

Strategic Leadership and Management

How to strategise to get where you want to go



Presentation to Cluster Manager Forum 1 August 2014

By Margaret Stewart

Te Whiri Kōkō Cluster (26)

Pepeha

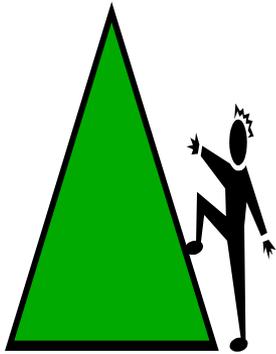




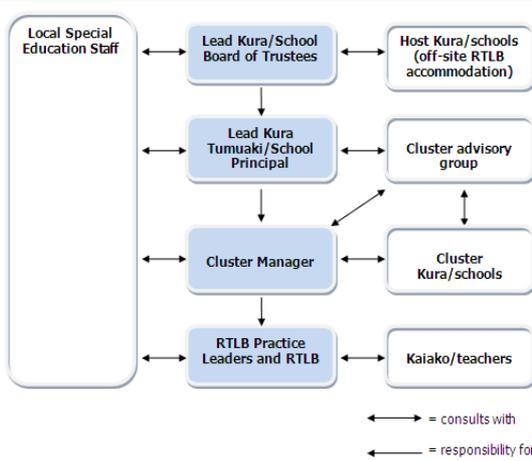


The hierarchy our way...

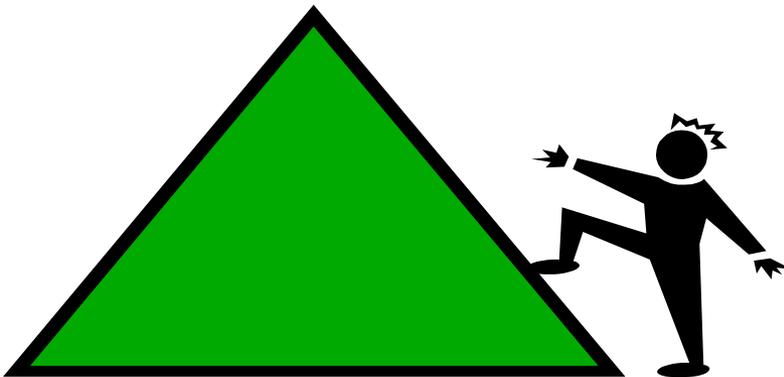
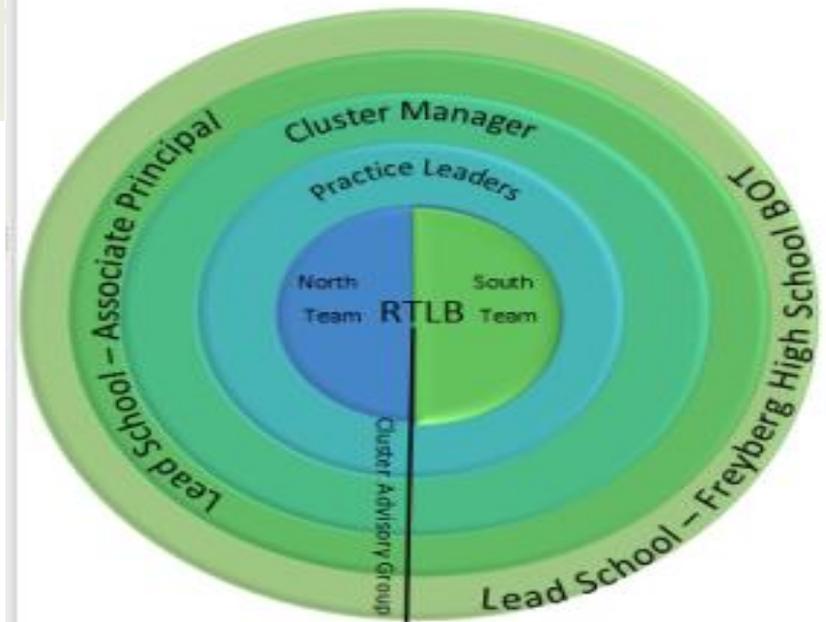
Management to Lead Management



