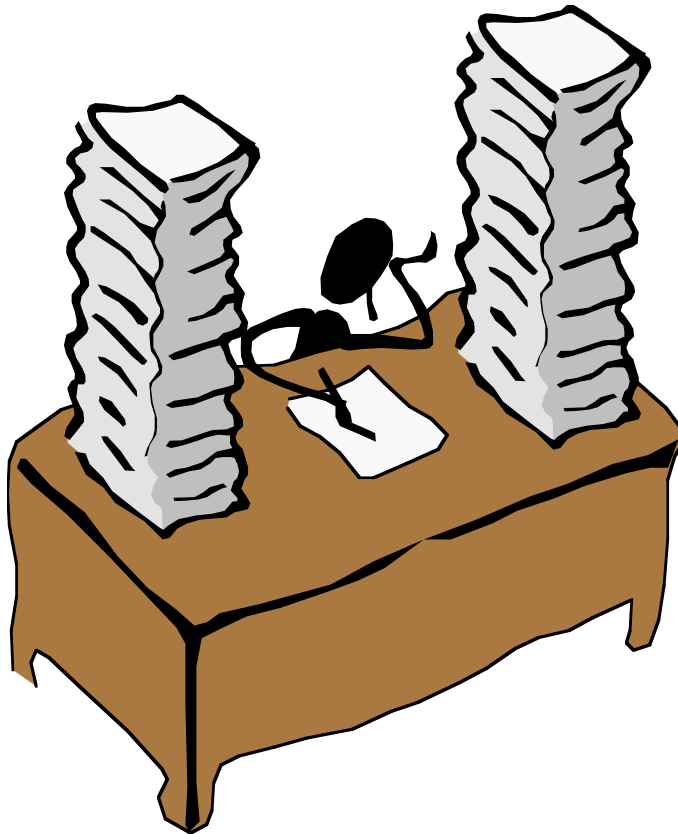


Administration





The Principal as a Spiritual Leader

Often the routine and demands of our work keep us going so long that the most important items get pushed aside in favor of the most urgent demands. Administrators must be spiritual leaders not only for the students but for the teachers as well.

The following accounts illustrate points that must be kept in mind to be a good spiritual leader. These could be adapted for faculty or student worships.



Christ-Dependence Versus Self-Dependence

In the thirteenth century, the pope mentioned to the famous theologian Thomas Aquinas that the Vatican had no financial troubles, since there was an abundant supply of silver and gold in the treasury of the church. He added that, unlike Peter, he could not say, "Silver and gold have I none." Aquinas replied, "But are you able to say, 'In the name of Jesus Christ of Nazareth, rise up and walk?'" (Acts 3:6)

In our personal lives, our professional lives, our church life, all of us seek solvency and independence. Educational systems usually emphasize the importance of self-help. We earned those grades, achieved the academic success, and merited those degrees.

We cannot earn righteousness. For the sake of our spiritual health and well being, the Lord confronts us with another way. It is not possible to earn forgiveness for sin; we cannot win favor with God. It is not possible, in and of ourselves, to live the good lives that Christ instructs us to live. It is not possible to gain heaven by resourceful, independent, personal endeavor.



In respect to righteousness and behavior, Christ is the only way. In regard to salvation, the crucial factor is total dependence upon the Lord. Of course our wills are involved! We choose to surrender, we resist sin, we exert to do what is right, but all of our efforts are fruitless without Christ's powerful presence living out His will through us.

We must remember that success with our students is more than being popular or expertly sharing knowledge, but to lead them to surrender themselves to Christ. Our talent and wisdom are inadequate apart from God's spirit to accomplish this. How are we doing?



The Need for Rules

Where would we be without the law? On October 7, 1969, the police of one of North America's largest cities went on strike. Two men were held up, numerous other robberies were committed, and 1,000 plate glass windows were smashed in the center of the city. The damage was estimated in an excess of one million dollars.

Where would we be without the law and its enforcement? Where would our universe and our world be without God's law and his restraining hand?

