



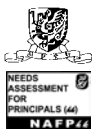
Serving principals **Needs Analysis Programme**

A NAFPhk Professional Development Programme




Beliefs and Values Scan





**A NAFPhk Professional Development Programme –
Serving Principals Needs Analysis Programme
*Beliefs and Values Scan***

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For more information on the *Needs Assessment for Principals (Hong Kong) [NAFPhk]*
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<http://www3.fed.cuhk.edu.hk/ELDevNet>



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Introduction

The purpose of the Serving principals Needs Analysis Programme (SpNAP) is to enable you to identify your development needs. Before you can do this, however, it is important to first define what you want to achieve – that is, what you **believe** to be important to your principalship.

The beliefs and values scanning process is designed to help clarify or reaffirm your purpose as a principal - what you want from the job and where you see your career as heading. These are vital starting points for any needs analysis. After all, what you need to learn in order to improve your leadership must be linked to how you define what good leadership really means.

In this booklet you will be guided through a values scanning process that will help you to determine the 'shape' or focus of your learning needs. This involves thinking *strategically* about needs analysis and setting or clarifying a personal vision or direction. If you like, you can think of it as the start of your own values based strategic plan.

This booklet does not and can not tell you what is important to you, but it does attempt to guide you through a series of steps to help you crystallize your thoughts about what you value.

Before you can determine what you need to learn or what skills you need to develop, you must first identify what you believe to be important to your principalship.

Success in the principalship, as in all areas of life, does not just happen and is not simply a result of working hard or of "paying your dues". Success is about knowing what you want to achieve, why you want to achieve it and then designing plans to make this happen. Too many people equate success to busy work and surface achievement and before they realise it are enslaved rather than empowered by their activity. As Steven Covey wrote in *The Seven Habits of Highly Effective People*, "It's incredibly easy to get caught in the activity trap, in the busy-ness of life," (1990, p.83) without getting any closer to what you would consider personal success.

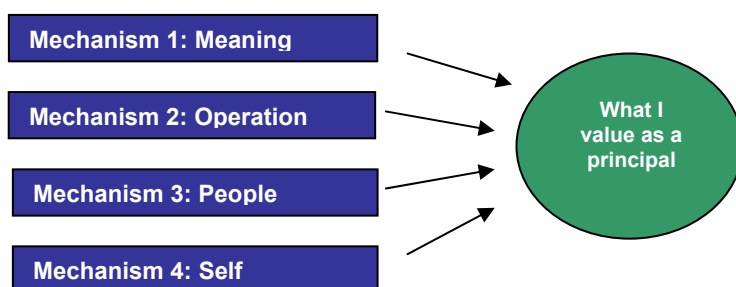
In a nutshell, this booklet is designed to help you as an experienced serving principal to answer the following types of questions for yourself.

1. Is it right?
2. Is it fulfilling?
3. What are my personal and professional goals?

The Process

The beliefs and values scan process includes a number of mechanisms. Each mechanism seeks to draw attention to different levels of values. Through exploring the ideas in the four mechanisms it is hoped that you will reflect upon and make decisions about what you value as a school principal and professional educator. We also hope to stimulate your curiosity – to help you to want to find out more about what you think is important.

The four mechanisms are:



- | | |
|--------------------|--|
| Mechanism 1 | “Meaning” is about the big picture view or “what’s it all about?” It asks about the ‘meaning’ you give to your principalship. |
| Mechanism 2 | “Operation” targets what you value in terms of how the school operates. It asks you to identify what you see as important in your ‘day-to-day’ leadership of the school. |
| Mechanism 3 | “People” asks you to think about what you value in your relationships with your leadership team (core group of leaders in the school) and other staff. It asks you to think about the people you like working with and what you value about such relationships. |
| Mechanism 4 | “Self” is about ‘you’ and is divided into two parts. Both parts are about your personal values and how these relate to good leadership.

Part A asks you to take a hard and honest look at your educational values as they relate to those identified in the <i>Key Qualities of the Principalship in Hong Kong</i> ®.

Part B asks you to examine the balance between your worklife and homelife. |

This booklet is in effect an action-learning approach to examining and clarifying your beliefs and values. Each mechanism calls on you to:

