International Conference 2018
Principals' Professional Growth – a Global Perspective

Being A Learning Leader

REFLECTIVE, RESPONSIVE, COLLABORATIVE, INTELLIGENT PRACTICE = IMPACT

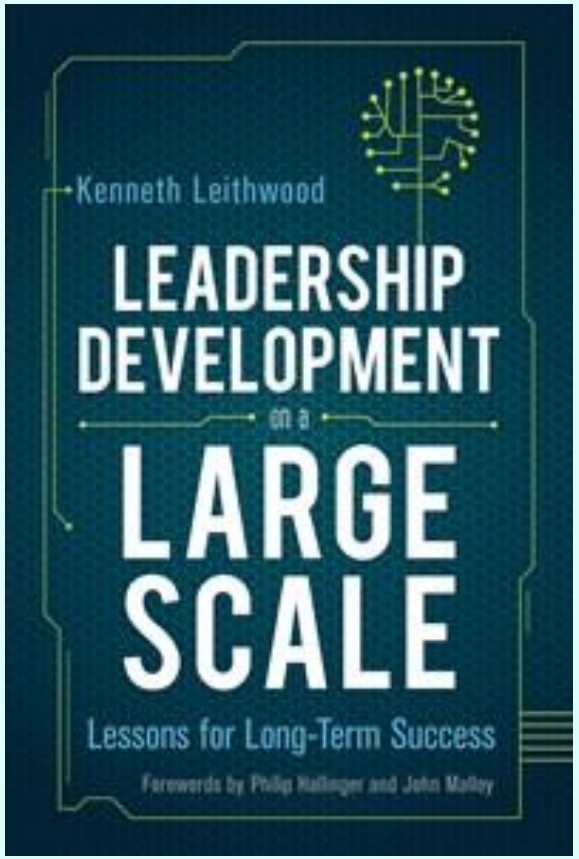
ONTARIO, CANADA

MARG WARREN

NOVEMBER 27, 2018

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact



"Intellectual progress in any field follows from the application of creativity, rigor, practical intelligence, and persistence."

Philip Hallinger in the forward to Leadership Development on A Large Scale authored by **Kenneth Leithwood** , November, 2018

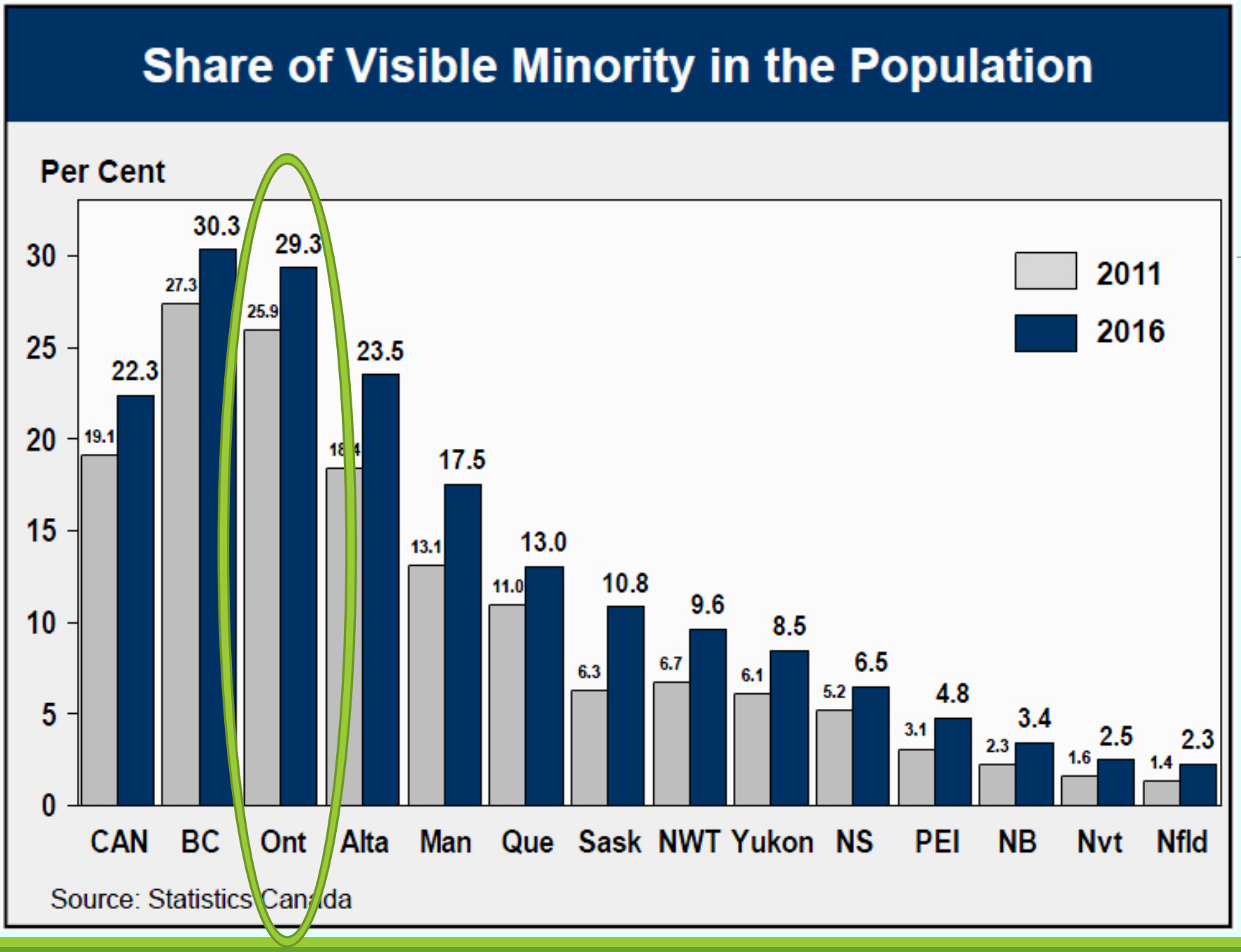
Prime Minister Justin Trudeau

Canada and Ontario

- 10 Provinces and 3 territories
- Ontario has 40% of the population of Canada – about 13.6 million
- 3 **key** political parties in Canada (federal) and in Ontario (provincial)
- Education in Canada is provincial
- Liberal government in Ontario 2003 - 2018

Education Demographics in Ontario

- **> 2 Million** students, Junior Kindergarten (JK) – Grade 12
- **English Public**, **English Catholic**, **French Public**, **French Catholic** District School Boards
- About **4000 elementary** and **900 secondary publicly funded** schools
- About **125000 teachers**, **>9000 early childhood educators**
- Approximately **7400 Principals and Vice Principals**
- Very robust set of private schools but **94% of all students** in Ontario attend public schools
- **Very diverse** population of students



"The Canadian province of Ontario is an established global leader in educational change, with widely-acclaimed results on student achievement and equity on international large-scale assessments. Ontario has developed and transformed its approach to achieving equity and excellence at a time when the province, the nation and the world are in the midst of a profound shift from what we call the *Age of Achievement and Effort* to the *Age of Learning, Well-being and Identity*.

