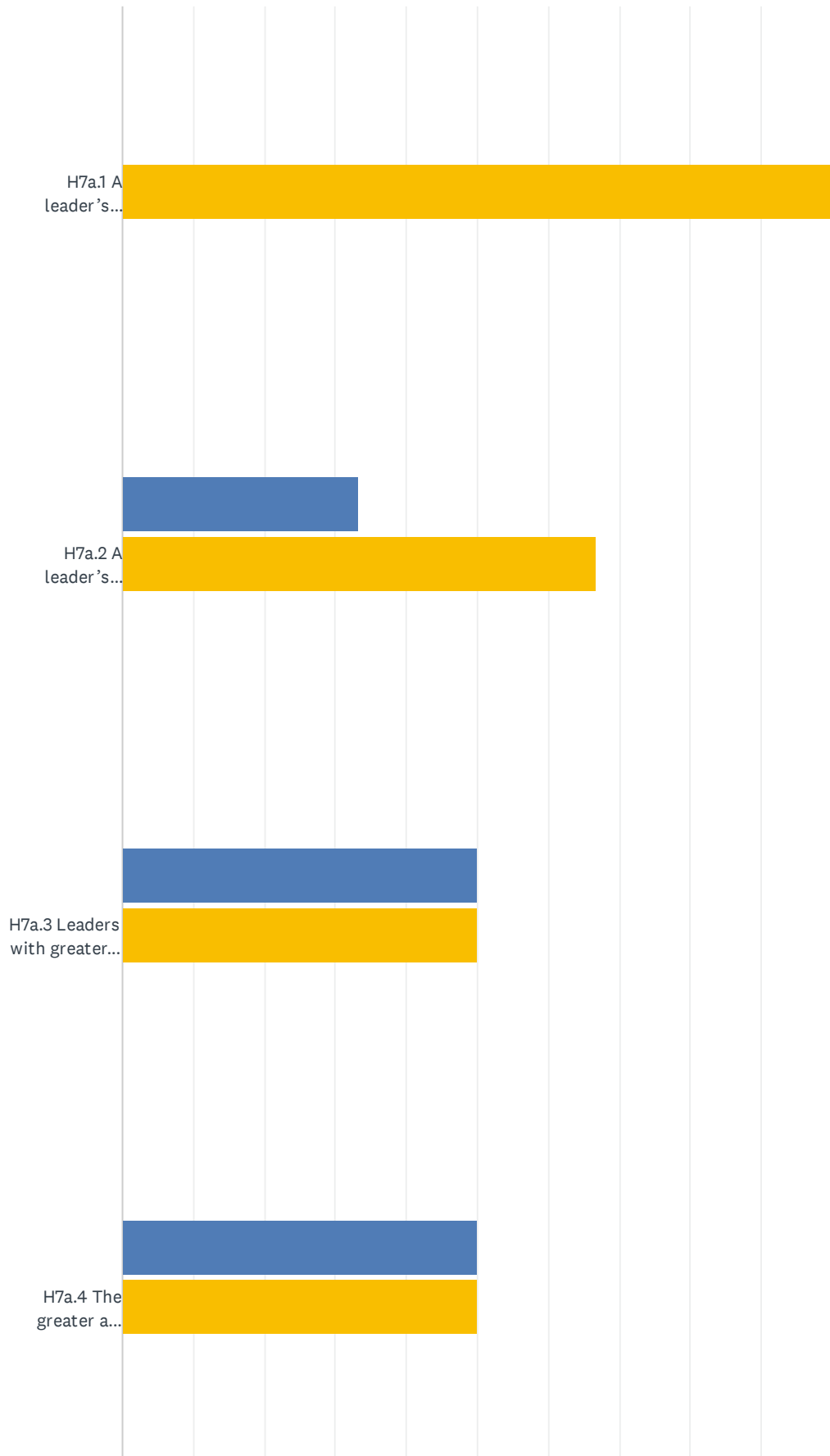
## Integral Leadership survey

	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7.1 Individual differences moderate identity-developmental spirals	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7.2 Individuals differences influence the ability of leaders to engage in self-regulation during the development process	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7.3 Individual differences interact with environmental factors in influencing identity-development spirals	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67

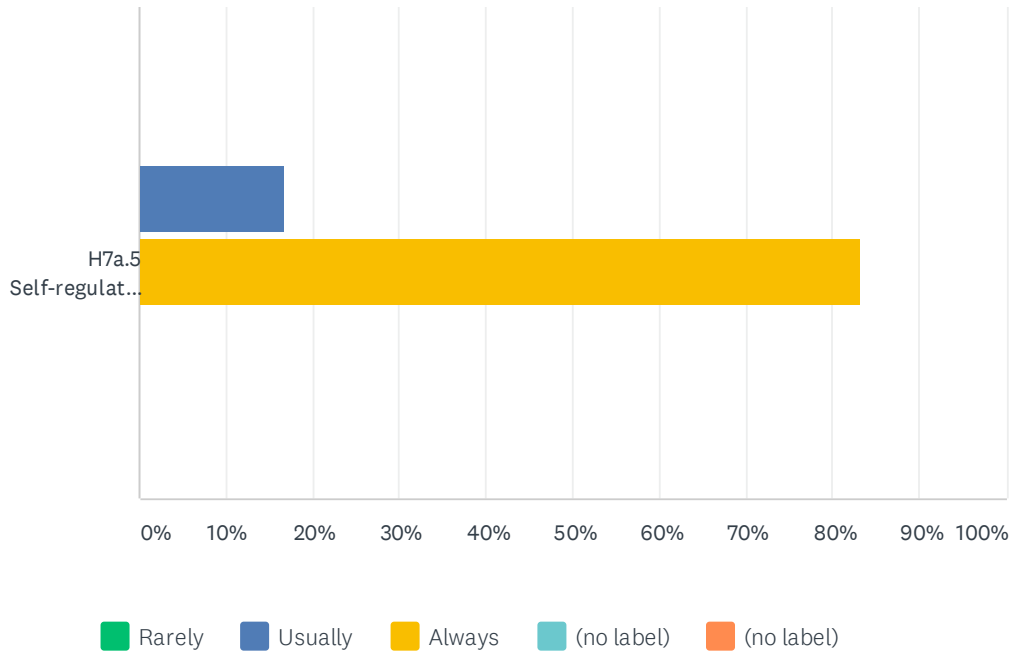


# Q8 Self-regulatory strength accelerates the ongoing learning and development of leaders

Answered: 6 Skipped: 0



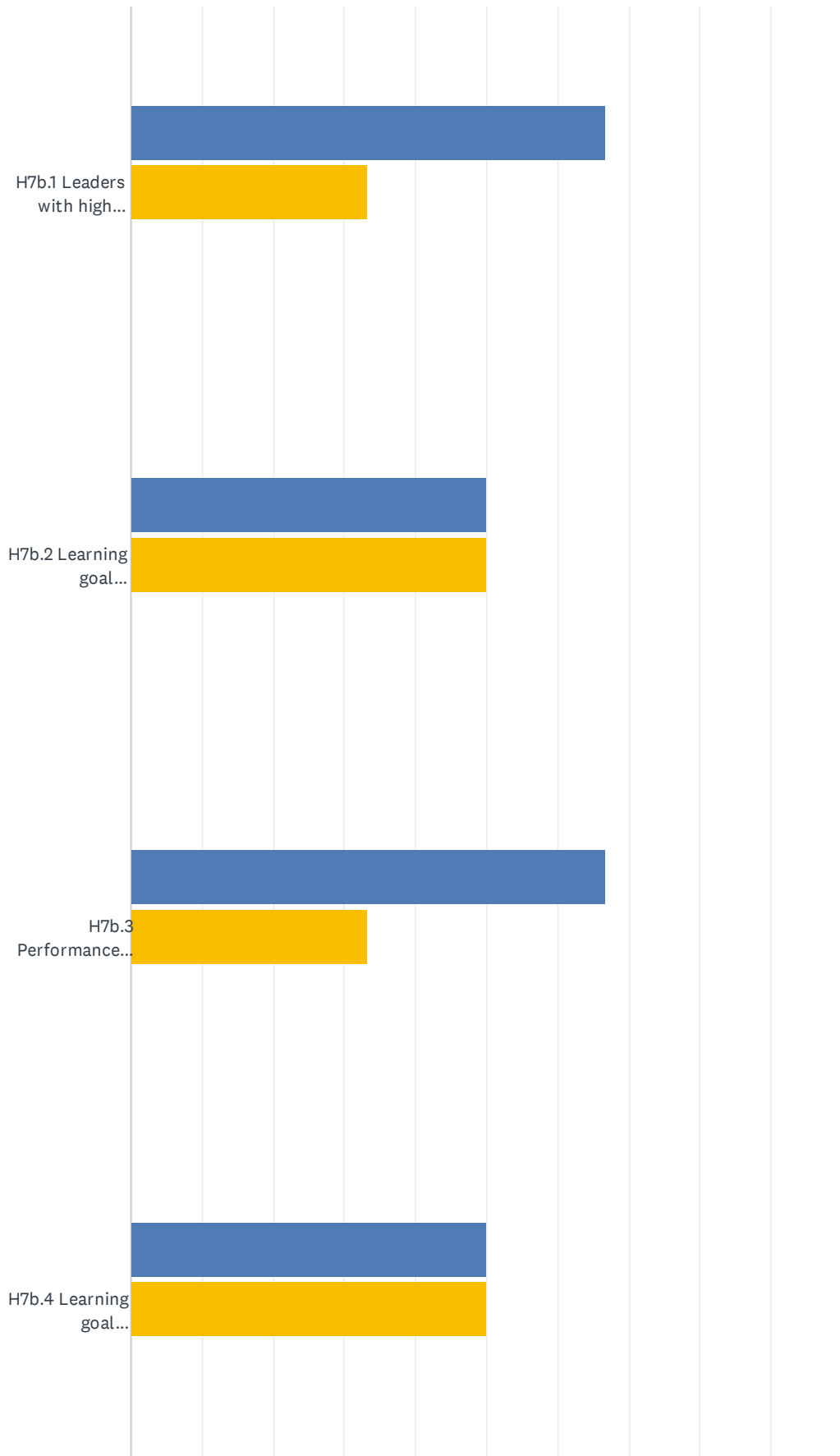
## Integral Leadership survey



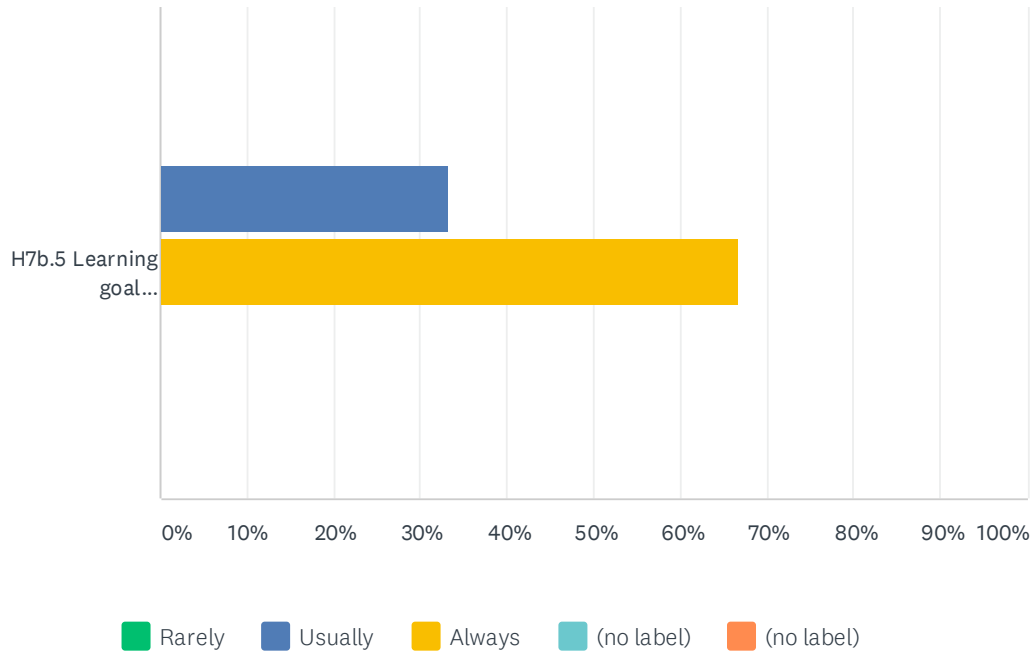
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7a.1 A leader's self-regulatory strength is positively related to their ability to engage in emotional, cognitive, and behavioural regulation	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00
H7a.2 A leader's self-regulatory strength is positively related to the ability to monitor progress toward developmental goals	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7a.3 Leaders with greater self-regulatory strength set more ambitious developmental goals than leaders with lower self-regulatory strength	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7a.4 The greater a leader's self-regulatory strength, the more likely he or she is to persist with leader development efforts despite obstacles and challenges	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7a.5 Self-regulatory strength will be positively related to the completion of self-development activities on the part of leaders	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83

# Q9 Learning goal orientations facilitate development of leader expertise through the use of self-regulation strategies

Answered: 6 Skipped: 0



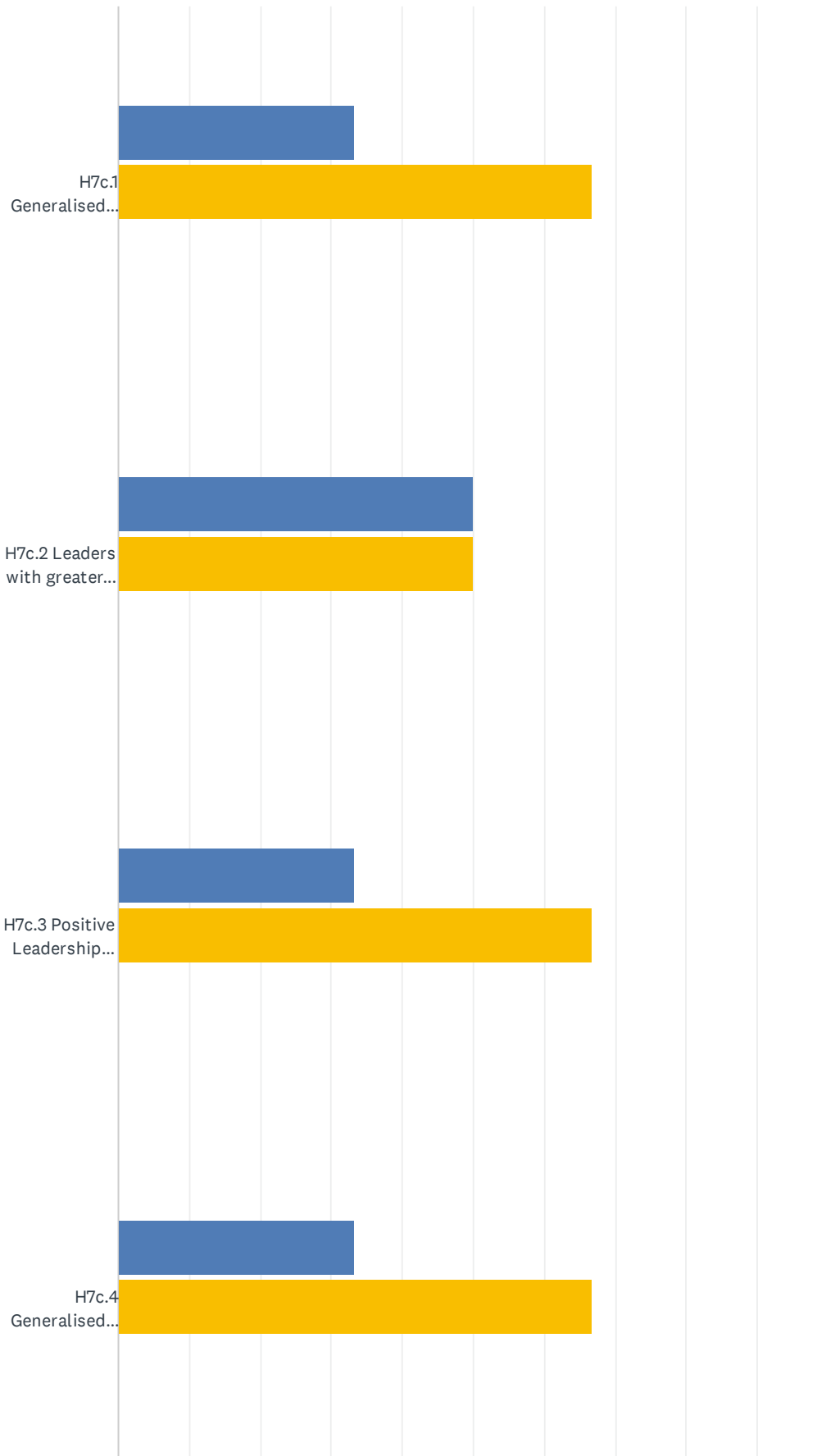
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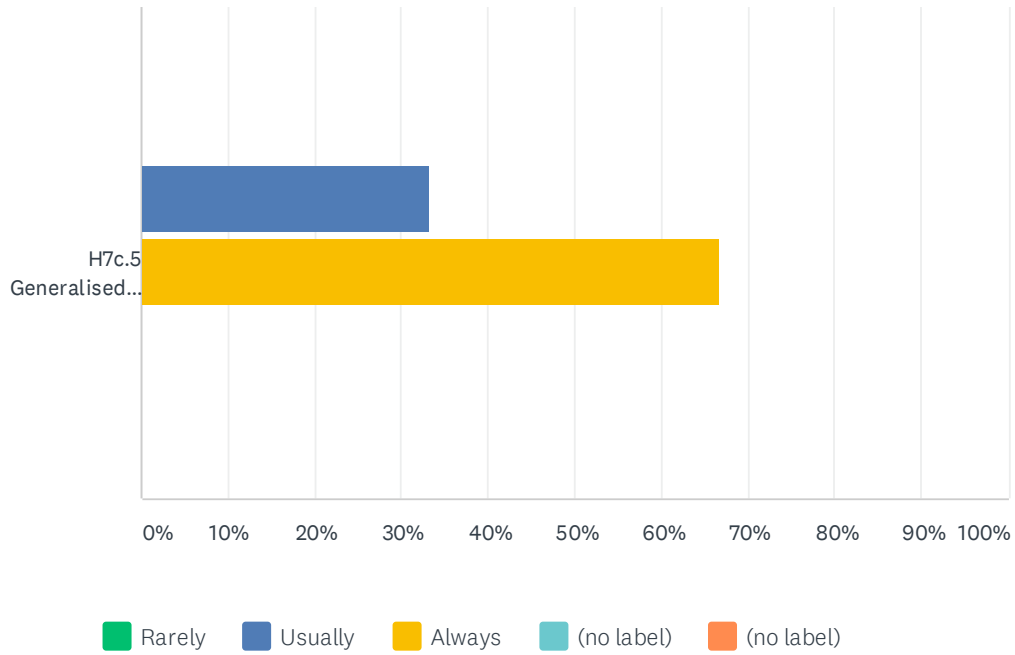
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7b.1 Leaders with high learning goal orientations develop leadership strategies and schemas more quickly than those with low learning goal orientations	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H7b.2 Learning goal orientation is positively related to attention directed towards understanding the task	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7b.3 Performance goal orientation is positively related to amounts of attention toward impression management	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H7b.4 Learning goal orientation is positively related to the amount of practice that leaders engage in with regards to their leadership skills and competencies	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7b.5 Learning goal orientation is positively related to the likelihood of engaging in self-development activities to enhance leadership competencies.	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67

# Q10 A leader's generalised self-efficacy will positively relate to leader development and learning

Answered: 6 Skipped: 0



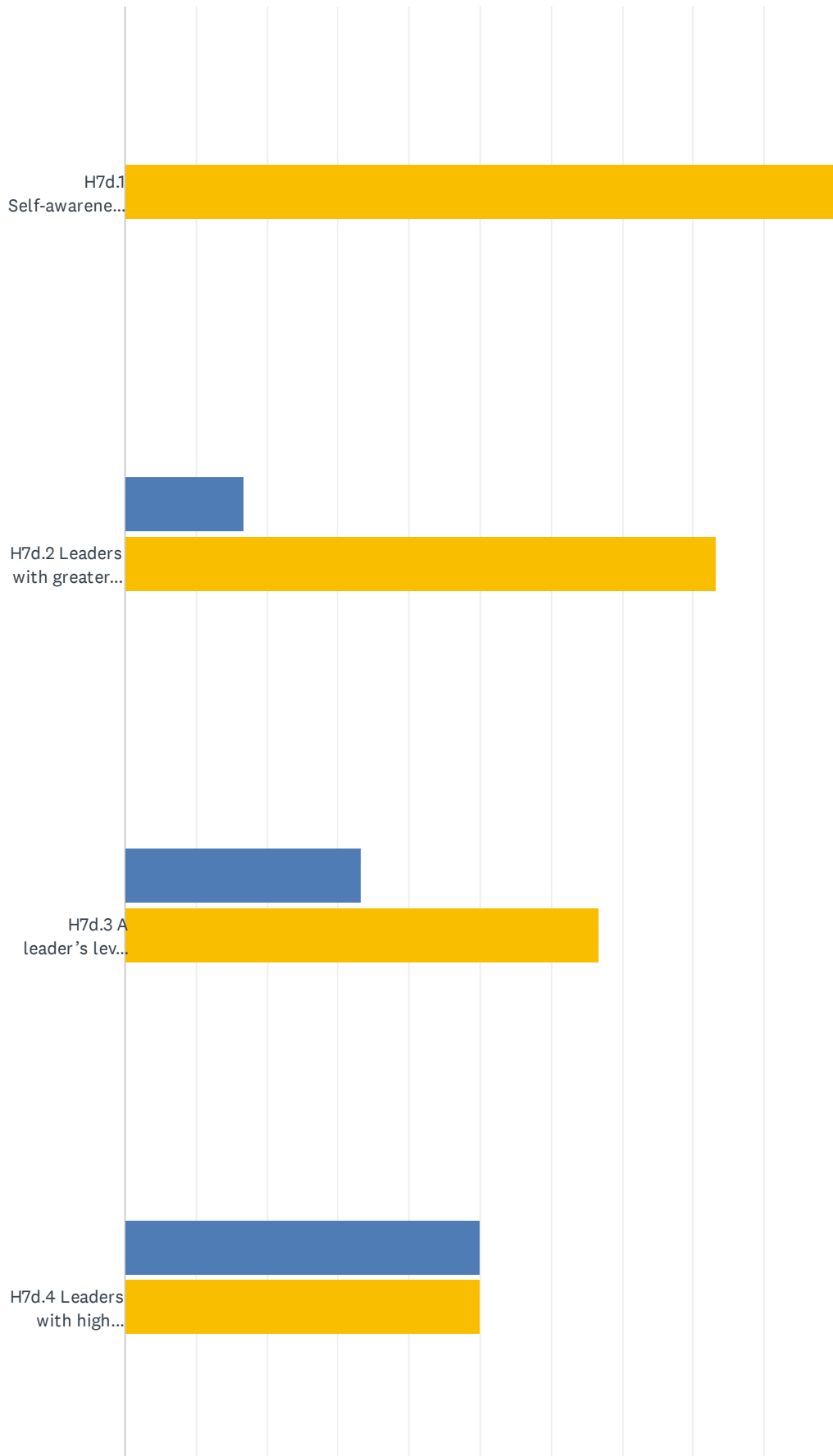
## Integral Leadership survey



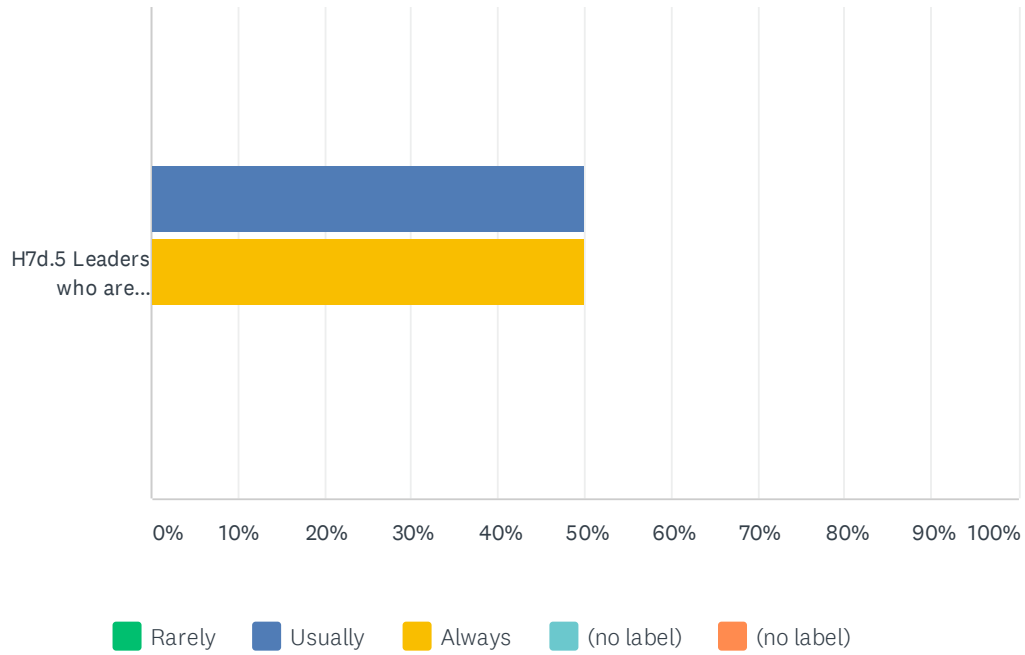
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7c.1 Generalised self-efficacy will positively relate to motivation to learn	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7c.2 Leaders with greater self-efficacy will respond more positively in the face of challenging or new situations than leaders with less self-efficacy	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7c.3 Positive Leadership experience will enhance generalised self-efficacy and result in a stronger leader identity	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7c.4 Generalised self-efficacy will be positively related to a leader's likelihood of self-development activities	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7c.5 Generalised self-efficacy will positively relate to a leader's motivation to lead	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67

