kinderpedia



LEADING EDUCATION

Guiding the talents and energies of teachers, students, and parents toward common educational aims

Supporting sound and informed decision making and fostering communication with technology



Foreword - Educational Leadership

Educational leadership is complex, demanding and also very important if we want to make a difference and impact the lives of children today and in the future.

With that in mind this white paper serves as an introduction to some of the key strategies an childhood educator needs in their leadership toolkit to be successful, to create a vision, to build a trusted team and empower the team to make a difference. The white paper is by no means exhaustive, but the start of a conversation of what great leaders need in this complex landscape of education today.

There are currently many pressures on educators throughout the world, as schools begin to emerge from lockdowns and children return to their learning environment after months of home learning. Leaders have to navigate this new landscape, juggling the demands and pressures from parents and care givers who may feel precious learning time may have been lost for their child during this time.

Leaders also have to consider the health and wellbeing of their staff and promote a culture of trust whilst setting the scene for the vision of the school, whilst also keeping an awareness of themselves as a leader and their own wellbeing. It can seem like a constant juggling act.

The landscape may have changed following the global pandemic and we are still exploring the implications, but one thing remains true and that is the powerful influence and impact a good educational leader can have on the learners, teachers and school community.

This white paper seeks to remind us of the vital importance of building and sustaining a culture of learning and improvement that allows us to align our vision for the future that will enable learners and teachers to flourish.



What is important to remember when reading these, that this takes time and energy. None of these strategies are quick fixes, but can over time build a strong and resilient team of educators to continue to impact learning in their educational setting.

Hopefully the words will inspire you, maybe challenge you and allow you to reflect upon yourself as a leader and your next step in this journey. It is with this hope, we can develop resilience in our school communities, and clarity that our work in schools is really work for the greater global good. We must build and maintain hope through our contribution, cooperation, and collaboration with others with whom we form new types of communities that transcend time and place.

Helen O'Donoghue
Education Expert. Leadership Coach

Table of Contents

I. **Introduction - What Makes a Good Leader in Education** 6

II. **"Leadership" and "Management" What's the Difference in a Word?** 8

III. **Key Qualities A Good Education Leader Needs** 12

IV. **Leadership Styles in Education. Daniel Goleman's Leadership Styles** 14

V. **How Does a Good Leader Build an Effective Team?** 25

VI. **What Personal Qualities Should a Good Leader Have?** 28

VII. **Developing an Educational Team Through the Coaching Process** 31

VIII. **The Four Staged Grow Coaching Model** 34

IX. **Leading Education with Technology** 36

X. **How Kinderpedia Enables Leadership in Education** 37

XI. **Conclusion** 39

XII. **Bibliography** 40

Authors and Contributors



Helen O'Donoghue - Coordinator

Helen has a passion to improve children's learning and draws on this experience when working in and leading schools in the UK and internationally, using her first-hand experience towards school improvement. She is an experienced educator with over thirty years of practice in the field, as a result of which she is a much sought-after trainer, consultant, leadership coach and conference speaker, both in the UK and internationally.



Evelina Necula

Evelina is an edtech entrepreneur. She is the co-founder and CMO of Kinderpedia, the communication and management solution for education used in over 2,000 schools in 14 countries of four continents. For the past 8 years, she has been involved in research, pilot projects and communication campaigns dedicated to education. Graduate of the Open University Business School, Evelina has over 17 years of experience in marketing and communication in the education, corporate, hospitality and retail fields.



Ramona Coleașă

Ramona is passionate about studying different areas of education, such as school management and evaluation, has a Bachelor's degree in Education Sciences, and is currently studying in the Master's program in Management and Evaluation of Educational Organizations and Programs at the University of Bucharest. She has also been active in the field of volunteering in recent years, being a member of several educational organizations.



Veronica Dungă

Veronica Dungă has demonstrated her determination to improve several educational fields, delivering personal development courses in schools and summer camps, in various volunteering programs and in different educational research projects. With a Bachelor's degree in education sciences, and currently studying a master's program in the same field, Veronica believes in an educational future with well-built leadership, and decisions based on research rather than improvisation.



Cătălina Iordache

Cătălina is a digital marketer with a mission to unravel the most pressing, purposeful education topics and find synergies between technology, innovation and the way people learn. With a bachelor degree in foreign languages, a masters degree in translation and one in media and technology, Cătălina believes the future belongs to those who never stop learning.

I. Introduction - What makes a Good Leader in Education?



> Leaders leave a positive impact on people's lives, so that they can realise their true potential."
>
> *- Simon Sinek*

As a natural consequence of the growing interest in leadership psychology over the past hundred years, several different leadership theories have been proposed to clarify how and why certain people become great leaders.

In the literature related to this subject, experts have tried to answer some specific questions:

- How exactly can we define an outstanding leader?
- Do we need certain personality traits to be considered more suitable for leadership roles?
- Do situational / context characteristics favour certain individuals to take the lead?

Researchers have outlined several ways of defining leadership, and to understand this extremely large concept, it is important to mention that we can define the profile of a leader by referring to personality characteristics, but also by referring to the type of relationships the leader establishes with those with whom he/she works.

The leader is in a position where he/she has a more expanded view of things and his/her responsibilities go beyond the classroom and the impact can be seen both indirectly, though the influence upon others and directly in the learning environment.

The profile of good education leaders includes the motivations that drive them to do what they do. These motivations are often guided by the environment in which they grew up, the relationship they had with their families and school, and the lifestyle in which they find relaxation and joy.

The leader thinks long-term, is always curious, and looks ahead. Leadership relies on the teacher's self-confidence, but also on the power of words. Words can make a learner shine or feel embarrassed; therefore, a teacher must be careful about the language used and its long-term impact. The teacher leader is the one who makes connections between children and everything in the world around them and prepares them for a meaningful life.

British/American author and motivational speaker Simon Sinek, described as "a leadership guru and a visionary thinker" has a simple but powerful model for inspirational leadership - starting with a golden circle and the question:

- **" What makes a great leader?"**

Simon Sinek suggests it's someone who makes their employees feel secure, who draws staffers into a circle of trust.
But creating trust and safety - especially in an uneven economy - means taking on a big responsibility.

II. "Leadership" and "Management" What's the Difference in a Word?

In the next chapter we will make a distinction between the two terms: ,,management" and ,,leadership", and also we will highlight why they are complementary to one another.

Recent research demonstrates that leadership has been recontextualized as a complementary part of management therefore, the distinction between these two concepts becomes even more difficult to frame.

Scholars argue that the term leadership has been captured by the needs of modern management theory and that any discussion of leadership seems to dissolve into a discussion of effective management techniques.

Great managers are often great leaders and vice versa but they are not always one and the same.



Together, the two terms "leadership" and "management" form the framework for skills and abilities that are necessary for an individual to drive a team to success. In fact, the concepts of leadership and management, even if differentiated theoretically, are not effective without each other working in tandem, and are thus inseparable.

> Leaders paint a picture of what they see as possible and inspire and engage their people in turning that vision into reality.

They think beyond what individuals do. They activate people to be part of something bigger.

They know that high-functioning teams can accomplish a lot more working together than individuals working autonomously.

Managers focus on setting, measuring and achieving goals. They control situations to reach or exceed their objectives. Leaders know if they aren't learning something new every day, they aren't standing still, they're falling behind. They remain curious and seek to remain relevant in an ever-changing world of work. They seek out people and information that will expand their thinking. Managers often double down on what made them successful, perfecting existing skills and adopting proven behaviours."

William Arruda, Senior Contributor, FORBES

Reconstructing educational leadership as a distinct phenomenon from educational management faces two challenges.

The first is to establish, in conceptual terms, what the distinctions between leadership and management are, and the second is to locate the discourse and practice of educational leadership and management historically so that the changing nature of these concepts over time can become explicit and visible. A good educational leader is characterised by the traits mentioned above.

More than positional, a good leadership is about making an active difference in a child's learning journey and influencing others through training and coaching, inspiring them to make active choices in improving learning.



The first step in developing a good leader in education is to identify the culture of the organisation, which is different from the physical environment in which education takes place.

The culture of the organisation is unique. From the rules of how the work is carried out, the rules that establish the relationships between teachers, and the methodology by which the teaching-learning is carried out. It is preferable to establish cultural norms at the start of the school year and review them throughout.

As Martell L. Teasley says, the study on organizational culture has gained much attention among scholars in many areas of study, just like in the educational field. Institutions have a model of behavior a series of beliefs, attitudes, traditions, perspectives, principles and dogmas. The culture of an institution, which has a thorough effect on the performance, determines arrangements, decisions, human resources, and individuals' response to circumstantial challenges. In general, an organisational culture refers to a set of shared values, attitudes, beliefs and norms, some of which are explicit and some of which are not (Teasley, 2017).

