A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. DISCHARGE/APPOINT BOARD COMMITTEES

For Action..... K. Zabowski

It is now necessary to establish the various committees for 2012-2013. Included in the agenda is a motion to discharge with thanks the 2011-2012 committees. An In-Camera Board Briefing was held at 7:30 p.m. Tuesday, September 4, 2012 in the Administration Office Conference Room for Trustees to consider the members of the various committees for 2012-2013. A motion has been included in the agenda appointing the new committee members with the individual names to be added as agreed upon. Please contact me should you require further information in this regard.

2. WESTERN REGIONAL HEALTH AUTHORITY AGREEMENT – BRANDON CHILDREN'S THERAPY INITIATIVE SERVICES

For Action..... K. Zabowski

In the past years the Division received occupational therapy and physiotherapy services on an agreement basis through the Western Regional Health Authority (formerly the Brandon Regional Health Authority). The provision of the physiotherapy services by the Western Regional Health Authority staff and occupational therapy services will be provided through a Service Purchase Agreement (Appendix _). The Associate Superintendent has reviewed and approves of this Agreement. The Agreement is effective August 27, 2012 for the 2012/2013 school year. A motion is included in the agenda for Board consideration. Please contact me should you require further information.

RECOMMENDATION:

That the Service Purchase Agreement between the Western Regional Health Authority (formerly the Brandon Regional Health Authority) and Brandon School Division for the purchase of Occupational Therapy services for the 2012/2013 school year be approved in the amount of $22,349.

3. REGISTERED NURSING SERVICES

For Action..... K. Zabowski

The Victorian Order of Nurses (VON) Manitoba has provided Nursing Services for students in the Division in previous years. A new Agreement (Appendix) has been prepared for the 2012-2013 school year to provide services for a student at the rate of $65.00 per hour. A motion to approve the Agreement to cover the 2012-2013 school

year is included in the agenda for consideration. These costs are covered by Provincial Grants under the URIS Program and Level II and Level III Special Needs Support.

RECOMMENDATION:
That the Agreement between the Victorian Order of Nurses, Manitoba and the Division for the 2012-2013 school year to provide Registered Nursing Services for a student be approved and that the Chairperson and Secretary-Treasurer be authorized to affix their signatures and the seal of the Division thereto.

4. DIVISION LOGO

For Action..... K. Zabowski

At the Regular Board Meeting on March 26, 2012, Trustee Snelling asked that a committee be assigned to "replace the banner – Brandon School Division Accepting the Challenge". Discussions were held at the Board meeting noting the revision of a logo would expand to letterhead and other areas where the logo is currently used. Senior Administration was directed to review and report back to the Board of Trustees. As the Division logo and slogan "Accepting the Challenge" have been designated as the official logo and slogan under Policy 1002 – "Logo and Slogan" a motion to revise the logo and slogan is required. Therefore the following motion has been included in the agenda for Board consideration:

RECOMMENDATION:
That Senior Administration be authorized to review the design of the Division logo and slogan and report back to the Board of Trustees with possible suggestions in due course.

5. PUBLIC CONSULTATION PROCESS DOCUMENT

For Action..... K. Zabowski

On August 24 and 25, 2012, the Board of Trustees held a planning session to review the Population Growth and Facilities Sustainability Report. The Board discussed and considered a number of options to meet the challenges faced with a growing student population and school capacity. A document entitled "Board of Trustees Public Process Regarding the Development of Facilities for the Brandon School Division (2012-2016)" has been prepared containing the data reviewed, preliminary options discussed, and the public consultation process to be followed. A copy of this document has been distributed to all Trustees and a motion to approve release of the document is enclosed for Board Approval.

RECOMMENDATION:
That the Public Consultation Process Document presented to the Board of Trustees regarding the Development of Facilities for the Brandon School Division (2012-2016) be approved and released to the public.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. INQUIRY FROM TRUSTEE KRUCK - INCREASING STUDENT ACHIEVEMENT SCORES

For Information ..... D. Michaels

At the August 27, 2012 Regular Board meeting, Trustee Kruck requested the following:

"With regards to the Division's Year End Progress Report September 2011 – June 2012, it was noticed that some schools had student achievement scores which were quite low. I would like to know what factors may have contributed to the low scores and what is being done to increase those achievement scores?"