# Q11 Self-awareness will facilitate the development of leader learning and expertise

Answered: 6 Skipped: 0



## Integral Leadership survey

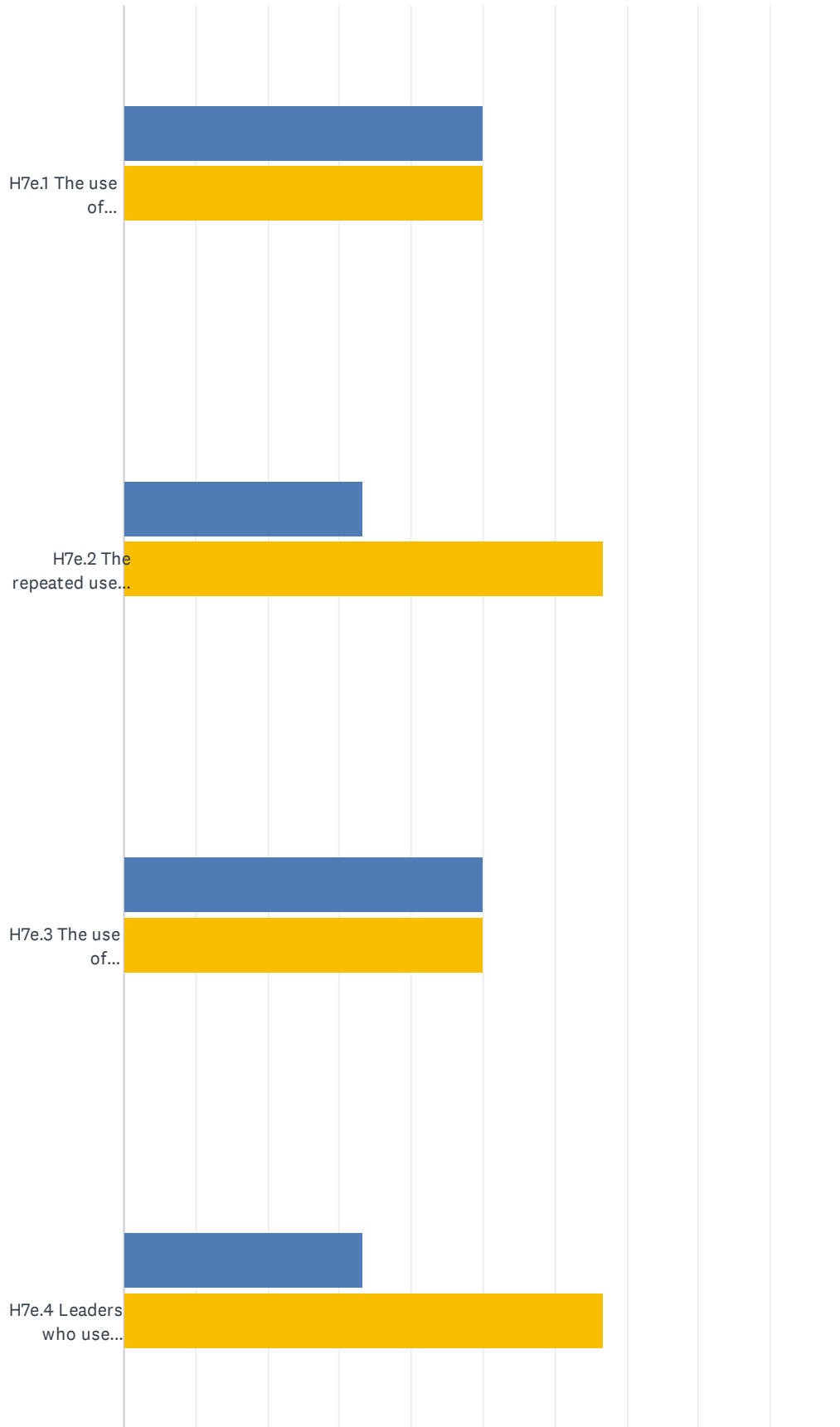


	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7d.1 Self-awareness is positively related to identification of new skills that leaders need to learn	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00
H7d.2 Leaders with greater self-awareness respond more positive to feedback than those with less self-awareness	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H7d.3 A leader's level of self-awareness predicts the ability to identify relevant developmental challenges	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7d.4 Leaders with high levels of self-awareness will demonstrate low levels of hubris	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7d.5 Leaders who are self-aware will be less likely to take on developmental assignments that are 'over their heads' in terms of the core challenges they pose	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50

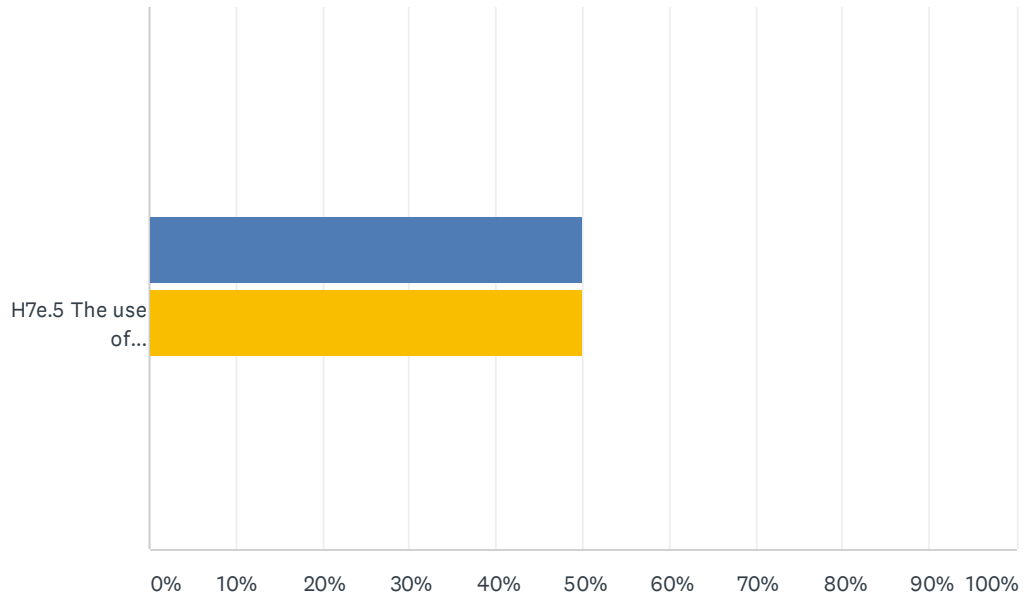


# Q12 Forming implementation intentions regarding initiating leadership practice and persisting through distractions will facilitate leader development

Answered: 6 Skipped: 0



## Integral Leadership survey

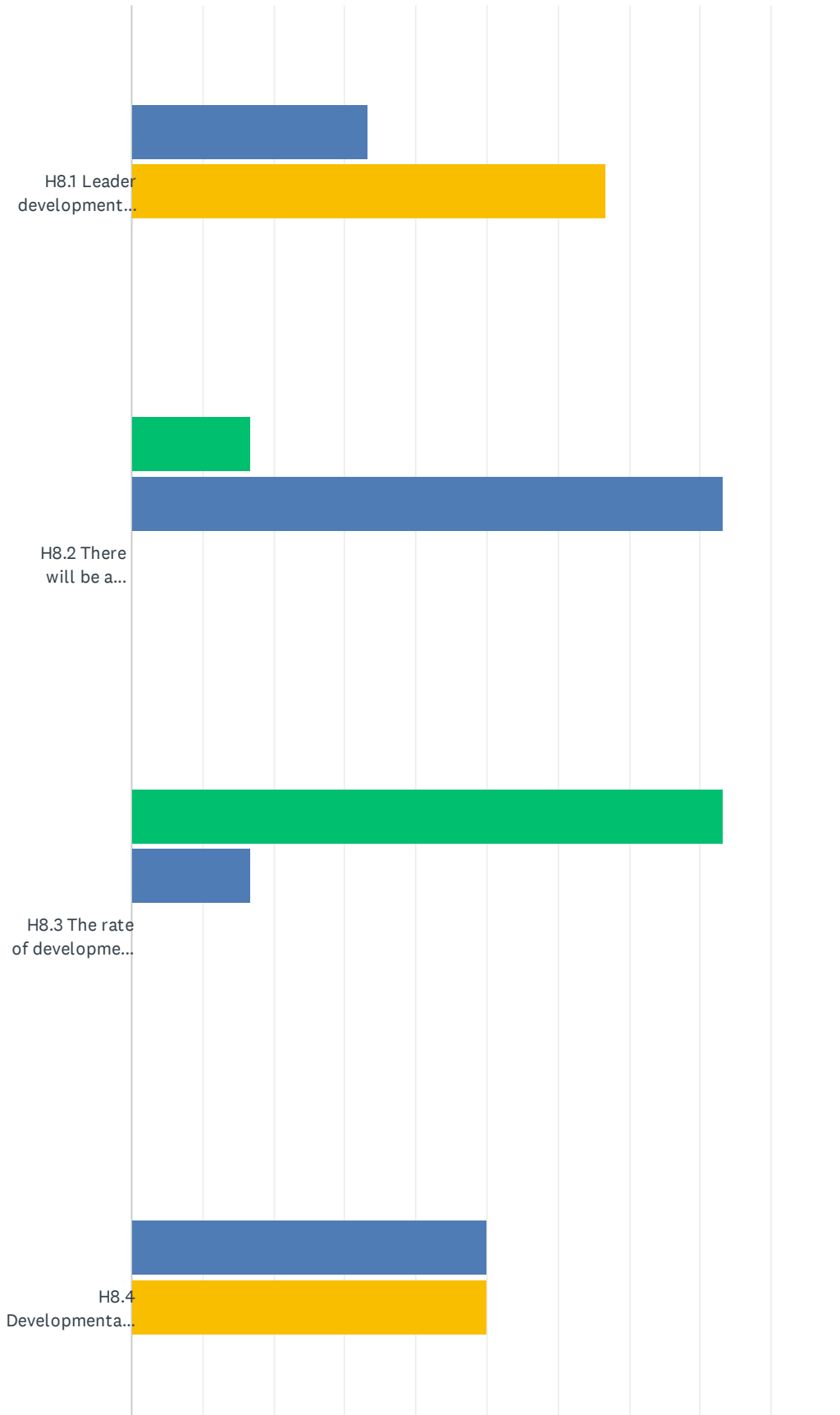


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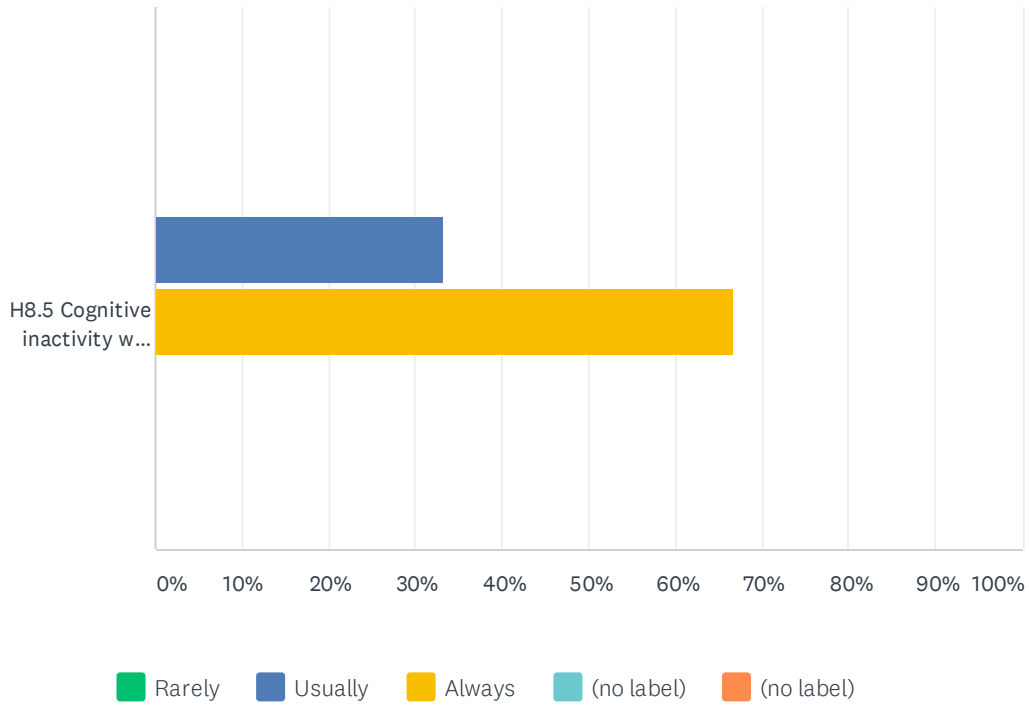
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H7e.1 The use of implementation intentions is positively related to intentionality in leader development	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7e.2 The repeated use of implementation intentions is likely to build leadership schemas and other types of related mental models	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7e.3 The use of implementation intentions is negatively related to time to initiate progress towards new developmental goals	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H7e.4 Leaders who use implementation intentions are more likely to persist despite distractions and other obstacles than those who do not	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H7e.5 The use of implementation intentions increases persistence toward developmental goals by reducing demands on self-regulatory strength	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50

# Q13 Leader development is ongoing through the adult lifespan and is shaped by experience as well as through adult development and age-related maturation processes

Answered: 6 Skipped: 0



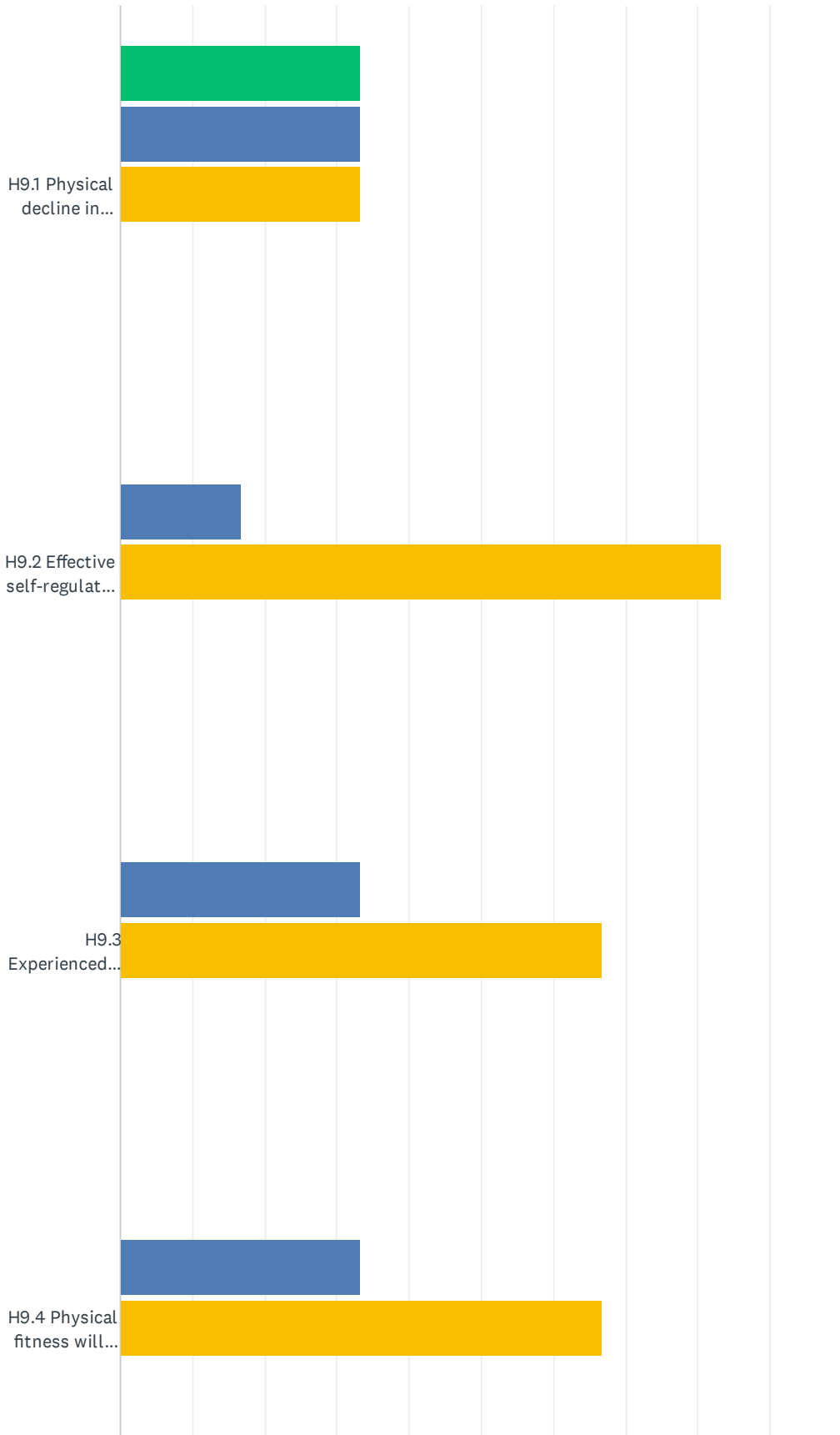
## Integral Leadership survey



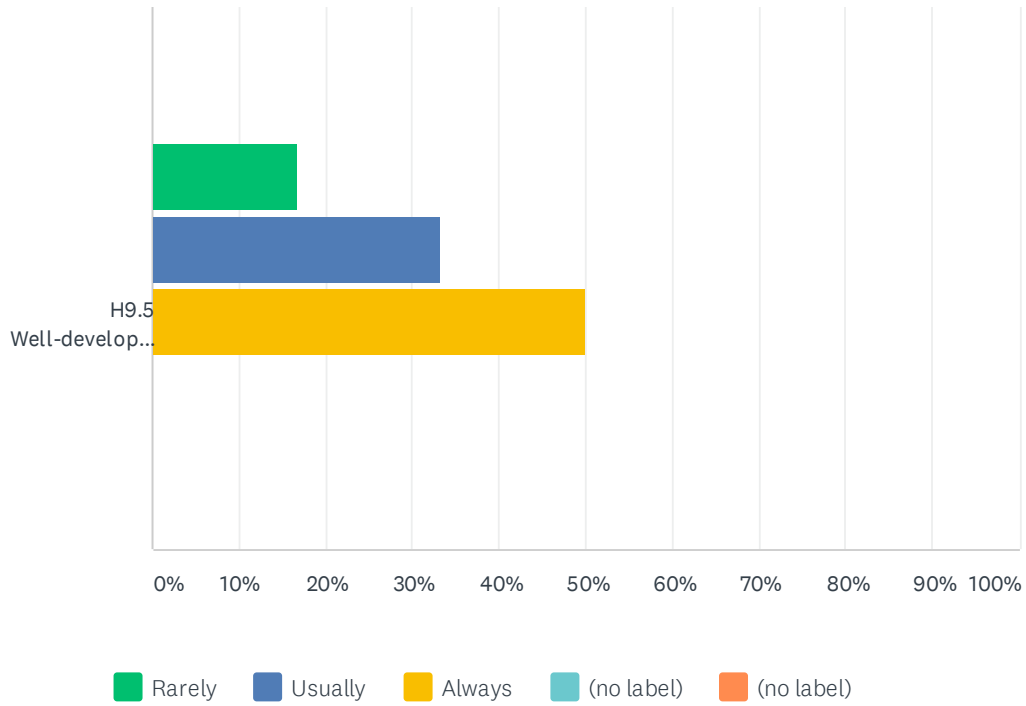
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H8.1 Leader development occurs across the lifespan in any and every stage of adulthood	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H8.2 There will be a curvilinear relationship (inverted-U) between age and having interest or participating in leader development experiences	16.67% 1	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6	1.83
H8.3 The rate of development of leadership competencies will asymptote around age 30 (associated with the onset of general cognitive and physical declines) and began to decline thereafter	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6	1.17
H8.4 Developmental experiences can mitigate the effects of cognitive and physical decline in adulthood on leader development	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H8.5 Cognitive inactivity will slow the development of leader expertise in later adulthood	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67

# Q14 Maintaining an active and healthy lifestyle and building self-regulatory resources may facilitate health and well-being into late adulthood and contribute to lifelong development

Answered: 6 Skipped: 0



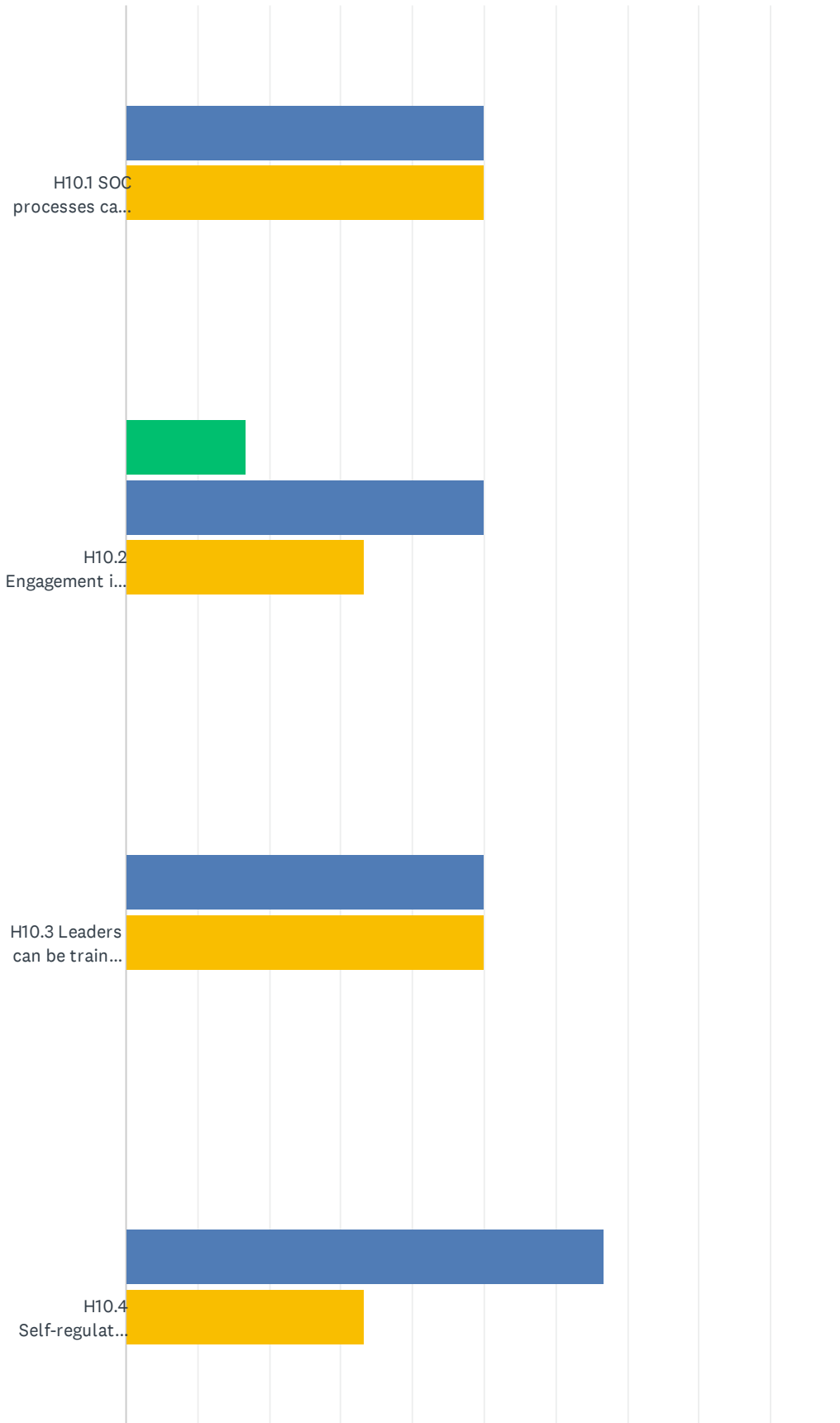
## Integral Leadership survey



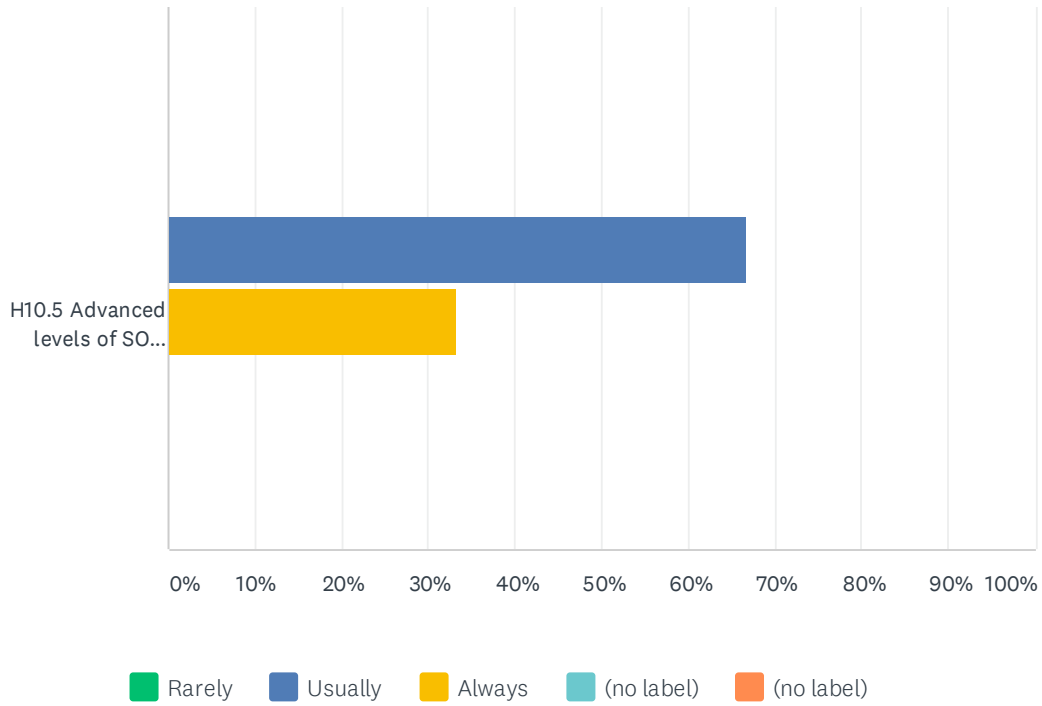
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H9.1 Physical decline in adulthood will slow the trajectory of leader development	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	2.00
H9.2 Effective self-regulation processes enhance the experience of leader well-being	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H9.3 Experienced well-being is positively related to self-development intentions and activities	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H9.4 Physical fitness will be positively related to self-development intentions and activities	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H9.5 Well-developed self-regulator strategies slow physical and cognitive decline in adulthood	16.67% 1	33.33% 2	50.00% 3	0.00% 0	0.00% 0	6	2.33

