

# **Responding Effectively in Turbulent Times: Critical Issues for New Principals**

Session 1204

Presented at the

ASCD Annual Conference and Exhibit Show 2010

“Critical Transformations”

Saturday, March 6, 2010

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## ~ A Caveat ~

“Even though I’m a ‘veteran principal,’ every time I encounter a new situation, I am a newcomer all over again.”

- A principal's voice

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“A newcomer, by virtue of the title ‘principal,’ is expected by staff, students, parents, and the larger community to respond as a veteran might.”

- A principal's voice

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## Opening Activity

Rapid change is all around us.

Let's examine one workplace reality, the impact of technology on students:

“Kids’ digital day: almost 8 hours.”

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## “Kids’ Digital Day: Almost 8 Hours”

“Kids these days spend so much time with electronic media – cell phones, iPods, video games and computers – that it might as well be a full time job: more than 53 hours a week.”

- *USA Today*, January 20, 2010

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“[Kids] spend seven hours and 38 minutes using media in a typical day – up from six hours and 19 minutes a decade earlier.”

- *USA Today*, January 20, 2010

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“African-American and Hispanic kids spend nearly one-third more time each day with electronics than white kids.”

- *USA Today*, January 20, 2010

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A Kaiser Foundation Study (2010) reported total media exposure is 10:45 hours, but with multi-tasking, the hours combine to 7:38 on a typical day:

- TV 4:29 hours
- Music/Audio 2:30
- Computer 1:29
- Video Games 1:13
- Print 38 minutes
- Movies 25 minutes

*USA Today*, January 20, 2010

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## To Ponder:

- What are the implications for students and staff?
- What are the implications for school leadership?

Please share your thoughts with a colleague and be ready to report out.

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# AGENDA

Welcome, Introductions, Opening Activity,  
Overview and Agenda

Preparing Students for an Unforeseen Future:  
21<sup>st</sup> Century Skills

The Context: Diverse Communities United By a  
Focus on Student Learning

Planning Methodically in a Rapid, Responsive,  
Relevant Way

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# AGENDA *(continued)*

Critical Issues for School Leaders

- Identifying and living by core values
- Succeeding with limited resources
- Enhancing teaching and learning
- Promoting professional development
- Building community
- Championing social justice

Reflections, Personal Next Steps, Feedback

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# AGENDA (continued)

What I hope to get out of this session as a new school leader or someone who works with new school leaders:

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## Preparing Students for an Unforeseen Future: 21<sup>st</sup> Century Skills

“ ... most lists of 21<sup>st</sup> century skills include those needed to make the best use of rapidly changing technologies; the so-called ‘soft skills’ that computers can’t provide, like creativity; and those considered vital to working and living in an increasingly complex rapidly changing global society.”

- Walser, Nancy, “Teaching 21<sup>st</sup> Century Skills” in *The Harvard Education Letter*, September/October 2008, p. 1.

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Most lists of 21<sup>st</sup> century skills include some or all of the following:

- Critical thinking
- Problem solving
- Collaboration (in class, school, community, nation, and globally)
- Written and oral communication
- Creativity
- Self direction
- Leadership
- Adaptability
- Responsibility
- Global awareness

- Walser, N., HEL, p. 2.

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## \* A Cautionary Note:

"Schools, the 21st-century argument goes, focus too much on teaching content at the expense of essential skills such as communication and collaboration, critical thinking and problem solving, and concepts like media literacy and global awareness."

"Unfortunately some 21st-century skills proponents believe these skills should replace the teaching of content. They believe that because so much new knowledge is being created, students should focus on *how* to know instead of *knowing*. This view threatens to reopen a debate in American education that is not new either: content pitted against critical thinking rather than the two complementing each other."

("21st-Century Skills Are Not a New Educational Trend but Could be a Fad," by Andrew J. Rotherham, *U.S. News and World Report* (usnews.com), posted, December 15, 2008)

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## To Ponder:

- What are the implications for leading in the 21<sup>st</sup> century?
- What new skills will be needed?
- What existing skills will endure over time?
- Are there any implications specific to new leaders?

