

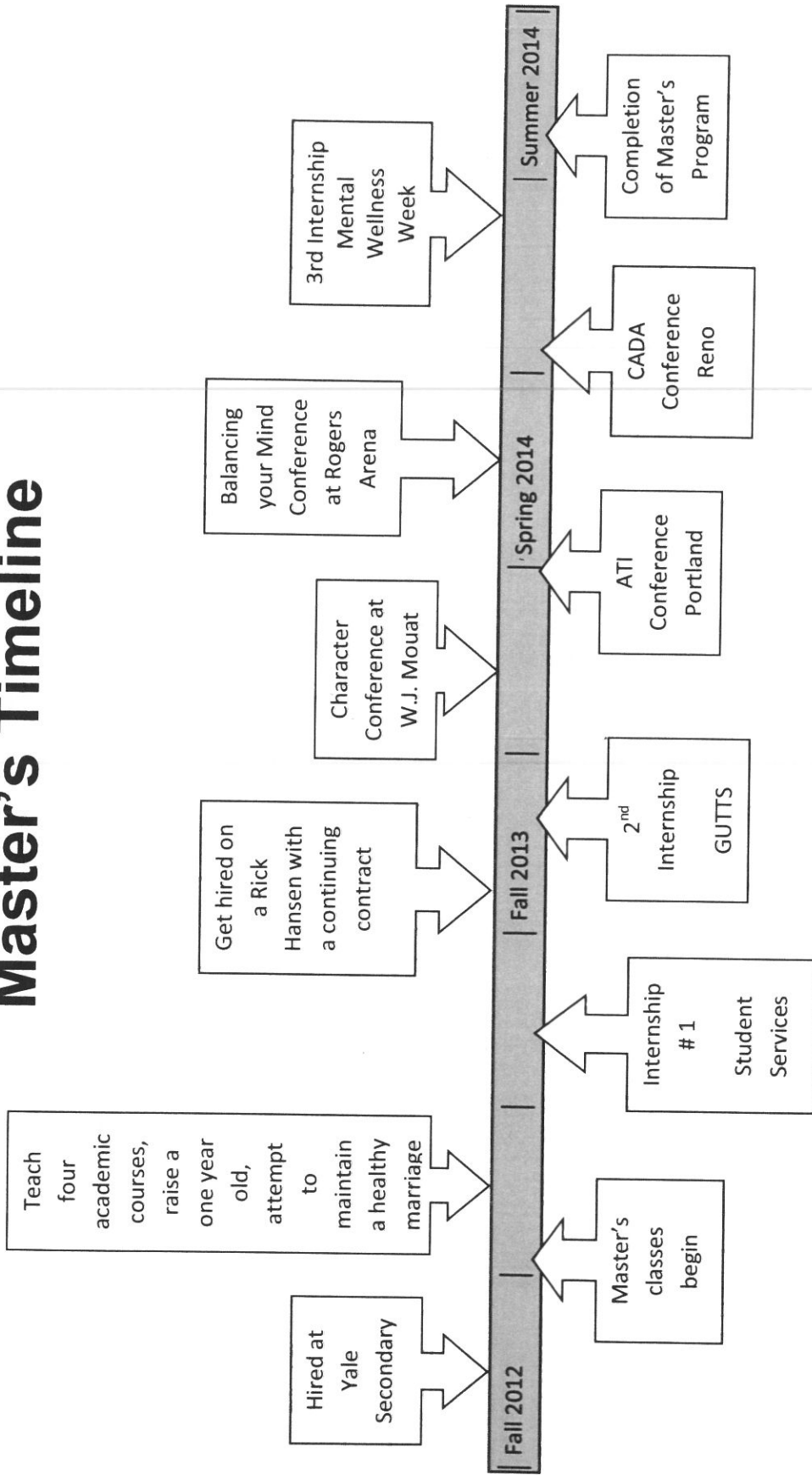
Learning to Live in Chaos

Executive Summary: Masters of Educational Leadership

7/9/2014

Carissa Ingwersen

Master's Timeline



Dynamic Supportive Leader:

Charismatic:

Personify a natural sense of presence

Warm hearted:

Kind, considerate, compassionate

Sincere: Caring; empathetic

Reliable:

Trust others; your best friend in time of crisis

Humorous:

Fun to be with; optimistic, funny

Articulate:

Speak well; intelligent; good communicator

Emotional & spiritual:

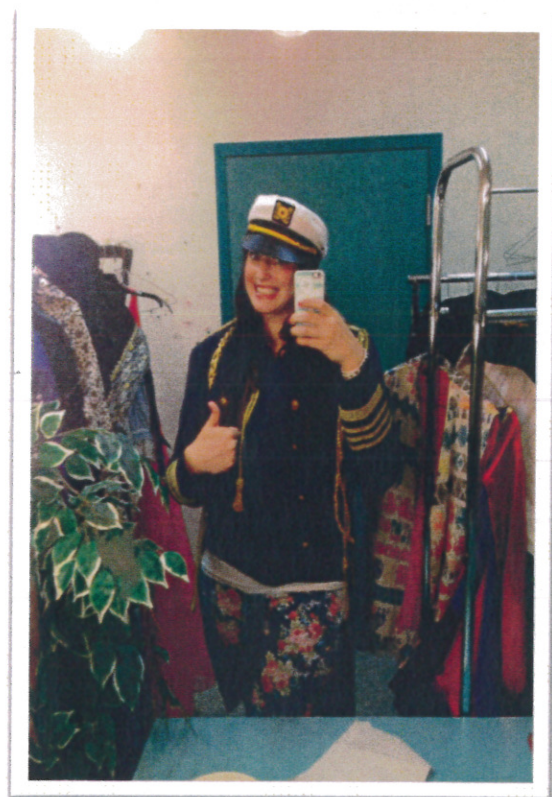
Sense the feelings of themselves and others

