

MISA EAST Regional Principal Collaborative Inquiry

Project Overview:

Our MISA EAST Regional Principal Inquiry Project relies on two key components: a literature review that summarizes current research about principal leadership and principal reflections about their leadership in practice.

The literature review has been completed and includes the Principal Leadership Framework (see page 2). Using this framework as a reference, participating principals are to reflect once per week for eight weeks about the leadership moves they use in the context of their practice, recording their thoughts in the charts provided (see pages 3-10). Sue Neilson will serve as a reflective partner and coach for principals as they engage in this process.

Principal reflections will be amalgamated across participants to provide regional practice-based evidence regarding the Principal Leadership Framework and to respond to our MISA EAST regional collaborative inquiry question:

What principal leadership factors contribute to shifts in educators' thinking and practice that address persistent problems related to attaining equitable achievement and well-being outcomes for every student?

Data collection (principal reflections) in this project has been approved by the MISA EAST Professional Network Centre and your school board. Further, no individual educators, schools, or boards will be named to maintain confidentiality.

Guideline for Principal Reflection:

Reflecting on the Principal Leadership Framework and our regional collaborative inquiry question, please take 15-20 minutes once a week to **document your reflections regarding one or two leadership moves** that you are exploring within the context of your own leadership practice.

You will document your weekly reflection **four times prior** to our regional meeting on April 15 and **four times after** April 15. Your reflections from Weeks 1-4 will form the basis of dialogue with colleagues at our April 15 regional gathering.

After completing the eight reflections, please submit them to MISA research partner Danielle LaPointe-McEwan (d.lapointe-mcewan@queensu.ca) and principal coach Sue Neilson (neilsonsue26@me.com) no later than **May 17, 2019**.

Please reach out to Sue, Danielle, and/or your local MISA Lead for support or response to any questions or concerns.

We thank you for your time and your thinking!

MISA East Principal Leadership Framework
Factors that Contribute to Shifts in Educators' Thinking and Practice

Principal Leadership Factors that Contribute to Shifts in Educators' Thinking and Practice		Key Findings from Literature Review
Focus	Vision, values, and goals	Principals create, articulate, and foster shared vision, values, and goals among their school community that reflect local needs and interests as well as system policies and priorities.
	Pedagogy and student outcomes	Principals emphasize high quality pedagogy and learning experiences for all students in order to attain equitable achievement and well-being outcomes.
	Capacity-building for educators	Principals support individual and collective capacity-building among educators through purposeful professional learning aligned with school vision, values, and goals.
	Positive school culture	Principals cultivate a positive school culture in which all educators, students, parents, and community partners feel safe, supported, and valued.
Enactment	Evidence-informed decision making	Principals—in collaboration with their school community as appropriate—use evidence from classrooms, schools, and the district to identify trends in student outcomes, determine directions for school improvement, and monitor progress toward school goals.
	Efficient organizational structures	Principals establish and manage efficient organizational structures that enable productive collaboration among their school community and improve physical, social, and emotional conditions that support quality instruction and learning.
	Strategic resourcing	Principals advocate for and allocate financial, human, instructional, professional learning, and program resources that support the attainment of valued student achievement and well-being outcomes.
	Active engagement in teaching and learning	Principals are actively involved in collaborative planning and monitoring of curriculum, instruction, and assessment programs through school-based professional learning and instructional rounds in classrooms.
Supports	Responsive approach	Principals adapt their approach to leadership in response to the contextual and cultural needs of their educators, students, parents, and community partners.
	Shared leadership	Principals promote shared leadership among educators, students, parents, and community partners, building on capacity within the school community to collaborative work toward school goals.
	Trust and respect	Principals recognize and build on diversity to build relationships with educators, students, parents, and community partners that are rooted in trust and respect.
	Open Communication	Principals communicate openly with their school community regarding school vision, goals, and progress; listen to and act on feedback from community members; and engage in courageous conversations to maintain collective focus on school vision, values, and goals.

MISA East Principal Reflection Template

Week 1: March 18-22

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 2: March 25-29

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 3: April 1-5

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 4: April 8-12

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 5: April 22-26

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 6: April 29-May 3

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 7: May 6-10

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections:

Week 8: May 13-17

LEADERSHIP MOVE 1
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?
LEADERSHIP MOVE 2
Briefly describe the leadership move you implemented.
How did this leadership move impact your school community?
What supported your enactment of this leadership move?

Additional reflections: