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**School Name:** North Elementary

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### **Background Leading to My Inquiry (Slide 2)**

After reviewing my PCM (Personal Communication Model) results, it became clear to me that I needed to develop a proactive action plan to achieve a healthier work-life balance. As a relatively new administrator, I recognize the importance of setting the right foundation early on to avoid burnout, which is a concern I've seen impact many in leadership roles. In addition, I strive to model the behavior I encourage within my staff, particularly the principle of "family first." This has led me to the realization that in order to continue being an effective leader, I must take intentional steps to prioritize both my personal well-being and my professional responsibilities, ensuring I can lead by example without sacrificing the balance I preach.

### **The Purpose of My Inquiry (Slide 3)**

The purpose of my project is to establish a healthy work-life balance by setting clear and attainable boundaries for myself. As an emerging leader, it is essential to create a sustainable approach to managing my professional and personal life. By defining these boundaries, I aim to maintain my well-being while fulfilling my responsibilities as an administrator, ensuring that I can continue to lead effectively without sacrificing the values I prioritize, such as family and self-care.

### **My Wondering (Slide 4)**

My wondering is whether being intentional about enforcing boundaries will allow me to achieve a greater balance between work and home. I'm curious to see if by consciously setting and maintaining these limits, I can create a more sustainable and fulfilling equilibrium, both professionally and personally.

### **My Actions (Slide 5)**

To gain insights into my wondering about achieving a better work-life balance, I first reflected on my current habits and the areas where I was struggling to maintain boundaries. I realized that without intentional action, my work was consuming too much of my personal time. To address this, I introduced specific boundaries to create a healthier balance. First, I committed to never missing my children's activities, ensuring that I would be present for those important moments. Second, I made a promise to myself to fully engage during family time without distractions from work. Additionally, I set the goal to leave work at school, avoiding the temptation to bring tasks home. Lastly, I decided to leave work early twice a month when students left, carving out extra personal time. Over the course of the Action Research (AR) cycle, I tracked these changes and reflected on how they were impacting my well-being and my ability to maintain a balance between my professional and personal life.

### **Data Collection (Slide 7-11)**

I created a spreadsheet to track my progress daily, noting whether I was successful or unsuccessful in maintaining each boundary. I gathered data from December through March to evaluate my consistency and effectiveness in upholding these boundaries.

### **My Findings (Slides 12)**

To maintain a healthy work-life balance, I will continue reinforcing my boundaries by sticking to work hours, politely declining excessive demands, and prioritizing personal time for rest and well-being. At work, I will stay focused and purposeful, minimizing distractions and completing key tasks, ensuring a clear separation from family time so I can be fully present at home. I've also found it helpful to post my boundaries where I can see them daily, which prompts me to reflect on whether a task needs to be completed before I leave or if it can wait until the next day.

Quantitative data is often presented in graphs/charts/tables. You may wish to give quantitative data in at least two kinds of graphs organized in different ways to help you explain various aspects of your learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to offer qualitative data by including one or more text samples to help you explain different aspects of your learning.

### **My Discoveries (Slide ?)**

In this step, summarize your learning in two to three brief statements that illustrate the most critical facets of what you learned:

- Learning Statement One:
- Learning Statement Two:
- Learning Statement Three:

Next, restate each learning statement and explain it. The explanation of your learning statement should refer to your data, and you should include actual data within the description.

### **Where I Am Heading Next (Slide ?)**

In this step, reflect on your action research journey as a whole that accomplishes the following:

- General reflection on the specific action research cycle just completed (Some Questions to Consider: What have you learned about your school? What have you learned about your teachers? What are the implications of what you have learned for your work?)
- Generation of Directions for The Future (Some Questions to Consider: What changes will you make or have made in your practice? What new wonderings do you have?)

As you present your concluding thoughts, once again, consider weaving a reference or two into your conclusions to connect your findings to the field of administration at large.