Andy Hargreaves, 2018

A little more context …

? ?

- From 2003 - 2014 **three core education priorities**
  - Raise the bar
  - Close the gaps
  - Increase public confidence
- **Together we will reach every student. (2008)**
- **Supporting Conditions**
- Full day Junior Kindergarten (JK) fully implemented 2015-16
- Student Success, Learning to 18
- Provincially mandated curriculum -The WHAT but **not** the HOW prescribed – differentiated
- Professional Learning and Leadership

STUDENTS IMAGINE the FUTURE of ONTARIO'S EDUCATION SYSTEM
Future!
OUR VISION
SAFE SPACE
MORE HUMOUR
TEACHERS SHOULD BE OPEN TO TALK TO!
INDIVIDUALIZED LEARNING
EVERY STUDENT SHOULD HAVE AN IEP!
TEACH A STUDENT HOW TO TEACH THEMSELVES!
STUDENTS SHOULD BE ALLOWED TO FAST FORWARD ACADEMICALLY IN HIGH SCHOOL!
MORE ONE ON ONE!
PEER MENTORS
DISCOVERY-BASED LEARNING
Nurture CREATIVITY!
HAPPY PEOPLE LEARN BETTER!
CURIOSITY
SAFE TO ASK QUESTIONS
Tailored LEARNING
CULTURAL literacy
STREET SMART!
COMMUNITY BUILDING
Practical APPLICATION
WHEN DOES WILL APPLY?
AHH! I GET IT!
Why?
TELL STUDENTS WHY THEY'RE LEARNING SOMETHING!
TECHNOLOGY
EQAO ONLINE!
ALL SCHOOL DOCUMENTS AND RESOURCES ONLINE!
MORE HELP for EVERYONE ONLINE!
MORE GAMES
GAMIFY LEARNING! MORE GAMES INSTEAD OF TEXTBOOKS
COLLABORATION
TEACH MUSIC... SPORTS... PROPS...
A PLACE TO LISTEN TO MUSIC!
WHY WOULD I WANT TO LEARN FROM SOMEONE WHO DOESN'T WANT TO LEARN FROM ME?
YOUR VOICE MATTERS
TEACH STUDENTS TO BECOME ACTIVE CITIZENS
RE-EVALUATE CURRICULUM
SHOULD FOCUS ON LIFE SKILLS
ONE OR CLASSROOM LEARNING

Achieving Excellence: A Renewed Vision for Education in Ontario (April 2014)

Four Goals

- **Achieving Excellence:** in academics for "students of all ages";
- **Ensuring Equity:** so that all students will be inspired to reach their full potential;
- **Promoting Well-being:** in order that all students will develop enhanced mental and physical health and a positive sense of self and belonging;
- **Enhancing Public Confidence:** in Ontario's publicly funded education system that helps develop new generations of confident, capable and caring citizens.

Improving systems "prescribe adequacy" and "unleash greatness".

*Moving from the **Age of Achievement and Effort*** to the ***Age of Learning, Well-being and Identity***

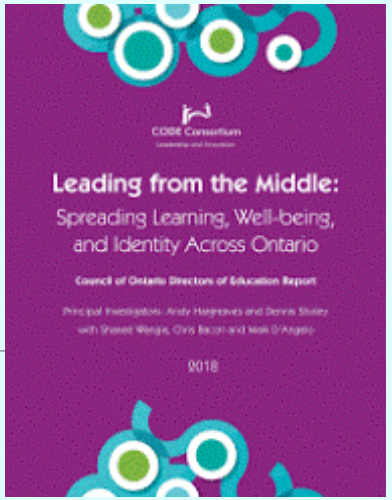
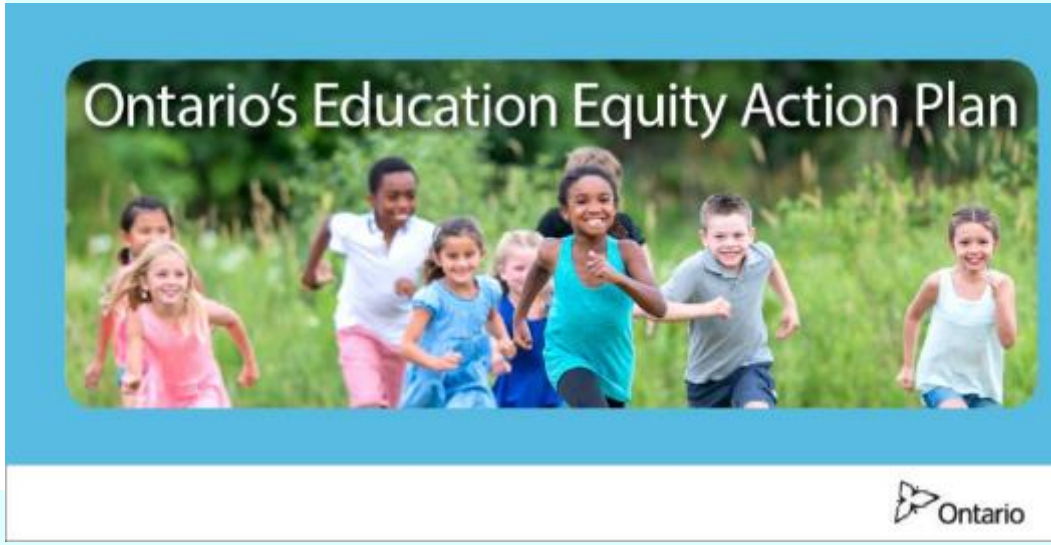


Figure 5: Ontario Ministry of Education Graphic Depicting Well-being

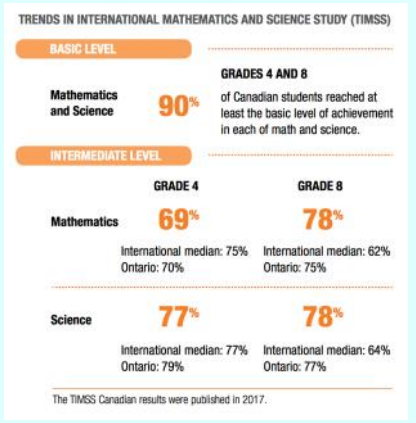


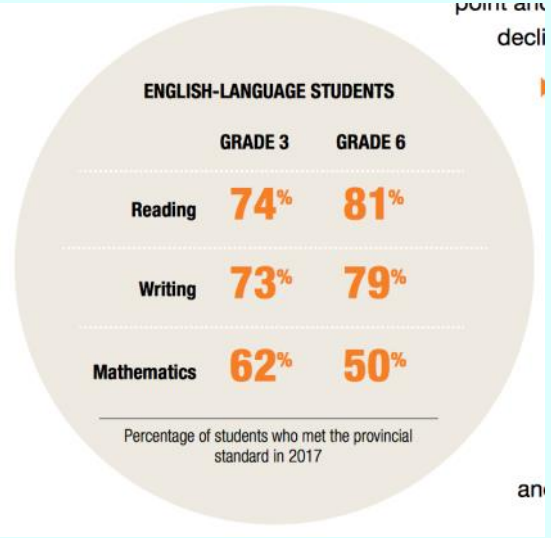
"Every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances." (2017)

Well-being is presented as a precondition for achievement.

