THE CHANGING ROLE OF THE SCHOOL PRINCIPAL

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OVERVIEW OF PRESENTATION

➢EFFECTIVE SCHOOLS – THE SCHOOL PRINCIPAL

➢THE CHANGING ROLE OF THE PRINCIPAL

➢LEADERSHIP AND BEHAVIOR STYLES

➢LEADING LEARNING COMMUNITIES

➢21ST CENTURY STUDENTS

➢TECHNOLOGY AND LEARNING

➢PRACTICAL TIPS AND RESOURCES

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EFFECTIVE SCHOOLS RESEARCH HAS SHOWN US THAT ONE OF THE MOST IMPORTANT FACTORS IN THE OVERALL SUCCESS OF A SCHOOLS IS:

THE EFFECTIVENESS OF THE SCHOOL PRINCIPAL

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THE ROLE OF THE SCHOOL PRINCIPAL IS COMPLEX AND THE QUALITY AND PERFORMANCE OF THE PRINCIPAL DIRECTLY IMPACTS AND AFFECTS:

➢ **OVERALL SCHOOL CLIMATE AND OPERATIONS**
➢ **TEACHER ENGAGEMENT AND SATISFACTION**
➢ **STUDENT ENGAGEMENT AND ACHIEVEMENT**
➢ **PARENTAL PERCEPTIONS AND ENGAGEMENT**
➢ **INSTRUCTIONAL INNOVATION AND CHANGE**
➢ **THE FUTURE OF TEACHING AND LEARNING**

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THE NEW SCHOOL LEADER REPRESENTS

A PARADIGM SHIFT

FROM

ADMINISTRATIVE MANAGER

TO

INSTRUCTIONAL LEADER

WE NEED TO DEFINE A NEW ROLE FOR SCHOOL PRINCIPALS AND NOT JUST REPLACE INEFFECIVE PRINCIPALS

THIS NEW ROLE MUST BE LEADERSHIP ORIENTED AND DIRECTLY RELATED TO A NEW VISION FOR TEACHING AND LEARNING

LEARNING MUST BE SEEN AS AN ACTIVITY AND NOT JUST SOMETHING THAT OCCURS IN A CLASSROOM

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The Principal as Instructional Leader

➢ CREATING A NEW MODEL OF SCHOOL LEADERSHIP WILL REQUIRE SYSTEMIC CHANGES AND CHANGES IN BEHAVIOR AND PRACTICE

➢ TEACHING AND LEARNING MUST BE AT THE CORE OF WHAT SCHOOLS ARE ALL ABOUT AND SHOULD DRIVE ALL THE DECISIONS SCHOOL LEADERS MAKE

➢ PRINCIPALS CAN NO LONGER BE JUDGED SOLELY ON HOW WELL THEY MANAGE THE ADMINISTRATIVE DUTIES OF THE SCHOOL

➢ PRINCIPALS MUST BE EMPOWERED TO MAKE DECISIONS AT THE LOCAL LEVEL IN COLLABORATION WITH OTHERS

➢ PRINCIPALS MUST BE HELD ACCOUNTABLE VIA ONGOING PERFORMANCE ASSESSMENTS

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IF THE ROLE HAS CHANGED FROM MANAGER TO LEADER..........

CAN ONE WORK WITHOUT THE OTHER?

DO PRINCIPALS HAVE THE TME TO BE INSTUCTIONAL LEADERS?

ARE PRINCIPALS TRAINED TO BE LEADERS ?

ARE OUR SCHOOLS ORGANIZED AND READY FOR INSTRUCTIONAL LEADERSHIP?

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RESEARCH CONTINUES TO SHOW THAT LESS THAN 1/3 OF A PRINCIPAL'S WORK WEEK IS SPENT ON ISSUES DEALING WITH TEACHING AND LEARNING

WHY?

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Leadership vs. Management
Do we need both?

