

JOURNEY TO LEAD – "GOING DEEPER" HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD REFLECTIVE PRACTICE PROJECT (RPP)



"Capacity-building is an abstract concept, and it is easy to get it wrong. It is not just workshops and professional development for all. It is their daily habit of working together, and you can't learn this from a workshop or a course. You need to learn it by doing it and having mechanisms for getting better at it on purpose."
Michael Fullan: *Leadership & Sustainability*

The following is provided to help you design, in consultation with your Principal or Vice Principal, your Reflective Practice Project (RPP). Simply put, this project should provide you with an opportunity to experience an area of leadership within the Huron-Perth Catholic District School Board in the area in which you are interested.

Steps to follow:

1. Set your goals for a Reflective Practice Project (RPP). Think about what project would lead you to explore an area of leadership that appeals to you personally.
2. Find a 'mentor' with whom you can discuss the project (most likely your school principal or vice principal). Choose someone with experience in the area in which you are interested and who will help to guide you through the process.
3. Develop a rationale for your project. Give it a title and provide an overview (one or two sentences). Suggest how the project relates to leadership within the Huron-Perth Catholic District School Board. Summarize your overview in Section B. Share your rationale and abstract with your mentor.
4. List the steps and activities that you will conduct to complete the project in Section C. Suggest dates on which the activities will be completed. Ask your mentor if the activities and timelines are appropriate.
5. When you have completed the project, ask your mentor to comment on whether you met your goals. Discuss, with your mentor, areas of learning in leadership. Summarize your mentor's comments in Section D. Complete a self-assessment. Think about what you learned. How did the project affect your view of you as a leader? Summarize your comments in Section D.
6. Bring your self-reflection to the course on the date of April 24, 2006, at which time you will have an opportunity to conference with your classmates to discuss your learning and successes.

Note: Candidates who are currently working on a practice project for PQP may, if you choose, use your PQP project as your *Journey to Lead* project.

Suggested Activities for the RPP:

The types of activities that are appropriate for an RPP may include, but are not restricted to, the following:

- Chairing a staff meeting or parent meeting, or department/division meeting (including planning, developing the agenda, carrying out all follow-up).
- Creating a parent information night or curriculum night for your school.
- Leading a group of colleagues in a book talk or curriculum discussion group.
- Design and lead a professional development session for your colleagues (e.g., applications of "Think Literacy", "Me Read, No Way"...).
- Lead the "Safe and Healthy School" team.
- Define a specific subject-based/grade-based/division-based PLC activity, and lead it from beginning to end (e.g., collaborative development of a summative assessment, collaborative development of key expectations...).
- Analyze the eight design elements of school improvement (e.g., the Crévola model), and determine to what degree each element is utilized in your subject/grade/division/department/school.
- Mentor a first year teacher.

Questions to Guide the Development of an RPP:

Think about the following questions:

- What area of leadership interests you?
- What topic within that area of leadership would you be interested in exploring?
- What do you want to accomplish for yourself?
- What do you want to accomplish for education?
- What contribution would you like to make to the Huron-Perth Catholic District School Board?
- How will your RPP contribute to improved student learning and improved teacher collaboration?

Develop a Plan:

During any Reflective Practice Project you must think about:

- Who will be involved?
- How will you organize your work?
- What are the ethical issues in your work?
- Where and how will you find your information?

Remember that sharing with your colleagues either online or face-to-face can help you to make decisions and think about your reflections. With whom will you work most closely?



Huron-Perth Catholic District School Board

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MEMORANDUM DP029 – 2005-2006

TO: Principals and Vice Principals
FROM: Dan Parr, Superintendent of Education
RE: **Journey to Lead – Reflective Practice Project**
DATE: February 13, 2006
CC: Journey to Lead Candidates
Martha Dutrizac, Superintendent of Education

Dear Principals and Vice Principals:

_____ is enrolled in the Board's *Journey to Lead* program and is about to begin a reflective practice project. Possible topics for this project include:

- Chairing a staff meeting or parent meeting, or department/division meeting (including planning, developing the agenda, carrying out all follow-up).
- Creating a parent information night or curriculum night for your school.
- Leading a group of colleagues in a book talk or curriculum discussion group.
- Design and lead a professional development session for your colleagues (e.g., applications of "Think Literacy", "Me Read, No Way"...).
- Lead the "Safe and Healthy School" team.
- Define a specific subject-based/grade-based/division-based PLC activity, and lead it from beginning to end (e.g., collaborative development of a summative assessment, collaborative development of key expectations...).
- Analyze the eight design elements of school improvement (e.g., the Crévola model), and determine to what degree each element is utilized in your subject/grade/division/department/school.
- Mentor a first year teacher.

For this project to be successful, your help is needed. Please:

1. Meet with the candidate and go over the Mentoring Agreement, the Reflective Practice Outline and the Reflective Practice Plan which will be completed *in draft* by the candidate. Suggest ways for these plans to be improved or revised. Sign Section C once the plans are sufficient.
2. Meet with the candidate regularly (weekly or bi-weekly) to monitor the progress and to mentor the candidate.
3. Complete and sign Section D upon completion of the project.

Candidates are expected to have completed their projects prior to April 24, 2006.

With your mentorship and guidance, this project will be beneficial to the candidate and to students affected by it. Thank you for your support in this endeavour.

Respectfully,

Daniel J. Parr
Superintendent of Education

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SECTION B – REFLECTIVE PRACTICE OUTLINE

Overview of the Project. (List the sequence of steps, dates, etc.)

Rationale for the Project. (How will student learning and teacher collaboration be improved?)

Relationship to leadership with the Huron-Perth Catholic District School Board and Candidate's Professional Growth. (How will this project contribute to your personal leadership growth?)

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SECTION C – REFLECTIVE PRACTICE PLAN

Candidates must complete this detailed plan for the mentor's approval. Approval modifications must be shown.

Project Objectives	Activities	Completion Date

I agree to the design of the project and the relevance of the activity.

I agree to supervise, mentor, and counsel the candidate.

Candidate: _____

Date: _____

Mentor: _____

Date: _____

Parts A, B, and C should be completed by February 28, 2006.

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SECTION D – REFLECTIVE PRACTICE PROJECT ASSESSMENT

Candidate's Self-Assessment. (Were the project's objectives completed? Why/why not? Did the project lead to improved student learning and teacher collaboration? Why/why not?)

Mentor's Comments. (How has this project contributed to the candidate's professional leadership growth?)

Candidate: _____

Date: _____

Mentor: _____

Date: _____

Please bring 25 copies of the entire completed project (Sections A, B, C, and D) as well as any reports or documents produced through the project, to *Journey to Leadership on April 24, 2006*.