Great thinkers of the ages have recognized God's moral law as the basis of orderly society. When God's law is ignored, we human beings become the victims of our own subjective reasoning. The result is destructive permissiveness, libertinism, and immoral and ethical degradation.



Love: Meet Them Where They're At

"When Wycliffe translator Doug Meland and his wife moved into a village of Brazil's Fulnio Indians, he was referred to simply as 'the white man.' The term was by no means complimentary, since other white men had exploited them, burned their homes, and robbed them of their lands.

"But after the Melands learned the Fulnio language and began to help the people with medicine and in other ways, they began calling Doug 'the respectable white man.'

"When the Melands began adapting the customs of the people the Fulnio gave them greater acceptance and spoke of Doug as 'the white Indian.'

"Then one day, as Doug was washing the dirty blood-caked foot of an injured Fulnio boy, he overheard a bystander say to another 'Whoever heard of a white man washing an Indian's foot before? Certainly this man is from God!' From that day on, whenever Doug would go to an Indian home, it would be announced: 'Here comes the man God sent us.' " --- James C. Hefley, quoted in Encyclopedia of 7700 Illustrations, p. 757.

The story about Doug Meland can also be used to illustrate being one in Christ. Whatever our national or racial heritage, we are children of our heavenly King, and brothers and sisters in Christ. If we are going to get along "up there," we must learn to love each other "here."

The principal must be the model of acceptance and love.



Principals

Here's what you need
Some Staff Motivators

1. Pay must be adequate and must also be "fair" since it is often society's direct measure of a person's worth.
2. Do your best never to settle for less than high quality supervision and leadership.
3. View people as a whole. Many times they cannot be motivated positively because they are motivated so negatively in another area of their lives.
4. Make your organization's policies clear and the administration of them open and fair.
5. To the best of your ability, provide good working conditions.
6. Build security by building competence through training.
7. Keep goals clear, and recognize when they have been attained.
8. Always give praise to those responsible for a job well done.
9. Build self-worth by trusting people, by backing them up, and by teaching them how to delegate to others.
10. Look for every opportunity to give people more responsibility.



Instead of Worrying

Whenever you worry about something, you give it life, energy, and influence over your world. The more you worry about what you do not want, the more likely and possible you make it.

Imagine what would happen, though, if every thought of worry was replaced with a positive, creative thought or action. Instead of giving power to your worst fears, you could be giving life to your best possibilities.

Certainly there are plenty of things about which you can be justifiably worried. Yet, even so, there is nothing to be gained by spending time and energy on worry.

Your thoughts have power and influence, whether they are negative or positive. The more positively they are focused, the more surely will your thoughts lead you forward.

You can choose to redirect the intensely negative energy of your worries into positive, productive actions. Instead of worrying about what you don't want, put your time and energy into creating what you do want. Though there is much that you can worry about, there is also much that you can achieve. Where you put your thoughts and actions is up to you.





A Vital Factor in Achievement

We must never give up the belief that all children can learn. If we do, all is lost for us and students. Yet, those we teach have a wide range of abilities. They come to us from diverse social and economic backgrounds and with varied academic records. These facts can, unfortunately, diminish our expectations. However, it needs to be recognized that when our expectations are lowered, our effectiveness will be altered too. That's why it's vital that we hold to our resolve to teach all students out of our belief that all children can learn.

Certainly, not all children can or will achieve the highest academic level. But all can achieve to their potential at any academic level. And all can achieve to their potential at any time. This should be our goal. And make no mistake; it's an attainable goal if we apply what we know about teacher expectation and student achievement.

High expectation is, without reservation, a self-fulfilling prophecy for student and teacher alike. The research as well as the day-to-day experiences of classroom teaching, point clearly to the importance of our holding high expectations for students. Unfortunately, the research also indicates that negative communications regarding expectation abound in many classrooms and schools.

Studies show, contrary to popular belief, that low-ability students aren't seated in the front of the room next to the teacher's desk where they might get special help. Rather, they are generally grouped and seated farther away from the teacher. Likewise, low-ability students are called on less often than those with high ability. This is probably because we know—or think—that they can't answer our questions. As a result, we may actually pay less attention to those students whom we believe have low ability.





