Introduction:

Many principals in Canterbury have been severely challenged since one of New Zealand's most significant natural disasters, the Canterbury Earthquakes.

The on-going challenges and uncertainty of living, working and leading in schools in Christchurch post-disaster have had personal, professional and political impact. It is known that well-being is at the heart of effective practice and being resilient is an essential component of this, and particularly for leaders in the midst of post-disaster recovery.

New Zealand is not alone in wishing to rebuild effective provision of education to support "community-recovery" and a return to normality following a disaster.
It is clear that some principals have been more resilient than others. It is also evident that some principals have come close to the edge and have, with support, regained their professional composure. Some have not!

To that end this research inquiry will investigate the aspects that contribute to the building of networks that will assist in growing resilience. The place of "social capital" will be investigated and its relationship to building networks and importance in growing resilience will be explored as a key element.[i]

Limitation of this Inquiry

This work represents a summary of relevant research readings, interviews, observations and discussions. Research materials used will be acknowledged and referenced as appropriate.

The Proposal
Building Networks for Growing Resilience

1   Purpose:

To research the effective constructs and actual practices and provisions that:

   a) support the development of resilience,
   b) should be part of a principal's practice (prior to) or following a point of crisis.

This report will investigate what it is that resilient leaders do, have done, and suggest how they may go about establishing the necessary "social capital" through effective networks and supports so that they can survive and thrive and continue to be effective in the event of a crisis or disaster.

The Research Question

What are the key facets of professional networks that promote resilience and how can these be best established, and delivered to ensure that they are inclusive, sustainable and effective?

Key inquiry focus:

Theoretical and Practical Understandings

▪ Theoretical Understandings

- *What does the current literature have to say about effective and inclusive constructs, and how are these best established and maintained?*
- *What are the important theoretical understandings and perspectives that leaders should consider to ensure that they understand the value of, and are motivated to engage in creating networks?*

▪ Practical Understandings

- *What are the conditions that are likely to be most effective in enabling principals to thrive and survive in times of crisis?*
- *What effective networks and supports did resilient principals have in place before the disaster?*
- *What networks and supports best-supported recovery for principals following the events?*
- *What leadership structures, practical understandings, attitudes or actions promote the successful development and implementation of effective support networks?*

Methodology

The approach taken, while predominantly inductive does include aspects of the deductive inquiry approach. This was because an information-seeking process was applied to help establish background facts, determine questions relevant to this inquiry, develop a way to investigate these questions, and create a meaningful picture based on personal observations, the observations of others through targeted discussion, and the information gathered was then used to build some explanations and draw inferences.

Theoretical Understandings

Key Activity: Literature research, reading and reflection. The literature review forms the theoretical basis.

Practical Understandings

Key Activities:

- In depth interviews and discussion with a range of Canterbury principals, many of whom held significant roles in CPPA, NZPF
- Work with CPPA/MOE mentors to identify and gain a close understanding of the key areas of need.
- Investigate innovative and different support systems that have been implemented and have been proven effective for school leaders in New Orleans following Hurricane Katrina. (Note that the aim was to investigate where the most effective examples of best practice were available and to visit and explore first hand to conduct face-to-face research).
- Create a set of guiding principles as a framework to encourage principals to engage.
- Develop a model of best practice that will maximize the use of existing resources.

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Social Capital?

Introduction.

The interest in the research in the social sciences on social capital has been gathering momentum and gaining significant credibility for several decades. What is being recognised is that systems alone are not sufficient to ensure that an organisation or a community will survive, recover and flourish in the event of a disaster or crisis. The importance of the relationships, the networks, the formal and informal connections and links is critical. For many the concept of social capital is unknown in a theoretical sense, but evident in their practice. If a leader is to understand what actions lead to the best future outcomes then it is important to also understand the why and how so that this knowledge can underpin its usefulness as a tool.

What is social capital?

The definitions of social capital are wide and varied but they are common in their theme. Social capital could be considered as the 'social glue' that holds people together and gives them a sense of belonging in an increasingly fragmented and uncertain world. (Catts and Ozga 2005). It could also be considered as a social resource that can assist in recovery by serving as a form of insurance following a disaster, a pathway to solving collective action problems [ii] that can stymie recovery and strengthen "voice" (Aldrich 2012). In his book *Building Resilience: Social Capital in Post-Disaster Recovery* Aldrich, outlines a brief intellectual history of social capital. Throughout this section the commonality of the essential particles of scholars thinking is worth noting. There are constant references to good will, fellowship, social units, kinship ties, weak ties and close ties, connecting different groups of individuals, participation, civic friendship, collectivism and group activity, social structure, trustworthiness, civic virtue, and people acting collectively.

It was, however, Robert Putman, American theorist and social commentator, who has most influenced ideas about social capital. Author of the book, 'Bowling Alone: The Collapse and Revival of American community' (Putman 2000), Putman was troubled by the deterioration of societal fabric and social connection and provided empirical evidence to show this decline. He argued that it is 'trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions" (Putman 1993, 167). He was talking about the development of social networks where there are high levels of trust for one another, where collaborative networks working together fosters unity, builds positive attitudes to the institution and relationships that make up civic community. Putman expounds the significance of social connectedness and the pervasive nature of its effects (Putman 1993, 83-120). While aspects of his argument and research will continue to be disputed over the coming years, his central message is surely true. Interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric (Smith, M. K. 2000-2009).

So how do some of the scholars define social capital?

It is important to consider the range of definitions that scholars hold over what social capital is. When doing so, what becomes clear, is that there are almost as many scholarly opinions as there are scholars! That said, the differences appear to be as much about the lens with which each views social capital, their perspective or social science leaning. With that in mind what do some of the key the scholars say?

Bourdieu: Social capital is the 'the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition' (Bourdieu 1986)

Putnam: Social capital is the 'trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions'. (Putnam 1993 167).

Coleman: 'Social capital is defined by its function. It is not a single entity, but a variety of different entities, having two characteristics in common: they all consist of some aspect of a social structure, and they facilitate certain actions of individuals who are within the structure' (Coleman 1994: 302).

The World Bank: 'Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions… Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together' (The World Bank 1999).

Woolcock and Narayan: 'Social capital refers to the norms and networks that enable people to act collectively.' (Woolcock and Narayan (2000, 226)

Lin: Social capital refers to 'resources that can be accessed or mobilized through ties in the networks' (Lin 2008, 51).

In many respects the perspective of the authors lead to different viewpoints on social capital. For some scholars it is the 'structure and relationships' that are viewed as the critical components but for others it is the 'information and resources' that are passed back and forth. If one considers the analogy of a telephone network, the former view sees social capital as the 'physical structure' of the network and its relationship to other networks, individuals or entities, a series of enduring, expandable connections. The latter view sees social capital as the 'data' that runs through this network, the information and the resources. I would argue that like the telephone network, that social capital is a result of the investment in the physical network and the use that is made of that network to share information and resources. Essentially one enables and enhances the usefulness of the other as a nature of the reciprocal relationship. While some scholars delve deeply into semantics and philosophy it is more helpful for this work to lean on the research that is empirically evidenced.

Why is social capital important?

Putman tells us this:

First, social capital allows citizens to resolve collective problems more easily…. People often might be better off if they cooperate, with each doing her share….

Second, social capital greases the wheels that allow communities to advance smoothly. Where people are trusting and trustworthy, and where they are subject to repeated interactions with fellow citizens, everyday business and social transactions are less costly….

A third way is which social capital improves our lot is by widening our awareness of the many ways in which our fates are linked… When people lack connection to others, they are unable to test the veracity of their own views, whether in the give or take of casual conversation or in more formal deliberation. Without such an opportunity, people are more likely to be swayed by their worse impulses….

The networks that constitute social capital also serve as conduits for the flow of helpful information that facilitates achieving our goals…. Social capital also operates through psychological and biological processes to improve individuals' lives…. Community connectedness is not just about warm fuzzy tales of civic triumph. In measurable and well-documented ways, social capital makes an enormous difference to our lives (Robert Putnam 2000, 288-290)

The work of Putman was significant and his conclusion that the possession of social capital held great significance in terms of human well-being struck a chord (Smith, M. K. 2000-2009). That said many scholars saw that the same concept of social capital that could be used to connect, build and grow positive actions within communities could also result in isolation, discrimination and negative outcomes.

Bridging, bonding and linking social capital

It is important to distinguish between different forms of social capital if we are to understand how it may open or limit opportunities. Social capital may help in bonding people together and promoting a sense of shared identity, in bridging communities to the wider world through networks that extend their communications with others, and in linking people to opportunities and structures of support (Catts and Ozga 2005). Michael Woolcock, a social scientist with the World Bank (and Harvard) argued that there was a need to make a proper distinction between the three dimensions of social capital, bridging, bonding and linking.

Bonding social capital*,* which denotes ties between people in similar situations, such as immediate family, close friends and neighbours.

Bridging social capital*,* which encompasses more distant ties of like persons, such as loose friendships and workmates.

Linking social capital*,* which reaches out to unlike people in dissimilar situations, such as those who are entirely outside of the community, thus enabling members to leverage a far wider range of resources than are available in the community. (Woolcock 2001: 13-4)

If bonding social capital is looked at in the context of schooling let us consider the close bonds that might be generated within one school. This may happen at a range of different levels for example: teaching teams working in collaboration, syndicate teams, curriculum teams, middle leadership teams and of course the whole school team. The teams, individually and collectively, are likely to have a shared sense of identity, and sense of security. There may be a set of shared values and beliefs, accepted norms that bring a sense of belonging and connection to the sub-teams and hopefully to the school as a whole. Sometimes bonding social capital can produce negative outcomes. A strong sense of belonging to a group, tribe or nation can create indifference or even hostility to non-members. Nationalism, patriotism, and even xenophobia are potential outcomes for populations that feel strongly committed to their group identity (Aldrich 2012, 32). If we take an illustration outside of schooling, such as signed-up supporters of British Football Clubs, the very things that bind these groups together are the very things that generate hostility and even violence toward members of a rival, or other club. So while bonding social capital may be seen as "undergirding specific reciprocity and mobilizing solidarity" (Putman(2002, 22) this form of network centres on horizontal ties between individual who are quite similar to each other (Aldrich 2012, 31). Bonding social capital alone will not be sufficient for building networks for growing resilience.

What then does bridging social capital have to offer and how is it different? Woolcock explains its function as, "weaker ties between people from different ethnic, geographical, and occupational backgrounds but within similar economic status and political influence". While bonding social capital is good for developing strong, close, trusting, reciprocal relationships it may be somewhat inward looking. Bridging networks may be more outward looking and encompass people across different social divides. Bridging networks, by contrast, are better for "linkage to external assets" and generate "broader identities"…. Moreover, bridging social capital bolsters our narrower selves…. Bonding social capital constitutes a kind of sociological superglue, whereas bridging social capital provides a sociological WD-40 (Putman 2000, 22-23).

Working Example

Once again we need to consider what bridging social capital might look like in the context of schooling. If we look at what has happened in Canterbury following the earthquakes, and also include the government's IES policy we have two examples that can be explored. Based loosely, initially, on the work of Michael Fullan, announced in 2012 and introduced in 2013, the Ministry of Education coerced schools to create networks, or clusters of schools based on geographical mesh-blocks. These were titled Learning Community Clusters (LCC). While many schools had already established networks or were working in clusters these were not necessarily "local" clusters although many were at least in part. The difference with the LCC model was that instead of choosing the "partners" they were chosen for schools based on geographic mesh-blocks. Schools could choose to belong or not, but formation was incentivised with funding for Professional Learning opportunities and for management. Moving outside of the mesh-block concept, while not impossible was not encouraged nor was it made easy. While to some degree this felt as if it was being forced upon schools it did bring together schools that might never otherwise have formed a relationship. Similarly with the governments Investing in Educational Success policy, (IES) announced in January 2014, schools were to be incentivised, (this time with significant funding, additional staffing, career pathway opportunities, specific focus on student achievement, and a formal structure), to form local Communities of Learning (CoL). This was more overtly based on Michael Fullan's work emphasising the advantages of collaborations, and community strength, and in Michael Fullan's words being part of a CoL "was voluntary but inevitable". This initiative, while primarily about raising student achievement, set out to create collaborative networks between schools, (within a pathway structure, Early Childhood, primary through to secondary schooling), therefore "broadening the identities" of the schools involved under the umbrella of a new COL, with a new name, an agreed community achievement focus, while creating a cooperative and collaborative relationship that has collective focus on all learners in the CoL. The IES model is intended to provide a "linkage to external assets" not only in terms of funding but in terms of wider cross-sector relationships, keeping open lines of communication through a formal, trusted and accepted network, allowing for sharing of ideas and practices, initially focused around student achievement, but just as likely to transfer into other areas where sharing of resources or collective action might be an advantage for all.