RTLKB Cluster Organisation



Cluster Organisation



Practice Leaders

Distributed Leadership





Boss

Lead Manager

Laissez-faire

Relationship

coercive
need-to-know basis
externally motivated

supportive
transparent,
internally motivated
input involves others

uncertain
ever changing
inconsistent
sporadic

Wants

boss
my way is the only way
narrow, few options

group
input of group
broad, many options

depends on day
agrees with all
both ways, varies

Present Behaviours

uses deadly habits
set rules
evaluates others-
reprisals

uses caring habits
involves group
uses criteria, improves
system

combines both
says okay
unclear, does both/none

Evaluation

system of punishment
criteria set by boss

develops system of self/co-
verification
criteria by leaders/workers

never the same
inconsistent

Plan

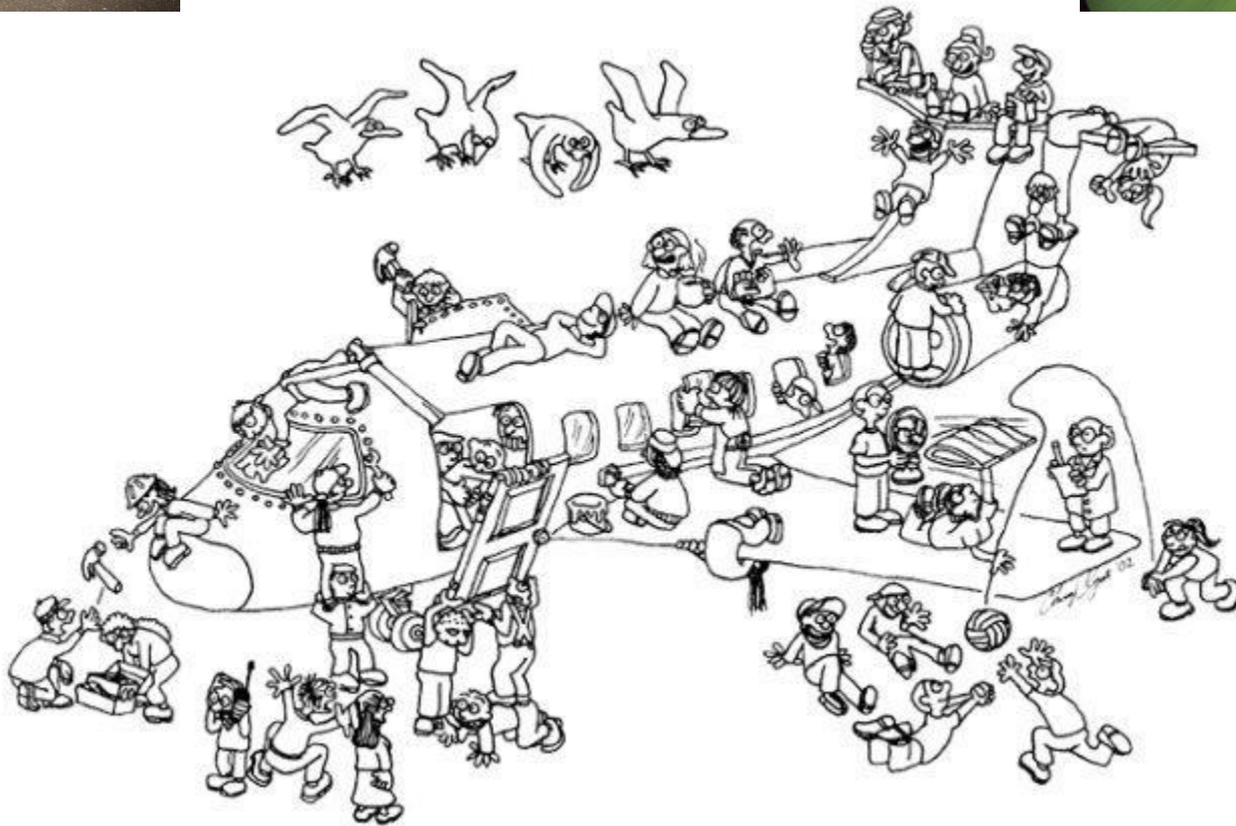
sets deadlines
sets new rules

involvement based on
strengths
workers' input appreciated

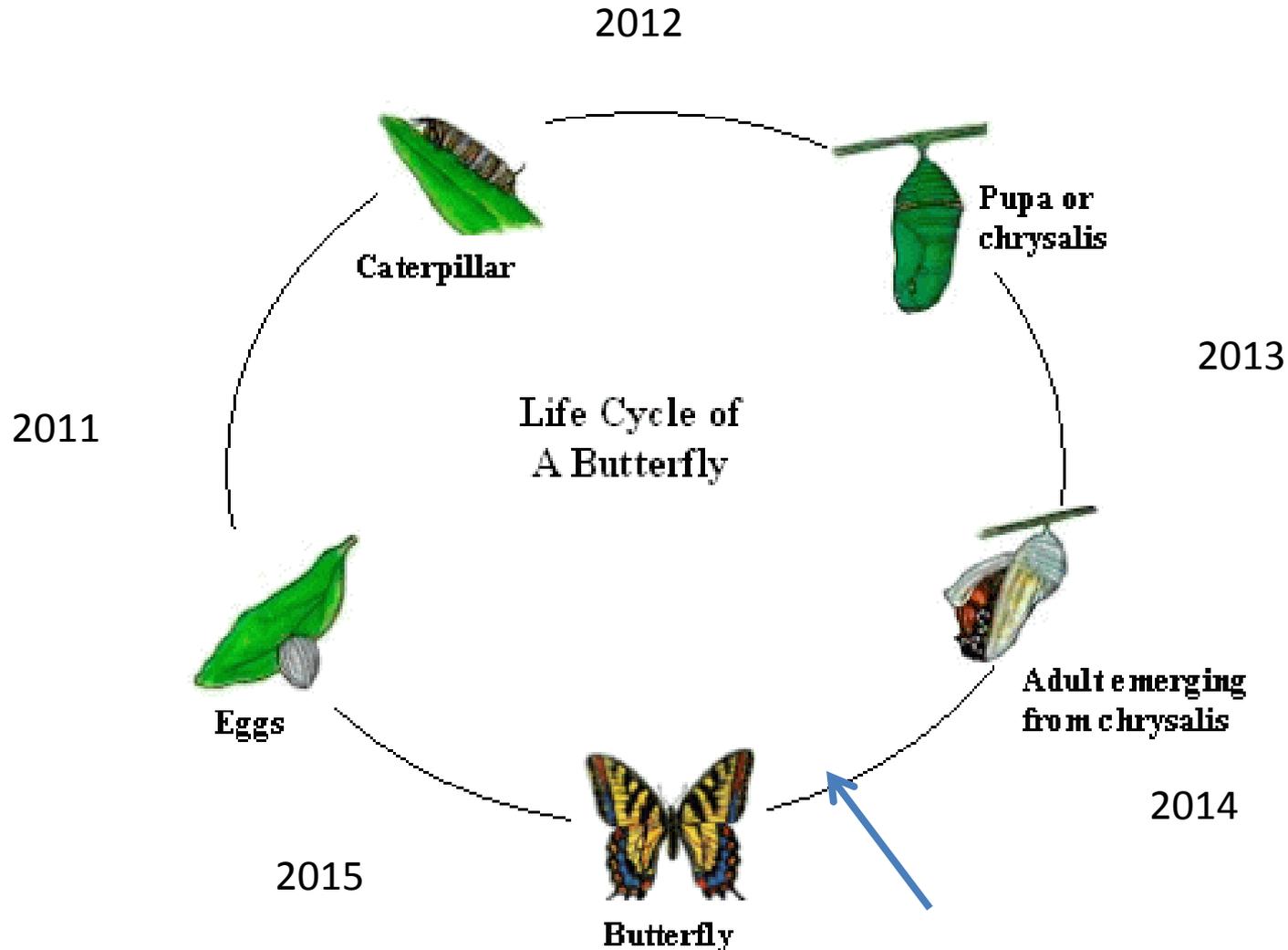
what is deemed necessary
at the time
depends on the
circumstances



Glancing Back - Moving Forward



Life Cycle of Cluster – Transformation of Service and Development



Te Whiri Kōkō Cluster Visual Representation of Cluster Infrastructure & Organisational Systems

Term 1 2012

Location 4 Districts	KAPITI					HOROWHENUA					PALMERSTON NORTH										TARARUA					
	OTAKI AND PARAPARUMU					LEVIN AND FOXTON															PAHIATUA	DANNEVIRKE				
Sub-Clusters - 9 but functioning as 11	Otaki Kapiti Cluster					Horowhenua					Ross		Te Tai Hauauru		PNIS		Hokowhitu		Palmerston North Secondary				Southern Tararua		Northern Tararua	
RTLB Numbers 32 RTLB = / 31 FTE	7 RTLB (1 RTLB Maori shared with Horowhenua)					6 RTLB					3 RTLB		3 RTLB (1 RTLB Maori)		2 RTLB		3 RTLB			1 RTLB	1 RTLB	2 RTLB		2 RTLB		
T = RTLB Training 5						T									T		T						T			
Vacancies Sick & PPTA Study Leave = 38 wks Sabb. Leave = 10 wks - 48 wks											Sabbatical T 3 = 10 wks				Long term sick leave -10 wks				PPTA Study Leave 16 wks				PPTA Study 16 wks - Relief = 4 wks = 12 weeks			
Maori RTLB 2																										
Pasifika RTLB 1																										
Satellite Offices 18 (18 term 1, 17 term 2)						Term1 3 offices																				
						Term 2 2 offices																				
Referral Systems (PNth 2ndry Multiple referral systems) 15																										

Te Whiri Kōkō Cluster Visual Representation of Cluster Infrastructure & Organisational Systems

