



# WASA

## Instructional Leadership Academy

Virtual Workshops • State Conferences



# Welcome, ILA Advisors!



*Jenni*



*Peter*

# Let's Get to Know Peter & Jenni



B



P

J





...has run more than  
one half-marathon


**...has renovated two houses**





**...has never had a pet**





**...is the youngest  
sibling in the family**



**...would choose a large steak over  
seafood EVERY TIME**





**...taught middle  
school**



**...does NOT dress up  
for Halloween**

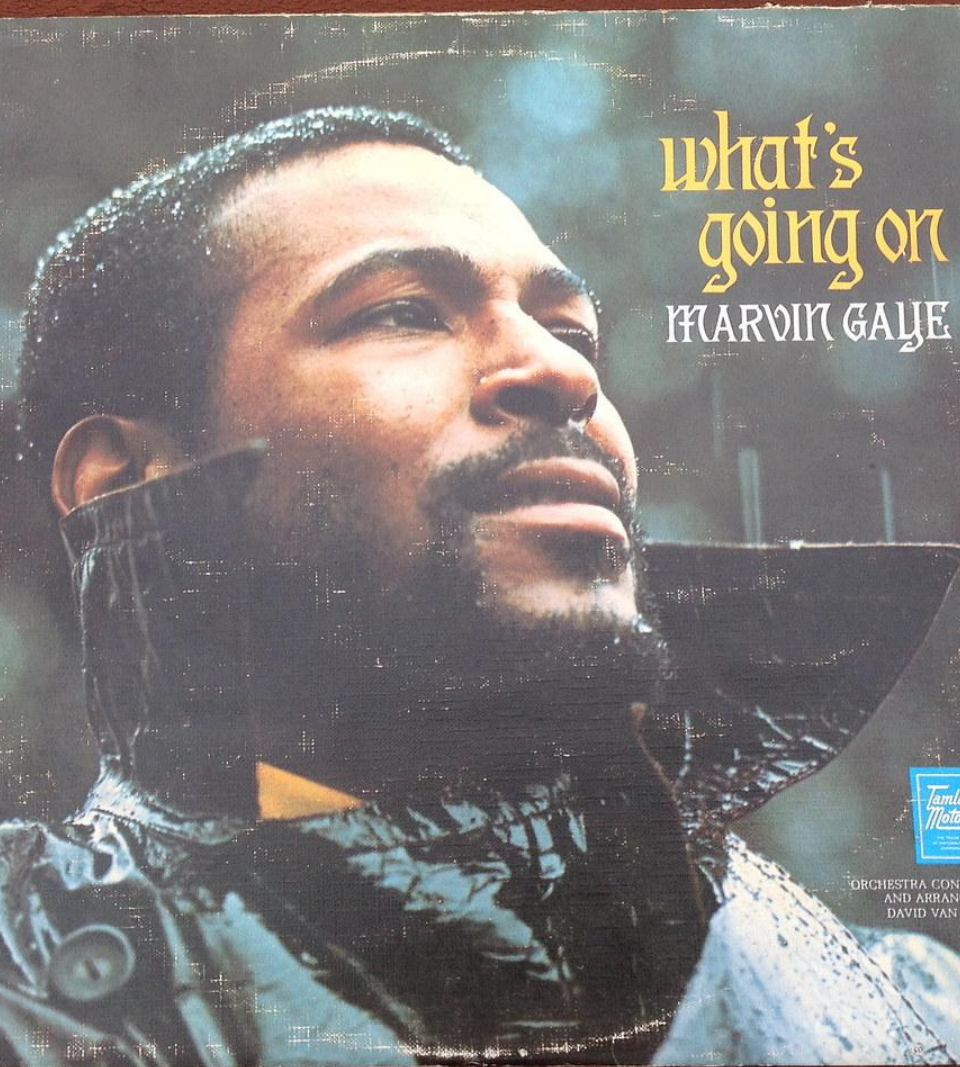






**...was a bank robber at Great Escape (now Six Flags)**





**...is a fan of  
Marvin Gaye**



**...has attended  
more than 10  
broadway plays**





**...presented in Scotland at World Visible Learning Conference**






**...has worked  
closely with John  
Hattie**

—  
...published a  
book about  
Collective  
Efficacy







**...has made the ILA  
extremely fortunate  
by serving as our  
advisors!**





# Getting to One Another...Raise Your Hand!



## Purpose Statement:

*The Instructional Leadership Academy is a network dedicated to help instructional leaders foster human interconnectedness within their school communities as well as our academy while they deepen their focus on impacting student learning in positive ways.*



# Success Criteria for Our Instructional Leadership Academy

**During our learning sessions, ILA leaders will:**

- Engage in actions that will help you develop self-awareness in your own leadership.
- Contribute to human interconnectedness to help strengthen our academy of instructional leaders.
- Use metacognitive activities to help you understand your current state of strengths and areas for continued growth.
- Define and foster the conditions for leadership efficacy, collective leader efficacy, and collective teacher efficacy in your district.
- Create a not-to-do list of those distractions that get in the way of your progress.
- Engage in specific actions that create Intentional Implementation.
- Engage in initiatives and strategies that result in a transfer of learning.



