

There are several Guiding Principles, in The Hearts and Minds Leadership Model

™ 7 of them are listed below. These principles provide leaders with an opportunity for reflection, and a place to begin. Keep in mind that the journey is not just about DOING or taking action. It is also about BEING, aligning and living your values in your leadership.

7 of the Guiding Principles of the Hearts and Minds Leadership Model™

Part 1: WAYS OF BEING

Guiding Principle 1: Legacy Consciousness

Be aware of and have a deep appreciation for the responsibility and privilege of your leadership role and the ability to influence the future. Leaders do not simply carry out an educational mandate; their role is much deeper and wider. When leaders focus on touching the hearts as well as the minds of the children in their care, they can guide them to embrace and stand in their own power and potential, and to transform their lives; and students, in turn, can positively impact the lives of future generations.

When leaders lead, teach and learn from a mindset of legacy, they are inspired and have a deeper respect and compassion for those around them, and for everyone with whom they interact. Leaders are more capable of helping others awaken to their uniqueness and become the leaders they were born to become.

Legacy thinking helps leaders to understand the power of thoughts to create reality. A legacy mindset supports leaders in realizing the importance of consciously choosing thoughts, bringing congruency to thoughts, feelings, actions and speech, breaking old negative patterns of thinking, reframing thinking around certain situations and standing in their worth.

Leaders can then help students to shift their mindset, awaken their inner leader as well as their inner champion, and wisely and compassionately lead their own lives.

Guiding Principle 2: Asset-Based Mindset

View every situation through a lens of optimism. Focusing on strengths, and building upon them, empowers everyone. Communities have strengths, schools have strengths and people have strengths.

Embrace the idea that everyone has gifts, talents and capabilities, and help others to understand that they were born as unique human beings who possess all that they need within. Believe in them, care for and guide them until they slowly begin to awaken to their own uniqueness and realize that they have the power and unlimited potential to create a better life for themselves. Believing in others helps them to develop a strong sense of self, and stand in their own power.

Recognizing and enhancing skills, from a foundation of strengths, brings to others an empowering perspective that enhances their professional capacity and gives them the authority to lead their growth and development.

Find the good in every person and every situation. Teach students to do the same.

Guiding Principle 3: Harmonizing the Heart, Mind and Spirit

The role and the person work/life harmony.

School leaders have to manage very stressful situations. To face and deal with the daily challenges of the job, leaders need to continue to grow, both personally and professionally. Personal and professional success depends on being physically, mentally, emotionally and spiritually aligned.

In thriving school systems, leaders and teachers have many opportunities to participate in professional learning. These opportunities enhance the leadership and teaching skills required to manage the daily challenges of leading and teaching in unique school communities.

It is essential to take care of mental health and well-being. Leaders must develop an increasing awareness of mental and emotional well-being, and of when they need to recalibrate in order to be in balance and harmony. This conscious awareness allows leaders to model expectations for others, and support them in finding the balance and harmony that suits them. It is important that leaders recognize that this looks different for everyone, and that others may not have the strength, stability and resilience that they possess.

Leaders need to create simple and enjoyable opportunities, for themselves and their staff, to grow and develop personally.

Life is less stressful when we allow ourselves and others to be genuine and authentic in all areas of our personal and professional lives.

Professional and personal growth go hand in hand.

When everyone consciously and consistently works to harmonize the heart, mind and spirit, this helps leaders find the right harmony for their personal and professional life, this builds resilience and success.

PART 2: THE DOING

Guiding Principle 4: Understand the Context of Your School and Community

The opportunity to make positive changes exists in even the most challenging school and community environments. Leaders must act with intention and begin the change process by uncovering the root of the problem.

Leaders must strive to understand the strengths and challenges they face in their unique context. Once leaders understand and appreciate their context and challenges, their task is to collaborate with stakeholders involved to find creative and innovative solutions. Leaders must carefully select an area for improvement, based on their observations and the data collected. Use this information and research to enhance and build upon best practices.

At the school level, academic development must be at the center of all efforts.

Everything you do should lead to improved academic outcomes for students.

It is also important to alleviate and remove barriers to learning. As schools work to close the learning gap, it is beneficial to work with students to develop co-operation and collaboration skills, and assist them in understanding the importance of being a valuable member of a team.

A focus on social and emotional growth and development is crucial to student success, especially for students who live in unstable and traumatic environments.

Guiding Principle 5: Creating a Shared Vision

Working together with students, staff, parents and the community to create a shared vision, often reveals different expectations about what schools should be doing and how they should be doing it. Uncovering these diverse expectations, eliciting a variety of perspectives and then determining focus, is a powerful process that should not be rushed. The process can be more powerful than the outcome. When others feel included, they are more willing to work collaboratively to bring the vision to life. When there are disagreements, act with curiosity, not judgement. Ensure that the school's vision and mission are at the center of this process.

Creating a shared vision can be a positive process that strengthens and builds trusting relationships with families and the wider community. As leaders, it is important to include everyone in this process, even the youngest students in the school.

Schools may wish to engage their communities in creating a motto, a covenant or promise, and guiding principles to support the school's vision mission and values.

Together, they support a powerful school community.

Guiding Principle 6: Creating Community through Relationships

Everyone wants to live, work and learn in healthy, safe and caring environments that foster acceptance and belonging. Establishing classrooms, schools and communities on a foundation of respectful and caring relationships, creates safe and healthy spaces, critical for growth and development. It is important to create common expectations for respectful and compassionate speech and behaviour, and to require all stakeholders to agree to abide by them. Conscious and consistent use of a common language ensures that everyone has the same understanding.

Respect is a two-way street; the expectations are the same for students as they are for adults. Valuing respect changes interactions with students, and how behavior is addressed for all members of the community. Everyone learns the importance of self-monitoring and self-management of behavior, triggers that lead them to behave in an inappropriate and unacceptable manner, to identify and manage difficult emotions and employ self-regulation strategies.

Guiding Principle 7: Setting High Expectations

Schools are inundated with competing priorities that take time away from the curriculum. To avoid falling prey to various agenda, leaders must intentionally streamline processes, systems and routines. It is important to develop these processes, systems and routines with students, staff, parents and community members. Embarking on the journey together allows all stakeholders to grow.

School, classroom and individual student goals are the focal point of personal and academic growth, and should be proudly displayed for all to see. Always starting from strengths, make time to set and monitor goals, then assess evidence of progress regularly, daily if possible, with every child in every classroom. At the end of the day, reflect on, document and celebrate progress. Revisit goals and revise if necessary, and then set goals for the following day. This process keeps goal achievement at the center of teaching and learning. Goal setting and achievement are major success factors for student achievement.

When progress is monitored frequently, it is easier to make course corrections and attain goals. When educators guide students to take ownership of the process, it becomes even more powerful.

Encourage students to work with teachers to monitor progress, analyze results and understand factors that impact their intended progress. It is important for students to understand how they learn, what gets in the way of their learning and performance, and what strategies and techniques they can employ to grow, develop and achieve their goals.

This metacognitive process builds students' self-efficacy, confidence and helps them to stand in their own power. The most wonderful part is, it also teaches them mental and emotional resilience. They learn that mastering new concepts takes time and requires different strategies. They begin to understand that failing is a part of learning, and they can bounce back from failure and continue to learn and grow.