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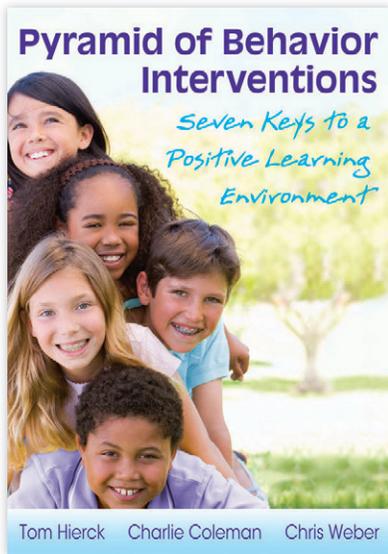


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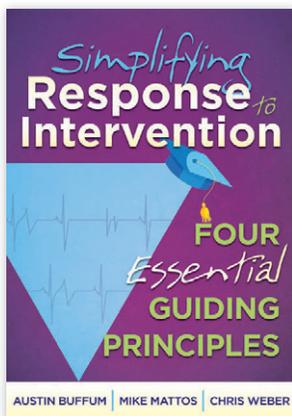


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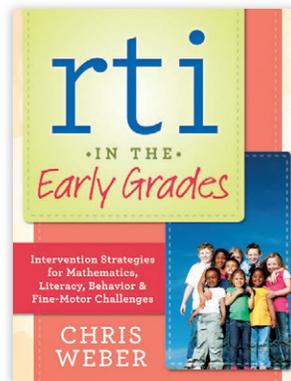
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The E in E-Leadership Stands for Empathy



Greetings From the President

I would like to begin by saying what an honour it is for me to be allowed to represent the role and perspectives of the principal and vice principal on a national level. The voice of the school based leader is critical in so many educational conversations and I am pleased to state that our voice is welcomed and in fact, sought out actively by many partner groups and organizations.



Jameel Aziz

President, Canadian
Association of Principals



Knowing how differently each province and territory has their organizations structured, my main challenge has been learning the various organizational models that exist across Canada so I can best find the balance in any of the discussions or meetings that I am invited to take part in. Like so many roles we have, I am sure I am learning more than I am providing but I am thrilled to be in the role.

The year has been busy right from July 1. I was able to attend the CASA conference in St. John's, Newfoundland in the first week of July. While there, President Elect Tina Estabrooks and Past President Bill Tucker were able to meet with me to do some planning for the year. These plans included creating a framework for the beginning of our Strategic Planning process, meeting with Apple Canada around a new proposal and finalizing structures for the release of the National Principal's Research.

Following this meeting I headed to Ottawa for the CTF conference focused on Aboriginal and Indigenous Education. It was great to meet with leaders from across the nation to discuss this important topic. During this time, initial contact was made with CMEC, the Canadian Ministers of Education Council and we have established a new working relationship to share information, ideas and structures.

Recently, Tina Estabrooks and I attended an International Education Symposium hosted by OPC in Toronto. This was a discussion around education trends with the leaders of Principal's organization from a variety of locales including Peru, Denmark, Ireland, England, Australia and Canada. The similarities and concerns of each area were surprising but really illustrated the global need for a trained and skilled work force and the dilemma of classic education versus workforce training that each educational jurisdiction must wrestle with. We also had a very productive introductory conversation with the Canadian Ministers of Education Council and have set in place an agreement to share some initiatives and data moving forward.

Following these meetings, the entire national Board met in Ottawa to work through the business of the organization, preview the final draft of the Role of the Principal study and begin the process of framing the strategic plan for the organization. We also had a report on the conclusion of our very successful CAP 2013 conference in Banff and a planning report from Halifax in regards to CAP 2014.

We appreciate any and all feedback that you provide and you can keep up to date with us by following CAP on Twitter, checking out our website or by following me @CanterburyGuy

My best to all of you for a continued successful school year!
Jameel Aziz

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Editor's Comments



Welcome to 2014!
Greetings to all!

It is my honour and privilege to be writing and reaching out to all leaders and educators across our great country and abroad. It is an exciting and challenging time to be an administrator, teacher, and educational leader. Our Winter 2014 edition highlights the multitude of global forces shaping and creating a major impact on the landscape of learning, here in Canada and around the globe. As educational leaders across the country, we have to continue to impose our learning will within our respected learning domains to advocate for educating and connecting with students and preparing each one to be an outstanding global citizen.

In this edition, as you read through the articles, try to attach your own personal framework, experiences, understandings and professional viewpoints to the multitude of global forces outlined in these pages and how they relate to your leadership landscape. Take the time to figure out how technology, economy, student achievement, class/school composition, leadership capacity and parental engagement, just to name a few, impact us daily and how you, as a leader, are going to ensure learning will take place, no matter what force you are facing. As you finish the journal, take the opportunity to become the leadership force that you are and share your vision with your learning community.

We all remember our time in school, sitting in the back row, hearing our name being called, standing up in front of the class, and giving our answer – hoping and wishing – that it was the right answer to the question being asked. As educational leaders, do we have the right answers to the questions being asked across the globe about education? Are we asking the right questions? In 2014, we, as educational leaders are asking the right questions, however, we will not know all the answers on our own, but as we lead our educational communities, connect with learners, engage minds and challenge the views of the many that only support the few, we will collectively and collaboratively have the right answers and they will ring true, resoundingly across the educational globe as we advocate together, a united global force.

I would like to envision that all educators take on the role of global leader and together become an educational force, where we all make a difference not only in the life of a child, which we strive to do each day, but be the force that resonates with student success, community collaboration and educational leadership and shape the landscape of learning for the world to see in 2014 and beyond. In closing, I would like to say thank you to all of you for your readership. This year, be good to yourself and find the driving force that makes you tick and ignite that “feeling”, “passion”, and “voice” in a colleague, student, teacher, leader, and be the educational force making 2014 a year to remember.

May the educational force be with you,

Sincerely,
K.J. White - CAP Editor

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Canada's Outstanding Principals Reshaping the Future of School Leadership

Purpose

The purpose of this paper is to synthesize recommendations and implications for system leaders, program developers, and policymakers based on my mixed-methods doctoral study of Canada's Outstanding Principals (COP) recipients. COP recipients are well situated to communicate, extend, and reshape best practices to non-COP principals nationally and globally.

Recommendations and Implications for System Leaders

One, system leaders must recognize the complexity of the principal leadership role and better differentiate for the leadership development needs of principals. A recognition that system leaders acknowledge the complex expertise and skills required for principals to lead within multiple layered contents, often simultaneously, appears necessary. Part of this recognition is to provide principals with sufficient autonomy to work within adaptive, iterative contexts throughout times of change. The implication for system leaders is to consistently align their articulated recognition of principal leadership role complexity with providing principals greater autonomy to respond to complexity.

Two, system leaders must consider succession widely and focus on building leadership capacity across stakeholders. Succession and sustainability are enhanced when facilitated by senior system leaders committed to building leadership capacity. Unfortunately, several interviewees expressed the perception that system leaders were often impediments to building leadership capacity by structuring leadership development opportunities to maintain the status quo. System leaders must structure learning based on job-embeddedness, provide feedback that stretches thinking about leadership, and facilitate innovative responses to leadership challenges.