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One 21<sup>st</sup> century workplace reality is that school populations are becoming increasingly diverse. This represents both a challenge to leaders and a hidden opportunity.

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## Harrisonburg (Virginia) City Schools

Total K-12 enrollment	4,332 students
K-12 LEP	1,731 (40%)
K-12 F/R lunch	2,759 (64%)
K-12 Special Education	504 (12%)

Limited English Proficient countries represented	54
Languages	42

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## English Language Learners in Washington State

"Of the over one million K-12 students served in Washington schools, about eight percent were served by the state Transitional Bilingual Instructional Program during the 2005-2006 school year...this represents a growth of 47 percent between 1994-95 and 2004-2005. During the same period, overall student enrollment in the state increased just one percent (National Clearing House for English Language Acquisition, 2006)....On the east side [of Washington State], the predominant primary language is Spanish. On the west side, there is a broad mix of up to 190 languages. The most common language on the west side is also Spanish; this is followed by Russian, Ukrainian, Vietnamese, Korean, Somali, Tagalog, Cambodian, and Punjabi."

(From, "What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State," NWREL, November 1, 2008)

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## Refugee Students in Washington State

"Refugees arrive in the United States and Washington State from a number of countries. They are forced to leave their homes due to persecution, or a well-founded fear of persecution, on account of race, religion, nationality, membership in a particular social group, or political opinion. The total number of refugees in the world was an estimated 9.9 million in 2007 (UNHCR). Of those, the number of refugees that arrived in Washington State was 2,216." [Washington State refugees come from 24 different nations, including the former USSR.]

(From, the "Nonprofit Assistance Center" 2008)

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Imagine the resources to be derived from uniting diverse communities around student learning ...



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Please reflect upon the notion of uniting diverse communities around student learning.

- What are some specific examples of how this might be done?
- What leadership skills or attributes will be needed to accomplish this task?

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### Planning Methodically and Responding in a Rapid, Relevant Way ... a Paradox

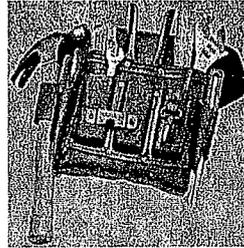
“Surprise as routine” is a workplace reality — that newcomers quickly learn.

The principal's worklife is characterized by “brevity, variety and fragmentation.” (Peterson, K.)

*85% of task less of nine  
of others 20% last time  
Mar 30mm*

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Given these workplace realities, what are some “tools” to help plan methodically and respond in a rapid, relevant way?



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## Being Proactive ... even when there's a lack of predictability

- Clarity about values and priorities
- Big picture thinking: holding onto the vision
- Being relentlessly consistent about what matters
- Embracing both a task and relationship orientation

*planning ahead, being proactive*

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## Critical Issues for School Leaders

- Living by Core Values
- Succeeding With Limited Resources
- Enhancing Teaching and Learning
- Promoting Professional Development
- Building Community
- Social Justice

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Living by Core Values ...



Our Ethics



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# *True North*



"True North is the internal compass that guides you successfully through life. It represents who you are as a human being at your deepest level. It is your orienting point--your fixed point in a spinning world--that helps you stay on track as a leader."

From, *True North* (Bill George, p. xxiii, 2007)

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"It is under pressure—when your success, your career, or your life hangs in the balance—that you must decide what your values are. When you are forced to make trade-offs between your values under difficult circumstances, you learn what is most important in your life and what you are prepared to sacrifice for. Those who develop a clear sense of their values before they get into a crisis are better prepared to keep their bearings and navigate through difficult decisions and dilemmas when the pressure mounts." (p. 87)

Source: Bill George, *True North* (2007).

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In *True North* (2007) Bill George reminds us:  
Know Thyself

“First, you have to understand yourself, because the *hardest person you will ever have to lead is yourself*.... Second, to be an effective leader, *you must take responsibility for your own development*.”

