

SSBL Newsletter

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President's Message



The challenge for leadership is not only based on increasing demands on the time and resources in the building. As I write this newsletter, many of us are in the throes of reporting periods, conferences and progress reports. Some are involved in supporting the health and mental well-being of students, and families, in their buildings. Some are covering classes to support professional development of staff. Others, carrying a teaching load. Added to the regular daily administrative routines in our buildings, are the time-sensitive meetings with directors to support the government's education sector planning, to support the ministry's focus on outcome and improvement targets. The list goes on.

The SSBL strives to continue our work as a special subject council with the STF. We aim to be a voice for administrators in our province, as well as support professional development opportunities. This year, our goal will

be to collaborate with the STF, to focus on 'Principal Workload.' At this time, this initiative is in the beginning stages. We hope that, as negotiations continue this year, the information gathered from the "Future of the Principalship" survey that was conducted last Fall, will be foundational to bringing forth measures needed to address Principal Workload, and how our role is viewed and valued by all stakeholders in education.

We are also hosting a workshop in March of this school year, called **The SSBL Summit: Closing the Gap-Improving FNMI Student Outcomes**. The speakers are from our own province, sharing stories of how their work is making a difference in the lives of the FNMI students and their families. This is a topic of value to all administrators in our province, aligning with government sector targets around improving graduation rates, as well as addressing necessary changes in practice for education in the 21st century.

The SSBL newsletter is also part of our professional development commitment to you. In this newsletter, you will find a wide variety of topics that are all pertinent to our role as administrators. We encourage you to check out the SSBL website, located at www.ssbl.ca. We request that you consider becoming an SSBL member, if you are not already a member. Our voice can only be strong if we have a large number of people willing to stand united. Our purpose is to promote awareness of the role of school based leaders across our province.

Please feel free to contact any of the members of the Executive Council. We look forward to hearing from you.

Carol Sarich

In This Issue

Seven Strong Claims About Successful School Leadership

Cyber Bullying and Schools: The Importance of Education and Collaborative Responses

SSBL Spring Summit

The Mental Health and Well Being of Adolescents

*Effective leadership in every school –
a driving force in education*



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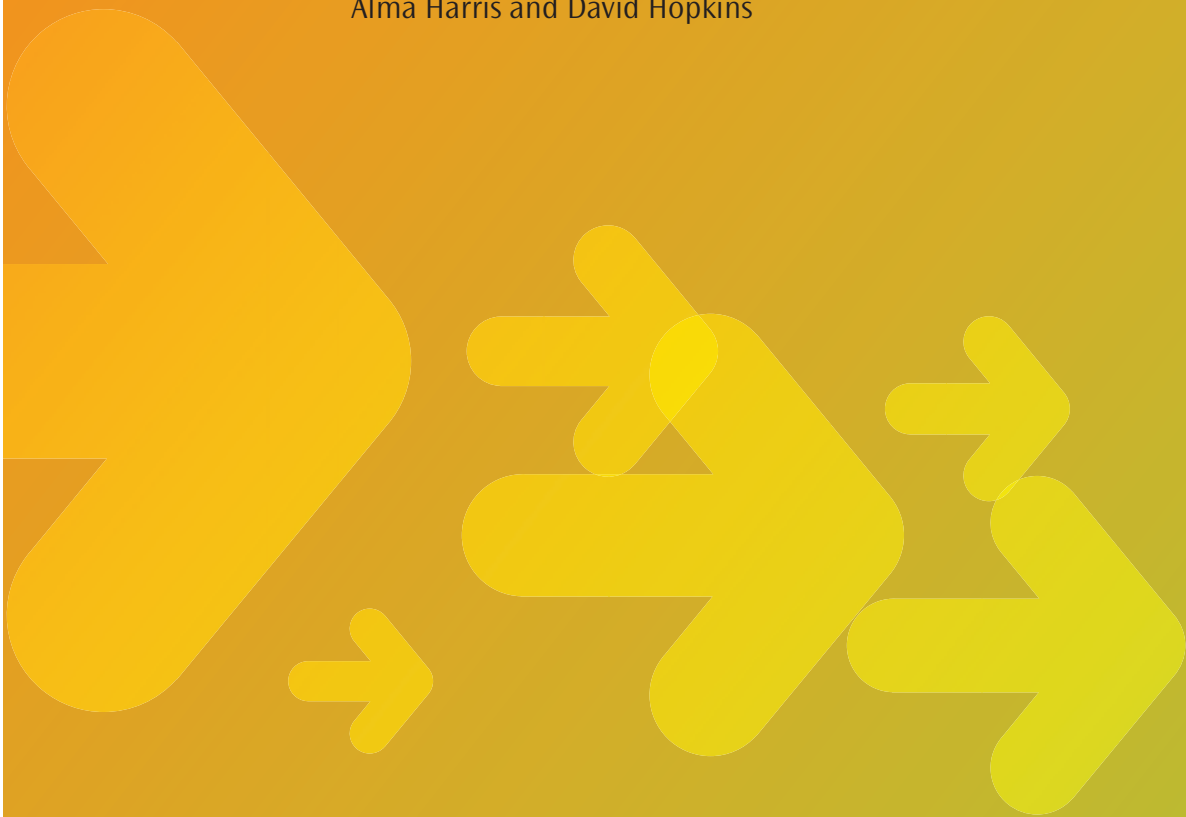
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Seven strong claims about successful school leadership



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Kenneth Leithwood, Christopher Day, Pam Sammons,
Alma Harris and David Hopkins



Introduction

This is a summary of the key findings of a review of literature undertaken by the authors as a point of departure for a large-scale empirical study organised around what we refer to as ‘strong claims’ about successful school leadership. These claims are not all strong in quite the same way, as we shall explain, but they all find support in varying amounts of quite robust empirical evidence, the first two having attracted the largest amount of such evidence. Those in leadership roles have a tremendous responsibility to get it right. Fortunately, we know a great deal about what getting it right means. The purpose of this paper is to provide a synopsis of this knowledge.