Linking social capital is the third form of social capital and enables connections between people, and networks, across differences in status. While the first two forms of social capital are horizontal and primarily connect individuals or networks of the same status this form of social capital takes account of vertical separation as well. "It takes on a democratic and empowering character where those involved are endeavouring to achieve a mutually agreed beneficial goal (or set of goals) on a basis of mutual respect, trust, and equality of status, despite the manifest inequalities in their respective positions" (Szereter 2002, 579).

It is possible to identify some local examples of successful linking social capital in the context of the Canterbury earthquakes. The Canterbury Primary Principals Association, (CPPA) has, particularly since the introduction of Tomorrows Schools, been a strong advocate as the voice of principals in Canterbury. Prior to the earthquakes the CPPA had many formal and informal links with other institutions. Some examples include the now defunct Advisory Services, the former College of Education, the University of Canterbury, NZPF, NZEI, ERO and the Ministry of Education (MOE) to mention a few. These links could, in many respects, be considered like casual acquaintances. There were no real ties or commitments between the parties. The relationships allowed for transfer of information in two directions, but there did not appear to be "equity of status" between the parties. There was a sense of a hierarchy, CPPA looking up and others looking down. However, the importance and value of these established connections would not be fully realised until the Earthquake event. The earthquakes in some respects brought equity of status as a by-product of the disaster. As much as schools needed the MOE, the MOE needed the CPPA. The CPPA, possibly without realising the significance and value of its organisation, became pivotal to the success of the immediate recovery process, and then a key player in the recovery of the schooling network in Canterbury. The ability of the CPPA executive to immediately mobilise and use its networks of communication, capitalise on the bonds of trust that it had with its membership, and most importantly sit as equal partners with the MOE and act as voice and advocate for schools, facilitated a much smoother recovery than might have been possible otherwise. The CPPA had something that the MOE did not. The MOE may have had the email addresses and phone numbers of the schools, principals, and BOT chairperson, but they did not possess the level of trust and respect and quality of relationship that the CPPA had with its members. It would be fair to say that the earthquake event has changed permanently the relationship that the CPPA has with many organisations, but in particular with the MOE. The executive of the CPPA achieved a vertical connection that placed all players involved on the same level, ensured that the voice of its members was heard, acted upon and where influence of the CPPA resulted in action and even political influence and redress. As quoted earlier, "It [linking social capital] takes on a democratic and empowering character where those involved are endeavouring to achieve a mutually agreed beneficial goal (or set of goals) on a basis of mutual respect, trust, and equality of status, despite the manifest inequalities in their respective positions" (Szereter 2002, 579).

If we are to consider linking social capital within a schooling context what might it look like? At the bonding level we can recognise the individual schools, each with its own set of values and beliefs, culture, points of difference and community. Each will have its own specific charter and strategic plan. Each may have its own identity.

At the bridging level we may see clusters of schools working cooperatively and collaboratively toward some common goal or purpose. Some of these network connections may be historical, through Professional Learning Circles, local clusters, continuing ICTPD clusters that have morphed into something extra, an LCC, or more likely today a CoL.

At the linking level vertical connections are achieved through associations like the CPPA, (through its many formal established contact-mechanisms, including working parties, liaison meetings, and informal access-relationships that facilitate two-way dialogue as necessary with the MOE), AIMS, Canterbury Secondary Principals Association, NZEI, NZPF and to a lesser degree NZSTA.

Aldrich (2012) illustrated these three types of social along axes of horizontal and vertical distance. I have adapted Aldrich's illustration to show these relationships in the context of schooling in Canterbury. (See Figure 1)
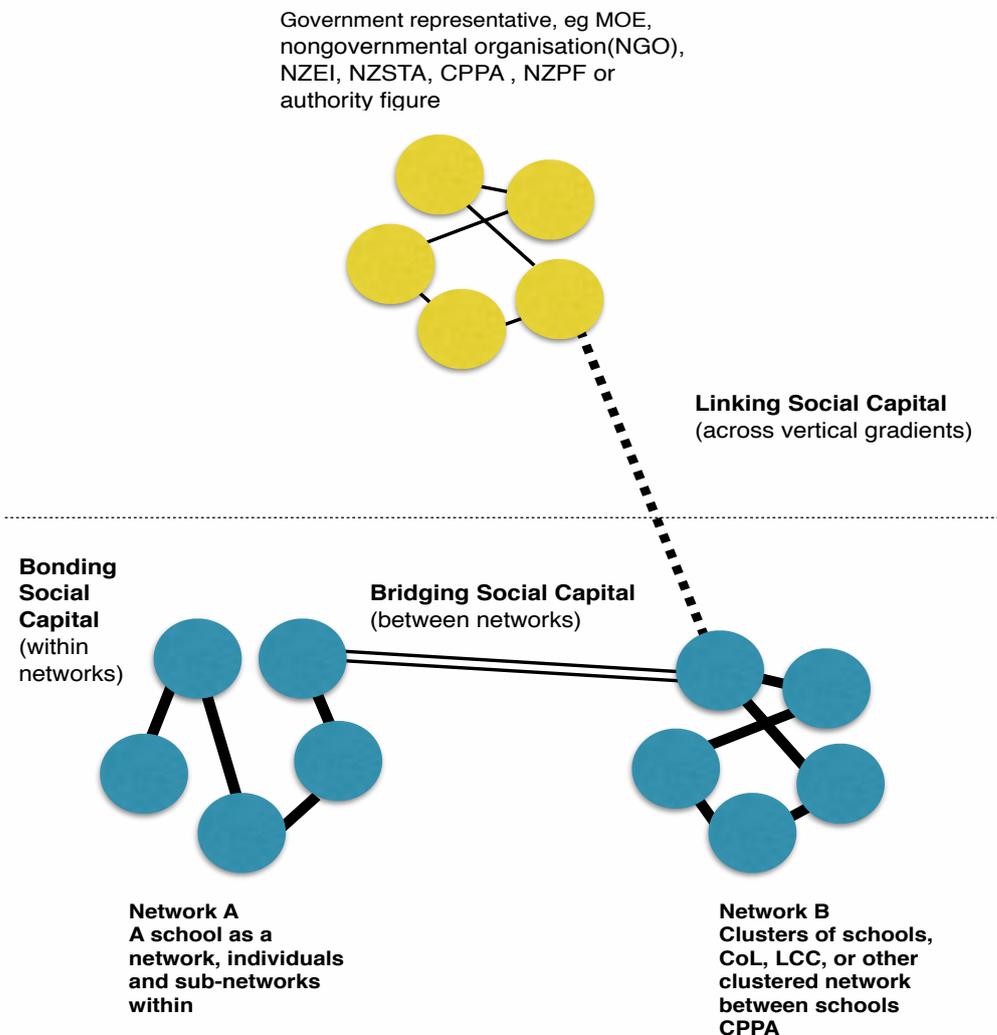
Figure 1 Bonding, bridging and linking social capital reflecting the schooling sector in Canterbury. Adapted from Aldrich (2012, 34).

Each of the circles represents an individual within an network who is tied to teachers, syndicates or the school community (through bonding social capital), to other schools or school communities through a clusters, PLD, LCC, or CoL (with bridging social capital), or to authorities or decision makers who sit some vertical distance away in positions of power (through linking social capital). (Aldrich 2012, 33)

To define social capital I lean again on Aldrich (2012). Aldrich envisions it "as the resources available through bonding, bridging, and linking social networks along with the norms and information transmitted through those connections between people and communities". (ibid.p. 33). His focus was "on the ways horizontal and vertical ties between members of social networks transmit information and provide access to resources at critical times" (ibid. p.33). Aldrich sees social capital as "an asset held by both individuals *and* communities", a resource that is local, endogenous ....can vary at the regional level... and more important, from neighbourhood to neighbourhood" (ibid. p. 34).

So for the purposes of this work I define social capital as:
A function of mutual respect and trust, encompassing social and professional networks comprising of both individuals and groups, where equality of status transcends horizontal and vertical networks, and, as social norms such as commitment and willingness toward achieving mutually beneficial collective action.

Resilience

The idea that we can constantly face challenge and adversity and be able to bounce back is what underpins the interest in the concept of resilience. Luthans and Youssef (2004) tell us that there is a general misunderstanding that resilience is an extraordinary gift, a magical, mystical, rare capacity, a trait that results only from genetic variables. Tugade and Fredrickson (2004) describe resilience as being characterised by the ability to bounce back from negative emotional experiences, and by flexible adaption to the changing demands of stressful experiences. Richardson (2002), however, adds to this stating that resilience incorporates the concept of emerging from the adversity stronger and more resourceful. (Warner and April 2012)

Needless to say, the definitions of resilience are often wide and varied.

To understand its meaning more precisely we need to also consider the "field" of endeavour that might be applying to the term. As Zolli and Healy, authors of "Resilience" (2012) outline, resilience can mean something different to an engineer looking at a bridge or a building, to an ecologist looking at an ecosystem, to those in emergency response it may be about the speed critical systems can be restored, to the psychologist it may be about the capacity of an individual or group to deal effectively with trauma and of course it can be applied to both systems and people. (Zolli and Healy 2012, 8).

Resilience has become a much-used word. It pops up almost in a throwaway manner being used as a general descriptor, but it is important that we look closely at resiliency if we are to be able to define resilience within the context of this inquiry.

Like Zolli, this paper will consider resilience from both the ecological and sociological contexts. This is because the author believes that it is as much the sum of, and interaction between these two components that determines the resiliency of a system or person or *its ability to recover and continue to achieve its primary objectives despite dramatically changed circumstances.*

For this inquiry the following will be considered the definition of resilience.
The ability to recover and continue to achieve ones primary objectives despite dramatically changed circumstances.

When principals and leaders were asked, as part of this inquiry, what they believed resilience to mean there was a striking similarity in the responses. Keeping in mind that each of the respondents was reflecting on their personal experiences following their major disaster, either here, following the Canterbury earthquakes, or in New Orleans, following Hurricane Katrina. Later in this paper there will be more specific discussion around their responses. What makes these perspectives most useful and relevant is, that each of the respondents, had personally experienced significant adversity and challenge as a result their major disaster, but most also accepted additional responsibility for others.

As part of this inquiry it was necessary to explore resilience and forge some understanding of it nature as it applies to individuals, groups of people, communities, systems and networks. It is also important to explore the relationship between resilience and social capital.

Personal Resilience

Lets consider that resilience is our ability to bounce back in the face of adversity, to cope with and face challenges, solve the problems that arise, absorb the set-backs that hit us and to come back stronger from them and grow. There is a wealth of writing and research available that looks closely at personal resilience. As might be expected most of this body of work not only identifies the elements or capabilities of resiliency but also strongly supports the view that there are many things that we can do to make ourselves more resilient.

To help understand this I have created a model that explores the essential elements that have been shown to contribute to resiliency. The model uses the analogy of a wheel with many spokes that provide strength and support as it rotates. The wheel has four quadrants, each representing an essential domain that contributes to an individual's overall resilience.

In presenting this model understand from the start that this is simply a function to identify some of the essential elements, and that they have been teased out into four separate domains only so each can be considered separately. In reality they are often knitted tightly together, each one supporting the others and giving the fabric of our lives form, direction, strength and meaning. That said it is evident that when one or more of these domains or their elements are missing or compromised resilience is threatened.

