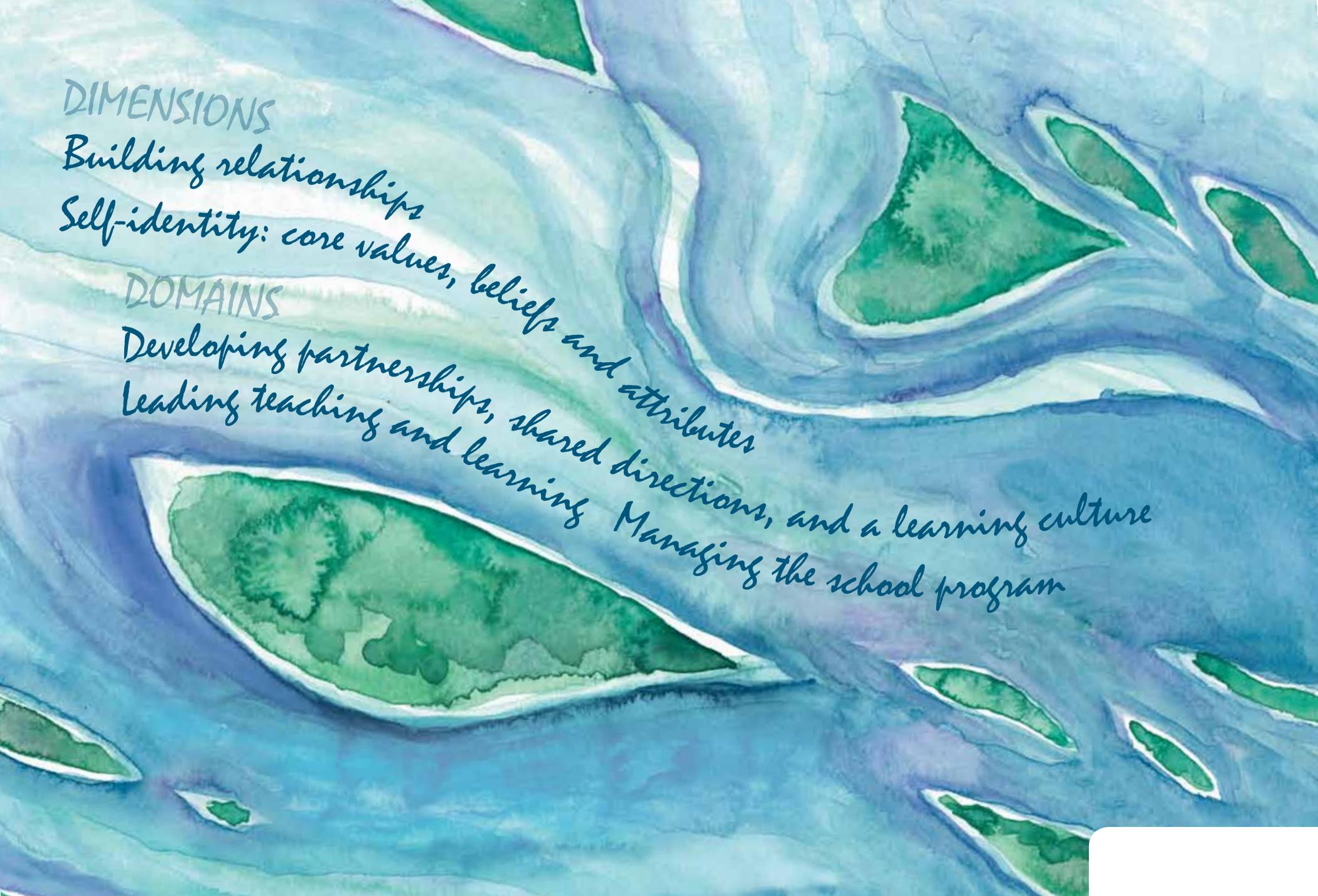An Educational Leadership Framework
for **Yukon Principals and Vice-Principals**

Success for Each Learner

DIMENSIONS

Building relationships

Self-identity: core values, beliefs and attributes

DOMAINS

Developing partnerships, shared directions, and a learning culture

Leading teaching and learning   Managing the school program

Table of contents

Introduction

Together Today for our Children Tomorrow

– Council of Yukon First Nations

Background

The principal is the lead learner in schools and is responsible and accountable for quality teaching and learning. The leadership practices captured in this document are aspirational. Depending on where a principal or vice-principal is in his or her career path and in what community he or she is situated, it is important to recognize that administrators will not be equally skilled in every area of this framework. All principals and vice-principals are expected as educational leaders to demonstrate responsibility for their personal professional growth, and as leaders recognize the importance of continuously striving for excellence in all areas of the Educational Leadership Framework. They may be moving towards these leadership expectations by differentiating to their own growth needs relevant to the communities in which they lead. What we know is that personal inquiry and ongoing self-assessment builds and strengthens leadership and learning. This document is a guide for that self-reflection and personal professional growth.

The document is not intended to be prescriptive in nature, but rather to be used to support the individuals reflecting on their own learning needs. Its applicability is best determined by the individual using the document. Ideally, the self-assessment process may include discussions or consultations with colleagues, department staff and, in some cases, members of the School Council in dialogue supportive of growth. It is hoped that the document may enable the development of leadership capacity in all Yukon settings.

The development of this document was a collaborative effort and provided opportunity for a variety of perspectives to be shared. It reflects the Department's commitment to partnership and collaboration by sharing decision making with a broader group of engaged partners. Yukon educational leaders must work in partnerships not experienced by colleagues elsewhere. These partnerships reflect challenges unique to Yukon politics and the multiple governance jurisdictions that impact Yukon education.

YG Photo

Yukon context

In the Education Reform final report which was received by the Yukon Department of Education in February 2008, leadership emerged as a significant theme. At the time almost 40% of school administrators within the system were preparing for retirement and the challenge of recruiting for this demanding position was looming. A stakeholder advisory committee was struck to examine the issues and to develop a plan to address recruitment, retention and the development of strong leaders within the territory. At the same time, the Association of Yukon School Administrators (AYSA) had introduced the concepts of learning communities and distributed leadership, significantly changing norms and power structures. The Leadership Advisory Committee, working with the development of both formal and informal leadership, created a two year leadership program and recommended the development

of a leadership standards document that would capture the essence of being a leader in this new paradigm, as well as provide a road map for professional reflection on leadership practices specific to the Yukon context.

The Education Reform process was situated in the reality that eleven of Yukon's fourteen First Nations are self-governing and have the authority for education and the capacity to draw down their authority over education for First Nations students and start their own systems. While most Yukon First Nations see the benefits to working collaboratively with the Yukon public education system, they also want to see greater success for First Nations learners and want greater involvement in the system and responsibility for the education of their youth. Working in partnership with Yukon First Nations groups to represent their interests within the Yukon system was critical in the development of the document and is imperative in moving forward with the themes from the Education Reform. Building strong relationships with Yukon First Nations communities, earning their confidence in the current public education system, and ensuring integration of Yukon First Nations culture and language in Yukon schools, highlights the collaborative leadership required of all Yukon principals and vice-principals. As well, working with School Councils that have considerable authority for decision making within schools, as outlined within the *Education Act,* brings a dimension to the role of Yukon school administrator experienced in no other area of Canada.

Yukon has only one School Board. The Commission scolaire francophone du Yukon works independently from the Public Schools Branch which manages operations of all other Yukon schools. Therefore, with

the one exception, all Public School administrators work as managers for the Department of Education. This is unique to the Yukon as in other jurisdictions administrators report to a School Board. Yukon administrators are supervised by superintendents who are members of the Ministry. Without the buffer of a Board, Yukon school administrators may at times find themselves representing the political and bureaucratic interests of government more than in any other educational setting in the country.

As well, challenges of the weather and geography of the north, for a number of educational leaders means isolation from colleagues and can inhibit those opportunities to connect throughout the year for professional development and meeting times. Technology is increasingly assisting with the desire to network. However, with a short school year, required travel time and weather conditions, for both teacher leaders and administrators, being away from school often requires ethical decisions regarding priorities and competing tensions that may at times seem untenable.

This document is intended to frame the work of educational leaders in Yukon and be part of the foundational work to improve student learning. It is based on current research, the input of practising Yukon administrators, and those groups in the community that are aware of Yukon realities and challenges and who are impacted by leadership within Yukon schools. It is a document intended to align formative assessment as common practice for all learners within the system including those responsible for supervising learning. It can better articulate those qualities sought in the recruitment of Yukon leaders and

provide an understanding of the role for those aspiring to leadership within a northern region. It can also be utilized in the design of professional development for leaders and most particularly to inform personal professional growth plans as Yukon leaders continue to aspire to excellence in their practice.

The purpose of the document is to foster continuous professional learning in working towards effective leadership. It is not intended as an instrument for evaluation or the judgment of individual performance. The framework, as written does not lend itself to evaluation procedures, as it is generic, context dependent and aspirational.

Purposes of the framework

As a guide for professional growth, the intended purposes of the document are to provide a framework for leadership development, succession and continuous professional learning for teacher leaders, aspiring, new and experienced school principals and vice-principals throughout their careers. Key components of exemplary leadership development programs, as described by Linda Darling-Hammond and others (2007), have been incorporated into a Yukon Leadership Development Plan:

Formative Performance Assessment and Administrator Professional Growth Planning
Focus on formative assessment for school leaders so that processes of self-assessment, self-reflection on strengths and areas for growth can be identified and serve as the foundation for annual Administrator Professional Growth Plans.

Yukon Educational Leadership Academy
Provide a leadership framework that can be used as curriculum organizers in the planning and delivery of the Yukon Educational Leadership Academy. This program for developing teacher leaders and aspiring vice-principals is a means of supporting the improvement of student learning and preparation of future school leaders.

Collaborative Partnership with University Graduate Programs
Align the core leadership practices for Yukon principals and vice-principals with university graduate programs in educational administration or leadership at Yukon College, University of Northern BC and other institutions that provide e-learning graduate opportunities.

Induction of New Vice-Principals and Principals
Provide reflection on daily leadership work and goal direction for new leaders within mentoring and coaching partnerships and cohort support programs.

Ongoing Professional Learning within Collaborative Networks of Principals and Vice-Principals
Networks of collaborative teams of school administrators come together in peer-to-peer communities of practice to dialogue about leadership challenges, participate in problem-based learning, and support one another's growth and leadership application in their schools.

Hiring
Create a comprehensive and coherent system for the screening, interviewing and selection of vice-principals and principals.

YG Photo

Structure of the framework

The focus of the Educational Leadership Framework is on creating **Success for Each Learner,** the ultimate core educational purpose for Yukon school principals and vice-principals. This commitment reflects the Department of Education's mandate to deliver quality education to all Yukon learners including children and adults as outlined in the *Department of Education Strategic Plan 2011–2016: Our Commitment to New Horizons*, April 2011. To achieve this mandate the Department:

- works with learners in meaningful partnerships with all other users of the public education system to promote and support lifelong learning, and to ensure that Yukon has an inclusive and adaptive labour market, and

- works in co-operation with parents and other partners to develop the intellectual, physical, social, emotional, cultural, and aesthetic potential of learners, to the extent of their abilities, so they may become productive, responsive, and self-reliant members of society while leading personally rewarding lives in a changing world.