Three, the role of system leaders is to articulate strategic priorities, and to provide principals with the autonomy to develop the necessary expertise to meet the needs of specific contexts. The expertise of principals whose leadership behaviours are informed by the system lens is further strengthened by networking beyond specific contexts. Principal learning teams are an example of such a network. The implication for system leaders is that systems are strengthened when direction is clearly articulated, principals are empowered to approach their leadership contexts through the system lens, and principals are

given sufficient autonomy to also pursue leadership development that honours their unique professional growth needs. Principal efficacy will be enhanced by this balanced approach to leadership development.

Four, system leaders must create and nurture cross-sector partnerships where educational leaders are co-learning with non-educational leaders. The implication for system leaders is that principals will be exposed to non-education leadership. Consequently, leadership repertoires will be enhanced. Reciprocity will be inherent within such sharing. Cross-sector partnerships are strengthened when they are purposefully fostered by system leaders.

Recommendations and Implications for Program Developers

One, exemplary leadership development programs contain six elements: developmentally appropriate for career stage and trajectory; aligning with core transformational practices; strengthening the relationship between theory and practice; balancing job-embeddedness with a lifelong commitment to continuous professional growth; purposeful, reciprocal, and iterative peer networking; and focusing on improving instructional leadership and student achievement. These six elements represent a synthesis of the research literature reviewed for the purposes of my research. Program developers may wish to disaggregate these six items further.

Two, program developers must recognize that engaging in face-to-face networking appears to be preferable to technology-based networking. Quantitative and qualitative evidence described the perception that the potential of technology-based networking was not reported to be an impactful approach to leadership development. However, this recommendation presents a challenge to the sustainability of leadership development programs where large geographical distances exist between participants. The implication for program developers is to integrate face-to-face networking with technology-based networking.

Three, job-embeddedness must be balanced with opportunities for collaboration. Interviewees reported that job-embedded leadership development experiences were influential to their professional learning, and also provided opportunities to consolidate principal efficacy. Interviewees reflected that leadership development was best done as a collaborative exercise with other leaders while doing leadership. Several interviewees reflected that their repertoire of skills and expertise was transferable to another jurisdiction (e.g., school, province, country, or organizational hierarchy). Job-embeddedness matters, but leadership skills are transferrable. There was also the recognition of the value of

collective reflective practice. The implication for program developers is to integrate job-embeddedness with opportunities to collaborate, including collective reflective practice, with colleagues.

Four, leadership development programs require multi-year commitments where program lessons can then be applied to job-embedded leadership contexts. Multi-year commitments provide opportunities for participants to further share their professional learning. The implication for program developers is to recognize that leadership development programs are strengthened when program lessons are applied to job-embedded contexts, and participants are then provided the opportunity to reconvene and share their learning.

Five, leadership development programs must integrate theory and practice. Instructional leadership and foundational understandings of leadership and change theories are necessary to influence student achievement. This integration of theory and practice can become

increasingly sophisticated where leadership lessons from education and non-education leadership contexts are integrated. Potential benefits from this approach include: professional growth opportunities inherent when co-learning from other contexts; integrative thinking is fostered when leaders are confronted with complex challenges; and the understanding of the theory and practice continuum is

enhanced by cross-referencing leadership wisdom from non-education leaders. The implication for program developers is to seek integrated partnership opportunities between education and non-education program developers.

Six, core transformational leadership behaviours serve as mediating variables between principal efficacy and student achievement. Given the indirect influence of principal leadership on student achievement, program focus must be on mediating variables. The implication for program developers is to consolidate principal expertise of core transformational behaviours, and then to apply them as a mediating variable between principal efficacy and student achievement.

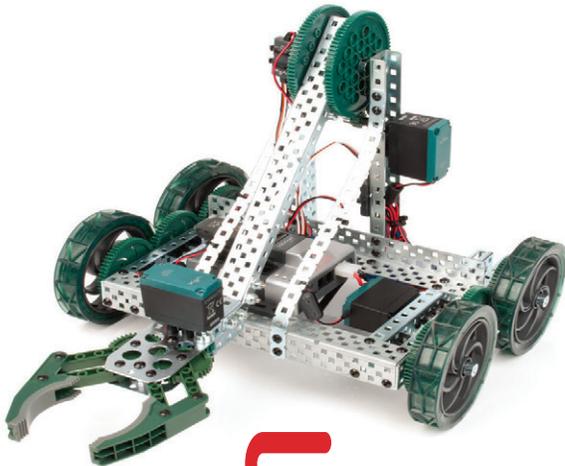
Seven, program developers must focus on consolidating principal efficacy early in leadership development programs. Principal efficacy is foundational to successful school leadership, and is a prerequisite to transformational leadership and leading the instructional program. The relationship between principal efficacy and collective principal efficacy must be deliberately nurtured. The implication for program developers is the recognition that gathering individuals with high principal efficacy does not necessarily translate into high collective principal efficacy.

“Multi-year commitments provide opportunities for participants to further share their professional learning.”

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Recommendations and Implications for Policymakers

One, principal efficacy is a prerequisite to transformational leadership. Principal efficacy has four elements: belief, not actual performance based; focused on an individual's self-perceived ability; intentionally planned; and achievement-oriented. Therefore, one foundational goal of leadership development policy is to enhance principal efficacy, and then to expand the leadership development program to include increasingly sophisticated leadership behaviours. The implication for policymakers is to recognize that principal efficacy must be established and consolidated during the initial stages of leadership development programs.

Two, there must be recognition that the principal leadership role is more complex than being narrowly focused on instructional leadership. Principals require a large repertoire of leadership practices and behaviours that can then be adapted to specific leadership contexts. Principals do not work exclusively from one model or style. The implication for policymakers is to generate leadership development policies that balance and integrate foundational knowledge of leadership theory with instructional leadership.

Three, over and above an existing skill set, well-designed leadership development programs need to integrate leadership practices from education and non-education sectors. Leading schools is complex work in times of change. Change is constant. However, non-education leaders also respond to change on a daily basis. Shared leadership wisdom between education and non-education sectors enhances the leadership repertoire of both. The implication for policymakers is to establish guidelines for co-learning among leaders from different sectors.

Four, principal leadership development programs are enhanced when professional learning networks extend beyond specific school districts and integrate provincial, national, and global perspectives. Co-learning with colleagues, beyond narrowly defined district school boundaries, provides the opportunity for program participants to expand their leadership repertoire, and to adapt the leadership behaviours from other contexts into their own leadership context where appropriate. The implication for policymakers is to actively pursue professional learning networks beyond a specific jurisdiction with the requirement that program participants make multi-year commitments.

Conclusion

Canada has been recognized by OECD (2010) and in the McKinsey Report (2010) as a high performing jurisdiction as measured by PISA, PIRLS and TIMSS. Part of Canada's success can be attributed to exemplary principals working collaboratively with skilled teachers. COP recipients have an influential role to play in reshaping the future of school leadership.

AUTHOR

Dr. Scott Lowrey is an elementary school principal in Hamilton, Ontario. He received Canada's Outstanding Principals (COP) recognition in 2005, the inaugural year of the program. Scott earned his Ed.D. from OISE/University of Toronto (Educational Administration) in 2013.



Leadership for

Global Education:

A Look Inside One of the World's Highest-Performing School Systems

What is the role for school leaders in supporting school improvement and sustaining identified drivers of student success today? What might this look like in the future? How might the role be reshaped? And what is the nature of professional learning needed for those “leading the way”?