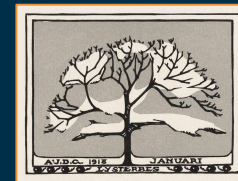
October 19

Trust as a Foundation  
in Leadership



December 8

Self-Awareness  
of Our Leadership



January 30

Nurturing Interconnectedness  
within Our Organizations



February 27

Gathering & Using  
Evidence of Impact



March 21

Effective Implementation - Part 1



April 26

Effective Implementation - Part 2



# Today's Learning Intentions

We are learning:

- How school and district leaders can build trust and psychological safety in schools and amongst their faculty.
- How school and district leaders can apply new information to help meet the intended outcomes of their priorities.

# Today's Success Criteria

- I can identify strategies I will use to build trust in schools and school districts.
- I can identify ways to increase psychological safety in my schools and within the district.
- I can apply strategies to help realize intended outcomes and priorities.



## The Four Self-Awareness Archetypes

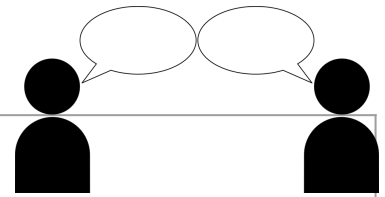
This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness	<b>INTROSPECTORS</b> They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.	<b>AWARE</b> They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.
Low internal self-awareness	<b>SEEKERS</b> They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.	<b>PLEASERS</b> They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

SOURCE DR. TASHA EURICH

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# Choose Your Own Adventure



## In breakout rooms:

- Which scenario most interests you from the following?
  - Developing a new team where trust is already an issue.
  - Curriculum adoption.
  - Talking with a parent who believes sex education should not be taught in your school.
- How might external self-awareness be important when entering into these discussions?



# Collective Trust

## What is the correlation to school effectiveness?

Gray, J. (2016). Investigating the role of collective trust, collective efficacy, and enabling school structures on overall school effectiveness. *NCPEA Education Leadership Review*, 17, (1), 114-128.

# Collective Trust Collective Efficacy Enabling School Structures

## What is the correlation to school effectiveness?

Gray, J. (2016). Investigating the role of collective trust, collective efficacy, and enabling school structures on overall school effectiveness. *NCPEA Education Leadership Review*, 17, (1), 114-128.

The researcher hypothesized that teachers' perceptions of collective trust, collective efficacy, and enabling school structures would individually and jointly contribute to overall school effectiveness.

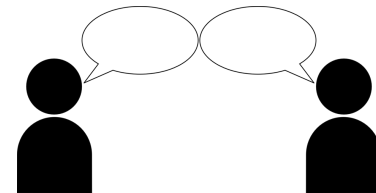
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Collective trust and organizational effectiveness shared the strongest significant relationship with a .78 ( $p < .01$ ) correlation.

Collective efficacy and organizational effectiveness also had a substantial and significant relationship with a .65 correlation ( $p < .01$ ).

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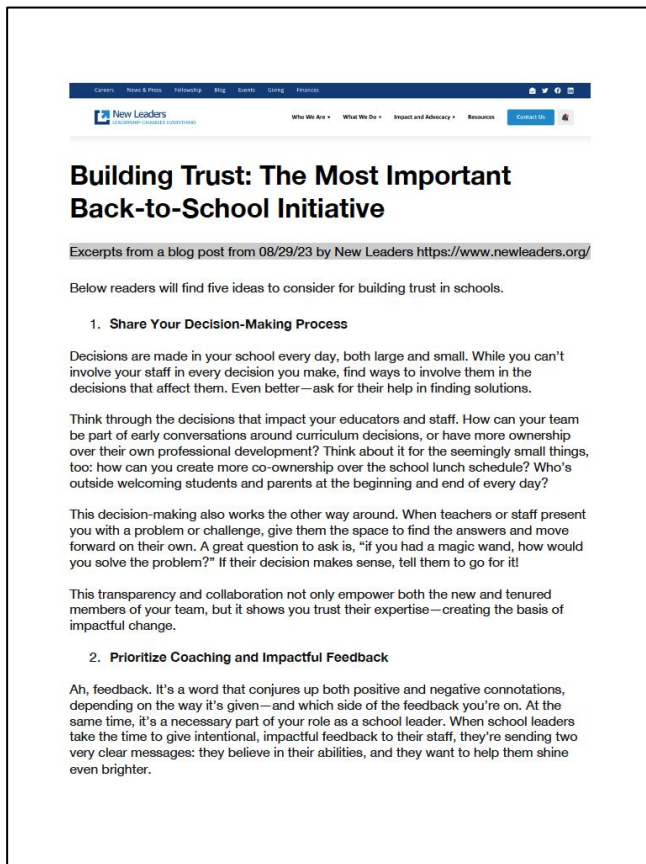
Discussion Prompt:

**“It’s important to ensure that a culture of trust is in place first - before diving too deep into the work of school improvement.”**

Do you agree or disagree with this statement?  
Share your reasons why.