In many ways organisational culture is invisible—although it can be both conscious and unconscious—but at the same time, it serves as the glue that binds and builds a sense of cohesion within schools. Organisational culture can be found in shared relationships among colleagues, norms within the school environment, student and teacher relations, and sharing experiences (Teasley, 2017).

A school's organisational culture provides a sense of identity, promotes achievement orientation, helps shape standards and patterns of behaviour, creates distinct ways of doing things, and determines direction for future growth.

The most important thing is to start from the premise of positive intent. This allows us to be more tolerant of others and to understand that everyone does what they can with the resources they have at their disposal in the best possible way. This allows us to have a lens where everyone is working the very best they can and will continue to strive to improve.

School leadership and management in the 21st century have brought more autonomy but also more responsibility to schools. It has taken and continues to take a lot of courage and resilience to face all the challenges that any new situation brings.

A good leader knows how to manage such challenges effectively and efficiently. The COVID-19 pandemic has brought the opportunity and, at the same time, the challenge to shift the focus from curriculum, pedagogy, learning, and assessment to health, safety, community, and sense of belonging. A good leader in education and beyond will act quickly and decisively, even when it's difficult because those who act first will be the ones who benefit.

Studies show that organisations that react boldly during a crisis are more likely to come through it well. Beyond the ability to act quickly and boldly, a good leader will first and foremost be a leader who shows empathy and understanding for the people they work with.

The COVID-19 pandemic will be over soon, but educational leaders will have to work with all the repercussions this crisis has generated. They will need to look at what to amplify, to keep, to change or modify and also think about the learning opportunities for their students so that learning gaps can be filled.



III. Key Qualities A Good Education Leader Needs

To begin to identify whether you are or can be a good education leader, you need to answer some basic questions:

- What is the motivation behind your approach?
- Who are you as a leader?
- How do you deal with difficult situations?
- What contribution do you make to your organisation?

There are no correct answers; everything depends on the organisation, the people, and the context.

As leaders, we make choices and it is essential to know how to manage our time, energy, and resources to be more effective and efficient.

What we need to have in mind is the impact we want to achieve. A good leader will have a positive influence on the whole organisation.

Also, we keep in mind the ultimate goal. School leadership has an indirect effect on learning, and students and the school community at large.

> The coordinator clears the path, the manager walks the path, and the leader creates the path"
>
> *Peter Drucker, 1996*

The coordinator's job is to bring consistency, the manager's job is to bring clarity, and the leader's job is to manage complexity.

The coordinator relies on reactivity, the manager on the action, and the leader on proactivity. The coordinator works with processes, the manager deals with operations, and the leader creates strategies.

The coordinator ensures that an activity is carried out, the manager ensures that it's achieved efficiently, and the leader is responsible for choosing strategies and achieving objectives.

Leadership and management are two complementary systems of action, with different functions and characteristics, but equally necessary for success.

Management makes a school work, while leadership follows a certain direction. It is necessary to remember that the school has a real impact on the learning process. It is about knowledge and skills, but we need a definition of learning efficiency and effectiveness.

The challenge for leaders is to pursue this effectiveness. A leader must measure actions very carefully so that they have meaning and purpose. A good education leader knows how to manage their time and actions very well, aiming for the end goal.

As Steven Covey says in *"The 7 Habits of Highly Effective People"*, we become effective only when we start our actions from their end goal. Covey's seven habits are composed of the primary principles of character upon which happiness and success are based.

The 7 Habits of Highly Effective People puts forward a principle-centered approach to both personal and interpersonal effectiveness. Rather than focusing on altering the outward manifestations of your behavior and attitudes, it aims to adapt your inner core, character and motives.

In "The 21 Irrefutable Laws of Leadership", John Maxwell explains five myths about leadership:

The myth of management
Management can maintain direction, the status quo. Impactful leadership is the leadership that changes the direction of an organisation towards positive change.

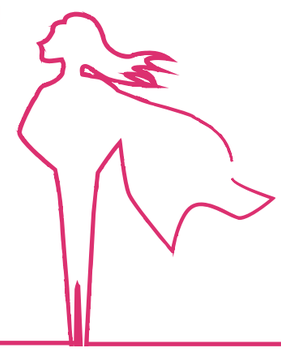
The myth of entrepreneur
People may buy what someone is selling, but they don't necessarily buy their leadership or vision.

The myth of knowledge
Mental superiority does not necessarily equate to leadership.

The myth of pioneering
The frontrunner is not necessarily the leader. The leader is the one who has a vision that people want to follow.

The myth of position
Maxwell quotes Stanley Huffty: *"It is not the position that makes the leader; it is the leader who makes the position".*

Leadership myths debunked!



IV. Leadership Styles in Education. Daniel Goleman's Leadership Styles

The accelerated development of education in recent times has created new needs and standards, often with higher demands than we have known before.

Among these has emerged the need for role models to set and implement standards that are appropriate to the level of education now, but above all to prepare the ground for the future.

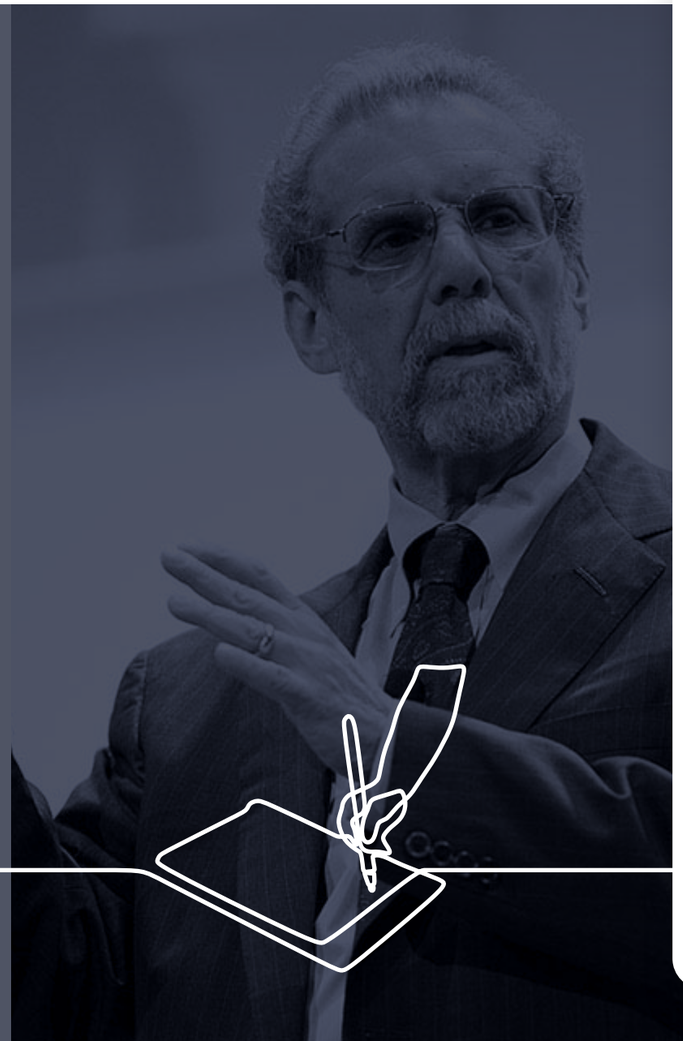
It is well known that education plays an important role because it is here that the foundations of a child's entire development are laid.

Daniel Goleman's Leadership Styles

We can speak of the existence of six leadership styles based on the categories defined by Daniel Goleman:
visionary, directive, democratic, coaching, affiliative, pacesetting.

Some we need in the short term, others in the long term, some can serve us punctually, others we can deepen.

Each of us has a style that we feel comfortable with, that represents us as leaders, but at the same time, we can practice other styles that may be useful to us at some point.



The visionary style requires the leader to have a clear vision, which they develop and share with others, and a long-term direction

He convinces his employees by explaining the rationale behind his actions for the collective good of the team.

The visionary leader sets standards, monitors performance and motivates team members through positive as well as negative feedback based on clear criteria. Successful leaders are people with vision.

They don't necessarily build the foundation but give direction.

We all want to have confidence in the future, and visionary leadership best fulfills this need. It communicates purpose and expectations, is based on 1:1 discussions, and can be applied in almost any situation.

Affiliative style is based on building and sustaining relationships

The leader who practices an affiliative style seeks harmony among employees and focuses more on their needs than on goals or standards.

It pays attention to the individual in its complexity and avoids confrontations that are related to performance standards.

Such a style is needed in difficult, crisis times, such as the pandemic context, when people need to be treated as individuals and receive validation, trust, and attention. But this style lacks rigour, so it needs to be used interchangeably with other styles.

Directive leadership style is based on directives, not directions

The leader exerts a lot of control, immediate performance is expected, sanctions are applied, and explanations or positive feedback are almost completely absent. Can be useful when there is time pressure or not enough skills among employees.