The Educational Leadership Framework defines effective school leadership within two dimensions and seven domains. These superordinate categories represent the broad, high-priority themes that education leaders must address in order to promote student learning, achievement and success for each Yukon learner.

Leadership Dimensions

Two dimensions create the lens through which Yukon school administrators' leadership influence and actions are mediated:

- Self-Identity: Core Values, Attributes and Beliefs
- Building Relationships.

The Self-Identity: Core Values, Attributes and Beliefs

This dimension represents the distinctive nature that each principal and vice-principal brings to the role. It highlights the individual ethical values and beliefs that guide their moral compass as educational leaders. The attributes reflect the ideal qualities and personality traits that are associated with successful school leaders. Leithwood and Day (2007) describe these characteristics as the internal antecedents of the individual school leader that determine how leadership will be practised. Integral to this dimension is a strong sense of personal identity, self-awareness and an understanding of how past experiences influence future leadership action.

Building Relationships

Building Relationships describes the importance of the emotional and social intelligence of school leaders and how intrapersonal and interpersonal competencies influence relationships to support student learning and achievement. Leithwood and Day (2007) refer to the importance of social appraisal or social intelligence skills which are described as the ability to understand the feelings, thoughts and behaviours of others in interpersonal situations. Successful principals, as well as being 'other-centred', also must be able to self-monitor and respond appropriately based on emotional understanding of the self within interaction with others. Goleman (2007) categorizes social intelligence as social awareness – sensing others' thinking and feelings, and social facility – smooth, effective interactions. Principals and vice-principals "must learn to lead not from the apex of the organizational pyramid but from the nexus of a web of interpersonal relationships" (Murphy, 2002).

Leadership Domains

Seven leadership domains represent current thinking and the major themes of successful principal leadership within the context of the Yukon:

- Developing Shared Direction
- Leading Teaching and Learning
- Developing a Learning Culture
- Developing Partnerships
  - with Yukon First Nations (YFN) Communities
  - with Parents and the School Council
  - with Community Organizations and Agencies
- Managing the School Programs

Developing Shared Direction

Developing Shared Direction is the essence of the work of principals and vice-principals in schools and is central to leading schools. Leadership practices describe the principal's and vice-principal's actions in setting and sustaining a sense of shared purpose or direction within

schools. This domain is intended to establish what Fullan and others call *morally based purpose*:

> Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful as citizens and workers in a morally based knowledge society.
> —*Fullan, 2003*

Issues of quality of learning, equity and social justice in education are foundational to developing shared purpose and direction. As Linda Kaiser and Judy Halbert state in their book, *Leadership Mindsets Innovation and Learning in the Transformation of Schools* (2009):

> Leadership in schools is about making a difference in the lives of all learners regardless of their family background, socioeconomic status, race, gender, sexual orientation, or geographic location. School leadership involves increasing the learning of all students as well as closing the 'gap' between groups of students.

Leithwood and his colleagues (2004) describe this category of Setting Directions as *building shared purpose and vision* and *fostering agreement about group goals with members of the school community*. It is an area where school leaders can have the most influence as it harnesses individual effort into a collective, focused direction. The term 'shared' is of critical significance as it reflects the leader's skill in bringing together the school community in co-developing the direction for the school.

Leading Teaching and Learning

This domain focuses on leadership practices that improve the quality of teaching and learning. The intent is to operationalize what school leaders need to know and do that actually makes a difference for student learning. Essentially, this domain is all about building instructional and leadership capacity by supporting and developing effective teachers.

Leadership practices from both Leithwood's categories of Managing the Instructional Program and Developing People relate to this 'building teacher capacity' domain through: *providing instructional support, monitoring school activity, buffering staff from distractions to their work, aligning resources as well as offering intellectual stimulation, modeling best practice and providing individualized support and consideration*.

As leaders of learning, the principal and vice-principal must be committed lifelong learners and keep current with the body of research on learning theory that makes a difference for students. Through this evolving knowledge, the school leader is able to meaningfully engage in thoughtful professional dialogue with teachers. School leaders demonstrate leadership for learning by, "creating powerful, equitable learning opportunities for students, professionals and the system" and they "persistently and publicly focus their attention and that of others on learning and teaching" (Hargreaves and Fink, 2006).

Developing a Learning Culture

Successful principals influence student achievement through strengthening the school culture and the implementation of effective organizational processes. This domain relates directly to Leithwood's category of Redesigning the Organization and *building collaborative cultures and restructuring the organization to support collaboration* leadership practices. This domain emphasizes the connections between collaborative learning cultures, distributed leadership, organizational learning, and parent and community partnerships in positively influencing student learning outcomes (Mulford, 2006). Recent research linking leadership to student learning (Seashore Louis et al, 2010) indicates that distributed or collective leadership has a stronger influence on student achievement than individual leadership. In creating a learning culture, a learning-oriented design, according to Kaiser and Halbert (2009), deepens adult learning in order to improve student learning. Principals strengthen adult learning by cultivating conditions for teacher learning and development; distributing leadership so that all members of the school are engaged in leadership

activity; and creating the opportunities for professional learning communities in their schools.

Developing Partnerships

The importance of building collaboration and partnerships with school stakeholders cannot be understated in the Yukon. This domain was identified in discussions and feedback with school administrators and educational partners as a critical challenge to leadership success in Yukon. As a result, this domain was created and divided into three significant subcategories to underscore the uniqueness of the nature of partnerships in Yukon:

- with Yukon First Nations (YFN) Communities
- with Parents and the School Council
- with Community Organizations and Agencies

Fundamental leadership practices from Leithwood and his colleagues' category of Redesigning the Organization include *building productive relationships with families and communities* and *connecting the school to the wider community.* The Developing Partnerships domain also reflects Coalition Building, one of the core leadership categories identified more recently by Leithwood and Day (2007). This essential competency is the leader's ability to *recruit the talent of others to the collective enterprise.* Coalition building also involves *making connections with and influencing agencies and groups external to the school (government, professional groups, community groups and district staff).*

Managing the School Program

Managing the School Program domain focuses on administrative and management practices that are mutually supportive of and interconnected with leadership. Principals and vice-principals must be both effective leaders of learning and managers. The knowledge and skills required to strategically plan and manage are vital to creating a school-based infrastructure for learning. As Bruce Beairsto (2006) states, leadership and management are the yin and yang of organizations as they are co-existent, mutually infused and interdependent. Within this domain, leadership is supported by the management aspects of the principal's role as determined by the Department of Education, the local circumstances at the school, and contractual and legal requirements within the Yukon.

Format for the framework dimensions and domains

As a guide for professional growth, the Educational Leadership Framework is intended for use in self-assessment, self-reflection and professional growth planning. These processes have guided the structure and layout of each dimension and domain. The two dimensions and seven domains each include a brief statement that defines the nature of the category of leadership. As well, a number of **Leadership Actions** or practices describe the expectations for quality leadership. **Reflective Questions** are aligned with the actions to assist individuals in reviewing and thinking more deeply about their own leadership behaviours. An accompanying **Evidence** section invites principals and vice-principals to collect and record evidence from

their current school assignment that demonstrates their actions. The **Self-Assessment** section at the end asks individuals to reflect on the dimension or domain as a whole and note specific **Strengths** and **Areas for Growth** based on evidence that they have collected. The identified areas for growth can become the substance for personal goals to work towards within an Administrator Professional Growth Plan. Individuals are encouraged to elaborate with additional reflective questions that pinpoint their leadership in action. These processes will provide an opportunity for meaningful individual reflection and dialogue with colleagues about leadership practices.

YG Photo

Application to diverse community contexts

The political and organizational contexts in which leaders work significantly influence the nature of leadership actions. Principals and vice-principals lead in diverse contexts—rural, remote or urban settings, small and large facilities, elementary, middle or secondary levels, a range of socio-economic levels, and culturally homogeneous or diverse school communities which include the unique nature of Yukon First Nations groups and Yukon's Francophone community. Rather than creating standards and an expectation of a standardized approach to leadership, the Framework aims for the flexible application of leadership practices that accommodate adaptation to the unique features of local schools and diverse community interests and needs. The format of the framework enables principals and vice-principals to apply the leadership practices in a variety of ways through application of professional judgment relative to the unique contextual differences within their schools. This viewpoint is in keeping with the two claims of Leithwood, Harris and Strauss (2010) who state that most successful leaders use a common core of leadership practices but they enact those practices in ways that are sensitive to the contexts in which they find themselves.

Educational leadership framework

for Yukon principals and vice-principals

The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.

–John Maxwell

Educational leadership framework at a glance

Success for each learner

Dimensions

Self-identity: core values, beliefs and attributes	Building relationships

Domains

Developing shared direction	Leading teaching and learning	Developing a learning culture	Developing partnerships with Yukon First Nations communities	Developing partnerships with parents and school councils	Developing partnerships with community organizations and agencies	Managing the school program

Self-identity: core values, beliefs and attributes

Principals and vice-principals demonstrate self-knowledge, core values, professional beliefs and personal attributes that support student learning and achievement.

actions	reflective questions	evidence
> Communicate and demonstrate strong professional beliefs about the potential for success of each learner > Demonstrate self-awareness and self-management of emotions > Be self-aware of personal biases and heritage	What are your professional beliefs and ideals that influence your leadership?	
> Model core values and promote compassion, care, honesty, fairness, respect, responsibility, inclusion, social justice, transparency, and equity > Model and foster practices that encourage trust and risk taking	How have your core values influenced your school decisions? How do you build trust with staff, parents and the community?	
> Maintain high visibility and accessibility within the school > Model attributes: openness, optimism, empathy, self-confidence, persistence, conscientious, moral courage, innovative, collaborative, resiliency, industrious, enthusiastic, highly motivated, sense of humour, and passionate commitment to student achievement	What are some examples of your actions at school that demonstrate consistency with your core values and personal attributes? What is an example of when you have exercised moral courage within a school situation?	
> Adapt leadership styles and roles appropriate to the context and culture		

> Self-assess, self-reflect, and set personal professional goals to remain current with educational practice and engage in continuous professional learning

> Contribute to the development of the profession

How do you check your perceptions about your identified strengths and areas for growth?

In what ways are you engaged in continuous professional learning?

self-assessment
To what extent do I demonstrate these actions and apply this dimension?
In reflecting on this dimension, my strengths and areas for growth are …

strengths

areas for growth

Building relationships

Principals and vice-principals use strong interpersonal skills to build positive and effective working relationships within the school and the community to support student learning and achievement.

actions	reflective questions	evidence
> Develop open and effective communication within the school, in the community, with Yukon First Nations, the School Council and the Department of Education	What specific actions have you taken to build positive relationships with students, staff, parents and the community? How do you encourage others to build positive relationships in your school?	
> Use a variety of effective decision-making models appropriate to the issue > Involve staff and school teams in decision-making to develop school policies and practices > Model ethical practice and decision making	What criteria do you use to determine your decision-making approach? How is staff involved in shared decision-making? How do you respond to ethical dilemmas within the school community?	
> Apply facilitation skills within collaborative teams > Encourage and apply critical and creative thinking and problem solving	What skills do you use to facilitate the work of collaborative teams? How do you approach problem solving school issues?	
> Anticipate and manage individual and systemic conflict	What processes do you use to resolve conflict?	