Task:

Before leaving your breakout room, please number off 1-2-3-4.



The screenshot shows a web browser displaying a blog post from New Leaders. The header includes navigation links like 'Careers', 'News & Press', 'Following', 'Blog', 'Events', 'Getting Started', and 'Resources'. The main title of the post is 'Building Trust: The Most Important Back-to-School Initiative'. Below the title, it says 'Excerpts from a blog post from 08/29/23 by New Leaders <https://www.newleaders.org/>'. The text begins with 'Below readers will find five ideas to consider for building trust in schools.' The first numbered point is '1. Share Your Decision-Making Process'. The text explains that decisions are made daily in schools and encourages involving staff. It then discusses the importance of transparency and collaboration. The second numbered point is '2. Prioritize Coaching and Impactful Feedback', which starts with 'Ah, feedback. It's a word that conjures up both positive and negative connotations...'.

**Building Trust: The Most Important Back-to-School Initiative**

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Decisions are made in your school every day, both large and small. While you can't involve your staff in every decision you make, find ways to involve them in the decisions that affect them. Even better—ask for their help in finding solutions.

Think through the decisions that impact your educators and staff. How can your team be part of early conversations around curriculum decisions, or have more ownership over their own professional development? Think about it for the seemingly small things, too: how can you create more co-ownership over the school lunch schedule? Who's outside welcoming students and parents at the beginning and end of every day?

This decision-making also works the other way around. When teachers or staff present you with a problem or challenge, give them the space to find the answers and move forward on their own. A great question to ask is, "if you had a magic wand, how would you solve the problem?" If their decision makes sense, tell them to go for it!

This transparency and collaboration not only empower both the new and tenured members of your team, but it shows you trust their expertise—creating the basis of impactful change.

**2. Prioritize Coaching and Impactful Feedback**

Ah, feedback. It's a word that conjures up both positive and negative connotations, depending on the way it's given—and which side of the feedback you're on. At the same time, it's a necessary part of your role as a school leader. When school leaders take the time to give intentional, impactful feedback to their staff, they're sending two very clear messages: they believe in their abilities, and they want to help them shine even brighter.

# In the Main Room

Read the section for the number you were assigned.

Code the Text

C = cause

E = effect

Be prepared to share information with others in your group.

**Handout Pages #1-3**



# Main Room

We will share a bit about each of the big ideas.

## Breakout

You will lead a discussion regarding each of the big ideas.



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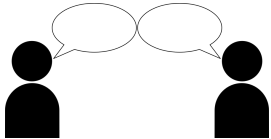
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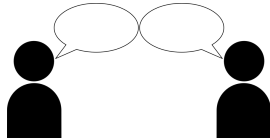
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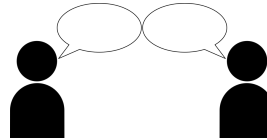
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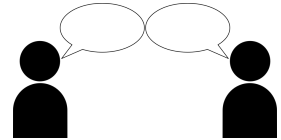
Breakout  
Big Idea 1



Breakout  
Big Idea 2



Breakout  
Big Idea 3



Breakout  
Big Idea 4

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# #1. Share Your Decision-Making Process'

Results from this research show distinctive patterns between perceived uncertainty and a lack of collective teacher efficacy.

Schechter, C. and Qadach, M. (2012), "Toward an organizational model of change in elementary schools: the contribution of organizational learning mechanisms", *Educational Administration Quarterly*, Vol. 48 No. 1, pp. 116-153.