Seven strong claims

1. *School leadership is second only to classroom teaching as an influence on pupil learning.*
2. *Almost all successful leaders draw on the same repertoire of basic leadership practices.*
3. *The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.*
4. *School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.*
5. *School leadership has a greater influence on schools and students when it is widely distributed.*
6. *Some patterns of distribution are more effective than others.*
7. *A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.*



Claim 1: School leadership is second only to classroom teaching as an influence on pupil learning

This claim will be considered controversial by some. We could have claimed simply that school leadership has a significant effect on pupil learning, but our choice of wording captures the **comparative** amount of (direct and indirect) influence exercised by successful school leaders. Leadership acts as a catalyst without which other good things are quite unlikely to happen. Five sources of evidence justify this claim. While the middle three sources we identify are quite compelling, it is the first and fifth sources that place leadership in contention with instruction.

Five sources of evidence

1. The first justification for this claim is based upon primarily qualitative case study evidence. Studies providing this type of evidence are typically conducted in exceptional school settings.¹ Such settings are believed to contribute to pupil learning and achievement that is significantly above or below normal expectations (defined, for example, by research on effective schools based on comparing value-added similarities and differences among high and low performing schools). Studies of this type usually report very large leadership effects, not only on pupil learning but on an array of school conditions as well.² What is lacking in this evidence, however, is external validity or generalisability.
2. The second type of evidence about leadership effects is from large-scale quantitative studies of overall leader effects. Evidence of this type reported between 1980 and 1998 (approximately four dozen studies across all types of school) has been reviewed in several papers by Hallinger and Heck.³ These reviews conclude that the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally significant. **While leadership explains only five to seven per cent of the difference in pupil learning and achievement across schools** (not to be confused with the typically very large differences among pupils within schools), this difference is actually about one-quarter of the total difference across schools (12 to 20 per cent) explained by all school-level variables, after controlling for pupil intake or background factors.⁴ The quantitative school effectiveness studies providing much of this data indicate that **classroom factors explain more than one-third of the variation in pupil achievement.**
3. A third type of research about leadership effects is, like the second type, large scale and quantitative in nature. However, instead of examining overall leadership effects, it enquires about the effects of specific leadership practices. A recent meta-analysis,⁵ for example, identified 21 leadership responsibilities and calculated an average correlation between each one and the measures of pupil achievement used in the original studies. From this data, estimates were made of the effects on pupil test scores. **The authors concluded that a 10 percentile point increase in pupil test scores would result from the work of an average headteacher who improved her demonstrated abilities in all 21 responsibilities.**

¹ For example, see Gezi (1990) and Reitzug & Patterson (1998).

² See Mortimore (1993) for evidence on this point from England, and Scheurich (1998) for evidence from the United States.

³ See Hallinger & Heck (1996a; 1996b; 1998).

⁴ Evidence justifying this point has been reported by Creemers & Reezigt (1996) and by Townsend (1994).

⁵ Results have been reported in more or less detail in two sources: Marzano, Waters & McNulty (2005) and Waters, Marzano & McNulty (2003).

4. A fourth source of evidence has explored leadership effects on pupil engagement. In addition to being an important variable in its own right, some evidence suggests that school engagement is a strong predictor of pupil achievement.⁶ At least 10 mostly recent large-scale, quantitative, similarly designed studies in Australia and North America have concluded that **the effects of transformational school leadership on pupil engagement are significantly positive.**
5. The leadership succession research indicates that **unplanned headteacher succession is one of the most common sources of schools' failure to progress**, in spite of what teachers might do. These studies demonstrate the devastating effects of unplanned headteacher succession, especially on initiatives intended to increase pupil achievement.⁷ The **appointment and retention of a new headteacher is emerging from the evidence as one of the most important strategies for turning around struggling schools or schools in special measures.**⁸

Our conclusion from this evidence as a whole is that leadership has very significant effects on the quality of school organisation and on pupil learning. **As far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.** One explanation for this is that leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation.

⁶ This evidence has been comprehensively reviewed by Frederick, Blumenfeld & Paris (2004).

⁷ Such evidence can be found in Leithwood & Jantzi (1999a; 1999b); Leithwood, Riedlinger, Bauer & Jantzi (2003); Silins & Mulford (2002) and Silins, Mulford & Zarins (2002).

⁸ See Macmillan (2000); Fink & Brayman (2006).

⁹ See Matthews & Sammons (2005). Murphy (in press) reviews extensive evidence about the importance of new leadership in the case of private sector turnarounds.



Claim 2: Almost all successful leaders draw on the same repertoire of basic leadership practices

This claim emerges from recent research initiatives, and we believe that its implications for leadership development have not yet been fully grasped. The basic assumptions underlying the claim are that (a) **the central task for leadership is to help improve employee performance;** and (b) **such performance is a function of employees' beliefs, values, motivations, skills and knowledge and the conditions in which they work.** Successful school leadership, therefore, will include practices helpful in addressing each of these inner and observable dimensions of performance – particularly in relation to teachers, whose performance is central to what pupils learn.

Recent syntheses of evidence collected in both school and non-school contexts provide considerable evidence about **four sets of leadership qualities and practices in different contexts** that accomplish this goal.¹⁰ We have organised these core practices into four categories: building vision and setting directions; understanding and developing people; redesigning the organisation; and managing the teaching and learning programme. Each includes more specific sub-sets of practices: 14 in total. To illustrate how widespread is the evidence in their support, we have compared each set of practices to a widely known taxonomy of managerial behaviours developed by Yukl¹¹ through a comprehensive synthesis of research conducted in non-school contexts.