> Remain aware and supportive of personal needs of staff and issues that affect them	How have you balanced concern for the personal needs of staff with school priorities for student learning?	
> Protect the rights and confidentiality of students and staff		
> Establish and maintain the boundaries of professional relationships for self and staff		

An organization's results are determined through webs of human commitments born in webs of human conversations.

–Fernando Flores

self-assessment

To what extent do I demonstrate these actions and apply this dimension?
In reflecting on this dimension, my strengths and areas for growth are …

strengths

areas for growth

Developing shared directions

Principals and vice-principals collaboratively develop and sustain shared directions within the school and community that are based on the beliefs that all students can learn, and that the gap between high and low performance can be greatly reduced.

actions	reflective questions	evidence
> Collaboratively develop and implement shared values, vision and mission for the school that support student learning and success	Describe how you develop a shared vision for the school with all school stakeholders.	
> Engage students, staff, parents, First Nations, School Council and the community in the school growth process and evidence-based dialogue	How is the vision reflected in daily school life?	
> Collaboratively develop school goals and a school growth plan that is based on evidence of student learning and the Department of Education directions	What collaborative processes do you use to develop the school growth plan with students, staff, parents, First Nations, the community and the School Council?	
> Implement plans to achieve school goals and monitor progress based on evidence > Measure student and school progress using a variety of evidence	What processes do you use to monitor the school plan? What kinds of evidence of student learning do you use as the basis for your school plan and for measuring progress?	

> Model and implement change processes to maximize student learning	How do you use your knowledge of effective change processes to bring about change in your school?	
> Challenge the status quo respectfully and collaboratively as appropriate	Describe an effective change process that you have facilitated?	
> Inspire and lead innovation to support student achievement		

The real methodology for system change begins and ends with ongoing, authentic conversations about important questions.

—Tony Wagner

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths

areas for growth

DOMAINS

Leading for teaching and learning

Principals and vice-principals foster quality teaching and learning opportunities to support student learning and achievement.

actions	reflective questions	evidence
> Ensure students' educational needs are central to all decision making	Describe the balanced literacy, numeracy, and early intervention plans for your school	
> Set and maintain high expectations for student learning and achievement	How do you and your staff communicate high expectations for student learning and achievement?	
> Apply knowledge of a range of effective and current curricular, instructional and assessment practices > Support experiential learning within and outside the school environment > Ensure the use and coordination of appropriate curricula, learning resources and instructional strategies > Ensure alignment among Territorial curricula, Department and school growth plan goals, student needs, assessment and resources	How do you monitor and evaluate the effectiveness of curriculum, instruction and assessment (e.g. School Wide Writes, DART) in your school? What processes are in place to ensure alignment of curriculum within grades and across grades?	

> Make systematic and frequent visits to classrooms to support improved student learning	How often are you in classrooms and for what purpose?	
> Maximize time spent on quality instruction and learning and protect instructional time from interruptions	How do you maximize uninterrupted, quality instructional time and shelter teachers from distractions?	
> Monitor the effectiveness of the learning environment, teaching and the impact on student learning	How do you monitor the success of student learning within classrooms?	
> Identify vulnerable learners and ensure appropriate interventions to support their success	How is the school demonstrating use of the pyramid of intervention?	
> Develop, promote and support positive parent involvement in their child's learning	In what ways are parents involved in their child's learning? At home? At school?	
> Engage teachers in learning about and applying current research-based instructional and assessment practices that improve student learning	How do you support teachers in learning about current instructional and assessment practices?	

> Ensure the use of differentiated instructional strategies to meet the needs of all students	How is the school supporting classroom differentiated instruction and learning for students?	

> Promote the use of assessment
  - for learning (to guide instruction)
  - as learning (student self-assessment)
  - of learning (evaluation)
	How is the school supporting ongoing formative assessment?	

> Build capacity of staff to use a variety of evidence effectively to make decisions and measure individual development and progress > Engage classroom teachers in evidence collection, analysis and dialogue to improve instruction and student learning > Use new and emerging technologies to support teaching and learning	What processes are in place for teachers to collaboratively examine and use evidence and to plan for continued growth? Beyond the formal reporting processes, how do you ensure that student progress and evidence of learning are communicated to students and parents?	

Kids don't start at the same place, they don't learn in the same way, and they don't learn at the same pace.

–Linda Darling-Hammond

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths

areas for growth

Leading for teaching and learning

DOMAINS

Developing a learning culture

Principals and vice-principals develop organizational learning and collaborative processes for adults to strengthen the learning culture and enhance student learning and achievement.

actions	reflective questions	evidence
> Structure systematic opportunities for staff reflection and evidence-based inquiry about their professional practice within learning communities > Ensure that staff have professional learning opportunities that directly enhance their content knowledge and teaching practice > Engage staff regularly in discussion about current learning theories, research and effective practice	How do you model and encourage teacher self-reflection? What structures and processes are used to support evidence-based inquiry within collaborative teams? What opportunities are structured for staff discussion about current professional literature?	
> Model and encourage a climate of trust and risk taking	How do you build trust with and among teachers?	
> Build collaborative teams and processes that support improvement of student learning	How are you supporting teachers to work in collaborative teams at the school?	

> Build and nurture leadership capacity of students, staff, family and community	How do you support distributed leadership within the school?
> Facilitate school-wide and team professional learning aligned with school goals and Department of Education priorities	How is professional learning aligned with the School Growth Plan and student learning needs?
> Initiate and support coaching and mentoring opportunities for staff	How do you foster opportunities for teachers to mentor new teachers?
> Acknowledge and celebrate individual and collective accomplishments of students, staff, and parents	What strategies are used to acknowledge individuals and groups in the school?
> Recognize the school's unique context and build upon existing strengths of the school culture and community > Encourage staff to engage in networks between and among schools to bring new knowledge and practices to the school learning environment	How is the school communicating student learning successes? How are you and staff engaged in learning networks beyond the school?

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths

areas for growth

Developing partnerships with Yukon First Nations (YFN) communities

Principals and vice-principals develop positive and effective partnerships with Yukon First Nations parents, families and communities to create a culturally responsive school and enhance Yukon First Nations student success.

actions	reflective questions	evidence
> Learn about and become involved in your school's YFN communities	How does our school demonstrate it is welcoming and reflective of the YFN local environments?	
> Become familiar with YFN Self-Government Agreements and the history of YFN people	What are the perspectives of YFN communities about their partnerships with the school?	
> Know and apply protocols of the YFN communities	What protocols apply within your school's YFN communities?	
> Recognize the full potential for success of each Yukon First Nations (YFN) student and provide challenges and support for individual needs	What structures and opportunities are in place to encourage trust building, communication and collaboration with your YFN parents, families and communities? How are YFN learners' needs accommodated in regular school programs?	

Protocols are really what we would call 'Ways of Knowing'.

–Northern Tutchone Elder, Lizzie Hall

> Support school as an open, safe and supportive place and encourage its use for social and academic activities by YFN parents and communities > Ensure teacher orientation to the school's YFN values and cultures through cross-cultural workshops and encourage ongoing teacher involvement with the YFN communities to enable student success	How do you engage YFN parents and communities in the school? How are you and the school staff involved in the YFN communities and the environments outside of the school? How do you ensure that staff is oriented to the school's YFN communities?	
> Integrate and support YFN cultures, languages, heritages and traditions within prescribed curricula, locally developed courses and through cross-curricular planning > Support experiential learning that connects with the land within the classroom and outside of the school environment > Include in the school program activities, resources and projects relevant to the cultures, languages, heritages, traditions and practices of the YFN served by the school > Facilitate and support YFN initiated projects in cooperation with the Department of Education	In what ways are the curricular and instructional practices and resources inclusive of YFN cultures, languages, heritages and traditions? How does the school integrate YFN cultures and languages within existing curricula? What YFN initiated projects are underway in the school?	
> Initiate communication, collaboration and sharing of leadership with the YFN leaders in the community	What processes are in place to communicate, collaborate and share leadership with YFN leaders in the communities?	

> Ensure YFN elders' perspectives, knowledge and participation are incorporated within programs in the school and in the community	How are YFN elders involved within the school and with students and staff outside the school?	
> Ensure local YFN knowledge and learning resources, both human and material, are accessed to support development of community specific materials		
> Support teacher liaison with the Department of Education *First Nations Programs and Partnership Unit (FNPPU)* and YFN governments, agencies and organizations to access programs, activities and resources to enhance YFN student learning	What programs and resources from FNPPU have been accessed by the school?	
> Support the use of local languages, their instruction and preservation > Offer language translation to support communication with YFN parents when appropriate > Include YFN community members as resource people within and outside of the school > Encourage development of leaders from the same cultural backgrounds > Develop networks across schools to share effective practices that enhance YFN student learning	How has the school included local YFN languages and cultures in the school program? How are YFN community members engaged as resource people with students? What networks are you and the staff involved in that enhance YFN student learning?	

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths

areas for growth

Developing partnerships with parents and the school council

Principals and vice-principals build positive and effective partnerships with parents, families, the community and the School Council to increase engagement in improving student learning and achievement.

actions	reflective questions	evidence
> Encourage and support positive parent involvement in the student's learning within the school and community	How is parent involvement encouraged?	
> Maintain open, regular and informal and formal communication with parents, the community and the School Council	How do you enhance communication with parents, the community and the School Council? With parents of diverse languages and cultures?	
> Engage parents of diverse languages and cultures within the school		
> Engage with students, parents, families, the community and the School Council as partners in developing, and monitoring the School Growth Plan	What structures and opportunities are in place to encourage student, parent, community and School Council input into the School Growth Plan?	
> Keep parents and the School Council informed of student and school progress using a variety of evidence and the School Profile		
> Know and act in accordance with the mandate of the School Council as outlined within the Education Act		
> Encourage inclusion of guaranteed representatives on the School Council		

> Share responsibility and leadership with the School Council in keeping with the specific decision-making mandates from the Yukon Education Act	How is the School Council engaged in giving advice and decision-making related to the mandates from the Yukon Education Act?	
> Ensure the oath of confidentiality is respected in the sharing of information with School Council		
> Collaborate with the School Council relative to advice and decisions about: school calendar, allocation of funds and resources, school budgets, discipline and procedures, student suspensions, appeals, attendance policy, locally developed courses and materials, staff evaluation and discipline, transportation services, field trips and extracurricular activities	How do you work in partnership with your School Council around these areas of decision-making?	
> Act as an intermediary between school staff and the School Council in developing understanding of respective roles and duties		
> Keep the School Council informed about current school issues, events and progress	How do you share decision-making with the School Council?	
> Develop collaborative and transparent processes for decision-making with the School Council		
> Gather input and respond to concerns and issues arising from students, parents and the School Council		
> Develop a dispute resolution process in collaboration with the School Council for resolving disagreements between the school, students, parents and staff or with the School Council	How are disputes settled with parents and the School Council?	