# Do Teachers Have Sway in School Decisions? Depends Who You Ask

By [Madeline Will](#) on December 13, 2018 12:01 AM

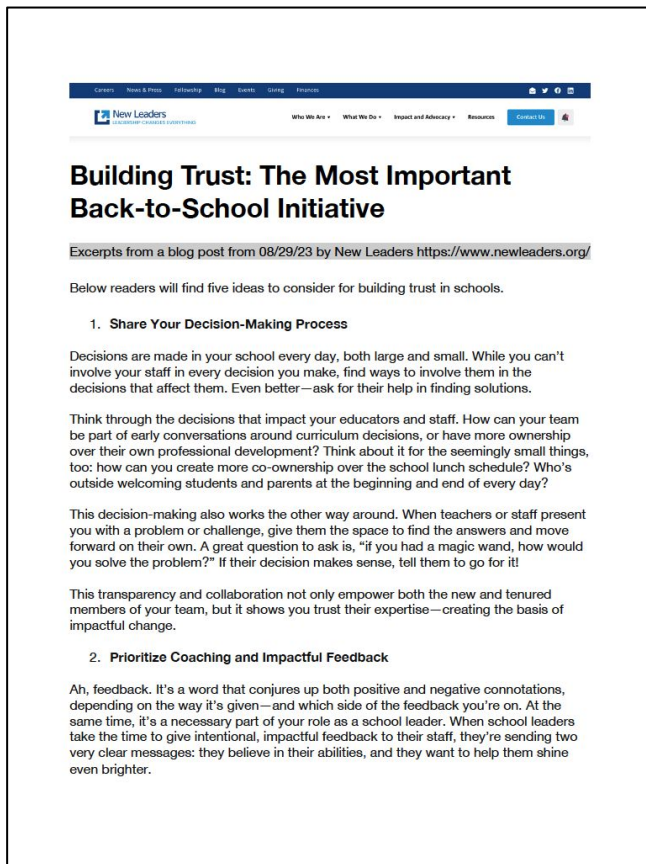
[Tweet](#) [Share 95](#)



## Key Findings

### Different views of influence from the classroom and the principal's office

- Ninety-six percent of principals surveyed feel that teachers are involved in making important school decisions, while only 58 percent of teachers do.
- Almost all principals (98 percent) feel that teachers have a lot of informal opportunity to influence what happens at school — a much higher rate than for teachers (62 percent).
- Ninety-seven percent of principals thought their teachers were comfortable voicing concerns, but 31 percent of teachers reported that they are *not* comfortable voicing concerns in their schools.



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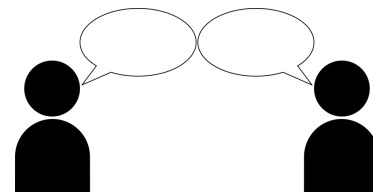
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If you read '1. Share Your Decision-Making Process' please share with your group the following:

- a) What resonated with you?
- b) What can you/will you apply in your practice back at your school?



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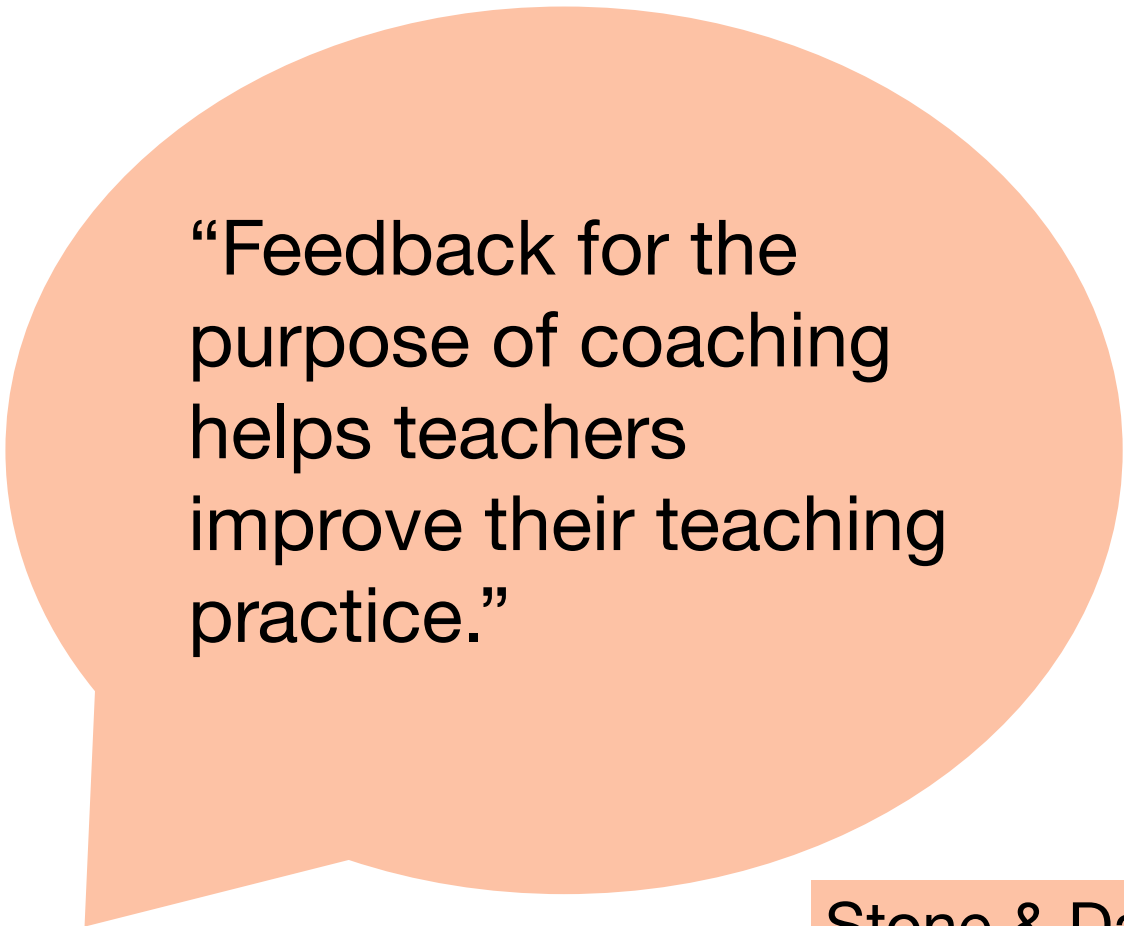
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## #2. Prioritize Coaching and Impactful Feedback



