

Briefings

Thought leadership for the independent schooling sector

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THE URGENT NEED FOR SCHOOL INFRASTRUCTURE IN THE INDEPENDENT SECTOR

From the Executive Director

The Queensland independent schools' sector will need a massive additional capital investment of at least \$1.25 billion over the next 15 years in order to accommodate an expected 41,000 additional students.

The latest research by Independent Schools Queensland (ISQ) confirms that an additional 21 new mainstream independent schools¹ will be required through to 2036 as well as an additional 622 classrooms in existing schools simply to maintain market share at around 15% of all school enrolments.



The research was recently released – *Independent Schools Infrastructure: Planning to Maintain Choice – 2019 Update* (October 2019) and is available at www.isq.qld.edu.au.

Driving the need for additional schools and places is continuing demographic growth and the location of that growth in “greenfield” areas of the state with the south-east corner of Queensland accounting for much of the additional infrastructure needs.

The report updates a 2017 similar study by ISQ using the latest population projections which confirms an additional 229,000 school aged children will be living in Queensland by 2036. On current enrolment patterns, the independent sector will need to provide places for 41,000 of these students. A failure to do so will not only mean parental choice in schooling will be limited but that the full additional costs of providing the places will fall upon governments.

Whilst there is continuing strong growth in enrolments in the independent sector (there was 2.3% in the number of students attending independent schools in 2019), there has been a small number of mainstream

schools and campuses established in recent years.

An increase in the number of new mainstream schools is becoming an urgent issue with the research showing most of new schooling provision will be required from 2021 onwards – six new independent schools are forecast to be required between 2021 and 2026, whilst fourteen (14) new schools are required between 2026 and 2036.

While new independent schools are constantly being opened – there have been 28 new independent schools since 2014 plus several additional campuses to existing schools – these schools have tended to reflect the changing nature of the sector in terms of diversity and specialisation.

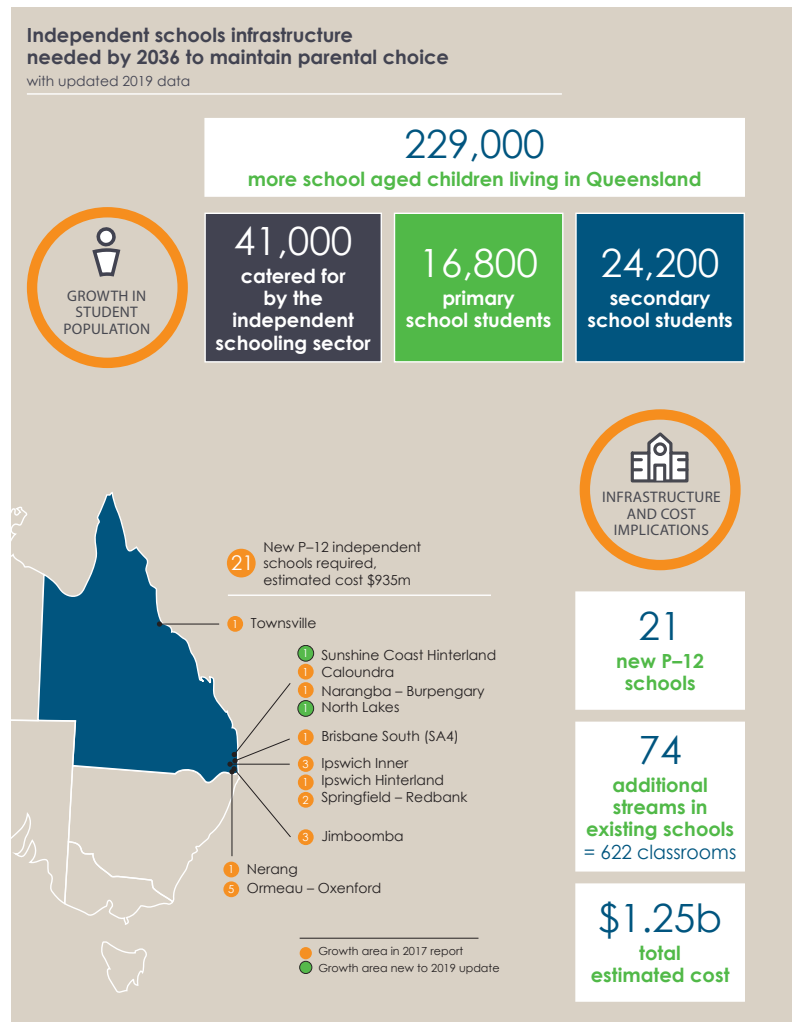
Many are small specialised schools² which clearly are meeting an important community and parent demand. By their nature, they are unlikely to provide the large number of additional schooling places that will be required in high development areas.

