



Being a Leader in a New World

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Supporting Educators, Transforming Lives

Main Thread of Presentation

- Self-Care as a Leader – “Putting Yourself First”
 - Developing own new relationship with working
 - What is the new workload?
 - Boundaries/Balance/Resourcefulness
- Navigating your way as a leader through recovery and unprecedented time
 - Overwhelm? Or Harnessing the Capacity to Face Challenges!
 - Staff Wellbeing Models – what is the best fit for my school as a leader?

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.

- Marie Curie



Cultivating Resilience When Dealing With Uncertainty

“As a leader, how do I harness the capacity to turn towards difficulty as opposed to finding ways to stay comfortable when difficulties arise?”

David Treleaven, *Coaches Rise Summit* July 2020

- Recovery as a transformational opportunity
- “Stretching” out of comfort zones and pacing this in a way to manage stressful situations
- Taking people with us – compelling vision and mission

Putting Myself First



New relationship with work:

- Boundaries – When are you available to others and when not? In school and out? Who needs to know? What can you be responsible for?
- Realistic schedule and work “sprints” with rest and recovery
- Time for Self – What sustains you?
- Time for Meaningful Connections
- “What have I achieved today?” – daily review
- Reflection – your drivers? Fear or Passion?



What is our Vision? Our Mission? Our Desired Outcomes?



- What are we here to do as a school staff?
- What might recovery lead to for our school community?
- What opportunities are already emerging?
- What no longer serves us? What are the lessons from lockdown?



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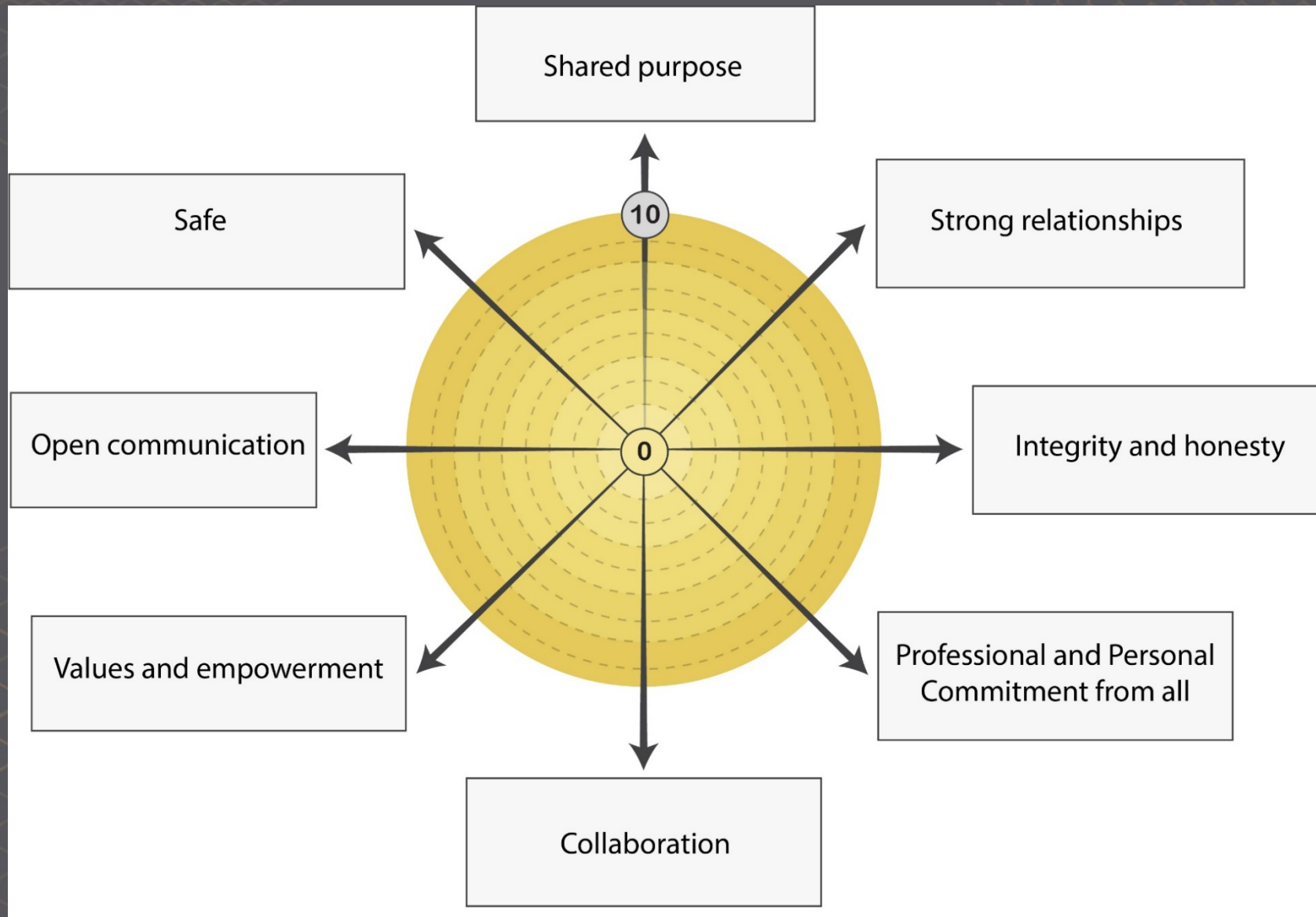
PERMAH – Staff Wellbeing and FLOURISH