- Vision
- Inspiration
- Persuasion
- Motivation
- Relationships
- Team work
- Listening
- Counseling
- Coaching
- Teaching
- Mentoring

- Planning
- Organizing,
- Controlling
- Coordinating
- Directing
- Resource use
- Time management
- Logistics
- Finance and money
- management
- Budgeting
- Strategy
- Decision Making
- Problem Solving

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Leadership vs. Management

▪ Leadership is a facet of management

▪ The leader is followed, the manager rules

▪ Leaders think radically, managers think incrementally

▪ Leaders earn more loyalty than managers

▪ Leaders know how to take an organization to new heights

▪ Managers know how the organization works

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THE NEW SCHOOL LEADER IS:

TRANSFORMATIONAL

not

TRANSACTIONAL

Leadership

THE NEW SCHOOL LEADER NEEDS TO:

CONNECT

COMMUNICATE

COLLABORATE

CREATE

CONTINUOUSLY LEARN

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THE NEW SCHOOL LEADER MUST BE:

A TRANSFORMATIONAL AND PASSIONATE LEADER

AN EDUCATIONAL VISIONARY

ABLE TO TURN VISION INTO ACTION

ABLE TO PROMOTE AND FACILITATE CHANGE

ABLE TO SHARE LEADERSHIP

A SOLID TEAM PLAYER AND BUILD RELATIONSHIPS

ABLE TO ENGAGE ALL STAKEHOLDERS

ABLE TO ASSIST TEACHERS WITH CURRICULUM, INSTRUCTION AND ASSESSMENT ISSUES

ACCOUNTABLE TO ALL STAKEHOLDERS

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Leading Learning Communities: What Principals Should Know and Be Able to Do

- Balance Management and Leadership Roles

- Set High Expectations and Standards

- Demand Content and Instruction that Ensure Student Achievement

- Create a Culture of Adult Learning

- Use Multiple Sources of Data as Diagnostic Tools

- Actively Engage the Community

Source: Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do (NAESP, 2002)

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WHAT IS YOUR PERSONAL DEFINITION OF LEADERSHIP?

"The role of leadership is to find, recognize, and secure the future"

(Joel Barker)

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What is leadership all about?

➢ **Leadership is about relationships**

➢ **Leadership is about people**

➢ **Leadership is about motivating and inspiring others**

➢ **Leadership is about modeling behavior**

➢ **Leadership is about enabling and empowering others**

▪Source: Kouzes, James M. and Barry Z. Posner.
The Leadership Challenge. San Francisco: Pfeiffer, 2003

What is leadership all about?

➢ **Leadership is about vision and passion**

➢ **Leadership is about taking risks and reaching higher**

➢ **Leadership has nothing to do with titles**

➢ **Leadership is about accountability**

➢ **Leadership is about making a difference**

Source: Kouzes, James M. and Barry Z. Posner.
The Leadership Challenge. San Francisco: Pfeiffer, 2003

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The Five Practices of Exemplary Leadership

- ➢ **MODEL** the way

- ➢ **INSPIRE** a shared vision

- ➢ **CHALLENGE** the process

- ➢ **ENABLE** others to act

- ➢ **ENCOURAGE** the heart

▪ Source: Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. San Francisco: Pfeiffer, 2003

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THERE IS A "*CLIMATE CHANGE*" OCCURING IN EDUCATION THAT IS UNPRECEDENTED AND BEING FUELED BY TECHNOLOGY, GLOBALIZATION AND INTERDEPENDENCE

ARE WE READY?
ARE OUR SCHOOLS READY?
DO WE HAVE THE PROPER STRUCTURE AND ORGANIZATION IN PLACE?
DO WE HAVE STRONG LEADERSHIP?

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If we are student-centered, then in order to lead effectively we need to understand who our students are, and what they expect from us?