# Q15 Individuals engage in selection, optimisation, and compensation (SOC) processes in maximising developmental gains and minimising losses associated with developing as a leader

Answered: 6 Skipped: 0



## Integral Leadership survey

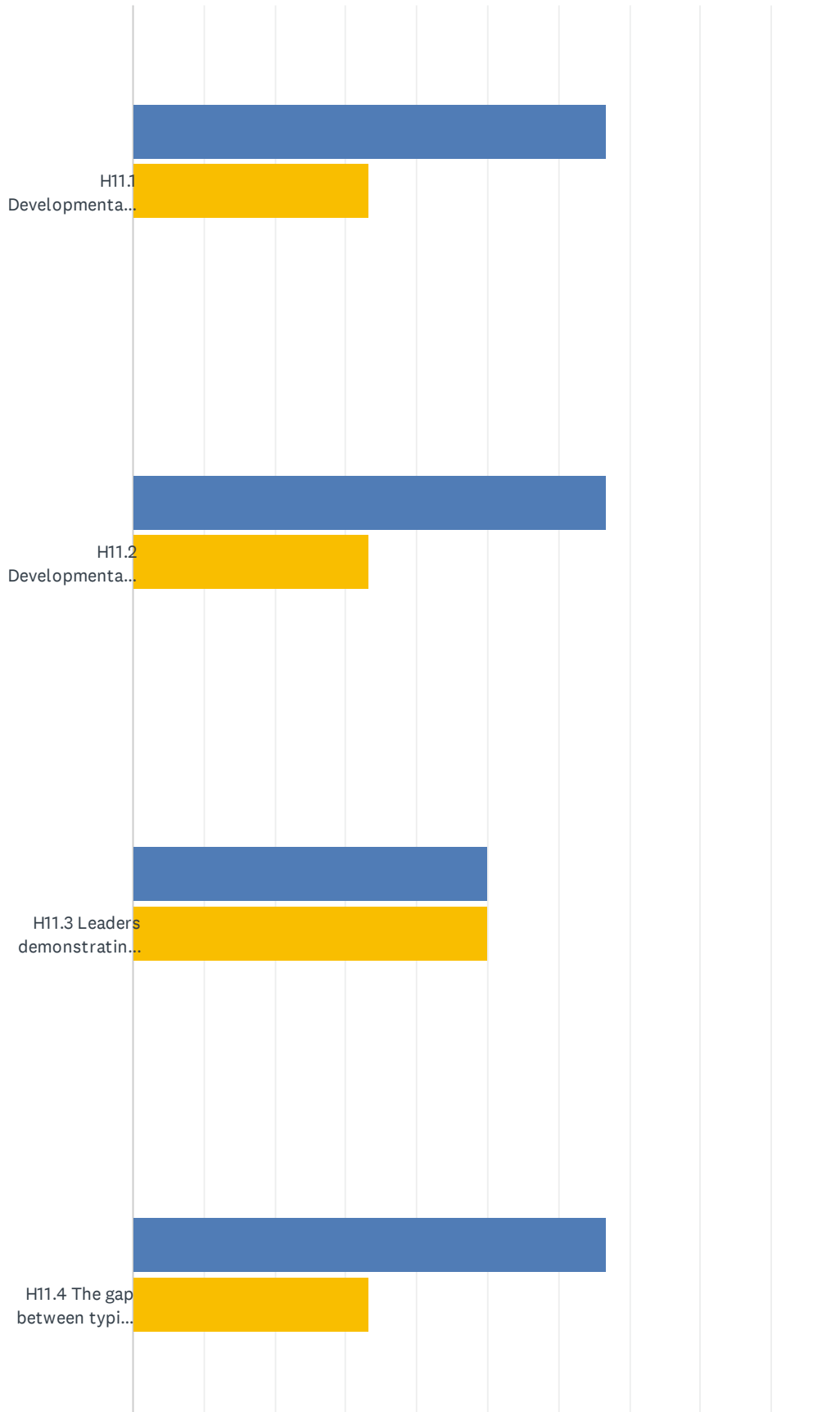


	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H10.1 SOC processes can accelerate the trajectory of leader development	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H10.2 Engagement in SOC processes is negatively related to the time to reach expertise, and positively related to maintaining expertise through the lifespan	16.67% 1	50.00% 3	33.33% 2	0.00% 0	0.00% 0	6	2.17
H10.3 Leaders can be training in SOC processes	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H10.4 Self-regulatory strength is positively related to the benefits of SOC processes	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H10.5 Advanced levels of SOC processes accurately guide letting go, preserving, and adding on of appropriate leader skills and competencies	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33

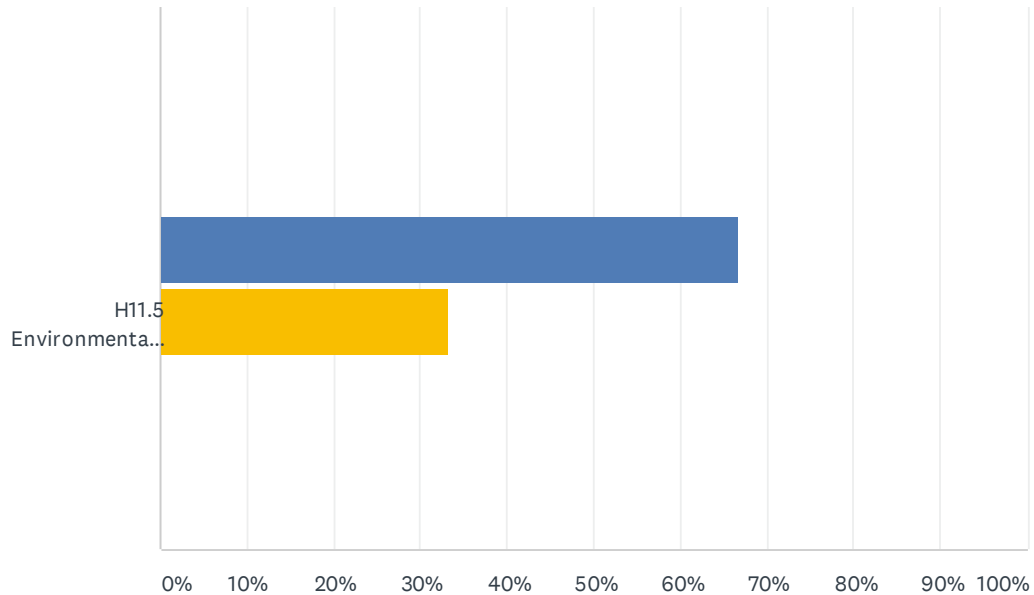


# Q16 The development of complex, multifaceted leadership competencies is supported by a web of adult development that is dynamic and nonlinear in nature

Answered: 6 Skipped: 0



## Integral Leadership survey

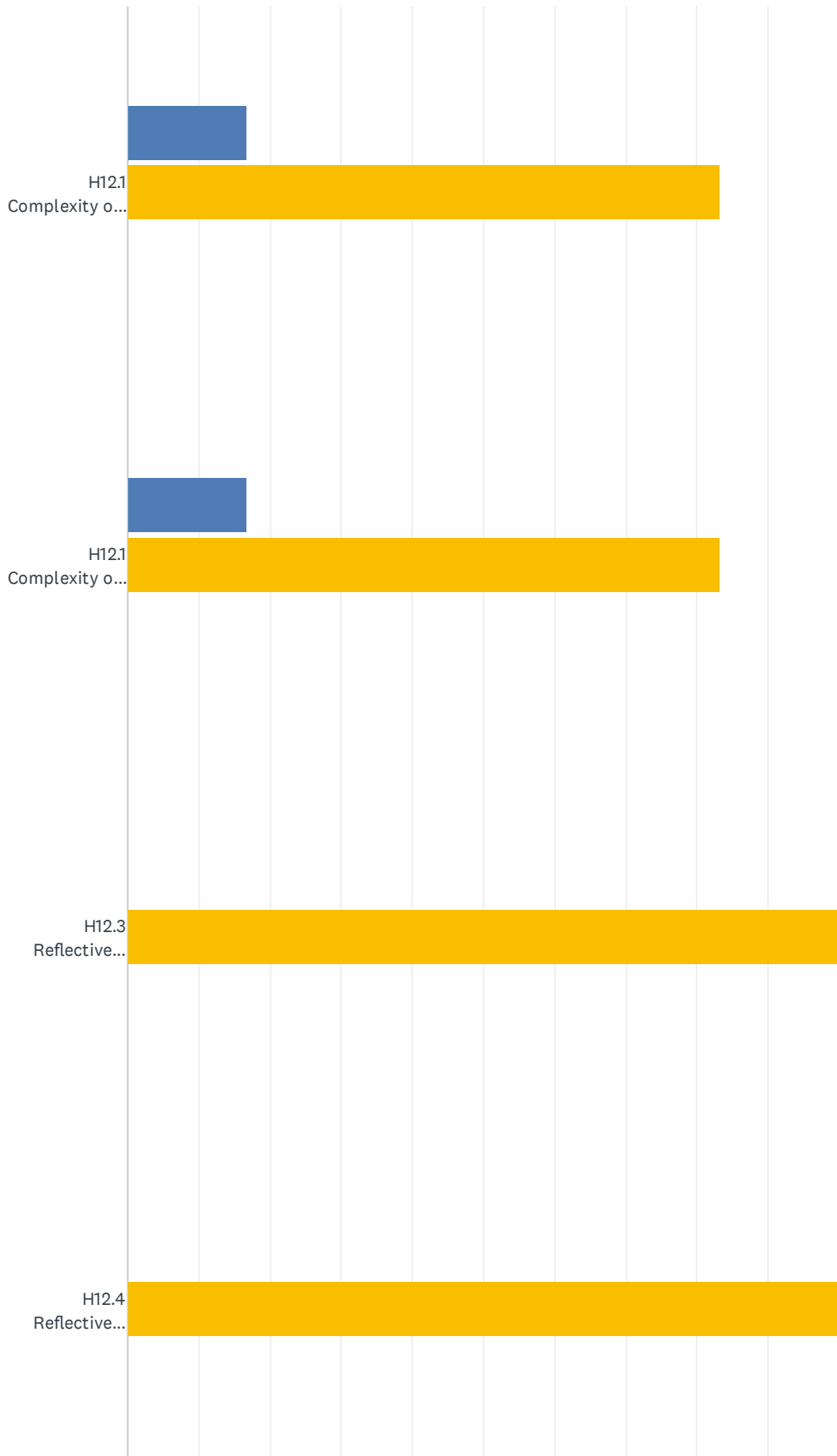


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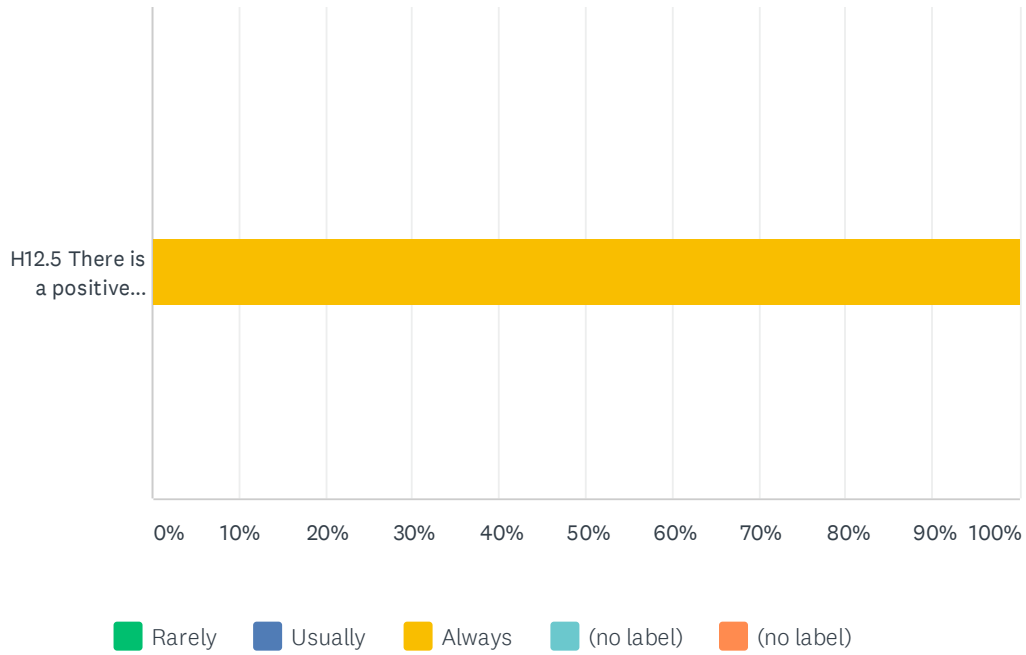
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H11.1 Developmental reserve capacity is positively associated with leader developmental readiness	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H11.2 Developmental readiness will be associated with steeper developmental trajectories	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H11.3 Leaders demonstrating variable skills levels will be less developmentally ready than those demonstrating consistently strong skills levels	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H11.4 The gap between typical and optimal leader performance will be negatively related to developmental trajectories	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33
H11.5 Environmental conditions that support optimal leader performance levels will be associated with discontinuous jumps in leader development	0.00% 0	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	2.33

# Q17 Moral reasoning and reflective judgment (i.e. epistemic cognition) develop concomitant with positive identity development spirals

Answered: 6 Skipped: 0



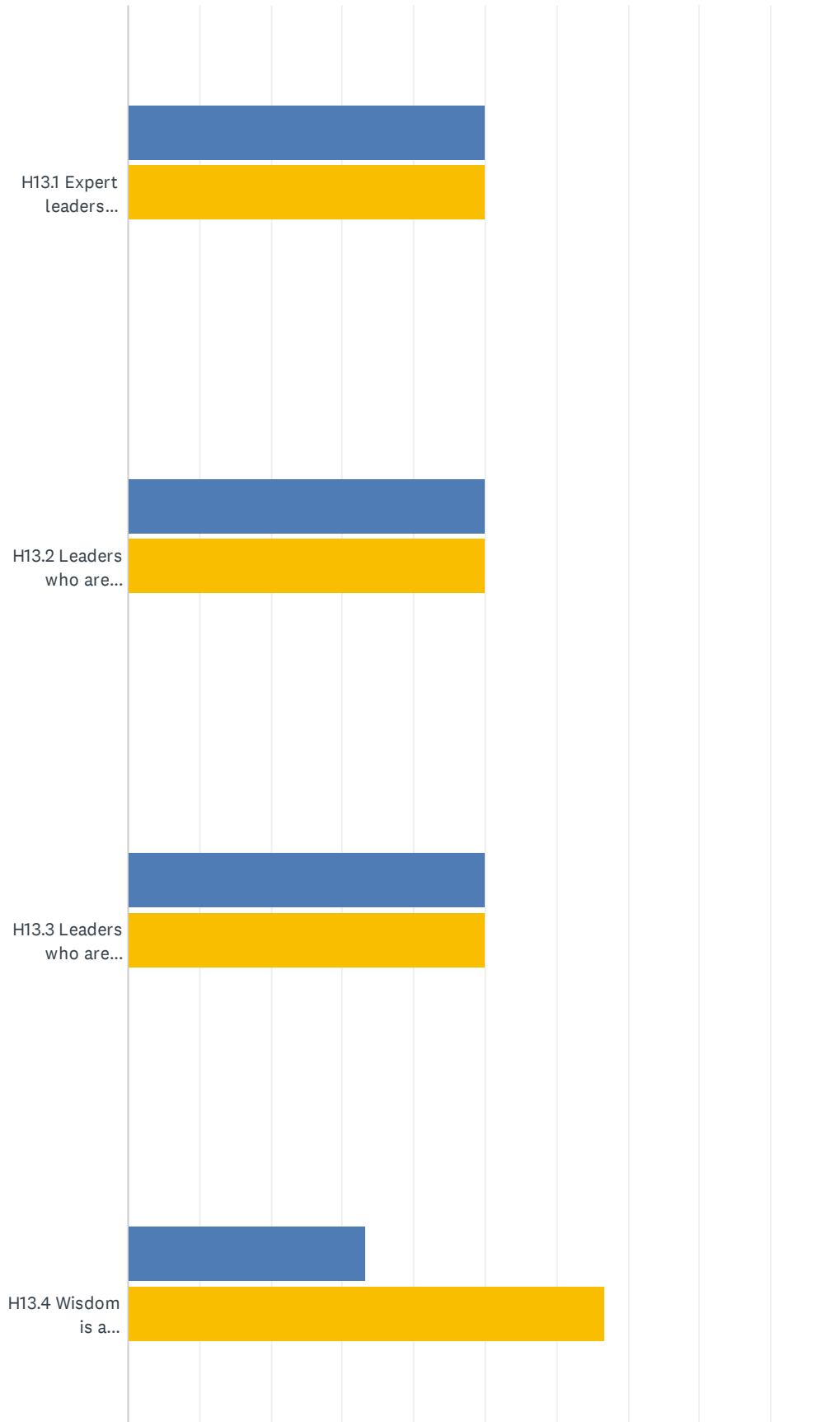
## Integral Leadership survey



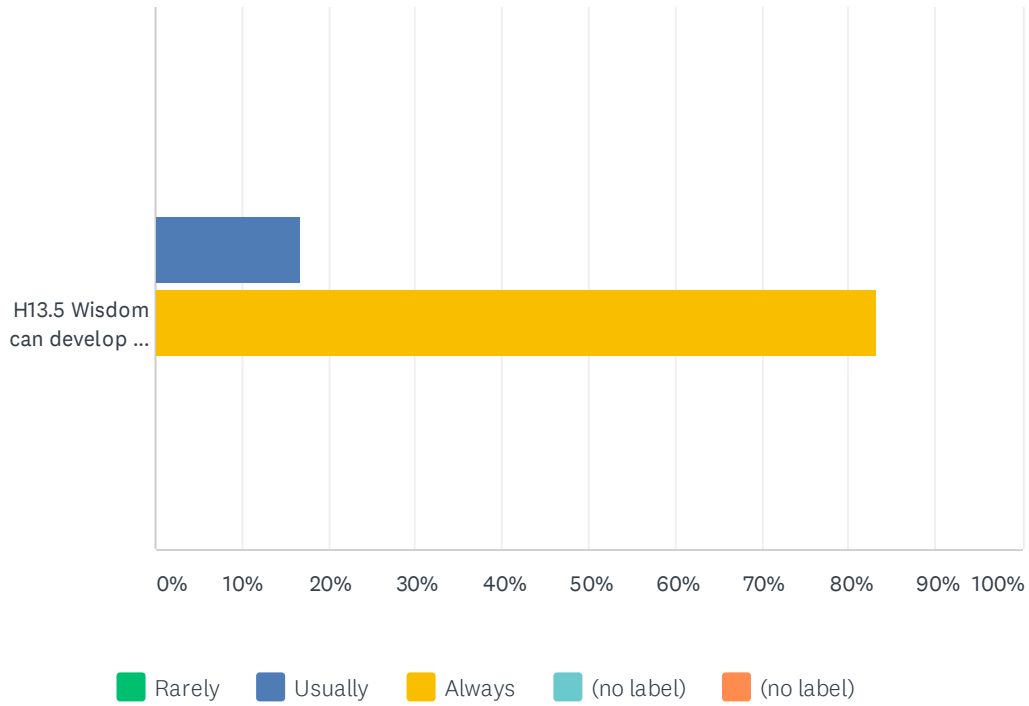
	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H12.1 Complexity of moral reasoning is positively related to the strength of a leader identity	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H12.1 Complexity of moral reasoning is positively related to the quantity and quality of leadership experiences	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83
H12.3 Reflective judgement is positively related to the strength of a leader identity	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00
H12.4 Reflective judgement is positively related to the quantity and quality of leadership experiences	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00
H12.5 There is a positive relationship between moral reasoning, reflective judgement, and leader expertise (ie, holding leadership competencies)	0.00% 0	0.00% 0	100.00% 6	0.00% 0	0.00% 0	6	3.00

# Q18 Wisdom involves the alignment of morality and moral reasoning (Virtue), identity and self-regulation (Self) and reflective judgement (Knowledge and Thinking)

Answered: 6 Skipped: 0



## Integral Leadership survey



	RARELY	USUALLY	ALWAYS	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
H13.1 Expert leaders demonstrate higher levels of wisdom than less expert leaders	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H13.2 Leaders who are perceived as having wisdom have higher levels of moral reasoning than leaders who are considered to possess less wisdom	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H13.3 Leaders who are considered to possess high levels of wisdom are also perceived as more virtuous than leaders with lower levels of wisdom	0.00% 0	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	2.50
H13.4 Wisdom is a time-varying covariant that develops concomitant with expertise, moral reasoning, and leader identity	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6	2.67
H13.5 Wisdom can develop in leaders regardless of age	0.00% 0	16.67% 1	83.33% 5	0.00% 0	0.00% 0	6	2.83

## **Appendix R: Summary of NAPLAN Analysis**

As outlined in Chapter 7, an analysis of each school's NAPLAN results was conducted. This summary provides an overview of the paradigm two NAPLAN analysis method introduced by Eric Jamieson (former Director, High Performance with the NSW Department of Education) and piloted by my school in 2017. It was designed to promote richer sources of internal validation data and broader conversations on student learning progress. The data presented in this summary shows the NAPLAN results during the period of each principal's tenure at the school. The summary provides a comprehensive overview of each school's year-on-year results and learning progress made by students between NAPLAN testing points.

### **1. School Reading and Numeracy NAPLAN results, year-on-year**

This paradigm two analysis considers the mean scores for each school, year-on-year, for Years 3 and 5 (primary), or Years 7 and 9 (secondary).

### **2. Learning Progress Made by Each Student Between NAPLAN Testing Points**

This analysis measures the learning progress made by each student in their NAPLAN assessment for reading and numeracy between two points of NAPLAN testing. The progress made by all other students in the full population who achieved the same score in the first test provides student context, as opposed to comparison to other students from differing schools, as to the extent of learning progress achieved.

Table R 1 (below) shows the average learning progress in NAPLAN reading assessments made by Australian students from one testing point to the next. It can

be seen that much greater progress is made in the earlier stages of learning, from Year 3 to Year 5 than from Year 5 onwards. Since students, on average, score 79 points more in Year 5 than in Year 3, an approximation can be made that each 6 months of learning is worth 20 points learning progress, at least between Year 3 and Year 5. With learning progress being smaller on the NAPLAN scale between Year 5 and Year 7, the same methodology indicates 12 points on the NAPLAN scale is equivalent to about 6 months learning. Beyond Year 7, an increase of 9 points is equivalent to 6 months learning. This provides an easy way to consider student learning progress in a way that directly connects to their learning progress.

**TABLE R 1 NAPLAN READING (2008-2014) - AUSTRALIAN AVERAGE LEARNING PROGRESS**

Learning Progress	2008	2009	2010	2011	2012	2013	2014	Average
Year 3 to Year 5	83	83	73	72	74	83	83	79
Year 5 to Year 7	53	47	59	52	47	38	45	49
Year 7 to Year 9	41	40	28	40	34	40	34	37

The Learning Progress measure is based on the progress achieved by students in their NAPLAN scores for reading and numeracy between Years 3 and 5 (primary), or Years 7 and 9 (secondary). This is regarded as a reliable measure of progress because it considers the learning progress made by each student within the context of all other students who achieved the same score in the first test. Hence, only those students at the same starting point are used for calculating a learning progress measure.

Using this method, it is possible to calculate learning progress achieved by students at a school from one NAPLAN test to the next, where 100 represents a school achieving the same learning progress as made by all students state-wide who were



at the same starting score. In other words, a school at which students have achieved 100% learning progress is keeping pace with schools across the state, after adjusting for the starting points of its students. A school at which students have achieved a score above 100% learning progress is successful in accelerating its students beyond what is typical for schools across the state, when adjusting for the starting points of its students. This highlights a way of exploring student learning progress that is respectful and honouring of individual students, rather than focused on positive or negative comparisons. In other words, the focus is on reporting on student learning progress from a positive rather than deficit mindset.