A detailed response to Trustee Kruck's request will be available at the September 24, 2012 Board Meeting, as part of the Senior Administration Report.

Given that the response relates in a comprehensive manner to the Board's Governance Goal on student achievement the report will be presented to the Board verbally citing the following references:

- Brandon School Division Student Achievement Results, September 2011-June 2012.
- Brandon School Division Strategic Plan 2012-2013 (of 2011-2014) – School Development Plans and Divisional Initiatives.

Together with these references a summary will be provided on the factors contributing to low achievement scores.

The report is being prepared by the Superintendent/Chief Executive Officer and will take approximately two hours.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

STAFFING UPDATE

For Information ..... B. Switzer

For the 2012/2013 school year, the Human Resource Department began posting teacher vacancies on April 13, 2012. Every Friday thereafter, teacher postings continued to appear, providing a total of 253 job postings for applicants to consider for employment in the Brandon School Division. Of the 253 job postings, 139 postings were for PERMANENT positions. With APPLY ONLINE the Brandon School Division saw 741 applicants seeking employment. A total of 4294 applications were received between April 13, 2012 and July 15, 2012 and thanks to technology that equates to 42,940 pieces of paper that were NOT handled by the applicant, the receptionist, HR staff and the Principal/Supervisor! Crocus Plains Regional Secondary School topped the list this year with 23 positions posted and École New Era School came in a close second with 20 positions posted!
New Teacher Orientation, which is held annually for teachers NEW to the Brandon School Division, was held on August 30, 2012 with a total of 78 invites to attend.

II. SECRETARY-TREASURER

1. VEHICLE ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Director of Facilities & Transportation advising of an accident involving truck 11. On August 30, 2012 at approximately 11:50 a.m., while proceeding north on 18th Street approaching the Park Avenue intersection, the driver failed to notice the status of the stop lights. By the time the driver noted the vehicle in front of him was stopping quickly, he was unable to stop without coming into contact with the bumper. Damage to truck 11 is limited to the bumper while damage to the other vehicle is to the bumper and trunk area. The accident has been reported to Manitoba Public Insurance (claim number 3940076). As well, the accident was reported to the Brandon Police Service; however, they have changed their reporting procedures and a report was not necessary. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. ADMINISTRATIVE AND STATISTICAL INFORMATION

BRANDON SCHOOL DIVISION ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / JUNE 30, 2012

The Brandon School Division currently has 1250 English as an Additional Language (EAL) Students.

The number of new EAL registrations received since June 2011, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2011	4
July 2011	0
August 2011	3
September 2011	188
October 2011	20
November 2011	18
December 2011	7
January 2012	9
February 2012	26
March 2012	22
April 2012	28
May 2012	17
June 2012	0
Total	342

The current school totals are as follows:

	Current Total
Alexander	0
Betty Gibson	113
Crocus Plains	150
Earl Oxford	64
George Fitton	93
Green Acres	18
Harrison	1

	Current Total
J.R. Reid	21
King George	81
Kirkcaldy Heights	21
Linden Lanes	21
Meadows	129
Neelin	29
New Era	156
O'Kelly	11
Riverheights	59
Riverview	47
St. Augustine	38
Spring Valley	19
Valleyview Centennial	13
Vincent Massey	133
Waverly Park	33
Total	1250

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING, QUALITY TEACHING, QUALITY SUPPORT SERVICES

SCHOOL OPENING MEETING 2012-2013 / AUGUST 27, 2012

Our annual School Opening meeting was held on August 27, 2012. In attendance were principals, vice-principals, learning support specialists, senior administration. As noted in the August 27, 2012 Board Report (Superintendent section) the theme of the meeting was "Considering Our Professional Ethics in Responding to Students' Learning Needs".