What keeps us accountable?
How do we measure progress?

- 76 District School Boards – Director of Education accountable to elected trustees
- Each school has a school council (parents)
- EQAO – Education Quality Accountability Office – annual assessments to **all** students in
  - grade 3 and grade 6 - reading, writing, math
  - grade 9 - math
  - grade 10 literacy - graduation requirement
- Monitor graduation rates - 86.5% up 22 % points from 2003 – goal is 100%
- Participate in international assessments
- Annual District and School Improvement plans and goals
- Teacher and Principal performance appraisals, performance, learning and growth plans





Unlocking Student Potential Through Data 47 recommendations

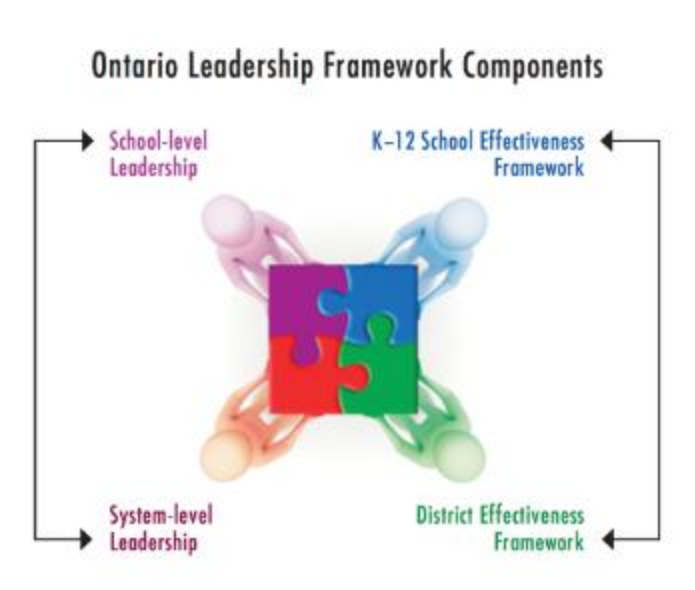
"Leadership is second only to teaching among school-related factors in its impact on student learning."

Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom in Wallace Report, 2004

Ontario Leadership Strategy (OLS) 2008 – 2018

- Succession Planning
- Mentoring
- Principal Performance Appraisal (PPA)

Board Leadership Development Strategy (BLDS) 2010 - 2018



Ontario Leadership Framework (OLF) 2006 - 2018

Leading Student Achievement (LSA) 2005 - 2018

"Leadership has made the difference in Ontario

it's undeniable – we can trace it, feel it, see it."

Michael Fullan, Ontario Leadership Congress, 2012

“School leadership is a significant explanation for differences in student learning across schools”

Ken Leithwood, 2018

Leadership is now widely viewed as both

- a **central explanation for school effectiveness**

  and

- one of the **most powerful levers for improving schools**

Ken Leithwood, 2018

A substantial literature has accumulated over the past half century that affirms that **active, skillful leadership** is a **necessary condition for sustainable school improvement**.”

Philip Hallinger

How can Ontario be bold in its ambition and also effective in its implementation? Much of the answer to this question comes down to leadership. Andy Hargreaves, 2018

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

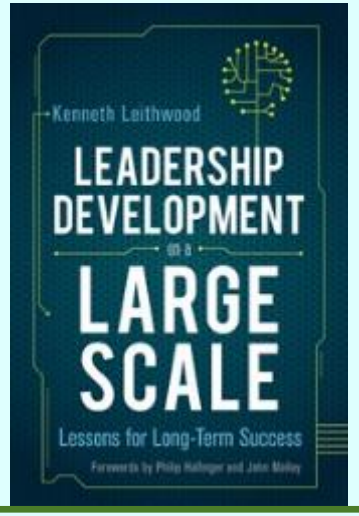
Learning Stance

Learning creates a permanent change in how we think or behave

Each Student

The director, each supervisory officer, each principal, each teacher has a class

Research based - practice - based research



Leading
Student
Achievement

As a team we have ***"learned our way forward"*** with a constantly growing number of the province's sitting principals and vice principals (now numbering about sixteen hundred). To my knowledge, this is the longest-lasting leadership development initiative in the world."

Ken Leithwood, 2018

Am I getting better and how do I know?

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

- What impact am I having and how do I know?

In the Ontario Leadership Framework, "**leadership** is defined as **the exercise of influence on organizational members and other stakeholders** toward the **identification and achievement of the organization's vision and goals.** Leadership is "successful" when it makes significant and positive contributions to the progress of the organization, and is ethical." Ken Leithwood, 2012

- Am I influencing the organization in the direction of its goals?

High Impact Leaders are leaders who:

1. believe their major role is to evaluate their impact. (ES=.91)
2. get everyone in the school working together to know and evaluate their impact. (ES=.91)

John Hattie, High Impact Leadership

What impact am I having and how do I know?

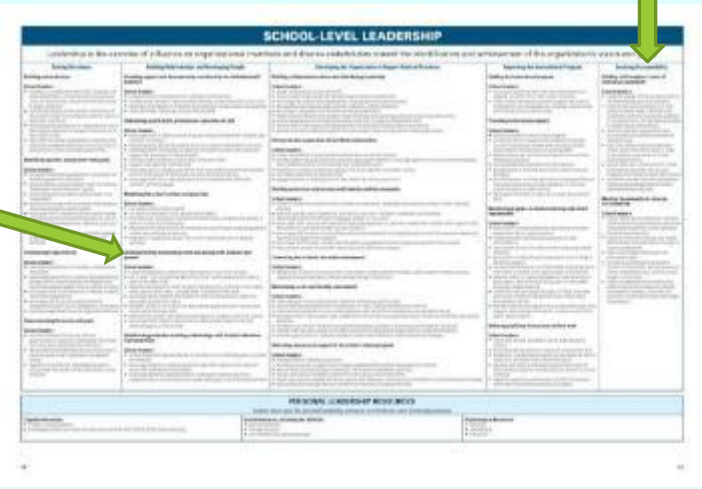
Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent **Practice** = Impact

- OLF is a practice based model – not a competency based model

"A ***practice*** is a bundle of activities exercised by a person or group of persons which reflect the particular circumstances in which they find themselves and with some shared outcome(s) in mind." (OLF)

- 21 evidence based key leadership practices organized into 5 domains of practice
  - *Setting Directions*
  - *Building Relationships and Developing People*
  - *Developing the Organization to Support Desired Practices*
  - *Improving the Instructional Program*
  - *Securing Accountability*

