

The background of the cover is white and features several large, abstract, rounded geometric shapes in shades of dark blue, teal, and light blue. These shapes are scattered across the page, creating a modern and dynamic feel.

COURSE BOOK 2025

EXECUTIVE
PRINCIPALS'
PROGRAMME

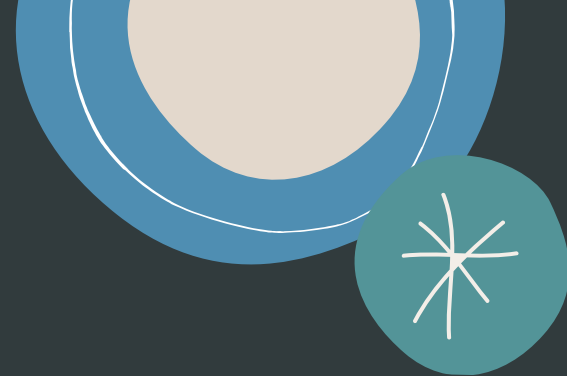


GROWTH CULTURE
EXISTS TO BREATHE
LIFE INTO LEADERS,
AND TO ENABLE THEM
TO CREATE CULTURES
WHERE EVERYONE CAN
THRIVE.



Marshall Diggs
Managing Director

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A Personal Welcome and Introduction

Kia Ora

It is with great pleasure that I welcome you on board the Executive Principals' Programme for 2025. 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 have a background in education, with my last full-time role being a Deputy Principal of a school in crisis. Since having children, I have moved into part-time roles, firstly as an instructional coach and now at Growth Culture. Here, I oversee the leadership programmes and act as Kaiārahi for two of our leadership programmes. 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
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021 616 715



Kia Ora

I would like to extend a very warm welcome to the 2025 Executive Leadership Programme. I am looking forward to meeting you personally early in Term 1 and working alongside you for the remainder of the year. It will be a rewarding journey I can assure you.

We have a thought provoking and rejuvenating programme that we trust will enhance your leadership capabilities. Equally importantly, we hope that over the year you will take advantage of the opportunity of networking with Principals from a diverse range of schools throughout the country so that we can share stories and experiences that will benefit every Principal involved in the 2025 cohort. We all know so well how challenging and demanding school principalship can be so being able to connect as a working team will help our collective challenges.

Thank you for making this significant commitment to your personal and professional growth. I trust your participation in the Executive Principals' programme this year will be both rewarding and satisfying; my intention is that it will also be fun!

Kind regards

Tim Oughton
Executive Programme Kaiarahi
tim@gcla.co.nz
021415956



Programme Overview

Welcome to the Executive National Principals' Programme Overview for 2025 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

Tim Oughton



My professional teaching and learning journey began a long time ago as a graduate of Canterbury University and the Christchurch College of Education. I won't disclose exactly how long ago that was, suffice to say that I had a wonderful career in teaching, and I am still motivated to keep learning and supporting others in their teaching journey.

I "retired" from Principalship in 2019 having led schools in New Zealand, Australia, and Scotland. Last year I had the opportunity to support Nelson College through a challenging period and I was able to put into practice much of the leadership mentoring and coaching I have been undertaking since my last full-time role as Executive Principal of Kristin School in Auckland. I did enjoy the experience, and it certainly provided me with the taste of reality that is needed when it comes to coaching others in what is one of the most rewarding roles in education – leading a team of teachers and students in a school community.

I am a qualified Executive Coach and Leadership Circle Profile facilitator. My passion for supporting others in the most noble profession of them all began in curriculum development assessment reform in science teaching. After a most enjoyable time as Head of Science at Rangiora High School, I accepted a position as Senior Lecturer at the Christchurch College of Education. In those seven wonderful years, I visited the great majority of New Zealand secondary schools and was able to get a breadth of perspective that proved invaluable in my school leadership experiences that followed.

I believe school leadership can not only be learned, but continually improved. It is the individual leader's willingness to keep learning (and hopefully improving) that really determines their job satisfaction and success.

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

24th 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.
2nd-4th April	Retreat 1: Trinity Wharf, Tauranga.
Term 3	Virtual coaching session with kaiārahi at a mutually agreed time.
3rd-5th September	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

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/>

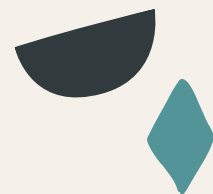
N.B. You can download this resource free of charge as either a pdf or better as an interactive i-book. You will need an Apple platform for the i-book download.

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 31st March



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 1st September



Your Coaching Sessions

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

You will meet with Tim, 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 Tim 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 instigating conversations that are going to be most useful for your leadership growth and development. Each session will be approximately one hour long.

Tim is also available for 'just in time' email and phone support throughout the year. Tim would appreciate you emailing or texting to arrange a convenient time for a coaching conversation. As Tim works part time and flexibly for Growth Culture, you may have a delay in your response to a query.

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>

Tim 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.

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 2025. 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.

Accessing the Online Forum

The Executive Online Learning Platform is a community space engineered for you. One of the great features of the Executive Principals' 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 the year. The Executive Online Learning Community is enriched and supported through participant-generated discussions and adaptive leadership challenges that unlock existing skills and experience within the group.

Accessing the forum is easy. On Monday 24th February you will be sent a welcome email with a link to reset your password. Click on the link, reset your password, and you will be in!

On the forum, you will find a welcome and introduction section, information on retreats, a place to discuss the required texts, as well as any extra information and resources. Here, we also encourage you to comment on other people's posts and build connections, as well as deepening the learning for all.

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.



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KEI ŌU RINGARINGA TE AO
THE WORLD IS YOURS.