The morning session focused on this theme through three venues:

1. Superintendent Remarks:

A comprehensive presentation on the professional focus for 2012-2013: Responding to our students' learning needs – is essential to engaging "All students in their learning through the provision of equitable, fair access to quality learning facilitated by quality teaching and enabled by quality support services." Responding to our students' learning needs necessitates our thinking to consider key questions:

- How do we continue to cultivate our intellectual competence while developing simultaneously strong critical thinking, humility, courage, integrity, perseverance, empathy, and fair-mindedness?

- In continuing to develop our intellectual courage what ideas, assumptions, practices, realities, procedures, policies do we need to examine, re-examine to address our students' learning needs more effectively?
- How do we continue to put our students' learning needs ahead of our adults' needs, rights, traditions?
- How do we continue to foster our intellectual independence to develop greater perspectives on the situations, lives, and education of our students?

Each of these questions has both moral and ethical dimensions and requires us to "put our students first" as we conduct our work and provide leadership. Please see Appendix A for powerpoint presentation.

2. Small Group Discussion re:

"What do we need to consider ethically in the implementation of the Response to Intervention (RTI) model in the Brandon School Division?"

3. Large Group Reporting Out

The following is a summary of the discussion:

- Ethical practice can be influenced by school size: "Many pockets doing their thing" and the principal can lose sight of actual practice
- Critical balancing act of "ethics and finite resources
- We need to be careful re: effective use of resources
- Teachers require discussion re: RTI model; ethics of equity, social justice
- Considerably more emphasis needs to be placed on the achievement of our Aboriginal learners
- Careful – not to change current "labels" to "tiers"
- Must be a collective sense of ethic "these are our students"
- Greater transparency for parents' access to services; teachers "Parents must know all the choices for their child"
- Modular instruction to provide some choice of teachers for students
- Philosophy shift inherent on RTI!
- Teacher collaboration on children's progress essential
- Greater/better access

In Conclusion

The discussion feedback will be incorporated into the professional work on the consideration and delineation of proposed policy on the RTI model and the implementation procedures.

The afternoon session addressed management matters related to policy updated, strategic plan, student achievement results 2011-12, professional learning, safety and security in schools and worksites.

LITERACY BOOTCAMP / AUGUST 28 AND 29, 2012

On August 28 and 29, Nancy Dane and Cory Nevill facilitated the first ever Literacy "Boot Camp" for the teachers who would be new to the Early Years and Middle Years Literacy Support programs in the 2012-13 school year. The two (2) day session included eight (8) participants and covered a range of topics including: the overview and history of the programs in Brandon School Division, how the interventions fit into our divisional Response to Intervention model, assessment and selection of students and a variety of strategies to support the students in improving their decoding and reading comprehension. By having the session prior to school starting the division is supporting these teachers and schools in implementing their programs right from the beginning of the school year rather than having to wait until training could take place later in November. It also means that the teachers will be able to assess students and meet with their school literacy teams for selection earlier in the year, and so will be working with groups of students much earlier in the school year.
The session was very successful and was a first attempt to look at various ways of offering professional learning for teachers beyond our traditional models.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH BRANDON UNIVERSITY FACULTY OF EDUCATION / AUGUST 28, 2012

On August 28, 2012 I met with Dr. Arnold Novak and Dr. Jacqueline Kirk, Graduate Studies, Faculty of Education to discuss the potential of establishing a partnership between Brandon School Division and Brandon University that would provide participants of the Principal Preparation Program (PPP) with a practicum credit towards a Master's of Education degree.

We received the recently completed PPP (2012-2013) and forthcoming program for Year III.

TOOLS FOR SCHOOLS/UNITED WAY OF BRANDON AND DISTRICT

On September 4, 2012 donated school supplies were delivered by the United Way staff of Brandon and District to all schools in Brandon School Division. This was made possible through donations of time, money, and supplies from the United Way of Brandon and District, public and community groups, as well as businesses such as Brandes Investment Partners, Christie's Office Plus, Jani-King, Manitoba Public Insurance, Staples, and Wal-Mart.