The analysis covers a 5-year period, commencing in 2010, which was the first year that learning progress results were available for student cohorts sitting NAPLAN in 2008.

### **Introducing School NAPLAN Year on Year and Learning Progress Scales**

The year-on-year NAPLAN Scale (see Table R 2) ranges from 1 to 5, with 1 representing a substantial decline in results at a school of at least 20 points over time, and 5 representing a substantial improvement in results of at least 20 points over time (Note: 20 points is equivalent to an additional 6 months learning progress). The NAPLAN Learning Progress Scale ranges from 1, where progress is below 80% and declining over time, to 10, where progress is consistently above 120% over time.

**TABLE R 2 NAPLAN YEAR ON YEAR AND LEARNING PROGRESS SCALES**

Score			
5	Substantial improvement (Sustained: > 20 points)	10	Very Large Positive (Consistently above 120%)
		9	Large Positive (Mainly above 120%)
4	Some improvement (Variable or Slightly: 10-20 points)	8	Moderate Positive (Mainly above 110%)
		7	Small Positive (Mainly above 100%)
3	No pattern of improvement or decline (No trend or Variable: <10 points)	6	Average Learning Progress (Mainly between 90% and 110%)
		5	Small Negative (Improving trend to be above 100%)
2	Some decline (Variable or Slightly: 10-20 points)	4	Moderate Negative (Negative with improvement above 90%)
		3	Large Negative (Mainly below 90%)
1	Substantial decline (Sustained: >20 points)	2	Very Large Negative (Mainly below 80%)
		1	Very Large Negative and Declining (Below 80% and declining trend)

### School Year-On-Year and Student Learning Progress Scale Ratings

This approach applies equal weighting to student learning achievement and learning progress. Schools that have shown an upward trend over time for both measures score highly, whereas inconsistent, or downward trending results over time, score lowly. Table R 3 (below) shows the NAPLAN attainment and progress scores for each principal's school over time. Using this methodology, a principal's school achieving consistently with learning progress between 90-110%, would score 24 points.

**TABLE R 3 YEAR-ON-YEAR AND STUDENT LEARNING PROGRESS SCALE RATINGS**

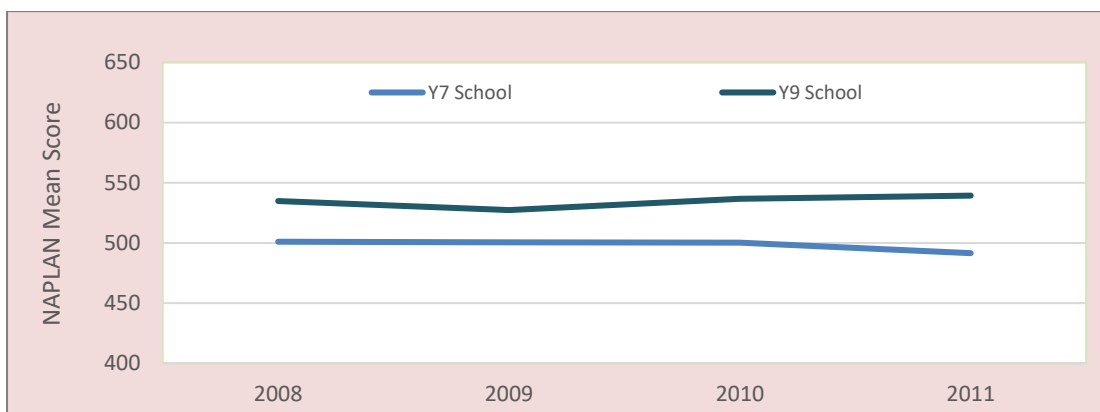
Principal & School Type	Y3/Y7 Year-On-Year Reading	Y5/Y9 Year-On-Year Reading	Y3/Y7 Year-On-Year Numeracy	Y5/Y9 Year-On-Year Numeracy	Learning Progress (Reading)	Learning Progress (Numeracy)	Combined Score
Edward - Secondary	3	3	3	3	8	8	28
Gary - Primary	2	1	1	1	5	5	15
Greg - Primary	2	5	3	2	3	3	18
Maria - Primary	4	3	1	1	7	5	21
Samantha - Primary	4	3	3	3	4	2	20
Samantha - Secondary	3	3	2	3	9	3	23.5

# Data Analysis for All Schools

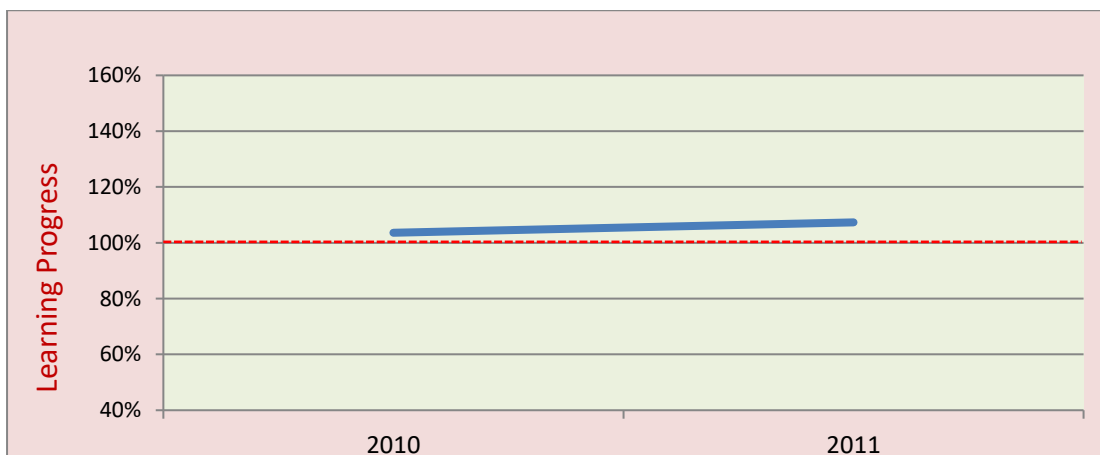
## Edward's High School

**TABLE R 4 NAPLAN READING RESULTS SUMMARY (EDWARD'S SCHOOL)**

Reading	2008	2009	2010	2011
<b>Y7 Student numbers</b>	207	206	181	189
<b>Y7 State</b>	539.9	546.2	549.3	544.2
<b>Y7 School</b>	501	500.4	500.3	491.5
<b>Y9 Student numbers</b>	189	193	171	184
<b>Y9 State</b>	579.2	586.2	579.6	584.4
<b>Y9 School</b>	534.9	527.3	536.7	539.3



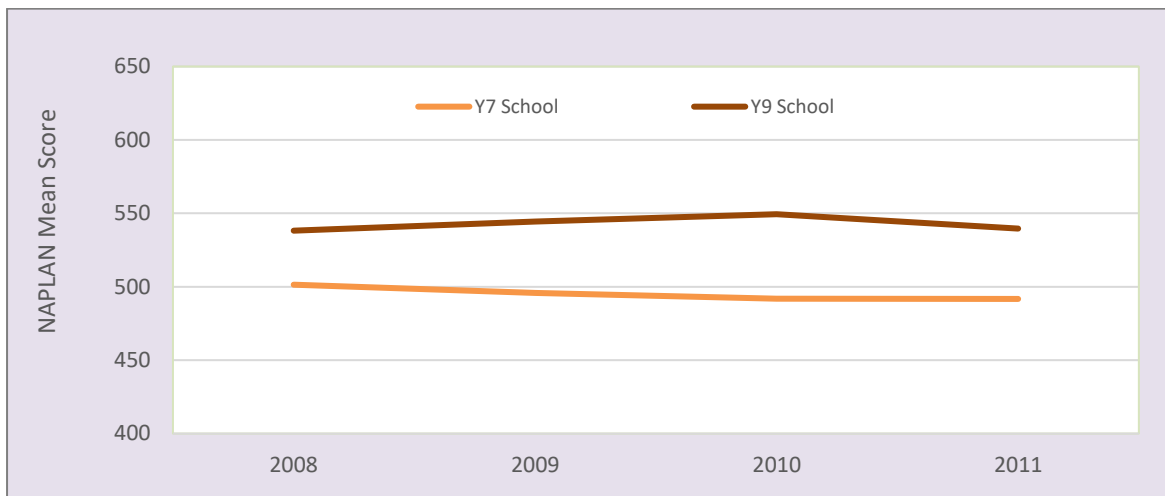
**FIGURE R 1 NAPLAN READING RESULTS, YEAR ON YEAR (EDWARD'S SCHOOL)**



**FIGURE R 2 READING LEARNING PROGRESS FROM YEAR 7 TO YEAR 9 (EDWARD'S SCHOOL)**

**TABLE R 5 NAPLAN NUMERACY RESULTS SUMMARY (EDWARD'S SCHOOL)**

Numeracy	2008	2009	2010	2011
Y7 Student numbers	206	205	183	190
Y7 State	553	550.7	551.9	550.4
Y7 School	501.4	495.8	491.9	491.7
Student numbers	206	205	183	190
Y9 State	593.7	599.7	594.2	592.3
Y9 School	501.4	495.8	491.9	491.7



**FIGURE R 3 NAPLAN NUMERACY RESULTS, YEAR ON YEAR (EDWARD'S SCHOOL)**

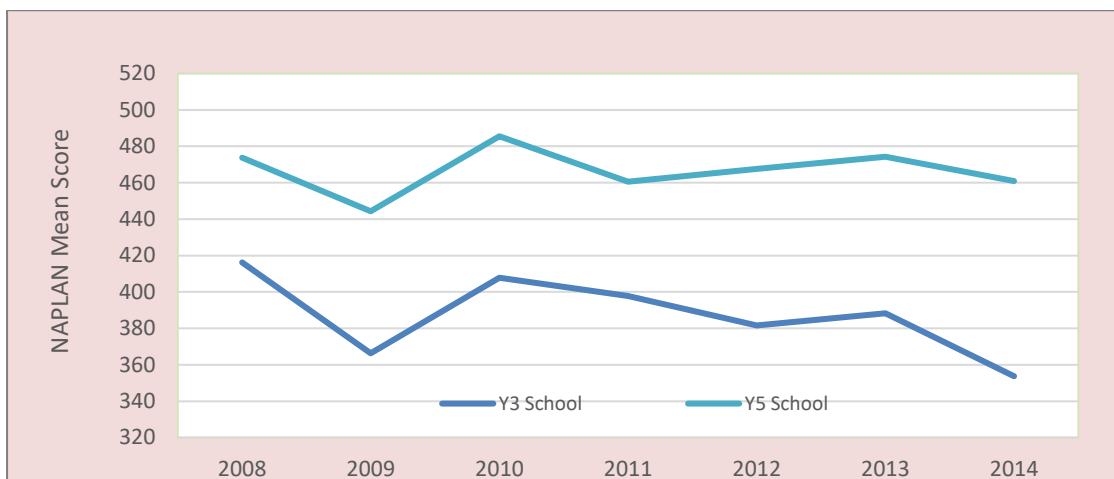


**FIGURE R 4 NUMERACY LEARNING PROGRESSION FROM YEAR 7 TO YEAR 9**

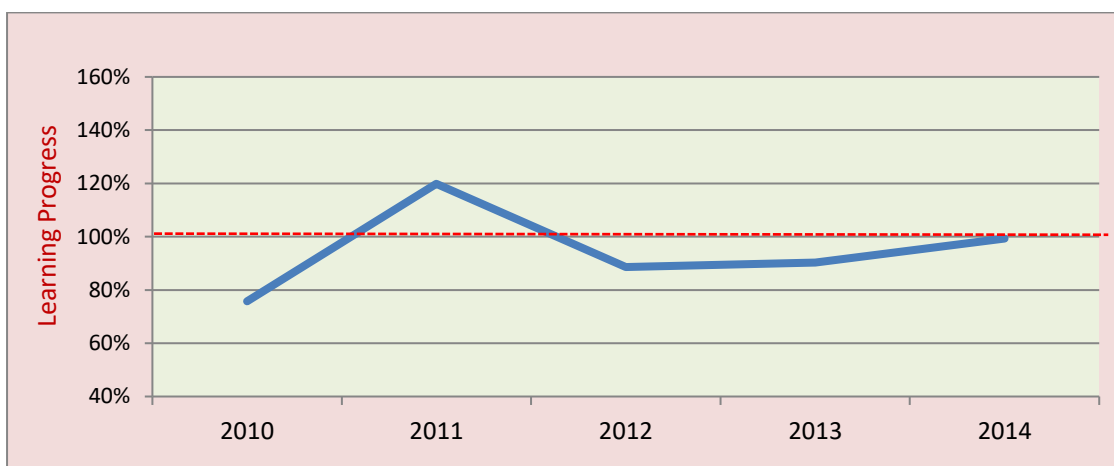
# Gary's Primary School

**TABLE R 6 NAPLAN READING RESULTS SUMMARY (GARY'S SCHOOL)**

Reading Mean	2008	2009	2010	2011	2012	2013	2014
<b>Y3 numbers</b>	56	46	70	35	61	58	57
<b>Y3 State</b>	410.8	423.7	422.6	423.8	426.9	424.8	423.3
<b>Y3 School</b>	416.2	366.3	407.8	397.7	381.6	388.2	353.7
<b>Y5 numbers</b>	52	72	62	50	78	34	53
<b>Y5 State</b>	493.1	503.2	496.9	496.1	500.1	507	504.7
<b>Y5 School</b>	473.7	444.3	485.5	460.6	467.5	474.2	460.9



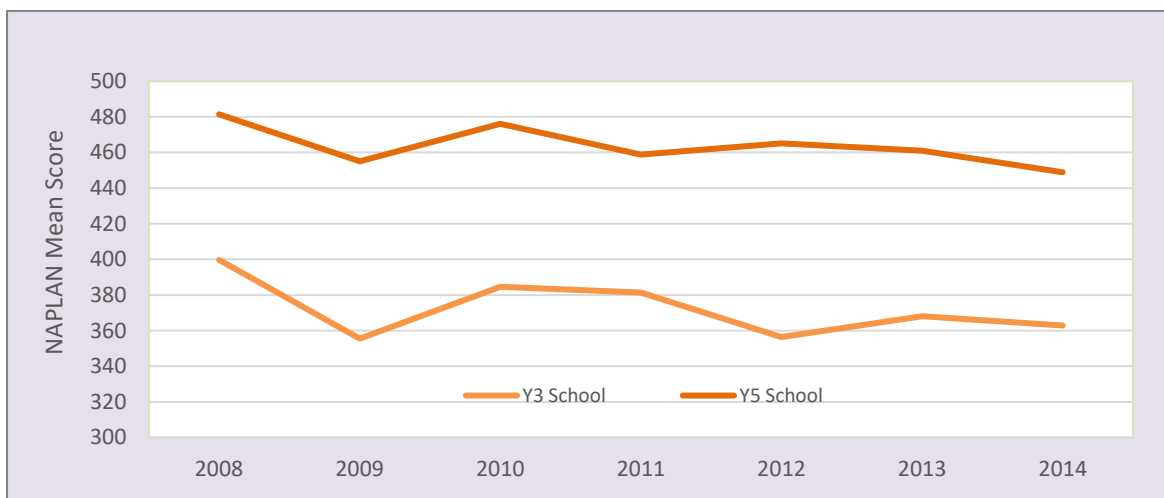
**FIGURE R 5 NAPLAN READING RESULTS, YEAR ON YEAR (GARY'S SCHOOL)**



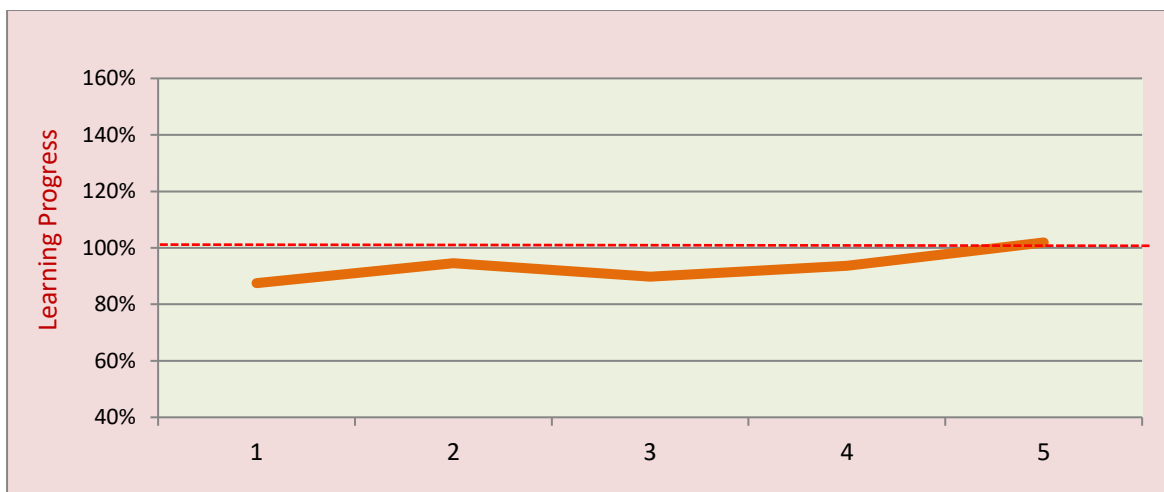
**FIGURE R 6 READING LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (GARY'S SCHOOL)**

**TABLE R 7 NAPLAN NUMERACY RESULTS SUMMARY (GARY'S SCHOOL)**

Numeracy	2008	2009	2010	2011	2012	2013	2014
<b>Y3 numbers</b>	56	46	70	35	61	57	57
<b>Y3 State</b>	409.5	405.9	402.3	406.6	405.7	404.6	407.9
<b>Y3 School</b>	399.7	355.5	384.7	381.4	356.4	368	362.8
<b>Y5 numbers</b>	52	72	62	50	76	34	52
<b>Y5 State</b>	489.1	502.9	499.5	500.6	498.8	495.1	494.3
<b>Y5 School</b>	481.4	455.1	476	458.8	465.1	461	448.9



**FIGURE R 7 NAPLAN NUMERACY RESULTS, YEAR ON YEAR (GARY'S SCHOOL)**



**FIGURE R 8 NAPLAN NUMERACY LEARNING PROGRESS, YEAR ON YEAR (GARY'S SCHOOL)**

## Greg's Primary School

TABLE R 8 NAPLAN READING RESULTS SUMMARY (GREG'S SCHOOL)

Reading	2011	2012	2013
Y3 numbers	36	52	47
Y3 State	423.8	426.9	424.8
Y3 School	420.9	400	412.9
Y5 numbers	32	56	38
Y5 State	496.1	500.1	507
Y5 School	478.5	487.2	496.3

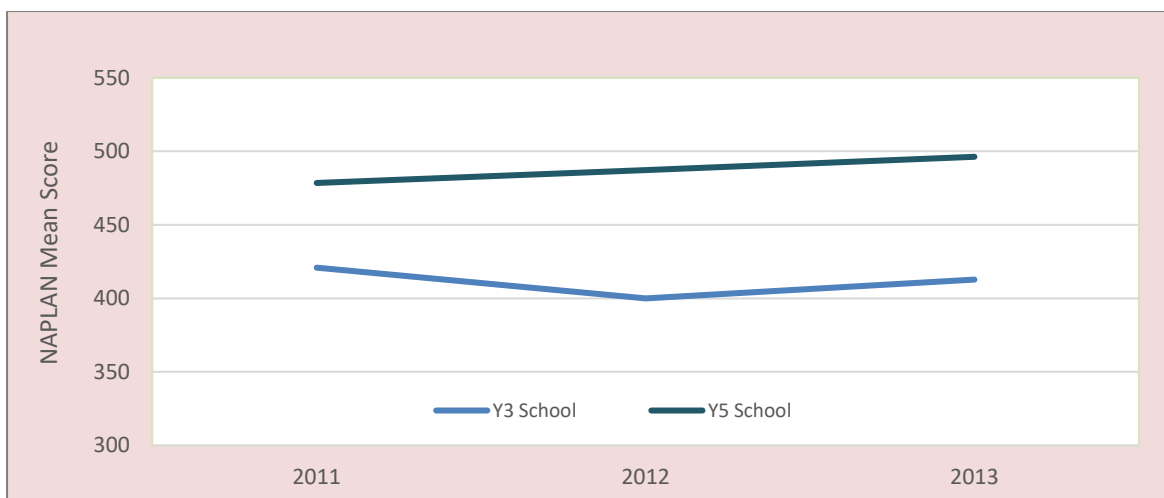


FIGURE R 9 NAPLAN READING RESULTS, YEAR ON YEAR (GREG'S SCHOOL)

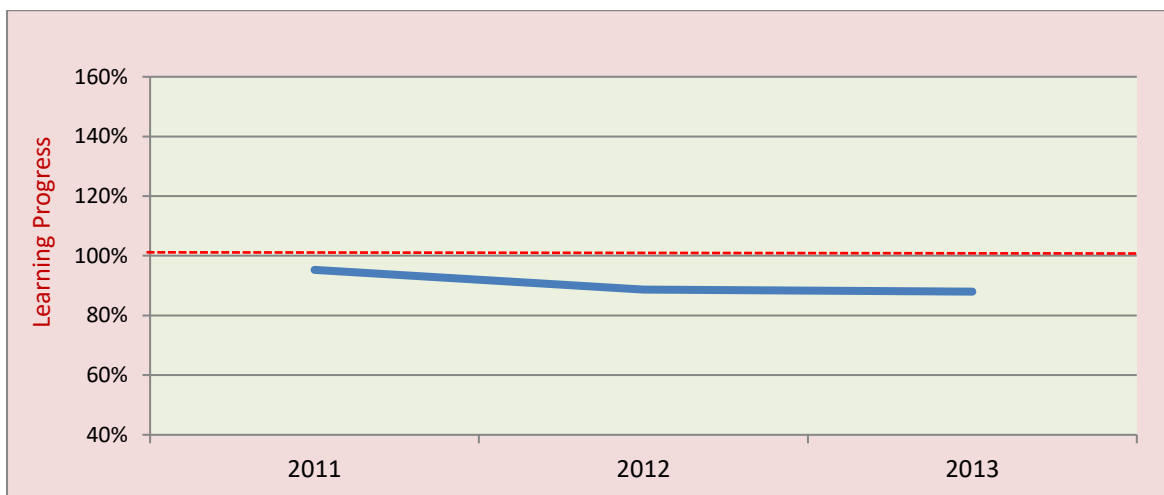
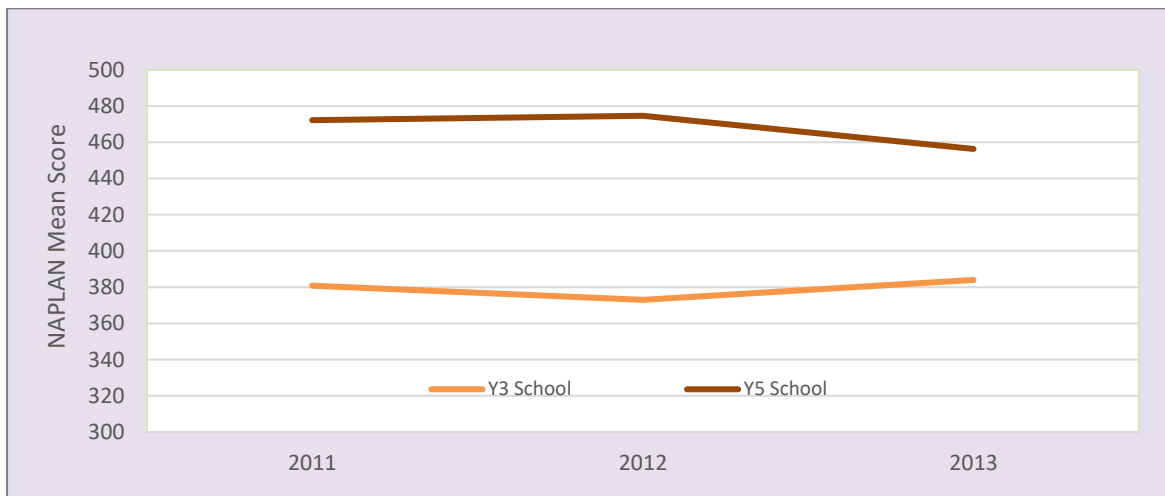


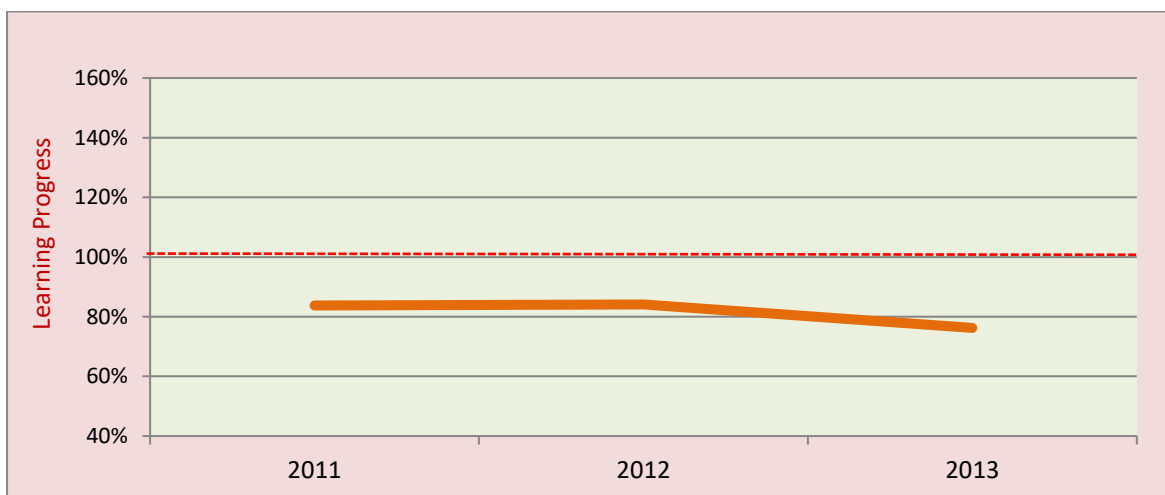
FIGURE R 10 READING LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (GREG'S SCHOOL)

