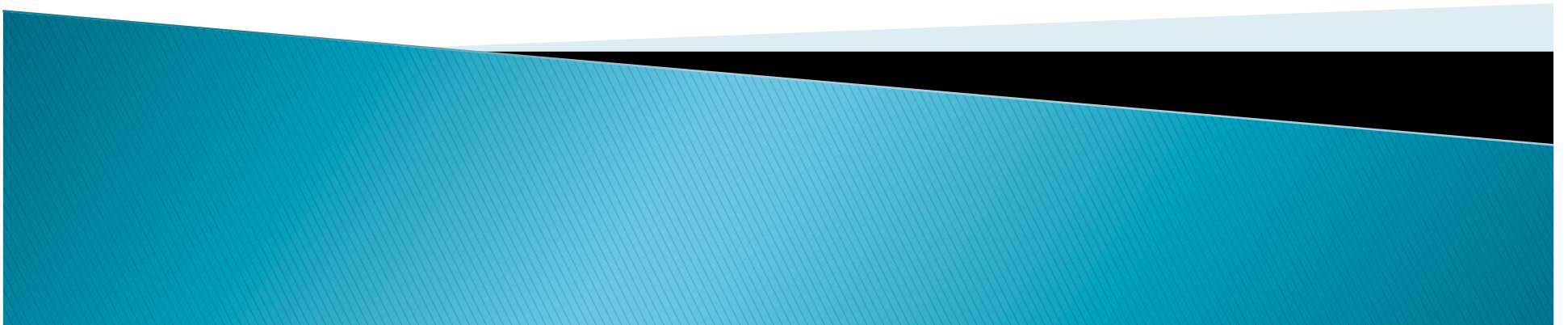
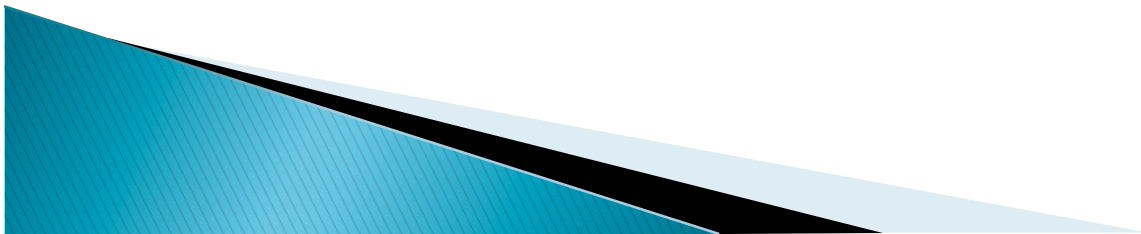


Leading For Today's Learners

Sharon Friesen, PhD
Candace Saar

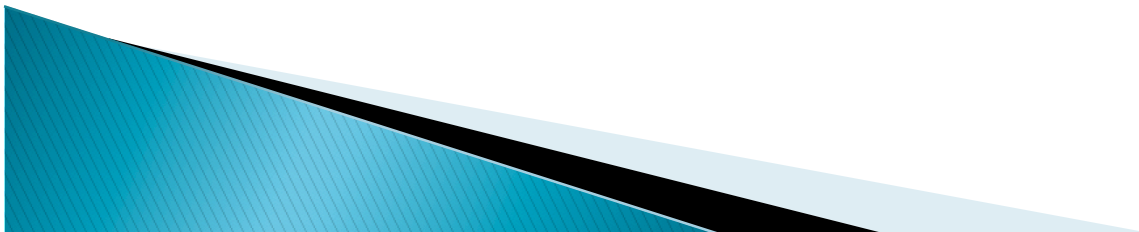


- ▶ Educational goals for the twenty-first century are very different from the goals of earlier times. This shift is important to keep in mind when considering claims that schools are “getting worse.” In many cases, schools seem to be functioning as well as ever, but the challenges and expectations have changed quite dramatically. (Bransford, Brown and Cocking, 2000 p.131–132).

