

2005-2006
ANNUAL
REPORT

*“The atelierista brings
a new kind of
pedagogy- a
pedagogy of
connection.
The studio or atelier
is the connecting
space.”*



*Sylvia Kind, Atelierista,
Reggio Emilia
Symposium, April 4th,
2006*



Faculty of Education

THE UNIVERSITY OF BRITISH COLUMBIA

School Leadership Centre

INTRODUCTION

The School Leadership Centre (SLC) was announced by the Faculty of Education at UBC on July 1st, 2003 and officially launched November 18, 2003 by UBC Faculty of Education Dean, Dr. Robert Tierney and the Deputy Minister of Education, Dr. Emery Dosdall. The Centre had been years in the planning – growing naturally from the work of the Educational Administration program in the Department of Educational Studies. The SLC is now a place where researchers and educational leaders meet, where global perspectives and local experience mutually engage and inform each other, where best practices and exciting innovations are fostered and tested. The SLC seeks to advance school leadership in British Columbia, in Canada, and internationally. You will find in the following pages the many ways in which the SLC is achieving its mission.

LOCATION

The School Leadership Centre is situated among the Network of Centres and Institutes in Education, in room 308b on the 3rd floor of the Neville Scarfe Building in the Faculty of Education at UBC.

ORGANIZATION

The Centre is composed of three circles of people: a working unit, a steering committee, and an Advisory Board. The working unit is composed of Corine Clark, John Moss, Anita Parhar, and Mark Edwards. Appointed as Field Director in October, 2005, Corine Clark brings a lifetime of connections and experience in school leadership. Formally a school principal, Corine Clark has worked at the district level as an administrator of leadership development, elementary education consultant and staff development specialist and has taught at Royal Roads University and SFU. Dr. Moss joined the team in December, 2005 as Research Director. His previous work includes teaching, school administration, school superintendency, and most recently a leadership role developing and promoting the Charter for Public Education. Anita Parhar, a former teacher with the Burnaby school district and doctoral candidate in Educational Studies, joined the Centre as a Research Assistant in November, '05. Anita is taking a lead role in the Exemplary Parent Involvement project. Mark Edwards is Executive director. Mark, also a doctoral candidate in Educational Studies, previously worked as a high school teacher, administrator, safety and quality systems manager in the private sector, and a farmer.



STEERING COMMITTEE

The Centre is ably guided in planning and operations by its volunteer Steering Committee. The Steering Committee is composed of outstanding educators from a significant cross-section of school leadership roles in British Columbia:

- Bev Rundell, Principal, Sentinel Secondary, West Vancouver (term ended December, 2005)
- Brenda LeClair, Executive Director 2010 Legacies Now
- Rick Davis, Field Superintendent, Ministry of Education
- Deb Kelly, UBC Teacher Education Faculty Associate, seconded from VSB
- Kim Young, Director of Professional Development, Superintendent's Association
- Kit Grauer, Professor, Curriculum Studies, UBC
- Graham Smith, Professor, Educational Studies, UBC
- Dan Brown, Professor Emeritus, Educational Administration and Leadership, UBC
- Andre Mazawi, Coordinator, Educational Administration and Leadership, UBC
- Nancy Hinds, Professional Development, BCTF, (newly appointed, January, 2006)
- Christie Whitley, Professional Development, BCPVPA (newly appointed, January, 2006)
- Alex Holm, Co-Director (term ended August 31, '05)
- Carolyn Shields, Co-Director (term ended August 1, '05)
- John Moss, Research Director
- Corine Clark, Field Director
- Mark Edwards, Executive Director

ADVISORY BOARD

The Advisory Board of the School Leadership Centre was formed in the Spring of 2004. Unlike the Steering Committee, Advisory Board members have been directly appointed by their respective organizations as representatives of particular constituencies within the educational community of British Columbia. The Advisory Board's role is to provide advice and thoughtful reflection regarding the School Leadership Centre's principles, goals, and achievements. The first meeting of the Advisory Board was held April 22, 2004.

The Advisory Board for 2005-2006 was made up of the following members:

- Rob Tierney, Dean, Faculty of Education, UBC.
- Kim Howland, BC Confederation of Parent Advisory Councils.
- Lee Southern, BC School Trustees Association.
- Jinny Sims, BC Teachers Federation.
- Margaret Noble, First Nations Education Steering Committee/ First Nations School Association.
- Doug Lauson, Federation of Independent Schools Association.
- Marie Kerchum, BC College of Teachers.
- Harry Janzen, BC School Superintendents Association.
- Tom Hierck, BC Principals and Vice Principals Association.
- Barry Anderson, BC Ministry of Education.