Domains of Well-Being

I have given this model the title "Domains of Well-being". It encompasses four domains that I believe are the cornerstones of well-being. They are: Sense of Purpose; Mindset; Networks and Connections; and Personal fitness.
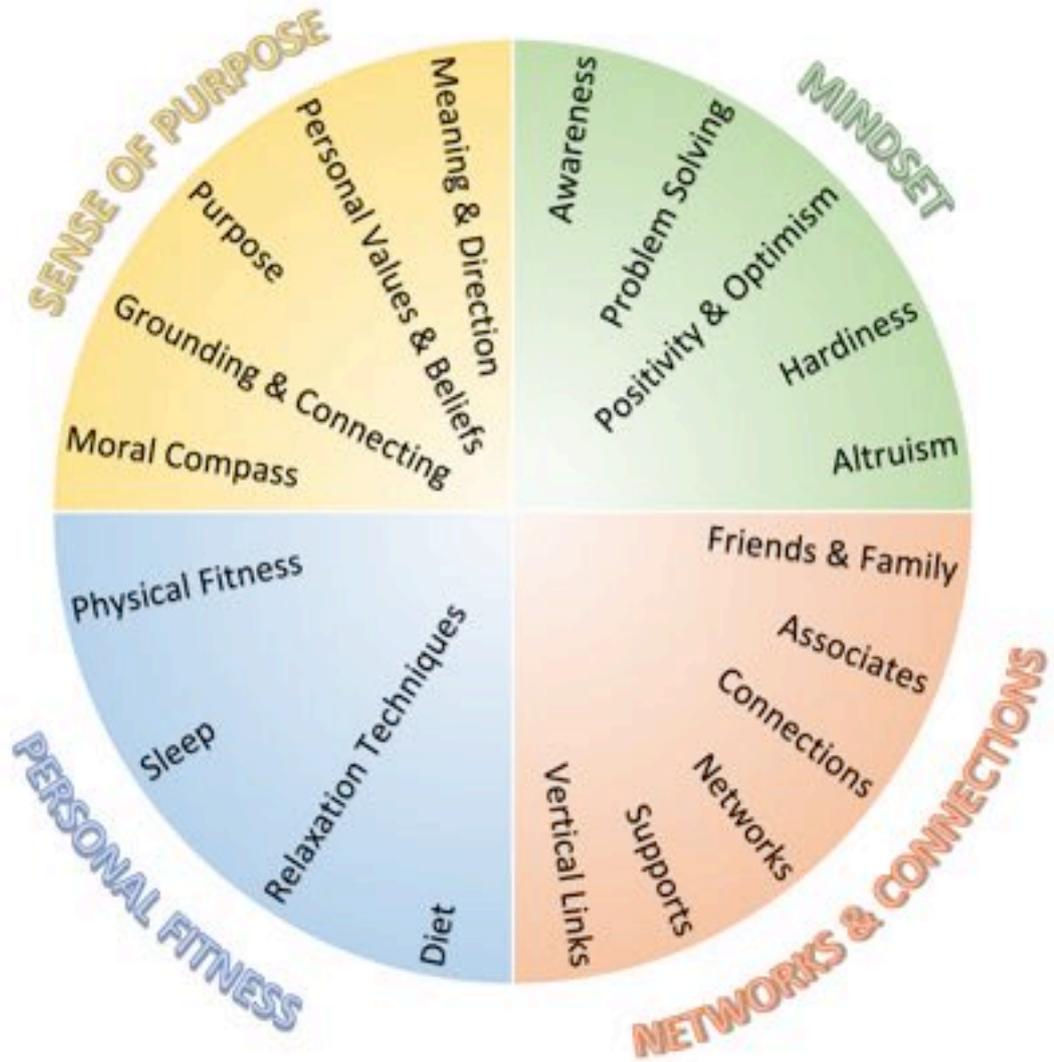
Domains of Well-Being

The model referred to as the "Domains of Well-Being" can be used as a useful barometer of the integrity of the many elements that work together to make us resilient and functional leaders. The analogy of a wheel has been used to represent the kind of ride we might have depending on the strength or presence of each of the "spokes of the wheel". Imagine that all the spokes are strong and present. The ride would most likely be smooth. The wheel would turn easily and without great resistance. If the pathway ahead becomes steeper or more rugged we are in the best shape to continue moving forward. It might require more effort but being in balance will make it easier. And even if, while in perfect shape, we meet an impassable object we are more likely to see it for what it is, accept it, and find another way forward.

Let's now consider what might happen if some of these spokes are shorter or non-existent. Even on the flattest of surfaces the ride is likely to be less pleasant. That rougher ride, even on the best of surfaces, requires more effort and takes more toll. Imagine now that the pathway gets steeper or more rugged! The energy required becomes exponentially greater and as the struggle becomes exhausting. To make matters worse it is also likely that the integrity of those things we have not been looking after so well can become even more compromised, and even the things we had control of begin to fail. If too much of our wheel has fallen off moving forward can be almost impossible, requiring more energy than we possess and the end result is likely to be a breakdown.

Sense of Purpose

Purpose

Many social psychologists refer to the concept of hardiness, within which there are three basic tenets, Two will be discussed later when we look at the Mindset quadrant, but here I will deal with the first, (1) the belief that finding/having meaningful purpose in life is an essential component of resiliency. Edward Diener is an American psychologist whose extensive work on the science of wellbeing has found that people with a strong sense of purpose cope significantly better with the adversity and challenges of life. His findings tell us that purpose provides a psychological buffer against obstacles. A person with a strong sense of purpose remains satisfied with life even when the pressure and challenges of life increase. So why might this be? The research in this field considers that "life purpose" consists of the central motivating aims of ones life, the reason that one gets up in the morning. Having purpose can guide decisions provide a sense of direction, influence behaviours, determine and shape goals and importantly create meaning and a sense of self-value. Furthermore there are numerous studies that indicate strongly that those who have a strong connection to their sense of purpose tend to live longer and healthier lives than those who did not. Researcher and author Dan Buettner talks about the "retirement effect". He tells about the increased rate of early mortality in early retirees. Researchers suspect that this "end in career" for many also be seen by many as the "end of their purpose in life".

Grounding and Connecting (Meaning and Direction)

While this can be considered at a personal individual level, here I would like to consider it within the context of principalship in terms of Grounding and Connecting. Warner and April (2012 p60) define Grounding and Connecting as "perceiving one's life as having purpose, meaning and direction. This construct encompasses the reason the individual has to persevere when times become really difficult; where there is a feeling of desperation and giving up seems the easiest way out. In such times, the groundedness/connectedness the person has, or the range of potential responses such grounding/connectedness creates, become the enduring reason to persist." So what are some of the things that might provide groundedness and connection for a principal in the work place?

The Kiwi Leadership Model is a good place to start. It tells us that first and foremost the quality of relationships is pivotal to the success of the school. Relationships bind the four interconnected areas of practice, culture, pedagogy, systems, partnerships and networks. While all four are equally important, in this "domain" I wish to focus on the practices around the culture and systems that support principal to be successful in the leadership of a school. I suggest that in general terms successful schools have a strong culture, based on clear values and beliefs that are accepted understood and supported by those who work and learn in the school. In addition to ensure that these are transparent and understood by all they will be well documented, supported by strong practice and rigorous and effective systems. Implicit in this would be that the long term strategic direction, the short term aims and goals, and the accepted policies and practices of the institution would be well document, understood and implemented. Those leaders who are successful are also strongly connected to the purpose and direction of the school. They are invested in the future of the school, its learners and staff, there is meaning and purposefulness in what they are doing. They have strategic visioning and planning to set pathways, goals and targets to use as milestones toward reaching their destination, clear and explicit documentation, policies and procedures and monitoring practices to manage the day to day work of the school. When the leadership has purpose, meaning and direction, when systems are grounded and people connected, where there is a culture that shares the same values and beliefs there is also a strong correlation with enhanced resiliency.

It stands to reason, and research support the fact that if these things are in place prior to a crisis the resilience of the organisation and those leading it is likely to be enhanced significantly. Most Canterbury principals know how testing it was when the earthquakes hit. For those with strong systems and a connected community many things were much easier. While it affected everyone to some degree, there were some who rose head and shoulders above the disaster, to not only reopen their own schools, but who also, because of their own personal sense of purpose, stepped up to advocate and provide support for the schools of Canterbury. Several of these individuals were on the executive of the CPPA and have been interview as part of this inquiry. What comes through, apart from their altruism, is that these individuals had a number of features in common and that were clearly apparent. Each is, (or was) leading a successful school. This allowed them to recover their own situation very quickly and also to have the time, energy and motivation to provide essential high-level support that was instrumental in the normalisation of schooling in the Christchurch area. Each individually and collectively had a very clear sense of the purpose, meaning and direction that was required to make this work successful. The moral integrity of their efforts, the openness and inclusive nature of the

approach, and the determination to keep going in the face of personal, public and political pressure was likely only possible because they had, by nature of their leadership, the key elements of this domain well established.

Personal Values and Beliefs

In direct contrast the situation in New Orleans was very different. Prior to Hurricane Katrina the condition and fortitude of leadership and schooling in New Orleans was under extreme pressure and performance and morale was at rock bottom. This was the poorest performing state, in terms of National Norms in the USA. Unlike their Canterbury counterparts the nature of the schooling system did not allow schools to be self-determining and it is difficult to see what purpose, meaning and direction school leaders had at this time. Except for a very few this was clearly evident. Tony Recastner, an amazing visionary with a strong sense of purpose, meaning and direction opened the first charter school in New Orleans prior to Katrina. This charter school invested in its community. Its vision was clearly articulated, it purpose was well-defined and its leadership grew the values and beliefs that provided the glue that held this school, and its community, together before, and after Hurricane Katrina. This was a school in an impoverished area, with the toughest of students, and where previously the students' successes had been well below marginal. The leadership held a clear sense of purpose, developed a clear vision and provided a strong determination to succeed so that this school which was providing for students who had only seen failure in the past rose to be a symbol of success. The nature of Tony's work was ground breaking. Because of what had been set in place prior to Katrina following the hurricane this was one of the first schools to reopen. Furthermore it was back on its feet and thriving long before most of the other schools. This was because its community also owned the 'sense of purpose' and meaning and worked with the school to re-establish it. This was far from the norm. For the vast majority of the schools in New Orleans they became like ducks sitting on the water. The schooling system was dysfunctional. With so many leaders and teachers having no investment in the institutions the state chose to pick them off and they were defenceless. 96% of the schools in New Orleans were closed and the staff were sacked. The purging was extensive and very few teachers were reemployed, with the state choosing to move to a Public Charter system and to bring in teachers from away.

Tony Recastner's successful schooling model became the norm for New Orleans. Tony said that this allowed the Charter Schools to find staff who were "well educated, well intentioned, well researched and willing to work like their lives depended on it to educate kids". It has been this that has aided the positive improvement in the schooling system in New Orleans. The journey is far for over for New Orleans.

Personal Values and Beliefs/Moral Compass

The existence of a moral compass or an internal belief system guiding values and beliefs and ethics is commonly shared among resilient individuals. (Southwick et al., 2005) Southwick and Charney (2012) identified that having a moral compass and a sense of altruism as core values was evident in more resilient people. The emotionally resilient people studied all had a strong sense of right and wrong. Despite being in situations that could threaten their lives, they always thought about others, not just themselves. Although religion or spirituality is often a facet in one's moral compass, the concept of a

moral compass is grounded in a more innately human belief in morality. (Gang Wu et al., 2013)

"In our interviews, we found that many resilient individuals possessed a keen sense of right and wrong that strengthened them during periods of extreme stress and afterward, as they adjusted to life following trauma. Also altruism – selflessness, concern for the welfare of others, and giving to others with no expectation of benefit to the self – often stood as a pillar of their value system, of their "moral compass."". (Southwick Steven M., Charney Dennis S).

When Tony Recastner first began his journey setting up the first charter school in New Orleans in 1992, he wasn't convinced about the philosophy or the politics that sat around the "charter school" experiment. In his words he was *"oppositional at the beginning"*. But his view was that they needed something that was better than what existed. "*The school system had become an environment of helpless and hopeless for the majority of the adults, including the superintendents and the school board members, and when you have the sense of hopeless and helplessness at the high levels of the system learning cannot happen for the children they serve"*. However, the key driver for him was that it was the right thing to do for the children and the community he wanted to serve. He had a belief that he could make change for the better. The schooling standards had been hailed as the worst in the country. Prior to Hurricane Katrina of the 108 schools in the district 100 were deemed to be failing. His moral compass was strong and his determination in the face of challenge and doubt forged the first of many successes that, following Katrina, changed the face of education in New Orleans.

Mindset:

Awareness

While our resilience is supported by our values and beliefs, our connections with others, by our experiences, our understanding of our purpose and role it is also most critically evident in our *habits of mind*, and those are habits that we can learn, develop and grow. The evidence strongly indicates that our awareness, that is, our noticing of what is happening around us and how we deal with this inside our own head is essential to growing resilience. Social psychologist talk about *hardiness,* and the next two of the underlying principles are (2) the belief that an individual can influence their surroundings and the outcome of events, and (3) the belief that experiences, both positive and negative can lead to learning and growth. Cheryle Randall an Australian motivational speaker who addressed the New Zealand Principals Federation Conference in Wellington, sums this up with her very simple "ERO" model. Cheryle's message is that the *Events* in our lives, and our *Reaction* to them, will determine the *Outcomes*. E+R=O. Simply put, it's not what happens to you but your response that determines the outcome. Professor of Psychology, Columbia University, neuroscientist Kevin Ochsner, has conducted research that has shown that teaching people to think of stimuli in different ways, to reframe them in *positive terms* when the initial response is *negative*, or in a less emotional way when the initial response is emotionally "hot" changes how they experience and react to the stimulus. He has shown that people can be trained to better manage their emotions and that the changes are lasting.

