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| Small Town Community School |
| SHARED LEADERSHIP PROJECT |
| Building Leadership Capacity in Transition Teachers |

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| Student Name  [email](mailto:leanda.mcquaid@nbed.nb.ca) address  EDUC 6133  Date |

**OUR SCHOOL**

Small Town Community School is a rural K-12 school situated on the banks of the Sandy Lake in the village of Small Town. It also serves the nearby communities of Long Road, White Plains, Rusty Cove and Scaraborough. In addition to this, STCS is the only rural New Brunswick school that has an early learning center for children 3 and 4 years old.

The 17 teachers of the school have currently been placed into 1 of 3 teams: Elementary, Middle School or High School. It has been necessary for the principal, vice-principal, guidance counselor and resource teacher to be members of all three teams. Team meetings are rare and usually lead by an administrator. Staff meetings are also rare. There is little communication between grade level teams. There are many negative feelings held by staff members toward the way the school is currently operating.

**PROJECT RATIONALE**

Because STCS is a K-12 school, students has the ability to remain within the same building from the time they enter school until graduation. Because of this, it is often assumed that the expectations within the different grade levels of the school (pre-school to kindergarten, lower elementary, upper elementary, middle and high school) would be clear and known. However, this is not always the case. Parents, students and teaches often raise concerns about the lack of preparation and information offered as students prepare to move from lower to upper elementary, upper elementary to middle school, and from middle school to high school. The goal of this project is to ease these transitions by first increasing the leadership capacity of the teachers involved. Once this has been done and a collaborative plan is in place, the parents and students concerned will also be included.

**PROJECT PARTICIPANTS**

Project participants will include pre-school and kindergarten teachers, grade 2 and 3 teachers, grade 5 and 6 teachers, grade 8 and 9 teachers, the guidance counselor, the vice principal and eventually parents and students.

**PROJECT FOR 2012-2014**

**GOALS:**

1. To establish a Professional Learning Community at STCS that will focus on improving student achievement
2. To strengthen the leadership skills of all transitional teachers at STCS during transition team meetings
3. To build healthy professional relationships among transition teachers at STCS

**IMPLEMENTATION:**

During my first year at STCS, I plan to focus a lot on building relationships. Relationships with students and teachers will be my primary focus. I believe that getting to know the teachers and students will be the most important part of my job. Once I have a feel for the school and its values and beliefs, I will then be able to move forward with my proposal. In an attempt to build strong relationships, the entire staff of STCS will take part in a series of sessions aimed at team building and trust building during the first year.

As I enter my second year, this proposal will hopefully address the need for shared leadership in our school. As the new vice-principal I am very interested in helping to redistribute power and authority in the school. I hope to help build a skilled teacher-leader group that can help with this. Although this proposal is focused on the transitional teachers within the school, it would be possible to have all 17 teachers follow similar plans when dealing with other areas of concern.

**Transitional Team Development**

The Transitional Team of teachers will meet after school once every 2 weeks. Teachers will take turns presenting at meetings. Teachers who are willing to take part, and who are skilled in specific areas, will be the first to take part. Teachers who are more resistant will be asked to facilitate later in the year. This will give them a chance to see what is expected of them. As an administrator, I will join in so that teacher can see my shared participation. I will allow other teachers to lead the discussions and will only add input when it is required.

During the first few months of implementation, teachers will take part in activities designed to help build leadership capacity. It will be the responsibility of the presenting teacher to plan this activity with support from me as the vice-principal. The resources provided in the EDUC 6133 binder will be used to help everyone get started.

After completing the skill development required, the group members will be asked to begin researching the impact of transitioning on students. Each member will be expected to explore research on transitioning. Teachers will propose how to address the needs of students in a creative way. Teachers will collect appropriate data from students, parents and/or other staff members.

Once the team has gathered information, they will begin to identify areas that they could focus on to improve student achievement with regard to transitioning within the school. They will formulate a plan of action, and implement the procedures and protocol necessary for smooth transitions. Any final decisions will require consensus from the group as a whole.

**RESOURCES**

The binder of resources received during the EDUC 6133 Shared Leadership Course will be used when creating the skill building sessions that will take place during transition team meetings. The textbook, “Building Leadership Capacity In Schools” by Linda Lambert will also be used. STCS teaching staff and District staff will be asked to help when necessary.

