



**PRESIDENT’S MESSAGE**



I am proud to have served as president of Manitoba ASCD during its tenth year birthday. This year we welcomed Shelley Hasinoff, Manitoba Education, Citizenship and Youth, to our board. Together, with

returning Board members we represented four school divisions, two education stakeholder organizations and the provincial department of education and both urban and rural sectors of the province. You know the saying, “If you want to get something done ask a busy person.” The members of this Board and the members of the sub-committees are all high-energy busy people in their day jobs. In spite of their schedules they carve out time to fulfill our vision, mission, beliefs, and goals. Thank you to each of you for a highly successful year. I would also like to thank our Executive Secretary, Carol Kirkhope. Carol is the person that keeps us all sane and on track.

As I reflect on the 2004 – 2005 year, a number of highlights come to mind:

- At the May 2004 Board planning we created Manitoba ASCD’s Belief Statements (ratified in October) and finalized an annual plan for 2004 – 2005.
- We held five regular Board meetings during the year (August, October, January, February, and April)
- Joan Martin and Shelly Hasinoff represented us at the October Regional ASCD meeting in San Diego, California.
- Sandra Herbst-Luedtke and myself attended the Spring 2005 Annual ASCD Conference in Orlando, Florida.
- Bill Burns attended the May Orientation meeting in Chantilly, Washington D.C.
- We hosted workshops featuring Jay McTighe, Roland Case and Maureen McDermid, and Andy Hargreaves. A very impressive professional learning year.

- Plans to launch Manitoba ASCD website have been finalized. Look for this in the fall.

As a Board we had numerous conversations regarding the new direction and governance structure of International ASCD. In fact, on behalf of MB ASCD, two of our Board members wrote a letter to our parent organization outlining concerns particularly on misalignment on issues (i.e. high stakes testing) and the parent organization’s focus on the role of affiliates in lobbying and political action. Secondly, our representatives at the Leadership Council (Orlando, Florida) tabled for LC discussion the issue of recognition of non-US affiliate issues. LC provided a fair process and concerns were recorded. In fact, Executive Director Gene Carter met with this group to talk through the concerns.

It has been my honour and pleasure to serve on the Board of Manitoba ASCD in a variety of capacities over the past nine years. I look forward to my new role as Past President and the opportunities this will provide as I continue to work towards improved professional learning opportunities for Manitoba educators.

*Sharon Pekrul*

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## **A Review of Dr. Andy Hargreaves' Lecture *Sustainable Leadership: Reflections of Leadership and Educational Change***

by

Paul Cuthbert, Superintendent – Evergreen School Division

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Andy Hargreaves speaks to Manitoba educators at Manitoba ASCD's recent Distinguished Lecturer Series.

As part of their distinguished lecturer series, Manitoba ASCD provided educators with the privilege of an afternoon with Dr. Andy Hargreaves on May 6, 2005 at the Clarion Hotel in Winnipeg. Dr. Hargreaves is the Thomas More Brennan Chair in Education at the Lynch School of Education at Boston College. Prior to his current position, he was founder and co-director of the International Centre for Educational Change at the Ontario Institute for Studies in Education at the University of Toronto. Dr. Hargreaves' teaching and research at Boston College concentrates on sustainable leadership, professional learning communities, educational change and the emotions of teaching. He has authored or edited more than 20 books which have been translated into a dozen languages. Dr. Hargreaves' lecture focused on *Sustainable Leadership: Reflections of Leadership and Educational Change*.

Dr. Hargreaves used a particularly effective grounding exercise. The exercise involved each person seeking answers to twenty questions from other participants in the group. The questions and content were not as important as the process and message. Dr. Hargreaves spoke of this activity as example of a professional learning community as no one person had all of the answers but all answers were available within the group. He also stated that it doesn't take long to gain the answers to questions through the use of group dialogue.

Professor Hargreaves introduced his lecture by speaking about the concept of sustainability and the importance of applying the principles of sustainability in education leadership.

*"Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose."*

He spoke of the key forces influencing change or continuity in the long term as leadership, leadership sustainability and leadership succession and cited examples of the most successful companies in the world who employ sustainability strategies.

*"Sustainable leadership matters, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development."*

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The focus of Dr. Hargreaves lecture was based upon the seven principles of sustainable leadership. Sustainable leadership is characterized by:

- Depth
- Endurance
- Breadth
- Justice
- Resourcefulness
- Diversity
- Conservation

**Depth** - sustainability in leadership must focus on sustaining things that matter. Sustaining learning is therefore learning that matters, that lasts and that engages students intellectually, socially and emotionally. It is not achievement results, but the learning behind them that matters most.

**Endurance** - sustainable leadership is not achieved by charismatic leaders whose shoes are too big to fill. Instead, it spreads beyond individuals in chains of influence that connect the actions of leaders to their predecessors and successors. Many of successful schools have had initiatives implemented by principals with strong leadership skills, only to have these initiatives collapse soon after the principal leaves the building. Leadership succession is the challenge of letting go, moving on, and planning for one's own obsolescence. Sustainable improvements are not fleeting changes that disappear when their champions have left.

**Breadth** - leadership succession means more than grooming principals' successors. It means distributing leadership throughout the school's professional community. It is important to create cultures of leadership where succession can easily occur within those who are part of the organization.