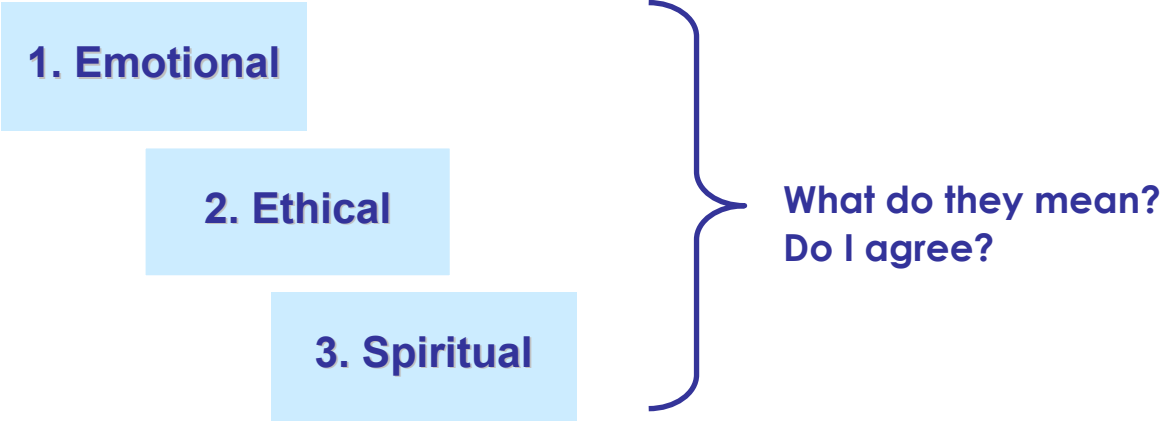
- **Notice** your internal beliefs and values.
- **Evaluate** the impact of these beliefs and values on yourself and on others.
- **Ask** “Why do I think this way?” “Why do I feel this way?” “How does this affect my leadership?”
- **Plan** to review your frameworks of values and beliefs and to engage in needs analysis that will lead to professional development intended to enhance your chance of living up to them.

There will be space in each mechanism for you to record your ratings/thoughts. After you have finished all the mechanism, complete the *Pulling It All Together* section at the back of this booklet. This should lead to the identification of learning goals.

Mechanism 1: The Meaning of the Principalship

Of the thousands of teachers in Hong Kong very few become principals. Your position implies that you have a high level of knowledge and skills and that these have been recognised by others. It also means that you are in the privileged position of being able to make a difference through your leadership to many students. Arguably, it is the values, beliefs and subsequent actions of the principal which can have the most impact on the direction and achievement of the school as a whole. So what do you value? What do you believe your school exists to achieve? What is important? What's worth fighting for?

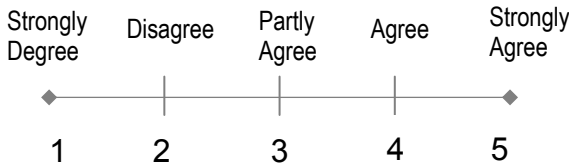
In order to break these questions into manageable pieces, start with making a decision about the BIG picture view of your role as a principal. This is a values or philosophical question – it asks you to return to fundamentals and decide what the **principalship means to you**. Consider the following three stages of meaning (adapted from Kierkegaard, 1845). Read the three short descriptions and rate the extent to which you agree with the description as a whole. The rating should reflect the extent to which **you believe** in the meaning expressed in the descriptions.



1. Emotional dimension

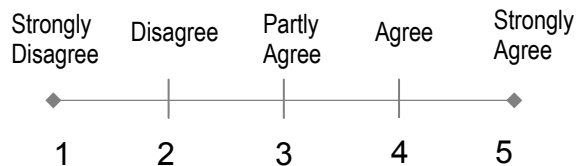
As a principal you are responsible for making sure that the staff and students in your school are personally empowered, have fun and enjoy their time in class and have the freedom to learn. Your role is to reduce conflict (both students and staff), to keep things harmonious and to ensure that the school runs smoothly. Tension and conflicts can be good, but only if they lead to innovation – and innovation is judged against the criteria of satisfaction. Your leadership is successful if the school is successful and this success gives rise to increased satisfaction for the greatest number of people. For example, the more students that graduate the better. If the school is harmonious, if people are happy, then the students will learn and the school will be successful and that is good.

Record your rating here



2. Ethical dimension

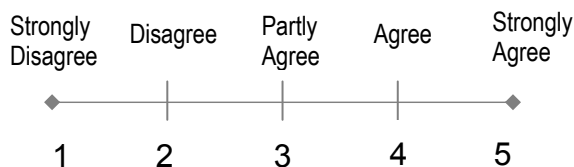
As a principal you believe that you are responsible for what's right and wrong. This is NOT the same as being responsible for everything that goes wrong – although it feels like that sometimes, but as a principal you must always take an ethical and moral stance. The work of the principal is serious business and characterised by consistency of moral choices. This is more important than fun and enjoyment in the classroom or even harmony in the staff room. Sometimes ethical questions cannot be resolved in ways which make everyone happy. Doing the right thing is not always easy, but schools have a responsibility for moulding and shaping young lives and that's why they pay you more than anyone else in the school – to make the hard decisions. So instead of seeing your role as ensuring harmony and measuring success against satisfaction your role is about ensuring the standards of the school and measuring success against what is right.



