

# The Role of the School Principal in Fostering Learning in Teachers

**National Education Institute of Slovenia**

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# The Loss of Purpose in Public Education



- ▶ All of this century, and before, the percentage of students that find public education worthwhile has been dwindling.
- ▶ Barely 20% find education worthwhile as they advance up the grades

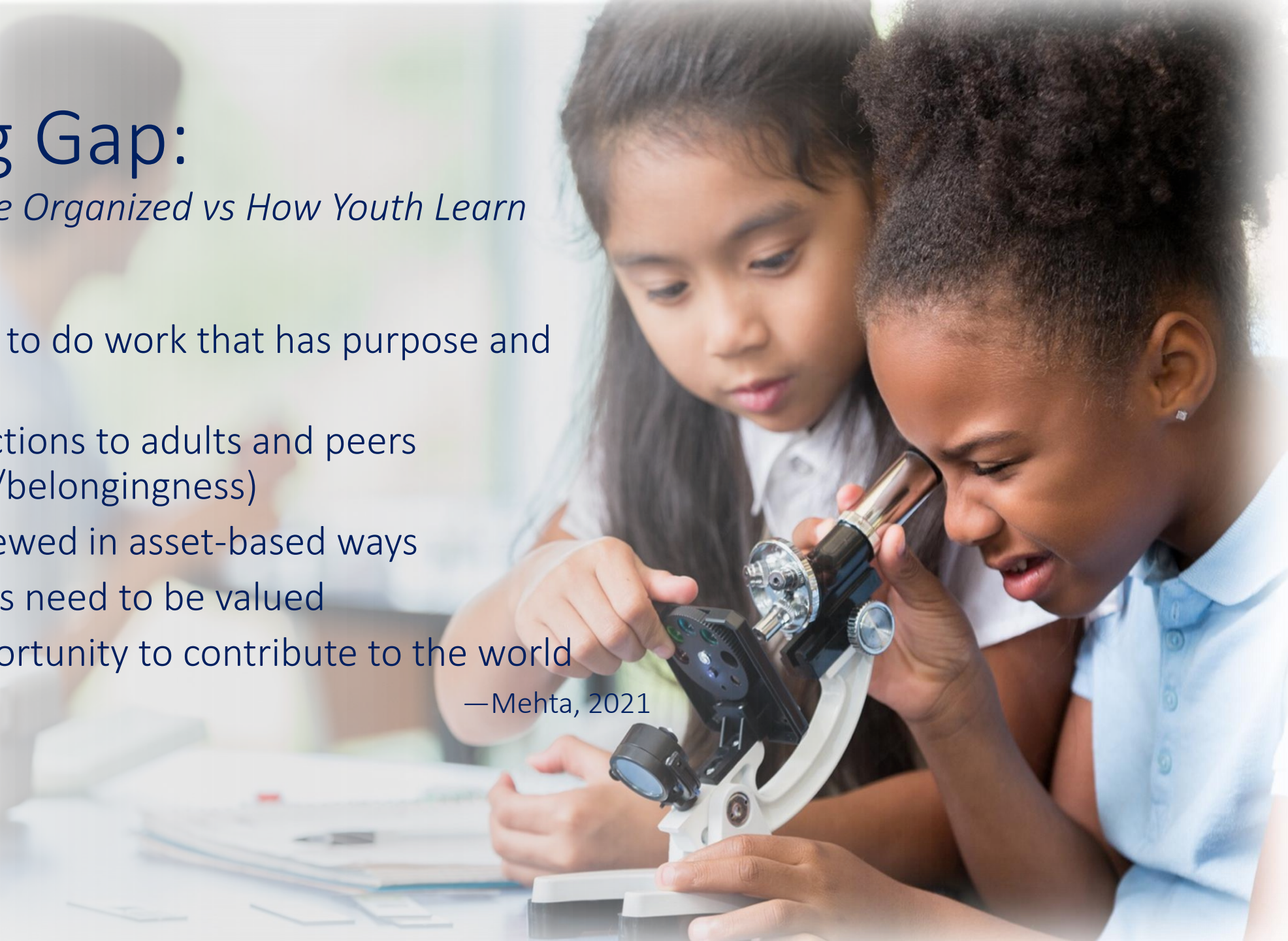


# Yawning Gap:

*How Schools are Organized vs How Youth Learn*

- ▶ Opportunities to do work that has purpose and meaning
- ▶ Strong connections to adults and peers (relationships/belongingness)
- ▶ Need to be viewed in asset-based ways
- ▶ Their identities need to be valued
- ▶ Want the opportunity to contribute to the world

—Mehta, 2021



# The New Purpose of Education: More than Academic Success

To develop the knowledge  
and competencies to cope  
and flourish in a complex  
society and universe, as an  
individual, and with others.