- **Building vision and setting directions.** This category of practices carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals and demonstrating high-performance expectations.¹² These specific practices reflect, but also add to, three functions in Yukl's managerial taxonomy: motivating and inspiring, clarifying roles and objectives, and planning and organising.
- **Understanding and developing people.** While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organisational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualised support and consideration, fostering intellectual stimulation, and modelling appropriate values and behaviours.¹³ These specific practices not only reflect managerial behaviours in Yukl's taxonomy (supporting, developing and mentoring, recognising, and rewarding) but, as more recent research has demonstrated, are **central to the ways in which successful leaders integrate the functional and the personal.**

¹⁰ Lowe, Kroeck & Sivasubramaniam (1996) review evidence collected mostly in non-school contexts. Waters, Marzano & McNulty (2003) provide evidence of all these practices in school contexts, although they use different labels and categories. Leithwood & Riehl (2005) describe these practices using these categories. Day & Leithwood (in press) synthesise the case study work of researchers with 64 successful leaders across 8 countries.

¹¹ See Yukl (1989). Gary Yukl is among the most influential and prolific of leadership researchers focused on non-school organisations.

¹² Evidence about the contribution of these practices can be found, for example, in Hallinger & Heck (2002).

¹³ Evidence about the contribution of these practices can be found, for example, in Bass & Avolio (1994); Gray (2000) and Harris & Chapman (2002).

- **Redesigning the organisation.** The specific practices included in this category are concerned with establishing work conditions which, for example, allow teachers to make the most of their motivations, commitments and capacities. School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions.¹⁴ Specific practices are **building collaborative cultures, restructuring [and reculturing] ... the organisation, building productive relations with parents and the community, and connecting the school to its wider environment.**¹⁵ Comparable practices in Yukl's managerial taxonomy include managing conflict and team building, delegating, consulting, and networking.
- **Managing the teaching and learning programme.** As with *Redesigning the organisation*, the specific practices included in this category aim to create productive working conditions for teachers, in this case by fostering organisational stability and strengthening the school's infrastructure. Specific practices are **staffing the teaching programme, providing teaching support, monitoring school activity and buffering staff against distractions from their work.**¹⁶ Yukl's taxonomy includes monitoring as a key part of successful leaders' behaviours.

These four categories of leadership practices, and the 14 more specific sets of behaviours they encompass, capture the results of a large and robust body of evidence about what successful leaders do. Leaders do not do all of these things all of the time, of course (you don't have to create a shared vision every day), and the way they go about each set of practices will certainly vary by context, as we discuss in the next section. That said, the core practices provide a powerful new source of guidance for practising leaders, as well as a framework for initial and continuing leadership development.

¹⁴ See Leithwood (2006) and Day et al (in press).

¹⁵ Evidence about the contribution of these practices can be found, for example, in Louis & Kruse (1998); West, Ainscow & Stanford (2005); Chrisman (2005); Muijs et al (2004); Jackson (2002) and Reynolds et al (2001).

¹⁶ Evidence about the contribution of these practices can be found, for example, in Duke (2004); Hallinger (2003); Reynolds, Stringfield & Muijs (forthcoming).



Claim 3: The ways in which leaders apply these leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work

Much has been written about the high degree of sensitivity successful leaders bring to the contexts in which they work. **Some would go so far as to claim that ‘context is everything’.** However, based on our review of the evidence, this reflects a superficial view of what successful leaders do. Without doubt, successful leaders are sensitive to context, but this does not mean they use qualitatively different practices in every different context. It means, rather, that they apply contextually sensitive combinations of the basic leadership practices described above. By way of example, consider the leadership of schools in special measures during each stage of being turned around. Beginning at the end of a period of declining performance, these stages are typically characterised, in both corporate and school literature,¹⁷ as early turnaround (or crisis stabilisation) and late turnaround (or achieving and sustaining success). Evidence suggests differences in the application of each of our four core sets of successful leadership practices.

- **Building vision and setting directions.** This category is particularly important for turnaround school leaders at the early crisis stabilisation stage, but the context requires enactment of these practices with a sense of urgency, quickly developing clear, short-term priorities.¹⁸ **At the late turnaround stage, much more involvement of staff is necessary in crafting and revising the school’s direction, so that ownership of the direction becomes widespread,** deeply held and relatively resistant to the vagaries of future leadership succession.
- **Understanding and developing people.** This category of practices is essential in all stages of school turnarounds, according to evidence from both US and UK contexts.¹⁹ Although this evidence is not yet sufficiently fine-grained to inform us about how these practices are enacted, it is consistent in highlighting its importance in all contexts.
- **Redesigning the organisation.** These practices are quite central to the work of turnaround leaders. For example, transition from early to later turnaround stages depends on organisational reculturing.²⁰ However, much of what leaders do in the early stage of the turnaround process entails restructuring to improve the quality of communication throughout the organisation and setting the stage for the development of new cultural norms related to performance and the more distributed forms of leadership required to achieve and sustain high levels of performance.²¹

¹⁷ A good review of corporate turnaround leadership can be found in Slatter, Lovett & Barlow (2006). For a review of evidence about state- and district-prompted turnaround processes in the US, see Mintrop & Papazian (2003). In the UK context, see, for example, Day (2005) and Harris (2002).

¹⁸ Evidence in support of this claim can be found in Harris (2002) and Billman (2004).

¹⁹ See Mintrop & Papazian (2003) for US evidence and West, Ainscow & Stanford (2005) for evidence from England.

²⁰ See Ross & Glaze (2005).

²¹ See Foster & St Hilaire (2004).

- **Managing the teaching and learning programme.** All the practices within this category have been associated with successful turnaround leadership but their enactments change over time. For example, the flexibility leaders need in order to recruit staff with the dispositions and capacities required to begin the turnaround process often means negotiating for special circumstances with local authorities and unions.²² Ongoing staffing of the school at the later turnaround stage, however, cannot be sustained outside the framework of established policies and regulations.

Additional evidence for the enactment of these basic successful leadership practices in contextually sensitive forms can now be found in relation both to highly accountable policy contexts and to the contexts found in schools serving highly diverse student populations.²³

²² See Bell (2001).

²³ For example, in relation to accountable policy contexts, see Belchetz & Leithwood (in press) and Day & Leithwood (in press); in relation to diverse student contexts, see Giles et al (2005).