Record your rating here

3. Spiritual dimension

As a principal you share the responsibility for the spiritual needs of your students and staff. You do not have to be a minister, monk or mullah, but as principal your role is to provide your school with strong guidance and direction in matters of faith. This is more important than fun and enjoyment in the classroom or even harmony in the staff room. Sometimes it is even more important than doing the 'right thing' as judged against the current set of society's standards of what's acceptable. Principals have the responsibility for building a strong foundation of religious or other beliefs in the students in their care and for protecting the faith.



Record your rating here:

Mechanism 2: What Ways of ‘Operating’ Do You Value?

From the level of meaning, we move to the level of operation. This level is about what you as a school principal believe is important about how your school should operate, in particular what you expect from people – including yourself. It is not about what the school principalship means, but what you believe about the day-to-day functioning of school.

The framework used here is for thinking about what people value or their cognitive interest (adapted from Habermas, 1978). Cognitive interest simply means what people find ‘interesting’ or what they value in particular ways of thinking. This can be divided into three general interests: technical, practical and critical. These can be directly linked to how a school operates on a day-to-day basis. Read the short descriptions below and rate the description in terms of its level of importance to you.

1. Technical

2. Practical

3. Critical

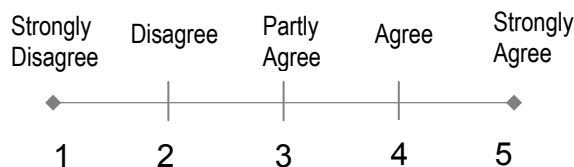
What do they mean?

How important are they to me?

1. Technical interest

When considering how schools operate, you value clear, rational thinking; you like things being logical and are partial to sound evidence and data collection. You therefore like staff that submit proposals which are detailed and supported by research. You believe in clear linear processes, the measurement of outcomes and in performance indicators. You believe in accountability and in the importance of school statistics like student achievement rates. When given your preference, you believe a school should operate on recognised management principles and have in place clear and detailed operating systems (structured systems such as performance management, financial accounting, human resource management, student tracking system, etc).

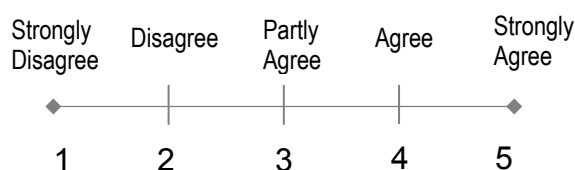
Record your rating here



2. Practical interest

Even though you use management systems you prefer to operate on a more personal, 'gut level' with regards to the day-to-day operation of the school. As a principal you know that you do your best work when you are able to operate from a basis of knowing what people want and from drawing from your years of experience. You do **not** need data, measurements or statistics, you do **not** need systems manuals or operating protocols (although they can be useful sometimes), what you **do** need is to be able to understand and interpret situations, so that you can respond accordingly.

As a principal you do not believe that you have been selected because you are a good systems manager, but because you can make the 'right calls', based on your understanding of what teachers are doing and what they need in order to improve their work. As a principal you always emphasise collaboration and cooperation and whenever possible involve as many people as possible in decision making. You operate on the belief that there is *never* a single best solution to a problem, but many different solutions. And that regardless of what the researchers or the management experts say, when it comes down to it, as an experienced serving principal you often have to use your intuition (and past experience) to make the right decision.

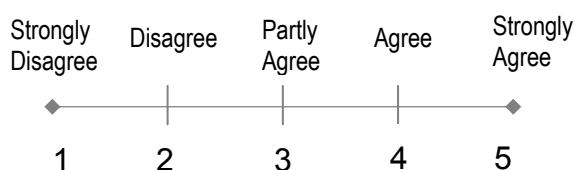


Record your rating here

3. Critical interest

You prefer to operate in a way that is humanistic and open. Your preference is for a school to operate in a way that reflects a democratic society; one which embraces the notion that participation by all staff is not only legitimate, but necessary. You operate by empowering administrative staff (like Panel Chairs) to throw off the shackles of tradition, habit, custom and even economic rationalism. You might, for example, tell a Panel Chair that you want him or her to question the usefulness of the school's rule about late attendance – does it disadvantage anyone? Could the rule be changed? As a principal you constantly and actively seek to eliminate administrative practices that alienate and subordinate staff.

You run the school by empowering teachers, by enabling them to understand that they have a role to play in joining knowledge and power, a role that they in turn can use to develop critical and active citizens for a better society. Your role as principal is to question, probe and analyse. When a staff member brings to you a proposal for the implementation of a new policy, for example targeting boys education, your job as principal is to be critical, to ask the 'hard questions' like, "Will this new policy disadvantage girls?"



Record your rating here

Mechanism 3: People

So far you have reflected on what the principalship means to you and on what you value in terms of the day-to-day operation of the school. This mechanism asks you to consider what you value about other people. You are given the choice of two ways to do this.

This is an important part of needs analysis because it can help determine that you need to develop your 'people skills'. These may include skills related to team building, conflict mediation or influencing behaviours, to name but a few.

