

Bouncing Back



Are you a resilient principal?

Before you answer that question, you may want to read what James Patterson, who has studied resiliency in school leaders and co-authored two books on the subject, has to say about facing up to the many demands principals face each day.

“Nonstop adversity is not a problem,” he says. “It is the reality of the principal’s job.”

The real problem: What can you do about it?

Patterson defines four basic types of principals by how they interpret and react to adversity: unrealistic pessimists; realistic pessimists; unrealistic optimists; and realistic optimists. He notes that it is the realistic optimists, who “see the glass as half full and try to find ways to add water,” who are the most resilient leaders.

Jim Grant agrees that “you need a firm grasp on reality in order to survive” the plethora of problems that principals routinely face, including many that result from “a fundamental lack of common sense in our education system.”

Mike Connolly targets the hectic activity of principals who flutter about from task to task like “butterflies on speed pills” and offers some practical tips on how to slow down and survive.

You won’t find many principals more resilient than Lance Hanson. In “The Principal Who Beat the Odds,” Sandra Balli describes how Hanson, as a new principal about to introduce a major new instructional program, encouraged his staff to successfully complete the effort while struggling to recover from life-threatening cancer.

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When it comes to resiliency, I can’t begin to compare the occasional adversities I’ve had to overcome in my 22 years as editor of *Principal* with what principals face every day. As I look ahead to retirement after this issue, I also can look back with satisfaction at what we have accomplished in shaping *Principal* and NAESP’s other publications to meet the needs and interests of NAESP members.

Please welcome a new team of young and talented editors, headed by Raven Padgett, who join me in wishing all of you a pleasant and restful summer.

Themes for 2007–2008

Issue	Theme	Submission Deadline
September/October 2007	Best Practices	May 4, 2007
November/December 2007	K–8 Science	July 6, 2007
January/February 2008	Teaching the Slow Learner	Sept. 4, 2007
March/April 2008	The Many Hats of the Principal	Nov. 2, 2007
May/June 2008	Early Childhood	Dec. 21, 2007

For descriptions of these themes, go to www.naesp.org/writing.

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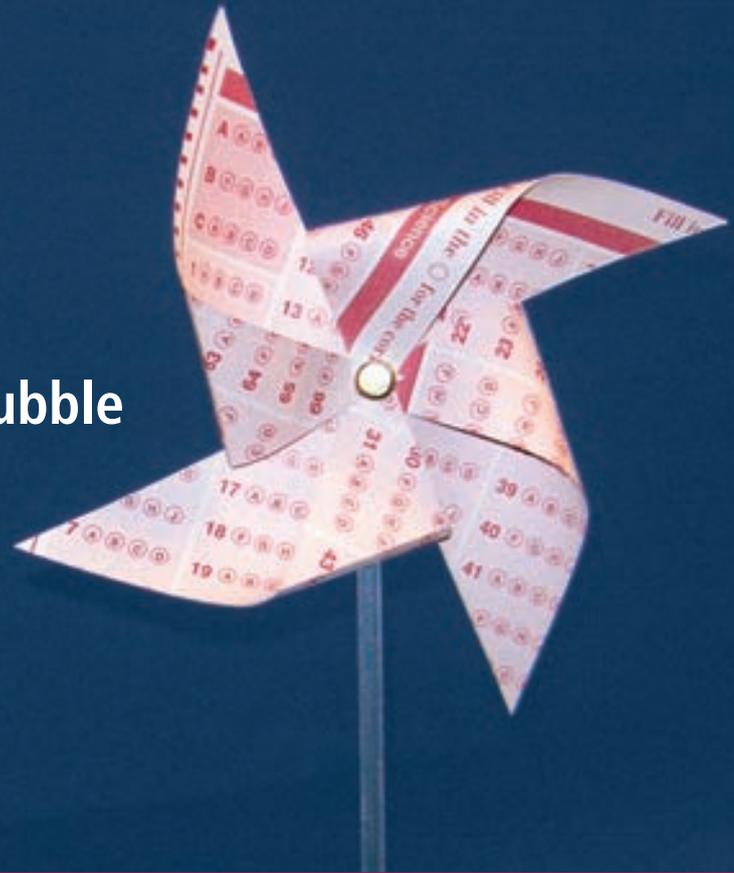
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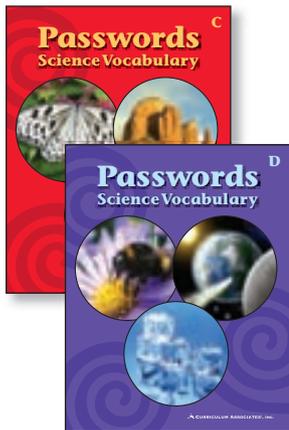
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