Mission and Goals

MISSION STATEMENT

To study and develop school leadership by engaging scholars, educational leaders, and prospective leaders in research, development, and reflection in order to provide equitable, inclusive, and democratic education to all students. This means timely research; relevant professional development, effective communication, networking, and support services for school leadership in BC and beyond.

GOALS/GUIDING PRINCIPLES

Collaboration

- To provide a catalytic function to enable participants from various organizations and groups to participate in scholarship, leadership, and educational development work in which they could not otherwise engage.

Research

- To encourage collaborative research that helps educational leaders (in both formal positions and informal roles) to better understand contexts, relationships, and processes of schooling as well as ways to promote positive changes.

Leadership for Equity

- To encourage leadership practices aimed at enhancing the success of all students.

Distributive Leadership

- To encourage a broader and more diverse cross-section of educators to consider taking on formal and informal leadership roles.

Dialogue about Education

- To facilitate dialogue about the aims and purposes of education.

A Dialogic Place

- To provide a venue for people with related interests to come together to inform the critical topic of school leadership.

Dialogue Opportunities

- To provide opportunities for interdisciplinary lectures, conferences, symposia, colloquia, etc. that will promote better understanding of excellence in educational leadership.

Partnerships with BC School Leaders

- To develop broad-based understanding and support through the creation of a Steering Committee and an Advisory Board that represents many of the stakeholders.

Academic Partnerships

- To attract visiting professors, highly qualified graduate students, and post-doctoral fellows interested in the field of educational administration and leadership.



Indigenous Education

- To encourage, research, and support leadership for the improvement of Indigenous education.

Funding Partnerships

- To develop partnerships with government, public, and private community groups to seek funding to support the goals of the centre

Self-Sustaining

- The SLC is working towards being self-sustaining. It operates in a “cost-recovery” framework. Consequently, the SLC depends upon its ability to provide relevant services to practitioners, and to attain on-going research grants by remaining at the forefront of school leadership research.

Achievements 2005 – 2006

The Centre was very active in 2005-2006, continuing projects from last year and undertaking new ones. What follows is a brief synopsis of these and other activities undertaken by the Centre in pursuit of its mission and goals.

NEW PROJECTS

The Advisory Board, in June, 2005, responded to the question, “What is the SLC uniquely positioned to do?” with a direction to focus more specifically on knowledge generation and making research available to the field. A focus on developing a web-site as a means for making research available resulted. The web-site is constituted of three new projects: the e-journal *BC Educational Leadership Research*; multi-media “web-casts” on topics of concern; making BC masters’ and doctoral thesis research available. The site also hosts all of the other on-going projects of the Centre. These projects are promoted through a new bi-monthly newsletter sent to a growing subscription list of approximately 2300 that includes all superintendents, and all principals in British Columbia.

BC Educational Leadership Research

The purpose of this e-journal is to make research accessible to educational leaders interested in implementing research into practice. The format of most articles is an executive summary format with e-mail links to authors for further exploration of content. All journals are posted to the slc web-site and archived there for future use. Four issues of the journal were published in the period September, 2005, to April, 2006 with two further issues organized for May and June. The 2005-2006 issues include:

- Issue 1: Fine Arts Education. (This was a follow up to the April '05 Arts Advocacy Colloquium.)
- Issue 2: Literacy in BC
- Issue 3: Parent Involvement
- Issue 4: Educational Leadership Development in BC—Field programs



- Issue 5: Educational Leadership Development in BC—Post-secondary preparation programs (May)
- Issue 6: Action Research (June)

In the first 4 issues there were 32 articles: 16 articles from field based people; 12 articles by UBC faculty (co-authored with 6 doctoral students); 2 articles by UBC doctoral students; and 2 by academics from other universities. The e-journal has been the primary vehicle for the SLC's interaction with Faculty and field.

