



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie

The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Leadership for Ontario Schools



**Multi-media resource
for professional learning**



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Ontario

On this DVD you will find ...

- Leadership for Ontario Schools Viewer's Guide (booklet)
- Leadership for Ontario Schools Webcast
- Leadership for Ontario Schools, Teacher Resources, 1 to 7 (for reproduction)

This webcast is provided in a WMV format to enable you to use video segments in other presentations. Instructions for how to insert a video clip into a PowerPoint presentation are included in this guide (pp. 5–6).

The webcast Leadership for Ontario Schools and other relevant resources are available online at www.curriculum.org.

This DVD-ROM is formatted to work in the DVD drive of your computer. It will not work in a regular DVD player or in the CD-ROM drive of your computer. For additional copies contact Curriculum Services Canada at 416-591-1576.

Leadership for Ontario Schools Webcast Segments

Part 1 – Leadership for Ontario Schools: Academic Perspectives

1. Ben Levin: Introduction for Leadership for Ontario Schools
2. Avis Glaze: Transformational Leadership
3. Michael Fullan: Tri-level Reform
4. Laurie Pedwell: Ontario's Leadership Framework
5. Ken Leithwood: Principals' Levers for Change

Part 2 – Leadership for Ontario Schools: Provincial Perspectives

6. Bill Hogarth: Forward-Thinking Leadership
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Marlyne King: Strong Community Relationships
8. Gen Ling Chang: Learning for Leaders
9. Larry Langan: How Directors Stay Current
Martha Dutrizac: System and School Data Walls
10. Janet Wilkinson and Laverna Greene: Equity of Outcome for Aboriginal Students
11. Douglas Yack and Carmel Preyra: Professional Learning Teams
12. Jack McMaster: STAR Leadership
13. Mary Anne Alton: The Director's Role
Steven Reid: The Superintendent's Role
14. Mary Reid: Teacher Moderation

Part 3 – Leadership for Ontario Schools: International Perspectives

15. David Eddy: Effective Leadership
16. Patricia Clarke: Leadership Styles
17. Alan Boyle: Compassionate Leadership
18. Ben Levin: Conclusion

Teacher Resources, 1 to 7 (for reproduction)

Teacher Resource 1: Anticipation Guide

Teacher Resource 2: Leaders of Today

Teacher Resource 3: Powerful Sources of Influence

Teacher Resource 4: Practices to Track Student Achievement and
Equity of Outcome

Teacher Resource 5: Sequence Chart: Steps for Improvement

Teacher Resource 6: Capacity and Willingness to Change

Teacher Resource 7: Viewing Notes

Overview

This webcast will introduce you to directors, superintendents, and principals who are instructional leaders within their school districts. You will learn how they are managing the complexities of school improvement and how they make available the skill and knowledge that enable people to do things they either have not yet been able to do or have not yet learned to do – and that involves connecting people to sources of knowledge and skill outside of their own workplace. This webcast will also show how effective leaders connect people within the workplace and substantially increase the type of professional learning focused on instruction and designed to enhance student achievement.

Note to Viewers

The goal of this viewing and discussion guide is to stretch thinking within professional learning communities (PLCs) and bring about reflection and action related to student achievement and data. While watching the segments and using the guide, we encourage you to:

- Relate the topics and discussion to your own context
- Determine which strategies/initiatives you already have in place
- Establish which strategies/initiatives you would like to put into practice
- Decide which strategies/initiatives can actually be put in place
- Question what you will do in response to what you have watched
- Investigate which resources you will use
- Discuss how you will know that what you have implemented has worked

How to Insert a Video Clip into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast. To insert a clip into a PowerPoint follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation.
OR
Open an existing PowerPoint presentation to which you wish to add video.
3. Insert a DVD into the DVD drive of your computer.
4. If a new window pops up and asks you how you would like to view the files on the disc, choose "Open folder to view files."
OR
If a new window does not open, go to My Computer which can be accessed from the Start menu. Once the My Computer window has opened, double-click on the icon shaped like a disc, that will likely be labeled D or E.
5. Save the video segment that you would like to insert into a PowerPoint into the same folder that the PowerPoint presentation is saved in on your computer.
Video files that have been saved onto your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).
6. On the slide that you would like to insert the video, click on Insert in the PowerPoint menu bar.
7. Under Insert, select Movies and Sounds.
8. Click on Movie from File.
9. A window will pop up which will ask you to find the video file that you would like to add.
10. Find and select the video file that you saved earlier in step 5.
11. Once you choose the video file you need, another window will pop up and ask if you want your movie to play automatically when you enter the slide or to play when it is clicked. Choose your preference.
12. You will notice that the starting image of your movie is not displayed on the slide.