**TABLE R 9 NAPLAN NUMERACY RESULTS SUMMARY (GREG'S SCHOOL)**

Numeracy	2011	2012	2013
Y3 numbers	36	51	47
Y3 State	406.6	405.7	404.6
Y3 School	380.8	373	384
Y5 numbers	32	55	38
Y5 State	500.6	498.8	495.1
Y5 School	472.1	474.6	456.3



**FIGURE R 11 NAPLAN NUMERACY RESULTS, YEAR ON YEAR (GREG'S SCHOOL)**



**FIGURE R 12 NUMERACY LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (GREG'S SCHOOL)**



## Maria's Primary School

TABLE R 10 NAPLAN READING RESULTS SUMMARY (MARIA'S SCHOOL)

Reading	2010	2011	2012	2013	2014
Y3 numbers	11	15	16	10	10
Y3 State	422.6	423.8	426.9	424.8	423.3
Y3 School	410.4	374.6	378.6	411.2	416.2
Y5 numbers	12	15	11	17	10
Y5 State	496.9	496.1	500.1	507	504.7
Y5 School	455.9	455.1	476.2	471.7	454.2

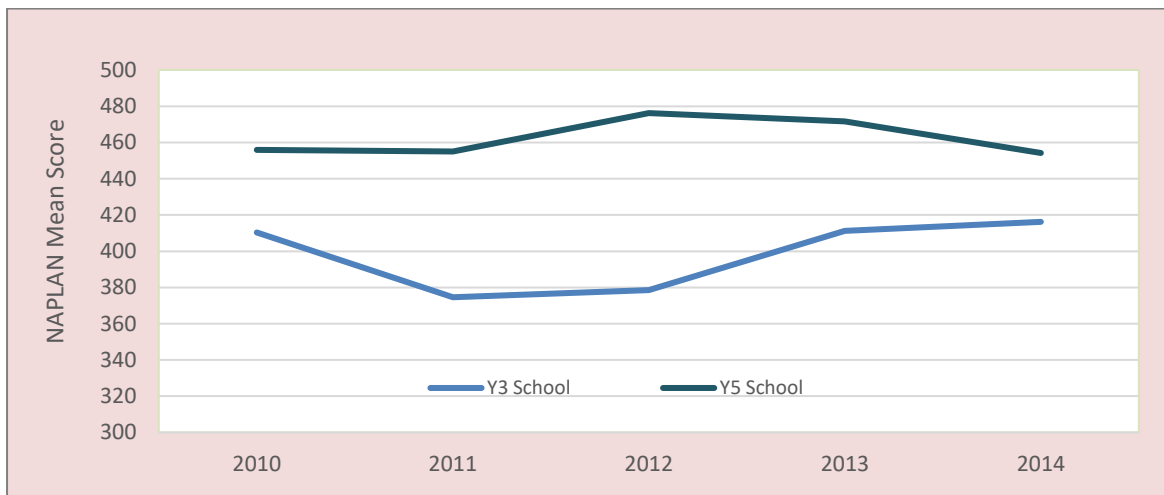


FIGURE R 13 NAPLAN READING RESULTS, YEAR ON YEAR (MARIA'S SCHOOL)

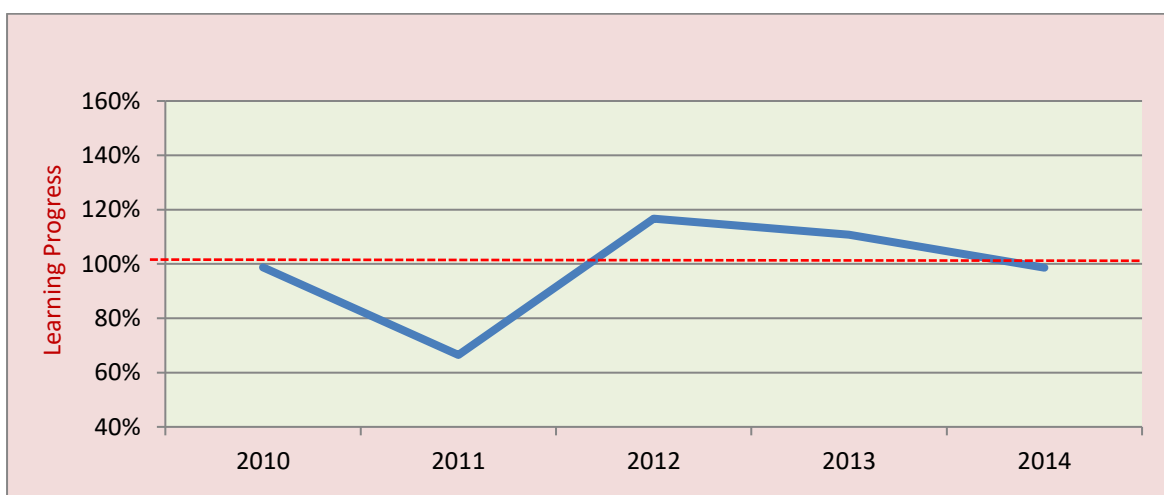
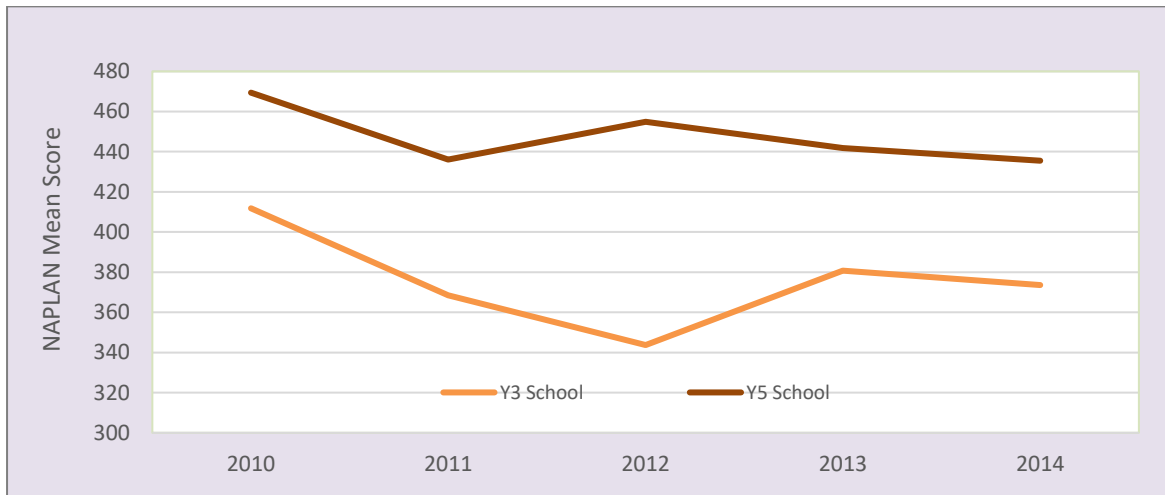


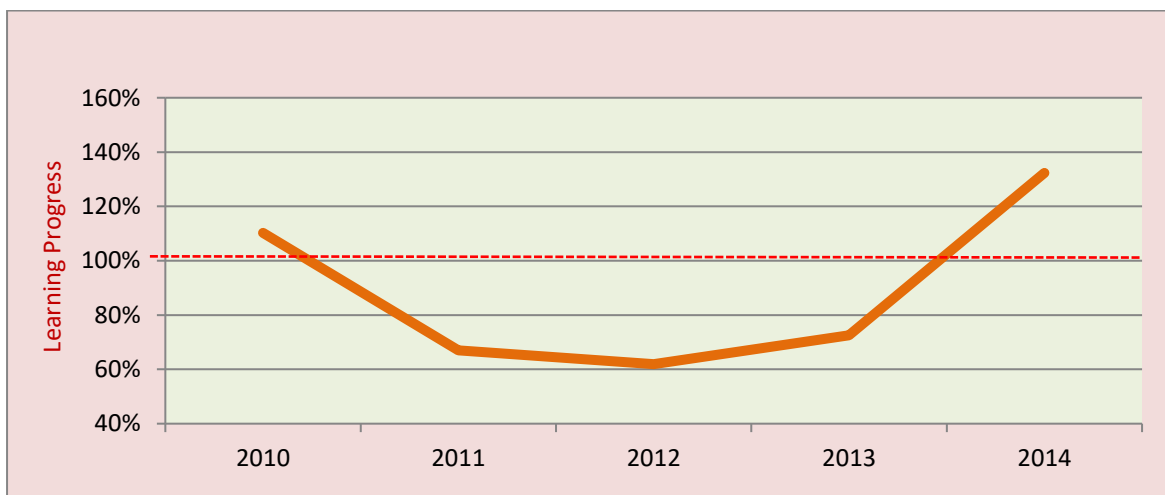
FIGURE R 14 READING LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (MARIA'S SCHOOL)

**TABLE R 11 NAPLAN NUMERACY RESULTS SUMMARY (MARIA'S SCHOOL)**

Numeracy	2010	2011	2012	2013	2014
<b>Y3 numbers</b>	11	15	16	10	10
<b>Y3 State</b>	402.3	406.6	405.7	404.6	407.9
<b>Y3 School</b>	411.8	368.4	343.7	380.7	373.6
<b>Y5 numbers</b>	12	15	11	17	10
<b>Y5 State</b>	499.5	500.6	498.8	495.1	494.3
<b>Y5 School</b>	469.4	436	454.9	441.8	435.5



**FIGURE R 15 NAPLAN NUMERACY RESULTS, YEAR ON YEAR (MARIA'S SCHOOL)**



**FIGURE R 16 NAPLAN NUMERACY LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (MARIA'S SCHOOL)**

## Samantha's Central School

TABLE R 12 NAPLAN PRIMARY READING RESULTS SUMMARY (SAMANTHA'S SCHOOL)

Year 3 Reading	2008	2009	2010	2011	2012	2013
Y3 numbers	27	38	28	22	29	19
Y3 State	410.8	423.7	422.6	423.8	426.9	424.8
Y3 School	434.2	344.9	360.3	424	379.7	386.9
Y5 numbers	29	22	25	30	23	22
Y5 State	493.1	503.2	496.9	496.1	500.1	507
Y5 School	488.8	453.6	472.1	431.1	453.9	492.8

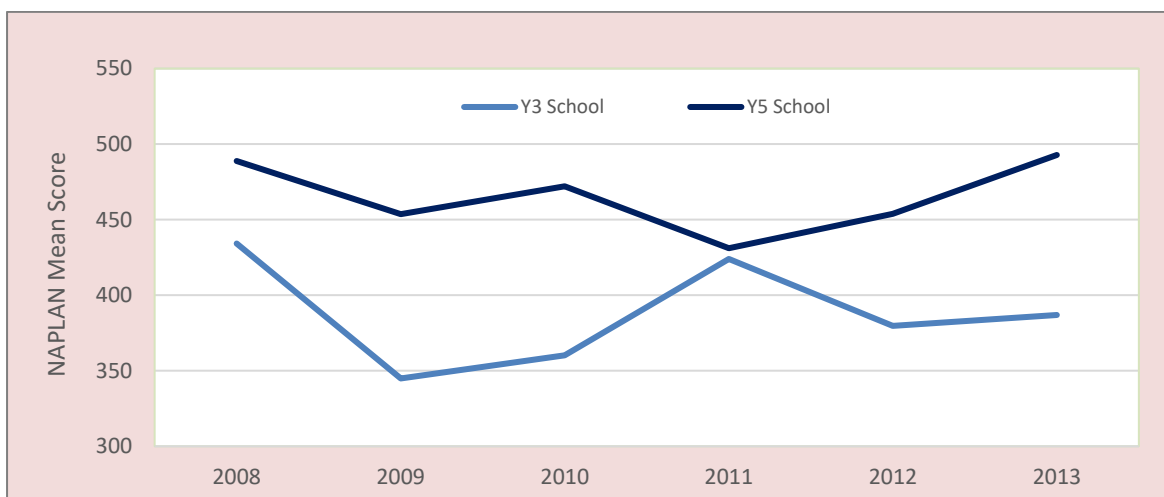


FIGURE R 17 PRIMARY NAPLAN READING RESULTS, YEAR ON YEAR (SAMANTHA'S SCHOOL)

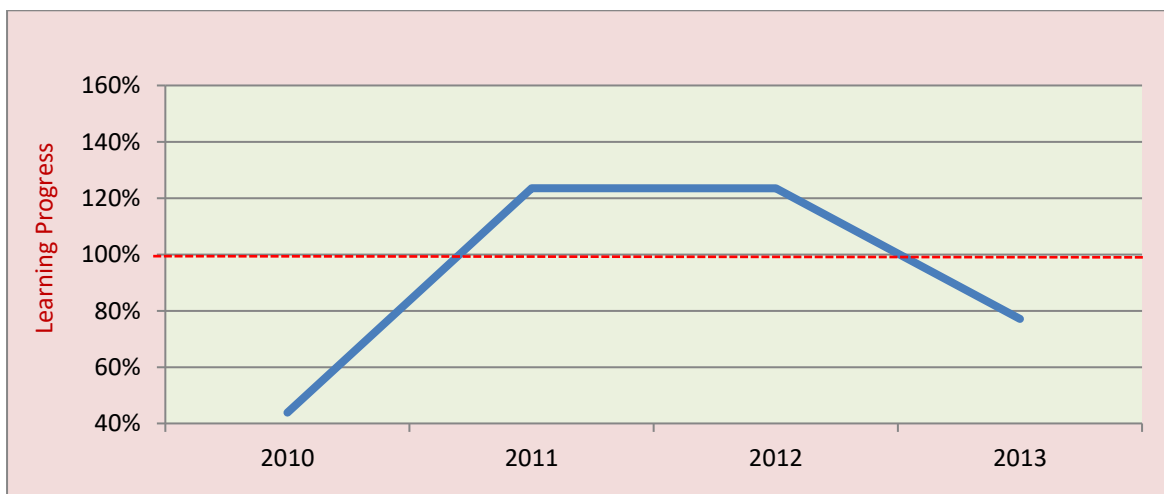
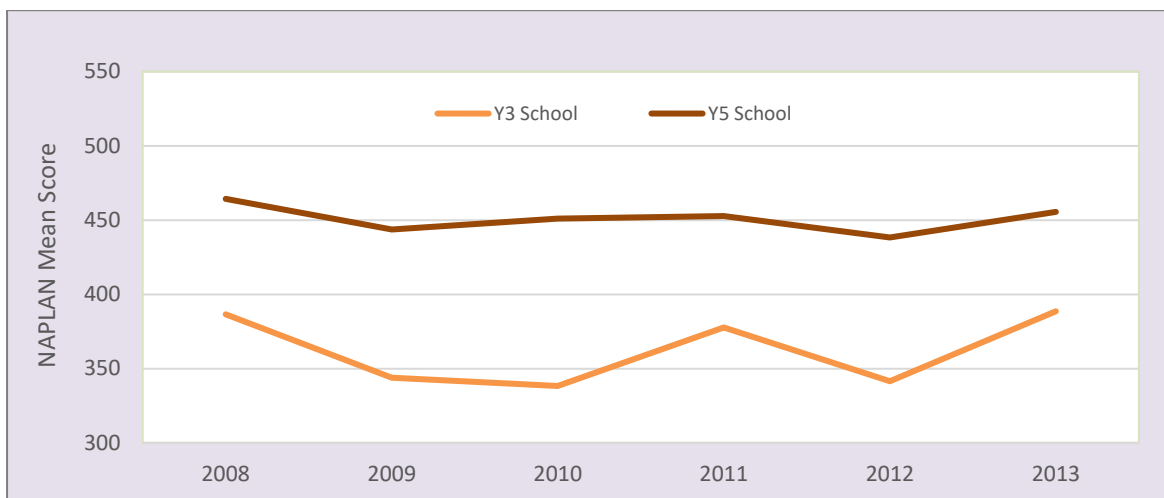


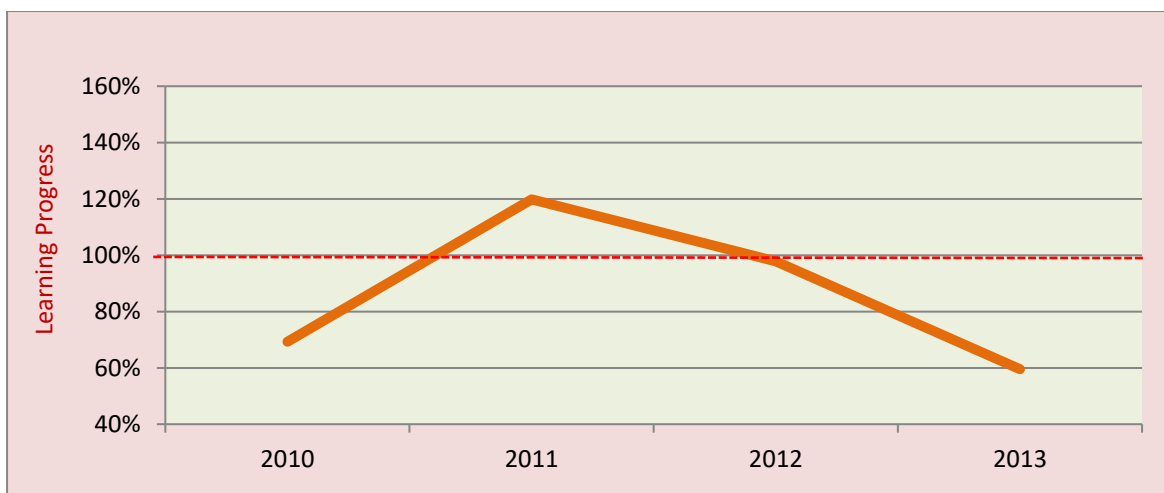
FIGURE R 18 PRIMARY NAPLAN READING LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (SAMANTHA'S SCHOOL)

**TABLE R 13 PRIMARY NAPLAN NUMERACY RESULTS SUMMARY (SAMANTHA'S SCHOOL)**

Year 3 Numeracy	2008	2009	2010	2011	2012	2013
Y3 numbers	27	38	27	20	28	19
Y3 State	409.5	405.9	402.3	406.6	405.7	404.6
Y3 School	386.5	343.9	338.3	377.7	341.4	388.6
Y5 numbers	29	21	24	30	23	22
Y5 State	489.1	502.9	499.5	500.6	498.8	495.1
Y5 School	464.3	443.7	450.9	452.7	438.3	455.5



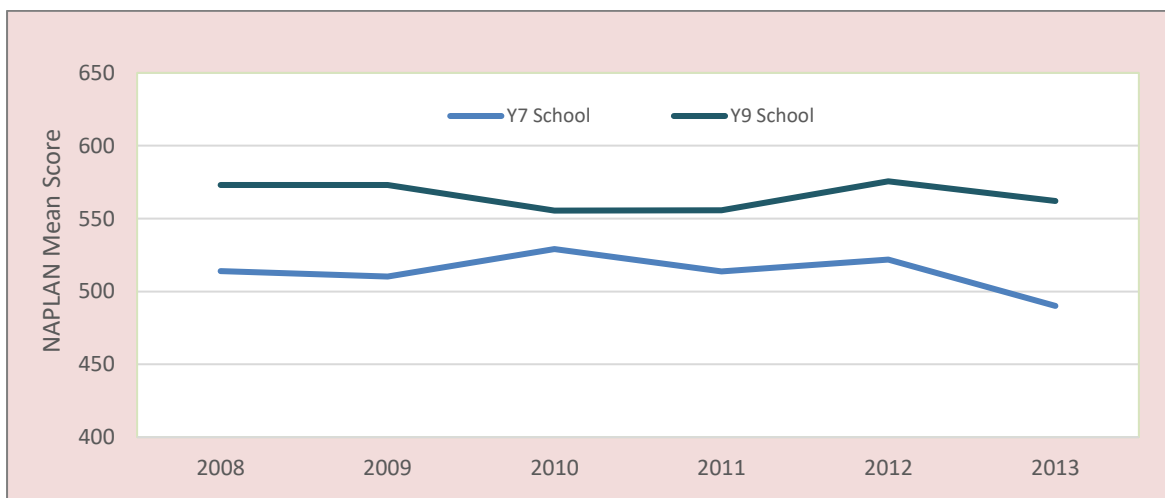
**FIGURE R 19 PRIMARY NAPLAN NUMERACY RESULTS, YEAR ON YEAR (SAMANTHA'S SCHOOL)**



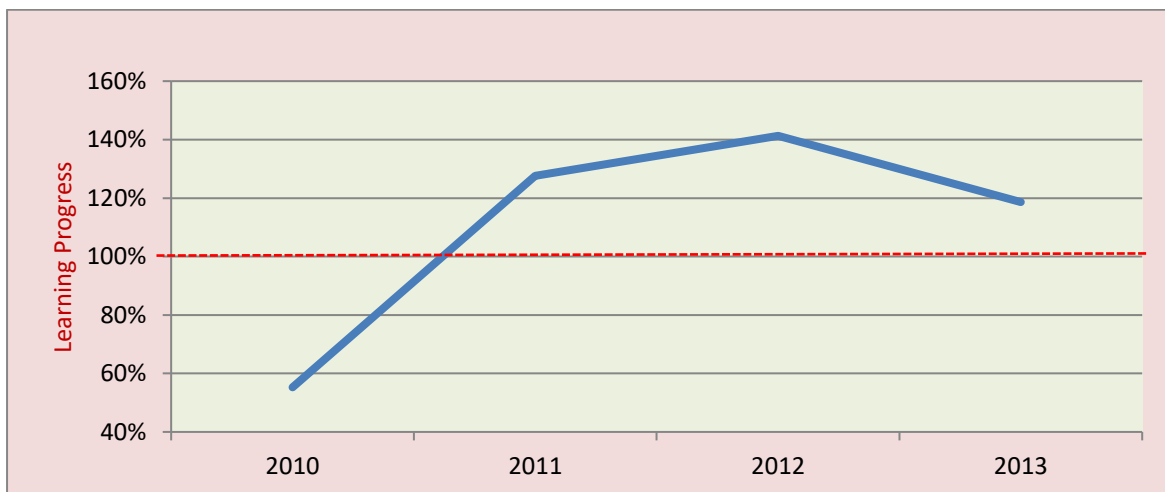
**FIGURE R 20 PRIMARY NAPLAN NUMERACY LEARNING PROGRESS FROM YEAR 3 TO YEAR 5 (SAMANTHA'S SCHOOL)**

**TABLE R 14 HIGH SCHOOL NAPLAN READING RESULTS SUMMARY (SAMANTHA'S SCHOOL)**

Reading	2008	2009	2010	2011	2012	2013	2014
<b>Y3 numbers</b>	56	46	70	35	61	58	57
<b>Y3 State</b>	410.8	423.7	422.6	423.8	426.9	424.8	423.3
<b>Y3 School</b>	416.2	366.3	407.8	397.7	381.6	388.2	353.7
<b>Y5 numbers</b>	52	72	62	50	78	34	53
<b>Y5 State</b>	493.1	503.2	496.9	496.1	500.1	507	504.7
<b>Y5 School</b>	473.7	444.3	485.5	460.6	467.5	474.2	460.9



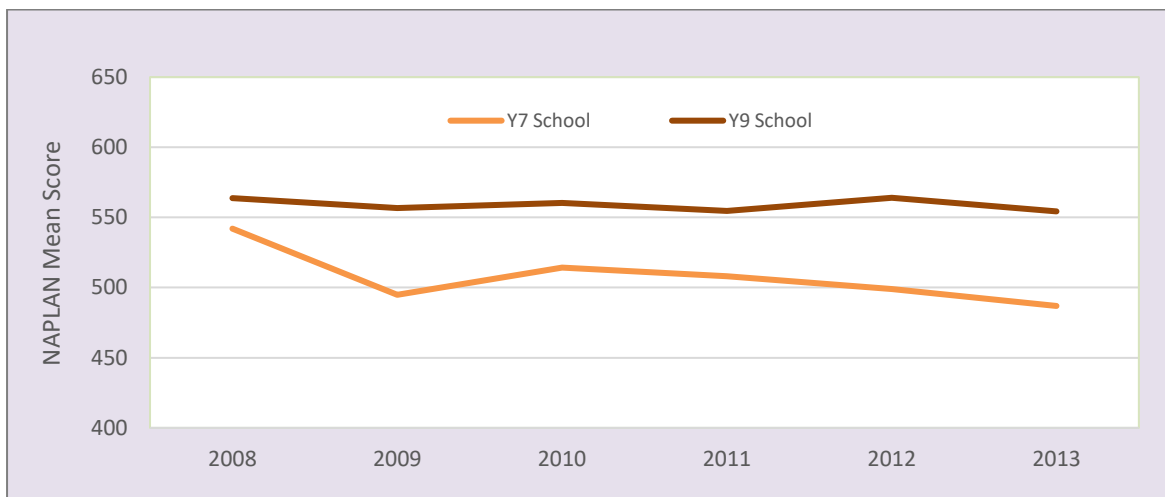
**FIGURE R 21 HIGH SCHOOL NAPLAN READING RESULTS, YEAR ON YEAR (SAMANTHA'S SCHOOL)**



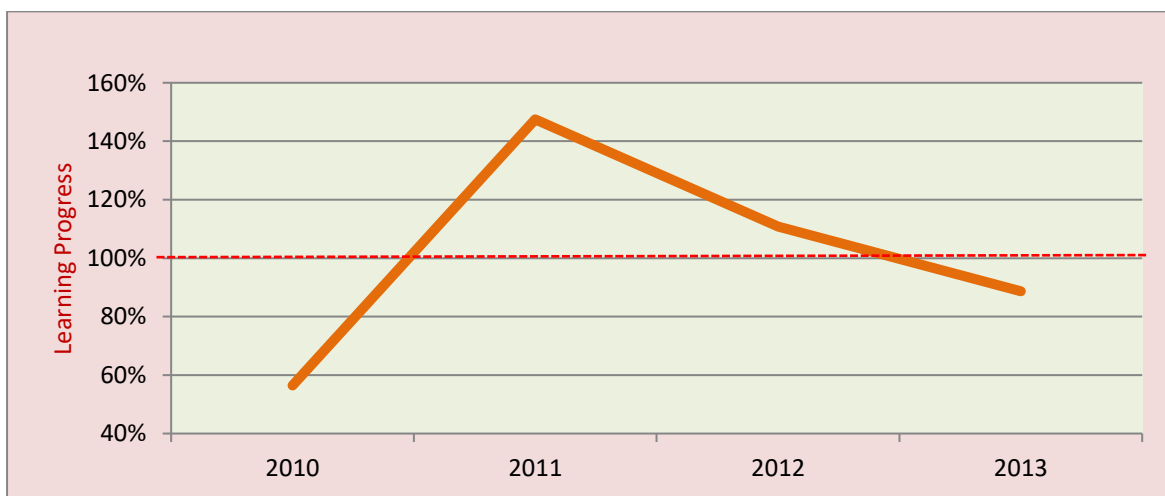
**FIGURE R 22 HIGH SCHOOL NAPLAN READING LEARNING PROGRESS FROM YEAR 7 TO YEAR 9 (SAMANTHA'S SCHOOL)**

**TABLE R 15 HIGH SCHOOL NAPLAN NUMERACY RESULTS SUMMARY (SAMANTHA'S SCHOOL)**

Numeracy	2008	2009	2010	2011	2012	2013	2014
<b>Y3 numbers</b>	56	46	70	35	61	57	57
<b>Y3 State</b>	409.5	405.9	402.3	406.6	405.7	404.6	407.9
<b>Y3 School</b>	399.7	355.5	384.7	381.4	356.4	368	362.8
<b>Y5 numbers</b>	52	72	62	50	76	34	52
<b>Y5 State</b>	489.1	502.9	499.5	500.6	498.8	495.1	494.3
<b>Y5 School</b>	481.4	455.1	476	458.8	465.1	461	448.9



**FIGURE R 23 HIGH SCHOOL NAPLAN NUMERACY RESULTS, YEAR ON YEAR (SAMANTHA'S SCHOOL)**



**FIGURE R 24 HIGH SCHOOL NAPLAN NUMERACY LEARNING PROGRESS YEAR 7 TO YEAR 9 (SAMANTHA'S SCHOOL)**

## Appendix S: Vignettes

### Edward's Vignette

#### Leadership Development Level: Opportunist

Age 15-20

#### Career Experiences

I believe I must have moved through the Opportunist stage quite quickly, as I do not have a strong sense that the Opportunist characteristics were real drivers for me at any point in time.