There are four clearly identified areas where new schools are most required – the northern part of the Gold Coast (4 schools), Jimboomba (3), the Ipswich area (4) and north of Brisbane through to the Sunshine Coast (4). These locations include Priority Development Areas (PDAs)³ which have been identified by the State Government.

ISQ research identifies the cost and availability of suitable school sites,

1 For the purposes of this research, a new school is considered to cater for P–12 with two streams primary and three streams secondary.
2 For example, there has been a significant increase in the number of Special and Special Assistance Schools in the independent sector catering for students with particular needs. There has also been an increase in the number of vocational education and training-based schools.
3 For example, Caloundra South, Ripley Valley, and Flagstone.

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Source: ISQ. (2019). *Independent Schools Infrastructure: Planning to Maintain Choice – 2019 Update*

the capital costs of establishing a school and planning issues as the major barriers to new proponents entering the sector or existing schools expanding their education footprints. New independent schools take years to plan and construct. They also require a significant up-front capital commitment which is becoming increasingly difficult in uncertain economic times.

Over the past five years, ISQ has examined potential strategies to facilitate the establishment of new schools including the possibilities of playing a role in “land banking”⁴, alternative financing sources and more streamlined planning approval processes. In 2017, through the advocacy of the non-government sectors, the *Planning Act 2016* (Qld) was amended to make independent school sites eligible for Ministerial Designation with the potential benefit

of a more appropriate planning and approval regime⁵.

Action by government is also required if the sector is going to be able to meet the challenge of providing the required additional schooling places. The most urgent action of government should be an injection of capital assistance specifically targeted at the development of new schools in high growth areas.

Governments currently provide capital assistance to the sector of around \$42 million per year. This goes towards the overall capital spend of about \$330 million annually by the sector. An increase in this capital assistance would provide a stimulus for the sector to meet the challenging costs of the additional infrastructure.

Governments could also consider other mechanisms to facilitate the establishment of new independent schools in high growth areas including interest subsidies on borrowings to develop new schools, increased subsidies for external infrastructure charges and ensuring developers allocate appropriate and affordable land in new developments for non-government schools.

The independent sector has always met the majority of its capital costs from parental and private contributions. However, the time has arrived when the government needs to renew its thinking on a targeted assistance package for new schools which will contribute to not only providing an excellent schooling place for future students but will ultimately save the taxpayers significant expenditure not only in recurrent costs associated with schooling provision but the significant capital costs.

More extensive public capital funding, a more coordinated approach to future school planning and innovative financing arrangements, especially in relation to land, need to be examined. The independent schooling sector will

4 Purchasing or reserving land in anticipated high growth areas many years ahead of the actual need for its use.

5 Several independent schools have already applied for and been granted Ministerial Designation in respect of their sites. This means the State Government is responsible for planning approvals rather than the relevant Local Government.

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need to work closely with government on this critical issue in order to maintain a healthy and growing independent sector that can make its contribution to providing the required schooling places for future generations.

In this final edition of *Briefings* Volume 23 for 2019, I would like to take this opportunity to wish everybody a happy and safe holiday break.

Yes – Volume 23 – *Briefings* has been published continuously for 23 years! During that time, it has become well known and respected as a medium where new ideas and good research are published for the consideration of the independent sector community.

Thank you to all who regularly provide positive feedback on *Briefings*. The number of requests for permission to republish articles either within school communities or more broadly indicates the interest and relevance.

I acknowledge the contribution of ISQ Directors, Mark Newham, Shari Armistead and Josephine Wise and their staff for their excellent contributions through research articles. Thank you also to the ISQ staff, Nicole de Vries and Sarah Heath, for the excellent production and distribution of *Briefings*. I also acknowledge the many organisations, including the education media, which have reproduced *Briefings* articles throughout the past year.

ISQ is proud to be able to contribute to the debate of schooling policy issues and looks forward to keeping school communities and education policy makers engaged. We look forward to year 24 with many issues in education to be covered.



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Independent Schools Queensland

EMOTIONAL LEADERSHIP



JOSEPHINE WISE
Director (Education Services)

“Effective leaders are mindful of their inner experiences but not caught in them. They know how to free up their internal resources and commit to actions that align with their values.”

