

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

TUESDAY, OCTOBER 27

“

NOT THE CRY, BUT THE FLIGHT OF A WILD  
DUCK, LEADS THE FLOCK TO FLY AND FOLLOW.

—CHINESE PROVERB

”





# REFLECT...

WHY HAVE YOU JOINED THE COHORT THIS  
YEAR?

AND

WHAT DO YOU HOPE TO GET OUT OF IT?



# TURN AND TALK...

PLEASE INTRODUCE YOUR  
PARTNER.

WHY HAVE THEY JOINED THE  
COHORT THIS YEAR?

AND

WHAT DO THEY HOPE TO GET OUT  
OF IT?





THINK OF A PERSON YOU KNOW WHO YOU  
CONSIDER A HIGHLY EFFECTIVE LEADER

SUBMIT THREE WORDS THAT DESCRIBE THAT PERSON AS A  
LEADER

[HTTP://ANSWERGARDEN.CH/VIEW/217354](http://ANSWERGARDEN.CH/VIEW/217354)



# FOUR DIMENSIONS OF AN INSTRUCTIONAL LEADER

- RESOURCE PROVIDER — ENSURES THAT TEACHERS HAVE THE MATERIALS, FACILITIES AND BUDGET NECESSARY TO ADEQUATELY PERFORM THEIR DUTIES
- INSTRUCTIONAL RESOURCE — ACTIVELY SUPPORTS DAY TO DAY INSTRUCTIONAL ACTIVITIES AND PROGRAMS BY MODELING DESIRED BEHAVIOURS, PARTICIPATING IN IN-SERVICE TRAINING, AND CONSISTENTLY GIVING PRIORITY TO INSTRUCTIONAL CONCERNS
- COMMUNICATOR — HAS CLEAR GOALS FOR THE SCHOOL AND ARTICULATES THOSE GOALS TO FACULTY AND STAFF
- VISIBLE PRESENCE — ENGAGES IN FREQUENT CLASSROOM OBSERVATIONS AND IS HIGHLY ACCESSIBLE TO FACULTY AND STAFF

SMITH & ANDREWS 1989



## WARREN BENNIS – *ON BECOMING A LEADER*

- ENGAGE OTHERS THROUGH THE CREATION OF A SHARED VISION
- HAVE A CLEAR VOICE THAT BALANCES SENSE OF PURPOSE, SENSE OF SELF AND SELF-CONFIDENCE
- OPERATE BASED ON A STRONG MORAL CODE
- ABILITY TO ADAPT TO THE CHALLENGE OF CONSTANT CHANGE

“

LEADERSHIP IS SECOND ONLY TO CLASSROOM  
INSTRUCTION AMONG ALL SCHOOL-RELATED  
FACTORS THAT CONTRIBUTE TO STUDENT  
LEARNING.

”

LEITHWOOD, K., SEASHORE LOUIS, K., ANDERSON, S., WAHLSTROM, K (2004)



# LEADING CHANGE

First Order Change	Second Order Change
Incremental	Deep Change
Slow, gradual, often “the next logical step”	Dramatic departure from the expected; paradigm shift

