

# The journey to self-managing schools: The role of the Principal as seen by a fellow traveller

Glenda Holdsworth  
Senior Education Officer  
Western Metropolitan Region  
Department of Education and Training  
Victoria, Australia

## Introduction

This paper reflects one educator's journey on the education reform trail leading to what is can be called, the self-management of schools. The journey described in this paper is based on some philosophical learnings and opinions as well as practical experiences. These experiences range from being the principal of a boys' technical school struggling with education reform issues, a District Liaison Principal responsible for a district of schools implementation of self managing change, a Regional Principal Consultant, and currently as the Senior Education Officer. I continue to deal with the day-to-day operations of schools, convey a curriculum vision for the future, and assist in the continuous and evolving change in teaching and schools.

With forty-four years' experience as a state educator, I believe I remain firmly and proudly a teacher. Only with the time and changes in my professional positions have I been afforded the opportunity to see the whole picture of educational reform. In a sense, I am still in the classroom as I continue to both teach and learn. However my classroom is populated by a wider variety of people and the roles that they play in our world of education. As a custodian of the future, for that it what I believe educators are, my focus is and will remain firmly on what is best for children and young people. I have been privileged to work with many educators and it is my hope that this paper reflects the influence and the learning that these education practitioners and academics have had on my thinking and practice during this journey. However the influence of these people is not as significant as the wisdom, knowledge and energy gained from my teachers. My teachers are most decidedly, the children I have been privileged to work with and for throughout my career.

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## **The journey**

*'The world of these times and beyond, will not belong to the 'Managers' or those who can make the numbers dance. The world will belong to passionate driven leaders-people who not lonely have enormous amount of energy, but who can energise those whom they lead'<sup>1</sup>*

Educational reform is not merely a destination but rather a journey. Like all journeys you must first have some idea about where you are heading and what is expected of you. If you concentrate merely on the destinations then this may mean that some of the real points of interest and the myriads of experiences you may encounter along the way are missed. Often it is those unexpected sidetracks, which we can sometimes see in retrospect, which present us with our greatest highs and achievements. Therefore it is important to consider and view the total journey and all that it entails. But you should be aware that like all travellers and all journeys, you

cannot do everything on your itinerary at once. Clarity cannot be fully achieved at the beginning; it evolves as you go. A journey becomes one of discovery, when we make sure that the clarity of where we are heading never blocks that evolving process of discovery.

Experienced travellers spend time in planning and in equipping themselves for the unexpected and despite some nervous anticipation and uncertainty, they do set out. Educational reform has at its heart, change, and change unfolds in ways that are unpredictable. Because of this inherent change, the traveller can never be quite the same again. Educational reform requires a paradigm shift and that shift is an evolving one.

The futures of Thailand, and my home state Victoria, Australia's are in an increasingly competitive world which depends and indeed, insists that all of our children be well educated and achieve their fullest potential. Through quality education children have a choice option and this task lies with the educators. They carry an enormous responsibility to make a difference. We do most important work as we have the opportunity to touch lives in a profound way. Perhaps no other profession touches lives forever as ours does and we must work in the future if our mission is to be achieved. Victoria has stated as its mission for schools 'To help each young Victorian achieve their full potential at school so that they can create the best future for themselves. To achieve the students' full potential lies on the fundamental conviction that all individual children can and indeed must learn at ever higher levels.'<sup>2</sup> This includes our students who are not achieving as well as those already considered to be high achievers. Therefore to fully succeed in achieving this mission means raising the performance of all our students. This means a change in Curriculum, and standards.

## **The Victorian context**

Victoria's Education system has undergone a massive shift in philosophy and practice of operating schools from centrally directed and regulated to school-based decision making. We have called this organisational concept, 'Schools of the Future'. The primary key to this concept is the 'self-management' of schools. Self-management is seen as a partnership between the Department of Education and Training and each Government School in the state of Victoria.

Victoria's reform had nine major components. Geoff Spring, the former Director of Education in an address to the 'RIPPA' leadership forum (July 1995) defined these nine components as<sup>3</sup>:

### **1. Curriculum and Standards Framework.**

Successful schools expect high academic standards that prepare all students for success, in school, in the workplace and throughout life. The Victorian Curriculum and Standards Framework (CSF) was a world first and provides a benchmark against which all schools can develop high quality teaching and learning programs. The curriculum is divided into eight key learning areas Prep-10 with strands and levels.