In 2012, Gianna Helling was part of an Ontario delegation invited to participate in the Global Education Study and Summit with Battelle for Kids International. Battelle for Kids is an American not-for-profit organization that provides counsel and solutions to advance practices for improving educator effectiveness and communication. The Summit took place in Columbus, Ohio, and delegates were from five of the world's highest-performing school systems. These included Finland, Hong Kong, Singapore and Long Beach, California, as well as the delegation from Ontario comprising of Mary Jean Gallagher (Chief Student Achievement Officer, Assistant Deputy Minister, Student Achievement Division, Ontario Ministry of Education); Rhonda Kimberley-Young, (Secretary-Treasurer for the Ontario Teacher's Federation); and Gianna Helling (Principal, St. Sebastian Catholic School, Toronto).

This unique opportunity enabled representatives from five diverse school systems to collaborate and learn from each other. Delegates were asked to share and discuss critical issues in educational improvement, and experiences and expertise related to the following question:

the world, that have achieved significant sustained gains across the world, and that have achieved significant sustained gains as measured by national and international assessments, achieve these results?

What is a High-Performing System?

A high-performing system was defined as one in which, “low-performing students perform not much differently than top-performing students, and where a family’s socioeconomic status is not a significant driver of student performance. High-performing systems are in the top ranks on quality, equity and productivity”. The five participating delegations, were chosen from 12 high-performing school systems ranked as *sustained improvers* in the following international assessments:

- International Mathematics and Science Study (TIMSS);
- Programme for International Reading Literacy Study (PISA);
- National Assessment of Educational Progress (NAEP); and
- Progress in International Reading Literacy Study (PIRLS).

Furthermore, each system had “sustained gains of five years or more of improvement with at least three data sets in an upward trend across multiple subjects and/or assessments and with significant gains”.

Ontario’s Contribution to the Summit

Delegates were asked to focus on significant moves, actions and experiences that have made the most difference in our school system and to engage in conversation with summit attendees. In addition, we were to present focused sessions that would provide an in-depth overview and the opportunity to ask questions. This article presents three drivers of student success, highlighting global forces on, and implications for, reshaping the future of school leadership.

The Ontario delegation presented three of six identified drivers of student success:

1. Cultural Expectation of Value;
2. Personalization and Pathways for Student Success; and
3. Teacher Selectivity, Quality and Growth.

Cultural Expectation of Value

Cultural Expectation of Value was defined as follows:

- Education is for the common good. A fundamental belief that everybody benefits from an educational system that places the learner at the center of the system
- Quality of the national curriculum: A clear and consistent set of commonly communicated and accepted standards across all grade levels that set academic expectations about what learners should know and be able to do.
- Quality of instruction: An emphasis on purposeful and engaging lessons that enable students to assimilate content and process information consistent with high academic expectations.
- Focus on policy and practice continuity: Explicit theory of change and the discipline to live it at all levels of the organization (not letting political change this focus). Policy and practice are aligned so that all levels of the educational system operate with the same understanding about how best to structure school and classroom environments to enhance student learning.

The Ontario delegation focused on the School Effectiveness Framework (2010), which provides a systematic structure for publicly funded education in Ontario grounded in the collaborative inquiry model. Students are at the very centre of the framework. For example, *Personalization* provides assessment and instruction tailored to students’ particular learning needs. Precision links assessment *for* and *as* learning to evidence based instruction on a daily basis. Focused, ongoing, job-embedded professional learning for every educator is based on the collaborative inquiry model, also linking instructional practice such as differentiated instruction with assessment *for* and *as* learning. Policy and practice are aligned so that all levels of the educational system in Ontario operate with the same understanding about how best to structure school and classroom environments to enhance student learning.

Personalization and Pathways for Student Success:

Consider the following definitions that were applied to understandings of this driver of student success:

- Multiple, connected pathways to student success. Academic and vocational pathways are designed and delivered so that all students secure both core competencies and engage in educational programs that are relevant to their personal and career interests. Clear and accessible gateways exist from elementary to secondary education to post-secondary and vocational education.

- Importance of equity and access for students. Finance and accountability systems provide a fair allocation of resources for all students with transparent communication on who gets how much, for what, with what results.

The four key levers for secondary reform in Ontario were also presented by the Ontario delegation:

1. School culture and the four pathways
2. Interventions for students at risk of not graduating
3. Engaging and relevant programming
4. Effective Instruction

Resources for critical pathways, planning tools and supports, including transitions planning, and career studies, were discussed. Participants at the Summit were also very interested in hearing more about Ontario's Specialist High Skills Majors and Dual Credit Programs.

Teacher Selectivity, Quality and Growth

A third area of focus was Teacher Selectivity, Quality and Growth - in other words, hiring great teachers. This was defined in the Global Education Study (2012) as:

- **Teacher selectivity:** High-performing countries place a premium on selecting the very best individuals for appointment to classroom assignments. Only the highest-quality candidates are considered for selection as teachers for classroom assignment with elementary and secondary students.
- **Teacher/school autonomy:** The system encourages and supports professional and organizational flexibility and expertise to ensure all students succeed.
- **Professional development:** Teachers receive additional pedagogical training after they have completed their initial preparation for classroom assignments. Professional development occurs when the teacher has responsibility for a classroom, understands the next steps on the career ladder, and receives training for continued career progress.
- **Maintain focus and minimize distraction:** The ability for teachers to make pedagogical decisions about what is essential for student learning and focus primarily on that content during the instructional process.

The Ontario delegation included selection screening and pre-service education for new teachers as well as systematic professional learning. The professional learning discussed reviewed and expanded the following:

1. NTIP (New Teacher Induction Program)
2. ALP (Annual Learning Plan)
3. SIP and BIP (School and Board Improvement Plans)
4. Capacity building
5. Teacher release time/collaboration

Teacher directed learning in Ontario was described as Additional Basic Qualifications and Additional Qualification programs, federation professional development, additional accreditation including M.Ed., Ph.D., Supervisory Officers Qualifications (SOQPs) and other professional learning and research.

Three other drivers of student success examined and discussed at the summit included:

1. Early Learning;
2. Focus on Learning; and
3. Education Linked to Economic Development.

Our delegation was sensitive to the fact we were presenting these ideas for promoting student success at a time of political change and conflict for education in Ontario. However, even in times of unrest and complexity it is important to keep moving forward. With representation from the Ontario Ministry of Education, Ontario publicly-funded Catholic Schools and the Ontario Teacher's Federation, our delegation remained convinced that our priority as educators was to ensure our work with students remains central to our purpose – locally and globally. When asked what key lesson they could take from Ontario's success story in educational reform, Mary Jean Gallagher's response essentially summarized the need for high quality education for all students including an equitable and consistent funding structure that declares the importance of children to our future.

A focus on student well being and achievement in a time of political and economic upheaval challenges the structures that serve to marginalize students. By keeping students at the centre of the educational purpose, and ensuring relevant professional learning for teachers and school/system leaders, we contend Ontario will continue to be recognized internationally as a high-performing school district.

For the monograph including the drivers of success, the Global Education Summit photo library, presenter bios and social media links go to:

www.BattelleforKids.org/go/global

Battelle for Kids

AUTHORS

Gianna Helling has been a teacher and principal with Toronto Catholic District School Board (TCDSB) in Ontario for over twenty years. She has worked with administrators provincially, nationally and internationally on strategies for students at risk, secondary level literacy, and successful transitions, K-12.

Susan E. Elliott-Johns is currently a teacher educator and educational researcher at a faculty of education in Ontario. Her research interests include literacy teacher education, and effective approaches to leadership for system/school improvement and student success, K-12.