As discussed above, the reason for starting with a values scan is because you need to clarify what it is you believe is important about working with people. How do you define a successful administrative group? What do you value in interpersonal relations?

It is difficult to use a single framework to help you to scan your 'people' values. This is because what you value in people can depend on many factors, such as the change context, your own mood or even the issue currently consuming your time. However, you will have some type of framework in mind. In these terms a framework is like a 'window' through which you perceive people. It is a set of beliefs that you use to help you to understand them. The purpose of this mechanism (and indeed the entire booklet) is to help you to formally clarify, reaffirm or challenge these beliefs. In other words, to give the values a concrete form by bringing them to the surface for further reflection.

To clarify what you value about 'people' we suggest you draw a **mind map**.

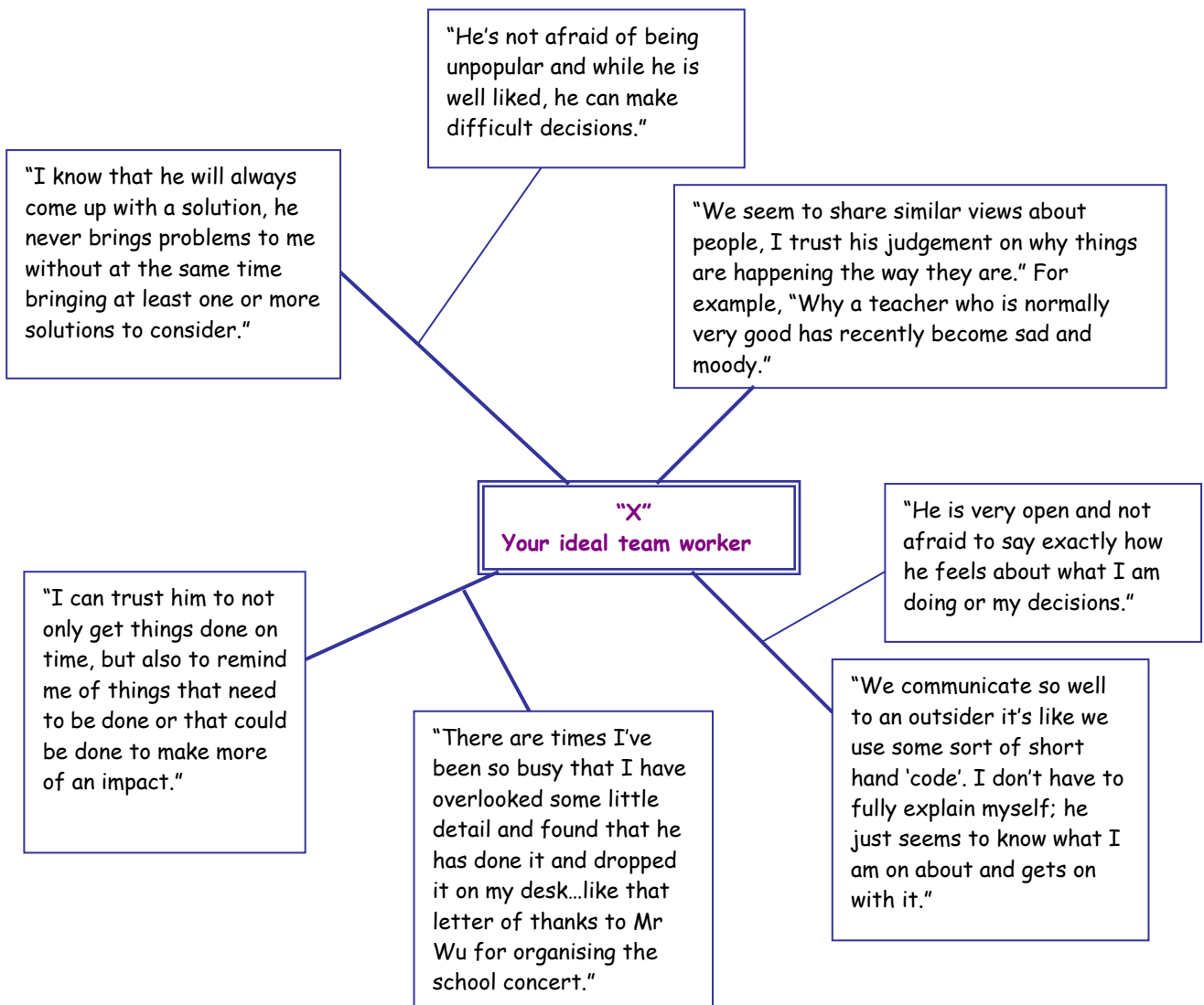
A mind map is a way of charting your thoughts on paper. It is a very useful tool for clarifying your thinking and for enabling critical reflection. A mind map is often used in decision making and is also used as a common tool in innovation workshops where 'lateral thinking' is required.