### **Bibliography (Slide ?)**

In this step, provide the bibliographic information for any references you cited in any of the previous actions. List your references in alphabetical order by author's last name. Follow APA, 6<sup>th</sup> Edition, to enter information about each of your references. Some examples are provided below. Examples of other reference types can be found here:

<http://owl.english.purdue.edu/owl/resource/560/06/>. You may also find the Citation Machine helpful (<http://citationmachine.net/>).

### Books

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

### Single Author Article

- Author, A. A. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

### Multiple Authors Article

- Author, A. A. & Author B.B. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

### Websites

- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>

## Citing Your Presentation and Publication

Congratulations on completing the Year 1 Action Inquiry process! You can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

### Presentation

Andrews, K. (2022). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

### Publication

Andrews, K. (2022). Providing effective feedback. Retrieved from <https://Web address>



# **Work Life Balance**

North Elementary

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# Background Leading to Inquiry

1	<b>Professional Life</b>	Spending most of my time
2	<b>Relationships</b>	Putting others first
3	<b>Family/Self Care</b>	Area of Improvement

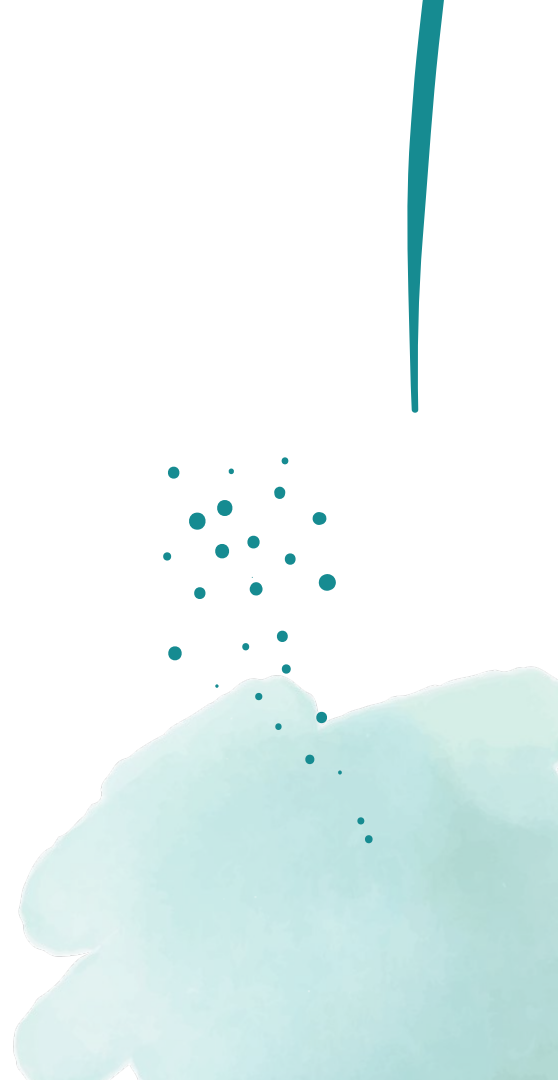


# Purpose

Find a good work/life balance.  
Practice what I preach to my staff.

“Family first!”

“You can’t take care of others if you  
don’t take care of yourself.”



The background features several abstract teal watercolor shapes. A large, light teal shape is on the left, partially behind the title. A darker teal shape is at the top right, with a trail of small dots extending from it. A thin, dark teal line descends from this top-right shape towards the bottom right. Another cluster of dots is on the right side, and a greenish-teal shape is at the bottom left.

# Wondering

I wonder if I am intentional at enforcing  
boundaries will I see more balance  
between work and home?