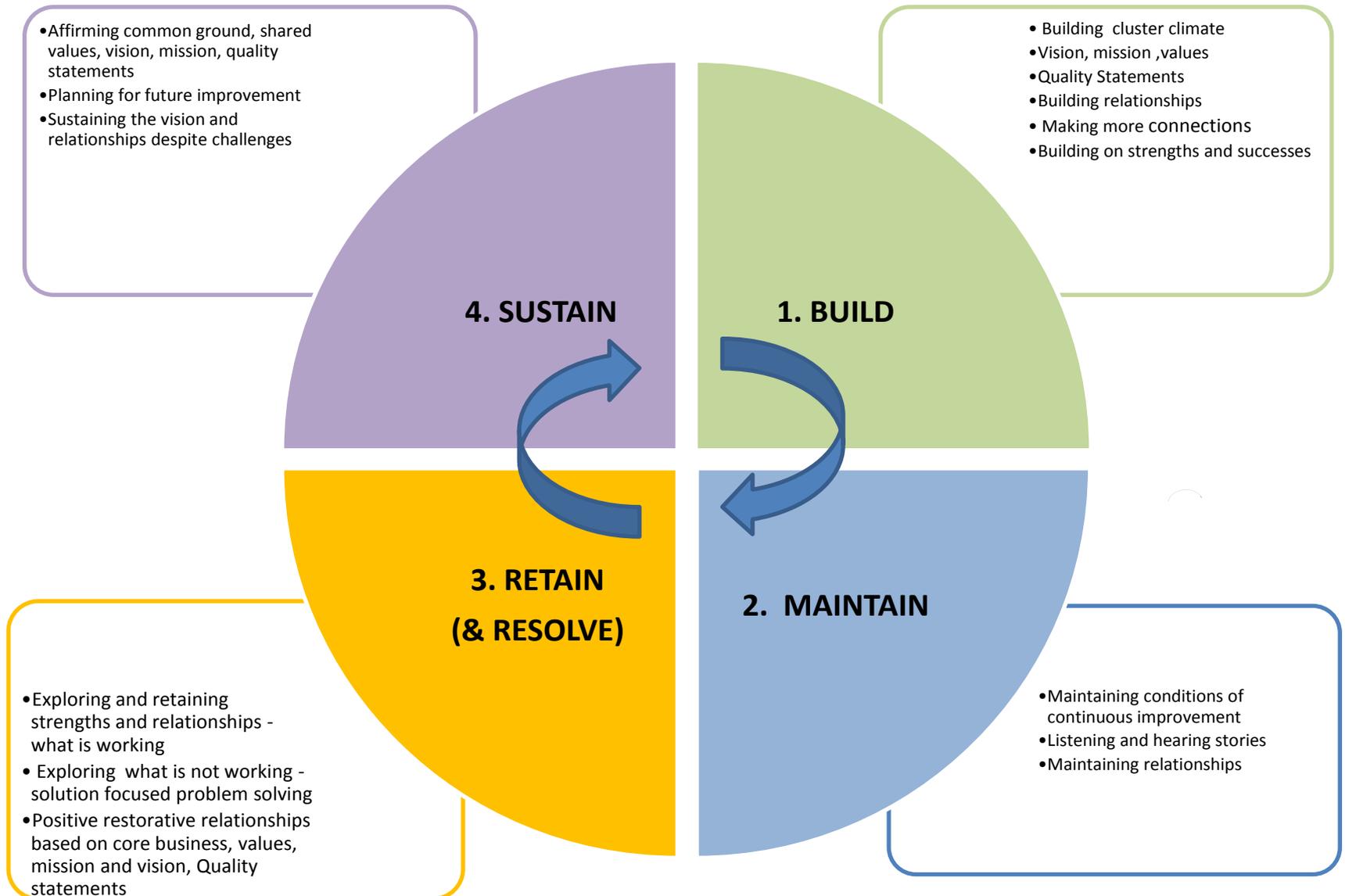
Term 1 2014

ONE CLUSTER

Location 4 Districts	SOUTHERN TEAM (TONGA)				NORTHERN TEAM (TOKERAU)					
	OTAKI AND PARAPARUMU		LEVIN AND FOXTON		PALMERSTON NORTH			PAHIATUA	DANNEVIRKE	
RTLB Numbers 37 RTLB	9 RTLB		8 RTLB		18 RTLB			2 RTLB	2 RTLB	
LEADERSHIP TEAM	2 PRACTICE LEADERS				2 PRACTICE LEADERS CLUSTER MANAGER					
T = RTLB Training					T	T	T	T		
Vacancies All filled with relievers	One study award 50 days (10 weeks +10 days) One study award 38 weeks 2 Relievers									
Maori RTLB 6		2			2				2	
Pasifika RTLB 0										
Satellite Offices 13										
Referral Systems 1	One system but administered in two teams									
Resourcing LSF	Centralised application - whole cluster system administered in two Team Staff Meetings									
Resourcing 11-13	Centralised application using whole cluster system									

STRATEGIC LEADERSHIP

Developing and Sustaining a Collaborative Cluster



Name



- Te Whiri Kōkō unique to this region
- Refers to flight of large flock of birds
- Implies forward movement and direction
- Linking or uniting symbolises all the RTLB in this cluster flying together
- Imbedded in local Maori history Chief Matangi, who came from Wairarapa.
- He came over, having heard that the place swarmed with flocks of birds (*whirikoko = a flock of birds in flight*). When he reached the summits of the Tararua Mountains he saw the flock so he followed them; but when he drew near they arose and flew very high. He continued following them in their flight around the region and beyond to our neighbouring cluster area, naming the places he went
- *Whiri* - linking or uniting and *Kōkō* - like the sound of the birds