The process is simple, start by drawing a box in the middle of a large piece of paper. In the box, write the issue that you wish to think about, for example, "the attributes of my ideal team worker". Then 'map' out from this central box, jot down your ideas as fast as they come. Put them down randomly on the page and then link them with lines. Each new idea should stimulate another idea so that by the end of the process you might fill in the whole sheet of paper. An example of this process is shown on the following page.

I. A “People” Mind Map

Sample 1:

Principal Wong discovered that her vice principal is retiring and that she needs to appoint a new person to the position. Before making her choice she sits down and constructs a mind map to help her clarify her thinking about what it is that she valued about working with her current deputy. The purpose for this is not so that she can find a ‘clone’ for Mr Kwong, but so that she can have it clear in her mind what she values in the people she works with in a team setting, so that she can make an informed choice.



Mind Map Outcome:

1. I value independent people who can make decisions without constantly checking with me first (take risks).
2. I value people who make the effort to understand me and my way of working.
3. I value people who are open and not afraid of telling me things I need to hear.

If you are unfamiliar with mind maps you might like to start by practising with a simpler idea, such as: "What to do on my next holiday?" Try mapping out your ideal holiday. Below is an example of what a principal came up with.



Mind Map outcome:

Four week holiday (July) in Thailand at beach resort flying Singapore Airlines, total cost HK\$5760.

II. A “People” List

If you are unfamiliar with mind maps, you might like to use a simpler approach, such as jotting down your ideas in point form. A sample of this is given below, it also relates to the holiday plan.

My ideal holiday

- Fly with Cathay or Singapore Air → • Do not want a package tour
- 4 weeks away → • June or July
- Must have email access in room → • Hotel 4 star
- Safe place, no terrorist → • Not interested in local cultural sites or churches
- Safe food, clean toilets → • Not Bali again! → • Cheap taxis available NO bus
- Budget of maximum of HK\$6000
- Close to shopping and cheap bargains → • Beach → • Somewhere we have never been before
- Speak English or Mandarin

Outcome:

Four week holiday (June) in Thailand at beach resort flying Singapore Airlines, total cost HK\$5760.

Mind maps can be used for making decisions or just for thinking things through, but the main purpose is to help you clarify what you value. **On the following page, construct your own mind map.** The purpose for this is to help you to clarify what you value in regards to people.

Begin the process by capturing an image in your mind of one or more of the people in your school whom you work well with. For example, people with whom you regularly team up with to ‘get things done’ in your school. This should begin with the focus question: **“What I value in the people I work with?”** – put this in the central box and then construct the map.

Alternatively, you can choose to jot down your ideas in point form.



'PEOPLE" MIND MAP

MIND MAP OUTCOME: What I value in people I work with is:



“PEOPLE” LIST

OUTCOME: What I value in people I work with is:

Mechanism 4: Self

Part A: Educational Values

This mechanism focuses on your beliefs about yourself. So far you have reflected on the overall meaning of the principalship, what you value about the day-to-day operation of the school and your values about other people. This section asks you to clarify your own 'personal scripts'.

Our behaviour (particularly our leadership) is 'scripted' by our values. In general we are unaware of our own values and how they affect our behaviour and interaction with others. They also profoundly affect our capacity to translate knowledge and skills into effective action. Our values affect all aspects of our lives – they can be grouped in different ways to aid understanding. One identifiable group of values for serving principals are 'educational values' as defined in the *Key Qualities of the Principalship in Hong Kong*. According to these values meeting leadership expectations involves a commitment to relevant values.

Educational Values

Principals develop a coherent set of educational values on which to base leadership for school improvement. These values serve as fundamental principles on which to develop and design their schools and to provide consistency across all aspects of their leadership. Eight pivotal values are identified, as follows:



1. Learning-centredness

A belief in the primacy of learning as the focus of all that happens in the school.

2. Innovativeness

A belief in experimentation with new ideas and with change as a means of school improvement.

3. Lifelong Learning

A belief that a major goal of the school is to develop among its community members a view of learning as a continuous and ongoing process.

4. Education-for-all

A conviction that all students have a right to a relevant and meaningful education.

5. Service-orientation

A belief that the school be flexible and responsive in meeting the diverse needs of its community.

6. Empowerment

A commitment to the meaningful involvement and participation of school community members in the life of the school.

7. Equity and Fairness

A belief that the rights of all in the school community are duly recognised and that individuals be treated with justice and integrity.

8. Whole-person Development

A commitment to producing students with a well-rounded, balanced education.

SWOT Analysis of Your Educational Values

Simply reading the list of educational values is not enough – it is necessary to think more deeply about what they mean to you as a leader. This can be done using a form of SWOT analysis. The purpose of such an analysis is to enable you to identify and strengthen any areas of weakness in your leadership. Remember that this is just for your use, so be as open and honest as possible.

A SWOT analysis is commonly used in organisational planning. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. This form of analysis is used predominantly to help organisations identify where they stand and, by doing so, to reach some conclusions about various aspects of their operation. It can be used just as usefully by individuals.

