__QUALITY OF LIFE__IN EDUCATIONAL LEADERSHIP

LEADERSHIP IN EDUCATION The School Setting

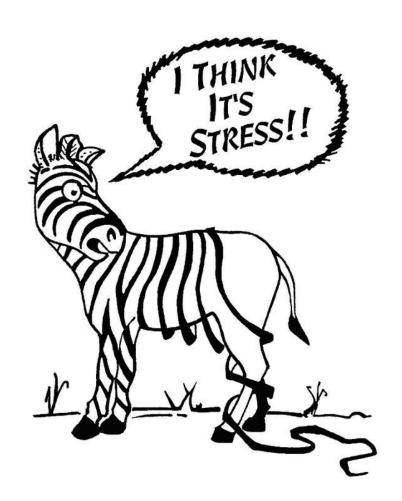


By "DRE JEAN SEVILLE SUFFIELD"

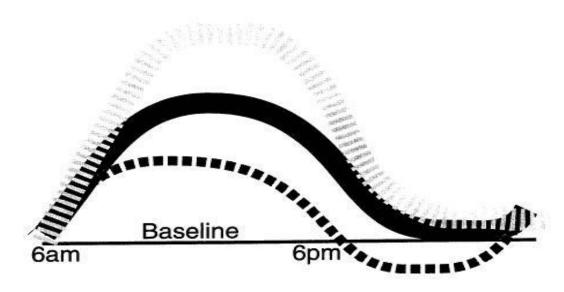




Perhaps . . .

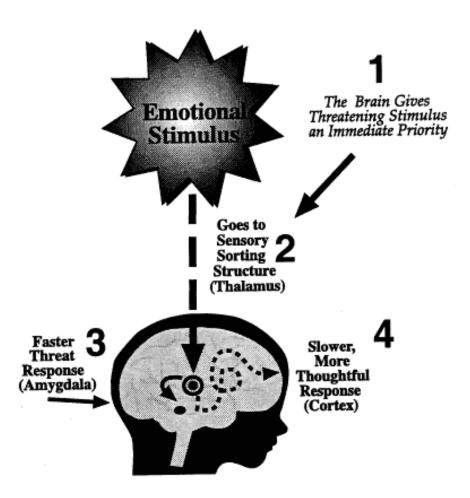


Raising the Bar on Stress





Simplified Biological Reaction to Threat



After sustained time at the top extreme level, what feels like a relaxed normal is actually the middle "adapted" level (Allostatic State) at an elevated distressful level.

The impact is that work quality is rushed and we think we are at normal, when we may be doing a long-term disservice to our health.





SURRENDER CONTROL

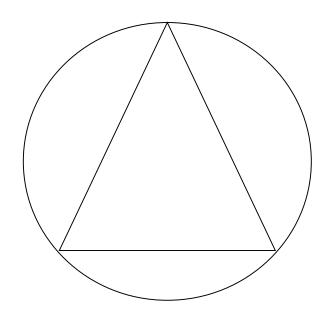
The only person you can control is yourself!

-William Glasser, MD, Choice Theory.

