

WHAT ARE THE LEADERSHIP CAPABILITIES NECESSARY FOR IMPROVEMENT PLANNING?

The following leadership capabilities are key to making progress towards the goal of a cohesive, manageable, and successful board improvement plan:

Setting goals – ensuring that goals are realistic and focus on improving teaching and learning

Aligning resources and priorities – ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities with student achievement and well-being being the central focus

Promoting collaborative learning cultures – enabling schools, school communities and districts to work together and learn from each other with a central focus on improving teaching and learning

Using data – leading and engaging school teams in gathering and analysing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement in teaching and learning

Engaging in courageous conversations – challenging current practices and fostering innovation through conversations, to listen and act on feedback and to provide feedback that will lead to improvements in student achievement and well-being

Principal networks are a way to involve principals in improvement planning. Networks function as a forum to improve messaging and understanding of the BIPSA and in building administrator capacity for school improvement planning development.

School leaders should be able to articulate how the best available evidence has influenced their thinking. If this is not possible, then the district is in a period of stagnation. Only when school leaders can articulate how their thinking has changed can changes to teaching and learning be made at the classroom level (Reeves, 2012).

Reference:

Reeves, Douglas. (April 2012). "Envision a Better Future." *American School Board Journal*.