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T Learning *thoughtfulness* in Educational Administration and Leadership

“Educational leaders must be able to think deeply about the principles that underlie their actions and they must be able to think about the meaning of what they do” (Mackler, 2008, p. 110). The role of the principal as an educational leader in the 21st century is inextricably tied to issues of leading in a diverse milieu with its implications for issues of social justice and equity in the educational system and in society at large. This essay underscores the importance of learning *thoughtfulness* in educational administration and leadership courses at the graduate level and explores how this concept can better prepare students for understanding the importance of diversity and social justice issues in educational leadership, how to balance theory and practice, and how to teach thoughtfulness to students to train them to think philosophically and conceptually about educational administration and leadership beyond managerial, organizational and bureaucratic processes. Cuenca (2010) describes thoughtfulness in education as a mindfulness that requires a heightened awareness of action and interaction that opens the student to learn about others’ insights and experiences. Further, thoughtfulness validates the unique way in which each student makes sense of his or her own experiences and provides prudent and respectful opportunities to construct actions in response to unique circumstances.

Most students who take these courses aspire to educational leadership roles or are already functioning in this capacity. In these graduate courses there is an expectation of *transformation* through learning, dialogue, reflection, and exposure to different theoretical and conceptual frameworks, critique, and reshaping and refashioning of ideas. Many of these students, who also work in the field, struggle with the transformative aspects as they try to bridge the divide between theory and practice. Students enrolled in educational and leadership courses are entrenched in a managerial discourse in the lived reality of their lives in schools. They are torn between their ethical and moral convictions and the pressures of bureaucratic, organizational, and institutional responsibilities.

Social Justice Issues and Practice in Educational Leadership

Meyer and Mitchell (2011) argue that oppressive structures such as racism, sexism, classism, and homophobia interact with social constructions of personal and professional identities, educational policies, and schools which are embedded in the power structures and dynamics that generate a “complex, intricate, and entangled set of vulnerabilities and relationships between and among individuals and groups” (p. 9). Further, Meyer and Mitchell found the literature on social justice issues in educational leadership to be lacking on the obligation of educational administrators on how to prepare students to succeed in the world *as it is*. The literature is focused on the importance of creating a just and equitable society (a very important, yet long-term process), but lacks focus on how to teach and prepare children to function and succeed while living in a world prevalent with oppressive social structures. Educational leaders must themselves first take a critical stance of the social world they inhabit and acknowledge inequities (Daniel, 2007) before they can lead others to do the same.

Theoharis (2007), in his discussion of the meaning of social justice, cites Bogotch (2002) to assert that social justice is a social construction and that fixed meanings of social justice prior to actual educational leadership practices are non-existent- i.e. meaning is made in action. But how do we get school leaders to *stop and think* (Mackler, 2008) about the *episteme*, which in a Foucauldian context is “a regime of truth or general politics of truth, which provides the unconscious codes and rules or holistic conceptual frameworks” (Ball 2013, p. 21) when the *episteme* can make it impossible to think outside the parameters of an accepted discourse. This is especially relevant as administrators “are generally trained to expect

a rational organized world” (Samier, 1997, p. 432). Samier further argues that technical rationality has led to a “bureaucratization process ...having disastrous effects through the legitimized disempowerment of social classes and status groups” (p. 433). Starrat and Leeman (2011) delineate two kinds of possible ethical tensions faced by persons in

“Action, according to Arendt, occurs in a web of relationships, and oftentimes our actions are lacking in meaning because they are devoid of thoughtfulness. In thinking, our mental faculties consist of two distinct parts: the intellect with a focus on knowledge while reason is the search for meaning to ask, “Why am I doing this?”

leadership roles: (a) tension between their personal and professional values and the values expressed by the constituents they serve and (b) tension between their role as advocates for students and student success and the demands of bureaucracy. These tensions often lead to a schism between espoused theory and theory in practice due to the urgency of issues, the daily onslaught of problems, and other matters that do not allow for reflective practice and thoughtfulness.

The Schism Between Theory and Practice

Davis, Sumara and Kapler (2002) state that theory comes from the Greek *theoria* a way of seeing- therefore the way we see the world shapes our perceptions and thus how we live and act in it. Keedy (2005) argues that this schism “is endemic to all professional schools” (p. 135) and provides a comprehensive overview of the origins of the institutional separation of theory and research from practice (p. 136). Further, Keedy quotes Dewey (1904/1977) and argues that practice is simply too complex to be understood as a mere transfer from theory. Additionally, Argyris and Schon’s (1974) oft quoted *espoused theory* and *theory in practice*- mean that administrators might be willing to state that they *espouse* social justice but in reality there is not much they actually do about it in practice.

Further, Lattuca (2012) argues that many preparatory programs are consistently weak in the linkage of theory to practice and stresses the importance that administrators need to be fully prepared for their roles: “Individuals working on their administrative certifications should leave higher educational institutions with an understanding of the theoretical and social components of what the role of principal entails” (p.228). However, do the standards provided by educational leadership and policy standards (see p. 230) lead to thoughtfulness?

Learning Thoughtfulness

Public education and educational leadership in particular is, by its very nature, a moral activity (Greenfield, 2004) and carries certain ethical and moral responsibilities. Greenfield cites Schrag (1979) to underscore the implications of these responsibilities for educational leaders and suggests that as moral and ethical leaders they should: (a) base their decisions on principles they adopt and uphold; (b) consider the interests of all constituents in their decision making;

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(c) base their decisions on all the information and facts they can obtain; and (d) base their decisions on moral obligations which they must take seriously and thoughtfully.

The concept of thoughtfulness is borrowed from Hannah Arendt,¹ a political theorist/philosopher who coined the phrase *the banality of evil*, who was a journalist during the trial in Jerusalem of the high-ranking Nazi war criminal Eichmann. Arendt observed Eichmann and was amazed at how “normal” he appeared in his stand that he was following orders in the highly structured Nazi machine. He believed he did not commit crimes, but firmly upheld the laws of the land at that time. He did not *stop and think* about his actions and their consequences. Arendt raised the question whether evil was radical or were ordinary law abiding citizens capable of evil simply because they followed orders and conformed thoughtlessly. Evil, according to Samier (2008), “can be masked in technique and technology” (p. 4) and leaders can be trapped in the dictates of bureaucracy.

Mackler (2008) uses Hannah Arendt’s concept of *stop and think* to argue that “thoughtlessness and evil are interrelated” (p. 110). Mackler focuses on hermeneutic thinking for leadership on its three modalities:

action, thinking, and judgment, which are summarized here. Action is tied to plurality in the sense that no two human beings are ever the same—hence the condition of plurality (diversity as we use it today is a very narrow interpretation). Action, according to Arendt, occurs in a web of relationships, and oftentimes our actions are lacking in meaning because they are devoid of thoughtfulness. In thinking, our mental faculties consist of two distinct parts: the intellect with a focus on knowledge while reason is the search for meaning to ask, “Why am I doing this?” (p. 114). Further, Mackler interprets Arendt’s use of thinking in this way: “Just as we had to stop and think about meaning, we must also stop thinking to take a stand on the meaning of that about which we think” (p. 116). Lastly, judgment is concerned with meaning and it derives rules from particulars (p. 117). Thus, the educational leader has to make sense of local and global events as they apply to the realities of school and society.

Conclusion

There are key concepts that will enable students in graduate level courses to think philosophically and conceptually about educational administration and leadership so that they can give serious thought to issues that lie beyond the dominant managerial, organizational and bureaucratic

perspectives to become public intellectuals capable of transformative action. Firstly, they must truly understand the significance of issues of equity, inequities, and the principles of social justice in public education (Dantley & Tillman, 2006). Next, they must acknowledge the schism between espoused theory and theory in practice. Lastly, and most importantly, a sound understanding of the above concepts will enable them to practice thoughtfulness in their everyday actions and decisions.