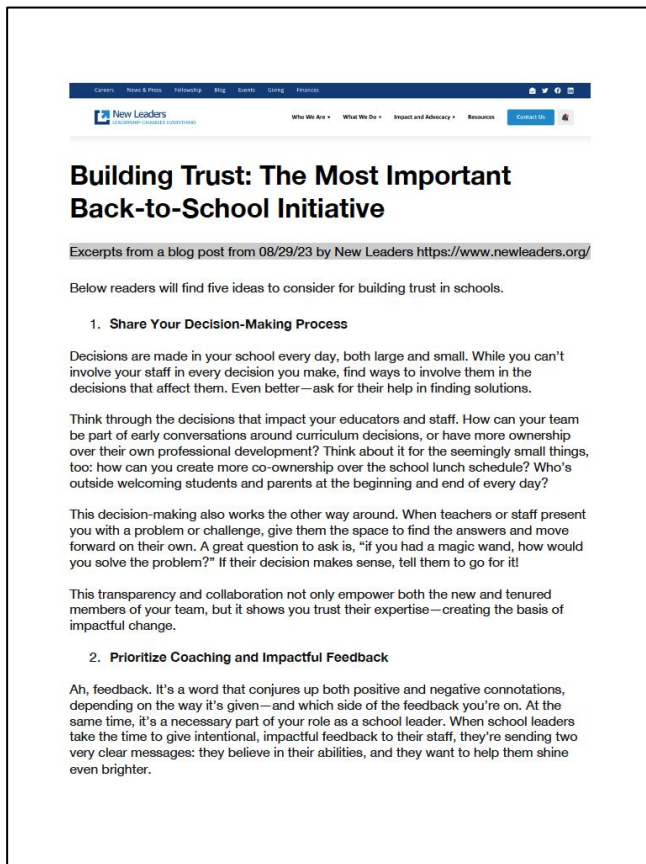
# Feedback is a two-way street!





“Feedback for the  
purpose of coaching  
helps teachers  
improve their teaching  
practice.”

Stone & David-Laing



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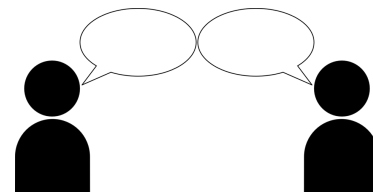
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If you read '2. Prioritize Coaching and Impactful Feedback' please share with your group the following:

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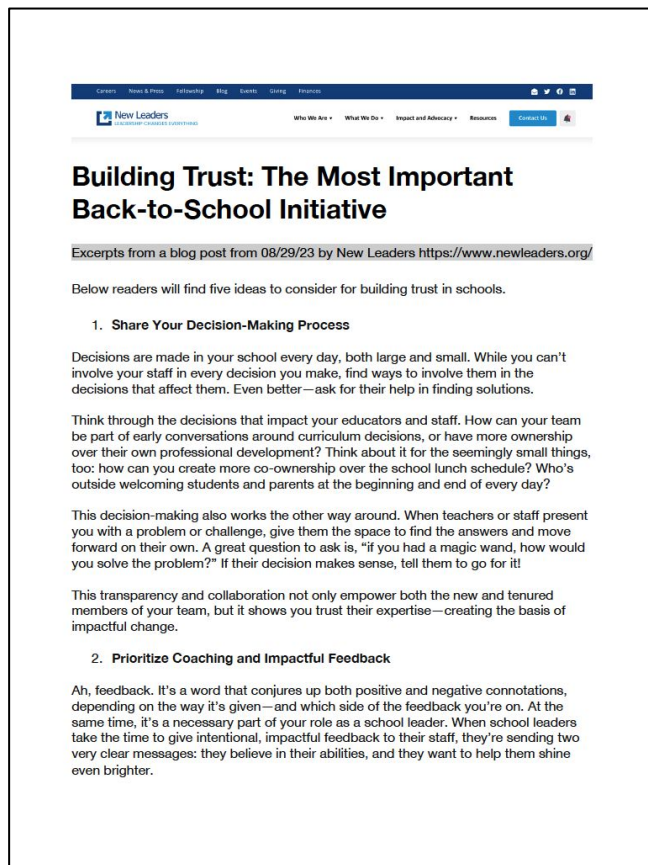
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## #3. Listen to Learn, Not Problem-Solve