Logo

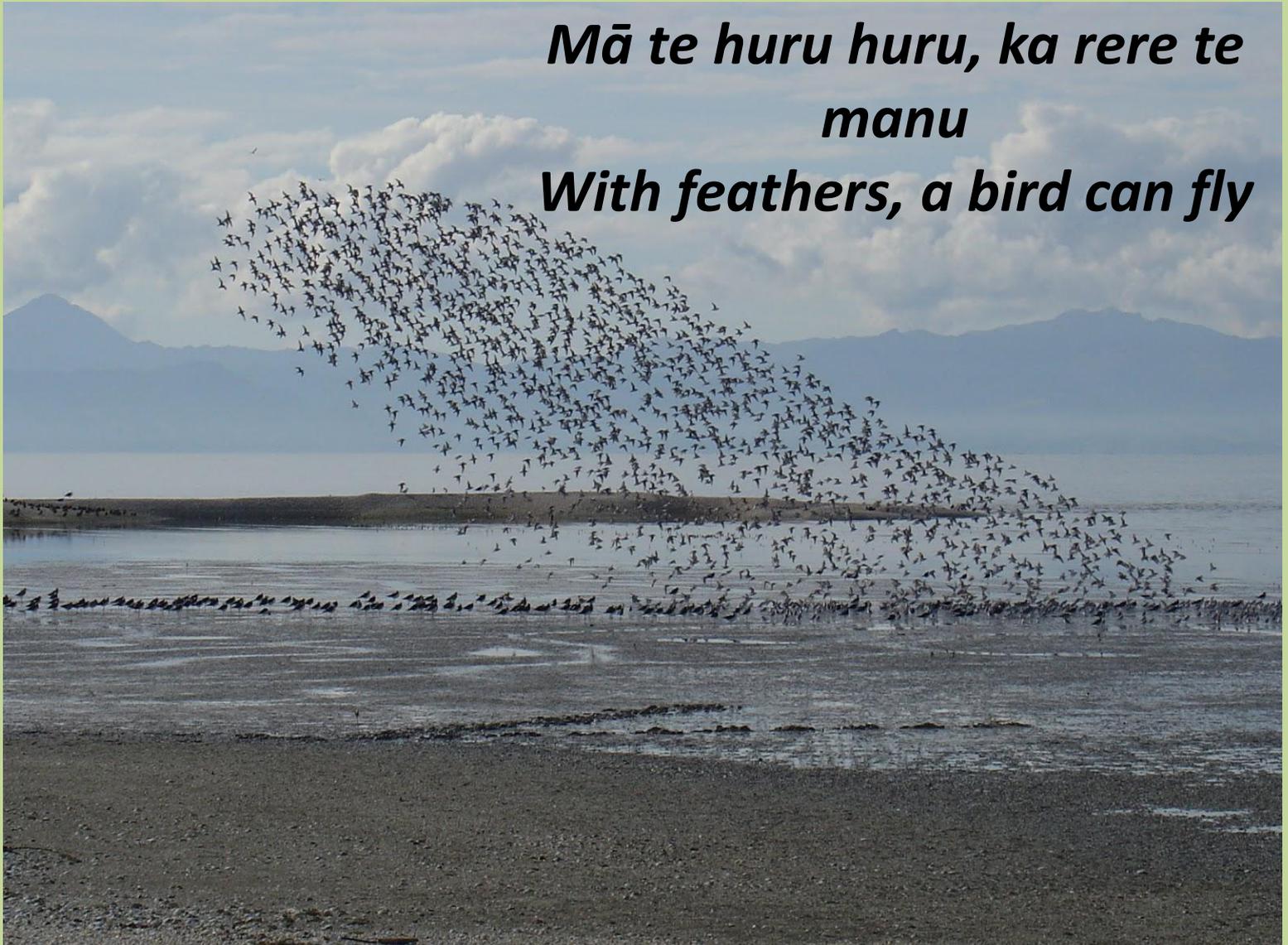


- Many triangles – symbol of strength & representative of a kite soaring to the highest ideals and standards
- Downward triangles – shark tooth which we describe as the “educational bite”.
- 9 green triangles represent the foundation land and original 9 RTLB clusters
- White in between – the many rivers that cross our region
- 2 top triangles the 2 mountain ranges Ruahine and Tararua – backbone of Te Ika Maui with the Manawatu River cutting through and out to the sea, east to west coast
- Huia – once prolific in our region, feathers of the huia worn by chiefs, signify the high purpose and principles
- Mated for life needed to cooperate to survive, note beak differences – we too need to collaborate in order to continue to provide successful outcomes for students

Whakatauki

*Mā te huru huru, ka rere te
manu*

With feathers, a bird can fly



Mission

Through innovation,
caring and excellence,
we enhance teacher
and school capability
to improve student
outcomes

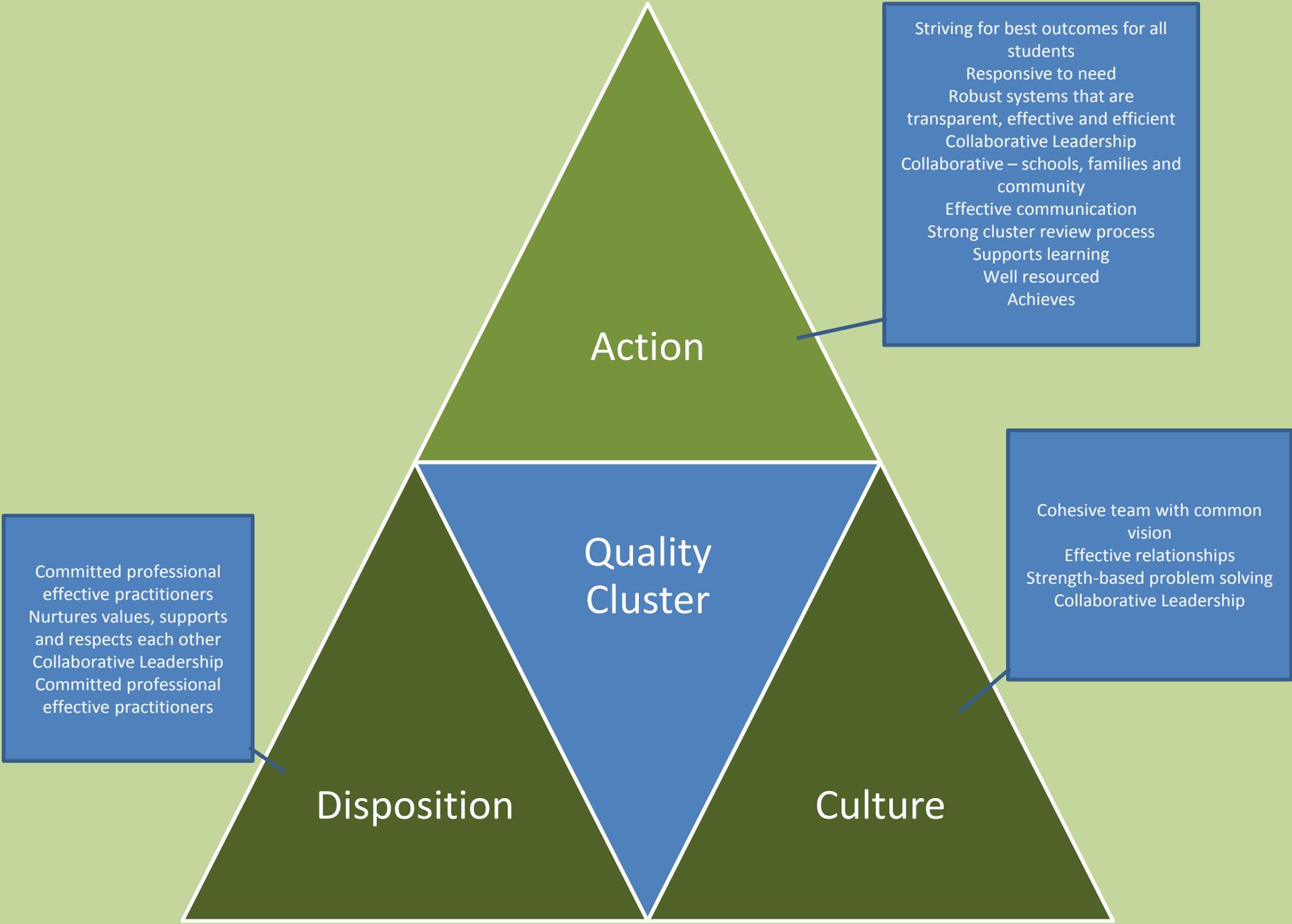
Te Whiri Kōkō

Values

Ako Mana
Integrity
Whanaungatanga
Innovation Caring
Excellence

Vision

To provide a quality
RTLB service to cluster
schools



Striving for best outcomes for all students
Responsive to need
Robust systems that are transparent, effective and efficient
Collaborative Leadership
Collaborative – schools, families and community
Effective communication
Strong cluster review process
Supports learning
Well resourced
Achieves