Martin Seligman's "Flourish" Concept:

- **POSITIVE EMOTION** the right balance of heartfelt positivity to boost our resilience
- **ENGAGEMENT** the regular development of our strengths – those things we're good at and enjoy doing
- **RELATIONSHIPS** the creation of authentic, energizing connections
- **MEANING** a sense of connection to something bigger than ourselves
- **ACCOMPLISHMENT** the belief and ability to do the things that matter most to us
- **HEALTH** eating well, moving regularly, sleeping deeply

Measuring Whole-School Well-being in Students and Staff (2015) - Kern et al

- Whole school framework for measuring well-being
- Organized around Seligman's (Flourish, 2011) PERMA model of flourishing - assess student and staff well-being at an entire school
- Cross-sectional relations between the PERMA well-being pillars and physical health, job satisfaction, and organization commitment.
- 514 students and 143 staff completed a well-being questionnaire.
- Students with higher levels of optimism and happiness reported greater physical vitality.
- Staff with higher levels of meaning reported better physical health
- Staff with higher levels of engagement and accomplishment reported greater job satisfaction and organizational commitment.



Creating a Shared Vision – Based on Two Circles Exercise...



2. BEFORE....

What has our story been? How did we feel?
What needs to continue?
Where did we feel “stuck”? What needs to stop?

3. WHAT DO WE NEED TO ACHIEVE THIS?

Our new story?
What can we do? What will sustain us

1. OUTCOME/VISION

What are the new possibilities for our school? Needs? Achieve?
What will be rewarding?
How do we want to feel?

4. FACING CHALLENGES?

- How will we respond?
- What will we need?
- What might we learn?

Lining Up My Goals

Values	Beliefs	What internal resources do I need?	What external resources do I need?	Goals
Compassion Integrity Self-awareness Service to others	Everyone has the right to a good service in our school. Everyone deserves unconditional positive regard. We all support each other to perform well and to do our work.	Patience Ways to articulate with compassion – words, phrases to show support and to focus on outcomes Kindness	A set time to meet. A verbal outline of what meeting is about – prepare this before meeting on paper for self Uninterrupted space	To have a compassionate and challenging conversation with a member of staff.