A. Activity on Control Issues: Fist

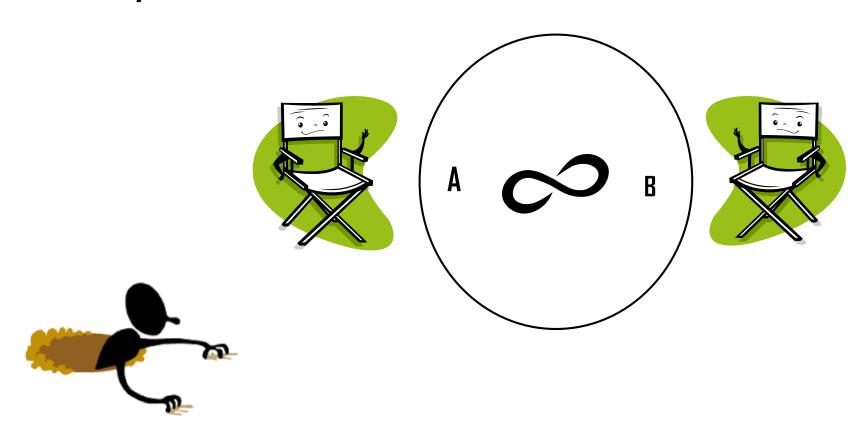






SURRENDER CONTROL

B. Activity on Control Issues: Knot on the Dot





Habits

• Closer

Choice Theory®

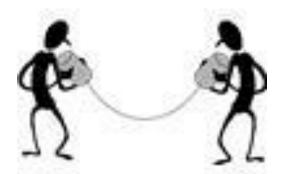
Further Away

External Control Psychology

Connecting

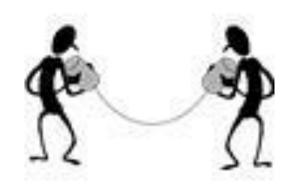
Habits

Disconnecting Habits





Behaviours to Connect or Disconnect







WHO DO I SEE?

Think about any two [2] qualities or strengths you possess as a leader.



Please stand and find a partner to share examples of these qualities or strengths you chose!



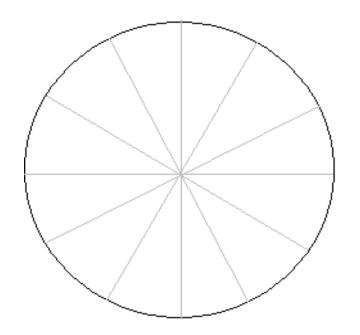
How Do I View Myself as a Leader?



Who do I want to be?



My Leadership!



My life as I now perceive it to be as a Leader!

Date:

Leadership

ENVIRONMENT IMPACTS LEARNING ABILITY TO BUILD AND MAINTAIN HEALTHY RELATIONSHIPS



Vision [Mission/Values/Beliefs]

Behaviours





elf-Evaluation/Co-verification

Planning for Continuous Improvement



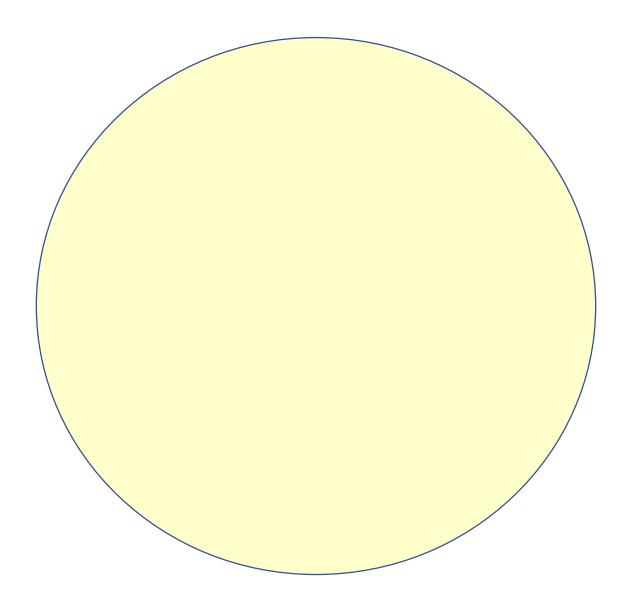
THE DISCOVERY THAT ENVIRONMENTS ALTER OUR BRAINS IS PROFOUND

The physical environment our students are in can RAISE or LOWER critical brain chemicals such as cortisol, acetylcholine and serotonin.

