

COURSE BOOK 2024

# Executive



NATIONAL PRINCIPALS' PROGRAMME



GROWTH CULTURE  
EXISTS TO BREATHE  
LIFE INTO LEADERS,  
AND TO ENABLE THEM  
TO CREATE CULTURES  
WHERE EVERYONE CAN  
THRIVE.



Marshall Diggs  
Managing Director

# Contents

Page 3	Welcome
Page 4	Programme Overview
Pages 5-6	Meet the Kaiārahi
Page 6	Timeline In School Research Project
Page 7	Discussion Paper 1
Page 8	Discussion Paper 2
Page 9	Your Coaching Sessions VIA Character Strengths Required Readings
Pages 11-12	The Online Forum





# A Personal Welcome and Introduction

Kia Ora

It is with great pleasure that I welcome you on board the Executive Principals' Programme for 2024. I am very much looking forward to meeting you. Growth Culture are honoured to be a part of your leadership journey.

By way of introduction to me, I am Emma Kingston. I oversee the leadership programmes for Growth Culture and, as such, you will hear from me throughout the year with important information, I will see you at retreats and I will share the online content with you. You can contact me at any point in the year to ask any questions you may have about the programme.

We have a fantastic year ahead for you. There is lots to explore and plenty of opportunity to reflect on new learning with likeminded peers and Kaiārahi.

Ngā mihi nui

*E. Kingston*

Leadership Programmes Director  
emma@gcla.co.nz  
021 616 715



Kia ora

I am looking forward to the opportunity of visiting you this Term and working alongside you during 2024. We have, I believe, a really thought provoking and challenging programme which will help enhance your leadership capabilities. Almost just as importantly, we hope that over the year you will enjoy the opportunity of networking and linking with Principals from a diverse range of schools around the country, with whom you will be able to share your experiences and strategies in dealing with many of the challenges that we all have in common.

Thanks for making this significant commitment to your personal and professional growth. I hope your involvement in the Executive Principals' programme a very rewarding and satisfying experience.

Kind regards

Grant Lander

Executive Programme Kaiārahi  
grant@gcla.co.nz  
027 385 2140





# Programme Overview

Welcome to the Executive National Principals' Programme Overview for 2023 and to the opportunity to explore and consolidate your understanding around the key roles and responsibilities of Principal leadership, which the Wallace Foundation defines as:

- Creating a positive school culture
- Creating a long-term plan for student academic success
- Cultivating leadership in others
- Managing people, data, and processes
- Improving School Leadership

ExPP is designed for current principals who want to be part of shaping the future of education, networking with a nationwide community of lifelong learners and vastly experienced kaiārahi. This programme includes a unique opportunity to collaborate with, and learn alongside, principals from across Aotearoa. One of the key components of the programme is for participants to establish a nationwide network of connections and to support each throughout the year.

---

MĀ MUA KA KITE A MURI, MĀ MURI  
KA ORA A MUA  
THOSE WHO LEAD GIVE SIGHT TO  
THOSE WHO FOLLOW, THOSE  
WHO FOLLOW GIVE LIFE TO  
THOSE WHO LEAD

---

## COURSE COMPONENTS

- Two x 3 day retreats
- Professional Readings (provided on an as-needed basis)
- Contact with a Kaiārahi/coach - Term 1, in-person. Term 2, 3 and 4 connect virtually.
- Participant-generated kōrero building on the existing skills and experience within the group
- A personal research component based on an identified dimension of leadership growth
- Access to our Wellbeing Kaiārahi
- 2x Discussion Papers



# MEET THE Kaiārahi

The Kaiārahi are a unique and important part of the Leadership programmes at Growth Culture. The Kaiārahi role is to walk alongside you and guide you on your leadership journey. We are fortunate to have enormously gifted and experienced Kaiārahi to support and challenge you to be the best leader you can be.

## EXECUTIVE PROGRAMME COORDINATOR

Grant Lander



Grant joined Growth Culture after spending 21 years as a Principal in two schools - Integrated Boys boarding school, Lindisfarne College, and latterly until his retirement in April 2021, St Paul's Collegiate School, an Independent coeducational boarding school. Prior to this he was a Deputy Principal in two schools; Mt Roskill Grammar School and Mahurangi College.

