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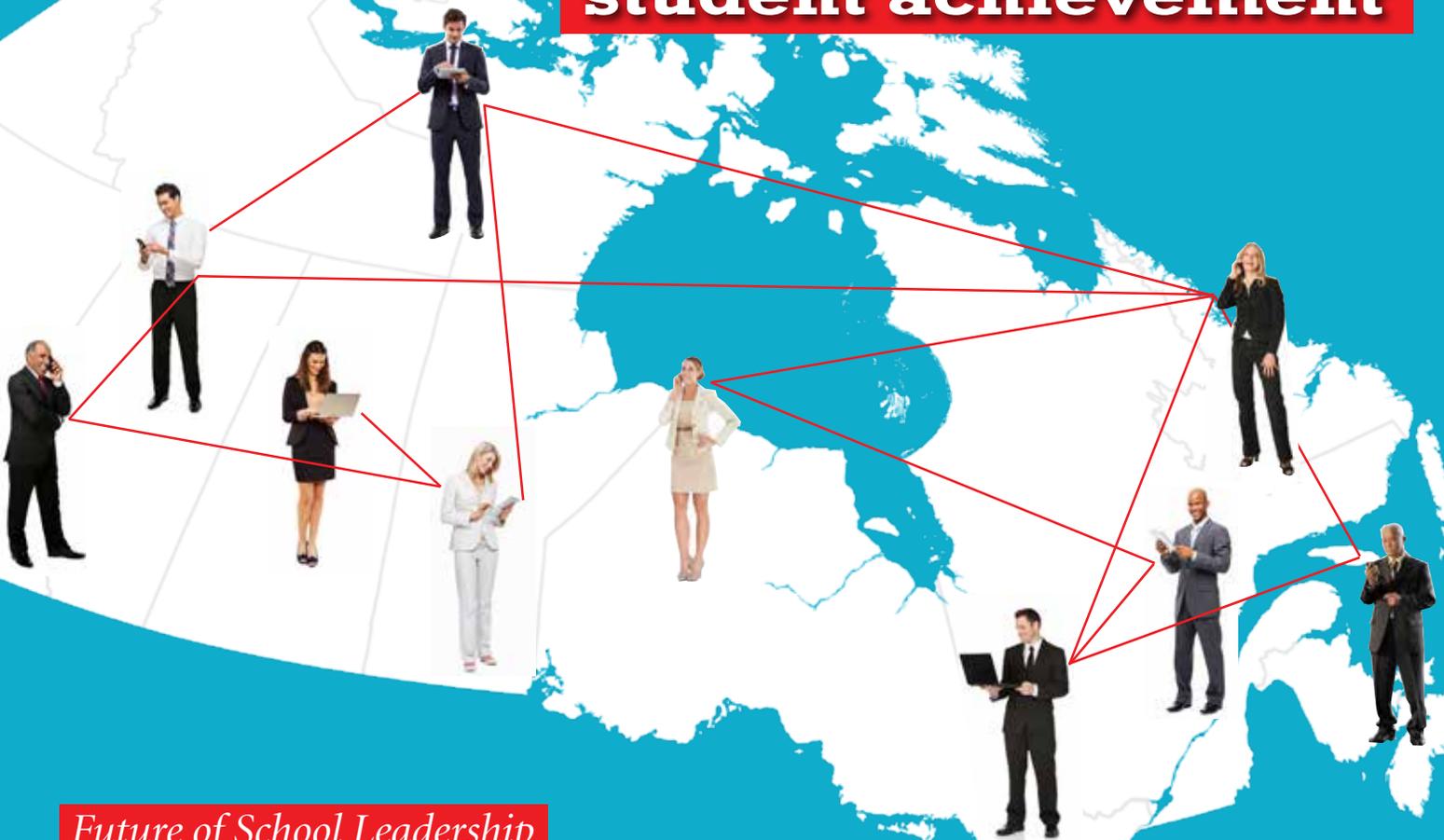
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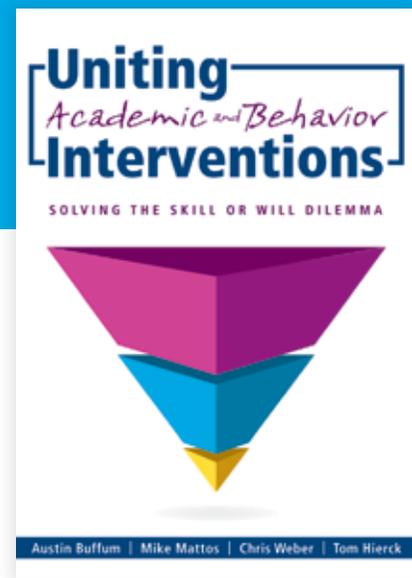
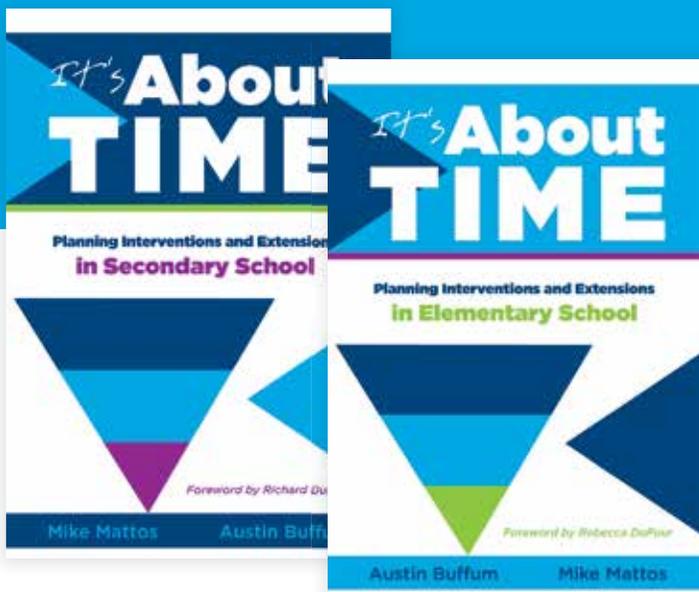
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It is with great honour and respect that I assume the position of CAP President. Working alongside the network of dedicated leaders of the Association is a privilege and a continuous journey of learning.



Tina Estabrooks

President, Canadian Association of Principals



My hat goes off to our Nova Scotia colleagues who provided a most remarkable spring conference. The issues created by the convergence of the bubble wrapped child and an eclectic workforce (baby boomer, gen x and gen y) were presented with a balance of humour and realism that had us laughing, engaged and enlightened.

Past President, Jameel Aziz; President Elect, KJ White and I met this July in Prince Edward Island to develop the strategic plan that will guide and direct the actions of the Association for the 2014-2015 school year. Using the acronym CAP, the plan took shape. Our guiding principles will have us striving to improve our communication with affiliates, strengthening our means of advocacy for educational leaders and increasing our presence in the national landscape.

The completed study on *The Future of Principals in Canada* is a tool that will support our quest to communicate, advocate and be present in the national education forum. It is our hope that this inaugural research will captivate and inform those individuals and groups that influence educational reform. Our voice as leaders will hopefully be heard and recognized.

Nelson Mandela stated *Education is the most powerful weapon, which you can use to change the world*. As we embark upon the 2014-2015 school year, let Mandela's words serve to motivate and remind us of the importance and influence of the role of the school leader.

I have long held the belief that education serves as the primary catalyst for social betterment and change. Bring knowledge to a child and you can improve a community. We have good reason to be proud of our Canadian educational accomplishments. We are pioneers, forging many paths that serve a complex, diverse and beautiful population. As leaders, we must balance the needs of communities and political agendas along with the preservation of high educational standards. We live in a time laden with unprecedented accountability and the pressure of performing weighs upon our buildings.