> Ensure that School Council members are supported in carrying out their roles, responsibilities and protocols

What processes are in place to orientate new School Council members and support them in carrying out their roles?

> Liaise with the Department and the School Council to ensure appropriate policy implementation

Confidence blossoms when people feel connected rather than isolated, when they are willing to engage and commit to one another, when they can act together to solve problems and produce results, ignoring boundaries between them.... Bonds grow from working together on real and important tasks that achieve success.

– Rosabeth Moss Kanter

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths	areas for growth

There is more than a verbal tie between the words common, community, and communication. People live in a community by virtue of the things they have in common; and communication is the way in which they come to possess things in common.

– John Dewey

Developing partnerships with community organizations and agencies

Principals and vice-principals build positive and effective partnerships with community organizations and agencies to support student learning and well-being.

actions	reflective questions	evidence
> Respond to and implement the mandates of the Department of Education > Establish productive working relationships with Department of Education staff	In what ways does the school collaborate with the Department to enhance student learning?	
> Build partnerships with a range of stakeholders outside the school to ensure multiple learning opportunities for students in and out of school > Establish relationships with the multiple governance jurisdictions: 1.Political (Federal, Territorial, First Nations and Municipal), 2. Bureaucratic (Department of Education), and 3. Operational (School Council, school, classroom and community) > Know your authority and responsibilities in relation to the three levels of governance	What community partnerships exist that enhance student learning within and outside of the school? How do you respond skillfully within the multiple governance jurisdictions? How do you handle conflicts that arise among the different levels of governance that affect the school?	
> Develop networks with other schools and communities to enhance student learning	What networks do you and your staff participate in that enhance student learning in your school?	

> Mobilize community resources to support student learning

> Liaise with the Department of Education, other government departments, external agencies and organizations to protect and support children

> Advocate on behalf of the students and the school and serve as a spokesperson for the school

How do you organize interagency involvement to support children and their families?

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are …

strengths

areas for growth

Managing the school program

Principals and vice-principals plan and manage an inclusive school program to support an instructional focus and student learning and achievement.

actions	reflective questions	evidence
> Manage the school within the context of Territorial government policies and structures > Ensure that roles, duties, and responsibilities of staff are clearly defined, understood and purposefully interconnected	How does your school handbook support clarity and communication of staff responsibilities?	
> Apply systems thinking to strategically plan and manage the school environment to support each student's learning	How do you plan with a systems thinking perspective? How does the impact of decisions and actions affect other elements within the school?	
> Create a safe, orderly, caring, respectful and healthy school environment > Create an inclusive culture where individuals are treated fairly, equitably, and with dignity and respect	How are staff, parents, students and the School Council involved in the development and review of the school Code of Conduct? How do you keep your school community informed about the Code of Conduct? What type of prevention and intervention practices do you have in place to support positive student behavior?	

> Implement authentic and meaningful strategies for supporting, supervising and evaluating teachers and staff > Meet Department and contractual agreements in staffing practices	How do you distinguish supervision and evaluation processes?	
> Align financial, human and material resources with the priorities for school goals, instructional programs and student learning needs	What school budget planning processes have been put in place? How are staff and the School Council involved in the school budget processes?	
> Direct structures and processes to support school operations and facilities management	What are the implications of how you structure your school timetables?	
> Use current technologies to enhance school operations and student and adult learning	To what extent are you using all available technologies to maximize the effectiveness of school operations and student learning?	

> Fulfill and manage legal and contractual obligations	What laws, acts, policies and regulations, procedures and contracts govern your decisions and actions?	
> Ensure policies and procedures are in place and followed for designated students with exceptional learning needs		
> Create a school organization that balances the needs of students and resource allocations	Given current Human Resources policies and agreements, how do you organize your school and assign staff?	
> Implement protocols, committees and documentation for the health, safety and security of students and staff	What structures and processes have been put in place to ensure compliance with health and safety regulations?	
> Develop and monitor systems for effective acquisition and management of learning resources	How well aligned are school learning resource acquisitions with the school's areas of greatest need?	
> Manage time, priorities and workload	How do you balance the competing demands of your role?	
> Ensure that systems are in place to collect, assess and record data for school and Department use in planning	How do you use and share evidence to inform decision-making and instructional improvement?	

Deep and sustained reform depends on the many of us, not just on the few who are destined to be extraordinary.

–Michael Fullan

self-assessment

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths and areas for growth are ...

strengths

areas for growth

DOMAINS

Appendices

You can leave a lasting legacy only if you can imagine a brighter future, and the capacity to imagine exciting future possibilities is the defining competence of leaders.

– James Kouzes and Barry Posner

Acknowledgements

The Yukon Department of Education acknowledges the thought, time and effort put forward by a number of individuals, committees and associations in the collaborative development of *An Educational Leadership Framework for Yukon Principals and Vice-Principals.*

Instrumental in guiding the process and shaping the document were members of the Yukon Leadership Advisory Committee, comprised of representatives from the Association of Yukon School Administrators (AYSA), Yukon First Nations (YFN) groups, the Association of Yukon School Councils, Boards and Committees (AYSCBC), Yukon College (YC), and the Yukon Department of Education.

The British Columbia Principals and Vice-Principals Association (BCPVPA) *Leadership Standards for Principals and Vice-Principals in British Columbia* (March, 2007) and the Vancouver School Board *Leadership Standards for Principals and Vice-Principals in the Vancouver School Board* (June, 2008) documents were both reviewed and adapted in the development of the framework.

YG Photo

Leadership advisory committee

Judith Arnold
Director Student Achievement & Systems Accountability
Department of Education
Whitehorse, YT Y1A 2C6
Ph: (867) 667-8479
Email: judith.arnold@gov.yk.ca

Deborah Bartlette
Dean, Applied Arts
Yukon College
500 College Drive, PO Box 2799
Whitehorse, YT Y1A 5K4
Ph: (867) 668-8782
Email: dbartlette@yukoncollege.yk.ca

Annie Bernard
Education/Employment Officer for Ta'an Kwäch'än Council
First Nation
117 Industrial Road
Whitehorse YT Y1A 2T8
Ph: (867) 633-3613 ext:117
Email: abernard@taan.ca

Simon Blakesley
Vice-Principal
Selkirk Elementary
5 Selkirk Street
Whitehorse, YT Y1A 3J5
Ph: (867) 667-3688
Email: simon.blakesley@gov.yk.ca

Pat Bort
Professional Development
Yukon Teachers Association
Ph : (867) 668-6777
Email: pd@yta.yk.ca

Corine Clark
Consultant
Ph: (604) 734-5346 – Home
Email: corineclark@shaw.ca

Carol Coote
Executive Director
Association of Yukon School Councils, Boards & Committees
Ph: (867) 633-2692
Email: exec.director@ayscbc.org

Lori Eastmure
Coordinator
Yukon College
Ph: (867) 668-8833
Email: leastmure@yukoncollege.yk.ca

Theodore Hupe
Principal
Holy Family Elementary
55 Wann Road
Whitehorse, YT Y1A 5X4
Ph: (867) 667-3500
Email: theodore.hupe@gov.yk.ca

Bob Laking
Chair
Association of Yukon School Councils,
Boards & Committees
Ph: (867) 993-5214
Email: bob.laking@ayscbc.org

Elizabeth Lemay
Director of Program & Services
Department of Education
Box 2703, E-1
Whitehorse, YT Y1A 2C6
Ph: (867) 667-8238
Email: elizabeth.lemay@gov.yk.ca

Shandell McCarthy
Education Director for Champagne & Aishihik First Nations
304 Jarvis Street
Whitehorse, YT Y1A 2H2
Ph: (867) 456-6887
Email: smccarthy@cafn.ca

Lorrie Peterson
Principal
Jack Hulland Elementary
1304 Fir Street
Whitehorse, YT Y1A 4C4
Ph: (867) 667-8496
Email: lorrie.peterson@gov.yk.ca

Penny Prysnuk
Superintendent, area 2
Department of Education
Box 2703, E-1
Whitehorse, YT Y1A 2C6
Ph: (867) 667-3747
Email: penny.prysnuk@gov.yk.ca

Ed Schultz
Director of FN Programs and Partnerships
Department of Education
Box 2703, E-1
Whitehorse, YT Y1A 2C6
Ph: (867) 393-6905
Email: ed.schultz@gov.yk.ca

Ryan Sikkes
Vice-Principal
Vanier Catholic Secondary
16 Duke Street
Whitehorse, YT Y1A 4M2
Ph: (867) 667-5901
Email: ryan.sikkes@gov.yk.ca

Greg Storey
Superintendent, area 3
Department of Education
Box 2703, E-1
Whitehorse, YT Y1A 2C6
Ph: (867) 667-3722
Email: greg.storey@gov.yk.ca

Christie Whitley
ADM of Public School
Department of Education
Box 2703, E-1
Whitehorse, YT Y1A 2C6
Ph: (867) 667-5166
Email: christie.whitley@gov.yk.ca

Development of the framework

The collaborative development of *An Educational Leadership Framework for Yukon Principals and Vice-Principals* was initiated by the Yukon Department of Education in the 2009–2010 school year as a key component of a three year Yukon Leadership Development Plan.

Yukon school administrators, who were introduced to the *BCPVPA Leadership Standards for Principals and Vice-Principals in British Columbia* (March 2007) document in the fall of 2009, examined the framework and specifically explored the Instructional Leadership domain in January and March 2010 along with findings related to leadership for learning from the Wallace Foundation sponsored study *Leadership for Learning Improvement in Urban Schools* (2009).

In August 2010, the *Leadership Standards for Principals and Vice-Principals in the Vancouver School Board (VSB)* (June 2008) was presented to Yukon school administrators who reviewed the document and completed survey feedback about the appropriateness of its fit to the Yukon educational context.

In October 2010, the Yukon Leadership Advisory Committee met and agreed upon a draft Yukon Leadership Standards development process and reviewed the initial survey feedback from the Yukon school administrators.

In November and December 2010, focus groups were structured to receive input from educational partners, starting with members of the Association of Yukon School Councils and First Nations groups. Responses to an appreciative inquiry question, "What do effective principals do who partner collaboratively and maintain positive relationships?", identified critical actions of principals in the Yukon. A meeting with First Nations elders and Department of Education First Nations Program and partnerships staff provided additional valuable input about key principal leadership actions.

In December 2010, the Leadership Advisory Committee focused on the nature of leadership in the North through review of the *Alaska Standards for Culturally Responsive Schools* (2006), input about leadership preparation in the Northwest Territories, and sharing of findings from a study about how non-indigenous Yukon principals enact educational leadership in rural and remote indigenous communities (Blakesley, 2010). Two major themes that were unique to the Yukon arose that needed attention in a new document—developing partnerships with Yukon First Nations and collaboration with School Councils.

In February 2011, a first draft of a framework of Yukon leadership standards was prepared and reviewed by the Leadership Advisory Council and by all Yukon principals and vice-principals, as well as participants from the 2008–2010 Yukon Leadership Academy, and Department of Education consultants. The Yukon First Nations Advisory Committee provided important feedback on the leadership actions in the draft domain of Developing Partnerships with First Nations Communities (YFN) as did members of the Leadership Advisory Committee about Developing Partnerships with Parents and School Councils.