The Brandon School Division appreciates the United Way of Brandon and District and all community partners who contributed to our students' learning in such a generous

manner. "Tools for Schools" makes it possible for many students to begin the school year with the necessary items to help them succeed. Thank you to "Tools for Schools" and all its sponsors for the continued support provided to the students of Brandon School Division.

PARTICIPATION IN BRANDON UNIVERSITY COMMENCEMENT CEREMONY - LAUNCH 2012/ TUESDAY, SEPTEMBER 4, 2012

It was a pleasure and honour to represent the Brandon School Division at Brandon University's Commencement Ceremonies held on Tuesday, September 4, 2012 at the Western Manitoba Centennial Auditorium. The Launch ceremony marked and celebrated the entrance of the new students to Brandon University.

BRANDON
SCHOOL DIVISION

Considering Our Professional Ethics in Responding to Students' Learning Needs

Presentation by the Superintendent of Schools/CEO
School Division Opening 2012-2013
August 27, 2012

SECTION I - INTRODUCTION

Part A: PROFESSIONAL FOCUS FOR 2012-2013

- With a continued emphasis on our strategic goal "To engage ALL students in their learning through the provision of equitable, fair access to quality learning facilitated by quality teaching and enabled by quality support services"

Our professional focus is responding to our students' learning needs.

Responding to our students' learning needs necessitates our thinking to consider:

- How do we continue to cultivate our intellectual competence while developing simultaneously strong critical thinking, humility, courage, integrity, perseverance, empathy, and fair-mindedness?

- In continuing to develop our intellectual courage what ideas, assumptions, practices, realities, procedures, policies do we need to examine, re-examine to address our students' learning needs more effectively?

- How do we continue to put our students' learning needs ahead of our adults' needs, rights, traditions?

- How do we continue to foster our intellectual independence to develop greater perspectives on the situations, lives, and education of our students?

- Each of these questions has both moral and ethical dimensions
- Each of these questions requires us to "put our students first" as we conduct our work and provide leadership.

Therefore:

Part B – PURPOSES OF TODAY'S SCHOOL OPENING PRESENTATION

1. Provide individual/collective opportunity to reflect on our moral leadership and professional ethics in responding to students' learning needs.
2. Continue to develop a collaborative, respectful, and vital learning community in which courageous and challenging conversations can be held and valued.

3. Continue to identify and take productive/ positive actions on the barriers preventing us from responding ethically to our students' learning needs.

Part C – OUR CONTEXT – "Living on the Future Edge" (Lee Crockett)

- Change is the law of life; constant, relentless change
- Man into machine/machine into man, e.g. – stem cells, nanotechnology, DNA manipulation, neuro-robotics
- Explosion of demographic diversity
- Overwhelming amounts of information available (infowhelm)
- Every aspect of our lives is being changed

- Our linear thinking is being challenged by exponential change - *four global trends:
  i. Moore's law – "Twice as much power every 2 ½ years" e.g. molecular technology developments
  ii. Development of visual – right-brained population
  iii. Population explosion in new developing nations
  iv. Violence endemic to all societies

  *What are the implications for 21st century education and professional ethics?

Section II –

PERSPECTIVES ON ETHICS IN EDUCATIONAL LEADERSHIP

Part 1 – Background

Development of Ethics

Definitions:

***Morality** – refers to a code of conduct put forward by a society/group/religion or accepted by an individual for his/her own behaviour; right or wrong rules of conduct; basis of self/others government; distinguished from codified law.

***Ethics** – moral philosophy; a branch of philosophy that involves systematizing, defending, recommending concepts of right and wrong behaviour.

3 major areas of ethics:

i. Meta-ethics – meaning of the value of truth
ii. Normative ethics – practical means of determining a course of action
iii. Applied ethics – how moral outcomes can be achieved in specific situations

Origins

- Beginning of world literatures – epic poems – e.g. Mesopotamian Epic of Gilgamesh, Homer's Iliad – portray sets of values that suit the strong leaders of a small tribe; valour and success; moral codes not emphasized.

