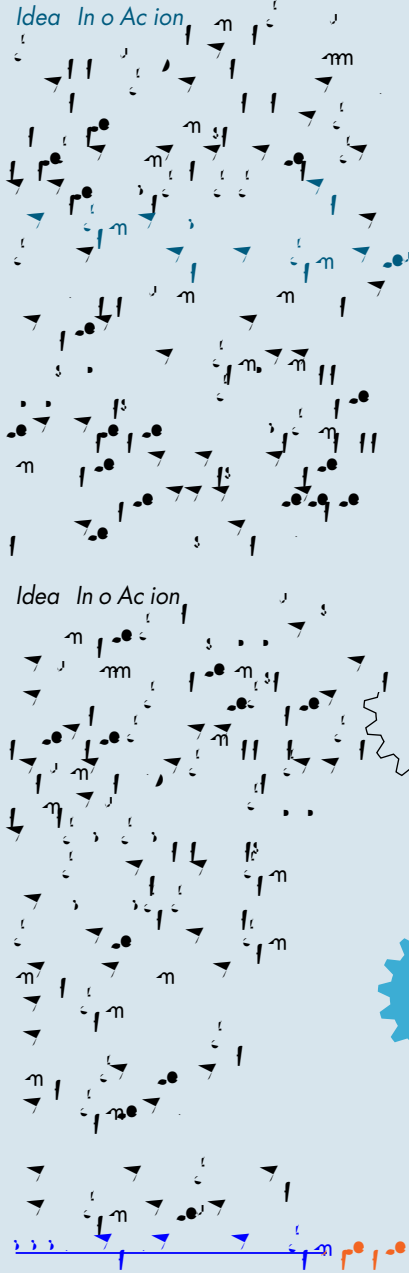
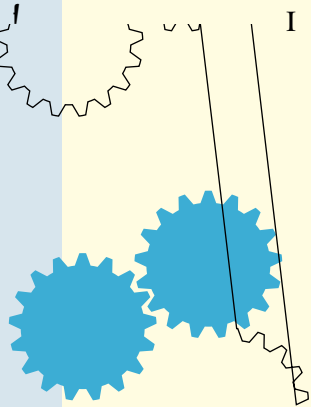


Idea In o Ac ion



Idea In o Ac ion



Exploring Five Core Leadership Capacities

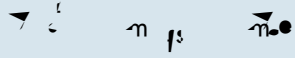
Setting Goals: The Power of Purpose

For the past several years, the CLC has been a central focus of our work. We have explored the five core leadership capacities and how they can be used to drive change in our organization. The CLC is a framework that provides a common language and a shared vision for our work. It is a tool that can be used to guide our decisions and actions. We are excited to continue to explore the CLC and its potential to transform our organization.

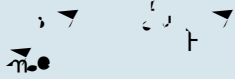
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WHAT'S INSIDE

The Case for Setting Goals:



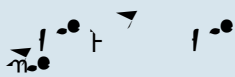
Getting Under the Hood:



Going with the Flow:



On the Ground:



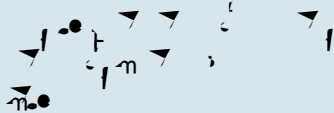
The District Context:



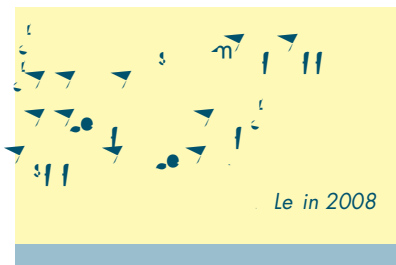
Making Connections:



The Ontario Context:



Walking the Talk:



A. E. ... L. S. (2009) ...

S. E. ...

S. K. ...

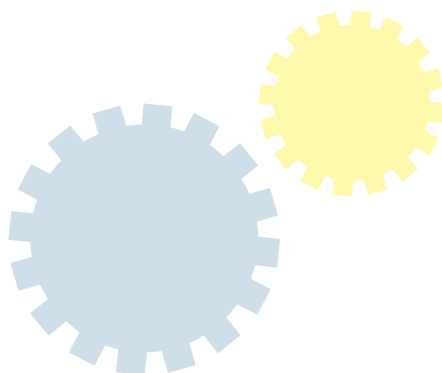
T. ...

L. J. (2005). I. ... L. (2006) ...

F. ...

F. (L., L., W., A., 2010).

W. ... A. ...



G:U:V:H :

... 7... --7 ... 7...
7... 7... 7... C...
7... 7...

