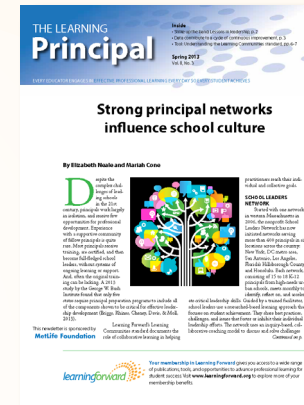


Strong principal networks

Download the original article and accompanying tools

This presentation is a supplement to the full article. Download more information, resources, and tools to help you implement these ideas in *The Learning Principal* (Spring, 2013).

Available at www.learningforward.org/publications/learning-principal.



This newsletter was made possible with support from

MetLife Foundation

learningforward

The principal's job is growing more complex

- 75% of principals feel the job has become too complex.
- 69% of principals say the job responsibilities are not very similar to five years ago.
- 59% of principals are very satisfied with their job, down from 68% very satisfied in 2008.
- 48% of principals feel under great stress.

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.



Job satisfaction increases within learning communities

- Principals who are very satisfied with their jobs are more likely to participate in a learning community with principals of other schools (93% vs. 79%).
- Participating in a learning community is more common among principals who say they are not likely to leave the profession than among those who say they are likely to leave (89% vs. 82%).

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership*. NY: Author. Available at www.metlife.com/teachersurvey.



Principals need ongoing support

Principals work largely in isolation, and experience with a supportive community of fellow principals is rare.

Most principals receive training, are certified, and then become full-fledged school leaders, without systems of ongoing learning or support.

Source: Neale, E. & Cone, M. (2013, Spring). Strong principal networks influence school culture. *The Learning Principal* 8(3). (p. 1).



Develop a network culture

A strong network culture is critical to successful learning communities — specifically, a culture based on trust, collaborative learning, and collective responsibility.

Source: Neale, E. & Cone, M. (2013, Spring). Strong principal networks influence school culture. *The Learning Principal* 8(3). (p. 4).



Build trust

- Principals learn about themselves as leaders and implement new efforts at school when they believe the network is a safe space.
- Attributes of a safe group: skilled facilitator, established group norms, and models of risk-taking by long-time group members.
- Facilitators should emphasize sharing, listening, learning, and increasing leadership capacity and student achievement.

Source: Neale, E. & Cone, M. (2013, Spring). Strong principal networks influence school culture. *The Learning Principal* 8(3). (pp. 1-3).



Engage in collaborative learning

Harness the knowledge and capacity that individual principals bring with them and build upon their existing strengths.

Discuss national leadership research, explore school-based problems, examine possible solutions, and share experiences with implementation.

Source: Neale, E. & Cone, M. (2013, Spring). Strong principal networks influence school culture. *The Learning Principal* 8(3). (pp. 1-3).



Develop collective responsibility

- Maintain a sense of mutual accountability for all members.
- Hold each other responsible for applying what they learn.
- Implement learning communities within members' own school settings.
- Visit each other's campuses and share resources to develop a sense of collective ownership within the learning community.

Source: Neale, E. & Cone, M. (2013, Spring). Strong principal networks influence school culture. *The Learning Principal* 8(3). (pp. 1-3).



Learn more with



Learn more about professional learning at all levels of education with **Learning Forward**, an international nonprofit association of learning educators:

www.learningforward.org

Membership in Learning Forward gives you access to a wide range of **publications, tools, and opportunities** to advance professional learning for student success.