Ancient Greek Ethics

- Socrates introduces ethic of "better to suffer injustice than to do it"; evil damages the soul which is the highest part of humans; emphasis on rationalism and eudaimonism
- Aristotle expanded ideal of eudaimonia as happiness, prosperity, flourishing, success; highest good for man is living a life of virtue

- Plato gives significant role in moral life the virtues, fixed habits of behaviour that lead to good outcomes; main virtues are courage, justice, prudence and temperance. Highest form of life is purely intellectual activity;
- Epicureans emphasized quiet enjoyment of pleasures, free of fear;
- Stoics praised life of reason lived in accordance with nature.

Biblical Ethics

- Abrahamic based religions on Monotheism; Judaism and Ten Commandments; punishment of transgressions; emphasis on equity and justice
- Christianity ethics based on "Love your neighbour as yourself"

Natural Law Ethics

- Augustine – views on human rationality and happiness focus on human virtues maintaining that full happiness can be attained only in the afterlife in the "City of God"
- Thomas Aquinas – developed a "natural law theory" (a synthesis of Biblical and Aristotelian ethics); according to which nature of humans determines what is right and wrong (human will and its freedom to choose good and evil) - e.g. murder
- Education is needed for humans and is their right, because their intellectual nature requires developing

Kantian Ethics

- Immanuel Kant (18th C.) – right and wrong are founded on duty which is a Categorical Imperative on principle of "universalizability"; an action is only truly moral if done from a sense of duty; very valuable to have a human will to act rightly
- Duty not happiness is focus of ethical thought

Utilitarianism

- 19th C. – Jeremy Bentham and John Stuart Mill advocated view that right actions are those likely to result in the greatest happiness of the greatest number; basis of contemporary liberal political developments and the enlightenment focusing on the individual

Twentieth Century

- Early 20th C. – debates on metaethics: philosophical theory on nature of ethics. Range of views from moral realism (mind-independent) to evolutionary ethics (evolved ways of behaviour leading to evolutionary success)
- Mid-20th C. – Hannah Arendt and others who reflected on the Holocaust led to a deepening appreciation of reality of extreme evil

- 1948 – Universal Declaration of Human Rights – Rights theories – asserted the inalienable moral rights of humans to life
- Post WWII – existential reflections on meaning of life leading to ethics based on the "situation" and personal interaction
- Development of approaches to ethics education: character education and religious study lived as separate entities in North American public schools

- Six ideologies influenced (currently) societal/educational development:
  i. Moral Absolutists – e.g. beliefs in absolute values, e.g. Christian, Jewish, Muslim values
  ii. Neo Classists – conservative thinkers who consider society to be failing; impart traditional values in living and education
  iii. Communitarians – focus on civic issues, duties of citizenship, pursuit of public good. Emphasis on character education through family, government, churches

iv. Secretarian Communitarians – conservative Christians who believe classrooms should teach humility, faith, self-sacrifice, charity. Role models essential; Judeo-Christian values
v. Post-liberal Communitarians – individual rights interfere with shared history and communal ties; emphasis on honesty and fairness, respect for people's bodies, respect for ideas of others, respect for property; included teaching self-sufficiency, modernization ideology, liberalism, ecological balance through team-teaching seminars, lectures and discussions

vi. Civil-liberal Communitarians – moderate voice between radical liberalism and radical conservatism; advocacy for importance of families, communities, volunteerism, network and workplace ties; core values of caring, responsibility, respect, trust, family.

Part 2 –

Moral Leadership and Professional Ethics

A. Introduction

- Concept of morality in educational leadership and philosophy of professional ethics influenced by both the foundational thinkers of key philosophies of human development and the societal revolution of 1970s and post 2000 (current)

- Major influences of Liberationists, Kohlberg's Cognitive Developmentalism, John Dewey, Nel Noddings, Thomas Sergiovanni, John Goodlad, Roger Soder, Kenneth Sirotnik
- Major influences are reflected in current (1990-) philosophical ideas, regulations, policies, procedures, practices

- Application of ethics to education (through teaching and administration) at forefront of our individual and collective work

B. Major Influences

i. Liberationists: extreme left in character education ideology; very controversial focus on changing the "social order of America's capitalistic state" through political not moral change; influence of Paulo Freire

ii. Kohlberg's Cognitive Developmentalism: philosophy offers individuals ethical dilemmas as a way of learning the process of moral thinking. Guided by principles rather than by rules Cognitive Developmentalism promoted. Moral education that stimulated the active thinking about moral issues and developments. Similar to John Dewey (1901) and Piaget (1932). Removal of emphasis of "right or wrong". Neglected ideas about culture, family, faith, or gender.