In addition, low-ability students are given fewer clues and less time to answer questions. We probe our bright students—even when they say, “I don’t know.” But when a poor student doesn’t have the answer immediately, we pass quickly to another student. Therefore, our bright students get more time to use their minds. Worse, studies tell us that wrong answers from low-ability students are criticized more often than wrong

answers from high achievers.

Oddly enough, correct responses from low-ability students draw less praise. Finally, research indicates that the work of low-ability students is interrupted more often and more easily by teachers. Maybe this is because we don’t feel they’re achieving much even when they are working--so we don’t worry about interrupting them.

Make no mistake. Teachers’ attitudes and actions toward the less able often do communicate lower expectations. They may reveal less tolerance—and even less caring. Consequently, some students can become less confident and less productive.

There are definite steps a teacher can take to help all students meet higher expectations.

First, we must accept students for just being. This means we must avoid words and deeds which indicate that students must perform before we will accept and help them.

Second, we can give low achievers more time to work at a task. We know that time on task aids achievement.

Third, we can give low achievers more time to respond in class. They need more time to think.

Fourth, we can be long on praise and short on criticism.

Fifth, we can begin recording success rather than only failure. Remember, students will not be motivated to keep trying if only their mistakes get attention.

Sixth, we can analyze interaction patterns in our room. In the process, we can analyze negative teaching behaviors—and communicating low expectations in any way is a negative teaching behavior.

Seventh, we can examine classroom rules and procedures. We must ask if our rules contain more than six negative statements. Remember, negative rules convey the teacher’s assumption that cheating, talking and fighting will occur. On the other hand, positive rules such as “walk quietly” and “keep your work space clean” convey positive expectations.





The Master Teacher knows the research consistently indicates that young people learn about as well as we expect them to learn. However, it's not just teachers' expectations that are important. Parents, friends, classmates, and relatives form these expectations as well.

Yet, The Master Teacher realizes that we hold a dominant position which enables us to change the expectations of others. That's because once a child begins achieving in school, the perceptions others hold can change. If our expectations for the athletic ability are high, but our expectations for English proficiency are low, we can count on the obvious. We're quite likely to have winning teams and good athletes, but our English program may be only average. Worse, many students may conclude that proficiency in English isn't important. That's why our expectations in every area must be high. After all, the evidence is in: Our students' success depends on us.

The Master Teacher
Leadership Lane
Manhattan, Kansas





Managing a Multi-grade Classroom

I have 17 years of multi-grade teaching experience. Ten of those years I had all eight grades. Here are some of the things I learned:

- 1) Teach by concept or theme. A lot of themes can be taught across the grades. Have lots of hands-on. Younger children can be given seat work or rotated through learning centers while older students are learning more advanced concepts.
- 2) PLAN!! Math can be hard to do multi-grade. With planning, you can be teaching a new concept to 6th grade on one day while 7th grade receives reinforcement on a previous concept while 8th grade drills or works on a computer program. The next day, 6th grade has the concept reinforced, 7th grade works on computers, and 8th grade learns a new concept. The third day, 6th grade is on computer, 7th on a new concept, and 8th receives concept reinforcement.. That way you don't have to teach 7 or 8 new concepts every day.
- 3) Plan four lessons in each subject (although hopefully you are integrated) each week. Set weekly or biweekly goals and keep to them.
- 4) Integrate, integrate, integrate! Put the writing skills into other subjects: it's much more fun for students to write home to the Old World telling of their immigrant experience than for them to fill out a worksheet.
- 5) Give everyone in the classroom a mentor. Insist that a student ask his question of a mentor before asking you.
- 6) Have focus times when all the students are doing the same thing. This can be listening to a book, reading silently, working on an art project, resting.
- 7) Learn to warfare-pray. Never set foot in your classroom without asking the Lord to remove the demons who would bother you and the students.
- 8) When things are out of control, or getting there, stop and pray aloud with the class. Or start to softly sing.
- 9) Give students a discussion time in which to air concerns, current events, and prayer requests. A student grieving the loss of a pet needs to be able to talk about that pet.