How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click on the file and choose Copy.
2. Right-click within any folder that you would like to save it in, and choose Paste.

Method 2

1. Left-click on the file you would like to save, so that the file is highlighted.
2. Simultaneously press Ctrl and C (for Macintosh users, Command + C) to copy the file.
3. Left-click within any folder that you would like to save the file in, and simultaneously press “Ctrl” and “V” (for Macintosh users “Command” and “V”) to paste the file there.

For Macintosh users, the “Command” key is the one with the following symbols:  

NOTE:

All video files you would like to insert into your PowerPoint presentation must be saved in the folder containing the PowerPoint file.

If you save a PowerPoint presentation to another location (i.e., a memory stick, CD, etc.) you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise the video will not link to the PowerPoint presentation.

Note to viewers: If you wish to reproduce these instructions, please go to the Teacher Resources on the DVD.

Activating Prior Knowledge

1. Before watching the webcast, write down a question that you would like the webcast to address.
2. Prior to watching the webcast, answer in the middle column the questions presented on Teacher Resource 1.
3. After viewing the webcast, revisit the same questions and compare your responses.

Teacher Resource 1 Anticipation Guide		
Question	Prior Knowledge	
What does current research reveal to be the key successful practices of effective principals?		
What is distributed leadership? How is distributed leadership evident in your school, board, and community?		

For a printable version go to Teacher Resources on the DVD.

Part 1

Leadership for Ontario Schools: Academic Perspectives

1. Introduction for Leadership for Ontario Schools

(Length: 4 minutes)

Synopsis:

Ben Levin introduces the webcast and the topic of leadership. He asks web-cast viewers to keep the following questions in mind as they watch:

1. How do you maintain the focus on students' learning?
2. How do you build a strong team within a school while honouring initiative and creativity?
3. How can we balance the need for teachers and educators to have professional autonomy with the needs of the community?

Levin states that all of the above questions stem from the following key question: What is the right balance in our work between pressure and support for principals and/or teachers?

After viewing Segment 1:

- Individually, answer each of the questions listed above. Then share your answers as a group. Consider selecting one person to record all responses on chart paper, whiteboard etc.
- Which of the above questions was most difficult for you to answer? Explain why.
- Using the Think/Pair/Share model, individually consider the question, "What is the right balance between pressure and support for principals, for teachers, and/or for you in your work?" After a couple of minutes, discuss your responses with a partner. Then share your thoughts with the entire group.

2. Transformational Leadership

(Length: 7 minutes)

Synopsis:

Avis Glaze speaks about the importance of leaders in our schools, school districts, and society. Glaze mentions that in this day and age, given all of the changes in our society, leadership requires new attitudes, mindsets, approaches, and orientations. Glaze states that the key focus of leadership needs to be on results and outlines several qualities that today's leaders should possess.

After viewing Segment 2:

- Here is one suggestion for engaging participants in self-reflection. In the “Leaders today need to be ...” column on Teacher Resource 2 jot down each of the characteristics that Glaze says that leaders of today need to have. Place each characteristic of today's leaders within the row containing the “Aspect of Societal Changes” that this characteristic would impact the most. In the “Self-Reflection” column, rate yourself on that characteristic by placing a dot on the linear continuum; for example:



- On your own, think about the actions that you plan on taking in order to improve upon this leadership characteristic, and write these down in the “Actions” column. In the “Supports” column, list the different types of supports required and whom you will need these supports from to ensure that you are able to put your actions into place.

Teacher Resource 2 Leaders of Today			
Aspect of Societal Changes	Leaders today need to be...	Self-Reflection	Actions
Cultural			
Economic			

For a printable version go to Teacher Resources on the DVD.

3. Tri-level Reform

(Length: 10 minutes)

Synopsis:

Michael Fullan discusses tri-level reform, which involves the school, the school district, and the province. He mentions that with the tri-level strategy, there is not only external accountability, but also internal accountability.

Fullan then describes how schools and school districts can appropriately use EQAO data to answer the following questions:

1. Are you moving forward?
2. Are you doing well compared to other like schools?
3. Are you reaching the expected standard?