In May 2011 the Leadership Advisory Committee reviewed the suggested revisions in a second draft. A significant decision was made to shift the focus of the document as a set of leadership *standards* to leadership *practices* or actions. Rather than prescriptive standardization, the Committee supported flexible adaptation of leadership practices to diverse Yukon community contexts. The distinctive nature of schools in the Yukon—rural, remote and urban, diverse student populations with 14 distinctive First Nations communities and a Yukon Francophone community—suggested that the local situation would strongly influence the nature of leadership action.

The second draft was reviewed by Yukon school administrators and their feedback along with the committee's resulted in a final draft of *An Educational Leadership Framework for Yukon Principals and Vice-Principals.* The completed framework document was ready for implementation in August 2011.

Rationale for the framework

The ultimate purpose of effective school leadership in the Yukon is improved success for each learner and eliminating the disparity in achievement between First Nations and non-First Nations learners. The Educational Leadership Framework supports this intention by articulating what Yukon school leaders need to know and how to go about improving instruction, student learning and achievement.

This framework represents the most current research understandings about successful school leadership along with priorities for leadership within the Yukon educational context. *A Review of Research: How Leadership Influences Student Learning* (2004) by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom, shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes. The link between principal leadership and improvement of student achievement has been captured in the identification of "core leadership practices." Kenneth Leithwood and Christopher Day in their research synthesis *Successful Principal Leadership in Times of Change: An International Perspective* (2007) describe the nature of successful principal leadership across eight nations and how such leadership influences student learning. Surfacing core leadership practices across many different national cultures can be useful to school leaders in a variety of contexts and can provide substantive direction for the leadership behaviors of Yukon principals and vice-principals.

Leithwood and Riehl, (2004) and Leithwood and Day (2007) describe what principals actually do that enhances student learning. Five broad categories of leadership and specific corresponding practices that make a significant difference in student achievement are:

Setting Direction (motivation) by articulating a shared vision, setting group goals to guide action, communicating the direction, and holding high performance expectations;

Developing People (capacity) by offering intellectual stimulation that promotes reflection, providing individualized consideration and support, and modeling desired values and practices for others to follow;

Designing the Organization (situation) by strengthening school cultures, building collaborative cultures, modifying organizational structures, and creating productive working relationships with parents and the larger community;

Managing the Instructional Program (keeping it all together) by staffing the school program, providing instructional support, monitoring school activity, and buffering staff from distractions to their work; and

Coalition Building (connecting) by recruiting the talent of others to a collective enterprise, and making connections and influencing agencies and groups external to the school (government, professional groups, community groups and district staff).

Tom Waters, Robert Marzano and Brian McNulty of the *Mid-continent Research for Education and Learning* (MCREL) synthesized three decades of research on the effects of instruction and schooling on student achievement. They translated these results into a *Balanced Leadership Framework* that describes the knowledge and skills that leaders need to positively impact student achievement (2003). Their meta-analysis identified 21 principal leadership responsibilities which includes 66 corresponding leadership practices. The leadership responsibilities relate to:

Culture	Order
Discipline	Resources
Curriculum, instruction and assessment	Visibility
Focus	Knowledge of curriculum, instruction and assessment
Contingent rewards	Communication
Outreach	Input
Affirmation	Relationship
Change agent	Optimizer
Ideals/beliefs	Monitors/evaluates
Flexibility	Situational awareness
Intellectual stimulation	

Waters et al. organized the leadership responsibilities and practices according to the magnitude of change or the level of impact in terms of the implications for staff, students, parents and other stakeholders. Not only do leaders need to focus on school and classroom practices associated with improved achievement, they also need to select appropriate leadership practices based on the magnitude or order of change they are leading.

In the last decade a shift has occurred from *instructional leadership*, a principal-centric focus for school administrators (Hallinger and Heck, 1999), to *leadership for learning* in which the principal as a *learning leader* or *leader of learning* nurtures distributed instructional leadership of others and provides opportunities for evidence-based teacher collaboration and inquiry. The Wallace Foundation has funded and supported a number of research studies that investigate this critical role for principals. The *Leading for Learning Improvement in Urban Schools* (2009) study cites five areas of action for learning-focused leadership:

- Develop trust and community;

- Use data/evidence-based practices and decision making to focus improvement work;

- Build instructional leadership teams and professional learning communities;

- Support distributed leadership/teacher leadership skills and capacity;

- Support effective professional learning.

Review of research literature reveals emerging themes of importance for school leaders if they are to make a difference in student learning and achievement. The Educational Leadership Framework reflects these significant themes within the leadership dimensions and domains:

- Distributed leadership of staff, students and community members

- Data/Evidence-based decision making and actions

- Collaborative professional learning communities or teams

- Shared decision making among staff

- Partnerships with strong systems of collaboration and shared decision making with parents and the community

and calls upon principals and vice-principals to embed these critical leadership practices within their daily work in schools.

Glossary of educational terms

A glossary of educational terms is included to create common understandings and to ensure that the language is accessible to all educational partners and members of the profession and the public.

Achievement Achievement relates to the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students' lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression; to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others; and to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with changes in the workplace.

Accountability Accountability in education in the 21st century can be defined as the professional responsibility of educators and the public education systems for all students, regardless of the advantages or disadvantages they bring to school. Accountability is the regular monitoring and assessment of students, curriculum, schools, and the education system to identify what is working in the system and what is not and to provide an informed basis for change. In the context of institutional accountability, assessments are undertaken to determine the effectiveness of schools and school personnel. In the context of school improvement, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Assessment Assessment is the process of collecting, synthesizing and interpreting information to aid in decision making.

In an educational context, assessment is the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. Different types of assessment instruments include achievement tests, observation instruments, performance tasks, and authentic assessments. The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose.

Assessment for Learning Assessment for learning is explicitly designed to promote learning and shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. Assessment for learning happens in the middle of learning, often more than once, rather than at the end to identify particular learning needs.

Assessment as Learning Assessment as learning reinforces and extends the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process, but also as the crucial connector between them. Assessment as learning occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Assessment as learning is the ultimate goal where students are their own best assessors.

Assessment of Learning Assessment of learning is the predominant kind of assessment in schools. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually signalling students' relative position compared to other students. Assessment of learning results are expressed symbolically, generally as marks or letter grades and summarized across several content areas in reports to parents.

Assumptions Assumptions are what we hold to be true about a subject and exert a powerful force on our behaviour and professional practice.

Change Process Change involves changes in beliefs, behaviours or resources. A change process involves several phases. It includes information gathering, planning, implementation, monitoring, revising and sustaining.

Code of Conduct Code of conduct describes the rights and responsibilities and procedures for guiding the management of behaviour of all persons on school premises.

Collaboration Collaboration is a process that occurs among individuals that enables participants to address issues and accomplish goals mores successfully than they could have separately by bringing their collective skills, knowledge and perspectives to the situation.

Community Development Community refers to factors such as size of the population, ethnicity, culture, age, and socio-economics that affect interactions with the school. Community development is dependent upon the principal getting to know and understand the community by learning what the issues are, who is most responsible for them, and developing a collaborative process in which to improve relationships.

Critical Thinking Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

Culture Culture operates at four levels: artifacts, traditions, language, and values and beliefs. Culture is how we think about our environment. Others define culture as a pattern of basic assumptions by a given group or the way we do things around here. School cultures are complex webs of traditions and norms.

Culturally Responsive Schools Culturally responsive schools integrate activities, resources reflecting the cultures, traditions, heritage languages and practices of the students, parents and communities indigenous of a particular place served by the school into the school programs.

Curriculum Curriculum can mean the prescribed learning outcomes for a set of courses or grades. It can be a sequenced plan to educate students or a broad field of study. Curriculum also can mean the broad scope of school experiences that one believes has a direct impact on student learning. Curriculum can be defined as planned and unplanned concepts, content, skills, work habits, means of assessment, attitudes, and instructional strategies taught in the classroom and the variety of school activities in and out of class that influence present and future academic, social, emotional and physical growth of students.

DART DART stands for District Assessment Reading Team. The DART is focused on providing information to teachers on students' reading comprehension and thinking skills. DART is delivered twice a year in Yukon schools to help inform instruction and improve learning.

Dialogue Dialogue is the process by which we make known to one another the assumptions that underlie our perspectives and the thought processes and information that shape those assumptions. Dialogue engages us in a thorough examination of our beliefs, deepens our understanding and improves relationships.

Differentiated Instruction Differentiated instruction involves adjusting (adapting or modifying) teaching and learning to better enable students of various abilities, interests, and special educational needs to successfully complete the curriculum.

Distributed Leadership Distributed Leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role. The distributed perspective focuses on how leadership practice is distributed among formal and informal leaders. Distributed leadership is an emergent property of a group or network of individuals in which group members pool their expertise. In this sense, distributed leadership is a form of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding others.

Diversity In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.

Emerging Technologies Technology is more or less the means of getting a job done, whatever the means and the job happens to be. Emerging technologies can be described as the ongoing creation, development, and use of new electronic means of processing, storing, presenting, and communicating information.

Emotional Intelligence Competencies Emotional Intelligence is the ability to manage ourselves and our relationships effectively. It consists of four fundamental capabilities: self-awareness, self-management, social awareness and social skill.

English Language Learner An English Language Learner speaks a primary language other than English or whose language is a variety of English which is significantly different than that used in the medium of instruction in Yukon schools, and who may require focused support to attain English language proficiency.

Ethical Dilemmas Ethical dilemmas are the tough choices when one has to choose between one right value and another right value.

Ethical Practice Ethical practice is behaviour that demonstrates a commitment to moral principles that are based on core or universal moral values of fairness or justice, respect, responsibility, honesty, compassion, inclusion and tolerance.

Evidence Based Decision Making Evidence based decision making is analyzing existing sources of information (class and school attendance, grades, test scores) and other evidence (portfolios, surveys, interviews) to make decisions about the school. The process involves organizing and interpreting the data and creating action plans based on the evidence to plan for improvement.

Experiential Education In Experiential Education a student constructs knowledge, value and skill from direct experience. It involves the active, hands-on engagement of students within and outside the classroom, making use of a diversity of learning environments.

Formative Assessment Formative assessment is assessment *as* and *for* learning. It is used for ongoing instructional planning and student feedback to help the student identify and meet the specific needs of his or her learning plan.

Goals Goals are broad, long-term statements that guide the Department of Education in realizing the vision and long-term milestones of success. Goals represent what people commit themselves to do to reach their vision.

Inclusive Culture An inclusive culture embraces the uniqueness and dignity of all individuals and fosters shared beliefs and values. An inclusive culture is characterized by broad community engagement and cooperation.

Initiatives Initiatives are specific activities or projects that will implement Department of Education strategies.

Instruction Instruction is the process by which content or curriculum is transported to the student. Instruction consists of three parts: input, modeling or demonstration, and active involvement or rehearsal.

Instructional Leadership Instructional Leadership emphasizes improving the quality of teaching and learning processes for students and adults in schools through regular dialogue about learning and how to improve it based on understanding of the body of research on learning and teaching and evidence of student learning outcomes.