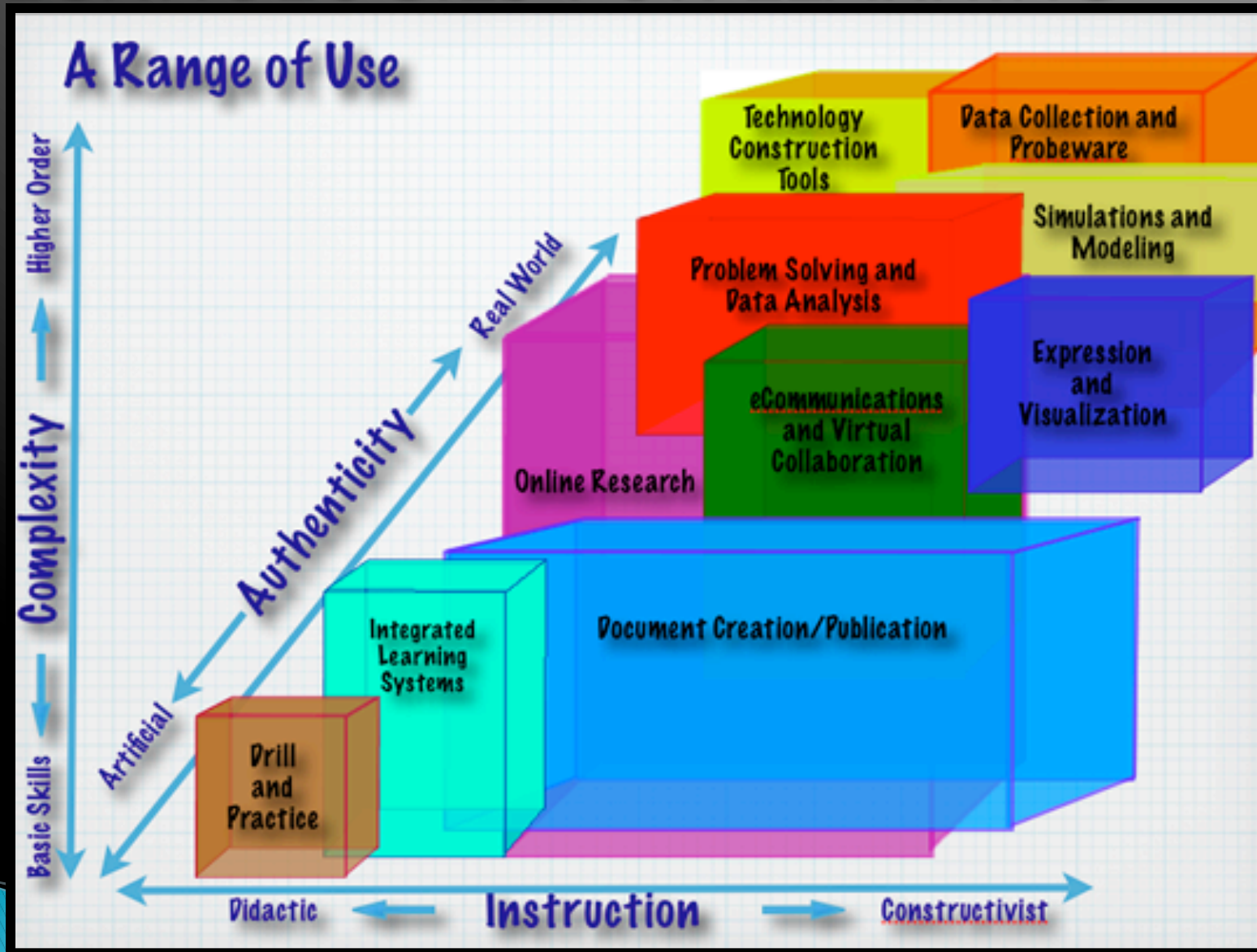


Thinking Schools For A Learning Nation

- ▶ Thinking Schools will be learning organizations in every sense, constantly challenging assumptions, and seeking better ways of doing things through *participation*, *creativity* and *innovation*. Thinking schools will be the cradle of thinking students as well as thinking adults and this spirit of learning should accompany our students even after they leave school. –Minister of Education, Singapore

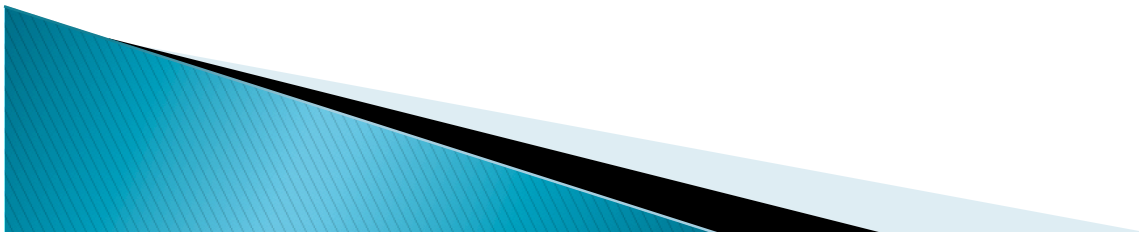


TECHNOLOGIES FOR LEARNING



Leadership for Learning

- ▶ The touchstones for this leadership include the ability of leaders to:
 - stay consistently focused on learning the core of schooling: learning, teaching, curriculum, and assessment; and
 - make all the other dimensions of schooling (e.g., administration, organization, finance) work in the service of a more robust core and improved student learning.



