

14th Annual  
**Hawker Brownlow**  
**Thinking &  
Learning**  
**Conference**

**TOM HIERCK**

**THURSDAY 18 MAY**

**Leadership That Schools Need  
Session 2**

**MELBOURNE**



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# TOM HIERCK

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy.

Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities.



Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students. His dynamic presentations explore the importance of positive learning environments and the role of assessment in improving student learning. True to his belief that 'every student is a success story waiting to be told', Tom is passionate about working with teachers and school leaders to create positive school cultures and build effective relationships that facilitate learning for all students.

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## A message from Hawker Brownlow Education

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1. Our team has shared leadership roles.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
2. Our team values individual and mutual accountability.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
3. Our team has a specific team purpose that the team itself delivers.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
4. Our team produces collective work and products.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
5. Our team has open-ended discussions and encourages active problem solving.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
6. Our team performance is measured directly by assessing collective work and products.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
7. Our processes for accomplishing goals are discussion, decision, and sharing of actual work.							
Not True of Our Team				True of Our Team			
1	2	3	4	5	6	7	
8. I believe our next best three steps to become a leadership team or guiding coalition are:							
_____							
_____							
_____							

**Figure 1.1:** Leadership team inventory.

Visit [go.solution-tree.com/plcbooks](http://go.solution-tree.com/plcbooks) for a reproducible version of this figure.

Name of Staff Member \_\_\_\_\_

	Competency	Code	Notes
1	Challenges the status quo		
2	Builds trust through clear communications and expectations		
3	Creates a commonly owned plan for success		
4	Focuses on team over self		
5	Has a high sense of urgency for change and sustainable results		
6	Commits to continuous self-improvement		

Code Key: N = Not a strength; S = Slight strength; M = Moderate strength; E = Exceptional strength  
 Note: High-performance leaders do not excel in all of these competencies. However, they do exhibit strong skills and practices in almost all of the competencies. All strong leaders understand that they must continually improve, and they realize that they can never master all these competencies.

**Figure 1.2: Leadership competencies evaluation tool.**

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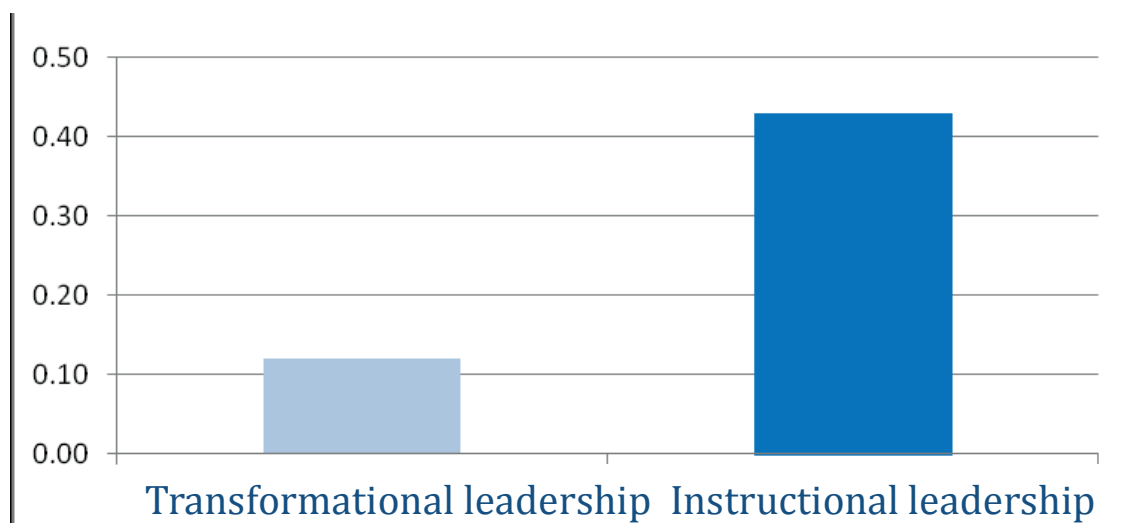
RANK	INFLUENCE	STUDIES	EFFECTS	EFFECT SIZE
73	Principals/ School Leaders	521	1,409	0.39

### Transformational leadership

- inspirational motivation
- individualized support
- sets direction
- vision, group goals, high-performance expectations
- 
- instructional support
- monitoring school activity
- buffering staff from external demands
- fair and equitable staffing
- easily accessible
- high degree of autonomy for the school.

### Instructional leadership

- classroom observations
- interpreting test scores with teachers
- focusing on instructional issues
- ensuring a coordinated instructional program
- highly visible
- communicating high academic standards
- ensuring class atmospheres are conducive to learning



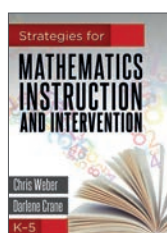




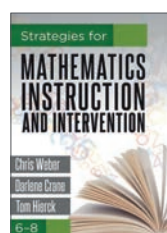
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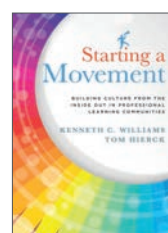
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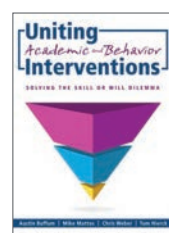
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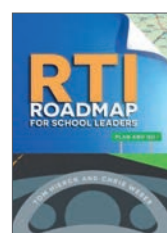
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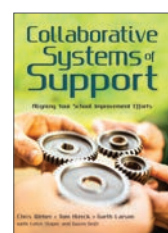
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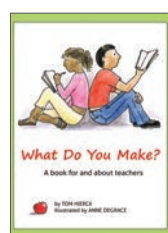
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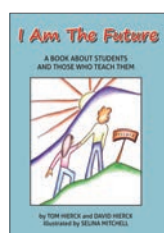
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