Administration



10) Analyze your classroom. Is there some way to rearrange it so that it means fewer steps? Like putting the phone closer, or getting a cordless phone, or having a copier at arm's length, or arranging teacher's guides a certain way?

11) Give students responsibility. Let them do copying and printing. I have had kids as young as 1st grade learn to handle paper jams, refill paper drawers, and change ink cartridges. Although you get the occasional copy of the hand, most students are pleased with the honor. Many students also know something about computer repair and could easily take over virus and spy ware updating. Many also know how to run programs you may not. Let them teach others.

12) When learning new technology, I always use a "Teach Two" technique. I choose two students and teach them in depth. They in turn teach two more. It doesn't take long until everyone can do the task.

13) Teach "Share the Knowledge". I always encourage students to experiment with a computer program, and to share what they find with all of us. Most programs these days have three or four ways of doing something. It is wonderful when students can find an alternative way and share it. I never pretend to be the expert. Sometimes I simply tell them "This is what I want to do. Can you figure it out?"

14) Prepare some folders with break and diversion activities to grab during those inevitable times when you just have to give up.

15) Every so often, fly a kite, show a movie, serve ice cream.



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In spite of all the advances in technology, it is often much easier to keep track on paper and enter data later when things aren't quite so chaotic. Here are samples of the forms that I have used in my classroom:

SOCIAL STUDIES

DATES: JAN. 8-12

Student	reminder	Mon 8	Tues 9	Wed 10	Thurs 11	Fri 12	notes
7 th & 8 th grade LESSON:	Bring in materials for diorama	Choose a period of history to use to create a diorama. CHOICE	Write a paragraph describing your plans for your diorama PARAGRAPH	Work on diorama	Work on diorama	Finish dioramas- presentations Mon.	
John							
Fred							
Sue							
Minnie							
Betty							
5 th & 6 th							
Bob							
Joe							
Barb							
Lory							
1-4							
Netty							
Kenny							



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I had "sorting slots" labeled for each level. That way I could easily grab a level and go through to see if an assignment had been finished. Then I put a dot on the paper and a dot in my book under the assignment. Later, when I corrected, I put the grade in.

With this system I could tell at a glance what everyone was doing in that subject on that day, could make notes for the following week, and put in reminders of materials I would need. If I needed to hand back a partially finished assignment and it got lost, I had my dot to keep track.

I then staggered my entries into the electronic grading program: Math and English on Mondays, Social Studies & Spelling on Tuesdays, Science on Wednesdays, etc.

I always made my lesson plans five weeks in advance, placed them on master lists, and then transferred them. Again, I staggered the planning, so that one week I planned science, the next week social studies, the next week math, and so on. With four lessons a week as my goal, I could skip science a day and still be on schedule.



Administration



I also made a master grid for each day and distributed it to students. Students highlighted their respective columns. The master grid looked like this:

Date:

	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8
Bible				
Science				
Social Studies				
Math				
Language				

Special Notes for today:





WINNING COPING STRATEGIES

Teachers very often suffer from burnout before the school year ends. Here are some strategies that will help you cope.

1. Try to keep things in perspective.
2. Try to avoid confrontation.
3. Try to relax after work.
4. Try to take immediate action on the basis of your present understanding of the situation.
5. Think objectively about the situation and keep your feelings under control.
6. Stand back and rationalize the situation.
7. Try to diffuse potential stressors before they escalate.
8. Try to reassure yourself that everything is going to work out all right.
9. Do not let the problem go until you have solved or reconciled it satisfactorily.
10. Make sure people know that you are doing your best.
11. Try to forget work when the school day is finished.
12. Consider a range of plans to deal with the stress, and then set priorities.
13. Express your feelings and frustrations to others so that they can help you.
14. Express your irritations to colleagues at work just to let off steam.
15. Try not to worry about it; channel your energy into finding resolutions.
16. Engage in pleasurable activities outside of work.
17. Trust yourself, and be optimistic about outcomes.





BREATHING AND RELAXATION

Remember to Breathe—As you go through your day, there are several occasions in which you block breathing by your posture or level of stress reaction.