Lining Up Our Goals



Values	Beliefs	Which attitudes and behaviours will support us?	What will we need to achieve this? (External – resources, environment, timetables etc)	Mission and Goals	Visualisation What will it look/sound/feel like?
<p>Safe</p> <p>Fair & Ethical</p> <p>Clarity</p> <p>Being realistic</p> <p>Compassion</p>	<p>Recovery provides new opportunities to “do school” differently.</p> <p>Every child deserves the best from each of us at all times.</p> <p>Self-care is essential for all.</p>	<p>Kindness to all – kindness reduces stress and increases trust.</p> <p>Reciprocation of support.</p> <p>Growth mindset – we can do it, and if we can’t, we can’t do it...yet!</p>	<p>Safe spaces and protected time to reflect together.</p> <p>Slower pace.</p> <p>Plan of actions – not detailed but general headings with key tasks.</p> <p>Staff meeting – agenda focus</p>	<p>To have wellbeing for all as central to our work in achieving outcomes.</p>	<p>Warm interactions amongst staff and children.</p> <p>Everyone reports feeling safe and valued.</p> <p>All contributions heard and acknowledged.</p>

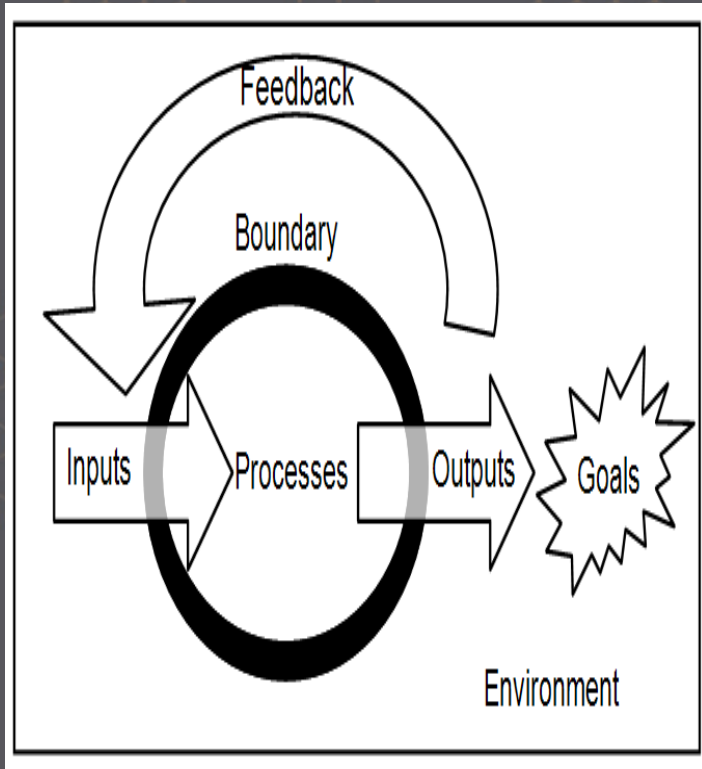
Ideas Stretcher Tool - Example



Idea A	Idea D	Idea C	Idea B
Initial Idea	Ambitious Make Innovative idea feasible	Innovative Take extreme version and tone it down into something possible	Extreme Write the most completely impossible version of the idea if taken to extremes
Schools become a central hub for learning and flexible timetabling with online learning allow staff to meet young people's needs more appropriately.	Possibility of continuing blended learning in a way that supports wellbeing, connection with others and fulfils SQA expectations. Staff assigned groups of pupils and is contact for wellbeing. Wellbeing courses, compulsory and chosen courses for each pupil.	Similarly to Higher Education, young people choose modules and courses at different times and attend school, whilst also fulfilling online expectations. More independence and trust. Targeted support where needed.	Nurture groups identified with Guidance Staff. Each group of individuals chooses courses and attends classes. Not as a group but there are compulsory modules/courses. Mix of in –person and online courses.



“Fire, Aim, Fire” – Looking for the feedback, the patterns, the growth



- Proceed, Review, Proceed – When? Planned review times?
- What are our core goals? Core workload now? Next month?
- In what ways do we keep processes simple?
- What are our “feedback sources”?
- Right or wrong? Vs What we need?