### **2. Student Performance and Assessment.**

Successful schools focus on outcomes. They measure and report on their students' and school's performance so that students, teachers, parents and their community can understand and act on the information, enabling them to make improvements.

### **3. Universal Literacy and Bright Futures.**

Successful schools develop and design programs particularly in the early years of schooling to provide a firm base for future learning achievements and work towards the eradication of illiteracy and innumeracy. Bright Futures is a gifted education programme.

### **4. Technology and Classrooms of the future.**

Schools of the Future use technology to broaden access to knowledge and to enhance learning itself by using that technology to discover new knowledge and new ways of developing skills and understandings. Successful schools adapt methods to take full advantage of technical advance and adopt a global approach; the world is now the classroom.

### **5. Student Code of Conduct.**

Schools of the Future provide a safe, well-disciplined and caring environment for student learning. The Code empowers schools to set standards of behaviour and to actively work through problems with students to find solutions within the schools own framework and their community.

### **6. Parent and Community.**

*Communities make good schools!*

Schools of the Future has enabled parents to support the learning process, influence policy, and make choices about their child's education. Individual communities work together through their School Council Board to ensure that their students and provide opportunities for professional and career development in support of agreed objectives and goals. The councils are comprised of representative groups from the school community and beyond. Professional development for the councils to up-skill them on their roles and responsibilities are provided. Significantly, councils have a role and responsibility in Principal Selection

### **7. Professional Development.**

Successful schools help individual teachers to enhance their professionalism in order to inspire and excite their student to learn. Staff flexibility and responsiveness to change is promoted through ongoing re-education in order to keep in step with advances in Education theory and practice. Principals work with each teacher to establish their own personal objectives and goals that will make a difference to the learning of each child. Opportunities for professional and career development are provided to support these objectives and goals. Professional development for principals in leadership and management are the keys to success. This increasingly involves principals working with others as a district, network, or cluster, providing mentoring or 'shadowing' a colleague in their daily work.

### **8. Accountability Framework.**

Schools of the Future report comprehensively to members of their school community through a annual report and triennial review and annual report which focus on educational achievements. The triennial review takes place every three years to assist schools in monitoring and improving performance of the programs and in renewing their school charter. The accountability is to the Department, staff, parents, local community, and the wider state community.

### **9. School-based Management**

This model involves schools making most decisions about their own operations. Successful schools have a vision for the future, which is detailed in a school charter. This is a key document in planning and accountability that gives direction to the school, while Compacts set out the academic expectations against established benchmarks. School-based management takes the initiative to use the

freedom, authority and responsibility provided in a policy framework. The resource flexibility provided by the Schools Global Budget enables the school to match need the needs of students learning programs, both human and physical resources. 95% of authority and responsibility has been devolved to schools with control of curriculum policy and accountability remaining centralised. The responsibility for the human resource management means that the principal can select and build an effective and committed teaching team through the school workforce planning in line with the charter priorities.

### **Learning Centred Reform**

Every reform, every decision we make should be done for one reason, and one reason only. That reason is to improve students' learning outcomes. The focus then is clear that a school must place its energies on classroom teaching and learning practice. It would follow that to be entrenched change, change should be gradual, well structured and based on sound data and research. Essentially, the Victorian reform revolved around school-based management with schools empowered to make most of the decisions around their operations. It makes good sense because it is the school community (staff, school Council and parents) that know the specific needs of the students within that community.

### **What does a self-managing school look like?**

Although our schools are self-managing we are still state Government schools and proudly so, and work within the Government guidelines, policies and accountability framework. The schools receive the majority of the budget from the State Government but have the capacity to supplement these funds through fundraising, parent voluntary contributions, and sponsorship.

There are some key areas in which school-based decisions have had a significant impact on schools and their leaders. The school charter is one of these, for it gives a strong basis of all that is done. Schools select their own staff which affords the ability to select staff who will suit the school's philosophy. The building of a staff team where each member's views are of equal importance and ideas can be negotiated, adds support and encouragement to developing shared goals, implementing them, and celebrating the successes. The old hierarchical organisations necessarily disappear. The School Council is the central decision-making body and involves parents and teachers working together for school-level outcomes. Together they approve all school policies and set the educational directions of the school and share in the accountability of what that commitment brings.