(p. xxxviii)



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Describe your “true north.” What are the values that constitute your “internal compass” and guide you in your work and your life, in good times and in times of strife or pressure?

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“Leadership principles are values translated into actions.” (p. 86)

“Authentic leadership is empowering others on their journeys. This shift is the transformation from ‘I’ to ‘We.’ It is the most important process leaders go through in becoming authentic.” (p. 44)

Source: Bill George in *True North* (2007)

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“Leaders with principles are less likely to get bullied or pushed around because they can draw clear lines in the sand.”

“Ultimately, our life stories become an expression of the choices we make.” (p. 138)

Source: Bill George in *True North* (2007)

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✱

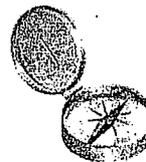
“The irony is that the more power one accumulates, the less it should be used. Viewed another way, by exerting your power, you are taking away the power of others. Authentic leaders understand they need power to get things done, but they learn to use it in subtle ways.” (p. 194)

Source: Bill George in *True North* (2007)

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## Vision as a Compass

- A school vision is a descriptive statement of what the school will be like at a specified time in the future.
- In schools where all organizational members genuinely share a vision, the vision serves as a compass, lending direction to organizational members' behavior.



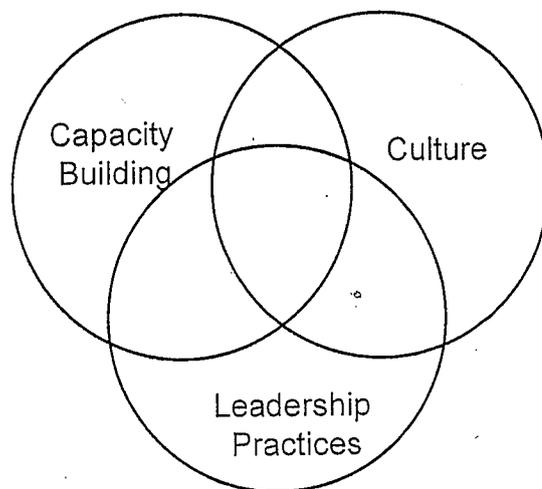
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At the heart of any vision is a set of core values and beliefs.

These values and beliefs are “played out” in the culture, patterns of behavior, “mental maps,” unwritten rules or norms for behavior.

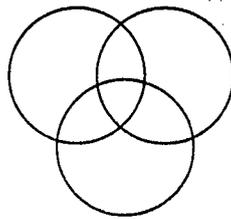
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## Succeeding With Limited Resources ~ Three Circles of Influence ~



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Understanding these three areas of influence and using them as leverage points to bring your vision to reality will help you work smarter, not harder.