Martin Seligman, University of Pennsylvania and a pioneer in the field of positive psychology found that when people were trained to view their 'explanatory style' from 'internal to external', ("Bad things that happen are not my fault"), from global to specific, ("This occurrence is an isolated event and not a major indication that my life is turning inside out), and from permanent to impermanent, ("I can change the situation, it is not fixed") they were psychologically more robust and less prone to depression. The ability to develop stronger beliefs in ones self and ones capabilities can be achieved by reflecting on challenging experiences, positive and negative, thinking about the impact these events have had on personal development.

Problem solving

Problem solving is an essential attribute for growing resilience. As challenges arise they need to be faced and dealt with rather brushed aside and ignored, or worse still allow us to become host to a worry that ruminates inside our head, taking on a life of its own, increasing in size and importance until it paralyses our mind to action. We need to be able to frame adversity as challenge, create a solution driven focus whenever a challenging situation arises. Resilient leaders will take a step back and accept the negative aspects but also find opportunity and meaning in the upheaval of the adversity. Seeking opportunity encourages active strategising which requires evaluation of the problem at hand, development of a plan, the setting of goals and the taking of action to achieve the determined outcomes. This approach can open a number of choice options where there were none before. It re-empowers and can disintegrate the paralysis of mind that can set in when a crisis hits. By gaining some control over the negative events they can be placed into perspective. When one accepts what cannot be changed and focuses energy on those things that can be changed or improved, the "bounce back" of resilience can begin.

Optimism and positivity

Optimism and positivity go hand in hand with our awareness, our hardiness and our ability to turn adversity into opportunity by the way we view problems. Each of the above elements require the mindset to change and with it the thinking, the approach and the possibility of an outcome that takes us forward to a better place. Researchers have repeatedly shown that the positive effect of optimism has been found to be protective in the face of stress. Positivity is also associated with quicker recovery times and better overall health, (Scheier et. al.). Similarly, optimism has been consistently associated with the employment of active coping strategies, subjective well-being, physical health, and larger and more fulfilling social networks, (Stewart and Yuen,2011; Galatzer-Levy and Bonanno, 2012; Gonzalez-Herero and Garcia-Martin, 2012; Colby and Shifren, 2013). Unlike pessimists, optimists reported less hopelessness and helplessness and are less likely to use avoidance as a coping mechanism when under duress (e.g., among breast cancer patients) (Carver et al., 2010).

The power of positive thought is often seen as the panacea for all ills, but positivity by itself takes one only half way. The belief that adversity can be turned around is essential as the starting point. In the book Mindset: The New Psychology of Success, Stanford University psychologist Carol Dweck, following decades of research on achievement and success has promulgated the idea that it is not our abilities and our talents alone that bring us our successes but whether we approach them from a growth mindset. The basic

tenet of Mindset theory is that we can have a fixed mindset approach or we can have a growth mindset approach.

People with a fixed mindset, believe that their basic qualities, like intelligence or talent are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success and without effort. Those with a growth mindset, believe that their most basic abilities can be developed through dedication and hard work and brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Dweck tells us that these qualities can be evidenced in most successful people.

Altruism

The research on the correlation between altruism, resilience and well-being is growing by the day. It has been believed for some time that the simple act of helping someone else, acting in social interest is associated with better life adjustment, satisfaction, sense of value and has even been related to reduction in feelings of hopelessness and depression. There was plenty of anecdotal evidence following the Canterbury earthquakes of the 'lift' that volunteers felt having been involved in rescue or clean up activities. In his article, Methods and Internationalizing Positive Psychology Concepts Grant J Rich (2014) has this to say in his conclusion.

" Altruism is… an integral part of human existence. It is not a mere behaviour that emerges occasionally and accidentally but an essential component of human development and well being. … It fosters flourishing of both individuals and communities. ….. Keeping alive the forces of the altruism spiral is a way to create flourishing individuals, communities and a positive world, ….." (Rich 2014 pp56)..

Personal Fitness

If we consider our body as the vehicle that carries us through life it makes sense that we should take very good care of it, especially if we wish to travel in it for a long time, expect certain efficiencies, cover all terrains and do this with pretty good reliability. It would seem that some people treat their body very much like they might treat their car, simply as a convenient means of transport for their brain, but fail to take care of its on-going maintenance in a regular and systematic manner. We know that just like some cars, some people can get a long way through life without taking particularly good care of themselves! Very much like the car that has had little attention during its life, it can generally cope with the regular day-to-day tasks, but when something more than normal is demanded of it the result is often some form of breakdown. The human body is a complex organism. It is far more than just a vehicle to transport our brain and being. We need to consider our body and mind as a uniquely engineered highly integrated unit. While the components of our body, mind, emotions and spirit might have different functions and roles, they are dynamically linked. In terms of growing resilience it makes very good sense to ensure that we understand, attend to, and maintain the components of what makes us who we are so that we have the very best chance to bounce back when adversity comes along.

Physical Fitness

There is plenty of research evidence to support the claim that regular exercise makes us healthier and contributes to our overall well-being. Healthier, happier people, one would imagine, are more likely to be resilient. One study conducted by University of Chicago found modest support for claims that regular exercise protects against the negative emotional consequences of stress, and suggest that exercise has beneficial effects in healthy individuals. The researchers concluded that regular exercisers are more resistant to the emotional effects of acute stress, which in turn, may protect them against diseases related to chronic stress burden. (Childs and de Wit 2014)

So what might sit behind this that is useful to know? Research in the Journal of Neuroscience suggests, based on studies of mice that were allowed to exercise regularly, found that when they experienced a stressor their brains exhibited a spike in the activity on the neurons that shut off excitement in the ventral hippocampus, a brain region that regulates anxiety. (I gather this is more easily done on mice in a laboratory rather than humans in society.) What this suggests is that the brains of mice and men have built in mechanisms for keeping the owner alive. For those animals that are "fit" the suppression of anxiety is beneficial because they are likely to be in better condition to be able to successfully enact "fight or flight". Those animals that are less fit are more likely to demonstrate more anxiety which manifests in avoidant behaviours keeping them safe by avoiding potential dangers. The findings go some way to explaining why exercise may reduce anxiety. While this work is on-going it possibly demonstrates the evolutionary nature of the brain, showing that it can be extremely adaptive and tailor its own processes to an organisms lifestyle or surroundings. Elizabeth Gould, Professor of Psychology a chief researcher at Princeton University, said, "A higher likelihood of anxious behaviour may have an adaptive advantage for less physically fit creatures. Anxiety often manifests itself in avoidant behaviour and avoiding potentially dangerous situations would increase the likelihood of survival, particularly for those less capable of responding with a "fight or flight" reaction. (Schoenfeld 2013).

In his book Resilience: The Science of Mastering Life's Greatest Challenges, it tells us that researches believe that during vigorous aerobic exercise, the "anxiety-sensitive" person is forced to tolerate many of the same symptoms (that is, rapid heart rate, sweating, and rapid breathing) that frighten him or her during periods of anxiety. Over time, the "anxiety-sensitive" individual who continues to exercise vigorously can learn that these symptoms of arousal are typically not dangerous, and the fear that these symptoms trigger gradually decreases in intensity (Salmon, 2001). Again this may be an indication of the human capacity adapt and repair.

A study published in the *Mental Health and Physical Activity* journal, shows that 150 minutes of exercise per week provided a 65% improvement in sleep quality to 2600 men and women aged from 18-85. This is one more reason why incorporating exercise into our daily routine is critical. Just 30 minutes of brisk walking each day can substantially improve your capacity to sleep well. Ideally, this should be in the sunshine to boost your melatonin levels.

Sleep

Just about everyone knows what if feels like when we don't get enough sleep or when our sleep is broken, just like it was when Canterbury was relentlessly besieged by earthquakes. We have all felt the effects, the fatigue, the difficultly concentrating, the impact on mood and energy levels, on our memory and our ability to make decisions. The depth of scientific study on sleep in general, and in particular on its impact on our physical and mental health, and our emotional well-being is considerable. The finding of this research is quite clear; sleep disruption or deprivation is detrimental because it can potentially impact on so many areas of our health.

One British study led by Professor Derk-Jan Dijk, from the University of Surrey looked at the effect of one week of poor sleep where the participants slept for an average of 5.70 hours per night. The results indicated that alertness and performance (focus, attention, vigilance, information recall, decision making, fine motor attributes) were significantly deteriorated and that more than 700 genes were affected, including those genes associated with the body clock, metabolism, and immune and stress responses. (This is because many of the disrupted genes either switch on when they are meant to be off, and off when they are meant to be on and their primary function is reversed. Since these functions are controlled by our autonomic nervous system they can often only be reset when we manage our sleep patterns, or with the use of medications.) Further study has indicated that by sleeping less than 6 hours per night we increase our risk of obesity, diabetes and high blood pressure. The likelihood of premature death is also increased by 12%. So it is not surprising that sleep disturbance is now being linked closely to Post Traumatic Stress Disorder (PTSD), and that key treatments for (PTSD) focus on repairing healthy sleeping patterns as a key priority.

The benefits of sleep are well known anecdotally alone, and we know that we look fresher and feel more vibrant when we have had a good nights sleep. Our body and brain go into a "recovery and repair" mode when we sleep. It's a bit like taking the car for a service. Sleep slows and relaxes the heart and circulatory system, it regulates the hormones and blood sugar levels, assists the brain to absorb amino acids, essential for cognitive efficiency and it boosts our immune system.

The benefits of achieving healthy sleeping patterns are critical to our physical, mental and emotional well-being.

Sleep, or the lack of it does have a significant impact on our resiliency and it is something that most people can attend to through developing some simple disciplines.

Relaxation Techniques

The general research indicates that relaxation techniques can produce modest, short-term positive impact on our sense of well-being. There are too many techniques to cover in depth in this inquiry, however, other research has continually cited the importance of an individuals self-management and the promotion of activities that promoted relaxation and reduction in tension such as: hobbies and interests that divert the mind; breathing-control; yoga; meditation; and the practice of mindfulness to mention but a few.

The key advantage of these techniques is that they do not require much else other than time and attention. These "mind and body practices" are considered complementary health approaches where the individual is fully in charge.

In his book "Resilience" Zolli (p174-188)explores mindfulness in some detail. He cites the work of Dr Sara Lazar, a neuroscientist at Massachusetts General Hospital and Harvard Medical School. Lazar was a pioneer in this field taking anecdotal claims about the benefits of meditation and mindfulness and testing them with magnetic resonance imaging (MRI). The study looked at long term meditators versus a control group. Lazar found that long-term meditators had an increased amount of grey matter in the insula and sensory regions, the auditory and sensory cortex of the brain. Lazar also found that the control group had more grey matter in the frontal cortex, the area of the brain that is associated with working memory and executive decision making.   It is well know that our cortex shrinks with age, but Lazar found that in the prefrontal cortex region, 50 year-old meditators had the same amount of grey matter as 25 year olds.   Lazar moved her research into working with people who had never meditated before and found that following the introduction of a meditation programme there were recordable differences in brain volume, in five different regions of the brain after 8 weeks. (Lazar, SW. 2011)

Some of Lazar's findings:
1. The primary difference was found in the posterior cingulate, which is involved in mind wandering, and self relevance.
2. The left hippocampus, which assists in learning, cognition, memory and emotional regulation.
3. The temporo parietal junction, or TPJ, which is associated with perspective taking, empathy and compassion.
4. An area of the brain stem called the Pons, where a lot of regulatory neurotransmitters are produced.
5. The amygdala, the fight or flight part of the brain which is important for anxiety, fear and stress in general. That area got smaller in the group that went through the mindfulness-based stress reduction program.
The change in the amygdala was also correlated to a reduction in stress levels.
(Lazar, SW. 2005)

Lazar tells us that Mindfulness is just like exercise, a form of mental exercise. And just as exercise increases health, helps us handle stress better and promotes longevity, meditation purports to confer some of those same benefits. But, just like exercise, it can't cure everything. So the idea is, it's useful as an adjunct therapy. It's not a standalone. Lazar (Source; Lazar interview Bridgid Schulte 2015).