### **The pro-active, accountable school**

Perhaps the greatest challenge is the curriculum approach and the teaching methodology. This is done within the Government Curriculum and Standards Frameworks. It gives schools the opportunities to explore, research, and develop programmes which best influences student involvement. This is coupled with student welfare and a whole school approach to their well-being. It enables the school to be pro-active. The financial management of the school allows the school to develop and plan for the future and to match its resources to programmes and not be encumbered by them. Being accountable to parents and the Government not just through

management and operations, but giving accurate, comprehensive, and practical information about their child's performance, behaviour, and the child's learning, performance, and overall development.

## **Collegiality**

The greatest change is seen in the building of a culture of collegiality between teachers and between leadership of schools. It is about building trust and confidence, the giving and receiving of feedback and sharing interest at a local level. Collegiality can be seen as a space for new relationships to grow- informal or formal peers mentors and networks or clusters of schools. This is the heart of building a culture. It is taking responsibility for the delivery of educational provision and opportunities at a local level between schools advantages everyone. The network of schools can also assist each other in the sharing of resources both physical and human, curriculum imitative, and like perceived problems. The dictionary describes a colleague as one who has the same privileges and responsibilities. As educators, leaders and principals we need to accept that role as part of the reform. It has been said that true collegiality in a competitive world is not an easy road to tread. It entails us to listen thoughtfully, have courage and the will to give and accept criticism. It also, requires enormous energy and commitment to pursue topics and interests that by their very nature often lead to heated debate and uneasy reconciliation. However it tells us that we are not alone, and that in a time of change when being the change-agent is often frustrating and confusing may be a life –line principals may need. No man is an island, they say, or woman for that matter.

### **Glenda's journey-the beginning**

*My journey in self-managing schools began when I was called to a meeting with the (then) Director of Education Frank Peck, to discuss a proposal for the educational reform of Victorian Schools. The six members present at this meeting represented the main stakeholders who would be affected and who would effect the reform.*

*I was the principal of a technical school. I had always believed in the school as a community resource. I maintained a philosophy of 'Enter all those who wish to learn' and 'we care about you as a person'. I had long realised that I could not do this by myself and that relationships were the key to a successful school. I refer to relationships within the school and relationships with the community and beyond. I believed that we had positioned our school for the future, developing strong links with business. At that time we had the only computer learning centre in the state and were developing programs for Telecommunications company and provided learning programmes for the Ford company. Our school was already open for night classes and apprenticeship schemes in partnerships with other organisations were already in place. We genuinely saw our school as a community resource. We had spent many hours in developing policies on all aspects of our work which gave real direction from activities ranging from Curriculum initiatives to resource development. Everything was part of our wider plan and had form and structure to it. We were developing links with our 'feeder' primary schools and strong relationship with our local secondary school and colleges. I believe that our students saw the school as a caring, safe environment and that the staff treated each child as an individual and sought to achieve their potential.*

This is what I brought to that early morning meeting. I was both excited and energised by what I read and discussed that morning and the many morning, which followed as we waded through the vision and the implementations of that vision. But just how would we achieve in practical terms, this innovative new vision, which we called 'Schools of the Future'?

## **What was this change?**

*There is nothing more difficult to handle or more doubtful of success nor more dangerous to conduct than to make oneself the leader in introducing a new order of things.*<sup>4</sup>

What is left out of this statement is not that it is more professionally rewarding, nor physically exhausting. The successful schools have world-class principals, strong leadership teams, dedicated professional teachers and support staff all of whom focus on achieving their central objective of improving student learning and adding value to students lives. Is it merely the case of an excellent leader versus an excellent manager or are they both intertwined?

The role and work of the principal has undergone a dramatic change and is still evolving into an increasingly more complex and complicated role. It has been suggested that the current role can be divided into four broad categories. Learning and teaching, future orientation, symbolic and cultural awareness and accountability.<sup>5</sup> This represents a change from the model of instructional leadership to transformational leadership, and questions associated with how can we balance the fine line between these. As with the traveller, to see where we are to go we must have an understanding of where we have come from. Is that leader to be the keeper of the vision and mission or the setter of direction and goals?