A highlight of Grant's educational career was his leadership in firstly boy's education while at Lindisfarne. Grant was New Zealand's first Trustee on the Board of the International Boys' Schools Coalition which looks at global issues facing young teenager men. Grant's second career defining initiative was his leadership of the introduction of Agribusiness into New Zealand schools.

Grant's educational philosophy is based around schools playing a crucial role in the holistic development of young people. He believes very strongly in the importance of the development of Character and Emotional International Intelligence in young people and the key place of educational opportunities outside the classroom in a young person's schooling experience.

Grant has really enjoyed his mentoring and coaching role of Aspiring Leaders at Growth Culture. Outside our organisation he is involved in a similar capacity with a number of businesses and educational organisations. He provides advice and support for a number of school boards and continues his involvement with the Agribusiness in schools initiative, as its National Relationship manager. Grant's wife Judith operates a private practice as a Career's Consultant and, with a shift away from full time employment, they are both enjoying greater quality time with their three adult children and four grandchildren.

## WELLNESS KAIĀRAHI

Aaron Ironside



Wellness Kaiārahi Aaron Ironside draws from experience and studies to provide valuable insight into the psychology of leadership and leading a team.

With a Masters Degree in Psychology, Aaron draws from his experience as counsellor, chaplain, pastor, spokesperson and broadcaster. He also enjoys a good laugh, and was a recent grand finalist at the Auckland Comedyfest Competition.

Passionate about unlocking potential and purpose, Aaron is available to work with delegates needing extra assistance to ensure you are bringing the 'best you' to your leadership environment.

You have access to Aaron Ironside if/when you need his support through Emma Kingston or Grant Lander.

## EXECUTIVE PRESENTER

Roger Moses



Roger Moses was the Headmaster of Wellington College from 1995-2018. During that time, he was Chairman of The Association of Boys' Schools of New Zealand (ABSNZ) from 2009-2017 and also served on the executive of the Secondary Principals' Association of New Zealand (SPANZ).

In 2009 Roger was awarded an ONZM for services to education, 2015 he was chosen as Wellingtonian of the Year in education and in the New Year's Honours of 2020, he was made a Companion of the New Zealand Order of Merit (CNZM) for services to education.

Roger is an active researcher and promoter of boys' education and we are honoured to have him as part of the Growth Culture team, providing leadership training in our National Executive Leaders Programme.

Roger will share his expertise at our retreat days and you will also have access to coaching with him if requested, through Emma Kingston or Grant Lander.

---

# Timeline

26th February	Programme begins
Term 1	Face to face visit with kaiārahi at a mutually agreed time. Goals set and 'In School Research Project' set up.
Term 2	Virtual coaching session with kaiārahi at a mutually agreed time.
6th - 8th May	Retreat 1: Trinity Wharf, Tauranga.
Term 3	Virtual coaching session with kaiārahi at a mutually agreed time.
26th - 28th August	Retreat 2: Hillton Spa and Resort, Queenstown.
Term 4	Virtual coaching session with kaiārahi at a mutually agreed time. Programme concludes after the final coaching session

---

# In School Research Project

At your first coaching session, you will set up your research project. You will be asked to identify a particular leadership dimension or skill that you would like to develop throughout 2024. Set a related goal (or goals) and clarify how you are going to monitor and evaluate your progress in achieving this goal (or goals). What will success look like for you at the end of the year?

NB: This project should not be undertaken and recorded as an academic thesis. It needs to be manageable and meaningful, giving you confidence to continue personalised development projects into the future.



# Discussions Papers



## DISCUSSION PAPER 1: COMPELLING LEADERSHIP

Without trust authentic leadership is impossible.

According to John West-Burnham, Professor of Educational Leadership at St. Mary's University, Twickenham in the United Kingdom, "of all the personal qualities for a leader, trust is probably the most important". He continues:

*"It is probably difficult to envisage any aspect of leadership work that is not profoundly dependent on trust: indeed it could be argued that it would be impossible for leaders to work without trust."*

In this discussion paper, GCLA would like you to read the excellent resource Dr. Paul Browning (St. Paul's School, Queensland) has provided for school leaders and reflect on your own leadership practices using the tools provided within the resource.

**Resource:** <https://compellingleadership.com.au/book/>

N.B. You can download this resource free of charge as either a pdf or better as an interactive i-book. You will need an Apple platform for the i-book download.