The screenshot shows the top of a web browser with a dark blue header containing navigation links: Careers, News & Press, Fellowship, Blog, Events, Grants, and Resources. Below the header is a white banner with the New Leaders logo on the left and navigation links: Who We Are, What We Do, Impact and Advocacy, and Resources. A 'Contact Us' button is on the right. The main content area has a title 'Building Trust: The Most Important Back-to-School Initiative' in bold. Below the title is a line of text: 'Excerpts from a blog post from 08/29/23 by New Leaders <https://www.newleaders.org/>'. A sub-header reads: 'Below readers will find five ideas to consider for building trust in schools.' The first numbered point is '1. Share Your Decision-Making Process'. The text under this point discusses the importance of involving staff in decisions and creating a culture of transparency and collaboration. The second numbered point is '2. Prioritize Coaching and Impactful Feedback'. The text under this point discusses the importance of giving intentional feedback to staff to help them shine.

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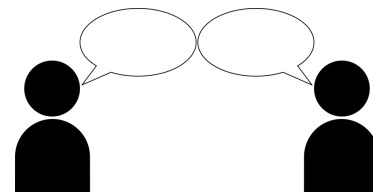
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## #4. Continue to Create Psychological Safety

THE WORK ISSUE:  
REIMAGINING THE OFFICE

01 How to Build a Perfect Team

02 The War on Meetings

03 The Case for Blind Hiring

04 Failure to Lunch



# What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.

By CHARLES DUHIGG

FEB. 25, 2016





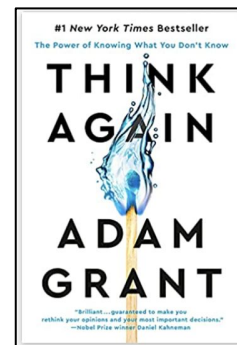
# Google Study: Project Aristotle

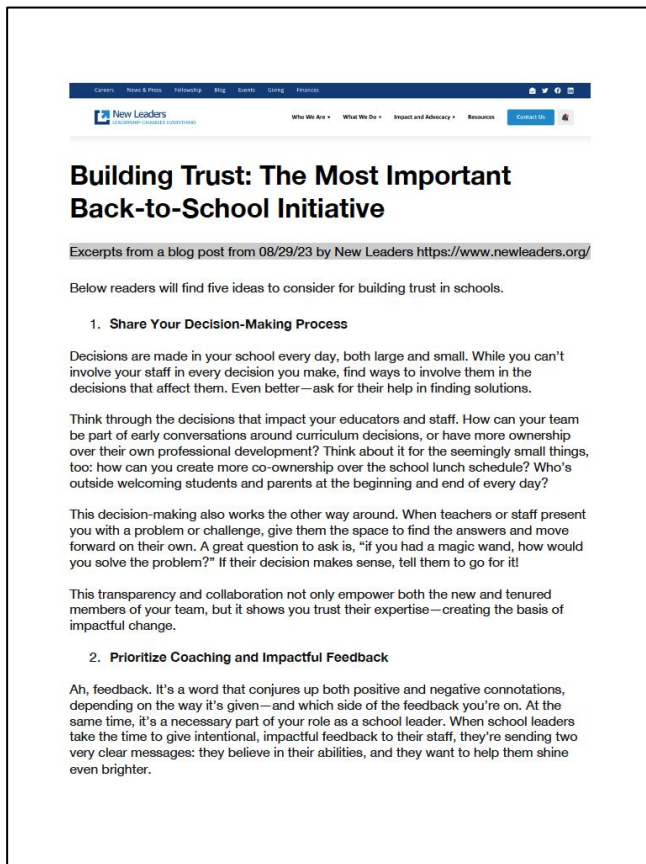
## **Why some work groups thrive:**

- On this team, it's okay to take risks.
- The goals and roles are clear.
- The work is important to each of us.
- We have confidence in each other's work.
- We believe we are having an impact.