Committed professional effective practitioners
Nurtures values, supports and respects each other
Collaborative Leadership
Committed professional effective practitioners

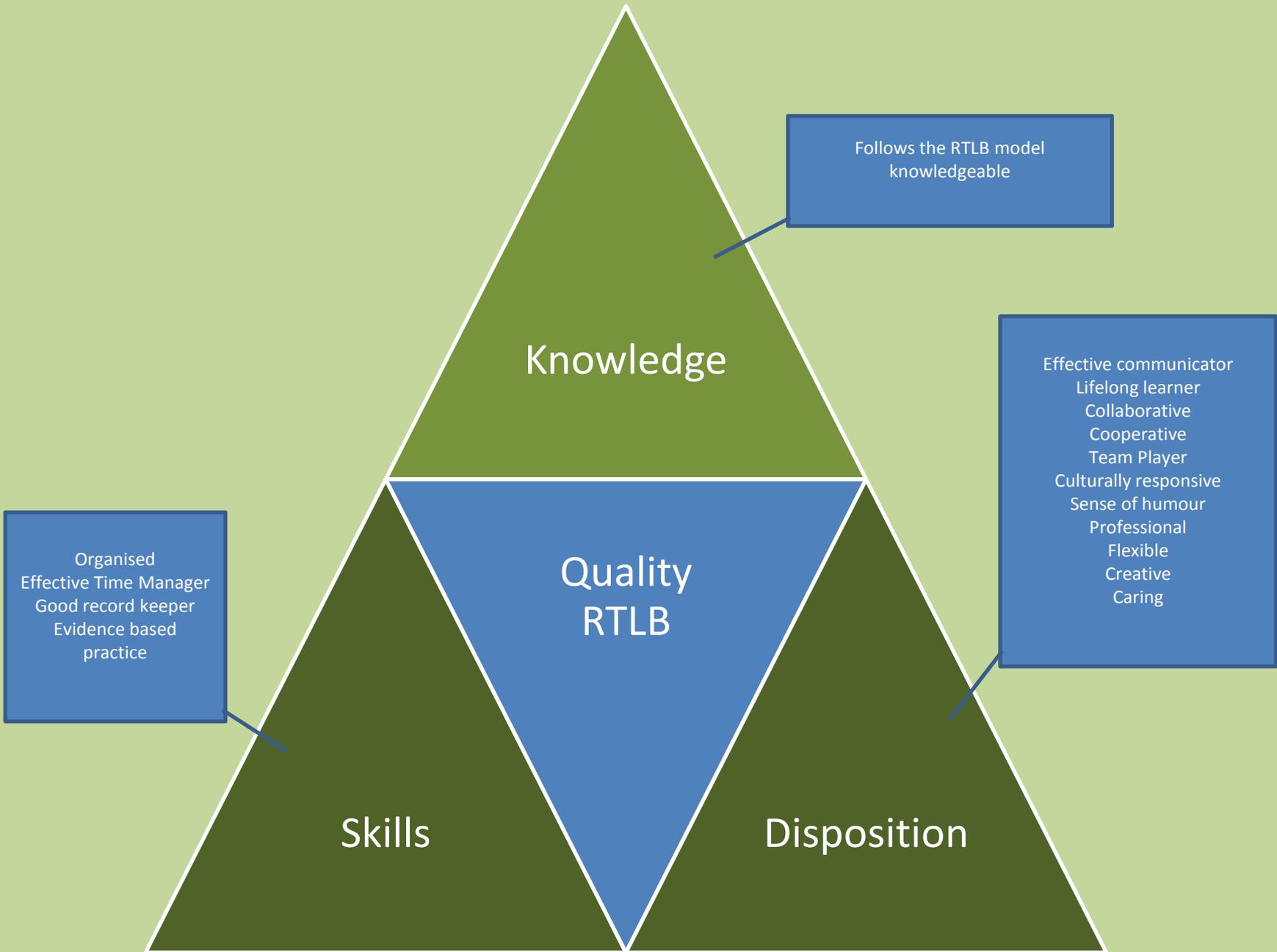
Cohesive team with common vision
Effective relationships
Strength-based problem solving
Collaborative Leadership