CAP is team of leaders dedicated to helping fellow colleagues serve within their own unique communities. Articles in this fall journal edition, *Future of School Leadership-Voice of a Nation*, focus on issues that can drive a school community to falter or thrive. Enjoy the words of these scholars. Take a risk and implement a new initiative. Remember that our communities improve as we learn from successes and mistakes. Call upon your colleagues for encouragement and advice. Our collective knowledge is great.

As you launch your new school year, I wish you all the best. Keep the motivation that begins your journey fueled throughout your year. When your tank runs low, visit a classroom. Nothing fuels our tanks like children willing to learn.

With kind regards from the Atlantic coast,
Tina Estabrooks

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It has been a busy start to the school year as we all settle in for another educational year of learning, communicating, building capacity and leading educational communities. At this time, I would like to introduce and congratulate our new CAP President Tina Estabrooks who will lead the Canadian Association of Principals over the next year. President Estabrooks will lead our national association with her extensive leadership portfolio, oversee the rollout of our national study: The Future Of The Principals and align our national voice with an updated CAP strategic plan focused on

communication, advocacy, and presence. I would also like to thank Jameel Aziz, CAP Past President, for his organized leadership, thoughtful restructuring of our strategic plan, and creating long lasting educational partnerships with agencies with CAP during his presidency last year. CAP is in great hands, as our future looks bright for educational leaders in Canada and abroad to be a part of CAP and lead our communities across our nation.

Inside the pages of this edition, you will be able to appreciate and utilize many of the author's ideas, which will relate to and encourage educational shifts within your leadership dynamic each day with colleagues, educational builders, and learning communities. In the feature article, it is very important that we take a look at the current landscape of learning across Canada and regionally we need to focus on the future of the principalship to ensure our youth of today will become our leaders of tomorrow. We need to look at the learning landscape and use the data in each region effectively, creatively, and in collaboration to take action right now to create the pathways of learning that will guide each leader in their own educational community to enhance, engage, and encourage active learning each day.

During this academic year take the opportunity to enhance your leadership professional development by getting involved in local and provincial opportunities. Keep in mind our next CAP Conference, which is being hosted in beautiful Whistler, British Columbia at the Fairmount Chateau in May 11-14, 2015. The theme of the conference is Connecting Leaders: Inspiring Learning. Every year, each CAP Conference attracts exceptional keynote speakers and educational leaders from all across Canada and international countries. Over the past 4 years, CAP Conferences have been held in Halifax, Nova Scotia; Banff, Alberta; Montreal, Quebec; and Charlottetown, Prince Edward Island. This is your year, take a trip out to B.C and enjoy meeting new educators, listening to exceptional speakers outlining the most current topics in education, and create a network of instructional leaders from coast to coast to coast.

In closing, I would like to say that this will be my last journal as CAP Editor. In the next CAP Journal Winter Edition coming out in early 2015, you will have Mike Landry, CAP Eastern Vice President, as your new CAP Editor. I would like to thank all provincial and territorial directors who always do an exceptional job representing each member from their host associations across Canada. I would like to thank the regional vice presidents for all their brilliant ideas, stimulating dialogue, and tremendous leadership at all meetings and conferences over the years. As I move in to a new position as President Elect, I want to thank our new president Tina Estabrooks and past president Jameel Aziz for all their friendship, guidance, true commitment to CAP, answering questions, and for all that they do and will continue to do to make our Canadian Association of Principals a leading voice for all educators across our great nation.

It has been a pleasure and an honour to be CAP Editor and I look forward to serving as CAP President Elect.

Once a leader, always a leader!

K.J. White

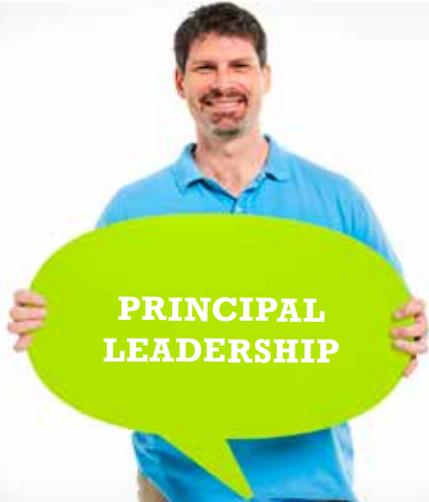
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Future Voices:



Principal Leadership, Change, and Student Achievement

Background and Purpose

The complexity of demands faced by school leaders is a function of serving many constituencies and stakeholders each having a variety of needs. Frequently, contemporary Canadian principals must balance values and ethics in diverse community settings. Dynamic contexts require principals to draw from personal and professional repertoires of leadership knowledge, skills, and behaviours. Leadership development experiences adapt to complex contexts while meeting the developmental needs of principals, aspiring and experienced.

The role of principal leadership having an indirect influence on student achievement is well documented in school leadership literature; research and experience confirm that principals are key to the improvement process. Principals can influence student learning positively by focusing on mediating variables such as developing a positive school culture, implementing collaborative decision making models with teachers, and fostering positive parental involvement.

The purpose of this paper is to synthesize the insights and experiences of contemporary Canadian principals recognized as outstanding in their field. Canada's Outstanding Principals (COP) recipients represent school leaders identified as being successful in a wide variety of regional contexts. The voices of COP recipients provide a rich source of wisdom representing the diversity of successful principal leadership from across Canada and their leadership development experiences, and how these experiences, either formal or informal, improved student achievement. Two questions will be addressed: how do well-designed leadership development programs influence student achievement; and how does the Canada's Outstanding Principals (COP) program influence student achievement? It is informative to examine principals who have been identified as being successful school leaders to build leadership capacity, and to extend and communicate best practices across Canada.

Results: Well-designed Leadership Development Programs and Student Achievement

Five findings become evident: principal leadership behaviour, mediated by something, was driven by commitment to improving student achievement; trust of a community transcends and precedes instructional leadership; leadership lessons from non-educational contexts are important; purposeful integration of theory and practice focused on student achievement; and leadership development is grounded in context, but context is a layered concept.

Ultimately, the purpose of public education is framed by the moral imperative to improve the student achievement. Recognizing that a principal's influence on student achievement is indirect, well-designed leadership programs provide principals with the knowledge and skills to leverage mediating variables. Instructional leadership remains a critical element of well-designed leadership programs. However, instructional leadership cannot be pursued in isolation. Transformational leadership practices such as

setting directions and developing people must be integrated with instructional leadership behaviours to influence student achievement.

Instructional leadership expertise is enhanced when integrated with a solid understanding of leadership and change theory; both are necessary to influence student achievement. Strengthening the relationship between theory and practice was identified as an influential leadership development program element. In the absence of solid understanding of leadership and change theory, one interviewee suggested that principals might struggle regardless of expertise in other areas, especially in times of change.

Successful school leaders often demonstrate a paradoxical combination of individual and collective effort. For example, one principal reflected upon the impact on an individual principal, primarily in setting a school's direction towards increased student achievement collaboratively pursued. This statement describes the principal's influence on developing collective teacher efficacy as an iterative, collaborative process. Research and experience continue to teach us that

principal influence on student achievement being mediated by other variables. In this case, the influence focuses on building the school climate and collaborative school culture. However, other principals move immediately from individual principal focus on to the collective climate of the school as a component of a well-designed leadership development program focused on job-embeddedness with consideration for redesigning the organization, setting direction and developing people as a collective process. Effective school leadership is a process of reciprocal influence.

Schools and school systems serve the broader community. There is a wealth of leadership wisdom to be shared between education and non-education sectors. Well-designed leadership development programs integrate leadership practices from across sectors. Over and above an existing skill set, well-designed leadership development programs and school leadership experiences integrate best leadership practices from across sectors.