In this activity you do a SWOT analysis on yourself. In other words, you analyse your own strengths, weaknesses, opportunities (potential) and threats (things that work against you) in terms of some of the Educational Values identified as important for Hong Kong principals.

Complete the SWOT analysis of your Educational Values on the following page using a simple two-step process:

Step 1. After reading the example below, fill in each section of the grid. What are your strengths, weaknesses, opportunities (potential) and threats (things that work against you) as they relate to each of the values?

Step 2. When you have finished, read over the completed grid and rate yourself from 1 - 5 for each of the 8 educational values.

- Rate yourself as a '1' if you believe you are **poor** in this area because you **rarely** get the opportunity to demonstrate this educational value.
- Rate yourself as a '5' if you think you are **very strong** in this value and **often demonstrate** it in your principalship.

Example:

	Strengths	Weaknesses	Opportunities (potential)	Threats (Factors against you)
Learning-centredness <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Rating 4 </div>	<i>I am known as a strong learning & curriculum leader. I am often invited onto EMB curriculum committees</i>	<i>Unfortunately at school I spend so much time on administration and 'putting out fires' that I have little time left for learning leadership.</i>	<i>I have a strong knowledge base and have kept abreast of instructional and pedagogical changes. I am currently looking at multiple intelligences.</i>	<i>We get more administration all the time, I can see even less opportunity focusing on learning in the future.</i>

SWOT Analysis of Educational Values

	Strengths	Weaknesses	Opportunities	Threats
Learning-centredness <input type="text" value="Rating"/>				
Innovativeness <input type="text" value="Rating"/>				
Lifelong Learning <input type="text" value="Rating"/>				
Education-for-all <input type="text" value="Rating"/>				
Service-orientation <input type="text" value="Rating"/>				
Empowerment <input type="text" value="Rating"/>				
Equity and Fairness <input type="text" value="Rating"/>				
Whole-person Development <input type="text" value="Rating"/>				

Part B: Maintaining a Personal and Professional Balance

In Part A you analysed a set of educational values considered important for all Hong Kong Principals. In this section you will explore your own values (yourself) with regards to your beliefs about the balance between personal and professional self.

Why is it important to clarify what you **value** in terms of maintaining a personal and professional balance? As any professional will tell you, you do better work if you are resilient, healthy and happy across different aspects of your life. In short, if you are not healthy, not happy at home or have no interests outside school, it is unlikely that you will be able to face the constant change bombarding in schools or remain resilient. Principals who become enslaved by their work may not be performing as effectively as they think they are.

“Enslaved by Work?”

Needs analysis may identify an unhealthy imbalance in the mix of personal and professional life.

Of course you know all this – experience tells us that any person who is under personal stress at home, is obsessed by work or is physically unfit will find it difficult to meet the requirements of day-to-day work in schools effectively. Chances are that they will be distracted and will make less than acceptable decisions – this may in turn have an adverse effect on the school community. Students are highly perceptive when it comes to recognising when teachers or principals are under stress or are emotionally distressed.

It is possible that one of the outcomes of going through SpNAP will be that you consciously seek to balance your life and escape some of the enslavement of work.

In Part B we suggest you try the two activities that are illustrated on the following pages.

Activity 1: Your Roles

Activity 1 asks you to define your school and personal roles. It encourages you to decide which roles you need to develop most.

1. **Brainstorm and identify your main personal and school roles. Write these in the following table.**

- Major School Roles (e.g. team leader, supervisor, trainer)
- Major Personal Roles (e.g. mother, wife, coach, writer, house keeper, etc)

School roles	Personal roles

2. **Answer the following questions:**

- i. Which roles are the most difficult to maintain?

- ii. Which roles are the most rewarding for you?

- iii. Which roles take the most time?

- iv. Which roles cause the most mental or emotional stress?

- v. Which roles do you wish you could pass to someone else?

- vi. Which roles are you neglecting?

- vii. Which roles do you honestly want to spend more time and energy on?

- viii. Which roles are you the best at?

3. Decide which roles you need to develop most? As you write about these try to say 'why'.

Activity 2: Your Needs

The second activity in Part B encourages you to reflect upon your personal needs and the best balance between these and your professional life. You can do this through doing a SWOT analysis of your own needs.

Glasser is a famous behaviouralist who believed that people have five levels of needs. Glasser's hierarchy of needs may be useful for understanding your needs as a principal (Glasser, 1986). Glasser's hierarchy is interpreted below. When you have read the brief descriptions complete the Personal SWOT Analysis that follows.

Level 1: Survival

Serving principals should have passed this level of need, although this may not always be the case. Survival is about being concerned with the day-to-day of 'doing the right thing' or worrying that you will make a mistake that will be career threatening. It is about accountability and accepting that you are human.

