The Legacy of Female Leadership in Schools: Finding and Being Mentors, Sponsors, and Role Models
Using the small square cards in the middle of the table, please take a moment to write down a question or topic you would like to see addressed.

We will collect the cards before we begin.
Introductions: your school, your role

Dr. Ruth Mathis Bissell
Upper School Head
San Francisco Day

Nisa Frank
Head of School
Prospect Sierra School

Kathleen McNamara
Head of School
Seven Hills School
Outcomes/Goals
Participants will...

- Identify your leadership style so you can maximize opportunities to lead in your school and model high-quality female leadership for students.
- Identify your opportunities to mentor and sponsor or be mentored or sponsored by local leaders in your area.
- Identify the ways that women learn to lead by constituent group: faculty, peers, parents, and board.

We will share our own leadership journeys in order to help you develop an action plan for your own leadership development.
IKIGAI

What you love

What you are good at

What the world needs

What you can be paid for
Dr. Ruth Mathis Bissell

What is your purpose?

As you consider your leadership journey:
  What stops have you made along the way?
  What lessons have you learned?
  What lessons have you taught others?
  What brought you the most joy?

What do you feel/see/hear as the common thread?
The dissertation investigates the articulation of race, class, and religion among Africans in colonial New York and the methods used by these individuals to resist the oppressive conditions of Northern bondage. Men's, women's, and children's burials from the African Burial Ground Project in New York city will be compared to burial sites in The Netherlands, Suriname, and England in order to understand the range of mortuary practices available to captive Africans and their influence on various social relationships constructed throughout the old and new world. Archaeological evidence will be used to explore social roles from burial positions and grave goods associated with individuals, emphasizing the cultural symbolic ritual of mortuary behavior.
My “real” Board...
My common purpose...

Emery Social Studies Department Chair Ruth Mathis sees the Y-PLAN as a way “to give real opportunities to students to actively engage with themes, such as the creation of democracy, conflict and revolution, and social justice.” Mathis integrates Y-PLAN into her curriculum to meet “the needs of a diverse population and to create active, engaged, and socially conscious citizens.”

https://www.reimaginerpe.org/node/1194
Don’t be afraid to...Fail...ask for help...or own your Strengths!

Strengths Finder 2.0: Command, ideation, learner, strategic, intellect

Informal training?

UC Berkeley Principal Leadership Institute

Informovisation Training & Volunteering

CATDC Leadership Cohort

Improv, dance, acting

Harvard Leadership Institute

MoAD, Equal READ,

***Find an ally that will amplify your voice...***
My Leadership at SF Day...

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>Restorative Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>School rules are broken.</td>
<td>People and relationships are harmed.</td>
</tr>
<tr>
<td>Justice focuses on establishing guilt.</td>
<td>Justice identifies needs and responsibility.</td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact and repairing harm</td>
</tr>
<tr>
<td>Justice directed at the offender; the victim is ignored.</td>
<td>Offender, victim, and school all have direct roles in the justice process.</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive or negative.</td>
<td>Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.</td>
</tr>
<tr>
<td>Limited opportunity for expressing remorse or making amends.</td>
<td>Opportunity given to make amends and express remorse.</td>
</tr>
</tbody>
</table>
Finding Your Purpose Activity (15 minutes)

I feel a sense of meaning when I am _____________________. (type of work)

I feel the most fulfilled when I am serving/helping_________________. (audience)

My work has impacted people most by _________________________. (area of work)

My PURPOSE STATEMENT:

I exist to (desired impact) ____________________________________

In order to serve (intended people) ________________________________.
Let someone else tell you no!

It’s all an internship

Always open to learning

Got the job!
Activity: What do you value?
Centering Values

Community

Authenticity

Equity
## Community

### Looking

- What types of affinity spaces existed for the people in the community?
- Do people say hello as you walk by?
- Did the definition of community sound similar as I spoke with various constituencies?
- How will I be supported here?

### Doing

- Partnered to start faculty of color group
- Partnered to start SoCIE
- Standing on the stairs everyday so that I know everyone’s name
- Podcast - Gettin’ to Know Ya

What part of your leadership life represents your third value?
Authenticity/Identity: Who’s interviewing who?

Black, Woman, Educator

Use the interview process as a test to see how much of you can really live in your work space. How much of you do you want to live in your work space?

Any job in education is exhausting...even if it’s joyfully exhausting!

Being authentic does not mean being unprofessional or lacking boundaries!

Doing: Coffee and Conversation

I am an introvert so the way I get to know the community needs to reflect my need to meet in small groups, get to know people one on one. How do I continually reflect my best self if I’m constantly in structures that don’t align?

What part of your leadership life represents your second value?

I refuse to be exhausted by inauthenticity
Equity

Constant self evaluation and institutional evaluation: Questions I ask myself and others...

Is everyone being taken care of?

Who will feel seen by this and who is invisible in this?

Doing: Faculty salary increase

Teaching faculty felt seen, staff felt less seen

What part of your leadership life represents your third value?
Your school’s mission should be a reflection of your values

Prospect Sierra students are passionate about learning. Our exceptional teachers inspire students to seek deep, meaningful understanding; to develop strong academic skills; and to become creative and independent thinkers. Prospect Sierra cultivates compassion, fairness, respect, and individuality within a community that celebrates diversity, authenticity, and service.
Nisa is passionate about learning. Nisa is always working to inspire students to seek deep, meaningful understanding; to develop strong academic skills; and to become creative and independent thinkers. Nisa strives everyday to cultivate compassion, fairness, respect, and individuality within a community that celebrates diversity, authenticity, and service.