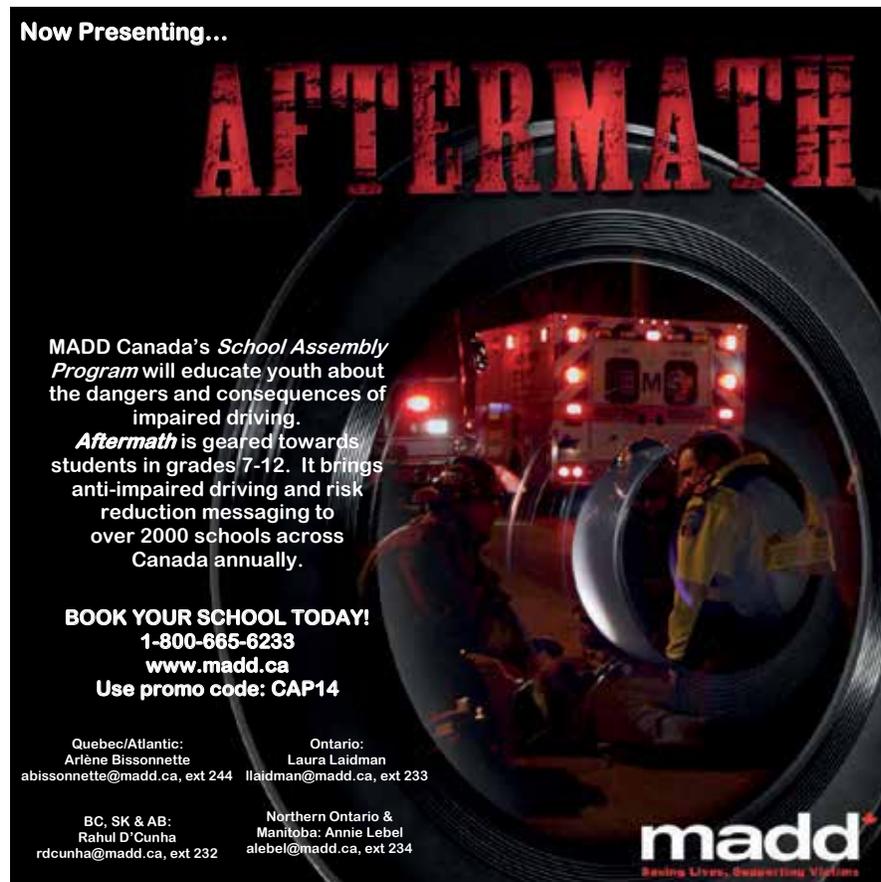
Results: Canada's Outstanding Principals Program and Student Achievement

Four findings became evident: majority of interviewees state that COP program influences student achievement; enhanced understanding of alignment and reciprocity between leadership theory and practice; change leadership successes increases principal efficacy; and national conversations improve leadership inventories regardless of leadership contexts.

Since the majority of interviewees state that the COP program does influence student achievement, qualitative evidence from this group exists to link the student achievement with the COP program. Although leadership is context specific, interviewees suggest that principals with a larger inventory of leadership strategies, gained through national professional learning conversations, can transfer leadership skills to, and from, different contexts.

A defining characteristic of all COP recipients is the demonstration of instructional leadership. Furthermore, COP recipients suggest that conversations within the context of a national professional learning network enhance existing skill sets

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by sharing best instructional leadership practices. Leadership capacity building of COP recipients is further shared upon return to home, job-embedded context. The influence of the COP program extends beyond COP recognition. Whether this is purposeful or incidental is uncertain.

One principal explained how school-based leaders implement theory-practice continuum into his leadership actions and, ultimately, towards improved student achievement. Change leadership successes further raise his instructional leadership bar and his principal efficacy. COP programming consolidates instructional leadership capacity and enhances principal efficacy. Shared best instructional leadership practices, discussed throughout COP program, build collective teacher efficacy and improved student achievement when interviewees return to their home, job-embedded leadership context.

Impact and Implications for the Principalship

The purpose of this paper was to synthesize the insights of principals recognized as outstanding in their field on the relationship between principal leadership experiences,

leadership development programs, and student achievement. Ultimately, all principal leadership development programs seek to improve student achievement.

Influential leadership development, framed by formal programs and job-embedded experiences, are unique to each individual throughout various career stages and trajectories. However, leadership development programs must be simultaneously embedded in individual and organizational contexts. Principal preparation programs should remember that the role of the principal “is the leader” to the principal “is the facilitator” of leadership and learning. The success of the principal is the role played in building leadership capacity through a shared vision and commitment to that vision. Foundationally, the purpose of leadership development is to positively influence student achievement. However, it is the application of leadership development programs, lessons applied in job-embedded contexts, and framed by iterative collective reflective practice, that elevates student achievement.

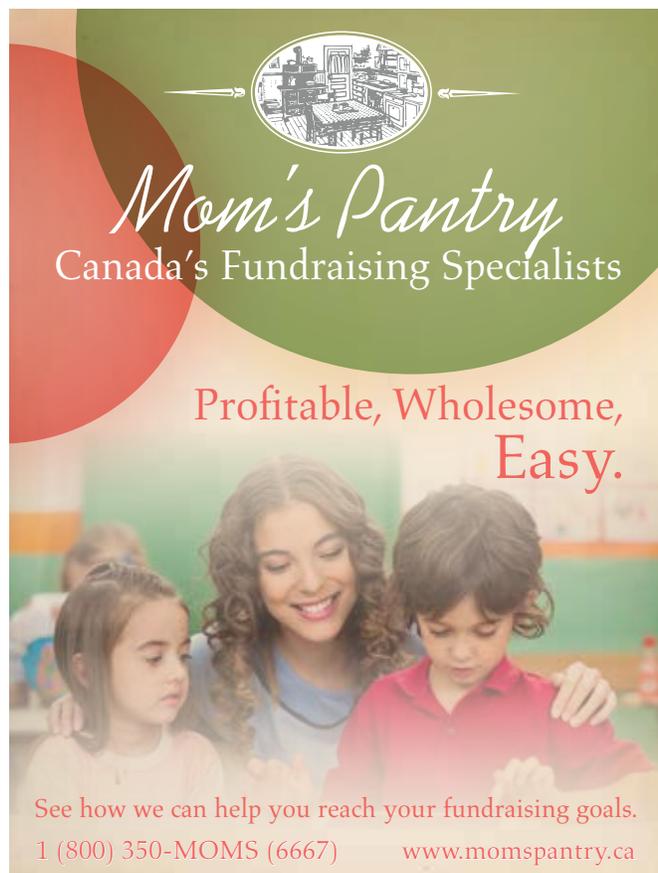
The experiences and insights presented in this paper were from accomplished school leaders serving public education. For some interviewees, insights reflected their successful transition into other leadership roles including district leadership, provincial leadership, and post-secondary institution leadership. The challenge for future school leaders is to take these insights and build leadership capacity across the principal population for the purposes of succession, sustainability, and all students achieving their full potential. This conclusion is aligned with Sharratt and Fullan’s (2009) concept of ‘realization’, where universal and sustainable capacity building within an organization is foundational to student achievement. **CJ**

By: **Scott Lowrey, Ed.D.**
(Hamilton, Ontario, Canada)

AUTHOR

Dr. **Scott Lowrey** is a principal for Hamilton-Wentworth DSB and completed his Ed.D. studies at OISE/University of Toronto (Educational Administration) in 2013. Scott was inducted into McMaster University’s Alumni Gallery in 2014.

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Principal perspective: School division leadership practices that matter

The Spring 2014 edition of the *CAP Journal* featured an article entitled *Building instructional capacity: The new face of professional development*. Within the article principals were presented a technology tool called D2L that could prove to be a valued ally in their quest to improve the overall instructional capacity of the teachers in their schools. In addition, the article built on the significant and important role played by principals in fulfilling their mandate of instructional leadership. The focus of this article is on what happens when school divisions insert themselves into the traditional role of instructional leadership fulfilled by principals and shift their traditional role of managing the organization to one of also providing instructional leadership.