In contrast to the directive style is the democratic style, where the leader wants to build commitment, develop and implement new ideas

Trust that employees can move in the right direction, both for themselves and for the school, invites employees to participate in the decision-making process.

Holds lots of meetings and listens to everyone's views. In this style of leadership, there is a risk that consensus is very hard to achieve and employees become too divided.

Coaching style pursues rapid progress and accomplishment of tasks to high standards of excellence

Coaching leadership is one characterized by collaboration, support, and guidance. Coaching leaders are focused on bringing out the best in their teams by guiding them through goals and obstacles.

This leadership style is very much opposite to autocratic leadership, which is focused on top-down decision making.

The pacesetting leader is concerned with the long-term professional development of employees

Pacesetting is a style of leadership when a leader leads from the front, constantly sets high standards for their team and expects them to exceed with minimal management.

Style	Description	When Useful
Visionary	Communicating the goal; expectations on delivery	Pretty much anytime; set pieces and 1:1 dialogue
Affiliative	Building and sustaining relationships	Again, always useful but especially if morale poor
Directive	Telling people what to do, often in detail	Low capability or competence; no time
Democratic	Sharing decision-making; delegating power	Confidence in the team; more time available
Pacesetting	Copy me and keep up with me	When need fast change; show what's possible
Coaching	Asking questions; focus on developing others	When you have time to build capacity in others

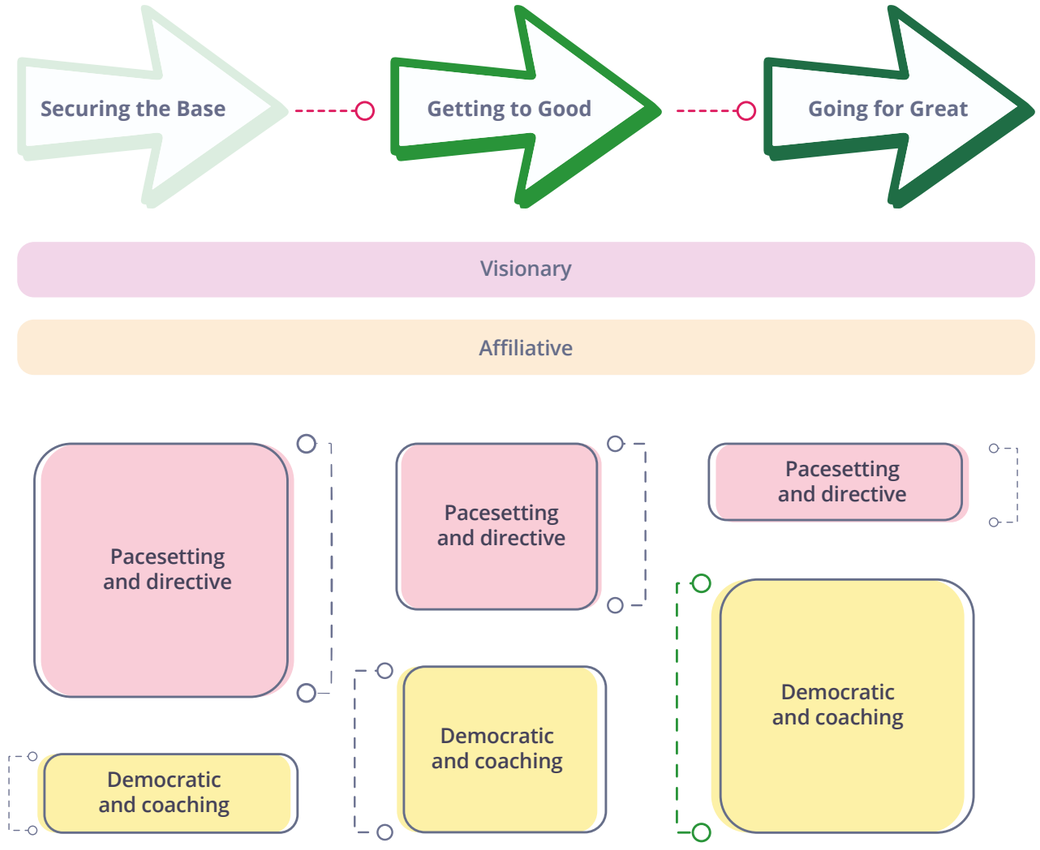
It is important to know all these leadership styles, to identify what your needs and the needs of the team are, and to apply which style we think is the most appropriate.

As a nursery or school evolves, different leadership styles are needed, alternating between them so that they best meet the needs of the moment.

In the beginning - whether it's founding a school, new employees, or a new leader, a solid foundation is needed.

On the way from good to great, we need new resources and therefore better leadership styles. In this process, visionary and affiliated styles are the most recommended.

LEADERSHIP STYLE: ONE SCHOOL'S JOURNEY



Andy Buck, *Leadership Matters 3.0. How Leaders At All Levels Can Create Great Schools*

Leaders need to know themselves, to know exactly who they are, to go beyond their limits. It is important not to forget that the learner is the focus of learning and how we influence them is essential. Leadership styles evolve and it's not about the destination, it's about the journey.

Leaders in education need different skills than a leader in other fields precisely because they influence and impact children's learning and lives.



A school seen as a learning organisation requires all those involved in the system to express their aspirations, expand their scope of knowledge and develop their skills together"

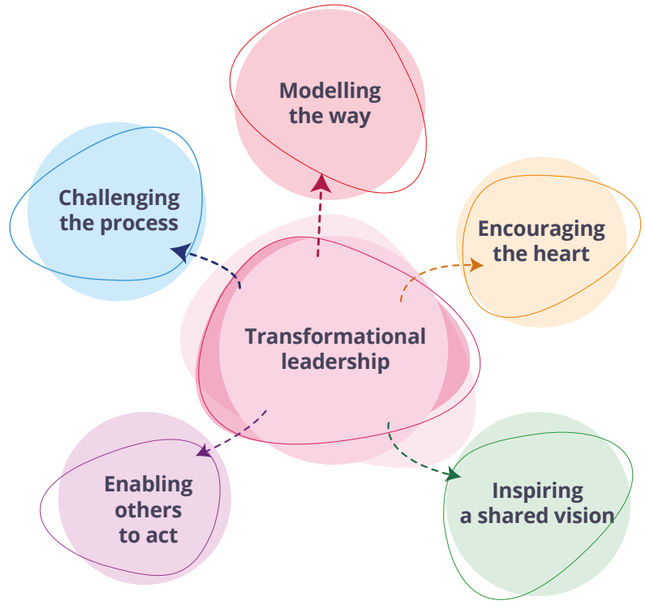
Senge, 2012

The expression of a learning organisation emphasises the humanistic, interactional and value-adding dimension of school experiences.

John Hattie also highlighted the existence of several leadership styles. In his book Visible Learning, Hattie (2012) separated leadership into two forms - instructional leadership and transformational leadership - and found that both had a positive impact on learning.

Hattie suggests that school leaders bring increased effectiveness to school community activities when they are focused on instructional leadership and "focus primarily on creating a beneficial, disruption-free learning climate, a system of clear goals for teachers and students" (2012).

He mentions transformational leadership as bringing principals' involvement in building a relationship with teaching staff that "inspires new levels of energy, commitment and morality". This, aims to stimulate everyone to work collaboratively to overcome challenges and achieve ambitious goals" (2012).

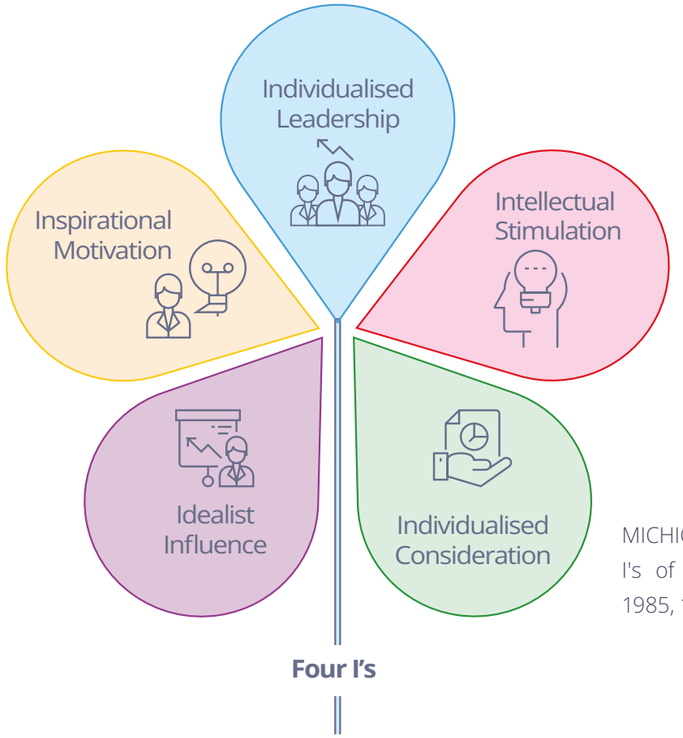


Transformational leadership plays a long-term game, focusing on individual and organisational growth rather than short-term achievements.