Once, at the top of one of the highest roller coasters in America, I literally had to tell myself to breathe. Some days at school, we may need to tell ourselves to breathe.

Make signs such as BREATHE, or WAKE UP, or REMEMBER; and put them around where you are sure to see them regularly.

When you see them, respond and tune in your breathing. BREATHE.

A Simple Method of Relaxation

Tell yourself that the next few minutes are for you to relax.

Close your eyes to cut out visual stimulation or distractions.

Inhale deeply and very slowly; then say to yourself in your thoughts as you exhale:

I AM CALM, I AM PEACEFUL, AND I AM RELAXED.

Continue to breathe normally, and repeat the phrase as you inhale and exhale without tension or pressure.

When your mind begins to wander, bring your focus back to an awareness of your breath and your statement: I AM CALM, I AM PEACEFUL, AND I AM RELAXED.

Continue to do this for as long as your period of relaxation lasts.

Memorize verses of scripture that you can recall and repeat during relaxation.

Offer silent prayers of praise and thanksgiving.

To conclude, slowly stretch your hands, your feet, your arms and legs, and then your whole body.

Open your eyes slowly.



TEN WAYS TO COMBAT HOSTILITY

1. Take Action – Do something that draws a positive response against hate.
2. Establish a Partnership – You could gather ideas and form a group of culturally diverse people in your school or church.
3. Show Support for Victims – It is good to show that you care about the victim. It is understood that he/she may feel defensive, fearful or isolated.
4. Research – Investigate the hate group. What symbols or words do they use? What agenda do they have? Anti-hate organizations frequently update their information. Share what you find out with an appropriate audience.
5. Produce Positive Responses – Find a way to focus on the issues and less on the emotion so that your message is communicated effectively. Students are often very helpful when needed to plan and execute an event.
6. Teach Tolerance – Some schools have been experiencing the results of hate within their student populations. It has affected the way school administrations watch their student bodies. It has affected the way they help to maintain a state of inclusion. Design curriculum that must be used all year long.
7. Community Perspective – Take frequent formal or informal surveys of your school's image in the community. What is being said about the ways discipline and hate are handled?
8. School Newsletter – Prepare information or positive reports on eradicating hate.





THE SECRET OF MOTIVATION

Motivating people is seldom easy. The effort will be more effective, though, if you take into account three essential steps. Each step must be fulfilled--and built upon--before you can move on to the next one.

First, associates must want something. They must want more money, a promotion, satisfaction--something. And they must desire it strongly enough to be willing to do something about getting it. If people have no goals, no desires, nothing in this world can motivate them--there will be no movement from their present position.

Second, they must have a way of getting it. It does no good to want something when there is no practical, visible way of ever achieving it. Only when people see a path, a way of acting and behaving that will move them toward their objective, will they be motivated toward it. A vital step in motivating anyone is to point out that path--through hard work, imagination, cooperation, or whatever is required.

Three, people must believe that their efforts, if successful, will be rewarded. Many people have goals, see ways of achieving them, but lack the faith that their efforts will be fairly rewarded.

HARD WORK and ambition can carry us far, even if we don't have much formal education. A junk dealer in a northeastern state who is a millionaire never got beyond the eighth grade. When asked how he managed to do so well in spite of this, the fellow replied: "Well, it ain't hard, really. I just buy things for \$1.00 and sell them for \$4.00. You'd be surprised how fast that \$3.00 profit piles up."

DON'T KEEP forever on the public road. Leave the beaten track occasionally and drive into the woods. You will be certain to find something that you have never seen before. One discovery will lead to another, and before you know it you will have something worth thinking about to occupy your mind. All really big discoveries are the results of thought.

Alexander Graham Bell

ANY TIME we're tempted to think that our technology has gone about as far as it can go, we should stop and remember a certain Commissioner of the U.S. Patent Office. In 1895 he proposed to Congress that the Patent Office be closed because all the great inventions had already been discovered.

THE IDEAL length of a vacation is just long enough to be missed and not long enough for them to discover how well they can get along without you.