The article grows out of a study we conducted with three high achieving school divisions in Alberta. In the study, we interviewed school trustees, school division leaders, and principals around the topic of the role played by school division leadership to support student achievement. The study was very much in keeping with research being conducted throughout North America in relationship to new roles played by school division leaders as they reinvented their roles around the instructional leadership theme (Honig, 2012; Knapp, Copland, Honig, Plecki, & Portin, 2010; Leithwood, 2012).

Shifts in School Division Leadership Practices

From the evidence gathered from the three Alberta divisions we noted seven shifts in practice:

- A shift from compliance and control to one where school division leadership refocused on building a shared commitment and capacity to support student achievement, as articulated in a few core goals. Considerable time and energy was spent on addressing vision and mission issues with the aim of redefining division and school cultures. “The way we do things around here” changed dramatically over this period.
- A shift from a primary focus on administrative matters and what could be called *managerialism* to instructional leadership. Leveraging varying forms of relationships between district staff and groups of principals and teachers depending on the context became more prominent and focused.
- A shift from “loosely coupled” relationships between key elements in the divisions to a more tightly coupled alignment regarding goals, focus, and denser networks of professional work.
- A shift from traditional decision-making models to where enhancing a richer flow of ideas and views between division and school level leaders and between division staff and teacher leaders, making “boundaries” more permeable became the norm.
- A shift from unfocused data gathering to building a widely shared capacity to use an array of evidence to inform the alignment of policy, procedures, structures, programming, and instruction.
- A shift from the “tapping on the shoulder” model of leadership succession to a focused and standards-based in-house capacity to support the selection, development, and assessment of incumbent and potential school and division leaders.
- A shift from passive engagement of stakeholders to creating productive relationships, building a wider net of consultation, paying close attention to trust issues, and ensuring transparency in policy and decision-making. (Mombourquette & Bedard, 2014)

Principal Perception of Focus Change

After conducting the interviews, examining the data, and writing a number of journal articles from the point of view of what the change in structure looked like we went back to the data to answer the questions:

What did the principals think about the encroachment of school division leadership into their traditional domain of practice?

Did principals see the new “way of doing business” as encroachment into their domain or as new supports for their tremendously difficult jobs?

Did principals perceive the change in practice in terms of loss of control or as a gain in support?

Overall, the 18 principals who were interviewed supported the increased presence of school division leadership in their schools. They valued the supports they received and were very enthusiastic about the renewed commitment of school division leaders when it came to finding improved practices to enhance student learning. Specifically, we noted positive comments made in the following areas: setting directions, uses of evidence, changing professional development delivery modes, and the alignment of goals.

Setting Directions

Principals indicated their support for their division’s work in developing a shared sense of purpose where stakeholders fully participated in vision setting and in the development of a few key goals that guided their work. Principals were expected to lead their schools in the articulation of the goals into actionable work leading to improved student achievement and other indicators of student learning. Throughout the vision and goal development sessions, school division leadership modeled what they collectively came to call “leadership for learning” practices. The leadership sessions, experienced in different ways in each division, took on methodology that led to an increased flow of communication within the divisions while also focusing on student learning as the ultimate priority. Just as important, these principals reported that the increased presence of school division leadership within their schools, in conversations around teaching practices, and in direct work with student learning initiatives led to what they called “being cut slack” when initiatives didn’t always go as planned.

Uses of Evidence

One of the major changes appreciated by the principals was the increased shared sense of responsibility that took hold in their school divisions. School division leadership, principals, and teachers collectively viewed student learning as their responsibility. Principals reported that it was not about blaming schools when things didn’t go exactly as planned but were viewed instead as opportunities to grow and learn. Building capacity for a wide and deep look at evidence of learning became the norm within these divisions. Divisional leadership supported new initiatives principals proposed as long as they were using evidence of learning.

Changing Professional Development Modes of Delivery

Change of practice, school improvement, new pedagogies, focused student learning, leadership for learning – all ideas that require teacher and principal professional development and learning. School division focus on both teachers and principal professional learning needs became the norm. As the school division officials grew in their capacity as instructional leaders they focused more closely on the professional needs of the professionals within the schools. To increase the impact of the diverse professional development processes now being provided they promoted increased collaboration between and among schools. Embedding professional development within the school and the school day became a regular part of changed praxis. At its core lay an unwavering commitment to the professional development needs of the principals in their quest to make schools into learning hubs.

Alignment of Goals

Finally, we noted that principals greatly supported the alignment of goals, priorities, personnel placement, and structures. The alignment of these areas, they argued, led to an increase in their ability to lead schools for increased levels of student achievement. They reiterated that alignment led to a decrease in what could be perceived as their control yet they also believed that the supports they received in exchange more than compensated. With the exchange came organizational structures clearly focused on learning – for leaders and teachers and the students they served.



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Conclusion

Evidence from our case studies demonstrated strong principal backing for school division leadership for learning practices. Collectively, they recognized and appreciated the supports they received from school division leadership. **CJ**

By: Carmen P. Mombourquette, Ed.D & George, J. Bedard, Ph.D

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Dr. Carmen Mombourquette is an Assistant Professor of Education specializing in Educational Leadership at the University of Lethbridge. For many years he was an elementary, junior high school, and high school principal both in Alberta and Ontario.

Dr. George J. Bedard is an Associate Professor of Education at the University of Lethbridge. After a career in high school teaching and elementary school leadership, he completed a PhD in Educational Administration at the Ontario Institute for Studies in Education, University of Toronto. His research interests include leadership, school improvement, policy, and organizational theory.

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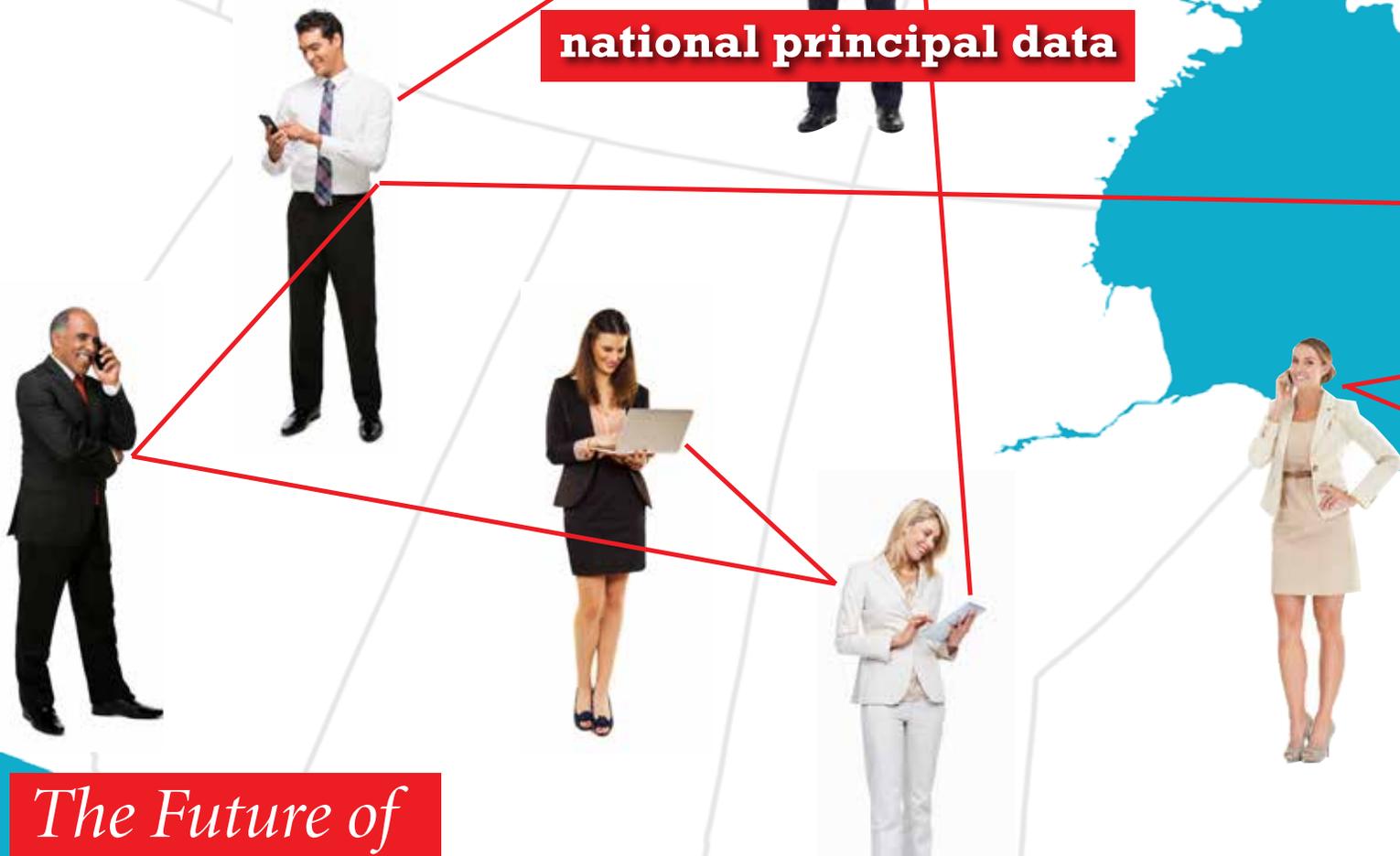
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developing successful schools