In terms of balance, survival is not only about money, but also includes things we need as humans, such as love and companionship. Most importantly, it is about being healthy and fit. Too many principals are 'enslaved' by their success and their health suffers.

Making time for exercise, proper diet and stress relieving activities is not just useful, but absolutely essential to the principalship. Issues like diabetes, high blood pressure and cholesterol are real factors in survival.

Level 2: Sense of Belonging

Once past the stage of being a beginning principal, when survival concerns have been rested, new principals (and some serving principals) often feel a need for a sense of belonging. It can be lonely at the top. At least it can be if you are at level 2. It seems to be the case that some principals isolate themselves. They might, for example, believe that as principal they carry a special burden that they alone must bear. Expressions like "the buck stops here" capture something of this belief.

In terms of balance, 'sense of belonging' refers to your need for being a part of a group, a family or a religion. It is about being accepted and knowing you have trust and support. Sometimes aspiring principals work long hours and dedicate themselves to their work to the detriment of their 'sense of belonging'. They may neglect family and friends and drop out of clubs or community groups.

Level 3: Personal Power

Some would say that once you have reached the position of principal (and have been serving for a period of time) that you must have a lot of personal power. This is just not true. There are some principals who feel quite personally powerless. They feel that their position is controlled by rules and regulations and having to do the right thing in the eyes of others (including political correctness). They may feel that they cannot make decisions by themselves but must share leadership or feel they cannot take a risk without the permission of their supervisor. Others feel powerless because they have taken on the role of 'servant leader', where they have taken things too far and so spend all day trying to please others – trying to ensure others' needs are all met.

In terms of balance, personal power refers to the need to be able to make life decisions without fear. For example, being able to change jobs or move schools, being able to take risks at work and make changes because you feel secure enough in terms of support from others. Personal power can also come from your faith in god or other spiritual beliefs.

Level 4: Fun and Enjoyment

For the experienced principal this means actually having the capacity to enjoy what you are doing – to be able to say truthfully that you love each (or at least most) moment of your working life. This is about richness and fulfilment in the principal's office. For example, it is about satisfaction, having a laugh with staff, building a positive caring climate and being able to approach problems with excitement, not dread.

In terms of balance, fun and enjoyment means that you enjoy both your work and home lives. That you do not just 'live to work' and you have passions outside work (things that you want to achieve that are not related to school).

Level 5: Freedom

At the top of Glasser's hierarchy is freedom. For the experienced serving principal, this means freedom to innovate, freedom from day-to-day problem solving, freedom to explore new ideas and freedom to imagine just how good your school could be (visionary leadership).

With regards to life balance, it also refers to freedom to pursue out-of-work goals and the freedom to take holidays without worrying about work (or continuously checking on the office). It is also about the freedom that comes when you have strong support at home for your work efforts.

Personal SWOT Analysis

After reading the example provided below, complete the SWOT Analysis on the following page. When you have completed the analysis use Activity Box 2 to summarise what you can do to balance your life.

Example:

	Strengths	Weaknesses	Opportunities	Threats
Survival	<p><i>I am not overweight but normal for my height and age.</i></p> <p><i>I have a 'healthy' bank balance and investment portfolio and believe I am well positioned money wise for retirement.</i></p> <p><i>My marriage is happy and I love my family.</i></p>	<p><i>I still have two teenage children to get through University and to set up in life.</i></p> <p><i>I tend to overwork, not getting home until 7 pm most nights.</i></p>	<p><i>In the near future (next year) the school will get another Head of Department and I will be able to work less hours.</i></p> <p><i>I have the chance to join a health club at very low cost through my wife's brother who is the owner.</i></p>	<p><i>My father died of stroke when he was only 58 and I have high blood pressure and high cholesterol that must be closely monitored.</i></p> <p><i>My doctor recommends I work less and eat better and more regularly.</i></p>

Personal SWOT Analysis

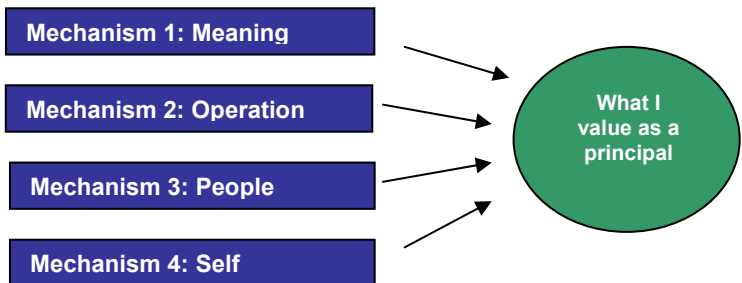
	Strengths	Weaknesses	Opportunities	Threats
Freedom				
Fun and Enjoyment				
Personal Power				
Sense of Belonging				
Survival				

Activity 2 **What can I do to balance my life?**

Activity 2: What can I do to balance my life?