Multi-Media Webcasts

Exploring other media that might make research more accessible to educational leaders resulted in the production of two multi-media webcasts: *Enhancing literacy at home and at school*, with Dr. Lee Gunderson (LLED), Dr. Jerome Harste (University of Indiana), and Victoria Purcell-Gates (CRC Early Literacy, UBC); and *School Rankings and Quality of Education* with Dr. Kadriye Ercikan. The two webcasts indicate an evolution of approach, the second of which demonstrates a very efficient and relatively intuitive means for engaging an academic argument. These productions were a result of a collaborative effort with Sharon Hu of Educational Studies, responsible for web design and posting, and Larry DeFehr, responsible for video production and digitizing.

Making BC Masters' and Doctoral Theses Available

Much research work done in the BC context is conducted by graduate students at BC universities and universities outside the province. The intention of this project was to make this research available to the BC educational community. The posting format is straightforward: an abstract, a short executive summary of the research and its findings, the author's e-mail address to enable further exploration of the research, and permission of use. 7 Masters' theses have been posted to date. As a second part of this project, a research bulletin was published outlining how educational leaders may track down Masters' and Doctoral work on-line.

ONGOING PROJECTS AND ACTIVITIES

There are three major on-going projects of the Centre: the School Recognition Awards, the Parent Involvement Project, and the Educator Exchange project. All three projects have been funded through provincial grants from the Ministry of Education.

School Recognition Awards Program

2005-2006 was the third and final year of the School Recognition Awards program (SRA). 61 grants of \$3000 each were given to schools demonstrating both a history of improving student learning, and a research project intended to improve student learning. The grants provided a direct means for supporting the initiative of school leaders (teachers and administrators), and advancing a research orientation in schools. Over the three years, there were 373 applications for awards, and 181 were granted. Applications were reviewed by a committee, constituted of UBC faculty, and active teachers and principals, and then reviewed a second time by the SLC steering committee. Funding for the SRA program is provided by the Government of British Columbia through the Ministry of Education.



Parent Involvement Project

The Parent Involvement Research Committee was formed in October 2004 to engage the challenge of researching and advancing parent involvement in British Columbia. This committee is made up of representatives from various educational partner groups including the BCCPAC, the BCPVPA, the BCSTA, the Ministry of Education, Literacy Now, and very recently the BCTF, along with academic research partners Dr. Laurie Ford (ECPS) and doctoral candidate Debbie Amaral (ECPS). The committee's current projects are two-fold: an investigation of "exemplary" parent involvement practices in 20 school districts in British Columbia, and the creation of a curriculum to develop parent leadership—'parents supporting parents support their children's learning.' The final report of the exemplary parent involvement research is due for completion in June, 2006. The drafting, pilot in a school district, and revision of the parent leadership development curriculum is scheduled for completion December 31, 2006. A third project will build on the work of these first two projects.

Educator Exchange

In this past year the Centre supported two educator exchanges. In the summer of 2005, 4 BC educators went to New Zealand to research Indigenous Education. The four educators were:

1. Mary-Anne Smirle, principal, Peachland Elementary, Peachland.
2. Velma Sutherland, principal, John Field Elementary, Hazelton.
3. Gayle Bedard, district principal, Surrey School District, Surrey.
4. Cam Pinkerton, district director, Port Alberni School District, Port Alberni.

The team divided into two groups, one hosted by Dr. Graham Smith, and one hosted by Dr. Russell Bishop. Unfortunately, Ms. Smirle was forced to return immediately upon her arrival in New Zealand for a family emergency. The three participants have used their gained knowledge within their respective schools and districts to further Aboriginal education programs. The return exchange planned by the New Zealand hosts for April '06 was cancelled at the last minute due to a funding shortfall. The second exchange focussed on Early Childhood Education policy. Participants joined an international leadership tour organized by the Early Childhood Project of Reggio Emilia, Italy. Collaboration with several groups created a much larger exchange team. The Institute of Early Childhood Education and Research at UBC (IECER), the Human Early Learning Project (HELP), the University of Victoria Child and Youth Care program, the Ministry of Children and Families joined with the SLC to send a team of 7 to Italy. This team included:

- Dr. Veronica Pacini-Ketchabaw, UVic Child and Youth Care program (team leader).
- Iris Berger, Institute for Early Childhood Education and Research (IECER).
- Laurie Kocher, IECER.
- Janet Mort, Human Early Learning Project and doctoral candidate, UVic.
- Karen Isaac, BC Aboriginal Child Care Society.
- Lynn Holt, Ministry of Children and Families.
- Susan Kennedy, Ministry of Education.