**Task:** In approximately 1500 words evaluate the levels of trust you have established within your school (leadership team, staff, wider community) using the self-reflection tool on page 45 of the resource. Describe, giving examples, what you are doing well and what you could improve on. How important do you believe trust is in effective transformational change? Use personal examples to support your case.

**Due date:** Monday 29th April.





# DISCUSSION PAPER 2: LEADING SELF: TIME TO LEAD

## A Time for Everything?

Here's something to ponder: 'There is no such thing as time management'. Albert Einstein said that 'time is an illusion'. One thing that differentiates poor leaders from good leaders is how they manage their time.

Stephen Covey, reminds us that 'the key to leading successful schools is in not spending time, but in investing it'. There is a healthy kind of busyness where our purpose intersects with our passion and our lives are full of things that matter. This is investing wisely. However, over-investment or investing poorly can be problematic. The problem does not exist when you commit to a lot; but rather when you commit to too much and begin to under-invest in yourself and your performance by hurrying from one thing to another. All Principals recognise the juggling act that relates to performance under pressure, and the lack of time the juggler has to consider whether to keep every ball (and occasional flaming torch) in play.

A pervasive sense of urgency arises from keeping all the balls in the air, leading to an unhealthy state of busyness, mistaking activity for productivity. Personal agendas can come into play, such as insecurities, desires to impress, to please, competitiveness, and workaholism, all toxic to self and others. As a consequence, the ability to look inward and take care of self is lost as 'hurry' works its way into our performance. We begin subconsciously echoing The Rolling Stones famous hit, "I can't get no satisfaction" and therein lies the tyranny of hurry.

A hurried approach can create or perpetuate a culture of scarcity, an underlying belief or assumption that there is never enough: i.e. time, money, opportunities, resources, etc. It is commonly said that Principals never have enough hours in a day to get through the mountain of work which they themselves, or the culture in which they operate, demand of them. Is it time for a more creative solution or to revisit the scope of the role of a Principal?

The model we don't need in Principalship is when we are constantly and immensely focused on high achievement or living life in a hurry, overflowing with ambition, driven to conquer and with an unquenchable desire for whatever is next. Has this mode of operation already become the norm, inseparable from the role, and others' expectations of the Principal? Increasingly, a 'scarcity of time' mindset has invaded our culture and this 'new' scarcity culture is not just a visitor to the education sector. 'Hurry' is now seeking to take up residency across our profession consuming many things in its wake. Is it time to rewrite the narrative and collectively resist the tyranny of hurry?

**Key Reading:** Brown, B. (2018) *Dare to Lead – Brave Work. Through Conversations. Whole Hearts.* London.

# Section Three: The Armory – Working from Scarcity (pp. 71 – 117)

**Task:** 1500 word (10% variance)

'Hurry' can impede our performance, yet there is no one-size-fits-all answer for how to eradicate the tyranny of hurry from life. Perhaps the antidote potentially lies in the profound truth Jim Rohn teaches, 'you either run the day, or the day runs you'. Discuss this idea and how you intend to (or how you have) reduce or eliminate 'scarcity of time culture' from the way you lead.

Things to reflect on:

- Parenting your phone
- The scope/expectations of the principal role
- Scheduled well-being
- Refilling the well

**Due Date:** Monday 19th August





# Your Coaching Sessions

All delegates enrolled in the Executive programme are fortunate enough to have the support of Grant Lander. Grant will be there for you as a sounding board, support and guide for you throughout the year.

You will meet with Grant, face-to-face in the first term for an introductory meeting. At this meeting, you will get to know each other, show him around your school, share with him the direction of your school, set goal(s) for the year and set up your research project for the year. This meeting will be a couple of hours in duration.

You will have virtual meetings in Terms 2-4. These are arranged directly with Grant and occur via Zoom. At these meetings, you can discuss what is 'on top' for you, how your research project is progressing and your discussion papers. These meetings are designed to be purposeful for you so please take the lead in insigating conversations that are going to be most useful for your leadership growth and development. Each session will be approximately one hour long.

Grant is also available for 'just in time' email and phone support throughout the year. Grant has a significant number and range of business consulting duties outside his involvement in the Executive Principal Programme and would appreciate you emailing or texting to arrange a convenient time for a coaching conversation. You should expect a delay in your response to a query.

