

# Leading from the Middle

## Middle Leader Professional Development Programme

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## Leadership is complex!

Sometimes it can be a bit like riding a unicycle across a tightrope whilst juggling with people taking pot-shots at you from below. Other times it can be like being in a Canadian canoe with everyone onboard and the water taking you down to a magical destination. Most of the time it is a mix of the two, all at once, and with every other possibility in there for good measure!

I often see people who are fabulous in their field of study move into leadership positions...then flounder. They are technically and intellectually savvy practitioners, yet when it comes to people-leadership they struggle. They are expected to have the same level of expertise they had in their initial field of expertise. Take a moment to consider how long it has taken you to become an expert in your field...10-15 years? ... And yet people are expected to become expert leaders overnight!

Too often people are in positions of leadership who have limited experience in the complexities of leading people...and in particular leading people through change.

In education I see this within both the CoL structure and Team Leader roles. Expert teachers are placed in positions of across or within-school CoL lead-teachers or Team Leader roles and are expected to support teachers to develop their practice. They are faced with challenges such as:

- Having to make comment on a more experienced teacher's practice
- Moving from friend and colleague to leader
- Balancing the complex needs of adult learners
- Navigating through tricky conversations
- Developing a sense of team and shared purpose
- Juggling their own responsibilities whilst keeping a sense of internal balance.

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*Being an expert teacher does not mean you are an expert leader!*

*It takes time and targeted learning.*

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In 2008 the Ministry of Education published “Ki te Aotūroa. Improving Inservice Teacher Educator Learning and Practice Te Whakapakari i te Ratonga Whakangungu Kaiwhakaako”. It was a comprehensive research project that analysed the complexities of facilitating educational change, with a clear call for extensive facilitator training to ensure their influence on schools was underpinned by deep heutagogical knowledge, sound pedagogical leadership, rigorous self inquiry and peer feedback, with a constant focus on student achievement. This has not changed today.

In Service Teacher Educators’ fundamental purpose remains constant: to support teachers to learn and improve their practice in ways that will lead to improved student outcomes. (pg. 15)

As a past Inservice educator myself, I experienced rigorous learning that enabled me to move from ‘expert teacher’ to ‘facilitator of teachers’. It is not something that can be left to chance...Nor can this be the case for school leaders.

So my questions to you are...

What are you doing to develop the capabilities of leaders within your school/s?  
Are you going to just dump them in it and hope for the best?

...Or are you going to give them the support and learning they need to be successful?

Leading from the Middle is a programme for senior-middle leaders (AP's, DP's, Team Leaders, HOD's, HOF's, CoL across and within- school Lead Teachers, Learning support leaders, SENCOs, etc) who are charged with raising student progress and achievement through the development of teacher practice. It is focused on moving middle leaders from being Expert-Teachers to becoming People-Empowerers.

### Locus of Control



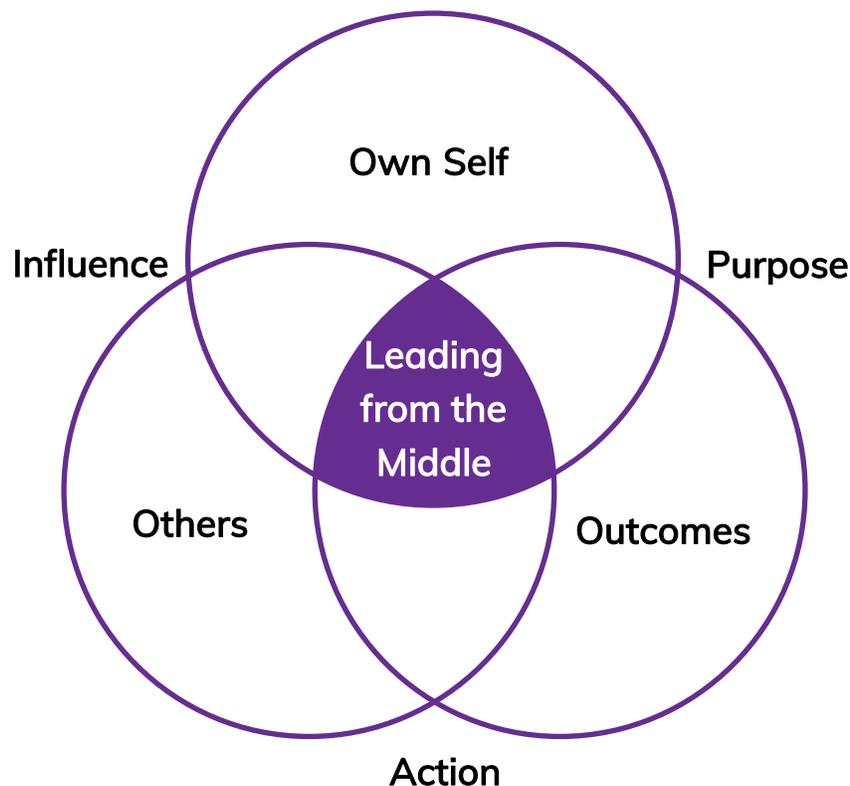
### Leader Positioning



### Leader Mode



There are three aspects that will support the development of your leaders...



### Own Self

They need to have a deep understanding of themselves, their bias', values and beliefs, emotional intelligence and means of communication (to name a few) so they are able to lead with awareness and integrity.

### Others

They also need to have a deep ability to connect and influence others...Like a tango, they need to be able to partner and 'dance' with teachers as they develop their practice and lead them through change. They may need to know what 'moves' will bring the best out in different people; being agile in their approach. They also need to know how to call-it with compassion when those accountability conversations arise.

