

Slowing The Game Down:

Becoming More Intentional In Your Use Of Time
Tuesday June 27, 2023 – 8am-9am

Dr. Chuck Salina : Associate Professor Emeritus

Dr. Suzann Girtz: Professor

Dr. Alexa Allman: Deer Park Superintendent



WASA/AWSP 2023
Summer Conference

June 25-27, 2023 | Spokane

Lighting the Way for Leadership

WASA
SOUTH WASHINGTON ASSOCIATION
OF WATER SUPPLY PLANNERS

AWSP
ASSOCIATION OF WATER
SUPPLY PLANNERS

Salina, Girtz, Allman (2023)



Essential Question

- How do you organize time around what is important to reconnect to the mission of the organization?

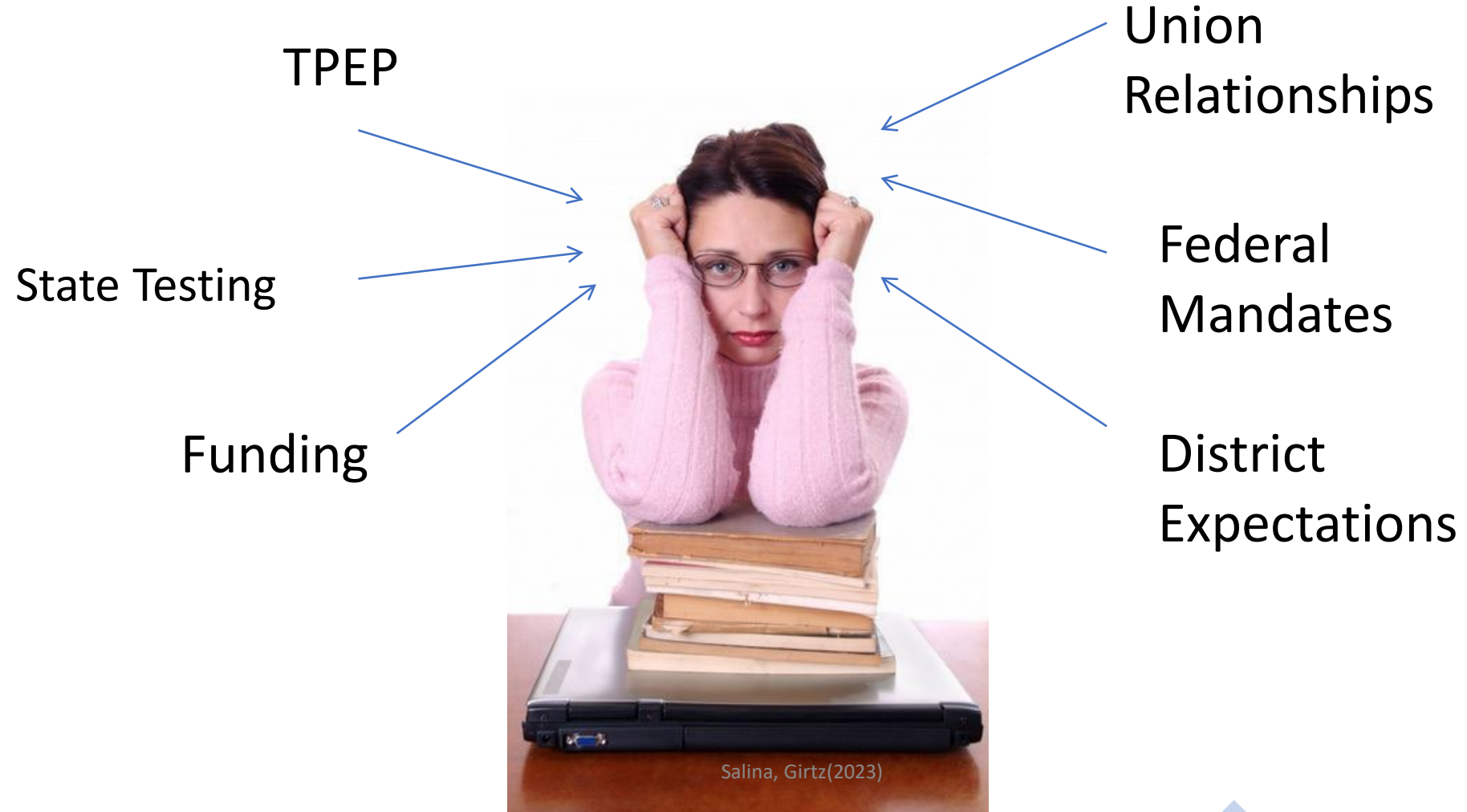


Expected Outcomes

Grounded in the work of Powerless to Powerful, participants will:

- Review their current reality in relation to the four functions of administration and
- Leave with an action plan that describes intentional behaviors focused on the work of developing a **culture for learning** for both students and adults.

LEARNED HELPLESSNESS





Short turn and talk:

- Have you ever felt like you are continually spinning plates in your work?
- What do you believe are the driving forces when this occurs?

Conceptual Framework

WHAT Leaders say and do (behaviors) that create a Culture for Learning



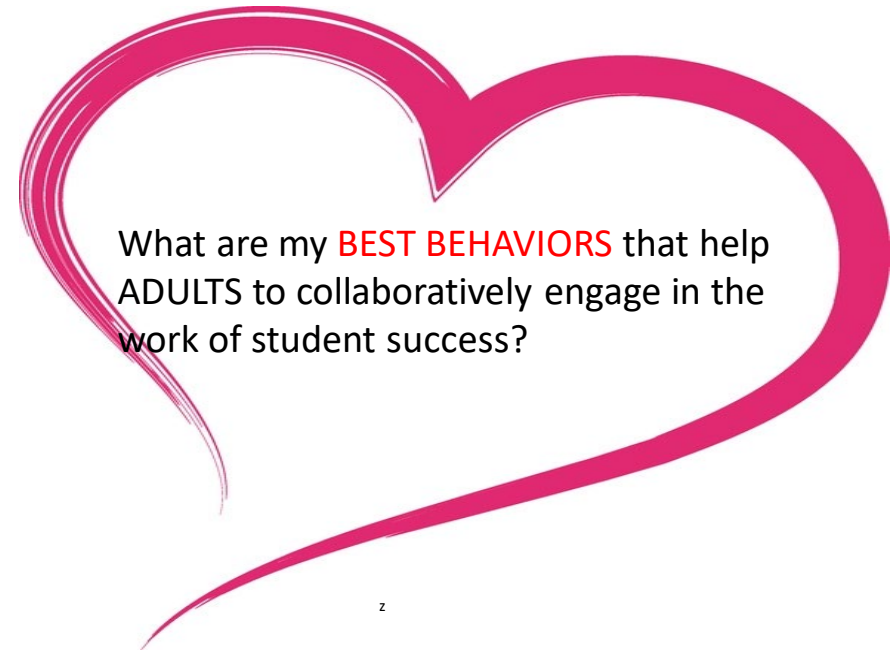
The Conceptual Framework

The HEART of what effective Leaders do in their use of time.

Believing & **E**xpecting that teachers can do the work (academic press).

Supporting teachers intentionally (social support).

Trusting through fostering growth of staff in a safe environment (relational trust).





The Outcome: School Culture for Adult Learning

an environment that demonstrates a clear belief that, through a collaborative process and systematic supports, each student and staff succeeds and thrives