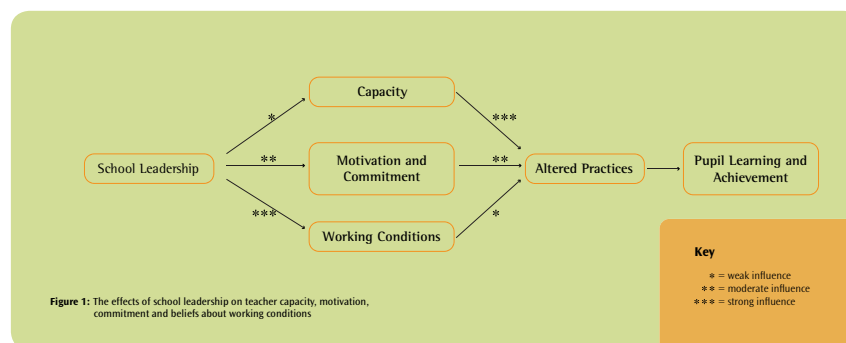
Claim 4: School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions

As we pointed out in relation to Claim 2, a key task for leadership, if it is to influence pupil learning and achievement, is to improve staff performance. Such performance, we also claimed, is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular. This emphasis is reflected, for example, in the popularity in many countries of the term 'instructional leadership' and in fledgling efforts to discover the curriculum content knowledge that successful school leaders should possess.²⁴

There is, however, very little evidence that most school leaders build staff capacity in curriculum content knowledge, or at any rate that they do so directly and by themselves. Indeed, to suggest they should is, in our view, to advocate, yet again, an 'heroic' model of school leadership – one based on content knowledge rather than on charisma, as in the past. Such heroic aspirations do more to discourage potential candidates from applying for leadership jobs than they do to improve the quality of incumbent leadership.

Our review suggested that, while school leaders made modest direct contributions to staff capacities, they had quite strong and positive influences on staff members' motivations, commitments and beliefs about the supportiveness of their working conditions. The nature of the evidence is illustrated by the results of a recent study²⁵ carried out across England.

Based on a national sample of teacher survey responses, the study enquired about the effects of most of the basic or core leadership practices described above, as enacted by headteachers, on teachers' implementation of the Primary Strategies (originally the National Literacy Strategy and National Numeracy Strategy) and the subsequent effects of such implementation on pupil learning and achievement. Figure 1 is a simplified (number-free) model of the sort typically used to represent results of the kind of complex statistical analyses used in this study.²⁶ Such analyses are designed to test the direction and strength of relationships among variables in a model, as well as the amount of variation in certain variables that can be explained by other variables.



²⁴ A series of papers devoted to this problem can be found in the fourth issue of *Educational Evaluation and Policy Analysis* (2003). The case for pursuing this focus has recently been made in a compelling paper by Viviane Robinson (2006).

²⁵ Leithwood & Jantzi (2006).

²⁶ We refer here to path modelling techniques, in this case structural equation modelling.

The model indicates that the more headteachers enacted the core leadership practices described earlier, the greater was their influence on teachers' capacities, motivation and beliefs about the supportiveness of their working conditions. In turn these capacities, motivations and beliefs had a significant influence on classroom practices, although in this study such practices seemed unrelated to pupil learning and achievement. As Figure 1 indicates, **the influence of leadership practices was strongest on teachers' beliefs about working conditions, followed by their motivation to implement the Primary Strategies and then by their views of their preparedness to implement those strategies.** Figure 1 also suggests that the strongest direct contribution to altered classroom practices was teachers' beliefs about their capacity to implement the strategies. **Thus it is clearly important to develop teachers' capacities,** although school leaders, in this study, have less influence on this dimension of teachers' performance than they do on the motivation and working conditions dimensions.

These results have been replicated most recently in separate very large English and American studies.²⁷ Further weight is added to these results by a recent synthesis of evidence about the emotions that shape teachers' motivations (levels of commitment, sense of efficacy, morale, job satisfaction, stress and the like) and the effects on their pupils' learning. This evidence indicates strong effects of teachers' emotions on their practices, and strong effects of leadership practices on those emotions. **The recent four-year mixed-methods national study²⁸ of variations in the work, lives and effectiveness of teachers in English schools confirms the importance of leadership – alongside other mediating influences – to teachers' commitment, resilience and effectiveness, and the key role of emotional understanding in successful leadership.**

In the face of such evidence, the position most often advocated is that leaders ought to make greater direct contributions to staff capacities, and that this is a challenge to be addressed in the future.

²⁷ The American study, funded by the Wallace Foundation in New York, was conducted by research teams from the University of Minnesota and the University of Toronto. A report of their findings is in Mascall & Leithwood (in press). The English study, funded by DFES, has been reported by Day et al (2006) and is to be published in book form (Day et al, in press).

²⁸ The English study, funded by DFES, has been reported by Day et al (2006)



Claim 5: School leadership has a greater influence on schools and pupils when it is widely distributed

Despite the popularity of this claim, evidence in its support is less extensive and in some cases less direct than that in support of the previous claims. Nevertheless, it is quite compelling. We begin with an illustration of this evidence using a recent study²⁹ designed in much the same way as the one used to illustrate Claim 4. Results of this study are summarised in Figure 2, a path analysis model (with numbers included this time) representing the strength of relationships among the same variables (except altered teacher practices) considered in the study illustrating Claim 4. The leadership measured in this case was not provided exclusively by headteachers: **we asked about the leadership provided by many possible sources – individual teachers, staff teams, parents, central office staff, students and vice-principals – as well as the principal or headteacher.** ‘Total leadership’ refers to the combined influence of leadership from all sources.

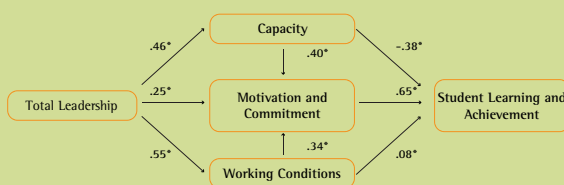


Figure 2: Total leadership effects on teachers and pupils

Figure 2 indicates the following.