Pulling It All Together

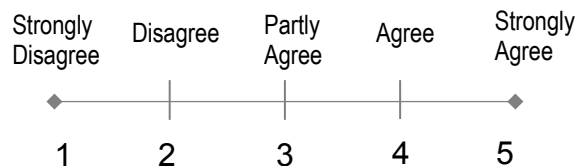
This final section provides an opportunity for you to ‘pull together’ the different parts of the Values and Beliefs Scan. This is not required but will serve the purpose of giving you a more complete or holistic picture of where you stand.



This section asks you to transfer some of the most important findings derived from the activities that you have just completed in Mechanisms 1-4 of this booklet. While pulling the different parts together, we hope that you will develop a clearer and more holistic understanding of your own beliefs and values, which can help you to develop some worthwhile learning goals. You should record your learning goals in the table on the last page of this section.

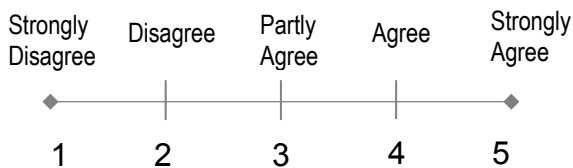
Mechanism 1: Meaning

1. Emotional dimension



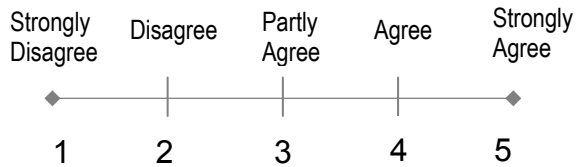
Record your rating here

2. Ethical Dimension



Record your rating here

3. Spiritual Dimension

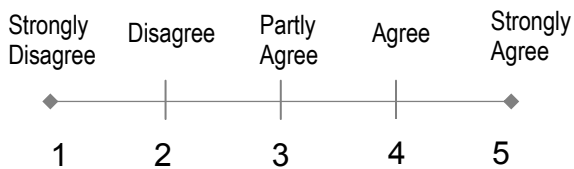


Record your rating here

Summary of what this tells me:

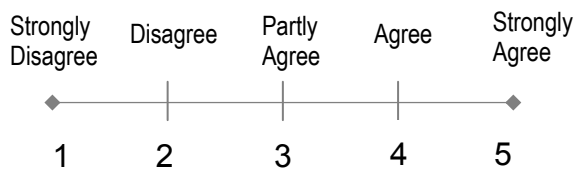
Mechanism 2: The Ways Things Operate

1. Technical interest



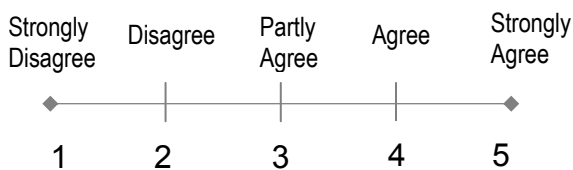
Record your rating here

2. Practical interest



Record your rating here

3. Critical interest



Record your rating here

Summary of what this tells me:

Mechanism 3: People

What I really value in other people.


Mechanism 4: Self

Part A: SWOT Analysis of Your Educational Values

Educational Value	Your rating	Educational Value	Your rating
Learning-centredness		Service-orientation	
Innovativeness		Empowerment	
Lifelong Learning		Equity and Fairness	
Education for all		Whole-person Development	

Part B: Balance of professional and personal lives

Activity 1. Which roles do I need to develop? And why?



Activity 2. What can I do to balance my life?



Initial Learning Goals

Use the table below to record any pertinent ideas and insights which emerged from your scan. Once you have identified ideas and insights write any learning goals which you believe will help develop your leadership. When you have written your learning goals transfer the most important to the *SpNAP Workbook*.

EXAMPLE:

	Ideas and Insights Identified	Learning Goals
Meaning	<i>I may be overly focused on the emotional aspects of teaching. Sometimes I let sub-standard work through just so I don't upset people.</i>	<i>To try and balance achieving higher standards with keeping staff happy.</i>

	Ideas and Insights Identified	Learning Goals
Meaning		
Operation		

Transfer your most important learning goals to the *Leader's Learning Journal* in the *SpNAP Workbook*.

	Ideas and Insights Identified	Learning Goals
People		
Self		

Transfer your most important learning goals to the *Leader's Learning Journal* in the *SpNAP Workbook*.

Conclusion

The purpose of beginning the Serving Principals Needs Analysis with a beliefs and values scan is that it helps you identify needs by defining what success means to you.

We have asked you to explore what you believe is important to you as a principal with regards to:

- ✓ What the principalship means
- ✓ How the school operates
- ✓ Working with people
- ✓ Being yourself

Hopefully you are now in a better position to move on and examine your professional development needs through the other SpNAP elements.

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- Glasser, W. (1986). *Control theory in the classroom*. New York: HarperTrade.
- Habermas, J. (1971). *Knowledge and human interest*. Cambridge: Polity Press.
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