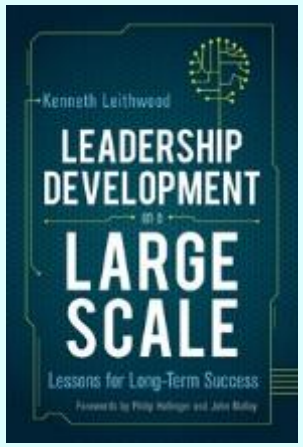


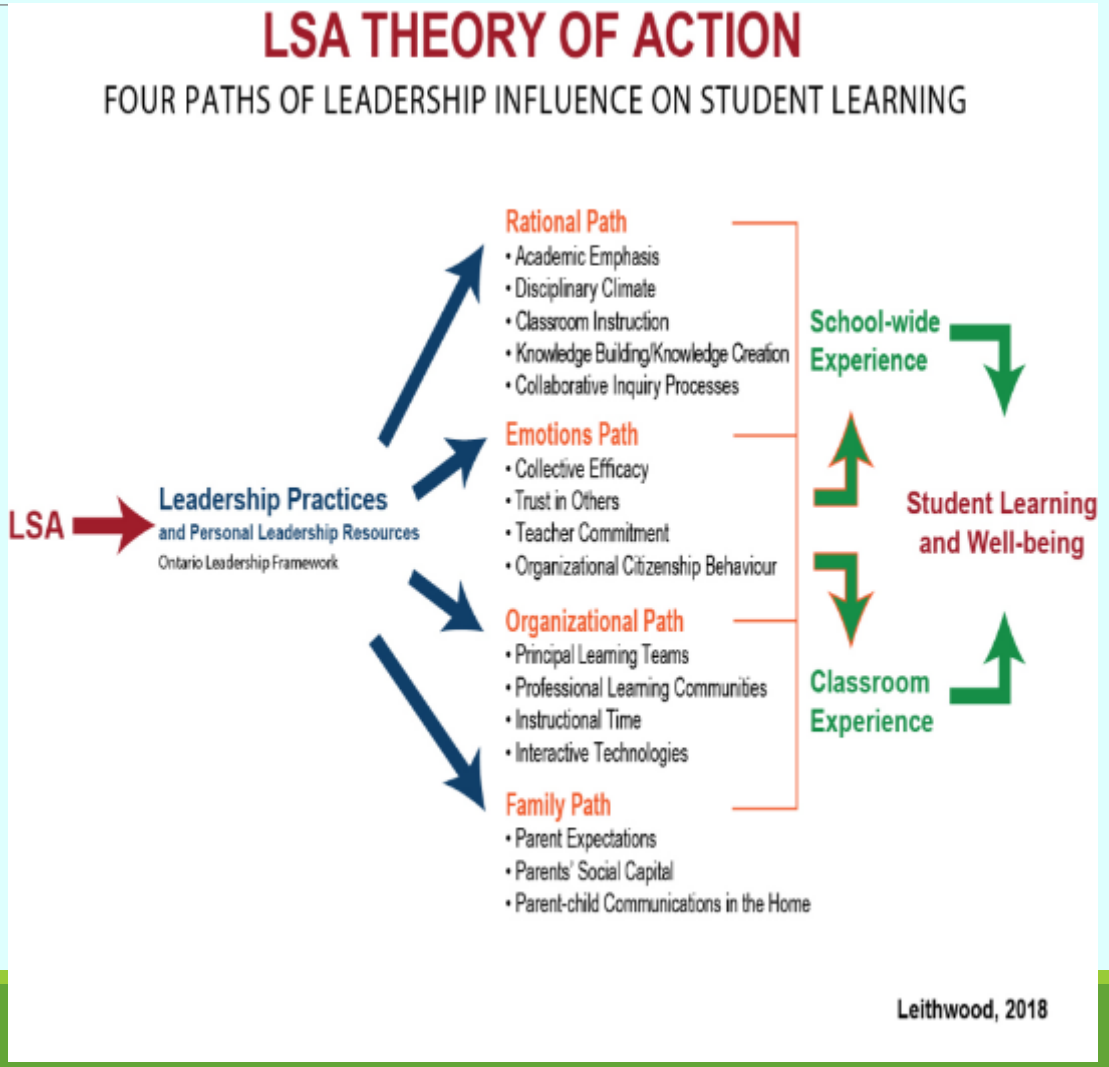
HOW DO I PURPOSEFULLY PRACTICE THE PRACTICES?

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

- Research based practice based research
- OLF Key Leadership Practices that have an impact on student achievement
- Leading Student Achievement project (LSA)
- Theory of Action
- Paths of Influence
- Conditions on the paths





Being a Learning Leader

Reflective, **Responsive**, Collaborative, Intelligent Practice = Impact

The school is where the "intelligent" and the "responsive" meet.

"**Context** is important when enacting the leadership practices. The framework is explicitly contingent." (OLF)

- Use of data, assessment, feedback, success criteria
- **Personal leadership resources**

Cognitive Resources

- Problem-solving expertise
- Knowledge of school and classroom conditions that directly affect student learning
- Systems thinking

Social Resources

- Perceive emotions
- Manage emotions
- Act in emotionally appropriate ways

Psychological Resources

- Optimism
- Self-efficacy
- Resilience
- Proactivity

"Today's responsive becomes tomorrow's intelligent"

“Today’s responsive becomes tomorrow’s intelligent”

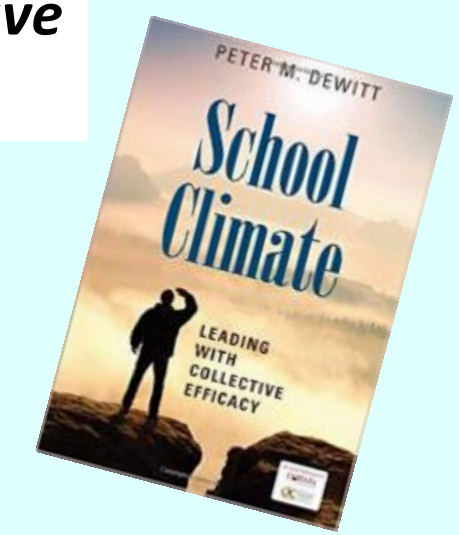
*Successful enactment of the leadership practices…to create the conditions for influence…requires contextual **responsiveness**…Building a deep understanding of how to enact these leadership practices in particular contexts in order to influence improvement is where the real work (and professional learning) for leaders lies.”*

(Katz, Dack, Malloy, The intelligent Responsive Leader 2017, p.56)

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

*"**Collaborative leadership** includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders through understanding **self-efficacy** (0.63), and building **collective efficacy** (1.57) to deepen our learning together."* (Peter Dewitt, 2017, p. 106)



- Shared, distributed leadership
- Within School and Across School Collaboration

Collaboration needs to include times where we not only learn from one another but also challenge each other's thinking." (De Witt, p. 14)

In Ontario schools … we have moved FROM Professional Collaboration TO Collaborative Professionalism

FROM	TO
Talk or Action	Talk and Action
Narrow Achievement Goals	Learning with Meaning & Purpose
Episodic Meetings	Embedded Cultures
Administratively Imposed	Teacher Led
Comfortable or Contrived	Genuine & Respectful
Conversation For Students	Dialogue With Students

"Ontario has become a world leader not just in how much its education professionals collaborate, but also in how well and how deeply they work together for all students' success."