Six stages and three levels of Kohlberg's philosophy of moral development:

Level 1 (Pre-Conventional)

1. Obedience and punishment orientation
2. Self-interest orientation

Level 2 (Conventional)

3. Interpersonal accord and conformity
4. Authority and social-order maintaining orientation

Level 3 (Post-Conventional)

5. Social contract orientation (human rights)
6. Universal ethical principles/ethics

Kohlberg's theory centers on notion that justice is the essential characteristic of moral reasoning; "moral universalism".

iii. Nel Noddings

- Represents a feminist scholastic view in reaction to Kohlberg's predominantly male tradition in philosophical ethics
- Central values of this feminine ethic are relationship and caring
- "Ethical caring, the relation in which we do meet the other morally,...is that relation in which we respond as one – caring out of love or natural inclination...perceived as "good"

- Rejects principle of ethical judgement as universalizable: "Our efforts must be directed to the maintenance of conditions that will permit caring to flourish."

iv. John Goodlad

Dr. John Goodlad writes of education:

"Education is a never-ending process of developing characteristic ways of thinking and behaving on the part of individuals, nations, and in fact, mankind. Each generation has access to a long heritage from which to derive perspective. Its thinking is shaped by current books, magazines, and newspapers: by movies and television; and by a kaleidoscopic array of events and stimuli which are part of everyday life. Schooling – elementary, secondary, and higher – constitutes the most planned and ordered but not necessarily the most influential part of the process" (Goodlad, 1976, p. 6.)

Emphasis is on the democratization of education based on core values of equity, respect, human dignity, justice.

Twelve key tenets to this philosophy:

1. Mastery of basic skills or fundamental process. In our technological civilization, an individual's ability to participate in the activities of society depends on mastery of these fundamental skills.

2. Career and vocational education. An individual's satisfaction in life will be significantly related to satisfaction with her or his job. Intelligent career decisions will require knowledge of personal aptitudes and interests in relation to career possibilities.

3. Intellectual development. As civilization has become more complex, people have had to rely more heavily on their rational abilities. Full intellectual development of each member of society is necessary.

4. Enculturation. Studies that illuminate our relationship with the past yield insights into our society and its values; further, these strengthen an individual's sense of belonging, identity, and direction for his or her own life.

5. Interpersonal relations. Schools should help every child understand, appreciate, and value persons belonging to social, cultural, and ethnic groups different from his or her own.

6. Autonomy. Unless schools produce self-directed citizens, they have failed both society and the individual. As society becomes more complex, demands on individuals multiply. Schools help prepare children for a world of rapid change by developing in them the capacity to assume responsibility for their own needs.

7. Citizenship. To counteract the present ability to destroy humanity and the environment requires citizen involvement in the political and social life of this country. A democracy can survive only through the participation of its members.

8. Creativity and aesthetic perception. Abilities for creating new and meaningful things and appreciating the creations of other human beings are essential both for personal self-realization and for the benefit of society.

9. Self-concept. The self concept of an individual serves as a reference point and feedback mechanism for personal goals and aspirations. Facilitating factors for a healthy self-concept can be provided in the school environment.

10. Emotional and physical well-being. Emotional stability and physical fitness are perceived as necessary conditions for attaining the other goals, but they are also worthy ends in themselves.

11. Moral and ethical character. Individuals need to develop the judgement that allows us to evaluate behaviour as right or wrong. Schools can foster the growth of such judgement as well as commitment to truth, moral integrity, and moral conduct.