We could be seen as managers of 'Education production function'.<sup>6</sup> This could be seen as co-ordinating curriculum, ensuring quality teaching evaluation and appraisal of teachers, aligning curriculum goals with needs, and monitoring progress. David Marsh suggests that promotion of an academic climate managing professional development is often isolated from practice and consequently risks developing a strong culture which has been often disconnected from the instructional process of the school. This can lead to a burden on the improvement, simply seen as overly based on 'the I'. Under the ethos of self-management, there is a need for a paradigm-shift and the development of new patterns of operation. Some principals will feel the sense of loss for their past professional identity as they journey to and through transformational leadership toward the 'We'.

## Glenda's journey-the ocean cruise

*It was during this time in our educational reform that I saw many of my colleagues wrestling with change. As I observed them, I was reminded of passengers on an ocean cruise, re-organising their deck chairs. All had different expectations of what the cruise had to offer. Some were filled with optimism, some doubts, others with an attitude to make things happen, and some with a sense of boredom or 'here we go again'. All seemed to be heading in different directions, but it was the position they took to reach the destination and the attitudes they brought which determined the outcome of the journey.*

*One group, full of enthusiasm, raced straight to the chairs at the front of the ship. They were the risk-takers. They saw where they are going and set their sights on the horizon and beyond. Through all kinds of weather they were seen forging ahead, noticeable to all, eyes fixed on the future. The next group seemed always to be at the back, chairs facing where they had been, concerned only with what they had done in the past, and resting somewhat comfortably, uninterested in the future. Then there were those who clung to the sides. Either basking in the sunlight or swept by wind and shade. They were either all things or nothing, only seeing one side of life at a time. Then of course these were those who couldn't even open their deck chairs. They wasted so much time trying to get organised that they ended up nowhere and usually disillusioned. They couldn't even act together and wasted opportunities and the resources available to help and support them. I wonder how you see yourselves in your own climate of change?*

## Transformational leadership

'Transformational leadership' has been described by many educational writers. Sergoni identifies transformation leadership as featuring three components.<sup>7</sup>

**Building-** Seen as empowerment, symbolic, charismatic, motivates, it has high expectations and requires high commitment.

**Bonding** Is about goals which give purpose, imparts a moral commitment, is cultural, and builds covenants and forges fellowship.

**Banking** Is where improvement turns into routine or second nature.

I believe that the key words are values, relationships, and moral passion which translates as leadership through empowerment and building capacity in others. The successful principal acts as mentor and coach. She needs to know when to lead from

the front, when a gentle push from behind is needed, but equally importantly, substantially and collaboratively from the middle. Calwell and Spinks<sup>8</sup> in 'Beyond Self Managing' define transformational leadership as working with others to change the way schools are managed to make significant impact on quality teaching and learning.

The four dominions are:

1. Strategic. Which is to see the 'big picture'.
2. Cultural Changing the way things are done.
3. Educational Building a learning community with connected programs to the highest teaching and learning quality.
4. Responsiveness is coming to terms with accountability or the right to know.

### Glenda's journey-the rowing team

*The traditional style of leadership in schools can be likened to a rowing team. In the old-style racing boats, the coxswain or team-leader, sits looking at the rowers whose backs are to the finish line. They rely on the coxa to keep the timing right, to steer, and to encourage. The coxa sights every rower and they, the coxswain. The coxswain is the last of the team to finish over the line. The new style of leadership in self-managing schools is like the new 'shells' or boat. The coxswain sits at the back of the boat. Rowers do not see them the coxswain until the finish, but hears the voice through the speaker. The coxswain steers the boat to the destination and can see the finish line first and the other boats from the best position. The team trusts in the voice and knows when the effort is really needed. They rejoice together. My background is in physical education and human movement and so it makes sense to me to liken the old shells as instruction, and the new, transformation.*

### The Principal leading through change

Perhaps the pincipal is therefore the facilitator of change? If we choose to use the analogy of a wheel of change: what we try to do is change the emphasis from the centre. That is, that the wheel only moves at the direction of the hub rather the moving the spokes so that they can move the outer wheel by engaging and empowering the spokes to move together. Leading people is always a challenging undertaking, and when we are trying to engage in deep reform and 'reculturing', it is more demanding still. We have to work not only with the structures and procedures at are long-entrenched and make us comfortable, but we have to look hard at what we value. This is often the most frustrating tasks of the principal's work. Differences of opinions and conflicts are part of the challenge of the journey and a test of your skills and competencies as you work through these.