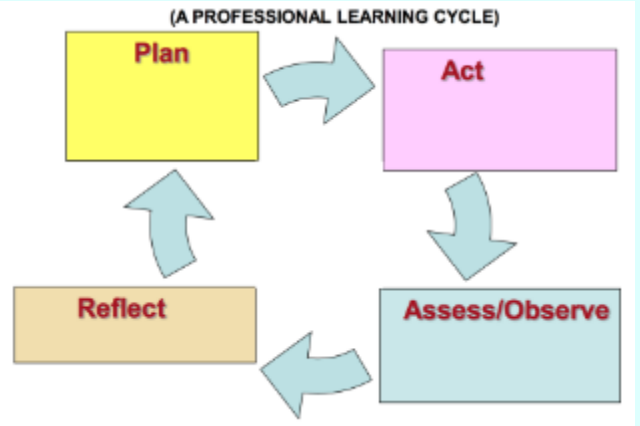
Andy Hargreaves, 2018

Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

Reflection is difficult to do, but it is important to be consciously aware of our thinking, our emotions, our practice. Effective reflection involves ***taking the time*** *to describe the* ***why, what, and how of what we think, feel, and do****.* Ken Leithwood

"Reflective practice is an inquiry approach to leadership that involves a **personal commitment to continuous learning and improvement.** A commitment to reflective practice indicates a willingness to accept **responsibility for one's professional practice**." (adapted from Ross, 1990)

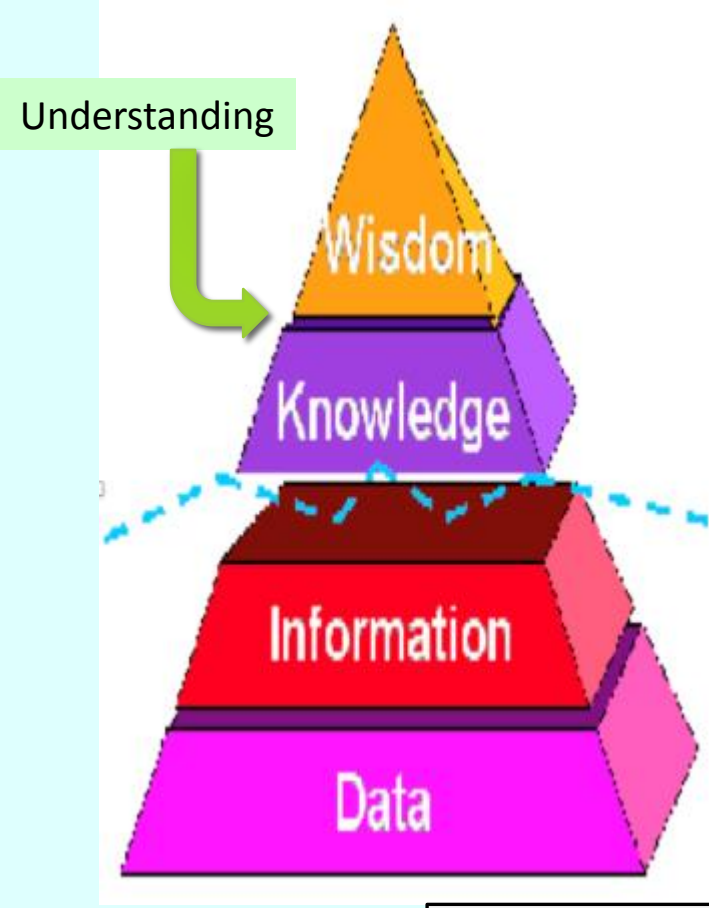


Being a Learning Leader

Reflective, Responsive, Collaborative, Intelligent Practice = Impact

Three abilities necessary for effective reflective practice:

1. **Self-awareness** – focusing on your own behaviour and evaluating it in a candid manner;
2. **Mindfulness** – paying attention to your feelings, actions and thoughts;
3. **Wisdom** – thinking through the available options and the consequences of your decisions

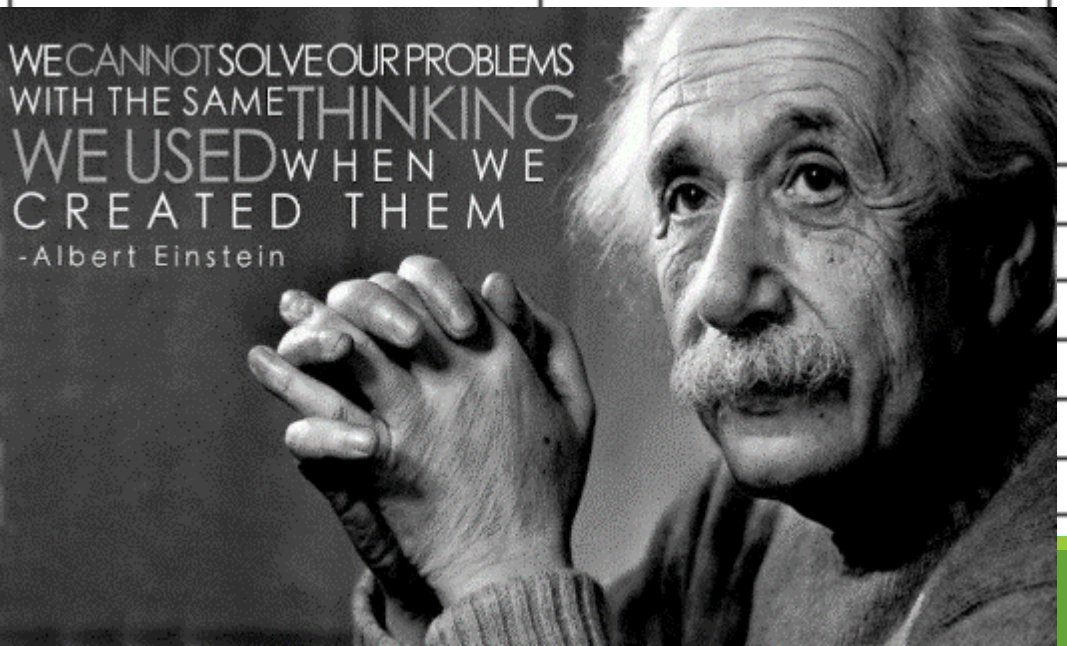


Source: Russell Ackoff

Professor Patricia Castelli
Lawrence Technical University

Using Reflection to Plan Your Next Best Leadership Moves

PLAN	PLAN	PLAN	ASSESS	REFLECT
What am I hoping to learn next?	My Next Best Learning Move: What SPECIFICALLY will I do to try to learn this?	How will I know if I have learned what I am hoping to learn? What Conversation, Observation, and/or Product will I look at to know?	What happened? What did I find out when I considered those evidence sources?	What did I learn FROM this move? What did I learn ABOUT this move as a transferable leadership practice (in OLF terms, if possible)?