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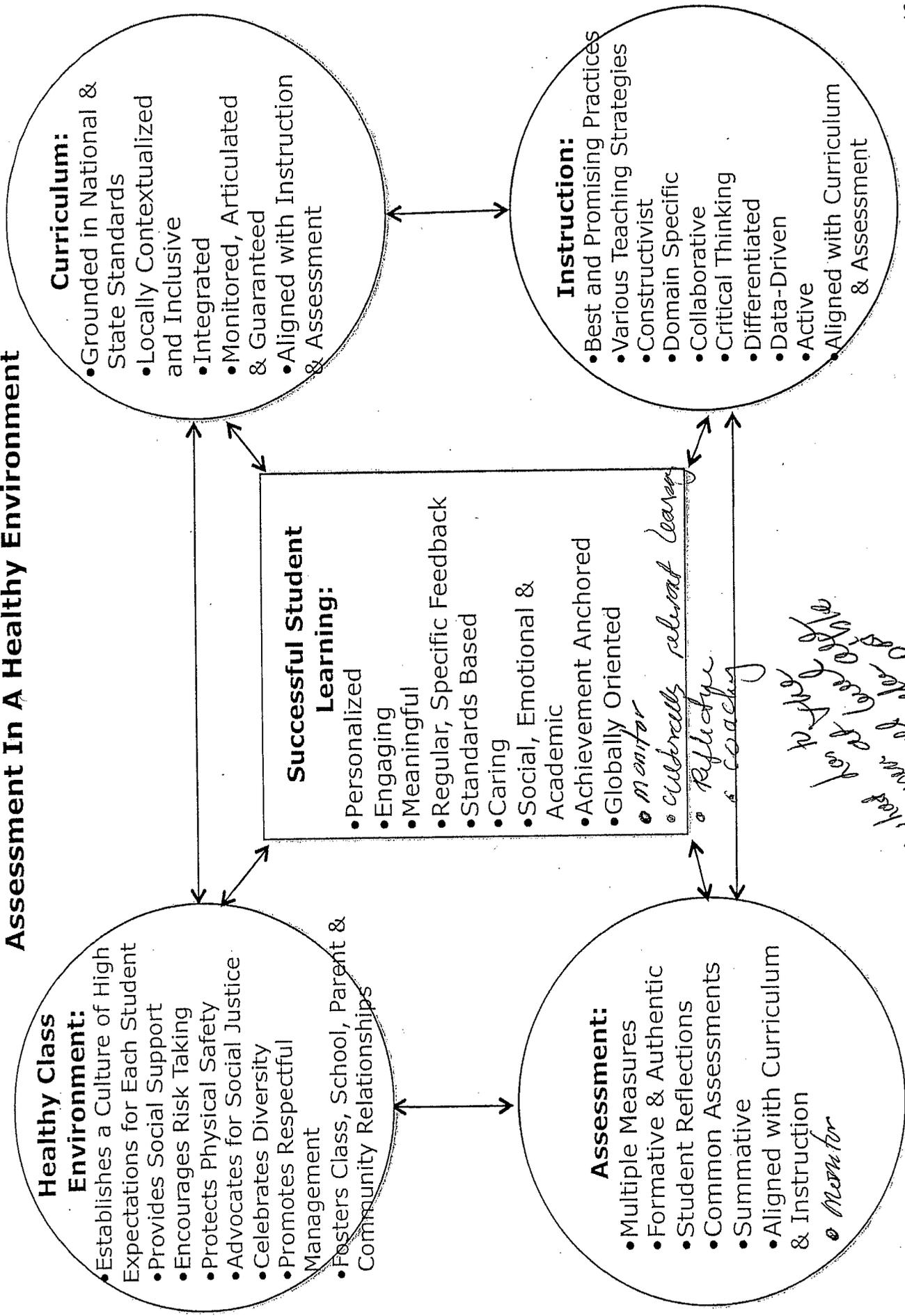
## **Enhancing Teaching and Learning**

“ ... the accumulated literature on the relationship between principal practice and student learning indicates two things. First is the confirmation that principals can have a detectable effect on student learning outcomes. And second, these effects are more likely to be mediated by other school and classroom factors [e.g., supporting informal teacher leadership, collaborative activities and conversations about teaching and learning] than directly by principal actions.”

(pp. 33-34, Supovitz, Jonathan, Sirinides, P. and May, H., "How Principals and Peers Influence Teaching and Learning" in *Educational Administration Quarterly*, February 2010, Vol. 46, No. 1.)

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# The Student Learning Nexus: Aligning Curriculum, Instruction, and Assessment In A Healthy Environment



*What has the school done to make each of the parts work?*

## Beliefs, Theory, Knowledge and Practice ...

- A **belief** that every student can reach his/her potential.
- A **belief** that leaders have a moral responsibility to create cultures of excellence where learning soars.

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Research based teaching, learning and assessment theories should inform and guide school and classroom practices.



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*Richard Sagor -  
teaching is a craft knowledge -  
potential is there to  
continually refine -*

- Knowledge of promising practices should inform and guide classroom instruction.
- Structures to facilitate collaboration should focus on dialogue about promising practices.

