

## APEX Program for School Leadership

*"We must ... receive glory from [our mentors], together with their goodwill and friendship, since, as Plato says, people cannot be good leaders unless they have first been good servants."*

— Plutarch, *"How to Be a Good Leader"*



### Resources

Throughout the program, APEX gives the participants access to downloadable artifacts that may be adapted for use in a variety of school contexts. APEX assignments are created to simulate on-the-job tasks, allowing participants to build a portfolio of references to use now or in the future. The readings for each course vary, but in general, participants purchase 2-3 texts in order to complete the required reading assignments.



### Flexibility

Most courses are four to six weeks in length, and participants may take stand-alone courses or progress through a systematic scope and sequence. Each course features mostly asynchronous content through an online learning management system, as well as up to four synchronous online discussions.

### Nuts & Bolts

Course fees are typically \$250 per course for non-Great Hearts participants. Participants need to purchase the course books, which will add between \$15 and \$80 to the course expense. Courses usually provide 12-16 hours of activity over a four-to-six week period. At least one year of teaching experience as a full-time classroom teacher is required to enroll in courses.



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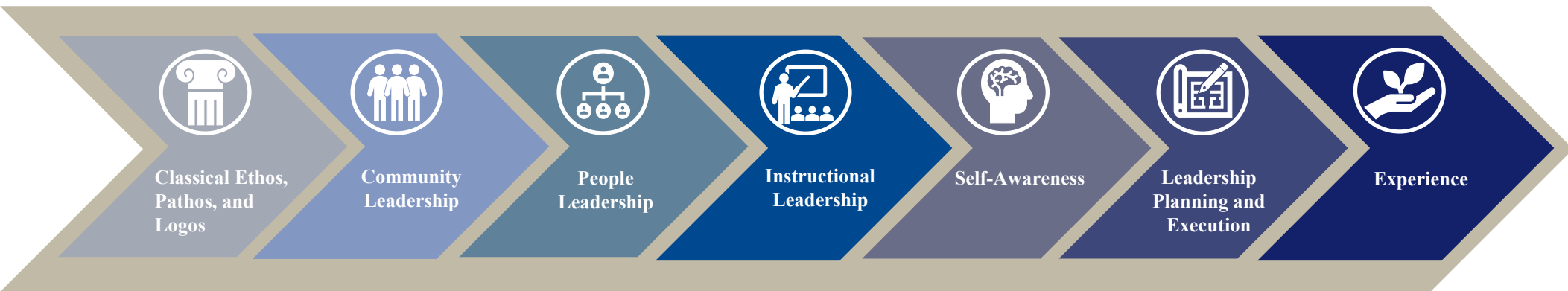
is a series of short courses designed for developing leaders of classical education. The program provides targeted, continuing education pertaining to school culture, instructional and operational excellence, and a classical philosophy of leadership. **Rooted in centuries of classical wisdom and decades of practical experience**, APEX is a program designed to cultivate the prudence you need to lead a virtue-centered learning community.

Classical education aims at human flourishing. Leadership within that context thus calls on every member of the community to be oriented toward the good. This places a unique burden on the classical school leader to understand not only individual human flourishing, but also how to prudently govern a community ordered to human flourishing. The APEX program assumes that participants have some understanding of the classical tradition, and working in a Great Hearts school or attending the Academy for Classical Teachers can be good first steps in studying that tradition.

### More Information:

[apex.greatheartsamerica.org](http://apex.greatheartsamerica.org) | [PD@greatheartsamerica.org](mailto:PD@greatheartsamerica.org)

# APEX Leadership Competencies



## APEX Course, organized by Leadership Competency



### Classical Ethos, Pathos, and Logos

Classical school leaders have a demonstrable understanding of and affinity for the classical tradition. In addition, their actions reflect prudence and magnanimity. They are capable proponents of liberal education and the classical tradition.

- Leadership and Liberal Education
- Lives of Leaders: Thomas More
- Lives of Leaders: Martin Luther King, Jr.



### Community Leadership

Classical school leaders understand and successfully influence the elements of a strong student culture, including recruitment, co-curriculars, student discipline, events, and key messaging moments. They have a vision for strong student culture and articulate it clearly and compellingly.

- Building a Strong Student Culture
- Building Healthy Parent Communities



### People Leadership

Classical school leaders understand the elements of a strong faculty culture, including hiring, teacher development, and esprit de corps. They have a vision for strong faculty culture and articulate it clearly and compellingly.

- Building a Strong Faculty Culture
- Hiring for Mission Fit



### Instructional Leadership

The school leader is a capable instructional leader, one who understands a full spectrum of instructional skill-building, from planning, to instruction, to data/LASW analysis, to coaching coaches.

- Instructional Coaching Principles & Practices



### Self-Awareness

Classical school leaders are self-aware and self-disciplined, cognizant of their impact on others and able to manage relationships with trust, candor, and love.

- Personal Leadership I
- Personal Leadership II



### Leadership Planning and Execution

Classical school leaders understand how to lead a team and are able to generate and manage systems of school leadership and schoolwide communication.