- There are significant relationships between total leadership and the three dimensions of staff performance.
- The strongest relationships are with teachers' perceived working conditions.
- The weakest relationships are with teacher motivation and commitment.
- The relationship between total leadership and teachers' capacity is much stronger than the relationship (illustrated in Figure 1) between the headteacher's leadership alone and teachers' capacity.

The most significant results of this study for our purposes, however, were the indirect effects of total leadership on student learning and achievement, through its direct effects on the three dimensions of staff performance. **Total leadership accounted for a quite significant 27 per cent of the variation in student achievement across schools. This is a much higher proportion of explained variation (two to three times higher) than is typically reported in studies of individual headteacher effects.**

In addition to this direct evidence about the effects of distributed leadership, less direct evidence in support of this claim can be found in research on formal leadership succession, school improvement initiatives, processes used to successfully turn around low-performing schools, and the movement toward flatter organisational structures and team problem-solving.

²⁹ See Mascal & Leithwood (in press).



Claim 6: Some patterns of distribution are more effective than others

This claim grows directly from evidence about the superiority, in most but not all contexts, of distributed rather than focused (single-person) leadership. Research on a sample of 110 schools demonstrated that **there are relationships between the use of different patterns of leadership distribution and levels of value-added student achievement.**

- Schools with the highest levels of student achievement attributed this to relatively high levels of influence from all sources of leadership.
- Schools with the lowest levels of student achievement attributed this to low levels of influence from all sources of leadership.
- Schools with the highest levels, as compared with those in the lowest levels, of student achievement differed most in their ratings of the influence of school teams, parents and students.
- Headteachers were rated as having the greatest (positive and negative) influence in all schools.

This evidence is at least consistent with claims about the ineffectiveness of laissez-faire forms of leadership.³⁰ It also reflects earlier findings about power as a relatively unlimited resource in organisations.³¹ **There is no loss of power and influence on the part of headteachers when, for example, the power and influence of many others in the school increase.**

While the evidence strengthens the case that some leadership distribution patterns are more helpful than others, it sheds little light on the range of patterns that actually exists in schools and, most importantly, the relative effects of these patterns on the quality of teaching, learning and pupil achievement. Evidence on these key questions is extremely limited, and efforts to fill this gap represent the advancing edge of current leadership research. A number of theorists have proposed leadership patterns that they believe capture the range currently found in schools: for example, additive patterns reflecting unco-ordinated patterns of practice by many people in an organisation, as compared with parallel patterns that reflect greater co-ordination.³² A recent report on evidence from private sector organisations³³ begins to support the sensible assertion that **more co-ordinated patterns of leadership practice are associated with more beneficial organisational outcomes.** No comparable evidence has yet been reported in schools.

³⁰ See Bass (1985).

³¹ See Malen (1995).

³² These are terms used by Gronn (2003) and Spillane (2006) respectively.

³³ See Ensley, Hmieleski & Pearce (2006).



Claim 7: A small handful of personal traits explains a high proportion of the variation in leadership effectiveness

Why are some leaders more expert than others? Why do some people seem to develop leadership capacities to higher levels and more quickly than others? These important questions direct our focus to what is known about successful leaders' personal traits, dispositions, personality characteristics and the like. A substantial body of research conducted outside schools provides a reasonably comprehensive answer to these questions as it applies to private sector leaders.³⁴ However, within schools the evidence is less comprehensive. Little research has focused on personality characteristics or intelligence, though there have been significant contributions concerning cognitive processes³⁵ and leaders' values.³⁶

One recent American study³⁷ on school leaders' confidence or sense of collective efficacy illustrates the potential value of future research about headteacher traits. Using a database comparable to the ones summarised in Figure 2 and noted under Claim 6, this study found that some characteristics of school districts (for example, a clear focus on pupil learning and achievement and a commitment to data-based decision-making) had a significant influence on school leaders' sense of how well they were doing their jobs. This sense of efficacy in turn shaped the nature of headteachers' leadership practices; highlighted the relationship between these practices and such things as decision-making processes in their schools; and had an indirect but significant influence on pupils' learning and achievement.

Although not setting out to be research on leader traits, recent studies of leaders' efforts to improve low-performing schools³⁸ have begun to replicate evidence from private sector research. This evidence warrants the claim that, at least under challenging circumstances, **the most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (eg in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic.** Such traits help explain why successful leaders facing daunting conditions are often able to push forward when there is little reason to expect progress.

³⁴ This research has recently been summarised by Zaccaro, Kemp & Bader (2004), for example.

³⁵ One line of research on school leaders' problem-solving expertise has been pulled together in Leithwood & Steinbach (1995).

³⁶ See Begley & Johansson (2003) for a representative sample of this research.

³⁷ Leithwood and Jantzi, in press.

³⁸ One relevant set of data has been reported by Jacobson et al (2005).



Conclusion

A recent publication³⁹ sponsored by Division A of the American Educational Research Association (the largest association of its kind in the world, with many international members) claimed that research on school leadership has generated few robust claims. The main reason cited for this gap in our knowledge was a lack of programmatic research; a paucity of accumulated evidence from both small- and large-scale studies, the use of a variety of research designs, and failure to provide evidence in sufficient amounts and of sufficient quality to serve as powerful guides to policy and practice. We have no quarrel with this assertion.

This assertion, however, should not be taken to mean that we know nothing of importance about successful school leadership. There are some quite important things that we do know, and claims that we can now make with some confidence. Not taking pains to capture what we know not only risks squandering the practical insights such evidence can provide; it also reduces the likelihood that future leadership research will build cumulatively on what we already know. Failure to build on this would be a huge waste of scarce resources.

This executive summary has presented, in the form of seven strong claims, the most important results of previous school-leadership research. We explore these claims in more detail in our full review of the literature.⁴⁰ This literature review, the jumping-off point for a large-scale, mixed-methods empirical study, will extend the number of robust claims that we can legitimately make about successful leadership in a range of schools. In so doing, it will significantly increase the quality and quantity of evidence of what successful school leadership means in practice.

³⁹ See Firestone & Riehl (2005).

⁴⁰ Leithwood et al (in press).