Transactional leaders set criteria for success and then reward or penalise team members based on their performance. This leadership style is primarily results-oriented and tends to be more appropriate when the goal is to complete specific tasks within a limited time frame.

Inspire others through transformational leadership, Joanne T. Clavelle, and MariLou Prado-Inzerillo

Most attribute the concept of transformational leadership to James MacGregor Burns, a political science and leadership scholar, who in the 1970s defined transformational leadership actions as "when one or more people engage with others in such a way that leaders and followers lift each other to higher levels of motivation and morality."



MICHIGAN STATE UNIVERSITY - The fours I's of transformational leadership (Bass, 1985, 1990, 1995, 2008)

In 1985, Bernard M. Bass, a leadership researcher and professor at Binghamton University, built on Burns' ideas to develop the Bass Transformational Leadership theory, which consists of four main components of transformational leadership:

1. Intellectual Stimulation

Transformational leaders challenge the mindset, assuming the status quo and noting the assumptions of even veteran leaders. They encourage the same mindset in their employees. This means emphasising new experiences, new opportunities, and innovative ways of thinking.

By emphasising opportunities to grow and learn rather than the results of efforts, the transformational leader removes the "fear factor" from the workplace, empowering employees to constantly learn and seek and act on opportunities rather than playing it safe.

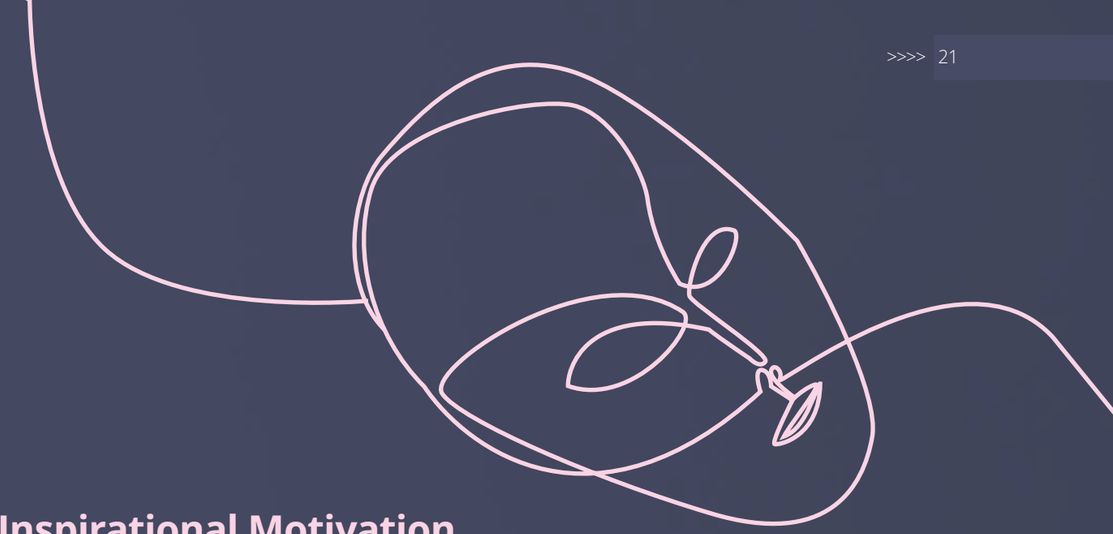
2. Individual Consideration

One of the key traits of the transformational leader is the ability to impart a greater sense of culture to the individual, giving employees a sense of ownership of company goals and independence in the workplace.

Transformational leaders don't dictate ideas from a bubble and then let employees implement them. They are concerned with employees' professional development and encourage positive employee relationships.

This involves keeping lines of communication open, paying attention to employees' individual needs, mentoring them, and recognizing each person's unique contributions. Often, you can identify a transformational leader by the trust, respect and admiration others feel for them.

Transformational leaders don't micromanage. They lead by communicating a clear vision and creating a workplace where experienced employees are trusted to make decisions in their assigned areas. All employees are encouraged to think creatively to find new solutions to long-term challenges.



3. Inspirational Motivation

Employees want leaders to convey an attractive and dignified vision. Transformational leaders do this by communicating a vision so well that followers internalise it and take ownership of the goal of achieving that vision.

This starts by giving employees a strong sense of purpose and setting high standards and expectations for achievement. The motivation to achieve is not based on fear but is inspired by example.

Transformational leaders set high standards and expectations for themselves and then model them for their employees and the organisation as a whole.

Their actions instil the same sense of passion they feel in their followers, whether it's a project, a goal, or the broader organisational vision.

Employees now have a strong sense of purpose and a "mission mentality" to achieve their goals.

4. Idealised Influence

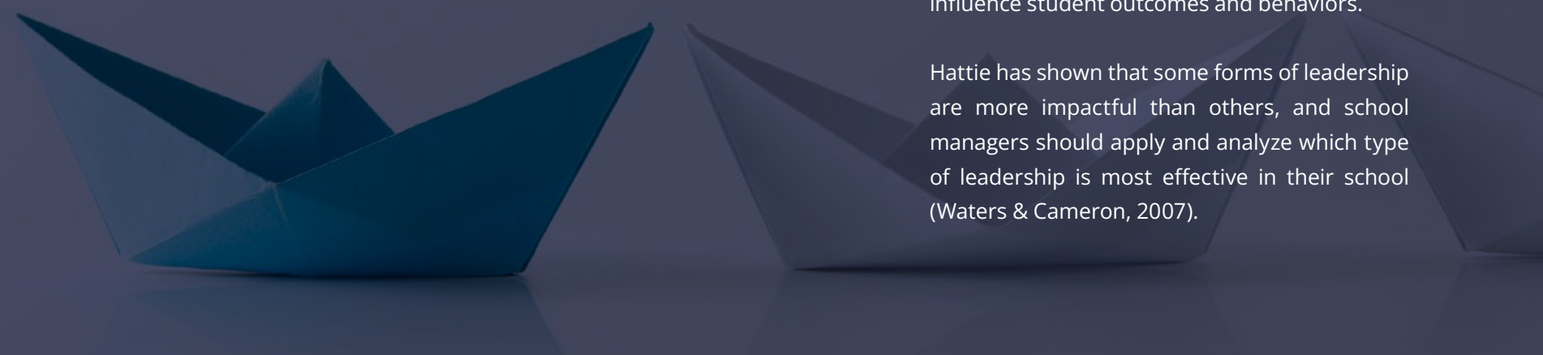
As mentioned above, the best way to convey inspirational motivation to employees is to model it positively.

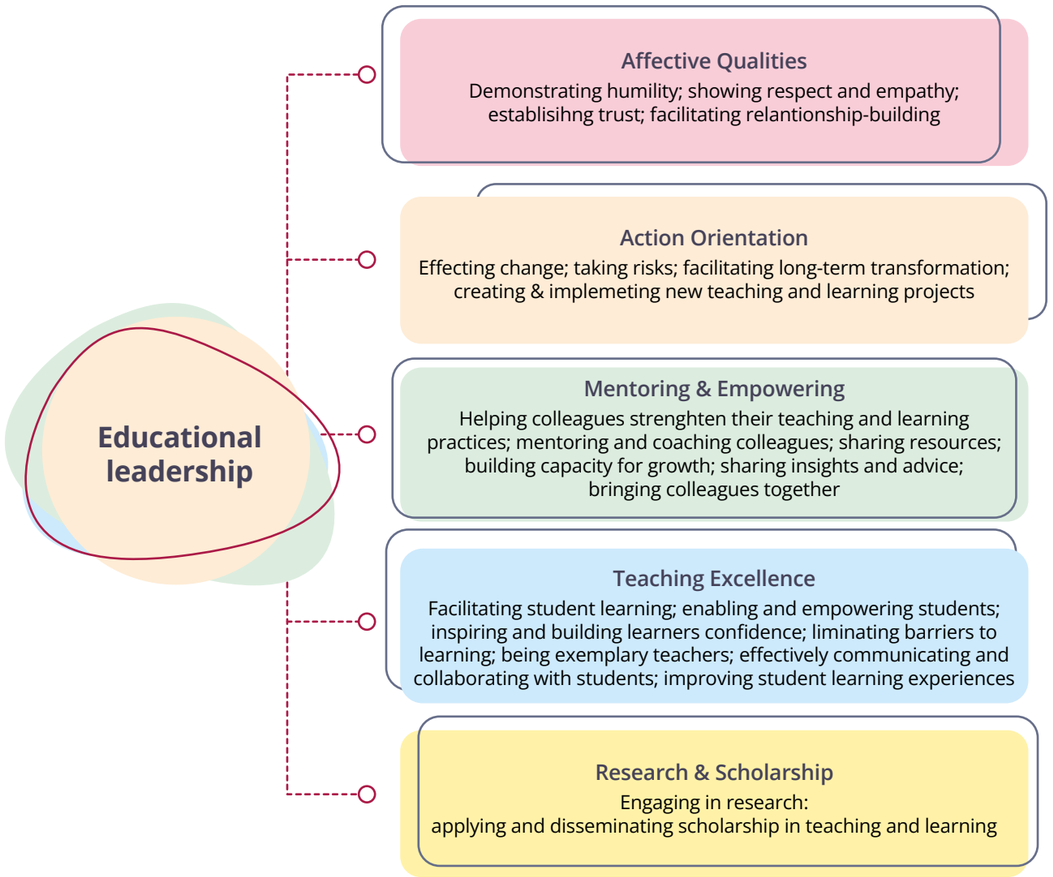
Transformational leaders serve as role models for employees in all aspects. This also includes modelling ethical and socially desirable behaviour, maintaining a commitment to work goals, and showing enthusiasm for the company's strategy.