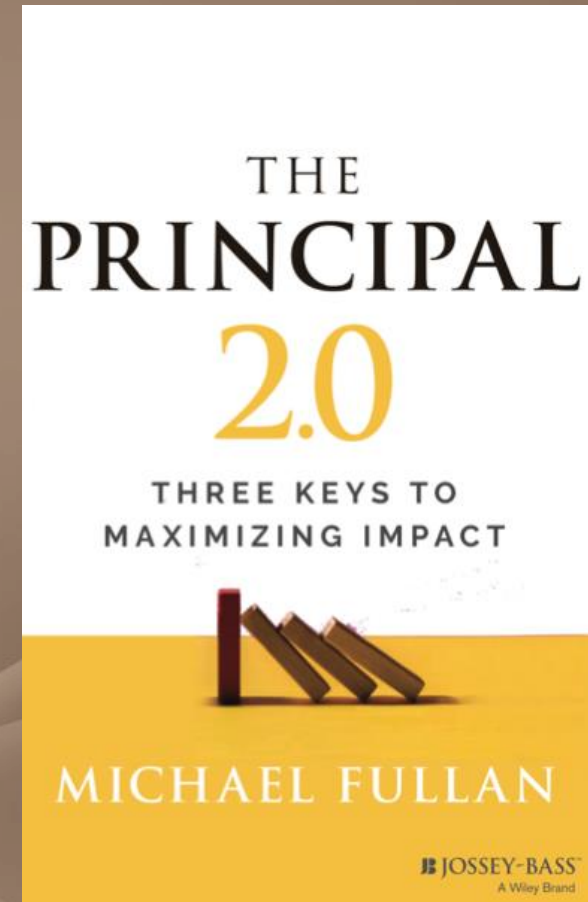


A diverse group of students, including young men and women of various ethnicities, are huddled together in a circle. They are all smiling and looking down at their hands, which are stacked together in the center of the group. The background is slightly blurred, suggesting an outdoor setting with trees. The overall mood is positive and collaborative.

Students:  
Effective *In Society*  
Effective *For Society*

# The Role of the Principal 2.0

To develop the 'internal system' with teachers, students, parents (and possibly the district) vis-à-vis 'the 'external system'.





# The Centre of Gravity Shifts to Student, Teacher, Principal, Community





# Relationships/Trust First

You can only build trust by really engaging the community.



*Leaders get that wrong when they try first to be  
'aspirational' instead being 'relational' for starters.*

—Coy, Ben Adler School



# Capacity Building

A photograph of two students in a chemistry laboratory. The student on the left, a young woman with blonde hair, is wearing safety goggles and a white lab coat, and is using a pipette to transfer liquid into a small beaker. The student on the right, a young man with dark hair, is also wearing safety goggles and a white lab coat, and is looking towards the camera. They are sitting at a wooden lab bench. In the background, other students are visible, some working at their own lab benches. Various laboratory equipment is visible on the benches, including a Bunsen burner, a test tube rack, and a beaker. The image has a green overlay at the top and bottom, with white text. The top text reads 'Capacity Building'. The bottom text reads 'Individual and collective dispositions and skills to affect a desired outcome'.