12. Self-realization. Efforts to develop a better self contribute to the development of a better society.

Thomas J. Sergiovanni

- 1992 – Sergiovanni advanced that moral leadership is "getting to the heart of school improvement"
- Advocates leadership based on ideas of morality rather than on mandates, authority or personalities

- Places emphasis on developing the inner structure of a school (culture, values, beliefs) rather than on the outer structure (management hierarchies). Creation of personal meaning in a "lifeworld"
- Advocates school leadership rooted in a shared vision within a moral community of all staff, parents and students. Principal leads from expertise, acting as a model and steward.
- Defines professionalism as more than usual competence in particular field

- Successful practice requires the cultivation of certain habits of the mind:
  - The welcoming of complexity
  - The capacity to acquire knowledge without being overwhelmed by it
  - The capacity to plan ahead without being controlled by one's plans
  - The ability to discover relationships, to bring ideas, events and people together to create meaning

- These habits of mind require VIRTUE in the commitment to accepting call to serve, act responsibly, stay alive intellectually, become a lifelong learner; to a sense of collective practice, to a sense of collegiality and caring, sharing common purposes, traditions and moral commitments and to accountability for one's own actions

SECTION III - FUNDAMENTAL ETHICAL ISSUES FACING EDUCATIONAL LEADERSHIP - TODAY

Part 1. <u>More on Context</u>

- Fundamental ethical issues facing educational leadership now (and likely into future) reflect the revolution and evolution of the DNA societal development over time.

- Global movement towards greater democratization of politics, governments, institutional decision-making and the actual acknowledgement/recognition/ validation of the worth and dignity of each human being causing:
  - Chaos in all levels of organizational life
  - All assumptions, values, beliefs about "what is right and appropriate; the order of things; the way we've done it" are being questioned, challenged with changes occurring in internal and external structures

- Declaration of beliefs, values, morals being called upon in face of social justice movement
- Ubiquitous relationship of man with technology raising multitude of very challenging issues

Part 2 –

Macro Issues Facing Education Leadership

Given very complex context macro issues include:

1. Articulating clear moral principles that are acceptable to a wide plurality of people to provide a foundation of educational practices that address children's universal rights to an education.

2. Conducting public schooling in a manner that fosters children's ability and willingness to participate in public decision-making processes so as to acknowledge and respect our democratic way of life; to contribute to their communities.

3. Conducting public schooling so that children have equity of access to quality learning and teaching opportunities that enhance their personal abilities, talents, rights, responsibilities; removing systemic and structural barriers to such.

4. Articulating and addressing teachers' ethical responsibilities towards all students; understanding that teachers work with a particularly vulnerable clientele and that ethical responsibilities are not pre-packaged curricula.

5. Specific reference to Brandon School Division mission, vision, strategic goal of equity for all learners, and equity in distribution of educational resources such as the teachers' time.

   Emphasis on most important professional ethics of intellectual liberty for students, intellectual honesty, respect for appropriate diversity, due process in matters such as discipline, assessment, evaluation.

6. Articulating and addressing the boundaries for professional behaviour of all educators re: role models, social networking, relationships with students, community deportment.

Each of these issues has local meaning and application in the Brandon School Division. In Strategic Plan 2011-2014 goals and objectives (Quality Learning, Quality Teaching, Quality Support Services) provide a framework for addressing each of these issues. Similarly the School Development Plans.

Part 3 –

Major Strategic Issue 2012-2013 – Policy/Procedures

* Response to Intervention Model – regarding ethical and legal issues

* Five Key Factors we need to address:
  1. Multi-faceted assessment of students' learning needs
  2. Comprehensive assessment of students' learning needs

3. Fairness and non-discrimination in delivery of educational services.
4. Individual Educational Plans (IEPs) must be useful and growth oriented for students.
5. Assessment tools must be valid for measuring what they purport to measure.

SECTION IV – CONCLUSION

Considering our professional ethics in responding to students' learning needs continues to require our paramount attention.

"First and foremost educators must have a concern for justice and the rights of each child to a quality education" - J. Goodlad (2002).

Thank you for your attention!