

Idea In o Ac ion



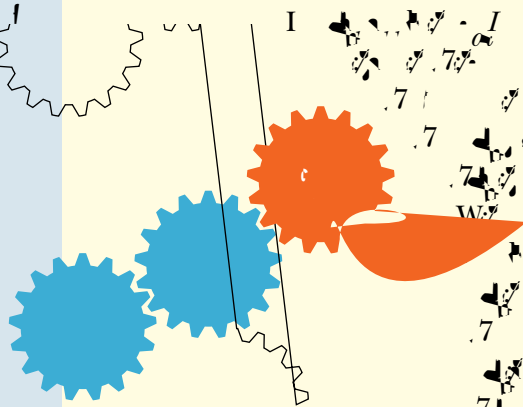
Idea In o Ac ion



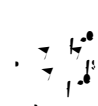
Exploring Five Core Leadership Capacities

Setting Goals: The Power of Purpose

For the past several years, the five core leadership capacities (CLC) have been a central focus of our work. The CLC are: **Setting Goals**, **Building Relationships**, **Communicating**, **Collaborating**, and **Leading Self**. Each capacity is essential for effective leadership, and together they form the foundation for a successful organization. The CLC are not just skills, but mindsets that shape how we think, act, and interact with others. They are the building blocks of a strong leadership team and a thriving organization.

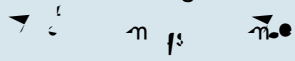


Idea In o Ac ion
CLC
W

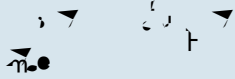


WHAT'S INSIDE

The Case for Setting Goals:



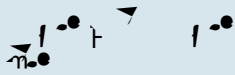
Getting Under the Hood:



Going with the Flow:



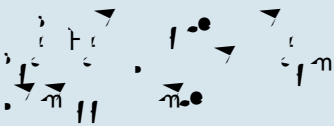
On the Ground:



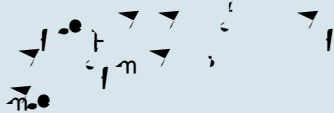
The District Context:



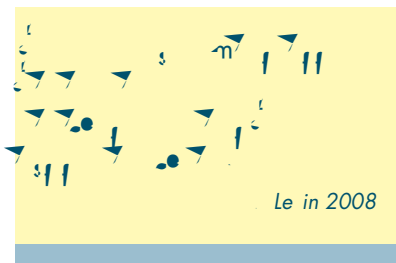
Making Connections:



The Ontario Context:



Walking the Talk:



Le in 2008



Lei hood, Ai ken and Jan xi 2006



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

S. E. ...

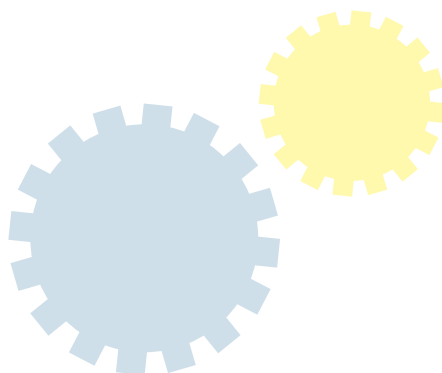
S. K. ...

T. ...

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

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

W. ... A. ...



G:U:PH :

... ..

T... .. E... ..
... ..
... .. (B... .., 1997). E... ..
... .. T... ..
... .. I... ..
... .. L... .. (2010)
... ..

G... .. F : G -D... .. B... .. H

O... .. W... .. O... ..
... .. C... ..
(1990),

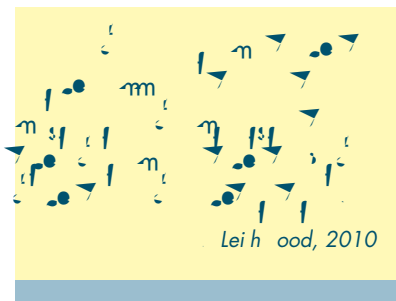
W... ..
... ..
I C... ..

N... .. P... ..

Q. ...
I ...
T ...

W ...
P ...
I ...
I ...

O G :



... and some implications for leadership practice:

S E ...

S P ...

S M ...

Task complexity:

S W ...

S A ...

... and some implications for leadership practice:

K ...

S C ...

S W ...

S B ...

Goal commitment:

S T ...

S T ...

S T ...
















1. M ...

2. I ...

S G ...



High performance cycles:

S T    ,     .77.
S H   .77       .
S

STRATEGIES FOR MINIMIZING OR ELIMINATING COMMON PITFALLS IN GOAL SETTING

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

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

Taylor, L. (2006)

CONTENT OF THE GOAL

s Goals that are too difficult:

W...

s Establishing an idealized goal:

A...

T...

s Ignoring non-goal performance dimensions:

G...

GOAL SETTING PROCESSES

s Conflict within a group:

A...

s Punishment for failure to reach a goal:

G...