Having Impact? - The SCRUM Approach – Jeff Sutherland



Waterfall Approach

- Conventional
- Discover/Design/Develop/Test/Launch
- Experts in silos
- Plan outcomes/timeline/resources

Reading plan

Outcomes

Impact

Timeline

Evaluate

Resources

- Equilibrium in the system
- Organisations as living organisms
- Competing attractors
- Self-organising processes = manage change
- Connect to a system = to belong, where we can grow
- “Failures” provide information/feedback

Feedback
“Failures”

Curriculum
Pedagogy
Assessment
Relationships

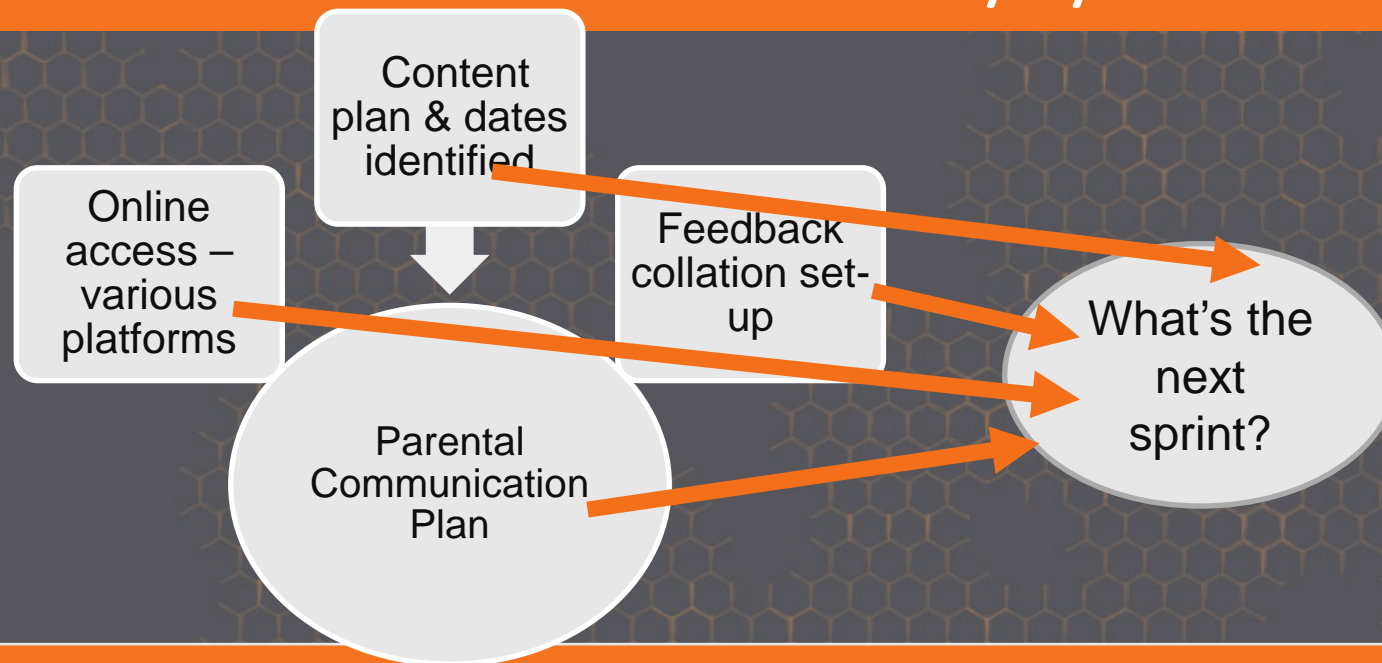
Impact

SCRUM & Sprint Approach

- Plan/Do/Check/Act
- Every 1/2/3 weeks
- Everyone knows progress – Daily Stand-up
- Visible – post-its on Backlog/Doing/Done



What can you SPRINT towards in the next 1/2/3 weeks?



Backlog

What obstacles are in your way?

Doing

What will you do today/this week to help finish the sprint?

Done

What did you do yesterday/last week to help finish the sprint?

“There are no tasks: only stories”



What are the “stories” that you and your team members can wrap your heads around?