"We are 42% more likely to do something we write down." Steven Katz

Being a Learning Leader

Reflective + Responsive + Collaborative + Intelligent Practice = Impact

Building a deep understanding of how to enact these leadership practices in particular contexts in order to influence improvement is where the real work (**and professional learning**) for leaders lies."

(Katz, Dack, Malloy, The intelligent Responsive Leader 2017, p.56)

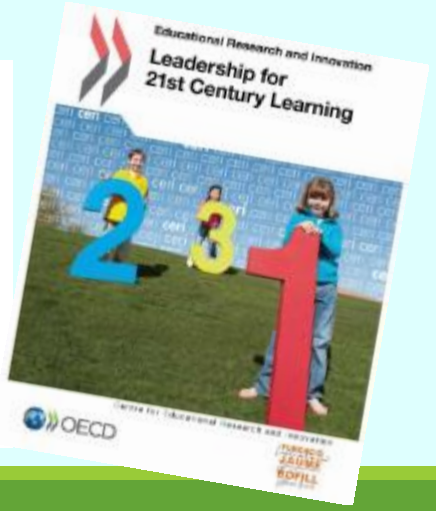
What's involved in getting there?

Being a Learning Leader
Leadership Learning Teams (LLT) - Leadership Networks

- Key Learning **Structure** for Principals In Ontario
- Initiated in 2005 through **L**eading **S**tudent **A**chievement (LSA) project
- LLT members are critical friends to one another at all times, not just during the formal meetings
- ***Most powerful source of professional learning for principals after their own professional reading***

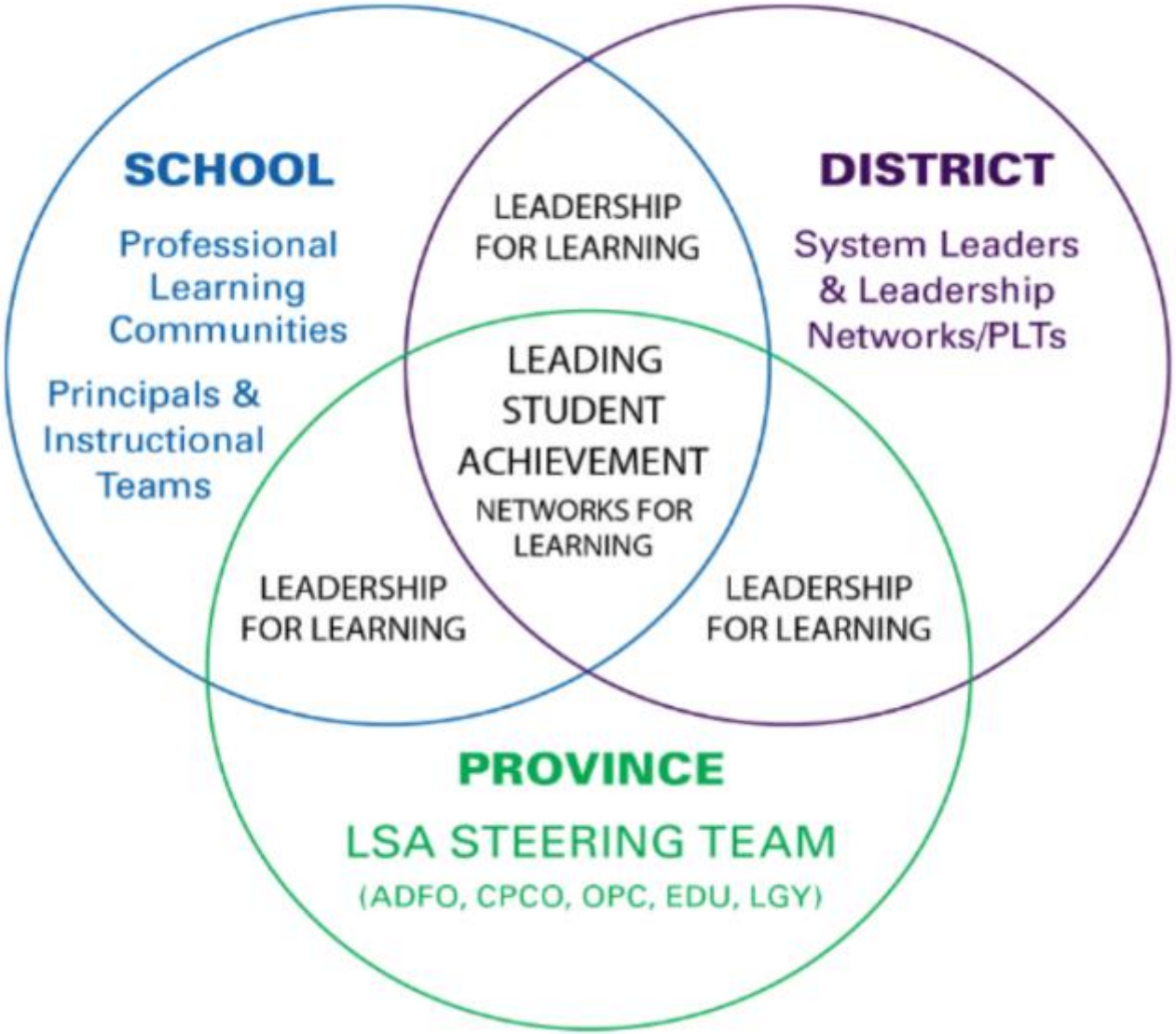
Learning leadership develops, grows, and is sustained through participation in professional learning communities and networks … Networked learning communities of practice must together add up to an intertwined interconnected infrastructure at the system level."

OECD, 21st Century Leadership



Where am I stuck in relation to influence?

LSA Framework: Multi-Level Collaborative Leadership



SCHOOL

Professional Learning Communities
Principals and teachers collaborate in teams to improve instructional practice and school conditions that impact on student learning and well-being.

DISTRICT

Leadership Networks/ Principal Learning Teams
Principals work in teams and learning networks across districts to increase their capacity as instructional leaders, impacting on teacher practice and school conditions that lead to improved student learning and well-being.

PROVINCE

LSA Steering Team
The LSA Steering Team provides support to principals and system leaders through a variety of professional learning opportunities and resources.

