

How Quality has Become Part of My Work



- 20 Years Experience as School Principal
- 2004 Quality Council Award for Best MBA Project with a Quality Component
- Churchill Fellow 2006: Embedding Sustainability into Education Systems



Quality

- ✓ The pursuit of quality is about **achieving excellence** in all facets of a particular activity ...
- ✓ It involves firms, organisations and individuals having a **clear and coherent vision** of their goals and strategies.
- ✓ It also involves **strong organisational leadership and positive management** attitudes to both workforce and customer alike.



Growing a New School

Breadth and Depth of Principal's Role

Case Studies: Specific Change Management Events

....That Statue

Career Education

Healthy Eating Program

New School Development

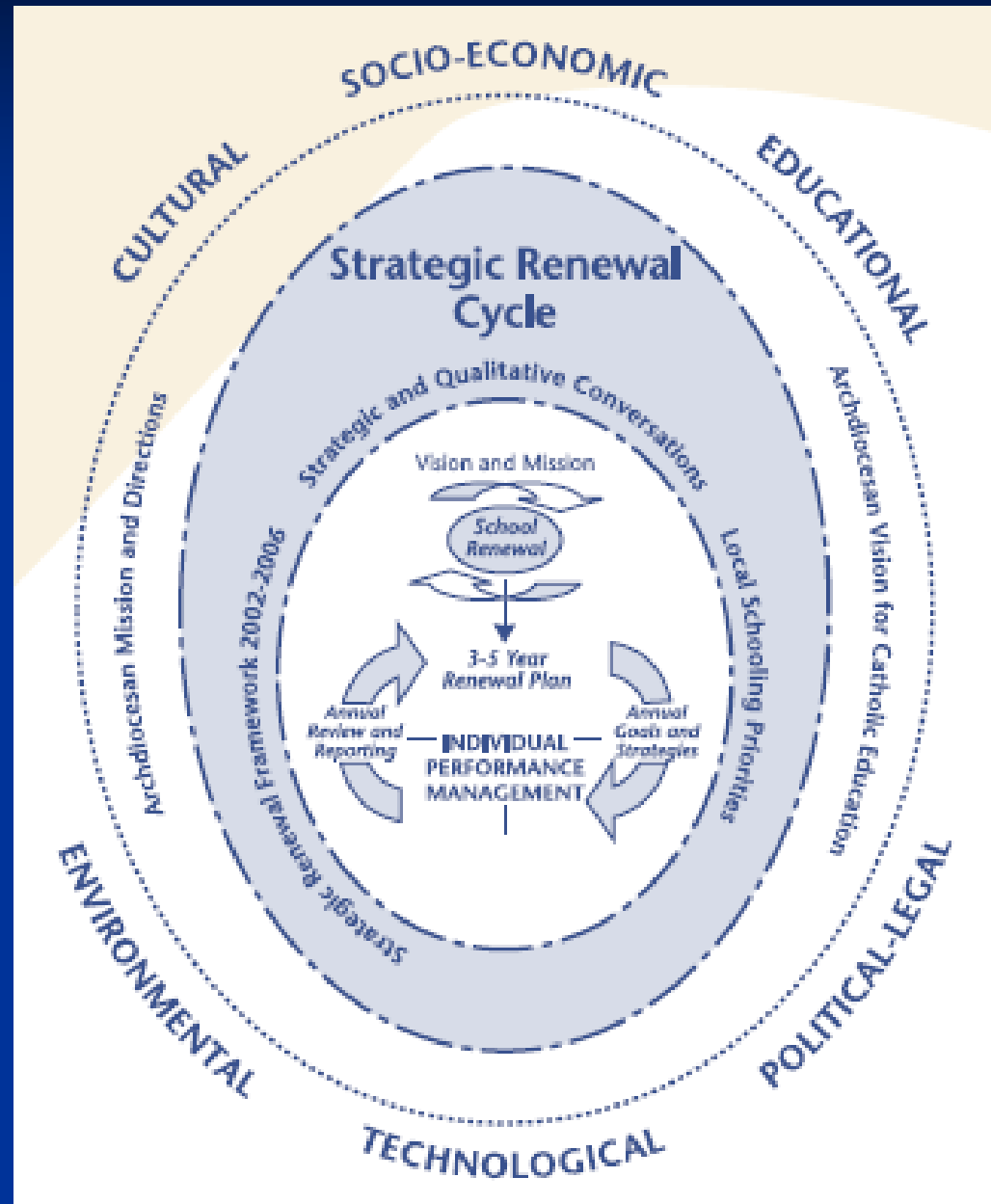
Eco-Schools Network & TDSB Scottish Executive