Individual and collective dispositions  
and skills to affect a desired outcome



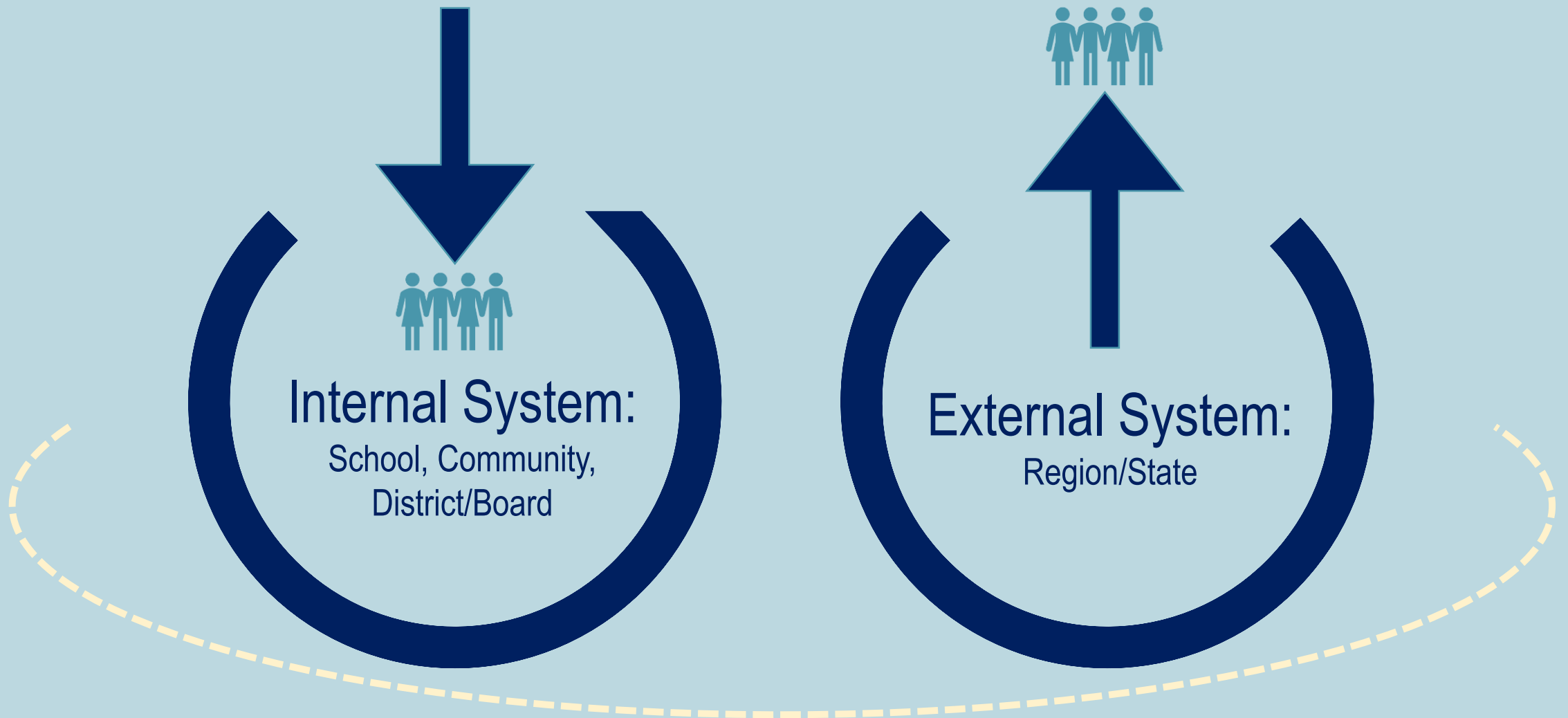
First you need to improve  
the system so that training can work!