BEATEN PATHS are for beaten men and women.



BRAVO, PRINCIPALS! - a book recommendation

BRAVO is an acronym for Building Relationships with Actions that Value Others. “Principals can act in many ways that value others,” said Sandra Harris, author of BRAVO Principal!

What is the role of a principal? A principal is there to be the instructional leader of the building. He/She spends 70% of the time communicating with others. Principals communicate with the teachers, the parents, the students, the board, the superintendent and others. It is therefore important for them to know the most effective ways to communicate.





An excerpt from **BRAVO Principal! Building Relationship with Actions that Value Others**
by Sandra Harris

Actions That Are Supportive: Lighten The Load - Early toward the beginning of my teaching career, I worked for an elementary principal who considered it his primary responsibility at the school to "lighten the load" of the teachers and free us up to teach our very best. No matter how early I got to school, he was always there, and usually walking the halls. As he passed each classroom, he looked in and said with a cheery smile (I never understood how he managed that so early in the morning), "How can I help you today?" I always responded with a nod and said, "Oh, nothing, thank you, I've got everything under control." He would walk on to the next room, look in, and greet that teacher in the same way.

One morning, I was running really late and arrived at school just a few minutes before the students arrived. As I rushed to my classroom, I saw the principal standing at my door. I could not believe my bad luck. Just as I opened my mouth to explain what had happened to make me so late, he said, "It looks as though you have gotten off to a very rough start today. There must be something that I can do for you this morning to lighten your load?" Then, he actually took the ditto masters that were in my hand (yes, this was in the day of the purple mimeograph machines) and brought classroom copies to my door several minutes later—with a smile. Later, I realized that he never asked, nor did I ever tell him, why I was so late to school that morning. This happened a long time ago and I have worked with many principals since that time, and though I no longer remember his name, when I think about principals whose supportive actions model valuing the faculty, I always see his face.

Principals who "lighten the burden" show their care and concern for teachers and students alike, but it transcends the workplace. Principals who build relationships with actions that value others must certainly be aware of what is happening professionally on their campuses, but they must also be sensitive to what is happening personally. To do this they must communicate effectively, offer encouragement, and recognize needs.

Support Through Communicating Effectively - There is no doubt that effective communication by principals positively influences faculty and students and encourages them to feel supported. In fact, Verdugo and Schneider (1999) studied the characteristics of quality schools and safe schools, and open communication ranked among the top five traits these schools had in common. Supportive communicative behaviors emphasize being available, listening actively, and having a communication plan.



Be Available - Effective principals both talk with and listen to students and faculty to learn about them as individuals. After all, the students who are in our classrooms and the staff with whom we work are not just student and staff. They are multidimensional: son, daughter, cousin, friend, parent, brother, sister, grandparent, artist, athlete, and so much more. We can get a glimpse of who these people really are only by making ourselves available to see them and hear them in an authentic manner.

To gain better glimpses of faculty and students while I was principal, I would arrive at school early, stay late, and attempt to be in the halls as much as possible. This often provided me with private glimpses into the lives of staff and students. It was during these times that I learned that a teacher's husband had just lost his job, that another teacher was having marital difficulties, and that a young teacher, newly married and with a baby, was having serious financial difficulties. I saw high school boyfriends and girlfriends break up and knew that a well-placed word to a teacher might help ease the stress of their teenage unhappiness. I noticed which students always seemed to be alone, without friends, or were struggling to make connections in the school.

I remember a middle school student, an only child who was new to our school. His name was Jason and every time I saw him—in the halls, or outside waiting for his ride—he stood or sat alone. I began to look for him in the cafeteria. If he sat at lunch with others, he always sat on the perimeter, and, though he listened to the conversations around him, I never saw him take part. I began to engage him in conversation and, within a few days, discovered that he loved to draw and was very good. Before too long, when he saw me, he would approach with his notebook open to show me his latest drawing. When he left mid-year to move to another state, there was a folder in my office of drawings that said, "To my friend, from Jason."