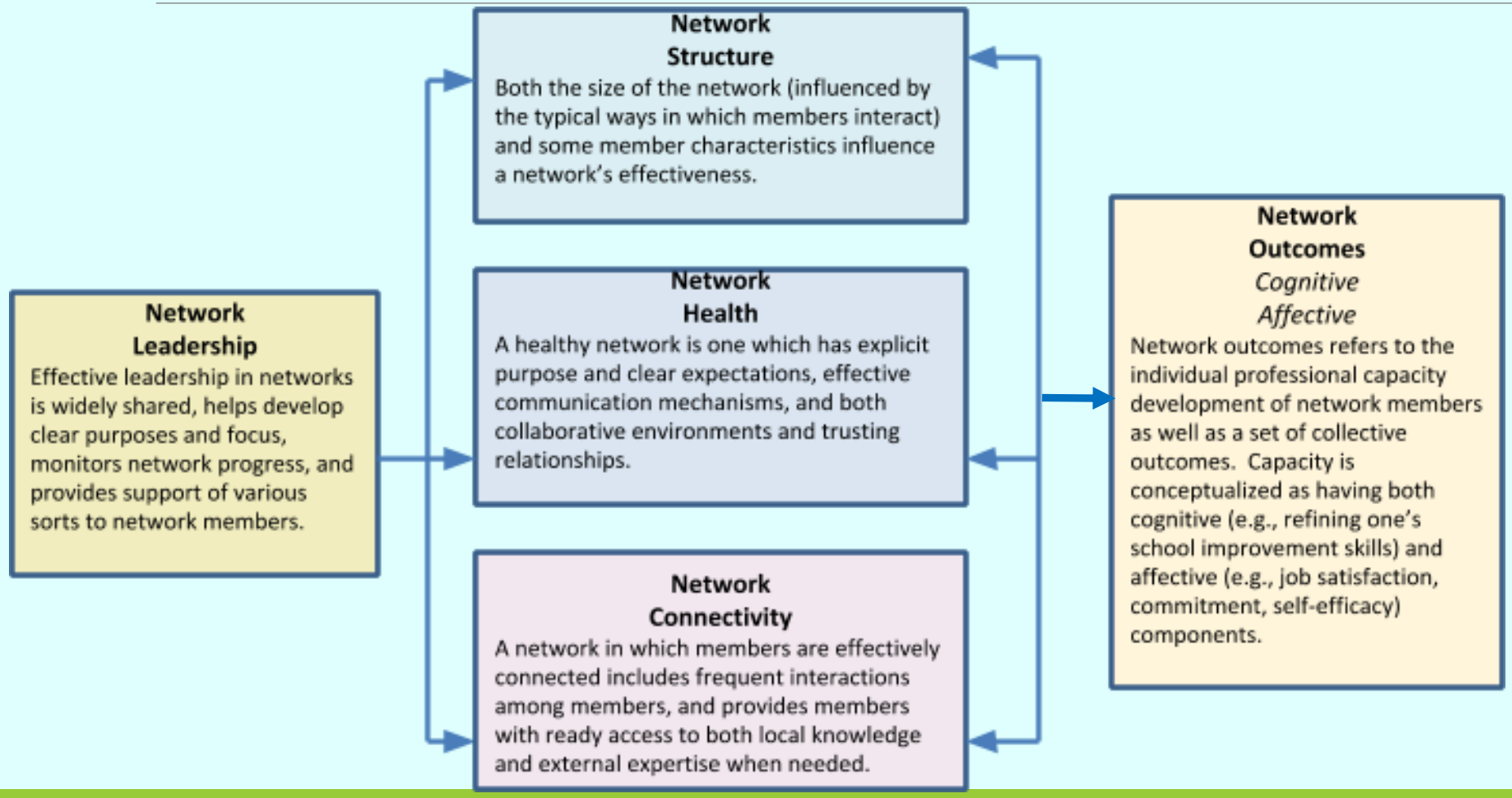
Accelerating How We Learn To Improve

"Our strong belief is that 100% of schools should be involved in focused productive networks within which leaders, teachers, and students challenge, support, innovate, and learn from one another in ways that measurably improve outcomes. The solution we advocate is one of networks at local, regional, and national level that respect the autonomy of schools and their leaders, but connect them together in focused cooperation, leading to improved outcomes and strong collective accountability for achieving these outcomes."

Inside-out and downside-up, Fullan and Munby, 2016

Which characteristics of leadership networks most impact on the outcomes of the network?

Ken Leithwood's Research Framework



Unless systematic initiatives are undertaken to further develop the capacities for effective network leadership, the significant time and money spent on leadership networks is likely to have disappointing results. (Leithwood, 2016)

Network Leadership has emerged as the most influential determinant of participants' individual and collective learning.

Being a Learning Leader

Inquiry, Problems of Practice

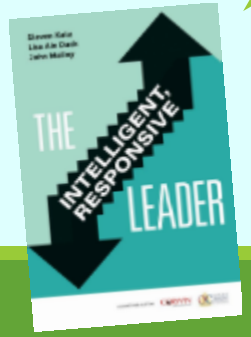
- Key Learning **processes** for principals in Ontario
- Leadership inquiries: The way to “get better” at leadership
- Leadership inquiries are about identifying places where you know you need to get better in relation to influence but you don’t know how to do it and there isn’t an algorithm
- Your inquiry question grows out of **where you are stuck** in relation to implementing your school improvement plan (your school’s vision and goals)
- Every 4-6 weeks the LLT comes together for 2-3 hours where the inquiry of 2 or 3 individuals will be shared and feedback will be provided

Where am I stuck in relation to influence?

Being a Learning Leader

Using a Learning Conversation Protocol in the Leadership Learning Team

- From “great discussions” to focused learning conversations
- Towards joint work
- The Learning Conversation Protocol as an “intentional interruption” of the default practices of collaboration
- What we use to ensure candor and the value of the collaborative group



The Learning Conversations Protocol (Steven Katz, John Malloy, Lisa Dack)

Description of Process	Intentional Interruption	Timing
Step Leade ess of his/her leadership inquiry, what learning moves have been undertaken, and what specifically has been learned	• Failing to be concise • Getting stuck in plan-act, plan-act, plan-act	5-8 min
Step 2: Describing the leader's work Grou gaps. NO judgements or interp oing, and no suggestions. Leader presenter to answer specific questions in a crisp and precise manner.	• Pontification and making it about yourself	5-8 min
Step 3: Interpreting the Leader's Work Group tries to understand the leadership inquiry and / or latest learning move(s) at a deeper level. Every repre Avoid pushing to consensus, put on the table as many ways of thinking about the inquiry as possible, but make no suggestions. ***Leader does not speak*** – listens to how he/she has been understood and considers: “Why would they think that?”	• Jumping to conclusions without taking the time for deep understanding • Group think • Defensiveness as per the confirmation bias • Early comments dictating the flow of the discussion	8-10 min
Step 4: Quick Clarification Group asks any additional questions of clarification that have come up Leade more	• Defensiveness as per the confirmation bias	2 min
Step 5: Implications for Practice Group discusses the implications for the Leader's learning or where the leader presenter should go next based on what they've heard and discussed. ***Leader does not speak – active listening***	• Focus on activity, rather than learning	8 - 10 min
Step 6: Consolidate Thinking and Plan Next Steps Leade (with If pos	• Jumping to action	5 - 8 min
Step 7: Reflections on the Process Leader reflects on his / her learning from the collaborative analysis (how did we push your thinking and add value because we were together?) Each member of the group shares one thing that they've put in their “parking lot” of personal connections Whole group reflects on the process of using the protocol (what did/didn't work well in terms of the intended “learning conversation” objective	• Neglecting the importance of reflection • De-individuation and diffusion of responsibility	5 - 8 min

Intentionally interrupt

Failing to be concise

Getting stuck in plan-act, plan-act

Avoid pontification and making it about yourself

Jumping to conclusions and action without taking time for reflection and deep understanding

Being A Learning Leader

As part of a leadership network

Evidence from LSA's research and experience suggests, that well-functioning leadership networks

- provide considerable autonomy to members in deciding what is considered worth learning
- prompt members to consider new ideas from their influential peers
- offer members concrete examples of effective leadership practices
- provide the types of social persuasion, modelling and mastery experiences associated with improvement in leaders' individual and collective efficacy. (Leithwood, 2017)

Being a Learning Leader

A Cross District Network Focuses in on the FAMILY PATH

School Conditions with Significant Effects on Students

"Considerable evidence suggests that family background accounts for a substantial proportion of variation in student achievement.