T... 7... E 7... 7...
7... 7... (B ..., 1997). E 7...
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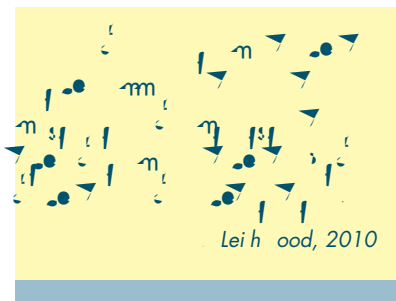
W... 7... 7... 7...
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I C... 7... 7... 7...

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... and some implications for leadership practice:

S E ...

S P ...

S M ...

Task complexity:

S W ...

S A ...

... and some implications for leadership practice:

K
S C ...

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Goal commitment:

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S T ...

1. M ...

2. I ...








S G ...










... and some implications for leadership practice:

- S**M
 - S**D
 - S**E
- 0.7(1)18.2.9(

High performance cycles:

S T    ,     .77.

S H   .77  ,    .77  .

S

STRATEGIES FOR MINIMIZING OR ELIMINATING COMMON PITFALLS IN GOAL SETTING

- Provide opportunities for
- Examine the potential risks in
- Before assigning goals,
- Words and actions should clearly
- If a certain outcome or action is
- As Heath and Heath (2010)
- Set progressively higher goals to
- Engage in frank conversations to
- Help ensure that employees

What are some of the common pitfalls to avoid in setting goals?

T... L... (2006) ...

CONTENT OF THE GOAL

s Goals that are too difficult: W...

s Establishing an idealized goal: A...

s Ignoring non-goal performance dimensions: G...

GOAL SETTING PROCESSES

s Conflict within a group: A...

s Punishment for failure to reach a goal: G...

IMPACT ON INDIVIDUALS

s Negative perceptions: G...

s Success in goal attainment: H...

s Rewards for success in goal attainment: W...

s Goal-related stress: G...



s Reaching or exceeding challenging goals:

Teaching and Learning Goals

What are the teaching and learning goals for this course? How do we ensure that we are meeting these goals? How do we assess whether we are meeting these goals?

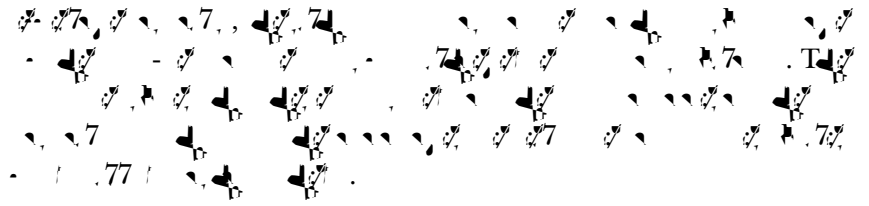
1. How do we ensure that we are meeting these goals?
2. How do we assess whether we are meeting these goals?
3. How do we ensure that we are meeting these goals?

McWaters, W. (2009). *Teaching and Learning Goals: A Guide for Faculty*. San Francisco: Jossey-Bass.

1. **Ensuring collaborative goal setting:** Ensuring collaborative goal setting is a key component of effective teaching and learning. It involves working with students to set goals that are challenging, achievable, and meaningful. This process should be ongoing and iterative, allowing for adjustments as needed. Collaborative goal setting can be facilitated through various methods, such as group discussions, peer reviews, and self-reflection. It is important to ensure that all students have a voice in the process and that the goals are aligned with the course objectives and the students' own interests and needs.

2. **Establishing non-negotiable goals for achievement and instruction:** Establishing non-negotiable goals for achievement and instruction is essential for ensuring that all students are held to the same high standards. These goals should be clearly defined, measurable, and consistent across all sections of the course. They should be communicated to students from the beginning and reinforced throughout the course. Non-negotiable goals provide a clear sense of direction and purpose, and they help to create a culture of high expectations and accountability. It is important to ensure that these goals are realistic and achievable, and that they are supported by appropriate resources and instruction.

3. Creating board alignment with and support of district goals: I



4. Monitoring achievement and instruction goals:

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B I .7
O C L C

E I .7
O C L C

This table illustrates how “setting goals” is embedded
in the Ontario Leadership Framework 2012

DOMAINS OF THE ONTARIO LEADERSHIP FRAMEWORK 2012	SELECTED SCHOOL-LEVEL LEADERSHIP PRACTICES & EXAMPLES OF WHAT THESE PRACTICES LOOK LIKE IN ACTION	PERSONAL LEADERSHIP RESOURCES: Leaders draw upon their personal leadership resources to effectively enact leadership practices
Setting Directions		
		<p>Cognitive Resources:</p> 