*It is what happens between  
training sessions that counts.*  
—Fullan, 2024



# Make the Internal System the Driver





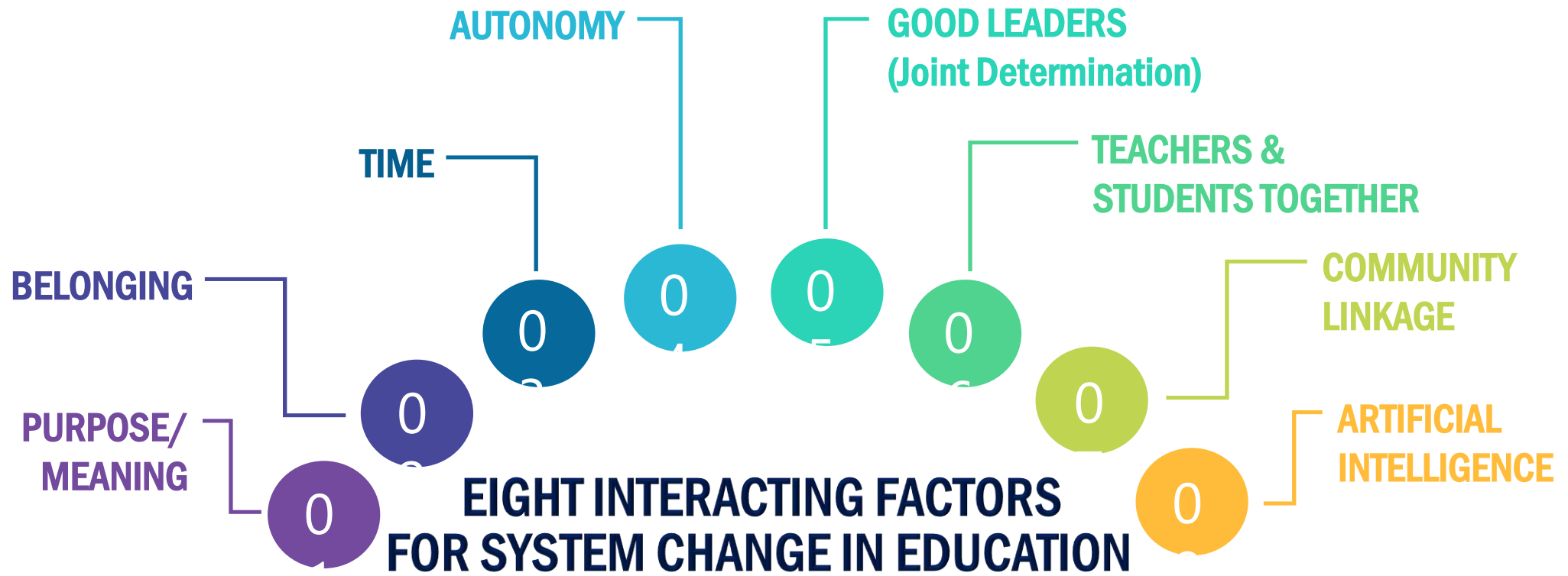
# System Change: *A New Approach*

Build the Base  
(Students and  
Local Community)

Mobilize the Middle  
(Regional)

Intrigue the Top  
(Policymakers)

—Fullan 2023





# Read 8 Factors : Groups of 3



What 1 or 2 Factors do you find most Intriguing?  
What key question do you have?

# The Structure and Culture of Traditional Schooling

- ▶ Teacher Isolation
- ▶ Individualism
- ▶ Student as Passive
- ▶ Batching of Students
- ▶ Lack of Time
- ▶ School Isolation
- ▶ System Demands





# The New Accountability:

INTERNAL STRENGTH; EXTERNAL  
PRESENCE

- ▶ Transparency
- ▶ Specificity without Imposition
- ▶ Trust
- ▶ Internal & External Engagement
- ▶ Open display of progress and outcomes



# Global Competencies for Deep Learning-6Cs

Deep Learning is the process of developing the six global competencies



## Character & Compassion

- Proactive stance toward life and learning to learn
- Tenacity, perseverance, and resilience
- Empathy, compassion, and integrity in action



## Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



## Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



## Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



## Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

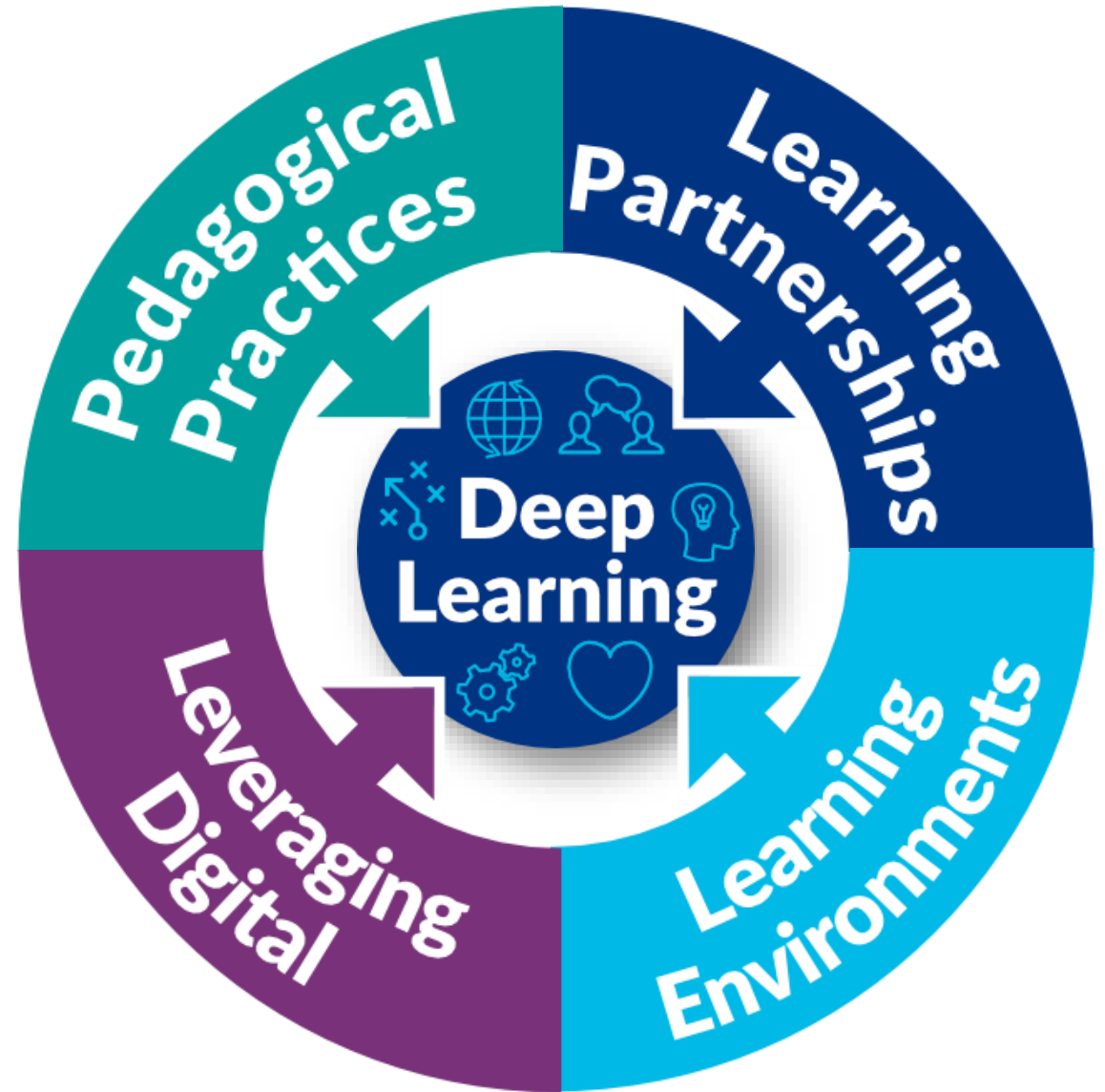


## Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting, and taking action on ideas in the real world



# Four Core Elements Enabling Deep Learning *Precision without Prescription*



# Artificial Intelligence : Friend or Foe?





# AI Principles: OCSB



# Ottawa CSB AI 2024

## OCSB Artificial Intelligence Guiding Principles

*"At this time in history, which risks becoming rich in technology and poor in humanity, our reflections must begin with the human heart."*  
– Pope Francis

### Prioritize Humane & Ethical Use



Prioritize the humane and ethical use of AI. Empower staff and students with the skills and values needed to use AI with integrity and compassion, guided by Catholic social teachings and focusing on the dignity of all.

### Focus on Education & Learning



Leverage AI to improve and innovate student learning experiences and our educational learning environment. Support student achievement and well-being while improving efficiency across the entire district.

### Champion Equity & Justice



Champion equity and justice by ensuring access to AI technologies is grounded in a culturally responsive and relevant framework. Address AI biases and advocate equity and the rights of Indigenous Peoples to ensure that AI applications respect and reflect our community's cultural identities.

### Be Transparent



Clearly communicate the use and impact of AI in our practices to students, parents, and the community. Ensure that the use of AI is understood and aligns with leveraging digital in a responsible manner.

### Safeguard Privacy, Security & Data Protection



Choose AI tools that are compliant with the governing laws and policies that ensure privacy, security, and data protection. Protect personal and identifiable information to ensure a safe and secure learning and working environment for staff and students.



# A New Driver: Proximity with Practice



- ▶ Specificity without Imposition (Precision without Prescription)
- ▶ Technology and Proximity with Practice





# Leadership Tool Kit for System Transformation

Spirit Work

Contextual Literacy

Connected Autonomy

Legacy Leadership

Systemness