After viewing Segment 3:

These questions can be for personal self-reflection, for discussion with a colleague or discussion in a whole group.

- How does your school collect, analyse, and monitor data? How do the classroom, school, provincial, and system data influence your classroom and school plans?
- How are your classroom and school plans aligned with the rest of the system?
- Share evidence with the group that your classroom and school plans resulted in success for all students.

4. Leadership Framework

(Length: 4 minutes)

Synopsis:

Laurie Pedwell begins her segment by defining leader competencies, leader practices, and system practices and procedures. She then outlines and identifies the components of Leadership Framework (*Ontario Ministry of Education*). Pedwell presents the purposes of a framework and introduces the work of Ken Leithwood, including his 15 effective leadership practices. She stresses the importance of the notion that a leader needs to take ministry recommendations and adapt them to his or her own context in order to apply them. Pedwell invites viewers to take a look at the Leadership Framework, which is available at: <http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html>.

Before viewing Segment 4:

- In small groups, hypothesize what Leithwood's 15 effective leadership practices might be.
- Visit the above website address to identify Leithwood's 15 effective leadership practices, and compare the practices listed to the ones your group came up with.

After viewing Segment 4: (small group discussion)

- How does the Leadership Framework support the work that you are already doing within your context?
- Which of Leithwood's 15 effective leadership practices do you intend to adopt in your practices as a leader? What resources and supports need to be in place in order for you to do so?

5. Principals' Levers for Change

(Length: 11 minutes)

Synopsis:

Ken Leithwood describes his research findings regarding the most important practices that principals need to use to support student success in their schools. Leithwood then outlines the classroom practices and conditions within the school that are promising areas for principals to focus their attention. He concludes by refining the view of distributed leadership.

After viewing Segment 5:

- Leithwood mentions promising areas of focus that principals can work on to support student achievement. Which of these promising areas of focus do you think would yield the best results in your context? How would you focus attention on these areas?
- Leithwood indicates the importance of distributed leadership, making sure that the responsibility is shared among people who have the skills and ability to take on this leadership. What questions do you ask yourself when deciding whether a person is able to handle distributed leadership?
- Fill in the chart on Teacher Resource 3 by listing the remaining powerful sources of influence for principals that Leithwood discusses in his presentation. Record the key messages associated with each source of influence, and brainstorm how you can achieve or improve upon that source of influence in your context.

Teacher Resource 3 Powerful Sources of Influence			
Focus	Powerful Sources of Influence	Key Messages	How can we achieve or improve this?
	e.g. Disciplinary climate	• It involves the whole learning community	• Having discussion with the staff about what is working and what is not working

For a printable version go to Teacher Resources on the DVD.

Part 2

Leadership for Ontario Schools: Provincial Perspectives

6. Forward-Thinking Leadership

(Length: 8 minutes)

Synopsis:

Bill Hogarth begins his segment by speaking about how he encourages flexibility, risk taking, and innovation in his leadership group, and how this allows his system to continue to move ahead. Hogarth discusses how he creates a framework to bring about change. Hogarth also mentions the significance of having a common focus.

After viewing Segment 6:

- Hogarth gives examples of how he keeps knowledge current. How do you keep yourself current in order to move your school or board forward?
- In his presentation, Hogarth mentions how his use of frameworks allows him to identify what his “non-negotiables” are for his students. What are your “non-negotiables”? How are you ensuring that these “non-negotiables” are being met?
- Hogarth notes the importance of leaders being open to innovation and encouraging questioning, thinking, and taking risks in order to promote forward thinking. How are you currently keeping your school and board forward thinking?

7. School and Classroom Visits Strong Community Relationships

(Length: 15 minutes)

Synopsis:

Berisford Richardson explains how he is able to balance his responsibilities as a supervisory officer with making time to be in classrooms. He then describes some of the practices that he is using with his schools and principals to track student achievement and equity of outcome. Richardson then introduces Marlyne King, a principal who has established programs within her school that have been a success in her community. King touches on various programs and strategies used which she has found to be effective in involving the community.

After viewing Segment 7:

- In the chart provided on Teacher Resource 4, list all of the practices to track student achievement and equity of outcome that were mentioned in this segment. Place check marks in the columns, “Practices Already in Place” and “Practices to Consider” for each of the practices that are listed. In the “Action for Implementation” column, write down some examples of how you are planning to implement these practices in your school or board.
- How is your school or board currently involving the community? What are your school’s or board’s future plans for community involvement?
- If you are working with colleagues, brainstorm ways that supervisory officers can be actively involved in the life of their schools.