- ▶ As Learning Leaders, principals focus on strengthening *teaching* and *learning*.
 - "One of their main functions is to organize adult learning in the service of student learning." S. Stein, New York City Leadership Academy

- ▶ Learning Leaders:
 - Gather evidence of learning from observation, conversation and artifacts
 - Engage teachers in learning conference
 - Encourage critical reflection
 - Actively participate in professional learning communities
 - Help set the direction for professional development



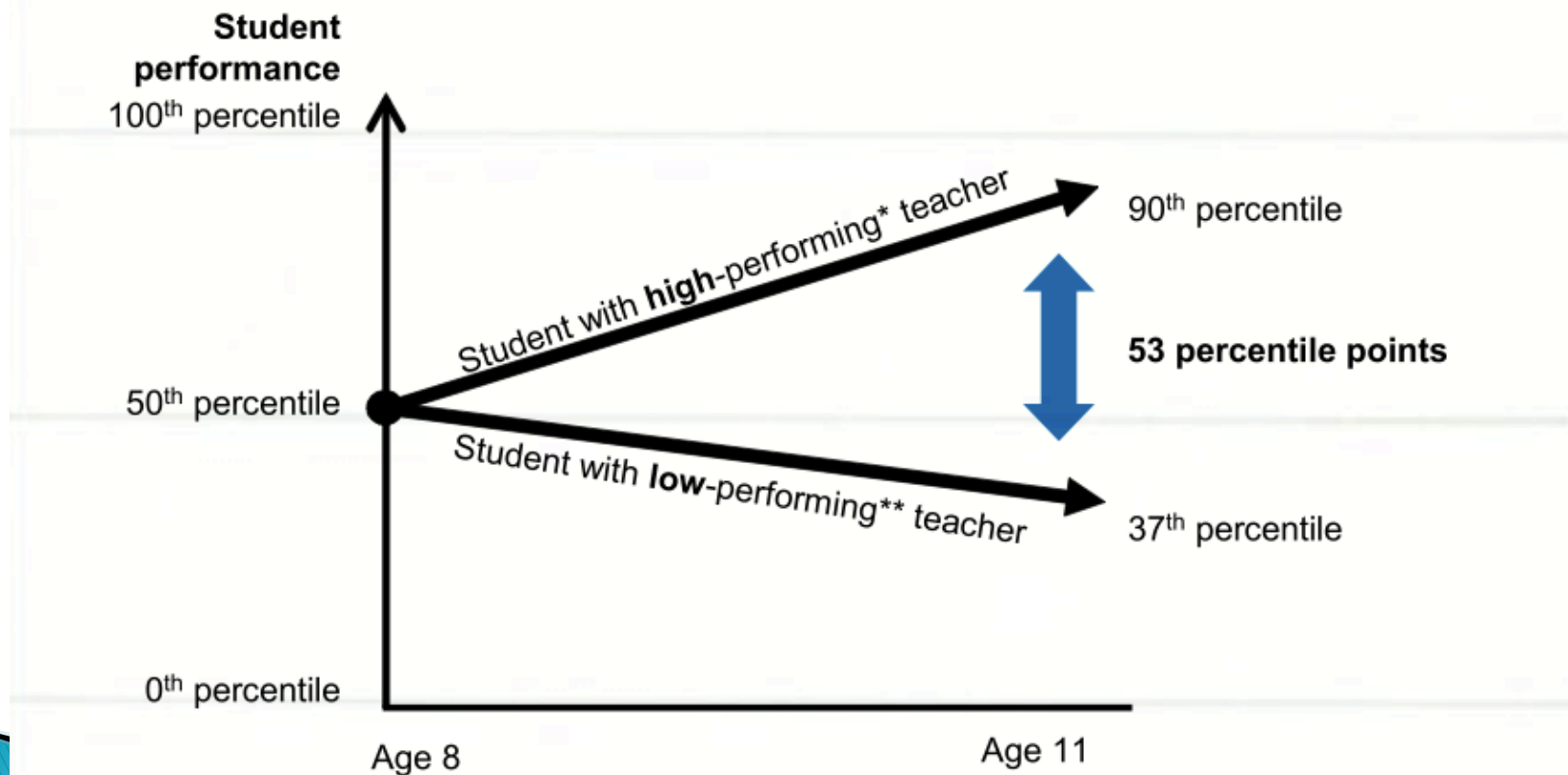
Effective On Student Achievement

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 th	50 th
Highly Ineffective School/Highly Ineffective Teacher	50 th	3 rd
Highly Effective School/ Highly Ineffective Teacher	50 th	37 th
Highly Ineffective School/ Highly Effective Teacher	50 th	63 rd
Highly Effective School/ Highly Effective Teacher	50 th	96 th
Highly Effective School/ Average Teacher	50 th	78 th

