

Advancing Special Education: The Principal's Role

Revisited Paradigm
Renewed Perspective

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- Background
- School Reform
 - Transformational Leadership
- Challenges
 - Leadership
 - Habits of the Mind
- The New Paradigm

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- Transformational Leadership
 - Leader's challenge
 - System's challenge
- Responsibilities of Leadership
 - Empowerment

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- Transformational Leadership in action:
 - Understanding and adopting state concerns and national standards into school-related initiatives

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- Transformational Leadership:
 - Changed roles:
 - Entrepreneurial pursuits to supplement programmes and initiatives
 - Public and private partnerships

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- Effective Leadership - Vision
 - Leading from all quarters
 - Articulate vision
 - Stand back
 - Foster sense of security among constituent groups
 - Create environment which fosters a sense of belonging
 - Communicate vision in word and action

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□ Battling Habits of the Mind:

- Establish consensus of need for change
- Collective development of vision statement

Nay-sayers:

- 'This has been done before'
- 'This won't work here'
- 'I have no time for this'

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□ Battling habits of the Mind:

- The Model Program
 - 'Let's just use what was done before'
- Lip service
 - 'I'm on board'
 - 'I'm with you'

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□ Actions toward Reform:

- Identified problem
- Desired change
- Determination to address change
- Consider implications for change
 - Mitigating factors
 - Degree of fit
 - Organizational structure
 - Curriculum/Instructional methodology
 - Parent involvement

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□ Actions toward Reform:

- Determine problem
- Become informed and educated
- Do gap analysis
- Create involvement and ownership
- Institutionalize the plan of reform

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Every child can learn



Every child must learn

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- The paradigm
- The anomalies
- The new paradigm



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- The Reality:
 - Inadequate knowledge and skills
 - Stagnation among instructional staff
 - Uninformed staff
 - Overwhelmed staff

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- The new paradigm:
 - Access to equitable and relevant education



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- The Needs:
 - Better performance outcomes
 - Improved professional readiness and awareness
 - Better system to accommodate needs of diverse learners

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- The Response:
 - Policy
 - Training
 - Reorganization of school
 - Curriculum reform

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□ Existing structures

- Competency shelters
- Resource room

- Competency-based initiative
- Enrichment centres/rooms

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□ Policy Response:

- Special needs coordinators
- Special education department
- Job-embedded professional development

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□ Action:

- Empowerment through education
- Improve knowledge-base and skill-sets

- Address underperformance
- Improve performance outcomes

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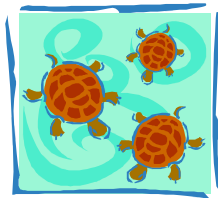
□ Cognitive and Administrative Commitment

- Paradigm shift

- Mind-set shift

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PERSPECTIVE

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