## Glenda's journey-helping principals to lead through change

*And so we began our reform agenda it was agreed that we would 'hasten slowly'. The decision was made that would offer an expression of interest to schools to join in a trial after a major seminar of Schools of the Future. There would be extra finance to those participating. As you would envisage the principals differed in their approach to the new initiative. The key was to be transparent in all aspects we embarked on and to provide the support to the principals. Therefore during this time, professional development was seen as a means of providing principals with practical and on-going influential support. Professional development of the principals became the highest priority.*

*We commenced practical operational support, but importantly the defining leadership and the role of the leader proved to be a key in the order of change-management. During this time, a major support structure was established to select experienced principals to take on the role of 'change agents'. District Liaison Principals were responsible for geographical districts throughout the state of Victoria. Their brief was to work with principals and schools in effecting change. I became one of these change agents.*

## Principal-class competencies

In 2001, the Department of Education in Victoria published ten basic principal class competencies involving leadership and management. These became the expectation of all principals within the state government system and now form the basis of principal selection and training of aspirant leaders. The competencies are:

**Leadership** - Seen as being able to develop, project, and model a school vision, based on agreed values and clear future directions.

**Curriculum commitment** - Being able to apply and develop all resources to optimise curriculum development and educational outcomes.

**Planning and organisation** - Being able to establish priorities coordinate effectively and maintain a persistent 'out-oriented' direction.

**Team development** - Being able to adopt a collaborative approach, characterised by delegation and providing constructive feedback.

**Thinking and judgement** - Being able to adopt a logical, objective, and analytical approach with a methodical, yet strategic, outlook.

**Contextual sensitivity** - Being able to achieve a balance between department, community, and school priorities, while remaining responsive to various groups and contexts.

**Interpersonal effectiveness** - Being able to communicate effectively, applying ethical standards. To be able to facilitate and negotiate outcomes in a variety of forms.

**Commitment to excellence** - Seen as being able to maintain a persistent focus on the achievement of goals, which optimises performance, process and outcomes.

**Management of self** - Being able to adopt a consistent, stable, and effective approach, irrespective of circumstances and surrounding events.

**Managerial expertise** - Being able to understand and apply management principles, working effectively within specified parameters.

## So, what is the changing role of the Principal in changing times?

Modern principals have an evolving leadership role, increasing work demands, and the need to look after their personal self as well as their professional self. Your work may very well define what you are, but not who you are. This definition may be done by your family and/or friends and keeping a balance in your life is paramount. There is complexity in the role of principal with a business orientation, accountability, personnel management, decision making, and communication, vision planning, change-making, and exerciser of power. The power to lead for the future can be seen as an administrator, director and overseer, manager who allocates and deploys physical and human resources, is responsible for accountability and performance. However, more importantly are the following attributes. Good humanitarian behaviour, good communicator, goal orientated, motivator makes things happen good team builder organises, but above all a life-long learner.<sup>9</sup> I like Robyn Forgart's definition of a teacher because I believe also applies to the principal of a self-managing school. 'The good principal instructs, the excellent principal invites, the superior principal involves, but the great principal inspires'.<sup>10</sup>

## How to be this inspirational 'great' Principal?

Principals are generally understood to being the key ingredient in developing and maintaining schools. The keys to success during this part of the journey are:

- Effective leadership - Articulate the vision
- Find a Mentor - No man is an island
- Seek help - No question is wrong, it is just wrong not to ask
- Be patient – It won't happen overnight but it will happen.
- Set priorities - Without a map you get lost very easily
- And most important, remember *why* you are there.

I include some hints that may assist you in your journey. These are based on 'The Leadership Challenge' by Kousen and Posner<sup>11</sup>.

- Challenge the process, not be challenged by it. Seek opportunities and risk-taking experiences as you go.
- Be touched by the process.
- Inspire a shared vision, envision the future, enlist others.
- Empower others to act, foster collaboration.
- Set examples and strengthen others.
- Empower others to act, (remember the wheel) encourage the heart by planning small wins along the journey, and recognising achievements and celebrate them.