Interagency/External Agencies and Organizations Education in our schools requires political and public support so that the necessary resources are available to carry out critical functions of meeting the needs of all students.

Intrapersonal Capacity Intrapersonal intelligence is turned inward and is the capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. Intrapersonal intelligence is the key to self-knowledge. It includes access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour. Intrapersonal competencies include self-awareness (knowing one's internal state, preferences, resources and intuitions) and self-regulation/management (managing one's internal states, impulses and resources).

Interpersonal Capacity Interpersonal intelligence is turned outward and is the capacity to understand other people, what motivates them, how they work, and how to work cooperatively with them. It includes the capacities to discern and respond appropriately to the moods, temperaments, motivations and desires of other people (emotional tendencies that guide or facilitate reaching goals), empathy (awareness of others' feelings and needs), and social skills (adeptness at inducing desirable responses from others).

Leadership Leadership can be defined as an act of influence involving reciprocal relationships through which members of an organization or community construct common meanings, build capacity and enhance their ability to achieve shared goals. One of the responsibilities of leadership is to give a sense of direction, and to establish an overarching purpose.

Learning Climate Learning climate is the "feel" or tone of a classroom or school, indicated by the total environment, including especially the way individuals in classrooms and schools relate to one another.

Learning Community Learning communities comprise a group, which could include staff, students, parents, and community members, who work towards a common purpose. Learning communities or communities of practice, are the terms often given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and student learning. Learning communities are characterized by a shared mission, vision, and values; collective inquiry; collaborative teams; an orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results. A learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

Learning Culture Learning culture is characterized by a deep focus on learning and engagement in the pursuit of learning.

Learning Outcome A learning outcome is a statement of something that students are expected to know and/or do at the end of an indicated grade or course.

Legal and Contractual Obligations Legal and contractual obligations are the responsibilities that the leader has for administering school acts and regulations, territorial policies (dictate what to do) and procedures (detail how to do it), external legal requirements, and the contractual agreements between Department of Education employers and employees.

Literacy Literacy is an essential aspect of communication vital to lifelong learning. Literacy is the ability to identify, understand, interpret, and communicate using printed and written materials with oral language skills as the foundation. First Nations languages, French, English language learners and information technology are an integral part of a comprehensive literacy program.

Management Management is the bureaucratic aspect of administration which relies primarily on rational analysis to design methods, or internal and external processes with role descriptions to implement strategic plans. Management is the technical and legal duties related to the hierarchical structure of the school system and involve compliance with legislation, policies or role descriptions as well as the stewardship of resources.

Mandate A mandate is a clear, concise definition of the Department of Education's purpose and role. It gives direction to the programs and services to deliver accessible and quality education to all Yukon learners including children and adults.

Mission Mission is the purpose or the fundamental reason for an organization's existence.

Mission Statement A mission statement presents a clear description of the purposes of an organization.

Moral Courage Moral Courage is a commitment to moral principles, an awareness of the danger involved in supporting those principles, and a willing endurance of that danger. A leader needs courage over time and the willingness to risk and risk again, and to function well under prolonged stress, and keep pursuing the values and vision of the school.

Moral Purpose of Education Moral Purpose of education is about the deep purpose that expresses the organization's reason for existence. Moral Purpose is a strong commitment to making a difference and modeling for and engaging with others to build a community committed to shared purpose.

Moral Stewardship Stewardship is the willingness to be accountable for the well-being of the larger organization by operating in service, rather than in control, of those around us. Stewardship involves placing oneself in service to ideas and ideals and to others who are committed to their fulfillment. Moral Stewardship is based on a deep commitment to values that makes a critical difference in the lives of students and their families.

Networks Networks involve people working in groups around a common interest within and across organizational boundaries. Information of all kinds is both generated and shared through networks of all types. The value of networks is its capacity for sharing common problems and strategies, and sharing perspectives to enrich abilities to lead in one's own context.

New Horizons New Horizons is the implementation and monitoring phase of the *Yukon Department of Education Strategic Plan 2011–2016* that provides a roadmap for education priorities for the next five years. New Horizons includes Department goals, objectives, key strategies and initiatives developed based on a synthesis of recommendations from key reviews of public education.

Organizational Capacity Organizational capacity focuses on strengthening the culture, and building organizational learning and collaborative processes.

Organizational Learning Organizational learning or collective teacher efficacy involves three stages: a trusting and collaborative climate; shared and monitored mission; and support for taking initiatives and risks, all supported by ongoing, relevant professional development.

Outcomes Outcomes are the results achieved through the impact of an initiative, program, or policy.

Partnership Partnership involves collaboration by sharing decision-making with a broad group of engaged partners.

Pyramid of Intervention The Pyramid of Intervention is the system of supports that a school provides for its struggling students.

Relationships Relationships are how people interact with each other and the kind of relationships they form. A focus on people and relationships is essential to achieving purposes.

Rubric A rubric is a scoring tool that teachers use to assess student learning. Using a set of criteria and standards directly tied to the stated learning outcomes, educators can assess each student's performance. A rubric is a scoring guide for making performance criteria visible. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale.

School Councils School Councils were created in the 1990 *Education Act* in the Yukon. School Councils have defined roles and responsibilities for the administration of schools and education programs. School Councils share responsibility with the Department of Education, First Nations, and parents. School Councils follow specific regulations, policies and protocols.

School Growth Process The purpose of the School Growth Process is to improve student learning. The School Growth Process provides a means to achieve comprehensive engagement for students, teachers, parents, and community members for each school. The School Growth Process leads to a school growth plan, which is reviewed yearly, and focuses on dialogue, evidence-based decision making, and cooperation among diverse community members.

School Operations School operations include responsibility for the maintenance and operations of the facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of Department of Education and government policy and procedures.

School Wide Writes School Wide Writes is an assessment that helps teachers strengthen students' writing skills through a personal and impromptu writing assignment. It is delivered to Grades 2–9 twice a year and based on the British Columbia Performance Standards.

Self-Assessment Self-assessment is a process in which individuals engage in a systematic review of their performance, critiquing their own work, usually for the purpose of improving future performance. It usually involves comparison with standard, established criteria.

Self-Awareness Self-awareness is knowing one's internal state, preferences, resources and intuitions.

Self-Management Self-management is managing or regulating one's internal states, impulses and resources.

Shared Vision Shared Vision is building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.

Social Awareness Social awareness involves empathy (skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns), organizational awareness (the ability to read the currents of organizational life, build decision networks, and navigate politics), and service orientation (the ability to recognize and meet customer's needs).

Standards Standards are agreed upon values used to measure the quality of individual performance.

Strategies Strategies are patterns of activities designed to achieve objectives

Strategic Planning Strategic Planning is a systematic and regular process in which leaders review mission, vision, core values, use an environmental scan and review previous results to plan and move forward.

Student A student is a person enrolled in a K–12 educational program provided by a board or authority and for whom a professional educator has responsibility.

Summative Assessment Summative assessment is assessment *of* learning. It measures students' competencies and skills and reports their level of learning in relation to the established grade level learning outcomes.

Systems Thinking Systems Thinking is a way of thinking about, and a language for describing and understanding the forces and interrelationships that shape the behaviour of the systems. This discipline helps us see how to change systems more effectively.

Twenty-First Century Learner The 21st century learner is someone who is working towards mastering the essential 21st century learning skills including: critical and analytical thinking skills, problem solving, team work, flexible organization and personal management skills, global awareness and understanding, and comfort in operating in current and future electronic environments.

Values A value is a deeply held view of what is found worthwhile. Values describe how we intend to operate as we pursue our vision. Values are a set of guiding principles in the form of short phrases that guide behaviour and decision making and set acceptable norms for Departmental staff culture.

Vision Vision is a picture or images of a possible and desired future you seek to create. It shows where the organization wants to go and what it will be like when it gets there. A vision gives shape and direction to an organization's future. It inspires and guides decisions and actions.

Vulnerable Students Vulnerable students are identified as students whose learning capacity may be at risk in terms of academic achievement and social functioning and who tend to come from less affluent socio-economic backgrounds.

Yukon First Nations Yukon First Nations are the political organizations that represent the distinctive 14 Aboriginal nations within the Yukon. Three broad themes relate to Yukon First Nations: respect and recognition of Yukon First Nations to represent the interests of their people; a call for improved achievement among Aboriginal learners; and the need for the Government of Yukon, in partnership with Yukon First Nations, to initiate specific legislative, policy, and structural reforms of Yukon's education system.

References

A reference section outlines the array of research and professional literature that was accessed in the development of the BC and Vancouver School Board standard documents and augmented in the creation of *An Educational Leadership Framework for Yukon Principals and Vice-Principals.* These references also can serve as sources for professional reading related to principal and vice-principal's professional growth target areas.

Aitken, A. and G. J. Bedard (2004). Designing a Standards-Based Master's Program in Educational Leadership: Trends, Contexts, and Adaptations. *International Electronic Journal for Leadership In Learning* 8(9): 1–31.

Alaska Native Knowledge Network (1998). Alaska Standards for Culturally Responsive Schools. Anchorage, Alaska.

Alberta Education. (2006). Principal Quality Practice Standard: Successful School Leadership in Alberta.

Alberta Teachers' Association. (2004). Administrator Professional Growth, Supervision and Evaluation Leadership Quality Standard.

Andrews, R. and M. Grogan, (2002). Defining Preparation and Professional Development for the Future. *Educational Administration Quarterly* 38(2):223–256.

Australian Council for Educational Research (ACER). (2005). The National Institute for Quality Teaching and School Leadership (NIQTSL) Standards for School Leadership Project, National Institute for Quality Teaching and School Leadership.

Australian Council for Educational Research (ACER). (2005). Australian Principals Centre Leadership Framework, Australian Principals Centre.

Beairsto, B. (2006). Learning to Lead. Vancouver: School Leadership Centre –*BC Educational Leadership Research Ejournal* Issue 4.

Beairsto, B. (2006). A Broad View of Leadership Development. Vancouver: BCELC Symposium.

BC Education Leadership Council. (2006). Dialogue Issues 1—What Do Successful School Principals Do. Vancouver: BCELC Symposium.

BC Education Leadership Council. (2006). Dialogue Issues 11—BC Standards for School Principals? Vancouver: BCELC Symposium.

BCPVPA. (2005). BC Principals and Vice-principals Code of Professional Practice.

BCPVPA. (2006). BC Principals' and Vice-principals' Leadership Needs Survey. Vancouver: BCELC Symposium.

BCPVPA Standards Committee (2007). Leadership Standards for Principals and Vice-principals in British Columbia.

BCSSA. (1998). Dimensions of Practice for Superintendents, Assistant Superintendents and Directors of Instruction or Equivalent, BCSSA.

BCSSA. (2006). BCELC School District Leadership Programming Survey Results. Vancouver: BCELC Symposium.

BC College of Teachers. (2004). Standards for the Education, Competence and Professional Conduct of Educators in British Columbia.

BC College of Teachers Connected Magazine. (2006). The Dialogue on Standards. Vancouver: BCCT.

BC Confederation of Parent Advisory Councils. (2006). Parents Talk About Principals. Vancouver: BCCPAC.

Beck, L. and J. Murphy. (1993). Understanding the Principalship Metaphorical Themes 1920's–1990's. New York: Teachers College Press.