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¹ We do not claim to be Arendt scholars so most of our interpretation is based on secondary sources. The phrase *banality of evil* struck a chord with students in our courses and led to a lot of thoughtful analysis and discussion. Likewise, Samier’s writings, especially her writing on *passive evil* was another particularly favorite reading in the course.

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Before he was murdered by one of ancient Rome's most horrific tyrants (Nero), the Stoic philosopher Seneca coined a dictum which has been passed down through the ages: "Non vitae sed scholae discimus," or "Learn not for school, but for life." It's a timeless quote, especially for anyone trying to understand the labyrinthine realities of schools today. Its relevance endures because in spite of an apparently endless tsunami of reforms sweeping schools around the world we continue to ignore Seneca.

We continue to organize our schools such that students are compelled to learn for schools and not for life thereby implicating school leaders in the increasingly untenable work of helping teachers do the wrong things better. This is one of the underlying themes emerging in the national study *The Future of the Principals in Canada* to be published early in the coming year.¹

While critical thinking and problem-solving, framed as '21st century skills' are touted by many policy makers, the torqued up rhetoric of competition distracts us from long-term improvement. Much of the slick and gimmicky diet of "twenty-first century skills" simply embody what Hannah Arendt (1954) called "the pathos of the new." Arendt observed just how popular and fashionable the idea is that simply by declaring that one has a novel idea it must inherently be better than older, more time-tested virtues.

Globally, the distortion of true learning is evident everywhere: in cram schools in East Asia that pound facts into the minds of bewildered students until late at night on schooldays and on weekends; in parental obsessions in North America to place children in the most expensive private schools that will push their children's test scores ever higher; in the simmering competition, visible just below the carefully sustained taciturn surface, of Nordic professionals who are keen to place their sons and daughters in their city's most prestigious secondary schools. In Singapore it is called "kiasu," or "the fear of being left behind."

As illustrated in the *Changing Landscapes in Co-Creating a Learning Canada*,² we are not immune here in this country. One third of Canadian parents have hired a tutor for their child, while typically, the child is already an honours student. Further, 88 percent of parents expect their children to attend postsecondary while 57 percent expect

university attendance. This almost obsessive focus on achievement over learning for life drives parents to rank their children's schools with one another even when the ministries of education discourage this practice. There is little doubt that Canadian principals struggle to sustain the kind of teaching and learning our society needs the most at the beginning of this fragile and vulnerable new millennium.

There may be some benefits to all of this hyperventilating competitive energy. It works in sports, business, and entertainment—why not in schools? The short answer is that excessively achievement-oriented cultures breed systemic distortions that distract us from the deeper and more rewarding parts of the human condition and perpetuate social and political divisions. Among peer countries of the OECD, Canada ranks 17th

out of 20 in terms of income inequality: across Canada, school leaders are compelled to mitigate the negative impacts of income inequality.

“We are seeing a turning of the tide that promises to enhance the instructional leadership role of the principal globally.”

Goals Gone Wild

One of the best ways to apprehend these negative aspects of competitive energy gone awry is to read a counterintuitive study published by the Harvard Business Review a few years ago entitled "Goals Gone Wild" (Ordóñez et al., 2009) Challenging a core tenet of modern management—that the setting of ambitious goals and relentlessly pursuing them is imperative for organizational success—the authors compile research showing that an excessive focus on achievement leads to a narrowing of focus that can blind individuals to unethical dimensions of their work and to necessary modifications that need to be made en route to achieving goals.

In the US, the most spectacular example of "Goals Gone Wild" in education surfaced when the award-winning Superintendent of Atlanta's public schools, Beverly Hall, was found guilty along with 34 colleagues of massive cheating to reach goals established by the federal government's No Child Left Behind Act of 2001. While we might consider this simply an example of American excess, one needs to look only to the growing questions regarding the PISA testing program that has tilted education programs of the OECD countries towards a focus on short-term gains in a narrow band of educational goals. Further, a growing body of researchers is drawing into question the integrity of entire PISA program – not only in terms of its problematic sampling processes but the tendency of participating countries to attempt to 'game' the outcomes.³

Across Canada we heard many school leaders in the focus groups for the principals' study asking for a counter-narrative to the contrived, fear-driven catalysts of social and educational Darwinism. Along with teachers, students and parents, they are eager for ways

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of understanding themselves and the global forces shaping their communities as documented in *Changing Landscapes in Co-Creating a Learning Canada*. In reviewing this environmental scan, the paradoxes and promises principals face in their schools and communities will be explored in the final full report this is due out early next year. Three of the biggest challenges are to recognize that:

- *Connectivity does not mean connection.* Canadian youth in Grades 6 -10, screen time on weekends was 7 hours and 25 minutes per day, while weekdays amounted to 5 hours and 56 minutes per day (Active Healthy Kids Canada).
- *Equity continues to elude us.* We are the some of the richest people of the planet yet Canada is at the bottom of the 25 economically advanced countries with respect to children's readiness to learn by age 6 (UNICEF 2009).
- *Increasingly we will be managing without growth.* Viable communities and neighbourhoods must be sustained in the face of threats such as urban sprawl.

Signals of Hope

The global forces shaping Canadian schools have created important opportunities and challenges that were given voice in focus groups of principals across the country starting in 2012. A recurring challenge echoed by the study's participants was the complexity of mediating conflicting definitions of student learning through the ephemeral quality called 'instructional leadership'.

In the face of these global forces, Canadian principals alongside other educators and students are looking for an alternative approach to improving schools and society that deepens active citizenship and lifelong learning. Many of their aspirations and concerns are captured in two books one of us has authored with Andy Hargreaves entitled *The Fourth Way: The Inspiring Future of Educational Change* (2009) and *The Global Fourth Way: The Quest for Educational Excellence* (2012). These books describe educational reform efforts since World War Two through three definitive transformations.

The initial shift that helps to define our current era was characterized by high teacher autonomy and few governmental prescriptions (the First Way). This phase was supplanted by punitive market-driven standard reforms under Thatcher and Reagan (the Second Way). This then gave way to a new Third Way that still prevails today. It is a combination of pressure and support strategies initiated by Blair in the UK and Clinton in the US in the 1990's, driven by technology-driven decision-making leading to school rankings and mechanisms of bureaucratic control far removed from classrooms.

Not all nations pursued this same path of the First, Second, and Third Ways of change. Finland, for example, recognized that the First Way did not respond to voters' aspirations for a just and humane society and went straight to a Fourth Way of innovation and sustainable transformation. Finland, however, is a striking exception to global trends. Overall, the categorization of four different Ways of change has proven to have some staying power even in jurisdictions



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with separate paths because these jurisdictions now increasingly find themselves pulled into the vortex of Second and Third Way policies. International tests such as the Programme of International Student Assessment (PISA) of the OECD are playing a major role here, as policy makers seek to use them to burnish their credentials and to reassure anxious publics that their children will be well prepared for the future. Major educational companies and consultancies, such as McKinsey & Company and Pearson, Incorporated, have swept into many jurisdictions to profit from the public's anxiety with a battery of new assessments and reports. The public has often not been aware of the ways in which the creation of societal fear and the pursuit of corporate profit can be tightly interlaced with one another.