TEACHERS HAVE THE MOST DIRECT IMPACT ON STUDENT LEARNING AND ACHIEVEMENT
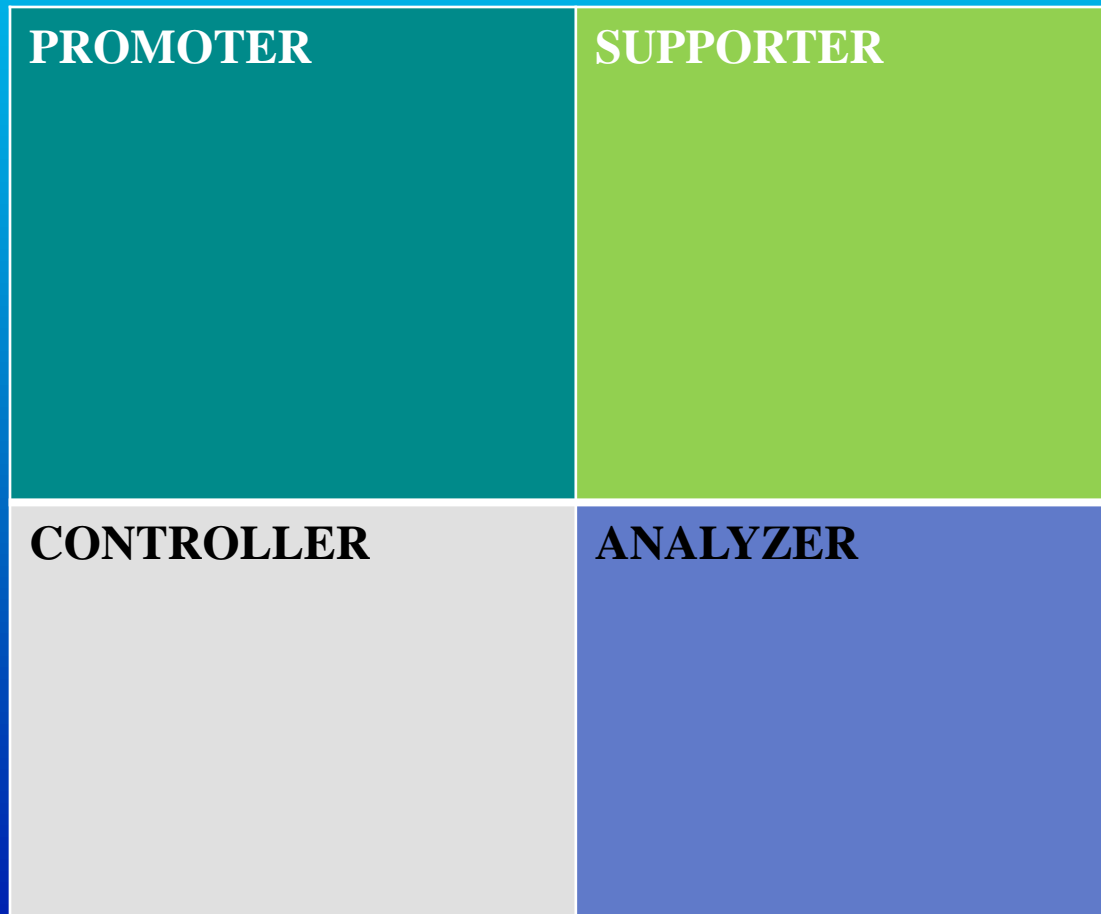
HOWEVER…

THE PRINCIPAL MUST CREATE THE PATHWAY FOR LEARNING AND HOLD TEACHERS ACCOUNTABLE FOR EXCELLENCE IN <u>ALL</u> CLASSROOMS

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In order to lead effectively, we need to understand who our teachers are and what they expect from us?

What is your behavior style? What about the members of your team?

PROMOTER	**SUPPORTER**
CONTROLLER	**ANALYZER**

Generational Behaviors & Leadership

Group	Born between:
▪Veterans	1922-1945
▪Baby boomers	1946-1964
▪Generation X	1965-1980
▪Generation Y	1981-2000
▪Generation Z	2001-current

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Leading across the generations

PERSONAL AND LIFESTYLE CHARACTERISTICS BY GENERATION

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication Media	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
Dealing with Money	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend

Leading across the generations

WORKPLACE CHARACTERISTICS

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
Work Ethic and Values	Hard work Respect authority Sacrifice Duty before fun Adhere to rules	Workaholics Work efficiently Crusading causes Personal fulfillment Desire quality Question authority	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next Multitasking Tenacity Entrepreneurial Tolerant Goal oriented
Work Is …	An obligation	An exciting adventure	A difficult challenge A contract	A means to an end Fulfillment
Leadership Style	Directive Command-and-control	Consensual Collegial	Everyone is the same Challenge others Ask why	*TBD
Interactive Style	Individual	Team player Loves to have meetings	Entrepreneur	Participative
Communications	Formal Memo	In person	Direct Immediate	E-mail Voice mail
Feedback and Rewards	No news is good news Satisfaction in a job well done	Don't appreciate it Money Title recognition	Sorry to interrupt, but how am I doing? Freedom is the best reward	Whenever I want it, at the push of a button Meaningful work
Messages That Motivate	Your experience is respected	You are valued You are needed	Do it your way Forget the rules	You will work with other bright, creative people
Work and Family Life	Ne'er the twain shall meet	No balance Work to live	Balance	Balance

*As this group has not spent much time in the workforce, this characteristic has yet to be determined.