Created by b farias
from Noun Project

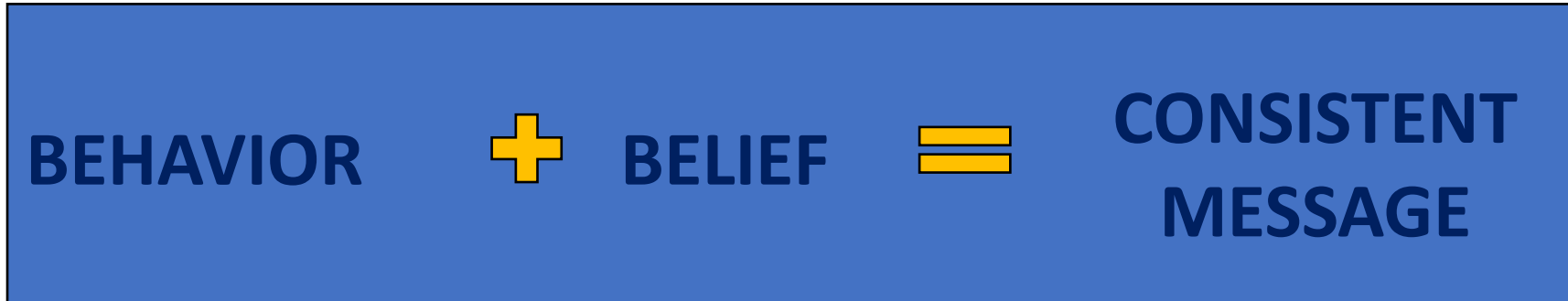
WHAT Leaders DO Makes a Difference In Creating A Culture For Learning

Sunnyside High School	April 2010	May 2016
Trust: Integrity	49%	74%
Trust: Openness	49%	78%
Trust: Reliability	59%	80%
Trust: Caring	57%	76%
Trust: Competence	51%	80%
<i>Graduation Rate</i>	<i>64.8</i>	<i>90.1</i>

Growth Requires Behaving and Using Time Differently



*Administration demonstrating new behaviors
to change old beliefs of those they serve.*



Becoming A Learning Leaders

Use of Time and Intentional Behaviors

Heroic Leader	Learning Leader
Observing without acting	Facilitating regular one on one and small group conversations with teachers to understand the current reality with regards to student learning
Advising teachers in the role of expert or consultant	Actively supporting learning through collaboration and the inquiry process to move to a new ideal
Prescribing 'how to'	Demonstrating a strong belief in words and actions that all teachers are able to be effective
	Collecting and sharing relevant evidence to inform thinking and define current reality
Selling of ideas and vision	Reengaging staff in the work by utilizing each person's strengths, interests, and needs as it align to the mission of the organization
Managing the status quo	Imagining a new ideal through Collaborative Inquiry

Four Functions of Administration:

Turn, Talk and Define

- Leadership is...
- Supervision is...
- Management is...
- Evaluation is ...



Four Functions of Administration

The Time Management Matrix:

How do I spend my time in Creating a Culture for Adult Learning?

I m p o r t a n t	Urgent	Not Urgent
	I <ul style="list-style-type: none"> •Pressing Matters •Crises/Panics •Fire/Fighting •Deadline- Driven Projects 	II <ul style="list-style-type: none"> •Prevention •Relationship Building •Planning/Preparation •Implementation System •Professional Knowledge
N o t I m p o r t a n t	III <ul style="list-style-type: none"> •Interruptions •Some Call/Mail •Some Report/Meetings •Unprepared Meetings •Popular Activities 	IV <ul style="list-style-type: none"> •Trivia •Busy Work •Time Wasters •Unproductive Activities (TV) •Everything Else <p style="text-align: right;">Covey</p>

Cross- Share: Use of Time

- Describe how you use your time across the categories of Leading, Managing, Supervising, Evaluating:_____
- What I do well in using my time in the 'Not Urgent and Important':_____
- What I am working on to live in 'Not Urgent and Important':_____
- New insights or a-ha's about my use of time:_____