Movements that promote well-being though activities like mediation, yoga, mindfulness and spiritualism are certainly gaining momentum. Neuroscientists armed with MRI technology are able to record and demonstrate that we can make positive changes to our brain structure that assist in the management of stress and anxiety.

Diet

It is simple common sense that eating well is the basis for healthy living. Unfortunately eating well is one of the key factors of our health management that is put under pressure when things get tough. Trying to make time to eat, trying to find time to eat healthy options, resisting the temptation to go with the fast and convenient foods that are loaded with the very things we don't need when the pressure goes on.

There are several ways you can build greater resilience to stress and an integrated approach works best. Diet is key, as eating the right foods and boosting your intake of certain nutrients can help you dramatically increase your energy reserves, so you feel better equipped to deal with life's challenges.

The research on the relationship between resilience and diet is significant and too expansive to be managed in a meaningful way in this limited inquiry. What does need to be considered is that during times of crisis and beyond diet becomes critical to well-being and we need to ensure that we manage this well for ourselves.
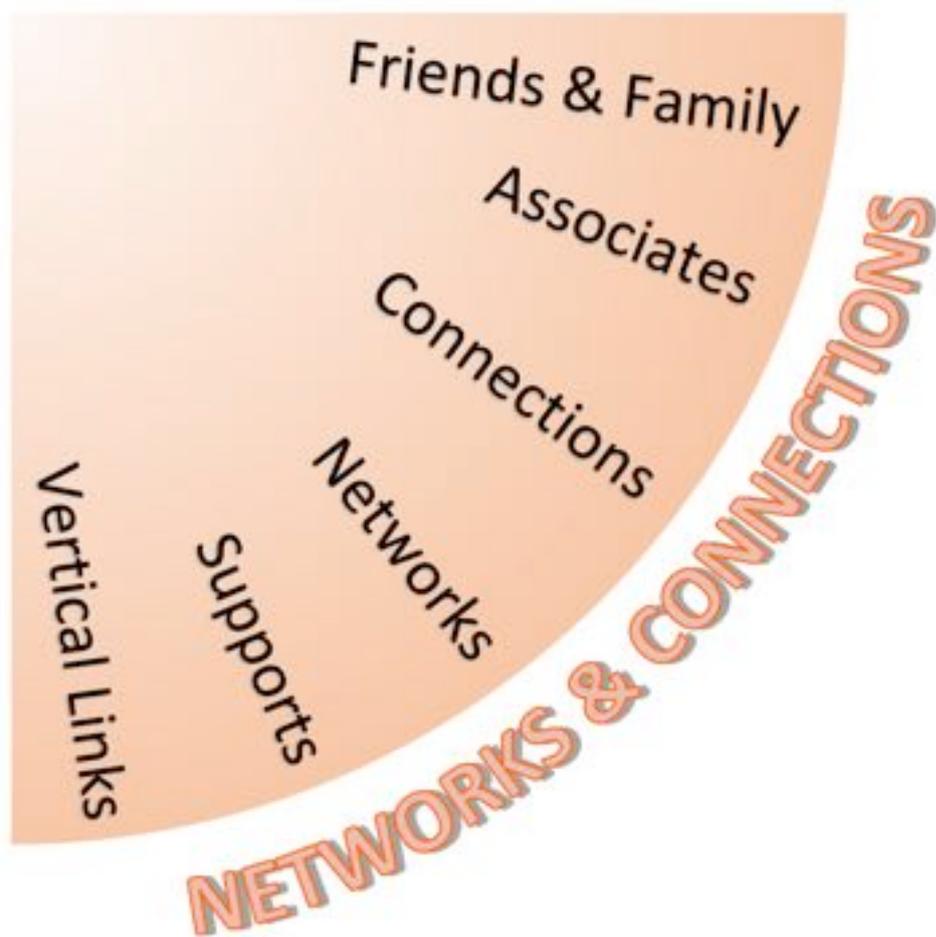
Networks and Connections

When we look inside this quadrant the perspective differs from the previous three. In dealing with the previous three domains the focus in many ways has been internal. Looking at what an individual needs to be aware of inside of themselves. The lens used is pointed inwardly-looking, considering and exploring the internal locus of the individual. In contrast, this domain considers the social connection aspects that can link an individual to others, to a community, giving life and context to the other domains. This domain is the social connector, the mechanisms that an individual can use to connect, thrive and be fulfilled beyond self. As stated earlier in this paper social capital could be considered as the 'social glue' that holds people together and gives them a sense of belonging in an increasingly fragmented and uncertain world. (Catts and Ozga 2005). Putman would tell us that it is 'trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions" (Putman 1993, 167). As social beings we need to be part of 'something' where we belong, feel safe, can be nurtured and nurture , valued, can contribute, thrive and help build community.

Lyda J Hanifan, a school superintendent in West Virginia, became one of the first to use the term "social capital". In 1916 he envisioned it as "those tangible substances [that] count for most in the daily lives of people: namely good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit" (quoted in in

Woolcock and Narayan 2000, 228). Hanifan's writing focused on kinship ties and close friends , recognising that these relationships could be seen as a form of social capital, that is something that can be accumulated, dispersed and used in day-to-day life. (Aldrich 2012 26,27)

Friends, Family and Associates

The first connections we make are often those that we have within our families. Often referred to as bonding social capital, these ties are strong ties between close family members, extended family, particularly those in close proximity, neighbours, our close friends, moving out to those that we might work with or deal with. What often characterises this bonding is that in general the demographic characteristics are similar. This bonding relationship can be seen in virtually every society. As one moves out from the family bonds, to other bonding relationships spheres of connection are made. It is the supportive value that these relationship can offer in times of need that make them so valuable. Those with whom one has developed a strong tie can form a part of the safety-net that might be needed at those times when adversity strikes. For a personal crisis an individual may be supported by friends and close family, but in the event of a house fire, it may be a close neighbour or members of the close community that supply the safety net. These strong ties are the fabric that provides support and they are most present in resilient communities. The ties are effective often because of what people have in common. This is evident most often when a tragedy strikes a community. Others often provide support not because they personally know an individual, it is simply enough that they also belong to that community. They are seen as one of their own. The Student Army response is an example of this. People mobilized to help people like themselves from their wider community.

Connections and Networks

The next level of connection could be seen as bridging social capital. These are often weaker ties, but no less valuable. This resource helps people to build relationships with a wider, varied set of people than those in their immediate community. The Learning Community Clusters, (LCCs) thrust upon Canterbury schools by the Ministry of Education following the earthquakes is an example worth exploring. Schools were brought together based on geographical mesh-blocks. The idea of clustering was not necessarily new and historically some schools had already formed close and effective clustering. The Bays Cluster is an excellent example of this. This cluster of schools shared resources, ideas and professional expertise and worked as a connected school community at all levels. For many other Christchurch schools, clustering was evident though many of the clusters pre-earthquake were Professional Learning Groups and connection and sharing was mostly at the principal level. Some ICTPD clusters may have held their connection, but once funding disappeared, often so did the means and the will to continue the collaboration.

At its time of launch the LCC concept appeared half-baked and its true purpose difficult to describe. LCCs were asked to develop a Learning Community Cluster Plan that identified some strategic targets and common goals. Some resourcing was provided and overtime, a little bit like an amicable arranged marriage, many LCC made it work and developed respectful and useful ties. In some cases these were to become very strong ties where

school communities forged strong, meaningful collaborations with a clear sense of purpose and direction. A positive by-product of the LCCs was the expansion of the connections that principals had available to them. For some principals in Christchurch before the quakes, isolation was a very real thing. For some it may have been choice, but for others it was likely circumstances of their situation. For those leaders who had few or no professional connections prior to the quakes it was the hardest. Those leaders who had a resilient community of support around them were better equipped to bounce back.

The concept of social capital, at the bonding and bridging level, is critical to developing a strata of different and useful networks and connections. It would be fair to say that while these were evident prior to the earthquakes their usefulness and value was possibly underestimated or not fully understood. They became the glue that held communities together, their existence proved to be a lifeline or safety-net for so many leaders when things became overwhelming. The next and possibly the most critical form of social capital following a serious crisis or disaster is linking social capital. Linking social capital made up of '"networks of trusting relationships between people who are interacting across explicit, formal or institutionalised power or authority gradients in society"(Szeter and Woolcock 2004, 655). Where as bonding and bridging social capital primarily connect individuals of the same status …. this form takes into account vertical distance as well. (Aldrich, 2013, 33).

Supports and Vertical Links

The CPPA is an excellent, and local example, of a social-capital-builder at work. The association has been in existence for over 50 years, though the changes as a result of the introduction of tomorrows schools in 1989, saw significant change in the way the CPPA supported it members. The landscape in education in New Zealand prior to 1989 was quite different. It was a much simpler life for principals. Education Boards took care of all property and maintenance issues, provision of furniture, school equipment, and school consumable and education delivery resources. There were very few financial requirements to be managed, all staffing was managed by the education board as was the appointments of teachers and principals. The Department of Education, through the School Inspectorate managed schooling standards. Inspectors evaluated teacher performance using a numerical "grading system", and schools received formal "School Inspections" every few years. Professional development at the time was almost non-existent. Schools received 1-6 mandatory Professional release days per year, (depending on school size). Schools had no mechanisms to finance professional development so generally had access only to what was offered from above. Accordingly the business of principals associations of the time reflected the nature of the education system. Business was often related to very low-level activities, sporting events, flower-shows, and chatter about positions that might be coming up in the future. At this time the CPPA mostly provided opportunity for building social capital at a bonding level. In contrast the teachers union, the New Zealand Education Institute, (NZEI) was the organisation that afforded a bridging and linking social capital role. Most teachers and principals were members of NZEI as it was this organisation that connected its members to vertical hierarchies that they might not have been able to have influence over without being part of this network. This excerpt from the NZEI Te Riu Roa website captures its role quite succinctly:

The New Zealand Educational Institute is New Zealand's oldest teachers' organisation. It was formed at a meeting in Christchurch in 1883 to promote the interests of teachers, to take joint action should a teacher be unfairly dealt with and to promote a higher standard of education. Over the next 20 years other provinces affiliated and membership grew steadily. The Institute quickly became an effective voice for teachers and for education. Within a few years it was recognised, respected, listened to and consulted by the Minister of Education, the Department of Education and the Education Boards. It established a reputation for strong criticism of the system and active campaigning for better education. It also took legal action in defence of its members. The Institute campaigned to have salaries paid at the same rate across the country and put pressure on the government to assume the employer role in determining the conditions of teachers. It was a powerful force in its determination to have a national system of education and advocated vigorously for a national curriculum, superannuation, appointments and teacher training. (NZEI Te Riu Roa Website: nzei.org.nz; History).

In 1981 the New Zealand Principals' Federation (NZPF) was founded and formally established in 1982. From all accounts there were many barriers in the way for the initial establishment of the NZPF. There was much opposition from NZEI the organisation that had traditionally been the voice of action for the teaching profession. It would be fair to say that NZPF struggled with membership until 1989 when Tomorrows School was implemented. I believe that until that time principals could not easily relate to the "purpose" or see any benefit from association with the NZPF. Geoff Lovegrove, former NZPF president, and NZPF historian says it this way:

"And then along came Tomorrow's Schools!   There are not too many serving principals who worked under the before- and after regimes.   The changes wrought in 1989 were on a massive scale.   The ten Education Boards disappeared, replaced by 2600 individual Boards of Trustees. The Department of Education, along with all of its inspectors, all went, replaced by a "Thin Ministry" and something initially called the "Review and Audit Team" (soon changed to Education Review Office. Perhaps ERO sounded better than RAT!).   Fair to say that principals and their new Boards were floundering for some time. The scale of change, and the sudden loss of so many support systems, had a profound effect.   Some questionable new businesses suddenly appeared, and just as quickly disappeared. " (Geoff Lovegrove, former NZPF president, and NZPF historian; NZPF Website)

The new world that principals found themselves in required different skills, supports, networks and connections. How teachers worked would changed incrementally over the next 17 years as new curriculums, followed eventually by the new New Zealand Curriculum, and in time when National Standards were gradually introduced. For principals however, the changes were much more rapid and substantial. As one of those who was a principal prior to Tomorrows Schools, having taken up principal-ship in a six teacher school in 1985, I can confirm that the level of change was significant. The competitive, self-managing business model, coupled with the increased levels of accountability meant that the very scope and nature of the principal's role had been rewritten. Tasks that had been taken care of for schools by the Department of Education via the Education Boards were now devolved to Boards, which, in actuality meant principals. The burn out rate and the rate of departure from the profession was alarming. In this vacuum of support the NZPF flourished with membership rates accelerating each

year. This was because NZPF now had a valid purpose and provided a direct link to the ears of the power holders and provided a basis of collective support for its membership.

