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Tinwald School

LEADERSHIP ACTION PLAN

GOALS	EXPECTED OUTCOMES	REFLECTION
1. To develop the senior syndicate as a team that work well together where each member knows their role and performs tasks according to the team's shared vision. 2. To share leadership capability within the cluster	• Team to establish a shared vision including roles and expectations • Reach the PERFORMING stage of Tuckman's Orming leadership model • Teachers within the team completing tasks willingly • Distribute and grow leadership within the team • Present at Ulearn conference	Changes in team personnel has meant that some members have had to step up regardless of this goal. This has allowed us to explore roles and expectations in a more authentic context ie when the need as actually presented itself! However, we have not reached the Performing stage as a team. Creating a vision for our syndicate team was an interesting exercise. I used a PMI to gather information from the team members. Things are going to change dramatically for my syndicate team in 2011. There could be 3 changes in staff members and we will definitely have new staff coming in. Convincing a group of lead teachers to present at Ulearn was one of the best things we have done together during the 3 years on the contract. It allowed us to evaluate how far we have come and share our newly learnt skills with a greater audience. It built the relationship stronger between the lead teachers who took part. Sharing at Ulearn has opened my eyes to the true nature of collaboration. The wiki we created is gaining international awareness and we have people joining and adding to the resources all the time. Collaboration with like-minded people has meant that I have now joined Twitter and contribute to wikis and blogs rather than just view them. This is a step in the right direction as I look to open the web2.0 world for other teachers at my school.

GOALS Number	ACTIONS (What, How)	PERSONNEL (Who)	LEADERSHIP PRACTICES (Why) Links to research and survey	BUDGET	TIMEFRAME (When) Date Due
1	Develop shared vision Use school learning vision as a basis for creating Apollo vision including ICT	Katie Apollo team	Facillitating Combining team ideas (Delegate creation to appropriate team member)	-	Week 2, Term 2
1	Allocate time at staff meeting to brainstorm team skills Create a team skills sheet	Whole staff Katie and Julie	Delegation to appropriate people Handing over ownership	-	1st half of T2
1	Delegate tasks according to team strengths and preferences	Katie and Julie	Tuckman's Orming model	-	Ongoing 2010
1	Facilitate effective meetings Turns for taking minutes Change locations Have a positive sharing time (early in meeting) Separate admin from meeting focus, send out agenda before meeting.	All team leaders/Principal	Leadership systems and leading by example.	-	Ongoing 2010
1	Lead teacher working one-on-one with staff	Katie and teachers		ICT lead teacher release 0.2	From term 3 One day per week
2	Present at Ulearn Conference in October	Katie and Lead Teachers	To share our knowledge Build capability	Conference costs	October 2010

Next steps:
- Share our Ulearn presentation with interested cluster teachers – T1 2011
- Set up a Tinwald School staff wiki which will host all PD notes and workshops including scheduled techie sessions http://www.techiebrekkie.net/about
- Schedule regular ICT update meetings (2 x per term)
- Survey the teachers about their involvement in the ICTPD cluster and where to next – November 2010
- Set up an ICT curriculum team (3 members with a dominance of junior/middle teachers)
- Revisit team vision and expectations with new team in 2011 (planning day in 2010)
- Syndicate CRT day per term where we meet as a team
- Find examples of classroom wikis and blogs at each level for teachers to see and read
- Computer club before school once a week for children, parents and teachers to come along to (Ulearn breakout)

Tuckman's forming storming norming performing four-stage model

The progression is:

1. forming
2. storming
3. norming
4. performing

Here are the features of each phase:
forming - stage 1

High dependence on leader for guidance and direction. Little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored. Members test tolerance of system and leader. Leader directs (similar to Situational Leadership® 'Telling' mode).

storming - stage 2

Decisions don't come easily within group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader coaches (similar to Situational Leadership® 'Selling' mode).

norming - stage 3

Agreement and consensus is largely forms among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables (similar to the Situational Leadership® 'Participating' mode).

performing - stage 4

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. Leader delegates and oversees (similar to the Situational Leadership® 'Delegating' mode).

Tuckman's fifth stage - Adjourning

Bruce Tuckman refined his theory around 1975 and added a fifth stage to the Forming Storming Norming Performing model - he called it Adjourning, which is also referred to as Deforming and Mourning. Adjourning is arguably more of an adjunct to the original four stage model rather than an extension - it views the group from a perspective beyond the purpose of the first four stages. The Adjourning phase is certainly very relevant to the people in the group and their well-being, but not to the main task of managing and developing a team, which is clearly central to the original four stages.

adjourning - stage 5

Tuckman's fifth stage, Adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change. Feelings of insecurity would be natural for people with high 'steadiness' attributes (as regards the 'four temperaments' or DISC model) and with strong routine and empathy style (as regards the Benziger thinking styles model, right and left basal brain dominance).