## Psychological Safety

When you have it	When you don't
See mistakes as opportunities to learn	See mistakes as threats to your career
Willing to take risks and fail	Unwilling to rock the boat
Openly sharing your struggles	Keeping your ideas to yourself
Trust in your teammates and supervisors	Fear of your teammates and supervisors
Sticking your neck out	Having your head chopped off





The screenshot shows a web browser displaying a blog post from New Leaders. The header includes navigation links like 'Careers', 'News & Press', 'Partnership', 'Blog', 'Events', 'Getting Started', and 'Resources'. The main title of the post is 'Building Trust: The Most Important Back-to-School Initiative'. Below the title, it says 'Excerpts from a blog post from 08/29/23 by New Leaders <https://www.newleaders.org/>'. The text continues: 'Below readers will find five ideas to consider for building trust in schools.' The first idea is '1. Share Your Decision-Making Process'. The text explains that decisions are made daily in schools and suggests involving staff. It then asks how to create more co-ownership over curriculum and lunch schedules. The second idea is '2. Prioritize Coaching and Impactful Feedback', which discusses the importance of feedback for both new and tenured staff.

**Building Trust: The Most Important Back-to-School Initiative**

Excerpts from a blog post from 08/29/23 by New Leaders <https://www.newleaders.org/>

Below readers will find five ideas to consider for building trust in schools.

**1. Share Your Decision-Making Process**

Decisions are made in your school every day, both large and small. While you can't involve your staff in every decision you make, find ways to involve them in the decisions that affect them. Even better—ask for their help in finding solutions.

Think through the decisions that impact your educators and staff. How can your team be part of early conversations around curriculum decisions, or have more ownership over their own professional development? Think about it for the seemingly small things, too: how can you create more co-ownership over the school lunch schedule? Who's outside welcoming students and parents at the beginning and end of every day?

This decision-making also works the other way around. When teachers or staff present you with a problem or challenge, give them the space to find the answers and move forward on their own. A great question to ask is, "if you had a magic wand, how would you solve the problem?" If their decision makes sense, tell them to go for it!

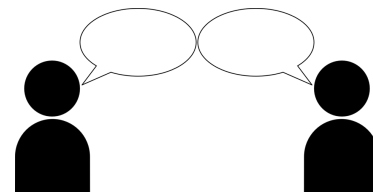
This transparency and collaboration not only empower both the new and tenured members of your team, but it shows you trust their expertise—creating the basis of impactful change.

**2. Prioritize Coaching and Impactful Feedback**

Ah, feedback. It's a word that conjures up both positive and negative connotations, depending on the way it's given—and which side of the feedback you're on. At the same time, it's a necessary part of your role as a school leader. When school leaders take the time to give intentional, impactful feedback to their staff, they're sending two very clear messages: they believe in their abilities, and they want to help them shine even brighter.

If you read '4. Continue to Create Psychological Safety' please share with your group the following:

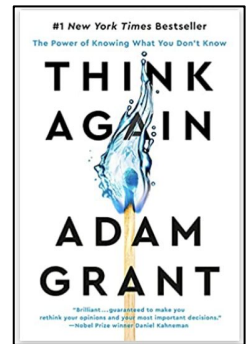
- a) What resonated with you?
- b) What can you/will you apply in your practice back at your school?



How do you instill a sense of psychological safety?

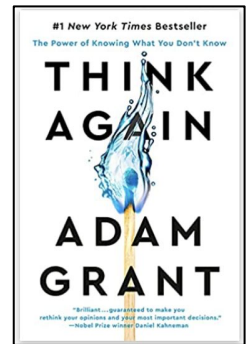


“After studying and advising change initiatives at NASA and the Gates Foundation, I’ve learned that learning cultures thrive under a particular combination of **psychological safety** and **accountability**.”

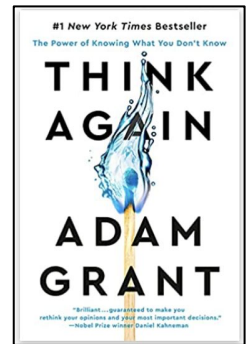


“The standard advice for managers on building psychological safety is to model openness and inclusiveness. Ask for feedback on how you can improve, and people will feel safe to take risks.”

“In multiple companies, we randomly assigned some managers to ask their teams for constructive criticism. Over the following week, their teams reported higher psychological safety, but as we anticipated, it didn’t last.”

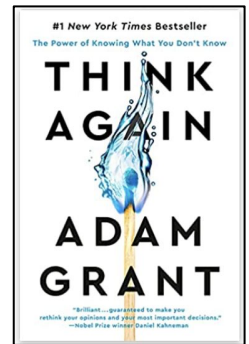


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“Instead of asking them to seek feedback, we had randomly assigned managers to share their past experiences with receiving feedback and their future development goals. We advised them to tell their teams about a time when they benefited from constructive criticism and **to identify areas they were working to improve now.**”





What might that sound like - to share with your teachers about a time when you benefited from constructive criticism and then demonstrating to them an area you are working to improve now?