The team was charged with developing a report that would consider the possibilities and policy implications of the Reggio Emilia approach for early childhood education in British Columbia. Dr. Pacini-Ketchabaw acted as convenor, writer, and editor for the team. Her leadership was exemplary. On April 4th, 2006, the team presented their findings to 40 early childhood education policy makers, researchers, teachers, and practitioners. The working paper titled *Early Education in British Columbia: Engaging in Dialogue with Reggio Emilia's Early Childhood Project* is posted to the SLC web-site, as are symposium proceedings.

Of the three exchanges, this third exchange created the most directly accessible knowledge for the rest of the BC education community. The model employed is worthy of future reference: collaborate with several partners; identify an academic willing to be the team convenor, lead researcher, and writer; identify individual responsibility for areas of research in advance; plan the symposium ahead of departure; seek a "vertical" team that includes policy makers, academics, administrators, and practitioners; remember that the connective network created by the team is as important as the report produced.

SLC – Field Communication and Networking

A continuing focus for Corine Clark in her work as Field Director within the School Leadership Centre is to broaden communication and networking with BC educational communities. The Centre is committed to enlarging its scope of impact to teachers across the province and to school districts beyond the Lower Mainland. At the same time, efforts are underway to establish international partnerships with scholars of educational leadership development. To these ends, connections have been initiated with BC superintendents, Coast Metro district leaders, BCPVPA provincial Professional Development staff and representatives, BCELK Consulting Partners, Ministry Directors and Consultants, Vancouver Administrator Associations, BC university faculty members, and the Director of Educational Leadership Development Centre at the University of Waikato, New Zealand. Our purpose in forging these connections is to increase awareness of the goals of the SLC. More specifically, to surface emerging issues in the field that will inform research initiatives, and to encourage districts and organizations to share effective educational practices more broadly across the province through the vehicle of the BC Educational Leadership Research e-journal.

FUTURE PLANNING

The School Leadership Centre is engaged in a process of internal review and possible reorganization. The internal review is being led by Research Director Dr John Moss in consultation with the Dean of Education at UBC and the Executive Director and the Field Director of the SLC. The Departments of Educational Administration and Educational Studies along with other departments within the Faculty will be integral to the review. Meetings are being held with senior representatives of British Columbia's educational partners: BCTF, FNEESC, BCCPAC, Ministry of Education



staff, FISA, BCCT, BCSTA, BCSSA, BCPVPA, and the BCLCS. In addition, meetings will be held with representatives of BC's Faculties of Education to explore areas of cooperation. A number of contacts have been made in Educational and School Leadership Centres in other countries including: New Zealand: University of Auckland, University of Waikato; Australia: University of Melbourne, Deakin University, Monash University, the University of South Australia, Flinders University, James Cook University, Teach Australia, and the NSW Ministry of Education; UK: the National College for School Leadership. Members of the Advisory Board and Steering Committee are also part of the consultation process. A Draft Report will be ready in May 2006 with final recommendations ready for possible implementation by September, 2006.

The outcome of this review is expected to shape future planning and activities significantly. This said, there are some commitments that have been made for next year, and there are tentative plans on the "drawing board."

COMMITMENTS

The work of the Parent Involvement Research Committee will continue as scheduled. The Parent Leadership Development Project (curriculum, pilot, and curriculum revision) is scheduled for completion December 31, '06. The PIRC will also begin to articulate, research, and enact a third stage based upon the research of the exemplary parent involvement project and the parent leadership development project. Funding has also been set aside to support the delayed return visit of the New Zealand hosts of the 2005 Educator Exchange guests.

ON THE DRAWING BOARD

The Advisory Board meeting of April 26, 2006 posed some important questions and provided some very valuable suggestions for the Steering Committee and working unit of the SLC. It is anticipated that in the weeks ahead these questions and suggestions will influence the enactment of the following tentative projects, and will coalesce new action items.

- The continuance of the research mobilization focus
 - Continued publication and further development of the e-journal
 - Continued development of multi-media web-casts
 - Continued support for posting of BC theses and dissertations.
- Possible colloquia, journal, and research foci on teacher as leader, distributive leadership, and mentorship of school leaders.
- Possible expansion of the partners in the Centre to include other British Columbia Universities.





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