DAVID & CONGLETON, 2013

A Leader's Responsibility

Leaders set the ‘tone’ for organisational culture. Culture is often most powerfully expressed and experienced through the significant and incidental interactions between people working for or engaging with an organisation.

An educational leader's interactions are the most observed in a school and, as a result, maybe the most influential. Therefore, it is valuable for educational leaders to reflect on their ‘emotional leadership’ and the impact this aspect of their leadership identity, responses and behaviours have on staff, students and families.

A Deloitte report into the impact of CEO behaviour on organisational culture was clear about the need for leaders to consider the tone they set as they communicate within and beyond the organisation. It states, “leadership derives from trust, and trust is built upon a common understanding between people. Leadership, therefore, is relational, not transactional. Tone at the top demands that leaders – and especially the CEO – find ways to connect with people” (Deloitte, 2014, p. 3).

Adults are responsible for their own behaviours and actions in response

to their emotions. However, personal agency can be under-developed or under-utilised by leaders: “we are creatures of mood: that is, our sense of our value as human beings are prone to extraordinary fluctuation” (The Book of Life, 2019, para. 1). A leader with high levels of personal agency can evaluate their emotional responses and resulting actions for their contribution towards a goal or problem to be solved. They can understand the general appropriateness of behaviours and actions in context, and understand a responses alignment to personal instincts, values and social-relational expectations (Macaux, 2016).

Emotionally mature leaders take responsibility for what Susan Scott calls the ‘emotional wake’ of their interactions.

“Our individual wakes are larger than we know. As a leader, teacher, colleague, parent, there is no trivial comment. Something you may not remember saying may have had a devastating impact on someone looking to you for guidance and approval. By the same token, something you said may have encouraged and inspired someone who is grateful to you to this day.”
(Scott, 2009)

Leaders conscious of the emotional impact can adjust their messages to remain clear and authentic, without communicating with unclear or unnecessary emotional loads.

School leaders' behaviour and interactions become an expression of their integrity and values in the eyes of their colleagues and community, making the need for effective emotional leadership critical.

The Australian Professional Standard for Principals, elaborated in the Leadership Profiles, is explicit about the profession's expectation that "principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation. They promote democratic values including active citizenship and inclusion" (Education Services Australia, 2015).

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Emotional Intelligence

Leaders do need to understand their own emotional responses. Emotionally healthier people understand it is more helpful to express emotions based on situational goals, both consciously and unconsciously. Those who prefer to express emotions useful for situational demands or goals are "psychologically healthier than are those who do not show flexible emotional preference depending on goals" (Tamir & Ford, 2012).

Daniel Goleman is a global leader in consideration of the emotional landscape of leadership. Goleman (2015) argues that an emotionally intelligent leader is skilled in four areas of personal ability:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management.

Goleman continues to be an influential voice in leadership development because he is confident that these competencies can be learned. His research is clear that there are "specific and learned competencies" in each area that will set good leaders apart.

Some of the competencies are outlined in Table 1. However, the

Table 1: Emotional Intelligence Competencies

CLUSTER	COMPETENCIES
SELF-AWARENESS concerns knowing one's internal states, preferences, resources, and intuitions	<ul style="list-style-type: none"> ● Emotional Awareness: Recognizing one's emotions and their effects. ● Accurate Self-Assessment: Knowing one's strengths and limits. ● Self-Confidence: A strong sense of one's self-worth and capabilities.
SELF-MANAGEMENT refers to managing one's internal states, impulses, and resources	<ul style="list-style-type: none"> ● Emotional Self-Control: Keeping disruptive emotions and impulses in check. ● Transparency: Maintaining integrity, acting congruently with one's values. ● Adaptability: Flexibility in handling change. ● Achievement: Striving to improve or meeting a standard of excellence. ● Initiative: Readiness to act on opportunities. ● Optimism: Persistence in pursuing goals despite obstacles and setbacks.
SOCIAL AWARENESS refers to how people handle relationships and awareness of others' feelings, needs, and concerns	<ul style="list-style-type: none"> ● Emotional Self-Control: Keeping disruptive emotions and impulses in check. ● Transparency: Maintaining integrity, acting congruently with one's values. ● Adaptability: Flexibility in handling change. ● Achievement: Striving to improve or meeting a standard of excellence. ● Initiative: Readiness to act on opportunities. ● Optimism: Persistence in pursuing goals despite obstacles and setbacks.
RELATIONSHIP MANAGEMENT concerns the skill or adeptness at inducing desirable responses in others	<ul style="list-style-type: none"> ● Developing Others: Sensing others' development needs and bolstering their abilities. ● Inspirational Leadership: Inspiring and guiding individuals and groups. ● Change Catalyst: Initiating or managing change. ● Influence: Wielding effective tactics for persuasion. ● Conflict Management: Negotiating and resolving disagreements. ● Teamwork & Collaboration: Working with others toward shared goals. Creating group synergy in pursuing collective goals.