Can you say this about yourself?

Will others say this about you?
Nisa’s Personal Board of Trustees

SoCiE +Bay Area Heads/Professional Groups
Kathleen: How we show up to the work is informed by...

How we grew up

and

Where we think we have deficits
How we grew up:

First born, only girl
Where we think we have deficits

Be a Student of Leadership: Johari’s Window

The Johari Window Model

- Known to self
  - Open area or Arena
- Not known to self
  - Blind spot
- Known to Others
  - Hidden area or façade
- Not known to Others
  - Unknown
Kathleen’s Leadership Journey: saying “yes”

MS and HS French Teacher, Dorm Parent

MS English, Dorm Head

Admin #1: High School Placement Counselor, 9th Grade English

Campus Head (grades 5-9)

Assistant Head (grades 5-8)

Head of School (preS-grade 9)

Head of School (preS-grade 8)
Kathleen’s Path to Headship!

18 → 8 → 3 → 1
Mentors & Sponsors

Definitions

Mentor: a guide, an advice giver, a sounding board, one who helps you grow

Sponsor: a door opener, an introducer, someone who extends “a hand up”
Reflection Activity

Who are your current mentors and sponsors?

Whom would you like to have as a mentor or sponsor?
"They say that if she starts playing with her earrings you're dead."
Kathleen’s Board of Directors
What does the Research Say?

- Search firms
- Articles
- Studies
- Books
- Organizations: HEADS Network, Women in Leadership Seminar
What does the Research Say?

Women are IN the research! Use it to your advantage!

https://www.wickenden.com/what-aspiring-heads-should-know-about-headship/

WICKENDEN

1. Strong communication skills, both oral and written
2. The ability and willingness to listen
3. Abundant emotional intelligence
4. A visionary, strategic, “big-picture” orientation
5. Equanimity—including patience, an even temper, a calm manner, resilience, and a thick skin
<table>
<thead>
<tr>
<th>Capability</th>
<th>Women's percentile</th>
<th>Men's percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes initiative</td>
<td>55.6</td>
<td>48.2</td>
</tr>
<tr>
<td>Resilience</td>
<td>54.7</td>
<td>49.3</td>
</tr>
<tr>
<td>Practices self-development</td>
<td>54.8</td>
<td>49.6</td>
</tr>
<tr>
<td>Drives for results</td>
<td>53.9</td>
<td>48.8</td>
</tr>
<tr>
<td>Displays high integrity and honesty</td>
<td>54.0</td>
<td>49.1</td>
</tr>
<tr>
<td>Develops others</td>
<td>54.1</td>
<td>49.8</td>
</tr>
<tr>
<td>Inspires and motivates others</td>
<td>53.9</td>
<td>49.7</td>
</tr>
<tr>
<td>Bold leadership</td>
<td>53.2</td>
<td>49.8</td>
</tr>
<tr>
<td>Builds relationships</td>
<td>53.2</td>
<td>49.9</td>
</tr>
<tr>
<td>Champions change</td>
<td>53.1</td>
<td>49.8</td>
</tr>
<tr>
<td>Establishes stretch goals</td>
<td>52.6</td>
<td>49.7</td>
</tr>
<tr>
<td>Collaboration and teamwork</td>
<td>52.6</td>
<td>50.2</td>
</tr>
<tr>
<td>Connects to the outside world</td>
<td>51.6</td>
<td>50.3</td>
</tr>
<tr>
<td>Communicates powerfully and prolifically</td>
<td>51.8</td>
<td>50.7</td>
</tr>
<tr>
<td>Solves problems and analyzes issues</td>
<td>51.5</td>
<td>50.4</td>
</tr>
<tr>
<td>Leadership speed</td>
<td>51.5</td>
<td>50.5</td>
</tr>
<tr>
<td>Innovates</td>
<td>51.4</td>
<td>51</td>
</tr>
</tbody>
</table>
Network Like a Girl: 10 Ways to Successfully Navigate the World of Networking for Career and Business Women
Testing for emotional intelligence in an interview setting can be daunting. As important as asking questions in this endeavor is the simple need to observe the candidate in the interview itself. Is the person “reading” and understanding the emotions, both subtle and outright, of the interviewers in the room? Does the candidate react appropriately to humor (yes, some levity is a valid part of an interview)? Does the person seem to grasp the implicit intent of the questions being posed? Is the candidate making eye contact with both the person who asked the question, and then with others around the table in the course of responding? Can you sense confidence? Humility? Warmth? Hubris? Is a strong ego evident, but an absence of egotism? Doing this well may in fact be a measure of the search committee’s emotional intelligence!
Women in the Workplace 2019

Five years in, the path to equality is clear

We see bright spots at senior levels. But companies need to focus their efforts earlier in...
Women in the Workplace 2019

Women in the Workplace is the largest study of the state of women in corporate America. Based on five years of data from almost 600 companies, this year’s report features:

- Data-driven recommendations for closing gender disparities in hiring and promotions
- Findings on the practices that improve employee satisfaction and retention
- A closer look at the experiences of women of color, LGBTQ women, and women with disabilities

READ THE REPORT
Claire Shipman is a journalist, author, and public speaker. Before turning to writing, Claire spent fourteen years as a regular contributor to Good Morning America and other national broadcasts for ABC News. Prior to that, she served as the White House correspondent for
Questions?
Thank You!

rbissell@sfday.org

nfrank@prospectsierra.org

kmcnamara@sevenhillsschool.org