# My Action: Set boundaries

1

**I will not miss my kids activities.**

2

**I will disconnect during family time.**

3

**I will leave work at school.**

4

**I will leave work 2x a month when students are gone.**

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# Data Collection

December-February

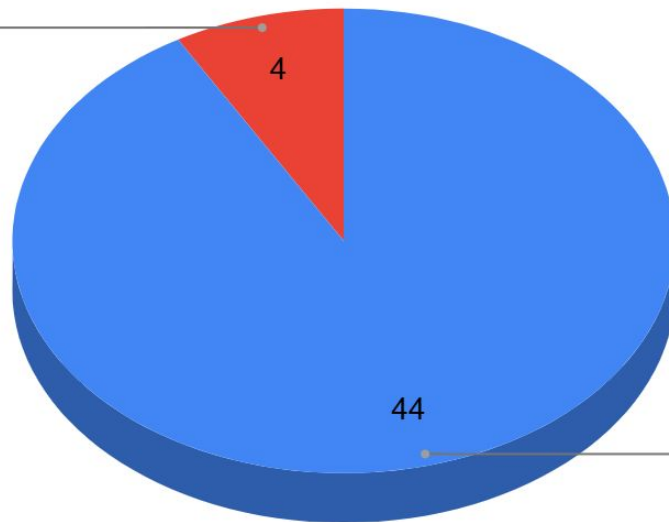
Boundaries:	12/2/24	12/3/24	12/4/24	12/5/24	12/6/24
I will not miss my kids activities.	Succe... ▼	Succe... ▼	Succe... ▼	Succe... ▼	Succe... ▼
I will not respond to emails/texts after 5:00. - Update: I will disconnect during family time.	Succe... ▼	Unsuc... ▼	Unsuc... ▼	Unsuc... ▼	Succe... ▼
I will leave work at school.	Succe... ▼	Succe... ▼	Succe... ▼	Succe... ▼	Unsuc... ▼
I will leave work 2x a month when kids are gone.	Succe... ▼	Unsuc... ▼	Unsuc... ▼	Unsuc... ▼	Unsuc... ▼

# 1

## I will not miss my kids activities.

I was successful at not missing my kids' activities 92% of the time.

Reflection opportunity  
8.3%

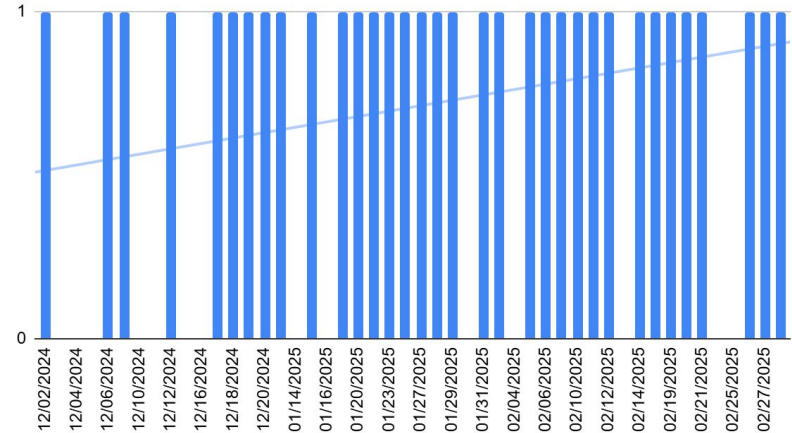
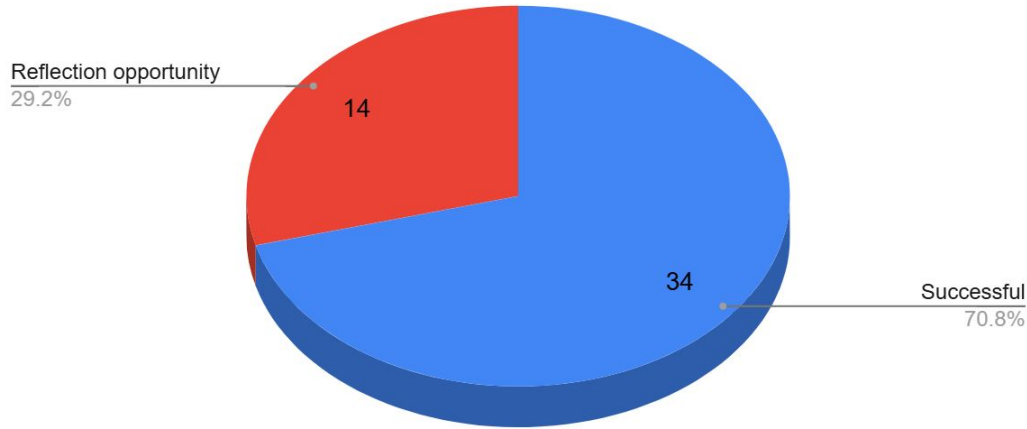


Successful  
91.7%

2

## I will disconnect during family time.

I was successful disconnecting during family time 71% of the time.  
I improved in this goal over time.  
I have the most difficulty meeting this goal on Tuesdays and Thursdays.