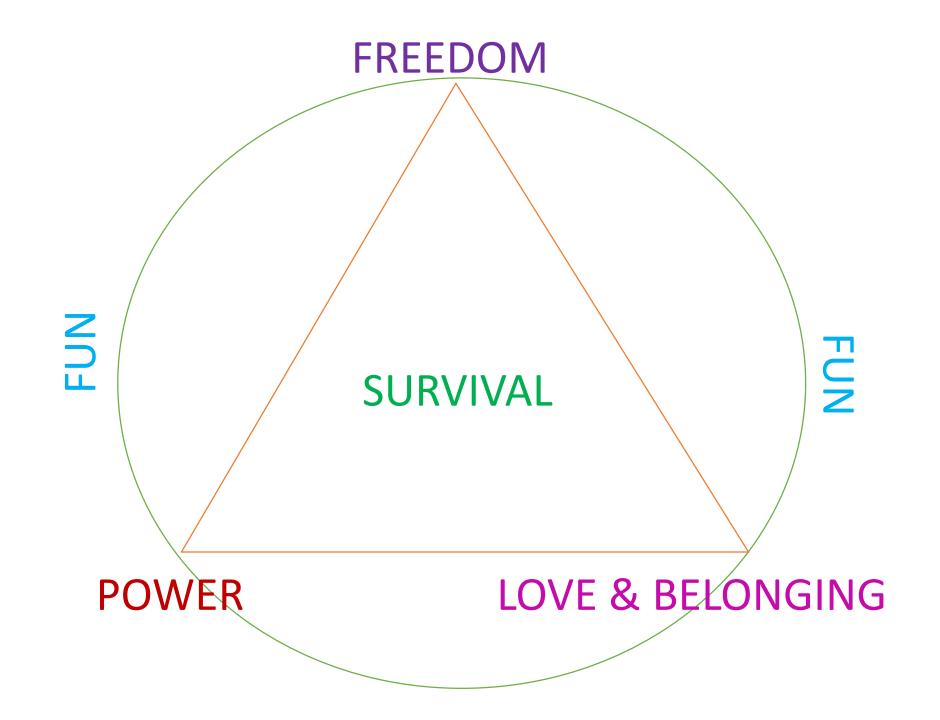
Glasser Quality School Leaders are mindful about how they can help students and even themselves regulate these levels of brain chemicals in the system!

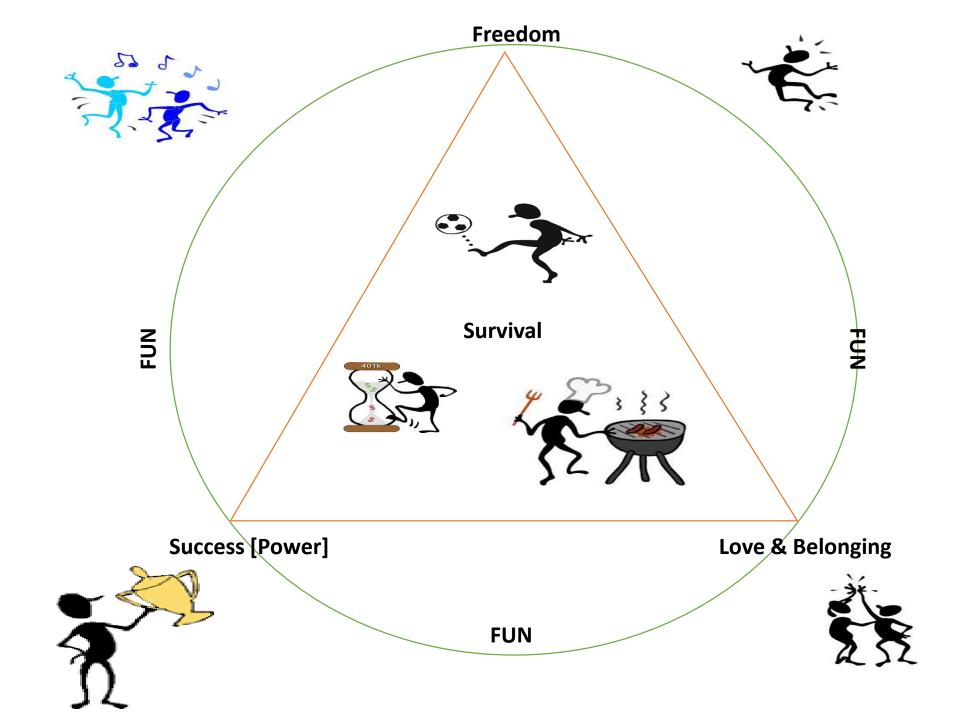
What is in your head / staff's heads?











Quality World **Pictures** Feeling Physiology Acting Thinking Needs

WHO IS DRIVING YOUR CAR?



Let's Have Fun with Practice Some Questions!



Going for the Gold! Flipping & Moving out of . . .

Helping to move the client from a "don't want" to a "want."

Moving from external problem to an internal locus of control!

Angry [Angering]

• Student: I am so angry this morning!

Teacher: Do you want to find a way to settle down?

• Student: Yes!

Teacher: Do you want to find a way to calm yourself down?

Student: No!

Teacher I am here to help you – so, what do you really want?



Now, it's your turn to practice — in pairs!