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AN EFFECTIVE INSTRUCTIONAL LEADER MUST BE ABLE TO CREATE A SCHOOL CULTURE THAT ENSURES THAT EVERY CHILD IS SUCCESSFUL

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IN ORDER FOR INSTRUCTIONAL LEADERSHIP TO OCCUR THE PRINCIPAL MUST….

understand his/her own leadership/behavior styles
balance management and leadership
understand what constitutes good leadership
have a vision for educational excellence
have the time to devote to teaching and learning
ensure that stakeholders understand their roles
understand excellence and best practices in teaching and learning
enable teachers to implement change and take risks
continually self-reflect on practice
share leadership among others
engage parents
understand technology
understand data driven decision making

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SOME CORE LEADERSHIP PRACTICES FOR SCHOOL PRINCIPALS

▪ Developing people — Enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support.

▪ Setting directions for the organization — Developing shared goals, monitoring organizational performance, and promoting effective communication.

▪Redesigning the organization — Creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.

Source: Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning (Learning From Leadership Project Executive Summary). New York: The Wallace Foundation*

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ISLLC SCHOOL ADMINISTRATOR STANDARDS

▪The school administrator has an understanding of and demonstrates competence in the teacher standards

▪The school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

▪The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

▪The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment

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ISLLC SCHOOL ADMINISTRATOR STANDARDS

▪ **The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

▪ **The administrator acts with integrity, fairness, and in an ethical manner**

▪ **The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.**

ISLLC - Interstate School Leaders Licensure Consortium, a project of the
Council of Chief State School Officers.
http://dpi.wi.gov/tepdl/standards.html

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Jim Collins: Author of "Good to Great"
LEVEL 5 LEADERSHIP

1 HIGHLY CAPABLE INDIVIDUAL

2 CONTRIBUTING TEAM MEMBER

3 COMPETENT MANAGER

4 EFFECTIVE LEADER

5 EXECUTIVE LEADER

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Technology and School Leadership

Technology is the key to effective school leadership for the 21st century, it ties all of the issues together, facilitates change, increases achievement and engages all stakeholders

What is the role of school principal vis-à-vis technology?

What do school leaders need to know?

How is technology changing the nature of schools, teaching and learning?

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Standards

NETS For Students

NETS for Teachers

NETS for Administrators

Global Reach

NETS Refresh Project

Seal of Alignment

  NETS Aligned Resources

Standards

STANDARDS FOR GLOBAL LEARNING IN THE DIGITAL AGE

Educational technology standards are the roadmap to teaching effectively and growing professionally in an increasin Technology literacy is a crucial component of modern society. In fact, the globalizing economy and technological adv premium on a highly skilled labor force.

Education Must Change

As technology dramatically changes our society, educators need to demonstrate the skills and behaviors of digital-a Competence with technology is the foundation.

PRACTICAL TIPS

- BE OUT OF YOUR OFFICE AND HIGHLY VISIBLE
- EXAMINE YOUR CURRENT PRACTICES
- MAKE MEETINGS LEADERSHIP NOT MANAGEMENT DRIVEN
- REDISTRIBUTE MANAGEMENT TASKS
- VALUE THOSE WITH WHOM YOU WORK
- FOCUS ON THE BUSINESS OF TEACHING AND LEARNING
- REDESIGN LEARNING ENVIRONMENTS - TAKE RISKS
- SET HIGH EXPECTATIONS AND DEMAND EXCELLENCE
- CREATE OPPORTUNITIES FOR ACTIVE LEARNING TO OCCUR
- REGULARLY EVALUATE AND HOLD TEACHERS ACCOUNTABLE
- ENGAGE PARENTS AS PARTNERS IN LEARNING
- EMBRACE TECHNOLOGY, INFUSE IT INTO TEACHING AND LEARNING
- USE DATA TO DRIVE DECISIONS
- COMMUNICATE REGULARLY WITH ALL STAKEHOLDERS
- CREATE A COMMUNITY OF PRACTICE
- REFLECT, REFLECT, REFLECT

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"We need leadership that is tough enough to demand a great deal from everyone, and leadership that is tender enough to encourage the heart"

Source: Sergiovanni, T. *Leadership for the Schoolhouse:How Is It Different?Why Is It Important? San Francisco:Jossey-Bass*, 2000

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- **National Association of Elementary School Principals (NAESP)**
   www.naesp.org

- **National Association of Secondary School Principals (NASSP)**
- **www.nassp.org**

- **Cisco Systems Learning Society**
- **www.ciscolearningsociety.org**

- **International Society for Technology in Education (ISTE)**
- **www.iste.org**

- **The George Lucas Educational Foundation**
   www.edutopia.org

The KnowledgeWorks Foundation
www.kwfdn.org

Institute for the Future
www..iftf.org   and   www.futureofed.org

THANK YOU!

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Learning to learn is life's most important skill…

Anonymous

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