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PB183

Cyber Bullying and Schools: The Importance of Education and Collaborative Responses

By Ryan Broll



Cyber bullying is generally understood to be intentional and repeated behaviours performed through electronic media with the intention of harming others. Although estimates vary widely, recent reviews suggest that between 20% and 40% of young people are cyber bullied, and about 20% of young people report cyber bullying others. In past years young people who were bullied usually had some relief at home in the evenings and on weekends; nowadays, unless young people entirely disconnect – which is an unrealistic and ineffective solution – they can be incessantly bombarded with hurtful messages and content.

Bullying has traditionally been considered a school-based problem to be handled internally by school administrators. However, unlike traditional forms of bullying, there is much confusion surrounding who is responsible for responding to cyber bullying incidents. For example, cyber bullying often occurs at home using technologies that parents have purchased for their children. Likewise, recent calls to criminalise cyber bullying have strengthened police involvement. Nevertheless, schools remain important intervention points, and it is clear that some responses are counterproductive. For example, suspending a young person who is cyber bullying others actually increases that students' access to technology. Similarly, restricting victims' access to technology only encourages them not to report future

incidents. On the other hand, engaging bystanders may be particularly helpful since it is easier for most young people to speak out against bullying online than in-person.

The most effective solutions to cyber bullying involve two components: education and collaboration. Educating students about healthy relationships, "netiquette" (online etiquette), and safe technology use as a means of preventing cyber bullying is agreed to be the most effective approach. It is also worthwhile to teach parents about safe technology use and to offer suggestions as to how they can protect their children in the electronic world. School Resource Officers are an excellent source of knowledge and information on such issues. When incidents have occurred, collaborative responses to cyber bullying are often necessary. Cyberspace is too vast and multijurisdictional for a single

stakeholder to respond to online incidents in isolation. As such, schools, parents, and members of law enforcement ought to work together to respond to incidents and develop effect solutions to individual cases. Most young people who are cyber bullied try to deal with the problem on their own, but the power differential involved in bullying and the pervasiveness of cyber bullying are too difficult for most young people to overcome without adult intervention. Given already low rates of reporting, it is essential that adults' responses are timely, considerate, and as effective as possible to encourage young people to continue to seek assistance with cyber bullying in the future.

Ryan Broll is a PhD candidate in Sociology at the University of Western Ontario. His doctoral research focuses on stakeholders' responses to cyber bullying.



March 21, 2014

Eamer Auditorium, STF Building
2317 Arlington Avenue, Saskatoon, Saskatchewan

8:30 a.m.-4 p.m.

Tapwewin: Truthful Hearts; Transformational Acts

Gordon Martell, Delvin Kanewiyakiho, Craig Schellenberg

This session will explore a model for improved outcomes for Indigenous students that aims to dismantle deficit thinking and re-frame Indigenous education based on Indigenous knowledges and life-ways. It will present an educational leadership model conducive to creating the conditions for Indigenous student success and fostering accountability, student engagement and responsive pedagogy. The story of the turnaround at Oskayak High School will be shared as an example of reframing success in the context of Indigenous paradigms and actualizing school programming that achieves balanced outcomes and ensures students achieve a quality education and acquire Indigenous 21st century skills.

Indigenous Education – 2 Paths, 1 Direction

Chris Scribe – Mosquito School

Our education system is failing our children! For Indigenous students, our current education system was used as a method of assimilation and cultural genocide. The attitudes have changed, but the system has remained. This presentation will give educators insight into accessing Indigenous Knowledge Education, not only for the benefit of Indigenous students but for the benefit of all students.

Canoe Lake, Our Journey to Belonging

Ida M. Iron, Geraldine Rediron – Canoe Lake Miksiw School

Our journey began with the question, how can we improve teacher perceptions of the students they are working with? Why are our students so frustrated, giving attitude to the staff and students and demonstrating such outright negative behaviours? Having staff react negatively to students' negative behaviour does not give a positive result, this only occurs in Algebra and/or Math. This is how our journey began with the staff and students of Canoe Lake.

Cost: \$100

- includes all three sessions
- includes breakfast and lunch
- check out the SSBL website at www.ssbl.ca for registration and payment options with Paypal
- any further questions, please call Carol sarich at 306-659-7371

Social gathering at Louis Pub at the University of Saskatchewan,
on Thursday, March 20 starting at 7 p.m.

HALIFAX CAP 2014

The Nova Scotia School Administrator's Association invites you to attend the 2014 Canadian Association of Principals Conference being held in the historic and scenic city of Halifax, Nova Scotia. This conference will give delegates the opportunity to engage in professional development entitled "Times are Changing - Leadership for the Future," which will highlight essential leadership skills based on dealing with leadership in a multi-generational workplace. Our conference will offer excellent learning opportunities, as well as a taste of Downhome East Coast hospitality which you will never forget!

May 7th-10th

Times are Changing Leadership for the Future

Jason Dorsey is a thought leader on Gen. Y, and bridging the gap between generations. He is an acclaimed speaker, bestselling author, corporate consultant and award winning entrepreneur. He has appeared on 60 Minutes, 20/20, the Today show and countless other programs.



Michael Unger writes for parents and educators. Among his most recent work is We Generation: Raising Socially Responsible Children and Teens and Too Safe For Their Own Good, which was the subject of a cover story in Maclean's.



Barb Stegemann is The best selling author, Entrepreneur and winner of the "biggest game changer" on Dragon's Den. She is the founder and CEO of the Seven Virtues.



Phillip Djwa has more than 18 years in the high-technology industry. Since 2000, Phillip has led strategy, and completed innovative web projects, as part of his company Agentic Communications.



Kelly Mawhinney is an Experienced strategy and human resources leader with exceptional communication skills and collaborative style. She is the director of Global-Consulting services at RBC.



Please visit Halifax Cap 2014 to view the full Bios.