Underpinning this influence is trust and respect. Leaders who have developed an idealized influence are trusted and respected by employees to make good decisions and not just 'for the good of the organization', but the good of the team and themselves as individuals. With this trust, employees become followers who want to emulate their leaders and internalize their ideals.

Numerous studies have shown that the type of leadership applied in a school organization can influence student outcomes and behaviors.

Hattie has shown that some forms of leadership are more impactful than others, and school managers should apply and analyze which type of leadership is most effective in their school (Waters & Cameron, 2007).





Jacqueline Ann Fields, Natasha Kenny, Robin Alison Mueller Conceptualizing educational leadership in an academic development program (2019)

In his book Leadership and Management Development in Education, Tony Bush (2008) links leadership more to values and purpose, while management might be the "avatar of implementation", focusing on technical elements.

In the book, the concept of management is duplicated or substituted by the language of leadership (Tony Bush), and the existence of "instructional leadership", a concept that originated in North America, is discussed.

The main idea is that leaders can influence the learning of their community through three basic strategies: modelling, monitoring, and constant dialogue, all of which are accompanied by the power of example.

T. Bush explains there are six models of educational management: formal, collegial, political, ambiguous, subjective, and cultural, and each organization can develop and adapt its model, proven effective for its activities.

Building your team through positive communication

Educational leaders have the responsibility to create an environment that is conducive to providing the team with all the necessary resources to achieve the set objectives and to ensure that the educational activity is of quality for the benefit of the children.

That is why team members need to get to know each other and form stable and positive relationships on a personal level, which lay the foundations for professional communication.

People do not find it easy to communicate, so establishing communication should start with some essential questions:
What is the worst that can happen if we say what we have to say?
What about the best thing?
What can be changed?

Difficult, challenging topics take us out of our comfort zone and can trigger a fear of conflict, or disruption to the atmosphere among colleagues. However, ignoring these discussions can have far more damaging effects than having them. Unresolved issues don't go away, they escalate.

To lay the foundations for healthy communication, it is important to separate the person from their behaviour and strictly discuss the behaviour that is inappropriate. In this way, a leader can put forward his or her point of view, which is to the benefit of the whole team, but also the educational benefit of the learners.

There is no magic method of leadership, the leader tests several methods and models of communication so that he/she can reach healthy and effective communication within the team.



As a first step, when dealing with difficult topics, leaders should assess their communication barriers, see whether their relationship patterns are their own or influenced by what others think or say, check their capacity for active listening and empathy.

After doing this self-analysis, a conversation plan is needed. Identify the real issue or topic that should be discussed, clarify his or her point of view on the topic, check if there is information he or she is missing to get a full picture, set the place and setting in which the discussion will take place and create the guidelines for the conversation, starting from how he or she will open it, the key phrases and the questions he or she will ask. In opening the conversation, it is good to refer to us, not the other person, i.e. instead of saying "you did" say "I observed". Sentences addressed in the second person can seem aggressive and cause the other person to become defensive.

Once the conversation has been opened, we need a scenario that anticipates the other person's responses and considers several options. Responses can be of the confirming, denying, defensive, emotional, or avoidant types. The aim at this stage is to respond to the other person without compromising the conversation.

To ensure responsible communication, Helen O'Donoghue suggests one model known as NEFI ART, taken from the work of Andy Buck and Leadership Matters.

NEFI ART

N ------o **name** (the issue)
E ------o **exemplify** (with a concrete example)
F ------o **feelings** (how this make you feel)
I ------o **importance** (why this matters)

A ------o **accept** (anything you might have done)
R ------o **resolve** (we can't carry on like this)
T ------o **them** (move focus from you to them)



In this model, we start by naming the problem, then illustrate it with a concrete example, express our feelings about it and verbalize why it is important to us.

During this process, the focus should be on the end goal, to support a colleague to improve to further impact children and their learning journey.

To avoid compromising the conversation, it is preferable not to get absorbed in topics other than the one that is being discussed, not to argue excessively and to respond to anger with calm gestures - speak slowly, in a low tone - to use the last word or last sentence strategy and finally to make a note of the discussion, summarizing what has been agreed. In the conversation, it is essential to always remember positive intentions and, if necessary, use coaching or mentoring techniques.

It is much more important to find the right questions than to give the answers we think are right and continue to build rapport and work with the teacher to build better practice.
Seek to find out what the teacher needs to help improve in the first instance, this is the concept of positive intent.

V. How does a Good Leader Build an Effective team?

A team is a group of people with complementary skills who are committed to a common goal, have common objectives, and have a similar approach to achieving them.

In a team, vision is essential, but understanding the term 'common' is also very important. As a leader, it is important to know what you need to build not just a team, but an effective team.

What makes a team efficient and effective?

The success of an effective team in education is determined by the impact it has on children's education. To know where to go, a team needs a shared vision and purpose, which the manager shapes. Without knowing why they come to work every day, people can get confused or lack motivation.

Organizational culture, i.e. the way we do things around here, is more about results, but in a team, it's not just about results and rules. Members of a team need to feel safe, to know that they can be vulnerable, that they can make mistakes and so be able to carry out their work with confidence. Trust makes things work in a team. In an effective team, everyone actively participates in activities and projects. Team goals are correctly understood by all team members, and each member looks for solutions to problems and takes action individually. Each team member needs to be listened to and receive feedback and trust the actions and opinions of their colleagues.

An effective team is willing to take risks, support the common goal and communicate continuously, especially if difficulties arise. Team decisions are made in an organized way and with prior information and agreement of all involved.

Differing opinions are taken into account and discussed in such a way that they do not affect the smooth running of things or future projects.



How do you build an effective team?

The first stage is training. At this stage, people get to know each other, relationships are good but can be superficial and the best ways of relating and communicating are sought.

The second stage is the adjustment stage when everyone reveals their personal views, when misunderstandings or gaps in communication may arise. This stage is quite difficult for the manager and leader.

Next comes the confidence-building stage, where team members become more confident in exposing their concerns, fears, vulnerabilities, and weaknesses. At this stage it is very important to be honest, and for people to feel understood, appreciated, valued, and supported by their colleagues.

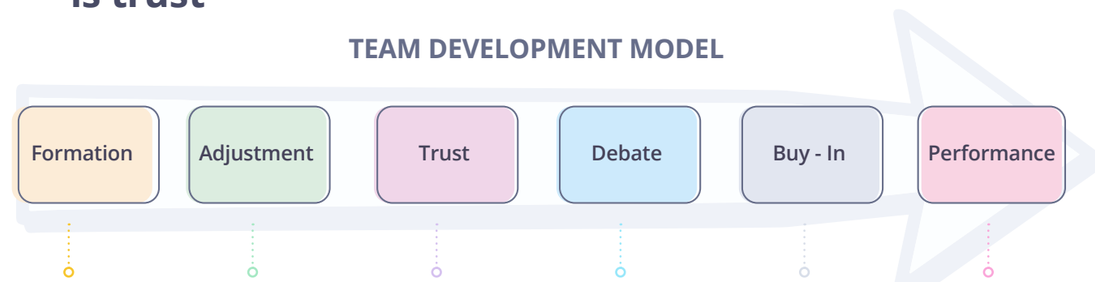
In the debate stage, team members trust each other enough to express their opinions, even if they disagree with each other, and to discuss. At this stage, everyone involved understands that it is not important who is right, but that things are done well.

In the team-building stage, there is a strong sense of collective responsibility and key decisions have been made so that you can move into the performance stage, where the team acts as a whole and delivers the desired results.