Teacher Resource 4 Practices to Track Student Achievement and Equity of Outcome		
Practices	Practices Already in Place	Prac

For a printable version go to Teacher Resources on the DVD.

8. Learning for Leaders

(Length: 8 minutes)

Synopsis:

Gen Ling Chang summarizes how she builds capacity to improve student achievement with her principals and teachers. She describes the five pillars that guide the work of the teachers and principals in her board. Chang explains how her board uses professional leadership teams to build capacity in literacy, numeracy, transitions, pathways, safe and equitable schools, beginning teachers, and inspiring leaders.

After viewing Segment 8:

- How have you ensured that the professional learning that you have taken part in is reflected in your practice?
- Individually, think about what effective practices look like within your school. With a partner, discuss these practices. Share your ideas with the rest of the group.
- What effective practices would you like to learn more about? How will you learn about these practices?

9. How Directors Stay Current: System and School Data Walls

(Length: 12 minutes)

Synopsis:

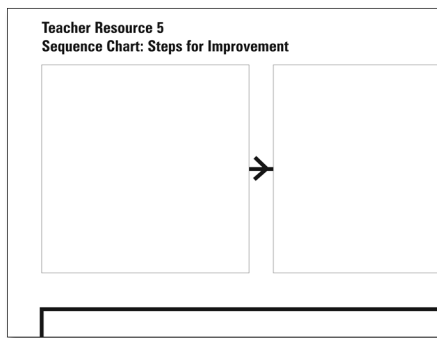
Larry Langan discusses the steps he thinks educational leaders need to take to continue to develop their own leadership skills and contribute to improved student achievement. Martha Dutrizac describes the use of data walls, her school visits, and questions that she asks relating to what she observes.

After viewing Segment 9:

- Identify one area in your school or board that requires improvement.
- In a group, use the chart on Teacher Resource 5 to map the steps that need to be taken in order to improve in the identified area.

Consider the following:

- data
- strategies
- indicators of success
- distributed leadership
- resources
- capacity building
- focus of the professional learning community
- involvement of the school council
- monitoring growth



For a printable version go to Teacher Resources on the DVD.

10. Equity of Outcome for Aboriginal Students (Length: 6 minutes)

This district school board featured in the Leadership for Ontario Schools web-cast has a focus on equity of outcome for aboriginal students. See the following webcasts for equity of outcome related to other groups of students who are not presently meeting their potential.

- All Children Can Achieve
- Teaching and Learning in Multilingual Ontario
- Successful Practices in the Education of Black Students

Synopsis:

Laverna Greene begins by commenting on various ways that community involvement has been fostered within her school board (Keewatin-Patricia District School Board), which has a high number of Aboriginal students. Director, Janet Wilkinson, describes the unique partnership that has formed between the community and their school board. Wilkinson also explains how she uses data to determine how to adapt the program delivery within schools to meet the needs of all students.

After viewing Segment 10:

- Based on your school data, what strategies would help make your school more inclusive of all students in the school community?
- How is your community currently involved in the life of the school? What ideas presented in this webcast might work to strengthen community involvement?

11. Professional Learning Teams

(Length: 22 minutes)

Synopsis:

Douglas Yack begins this segment by discussing the work that he does in his board to support principals in establishing effective professional learning communities (PLCs) in their schools. He then introduces one of the principals on his Leading Student Achievement team, Carmel Preyra. Preyra highlights some of the characteristics of their PLC. Then a video clip of a PLC meeting is shown. Members of the PLC outline the functioning of their PLC and also the processes and practices that are used in their school.

After viewing Segment 11:

- As a group, discuss what you have gained from your experience in PLCs.
- What is similar between your PLC and the PLC shown in this segment? What is different?
- After watching this PLC's meeting, can you think of any changes that you feel would benefit your PLC?

12. STAR Leadership

(Length: 6 minutes)

Synopsis:

Jack McMaster states key concepts that his diverse board uses to reach out to the whole community so that everyone feels engaged in student success. McMaster then describes the details of his board's Safety, Trust, Attitude, and Respect (STAR) program. The STAR program supports the Ontario curriculum and contributes to a culture based on enhancing student success.

After viewing Segment 12:

- Brainstorm with the group how your school can increase the involvement of parents and the community within the school.