Within the context of the changes in education due to Tomorrows Schools being implemented, the three association mentioned above were forced to change and grow, to determine their place and establish their respective roles and inter-relationships in order to cope with changing membership needs.

The message from the research is very clear, social ties can serve as an informal insurance through which those affected receive information, essential supports, and physical assistance. This is important in the every day "business as usual" operation, but it can take on a much more essential role in the event of a crisis or disaster. The dual nature of the network relationships principals have is important to consider. They build relationships, bond, ties and connections. They open doors to access information and resources. They create trust, but more importantly they can build new norms, (collective operational values and beliefs).   When, however, a crisis strikes these established networks can provide much more. They act as an insurance that pays out in the currency of mutual assistance. They provide a collective strength that can transcend and break through to the upper hierarchies so that small voices can be heard loudly, and where collective action problems can be heard, addressed and resourced. In many ways these networks are critically necessary in todays world as a principal. Like the having a lotto ticket concept, "you need to be in to win", it's too late after the event. Likewise, unlike the lotto ticket a principal's investment in networks delivers interest at regular intervals, and often more each time they invest a little more in their networks. There is the regular payback by being involved in a network, and the more networks and the greater the diversity of the networks the greater the return, and the greater the overall security that exists if a crisis hits.

Daniel Aldrich represents this well in the following table:

TABLE 2. Mechanisms of social capital in non-crisis events and in disasters.

Broad mechanism	Post-disaster application
Strong social capital provides information, knowledge, and access to members of the network	Social resources serve as informal insurance and mutual assistance after a disaster
Strong ties create trust among network members	Strong social capital helps by overcoming collective action problems that stymie recovery and rehabilitation
Social capital builds new norms about compliance and participation	Networks strengthen voice and decrease the probability of exit

(Aldrich 2013, 46)

Woolcock and Narayan (2000, 226) would argue that in the same way that other resources such as financial savings are assets, that social capital is similarly an "asset that can be called on in a crisis". (Aldrich 2013, 45). PLGs, LCCs, CoLs, CPPA, NZEI, and NZPF, likewise should be considered as assets that can be called on in times of crisis. Consider also that these networks, associations, federations are also inter-connected, bonded and

linked, and capable of representing members individually or collectively. It is this "collective action" facility that provides the greatest means of support in times of crisis because it is through the vertical links that small voices can be amplified and heard by those who have the power to effect change or provide immediate support. In a study of the survivors of the 1995 Kobe earthquake, Shigeo Tatsuki and Haruo Hayashi demonstrated a correlation between survivors who had ties to more than one network and improved recovery compared to those who had access to only a single set of acquaintances. "Those who were resistant to and resilient from disaster damage utilized multiplex social ties, while those who were vulnerable tended to rely on a single network" (2002,4), (Aldrich 2013, 47).

Earlier in this paper I defined social capital as:

A function of mutual respect and trust, as social and professional networks comprising of both individuals and groups, where equality of status transcends horizontal and vertical networks, and, as social norms such as commitment and willingness toward achieving mutually beneficial collective action.

There are some caveats to consider. First of all is the depth and breadth of these networks and relationships? To develop trust, mutual respect and cooperation requires some investment from each party and is often a function of time and involvement. Having these relationships well formed, with clear understandings, prior to a crisis facilitates more efficient collaborations in the aftermath of a disaster. Having an understanding of those who stand beside you provides confidence because there is an already established acceptance of integrity and motivation. One further point that does need to be noted is that for social capital to achieve successful outcomes in the event of a crisis it also requires strong leadership. Like any resource it will remain inert unless there is leadership to provide direction, identify the immediate needs, and determine solutions and to provide the strategy to facilitate recovery. The importance of leadership cannot be underestimated in this equation.

New Orleans

On Monday, August 29 2005 Hurricane Katrina made Land fall and by almost every measure became one of the most destructive and costly natural disasters experienced by the United States of America. Katrina took more than 1800 lives, in Louisiana more than 200,000 homes were damaged, more than 1.3 million residents were displaced, an estimated 127,000 jobs were lost. The Congressional Budget Office estimated that the capital losses were between $130 billion and $150 billion, the city of New Orleans sustained over a billion dollars worth of damage to city-owned property.

Within the city, over 80 percent of all the buildings sustained some damage from wind or water. Over 70 percent of housing units were damaged or destroyed. More than 100,000 homes were under more than four feet of floodwater. While many of the evacuees were able to return, more than 200,000 of New Orleans residents were displaced long term. (Olshansky, Robert B, and Johnson, Laurie A, (2010). Clear As Mud Planning for the Rebuilding of New Orleans)

It is suffice to say that the scale of this disaster is almost incomprehensible, even to those who went through the Canterbury disaster. The book 'Clear As Mud' outlines the significant complexity of remediation following this disaster, set within the context of an impoverished state in a extremely complex and highly political setting. For so many in New Orleans they had very little before Katrina and they had less than nothing afterwards.

My visit, coincidentally, started on the 11th anniversary of Hurricane Katrina. The city's population even now is only 80 percent of what it was pre Katrina. And while the tourist areas, particularly in the French Quarter have made good recovery, not far from the city large tracks of housing have never been recovered.

It is not the intention in this piece of work to record the tumultuous journey that the people of New Orleans endured over the next 11 years. It is, however, an opportunity to look at what was learned from this disaster and to compare this experience to the Canterbury experience and reflect in what was similar and what was different.

Those involved most directly in recording the history of the Katrina event will say that what was needed first and foremost was very large quantities of money in a very short space of time, but also the ability to plan and manage the return to normality and rebuild homes, livelihoods and the economy. There also needed to be "community" consideration in the determination of what things might need to change or improve to mitigate the possibility of such a disaster reoccurring in the future. This was always going to be very difficult within the context of New Orleans.

With any disaster recovery there will likely be tension between restoration and change. This was in fact one of the most significant issues for New Orleans. There was a sense that many outside of New Orleans wanted the city to change, abandoning the areas of lower elevation, and radically restructuring the urban form. This was not what most residents wanted and they rebelled. Only a small percentage of those in the most affected areas chose to sell and leave, the rest, event in the most affected flood-damaged areas chose to stay and rebuild their homes.

In New Orleans, this tension was exacerbated by racial mistrust, and it was impossible to disentangle issues of land-use change and race. (Olshansky, Robert B, and Johnson, Laurie A, (2010). P 218)

The African-American community's' preference for a plan that reflected the pre-disaster city came from its negative experiences of change led by the white power elite, and their fears were indelibly influenced by decades of discrimination and neglect and fuelled by comments made that suggested it was an opportunity to cleanse the city of its poor. So African-Americans wanted speed of recovery above all else, but with speed comes the many problems caused by insufficient consideration of all possibilities, hasty decisions and for mistakes that cannot be easily corrected.   (Olshansky, Robert B, and Johnson, Laurie A, (2010). P 218)

Education in New Orleans was to change in a way that might not have been predicted following Katrina. Some would say this might have been inevitable because of the abysmal state of public education in New Orleans. While there were some highly successful school in the hands of the Orleans Parish School Board, (OPSB), the vast majority were performing well below the state average and the New Orleans district was ranked amongst the worst in the nation.   In 2003 the state of Louisiana created the Recovery School District Authority, (RSDA), and gave it the power to take over the schools that were deemed to be failing.

When Hurricane Katrina destroyed many of the OPSB schools the state of Louisiana increased the RSDAs ability to take over schools by passing Act 35. Act 35 decreased the requirements for a takeover and allowed the state to take control of any schools that scored below the state average in a district that was considered to be in a state of "Academic Crisis", (defined as a district with 30 or more academically unacceptable schools, or with more than 50% of its students in academically unsuitable schools (Perry & Schwam-Baird 2010). While the schools in the OPBD had been performing poorly for decades, there was an improvement in 80% of the schools performance scores in the last full year before Katrina, causing many teachers to believe that the state's actions were extreme and unnecessary. In addition to this almost 8000 teachers and school staff members were dismissed from their employment and these terminations created animosity and tension toward the district. The replacement teacher workforce tended to younger, out of district and white.

Kristen Buras, PH.D. an assistant professor of educational policy at Georgia State University is one of many who are damning of the education reforms in New Orleans since Katrina. Buras sees the biggest problem as the lack of consultation with key stakeholders coupled with the pace of the policy development and implementation. It was about money and not about the well-being of students or parents whose input was not sought. Buras claims that the charter schools are businesses that place image and profit before student well-being. That they are selective about who is enrolled citing legal action being taken by parents of children with disabilities who are being refused entry into charter schools. The crisis created by Katrina was seen by the State as an opportunity to reform the education system in New Orleans with many of the major decisions being made in the absence of any input from those most directly affected, and in fact within two months of the disaster when many of the affected had not yet been able to return. To assist the State in its ability to make rapid change Louisiana Governor, Kathleen Blanco, used Act 35. This Act raised

the bar against which failing schools were measured. The "School Performance Score", was raised from '60' (on a scale of 200) to '87.4', and with the bar strategically raised most schools then fell into this category and were able to be legally captured for reform. Interestingly the current "School Performance Score" against which the Charter Schools are now being measured against has been dropped to '50', lower that it was pre-Katrina.

Depending on where one looks the stories of the success or otherwise will vary but most provide commentary with caution. Test score increases are being challenged as a poor indicator of the complex situation in New Orleans. In addition, with a decentralised charter system in place there is no central agency with the responsibility for keeping track of students. Accurate accounts of high school attrition are unreliable and many students are simply not accounted for. The autonomy of the charter schools brings additional challenges. With each school able to develop its own special flavour some researchers have said that the emphasis has moved from meeting the needs of the students, to creating a positive public image and where the achievement performance of the school, (based on test scores) is the primary objective. In this market-based school system how this is achieved is coming under closer scrutiny and stronger challenge that not is all as it seems. The political motives behind these reforms seem also to have had impact on how and what is being promoted and reported.

In contrast to this Tony Recastner, a Doctor of Psychology and Jay Altman a teacher established the first Charter school in New Orleans in 1998. New Orleans Charter Middle School rose out of a desire to provide education that would make a difference for children and a community. Recastner and Altman were pioneers of a change and believed that there was merit in trying to make better schooling better. There was certainly opposition to the initial school but New Orleans Charter Middle School became the highest performing nonselective school in the district. Their model was surprisingly simple - "Good School" demanding quality form every student and staff member. Prior to Katrina, in 2003 pressure was applied to Altman and Recastner the recovery School District asked them to take over Green Middle school and turn it around. This was were Recastner had grown up and he was determined to make it work. The turnaround school had been opened for just two weeks when Katrina hit. In 2008 he named the organisation FirstLine School, in reference the New Orleans tradition of Jazz funerals, in which the family members make up the "first line" and the musicians make up the "second line." (Osbourne David, 2017 Chapter 2)

Recastner's held a world view of education that was different to that of many of the other charter schools that came into New Orleans following Katrina. It was not about profit. It was about the children and their families first and foremost. It was about the community and it was about building social capital through growing meaningful partnerships between the school and the extended community. Access to the school was non-selective which meant it was open to all-comers. A moral initiative was being applied that aimed to provide high quality education for those who needed it the most, and who, in the past, had missed out.

This paper is not about the relative merits of Charter Schools in New Orleans, but there is certainly plenty of research in this space. What was investigated, however, was the level of social capital that exists within and between the schools that make up this schooling network. What exists is, in fact, very limited and almost non-existent and this is most

likely due to the completive market model that is now in place. (That said the model that it has replaced was from all accounts dysfunctional and criminally corrupt.)

In terms of bonding, bridging and linking between leaders in these schools there appeared to be few if any of the initiatives that we in New Zealand take for granted. Clustering, professional learning groups, network collaborations and the professional sharing that is commonplace in New Zealand was not clearly evident in New Orleans. Tony Recastner indicated that while some of the principals within the same "franchise" would communicate it was not at a relational–sharing level and outside of that group it just didn't happen. It was more likely that fellow principals were viewed as competitors rather than as professional colleagues one might share with.