To increase availability, many principals have an open door policy. This means that teachers and students can go to the principal and share their concerns without feeling threatened. One teacher described her principal's availability as, "We can agree to disagree. Once, I had a problem where she [the principal] promoted an aide in my department without telling me. I felt that I could ask her about it and I did. The principal said, 'Sorry, but that was my call.'" The teacher then added, "But, she didn't hold it against me for asking about it and I felt supported just because I knew that I could talk to her."

Teachers are much more likely to share a personal problem that might be affecting their teaching when the principal is accessible. I've known many principals over the years whose teachers have come to the office, closed the door, and told of financial problems, babysitter problems, marital woes, and illnesses in the family. In almost every case,



principals appreciate the confidences because it helps them be supportive in a more directed way. I know of principals who have helped spouses find jobs, located child care, recommended marriage counselors, and even arranged doctor appointments. One principal took a new teacher, who was on a very tight budget, shopping. They bought several dress jackets in different colors, to help her dress more professionally.

I am not advocating that social worker be added to the principal's job description. Certainly it is true that principals walk a fine line when involving themselves in the personal lives of staff and students. But the reality is that when principals are visible and available to staff and students, relationships are built, and acknowledging personal stresses of staff and students is necessary to support the growth of the school. In schools where principals develop relationships that value others, the personal and professional lives will sometimes overlap.

Listen Actively - One of the most important components of good communication is the ability to listen actively. This creates a warm, friendly environment. Throughout the school day, principals have many opportunities, formally and informally, to listen. Principals will not find time to listen, so they must make time. One way that principals model active listening is to put their pencil down or turn away from the computer screen, and look at the speaker and really listen. On the other hand, there is no quicker way to make one feel of no value than to say, while continuing to work: "Go ahead, I'm listening." Who can communicate effectively to the back of someone's head? One might as well say to the speaker: "You are not important enough for me to listen to you." Certainly, busy principals are often overwhelmed with deadlines, and there are times when one just cannot listen properly. When this happens, it is much better to admit, "You know, I really want to hear what you have to say, but I have to complete this project right now. Could you come back in 10 minutes?"

Another way that a principal demonstrates active listening is by restating what has just been said. For example, after listening to a teacher or student or parent, the principal might respond, "So what you're telling me is. ..." This clarifies the discussion and prevents misunderstandings. It also says to the speaker that the principal values the communication so much that she not only wants to listen, but also wants to understand.

Recently, in a conversation in one of my principal classes a student shared this example of listening actively. It was two days before school was scheduled to start and the building that was supposed to have been completed in July, still was not quite ready for students. At least that was the teachers' opinion. However, the superintendent had decided that the



building was ready enough and school would start on time. He had also emphasized that teachers could not rely on maintenance help as they would be busy with other last-minute building preparations. As the principal and teachers were frantically completing at least a million details to prepare for that first day, the principal met a young first-year teacher in the hall. Hurriedly, he said, "How is everything going?" She responded, "I think I would be just fine, if I only had a pencil sharpener!" He made no comment and walked on.

The next morning, before leaving for school, the principal went into the garage, found his toolbox and took it to work. When the young teacher walked into her room that morning, there he was, dressed in suit and tie, wrestling with a screw driver as he installed her pencil sharpener. Now, that's active listening!

Have a Communication Plan - Good communication does not happen by accident. In fact, communication often suffers because the job of the principal is so busy and so fragmented. However, principals with a specific communication plan are able to provide needed support that leads to effective relationship building.

For example, because teachers are so busy, a principal who is organized and makes good use of faculty meeting times clearly nurtures and sustains relationships that value others. The best principal communicator that I know only has one or two faculty meetings a year, and these meetings always have a carefully constructed agenda with beginning and ending times. She makes regular use of several other communication strategies, such as e-mail, and provides everyone with a weekly calendar that includes planned information about what will be happening on campus that week. This busy principal encourages regular department or grade level meetings, but even these meetings are required to follow an agenda and a time frame. At the beginning of each school year, she reiterates to the faculty how important they are to the school and notes that busy people just do not have time to waste. Rather than sitting in meetings, their job is to be about "helping students and doing great things for this campus."

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