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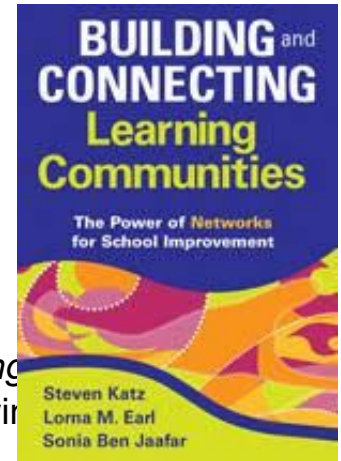
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Trust is a process- not an activity.

# The Role of Trust

Katz, Earl, and Ben Jaafar (2009) have shown that enhanced relational trust is more an outcome of an effective collaboration than an antecedent.

Katz, S., Earl, L., & Ben Jaafar, S. (2009). *Building and connecting learning communities: The power of networks for school improvement*. Corwin



# The Role of Trust

Leaders can help teachers build trust while engaging in the work. Effective leaders place trust in others by allowing teachers to lead and shape their professional learning. Only a minimal amount of relational trust is necessary to encourage teachers to “take a chance together,” if the overarching environment is a supportive one.

Donohoo, J. & Katz, S. (2017). Leveraging Collaborative Teacher Inquiry To Increase Collective Efficacy. *The Learning Professional*. 38(4).

# The Role of Trust



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## in conversation

### Healthy Relationships: The Foundation of a Positive School Climate

**An Interview with Megan Tschannen-Moran**

Dr. Megan Tschannen-Moran, a dynamic thinker and existing voice in education, inspired and challenged participants at the 2013 Ontario Leadership Congress held in April. In her keynote address she made a powerful case for trust as the underpinning of successful leadership influence. To follow up, we were privileged to be able to interview her for this issue of *In Conversation*.

At first glance, her areas of focus – trust and self-efficacy – may appear to be more on the “soft” side of educational leaderships important to have, but surely not at the core of the leadership role. On the contrary, she very convincingly shows us that educational leaders can accomplish very little in the absence of trust. In fact, she illustrates how trust is often the key missing ingredient when not only students but also teachers and even leaders fail to engage in the learning process.

In her view, genuine learning can only take place when we collectively accept that learning is not about knowing all the right answers but about struggling together to find them, without being intimidated by the mistakes that are inevitably made along the way. Trust is the key ingredient that makes it possible for us to do that well and to celebrate mistakes, not as failures, but as opportunities for real learning.

In my professional experience, this kind of high trust among groups of people who are working together is a rare commodity. It takes real leadership to bring people out of a natural, self-protective mode and into a stance

that supports working in a truly collaborative, supportive and accepting environment. Therefore, I think we would do well to think about the business of trust, not only in the classroom, but also at every level of our school systems.

At the school level, of course, Dr. Tschannen-Moran's work is very much aligned with our own core priorities in Ontario, particularly as we focus on building and maintaining “caring, safe, inclusive and accepting” schools and a “positive school climate” as a means of directly supporting student achievement. Her work also enriches our understanding of how “building relationships and developing people,” such a vital and important domain of leadership, is reflected in the Ontario Leadership Framework.

Dr. Tschannen-Moran's integrity and authenticity came through at the congress, as they do here, in this conversation. She is on a learning journey, as we all are, and she shares her stories and lessons learned with great passion and urgency. I hope that this issue of *In Conversation* will energize and propel forward our collective vision of trust as a key driver of organizational and educational success and that her insights will inform your own leadership practices, as they have mine.



George Ziegler  
Deputy Minister of Education

support every child  
reach every student



One of the big surprises in the literature on trust is that researchers assumed that trust is hard to develop early in a relationship; that you have to work actively at it or you aren't going to get trust. But they were surprised to find out that's not the case. It turns out that, in the absence of any warning signs or red flags, people pretty readily extend provisional trust because trust is the easier option. All the watchfulness and wariness of distrust really takes a lot of energy. So people would rather extend a measure of trust to someone until they have reason to put up their guard. To work in an environment of distrust, where people feel they have to be always looking over their shoulders is really an uncomfortable place to work.



# Strategies for Building Trust

- Share your decision-making process.
- Prioritize coaching and impactful feedback.
- Listen to learn, not problem-solve.
- Continue to create psychological safety.  
Share how you benefited from feedback and identify an area you are currently working to improve.

# Today's Success Criteria

- Can I identify strategies I will use to build trust in schools and school districts?
- Can I identify ways to increase psychological safety in my schools and within the district?
- Can I apply strategies to help realize priorities and goals?

## The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness	<b>INTROSPECTORS</b> They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.	<b>AWARE</b> They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.
Low internal self-awareness	<b>SEEKERS</b> They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.	<b>PLEASERS</b> They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

SOURCE DR. TASHA EURICH

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# Our Next Session - December 8



**Increasing our Internal AND External  
Self-Awareness as Leaders**