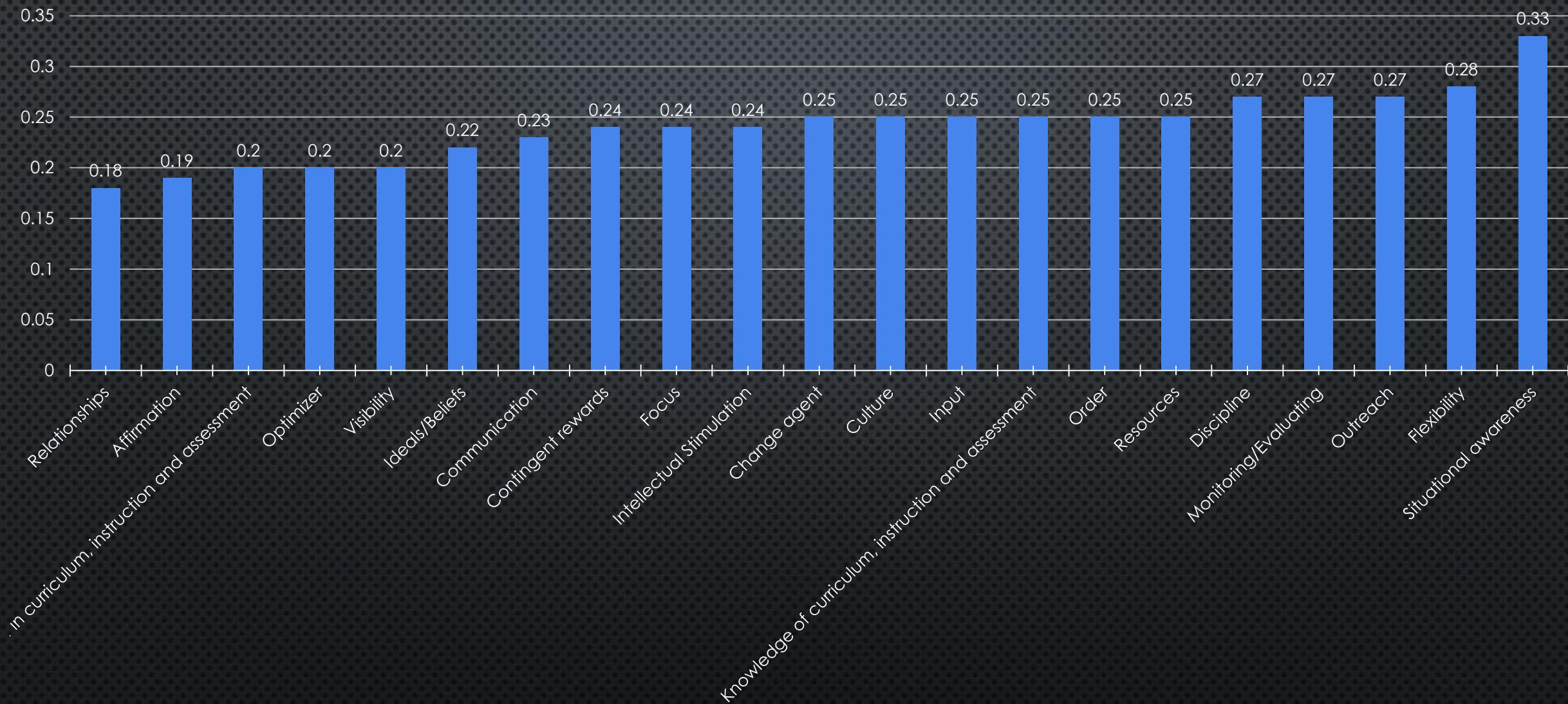


# THE 21 RESPONSIBILITIES AND THEIR CORRELATION WITH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL LEADERSHIP THAT WORKS BY MARZANO, R, WATERS, T & MCNULTY, B

[HTTP://goo.gl/forms/g0LWXi2bSv](http://goo.gl/forms/g0LWXi2bSv)





# PRINCIPAL QUALITY PRACTICE GUIDELINE

- READ YOUR ASSIGNED LEADERSHIP DIMENSION WITH YOUR PARTNER
- PROVIDE A REAL-SCHOOL EXAMPLE OF A SITUATION WHERE THIS LEADERSHIP DIMENSION IS ABSOLUTELY CRITICAL



# PRINCIPAL QUALITY PRACTICE GUIDELINE

- ORDER THE DIMENSIONS IN ORDER OF IMPORTANCE



# WHAT GREAT PRINCIPALS DO DIFFERENTLY

18 THINGS THAT MATTER MOST

## GREAT PRINCIPALS...

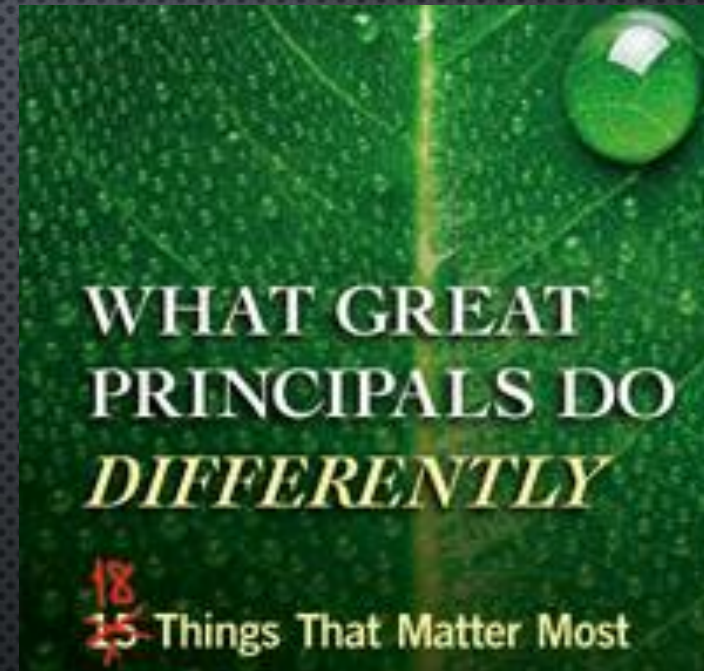
- |  |   |
|--|---|
| 1 ...never forget that it is people, not programs, that determine the quality of a school.   | 2 ...have clarity about who they are, what they do, and how others perceive them.   |
| 3 ...take responsibility for their own performance and for all aspects of their school.  | 4 ...create 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





# LEADERSHIP SELF-ASSESSMENT

THINK ABOUT WHERE YOU'LL KEEP THIS DOCUMENT FOR  
WHEN WE REVISIT IT IN MAY 2016.

DATE

CHAPTERS

FACILITATORS

Nov 30

Chapters 3 – 6

Jan 13

Chapters 7 – 11

Mar 14

Chapters 12 – 16

May 19

Chapters 17 - 20