Environmental Sustainability

A Principals Role...in Brief

- Regulatory compliance schedule to meet many government and education system standards e.g. copywrite, evacuation plan
- Accreditation as a Non-State School,
- Validation of Religious Education Program,
- Work Place Health and Safety Audit.
- Enterprise Bargaining Facilitation,
- Leadership Team Goal Setting and Performance Appraisal
- Teacher Goal Setting
- Parents and Friends Association Annual goal setting processes
- Communication systems for staff, students and Parents
- Whole school Curriculum Overviews
- Classroom Curriculum Plans
- Teacher Supervision
- Consistency of Teacher Judgment (Student Outcomes Comparison).
- Annual School Renewal Processes (Consultation, Planning, Actioning, Evaluating, Reporting)
- Reporting processes to parents and broader community from standardised testing and more reporting processes (Traditional school reporting)
- Master Planning and Capital Works Management
- School organisational routines
- School Budgeting
- Marketing and communication
- Staffing
- Student management
- Yearly calendar management of events
- Parish liaison, planning, consultation and governance issues

System School Renewal Structure for Planning



8 Core Principles of Quality

Business Excellence Framework 2007

- | | |
|---|---|
| Leadership: | Lead by example, provide Direction and Build organisational alignment |
| Customers: | Understand what the market and customers value |
| System Thinking: | Continually improve the system |
| People: | Develop capabilities |
| Continuous Improvement: | Develop agility, adaptability and responsiveness |
| Information and Knowledge: | Improve performance and decision making |
| Corporate Social Responsibility: | Behave in an ethical, socially and environmentally responsible manner |
| Sustainable Results: | Focus on values and outcomes. |

Case One....That Statue



- Encounter with Artist
- Seize Opportunity
- Artist proceeds Before Consultation Process (Escalating Commitment)
- Communicate Vision to Community
- Engage Benefactors
- Continue Design process (6-9mths)
- Prepare installation
- Official Unveiling (Faithful followers)
- Latent believers and knockers
- Continued questioning of value
- 5yrs down track (seen as Great thing as patron statue draws in people, forms community as it oversees the school from a prominent position).

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Case Two: Career Education

Career Education is part of the holistic development of our students supported by our **School Mission Statement**,

"We value an environment where children grow and develop as individuals secure in their world. We value a sound primary school education in which children achieve their potential" ...and...

Brisbane Catholic Education Personal and Social Development Education Guidelines 2005 - "Personal and social development education ...is an essential component of all curriculum areas and should pervade all aspects of school life"



- Teacher who was Studying Career Counselling
- Initiated a project of a Careers Day as part of assessment piece.
- Took concept past School Leadership Team and Staff for support
- Proposal aligned with Mission Statement and was creative and work load for others was not significant.
- Initial Funding Needed: Budget adjustment made.
- Heavily involved parents as helpers and presenters

Career Education now embedded in the Curriculum
Annual Careers Day (Conference Format)

** Teacher reducing to part-time to pursue own business.



Recognition



2003 & 2004 Runner Up Australian Career Service
Innovation in Career Education Award