Part of the journey is professional development and it is my belief that quality targeted programmes are vital to any reform agenda. Support from colleagues and the Department should not be underestimated. 'We do this together' is a great slogan to adopt. I was involved in the reform right from the planning stages as a Principal, then as a District Liaison Principal, and now as a Senior Education Officer. I have experienced at first hand that the value of sharing experiences should never be underestimated. Philosophies are fine and have their place, but in the *doing*, it is the day-to-day operation which starkly reveals whether we actually 'drowning not waving'. Together we succeed and relationships make the difference. Above all, mobilise the team. 'I believe that we have the opportunity and the duty to fashion an organisation where everyone is involved, everyone is fully engaged, and everyone is a player.'<sup>12</sup>

## Glenda's journey – Networks and Community

*Our journey in self-management continued through districts into clusters of schools and currently, Network of schools. We have changed from geographically driven and linked schools, to schools that have a functional or philosophical purpose to work together. Often, primary schools work with larger secondary schools that may not be geographically close. We have moved into 'Innovation and Excellence', encouraging secondary and primary schools to work in differing structures together with a variety of teaching and learning strategies. It is an exciting time as we tackle the middle years of schooling. My Network has just completed the building of a school, or 'learning centre', designed around a teaching and learning philosophy rather than a building based on a facilities schedule. We are proud of our initiative as we see the centre as the focal point of the community. That is our vision and our hope*

## Principals behaving differently

School reform and role of the principal is all about relating differently, acquiring new skills and sharpening old ones. Effective relationships become crucial in this climate. Relationships between principals, with the Department, staff, school community, and the wider community. In the English language the spelling of the word 'Principal' can be used as an example to describe the role.

**P-Passion, purpose, performance, planner, problem-solver presenter.** All of these are vital element to the way the principal approaches change. Passion comes from within and once committed to the task or purpose, that is why are we doing this, I believe that it is passion, which fuels the endeavour. Strategic planning gives us the opportunity to see where we need to be and then plan backwards, that is how are we going to get there and who will assist us to achieve these goals and what do we require of ourselves and other to ensure that it happens.

**R-Resilience and relationships** The relationship between the principals and the staff, the board, the Department, the Community, and other stakeholders. The ability to build functional teams is vital. Remember the spokes of the wheel analogy? It is all the spokes together which ensure the smooth movement not the hub or centre of the wheel. The hub is the lynch pin which keeps the spokes together and enables them to communicate with each other to move forward. Relationships with colleagues and networking provide some of the greatest learning with exchanges in practice. I have learnt that *not* to ask presents a greater problem than asking. As often quoted 'no question is a wrong question it is just wrong not to ask'.

**I-Initiator and innovator** This requires continually going back to see what happened and why, but remembering to celebrate the success. This means giving logic to change or seeing that the end will make things better or easier to cope with. For instance, the development of school charters gave schools strong accountability,

direction and a real sense of the community working together. The charter is a living document and sets directions for the total school community and where they wish to go. It tells us about our educational community and formalises our hopes and aspirations for children and young people.

**N-Nurturer** During times of change, workload becomes a prominent issue. I believe that workload is tied strongly to our values. What is it we value? How collectively as a team, can we develop these values within our working environment to the betterment of the team? Often the workload issues really relate to prioritising, setting realistic timelines and concerning ourselves with the things we have control over rather than the things we have not.

**C-Communicator** As principals we need to be able to articulate the vision and bring around us those who may even be able to do that task better. Communicating what is happening and being transparent in all aspects of our contact with others. Listening is a very underrated skill and we can always learn new ways of engaging others to achieve the desired end.

**I-Investigator** We must never underestimate the power of data. It is important to continue to test where we are going. It can be likened to the need for a compass on journeys in the wilderness. Change is often referred to as being in a wilderness, hopefully not lost in that wilderness. Data and constantly re-evaluation can lead us swiftly to the conclusion that our direction is not entirely on-course and we need to rethink our direction.

**P-Persevere** Never give up and never gives in. It will not happen overnight but it will happen.

**A-Activator** That is you set the pace or should be seen as such. Remembering that words are only a prelude to actions.

**L- LEADERSHIP** When do we reach the end of the journey? I would suggest we never do, as more opportunities present themselves for the future.