There were probably two aspects that stand out for me that may be considered Opportunist. As a person who has always had a love for sport, I was very competitive in my approach to all things games and the like. While I would never play outside the rules or the spirit of the game, I was definitely intent on winning.

The other aspect relates to a strongly moral approach that manifested itself as black and white attitudes when I was younger. I recall having an emotional discussion with my brother and his girlfriend about them drinking alcohol at the Year 12 formal. This was accepted practice at the time and I had chosen not to attend the event years earlier because I disagreed with students being allowed to consume alcohol. I was probably not understanding of different perspectives on such moral issues.

#### Leadership Development Level: Diplomat

Age: 21-26

#### Career Experiences

I married at 22 and I was still playing lots of sport during my early years. I was very shy, particularly in social settings, and conformed to social norms mainly so as not to be noticed. I commenced teaching at age 23, being appointed to a low socio-economic school that presented considerable challenges for a young teacher. Student behaviour was often hostile and very difficult to manage. Further, I found myself working with an experienced all-male Mathematics staff who were very judgemental and completely traditional in their approach to teaching. My need to conform created conflict for me, as I really wanted to be creative in my teaching. It took a number of years to develop sufficient confidence to assert myself in a way that made me feel as though I was pursuing a professional path that was true to myself. The all-male staff were also engaged in a culture that valued drinking and had an obsession with all things sex. While I was able to mix socially with the group, I did not conform with the expected behaviour, refusing to drink or engage in actions that I believed to be demeaning to women.

Hence, my progression through the Diplomat stage of development was a very uncomfortable one for me.

**Leadership Development Level: Expert**

Age: 27-32

Career Experiences

I remained at the same school for the first 15 years of my career. During the Expert stage of development I was successful in undertaking the inspection process at the time, so as to be qualified for appointment to a position of Head Teacher in Mathematics. I was driven to be the best teacher I could be and by this time was introducing creative new approaches to the teaching of Mathematics and the operations of our faculty. I was receiving very strong encouragement and support from my head teacher. My senior classes, in particular, were achieving outstanding results in the HSC, well beyond what was typically achieved at the school.

I also commenced a role as Year Adviser for a group of students who I would lead from Year 7 through to Year 12. I thoroughly enjoyed this role and felt a strong connection to student welfare. My awareness was growing of the development of the whole child as being fundamental to the learning process. Again, as my confidence grew, I began introducing a new approach for undertaking this role. I placed a heavy emphasis on supporting students to be successful in their studies and devoted considerable energy to knowing their individual strengths and areas for development. This represented a significant shift to the traditional role from one which tended to be reactive and deficit focused to one that was proactive and focused on learning development at individual and collective levels. One of my great joys at the time was watching the way the culture of the group developed and students engaged in a real team approach, supporting each other to succeed in their endeavours. The value for learning was improving and the social cohesion of the group was very high. The connections that I was developing with the students were also very strong.

A key career development occurred during this time when I was invited to be the staff representative on the steering group charged with the responsibility for changing the school to be the state's first senior high school. It involved researching the provision of senior education in other systems as a basis for creating an innovative new structure for NSW public education. I was able to design learning and student welfare structures as my contribution to the group that helped to shift senior schooling into a new paradigm. These approaches were soon adopted at schools throughout the state.

My experiences during this period of time certainly established the foundation for me to progress in my thinking and development to operate at a system level.

My first child was also born during, something that was to have a profound effect on my life. He was to be the first of two sons who have both brought enormous love, joy, richness and greater purpose to my being.



## **Leadership Development Level: Achiever**

Age: 33-38

### Career Experiences

I was appointed to the position of Head Teacher Welfare at the newly established senior high school. This was a completely new position for the system. During the next few years, I played an increasing whole school role, being heavily involved in the creation, design and development of the structures, systems and processes that still characterise the school today. I successfully led a significant shift in the school to ensure a focus on the achievement of outstanding results. I was privileged to lead a brilliant welfare team at the school who helped to build a culture that valued the gifts, potential and maturity of each student. I played a lead role in engaging all staff in a journey to help realise this new dream for senior education. As a result, students were flourishing in an environment that had moved from rules based to values based, from one of control to one that focused on strengths and growth. The academic and value-added results of the school soared. This has been sustained at the school throughout its 25 year existence. I was also heavily engaged in speaking requests at conferences to share the practices I had been leading at the school.

A career changing experience also occurred for me during this period. I was invited to be part of an external review process at a school as an independent member of the review team. I am still unsure as to the source of the invitation. My involvement led to further reviews and ultimately to an invitation to be part of the state office leadership team to coordinate and further develop the newly introduced review process statewide. I was appointed to a chief education role which was a considerable leap in position, being the equivalent of a principal. It was through this role that I developed a very strong sense of systems leadership. I was heavily involved in the creation and introduction of key initiatives that were to be the foundation of significant shifts in educational delivery for the state. One such leadership responsibility afforded to me related to the use of student learning data to inform teaching practice. This work became the foundation for sophisticated analytical systems and practices for the Department.

My understanding of change management was accelerated throughout this time. In both roles I began to learn that the quality of the concept being introduced had little to do with the opposition that would inevitably be faced due to the prospect of change. I was blessed to have wonderful mentors in both roles who helped guide, support and encourage me through the trials and tribulations associated with change. I grew in my understanding that conflict was generally borne out of a need for people to feel safe within the status quo. The threat represented by significant changes to established practice would often be manifested as hostile behaviour. Learning how to deal with such behaviour was important preparation for my next stage of development.

## **Leadership Development Level: Individualist**

Age: 39-49

### Career Experiences

My role as chief education officer continued and expanded considerably during this period. I played a key leadership role in helping to establish a team of 40 senior leaders who provided direct leadership support to schools. I built on the shifts I was making during the previous stage of development by helping to lead this team to create a new culture across public education in NSW. For the first time, school leaders were supported to engage with student performance data in meaningful ways to develop school strategy and to monitor and evaluate progress. I was able to help lead the development of a culture that used data and evidence in ways that explored different perspectives and observed clear protocols that ensured respect and sensitivity for all, despite significant opposition from a teachers' union that feared data would be used to judge and punish. I was responsible for leading the introduction of annual reports for all schools across the state. The dynamics of the leadership group quickly developed through the learning culture that I helped to introduce and foster. I helped to establish a growth mindset across the group, ensuring the establishment of a possibilities focus to replace the previous compliance approach.

I moved from the state office leadership position into another chief education role as one of the team of 40 through a desire to be closer to schools so that I could further develop approaches in a more direct way. I was working with a director to lead a group of 52 schools in one of the most disadvantaged communities in the state. This group of schools had very poor academic results, low attendance, high suspension rates and featured anti-social behaviours. Despite strong and widespread opposition by school leaders and staff, through a combination of strategy, creativity, new possibilities thinking, optimism, resilience and belief, I co-lead the development of a transformational approach to education for these schools in a relatively short timeframe of 2 years. Results, behaviour and attendance all improved substantially across the school district. There was a complete shift as a learning culture was established for leaders, staff and students throughout the district. The uplift in learning was such that it was recognised in NSW parliament. For the last 6 months of this time, I relieved as director. The leadership culture that I had helped lead was acknowledged by the group through a standing ovation for me when I left the role. The new culture that was developed has been sustained since that time.

My career pathway was unusual as I "zoomed in" further to become principal of a very large comprehensive secondary school in the same district. My desire to innovate even more powerfully at the school level was a strong driver. I had a vision for the complete transformation of education that was to embrace local primary schools and become a hub in helping to positively impact on the local community. However, I was to quickly learn that the scope of change I thought had been achieved for all schools in the district was not quite as widespread as I had believed. The school was dysfunctional and had all of the worst features of the previous district culture. Staff were stuck in the belief that nothing could change, despite their extreme frustrations with the school. Student behaviour was out of control on most days, with regular large-scale fighting and extreme anti-social behaviour by students to each other and to teachers. Through a much better understanding of complexity and systemic connections, I was able to design an approach that challenged prevailing belief systems, helped develop a deeper understanding of varying perspectives and interpretations,

## Edward's Vignette

while encouraging a focus on possibilities thinking, creativity and innovation, to build the enabling conditions for unprecedented change across a community of schools.

Another important experience that I had during this time was through sports administration. My boys commenced playing cricket and I took on increasing responsibility within the local cricket club, quickly assuming the role of president. I followed the same pattern of change management and possibilities thinking in the local community, helping to lead a diminishing cricket club to become one which grew four-fold and became the nursery for a significant number of players to represent at various levels, ultimately as international players. I then led the amalgamation of four discrete clubs to become the one community club, ensuring players could play from the age of 5 into adulthood. This became a very strong base for community involvement. This was despite considerable opposition from conservative members who were previously running the club. As in all contexts, I helped nurture a distributive approach to leadership that saw the club flourish. This was an ideal opportunity to grow and develop personally. It helped me enormously in my growing leadership maturity.

### **Leadership Development Level: Strategist**

Age: 50 – current

#### Career Experiences

The growth that I experienced during the Individualist stage of development helped me to transform at a spiritual level and to realise possibilities for transformation for others, extending to systemic levels. Going beyond rules and customs, appreciating ambiguities, polarities and even contradictions and paradoxes at individual and collective levels was fundamental to this shift. It has enabled an approach that has been characterised by a strengths-based, growth mindset thriving on possibilities thinking. It features a deep appreciation of others and a valuing of difference. A deeper understanding of constructs that have been socially created has helped me to design new constructs and a paradigm that focuses on growth rather than perpetuating the status quo. My fascination for engaging with complexity and translating it into elegant simplicity to ensure widespread access, has been an important part of my development.

Commencing my fourth year of principalship, I began to enjoy the most rewarding career experience of my life. All of the enabling conditions were in place for the school to transform. Staff and students were beginning to appreciate the value and respect that was afforded them, a distributed leadership culture was developing, creativity and innovation was beginning to characterise thinking throughout the school, the beginnings of a community of schools was established and there was general acknowledgement that things were changing, particularly in terms of learning experiences and outcomes. There was an amazing positive energy being generated throughout the school, one that was being reflected in community engagement. The school was becoming a focal point for outside activity, attracting great interest from many organisations who wanted to be involved with the school. I was helping to lead initiatives through the entire region of more than 220 schools, using the school and its members as a lead agent for change. The community of schools continued to grow, ultimately being recognised by the Deputy Prime Minister for being an exemplary model for

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innovation and community building. Awards and recognitions flowed in great abundance to the school and its leaders, many of whom were successful in being appointed to a range of promotion positions. The leadership density was such that the many career development opportunities that engaged staff members meant other members of staff were able to seamlessly assume leadership roles to ensure ongoing continuity and development. The school excelled in all respects.

I was then invited into a leadership role at state office. I was afforded great trust by an enlightened senior leader and the opportunity to design a completely new structure to deliver the possibilities thinking that I was leading. This represented a monumental shift in the way state office had historically operated. It led to a period of creativity in which hundreds of school leaders were engaged in the social construction of a new paradigm for education that in turn was leading to statewide implementation and innovation. An interesting development that I have had to deal with has been the response from Departmental senior leaders, many of whom have imposed severe controls and punitive approaches to preserve hierarchy and to perpetuate a closed paradigm. This has been significantly stronger than I anticipated and easily represents the biggest threat to transformation. It has been a very important learning for me during this stage of growth and development. I hold great optimism that the change platform for growth and energy that has been generated throughout the profession will prevail. Restrictive, administrative practices will be exposed and higher order thinking and leadership will be recognised and valued as possibilities are realised and a new paradigm is established based on growth mindsets.

The great part about this journey is that it is not yet complete. I am relishing the challenges, enjoying the complexities and contradictions, while being strong in the belief that I have an important role to play in contributing to the ongoing evolution of a higher order society.

## Gary's Vignette

### My Leadership Journey

I always feel blessed when I think of career journey, my colleagues sometimes call me the cat because I always seem to land on my feet! Even at this stage of my career I am positive and excited by the brilliant opportunity I have working as part of the LSLD School support Team.

### **Opportunist**

My real leadership journey truly began when I was a teacher at St Georges Basin in 1990 when the system changed and Merit Selection was the new era. I was a popular teacher and saw my pathway as an AP. On reflection I was very much in the opportunist phase in that I acted quickly, worked on one task at a time and rejected feedback. As my Principal said many times "Glenn, suffer fools gladly." I felt I had a unique insight but was unaware of how I interacted with others.

### **Opportunist to Diplomat**

My break came in 1994 when I was appointed as Assistant Principal Infants at the brand new Vincentia Public School. I fibbed at interview!! I had five amazing years there and unbelievable opportunities to be creative, innovative and set the history of a new school. An inspirational principal totally inspired me. While still at times an opportunist I was in the diplomat stage in that I avoided confrontation, I focused my loyalty on my immediate group and was never one to rock the boat. I was however, very successful in that role and I was able to work across the region promoting several innovative student welfare programs which still are well known and successful today. It was at this stage that I realised, that despite my shyness I enjoyed presenting and was good at it.

### **Diplomat**

My first Principal's role was at Lord Howe Island Central School, a three year tenure. Uprooting my family was a huge choice and I guess, largely driven by my desire to become a principal. And of course I am a surfer and keen fisherman! It was an incredible experience. I was driven by the need to prove that the island school could be successful, professional and that teachers were not there for a holiday as many residents believed. I had a strong desire to succeed. The turnaround in the school was amazing and my sense of the way a school influences the community was strong. I made very good use of the Island's resources and my personal contacts and we made a huge difference that is still recognised today, many years on. I guess that is where I started the mantra, only your best is good enough and expressed high expectations of myself and staff. I definitely moved out of my competitive stage and staff and community morale were at an all-time high. I also had many incredible adventures both personal and professionally. I was very much the diplomat.

### **Expert-Achiever**

Be careful what you ask for!!!! After three years I applied for and was appointed to Bowraville Central School. I went from a school of 50 to 462 in a town where racism was rampant, violence was frequent and the issues around the murders of the missing Aboriginal children/teenagers haunted us. My arrival also coincided with the influx of 27 families of Aboriginal students who lived on the local mission and previously went to a local convent school. Their arrival was devastating to the school. In my first year, 2000, there were 21 serious incidents, break-ins on a weekly basis, violence, lockdown, lockouts and gangs roaming the school. I also had a very diverse white community to deal

## Gary's Vignette

with along with a hostile DP who missed out on the job, a huge problem between secondary and primary and all that went with a large central school. During that year I feared for my own safety and that of my staff and was nearly seriously injured on quite a few occasions, and they liked me!! We also lost over 70 students who left for safety and welfare reasons.

Having grown up in Housing Commission Wollongong, and noting at age 40, that most of my friends were dead or in prison, and having been in a lot of trouble as a teenager I felt I understood disadvantage as well as that this was my payback for my misspent youth!

I shall let the reader decide on where my journey sits in terms of where my leadership capability and development sits from here!! However, there was definitely a move into the expert manager phase, but many positive elements of being an achiever. I realised I was master of my own destiny, I decided on the future backing my own gut instinct and I drove others as hard as I drove myself. I learned to accept and act on feedback (mostly!).

I can't tell you how many times I wanted to quit and the job became a dark cloud above me for several years. There were several key turning points. One was to clearly and forcefully articulate my beliefs and goals to my executive team which included a vision of harmony, mutual respect and involving community. Two left!

I realised also that until I engaged the community and won their trust, I could never get through to the kids.

I never saw myself as resilient but I guess I was because 6 years later we were recognised at national level being awarded a National Quality School Award for School Improvement in 2005. For me having that recognition for my team and myself as a leader in the Great Hall of Parliament House is a personal highlight. It still gives me shiver down my spine!

In getting there I spent a lot of time in the community, especially the Aboriginal mission. In fact I took my entire staff there twice! I got to know the people and earned their respect. Along with an inspiring team we formed the Bowraville Community Alliance, driven by the school and changed a whole community in so many ways. In 2003 we received the inaugural State Cohesive Community Award and things took off from there. I could not possibly outline that journey briefly!! There is a whole book of funny and scary tales, amazing challenges and achievements and sharing our journey around the state.

In 2005 the school was finally given the go ahead to go to Year 12 and a 13 million dollar upgrade was announced. My team and I were in high demand from schools and communities as well as many government agencies having lobbied for and received state priority community status. In hindsight I grew into a leader of influence and changed greatly. Again on reflection my innovative creative side and a desire to be different had a lot to do with my success. As does high expectations and an overall desire to please.

## Gary's Vignette

However, almost on a whim I took a demotion and went to Urunga Public School. I felt I did not have the energy and drive left to bring Bowraville through the next stage. I also needed my life back!

### **Individualist/Strategist**

After three glorious years where community were so supportive and the kids great, we lost numbers and I was transferred to Macksville Public School (the cat strikes again!) What an amazing 6 years. A turnover of 80% of teachers, Low SES National Partnerships, major building works. My desire to be the best came to the fore here! I think I am a much stronger leader who believes in my ability and who follows my gut instincts more readily. I am collaborative but prepared to make my own decisions. The school has endured remarkable success and recognition. It was in the last three years that I became passionate about leadership. After a stint in the North Coast leadership Centre I realised I need to practice what I preach! I set up a mentoring/coaching model of distributed leadership. I also put out a 360 survey and was not offended by feedback!! Last year I was fortunate to work with High Performance as a Leadership Officer, Coach and Alliance Leader. I guess it says a lot about me in that my project RIPLL and the project I coached were recognised as standout projects! I have handed that over to one of my AP's and it is growing fast. I see aspects of higher level stages in this stage of my career. As an individualist I have been creative and flexible and encouraging of innovation. I became increasingly aware of systems thinking and its impact at school level. As a strategist I used humour often, and became flexible in how things were done.

At present I work at State level for LSLD. I love the travel and the challenge of presenting workshops in pleasurable way. And I have enough leave to retire at the end of this year if I choose. What a gift at this stage of my career.

I am blessed!!

Greg - Vignette

**Leadership Development Level: Opportunist**

**Age 18 – 22**

**Career Experiences**

I left high school and went to a rural university as a bonded student. I was the first in my family to go to University and it was important for everyone. I loved University life and quickly discovered that in order to pass all I needed to do was choose subjects that:

A- I loved – geography...

B- Had an exam. I found I did particularly well in exams. I would go to all lectures and tutes, but to make the grade I found that exams worked best for me, rather than research and writing essays. University life was too much fun and I needed to be in it!

In my fourth year I thought I'd like to transfer to Sydney to finish my Diploma, but I decided not to at the last minute. I went back to where all my friends were and proceeded to finish my Diploma there. I moved into a house with friends and it was a non-stop social event. So much so, I failed a subject. I was able to pick this up fortunately in the following year as I began teaching. That would not be allowed now.



**Leadership Development Level: Diplomat****Age: 22-26****Career Experiences**

I was initially appointed to an inner city school (1979), as a bonded graduate, into a relief role on year 2. My principal was very unforgiving and 'tough'. The teacher, who's position I had while she was on maternity leave returned, and she was keen for me to continue on the class, but the principal was unsure. I was then transferred to a school in a neighbouring suburb, and joined a very young staff. Here the principal, a male, was manic. The 2 assistant principals and the DP, were difficult and remote. I asked once at a staff meeting about support to help me in how to teach reading – the principal shouted at me that I should know as I had just come university. I stayed 'under the radar' after that. I had some great friends who were teachers with me, so we created our own social life.

**Leadership Development Level: Expert****Age: 26-39****Career Experiences**

I took 2 years leave in 1982/3 to travel to Europe and India. After returning I was appointed as a District relief teacher to a SWS Sydney school, and when I turned up the principal couldn't leave her office to meet me. I was very distressed to be in this situation, as I did not want to be a glorified casual teacher. I rang staffing and

by 10am I had been appointed to another SW Sydney school, onto a year 4 class. I stayed 3 years here and had a great time, particularly with my peers. The school was highly multicultural, and had a great boss. I decided to do my 1<sup>st</sup> list here which I got with a really good District Inspector. He wrote a very good feedback report and looked for opportunities for me to 'stretch my wings' beyond the school – on the SWS literacy committee etc. I transferred to a high achieving inner city school and I was there for about 6 years; and 3 principals. I went for my 2<sup>nd</sup> list here again with a fantastic Cluster Director, who was so encouraging. It was here at this school that I strived for opportunities and I taught the OC classes over most of the period I was there. My final principal here was very problematic and unsupportive. I was, at times, problematic as well, believing that I should be entitled to particular opportunities, that were not always given to me. This caused me some headaches but overall it was a fantastic time at this school with many 'expert' teachers. I loved the community as well. I went on teacher exchange to Toronto Canada from this school. While in Canada I asked my principal if I could lead the Literacy committee, but this was declined as I was to leave. I gave demonstration lessons here to staff in English teaching and particularly in teaching writing. I loved being at the school in Canada.

I returned to my school, in Sydney, and had been taken off OC. I had a 3/4/5 'gifted class'.

## **Leadership Development Level: Achiever**

**Age: 39-44**

### **Career Experiences**

I decide to begin applying for Assistant principal positions. I remember one position where I was unsuccessful, and in the feedback I was told I was 'too earnest' for the position.

I did end up with a position at a school over in Sydney's Eastern Suburbs. It was a growing school and as such grew to eventually allow both Assistant Principals the opportunity to share a class, and each have the extra non-class based admin time. This school allowed me to really 'stretch my wings' and I relished in the trust placed in me by the principal. It had its challenges though, with staff who were very high achieving, but not team players. I taught and supervised Stage 3. One teacher, was the 'year 6' teacher; he believed this as did the community, and it was celebrated in the media, his achievements in getting students into selective high school. I had a 5/6 so there was always this perception that I didn't have the credibility to make these achievements happen for my year 6 students and this was always an issue. Stage meetings were always problematic, and required careful planning and guided discussion as there were usually 4-5 teachers in the meeting (year 5 teachers etc).