*Instilled*

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## Principles of Effective Teaching

By Jere Brophy

1. **A supportive classroom climate**—Students learn best within cohesive and caring learning communities.
2. **Opportunity to learn**—Students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining their engagement of those activities.
3. **Curriculum alignment**—All components of the curriculum are aligned to create a cohesive program for accomplishing instructional purposes and goals.
4. **Establishing learning orientations**—Teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies.

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*Teaching by Jere Brophy -  
people*

## Principles of Effective Teaching

By Jere Brophy

5. **Coherent content**—To facilitate meaningful learning and retention, content is explained clearly and developed with emphasis on its structure and connections.
6. **Thoughtful discourse**—Questions are planned to engage students in sustained discourse structured around powerful ideas.
7. **Practice and application ideas**—Students need sufficient opportunities to practice and apply what they are learning, and to receive improvement-oriented feedback.
8. **Scaffolding students' task engagement**—The teacher provides whatever assistance students need to enable them to engage in learning activities productively.

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## Principles of Effective Teaching

By Jere Brophy

9. **Strategy teaching**—The teacher models and instructs students in learning and self-regulation strategies.
10. **Co-operative learning**—Students often benefit from working in pairs or small groups to construct understandings or help one another master skills.
11. **Goal-oriented assessment**—The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals.
12. **Achievement expectations**—The teacher establishes and follows through on appropriate expectations for learning outcomes.”

(From, *Teaching* by Jere Brophy, International Academy of Education and the International Bureau of Education, Educational Practices Series—1, UNESCO, 1999, pp. 8-31)

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## Tools to Enhance Teaching and Learning

- Walk throughs
- Informal communications (written and verbal) related to student success
- Faculty meetings
- Team or grade level meetings
- Curriculum mapping
- Rubric or common assessment development
- Data teams
- Conversations about student work

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## Walk-throughs: An Effective Instructional, Culture Shaping, and Time Management Tool

"The popularity of walk-throughs is a welcome addition to the supervisory landscape because they help reduce teacher isolation while also providing leaders with an opportunity to celebrate classroom success and monitor whether school-wide initiatives are being implemented. However, we must mention a couple of cautionary notes concerning walk-throughs. First, many teachers are uneasy about walk-throughs and see them as "drive-by" visits that may be used during the evaluation process. Thus, it is critical that district and school leaders explain to teachers the rationale for walk-throughs and how the process can be used effectively as another way of gathering information about classroom episodes and the culture of the school....Second, principals need to keep in mind that a walk-through is a snapshot of a classroom moment."

*(The Principal's Companion, Robbins and Alvy, 3rd Edition, 2009)*

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## Walk-through Strategies

A benefit of walk-throughs is that the technique can be used in several ways. The following options should be considered by school principals:

- Plan visits at different times during the day to observe the variety of subjects taught, and how the "rhythm" of the school changes from the morning on through the day
- Schedule walk-throughs intentionally on your calendar—otherwise the activity will likely not occur
- Conduct walk-throughs with teachers and debrief together
- Use walk-throughs to support school-wide initiatives
- Encourage teacher leaders and coaches to conduct walk-throughs with new or student teachers

(Adapted from *The Principal's Companion*, Robbins and Alvy, 3rd Edition, 2009)

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## Walk-through Strategies

### Brainstorming on Walk-throughs:

In addition to the strategies already noted, what are some other ways that a learning community can benefit from walk-throughs? Share your ideas with colleagues.

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## Promoting Professional Development

"Schools that support the continuous learning and development of students also support the continuous development of the educators for them. Schools must be places of learning for both students and educators. You can't have one without the other. Building a culture of professional learning in schools is a necessary condition for sustained learning and particularly critical if we are to link professional development with reformed concepts of teaching, learning, and schooling."

Margaret Arbuckle, Western Maine Partnership as quoted in Robbins, P. and Alvy, H. (2009) *The Principal's Companion*.