## Glenda's journey-Reflecting on the change

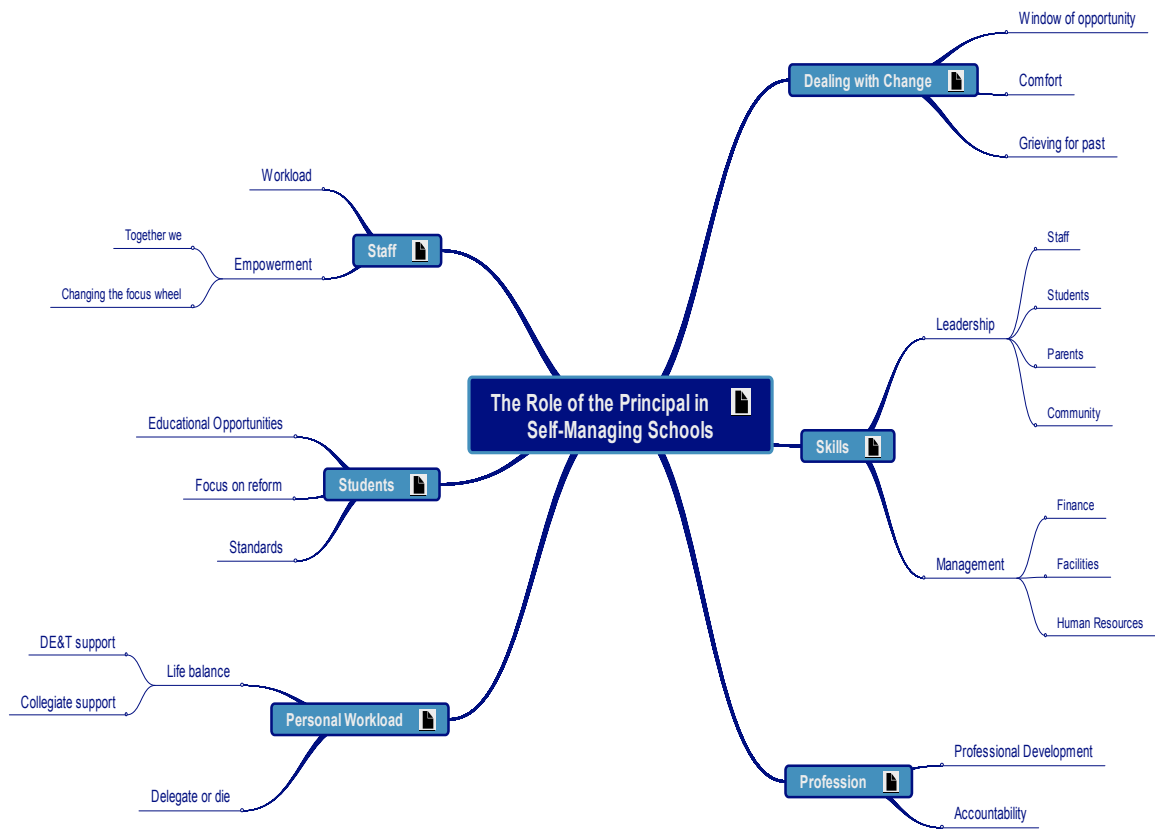
*I took a group of principals on an educational journey to another state in Australia. This state was just beginning the journey of self-management. I asked my principals would they ever go back to the system they had before which was not dissimilar to our own. There was a resounding 'never!'. I asked what they saw as the advantages they had over their interstate colleagues. They stated control, accountability, and the ability to set the direction of the school. But the most important answer to my question was the ability to build teams, teaching, and leadership to suit the needs of their students. I'd like to share with you a comment from a colleague that powerfully demonstrates the journey of myself and the principals I work with. 'She took us to the edge of the cliff and said Jump you can fly. We said we are comfortable here. She said 'trust me', gave us a push and WE FLEW.*

I hope that I have given you a little push today and believe me, you will fly. May I wish you well on your journey to self-management. I hope that in some small way I have contributed in equipping you for this most exhilarating of experiences as the journey, one embraced, cannot fail to be a pathway of discovery of both the professional and personal selves. Our children's future is assured.

If you doubt this, let me inform you that the Powerpoint presentation that accompanies my presentation and paper, was produced by four Grade 6 students from Wedge Park Primary School in Victoria, Australia.

I thank you.

# Mind map



## End Notes

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<sup>1</sup> J. Welsh, Chief Executive Officer, General Electric

<sup>2</sup> Spring, G. 1995

<sup>3</sup> Spring, G 1995

<sup>4</sup> Machiaveli

<sup>5</sup> Gurr 1995

<sup>6</sup> Murphy 1990

<sup>7</sup> Sergonni 1991

<sup>8</sup> Calwell and Spinks

<sup>9</sup> Gurr 1995

<sup>10</sup> Fogart

<sup>11</sup> Kousen and Posner

<sup>12</sup> Unknown

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