****Recommended team activity: Book 1 p. 41-43***

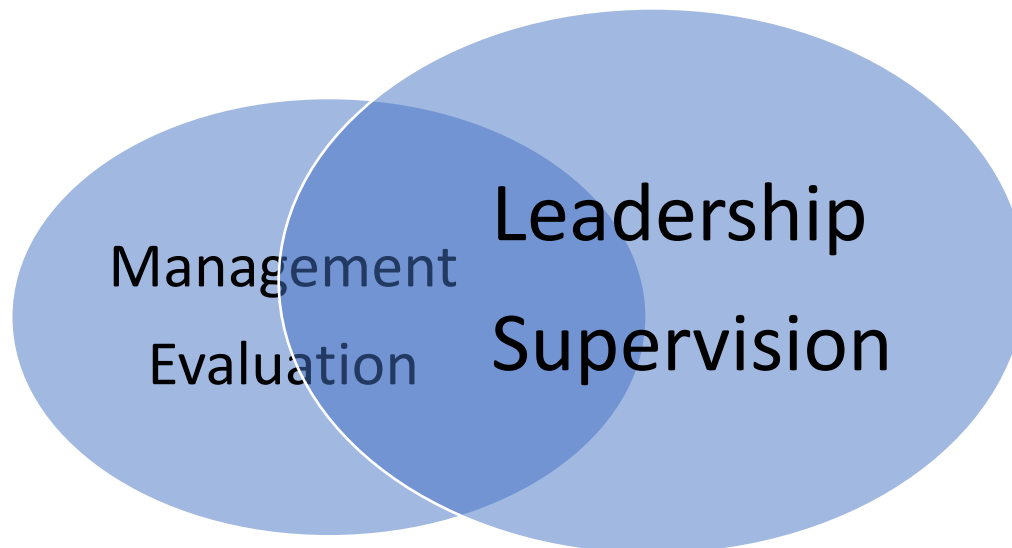


Strategic Leadership Behaviors

Staying in NOT URGENT/IMPORTANT

An intentional balance of **Management/Evaluation** and **Leadership/Supervision** behaviors is essential.

Otherwise, **Management/Evaluation** will consume all energy and Leaders will lose connection with those whom they serve.



Salina, Girtz(2023)



What will I do differently in use of time to create a Culture for Learning?



Living in Not URGENT/IMPORTANT

Becoming Intentional as a Learning Leader

	Leadership	Management	Supervision	Evaluation
<u>NOT URGENT/IMPORTANT</u>	Developing/Sharing/Implementing a 45-day plan of 'what's next' with leadership team and staff	Developing well in advance next year's schedule, budget, staffing that align with systems and building goals with staff input	Daily one on ones that develop the capacity/problem solving skills of staff and connect their strengths to the 45-day plan and the goals of the school	Develop a cycle of review and routine assessments regarding how leaders hold themselves accountable as a team
<u>URGENT/IMPORTANT</u>	Reacting to poor staff to staff relationships that disrupt the work of PLC's	Creating next year's budget at the last minute per D.O. request without staff input	Making 'rounds' with teachers with no real specific intent	Being behind on TPEP that causes disruption in the school for staff and administration

Small group: What does it look like to move from heroic to learning leadership (left to right)?

Heroic Leader	Learning Leader
A. Observing without acting	A. Facilitating regular one on one and small group conversations with teachers to understand the current reality with regards to student learning
B. Advising teachers in the role of expert or consultant	B. Actively supporting learning through collaboration and the inquiry process to move to a new ideal
C. Prescribing 'how to'	C. Demonstrating a strong belief in words and actions that all teachers are able to be effective Collecting and sharing relevant evidence to inform thinking and define current reality
D. Selling of ideas and vision	D. Reengaging staff in the work by utilizing each person's strengths, interests, and needs as it align to the mission of the organization
E. Managing the status quo	E. Imagining a new ideal through Collaborative Inquiry

A Personal Action Plan – Think time then share out

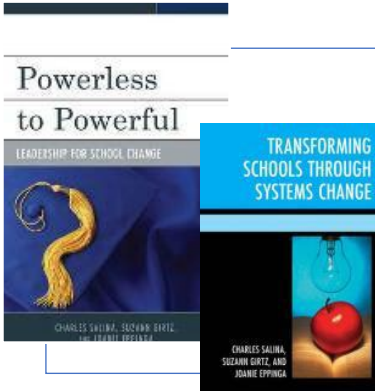
4 Functions of Administration	Related Activities	Current Reality	Ideal
Leadership Behaviors			
Supervising Behaviors			
Managing Behaviors			
Evaluating Behaviors			



Leadership and Culture for Learning

Leadership is not about solving the problem, rather it is about creating a ***Culture for Learning*** where people collaborate to reflect, question, and examine their current reality so that they are able to make improvements toward their ideal.

Resources



Read the Books



[K-12 Supports Page](#)



[Webinar](#)



- Assessment for Action Planning Tool
- Coaches Guide
- 45-Day Action Plan Resources