Performance is closely linked to vision, and each stage needs to be adapted and readjusted in line with this vision.



The main element that binds an effective team together is trust



Formation	Adjustment	Trust	Debate	Buy - In	Performance
Early days; getting to know each other; lots of saying the right thing; not rocking the boat; OK but superficial relationships.	Personal views are asserted; people vying for positions; lots of assumptions about motives; missunderstanding and bad feeling is not uncommon; difficult time for the leader to manage.	Trust between team members is developing; they are comfortable in exposing their own worries, fears, vulnerabilities and weaknesses; they are honest with one another; people feel valued, supported and respected by others in the team.	Team members trust one another enough to be able to disagree and argue about decisions and issues without it being personal; the focus is doing the right thing, discovering the truth, not winning an argument.	There is genuine buy-in and a strong sense of commitment from all team members when key decisions are taken, even if there has been earlier disagreement because all ideas and views have been properly considerend.	Team members, not just the leader, do not hesitate to hold one another to account for their behaviours and adherence to decisions and standards; there is a shared sense of ownership of the whole team's goals; the team is acting as a single unit and performing highly.

Andy Buck and the syntheses from Tuckman and Lencioni

> Trust is the glue of life.
> It's the most
> essential ingredient
> for effective communication.
> It's the foundation principle that
> holds up all other relationships."
>
> *Steve Covey "The Speed of Trust*

Trust is the main ingredient in effective communication and is the foundation that creates all relationships.

In building trust the leader needs to consider their own character and why someone should believe in them. This could include their honest, caring nature, fairness and authenticity.

Aligned to this is their own competence, why should others believe in them and follow them and this revolves around reputation, skills, knowledge, credibility.

Trust in the team is built through direct discussion, respect consistently shown, transparency, accepting mistakes, confronting reality, clarifying expectations, active listening, keeping promises, and extending trust to all team members.

In different cultures, all of these elements can mean something different and it requires adaptation on the part of the leader, but on the part of their people. Trust develops over time as team members get to know each other, feel comfortable sharing their fears, vulnerabilities, and weaknesses, are honest, open, and feel valued and listened to.

A leader has a responsibility to create the right environment to build trust within the team.
In building trust there are several relationship steps. In the first interaction the impression we leave, the appearance itself, from physical appearance and clothing to how we behave and engage others.

The next things that attract attention and make a difference are body language, how we communicate, followed by respect. As people get to know each other better it is important, to be honest, and compassionate, and this is at the heart of building trust. A key element when building a team is accountability and knowing that you can rely on each member individually. This then seeks to build a collective and accountable responsibility from all team members.

A good leader is concerned with the long-term development of team members, helps them identify their strengths and weaknesses, encourages them to create long-term goals, and provides ongoing feedback and advice.

Regardless of the method or tactic adopted, a good education leader must always keep the end goal in mind, which is linked to the impact that their actions and the team's actions have on children and learning.

VI. What Personal Qualities should a Good Leader Have?

First of all, a good leader must know himself or herself very well and be aware and confident of his or her own strengths. We can be what we choose to become, we just need to be extremely careful and conscious of our choices. In order to become a good leader in education, the teacher needs to assess himself in terms of his core role of teaching and then see how he builds his journey to the next step, leadership.

By the time he becomes a leader, the teacher may feel lonely and notice that people tend to drift away from him. One way to get to know yourself through the eyes of others is to conduct a 360 feedback questionnaire, i.e. anonymously gather feedback from those you interact with - colleagues, parents, members of the school community. In this way, they will be able to get an objective picture of what he/she knows.

It may also reveal things they are not aware of or find that what he does or thinks he does is not visible to others. Self-analysis should become a habit in the daily practice of a good leader.
It can start with daily time for reflection - a journal is a useful tool - and continue with daily analysis of how effective one is in one's leadership role, feedback from others - parents, friends, colleagues, and regular sessions with an objective coach or friend to lead the process.

The Johari window model can be used to enhance one's understanding of the perception of others. This model is based on two ideas- trust can be acquired by revealing information about you to others and learning yourselves from their feedback.

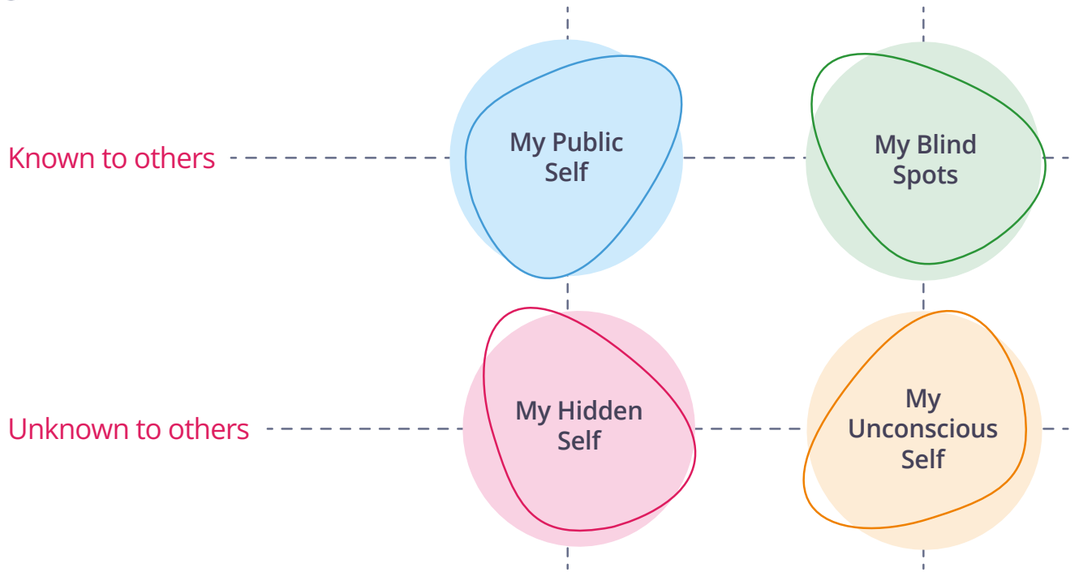
Each person is represented by the Johari model through four quadrants or window panes.

Each four window panes signifies personal information, feelings, motivation and whether that information is known or unknown to oneself or others in four viewpoints.The Johari Window model diagram literally looks like a window with four quadrants. The terms used in the diagram go along with the “pane” of the window which they represent.

There are four assumptions that we must make when using this diagram:

- There is information that is known to only *me*.
- There is information that is known to only *you* (or, whoever you’re communicating with).
- There is information that is known to *you* and *me*.
- There is information that neither of us know.

Johari Window



Leadership involves leading, but it also involves kindness and humanity. The journey from teacher to leader involves constant learning and evolution, through self-discovery and learning from others, without constantly losing sight of the impact on children through the learning process. Over time, perspectives on leadership have changed and successful leaders are those who embrace change and seek to make the best of any situation.

Successful schools start by mobilizing people around a common goal, then creating systems and structures to support it. Each school has its procedures, and its own rules, and the role of the leader is to make them all converge around the original goal.

Simon Sinek, quoted by Helen O'Donoghue, believes that good leadership starts with the question:
Why?
Why do you do what you do and how can your actions improve communication at a deep level?
Simon Sinek has developed a concept known as “The Golden Circle”, which has at its core motivation. Knowing why you to do what you do.
In the case of school, the why refers to the core purpose and values that guide all actions.

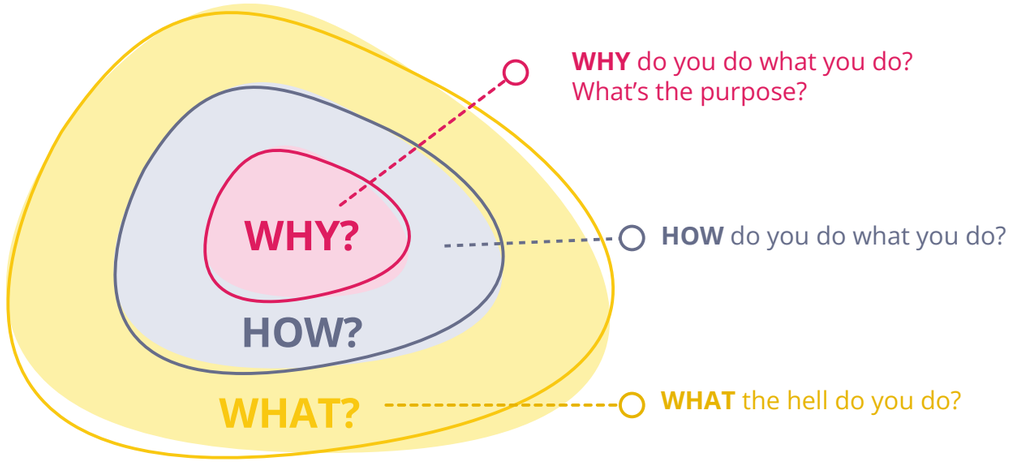
The what refers to the services offered and the processes that take place in the school, and the how refers to what differentiates a particular school from the rest. The why, the purpose, helps to create schools that inspire and give us a sense that we are the creators of something great. It's a sense of complicity and emotional communion that creates the connection within the team, but also between the school and the community, and it's the leader that creates all of that.
A good leader refers to “we”, "us" "our school" and not "me" or “I” or “my”.