Adapted from Goleman, 2015.

Consortium for Research on Emotional Intelligence in Organizations (1998) has published the *Emotional Competence Framework* which goes into more detail, allowing a leader to reflect deeply on their own emotional intelligence or gather feedback about aspects of their emotional leadership for development.

Most powerfully, Goleman argues that "empathy is crucial to all forms of relationships, especially in the workplace. Effective leaders need to exercise all three forms of empathy daily."

The three forms of empathy described by Goleman (2015) are:

- Cognitive empathy, allowing leaders to sense how someone else thinks about the world. This helps leaders say things so they can be heard.
- Emotional empathy means leaders resonate with how another person feels.
- Empathic concern is a leader's ability to sense what someone else needs and express.

EMOTIONAL LEADERSHIP

Challenges to effective emotional leadership

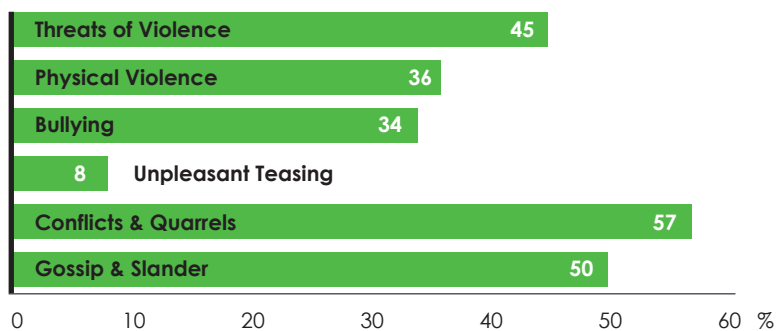
According to Phil Riley’s 2018 data regarding principal wellbeing, the negative measures are higher than the general population: burnout – 1.6 times the population; stress – 1.7 times; sleeping troubles – 2.2 times; depressive symptoms – 1.3 times; somatic stress symptoms – 1.3 times; cognitive stress symptoms – 1.5 times (Riley, 2019).

These statistics highlight the need for boards and councils to consider the emotional support they are providing their CEOs/school leaders. Leaders may reflect on the support structures and the types of personal behaviours that are contributing (or otherwise) to emotional wellbeing.

A challenge to a school leader’s emotional stability is the prevalence of offensive behaviour directed at school leaders. As Riley’s survey indicates, 44% of principals reported receiving verbal threats of violence (predominantly from parents and students), 34% reported being victims of bullying (with parents the most common bullies), and 36% reported being victims of physical violence (primarily at the hands of students). See Figure 1.

Other intense challenges to the emotional wellbeing and personal agency of school leaders are those moments where children, their families or staff are unsafe, unwell or injured. Boards are encouraged to ask themselves how are principals supported to manage and process intensely emotional exchanges, and how are they guided to respond in ways that do not exacerbate or intensify the damaged communication or relationships? Board Chairs might consider what opportunities are provided for specialised professional support to enable a school leader maintain their personal agency under intense scrutiny, traumatic or extraordinary circumstances.

Figure 1: Prevalence of Principals’ Experiences of Offensive Behaviour by Type, 2018



Data from Riley, 2019.

Table 2: Four Tips to Manage Workplace Behaviour – A Principal’s Guide

1. SET AND MAINTAIN POLICY AND EXPECTATIONS	By properly training your staff, many issues can be avoided before they turn into problems.
2. ACT IMMEDIATELY WHEN UNACCEPTABLE BEHAVIOUR IS REPORTED	<p>Delay compounds problems in the workplace. If you fail to act on a report of unacceptable behaviour, you may leave a staff member in a stressful situation and further exacerbate the problem. It is important for principals to promptly:</p> <ul style="list-style-type: none"> • acknowledge the complaint; • ascertain the details of the complaint from the staff member; • inform the parties to the complaint about the issues, and the options to resolve the complaint; • if necessary, appoint a person to act as an investigator, conciliator or mediator; • create a report; and • finalise the outcome.
3. MANAGE THE PROCESS	<p>It is important to remember that often the process can be as important as the outcome. Managing the process includes informing parties as to when:</p> <ul style="list-style-type: none"> • the investigation will be completed; • they will be advised of the findings; • they will be able to return to their usual duties; and • the outcome will be implemented. <p>Crucially, if an internal complaint escalates into a formal complaint against the school, principals must be able to show that they have fulfilled their duty to act fairly and reasonably.</p>
4. KEEP RECORDS	The best records are accurate and created contemporaneously. Good records allow schools to manage risks, and to report and improve on their policies and procedures.