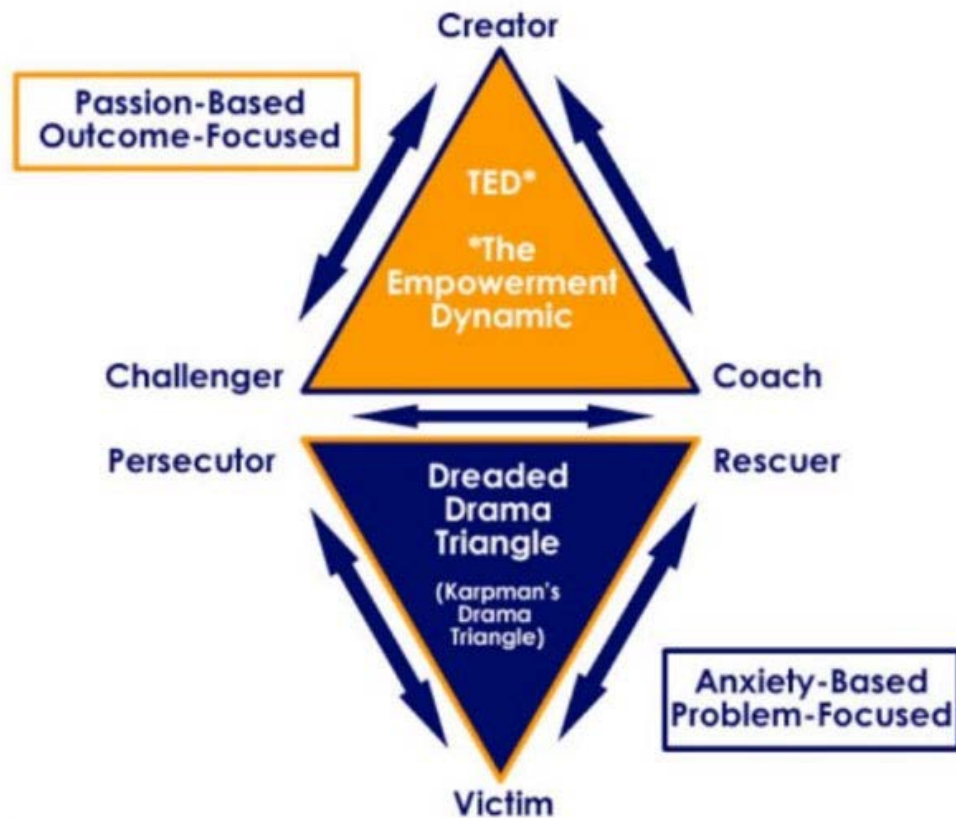
As a team, we want to be able to..... so that our children and young people can...

“Change Challenges Us All”

- Everyone with own experience of lockdown and effects.
- Maybe it's okay not to know, but to know we'll deal with it all.
- What will we need in moving forward?
- What do we all agree on in facing adversity? What's our story about how we face challenges?

The Empowerment Triangle - Emerald

David Emerald's TED* (*The Empowerment Dynamic) triangle provides an alternative to the Karpman Drama Triangle



Role of Creator:

- Driven by passion, learning, growth
- Life stance – we have choices
- Envision outcomes

Role of Challenger:

- Ignites learning, growth, development
- Conscious constructive challenges from a place of sparking learning

Role of Coach:

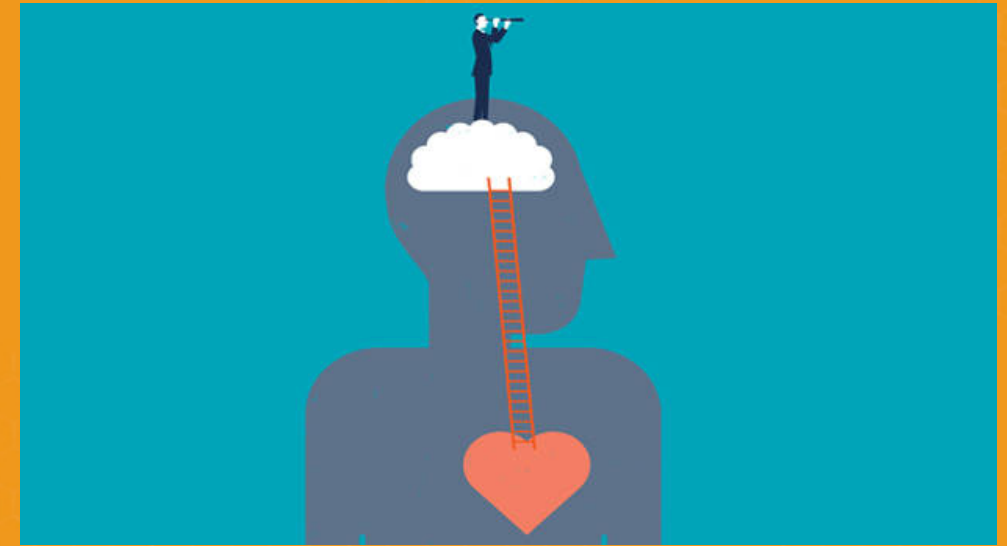
- Assess current reality and how Creator is responding
- Facilitate the Creator's creation and realising of outcomes