**Justice** - sustainable leadership benefits all students and schools - not just a few at the expense of the rest. Sustainable leadership is sensitive to how lighthouse, magnet or charter schools and their leaders can leave others in the shadows, and how privileged communities can be tempted to skim the cream off the local leadership pool. Our responsibility is to share what we know with those weaker schools in order for them to become better as opposed to drawing away any strengths that they may have. Sustainable leadership is therefore not only about maintaining improvement in one's own school. It is about being responsible to the schools and students that one's own actions affect in the wider environment. It is about social justice.

**Resourcefulness** - sustainable leadership provides intrinsic rewards and extrinsic incentives that attract and retain the best and brightest of the leadership pool; and it provides time and opportunity for leaders to network, learn from and support each other, as well as coach and mentor their successors. Sustainable leadership systems know how to take care of their leaders and how to get leaders to take care of themselves. Teachers and school leaders who are 'burned out' by excessive demands and diminishing resources have neither the physical energy nor the emotional capacity to develop professional learning communities. The emotional health of leaders is a scarce environmental resource. Leadership that drains its leaders dry is not leadership that will last. Unless reformers and policy-makers care for leaders' personal and professional selves, they will engineer short-term gains only by mortgaging the entire future of leadership.

Dr. Hargreaves spoke of restraint as the first rule of conservation. Renewal must involve intellectual energy, emotional energy, physical energy, and spiritual energy.

**Diversity** - sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching and leading and provides the networks for these different kinds of excellence to be shared in cross-fertilizing processes of improvement. The strongest ecosystems are those which are the most biodiverse – the strongest human organizations are those that are diverse.

Therefore, standardization and alignment of human organizations will not allow them to adapt to new environments as they are confronted with them. Cohesion is more important than standardization. Standardization is the enemy of sustainability.

**Conservation** – sustainable leadership undertakes activist engagement with the environment. The most resilient of schools are resilient not just because of their innovativeness or its strength as a learning community, but because they engage assertively with their environment.

Dr. Hargreaves emphasized the importance of valuing the past as the future as we attempt to make changes in our schools. We must grasp the culture of the organization and value what has worked well before dismissing practices that have occurred in the past.

Dr. Hargreaves closed his lecture with a discussion of the importance of professional learning communities. Professional learning communities require three important components.

- People are committed to a common vision, i.e. learning and caring.
- People are committed to each other as people.
- People protect minority interests, e.g. veteran teachers, new teachers, students, etc.

Dr. Hargreaves stressed the importance of respecting evidence and data for research. Focus on learning for kids, learning for adults and accept that learning solves problems. Leaders must create an environment for professional learning communities as a way of life or culture in their organization in order for them to be successful.

Most leaders want to do things that matter, to inspire others to do it with them and to leave a legacy once they have gone. Mainly, it is not leaders who let their schools down, but the systems in which they lead. Sustainable leadership certainly needs to become a commitment of all school leaders. If change is to matter, spread and last, sustainable leadership must also be a fundamental priority of the systems in which leaders do their work.

## MANITOBA ASCD

### Professional Learning Opportunities: 2005-2006



**Ken O'Connor**  
**“How To Grade For Learning”**  
**For Middle and Senior Years**

**September 27, 2005**  
**9:00 am to 3:30 pm**  
**Blue and Gold Room**  
**1465 Maroons Road**  
**Winnipeg**

**Registration deadline is September 15, 2005. Contact [kirkhope@shaw.ca](mailto:kirkhope@shaw.ca) for details.**



## Manitoba ASCD Annual General Meeting

The Manitoba ASCD Annual General Meeting was held on May 6, 2005 following Andy Hargreaves' afternoon presentation. Year-end reports from the four standing committees, Professional Learning, Membership, Communication and Policy, were circulated and shared with those present. Two new members were elected to the Board of Directors: Stephen Dudar, Assistant Superintendent from Frontier School Division, and Michael Chartrand, a principal from Winnipeg School Division. The Board extended their appreciation to outgoing Board member, Donna Nentwig, for her years of support and work on behalf of the organization.

Incoming president, Sandra Huerbst-Luedtke, on behalf of the Board, thanked Sharon Pekrul for her fine work as president this past year, especially for her sincere efforts in ensuring Manitoba ASCD has begun to establish its voice with the international ASCD organization.

A wine and cheese reception followed the meeting.



## MARK YOUR CALENDARS

**Manitoba ASCD**  
**3rd Annual Distinguished Lecturer Series**  
Dr. Carl Glickman

May 18, 2006 pm



<b>MANITOBA ASCD COMMITTEE MEMBERS 2005-2006</b>	
<i><b>Professional Learning Committee</b></i>	
Bill Burns (chair)	Ann Langston
Judy Kyliuk	Joan Martin
Michael Chartrand	Connie Alsopp
Shelley Hasinoff	Tom Code
Paul Cuthbert	Joanne Penner
Tanis Pshebniski	Karen Yamata
<i><b>Membership Committee</b></i>	
John Rennie (chair)	Judy Kyliuk
Michael Chartrand	Leslie Wurtak
<i><b>Communications Committee</b></i>	
Brenda Lanoway , Stephen Dudar (co-chairs)	
Gwen Watson	Joan Martin
Shelley Hasinoff	Jayesh Maniar
Barbara Isaak	John Rennie
Tim Dittricks	
<i><b>Policy Committee</b></i>	
The Board, Committee of the Whole	

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John Rennie Portage La Prairie School Division	204-857-3405
<i><b>Journal Editor:</b></i>	
Gwen Watson Winnipeg School Division	788-0203

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 \* **Our best wishes for a** \*  
 \* **restful, SUNNY** \*  
 \* **summer holiday!** \*  
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