- Operationalizing Vision



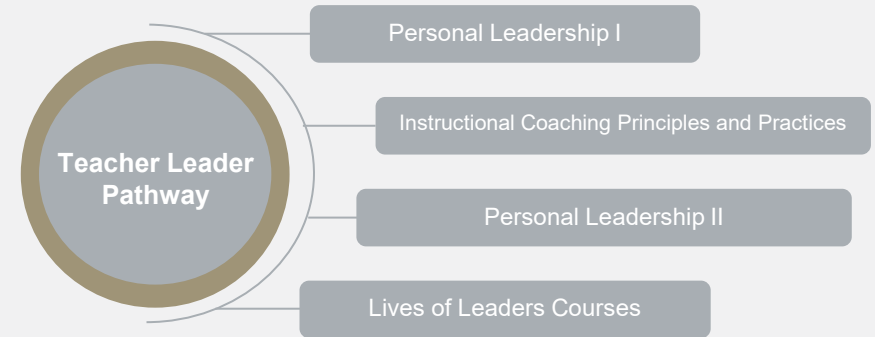
### Experience

Classical school leaders are results-oriented. This is true across the many stakeholder groups and areas of the school function, including academics, school culture, and operations. They are successful on a social/interpersonal level, navigating the right path between social and professional functioning.

- Leadership for Change
- Case Study in School Leadership

## Teacher Leader Pathway

This pathway is for teachers (Waypoints 4 and 5) who wish to remain in the classroom but will still serve in leader/mentor roles such as an instructional coach, grade level lead, or department head. Courses do not need to be taken in the particular order listed (other than *Personal Leadership I*, which must be completed prior to *Personal Leadership II*). The *Lives of Leaders* series can be taken anytime they are offered.



## Aspiring or Current Tier II Leader Pathway

This pathway is for teachers who wish to move into a school leadership role in future years or is a new Tier II leader (Dean, Asst. Head of School). Courses do not need to be taken in the particular order listed (other than *Personal Leadership I*, which must be completed prior to *Personal Leadership II*). The *Lives of Leaders* series can be taken anytime they offered.



## Aspiring or Current Headmaster Pathway

This pathway is intended for current Tier II leaders who aspire to become a Headmaster in the future or current Headmasters looking to grow in their roles. The courses in this pathways should be taken after the courses in the Aspiring or Current Tier II Leader Pathway. Additionally, the courses are organized in a manner that participants may find helpful to follow, though courses are not required to be taken in a specific order.



# APEX Course Descriptions

## Personal Leadership I

This course builds upon the wisdom of the three Delphic maxims inscribed in the Temple of Apollo: “know thyself,” “nothing in excess,” and “certainty brings ruin.”

*This course typically runs during the Spring season.*

[MORE INFORMATION](#)

## Building a Strong Student Culture

This course uses the classical virtues as a paradigm for cultivating a healthy student body in partnership with teachers.

*This course typically runs during the Summer season.*

[MORE INFORMATION](#)

## Building a Strong Faculty Culture

This course develops your understanding of the components of a healthy faculty culture, bringing understanding to bear on the practical, day-to-day decision making processes of a teacher.

*This course typically runs during the Summer season.*

[MORE INFORMATION](#)

## Operationalizing Vision

This course takes current and prospective school leaders through a one-year cycle of operationalizing vision, including delegating strategically.

*This course typically runs during the Spring season.*

[MORE INFORMATION](#)

## Leadership for Change

This course builds awareness of the larger context of leading schools in the midst of transition and change.

*This course typically runs during the Spring season.*

[MORE INFORMATION](#)

## Case Study in School Leadership

This course takes participants through specific “on the ground” challenges encountered by real headmasters as they make decisions in their first year as leaders of a young school.

*This course typically runs during the Spring season.*

[MORE INFORMATION](#)

## Personal Leadership II

This course concludes the APEX sequence with the objective of reflecting on the cultivation of prudence.

*This course typically runs during the Fall season.*

[MORE INFORMATION](#)

## Hiring for Mission Fit

This course highlights one of the critical building blocks of a virtuous faculty culture – hiring for mission fit.

*This course typically runs during the Fall season.*

[MORE INFORMATION](#)

## Building Healthy Parent Communities

This course takes participants through an exploration of several dyads crucial to a healthy parent community on a school campus.

*This course typically runs during the Summer season.*

[MORE INFORMATION](#)

## Leadership & Liberal Education

In this course, we will consider a set of challenges that are unique within – or at least more focal to – a classical or liberal arts educational setting, given the distinct goals of such settings, and providing tools toward mastering them.

*This course typically runs during the Summer season.*

[MORE INFORMATION](#)

## Instructional Coaching Principles & Practices

This two-part APEX course is focused on both outlining foundation principles of instructional coaching while also dedicating time to the practical work of conducting the observation and feedback process. During the first eight weeks (six sessions), we will ground the learning in several key texts and do a guided practice of the coaching cycle. The second part (also eight weeks) will shift gears into a mentorship model- with the facilitators meeting individually with participants to be a thought partner as they do the work of coaching on their campus.

*This course typically runs during the Summer/Fall season.*

[MORE INFORMATION](#)

## Lives of Leaders Series

Courses in this series focus on the lives of some of history’s most notable leaders. Learners in these courses will examine the characteristics and decision-making strategies of these remarkable people while developing their own competency of classical ethos, pathos, and logos.

*The **Thomas More** course typically runs during the Fall season.*

[MORE INFORMATION](#)

*The **Dr. Martin Luther King, Jr.** course typically runs during the Spring season.*

[MORE INFORMATION](#)