Simon Sinek uses a model called The Golden Circle to explain how legendary leaders were able to inspire, rather than manipulate, in order to motivate people.

The Golden Circle is more than a communications hierarchy. Its principles are deeply grounded in the tenets of human decision making. How the Golden Circle works maps perfectly with how our brain works.

The Golden Circle can be used as a guide to vastly improve leadership, corporate culture, hiring, product development, sales and marketing.

The Golden Circle can be used to motivate teachers and students, build consensus within a school community and bring about change and lasting improvement.



Simon Sinek, 2008 - The Golden Circle

Clarity creates a positive learning culture, provides the freedom to take risks and make informed choices, and reduces the risk of syncopation.

Knowing purpose leads to actions that are impactful and make a meaningful contribution to school processes. However, the core purpose and vision are not sufficient if they are not integrated and aligned with the outcomes.

A good leader sets a vision for the school, linked to long-term goals, and adapts it following discussions with teachers, parents, and students.
Leadership is about guiding and facilitating processes and it is more than a position, it is an attitude.

A good leader is inspiring and has the power influence to inspire others, to identify and value the potential in others.

VII. Developing an Educational Team through the Coaching Process

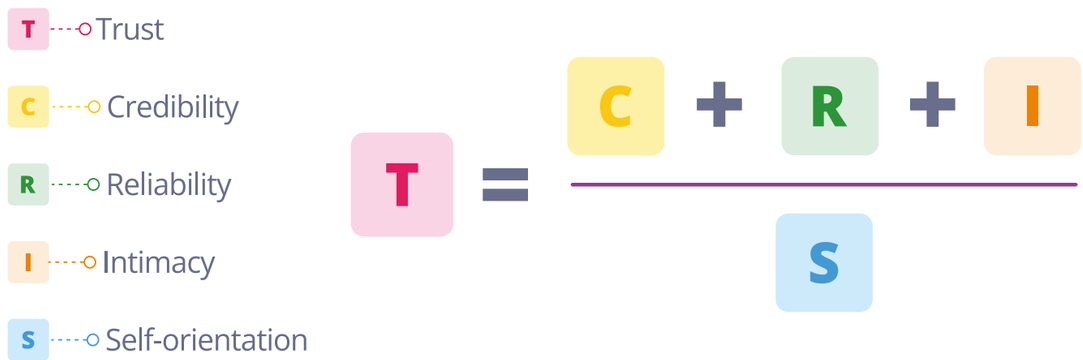
With the accelerated evolution of education, there is a growing need for teachers to have role models to look up to and to set the standards and educational goals for the medium and long term.

In Helen O'Donoghue's view, a team is built through trust, and one of the most effective ways to enhance a team is through the coaching process.

A simple equation for the trust that underpins the team is the ratio of credibility, safety, and intimacy to the orientation towards others.

A leader's credibility is about doing what he or she says, safety is about supporting team members, and intimacy is about establishing trust.

Orientation towards others is what builds the team's trust in its leader.



The Trust Equation - David H Maister, Charles H Green, Robert M Galford

In the coaching style of leadership, the leader is concerned with the long-term professional development of team members.

He or she helps identify employees' strengths and weaknesses, encourage them to set long-term goals and provide ongoing feedback and advice when needed.

For team members to accept the coaching process, they need to have a good understanding of the principles of coaching, how a coaching session is conducted, what the goal is, and what they will achieve at the end.

Through the coaching model, employees clarify their expectations, know what is expected of them, and better understand the model by which the school or nursery operates.

It is the process of helping someone to improve their performance through reflection, to leverage their potential to improve their results. It's about asking and listening.

Mentoring, on the other hand, is the process by which someone more experienced helps another person improve their performance. A mentor offers advice, and guidance and makes suggestions. Coaching can also use techniques from mentoring or tutoring.



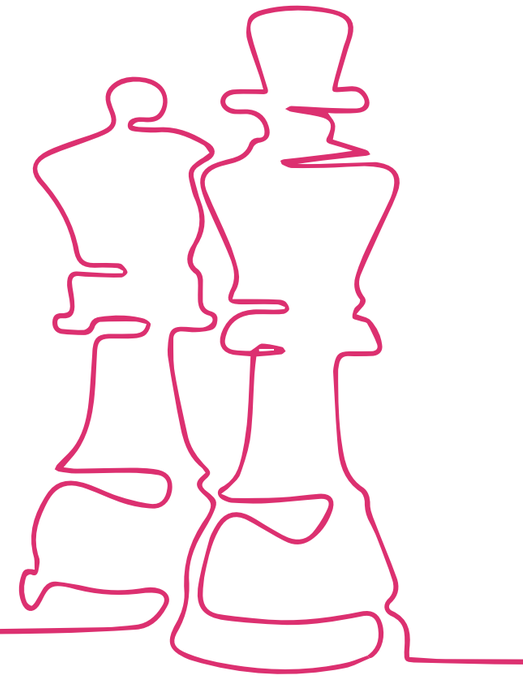


Source: Adapted from Miles Downey

At the beginning of the process, we can use tutoring techniques - we give directions, talk with colleagues, then we can move into the mentoring phase, where we offer guidance, give feedback, make suggestions, and finally move into the coaching phase, where we ask questions, summarise, paraphrase, reflect and listen for understanding.

In the coaching process, it is good to avoid making suggestions, judging, or asking too direct or suggestive questions. Instead, it is advisable to listen actively and focus on truly understanding the colleague's understanding.

Depending on the colleague, their experience, and position on the team, they may need mentoring or tutoring more than coaching. This is determined by the leader, during the process of getting to know colleagues.



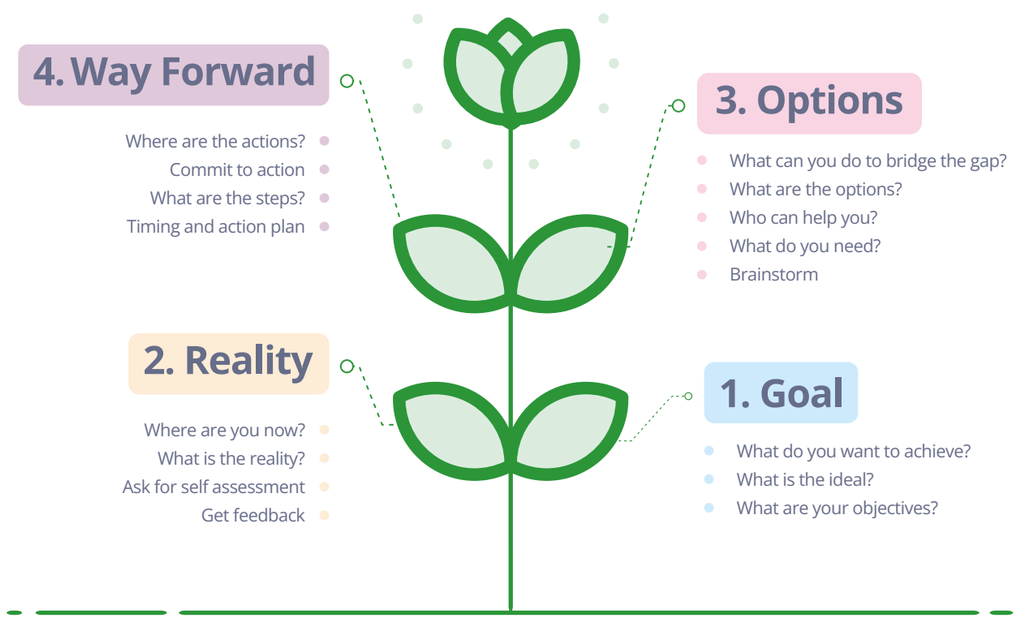
VIII. The Four Staged Grow Coaching Model

Sir John Whitmore talks about a coaching model that many leaders apply in their organisations.

GROW Model is more than a coaching model loved by the coaching community. It is also a top leadership tool that works across all disciplines and cultures.

With its four deceptively simple steps, GROW has proved successful all over the world.

It forms the backbone of coaching in many organizations and universities globally, due to the outstanding results. It helps people to achieve success personally or as part of a team.