**PROJECT TIMELINE FOR 2012-2014 TRANSITION TEAM**

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| **WHEN (Week of…)** | **WHAT** | **WHO** | **PRESENTER/ FACILITATOR** |
| Aug 27 – 30, 2012  Oct 9, 2012  Jan 7, 2013  April 19, 2013  June 25, 2012  Aug 26-29, 2013 | Trust and Team Building Activities:  Teachers will be encouraged to become part of the trust and team building process. Resistance from some is expected. It is hoped that most teachers will show some level of interest, if not initially, over time. It is hoped that strong trust and team relationships are formed. | All Teaching Staff – Grades K – 12 | Vice-Principal L. Strong, with help from Teacher H. Rien |
| Sept 3 – 6, 2013 | Teachers will be informally interviewed using Appendix B from the textbook used during ED 6133. This will provide an overall sense of how staff members feel about Shared Leadership within the school. | Transition Team | Vice-Principal L. Strong |
| Sept 16 – 20, 2013 | The benefits of teaming will be reviewed with teachers. Teacher input concerning a transition team will be sought. | Transition Team | Pre- School and Kindergarten Teacher |
| Sept 30 – Oct 5, 2013 | Teachers will take part in the “Change Wave” activity from ED 6133. Teachers will be asked to share how this activity made them feel. | Transition Team | Guidance |
| Oct 14 - 18, 2013 | Teachers will discuss mental models and how the impact education. | Transition Team | Grade 2 Teacher |
| Oct 28 – Nov 1, 2013 | Teachers will complete and activity to help set up norms and protocols for the Transition Team. | Transition Team | Grade 3 Teacher |
| Nov 12– 15, 2013 | Teachers will meet to discuss their vision for the team. A shared vision will be created. | Transition Team | Grade 5 Teacher |
| Nov 25 – 29, 2013 | Teachers will meet to discuss setting goals, with consensus, for their team. | Transition Team | Grade 6 Teacher |
| Dec 2 – 6, 2013 | Teachers will participate in an activity centered on conflict resolution. | Transition Team | Grade 8 Teacher |
| Dec 16-20, 2013 | Before breaking for Christmas, teachers will participate in a reflection activity that allows for celebration of achievement and growth. | Transition Team | Guidance |
| Jan 13 – 14, 2014 | Teachers will participate in an activity on personality types to them understand differences in opinion. | Transition Team | Grade 9 Teacher |
| Jan 27 – 31, 2014 | Teachers will participate in an activity that addresses decision making skills. | Transition Team | Pre- School and Kindergarten Teacher |
| Feb 10-14, 2014 | Teachers will brainstorm the needs of transitional students and complete professional reading on the topic. | Transition Team | Vice – Principal L. Strong |
| Feb 24 – 28, 2014 | Teachers will continue to discuss the needs of transitional students. | Transition Team | Grade 2 Teacher |
| March 10 – 14, 2014 | The team will begin preparing for a student/parent night. The focus of this night will be to gain information from parents/students on what they find difficult about transitioning. | Transition Team | Grade 3 Teacher |
| March 24 – 28, 2014 | Student/parent night will be held. Information will be collected. | Transition Team, Students & Parents | Grade 8 and 9 Teachers |
| April 7 – 11, 2014 | Information will be discussed from student/parent night. Where do we go from here? | Transition Team | Grade 5 and 6 Teachers |
| April 21 – 25, 2014 | Begin preparations for fall transitions. What needs to be done? How will we do it? | Transition Team | Vice-Principal L. Strong |
| May 5 – 9, 2014  May 19 – 23, 2014  June 2 – 6, 2014 | Continue with preparations for fall transitions. Implement agreed upon procedures and protocols. Possible meeting with parents and students to discuss what has been put in place for September. | Transition Team | Guidance, Grade 2 and 3 Teachers, Grade 5 and 6 Teachers |
| June 16 – 21, 2014 | Teachers will be asked to complete Appendix B once again to see if improvements have been made throughout the first year. | Transition Team | Pre- School and Kindergarten Teacher |
| June 23 – 25, 2014 | Before breaking for the end of the year, teachers will participate in a reflection activity that allows for celebration of achievement and growth. | Transition Team | Grade 8 and 9 Teachers |
| Sept 2014 and Beyond | Continue to implement transitioning procedures. Team will continue to meet regularly to reflect on procedures in place and discuss needed changes, etc. | Transitioning Team | To be decided by team |

**CONCLUSION**

It is expected that the Transition Team will continue into the 2014-2015 school year. The team will meet on a regular basis to reflect and discuss possible changes. Shared Leadership skills will continuously be developed within the team. Eventually, Shared Leadership will be used to help solve other issues related to student learning within the school.