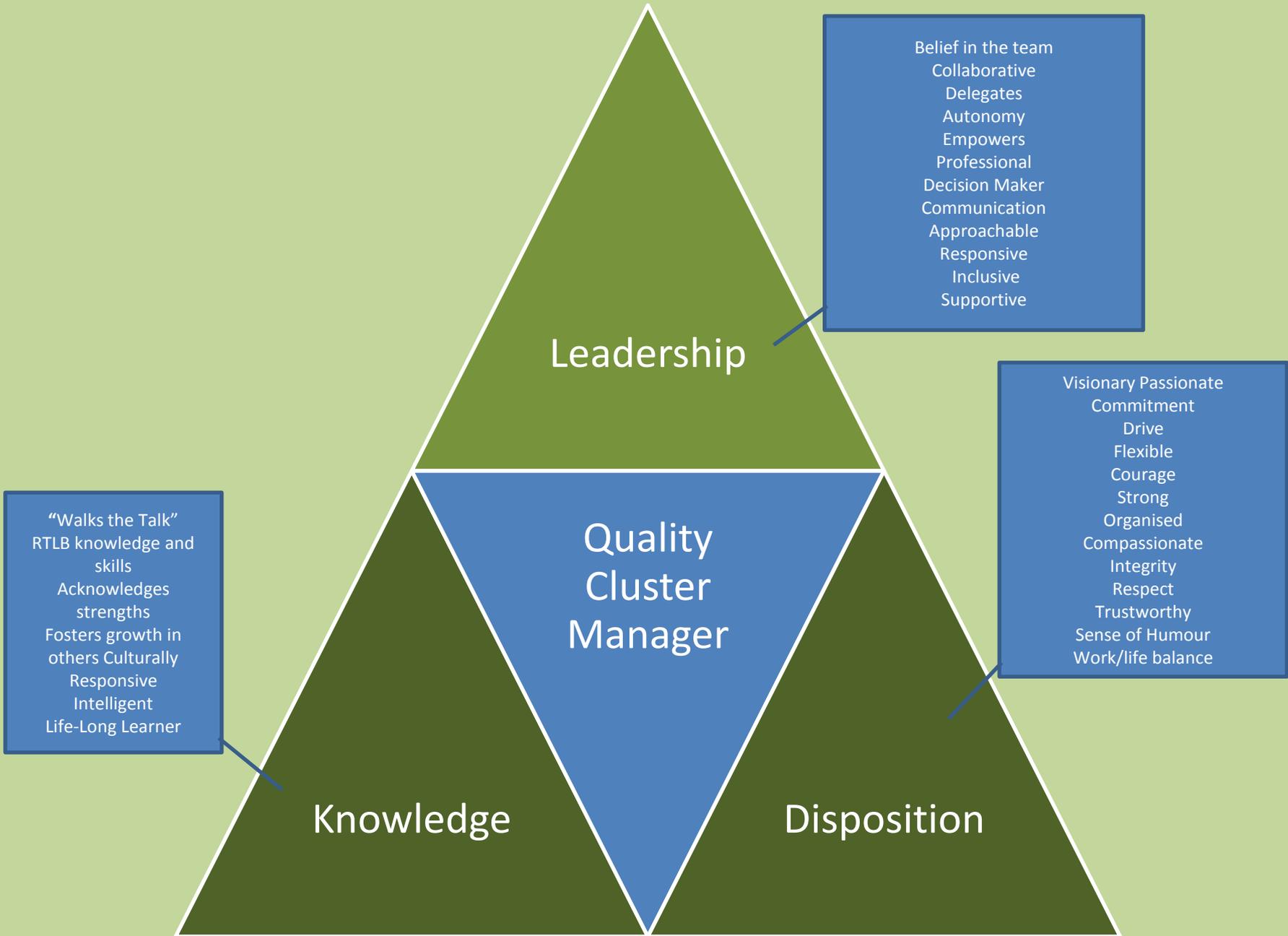
Action

Quality Cluster

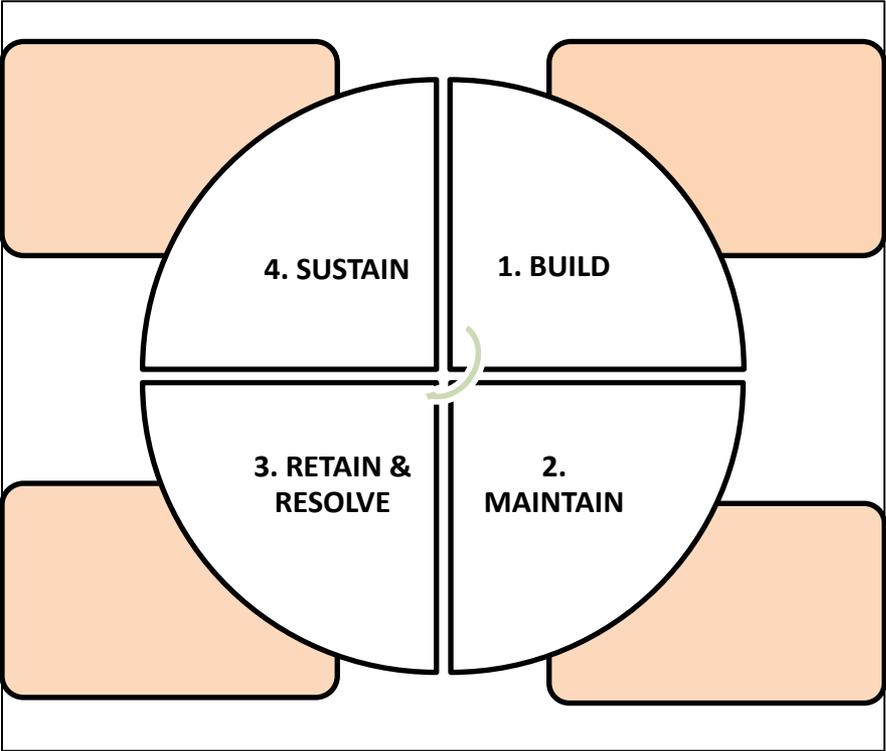
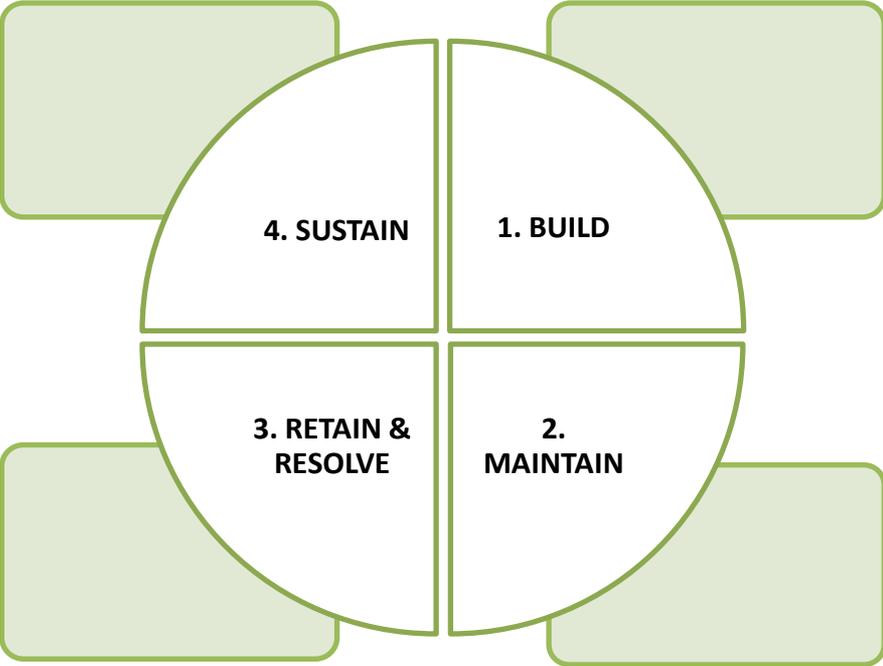
Disposition

Culture

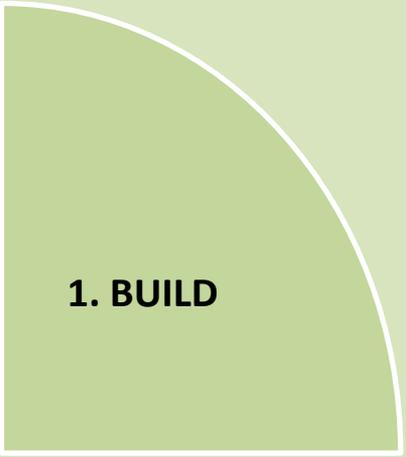




JUST BUILDING IS NOT ENOUGH - THERE IS MORE TO IT! SO... How do we maintain, retain, sustain?



