



AWA O TE WAIORA

**Growth
Culture**

LEADERSHIP ACADEMY

CASE STUDY

A SENIOR LEADERSHIP TEAM: Aspiring National Leadership Programme Executive Principals Programme

In 2022, Lysandra Stuart, the Principal, and Amy Greenstock, the Deputy Principal, of Glenbrook School, embarked on two of our leadership development programs with a shared vision of cultivating a strong and collaborative senior leadership team. Lysandra participated in the Executive Principal's Programme, while Amy enrolled in the Aspiring National Leadership Programme. Their joint pursuit of professional growth exemplified Lysandra's commitment to upskilling and fostering a culture of continuous learning within the school. Following the completion of their respective programs, Lysandra continued her journey in the Tuakana programme, aiming to continue learning with the kaiārahi from the Executive Principal's Programme and continue to strengthen the connections she had already made in this programme.

Lysandra's primary objective was to upskill her entire senior leadership team, fostering an environment where all members could grow together as equals. Her intentional focus on developing her Deputy Principals (DPs) aimed to prepare them for future Principal roles while fostering a cohesive alignment of messages across the senior leadership team. By investing in her team's professional development, Lysandra sought to demonstrate her appreciation and value for the people who form the backbone of the school's success.

Through this case study, we will explore the journey of Principal Lysandra Stuart and Deputy Principal Amy Greenstock as they navigated their leadership programs, bringing forth positive transformation and growth within their school community.

LYSANDRA'S JOURNEY

As an educational leader seeking professional growth, Lysandra Stuart was recommended to participate in the Executive Principal's Programme. Her primary objectives were to receive coaching and to build a valuable network of fellow leaders. Throughout the program, Lysandra was delighted to find that she not only achieved her goals but also formed enduring relationships with her peers. These connections became a source of empowerment and support, providing her with a counterbalance to the often-negative narrative prevalent in the education field. Being part of this vulnerable and privileged space filled her with a sense of fulfillment and camaraderie.

Among the various components of the program, the keynote speaker at the retreats, Roger Moses, had a profound influence on Lysandra. His words both affirmed certain aspects of her leadership style and shed light on areas that required further attention and refinement. Moreover, Roger's emphasis on doing what is right for her specific kura (school) resonated deeply with Lysandra, reaffirming her commitment to tailoring her leadership approach to suit the unique needs of her educational community.

"I really appreciated the times when we could share our stories and think about the positive narratives and great things going on in schools. Principals do so many great things but we hardly ever hear about them. Those are the things that really fill my bucket."



**LYSANDRA
STUART**

Executive Principals
Programme Alumni
2022

Participating in the program's retreats provided Lysandra with essential space for contemplation and introspection. These retreats were not only rejuvenating but also made her feel genuinely appreciated as a leader. Furthermore, her coach, Tim Oughton, played a pivotal role in understanding Lysandra's multifaceted life as a solo mother and principal who wears many hats outside of the education sphere. This empathetic understanding established a strong foundation for their relationship. Lysandra valued the reciprocal nature of their interactions, where Tim shared his own experiences, fostering an authentic and trusting space where judgment had no place.

One of the standout aspects of the coaching experience for Lysandra was the emphasis on addressing her needs as an individual leader, not just the needs of her school. The discussions were tailored to her personal growth and well-being, allowing her to explore aspects of leadership that extended beyond her professional role. This holistic approach further reinforced her trust in the coaching process and the genuine commitment to her development.

On the importance of an optimistic approach to school leadership and leadership PD:

"Leadership is at such a vulnerable time and it can only be led by us as principals.... We can make a difference.... Now we have to make a difference for our profession."

AMY'S JOURNEY

When Amy Greenstock joined the Aspiring National Leadership Programme, she was new to her role as Deputy Principal (DP) and eager to upskill and integrate herself into the leadership position she had recently undertaken. Her primary objective was to gain valuable insights and knowledge about her chosen career pathway, with the added benefit of going through the program alongside the existing DP, fostering a collaborative learning experience and supporting her career advancement.

One of the most transformative aspects of the Aspiring National Leadership Programme for Amy was the coaching experience with her kaiārahi. As a new Deputy Principal (DP), Amy sought guidance and support to navigate her leadership role effectively. The mentorship she received proved to be invaluable, providing her with expert advice and guidance tailored to her individual needs. Her kaiārahi's approachability and genuine support made Amy feel understood and affirmed in her new position, boosting her confidence as a leader. These one-on-one coaching sessions with Grant also allowed Amy to have open and candid discussions about her experiences and challenges as a DP in a trusting environment. This supportive space encouraged Amy to explore her leadership strengths and areas for growth, enabling her to develop a deeper understanding of her capabilities.

The program's networking opportunities, including Professional Learning Group (PLG) days, allowed Amy to connect with other educational leaders. These interactions left her feeling inspired and energised after each meeting. Collaborating with her peers, especially her fellow DP, during conferences and group sessions provided an opportunity for shared growth and learning from others' experiences.

The program highlighted the significance of dedicating time to building a positive school culture. Amy found this aspect particularly valuable as she recognised the impact it had on her team, workplace, and personal growth. The program's emphasis on courageous conversations and well-being energized and uplifted Amy, creating a conducive environment for professional and personal development.

Based on her experience, Amy enthusiastically recommends the Aspiring National Leadership Programme to others. The mentorship from an external figure like her kaiārahi, with a wealth of experience in an illustrious career, significantly supported her leadership capabilities on practical levels. The program also challenged her thinking, encouraging her to consider her impact on the team, workplace, and herself. The diverse and insightful content, coupled with the inspiring networking opportunities, made the program a transformative and worthwhile experience for Amy.

"I left the PLG days feeling feeling inspired and uplifted... really buzzing."

"(My Kaiārahi)'s advice was invaluable... He really 'got it'."



AMY GREENSTOCK

Aspiring National Leadership Programme Alumni 2022