Adapted from: School Governance, 2014

Minimising and managing the intensity

There are practical, strategies that school leaders can employ to scaffold their environment in order to minimise and manage the intensity of emotional engagement, particularly with staff, protecting both the mental health of staff and themselves in the process.

School Governance (2014) outlines some of the practical scaffolding that can potentially reduce the intensity of daily interactions, outlined in Table 2.

Some large organisations create guidelines or frameworks for leadership. These articulate the expectations for emotional intelligence. The frameworks used by the New South Wales Public Service Commission (Figure 2) highlight for leaders explicit behaviours that would reflect and emotionally mature a leader under the four categories of trust, integrity, service and accountability.

While frameworks like this may seem like common sense, they can serve as an effective reminder the responsibility of leaders to intentionally and visibly model highly emotionally intelligent

behaviour like taking responsibility for actions and situations, appreciate difference and welcome learning from others, or build relationships based on mutual respect (NSW Public Service Commission, 2013).

Other frameworks are focused more on indicators of the emotional maturity and resilience of the organisational culture than focusing on the behaviour of leaders. An example of this is a framework developed by Performance Frontiers. They have coined the term ‘cultural buoyancy’, describing it as “an organisation’s ability to bounce back, stay afloat, and even rise up stronger than before in the face of change and internal or external pressure” (Performance Frontiers, n.d., p. 4). They draw a connection between personal agency of individuals and collective cultural buoyancy, stating that “leadership behaviour is pivotal for one to inform the other. Actions will always speak louder than words and what is demonstrated by an organisation and its leaders in response to a crisis will be hugely telling” (p. 4).

According to their consultancy-based research, the signifiers (Figure 3) are strong indicators of a culturally buoyant and emotionally resilient staff.

The value of an organisation-wide framework is that it distributes the responsibility for mature emotional behaviour to all members of the organisation and can be used to guide and redirect when responses are not aligned to the values or expectations within the organisation.

Conclusion

A leader’s use of emotion will reflect the values of the organisation and set the tone for the behaviours of others. Leaders are as emotional and as impacted by events, interactions and contrasting personalities as much as any other member of a school team.

“Effective school leaders don’t buy into or try to suppress their inner experiences. Instead they approach them in a mindful, values-driven, and productive way” (David & Congleton, 2013). They remain focused on the intention or goal rather than their personal emotional experience. Effective emotional leaders feel and express emotions appropriately, setting the tone for the responses of individuals and the community in their care.

Figure 2: Reflection Behaviours for Leaders



Source: NSW Public Service Commission, 2013.

EMOTIONAL LEADERSHIP

Figure 3: Cultural Buoyancy

Through our work at Performance Frontiers, we would identify the following as a selection of tell-tale signifiers that indicate a level of cultural buoyancy:

1. There is candour and rigour in conversation and communication
2. People demonstrate a level of humility and purposefulness
3. There is evidence of the values of the organisation in action
4. Team members and leaders lean in, to any challenge or opportunity
5. People own the problem and seek solutions
6. Team members look to support one another, asking, 'What can I do to help?'
7. People talk realistically about the facts at hand and make well considered decisions
8. People see the connection between agility, flexibility and decisive action

Source: Performance Frontiers, n.d., p. 4.

It is incumbent on leaders to be able to take a breath, and model the most appropriate, humane and thoughtful response in difficult emotional situations to guide those involved towards a suitable solution. Effective emotional leaders seek to minimise the impact of difficult, confusing or confronting interactions on themselves and others.

School leaders are deeply influential on the emotional development of young people. Their ability to self-regulate, respond calmly, fairly and act with integrity is a benchmark for behavioural expectations for the whole community.

Finally, when leaders reflect on their emotional leadership, they are encouraged to demonstrate self-care and remember how often they respond in a highly reasonable way. Reflecting on emotional leadership can reinforce existing personal and organisational frameworks for emotionally intelligent Responses that build connections and cultural buoyancy.

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