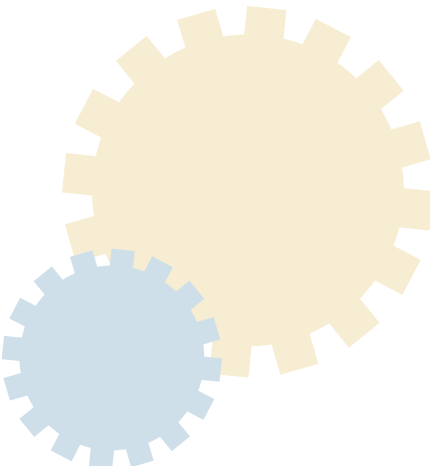
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OCSOA -CLC
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OPSOA
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**Selected Resources and Publications
 Recommended by Ontario Leaders:**

Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results, 2nd Edition . R. (2009)

CLG
 (PIM)

Building Shared Responsibility for Student Learning
 O'N (2001)

Cognitive Coaching: A Foundation for Renaissance Schools, 2nd Edition

C. G. (2002)

District Leadership that Works: Striking the Right Balance

W. (2009)

Drive: The Surprising Truth about What Motivates Us (2009)



School Improvement for the Next Generation
(2010)

School Leadership that Works: From Research to Results
W. (2005)

School Leadership and Student Outcomes: Identifying What Works and Why – Best Evidence Synthesis Iteration [BES]
(2009)

Strategy in Action: How School Systems Can Support Powerful Learning and Teaching
(2009)

Switch: How to Change Things When Change is Hard
(2010)

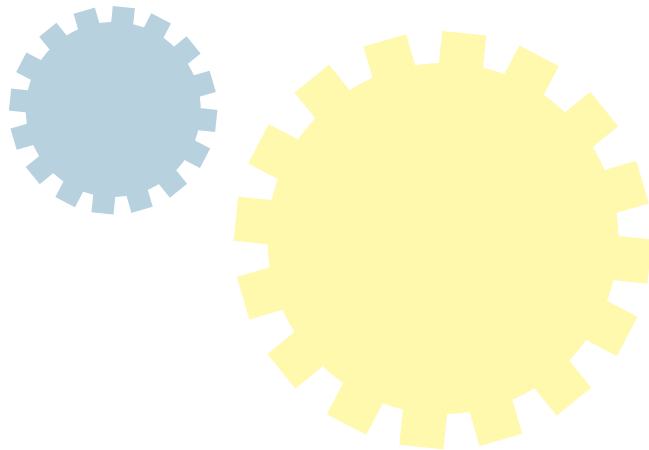
School Self-Assessment: The Road to School Effectiveness
A. H. T. (NAHT) U. K. (2008)



The Moral Imperative Realized M. J. F. (2011)

The Path to Purpose: Helping Our Children Find Their Calling in Life D. (2008)

The Power of SMART Goals: Using Goals to Improve Student Learning C. O'N. (2006)



C D
W Y T U

From a Teacher Leader:

Some insights of a teacher leader on successful strategies for promoting collaborative learning cultures:

1. Establish a clear vision and purpose for the collaborative learning culture.

2. Build trust and rapport among team members.

3. Encourage open communication and active listening.

4. Provide opportunities for professional development and learning.

5. Celebrate successes and recognize contributions.

6. Foster a growth mindset and a focus on continuous improvement.

7. Create a supportive and safe environment for taking risks and sharing ideas.

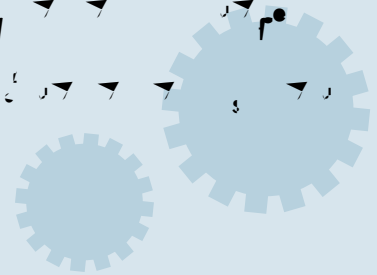
8. Encourage peer observation and feedback.

9. Promote shared responsibility and accountability.

10. Regularly reflect on the culture and make adjustments as needed.

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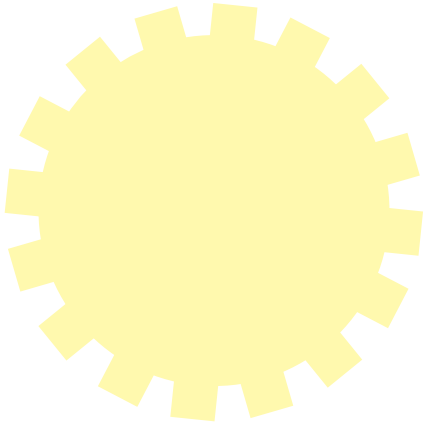


From Mentor/Mentee Teams:

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