Sir John Whitmore - The GROW Coaching Model

The GROW coaching model has four stages

The first is goal setting - this is done through questions that help set medium and long-term goals. This is followed by a reality check - exploring the current situation, checking options - identifying and evaluating different strategies, and taking action - what will you do and for how long? In this process, it is also important to identify tactics - how and when will you do the actions and habits - how will you sustain your success? All of these take the coaching process from the point of establishing the relationship to the point of achieving and celebrating the results.

Michael Bungay Stanier (author of The Coaching Habit) has created a coaching model based on seven basic questions:

- The Kickstart question - What's on your mind?
- The AWE question - And what else?
- The Focus question - What's the real challenge for you?
- The Foundation question - What do you want?
- The Lazy question - How can I help?
- The Strategic question - If you're saying YES to this, what are you saying NO to?
- The Learning question- What was the most useful for you?

In the coaching conversation, the leader needs to show empathy, have a humble attitude, listen and give feedback, be curious without judging, ask questions without trying to model or set a personal example, be challenging but supportive and maintain a positive and encouraging attitude.

It is important for the leader to set boundaries and frameworks, but to continually show employees that each of them is essential in the educational process.

Take it step by step, gaining the trust of the team, without losing sight of the ultimate goal, the impact on learning.



IX. Leading Education with Technology

Time Saving

Tens of years of studies across multiple fields and industries endorse the overwhelming impact of technology on efficiency of communication and management in all types of organisations and teams. Schools and nurseries make no exception.

According to an international study conducted by the Berlin University of Applied Sciences in 2014, digital technology enables school personnel and management to save 6-9 hours a week, by reducing bureaucratic, iterative tasks and allowing them to focus on meaningful activities, which enhance students' learning.

Aligned Goals

Digital school management tools make it easy for school leaders to share their mission, vision and goals with the entire school community.

When they commit to the same greater purpose, teachers, students and parents row in the same direction and achieve milestones faster. This increases motivation and loyalty in the school team and enhances overall reputation.

Effective Planning and Resource Sharing

Exceptional results are rooted in thorough planning. Having the entire school community under one single digital umbrella is the starting point of an articulate user architecture, with personalised roles, responsibilities and tailored access to resources.

With classes, daily schedules, school projects and events neatly lined up in one single app, everyone is always in the loop and nothing important is left out.

Transparent Communication

Accessibility and transparency are two of the key ingredients of healthy communication within the school community.

They reduce anxiety and build a strong bridge of trust between all education sectors. A bridge which connects students, teachers, parents and school leaders.

Technology makes it easy for school leaders to bring all relevant information at the reach of those interested in it, in real time. This may refer to curriculum updates, school calendar, parent activities, individual student progress or formation programmes for teachers and many more.

Sound Decision Making

One of the greatest challenges education leaders have to face is taking decisions under uncertain circumstances. An advanced school management system brings specific data, reports and graphs to the toolkit of every modern principal.

This saves time, reduces anxiety and enables sound decision making. From occupancy reports, personnel planning, attendance or school performance reports, all stats and charts are one click away.

Choose Technology That Enables

School leaders can determine which technology is worth the time and money by thinking about what will most impact their school community, their class and their students.

"The learning context must drive the thoughtful implementation of purposeful technology." explains Shawn Mahoney, Ph.D., at McGraw-Hill. Technology will not be a burden to teachers — if it has purpose.

X. How Kinderpedia Enables Leadership in Education

Building Trust in the School Community

Teachers Have the Entire Classroom at Their Fingertips

The app reduces 6 to 9 hours a week of teachers' administrative time, it empowers them and makes their work visible.

Kinderpedia brings all the classroom management functions in the palm of teachers' hand.

On the web and in the mobile app, they get quick access to timetable, electronic gradebook, homework, videoconferences, educational resource library, messaging, events calendar.

Students Take Responsibility for Their Own Education

Students take control of their educational objectives, tasks and deadlines. The simple and intuitive interface helps them become autonomous and responsible, but also motivated and engaged.

Families Become Partners in Children's Education

Kinderpedia keeps parents connected to children's schoolwork and progress.

The app facilitates real-time communication, it reduces parental anxiety and enables partnership. Families have access to information about classroom activity at all times. They can continue the learning process at home.

Schools Turn into Benchmarks of Value and Trust

Kinderpedia integrates all the planning, monitoring and reporting needs of a modern principal in one place. The platform enhances motivation and loyalty within the school team. It does so by eliminating redundant processes and bureaucracy, but, above all, by making shared goals and values transparent to the entire school community.

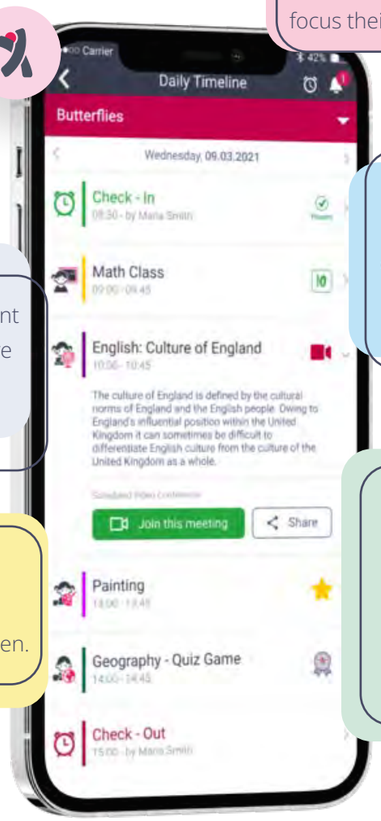


We believe the education of tomorrow relies on visionary schools and childcare centres, with inspiring and empowered teachers using innovative technology, relevant, interactive content and real-time communication to shape the minds and hearts of today's digital-native children.

We built Kinderpedia, the complete communication and management solution dedicated to education, with the aim of using technology to transform the way schools work, on one side, by optimising the administrative processes and, on the other, by placing student-teacher-parent collaboration right at the core of the learning act.

kinderpedia

Helps the staff of schools and kindergartens save 6 to 9 hours a week of their administrative time and to focus their efforts on the teaching act.



It tracks school progress, with a completely configurable observation and evaluation module.

It improves parent engagement in education through a secure and easy-to-use interface.

It offers managers a complete perspective on all activities and communication in school or kindergarten.

It offers complete class management functionalities: daily schedule, attendance, grade book, homework module, remote video teaching, documents storing and distribution - which make it the optimal solution for schools.

Built to aid education institutions across the world, Kinderpedia is securely hosted in cloud, on Amazon Web Services, it is multi-language and multi-currency and it works as a native mobile app on Android and iOS for both teachers and families.

2,000 schools and kindergartens are registered on Kinderpedia today, from 14 countries on 4 continents.

The prestigious education franchise Maple Bear Global Schools chose Kinderpedia as the unique operating system in all units in their network.



XI. Conclusion

Great leaders instinctively know that to lead successfully they need to touch people's hearts; to move people to action they need to move them.

Leaders with the power to connect can reach both individuals and audiences outside the organization, and success is unavoidable when a leader does the right thing at the right time.

Get in touch

www.kinderpedia.co

info@kinderpedia.co

Scan the QR code to book a demo session with one of the Kinderpedia team members

XII. **Bibliography**

Buck, A. (2018). Leadership Matter. John Catt Educational Ltd.

Bush, T. (2008). Leadership and Management Development in Education. Sage.

Collins, J. (2009). Good to Great - (Why some companies make the leap and others don't).

Drucker, P. F. (1996). Your Leadership is Unique.. Leadership, 17(4), 54.

Fullan, M. (2007). Leading in a Culture of Change. John Wiley & Sons.

Goleman, D. (2017). Leadership that Gets Results (Harvard business review classics). Harvard Business Press.

Grace, G. (2005). School Leadership: Beyond Education Management. Routledge.

Hattie, J., & Yates, G. C. (2013). Visible Learning and the Science of How We Learn. Routledge.

Hujala, E., & Puroila, A. M. (1998). Towards Understanding Leadership in Early Childhood Context: Cross-Cultural Perspectives. Acta Universitatis Ouluensis, E Scientique Rerum Socialium 35.



Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). Schools that Learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Currency.

Sinek, S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action. Penguin.

Stanier, M. B. (2016). The Coaching Habit: Say Less, Ask More & Change the Way you Lead Forever. Box of Crayons Press.

Teasley, M. L. (2017). Organizational Culture and Schools: A Call for Leadership and Collaboration. Children & Schools, 39(1), 3-6.

Turk, W. (2007). Manager or Leader?. Defense at and L, 36(4), 20.

Vasilescu, M. (2019). Leadership Styles and Theories in an Effective Management Activity. Annals-Economy Series, 4, 47-52.

https://www.oberlo.com/blog/7-habits-of-highly-effective-people-by-stephen-covey-summary (accessed on 19.04.2022)

Get in touch

info@kinderpedia.co

Scan the QR code to book a demo session with one of the Kinderpedia team members



www.kinderpedia.co