Increasingly, however, activist educators and vigilant parents and community members are coming to see that we do indeed need something different. Fear and sanctions only go so far. Education addresses our deepest longings and aspirations for our children, not just a quick scan of the latest spread sheet of testing results. For those who seek something more the promise of a Fourth Way of change is enticing and, as a result, we are seeing a major shift of the tectonic plates of educational change underway.

In jurisdictions such as Texas⁴ and Alberta, long known for their high-stakes accountability cultures, testing programs are being dialed down and replaced with more meaningful assessments. Even Singapore, although well known for its hyper-competitive

spirit increasingly counterbalances this individualism with a strong professional ethos by continuously moving educators from a given school to the Ministry of Education and to the National Institute of Education, where all teachers and school principals are now being increasingly supported to focus on empathy and equity. In 2005 the California Teachers' Association sued former Governor Schwarzenegger and reached a major settlement to fund networks of schools in the state's poorest and most disenfranchised communities. Much of this work is still being driven by collaborations focussed on shifting from intrusive accountability to professional responsibility.

From the perspective of a Canadian principal, these changes may seem small and remote. The prosaic demands of leading a building full of restless youth and diverse staff are always front and center in a principal's life. However, the signals are clear, strong, and irreversible. We are seeing a turning of the tide that promises to enhance the instructional leadership role of the principal globally. Rather than having to continue to engage the contradictory student-centred goals of supporting teacher innovation and creativity while assuaging growing educational bureaucracies and their high stakes testing programs, principals may soon see greater fidelity in their work as instructional leaders. Certainly developments in Manitoba and more recently in Ontario demonstrate that governments committed to working hand-in-hand with teachers can actually turn the page on the Second and the Third Way and achieve their stated aims of improving education for all.

To move beyond the current orthodoxies of global school reform we need school leaders who play an educative role in society—parents, teachers, and school principals—to develop into lifelong learners who are not afraid to challenge what John Stuart Mill called “the deep slumber of a decided opinion.” We need principals who are educational provocateurs that combine eccentric and iconoclastic views of their diverse and lively students with a steady and persistent dedication to the public good.

In the interim it is up to all of us, and above all Canada's principals, to model lifelong learning and active citizenship in our homes, our workplaces, and our communities. We all need to roll up our sleeves now to model active learning in our everyday lives in a way that will inspire one another. So check out a demanding book from your local library on a topic that intimidates you and work through it chapter by chapter until you're satisfied that you've mastered its contents. Front the essential facts of the life by hurtling all that you have against seemingly impermeable systems that assault human dignity in ways big and small. Re-read Seneca and ask educators and students if they are teaching and learning for school or for life. Explore with your colleagues the troublesome question posed by the curriculum theorist Madeline Grumet, “Where does the world go when schooling is about schooling and not about life?”⁵

As we look forward to the publication and discussion of the *Future of the Principals* national report, one hopeful possibility remains compelling. If we can find the courage to improve our craft with patience, integrity, and compassion, we can reclaim the life of the mind and the electrifying experience of discovering that while

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the quest for meaning is often elusive, it can be found in thousands of small acts that make up the everyday work lives of Canada's principals. These are professionals whose aspirations for their students are crystal clear and who persevere with dignity and integrity. We invite you to study the upcoming report carefully so that we all endeavour anew to support the entire united educational profession in giving our students the very best futures we can secure for them.

¹ A thorough description of the study involving 615 principals across the country was published in the Fall, 2013, issue of the CAP Journal.

² See *Changing Landscapes in Co-Creating a Learning Canada*, an environmental scan developed in collaboration with experts on a variety of key sectors. The trend data cited in this article are all drawn from this document available at www.cdnprincipals.org.

³ See Pereyra, Miguel A.; Kotthoff, Hans-Georg; Cowen, Robert (Eds.) 2011. *PISA Under Examination*. Rotterdam: Sense Publishing. Also see Heinz-Dieter Meyer & Aaron Benavot (Eds.) 2012. *PISA, Power, and Policy: the emergence of global educational governance*. Symposium Books. The recent release of the 2012 PISA results also produced a flurry of similar commentary.

⁴ The National Resolution on High Stakes Testing, which calls on government officials to reduce standardized testing in our schools, has been endorsed by hundreds of organizations, and over 13,000 individuals.

⁵ Grumet, M. *Journal of Curriculum Theorizing*, (Fall 2006) V22 n3; pp-47-53.

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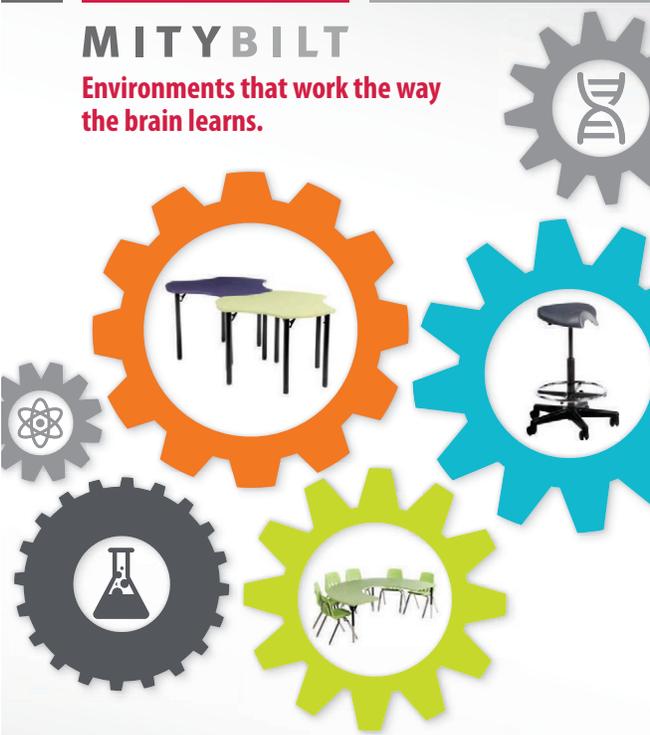

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Leadership and the Challenge of Today

By Stephen Murgatroyd, PhD CEO Collaborative Media Group



57 million children world-wide are “out of school” despite the fact that they deserve to be in primary education. While real progress is being made towards the Millennium Development Goal of achieving universal compulsory primary education, Malala Yousafzai’s call at the United Nations in her book *I Am Malala* for every child to have “a book, a pen and a teacher” has yet to be answered. When Canada looks outward at what is happening in the world and how we can learn from these developments, we should begin with understanding that many Commonwealth countries are seeking to secure basic access to elementary school learning – meantime, we are seeking to sustain our global leadership in education. It is critical for the leaders of our schools to maintain this outside-in focus – understanding how their work connects to global developments and to our own context – if they are to maintain a role as thought leaders for the future of education in Canada.

There are five key developments that we can see when we look around the world which have an impact on leadership in schools. Here

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“As austerity deepens in many countries, youth becomes disillusioned with schooling and the link between their education and the ability to obtain work.”

each is briefly described, with information and data about the development and a look at the implications each development may have for our thinking about the future of schooling in Canada.

Austerity

Wherever we look in Canada and in the developed world, Governments face financial challenges which is leading to significant issues for schools, colleges and Universities. Britain, for example, is looking at several decades of austerity and the situation in most of Europe is serious, especially in Portugal, Ireland, Greece and Spain (the so-called PIGS economies) – only Germany and Austria are posting significant economic growth, all other EU nations are fiscally challenged. Many US States and South American countries (Brazil, Argentina for example) are also finding it necessary to scale back the rate of investment and growth of public education, hence the attraction of social enterprise and private sector engagement in school systems.

