

## Dr. Avis Glaze – August 2005

*Dr. Avis Glaze, Chief Student Achievement Officer, Literacy and Numeracy Secretariat*

In this address, Dr. Avis Glaze expresses her gratitude for the partnership that has developed between the Principals' Associations, the Literacy and Numeracy Secretariat and other organizations. She goes on to stress the importance of emotional intelligence and its role in developing strong leaders. She also describes the focused work that leads to concrete improvements in education and uses examples within the issue of equity to highlight that. She invites questions and comments, touches briefly on the issue of EQAO and ends with a refocus on the important nature of the work of Principals.

**Contact:**

For more information on Dr. Avis Glaze and the Literacy and Numeracy Secretariat, visit [www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html](http://www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html)

**Segments:**

- 1...Introduction
- 2...The Importance of Emotional Intelligence
- 3...Leadership Research
- 4...Focused Work
- 5...Equity
- 6...Comments and Questions
- 7...Testing
- 8...The Role of the Principal

### 1...Introduction

(Length: 4 minutes)

**Synopsis:**

Glaze expresses gratitude for the work that is being done by the OPC, ADFO, and CPCO.

### 2...The Importance of Emotional Intelligence

(Length: 2.5 minutes)

**Synopsis:**

Glaze stresses the importance of emotional intelligence and reminds the audience of Ken Leithwood's work. She highlights four types of leaders identified by Ken Leithwood and she states her belief that EQ must be used to achieve concrete goals.

**Look for the Following:**

- Ken Leithwood's four types of leaders
- Successful principals mobilize change

**After viewing Segment 2:**

- What are the four types of leaders mentioned by Glaze?
- How would you describe yourself as a leader?

- Name three specific things that you could do to be a stronger leader.

**Digging Deeper:**

Leithwood, K., Aitken, R., & Jantzi, D. (2005). *Making Schools Smarter: A System for Monitoring School and District Progress*. Thousand Oaks: Corwin Press.

### 3...Leadership Research

(Length: 2.5 minutes)

**Synopsis:**

Glaze briefly sketches the history of leadership thinking since the 1950's. She stresses the importance of a leader's ability to work towards a goal.

**Look for the Following:**

- Trends in leadership research since the 1950's

**After viewing Segment 3:**

- How would you describe the current thinking about leadership?

### 4...Focused Work

(Length: 1 minute)

**Synopsis:**

Glaze uses the example of tutoring to highlight how focused work brings about results.

**Look for the Following:**

- A description of an after school program that encourages trained volunteers

**After viewing Segment 4:**

- What are some of the programs in your school that are examples of focused work?
- How have these efforts created a change in student outcome?

### 5...Equity

(Length: 4.5 minutes)

**Synopsis:**

Glaze expresses her belief that all students can learn, and urges the audience to challenge the thinking of teachers who do not believe this. She shares a story of one principal's approach that improved student learning in a lower income area and stresses the urgency of the work.

**Look for the Following:**

- Summary of Carl Glickman's article

**After viewing Segment 5:**

- What are some specific things that could be done intentionally in your school to improve student success?

**Digging Deeper:**

Glickman, Carl. "Pretending Not to Know What We Know." *Educational Leadership* (May, 1991): 4-10.

**6...Comments and Questions**

(Length: 5.5 minutes)

**Synopsis:**

Glaze invites leaders from the Secretariat to speak to the audience. They discuss appreciation for all of the work that is being done and remind the audience to be brave, to continue to reflect and to share as they work.

**After viewing Segment 6:**

- What are some questions that you have for the Literacy and Numeracy Secretariat?

**7...Testing**

(Length: 3 minutes)

**Synopsis:**

Glaze reminds the audience of the importance of testing when it comes to showing what students are learning. She suggests that a discussion about whether to test or not would be unhelpful.

**After viewing Segment 7:**

- Summarize, in your own words, why you feel testing and EQAO results are an important part of increasing student learning.

**8...The Role of the Principal**

(Length: 2 minutes)

**Synopsis:**

Glaze shares her image of principals and their role in shaping the education of every child in Ontario.

**Look for the Following:**

- Key words used to describe the role of principals

**After viewing Segment 8:**

In what ways has your role as principal shifted since the beginning of the Leading Student Achievement initiative?