Research Overview

• Explanatory sequential mixed-method

• Demographic:
  • Principals who have received the Outstanding Principals award
  • Across Canada
  • Over 21 years of teaching experience
  • 6 – 16+ years of leadership experience

• Survey response rate: n=73

• Interview: N= 20
Quantitative Data Analysis
The Questionnaire

- **Demographic**
  - 7 Demographic questions
  - 19 Likert-scale questions
  - 1 Open-ended question

- **Flow**
  - 10 Likert-scale questions
  - 2 Open-ended questions

- **Thriving**
  - 15 Likert-scale questions
  - 2 Open-ended questions

- **Resilience**
  - 10 Likert-scale questions
  - 1 Open-ended question

- **Grit**
  - 10 Likert-scale questions
  - 1 Open-ended question

- **Well-being**
  - 5 Open-ended questions
Demographic

Years as Educator

- 10 or less: 0
- 11 to 20: 8
- 21 to 30: 41
- 31 or more: 24

Years as Principal

- 5 or less: 5
- 6 to 10: 15
- 11 to 15: 25
- 16 or more: 20

N = 73, n = 73
Likert Scale Example Graphs

**Negative**

- Never: 25
- Almost Never: 20
- Sometimes: 15
- Often: 3
- Very Often: 2
- Always: 1

**Positive**

- Never: 1
- Almost Never: 2
- Sometimes: 3
- Often: 15
- Very Often: 20
- Always: 25

N = 73, n = 73
N = 73, n = 68
Flow

When I am working, I think about nothing else.

- Never: 3
- Almost Never: 6
- Sometimes: 14
- Often: 19
- Very Often: 30

When I am working, I get carried away by my work.

- Never: 1
- Almost Never: 1
- Sometimes: 14
- Often: 20
- Very Often: 30
- Always: 8

N = 73, n = 73
Flow

I have mastered the skills necessary for my job.

- Never: 7
- Almost Never: 15
- Sometimes: 36
- Often: 15
- Very Often: 1
- Always: 18

N = 73, n = 73

I can decide on my own how to go about doing my work.

- Never: 4
- Almost Never: 1
- Sometimes: 7
- Often: 14
- Very Often: 36
- Always: 18

N = 73, n = 73
## Flow

### The work I do is very important to me.

- **Never**
  - 1
- **Almost Never**
  - 1
- **Sometimes**
  - 9
- **Often**
  - 23
- **Very Often**
  - 39

*N = 73, n = 72*

### I get my motivation from the work itself, and not from the reward for it.

- **Never**
  - 2
- **Almost Never**
  - 1
- **Sometimes**
  - 6
- **Often**
  - 16
- **Very Often**
  - 30
- **Always**
  - 18

*N = 73, n = 73*
Flow

- Immersion
- Fulfillment
- Command

When I am working, I think about nothing else.

- Never
- Almost Never
- Sometimes
- Often
- Very Often
- Always

I get carried away by my work.

- Never
- Almost Never
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I get my motivation from the work itself, and not from the reward for it.

- Never
- Almost Never
- Sometimes
- Often
- Very Often
- Always
When all is well with your work as a school principal, what does it feel like?

<table>
<thead>
<tr>
<th>Immersion</th>
<th>“Timelessness, bliss, sense of relief.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfillment</td>
<td>“Pure joy and balanced! A pep in my step! Mind is full of positivity and energy comes flowing from me that allows me to do more work and complete more of the vision and culture change needed in moving forward to support our students!”</td>
</tr>
<tr>
<td>Command</td>
<td>”It feels as though the school is running well and I am on top of things.”</td>
</tr>
</tbody>
</table>
Thriving

I feel alive and vital.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Never</td>
<td>9</td>
</tr>
<tr>
<td>Almost Never</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
</tr>
<tr>
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<td>33</td>
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I have energy and spirit.

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<td>12</td>
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N = 73, n = 67

Positive Leadership for Flourishing Schools
Thriving

I am growing in positive ways.

- Never: 1
- Almost Never: 1
- Sometimes: 8
- Often: 17
- Very Often: 26
- Always: 14

N = 73, n = 67

I see myself continually improving.

- Never: 1
- Almost Never: 1
- Sometimes: 2
- Often: 15
- Very Often: 29
- Always: 20

N = 73, n = 67
Thriving

- Vitality
- Learning

I am growing in positive ways.

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<tr>
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</tr>
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We know that wellbeing is a very subjective experience, that everyone has a different way of describing and feeling what it means for them to be thriving in their work. What does it look like/feel like for you when you are thriving in your work?

<table>
<thead>
<tr>
<th>Learning</th>
<th>“am learning and sharing new things, I am seeing a difference happening in the school(s) I work with, I am seeing staff empowered and engaged in the work and I am seeing students thriving and flourishing in their independence and learning.”</th>
</tr>
</thead>
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<tr>
<td>Vitality</td>
<td>“All aspects of the building are in full gear. Academic, athletic, arts, parents and students. The community is excited to have their children in the school.”</td>
</tr>
</tbody>
</table>
Resilience

I turn to personal reflection or introspection to steady myself during adversity.

- Never: 1
- Almost Never: 2
- Sometimes: 15
- Often: 29
- Very Often: 20

N = 73, n = 65

I demonstrate an understanding of my emotions during adversity and how these emotions affect my leadership performance.