national principal data



The Future of

Principalship

*Author's note: This article provides an overview of the findings of a national study conducted by the Canadian Association of Principals (CAP) and the Alberta Teachers' Association (ATA). A global network contributed to the completion of the national publication, *The Future of Principalship in Canada*, which is to be published in August 2014 in collaboration with the Alberta Teachers' Association. A listing of the research team that undertook this study from 2012-2014 is provided in the full report.*

"You can't change the past. You can't even change the future, in the sense that you can only change the present one moment at a time, stubbornly, until the future unwinds itself into the stories of our lives." —Larry Wall

Every day, the work of Canadian school leaders is changing. Navigating seemingly irreconcilable government policies and community expectations while trying live up to an idealized vision of instructional leadership, the school principal occupies multiple—and often conflicting—roles.

principal leadership
school culture

leadership legacy



in Canada¹

student equity

student achievement

Experts in educational change (eg, Fullan 2009; Hargreaves 2009) agree that successful change stems from strong school leadership. A recent review of research on school effectiveness concludes that, among all school-related factors, school leadership is second only to classroom instruction as an influence on student learning (Leithwood, Mascall and Straus 2009). Therefore, it is not surprising that principals—the main source of leadership in schools (Day and Gu 2010)—are no longer expected to just perform administrative and managerial functions. Rather, they are also viewed as champions of change and innovation and as leaders of teaching and learning.

To help school leaders in their demanding and important positions, it is necessary to better understand how their work has been changing and what kind of supports they need in order to successfully deal with those changes. The Canadian Association of Principals (CAP) partnered with the Alberta Teachers' Association (ATA), including the Council for School Leadership, to identify what principals perceive to be forces influencing their work. The ambitious study that resulted from this partnership, *The Future of Principals in Canada*, aimed to:

1. support the work of principals as school leaders, and
2. build the capacity of principals to achieve their aspirations as school leaders.

Gathering Principals' Perceptions

For the collaborative project, 500 school leaders from across Canada (nine provinces and two territories) participated in focus groups facilitated and sponsored by individual CAP member organizations. In an effort to foster consistency across the groups, a research team provided inservice support.

The goals for these sessions were the following:

1. To gather data on participants' perspectives about the future of their work as principals
2. To provide participants with the experience of sharing their view on the current and long-term societal trends that are changing the role and work of school principals

3. To gather input on the sources of support that would enhance the work of school principals in the short and long term

Participants in the study completed a workbook and drew from two resources to stimulate reflection for focus groups.² The workbook and focus groups invited principals to contextualize their work in relation to current and anticipated trends that affect leadership in their schools. School leaders were also encouraged to broaden their purview to consider how global trends shape public education and the role of principals, both now and in the future.

The administrators who participated in the study identified societal change factors that influence their work and the supports necessary to address these factors. In particular, participants' responses reveal key issues that school leaders face across Canada:

- Diversity of students
- Changing family
- Teaching and learning conditions
- Technology
- Economy
- Social and cultural influences

While the complete national study fully develops these themes, which weave together in significant ways, a preliminary analysis of the Canadian sample offers some important insights.

Forces Influencing the Principals in Canada

Across Canada, principals frequently demonstrated concern for the increasing diversity within their student populations. Given "such a variety of needs to be met—health issues, mental health issues, learning disabilities, poverty, EAL [English as an additional language], etc.—teachers find it difficult to maintain classroom programming," stated one principal. Some principals suggested that pre-service education or ongoing professional development could better prepare teachers for challenges associated with diverse student needs. At the same time, many respondents indicated that their staff is already working to support students in ways that extend beyond academic learning. Other supports for students and their families are essential.

Canadian administrators are calling for stronger community networks and improved relationships with parents. Parental engagement is split, often along socioeconomic lines: high-income parents are more likely to be demanding, while low socioeconomic status parents tend to be disengaged and distracted by the stressors of poverty. Further, fragmentation of families and transience affect the interactions between the school and the parents, as well as the student's performance in class. Study participants are seeking much more community support in this area, often suggesting that other public services—youth and family services in particular—were being "downloaded" onto schools.

The high expectations placed on schools and their leaders also manifest in external demands, especially accountability reporting. External demands are not only time consuming—taking time and resources away from instruction—but also send the message to educators that they are not trustworthy: "At the risk of sounding simplistic, more trust and less accountability is required to make schools more engaging for our students and staff." One respondent recognized the value of transparency, but suggested that it should not undermine professional judgment.

Nationally, administrators found it difficult to achieve work-life balance, stressing the increasing responsibilities of principals. Capturing the multiplicity of the roles that the principal and the school assume, one principal stated, "The greatest societal change is that the school has become the venue to be all things to all students. We are the parents, doctors, nurses, social workers and educators. The responsibility is becoming too much." Technology manager might be added to the list of responsibilities, as Canadian school leaders navigate issues surrounding social media, digital literacy and digital citizenship.

Although respondents in this study overwhelmingly found principals to be a very rewarding career, they were not optimistic about the role of the school principal as it is currently enacted. They saw the position as fraught with increasing complexity and stress—partly due to rollercoaster funding and tenuous support for public education—and predicted that this will result in early retirements and in difficulty recruiting committed and talented educators into administrative roles.

Provincial and Regional Comparison

There are some regional particularities that speak to the importance of context in understanding changes in principalship. Researchers were not surprised, for example, to find Alberta and Saskatchewan respondents commenting about English as a second language (ESL) or English as an additional language (EAL) students, given the influx of immigration in these provinces. Also unsurprising was the greater likelihood for northern school administrators, whose schools serve large numbers of First Nations and Inuit students, to comment on issues related to Aboriginal education.

At the same time, the national sample indicates that administrators in the provinces and territories share concerns. Nationally, school leaders reported similar issues related to policy and made comparable observations about the social, political and economic contexts of education.

International Comparison

Many of the concerns facing Canadian administrators are being experienced globally, as suggested by comparison of the findings from *The Future of Principalship in Canada* and the Teaching and Learning International Survey (TALIS) 2013 Results.³

While the top areas of concern derived from each study seem dissimilar (see Table 1), the categories overlap and intersect in notable ways: school role overload reflects high workload and responsibilities; social media issues call for regulation and policy; and a school's ability to meet diverse student needs is limited by inadequate funding.