Family background is a multi-dimensional concept that includes some features that are largely **unalterable** in the short- to mid term and other features that are **alterable**."

Changing the Educational Culture of the Home to Increase Student Success at School, Leithwood and Patrician, 2015

https://pdfs.semanticscholar.org/d189/266eecd4dc222840d5d8937e99caa015f97b.pdf

Being a Learning Leader

Influencing **Three Alterable Conditions** on the Family Path

Parent Expectations

The degree to which parents hold high expectations of the student's promise of achieving at high levels.

Parent-Child Communications in the Home

Find meaningful ways to influence communication between parents and children in the home

Parent's Social Capital

Social capital is the power and information present in parent's social relationships that can be used to access resources helpful in furthering their child's success at school

Being a Learning Leader

Your goal is coopetition

Coopetition is the act of cooperation between competing companies; businesses that engage in both competition and cooperation are said to be in **coopetition**.

- Research and development

Being a Learning Leader
Leading with Changing Priorities in Ontario

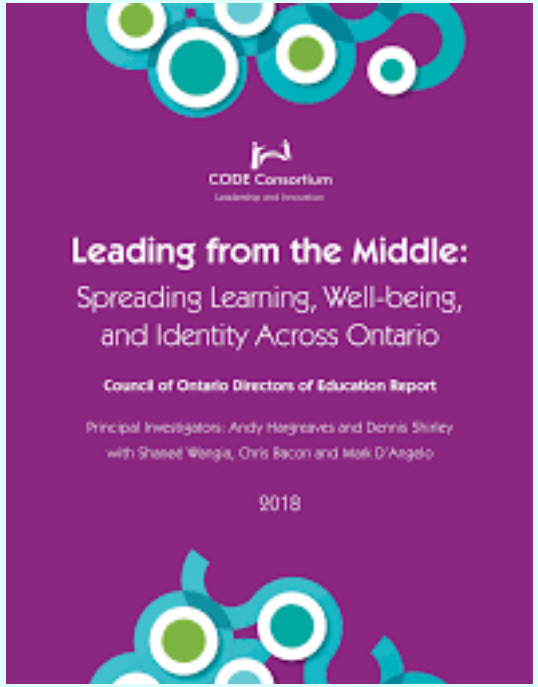
An organization cannot flourish—at least, not for long—on the actions of the top leader alone. Schools and districts need many leaders at many levels. **Learning in context helps produce such leaders.** To a certain extent, a school leader's effectiveness in creating a culture of sustained change will be determined by the leaders he or she leaves behind.

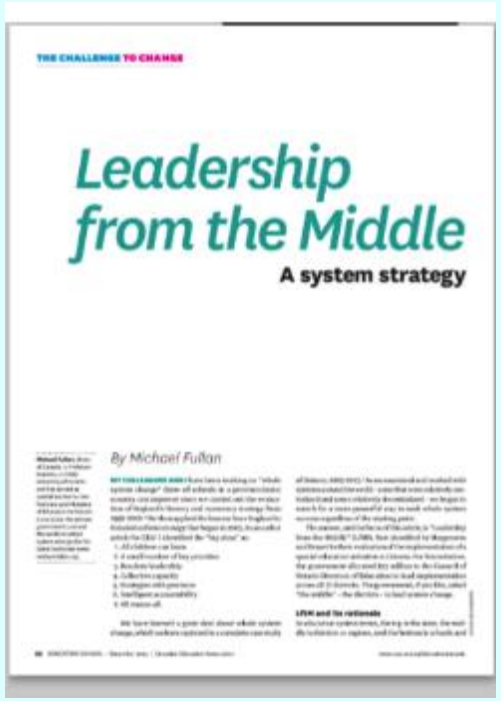
The Change Leader, Michael Fullan, 2003

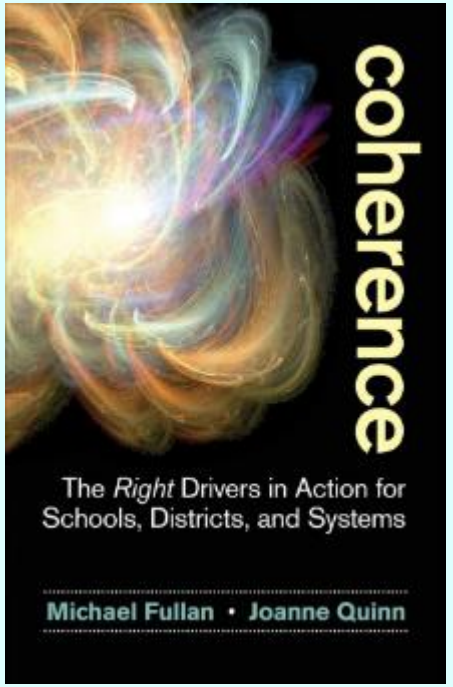
It is the health of an organization or the mind-set of individuals - that's what locks in the change over time.

Nick Waugh - senior implementation leader, McKinsey

Being a Learning Leader
Leading from the Middle







International Conference 2018
Principals' Professional Growth – a Global Perspective

Are you a learning leader?
Are you a high impact leader?

REFLECTIVE, RESPONSIVE, COLLABORATIVE, INTELLIGENT PRACTICE = IMPACT

ONTARIO, CANADA

MARG WARREN

NOVEMBER 27, 2018

References and Recommended Reading:

- **Characteristics of Effective Leadership Networks: Replication / Extension**, Ken Leithwood, 2018
- **Coherence: The Right Drivers in Action for Schools, Districts, and Systems**, Fullan & Quinn, 2015
- **Inside-out and downside-up,** Steve Munby and Michael Fullan, 2016
- **Leadership Development on a Large Scale**, Ken Leithwood, 2018
- **Leadership for Twenty First Century Learning**, OECD, 2013
- **Leading from the Middle: Spreading Learning, Well-being, and Identity Across Ontario,** Council of Ontario Directors of Education - Andy Hargreaves, Dennis Shirley and Boston College Research Team, 2018
- **Leading Student Achievement Theory of Action, Paths and Conditions,** Ken Leithwood, 2018
- **Ontario Leadership Framework and Research Foundations,** Ken Leithwood, 2012
- **School Climate: Leading With Collective Efficacy**, Peter DeWitt, 2017
- **The Intelligent Responsive Leader,** Steven Katz, John Malloy, Lisa Dack, 2017
- **Strong Districts and Their Leadership,** Ken Leithwood, 2012