IMPACT ON INDIVIDUALS

s Negative perceptions:

G...

s Success in goal attainment:

H...

s Rewards for success in goal attainment:

W...

s Goal-related stress:

G...



s Reaching or exceeding challenging goals:

Teaching and Learning Goals

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

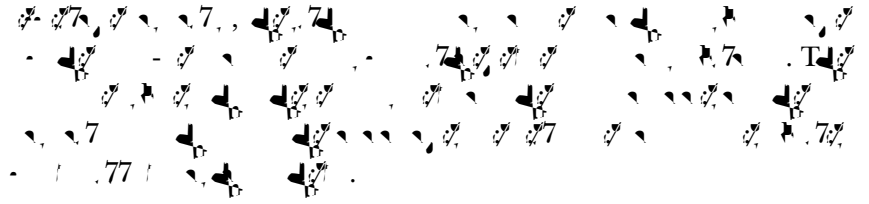
1. How do we ensure that we are meeting these goals?
2. How do we know if we are meeting these goals?
3. How do we know if we are meeting these goals?

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

1. **Ensuring collaborative goal setting:** Ensuring collaborative goal setting is a key component of effective teaching and learning. It involves working with students to set goals that are challenging, achievable, and meaningful. This process should be ongoing and iterative, allowing for adjustments as needed. Collaborative goal setting can be facilitated through various methods, such as group discussions, peer reviews, and self-reflection. It is important to create a supportive environment where students feel comfortable sharing their goals and receiving feedback.

2. **Establishing non-negotiable goals for achievement and instruction:** Establishing non-negotiable goals for achievement and instruction is essential for ensuring that all students are held to the same high standards. These goals should be clearly defined, measurable, and aligned with the course objectives. They should be communicated to students from the beginning and reinforced throughout the course. Non-negotiable goals provide a clear path for success and help to create a sense of accountability and ownership among students. It is important to monitor progress and provide support as needed to ensure that all students are meeting these goals.

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



4. Monitoring achievement and instruction goals:

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

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

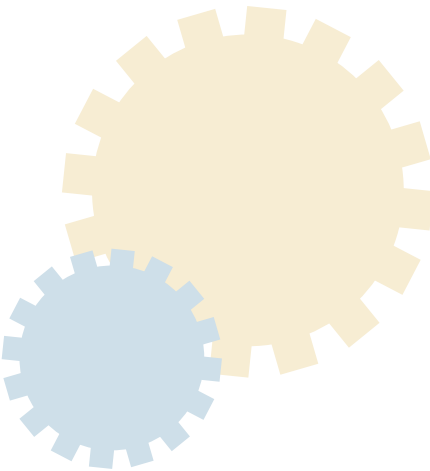
W a n t T o :

F 777 SEF 777

T
-
7.7
T
CPCO 7.7
7

OCSOA -CLC
M
C P
-
7

OPSOA
 OPC
 OPSOA
 OPSOA
 OPSOA



**Selected Resources and Publications
 Recommended by Ontario Leaders:**

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

CLG
 (PIM)

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

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

C. G. (2002)

District Leadership that Works: Striking the Right Balance

W. (2009)

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



School Improvement for the Next Generation
(2010)

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

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

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

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

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



C D
W Y T U

From a Teacher Leader:

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

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

2. Build trust and rapport among team members.

3. Encourage open communication and active listening.

4. Provide opportunities for professional development and learning.

5. Celebrate successes and learn from failures.

6. Foster a culture of shared responsibility and ownership.

7. Encourage innovation and creative problem-solving.

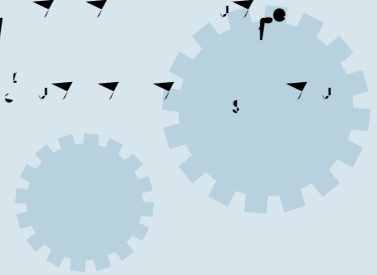
8. Provide ongoing support and resources.

9. Encourage peer observation and feedback.

10. Create a safe and supportive environment for learning.

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

- Establish a clear vision and purpose for collaborative learning.
- Build trust and rapport among team members.
- Encourage open communication and active listening.
- Provide opportunities for professional development and learning.
- Celebrate successes and learn from failures.
- Foster a culture of shared responsibility and ownership.
- Encourage innovation and creative problem-solving.
- Provide ongoing support and resources.
- Encourage peer observation and feedback.
- Create a safe and supportive environment for learning.



L., K. S., L., K., W., K. & A., S. (2010). *I*
E /U. - M. O, I, S
 S. E. /U. - T. N. Y.: T. W. F.

M., R. & W., T. (2009). *D* c
 B.: S. T. P.

M., R., W., T. & M. N., B. (2005). *c* :F
 .A. :A. - S. G. D.

O'N., J. & C., A. (2006). *f* A :
 .B.: S. T.

R., D. (2009). *D* :
 B.

R., D. (2009). *A* c :E f c f
 (2). T. O.: C.

R., D. (2009). *c* c .H c
 .A. :A. - S. G. D.

R., V., H., M. & L., C. (2009). *c* :
 I f -B c BE]. N. Z :
 M. - E.

W., S. & S., R. (2010). *c* f .B :
 S. T.

W., J. D., F., S. & M., P. (2009). *c* c c c c
 c c c c .T :C
 E. A.