Despite the intersection in findings, the TALIS review of school leadership does not consider the political, social and economic contexts of schools that are critical to *The Future of the Principalship in Canada*, such as the clear impacts of family poverty and transience on school communities or the ongoing work of transforming schools in a wired age. Moreover, the TALIS study's focus on the actions and behaviours of teachers and administrators, necessarily decontextualized by the large scale and international scope of this study, overshadows the importance of contexts and risks the data being interpreted in a way that perpetuates the school's responsibility to address society's major problems.

In this way, the Canadian study and the international TALIS study implicitly diverge, as the principals in the current national study clearly stressed the need for a clear, consistent and non-partisan vision for education to address the "downloading" of society's problems onto schools. One respondent stated, "Schools cannot lead society, yet that is what is expected of us. Society has to have expectations of itself if its members want children to grow into it."

Envisioning Preferred Futures

Public education has always been intimately connected to the beliefs, aspirations and values of a society. Therefore, the principalship informs and is informed by the political, social and economic landscapes, and cannot be separated from those contexts. To address the issues school leaders encounter in today's diverse and complex society, strategic

Table 1: Comparison of Top Concerns from *The Future of Principalship in Canada* and TALIS 2013 Results.

Top 3 Concerns in Canada	Top 3 Concerns Globally
1. School role overload	1. Inadequate school budget and resources
2. Policy problems related to social media	2. Government regulation and policy
3. Meeting diverse student needs	3. High workload and level of responsibilities in the principal's job

Original data from the TALIS 2013 Results is available at <http://dx.doi.org/10.1787/888933044062>.

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action is necessary. The research team offers a framework that illustrates how policymakers might help support school leaders through a number of strategies, some of which involve crossing system and jurisdictional boundaries in order to support innovation and creativity.

Respondents identified professional development, specialists in school and wraparound services as necessary short-term supports. In the long term, principals proposed that systemic reforms, political “vision” and support and stable, predictable funding are necessary to ensure the success of the Canadian education system. Beyond these supports, the study proposes five “ways forward” that researchers draw from school leaders’ responses:

1. Teach and learn for diversity
2. Collaborate and build professional capacities in school staff
3. Build family and community relationships
4. Use technology for creative learning and good citizenship
5. Promote continuous leadership learning

Because there are multiple forces affecting schools, strategic action related to these “five ways forward” must be implemented thoughtfully.

“Like their colleagues globally, Canadian principals and their professional organizations need to work to ensure that their voices are heard and that governance takes daily realities into account.”

Like their colleagues globally, Canadian principals and their professional organizations need to work to ensure that their voices are heard and that governance takes daily realities into account. CAP, among other teacher organizations across Canada, works to articulate a clear vision of the kinds of schools envisioned by study respondents—schools in which, for instance, flexible, local leadership and sufficient funding facilitate meaningful responses to the needs of students and their families. With this in mind, future studies might examine how CAP can enhance national dialogue about school leadership and contribute to the definition of leadership priorities and build stakeholder supports for this vision.

In the face of change, Canada’s school leaders aspire to be co-creators of a great school for all students. By glimpsing into the future of principalship, researchers,

policymakers, and communities can find ways to support and strengthen the role and enable principals to fulfill their aspirations for their schools and their students. As one principal concluded, “When people come together, connections to deepen learning occur.” **CJ**

AUTHOR

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¹ This article includes key elements of the article “*The Future of Principalship in Alberta*,” published in the Summer 2014 issue of *ATA Magazine*, that also summarized the study, *The Future of Principalship in Canada*.

² These resources were *Changing Landscapes in Co-Creating a Learning Canada* (a brochure that explores seven trends impacting education in Canada) and an accompanying student video.

³ **TALIS** is a report series produced by the Organization for Economic Cooperation and Development (OECD), which surveys teachers and school administrators in 34 countries and compiles the data to inform education policymakers and policy analysts.

Make a Difference in Your School's Culture:

STOP A BULLY
SAFE & ANONYMOUS

Is your school registered with *Stop A Bully*? If not, you might ask yourself “Why not?” *Stop a Bully* (SAB) is a non-profit Canadian organization that has been providing an online reporting tool for disclosures of bullying since 2009. If a school is registered with SAB, reports submitted online are forwarded to the principal, vice-principal, or counselor, based on the preference indicated by the principal at the time of registration. This happens automatically, securely, and confidentially if the school named by the person making the report is registered with SAB. There is no cost to a school to register with SAB or to file a report.

For registered schools, a report can be in the hands of the receiving principal within minutes of a disclosure being submitted. The report is confidential. The SAB website is designed so that the details of individual reports are not visible to the organization. The efficiency of the SAB model has been recognized in Ontario where the Ministry of Education has adopted SAB as a registered bully prevention program. If a school is not registered, SAB will endeavour to contact the principal to advise him or her of the report. Of course this means a delay in delivering the report to the school and the possibility of continued bullying in the interim.

By mid-2014, over 200 public and private schools across Canada had registered for the free disclosure service, almost 500 incident reports had been submitted online, and over 800 requests had been submitted by members of the public asking individual schools to register with SAB.

The mission of SAB is to promote and enhance social wellness among youth by empowering them to address bullying. The Board of Directors consists entirely of volunteers committed to providing any student, parent, or other concerned individual in Canada with an opportunity to report bullying and cyberbullying in a safe, anonymous manner via an effective online reporting system. The aim is to enhance a school's ability to address bullying incidents in a proactive and timely manner by providing detailed reports of bullying incidents, as well as education and prevention strategies.

SAB began on May 7, 2009 when an incident of bullying prompted Trevor Knowlton, a teacher in Summerland, British Columbia, to take action toward making a positive difference for students across Canada. Four days later, the SAB website was launched. Initially, it was just Knowlton, working after school and on weekends and covering expenses out of his own pocket to support the reporting service. However, the service has virtually exploded with almost a quarter of a million website visits since 2011 including over 50,000 since the start of the 2013 - 2014 school year. Says Knowlton, "I had no idea what I was starting in the beginning. I thought it would be helpful but I can't believe how big it has grown."

In response to the extraordinary demand for anti-bullying services, SAB was registered as a national non-profit organization with full Board of Directors two years after its inception. In April 2012, the President and Vice-President of SAB were invited to make a presentation on the initiative to the Standing Senate Committee on Human Rights on Parliament Hill in Ottawa. News of the success of the service garnered interest in Japan which resulted in NHK Japan television coming to Canada to film a short documentary about SAB in 2012. Status as a national charitable organization was granted in July 2013.

SAB supplies posters suitable for elementary, middle and secondary school environments, postcards, contact cards, signs, badges, and decals to raise awareness of the website among students and educators. Flexible pink wrist bands with the SAB URL were introduced in 2012 and their popularity led to the launch of the "Pink Wrist" campaign in August 2013. Wide-spread demand for the wrist bands has resulted in the dispatch of over 120,000 of them to schools across Canada.

What is the need that SAB is meeting? SAB statistics show that the reports about the bullying of students in Gr. 1 to Gr. 12 have been submitted with the highest proportion of reports involving early adolescent students in Gr. 7, 8, and 9. Two thirds of reports received have been anonymous but a full one third of reporters have requested contact by a member of the school's staff. Across the board, 61% of reports have identified male bullies but 68% of cyberbullying reports have identified female bullies.

Who has reported bullying by using the SAB tool? At 73%, students have submitted the greatest proportion of reports. Other reports have come from parents (17%), friends of targeted students (4%), members of the public (3%) and other sources (3%).

What kinds of bullying have been reported? The most common form of bullying reported online has been verbal - name calling and insults. This along with shoving, friend/peer issues, threats and cyberbullying have comprised the five principal kinds of bullying that have been reported. Over one third of the reports have involved comments with a sexual, racist, homophobic, or disability focus. Spreading rumours, social exclusion, fighting, cell phone messages, property damage, and reports involving weapons have rounded out the ugly picture.

