

**LEAP Action Learning Report 2012**

|  |  |
| --- | --- |
| Topic area(The What) | What processes are used to assess teacher/executive effectiveness?What are the centralised expectations?How effective is the process, what shortcomings are there?What type of feedback is used?How is the process perceived by the: teachers, executive, principal, school education director (or equivalent)? |
| Context(The Where and When) | My exchange partner was a retired principal who works closely with the Ontario Principals’ Council. Because he was not based in a school, he had organised visits to a variety of schools over the exchange. I was able to interview principals, deputy principals and teachers in the elementary schools listed below: My Jim Rivard                          Northdale P.S.                                                Linda Devos-Stephenson      Algonquin P.S.                                               Karen Dalton                       Executive Superintendent of Operations           Kerby Waud                        Ashley Oaks P.S.                                             Helder Goulart                     White Oaks P.S.                                               Steve McCombe                    Stoney Creek P.S.                                           |
| Research methods(The How) | Observation, classroom visits, interviews and readings:* The Ontario Leadership Framework 2012
* Performance Appraisal of Experienced Teachers
* School Self-Assessment: The Road to School Effectiveness
* Ontario Leadership Strategy Bulletins
 |
| Initial findings | * The Ministry of Education developed an appraisal system for all schools.
* The framework consists of 4 key components for school leaders: school leadership, K-12 school effectiveness, system level leadership and district effectiveness framework.
* Clear leadership framework to support the development of deputy principals and principals. Given the process of principal and deputy principal appointments, it is important that superintendents know the staff in their group of schools.
* There are 5 domains for teachers: commitment to pupils and pupil learning, professional knowledge, professional practice, leadership in learning communities and ongoing professional learning. There is also the expectation that teachers will identify their own growth goals that ideally are linked to the school plan.
* Provides the principal with deep knowledge about staff which can be shared with superintendents.
* Interpersonal relationships between staff and principal/deputy principal are extremely important to ensure the process is seen as supportive and developmental rather than punitive.
* Some teachers find the process extremely stressful, others treat it lightly and other staff find it professionally supportive and use the conversations to help them grow professionally.
* Consolidates the principal’s knowledge of what is happening in the classroom and provides opportunities for courageous conversations.
* Principals’ 2-5 year tenure can make the process difficult
* Can be time consuming and frustrating
* The process for removing underperforming teachers remains extremely difficult, time consuming and stressful.
* Feedback is written, following interviews and the content must be agreed to by the teacher
 |
| The authorFor further information contact: | Name: DENISE RISPENSchool: CAVES BEACH PULIC SCHOOLEmail: denise.rispen@det.nsw.edu.au; Phone: 49411838 |