In France 60,000 secondary school teaching positions were cut during the period 2006-12 and the present French Presidency intends to continue to reduce public expenditure in all areas, including education, by \$19CAN billion (€4 billion).

One consequence of the widespread adoption of austerity is youth unemployment. In France, 1.9 million young people (15-29 year olds) are not in education or employment. More than half of those aged 18-25 in Greece and Spain are out of work and the youth unemployment for the EU has now reached 5.6 million - 24 percent of those aged 15-24. In the US youth unemployment is 17 percent of this same age group. Alberta,

which has compulsory education to age 16 but permits attendance to age 18, has a youth unemployment rate of 8.5 percent. Canada’s average for youth unemployment over the last five years is between 13.5 and 14.5, with Ontario having the highest level of youth unemployment at 16.9 percent.

As austerity deepens in many countries, youth becomes disillusioned with schooling and the link between their education and the ability to obtain work. Governments are looking at address these challenges by a combination of training and work-placement schemes, but the underlying challenge is the strength of economic activity in a jurisdiction. Alberta does not have this challenge, at least for now, but other parts of Canada do. Connecting schools to community and learning to work and community is a key task for leaders.

Privatization, Social Enterprise and Public Good

England is rapidly moving to a social enterprise model for the delivery of learning at all levels of its education system. By January 2013 some 2,600 English schools (12 percent of all schools and over 50 percent of all English High Schools) had opted out of the control of Local Education Authorities (equivalent to an Alberta School Board) and are free to set their own admission standards, recruit teachers to teach (including teachers without a teaching qualification), set teacher pay levels and receive the same funds as a publicly managed school would receive. There are 28 local authorities where at least 1 in 5 schools is now an open academy. In almost all of the 129 local authorities, at least 1 in 5 secondary schools is an open

academy. There are 10 local authorities where at least 1 in 5 primary schools is now an open primary academy. Schools are converting all the time – by May of 2013 an additional 150 schools had converted since the start of 2013.

At this time academies and free schools are not for profit organizations. The ruling Conservative Party has made clear that, should they win an outright majority in the next election, academies can elect to become for profit organizations.

Similar developments are occurring in Sweden, where Free Schools have been operating since 1992. By 2010 some 75 percent of Swedish school students attended a school owned and operated by a for profit company, subsidised by the States grant of per pupil funding. However, not all is well in Sweden. In 2013 JB Education, which supports the education of over 10,000 students in Free Schools in Sweden indicated that it was to close several of its schools since it could no longer fund these “loss making operations”. Some of Sweden’s private school companies operate

schools in the UK. (Charter schools are similar to academies in England and Free Schools in Sweden. Alberta has just thirteen Charter Schools, all of which are not for profit).

Private sector investments in education K-12 are rising. Both Pearson and News Corp are now investing directly in owning school systems and other investments are focused on technology “solutions” for K-12. In the US alone in 2012 educational investment topped \$1 billion, including investments in post-secondary education systems.

Canada has some modest interest in competitiveness and privatization in its K-12 system, but it has never been a significant component of the education scene. There is no compelling evidence that competition, privatization and the use of business models improves educational outcomes and even less that it reduces costs. Where the private sector is most significant is in the building of schools. P3’s (public-private partnerships) are becoming the way in which schools are built. There are dangers here and we should be mindful of these.

The Digital Revolution

The combination of new learning devices – tablet technologies, Smart Phones and Smart Boards – and the emergence of open education resources (OER’S) – free to use learning materials, simulations, games, textbooks, worksheets, animations– is enabling learning with the support of technology to be commonplace. The Indian Government is promoting the use of tablets as an effective medium for learning, with over 50 models receiving their financial support. By 2014 all textbooks required to complete an K-12 education in the State of Kerala will be available on tablets for free – other Indian States are also pursuing similar objectives.

Its not just textbooks that are going digital. Learners can access simulations, educational games and assessment activities online via hand held devices. Students can also engage in video or audio conferences, develop and share presentations, track and complete projects and complete assignments.

If learners have access to powerful learning technologies that can adapt to the learners levels of knowledge and



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understanding, what is it that teachers now do? The answer some would give is that they focus on coaching, guiding, mentoring and remediation rather than instruction. The technology supports provide instruction – knowledge, skill development – the teacher provides support and creates opportunities for learners to demonstrate their learning in practice. This is the essence of the “flipped classroom” – an outcropping of the digital revolution. The suggestion is that the technology does not replace teaching, it enables teachers to play a different role in their relationship to both students and knowledge.

To date, there’s no scientific research base to indicate exactly how well flipped classrooms work. But some preliminary non-scientific data suggest that flipping the classroom may produce benefits. In one survey of 453 teachers who flipped their classrooms, 67 percent reported increased test scores, with particular benefits for students in advanced placement classes and students with special needs (Flipped Learning Network, 2012). Clintondale High School in Michigan saw the failure rate of its 9th grade math students drop from 44 to 13 percent after adopting

flipped classrooms (Finkel, 2012). But this is not always the case. Technology doesn’t replace teachers and effective teaching – it supplements it. Leaders need to understand how relationships between learners and teachers can be supported by technology.

In many parts of the world building schools and offering classes with one teacher for each group of 30-40 students is simply not possible due to the scale of public investment needed. Open Schools which use open and distance learning, ICT and open education resources are a fast growing response to this challenge, with the Commonwealth of Learning (based in Vancouver) leading this work. Using materials developed nationally and adapted locally, radio and ICT access to primary and secondary education is made possible with considerable success.

Learning Analytics, Value Added and Personalization

The use of data to track learning and performance and for the assessment of the teachers contribution to that learning is big business around the world – a particular branch of the digital revolution. For example,

the City of New York released data about 18,000 individual math and English teachers’ performance. The Teacher Data Reports ranked teachers based on their students’ gains on the state’s math and English tests over the course of 5 years (up until the 2009–2010 academic year). Proponents of value-added assessment – that includes US Secretary of Education Arne Duncan and former NYC School Chancellor (and now head of News Corp’s education division) Joel Klein – argue that this model demonstrates teachers’ effectiveness, and as such should be used to help determine how to compensate teachers, as well as who to fire. The US spends some \$1.7 billion each year testing K-12 students.

Using student assessment data also enables, according to some, the personalization of learning. Analytics are at the heart of the work of the Khan Academy and of many of the developments in what is known as “adaptive” learning, where what a student studies and what materials they are provided for this work is shaped by their assessment data. Software programs using machine intelligence, such as Knewton, have been developed to support this work.

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School Boards find these developments seductive. They can mine the big data sets concerning performance and look at their “return on investment” from new curriculum developments, teachers and technology. The fact that there are doubts about the use of these data is secondary to the fact of being able to see “evidence”.

Leaders need to consider what evidence they need to support and enable learning and to consider the ethical and practical issues associated with analytics. They also need to give serious thoughts to the impact of the use of analytics on the available time of a teacher.

STEM and the Curriculum

The curriculum focus on science, technology, engineering and mathematics (STEM subjects) is of growing importance, with many parents demanding that their sons and daughters take more STEM and less of other subjects. Their understanding is that the future of work relies heavily on STEM and that other subjects will “distract” students from those studies most likely to

produce economic returns. On a recent visit to Singapore, the number one challenge faced by Secondary School Principals is the demands of parents for STEM to be the only subjects on the curriculum.