One day I was particularly challenged in my leadership here, when the University of NSW external tests were on; specifically Science. It was decided the year 6 teacher would do year 6 and I would do year 5 (there was an expectation that all

students would pay and enter the testing). In doing year 5, I had the year 6 teacher's son. He 'fell apart' in the testing and performed very poorly. The year 6 teacher confronted me about how the students went, and when I relayed the performance of his son, after being asked....He took his son's test paper and made him re-do it, despite the boy's tears. I objected strongly to this, telling the teacher (and father) that I would not support the grade/certificate that the boy would then get, and I went and saw the principal. I needed the principal to make a stand but he didn't, instead acquiescing to the demands of the teacher (parent). The boy scored a distinction and the teacher ensured that the boy was recognized publicly along with all other students. I was shocked that the principal allowed this to occur.

### **Leadership Development Level: Individualist**

**Age: 44-50**

#### **Career Experiences**

While at this school there was a teacher, well known in the Eastern Suburbs as 'dead wood', transferred in. I, by this stage had been promoted to Deputy Principal, through merit. The transferred teacher was to be supervised by at that stage an ET in the school. This ET had poor teaching skills himself but was a 'nice man'. (He also had a bad gambling habit.) It was decided that the teacher needed to be on an Improvement Program (at my insistence in talking with the principal) supervised by the ET. The program was constructed and it was agreed that I would support the ET, in the implementation of the program. After a week or so, the ET decided he couldn't

do it – I stepped up to the plate, to ensure the program was done consistently and fairly, in consultation with the principal. It was very sad, as the man was a returned Vietnam Veteran, and very much alone in the world. He lived at home with his parents, but he couldn't teach and had been moved from school to school in the Eastern Suburbs. He was given the 'honourable' option of resigning in a District office meeting with the then Superintendent, the Principal and I both also being in attendance. The ET eventually left of his own volition.

And in one of my final actions before leaving this school, I convinced the principal to move the year 6 teacher off year 6 for the following year, to year 4 to help break that culture that no one else could teach year 6 except him; hard to deliver on as this school now had two year 6 classes, and the teachers needed to work together to ensure success for all students.

**Leadership Development Level: Strategist**

**Age: 50 – current**

**Career Experiences**

Over the summer holidays of 2000, two days before school was to resume I received a call from the District Superintendent asking me to take over a rel. principal role at another Eastern Suburbs school (P4), where the principal had just been removed. I was shocked about being asked, as I didn't think I had the capacity; I'd only been a DP for a year.

I took on the challenge, as I always believed that when given an opportunity you

don't say no.

The challenges were vast with the need to restore faith in the school. The school was characterized by staff, community and student in-fighting. It had been very poorly managed from a financial perspective, and was rapidly losing students to other public and private schools. Here I had a particularly complex public works project that had to be paid for – Assets Directorate were demanding that it be paid (\$173 000) and community/staff not happy with the work, and refusing to allow me the authority to pay the bill. I rang my Superintendent one day for advice (I spoke to her often), and she said she believed that I would know what to do. So, I took an unusual action of trusting two key players within my community – a lawyer and the wife of a man from the Premier's dept. They 'led the charge' of demanding action on the work, and the rectification of faults, and a reduction in the fee being demanded. It was ethical, transparent and honest. And it worked. But, at the time, I felt .....gee, what a risk. It was not how I had been 'trained' to be a principal. They were right, though, and in doing this enabled the school to re-build a learning culture and become extremely successful. There were many aspects that led to the success and improvement practices, including governance, within this school. I was very proud of it, and I am still. (I became the substantive principal here, through merit, after a year.)

I then left Sydney and on merit, picked up a principal position in a country school, at what was seen as the Aboriginal school (P5, but reclassified as P3 due to complexity). It was chaotic, poorly thought of in the community and by colleagues, and had a dispirited staff. I had the Assistant Principal, that I put on notice for an improvement

program and he left within a term. I then proceeded to create a belief in the school, that yes it is us and we are proud of who we are. We began a journey of discovery into significant Aboriginal sites across the area and we invited the Elders to share the stories of the sites. Students filmed these and made movies, one of which made it to an award at a film festival. It was a wonderful time. I learnt how to work carefully and respectfully with the Aboriginal community. I never succeeded in bringing all staff on board, as some just felt it was best to preach and rely on punitive responses to behaviours, but I always aspired to more for the kids here. It was wonderful.

We moved again, and I was transferred to a Nth Coast school. (P3) Here, again, the school attracted significant funding under the National Partnerships. The staff, and particularly the Exec team were very strong. There was real sense of what was important in the lives of children. They were extremely professional in all their work, giving a lot of their time and expertise to further improve the school. School improvement was understood, as we embarked on a journey of pedagogical improvement through the collaborative development of a strong professional learning and feedback program.

I left here to pick up, on merit, another P3 school closer to home. This school presented its own challenges whereby an improvement agenda was not part of the staff culture, it was more about welfare and rescuing. In my 3 years there I worked to build the capacity of my executive, who didn't seem to be clear on their role of 'assisting the principal', and strategically pick up the skills of various staff members to lead and develop staff. I worked very hard to give a sense of purpose to planning

processes and the school plan, aligning key targets to data. This was strongly resisted and not understood by some staff, some of whom felt that this amounted to be 'accountable'. The executive were not as strong as I would have liked in challenging teams to better understand and work to embrace the planning, and data collection, as their own. I introduced SBSR reporting as one way to ensure I could get some consistent K-6 data. This was the subject of much debate, at several staff meetings. Even now, there is not great value placed on leading learning for staff by key executive who see PL as 'yes, you can go' rather than deeply questioning alignment to the school plan of the activity, and what impact will this have on students and the staff learning within the school. Data is still an issue, given the staff discounted long ago NAPLAN performance.

I have now stepped into new role as a Principal, School Leadership – a role that has me leading the learning of principals and working along side Directors in the implementation of key initiatives – planning, situational analyses, and the implementation of the Schools' Excellence Framework.

My leadership journey has been remarkable. I believe I am very strong in building relationships and this has always held me in good stead. I do what I say I am going to do, and I lead from a strong ethical and moral purpose to all my work. I trust my teams.

In terms of my professional learning? I began the principal-ship at that Eastern Suburbs school relying heavily on the School Admin Manager for sound financial advice. I had to develop my own knowledge of how to budget and read financial



reports. I had to develop my understandings around employment of staff, and I had to test ideas on how to lead staff in teaching and learning.

I sought out key professional learning opportunities, that have always led to new ways of thinking and working for me. I engaged in the AITSL Leading Australia's Schools program in 2010. This gave me a springboard into a Masters degree in International Education Policy. It also gave me an opportunity to be part of the initial work by Dame Pat Collarbone in the development of the Australian Professional Standard for Principals and this in turn led me to have significant influence in the professional learning programs of the NSW Primary Principals' Assoc. I have been a strong advocate for principal learning here, and positioning the PPA to respond accordingly.

I have had the opportunity to sit on professional Boards - Primary English Teaching Assoc. and a Regional Conservatorium. On both boards I rose to be Vice President for a considerable time. Key to my roles here was the leading of the development of visions and plans for future sustainability of the two organisations.

I had some great mentors who trusted me, and I had a great personal partner who has encouraged, supported and challenged me in my work.

# Maria's Vignette

## *My Leadership Journey*

**Leadership Development Level: Diplomat                      Age 22 – 27      Secondary PDHPE Teacher**

I began my career as a secondary PDHPE teacher and my first appointment was to the school that I had attended as a student only six years before. This, coupled with my obsession with being seen to do the right thing, meant that my focus in operating as a professional educator was around observing protocols / procedures and making sure I was seen to be fitting into and meeting the expectations of the faculty. My focus was not on quality teaching or student learning, but rather on satisfying my supervisor and maintaining compliance expectations.

**Leadership Development Level: Expert                      Age 27 – 40      Primary Classroom Teacher /  
Assistant Principal – Primary**

After the birth of my two children, I took on casual teaching roles in both a secondary and primary context. My experiences in the primary context led to retraining as a K-6 classroom teacher and being engaged in several long-term temporary contracts at various coastal primary schools. My focus as was now firmly on 'my craft' as an educator and I was determined that, regardless of the priorities of my stage supervisor, my responsibility was to make the biggest possible difference to the learning of students in my class. This is where my passion for educational research really began, as I spent any free moment looking for innovative ways to improve my practice and engage students in their learning. During this time, I found that gaining permanency was only possible through merit selection as an Assistant Principal. This appointment only 'upped the ante' in terms of honing my craft and ensuring that the teachers I supervised were also up to date and engaged in improving their practice. It was important for me to be seen as the expert / mentor who could help my staff make a difference for their students.

**Leadership Development Level: Achiever                      Age 40 - 51      Assistant Principal / Principal**

After a couple of years in the role of Assistant Principal, the complexities of managing varying levels of experience and a wide range / diversity of personalities within my stage brought me a new perspective on leadership. I now knew the importance of my interpersonal skills as a leader and my focus turned to developing and sustaining productive relationships – inspiring, motivating and celebrating the achievement of others. I began to analyse my thoughts, actions and feelings more readily to have better self-awareness around my motivation for action rather than focusing on efficiency and results.

Although I had always acted with integrity and in an ethical manner, once I had been appointed as a principal I felt a sense of urgency around clarifying my moral purpose and ensuring that this was reflected in my leadership. The importance of strategic vision to lead the school community became of paramount importance. I knew that my professional learning needs were now around developing my ability and skills to build the collective efficacy of my school community.

## **Samantha's Vignette**

### **Leadership development level: Diplomat**

**Age: 22-29 years, Science and PDHPE Teacher**

As an early career teacher I was driven more by my desire to please my Head Teacher than through a desire to maximise learning outcomes for students. This was not a conscious act, but reflected my need for approval. I also felt a need to keep up with my teacher colleagues; to be respected by them as a colleague with excellent teaching abilities. At that early stage in my career, I lacked confidence in the staffroom even though I was a very confident teacher who really enjoyed teaching. Eventually, this passed as my professional knowledge and competency grew through the support of excellent leaders. Towards the end of this phase of my career, I began to question the expertise some of my colleagues as my expertise began to mature, but I never openly questioned their skill (I did not believe I had a right to do so) instead, I felt a strong desire to provide strategic support to them. By this time, I had moved into a position where I seriously doubted the expertise and leadership capacity of my Head Teacher and indeed it fell to me to make up for some of his deficiencies to ensure that students and indeed colleagues, were well supported. Within a couple of years of coping in this work environment, I had moved into the next leadership development level.

### **Leadership development level: Expert**

**Age: 30-37 years, Head Teacher Science and Mathematics**

After a few years of being led by a Head Teacher who lacked the leadership capacity I had, by that stage in my career, seen in other respected and effective Head Teachers, I became extremely frustrated by the constraints his poor leadership placed on my own development as a teacher and aspiring leader. Eventually, having had to carry out a number of the roles of the Head Teacher, I began to develop a taste for leadership theory and so pursued a greater understanding of what makes an effective educational leader. Within a couple of years, the Head Teacher retired and I felt compelled to apply for the position, having a strong sense of duty and loyalty to the school. I was lucky enough to be successful in my application and became the Head Teacher of the faculty. My interest in, and experimentation with, leadership theory and practice expanded and I felt a strong responsibility to my faculty colleagues, students and the school community to be the best Head Teacher I could be.

At this stage, my confidence as a teacher had grown and I felt I had something to offer my colleagues. I was very excited to be in a position that could make a bigger difference in the lives of both students and staff.

### **Leadership development level: Achiever**

**Age: 38-48, Deputy principal and principal**

In time, I became a Deputy Principal who had responsibility for the secondary department of a K-12 school. This gave me enormous freedom to explore and develop my leadership capacity, as I was working under a principal who was extremely trusting of me and supportive of my professional development.

During this phase in my career, my husband and I had had our children and we had settled back in our hometown. I was, and continue to be, very fortunate in having a husband who is totally supportive of my career.

Once my children were in their teens, I began to actively pursue professional learning in leadership development and to seriously reflect on my leadership capacity. I became more strategic in what I

was doing at school in terms of pursuing excellence in teaching and learning across the school. It became increasingly important for me to maintain my credibility as a teacher and so I continued to teach during my time as a deputy principal and in the first few years of my principalship. This was extremely challenging but worthwhile as I love teaching and wanted to be able to provide professional support to my teachers from a position of currency and authority.

At this stage of my career, I was extremely committed and determined to bring about school improvement; the success of the school was a reflection of my leadership ability. It was evident from the response of the vast majority of my staff that the energy I put into being the best principal I could be, was motivational and inspiring to others. Indeed, on the whole, my staff openly embraced the change that I wanted to create, as long as they could see clearly how it would benefit students.

In hindsight, I believe that whilst I was open to feedback, I probably didn't ask the "right" questions that may have provided critical feedback that I did not necessarily want to hear, but which would have allowed me to do a better job.

**Leadership development level: Individualist**

**Age: 49-50, Director PS NSW**

In the eighteen months I have been in my current senior officer position, my understanding of highly impactful leadership has grown immensely. Having been forced to stretch my leadership abilities to cope with a wide variety of very challenging situations, my thought processes in relation to leadership, both in theory and practice, have become deeply philosophical. I have found this period in my career to be the most stimulating from an intellectual point of view. The rapid "maturation" of my understanding of what truly effective leadership looks like has been brought about as a result of deep discussions with colleagues who possess greater leadership capacity than I, and through the challenges I have been forced to "lead" through.

I believe that I am in the early stages of this developmental level, and I thoroughly look forward to continuing to develop my leadership capacity as my leadership journey continues to unfold.

## Appendix T: Interview Transcript Sample

### Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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#### Interview 1

SHANTI CLEMENTS:

To begin with, can I asked you to define leadership and the role of the principal?

‘GARY’:

When I think of leadership, the easiest way I can think of, I guess, it comes back to my learning style it is about learning by example. In my career, I have always looked up to leaders, and I’ve tried to take a part of each leader with me.

The pressure on principals to be perfect is huge. We aspire to be the perfect principal and there is no such thing. I tell my people that I always believe that we have the most important job in the world as principals. We are looking after the things that matter most for people. It is about being visible and supportive and being prepared to do the things that you expect from others.

It is incredibly important role, and a complex role. To become a great leader or a great principal, you have to understand the workings around leadership and the research around it.

SHANTI CLEMENTS:

What does educational leadership mean? Is that different from other leadership contexts or are there common drivers?

‘GARY’:

I think there are definitely common drivers. Our particular field of leadership is applicable to all. I think generally a lot of things apply. In terms of education, it is a people business. What is most important and is seized upon by people is the ability to mix with people and the ability to have empathy, to get along with them.

Also the knowledge, knowledge of the content that we have to deal with.

SHANTI CLEMENTS:

Thank you. What strengths do you have as a leader?

‘GARY’:

That opinion changes from week to week, you know? (Laughs) I think one of the things that I have talked about when I have written down my leadership journey is that I have always been quite innovative. I have had an extraordinary career based on success, I am a bit of a fly by the seat of my pants person. I tend to act on instinct. That has given me the ability not only be innovative, but to operate in quite a number of areas across the state outside the school.

It has also allowed me to encourage people on the staff who wanted to have a go and want to do something different. Who needed to hear that it is OK to make mistakes. I think that has been one of my greatest strengths. Probably my greatest is my relationship with kids and community that has meant a lot a lot to me. My ability to work with my staff and the perceptions of me.

At the moment when I am in the ‘twilight of my career’, one of those strengths now is that I do have a deep knowledge of schools. Both within this system and outside of schools. I am able to impart that to others.

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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SHANTI CLEMENTS:

‘Gary’, can I ask you to give me the background information about your school? Where it is, name, how many students, how many staff, if you could describe the culture of your school that would be great as well.

‘GARY’:

As I said, I am officially one of those principals I’m always being critical of, the ones who are never there. (Laughs) After a taste in the big wide world, I have enjoyed being out and about. This is the first full year that I have not been in my school. It’s a public school of 400 students on the mid-North Coast of New South Wales. We run 16 to 17 classes. We have been on national partnerships for, had been for years. We run at about 22% Aboriginal, I think, it might be a bit less now. But the school is quite incredible. During the six years, I’ve been there we have had a massive change.

I think 13 of my 16 teachers have been there for more than 25 years. We have had 12 of those people retire recently. And we have brought in new people, new executives. That has been fantastic. We talk about the Macksville way, it is quite a traditional school.

Even though we have our challenges, we operate in a climate of high expectations. We basically let the kids know we are in control. We have a strong PBL focus. But the kids in our school are some of the best behaved kids I have dealt with. It is because they are proud to be part of it. A strong fabric of the community that has been involved with the school.

The last six years as part of the national partnership of schools and the changeover of staff, and being who I am, we have been an innovative place and our reputation across the region is huge. Both for the learning and as an example to other schools. And in the last 12 months, some of the work we have been doing on leadership is starting to filter through as well. It is incredibly vibrant and incredibly productive. It faces those challenges that we have in the Low SES context, but year-to-year, we do not experience the extremes that other schools nearby do.

SHANTI CLEMENTS:

Thank you plan now I am going to ask you how you bring the Standards into your role as a leader. Does the Australian Professional Standard for Principals provide a meaningful context for leadership and progression?

‘GARY’:

I have always been a seat of my pants person. You know my colleague, Trish Grace? She is research driven, more and more, I realise in the last five years of my leadership that being a good leader is one thing but having knowledge of what a good leader is about...not only for your workplace, but for those around you.

What I have found from the Australian Standards is that it gives you a really good framework and breaks it down into the key standards. Different levels. It gives you a context which you can apply. From my point of view, I was able to identify those areas that I was going OK, also the areas I hadn’t considered and the things that would make me and my school stronger.

Being lucky enough to work with high performance last year and take that into other situations and frameworks, for me it has been very meaningful and useful.

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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SHANTI CLEMENTS:

You were so inspirational, what you did with the Deadly Alliance was inspirational. Not only were you leading your school but you inspired a lot of others. For me, you were the embodiment of a Systems Leader. Thank you so much.

‘GARY’:

I appreciate that feedback. I remember looking at the Deadly Alliance and Aboriginal people helping themselves as their title. They’d given a white fella the job of coaching them. Though it did explain why they were reluctant to meet with me at first. We had an instant connection and as you learn from some of my experience. We looked at some of what we were doing and saw common ground. . I really tend to think positively and simplistically. It never occurred to me that what we were doing would not be great. Thankfully, it was. I really appreciate your feedback because there is a time when you realise that something special has happened. I got that feeling as it progressed.

SHANTI CLEMENTS:

Very special. If we look at the 360 systems leadership for the AITSL tool that you did last year as part of a national partnership, could you be honest with me and tell me how effective leaders and evaluating the principals mastery as a leader?

‘GARY’:

I think it has its real strength. It’s so comprehensive. It covers almost every area. But its biggest letdown is the fact that the parents and the community were quite overwhelmed by it, so were my staff. I have previously done 360 surveys that came with the Franklin Covey seminar and stuff. My teachers and executives found that is incredibly onerous and they did say to me that they found it really difficult to do. My own feeling is that if we want people to engage, particularly in the community - it needs to be cut down because they need to think and respond at high levels. The feedback I got on the community, from my executive staff, and certainly from my teaching staff and boss was like gold to me.

As usual, there were elements where I thought I was mastering where I wasn’t. There were elements where I was too hard on myself and there were elements where only the real me knows the answer. One area I do struggle with, and with all of these, is when you give it to your colleagues because I really don’t believe that our colleagues as long as I know them, know me in my school context according to survey demand.

I don’t whether you’ve experienced that, but I’ve been asked to do that my colleagues. I know you as a person and as part of a collegial group, but it’s one of those really deep questions about you and the context? And I struggled with a little bit. Overall, I think it’s a great tool and certainly from my point of view, there are two things that came out of which were; my own report but more importantly the report we got from Coffs Harbour and the mid-North Coast and how we used it in our report project was quite fascinating because it aligned with the data that people were telling us and the trends that we found, in general, with the individuals that were doing this as well.

SHANTI CLEMENTS:

I don’t know if you remember our discussions about the tour last year, some people found it highlighted the frequency of use rather than the quality of achieving the... What’s your view

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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point on that?

‘GARY’:

In hindsight, it is a good point to make. I guess because you are dealing with such a wide audience, there are different ways for people to interpret it. I don't know the overriding philosophy but that's probably how they approached it.

SHANTI CLEMENTS:

Can I ask you, something? A lot of days starting blocks of a lot of those attributes they are trying to bring back to student performance in the culture that a leader creates, how long have you been at Mackville and that you and that time, we able to create a culture where student performance and progress was important? Were you able to lift student performance results and your time?

‘GARY’:

In terms of Aboriginal students, we lifted them enormously, but we started with a good base. The quality of teaching is the biggest influence. In fact, 90% of the money we had has gone into assistant principal teaching-learning professions, professional goals of staff and a whole range of things that are going to quality teaching.

Without a doubt, we have great success in changing the culture of making sure that student outcomes are the most important part of what we do and the culture of learning. The culture of professional development changed incredibly, where we moved into lessons studies and an openness and sharing where our staff has become focused on teaching and learning rather than results. In terms of results, I have to say, in terms of NAPLAN, we were disappointed. Whatever it was that we focused on, sometimes it was still cohort driven. Often, we were not as successful as we would have liked to have been.

NAPLAN is not the be all and end all, but it is an important measure. And our school, I think we has had great success and we've changed a learning culture. In particular, we've moved into the business of kids being responsible for their own work and the continuums have made a big difference in our school. Part of our analysis as to why we weren't as successful with NAPLAN, overtime, many of our children were relatively new to our school. We have had a high mobility rate, 70 to 100 per year. We are not about making excuses. To be honest, we kept shifting our goals at that. Last year, we stuck to it to you plan rather than a one-year plan. I do believe there has been a massive shift in culture

Overall, we can demonstrate that a student outcomes are improving.

SHANTI CLEMENTS:

When did you start at the school?

‘GARY’:

This is my 7<sup>th</sup> year.

SHANTI CLEMENTS:

You would have noticed a lift in teacher performance?

‘GARY’:



## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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The listing in terms of the NAPLAN, weren't as good. But they are different cohorts. Now that we are mapping the same cohorts, and it is different.

SHANTI CLEMENTS:

I see you as a highly strategic leader. The results do reflect a rich sharing of reflection, results, those things over time measure and see your benchmarks, you would, I think, see a realist in your results.

‘GARY’:

I believe I learnt a lot as one of the original real priority action schools. I've learnt something there what you can achieve using those strategies. It is such a happy and vibrant productive place. The learning is becoming a driver. I think that is the biggest change that I see. The learning culture for all of us, including the community, is massive.

SHANTI CLEMENTS:

Thank you. How is professional growth across the leadership continuum catered for in the Australian Standard for Principals. I mean beginning to novice, to experience, catered to principals?

‘GARY’:

I think that's coming back to what I said before, and that, when you look in each of those areas, it's very explicit and the attributes of good leaders and is not set out as a continuum as such. There is that matrix that we can use which I found, it seems like an activity card. But really, what I think is about is having a broad range of skills to have broad attributes and particular areas and mapping now and having the tools to do that and having the opportunity to map them.

SHANTI CLEMENTS:

How important is a person self-knowledge, ego development, or interpersonal skills which I will call EQ in employing good leadership?

‘GARY’:

I think they are the most important thing. I smile because the last teaching job I had was in a shared classroom with a colleague and we had 70 odd year six kids in a big double room. I would always argue about relationships and she would say the kids do what they're told. We were both good teachers but we were poles apart.

She did say at the end of the year that she understood that those interpersonal skills with the kids and the parents and the rest of the staff were probably the most important part of what we do. I can't imagine dealing with kids and their parents and the emotional issues we see day to day without having strong interpersonal skills.

It is something I have had to work on. Particularly, in what people perceive, my moods etc. One thing I do carry across my career is I have always been quite popular as principal, with parents and kids and with staff. Often it is because of that personal relationship that I try to have with each of them.

SHANTI CLEMENTS:

If you are going to give a bit of a hierarchy of EQ or interpersonal skills and ego development or self-knowledge, which one is the more important?

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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‘GARY’:

I just can't imagine dealing with kids and parents without interpersonal skills due to the emotional issues we see everyday. I've had to say, this is something I've had to work on  
SHANTI CLEMENTS:

So, if you had to rank one over the other, which one would it be?

‘GARY’:

Emotional Intelligence. EQ. That is one thing I carry my hat on.

SHANTI CLEMENTS:

Connection. Thank you. Can I ask you about the process you went through moving from a 'neophyte' principle, how did your professional learning needs change?

‘GARY’:

As I said, I think I got through on instinct. It happens so many times, I have fallen on my feet. I don't know why. I am a bit of a last-minute person. At university, I was able to write it up at the last minute and get a similar grade to people who had spent weeks on it.

I guess, it is aligned to my career change, three years ago. My school was at a turning point. Within my journey, my directors were saying you have to get out and about and I was saying my school was too important for that. But I did step outside and I was lucky enough to get to the North Coast Leadership Centre. It was supposed to be a two year job, but for a while I was promoting leadership across all levels. We are looking at staff aspirational experience.

You can't just be a seat of your pants person if you want to be a good leader. Two things, I needed, a professional learning plan and that plan had to be based on good quality research and data. I had to start reading and taking notice of what a good leader was.

The difference became picking and choosing to have a look and challenge myself, putting out those surveys where some of the time it is positive but not always. Working deliberately to change my style of leadership so I became a better leader.

In short, really determining my own fate. If you are going to have to talk about relating, you have to show that. One of the things that happened was I realised in my own backyard, I don't think I had promoted leadership strongly enough at my school.

I took a definite journey where we put some distributive leadership in place and everybody in the School has an opportunity, and everyone knows what my leadership aspirations are. A more formal approach, taking into account more of that research and the observation of other people.