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Educational Leadership Policy Standard 2 (2008): An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- C. Create a comprehensive, rigorous, and coherent curricular program
- E. Create a personalized and motivating learning environment for students
- G. Supervise instruction
- I. Develop assessment and accountability systems to monitor student progress
- K. Develop the instructional and leadership capacity of staff
- M. Maximize time spent on quality instruction
- O. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

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## Professional Development Defined

“Professional development consists of any activity that directly affects the attitudes, collaboration, knowledge levels, skills and practices of individuals that will assist them in performing their roles – present or future. Ideally, such development will not only make the individual a visible learner and responsive teacher but also ultimately affect the student as learner.”

Robbins, P. and Alvy, H., *The Principal's Companion* (2009), p. 121.

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Professional development activities need to reflect and model those attributes of good teaching that we want to promote in classrooms:

- Active learning
- A brain compatible approach
- Time for reflection
- Tasks that reflect attention to multiple intelligence
- Differentiation of instruction

Robbins, P. and Alvy, H., *The Principal's Companion* (2009), p. 123.

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*continuum - ongoing*  
*walk through the forest*  
*on what is effective*  
*Have teacher spend*  
*last five minutes - hrs.*  
*free -*  
*forget effective practice -*  
*research based -*

Professional development topics, structures and processes should:

- Model exemplary professional development guidelines (NSDC Standards)
- Reflect student learning data
- Build the capacity of individual teachers
- Promote the sharing of successful practices
- Create a forum for problem solving
- Strengthen communication and collaboration among professional colleagues

Robbins, P. and Alvy, H., *The Principal's Companion* (2009), p. 123.

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## The Effective Principal

- ✓ Creates schedules to ensure that teams meet at least one hour every week.
- Creates structures to ensure that collaborative team time focuses on issues and questions that directly affect student learning, such as "What evidence do we have that our students are acquiring the knowledge and skills we have agreed are most essential to their continued success?"

"High-Level Strategies for Principal Leadership," Dufour, R. and Marzano, R., *Educational Leadership*, February 2009, pp. 65-66.

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## The Effective Principal

- Provides teams with the training, support, resources, tools and templates they may need ...
- [Supports] vertical articulation with teachers in the next higher grade level or course to identify the knowledge and skills those teachers have specified as essential for students entering their grade or course.

"High-Level Strategies for Principal Leadership," Dufour, R. and Marzano, R., *Educational Leadership*, February 2009, pp. 65-66.

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## The Effective Principal

- Engages staff in identifying and planning to address professional growth goals related to building their capacity to promote student learning
- Provides differentiated professional growth options for teachers and other staff members
- Creates a "menu of options" for professional development

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A "Menu of Professional Growth Options" might include:

- Clinical supervision
- 360-degree feedback
- Cognitive coaching
- Audio or video analysis
- Drop-in visit
- Archaeological dig
- Data talk
- Program planning and delivery analysis
- Reflective journals
- Portfolios
- Peer coaching/mentoring
- Problem solving
- Action research
- Study groups
- Lesson study
- Professional book talks
- Individual professional growth plans
- e-learning, webinars, podcasts

Robbins, P. and Alvy, H., *The Principal's Companion* (2009), pp 102, 103. 59

Judith Warren Little offers a cautionary note about when people are brought together to do work that is defined by others ... data analysis, looking at evidence, mapping out standards, aligning curriculum and assessment. All of that may be really valuable work. The question is "who owns it?" So the leadership task becomes both organizing the school ... to support that kind of ambitious work and creating conditions where people really endorse and claim it as central parts of what it means to be professional. If working as a community doesn't carry value added over what teachers are able to accomplish independently, then it won't be worth the transactional costs, the investment of time and the competition with what teachers feel that they have to do individually.

As quoted in Crow, T. (2008) *Journal of Staff Development*, 29(3), p. 54.

## Final Thoughts on Professional Development

Implementing professional development options recognizes the importance of nurturing every staff member's need to grow. Engaging staff members in a collaborative approach to professional development contributes to the development of a learning-focused community of professional colleagues. Not only do individuals benefit from this process, but the organization's knowledge base becomes richer, as does its capacity to ensure that every child will succeed.