13. The Director's Role The Superintendent's Role

(Length: 30 minutes)

Synopsis:

Mary Anne Alton comments on how directors and superintendents are responsible for creating the conditions to ensure that student learning is the focus of all actions, even though directors and supervisory officers are not in a classroom on a daily basis. Alton also touches on the importance of superintendents reviewing data with principals. She then describes how she supports curriculum staff and ensures that teachers understand the importance of implementing effective instructional strategies that support student learning. Steven Reid explains how he works with schools to align their school plans with board plans for improved student outcomes. Reid then describes how they monitor the impact of the central leadership team on student achievement.

After viewing Segment 13:

- Alton emphasizes the importance of maintaining a focus on student learning. Share examples of how your school and/or board maintain their focus on student learning.
- Brainstorm ideas of how your director and superintendent can support you in ensuring that your school and/or board are maintaining a focus on student learning.

14. Teacher Moderation

(Length: 15 minutes)

Synopsis:

This segment features a group of teachers from the Bluewater District School Board working together to assess their students' work. Mary Reid then debriefs with Steven Reid about the process of working together to evaluate students' work and using that information to develop strategies for future lessons.

After viewing Segment 14:

- What are the benefits of the teacher moderation process?
- What are the challenges of the teacher moderation process?

Part 3

Leadership for Ontario Schools: International Perspectives

15. Effective Leadership

(Length: 3 minutes)

Synopsis:

David Eddy poses several questions regarding the role of a good principal and gives examples of characteristics of a good principal. Eddy believes that new generations of principals need to look toward the future in order to cater effectively to the learning needs of all students.

After viewing Segment 15:

- Eddy poses the following question in his presentation: Which of the practices of teachers in their classrooms do we know are the most effective? As a group, discuss the practices that you have found to be most effective in the context of your school or board.
- How does your teaching reflect that you are preparing your students to be successful in the future?
- How are your school and school board planning for the perceived future?

16. Leadership Styles

(Length: 10 minutes)

Synopsis:

Patricia Clarke states that the main thing teachers and principals do is to create a culture that is focused on learning. Clarke stresses that the behaviour of the leaders is what motivates others to do their best. She then outlines the various styles of leadership and illustrates situations where certain styles of leadership may be more suitable than others.

After viewing Segment 16:

- Clarke mentions several different leadership styles in her segment. Which style(s) of leadership do you use most frequently?
- Which of the styles do you feel is most effective?
- Which members of the community can your school draw upon in order to involve them as leaders in the life of the school?

17. Compassionate Leadership

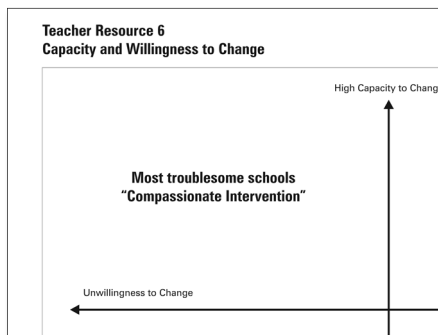
(Length: 13 minutes)

Synopsis:

In this segment, Alan Boyle states that there is a powerful moral imperative to improve failing schools and that failing schools can only be improved from within. Boyle then describes the importance of using compassionate intervention as your intervention strategy in order to create a capacity for continued improvement within schools. He explains that one needs to look at the actions, rather than the intentions, within a school in order to determine whether the school wants to change. Boyle describes the four different types of schools and how recognition of these types is used to determine the strategies used to stimulate change.

After viewing Segment 17:

- As a group, examine your school and determine which of the four quadrants your school would fall into within the chart, Teacher Resource 6.
- As a group, discuss which strategy would be most effective to use in your school to bring about change.



For a printable version go to Teacher Resources on the DVD.

18. Conclusion

(Length: 1 minute)

Synopsis:

Ben Levin concludes the webcast by thanking the audience for its ongoing commitment to teaching Ontario's children.

Follow-up

After viewing the webcast, examine the following questions:

1. How will you use this guide and webcast with your staff?
2. Many respected educators have shared their expertise in this webcast. As you reflect on the content and ideas presented, which messages resonate with you as being appropriate for your context, and which ideas will you investigate further?

Teacher Resource 7 General Viewing Notes		
Presenter Says	I Say	

For a printable version go to Teacher Resources on the DVD.

Viewer's Note: Teacher Resource 7 is useful to record your thinking as you view the webcast – especially during your first viewing.



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