Easygoing: Enjoy play; joyful, non-competitive

Strong willed: Remain determined; determined; confident; confident; a strong ethical inner core

Gentle:

Seek to reduce conflict; peaceful and amiable



*“Celebrate
what you want
to see more of.”
- Tom Peters*

Research

Can positive school culture be restored in a school despite significant challenges the school faces?

- **The Problem:** The school that I currently work in, Rick Hansen Secondary, has suffered a significant decline in its perceived desirability in the past few years. There has been negative stereotyping, our school has become a "brown" school, which means that there is a large Indo-Canadian population. The perception is that "brown" students are racist and do not like "white" people. Along with the stereotyping, we have a poor reputation within the community. Through a few unfortunate events and a lot of bad press, Rick Hansen Secondary now has a reputation of a school that has a lot of drugs, fights, violence and does not have a very high academic standing, which is all untrue. These factors have been compounded by declining enrollment largely due to the opening of Abbotsford Traditional Secondary School which attracted many of our catchment area students. In addition, the Bradner area where Rick Hansen Secondary is located has a changing demographic; homes that once had several school attending children, now have just parents living there.
- As enrollment declines, so does the funding and the number of staff, and the range of programs that can be offered; we are caught in a steady decline unless something can be done to change this trend and make our school one that is deemed desirable again.
- The schools in this district are highly rated, competitive, have specialized programs, and vary considerably in size.
- **The Purpose:** To learn how to create a positive school culture, incorporate those strategies, and over time, increase student enrollment as a result.

Rick Hansen Secondary School is named after one of Canada's greatest living heroes and it deserves to regain the status it once had as an excellent and desirable school.

Growth Plan

Past:

Lacking in self-confidence as an educator

Limited knowledge of the operations of the school outside my classroom

Commitment to working with students through a foundation of relationships

Present:

Dramatic increase in my self-confidence as an educator

Taken on Leadership roles in the school and these opportunities have given me further insight into the operations of the school and the unique dynamics within it.

Continued commitment to working with students through relationships

Future:

Create and cultivate the Junior Leadership Program at Rick Hansen Secondary.

Rejuvenate and adapt the current Senior Leadership Program to become more meaningful and relevant for students.

Continue working with the Focus Team to bring about relevant professional development – Phil Boyte “Breaking Down the Walls”

Collaborate and coordinate a GUTTS & Hurricane Council Mentorship program

Continue to adapt my lessons towards increased student engagement and 21st century learning skills.

Internships

Internship 1:

Standard 2: Leadership for Learning: observed School Based Team Meetings

Standard 4: Curriculum, Instruction & Assessment: Lisa Burdeney = assessment revelation paradigm shift

Standard 8: Intrapersonal capacity: Greg Sharpe's staff meeting – more pro-d than staff meeting – unique approach

Internship 2:

Standard 4: Curriculum, Instruction & Assessment: attempt to develop and build a new course: Hansen 101

Standard 5: Learning Culture and Climate: 3rd school in 5 years – got involved in running school events, dances, convocation, student council elections & GUTTS program

Standard 6: Community Building: GUTTS Carnival – showcase Rick Hansen in a positive light

Standard 7: Systems Thinking and Planning: operationalized school event = massive undertaking that requires: detailed thinking, planning, flexibility, creativity, resourcefulness and effective communication. GUTTS sleepover, BBQ & Hike, Minute to Win it games & subway, and Carnival = 200 kids

Standard 9: Interpersonal Capacity: working with Jennie to develop the GUTTS Program

Internship 3:

Standard 3: Supervision for Learning: Balancing Your Mind symposium which led to the Mental Wellness initiative.

Standard 1: Values, Vision & Mission: I took on the challenge of organizing a Mental Wellness Week at Rick Hansen Secondary. It was the first school wide week that focused on educating our staff and students about mental health and well-being.

Belief Statements

I believe that it is important to foster 21st century skills in students: creativity, collaboration, critical thinking, problem solving, communication, decision making, and teach them to be technologically literate.

I believe that character education is important.

I believe in experiential education.

I believe that learning should be fun and exciting for all students.

I believe that the engagement of students is fundamental to actual learning.

I believe that in order for students to buy in and engage, there must be some foundation of relationship.

I believe positively affirming good behavior in the classroom is helpful tool in getting students on track.

I believe that it takes a village to raise a child, and the school is an important part of the village. Parent involvement leads to student success and as a result, parent engagement in the school matters.

I believe that every student has the ability to learn because learning occurs in different ways and rates.

I believe that it is essential that teachers need to keep current in their teaching practices and model lifelong learning.



“I have come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.” (Ginott, 1972)