One consequence of this is that the creative and fine arts, physical education, music, dance, literature and writing are seen as less important and often disappear from the curriculum as a student moves from elementary school through the high school system. Yet one of the fastest growing sectors of the global economy are those involving design and the creative economy (gaming, movie making and television, web-design, simulations, architecture, interior design etc.). In the UK the creative economy is generating a faster rate of job growth than manufacturing and across the EU the creative industries now account for 4 percent of the EU’s GDP.

Steve Jobs was fond of saying that Apple’s success was due to the fact that rather than employing geeks, they hired, in his words, “poets, musicians and artists who are interested in technology”. The 21st Century curriculum movement is in danger of too strongly focusing on STEM at the expense of other learning and, as a framework for entrepreneurship, miss out on the faster sectors of growth. Leaders need to consider carefully the principle of balance in the curriculum. When they think of the economy to which their students will look for jobs in the future, they need to recognize that one of the fastest growing sectors is the design based economy—games, arts, theatre, media, architecture—and this requires a design-arts education as well as basic science.

Looking Beyond the Canadian Border

Schooling is changing world-wide, in part due to economics and in part due to technology. But at the heart of education the challenge remains the same: “how do we build meaningful and mindful relationships between students, teachers and knowledge?”. The Alberta-Finland partnership, which is spearheaded by the Alberta Teachers Association (ATA) and its colleagues in the Centre for International Mobility and Cooperation (CIMO) in Finland, has focused on the issues of engagement, innovation and the need for local solutions to local challenges. Learning from global partners—a significant focus for the work of the ATA over many years—is not an “add on” to the core business of the ATA, but an essential part of making sure Alberta develops as the place that the world needs it to be, given the opportunities we hold in our hands. Canada as a nation can learn from such partnerships and educational leaders in Canada need to build such relationships so as to maintain their outside-in focus on change and innovation.

Leadership is a tough and often lonely job. Understanding context and trends and patterns emerging elsewhere can provide a basis for reflective practice and innovation which leaders should strive for.

AUTHOR

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The **E** in **E-Leadership** **Stands for** **Empathy**

Recalling Huebner's influence on education, particularly his direct connection to schools, Apple (2010) writes: "Study was not meant to be simply "academic." It was meant to help us build something" (p. 99). Huebner's (1968) emphasis on building something applies not just to our contemporary global context but to the self. Questions of self and social world belong together. Applied to leadership, building something is not singularly an investment in a professional learning community, but a construction process that has value to the self's development as a human being.

Developmental self theories recognize that the self is not fully formed at birth. Understanding self-development as a social process, both Maslow (1968) and Rogers (1951) contend that who we are to become in the world develops in relation to those others whom we perceive as being in our world. For leaders thinking locally and globally, who is in our world?

Summers (2012) notes that in addition to being situated in place and time, human beings construe meaning onto the past and the present in relation to the future. With its emphasis on forward thinking, E-leadership understands how the past comes to be reinterpreted from our vantage point of the future. The process is as continuous as our movement into the future. Each tomorrow becomes a yesterday, and tomorrow's tomorrow (and the many tomorrow's hence) will come to influence how we categorize and recount the events and circumstances that make up our experience of today.

Thinking of how an effective E-leader has influence or for a principal's actions to be oriented toward building potential, the question becomes, "What does one know of the world of others and how might she be in that world in ways that shape what that world can become?" This primarily leadership question arises from the fact that human beings will construct the possibility of the future based on the empirical reality they see—and this limits them. What they cannot imagine is not just impossible, but outside the limits of their awareness.

Because human beings cannot yet recognize unrealized potential as part of the capacity they can draw on for learning, E-leadership is imagining potential and creating the environment to nurture it.

For a human being to be understood beyond the immediacy of the feelings experienced in an everyday communicative moment, such that even her motives and unconscious feelings are elucidated, is the dilemma of the necessary and impossible task of leadership, of entering into the world of the other in order to create the potential for growth. The recognition of new ways of being is a much more subtle leadership process than the commonly advocated notion of caring. A leadership of care, while necessary for building a trusting relationship, is not sufficient for attenuating the historical patterns of thinking that operate as immovable truths to constrain what is possible and not possible in a person's reality. Deconstructing the "façade" of truth is the process toward what Freire (1973) called *conscientización*, and what precedes this kind of critical awakening is a leader's empathetic immersion into another person's reality. Empathy goes beyond care and can be understood as a leadership process of being immersed in another's world; it involves finding and nurturing resources that are present but are not yet internally recognised; it involves activating and sustaining engagement in learning.

Rather than risk emotional investment about her aspirations and genuinely become engaged in a professional learning context, an easier route for the professional learner is compliance learning, what Freire (1973) called the banking model of education, where deposits are made into the learner's mind irrespective of meaning, purpose, or personal growth. Compliance learning is not so much deliberate resistance to the personal growth learning ought to require, but more a learned cultural pattern that learning can happen without growth. Like a cancerous cell, compliance learning is still learning, it simply attacks healthier kinds of learning that allow for authentic growth. Similar to conflict avoidance strategies that are a self's ineffective means of genuinely trying to maintain a relationship, just as a relationship deteriorates when conflict is avoided, so learning deteriorates and becomes simply compliance when those involved in a learning community are able to satisfy systemic requirements even while avoiding the necessary tensions that come with personal investment, long-term commitment, or daily engagement.

"E-leadership is imagining potential and creating the environment to nurture it."

Where there is compliance learning, the principal as empathetic leader enters the world of the learning community and recognises the undeveloped potential. Irrelevant is whether that world makes sense. In many cases a person's way of being will seem irrational, but persuasion is the wrong tactic for it depends on the professional learner understanding the leader's reality. Empathy offers a more substantive possibility for learning because it puts the onus of understanding on the leader, who can sagaciously

and tactfully let go of her world and enter into the learner's world to co-construct a different means of thinking and acting, and this is the beginning of growth and empowerment. The professional learner is able to create these new ways of being only if the principal sees the potential hiding behind the compliance, and sees how defence mechanisms keep potential from the learner's awareness.

As noted above, it is much easier to substitute a leadership of care rather than empathy. By virtue of her history of success in schools, it can be difficult for a principal to access empathy, and by the structures implicit in schooling, the professional learner arrives in this relationship without the ability to assert herself in opposition (which should not be mistaken to be a refusal of learning but an inability to sustain relating), an ability the self depends on for growth. This inability can dominate a learner's experience of school, evacuating meaning from the process of learning, and leaving instead a hollow figure of compliance and avoidance. Through a leader's empathy, a learner needs to grow a healthy means of opposing, enough so that a learner can be free from the normative effects of schooling that create compliance. While difficult, perhaps impossible, the dilemma of E-leadership is that this kind of empathy is necessary. Kohut (1959), a pioneer in self-other dynamics, offers an important insight for

E-leaders when he describes empathy as vicarious introspection. In proposing the phrase vicarious introspection, Kohut captures what would be a leader's attempt to not just to walk a mile in another's shoes, but to perform introspective work while in another's shoes. This involves suspending judgment and remaining curious: What is the origin of the learner's current patterns? In the learner's professional timeline, how has she come to learn that these patterns are the ones to employ? In what kind of world do these patterns make sense? What does this person value? How does this person perceive herself as valuable in this learning community? What are the conditions of the learner's reality that construe and constrain value? These are empathetic questions, but they are also leadership questions.

In pursuing the leadership question of worth, empathy is recognizing and nurturing significant components of the self that are typically overlooked and/or undervalued. Empathy is an active and legitimate means to increase a community's potential (Maslow, 1968; Rogers, 1951); in communication with an empathetic leader, a professional learner can come to recognize patterns of thinking and learning, and begin working out new ways of being.

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