If SAB were not available, would students simply report bullying by another method? Perhaps not. Actually, 45% of online reports indicated that it was the first time the bullying situation had been reported.

SAB is a remarkable, proactive tool for school administrators to use in creating a school climate where bullying is not condoned and students targeted for bullying have choices for reporting their situations. The roles of the principal and vice-principal are exceptionally important for SAB, beginning with the registration of a school for this service. Proactive procedures have to be in place for the receipt of an incident report as SAB is a provider of referrals and resources only. SAB does not provide direct intervention services. Decisions regarding the course of action to be taken following the receipt of a report rest with the school administration. What the school receives, though, is a confidential, detailed and specific disclosure that may very well not have been submitted by any other means.

Experienced school administrators know that the longer a pattern of bullying goes on, the more entrenched bully and target behaviour becomes and the more difficult it is to bring closure to the problem. Between September 2011 and March 2012, 41% of the reports submitted via the SAB online reporting service indicated the duration of the bullying in terms of *months* and 11% indicated a duration of *years*. In fact, over 50% of reports were submitted as an appeal for help in resolving long-standing situations of bullying. How much simpler it is to resolve a situation involving bullying when it has been identified and reported as such within days! To date, and possibly due to the reporting service still being off the radar in many school communities, only 30% of reports have been submitted during the time frame of a few days.

Knowlton observes that, "Students are very aware of bullying and cyberbullying. It's very public [in their world] but that information does not always travel over the information bridge to principals and vice-principals." SAB recognizes the magnitude of the problem of cyberbullying for students and has attempted to turn student engagement with social media into a line of defense with an anti-bullying presence on the web, Facebook, Twitter, and other social media sites. At the time this article was written, SAB had over 4500 followers on Twitter. A choice of icons with links to SAB is available for registered schools to place on their school websites.

After operating on a shoestring budget for the first three and a half years, SAB has received some support from corporate sponsors including Anbrook Industries, CN, CIBC, and Telus. Donations have also been received from local organizations and individuals who have been moved by the service that SAB is providing for students all across Canada. More corporate and private donors are being sought to support operating costs as a registered non-profit organization,

public awareness work and promotions for this free service. Inquiries about expanding the service beyond Canada have been received from the United States, South Korea, and Japan. "We've been asked and wouldn't rule it out," says Knowlton thoughtfully, "but Canada is the main focus for now."

Summerland Secondary School was the first school to register as a SAB school in 2009. Chris Van Bergeyk, current principal of the school says,

"Stop a Bully has had a tremendous impact in our school. Not only does it provide an avenue for students to report bullying issues to administrators, it has raised the whole school consciousness in the area of bullying. It has helped to create an atmosphere where students know that bullying is not accepted and where they can freely come forward and report issues to adults in the building."

Asked what he saw as the greatest value of SAB for schools, Van Bergeyk explained

"The reporting tool is great but the biggest value of Stop a Bully is how it has become part of the culture of the building. We prominently display Stop a Bully posters in the halls, and on our website. We discuss Stop a Bully in the first week of school during advisories. Students know that the school is serious about this issue and there is a way to let adults know about bullying. Because of this awareness, we have students bringing bullying issues forward to teachers, counsellors, and administrators directly without even needing to use the online tool...Having seen first-hand its value, I would bring Stop a Bully to any school that I was in."

Impressed by what SAB is doing for students and want to become involved in this Canada-wide project toward a culture without bullying? Register your school. Place a link on your school website. Post SAB posters. Consider a donation. As a registered charity, schools may raise funds for SAB while raising awareness of the resources available among students and teachers. Why wait for a student, parent, police liaison officer, or social worker to initiate a request for your school to register with SAB? For more information, please visit www.stopabully.ca. It is a simple way to add an important layer to your school's safety net and contribute to the culture of safety and respect for all students within your school.

This article was submitted by Sandra Sellick, a charter member of the BC Principals' and Vice-Principals' Association and a 2007 recipient of The Learning Partnership's Outstanding Principals Award. Now a member of the BC Retired Principals and Vice-Principals' Association, Sandra is a credentialed evaluator specializing in program evaluation for public-sector and non-profit organizations. **CJ**



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On Becoming a Successful School

A successful school may be defined as one that continuously anticipates and identifies the impact of multiple changing conditions and circumstances outside the school, as well as within the school, and adjusts its strategic administration, pedagogical and human development action responses to them. While each school is a unique, organic enterprise in time and place, it is possible to consider several generic, elemental commonalities which under-gird schools, generally.

An example of an empirically-based guide for successful school change is provided by Bryk *et al.*, (2010). Based on longitudinal surveys and data from 390 Chicago public schools, these researchers identified five key components as the “essential supports” for successful school change: (i) strong leadership; (ii) building a parent base and a highly engaging community; (iii) professional capacity of the faculty; (iv) strong school learning climate and nurturing and safe environment and (v) strong instructional guidance. The authors concluded that an overall change in school organization is likely to be successful and lead to sustainable student improvement, and that school change initiatives targeting individual components only are unlikely to work in isolation. The foregoing can serve as a framework to explore and understand the “what” and “how” and the trajectory of the change process of an individual school on the path to success.

An example from far away New Orleans, of a school change and the role of the principal in bringing it about - as it became critically urgent by the catastrophe caused by Hurricane Katrina in summer 2004 - could be illuminating and instructive to the discussion on school leadership and school change in Canada.

The public schools in the educational system of New Orleans had been struggling to improve their performance for many years. In September 2004, a young and enthusiastic vice-principal named Carrie (a pseudonym) of a K-8 public school joined in the spirit, then sweeping New Orleans, of recovery and promotion of its public schools and elevating them from their underperforming status. While designing and planning significant school improvements, there comes horrific hurricane Katrina, devastating the population, destroying homes, school buildings and institutions, but the dream of building quality education for all in the future continued.

A portrait of Principal Carrie and her school

Date Line: 2014: A year later, and the vice-principal Carrie became principal of her old school which was designated, as a part of the educational system, an independent public school. That meant reduced central bureaucratic control and more discretion and responsibility accruing to the principal. Concurrently, more choice was given to parents from across the city to register their children in their preferred school. On the ruins of her old school, a new school building started to rise, complete with all brand new modern facilities. The task of building the human community of the school, with developing a parents base and engaging the community in the life of the school was enormous and required considerable steadfastness, patience and perseverance, determination, optimism and, above all, a strong collaborative dynamic spirit and action of all the actors.

Mission statement of the school: "Quality education shaping leaders for a changing world".

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Carrie exudes confident authority, mastery, wherewithal, knowledge and pragmatism. She is charming and firm, ambitious and competitive, savvy and well-versed in the school organization literature but very practice and action-oriented. Carrie is intense in caring about her school and the learning progress of her students and, yet, conducts herself in a calm, assuring manner. She also acts as the financial officer of the school and prudently ensures that money supports student learning and present and future instructional resources. It is very clear that she is in charge of the goings-on in the school. She is there to greet students in the morning on their arrival at school and sends them off in person at the end of the school day. She

seems to know all 670 of her student body, and diverse as they are, as individuals and culturally. Sixty seven percent of her students are African-American, and the others, of various ethnicities and backgrounds. About ten percent of the students are considered "special needs". There are three classes of each grade from K to 8, French immersion included; 80 teachers of whom 10 are males. School Performance Score on the State records has grown from 96 to 121 - 115 on the new State scale- interpreted as an A grade.