I will disconnect during family time.

# 3

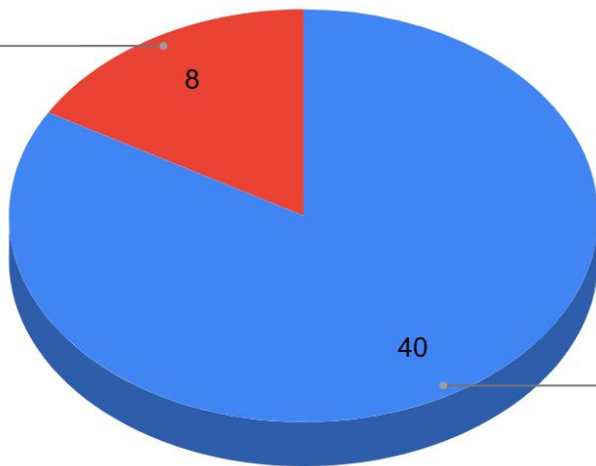
## I will leave work at school.

I was successful leaving work at school 83% of the time.

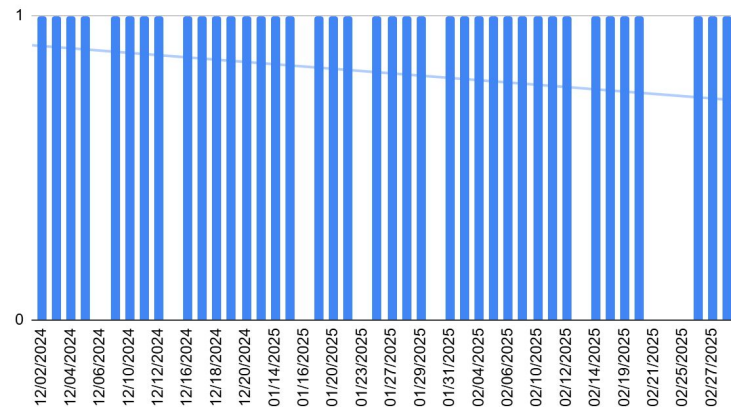
This goal became more difficult for me to meet over time.

I have the most difficulty meeting this goal on Thursdays and Fridays.

Reflection opportunity  
16.7%



Successful  
83.3%



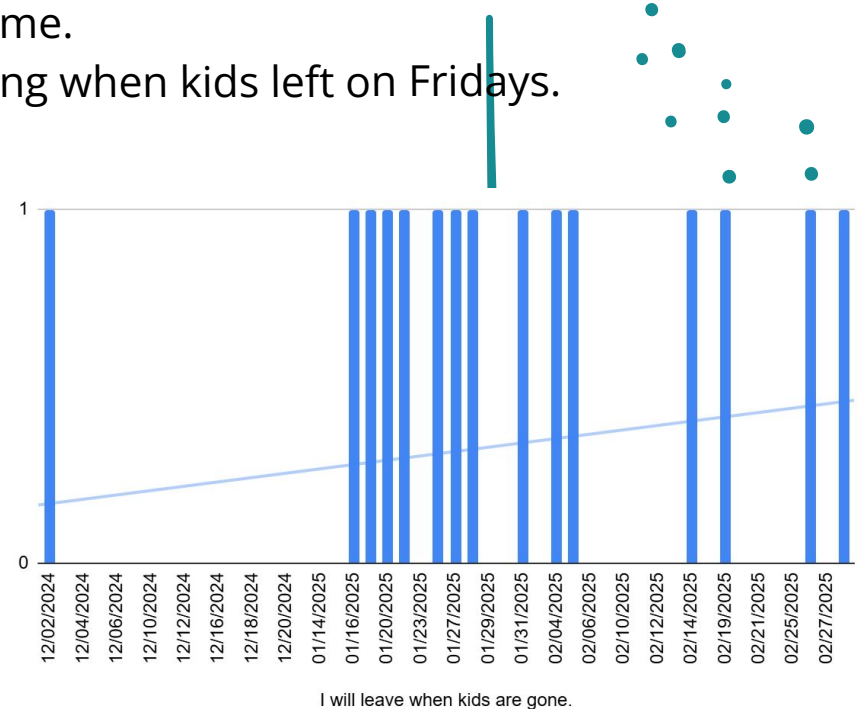
I will leave work at school.