- **Clear Team**
- **Logo – identify – vision. Te Whiri Kōkō legend; unifying a wide geographical cluster**
- **Whole cluster meetings and PD. Cluster PD days e.g. at the marae to share the story/vision. Establishing relationships with each other and connections. Leadership from the top.**
- **Cluster Manger overview – pastoral care i.e. end of year function.**
- **Liaison roles. Indicative of our practice across the cluster**
- **Building a reputation of the service**
- **Reflecting on what is working well and what needs to improve**
- **Strong supportive network for those who are studying**
- **Ongoing support, especially with change**
- **Strength based collaborative approach in our cluster**
- **Caring cluster – individuals/group**
- **Culturally responsive as a cluster**
- **Responsive to needs of the cluster re: service**
- **SENCO networking as a positive**
- **Policies and procedures are continually reviewed as a cluster**
- **Individual strengths are being recognised and utilised**
- **PCC – Peer Collaborative Coaching and supervision**
- **Building culture**
- **Mana enhancing culture**
- **Valuing people**
- **Mentorship/induction**
- **Living and modeling reflected in PL's integration**



1. BUILD

PCC – reflective practice and peer collaborative coaching

Collaborative team / cluster work

Celebrations and acknowledgements

ID of individual strengths, interests - develop opportunity for leadership

Performance management: appraisal, performance supervision

SENCo network meetings, Tararua forum, Komiti

Maori, Cluster Days COP Liaison RTL

Data Collation Digital passport

Social Club / Team Building

Collegial support between offices

Opportunities for feedback and review

1 on 1 chats with Cluster Manager

Management supports & encourages professional growth

Procedures and policies

Surveys / Feedback

Management structure

Practice sequence

PL support, coaching etc



2. MAINTAIN

Liaison Role

Social Club / PCC / Cluster PD / SENCo network / Hui

Continuing leadership opportunities

Expanding schools we work in

Greater RTLB contact / working opportunities

Cluster documentation sharing

Consistence practice; Practice sequence

Retaining relationships with existing – working on change

Matching needs to deliver with the RTLB

Addressing problems as they arise – restorative strength based approach

Ongoing policy development

CAG

One on one meetings with CM

Team discussions

Surveys / Reviews

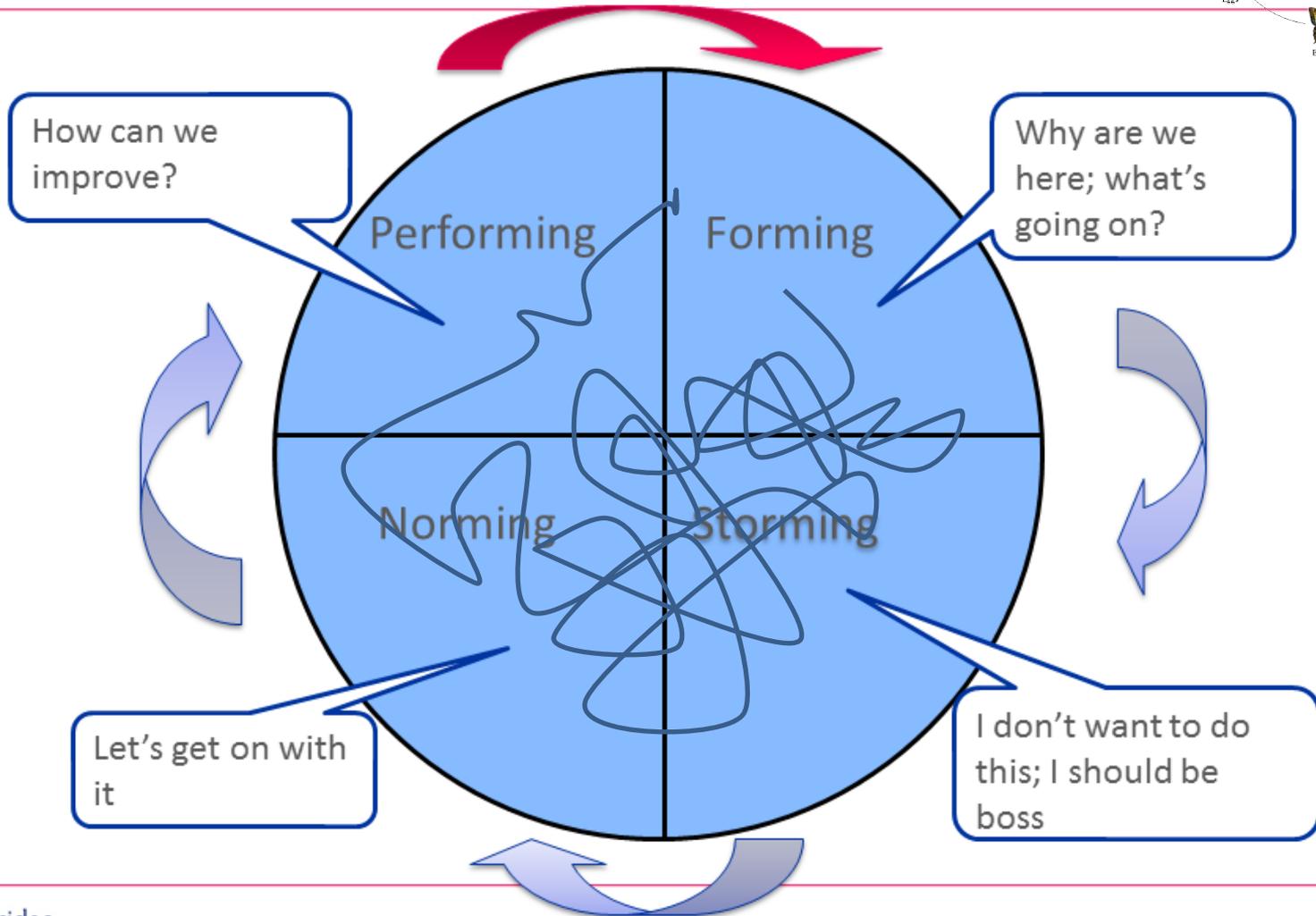
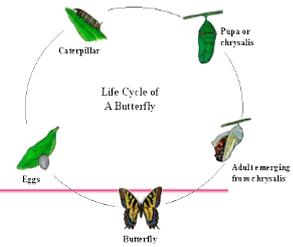
**3. RETAIN &
RESOLVE**



4. SUSTAIN

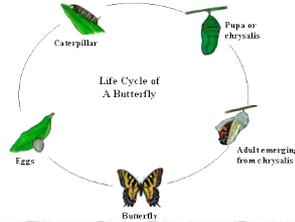
- High trust model
- Practice sequence
- Common wisdom
- Flexible approach
- Encourage individuality
- Strength based
- Prepare for the unexpected
- Opportunity to contribute
- Collegial support and maintain positive relationships
- Review and Plan for the future