For New Orleans, unlike Canterbury, the disaster provided a mandate for the state to intervene in a way that affected the 'commercial' nature of the learning institutions. Political intervention allowed the slate to be wiped clean, (schools, principals and teachers), and for a market-driven model to be put in its place. While the "charter-character" of many of the schools was a point of difference, the underlying pedagogical approach remained fundamentally the same, retaining the classic single cell classroom approach with enhanced rules, expectations or authority-based control mechanisms. The schools were rebuilt the same as they had been before. For Canterbury it was very different. There was not the same depth of poverty and failure within the system that had historically plagued education in New Orleans. There was reform, there were the closures and mergers, but decisions were not rushed, (3-5 years rather than 2 months), and the opportunity was taken to stop, consult and plan for a different approach to the delivery of education and this was to be reflected in the flexible nature of the schooling rebuilds.

In New Orleans the state cleared the field and started anew. It was everyone for themselves. The already collaborative nature of New Zealand schools and the strength and unity within Canterbury provided for many, the supports needed to carry on following our disaster.

It has become clear that we take for granted the professional and collaborative networks that provide sharing and learning opportunities between schools and networks of schools. The co-operative model that exists in Canterbury has not happened by accident and its presence was an essential tool during our earthquake disaster. It provided connection and support that helped to ensure that we could be more resilient leaders in a time of crisis.

Key Inquiry Focus: Practical Understandings
Interview Summary

As part of this inquiry, a number of key people were interviewed with the aim of capturing comment from those who were at the front line of the action immediately after the earthquakes, and through the implementation of the initial supports, through to the point of the closures of identified schools. Those selected included principals who were members of the CPPA executive, held leadership roles on the CPPA executive, were on NZPF, were affected principals, worked as mentors and also included a Ministry of Education leader. (N=14)

A broad qualitative approach has been applied to this aspect of the inquiry. A set of questions was developed to investigate and gain some practical understandings and views from those who had been deeply involved in the recovery of Canterbury schools. The aim was to obtain comment from a leadership perspective from those who were closely involved and active in advocating and providing the support, receiving the support as well as from those who worked very closely with those most affected to link this to the inquiry into social capital and resilience. .

A standard set of questions was asked of each person under 8 areas of interest. The questions relate to the key inquiry focus, practical understandings, and were designed to unpack each individual's experience, views and considerations. The open nature of the questions allowed for some deeper exploration, as appropriate, and to reflect on the specific experiences of each person. As a starting point each leader was asked for their definition of 'resilience'.

The following is a collective summary of the responses given and a synthesis of the key findings.

Q 1: Define Resilience?

Each leader was asked to give their definition of resilience as an opening question. The definitions given, were, in many respects, very similar in their structure and intention. The following are some examples of how insightfully these leaders have articulated resiliency.

> *"Ability to cope, absorb and carry on, handle what comes your way and bounce back from it."*
>
> *"Ability to cope with stress and pressure and function consistently and keep intact ones physical and mental health."*
>
> *"Ability to cope with change and negative difficult, complex problems that life throws at us."*
>
> *"Ability to bounce back and bounce forward."*
>
> *"To be able to recover from, or adjust to change, especially when things aren't going well."*
>
> *"Being able to see what I need to do to get myself through what is happening around me, being proactive rather than just reactive, being part of the solution."*
>
> *"Ability to see what needs to be done, doing it, and not becoming a victim".*
>
> *"It's about emotional Intelligence, coping then doing something about it."*

Comment:
As mentioned earlier in this work the author believes that resilience is as much about what an individual does when adversity hits, as how that individual copes with the initial "hit". It is the interaction between these two components that has been considered in depth in the section on resilience in this paper. Resilience was defined earlier as "*a person's ability to recover and continue to achieve their primary objectives despite dramatically changed circumstances*". It would be fair to say that having arrived at the above definition independently of the responses given by the leaders interviewed, it is startling that there is such close similarity. It may be concluded that this is a factor of each individuals personal experience and intuitive understanding of what defines resiliency. This may not be so surprising as each of these individuals was chosen because they had appeared to have been resilient, successful survivors of the Canterbury disaster. So for those who have come through the Canterbury disaster, and each of these individuals did, **there appears to be a connection not only to their understanding of what resilience is, but also to their ability to enact this successfully in their own life in the face of adversity.**

Q 2: What are the conditions that have been most effective in enabling some principals to thrive and survive at a time when their world is falling apart?

"Relationships at a range of levels, social and professional, with similar as well as different thinking principals, …"

"Strong distributed leadership, strong senior teams….knowing your direction."

"Personal difference, self-authoring rather than waiting to be told. "
"All need some guidance and support, community relationships, …."

"Connection [to people] is critical … and to your goals."

"Having things well in place before there is a problem, … Social and professional structures, support networks….. must have someone you can pick the phone up and talk to, and it needs more that one person."

"Experience and knowledge of your own organisation and community is essential. Personal networks, having colleagues you can speak with openly…..how well these[relationships]are developed is important."

"Knowledge of the sector and its components, ….. knowledge of the wider environment , …the cluster ….Col …"

"Leadership is the critical factor, …. [leadership] that reflects your values, moral and personal integrity, …. [leadership] that is strategic."

"Principal's prepared to reflect, fix self first, …. must have a support team, ….it can't be done by ones self, ….. recognise diverse talents of others ….. model leadership and provide opportunities for others to grow."

"Cohesive nature of the team. Knowing about the big-picture."
 "Links to CPPA, NZPF …. active and proactive …. Bringing other agencies on board, …"

"Having each others backs, …. own personal situation , …. Coming together for a common purpose to support others, …. recognising different skills…"

"Shared responsibility, …. positive attitude before, ….. optimism, …..strong structures in place already, … involvement of NGOs …… didn't wait for the MOE did it ourselves because we could. "

"Support of cluster principals, …. common purpose,… allies and support ….. relationship with MOE advisor ."

"Support of family, …. being able to withdraw and having a "life" to switch off to."
Those survived because of their tight networks, …. professional structures that were well established, having a growth mindset."

Comment:
It was considered that each of the leaders interviewed would be well placed, because of their experiences, to provide useful insight into this question.
What came through quite clearly was the understanding of the essential key components that would allow one to thrive and survive in the face of a significant adverse event.

The understanding of effective leadership and what is needed to support that leadership comes through strongly. The need for strong, trust-based relationships at a range of levels, that have been established as part of the leaders practice. What is inferred, though not stated as overtly, is the need to have strong direction as an organisation/leader. I feel that this is encapsulated in the principals' understanding of what an effective leader is responsible for in the business as usual scenario. In many respects the answers reflect the utilisation of well-developed "social capital" resources, following an adverse event, to enable a return to normality. The responses reflect social capital at a bonding, bridging and linking level and this is reinforced by the responses given to later questions.

Key to success in adverse circumstances is the quality, range and depth of the relationships that principals have formed supported by strong leadership that understands the core purpose of the organisation.

Q 3: What are the conditions that have been most effective in "salvaging" leaders at their times of greatest need?

"Up close mentoring, reconnecting them to their support networks, "

"Challenging, … are they reflective, honestly self-critical?"

"Their ability to ask for help/take help."

"Helping leaders sort out what to do. CPPA translated stuff into steps, collective views being relayed….."

"Need to have connections and networks before there is a problem."

"MOE was hopeless at the beginning, website disaster, principals need to know where to go for help and what's out there"

"The invisible social-network is critical."

"Actively monitoring a principal from a welfare position … supervision, working along side …."

""Challenge v Problem" mindset approach …. business as usual v [business as] unusual ….open and willing mindset, …."

"Self-awareness knowing and accepting that they need a colleague."

"…getting the right advice at the right time."

"Sense of unfairness drew things backwards, … need high levels of trust."

"Ability to articulate hope."

Comment:
"Salvaging" leaders in this context is taken as getting them to a place where they can self-manage and survive. The responses indicated the need to provide some supports for what might have been absent in the practice of those principals who were struggling.

In a few simple words it was about rekindling relationships, providing access and connection to support networks, access to critical information, activating self-reflection, self awareness, self-determination and positive modes of thinking.

This is the integration of social capital and resilient practices.

Q 4: What do you know about effective *supports and networks* that principals have in place?

Professional Learning Groups (PLGs), CPPA, First Time Principals, CPPA mentors, EAP, PLD, Mentors, LCCs, Shared PD opportunities, CPPA mentors, Professional Development provided by CPPA, [each noted by 90% of interviewees']

"Professional social activity as a connector". [noted multiple times in similar words]

"Formal and informal relationships…." [noted multiple times]

""Go to" people a must," [noted multiple times]

"Support of a strong Deputy Principal". [noted several times]

"BOT Chairperson". [noted several times]

"Back up team within the school, … growing capability…" [noted several times]

"Value of senior team …." [noted several times]

"CPPA initiative professional leadership seminars." [noted more than once]

"CPPA Support for the closing schools".

"Professional Supervision, … NZPF helpline, …. personal contacts."

"CPPA Executive as a network."

"CPPA social and professional networks." [noted more than once]

"Networks need to have purpose." [noted several times]

"Having an active other life."

"NZEI absent, as was NZSTA." [noted several times]

Comment:
Each leader was able to articulate a wide range of effective supports and networks that they and other principals have in place. In addition they were able to further articulate why they had these and their purpose and usefulness, and furthermore, within a context.

What is clear is that this group of leaders was not only aware of the usefulness of these networks and supports, but had actively created these connections, and could identify this behaviour as a positive attribute of their professional practice and that of their colleagues.

For many of these principals what is of interest is that, under pressured circumstances some of their existing networks took on roles that was not their prime purpose or within their original context. **That is to say that some existing networks were able to provide support beyond their original or intended purpose. It appears that it was the connection itself that was often most valuable**.

What was also interesting was the negative opinion held of how two of the key organisations performed during the recovery process. While the MOE may have been criticised for some aspects of its behaviour and performance, the response was much more global for NZSTA and NZEI. It would appear that this is a result of their inability, (or choice), to effectively connect with individual schools, boards, clusters or CPPA. While NZEI was strongly criticised for being too slow, and indecisive, NZSTA was widely considered to be totally absent, and of no value during the Canterbury earthquake event. While the MOE, (and to an extent the NZEI), worked to develop relationships and partnerships with principals, boards, and in particular CPPA, it was felt that NZSTA made no attempt to "bond, bridge or link". Some NZEI personnel did "bond" but what was missing was the higher level of social capital engagement.

Q 5: What *supports* and *networks* have you seen that best-support recovery for principals?

> "Membership has to be the key…."
>
> "FTP getting along side, people connecting closely regardless of the network."
>
> "Mentors, social professional groups, tapping into experience, cols ….."
>
> "Leaders approach must be ethically correct   moral compass."
>
> "Health pathways …."
>
> "Culture of environment is critical, … open to learning communities."
>
> "Principal's leadership."
>
> "CPPA Clusters, pre-LCC clusters, ICTPD, North Canterbury Principal Group, Catholic Principals Association, AIMs, Cols."
> .
> "Networks and Relationships CPPA offers up to the individual to buy into."
>
> "CPPA in partnership with MOE."
>
> "NZEI and NZSTA missing in action."

Comment:
The responses indicated the need for principals to be agents of their own destiny.

It is evident that there are a significant number of supports and networks available, however, it is how principals choose to engage with and utilise what they can offer that is most important and makes the most difference.

Understanding that these supports and networks can benefit appears to be matched by the understanding that the principal needs to be active in making these connections work so that they can achieve their prime goals.

Q 6; What *leadership structures*, promote the successful development and implementation of effective support networks?

"Leadership from the principal is critical, as is the caliber of people they have around them and supporting them, ...

"...open minded support team, ... creative and flexible, ..."

"high trust essential ...."

"CPPA."

"Principals Leadership Centre."

"Principals professional supervision."

"Tomorrows School competitive model doesn't work, may be benefit from Cols."

"Active local principals association."

"Leadership that incorporates some level of political awareness, looks beyond today, ... seeing the big picture. Being outward looking."

"Distributive leadership critical."

"Crucial that principals loose the control freak mentality."

"Limit the hierarchy to create ownership, buy-in, and sense of we are one team."

Comment:
Each of those interviewed saw leadership as an inclusive, distributive, reflective and transformational role.

Responses would suggest successful leadership is more collaborative than competitive, in this form it is more likely to be inclusive, team focused, dependent on creating effective strong bonds, clear connections with other leaders and links to higher levels of support.

Q 7: What *practical understandings*, promote the successful development and implementation of effective support networks?

"Ability to hand stuff over."

"High trust Strong leadership team, not doing it all by yourself….."

"Disposition is critical."

"World of education" goes beyond their own school."

"PLD around leadership."

"Understanding of leadership/principalship."

"Strong leadership structures inside the school."

"Not letting your own ego get in the way… it's better when it's less about me and more about us."

"Support from sub management."

"Physical cluster network structures."

"Strategic thinking, ….. creative thinking … looking at future possibilities."

