

HORIZON *leadership* **COHORT 2015-2016**

MONDAY, NOVEMBER 30



**Management is
doing things right;
leadership is doing
the right things.**

Peter Drucker

AGENDA: STUDENT-CENTRED MANAGEMENT

1:00	HR PRACTICES
1:45	GUIDING STRUCTURES: GUIDE TO EDUCATION, SCHOOL ACT, ALBERTA ED AND HORIZON POLICY, FUNDING FRAMEWORK
2:00	BREAK
2:15	BOOK STUDY
3:00	BUDGET
3:30	INSTRUCTIONAL TIME: CALENDAR & TIMETABLING



A close-up photograph of Scrabble tiles arranged on a dark, textured surface. The tiles are spelling out the words 'APPLICATIONS' and 'Hiring'. The word 'APPLICATIONS' is spelled horizontally across the top, with tiles for 'A', 'P', 'P', 'L', 'I', 'C', 'A', 'T', 'I', 'O', 'N', and 'S'. Below it, the word 'Hiring' is spelled horizontally, with tiles for 'H', 'I', 'R', 'I', 'N', and 'G'. A vertical word is also partially visible, with tiles for 'U', 'O', and 'N'. The tiles are light-colored wood with black lettering and point values. The background is dark and out of focus.

HR Practice

Clark Bosch

Guiding Structures

Amber

WHERE TO GO FOR ANSWERS...

- GUIDE TO EDUCATION FOR THE CURRENT SCHOOL YEAR
- HORIZON BOARD POLICY, COLLECTIVE AGREEMENTS AND OTHER DIVISION DOCUMENTS
- SCHOOL ACT AND OTHER PROVINCIAL LEGISLATION
- ALBERTA EDUCATION FUNDING MANUAL FOR SCHOOL AUTHORITIES

WHAT GREAT PRINCIPALS DO DIFFERENTLY

18 THINGS THAT MATTER MOST

GREAT PRINCIPALS...

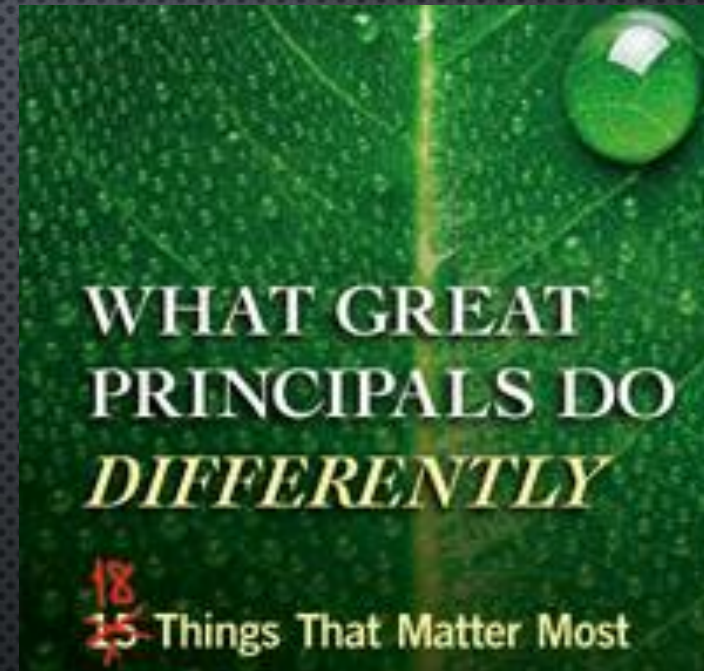
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|--|---|
| 1 ...never forget that it is people, not programs, that determine the quality of a school. | 2 ...have clarity about who they are, what they do, and how others perceive them. |
| 3 ...take responsibility for their own performance and for all aspects of their school. | 4 ...create a positive atmosphere in their schools. They treat every person with respect. In particular, they understand the power of praise. |
| 5 ...consistently filter out the negatives that don't matter and share a positive attitude. | 6 ...deliberately apply a range of strategies to improve teacher performance. |
| 7 ...take every opportunity to hire and retain the very best teachers. | 8 ...understand the dynamics of change. |
| 9 ...keep standardized testing in perspective and focus on the real issue of student learning. | 10 ...know when to focus on behavior before beliefs. |
| 11 ...are loyal to their students, to their teachers, and to the school. They expect loyalty to students and the school to take precedence over loyalty to themselves. | 12 ...ask themselves one central question before making any decision or attempting to bring about any change: What will my best teachers think of this? |
| 13 ...continually ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they were good. | 14 ...understand high achievers, are sensitive to their best teachers' needs, and make the most of this valuable resource. |
| 15 ...make it cool to care. They understand that behaviors and beliefs are tied to emotion, and they understand the power of emotion to jump-start change. | 16 ...work hard to keep their relationships in good repair—to avoid personal hurt and to repair any possible damage. |
| 17 ...take steps to improve or remove negative and ineffective staff members. | 18 ...establish clear expectations at the start of the year and follow them consistently as the year progresses. |



Adapted from
What Great
Principals Do
Differently (2nd
Edition)
18 Things That
Matter Most
by Todd Whitaker



www.eyoneducation.com



WHAT GREAT PRINCIPALS DO DIFFERENTLY

DATE	CHAPTERS	FACILITATORS
Nov 30	Chapters 3 – 6	Rebecca, Tami
Jan 14	Chapters 7 – 11	Shea, Rene
Mar 14	Chapters 12 – 16	Terri, Fleur, Karen
May 4	Chapters 17 - 20	Bryan, Lori-Jo, Walter

A pink piggy bank is shown from the back, wrapped in white medical bandages. A pair of silver crutches leans against its right side. The piggy bank has two small black dots for eyes and a small slot for a coin. The background is a light, neutral color.

Budget

Wilco Tymensen

The background of the slide is a photograph of a calendar. The calendar is spread out, showing several months. The month of March is prominently displayed in the center, with dates 1 through 31. Red ink has been used to draw horizontal lines across the dates in March, grouping them into blocks. Other months visible include February to the left and July at the bottom. The overall image has a slightly blurred, artistic quality.

Instructional Time

Amber

GUIDELINES FOR INSTRUCTIONAL TIME

- HC SCHOOL YEAR
- HCBA ALTERNATIVE SCHOOL WEEK/YEAR SCHEDULE
- HD SCHOOL DAY
- (2) UNLESS THE TEACHER AGREES, A BOARD MAY NOT REQUIRE A TEACHER TO INSTRUCT STUDENTS (A) FOR MORE THAN 1100 HOURS IN A SCHOOL YEAR, OR (B) FOR MORE THAN 200 TEACHING DAYS IN A SCHOOL YEAR.
- GRADE ONE TO NINE: MINIMUM OF 950 HOURS OF INSTRUCTION
- GRADE 10 – 12: MINIMUM OF 1000 HOURS OF INSTRUCTION