Grant has a significant number and range of business consulting duties outside his involvement in the Executive Principal Programme. As such, please text or email to arrange a convenient time for a conversation, and expect that there may be a delay in Grant's response to you.

---

# VIA Character Strengths

We would really appreciate you coming completing the VIA Character Strength Assessment on line prior to the first face to face coaching session in Term One. It should take you around 15 minutes to complete and there is no charge from the Institute of Character to undertake.

The link is <https://www.viacharacter.org/>survey>

Grant will talk through with you the results of this brief survey during the first coaching session. It maybe that the VIA survey could prove a useful tool in your own coaching experiences with your team.

---

# Professional Readings

Professional readings will be provided on an as needed basis. Through discussions with your kaiārahi, interests and growth areas will be established and readings can be provided accordingly.

We recommend that you purchase or at least read before the second Retreat in Queenstown in August, the book written by Michael Bungay Stanier entitled 'The Advice Trap- be humble, stay curious and change the way you lead forever.' Additionally as part of Assignment One, an Analysis of Trust in Teams there is an small ebook written by Dr Paul Browning from the Centre of Research, Innovation, and Future Development, entitled 'The importance of trust and how to get it- Compelling Leadership' which you will be required to read in order to complete the task.

# Accessing the Online Forum

The Aspiring Online Learning Platform is a community space engineered for you. One of the great features of the Aspiring Leadership Programme is the ability to establish lifelong professional networks. With participants from across New Zealand, there are likely to be several other delegates from different contexts who are also leading, learning, growing and facing similar situations to what you will meet throughout 2022. The Aspiring Online Learning Community is enriched and supported through participant-generated discussions and adaptive leadership challenges that unlock existing skills and experience within the group.

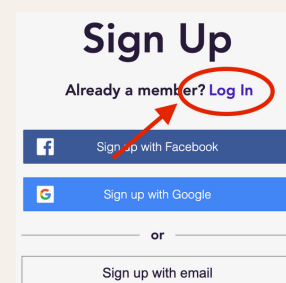
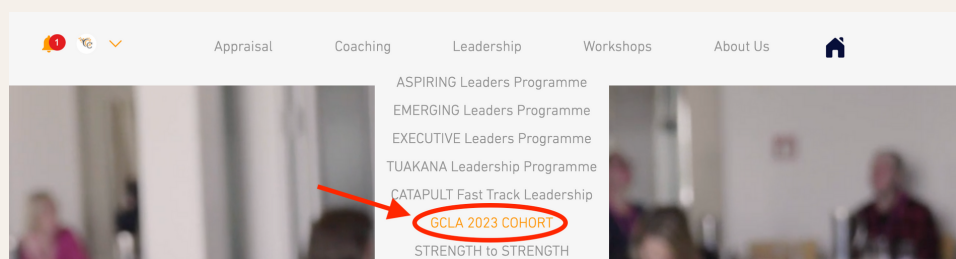
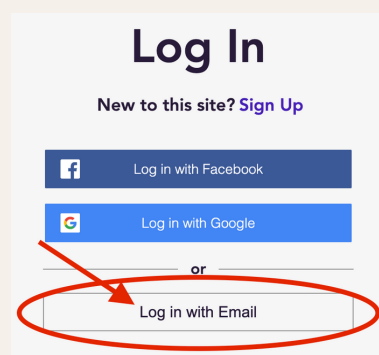
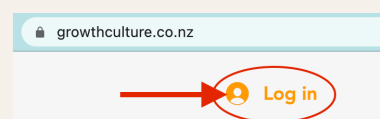
## SIGN-UP TO BE A SITE-MEMBER

1. Become a site member of [www.growthculture.co.nz](http://www.growthculture.co.nz) to access online forums, online PLGs and resources to enrich your learning experience. Navigate to our website and click on 'Log In' at the top left. You will need to switch to Sign Up.

2. We recommend that you 'sign-up with email' using your school email address - this appears to be the best option for most delegates as notifications will come to this email (notification settings can be managed at Profile Settings, instructions are below).

3. You will receive two emails from us in response to your request, no longer than 24 hours after you make your request. An initial email from 'Growth Culture' will confirm you are a site member. A second email will come shortly after confirming that you have permissions to use the relevant forum and additional pages depending on the programme you are enrolled in.