Robbins, P. and Alvy, H., *The New Principal's Fieldbook*, (2004), ASCD, p. 140.

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## Building Community

“Four years of public school teaching – and ten years as a principal – convinces me that the nature of relationships among adults who inhabit a school has more to do with a school's quality and character, with the accomplishments of its pupils and the professionalism of its teachers than any other factor.”

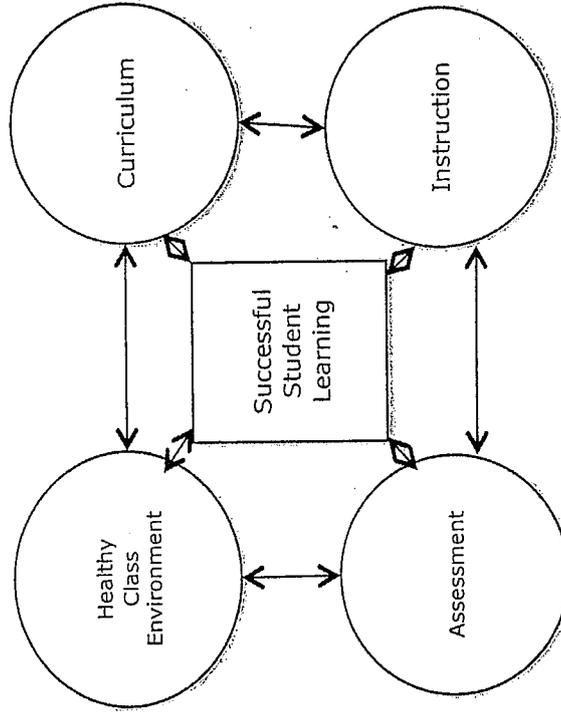
- Roland Barth

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# The School Learning Nexus

Collaborative Learning Focused Culture

**The Student Learning Nexus: Aligning Curriculum, Instruction, and Assessment In A Healthy School Culture**



Staff Learning

Shared Leadership

Norms of Risk-Taking, Teamwork, Data-Driven Inquiry, Professional Development & Continuous Improvement

## Culture – The Stage on Which Leadership is Played Out

"Culture is a powerful force in any organization in which people share history. It influences the way people think, what they value, how they feel, and how they act. Some cultures are nurturing, but some are toxic. A critical leadership competency is the ability to understand, read, and shape school culture. Culture is crucial to promoting staff and student learning, and it can enhance or deter reform and innovation. Roland Barth (2002) emphasized the power of culture when he wrote, 'Probably the most important and most difficult job of an instructional leader is to change the prevailing culture of the school. A school's culture has far more influence on life and learning in the schoolhouse than the president of the country, the state department of education, the superintendent, the school board, or even the principal, teachers, and parents can ever have.' Every culture is a reflection of 'hidden history' – what has come before."

Source: Robbins, P. and Alvy, H. (2004) *The New Principal's Fieldbook: Strategies for Success*, ASCD.

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"Schools with strong professional learning communities were four times more likely to be improving academically than schools with weaker professional communities. We can no longer afford to be innocent of the fact that collaboration improves performance."

Ann Lewis as quoted in Schmoker, Mike, "Tipping Point: From Reckless Reform to Substantive Instructional Improvement," *Phi Delta Kappan*, February 2004.

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Judith Warren Little (1990) found that effective collaboration between teachers was linked to gains in student achievement, higher quality solutions to problems, increased self-efficacy among all staff, more systematic assistance to beginning teachers and an expanded pool of ideas, methods and materials that benefited all teachers.

Source: Little, J.W. (1990). "The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations." *Teachers College Record*, 91(4), 509-536.

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To learn prodigiously from birth to death sets humans apart from other forms of life.

The underlying culture of a "school community" is learning. The condition for membership in the community is that one learns, continues to learn, and supports the learning of others. Everyone. A tall order to fill, and one to which all too few schools aspire and even fewer attain.