Begley, P. (2005). School Leadership: A Profile Document, OISE UT.

Blakesley, S. (2008). Remote and Unresearched: Educational Leadership in Canada's Yukon Territory. *Compare: A Journal of Comparative Education*, 1-16.

Blakesley, S. (2010). Storytelling as an Insightful Tool for Understanding Educational Leadership in Indigenous Yukon Contexts. *Canadian Journal of Educational Administration and Policy*, 111, 1–31.

Blasé, J. and J. Blasé. (1999). Effective Instructional Leadership Teachers' Perspectives on How Principals Promote Teaching and Learning in Schools. *Journal of Educational Administration* 38, 2.

Brown, D. (2006). Standards and Certification for School Administrators in BC, Vancouver: BC Educational Leadership Council.

Brown, F. (2005). Levelling the Playing Field for New Principals. *Principal* 84(5).

Canadian Association of Principals. (2005). A CAP Statement on Educational Leadership—The Essential Tasks of School-Based Leadership A Framework for the Development of School Based Principals. Ottawa: Canadian Association of Principals. www.cdnprincipals.org.

Canada Public Service Agency and the Public Service Commission. (2007). Key Leadership Competencies. www.psagency-agencefp.gc.ca

Cardno, C. (2003). Emerging Issues in Formalizing Principal Preparation in New Zealand. *International Electronic Journal for Leadership In Learning* 17(17).

Carr, C. S.(2002). Policy Proceedings from Best Practice, Survey Findings, and Institutional Priorities, *State Action for Education Leadership Project.* (SAELP)1–5.

Chenoweth T., C. Carr and T. Riehl. (2002). Best Practices in Educational Leadership Preparation Programs. Administrator Licensure Planning Forum, University of Oregon, *State Action for Educational Leadership Project* (SAELP).

Clark, C., D. Fowler, B. Rundell and P. Shields. (2006). School Leadership Program: A Provincial Framework. Vancouver: BC Educational Leadership Council.

Codding, J. and M. Tucker, (2002). The Principal Challenge: Leading and Managing Schools in an Era of Accountability. Sacramento, Jossey-Bass.

Conger, J. and B. Benjamin. (1999). Leadership Competencies for the New Century, Building Leaders—How Successful Companies Develop the Next Generation. Sacramento: Jossey-Bass.

Copland, M. and M. Knapp. (2006). Connecting Leadership with Learning: A Framework for Reflection, Action, and Planning. Alexandria, VA: Association for Supervision and Curriculum Development.

Council for Chief State School Officers. (1996). Interstate School Leaders Licensure Consortium—Standards for School Leaders, Council of Chief State School Officers.

Cunningham, L. and N. Cambron-McCabe. (2002). National Commission for the Advancement of Educational Leadership: Opportunity for Transformation. *Educational Administration Quarterly* 38(2): 289–299.

Darling-Hammond, L., M. LaPointe, D. Meyerson and M. Orr. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. Palo Alto, CA: Stanford Educational Leadership Institute. www.wallacefoundation.org

Day, C. and K. Leithwood. (Eds.) (2007). Successful Principal Leadership in Times of Change: An International Perspective. Dordrecht, UK: Springer.

Davis S., L. Darling-Hammond, M. LaPointe, and D. Meyerson (2005). Review of Research—School Leadership Study—Developing Successful Principals. Palo Alto: Stanford Educational Leadership Institute and Wallace Foundation.

Department of Education, State of Victoria, Australia (2005). Blueprint for Government Schools—Guidelines for Principal Class Performance and Development, Department of Education and Training, Victoria, Australia.

Drago-Severson, E. (2007) Helping Teachers Learn: Principals as Professional Development Leaders. *Teachers College Record*, 109 (1), 70–125.

Dufour, R. (2004). What is a Professional Learning Community. *Schools as Learning Communities*, 61, 8, 6–11.

Dufour, R. (2002). The Learning-Centered Principal. *Educational Leadership*, 59 (8), 12–15.

Dukowski, Les. (2007). Leadership Standards: A Benchmark for Self Reflection, *BCPVPA Adminfo*, April 2007, pp 2–4.

Earl, L. and H. Timperley. (2009). Professional Learning Conversations Challenges in Using Evidence for Improvement. Dordrecht, UK: Springer.

Earley, P. and D. Weindling. (2004). Developing Leaders and Leadership Capacity. Understanding School Leadership, Paul Chapman Publishing, London.

e-LEAD Leadership for Student Success. (2006). Standards for School Leadership Practice: What a Leader Needs to Know and Be Able to Do. www.iel.org

e-LEAD. (2005). e-LEAD: Leadership for Student Learning. www.iel.org/programs/elead.html.

Fink, E. and L. Resnick. (2001). Developing Principals as Instructional Leaders. *Phi Delta Kappan*, 82, 598 -606.

Fitzgerald, T. (2006). Walking Between Two Worlds Indigenous Women and Educational Leadership. *Educational Management Administration and Leadership,* 34 (2), 201–213.

Fry, B., G. Bottom, K. O'Neill and David Hill (2003). SREB Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals, SREB.

Fry, B., G. Bottom, K. O'Neill and A. Jacobson (2004). SREB Progress Being Made in Getting a Quality Leader in Every School, SREB.

Fullan, M. (2001). Leading in a Culture of Change. San Francisco: Jossey-Bass.

Fullan, M. (2003). The Moral Imperative of School Leadership. Thousand Oaks: Corwin Press.

Fullan, M. (2004). Leadership and Sustainability: Systems Thinkers in Action. Thousand Oaks: Corwin Press.

Fullan, M. (2006). Turnaround Leadership. San Francisco: Jossey Bass.

Fullan. M. (2007). The New Meaning of Educational Change, (4th Edn.). New York: Teachers College Press.

Fullan, M., P. Hill and C. Crevola. (2006). Breakthrough Leadership. Thousand Oaks: Corwin Press.

Furman, G. (2003). Moral Leadership and the Ethic of Community. *Values and Ethics in Educational Administration* 2 (1): 1–8.

Galvin, T. and L. Hartzer. (2003). Administrator Induction Programs, Summary of Research and Promising Practices, The Connecticut Principals' Centre.

Gannon, N.C. and L. J. Throndson. (2004). Quality Standards of Practice for School Principals, Commissioned by The College of Alberta School Superintendents.

Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53 (2), 106–116.

Goddard, J. and R. Foster. ((2002). Adapting to Diversity: Where Cultures Collide—Educational Issues in Northern Alberta. *Canadian Journal of Education*, 27 (1), 1-20.

Goddard, J. and R. Foster. (2001). Leadership and Culture in Northern Schools: Emergent Themes and Questions. *International Electronic Journal for Leadership in Learning,* 5 (16).

Goulet, L. (2001). Two Teachers of Aboriginal Students: Effective Practice in Sociohistorical Realities. *Canadian Journal of Native Education*, 25 (1), 68–80.

Goleman, D. (1995). Emotional Intelligence Why It Can Matter More Than IQ. New York: Bantam Books.

Goleman, D. (1998). What Makes a Great Leader. *Harvard Business Review Nov/Dec*.

Goleman, D. (2001). Leadership That Gets Results. *Harvard Business Review March/April.*

Goleman, D. (2007). Social Intelligence The Revolutionary New Science of Human Relationships. New York: Bantam Dell.

Goleman, D. et.al. (2002) Primal Leadership: Realizing the Power of Emotional Intelligence. Boston: Harvard Business School Press.

Greenfield, W. (2004). Moral Leadership in Schools. *Journal of Educational Administration* 42 (2): 174–196.

Gronn, P. (2002b). Distributed Leadership. In K. Leithwood and P. Hallinger (Eds.), *Second International Handbook of Educational Leadership and Administration. Part 2*: 613–696. Great Britain: Dordrecht: Kluwer Academic Publishers.

Grubb S. and T. Waters. (2003). The Leadership We Need—Using Research to Strengthen the Use of Standards for Administrator Preparation and Licensure Programs, McREL—Mid-continent Research for Education and Learning.

Hallinger, P. (2003). Leading Educational Change: Reflections on the Practice of Instructional and Transformational Leadership. *Cambridge Journal of Education,* 33 (3), 329–351.

Hallinger, P. (2005). Instructional Leadership and the School Principal: A Passing Fancy That Refuses to Fade Away. *Leadership and Policy in Schools,* 4 (3): 221–39.

Hallinger, P. and K. Leithwood. (1996). Culture and Educational Administration A Case of Finding Out What You Don't Know You Don't Know. J*ournal of Educational Administration,* 34 (5), 98–116.

Hargreaves, A. and D. Fink. (2006). Sustainable Leadership. San Francisco: Jossey Bass.

Harris, A. (2004). Distributed Leadership and School Improvement—Leading or Misleading? *Educational Management and Administration and Leadership*, 32 (1), 11–24.

Harris, A. (2008). Distributed Leadership: Developing Leaders for Tomorrow. London: Routledge Press.

Heck, R. and P. Hallinger. (1999). Next Generation Methods for the Study of Leadership and School Improvement. In J. Murphy and L. Seashore (eds.), *Handbook of Research on Educational Administration.* (2nd ed.). San Francisco: Jossey Bass.

Hess F. M. and A. P. Kelly. (2003). Learning to Lead? What Gets Taught in Principal Preparation Programs, American Enterprise Institute.

Huber, S. G. and M. West. (2002). Developing School Leaders: A Critical Review of Current Practices, Approaches and Issues, and Some Directions for the Future. *Second International Handbook of Educational Leadership and Administration.* Part 2: 1071–1101. Great Britain: Dordrecht: Kluwer Academic Publishers.

Hughes, R. C. (2005). Creating a New Approach to Principal Leadership. *Principal* 84(5).

Ingvarson, Laurence, et al (2005). Standards for School Leadership: A Critical Review of Literature. *Australian Council for Educational Research*.

Institute for Educational Leadership. (2008). Putting Ontario's Leadership Framework Into Action A Guide for School and System Leaders. Ontario: IEL.

Institute for Educational Leadership. (2000). Leadership for Student Learning: Reinventing the Principalship. Washington: IEL.

International Confederation of Principals. (2000). School Leaders and Standards: A Vision for Leadership. www.icponline.org/feature_articles/f14_01.htm

Interstate School Leaders Licensure Consortium: Standards for School Leaders.www.ccsso.org/content/pdfs/isllcstd.pdf.

Jackson, B. L. and C. Kelley. (2002). Exceptional and Innovative Programs in Educational Leadership. *Educational Administration Quarterly* 38(2): 199–212.

Jacob A., K. O' Neill., et al (2005). Are SREB States Making Progress? Tapping, Preparing and Licensing School Leadership Who Can Influence Student Achievement, Southern Regional Education Board.

Kaser, L. and J. Halbert. (2006). School Leadership Important Work. *BC Educational Leadership Research Ejournal* Issue 4.

Kaser, L. and J. Halbert. (2009). Leadership Mindsets Innovation and Learning in the Transformation of Schools. New York, NY: Routledge.

Katz, S., L. Earl and S. Ben Jaafar. (2010). Building and Connecting Learning Communities: The Power of Networks for School Improvement. : San Francisco: Jossey-Bass.