Aggressive Disempowered Sad **Boring** Mad **Depressed Stupid Upset** Hate Unhappy **Disappointed Disheartened Ignored** Scared **Belittled Humiliated Fearful** Lazy **Frustrated GO FOR IT!**

What about the THIRD PERSON . . .s/he makes me

ANGER [ANGERING]

Student: Mary makes me angry?

Teacher: Do you want to learn how to get along with Mary?

Student: Okay!

Teacher: Do you want to learn how to get along with Mary?

Student: No!

Teacher: So, what do YOU really want for yourself right

now?

Remember...

that we are teaching our students to be responsible – so they need to 'own' the situation or issue!

PRACTICE: FIND A NEW PARTNER AND PRACTICE!

Getting the "Want" and Polishing the Gold



Demonstrating the belief in internal motivation and that we CHOOSE what we do!

DEPENDING ON

level of awareness and limits of choice!

Original statement:

"I don't want that kid yelling at me!"

"You mean you would like to be respected!" OR

Do you want to be respected?

This is what we mean by "going for the gold," to get to the Quality World picture in changing the "don't want" to a "want."

NOW, GET MORE DETAIL BY EXPLORING THE PICTURE(S) IN THE QUALITY WORLD.

What is in your head / staff's heads? Pictures of the Way(s) We Want Things To Be



Let's Put it All Together & Practice!

OBJECTIVE(S) To use the questioning process itself in assisting the teacher or other person to self-evaluate.

SITUATION: TEACHER WHO IS IS HAVING SOME DIFFICULTY ORGANIZING

AND MANAGING HIS/HER CLASS AND ASKS FOR HELP.

DIRECTOR:

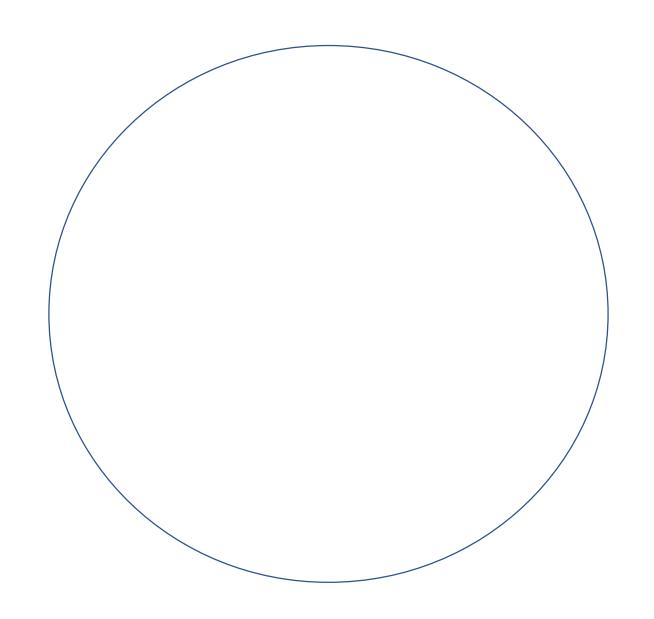
TEACHER:

OBSERVER: Notes the questions asked and identifies

any shifts in energy on the part of the Student,

Teacher or Parent who is playing the role of client.

Tracking What the Person Wants



Boss

ENVIRONMENT

Laissez-Faire

ATTENTION IS PAID TO THE PHYSICAL MORE OFTEN THAN MIND/BODY/SPIRIT

WHAT I SAY/WANT! MY VISION DOES NOT MATTER

Vision [Mission/Values/Beliefs]