- When faced with challenges, what is your regular default?
- Where do you notice that others go to?
- What might be reasons for others to default to those places?
- What might support you in addressing challenges with others?
- What might feel like a new “stretch goal” for you as a **creator-leader**?

The Emotionally Intelligent Leader



- **Self-awareness**
 - My strengths and drivers?
 - Where do I recognise my own limitations are? How do I address these? E.g. micromanaging or delegating
- **Self-management**
 - Self-contained and self-regulated? Safe space for you?
 - Responses to challenges?
- **Social awareness**
 - Recognising others' needs and drivers?
- **Relationship Management**
 - Empathy? UPR? Compassion? Authenticity? Trust? Leadership?



Non-Verbal Communication:

- Mirroring, Matching, Pacing and Leading
- People always benefit from negative behaviours - observe, notice, promote awareness
- Staying open; eye contact; your body as a safe emotional container

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“Staying AHead” – Viv Grant, Integrity Coaching



Ch 7

- Ask high-level questions – GROW
- Listen for Meaning – (What is the need?)
- Be comfortable with a wide range of emotions – (Compassion and Curiosity)
- Enable staff to take ownership of outcomes – (Vulnerability – yours and theirs)
- Challenge staff to move out of their comfort zones – (“What’s their story?”)
- Manage their own emotions – (Emotions leak!)
- Build others’ confidence and self-belief – Feedback matters
- Identify others’ self-limiting beliefs – “What are your new possibilities?”

Who is on Your Support Team?

What's your criteria for those allowed into Your Support Team?

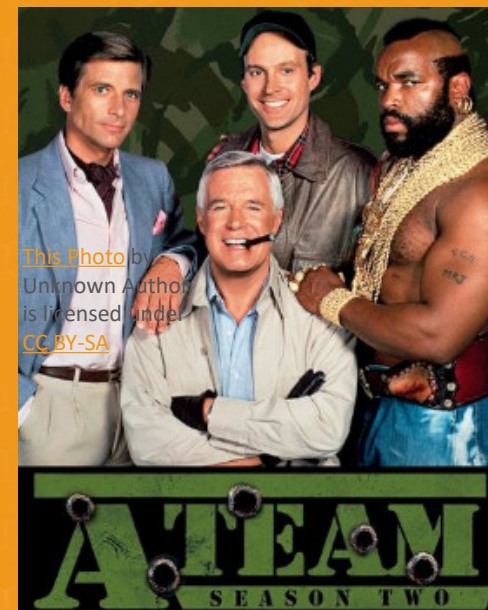
"THE BEST WAY TO
FIND OUT IF YOU CAN
TRUST SOMEBODY IS
TO TRUST THEM."

~ Ernest Hemingway
American author

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"The man who defends his friends is never overwhelmed by the storms of life; he is strong enough to come through difficulties and carry on."

Paulo Coehlo



Helplines Available



Claire Lavelle – The Hive of Wellbeing – info@thehiveofwellbeing.co.uk
phone: 07951345287

CAMHS – www.camhs-resources.co.uk

Breathing Space – www.breathingspace.co.uk – phone: 0800 838587

Mind UK – www.supportinmindscotland.org.uk – phone 0300 3231545

Scottish Women's Aid – <https://womensaid.scot/contact-us/> - phone: 0800 027 1234

Samaritans - www.samaritans.org 116 123