- Never: 1
- Almost Never: 13
- Sometimes: 17
- Often: 26
- Very Often: 9

N = 73, n = 65
Resilience

I demonstrate an overall strength of optimism in my leadership role.

- Never: 1
- Almost Never: 2
- Sometimes: 14
- Often: 31
- Very Often: 17

N = 73, n = 65

I expect that good things can come out of an adverse situation.

- Never: 4
- Almost Never: 10
- Sometimes: 11
- Often: 23
- Very Often: 17

N = 73, n = 65
Resilience

When adversity strikes, I try to learn from the experiences of others who faced similar circumstances.

- Never: 1
- Almost Never: 4
- Sometimes: 17
- Often: 27
- Very Often: 16
- Always: 16

N = 73, n = 65

I quickly change course, as needed, to adapt to rapidly changing circumstances.

- Never: 5
- Almost Never: 16
- Sometimes: 32
- Often: 12
- Very Often: 32
- Always: 12

N = 73, n = 65
Resilience

- Self-awareness and Authenticity
- Purpose and Meaning
- Learning and Developing

I turn to personal reflection or introspection to steady myself during adversity.
- Never
- Almost Never
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- Often
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- Always

I demonstrate an understanding of my emotions during adversity and how these emotions affect my leadership performance.
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What are some of the approaches you use to develop your personal resilience as a school leader?

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<tr>
<th>Self-Awareness and Authenticity</th>
<th>“Exercise and meditation and mindfulness”</th>
</tr>
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<tbody>
<tr>
<td>Purpose and Meaning</td>
<td>“Focus on my purpose—the reason why I decided to this job.”</td>
</tr>
<tr>
<td>Learning and Development</td>
<td>“Trying to pull out the positive learning experiences if I make a mistake, not being afraid to apologize, keeping life balance, reminding myself that everyone is on a learning curve.”</td>
</tr>
</tbody>
</table>
Grit

**I do not easily give up in achieving goals.**

- Never: 5
- Almost Never: 1
- Sometimes: 14
- Often: 33
- Very Often: 12

**I am a hard worker.**

- Never: 1
- Almost Never: 7
- Sometimes: 20
- Often: 33
- Very Often: 37

N = 73, n = 65
I often set a goal but later choose to pursue a different one.

- Never: 2
- Almost Never: 34
- Sometimes: 16
- Often: 9
- Very Often: 3
- Always: 1

N = 73, n = 65

I have difficulty maintaining my focus on projects that take more time than a few months to complete.

- Never: 4
- Almost Never: 36
- Sometimes: 12
- Often: 7
- Very Often: 4
- Always: 2

N = 73, n = 65
Grit

- Reflect
- Reach out
- Reset

I do not easily give up in achieving goals.

- Never
- Almost Never
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- Very Often
- Always

I am a hard worker.

- Never
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I often set a goal but later choose to pursue a different one.

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I have difficulty maintaining my focus on projects that take more time than a few months to complete.

- Never
- Almost Never
- Sometimes
- Often
- Very Often
- Always
Think back to a time when you feel you failed as a leader. How have you dealt with failure and bounced back from it?

<table>
<thead>
<tr>
<th>Reflect</th>
<th>“I immediately reflect and write down successes and things I would have done differently. Kind of like a journal.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach out</td>
<td>“Refer to other resources/people/ideas to help reframe and move forward.”</td>
</tr>
<tr>
<td>Reset</td>
<td>“Admitted mistakes, learned from them, and moved on without repeating similar mistakes.”</td>
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Correlations
Qualitative Data Analysis

What does flourishing mean to our participants?
How do I know when I'm flourishing as a principal? Well, I guess I would say it involves my head and my heart and, perhaps, my intuition, too.

Engage and empower, really give them trust. Before you can empower anybody, you have to trust in them, and they have to trust you. It’s the only way to get people to feel like they’re flourishing.

What made me flourish? I think the fact that I got into the business of being a principal because I had certain values, core values and goals not only for myself but for my school board... having goals beyond self-serving goals.
What does flourishing mean to our participants?

Building Capacity

Making Decisions

Nurturing Relationships

Actualizing the Vision

The 5 A’s
Nurturing Relationships

Genuine, collaborative, and trusting relationships

Creating:
- A culture of trust
- Opportunities for growth
- Positive model of behavior
- Self-empowerment
- Distributed leadership
Building Capacity

Holistic wellness in both personal and professional life

Cultivating:
• Work-life balance
• Internal processes to boost wellness
• Professional development
• Self-efficacy
• Passion and mindset
Making Decisions

The principal is the key holder and the ultimate problem solver

Providing:
• Actions to remove roadblocks
• Support for ideas to flourish
• Professional development opportunities to others
• A solid image, foundation, and basis for flourishing
Actualizing the Vision

Continuous focus on the grand vision and feeling inner satisfaction with performance

Feeling:
• Autonomous
• Appreciated and recognized
• Overall state of managing time and workload well
• Supported by the system
• Fulfilled that one has done the best one can
• Purposeful
The 5 A’s

The principal is the key holder and the ultimate problem solver

Being:
- Approachable
- Accessible
- Available
- Appreciative
- Aware
Why is the flourishing of principals tied to the flourishing of the entire school and its members?

What can we learn from outstanding principals of Canada to help all principals flourish in their roles?

What does a balanced work and life look like for school principals?

What is the connection between principals’ flourishing and the Best Interest of the Child (BIC) concept?
Thank you!

For further discussion, please contact

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tkharyati@wqsb.qc.ca