Disconnecting BEHAVIOURS

Varies

Self-Evaluation/Co-verification

I EVALUATE YOU

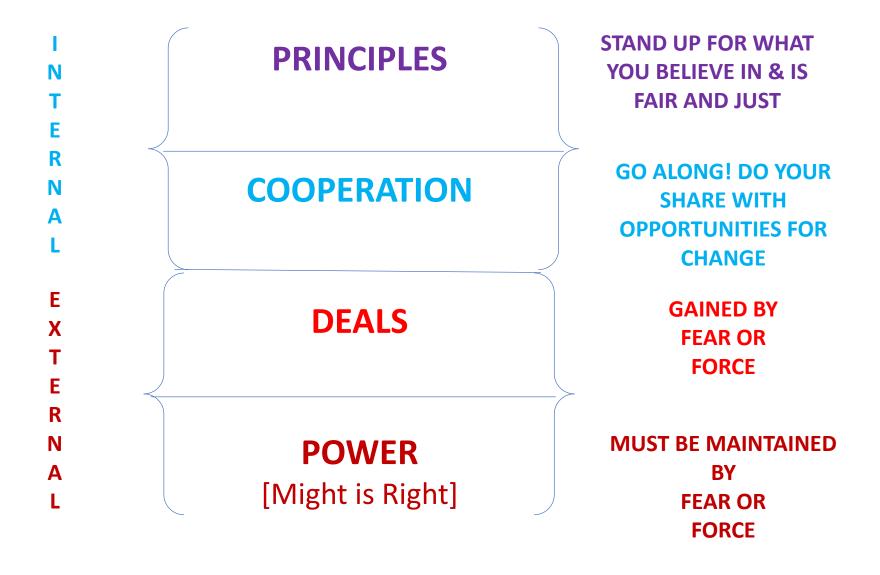
DEPENDS

Planning for Continuous Improvement

I PLAN FOR ALL

CHANGES

LADDER OF CONSCIENCE



Communication – Learning/Refining

Knowing what children want

- Create needs-satisfying climate
- Provide resources for success
- Offer support when needed

Don't Want

- * flipping/ Go for the Gold
- * flesh out detail [QWP]
- * try new behaviors
- * smalls steps planning

Doesn't Know

- ☐ Explore interests
- ☐ Check behaviors that were more effective
- Verify what the wants might be now
- ☐ Try to have children narrow them down Passing the Tray!
- ☐ Plan in small steps
- ☐ Obtain commitment from the child

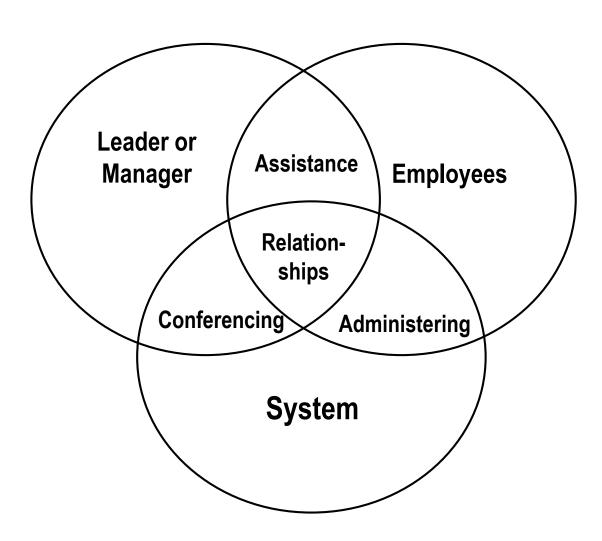


More Templates - Communication

Children with Unattainable or Almost Impossible Want(s)

- Listen with attention and empathy
- Check whether they think or believe that can happen now
 - Ask if they have direct control over what they want now
- Check pictures through which they satisfied needs in past
- Help them add some new pictures in their Quality World
- Assist them in making commitment(s) to act on new pictures
 - Check how firm their commitment is to the new plan
 - Ask 'On a scale of 1 to 5, what are the chances of success? [Children may need to write plan down – come back for support etc.]
 Follow-Up is Important!

Systems



SYSTEMS MODEL

Focus on Learning
Meaningful Learning &
Quality Work
Self-Evaluation
& Co-Verification

Interventions - Consistent & based on internal psychology

Building Relationships
in Safe Learning
Environment

Shared Mission, Vision
Values & Goals
High-Performing
Collaborative Teams
Intentional
Collaboration

Every Student Succeeds

Data Mindset to Assess Student Learning

Management, Collection &
Analysis of Data
Responsibility for Action to
Insure Continuous Improvement

Focus on Learning

Meaningful Learning & Quality Work Self-Evaluation & Co-Verification

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Intentional Collaboration

Every Student Succeeds

Data Mindset to Assess Student
Learning
Management, Collection &
Analysis of Data

Responsibility for Action to Insure Continuous Improvement

Let's Celebrate our Learning Together!



Sharing knowledge! Share two things that you didn't know before!

Best learning pieces! Find a partner to describe at least two best learning pieces you gained!

Return to team[~] How did we do?

Share what you did to make this a worthwhile learning experience!

"We did it!" – Turn to a neighbor and give them a High-Five and a form of appreciation!