2005 & 2006 ACS

Leeson Excellence in
Career Teaching



8 Core Principles of Quality

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Case Three: Healthy Eating

Kotter's 8 Steps for Change Management



1. Increase Urgency: Inspire people to move

- Initiated from Rubbish
- Dr Fiona Stanley (Epidemiologist: Australian of the Year)
- Medical Specialists off record description of mutating generations of children
- Shared concerns and thoughts with staff over time



2. Build a Guiding coalition: Get right people with right motivation

- Received unanimous agreement on staff to address healthy eating issue
- Teacher Observations Rubbish around school, behaviour management, children phasing in and out of concentration
- Formed a staff sub-committee to advance the issue



3. Get the vision right:

Team to establish simple vision and strategy

1. Education of Staff
2. Education of Parents
3. Education of Staff to depth issue and sharpen strategic goals
4. Teachers to develop education strategy for children
5. Renewal of Tuckshop menu to role model change to families
6. Education of Tuckshop convenor



4. Communicate for buy-in: Involve, link, appeal, engage, de-clutter communication

- Newsletters, Education programs across school community (Large and small groups),
- Marketing strategies over tuckshop (GO, GLOW and GROW)



5. Empower others to action: Reward and recognise

- Multi-stakeholder committee
- Independent chair mentored by Principal
- Devolved decision making around agreed processes.
- Feedback through general staff to check if “on track”.



6. Create short term wins: Set achievable goals and celebrate

- Introduced Mini-Munch into classrooms
- Reaffirmed water bottles or cups for classroom tap
- Adjusted Tuckshop Menu over time as skills and knowledge developed
- Promote Nude Food



7. Don't let up:

Report milestones and progress, foster determination and persistence

- Communication to homes
- Assembly items by pioneering classes
- Stick to an implementation plan with appropriate evaluations
- As Leader, support key stakeholders by clearing away obstacles i.e. redesign tuckshop prep area, buy equipment to foster increased capacity



8. Institutionalise the Change

Weave change into culture through recruitment, empowerment, shared leadership & good renewal processes.

- Launch and Publish completed menu changes
- Promote in media and signage
- Redesign committee role for monitoring process
- Embed change in curriculum



Curriculum Connections

Year Three Healthy Eating

[Fresh for Kids](#)

[5-a-day Games](#)

[The Salad Factory](#)

[Healthy Recipes](#)

How our body uses food: [The Virtual Body](#)

Healthy Exercise

[Be a Fit Kid](#)

Sites for Parents

[For your parents](#)

[Great recipes](#)

[Safe Food](#)

[Staying Healthy](#)

[Healthy Eating for Kids](#)

[Children's Diet – Fruit and Vegetables](#)

[Children's Diet – Primary School](#)

MARY MACKILLOP TUCKSHOP MENU and PRICE LIST April 2007

COLD FOOD		
SANDWICHES		
Vegemite	Go	80c
Cheese and Vegemite	Go Grow	\$1.00
Ham	Go Grow	\$1.30
Ham, cheese, lettuce and tomato	GGG	\$1.60
Chicken, Lettuce, Mayo	Go Grow	\$2.00
LAVASH		
Ham and Salad Lavash	GGG	\$2.80
Chicken and Salad Lavash	GGG	\$3.00
SALADS		
Crunchy sml Salad (let, carrot, cheese, tomato, celery)	Glow, Grow	\$2.00
Super Salad (let, tom, carrot, pineapple beetroot, cheese, egg & pasta)	GGG	\$4.00
add ham (1.5 slices)		60c
add chicken (1/4 cup)		\$1.00
Italian/caesar dressing (10ml sachet)		25c
SNACKS		
Two Fruits & Ice Cream	Glow, Grow	\$1.50
Iced bun		80c
Popcorn	Glow	60c
Cheese & crackers	Go Grow	60c
Slinky Apple	Glow	60c
Fresh fruit salad	Glow	\$2.00
Cup cold milo/frozen milo		.80c
Cookie		\$0.65
Munch & Crunch Bag - sticks carrot, cheese, celery, sultanas, pack jatz	GGG	\$1.00
DRINKS		
250ml. Choc/Straw Breaka Milk	Grow	\$1.20
250ml Brekkie Juice, Orange, Apple	Glow	\$1.00
Smoothies	Glow, Grow	\$1.50

