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| hhLEAP Action Report 2013 |  |
| Topic Area (The What) | School Improvement and professional learning.  |
| Context The (Where & When) | Durham District School Board – Ontario * Base school – Adelaide Mc Laughlin
* Host – Lena Glaes Coutts - Vice Principal
* Visits to
	+ Nelson Mendala PS
	+ Glen St PS
	+ Annesley PS
	+ Jessie Duncan PS (Red Deer)
	+ Penhold Middle School
* Meetings
	+ Durham District School Board Principal’s Meeting
	+ Inservice - Literacy
	+ Committee Meeting – Community, Cultures, Connections
* Interviews
	+ Brian Jones - Director Leadership
	+ Denis Nickerson – Principal Glen St
	+ Nic Plumbo – Principal Adelaide McLaughlin
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| Research Methods(The How) | Investigation, observation and research* Visits to schools to
	+ Observe classroom practice.
	+ Interviews with Principals, Directors
	+ Professional dialogue with staff.
	+ Discussions with students
* Professional Reading
* Attendance at District Principals Meetings
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| Findings | The LEAP Exchange demonstrated strong correlations between NSW and Ontario Schools. Most significant was the evolution and change both systems are currently experiencing. Change driven by educational research and student and school data.My understandings following the LEAP Exchange is that common to both systems is the belief - * High performing schools put student learning at the centre of all decisions.
* High performing schools continually build staff capacity to deliver quality teaching and learning
* High performing schools are characterised by strong leadership teams that are innovative and proactive in nature.

Durham District School Board (DDSB) Ontario promotes leadership to sustain and enhance system wide improvement through the Ontario Leadership Framework 2012. The framework provides leaders with a clear picture of what effective leadership looks like at an individual and organisational level. It is designed to facilitate a shared vision of leadership across schools and districts. Under the banner of Leading Each Day In Durham a range of professional learning opportunities support the Leadership Framework 2012. These opportunities extend to all staff in schools, including the school administration staff, custodians (general assistants), teachers, vice principals and principals. Leadership density and succession is prioritised in DDSB Schools.Aspiring leaders undertake a leadership development program to be eligible for appointment in an administrative role (Vice Principal or Principal). This includes mentoring, leadership workshops, action research, performance observations, recommendations from the aspiring leaders supervisor, and a formal interview. It is a systematic, comprehensive approach to formal leadership training that promotes coherence across the district. Vice Principals must complete a leadership development program to progress to Principal. DDSB use a professional learning model to build the capacity of its teachers to meet the learning needs of their students and school improvement. Building Collaborative Inquiry in schools is currently being implemented across the district. It is a process where staff come together to examine their own professional practice systematically and carefully using techniques of researchStage 1 - Problem FramingStage 2 - Collecting evidenceStage 3 - Analyzing evidenceStage 4 - Celebrating and sharingMy initial observations and research into collaborative inquiry conclude it is a powerful design for professional learning that recognises the vital role teacher’s play in ongoing school improvement. It is a self directed approach to professional growth that will support a culture of inquiry and reflectionInteresting/empowering strategies* Professional Reading

Professional reading (texts) are distributed to Administrators (Principals and Vice Principals). This includes the work of Keith Leithwood, Andy Hargeaves Michael Fullan, Louise Stoal, Steve Dinham and John Hattie. Professional discussions and workshops based on these texts are generated at district and school level. * Leadership Road Trips

Administrators and Aspiring leaders are invited to visit schools. The visit includes a tour of the school and a question and answer forum with the Administrator of the school. It provides a great opportunity for administrators and aspiring leaders to network professionally and share ideas.  |
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