The Mental Health and Well Being of Adolescents

By Claire Crooks, Suzanne Zwarych, and Debbie Chiodo
CAMH Centre for Prevention Science

Schools have a profound influence on children, their families and the community. It has long been recognized that children's motivation and ability to stay in school and achieve success is affected by their mental health and well-being. More recently, school divisions across Canada are looking at the current curricular expectations for mental health and asking if they are doing enough to meet the increasing need to facilitate an open dialogue with youth about mental health and well-being.

Across Canada, educators are committed to ensuring that programming, strategies, and supports focused on addressing the mental health needs of students are in place to maximize student achievement and well-being. While some schools have responded well to the need for promoting positive child and youth mental health, there are some obvious challenges in advancing mental health and well-being for students. Educators have difficulty accessing reliable information about mental health. Moreover, educators need support in integrating mental health components into existing curriculum. Currently, there is no nationally endorsed scope and sequence for mental health, despite the expectations placed on educators to address mental health and well-being in the classroom. Unfortunately, schools are left at providing fragmented, inconsistent, and possibly ineffective approaches to mental health and well-being that tend to focus on symptoms and diagnoses of mental health disorders.

Saskatchewan has a long list of mental health outcomes that health educators are asked to meet before the end of grade 10. One of the outcomes listed for grade 10 requests that youth will be able to "Assess the impact of mental health on overall well-being of self, family, and community" and one listed in the grade 8 health curriculum states that grades 8's should be able to "Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community." Although these are only two of the many outcomes listed, teachers were asked at a recent Safe Schools Conference in Regina, if they believe schools in Saskatchewan are meeting the required outcomes. The response was overwhelming that teachers need additional support in achieving these outcomes.

Recently, the CAMH Centre for Prevention Science and the Aboriginal Education Research Centre at the University of Saskatchewan partnered together to bring two workshops to Saskatchewan to help teachers interested in implementing Fourth R programs in their schools. One workshop was held in Saskatoon and one in Regina during October, 2013. Both sessions were very well attended and teachers, social workers, and school counsellors appreciated both the training and the resources they received.



Photo taken at Fourth R Training at Tommy Douglas Collegiate, Saskatoon, October, 16, 2013

One of the facilitators has already started the program during lunch hours at his school in Saskatoon and commented:

The students are actively engaged in the activities, and they appreciate the small group size so that they can all have a voice in many different ways. I think that this is also one of the first times that many of them have been able to talk about the validity of their video game role models, and how these stereotypes are negatively affecting them. It was surprising to see how many of them point out media and its negative influences, and yet live symbiotically with it.

Andrew Herron, BJM High School, Saskatoon

A student researcher from the Aboriginal Education Research Centre was trained to continue a project that has been implementing the Fourth R Small Group Program in Saskatoon for over 3 years:

The Aboriginal Education Research Centre and Str8 UP have been partnering for three years bringing healthy relationship skill instruction to at risk youth in Saskatoon using the lessons from the Fourth R Healthy Relationship Plus program as a core for the sessions. Each session is facilitated by an AERC youth researcher and a Str8 Up adult who have been trained in the Fourth R. Session topics include mental health, healthy

relationships, suicide prevention, and skill building for delaying, refusing and negotiating risk behaviours. More than 80 youth in Saskatoon have participated in these sessions and AERC is planning to facilitate another one starting in January 2014. The feedback we have received from facilitators, youth, and student researchers has been positive and encouraging.

Marie Battiste, Aboriginal Education Research Centre



Photo of Marie Battiste and Fourth R Facilitator, Suzanne Zwarych, taken at a recent training for Str8Up workers and AERC Student researchers at the University of Saskatchewan on October 15, 2013.

The **Fourth R** is an evidenced-based comprehensive prevention program currently implemented in over 2000 schools across Canada. It applies best-practice approaches to building skills and reducing harm among adolescents. The foundation is a skill-based curriculum that promotes healthy relationships and targets violence (bullying, peer and dating violence), high-risk sexual behaviour and substance use among adolescents. The contention of the **Fourth R** (www.youthrelationships.org) is that relationship skills can be taught in the same way as reading, writing, and arithmetic. Furthermore, given the plethora of negative relationship models available to teens, it is crucial that adolescents be exposed to healthy alternatives, and equipped with the skills to engage in healthy relationships themselves.

The foundation of the Fourth R strategies is skill-based activities that promote healthy relationships and target a wide range of abuse and violence (bullying, peer and dating violence), high-risk sexual behaviour and substance use among adolescents. We believe that expanding efforts to assist youth in making responsible choices will play a natural and crucial role in promoting positive mental health and reducing harmful behaviours.

The *Healthy Relationships Plus Program (HRPP)* is the newest innovation to healthy relationship programming and it provides facilitators with the lessons for a small group program with a strengthened mental health and suicide prevention focus. During the course of the lessons, youth engage in extensive skill development and role-play activities to help develop effective and healthy responses to everyday situations that will enable them to communicate more effectively and to manage situations where they or their friends are confronted with conflict, abuse, or violence. Beyond skills, the *HRPP* develops critical thinking, self-awareness and problem-solving and promotes healthy attitudes. This program is a proactive, competency-enhancement approach rather than a treatment. It was designed to build strengths, resilience, and coping skills among youth as a way of enhancing interpersonal functioning. Every aspect of the program, from the material presented to the relationships among facilitators and participants, is designed to model appropriate use of power and respectful relationships, and support youth empowerment.

Currently, the HRPP is being evaluated for its effectiveness in schools across Canada. Participants in the nation-wide program evaluation include: three school divisions in Saskatchewan, the YWCA in the North West Territories, schools within the Thames Valley District School Board in London, Ontario and ten community agencies in Alberta. The Fourth R is also involved in a much larger strategy to reduce domestic violence throughout Alberta at this time.

Saskatchewan Safe Schools Conference

The Power of One

“Kids can walk around trouble if there is someplace to walk to, and someone to walk with.”

Tito in Urban Sanctuaries (Milbrey, McLaughlin, et al)

Resiliency research affirms that caring, respectful adult-student relationships are foundational to meeting the social, emotional and academic needs of students.

The Canadian Safe Schools Network is pleased to announce that the annual Saskatchewan Safe Schools Conference will be held on March 21st, 2014.