### Outcomes

Being clear on the outcomes to achieve is another vital aspect of their leadership. Like a personal trainer, they are charged with keeping the goals at the forefront, chunking them into manageable bite-sizes so they are achievable.



## Leading from the Middle

### “Full-shot”, “Half-shot” or “Decaf” 12-month programmes

#### “Full shot” option:

Leadership coaching and professional learning over 12 months

12 months of high-powered, relevant workshops, professional coaching and supportive resources.

- 10 days face-to-face over the 12 months (4 terms) including:
  - 1:1 Leadership as Inquiry **coaching** for your leadership team (value \$20k+)
  - Targetted, personalised professional learning **after-school workshops**. Any 5 of Mary-Anne’s workshops (see below) -you choose (value \$25K)
  - 1x Roche Martin **Emotional Intelligence for Leadership self assessment** and coaching session per person (worth \$750 per person)
  - 1x **Education Council Leadership capability self-assessment** per person, report and coaching session (value \$150)
- 12 months virtual support and resources:
  - Readings & resources
  - A private online space where the team has access to Mary-Anne and the mahi continues between courses. As a team you get weekly discussion starters, can ask MAM a question, encourage and support and safely challenge each other. Push boundaries, keep momentum up, use it for leadership meetings in between visits. (Value – Priceless!)
  - Email/phone/virtual support between visits. (value \$250 per hour)
  - A copy of Levelled-Up Leadership reflection workbook per leader. (Value \$40 each)

Rate per month

\$3750 + GST



### “Half-shot” option:

Leadership coaching and professional learning over 12 months

12 months of high-powered professional coaching and supportive resources.

- 6 days face-to-face over the 12 months (4 terms) including:
  - 1:1 Leadership as Inquiry coaching for your leadership team (value \$20k+)
  - Targetted, personalised professional learning after-school workshops. Any 3 of Mary-Anne’s workshops (see below) -you choose (value \$15K)
  - 1x Roche Martin Emotional Intelligence for Leadership self assessment and coaching session per person (worth \$750 per person)
  - 1x Education Council Leadership capability self-assessment per person, report and coaching session (value \$150)
  - A copy of Levelled-Up Leadership reflection workbook per leader. (Value \$40 each)

Rate per month

\$2250 + GST

### “Decaf” option:

Leadership coaching and professional learning over 12 months

12 months of high-powered professional coaching and supportive resources.

- 4 days face-to-face over the 12 months including:
  - 1:1 Leadership as Inquiry coaching for your leadership team (value \$10k+)
  - 1x Roche Martin Emotional Intelligence for Leadership self assessment and coaching session per person (worth \$750 per person)
  - 1x Education Council Leadership capability self-assessment per person, report and coaching session (value \$150 per person)
  - A copy of Levelled-Up Leadership reflection workbook per leader. (Value \$40 each)

Rate per month

\$1250 + GST



## WORKSHOP CHOICES FOR

### “FULL-SHOT”, “HALF-SHOT” OR “DECAF” 12-MONTH PROGRAMMES

#### SELF LEADERSHIP: It begins with me

If time and pressure can turn dinosaur sh\*t to diamonds, we can sure shine ours ‘til it sparkles and shines the light on a life we love. We’ll cover:

- Recognising and breaking-through self limiting beliefs for leading self and others
- Developing emotional intelligence for leading yourself and others
- Reinstating personal and professional boundaries
- ‘Fertilising’ your world with gratitude
- Planning for your future

#### CREATING AND LEADING A CULTURE OF CARE

How to strategically lead a wellbeing review in your context. We’ll learn and practice using a triangulated approach that includes all major stakeholders, provides space for dialogue and is aligned with your organisational values. We’ll cover:

- Workplace well-being and climate assessments.
- Human-Centred Design Thinking approaches
- Review data and identify trends and patterns.
- Strategic Planning for next-step actions.
- Sustaining and embedding changes.

#### LEADING & SUPPORTING TEACHING AS INQUIRY

Experience and explore Deliberate Acts of Leadership that will support your teachers to utilise “Spirals of Inquiry” to:

- Analyse data for their priority learners
- Explore alternative means of meeting learner needs
- Set targets and measurements
- Plan for deliberate acts of teaching
- Evaluate value-added.



## CRUCIAL CONVERSATIONS FOR STINKY SITUATIONS

The standard we walk past is the standard we accept. It's not ok to let things pass. But we do need to know how to have tricky conversations with aroha. We'll cover:

- Strategies and structures for having the following conversations:
  - expectations,
  - sense-making,
  - accountability
  - And gratitude conversations.

You will actively practice these conversations throughout this time.

## COACHING AND MENTORING FOR GROWTH

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*We don't receive wisdom; we must discover it for ourselves after a journey  
that no one can take for us or spare us.*

— Marcel Proust

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Self-leadership, coaching, mentoring – these things are all part of the whole picture. And to have a healthy team, you need all of them. We'll cover:

- The difference between coaching and mentoring
- A deep understanding and application of the coaching process
- Developing and extending your coaching skills through active listening, reflective questioning, and goal-setting

## CULTIVATING CONNECTED, AGILE TEAMS

How to deliberately lead a team from Forming to Transforming. We'll cover:

- Developing collective purpose and ways of working
- Fostering and nurturing diverse thinking
- Optimising Strengths
- Collective and individual responsibility, and outcomes
- Celebrating progress and success

