

Contextualizing Professional Development for School Principals in the Pacific Schools

Pacific Comprehensive Center
Webinar Session

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By

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Contextualizing, Integrating, and
Sustaining Best Practices as
defined by NCLB in the Pacific
educational System.

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Contextualizing

- Learning is meaningful and relevant
- Include values, attitudes, ways of learning
- Understanding of context where learning take place.

Professional Development for Principals--Linked to Education Reform & Tied to Leadership Standards

- Focus on Student Learning & Specific Problems Principals face
- Reinforce and sustain group work and collaboration among principals, teachers, management team

Linked to Education Reform & Tied to Leadership Standards

- Link directly with day-to-day work in real schools and classrooms.
- Sustain a consistency of focus over time
- Use feedback from teaching and learning to inform program development and evaluation

Contextualizing

- Contextualization must be indigenous or local in nature
- Good ideas, when contextualized can transcend all artificial barriers
- Engaging principals in solving real school problems—by applying research-based contextualized strategies

Contextualizing

- Training provides practicum—provides powerful experience for contextual, authentic application of knowledge base

BUILDING THE CAPACITY OF THE LEADER THROUGH PROFESSIONAL GROWTH

- The relationship between **knowledge**, **attitude**, and **skills**
- Increased knowledge, along with newly developed skills can result in an increased confidence and attitude that can lead to performance improvement.
- Successful practice is based on a combination of knowledge, skills, and attitudes.

Development of Educational Leaders (School Principals)

- To enhance the capacity of school leaders to confront and reexamine fundamental beliefs, values, and working assumptions about leadership, learning and teaching, the allocation and use of time, and the role of family and community in helping their children

Development of Educational Leaders (School Principals)

- To build school leaders' ability to develop learning communities for all participants in the education system—children, teachers, parents, support staff, administrators, and community and business leaders

Development of Educational Leaders (School Principals)

- To assist education leaders to develop a road map to establish and sustain conditions that will ensure that all children (a) reach school ready to learn, (b) are healthy and safe, and (c) achieve at high levels

Development of Educational Leaders (School Principals)

- To assist to educational leaders to develop norm and values that will encourage, reinforce, and sustain teaching and learning environments that result in high levels of learning for all children

Development of Educational Leaders (School Principals)

- To assist educational leaders in developing the leadership capacity of others to sustain learning communities where all participants learn at high levels

Development of Educational Leaders (School Principals)

- To establish a network of educational leaders to share information, develop deeper understanding of unresolved issues, and document lessons that have been learning for solving problems

Contextualizing Professional Development for School Principals in the Pacific

Contextual Issues

- Hiring Procedures of School Principals
 - How principals are hired
 - Political appointment
 - Personnel system
 - Who you know
- Educational Level of School Principals
 - Lack academic education
 - Lack leadership experience and skills
 - Lack leadership training

Contextual Issues

- Level of of decision-making
 - Hiring of teachers
 - School budget
 - Supplies and materials
 - Professional development for teachers

Contextual Issues

- Stages of current education reform
- Stages of Leadership Standards
- Lack of professional development link to education reform and tie to leadership standards and certification plan

Contextual Issues

- Teaching Principals
- Overcrowded schools/classrooms
- Fewer students of a class—grades 1-8