Knapp, M., S. Copland and J. Talbert. (2003*). Leading for Learning: Reflective Tools for School and District Leaders. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Kochan F. K., P. Bredeson, and C. Riehl (2002). Rethinking the Professional Development of School Leaders. *The Educational Leadership Challenge: Redefining Leadership For the 21st Century One Hundred-first Yearbook of the National Society for the Study of Education (NSSE)* Part 1: 289–305.

Kouzes, J. and B. Posner. (2010). The Truth About Leadership. San Francisco: Jossey Bass.

Langley School District #35. (2003). A Framework for Administrative Practice: Principal and Vice-principal Performance Standards.

Lashway, L. (1999). Trends and Issues: Administrator Training, *Clearinghouse on Educational Policy,* University of Oregon.

Lashway, L. (2003). Developing Instructional Leaders. ERIC Digest 160.

Learning Forward. (2011). Standards for Professional Learning Draft (2011).

Leithwood, K., C. Day, P. Sammons, A. Harris and D. Hopkins. (2006). *Seven Strong Claims About Successful School Leadership.* Nottingham, UK: National College for School Leadership.

Leithwood, K. A. Harris, T. Strauss. (2010). Leading School Turnaround How Successful Leaders Transform Low-Performing Schools. San Francisco: Jossey Bass.

Leithwood, K., K. Seashore-Lewis,S. Anderson & K. Wahlstrom. (2004). Review of Research—How Leadership Influences Student Learning, Learning from Leadership Project, CAREI–Centre for Applied Research and Educational Improvement, OISE UT and Wallace Foundation.

Leithwood K. and C. Riehl. (2003). What Do We Already Know About Successful School Leadership, AERA Division A Task Force on Developing Research in Educational Leadership.

Leithwood, K. and D. Duke. (1998). Mapping the Conceptual Terrain of Leadership: A Critical Point of Departure for Cross-Cultural Studies. *Peabody Journal of Educati*on, 73 (2) , 31–50.

Mahoney G. and R. J. Matthews. (2003). Learning the Role Through the Eyes of Beginning Principals. *84th Annual Meeting of the American Educational Research Association.*

Marks, W. (2005). Effective Leadership, Mentoring and Collegial Support. *International Confederation of Principals Online*, 2005, from www.icponline.org/feature_articles.

Mazzeo, C. (2003). NGA Center for Best Practices Issues Brief-Improving Teaching and Learning by Improving School Leadership, National Governors Association.

Mid-continent Research for Education and Learning. (2003). The Leadership We Need. Aurora: McREL.

Moorman, H. N. and E. L.Hale. (2003). Preparing School Principals: A National Perspective on Policy and Program Innovations. www.iel.org.

Mulford, B. (2003). School Leaders: Changing Roles and Impact on Teachers and School Effectiveness, Education and Training Policy Division, OECD.

Mulford, B. (2006). Some International Developments in School Leadership. Presentation at BCELC Symposium, February, 2006.

Mulford, B. (2006). Leadership for School and Student Learning—What Do We Know? School Leadership Centre – *BC Educational Leadership Research Ejournal* Issue 4.

Murphy, J. (2001). The Educational Leadership Challenge: Redefining Leadership for the 21st Century, University of Chicago Press.

Murphy, J. (2002). Reculturing the Profession of Educational Leadership: New Blueprints. *Educational Administration Quarterly* 38(2): 176–191.

Murphy, J. (2005). Unpacking the Foundations of ISLLC Standards and Addressing Concerns in the Academic Community. *Educational Administration Quarterly* 41(1): 154 -191.

National Association of Elementary School Principals. (2009). Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do (2nd edn.). Alexandria: NAESP.

National Association of Elementary School Principals. (2001). Leading Learning Communities: NAESP Standards for What Principals Should Know and Be Able to Do. Alexandria: NAESP.

National Policy Board for Educational Administration. (2008). Educational Leadership Policy Standards: ISLLC 2008.

National College for School Leadership. (2004). New Visions Programme for Early Headship—Learning Processes and Protocol. www.ncsl.org.uk/index.

National College for School Leadership. (2004, January 16, 2004). Leadership Development Framework Implications. www.ncsl.org.uk/index.

National College for School Leadership. (2004, October 2004). National Standards for Head Teachers Staff Management. www.ncsl.org.uk.index.

National College for School Leadership. (2004). National College for School Leadership Head Teacher Induction Program (HIP) Handbook and Guidelines, NCSL. www.ncee.org/nisl/index.jsp

National Staff Development Council. (2003). Learning to Lead, Leading to Learn Improving School Quality Through Principal Professional Development. www.nsdc.org/leaderreport.html

Normore, A. H. (2004). Leadership Success in Schools: Planning, Recruitment, and Socialization, *International Electronic Journal for Leadership In Learning* 8(10).

Norton, J. (2002). SREB Redesigning Leadership Preparation for School Achievement—Preparing School Leaders: It's Time to Face the Facts, SREB.

O'Neill, K. and G. Bottom. (2001). SREB—Preparing a New Breed of School Principals: It's Time for Action, SREB. www.sreb.org

O'Neill, K. and G. Bottom. (2005). SREB's Leadership Curriculum Modules—Engage Leaders in Solving Real School Problems, SREB. www.sreb.org

O'Neill, K. (2004). SREB Leadership Training Modules: Instructor Certification Guidelines and Application, SREB. www.sreb.org

O'Neill, K. (2005). SREB Leadership Curriculum Training Module Summaries. www.sreb.org

Ontario Principals' Council. (2005). Ontario Principal's Council Exemplary Leadership in Public Education 2005–2006 Resources, Supports and Training Opportunities for Principals, Vice-principals and Senior Administrators in Education.

OPPD Office of Principal Preparation and Development. (2009). Chicago Public Schools Principal Competencies

Peterson, K. (2002). The Professional Development of Principals: Innovations and Opportunities. *Educational Administration Quarterly* 38(2): 212- 232.

Peterson, G. and M. Young. (2002). The National Commission for the Advancement of Educational Leadership Preparation: An Introduction. *Educational Administration Quarterly* 38(2): 130-136.

Phillips, S., H. Raham and P. Renihan. (2003). The Role of the School Principal: Present Status and Future Challenges in Managing Effective Schools—A Literature Review, Society for the Advancement of Excellence in Education.

Portin, B., and P. Schneider, M. et al (2003). Making Sense of Leading Schools—A National Study of the Principalship.

Portin, B., M. Knapp, S. Dareff, S. Feldman, F. Russell, C. Samuelson and T. Yeh. (2009). Leadership for Learning Improvement in Urban Schools. Seattle, WA: Center for the Study of Teaching and Policy. www.wallacefoundation.org

Pounder, D., U. Reitzug and M. Young. (2002). Preparing School Leaders for School Improvement, Social Justice, and Community. *The Educational Leadership Challenge: Redefining Leadership For the 21st Century One Hundred-first Yearbook of the National Society for the Study of Education* (NSSE) Part 1.

Quinn, T. (2005). Leadership Development: The Principal—University Connection. *Principal* 84(5).

Robertson, J. (2005). Coaching Leadership: Building Educational Leadership Capacity through Coaching Partnerships. Wellington: New Zealand Council for Educational Research Press.

Robertson, J. and J. Martin. (2003). The Induction of First-Time Principals in New Zealand—A Programme Design. *International Electronic Journal for Leadership In Learning* 7(2): 1 -11.

Rooney, J. (2002). Survival Skills for the New Principal. *Educational Leadership* 58 (1): 77–78.

Royal Roads University Masters in Leadership and Training. (2004). LDR – Leadership Development for Renewal Competency Framework Leadership and Learning Foundations for EMALT. http:/www.royalroads.ca/oll/exec/cust/LDRmain.htm.

Royal Roads University Masters in Educational Leadership and Management Program Competencies (2010) RRU:00588894

Seashore Louis, K., K. Wahlstrom, M. Michlin, M. Gordon, E. Thomas, K. Leithwood, S. Anderson, B. Mascall, T. Strauss and S. Moore. (2010*). Learning from Leadership: Investigating the Links to Improved Student Learning Final Report of Research to the Wallace Foundation. University of Minnesota. www.wallacefoundation.org

School District #36 Surrey. (2005). Leadership Standards for Principals and Vice principals.

School District No. 57 Prince George (2007). Leading for Learning: Administrator Development Handbook

Senge, P. et al (1994). The Fifth Discipline Fieldbook Strategies and Tools for Building a Learning Organization. New York: Doubleday.

Silins, H. and B. Mulford. (2004). Schools as Learning Organizations: Effects on Teacher Leadership and Student Outcomes. *School Effectiveness and School Improvement,* 5 (3/4), 443-66.

Society for the Advancement of Excellence in Education. (2003). Reinventing the Principal. *Education Analyst* 6(2).

Spillane, J. P. (2005) Distributed Leadership. *The Educational Forum* v. 69. no. 2 (Winter) pp. 143–150

Starratt, R. (2004). Ethical Leadership. San Francisco: Jossey Bass.

Steffenhagen, J. (2005). Schools in Dire Need of Principals, Vice-principals *Vancouver Sun*, Dec. 20, 2005, A3.

Stewart, J. (2006) Transformational Leadership: An Evolving Concept Examined through the Works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54,

Stoll, I. and K. Seashore Louis. (2007). Professional Learning Communities: Divergence, Depth, and Dilemmas. Buckingham, UK: Open University Press.

Taylor, R. (2010). Leading Learning Change Student Achievement Today. Thousand Oaks, CA: Corwin Press.

The Banff Centre. (2003). Leadership Development Framework. www.banffcentre.ca/departments/leadership/leadership.asp

Timperley, H. (2005). Distributed Leadership: Developing Theory from Practice. *Journal of Curriculum Studies*. 37 (4), 395–420.

Timperley, H., A. Wilson, H. Barrar and I. Fung. (2007). Teacher Professional Learning and Development: Best Evidence Synthesis Iteration. New Zealand Ministry of Education.

US Dept of Education. (2004). Innovations in Education: Innovative Pathways to School Leadership: Education Publications Center.

Vancouver School Board. (2001). School Leadership Profile.

Vancouver School Board. (2008). Leadership Standards for Principals and Vice-Principals in the Vancouver School Board.

Walker, A., P. Belgey, and C. Dimmoch (2000). School Leadership in Hong Kong—A Profile for a New Century—A Development Guide for School Principals. from NAFPhk@fed.cuhk.edu.hk.

Waters, T., R. Marzano and B. McNulty. (2003). Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement. Aurora, CO: Mid-continent Research for Education and Learning (McREL).

Wenger, E. (1999). Communities of Practice. Cambridge, MA: Cambridge University Press.

Yukon Department of Education. (2002). *Yukon Education Act Revised Statutes of the Yukon* 2002.

Yukon Department of Education First Nations Programs and Partnerships Unit. (2009). Yukon First Nations Education Resources for Public Schools.

Yukon Department of Education. (2011). Department of Education Strategic Plan 2011- 2016: Our Commitment to New Horizons.

Yukon Department of Education Policy, Planning & Evaluation. (2008). Partners in Education Roles and Responsibilities of School Councils.