### **Interview 2**

SHANTI CLEMENTS:

Thank you. I am now going to move towards the second part of the interview. This is looking towards the Leadership Circle Profile and the leadership maturity framework profile. A framework for development of principles, it is based on an eastern and western framework, it is about your potential, your potential as a leader and the thing that drives you as a leader. Do you feel that that framework provides a guide for leaders across the continuum from 'neophyte' to

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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experienced?

‘GARY’:

I think it does. I think it is good that it doesn't talk about moving from one area to the next. Because what you learn in one goes with you. I can see value in that. You look towards the end of the continuum and think where you want to be. But within that, it points out the strengths as well as the repetitive things that may not be a strength.

It is an interesting framework, a small amount of information that goes into it, the results are quite rich.

SHANTI CLEMENTS:

You know the framework, I believe, it is about potential but it tells you your frame of reference for achievement. If you are at an expert stage, it is about showing the specialisation, the things that we value as educators in the achieving mode it shows that what drives the frame of reference is about achieving organisational success. When leaders move towards that individual pluralistic level, that is where their value-based becomes the frame of reference, whereas what I see with you is that you are committed to our system priorities and you do that effectively. That is the reading I got from your profile. Would you say that is a true reading?

‘GARY’:

I do. When I look back at my journey - that has always been a part of my make-up. One of the my observations about the Leadership Profile, was that when I read the profile and saw that I did do it in a bit of a hurry and I don't think I put as much as I should have into it. That is partly because I was travelling and partly because I did not understand it.

Having said that, the more I looked at it the more it nailed where I am at. And some of the things I have to work on.

SHANTI CLEMENTS:

And we are always growing, that is what I like about the framework. Achieving the role of principal is not the end of the journey. Now, I will go into the other instrument B Leadership Circle Profile which I sent you today. How useful are these two instruments for unpacking your ego development and your EQ?

‘GARY’:

Very. When I looked at the Leadership Circle one, it was probably the first one in the 360 type surveys where what I was thinking was different in a lot of ways to what was responded to. They normally are aligned pretty well and I believe that it aligns to an experience I had last year within my school.

And how I had been in the last six months of the year. I think it is really really important. You can see that there are areas where I rated myself very highly, but the respondents haven't. Yeah?

SHANTI CLEMENTS:

Yes. But I see a really well rounded person have too.

‘GARY’:

Yes, I get that. The context of that was that in the last six months of the year, funnily enough, I was having one of the best professional experiences working for HP and I had series of difficult experiences with parents. It involved EPAC and false allegations. I have to say that did hit some

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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of my core values. I think that people saw a side of me that they weren't used to and I wasn't myself. And I know that. It really affected me personally as well as professionally. I think people expect you as a leader, to ride the bubble out. And I did.

The things I see, are quite reflective of being at that time. Also I am not back at that school this year and that might be a little different. It's not something that worries me. I've done it often enough that you can't ask people for feedback and be upset with it. But there are a few things where I thought that aligned with what I was like at the time, I wore my heart on my sleeve or maybe I was a bit hard to talk and was unapproachable within that period.

On reflection, it's very useful to know that. My staff were really concerned about me. Some of the comments reflect that. Those who didn't know me well, perhaps, saw an action is where I had been not reflecting good leadership. Their feedback to me said that maybe I needed to work on that. Our leadership from another perspective is useful. On my journey, 10 years ago, I would have tried to find who made those comments and why. I'm not like that now. I find it extremely useful.

SHANTI CLEMENTS:

You sound like an incredibly wise leader and I feel very privileged talking to you because you have shown me a real strength and original depth because doing a profile when you are at a difficult point in your life and having the guts enough to learn from that and see who you are now and see what you were then is a really high ability in a sign of your resilience. Thank you, I feel very honoured.

'GARY':

Thank you. I talk about that comment how they called me 'the cat'. I always land on my feet. I have had some amazing challenges in my career. That one was very difficult for me. But again, if you don't move on it will bring you down. The opportunity to work at Local Schools Local Decisions was like a gift for me because I was able to step back from that. The leadership in my school was such that they were happy to push me out the door.

SHANTI CLEMENTS:

(Laughs) You have answered three and four together for me because you have talked about the challenges and variants and other profile reflected that and you've done a really beautifully. I'm now going to ask you something different.

'GARY':

Sure.

SHANTI CLEMENTS:

I'm going to ask you to draw a sociogram about the formal leaders and informal leaders in your school. I'm hoping that if you were to draw that, how would you describe that to me?

'GARY':

I would need to work on that.

SHANTI CLEMENTS:

If you were to describe it, would you have a circle to represent the positional leaders. All what the formal and informal leaders be the same in your school?

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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‘GARY’:

I sort of see this as a Venn diagram. Everyone is a leader at whatever level, and we offer many people different opportunities. The positional leaders are very important. Each of the positional leaders have a certain focus area within their role. They do some high-level projects. The positional part of this is integral because you need the expertise and the ability to make sure that it is monitored.

What I see in my mind, is an open-type of thing.

SHANTI CLEMENTS:

If you were to draw that circle, what would be on the outside and what would be in the middle? What they be?

‘GARY’:

That’s what worries me. Through our RIPLL project, we are able to bring an openness and the community into that. That was an offshoot that project that was quite exciting for us.

SHANTI CLEMENTS:

I’m going to try and draw this as well. If you can drop for me, I would understand better. I don’t if you can see it, can you see that?

‘GARY’:

Yes, I can.

SHANTI CLEMENTS:

Yes, so there is the positional leader there - in the middle there. What is the circle on the left?

‘GARY’:

I guess, lookign a leadership across all levels, I tend to think in terms of; teachers, parents, and community. I guess, somewhere in there we would have to work a structure of school and the fabric of what we do.

SHANTI CLEMENTS:

And the bottom one?

‘GARY’:

I don’t know yet. (Laughs)

SHANTI CLEMENTS:

(Laughs) Outside research.

‘GARY’:

Yes, there is that factor as well.

SHANTI CLEMENTS:

I like what you have done, that’s really different. I like that.

‘GARY’:

The thing that kind of springs to mind was this Venn diagram thing and all about leadership and interlinked, but it still has to be driven by somebody. That somebody will be the executive team,

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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someone that is part of those positions.

SHANTI CLEMENTS:

Your boss circle could almost be the past, present, and future or? (Laughs). So, and describing that Venn diagram, can I ask if that is the same as the communication structures at your school? Would the leadership reflects the communication?

‘GARY’:

I think so, yes. One of the challenges at my school, I have an infant school of 200 students downstairs, and 300 primary upstairs. I have worked extremely hard at establishing a whole school. Basically, we work on a basically traditional model. We have an executive in charge of the stage, they manage the kids, the people and the teachers within that stage and their communication is back through me; informal and executive meetings. Of course then, we have our SASS staff. It is a traditional form of leadership and communication. Being the only class free person in a school of 400 was amazingly challenging.

One of the first things I did when I moved on to the national partnership, was to create a to a non-teaching executive position, which was overwhelmingly the endorsed. It was kind of a job share, somebody that works with teachers directly, is mentored by me .We also have a learning centre which was basically the hub of all learning for the school and community. That added another layer of communication.

SHANTI CLEMENTS:

I think you might have justified your bottom circle; culture, communication and mentoring.

‘GARY’:

I must say it is one of the things I got excited about the most was when I realised that the learning culture had changed but also the aspirational leadership went through the roof when we started making opportunities. Finding out what people wanted and showing them what was on offer.

SHANTI CLEMENTS:

Thank you, ‘Gary’. You have already described seven for me in terms of the organisational power dynamics within your school, your key leaders are both formal and informal aren't they? And do they feel that strongly? Do they feel that's a key part of your culture, in your school?

‘GARY’:

You mean, in a positive sense? I believe so. I have got a temporary teacher that runs the whole school PBL program, he knows that he has got a mentor or a coach working with him. He knows that he is not part of the hierarchical leadership but he knows that he has got the same brief as other people, that if you are leader of the team, you are expected to involve everyone and collaborate.

My role has been a coaching role. Asking questions that make people rather uncomfortable. It is clearly defined and the feedback I am getting is that the biggest threat we have is that temporary teachers are going to end up in other schools. They are highly sort after because of the opportunities they are getting, practical leadership, on the spot experience on a day-to-day basis.

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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SHANTI CLEMENTS:

I am going off the interview schedule now. You wouldn't possibly, are you so busy that you could not be part of writing a module on organisational effectiveness on high performance. You have so much, we need you. I know you are busy, but if you have time...

‘GARY’:

I would certainly think about it. We have been chosen as one of the only North Coast schools to have a visit by the DEC Secretary. What you will see is that many young people in our school, working with experienced mentors and coaches, doing things that many people thought was not possible in terms of the calibre of presenting workshops in other schools, across the region and doing all that facilitation of staff.

It is not something that I planned. I sowed the seed and I watched a great team around me make it happen.

SHANTI CLEMENTS:

Outside this meeting, I am going to come up and see what you have got. I would love it if you could be part of it.

‘GARY’:

We are waiting on new courses, and in a holding pattern. I find myself wanting to climb out the window because it gets a bit slow. (Laughs) You are welcome to visit

SHANTI CLEMENTS:

I can offer you something! (Laughs) I know the answer to this, do you believe positional power gives authority to the school leader at your school?

‘GARY’:

I think in my earlier career, I underestimated that power. I suddenly realised that being the principal, in particular, people's expectations and their thoughts about who you were could be used positively. It does give you an authority. I know people who I don't think use it wisely. But I do believe it gives you power and authority but it has to be used wisely. Respect has to be earned. You cannot demand respect.

SHANTI CLEMENTS:

I agree. If you are going to talk about your leadership do you follow a top-down hierarchical leadership model or do you promote a bottom-up approach?

‘GARY’:

I tried for that bottom-up approach. And I think we are getting there. I am thinking of a young man who is extraordinary with technology and some of the computer stuff he is doing with his mentor. There comes a time when you have to use your judgement as to whether you are going to be hierarchical or not. This comes with being a principal for a long time, sometimes you can collaborate widely and take other people's opinions into account but you have to make a decision that is best for you even if it is not popular.

A true bottom up approach is something we aim for but we're not there yet. Does that make sense?

SHANTI CLEMENTS:

## **Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3**

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Yes, it does. Do you think the approach you are using is effective?

‘GARY’:

It is. The greatest measure of how the school is going is I have been out now for two terms and all I hear is good things. At almost every level. My Executive team, all the different things that are happening, I look at the newsletters and I hear reports and it is still firing on all cylinders. Two years ago, if I had walked out it would not be that way because I had not made that platform of leadership and given people the ability to do it.

SHANTI CLEMENTS:

I can understand, I feel a similar thing with my school. Once upon a time it would have fallen a heap if I had left for one day. Now they are running effectively, that is a sign of good leadership.

‘GARY’:

I agree.

### **Interview 3**

SHANTI CLEMENTS:

Component one was really about the principal standard, the Australian principal standard. The component was about the leadership profile. This part is going to explore leadership complexity theory. Leadership research has described the demands of 21st-century leadership as increasingly complex due to changing expectations of leaders and organisation's as communities of practice? What is your perspective on this?

‘GARY’:

It is threefold. The way our kids and our families are coming through, we see that at our school level. The difference in the kids and the families that are coming in, the challenges they present are massive. Some are behavioural and some are social and some are a combination of many



## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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years when we took our eye off the ball.

On top of that you have the complex change due to technology and the fact that kids are coming with digital skills. The challenge of social media and making sure that we present kids with the most up-to-date learning models, using the technology to value.

On top of that you have the organisational change. The Australian Curriculum, all of that. On top of that, within our context, we have this incredible change which is Local School Local Decisions. As a principal, I knew it was coming, but I didn't really have the time to explore it. We now know it is massive. All the elements of the five point planning model, the financial model and the local authority of schools adds another layer.

I see it becoming very, very demanding and it is going to take versatile leaders who are up to date to meet those demands.

SHANTI CLEMENTS:

If you were to define what a school was when you first started teaching in one paragraph, what was it?

‘GARY’:

When I first went into teaching (Laughs)? It is a much different to what it is now we had respect from children and families. While they tended to teach fairly standardly, they had control over their kid's outcomes. The biggest change I have seen is the behaviour of the kids and the attitudes of the parents. This can take us away from the core of our business.

SHANTI CLEMENTS:

What you think the definition of a school is now?

‘GARY’:

This is an incredible... It is an ever-growing and ever learning place. We aim to be lifelong learners and to show that learning is happening all the time is becoming more evident. To me, it is like a hungry Caterpillar where school is always growing. One of the biggest cultural changes is school improvement. We'll have to do better than where we were before, which is great. But, there is often too much pressure in this context.

SHANTI CLEMENTS:

Yes, I agree. I would, after I have heard... Would you describe your school as a learning organisation that has established itself as a community Professional Practice? If so, how has that played out?

‘GARY’:

When I first went in there and considered how we would to use the national partnerships money, I did a consultation. I listened to everyone but said and I was going to stick to my plan here and that I'm going to be involved in community engagement , professional learning for teachers and other things that we put in place. There were 12 months of a lot of unrest. Three or four years on, as he started to examine our situation,, what came out was that people, overwhelmingly, endorsed the change in the school. They love the fact that professional learning was regarded as essential.

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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It was all about supported staff, team base learning approach, and very much underpinned by leadership opportunities. If you wanted to take your leadership journey further, you can. Now, even parents take part in things like our RIPLL workshops. The biggest change is that now our kids, finally, are taking responsibility for their learning. So, we students who can talk about outcomes and their progress. When I say 'we', I am surrounded by good staff, People like Trish. She knew what her brief was. She introduced the staff to the learning continuum.

There were lots of robust discussions around this. When staff had a handle on it and we had this big visual, we moved into every classroom across the school. Now, I can walk in at any time and I can ask any child where they are on the literacy continuum and ask them how they're going to get to the next level. We are also doing that with their numeracy continuum. New to the terms of culture, it's down to the kids in the school. In the past, we hadn't reached that. We've got teachers learning as the basis. But some of the things that are coming out of those classrooms are quite incredible right down to the kindergarten level and they can tell me exactly what it is that they are learning.

SHANTI CLEMENTS:

I love it. I am going to come and visit (Laughs).

‘GARY’:

You're welcome. I often say to people 'come and visit me'.

SHANTI CLEMENTS:

So ‘Gary’, you've taken me on a really deep journey of your school, you as a leader, do you feel... You have had your life experience from last year in previous years, do you feel that the leadership framework and The Leadership Circle Profiles have helped you to understand yourself better as a leader and to understand the organisation dynamics at your school at a deeper level?

‘GARY’:

Yes, I do. And for the reasons I said before, Shanti. On reflection, as I saw that 360 profile, someone said to me that I was very brave to give it to people at a time when everything was crazy. I did get feedback. I do believe as to whether you agree with it or no, that other people's perceptions are very important. I know the last six months of the year I was not myself and I was struggling with the whole thing. It's really nice to hear that the people were not only concerned, but they were seeing things within my leadership that needed to improve or perhaps, didn't align with my own beliefs.

But I don't think it matters what stage of the game you are at, there is a lesson you can learn from it.

SHANTI CLEMENTS:

Thank you, I'm taking down some provisional notes. You have already answered for me number five and number four. And you have even actually discuss the strategies to implement this culture and professional practice. You've done that really successfully. What knowledge and understanding and skills do you think it needed for educational leaders to manage the complex task for management of schools on the 21st century?

‘GARY’:

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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I think there is no doubt that... The changes we are facing in education have been perfectly timed, we are looking at time when the baby boomers are exiting the workforce. I do believe it is a smart thing because we seem to be on the cusp of using all of that good-quality knowledge as well as bringing in new people. Given that we are going to be looking at accreditation and we are going to be looking at the whole philosophy around great teaching and inspired learning, I've got no doubt that our educational leaders have to be well-trained and well aware of not just the research, but the framework as well. You are going to have to have that knowledge and skills to have the understanding to be effective.

The bottom line is, you are going to have to have them to get into Leadership positions anyway. It's really about having an ability to be flexible and open.

The other thing is, I've always had at three o'clock in the morning ideas which are innovative. And I have followed up. There are opportunities for people to take a journey as long as they are based on a good quality practice and confidence. I don't underestimate the task ahead. I'm going to say in my personal opinion, in schools, we have had to take back control. I've been in a few schools where the day-to-day challenges were just amazing. Diverted us from a real core of learning.

Things like Positive Behaviour for Learning and explicitly teaching and getting everyone on the same page are important. I think the pace of change coming makes me feel like I won't miss it! I also think I might be missing out on this new and exciting era of things, if that makes sense? (Laughs)

SHANTI CLEMENTS:

Thank you. (Laughs) So, we look at that context, and I believe that a really important shift in thinking; how can preparation courses better support aspiring and current school leaders?

'GARY':

I look at it in terms of the Ripple project. At the Leadership Centre, we were working very closely with PLLDD. They gave us permission to develop leadership workshops based on their framework to be delivered locally. Things like applying for promotion, difficult conversations and professional learning plans. In hindsight, I learnt things from you. When I walked into the leadership officer role, we were very administrative while at the Leadership Centre. I would run a course, I would have 20 or 30 people come in, I would present the course give the materials and then I would wave them goodbye.

I don't think that was encouraging lifelong learning. What I am leading to is that if we give people real experience and we give them the opportunity to work in real situations, starting in their comfort zone, under close coaching, I think they can become more powerful.

That is what the basis of what RIPLL is all about. When we present courses, we don't just give them the content, we allow them to critically analyse it. We mentor and coach them and put them through some workshops on how to present, they then take the package out and present in their own workplace. If they are interested they can work in bigger situations like the Collegial Leadership Network. It is enabling leadership.

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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It is that giving people real experience and an opportunity to live and breathe it. That gave me an insight, the day I said to Rainee, would you look at this difficult conversations package from the point of view of being an aspiring teacher and participant, what I got back was something I have never forgotten. What she has now reworked into a package; there is one for people in health, there is one for people in schools, it all comes back to the same thing. It is about giving people practical experience.

When I went through Uni, the most useful time I ever experience was doing practical learning, If we give people the chance to not just talk the talk but also to walk the walk, I feel passionately that this will be much better. It lines up with the frameworks and everything else.

SHANTI CLEMENTS:

I am now going to ask you about the coaching journey you are part of. How did the coaching journey build your effectiveness over the three leadership areas of Achieving, Adapting and Enabling?

‘GARY’:

I love that stuff. I have done coaching through Growth International and Microsoft Peer Coaching. When Jerry presented one of his big workshops, a bell went off for me in my head like a massive light bulb moment. When you do the growth model, I had been spending a short period of time in the early part of it and then quickly moving on. I spoke to Jerry and he acknowledged that if you spend 70% of your time in that first part and you keep going back with those open-ended questions, you can make a real difference with people.

Two parts of my journey, one is my coach who I connected with almost instantly. She was amazing in her knowledge, scary in the way she understood me quickly and her insights into me. But she also coached me through my crisis and she did that as a professional courtesy as well as a personal courtesy.

She realised that I had this deep problem I was struggling with. She coached me through it. That was an amazing journey.

What came of that was I developed a coaching course, based on coach in the box. It was to be our next module for the RIPLL project. We pulled it back because the person who delivers it needs to have a high level of skill to make it work. I did not think I was able to give it out to others

But it really clicked with me. I developed that workshop and I based it on the role of the coach as counsellor. I practised it on my executives and my staff. They would look at me with this evil eye thinking, "my God, I am being coached."

We developed a coaching culture within the school and people come and I would say, "is it OK if I coach you for a while?" The coaching courses I developed were so successful that I thought that I needed to get someone else involved. I got my executives involved and we had some experiences where we dealt with some tough secondary staff who came in as cold as ice, and through the demonstrations we were able to turn them around completely. It was an amazing journey.

In setting that stuff aside, I found it really difficult. I know I have got the opportunity to go to the Riverina later this year and present some of that. If there is anything you can do to continue

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through the leadership officers, I think you can't go past that coach in a box. It was so personal, so easy, so productive that it has become a way of life for me.

SHANTI CLEMENTS:

Your coaching module will not go to waste because we need to create an online version.

‘GARY’:

It is ready to go. I originally sent it through but we asked to put it on hold. I did not see it as a standalone module that you could just give to people. What we realised, was that it took me a while to have that confidence to be able to coach someone. Sometimes, it can take 20 or 25 minutes to demonstrate it. You get into it deeply.

My plan was to present to a number of times and have people with me, and when we thought we had the right people... I do not own it. It was everything that was presented to us last year,. I take TED everywhere I go. If ever I am in doubt, I will ask one of those questions and that gives me time consider other questions.

SHANTI CLEMENTS:

Thank you. I am having difficulty trying to get that through.

‘GARY’:

I wouldn't imagine that's a cheap program?

SHANTI CLEMENTS:

It is not expensive compared to growth and other things, it is just a different paradigms. In terms of bringing the coaching back to your 360 systems and leadership AITSL profile and the 15 attribute in that, if I was to run through those 15, could you tell me if the coaching supported your leadership effectiveness in that area? And you can be discerning here. Number one, did the coaching help?

‘GARY’:

I think indirectly it did. In terms of asking questions and coaching people. So they went off and put into place the visions that we had.

SHANTI CLEMENTS:

Applies contemporary professional knowledge?

‘GARY’:

Definitely.

SHANTI CLEMENTS:

Applies a professional learning culture?

‘GARY’:

Yes. I realised it was other people's views. It was an amazing change, that's when I realised that the stuff has power.

SHANTI CLEMENTS:

Coaches and builds capacity?

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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‘GARY’:  
Definitely.

SHANTI CLEMENTS:  
Promotes professional learning?

‘GARY’:  
It did for me. Believe it or not, I am quite a shy person. Being able to work a room, it is not something that comes naturally to me. But in presenting I am comfortable but in this particular one to sit face-to-face with somebody, an audience, and go deeply into some personal issues, I had to know my skills and I think I grew deeply from that.

SHANTI CLEMENTS:  
Seven: inspires and motivates?

‘GARY’:  
I've been told that it did.

SHANTI CLEMENTS:  
Great! Understands the leadership of change?

‘GARY’:  
I think it did. It's about people changing themselves rather than you changing them.

SHANTI CLEMENTS:  
Initiate improvements innovation?

‘GARY’:  
To some degree, not a lot.

SHANTI CLEMENTS:  
Ten: Models ethical practices?

‘GARY’:  
Definitely.

SHANTI CLEMENTS:  
Eleven: Manages resources?

‘GARY’:  
Not particularly.

SHANTI CLEMENTS:  
Twelve: Manages high standards and accountability?

‘GARY’:  
Yes.

SHANTI CLEMENTS:  
Thirteen: Creates a high cultural inclusion?

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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‘GARY’:

Yes, definitely think so. When I embarked on a higher level of coaching, we were all really happy with it, so were the participants -Even when our team didn't have all the skills. We had to make sure that they themselves were geared up. One of the good things was Rainee, who you met in Sydney. She, herself, wound up coaching one of our temporary teachers.

SHANTI CLEMENTS:

And a final one, understands that the community?

‘GARY’:

Yes, no, I don't think so, not directly.

SHANTI CLEMENTS:

Influences and collaborates with the community? Yes, they are slightly different. The next thing I will be giving you to do will be to write your leadership story and I will send you a model, an example that has been done in the past so that I can start to see your journey, your professional and personal journey and how you've shifted through the leadership maturity framework. I am interested in the genre, the narrative genres within leadership. That'll be your homework, if possible?

‘GARY’:

Yes.

SHANTI CLEMENTS:

Sociogram...

‘GARY’:

Sorry, I was starting to draft it. It covers 38 years. (Laughs) Certainly, my leadership journey covers 17 or 18 and the level of detail that I should go into. It would be interesting to see what kind of frameworks. But I will be able to do that quite easily.

SHANTI CLEMENTS:

Oh, thank you. I've really been enjoying this research interview, it's been such privilege and I've learnt a lot. I thank you for that. That's great.

‘GARY’:

That's great. It's great to be able to share. As I said, I enjoyed my time last year. I was very, very keen to maintain that leadership officer role. The opportunity that was presented to me this year, was 'grab it now and take it'. I was glad that I took it. If I had waited for the other position, there could have been a good chance that didn't go my way. I got a lot out of the last year. The Deadly Alliance, we are talking about a group of Aboriginal people work in a national level, it was What Eric had to say is an incredible model of leadership, and its just about going out there and doing it. It doesn't happen very often in your career. Likewise, I've enjoyed it and am really happy to give something back.

SHANTI CLEMENTS:

Thank you. I'm also going to send Steph an email, to invite you to share what modules you have done. At the moment, I have developed courses to support principal credentials which will be released next year. So, if you would like your work to be included in that, that'll be fantastic. But

## Appendix T: Interview Transcript Sample – ‘Gary’ – Interviews 1, 2 and 3

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I'd also like to ask you to help us, if you have time, with the unit call 'A Module on Organisation and Innovation.' I will give you some guiding principles, if you choose to be part of that.

SHANTI CLEMENTS:

Sure, OK.

SHANTI CLEMENTS:

Thank you.

'GARY':

If you have time to visit our school, please do so because we are very good entertaining our visitors.

SHANTI CLEMENTS:

Where are you based at the moment?

'GARY':

At the moment, Coffs Harbour. We are doing the old North Coast, but we also go out as far as the North West. We've been doing workshops around core financial literacy, takes all those presenting skills to make it a vibrant workshop.

SHANTI CLEMENTS:

I know you've been doing a great job. Thank you, 'Gary'. I will email you later on tonight or this afternoon. Have a wonderful rest of the day and I look forward to the next steps. Thank you. Take care.

'GARY':

Take care.

SHANTI CLEMENTS:

Bye.