Join us for a full day of valuable presentations and workshops on a wealth of topics related to resiliency, relationships, engagement, inclusion and acceptance, social-emotional development and mental health needs of students.

Featuring Keynote Speakers:

Gabrielle Scrimshaw
Co-Founder, Aboriginal Professional Association of Canada

Michael Eisen
Founder, The Youth Wellness Network

The 9th Annual Saskatchewan Safe Schools Conference

Friday, March 21, 2014

The Travelodge Hotel Saskatoon
106 Circle Dr. W.

For further information & to register, please visit
www.canadiansafeschools.com

Module One – Working With People

The Learning Community; Ages and Stages; Personal Insights; Personal Balance: Stress and Change; Leadership Practices; Communication; Collaborative Cultures; Meetings; Shared Leadership and Community Relations.

Module Two – Leadership for Teaching and Learning

Vision and Leadership; Instructional Leadership; School Climate; Principles of Learning; Brain Research and Learning; Curriculum, Assessment and Instruction; Professional Development and Staff Development.

Module Three – Supervision and Evaluation: Leadership for Nurturing a Culture of Learning

School Improvement; Professional Learning Communities; Supervision and Evaluation in a Learning Community; Legal and Policy Frameworks for Supervision and Evaluation; Evolution of the Professional Learning Community.

Module Four – The Law

The Law and Me, Conflict Management; Fundamental Justice; *The Education Act*, 1995; *Canadian Charter of Rights and Freedoms*; Human Rights; *Youth Criminal Justice Act*; Ethical Decision-Making; Case Studies; Current Issues in Education Law.

Module Five – Leading in a Context of Change and Community

Worldview; Perspectives on Education; Responding to Student Diversity; Issues in Education; Ministry of Education Initiatives; Leading and Supporting Change; Community Leadership.

Module Six – Beginning with the End

(It is recommended that participants have completed Modules One through Five to be eligible)

Leadership in a Time of Change; Current Issues in Education; Networking; Problem Solving; Sustainable Leadership; Reflection for Action; Individual Presentations; Case Studies.

Saskatchewan School-Based Administrators' Professional Development Program



Although not a prerequisite, it is highly recommended to take Module One first. All of the modules have recently been revised and updates are done on an ongoing basis to keep the modules current. These modules are based on current research and are sensitive to the practical needs of school-based administrators. Applicable to real-life situations, the modules are self-directed and experiential. They reflect a diversity of perspectives and address knowledge, skills and attitudes.

COST FOR EACH MODULE:

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The program is for School-Based Administrators, Central Office Personnel, Classroom Teachers



Saskatchewan School-Based Administrators' Professional Development Program Registration

Spring 2014

☐ Module Three – Saskatoon March 20-21, 2014 \$299.25
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Sessions will be held daily from 9 a.m. to 8 p.m. Lunch and supper will be provided.

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Teacher's Certificate Number*	School/Organization	
Grade Level(s) Taught*	Role in School or School Division	
Mailing Address	☐ Home ☐ School	
City		
Province	Postal Code	
Phone		
Email		
Payment Options:	☐ Cash/Debit ☐ Cheque ☐ Complimentary ☐ Visa ☐ MasterCard	
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*Complete if applicable.

The above information will be used for the purposes of processing your registration, course administration, and generating statistical information related to the administration of this program.

Signature	
Date (DDMMYYYY, e.g. 31 JAN 2000)	

* This 3-digit number is found on the signature strip on the back of your card and is required to process your payment. Please submit this code in the space provided or call the Saskatchewan Teachers' Federation office with the number. The STF does not keep credit card information on file. This section will be destroyed after your registration is processed.

Register online at www.spdu.ca or return form and payment to:
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Saskatchewan School Based Leaders



Special Subject Council

2013-14

Membership Application Form

This membership form is for the use of current in-school leaders. It can be used for new Applications for SSBL and for membership renewals. The SSBL membership is \$35.00.

Personal Information *(This information is required in order to process your membership application.)*

Name: Last _____ First _____

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Consent for the Use of Personal Information

By applying for membership in the Saskatchewan School Based Leaders (SSBL) special subject council, I consent to the use of my personal information for the following purposes:

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4. to seek members who would be willing to represent SSBL at educational meetings or on educational committees; and,
5. to register each SSBL member as a member of the Canadian Association of Principals (C.A.P.) so he/she may receive the *C.A.P. Journal* and other professional information related to C.A.P.

Signature: _____ Date {dd/mm/yy}: _____

Please return this form and a cheque for the \$35.00 membership fee to Dean Lucyk, SSBL Treasurer and Membership Co-ordinator at 44 Cardinal Crescent, Regina, SK S4S 4Y5 or online at www.ssbl.ca.

A Guide to Saskatchewan School Law: Second Edition is now available

A Guide to Saskatchewan School Law has been significantly revised and updated and is now available. Major changes include revisions to:

- General Student Safety
- Harassment and Bullying
- Technology-Mediated Issues in Schools, and Cyberbullying
- The Saskatchewan Teachers' Federation and Discipline
- Legal Status of Volunteers in Schools
- School Closures
- School Community Councils and Conseils d'Ecoles
- The League of Educational Administrators, Directors and Superintendents
- Tri-Council Policy and Academic Research in Saskatchewan Schools
- Separate School Divisions

This edition of the Guide has been significantly reformatted for ease of use. An index has been added, and terminology and policy statements from educational stakeholder organizations have been updated.

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The **Saskatchewan School Based Leaders** is a special subject council of the Saskatchewan Teachers' Federation. The SSBA was formed in 1986 when the high school administrators and elementary administrators groups joined. It is an organization manned by volunteer administrators in this province. The SSBA is also an affiliate of the Canadian Association of Principals.

Our objectives are:

- To promote awareness of the role of school based administrators.
- To promote professional development of school based administrators.
- To provide a forum for effective communication.
- To provide a forum for examining issues and directions in education.
- To cooperate with other organizations having similar objectives.
- To create additional avenues of support for the welfare of in-school administrators.

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