4

## I will leave work 2x a month when kids are gone.

I was successful in meeting this goal two out of three months.  
I improved in this goal over time.

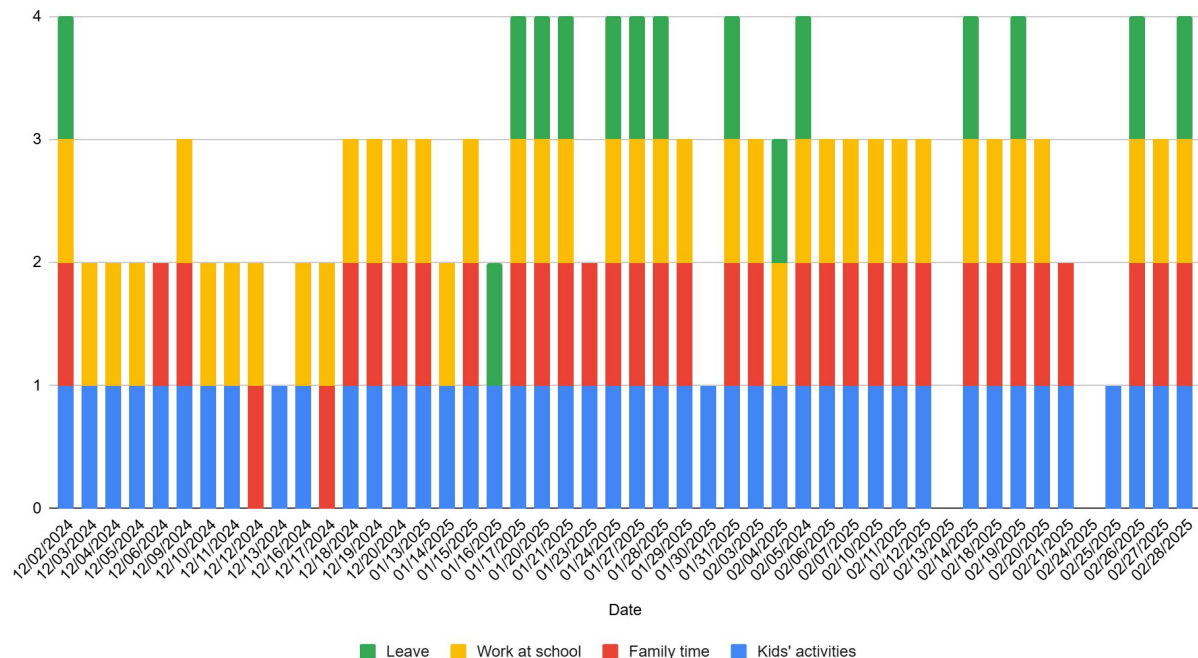
I was most successful in leaving when kids left on Fridays.



I will leave when kids are gone.

# My Discoveries

All together now



- Thursdays tend to present the most significant challenge in meeting my goals.
- I met all of my goals on 13 days.
- I met three of my goals on 17 days.
- Tracking goals makes me more intentional



# Where am I headed next?



## Continue Boundaries

Continue reinforcing established boundaries by consistently honoring work hours, politely declining excessive demands, and prioritizing personal time for rest and well-being.



## Be More Intentional

Stay focused and purposeful at work by minimizing distractions and completing key tasks, allowing for a clear separation and full presence during family time.