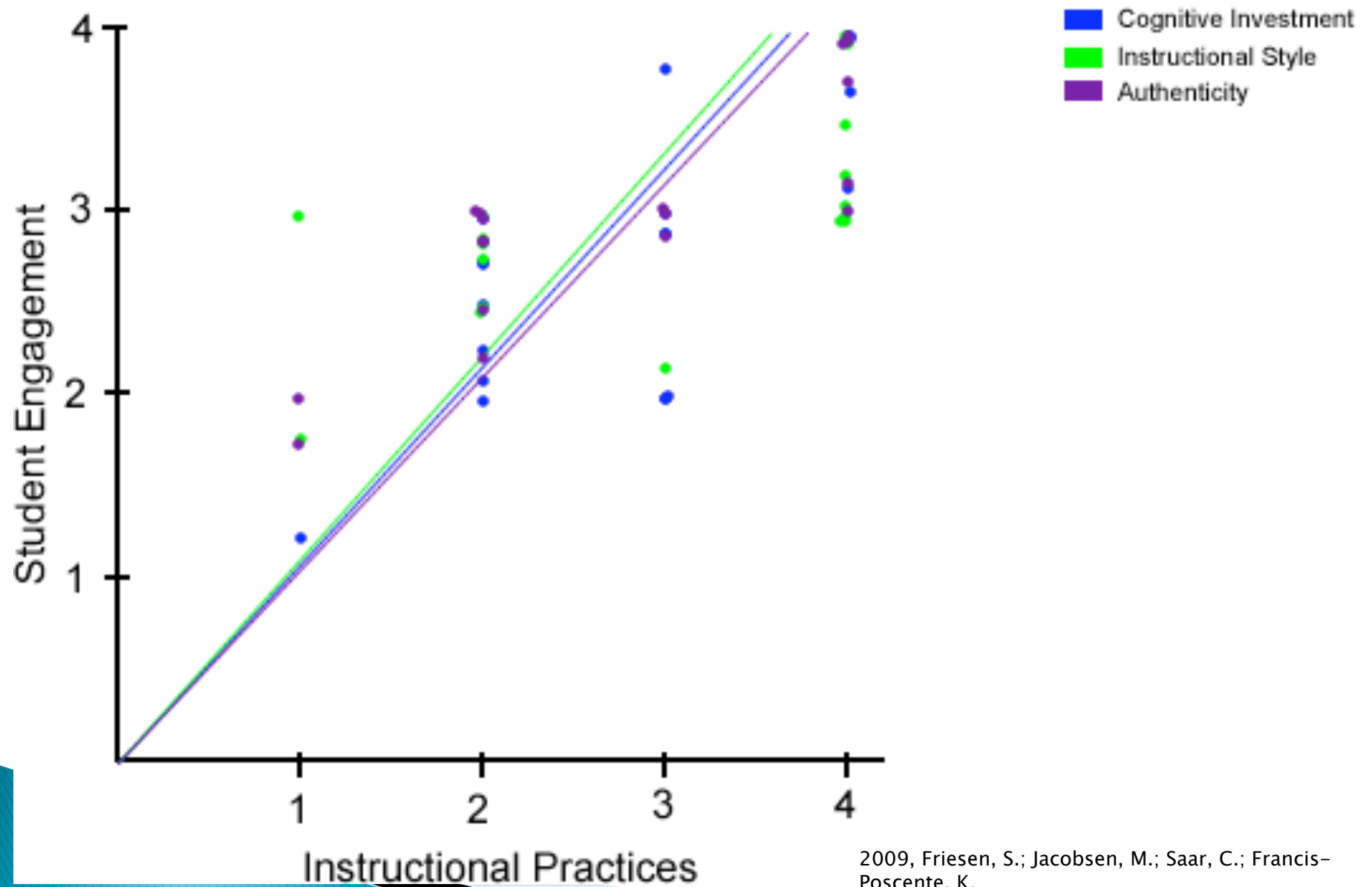
Marzano

- ▶ The quality of an education system cannot exceed the quality of its teachers. World's Best Performing School Systems, 2008.

Exhibit 5: The effect of teacher quality



Correlations



2009, Friesen, S.; Jacobsen, M.; Saar, C.; Francis-Poscente, K.