

GUIDE FOR PRINCIPAL DIRECTED SCHOOL-BASED LEADERSHIP TEAMS

1. Selection of members to the school-based leadership team

Method

- 1.1 shoulder tap
- 1.2 ask for volunteers
- 1.3 combination of the above
- 1.4 formal written application

2. Some considerations

- 2.1 The committee needs to reflect the overall profile of your staff.
- 2.2 Participation in the implementation of the Language Arts and Math curriculum is not an option. Everyone must become completely immersed in it eventually.
- 2.3 All the issues in the school which impact on the teaching learning process need to be considered.
- 2.4 The leadership team is an opportunity for all staff members to experience a very unique and challenging professional activity.
- 2.5 Selection to the team could come out of school based teacher-principal consultation around the teacher's professional and career plans.
- 2.6 We tend to "lean on" the same few people (experts) for leading projects. Consider what impact this will have on a process which requires everyone to have a high yet balanced profile. All staff have an equal stake in the implementation process.

2.61 Teacher workload consideration:

Teacher time is a scarce resource and subject to a trade off effect. When already fully occupied teachers are asked to do something new, it means one of three things: working longer, eliminate an existing task in favour of a new one or doing everything less well in order to fit in the new task. Teachers need to be part of the consultation/implementation process.

- 2.7 What role will the principal have? Vice principal? Learning Assistance teacher? Teacher-Librarian?

3. Staff Profile

In reviewing the profile of the professional staff, the principal will recognize descriptors that might assist in identifying the strengths and weaknesses of the group.

3.1 Descriptors:

- reflective practitioner
- knowledgeable
- eager to learn
- friendly
- time commitment
- risk taker
- accepts a challenge
- organized
- good time manager
- quality teacher
- career investing
- problem solver
- curriculum expert
- likes kids
- humorous
- not afraid of work
- reliable
- divesting
- procrastinator
- I'm already doing this
- always finds a way to sabotage
- prefer to work on my own
- compassionate
- confident/competent
- energy giver
- good communication skills with parents
- knows how kids learn
- curriculum leader
- task analyzer
- comfortable with peers
- accepts responsibilities readily
- willing to share professionally
- "critical" thinker, planner (to higher level)

4. Developing a Strong Leadership Team

- 4.1 Becoming knowledgeable about the task.
- 4.2 Set out the goals of the implementation process.
- 4.3 Developing a process for building trust.
- 4.4 Developing a process for planning the implementation.
- 4.5 Process to guide the implementation.
- 4.6 Develop a plan for professional development.
- 4.7 Develop a range of techniques which can be used at various stages of the implementation process.
- 4.8 Connecting all the pieces to Language Arts and Math.
- 4.9 Specify the actual role, expectations and goals of the leadership team.

5. Test of Implementation

5.1 What the children have learned.

5.2 Have we achieved the goals of the Curriculum?

- ie. 5.21 Balance of reading, writing, speaking and listening.
- 5.22 Balance in Mathematics - problem solving, geometry, concrete, estimation, numeration, etc.
- 5.23 Has the project been successful in the eyes of the learner.

6. Suggestion for Membership of the Leadership Team

- Vice Principal and,
- 3-4 teachers depending on the size of the school,

Optimum size of the leadership team to be 4 or 5 in total.

Suggestion Note

- The principal should be an unofficial silent supportive resource member of the committee operating at arms length.
- The principal needs to be the first person to bring the information regarding assessment, reporting and curriculum to the parents.