4. Once you have received the second email, you can now access the forum. Go to the top menu and select 'Leadership', then from the drop down menu select 'GCLA 2023 Cohort'.

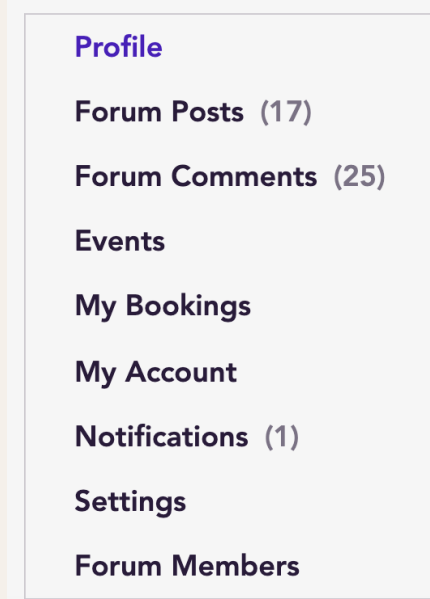
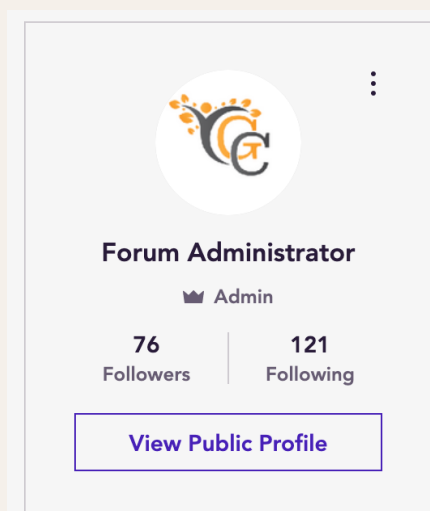


5. It may ask you to log-in again - be sure to choose Already a Member: Log-in, and use your email and password that you signed-up with.

# CHANGING YOUR FORUM PROFILE SETTINGS AND NOTIFICATION SETTINGS

Click on the down-arrow at 'Log In' area and navigate to 'Profile'. A list appears on the left with the following headings:

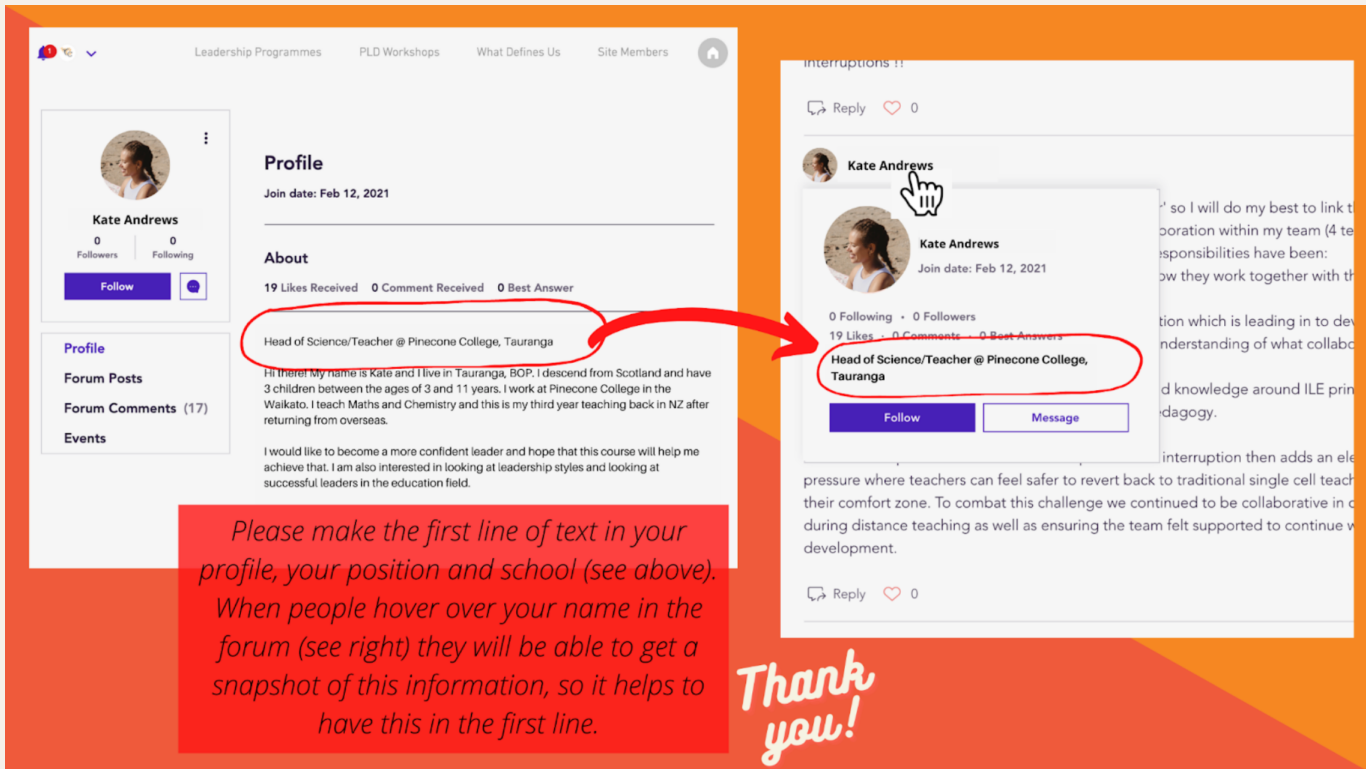
- **Profile:** share something about yourself - tell us where you are teaching and a little about your leadership aspirations for 2022. Perhaps you may like to share your mihi. Whilst you're here, you can edit your name and image. We would love to put a face to a name as this will make it easier when we meet you at the PLG. Please also make the first line of text in your profile your position and school (as per image below).
- **Forum Posts:** this shows any posts that you make on the forum.
- **Forum Comments:** this will fill up throughout the year as you korero with your fellow delegates. It is a good reference point if you are searching for your response to a particular module.
- **Events:** this will show you upcoming PLGs that you have registered for. You will need to register for these using the link in the PLG section of the forum (details below).
- **My account:** your personal details
- **Notifications:** similar to social media notifications, your notifications of likes, comments, follows etc. (these will also show by clicking the orange bell at the log-in area).
- **Settings:** choose if you would like email notifications for likes, comments, follows and general. Make the forum work for you!
- **Forum Members:** here you can see who else is using the site and a participant of the Leadership Academy. Some are members of other programmes: Emerging, Aspiring, and Honours. Whilst you can see their profile, you are unable to view korero of a course that you are not enrolled into. You can follow delegates that are also in your programme (or geographic area) - remember you will get notifications when these people post, so you may not want to follow everyone!



**IMPORTANT:** Ensure you follow these accounts:

- Forum Administrator
- Emma Kingston
- Your Kaiārahi

# PERSONALISING YOUR PROFILE



The image shows two screenshots from a forum. The left screenshot displays a user profile for 'Kate Andrews', 'Head of Science/Teacher @ Pinecone College, Tauranga'. The right screenshot shows a forum post with a hover tooltip over the user's name, displaying the same profile information. A red arrow points from the profile text to the tooltip. A red box contains text explaining the importance of the first line of the profile, and a 'Thank you!' note is written in the bottom right.

Please make the first line of text in your profile, your position and school (see above). When people hover over your name in the forum (see right) they will be able to get a snapshot of this information, so it helps to have this in the first line.

Thank you!

## ASPIRING ONLINE FORUM: HAVE A LOOK AROUND

There are four threads that make up the Aspiring Online Forum:

1. Aspiring Emodules: 16 Emodules are posted throughout the year. Please see the 'Aspiring Overview and Timeline 2023' for due dates. Where a written response is required, please adhere to the 150 word count when stated. Delegates are also encouraged to comment on and provide feedback to team members' responses to further deepen the discussion and their own thoughts.
2. Aspiring PLG: In this category, you will find information about the PLGs with a link to RSVP. There will also be an agenda posted, and ride-share posts closer to the PLG.
3. Aspiring Professional Readings: Information about the required readings is here.
4. Aspiring Resources and Information: Extra information related to the Aspiring Leadership Programme is posted in this thread.

NOTES:





NOTES:



NOTES:



KEI ŌU RINGARINGA TE AO  
THE WORLD IS YOURS.



AWA O TE WAIORA

**Growth  
Culture**

LEADERSHIP ACADEMY