In spite of these qualities, the thorough knowledge of her enterprise and her very presence in the school, Carrie demonstrates considerable flexibility in her principal role. She runs the school as a fairly flat organizational structure and exhibits a convincing distributive leadership style. She has succeeded in building a strong cohesive and cooperative culture of shared leadership and responsibility that permeates the entire school, all the way through to the kindergarten level, respectively. This has been accomplished through empowering and delegating, modelling, communicating explicit and implicit messages, and having on-going conversations on academic-social-moral issues, together with her staff, students and parents. What seems to be, at face value, contradictory leadership behaviour on the part of Principal Carrie, could be attributed to what appears to be her genuine ability to be aware of and reflect on her personal needs, dispositions, drive and accomplishments, and derive much satisfaction and pride from the achievements of her staff, whom she nurtured, modelled and invested in (A paradigm of self-in-relation, i.e., Gilligan, 1982).



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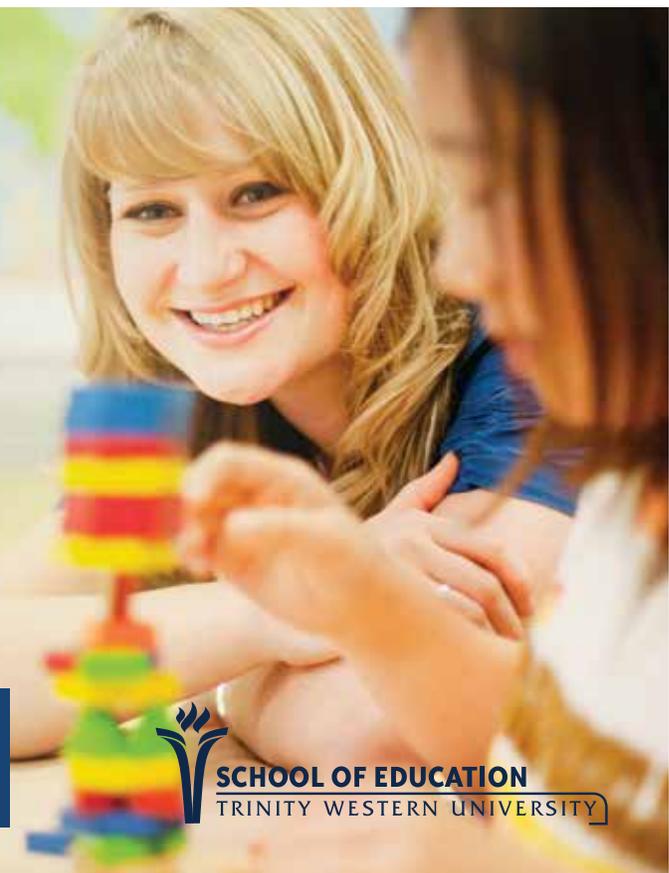
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- Urgency for action. Problems and barriers are viewed as goals for action, “you deal with it”, and “it’s work in progress”. Four solution-focused teams of teachers are assigned to help the administration identify and address issues and concerns that may arise across the school and promote interconnectedness and sense of joint ownership in the operation of the school.
- Modelling behaviour - Teachers are encouraged and have opportunities to observe and learn from other teachers in classrooms at various grade levels.
- Inclusive classrooms. Differentiated instruction involves collaborative multiple learning styles.
- Full-time school social worker functions primarily as a resource for teachers in bridging students’ needs in the inclusive classroom
- Uniform dress code.
- Positive and supportive approach to discipline.

- Students as early as kindergarten learn to develop personal goals, at appropriate developmental levels, and work toward them.
- All students are involved in various service duties in the school.
- Empowerment of teachers. Teachers are encouraged and have opportunities to observe in other classrooms at various grade levels.
- Teachers have the most personal and regular direct contact with parents through open e-mail exchange. They are entrusted with addressing parents’ concerns and grievances that they feel competent to do by themselves.
- Parents have to pick up their children’s progress reports by being personally present at school.

- The full time social worker also works to secure community resources to help children and their families.

A fitting metaphor for Principal Carrie is: *a conductor who conducts her orchestra with no baton but rather with only her hand movements, endeavoring to bring out and express the best and most nuanced of each of her musicians, along with the ensemble as a whole - those who are actually making the music. At times, the conductor joins the musicians playing her instrument while still conducting... CJ*

AUTHOR

Riva Bartell, Ph.D., C.Psych., Professor. Faculty of Education, University of Manitoba. Interested in school leadership as key in leading school resilience, school health and sustainable, successful school change. My article in CAP, 2005, On School Health, with M. Bartell.

References

Gilligan, C. (1982). *In a different voice: Psychological theory and women’s development.* Cambridge, MA: Harvard University Press

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Janice Laing – Monsignor McCoy High School, Medicine Hat Alberta

Shirts came in and look fantastic!!! I really appreciate your company's ideas, promptness and overall exceptional service. I hope we can deal together again, and I will be recommending your company to other schools. Thank you!

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In 2013,
the contest raised more than

\$120,000

for Habitat for Humanity builds
across Canada.

In 2013,
the contest saw a

40%

increase in participation
over 2012.

Since its inception in 2007,
the contest has resulted in over

\$675,000

in total grants from Genworth Canada
being directed to more than 30
Canadian Habitat affiliates.



NATIONAL WRITING CONTEST

FOR GRADES 4, 5 AND 6

October 1 - November 10, 2014

Genworth Canada's Meaning of Home contest invites Grade 4, 5 and 6 students from across Canada to submit a written essay about what home means to them for a chance to direct \$60,000 to a Habitat for Humanity Canada build and receive a pizza party for their entire school.

Visit www.meaningofhome.ca to read the 2013 winning entries.



EDUCATE don't Ban

Chocolate fundraisers support the spirit of school food and beverage policies. Here's why...

Education works, banning doesn't.

91% of adults agree that educating children about how treats fit into a healthy lifestyle is better than banning chocolate fundraising¹.

Common sense and behavioural science support that treats are part of a healthy active lifestyle.

92% of dietitians say that people are more likely to maintain a balanced lifestyle when they don't deprive themselves of treats².

In the world of treats, chocolate is one of the healthier options.

Eaten in moderation, chocolate has many benefits. It is rich in antioxidants, flavonoids, vitamins and minerals, and contains valuable calcium and iron.

Chocolate could lower your risk for heart disease!

British Medical Journal Research: The study, involving more than 114,000 people, showed that higher consumption levels of all types of chocolate, was significantly associated with a reduced risk of cardiometabolic disorders. This beneficial association was significant for cardiovascular disease (37% reduction), diabetes (31%) and stroke (29%)³. Chocolate might be a viable instrument in the prevention of cardiometabolic disorders if consumed in moderation.

The launch of a chocolate fundraiser is an opportunity to educate kids about healthy lifestyles and World's Finest® Chocolate can help:

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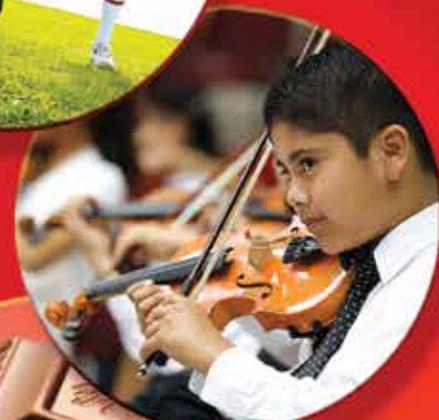


Educational material to help parents & children understand the importance of portion control and physical activity. This is available with each fundraising campaign.

A chocolate fundraiser supports active lifestyles, not unhealthy eating.

This annual or semi-annual event helps pay for school activities and equipment like playground equipment, sports equipment, bussing and school trips that support healthy, active lifestyles.

For more information call 1.800.461.1957



¹ September 2010 Ipsos Reid poll of 1300+ adults (including 500 parents of children aged 4-13).
² Survey of Nutritional Professionals. An online survey of 430 registered dietitians (201) by the Hershey Center for Health & Nutrition.
³ "British Medical Journal", chocolate consumption and cardiometabolic disorders, 7 studies, involving 114,039 people, studies up to Oct. 2010.