Tuckman 1965

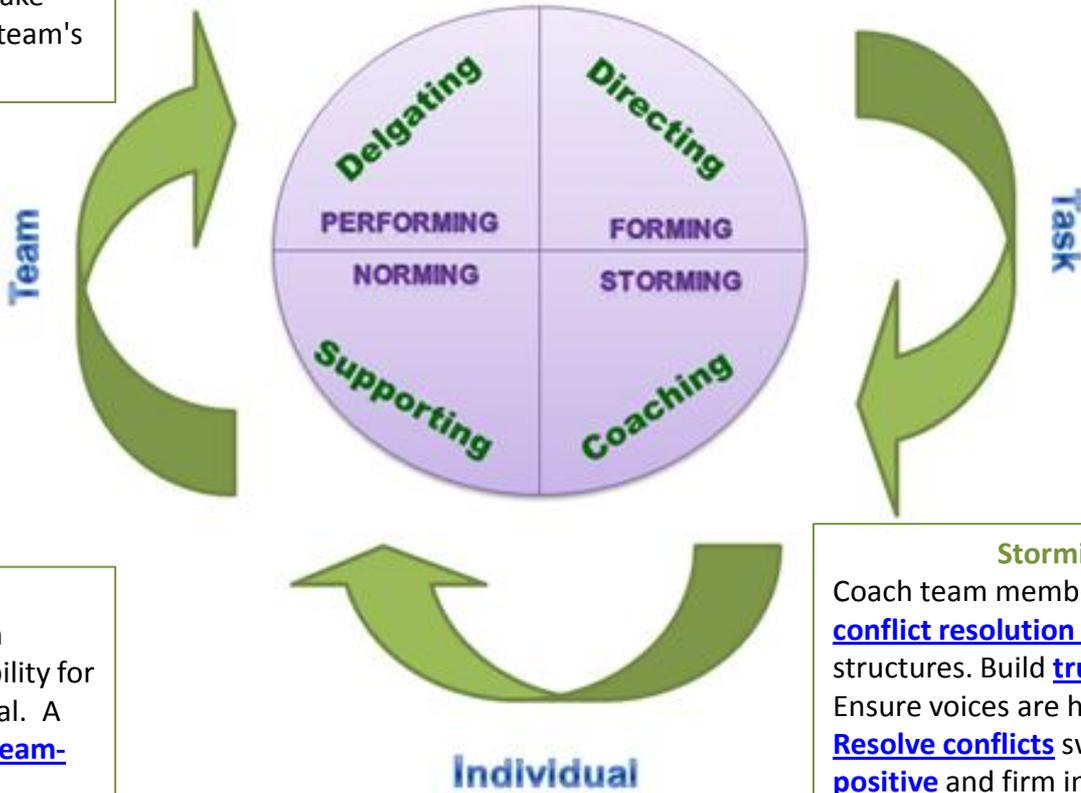


Human Resources

Know the Challenge Pathway to a High Performing Team/Cluster



Life Cycle Leadership



Performing → **Delegating**
Delegate tasks and projects. Once the team is achieving well, aim to have as light a touch as possible. Start focusing on other goals and areas of work. Take the time to celebrate the team's achievements.

Forming → **Direct** the team, and establish clear objectives, both for the whole **team** and **individuals**.

Norming → **Support**
 Step back and help team members take responsibility for progress towards the goal. A good time to arrange a **team-building** event.

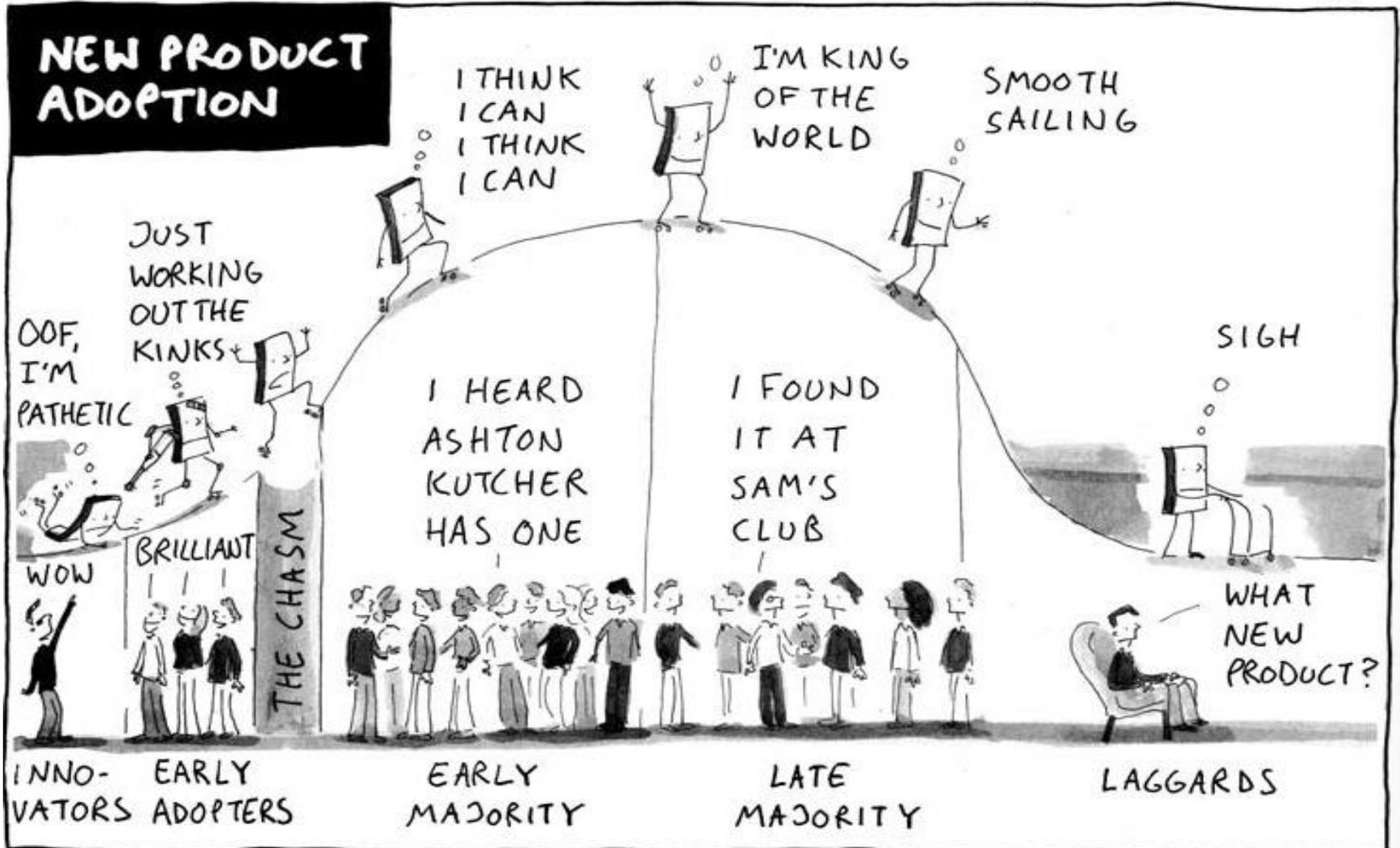
Storming → **Coaching**
 Coach team members in **assertiveness** and **conflict resolution skills**. Establish processes and structures. Build **trust** and **good relationships**. Ensure voices are heard and responded to. **Resolve conflicts** swiftly. Provide support. Remain **positive** and firm in the face of challenges. Outline the vision, mission, values and common goals of the team. Revisit the purpose and functions of the team. Explain the FSNP idea = hope for the future. where this is necessary. Explore different work styles and strengths.

Leadership activities (Hershey and Blanchard, Adair) at different team formation stages (Tuckman, 1965) modified by M. Stewart.

Five Categories of Adopters of Change (Rogers, 2003)

BRAND CAMP

by Tom Fishburne



© 2007 Thanks to G. Moore

SKYDECKCARTOONS.COM

My Theory



http://www.youtube.com/watch?v=7EweM_ILVt4