- Roland Barth

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## Defining Social Justice

According to McKenzie, et. al\*, a comprehensive definition of social justice includes three goals:

1. rais[ing] the academic achievement of all students in their school, that is, test scores do matter... Thus, although we advocate for a variety of measures of student learning and are well aware of the problems associated with standardized achievement tests, we contend that they still have a place in the social justice discourse.
2. requir[ing] that educational leaders for social justice prepare their students to live as critical citizens in society... Thus, it is not enough for leaders to focus on student achievement only to produce students who can read, write, and compute at high academic levels but who do not use their academic skills to challenge injustices in society and thus become no more than uncritical operators in the production economy.

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## Defining Social Justice

According to McKenzie, et. al\*, a comprehensive definition of social justice includes three goals: (*continued*)

3. to achieve these two goals of academic achievement and preparing students to live as critical citizens requires leaders to structure their schools to ensure that students learn in heterogeneous, inclusive classrooms. Thus, the third prong of our definition of social justice links social justice to inclusive schooling.

(\*Source: "From the Field: A Proposal for Educating Leaders for Social Justice", by McKenzie, Christman, Hernandez, Fierro, Capper, Dantley,, Gonzalez, Cambron-McCabe, and Scheurich, in *Educational Administration Quarterly*, Vol. 44, No. 1, Feb. 2008, p. 116)

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## A Story About Using Data and Grouping Students Appropriately

### Using Data and Grouping Students Appropriately

Disaggregating data helps principals, teachers, and parents examine whether schools are succeeding with their various populations. Unfortunately, the history of standardized testing, going back to the 1920s and the original intelligence testing movement, is filled with prejudicial use and abuse of data results to classify students that led to limiting school and career opportunities for both indigenous and immigrant populations. For example, Julian Nava, raised in a Mexican American family in California during World War II, tells the story of how he was able to "select" college prep courses in high school. The classes became available only because his older brother, in a sparkling naval uniform, insisted in the school guidance counselor's office that the counselor let his brother take an academic program. Julian went on to receive a doctorate in history from Harvard and later was elected to the Los Angeles Board of Education and became U. S. Ambassador to Mexico. Nava states with sadness that as a result of classifying students, "It has been an enormous loss to our country. We will never know how many Doctor Salks or Pablo Casals or Picassos have been lost because children from minority groups were not inspired or challenged and given the chance to show what they've got" (quote from Mondale and Patton (2001), *School: The Story of American Public Education*, in *The New Principal's Fieldbook*).

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Educational Leadership Policy Standard 5 (2008): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

### Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

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## Educational Leadership Policy Standard 5 (2008)

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

### Reflect and Share:

Please review ELP Standard 5 and the functions that align with the standard. Consider, how might the standard influence your work as a school leader? Jot down a few ideas that resonate with you about the standard and leadership work. Share your ideas with colleagues.

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## Championing Social Justice

Making a Difference for Students:  
The Heart of the School

"It is not the building or instructional resources that make a school; it is the students, teachers, and parents. A school is made up of people. When the doors close, we only have a building, an empty shell without a soul. The soul of the school is the students." (*The Principal's Companion*, p. 193)

"Success in North American schools and those of other progressive nations presents a much greater challenge because the intent is to enable each student to reach for both excellence and equality. As we move further away from ability grouping and traditional high school tracking, provide the least restrictive environment for children with disabilities, and successfully meet the needs of students from diverse backgrounds, our democratic ideals can become a classroom reality." (*The Principal's Companion*, p. 194)

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## Reflections and Personal Action Plan

Reflecting on your time in this session, identify key learnings that were meaningful to you. Include things that you already knew that were reinforced. Thinking about the context of your work, what are the ideas you commit to pursue as a consequence of your learning today?

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“Greatness is an inherently dynamic process, not an endpoint. The moment you think of yourself as great, your slide toward mediocrity will have already begun.”



*From Good to Great and The Social Sector, (Jim Collins, 2005)*

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