"Determining your pathways and the culture of the approach."

"It's really important to have networks within your schools, but also with other schools …… and just as important to have connections in an array of places that you can call on…."

Comment:
Those interviewed have identified that principals need to have a strong understanding of what effective leadership is, as it is key to the development of successful and useful networks within, and between schools, and beyond. Insular behaviours can limit the growth of healthy professional connections that provide opportunities for seeing the bigger picture, but can also reduce the strength and resilience of the organisation when all that happens is dependent on just one person [the principal]. **These leaders recognised that resiliency is an outcome of many working together toward the same goal, much more than it is of one person being particularly strong and durable**. While a leader needs to have a positive disposition, strong strategic direction, they also need to understand the world of education that they are working in. Leaders need to grow the pillars of support around themselves and their organisation so that there is a collective resiliency when adversity comes along. While in teaching the focus has moved to "just-in-time" for learning, it would appear that in terms of building networks for growing resilience, the "just–in-case" approach to making connections", loosely speaking, may have more value.

Q 8: What *attitudes or actions* promote the successful development and implementation of effective support networks?

"Aligned Philosophy."

"Common Values and Beliefs."

"Openness."

'Transparency."

"Consultation."

"Relationships being actively worked at."

"Being big enough to know that you don't have all the answers and being prepared to ask for help."

"Principal colleagues who know what it is about being prepared to be open."

"Culture of support … working two ways, up and down… giving but also taking."

"Cultural implications."

"Respect and honesty … being true to self integrity."

"People being heard in an appropriate way … managing the people so that they feel trust for your actions …. no loss of dignity."

Comment:
When these leaders consider the attitudes and actions that they believe promote effective support networks they closely reflect two of the Four Domains of Personal Resilience explored earlier in this inquiry. **Sense of Purpose:** (Purpose, Meaning, direction; Grounding and connecting; Personal values and beliefs; Moral compass) and **Networks and Connections:** (Friends and family
Associates; Connections; Networks; Supports; Vertical Links).

In many respects their responses echo many of the messages and learning's discussed earlier. **The view that the shared goals and direction, commonality of philosophy and values, delivered in an open and transparent environment, that values the relationships that it depends on, corresponds with the body of research that tells us clearly that these are the features that successful leaders promote in highly resilient organisation.**

Executive Summary

The prime purpose of these interviews was to investigate the views of experienced and successful leaders to uncover their thinking around the key facets that build networks for growing resilience. To glean, from them through their experiences, the ideas and concepts that might be important to consider and share, and to sit this beside what the research tells about **resilience** and the importance of **social capital**.

The similarities are, in many ways, quite startling. Almost intuitively these leaders, collectively have matched the definitions of social capital and resilience as applied to this inquiry.

Resilience was defined as:
The ability to recover and continue to achieve ones primary objectives despite dramatically changed circumstances.

And social capital as:
A function of mutual respect and trust, as social and professional networks comprising of both individuals and groups, where equality of status transcends horizontal and vertical networks, and, as social norms such as commitment and willingness toward achieving mutually beneficial collective action.

What comes out of these conversations with these leaders is not just the importance of one or other, resilience or social capital, but how they blend, each interwoven through the other, knitted together and interdependent, each growing and developing as a result of the other. If resilience is considered a set of observable behaviours required to be delivered to achieve desired outcomes under duress, then social capital is the structure that supports this to happen, and at the same time provides the essential resources and support to allow recovery, and when this happens it is seen as resiliency. But for this to happen there is another essential factor, leadership.

Successful leaders know and understand their core work. They have a strong sense, understanding and commitment to their purpose and goals. They are strategically and systemically well organised, and they understand and invest in social capital as a tool for growth and success. Social capital represents a form of connection that can be called upon to assist everyday growth and learning, but that acts as a security blanket, a form of insurance that becomes essential for recovery or survival when the worst happens.

But of course resilience also needs to be considered in terms of the "person" in the role as much as the role itself. That an individual develops and maintains their personal resilience is also critically important. Our personal management, understanding and determination of the purpose meaning and direction within our lives, our mindset and outlook on life, our attention to our personal mental and physical fitness, and our ability to build relationships, networks and connections, socially and professional are critical to growing resiliency.

As mentioned earlier a broad qualitative approach has been applied to the interview aspect of the inquiry. The questions were developed to investigate and gain some practical understandings and views from those who had been deeply involved in the recovery of Canterbury schools. The aim was to obtain insight from a leadership

perspective from those who were closely involved and active in advocating and providing the support, receiving the support as well as from those who worked very closely with those most affected and to link this to the inquiry into social capital and resilience.

The questions focused on eight areas of interest and relate to the key inquiry focus - practical understandings, and were designed to unpack individual's experience, views and considerations. The open nature of the questions allowed for some deeper exploration, as appropriate, and to reflect on the specific experiences of each person.

If the research into social capital and resilience undertaken as part of this inquiry is considered in the context of these interviews with successful leaders there are some key takeaways that fall out of this interaction.

Key Points

Guiding Principles

1) There appears to be a connection not only to their [principals'] understanding of what resilience is, but also to their ability to enact this successfully in their own life in the face of adversity.

2) Key to success in adverse circumstances is the quality, range and depth of the relationships that principals have formed, supported by strong leadership that understands the core purpose of the organisation.

3) (Recovery) In a few simple words it was about rekindling relationships, providing access and connection to support networks, access to critical information, activating self-reflection, self awareness, self-determination and positive modes of thinking.
This is the integration of social capital and resilient practices.

4) Understanding that some existing networks are able to provide support beyond their original or intended purpose. It appears that it is the connection itself that is often most valuable.

5) It is evident that there are a significant number of supports and networks available, however, it is how a principal chooses to engage with, and utilise what they can offer, that is most important and makes the most difference.

6) Successful leadership is more collaborative than competitive. In this form it is more likely to be inclusive, team focused, dependent on creating effective strong bonds, clear connections with other leaders and links to higher levels of support.

7) Resilient leaders recognise that resiliency is an outcome of many working together toward the same goal, much more than it is of one person being particularly strong and durable.

8) Shared goals and direction, commonality of philosophy and values, delivered in an open and transparent environment, that values the relationships that it depends on, are the features that successful leaders promote in highly resilient organisation.

Key Findings

Guiding Principles

If synthesised further I contend that there are four key findings that leaders, (with their own practice in mind), need to explore, unpack, reflect upon, evaluate and consider how they are, or might be implemented as part of their personal and professional practice.

A) Successful leaders know and understand their core work. They have a strong sense, understanding and commitment to their purpose and goals. They are strategically and systemically well organised, and most importantly they understand and invest in social capital as a tool for growth and success.
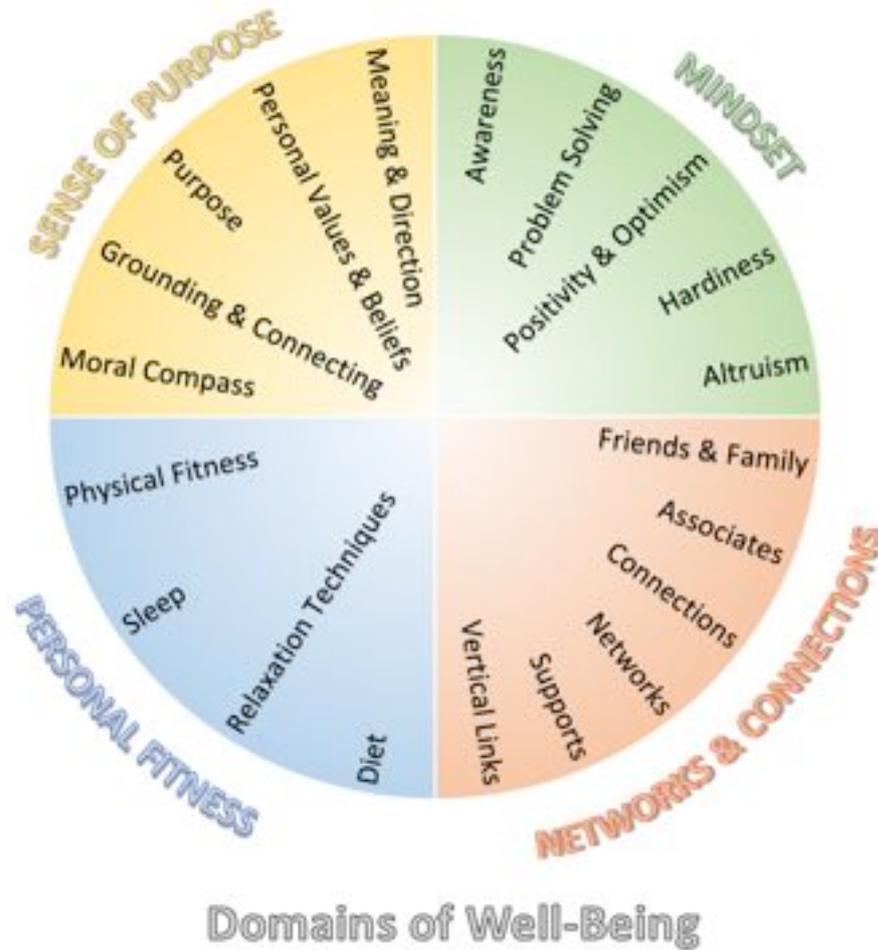
B) Our personal management, understanding and determination of the purpose meaning and direction within our lives, our mindset and outlook on life, our attention to our personal mental and physical fitness, and our ability to build relationships, networks and connections, socially and professional are critical to growing resiliency.

C) It is very clear from the conversations with these leaders, and supported by the research undertaken as part of this inquiry, that it is not **just** the importance of one or the other, social capital or resilience, but how they blend, each interwoven through the other, knitted together and interdependent, each growing and developing as a result of the other.

D) It is too late following a crisis event to establish the essential social capital that is necessary to build networks for growing resilience. Social capital is the insurance policy leaders must invest in. Social capital serves as an insurance that takes on an essential role in the event of a crisis or disaster. Social capital acts as an insurance that pays out in the currency of mutual assistance. It provides a collective strength that can transcend and break through to the upper hierarchies so that small voices can be heard loudly, and where collective action problems can be heard, addressed and resourced. Investment in social networks delivers interest at regular intervals, and often more each time one invests a little more in their networks. There is the regular payback from being actively involved in a network, and the more networks, and the greater the diversity of the networks, the greater the return, and the greater the overall security that exists if a crisis hits.

In Canterbury we are fortunate to have an active and effective association such as CPPA. The role of CPPA in providing the opportunity to grow social capital at every level, bonding, bridging and linking is significant. In addition, the CPPA provides professional development support, further building leadership learning, and provides authentic opportunities for building networks for growing resilience. CPPA is fully accessible to all principals in the CPPA region.

Growing Networks and Building Resilience Model

The model referred to as the "Domains of Well-Being" can be used as a useful barometer of the integrity of the many elements that work together to make us resilient and functional leaders. The analogy of a wheel has been used to represent the kind of ride we might have depending on the strength or presence of each of the "spokes of the wheel". Imagine that all the spokes are strong and present. The ride would most likely be smooth. The wheel would turn easily and without great resistance. If the pathway ahead becomes steeper or more rugged we are in the best shape to continue moving forward. It might require more effort but being in balance will make it easier. And even if, while in perfect shape, we meet an impassable object we are more likely to see it for what it is, accept it, and find another way forward.

Let's now consider what might happen if some of these spokes are shorter or non-existent. Even on the flattest of surfaces the ride is likely to be less pleasant. That rougher ride, even on the best of surfaces, requires more effort and takes more toll. Imagine now that the pathway gets steeper or more rugged! The energy required becomes exponentially greater and as the struggle becomes exhausting. To make matters worse it is also likely that the integrity of those things we have not been looking after so well can become even more compromised, and even the things we had control of begin to fail. If too much of our wheel has fallen off moving forward can be almost impossible, require more energy than we possess and end result is breakdown.

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Notes:

[i] **What does "social capital" mean?**
The central premise of social capital is that social networks have value. Social capital refers to the collective value of all "social networks" [who people know] and the inclinations that arise from these networks to do things for each other ["norms of reciprocity"].
How does social capital work?
The term social capital emphasizes not just warm and cuddly feelings, but a wide variety of quite specific benefits that flow from the trust, reciprocity, information, and cooperation associated with social networks. Social capital creates value for the people who are connected.

[ii] **Collective action problems**
The term "collective action problems" describes the situation in which multiple individuals would all benefit from a certain action, but the associated cost making it implausible that any one individual can solve it alone.