HOT FOOD		
JAFFLES		
Baked Beans	Go Grow	\$1.60
Ham & Cheese	Go Grow	\$1.60
Banana	Go Glow	\$1.60
Savoury Mince	GGG	\$2.00
Tuna & Creamed corn	GGG	\$2.00
MARY MACK BURRITOS		
Beef (mince/bean, let, tomato, carrot, toasted)	GGG	\$2.80
Chicken (chicken, let, tomato, carrot, cheese, toasted)	GGG	\$2.80
Hamburger (meat pattie, let, tom, carrot, sauce)	GGG	\$3.00
Lasagne (single serve)	GoGrow	\$2.80
Macaroni and cheese (single serve)	GoGrow	\$2.80
Fried Rice	GGG	\$2.00
Hawaiian Pizza (single serve)	GGG	\$1.50
Corn cobette	Glow	80c
Sauce		20c
FROZEN		
Orange in quarters (4)	Glow	70c
Frozen Mango Yoghurt	Grow	\$1.50
Chocolate, Lemonade, Fruit Juice Ice Blocks		70c

ALL ABOUT CHICKEN

Chicken Tender Roll		
One chicken tender on a mini hot dog roll lettuce and tomato	GGG	\$2.50
with your choice of tomato sauce or mayo dressing		
Mary Mac Chicken Tender		
Lavash bread, mayo, lettuce, tomato and carrot		
with two hot chicken tenders	GGG	\$3.60
Half serve	GGG	\$1.80
WEDNESDAYS - DON'T CHICKEN OUT!		
4 Chicken Nuggets & Crunchy Salad		
1 Flavoured milk of choice	GGG	\$4.20
Ice Block of choice		
Paper Bags, extra cutlery		0.05

GROW Foods helps us to grow!

They help us to learn, change, learn and help our friends to help us to help ourselves!

GLOW Foods help us to glow!

They help us to shine, to play, to learn and grow!

G Foods give us energy to run, play and even think!

• MEAT

• PROTEINS

• DAIRY

• FRUIT

• VEGETABLES

• BREAD

• PASTA

• CEREALS

Kotter's Change Management Strategies & Quality elements.

Increase Urgency	Leadership
Build a Guiding coalition	Customers
Get the vision right	System Thinking
Communicate for buy-in	Continuous Improvement
Empowers others to action	People
Create short term wins	Information and Knowledge
Don't let up	Corporate Social Responsibility
Institutionalise the Change	Sustainable Results

New School Development

- Education Brief: Mission
- Leadership
- Staff
- Vision and Planning
- Decision Making Link to Vision and Plan
- Devolution of Responsibility
- Know What To Cut: Alignment
- Communications couched in vision and plan
- Good self –improvement processes

International Case Studies

Sustainability

(FEE) Eco-Schools Network

Ontario EcoSchools

Green School: Ireland

Green and Healthy Schools Network (Qld)

Eco-Schools (Toronto)

EcoSchools is a program developed jointly by School Services and Facility Services. It introduces an environmental perspective to the choices we make in operating our schools and in planning classroom programs based on the Ontario Curriculum. It consists of four components:

ECOLOGICAL
LITERACY



WASTE
MINIMIZATION



ENERGY
CONSERVATION



SCHOOL GROUND
GREENING



Process Written to ISO 14001 Standards
**A continuous improvement model gently
raising of the bar each year**



GUIDES FOR GETTING STARTED

1 *Introduction to EcoSchools and the Five-Step Process*

This concise guide provides an overview of the TDSB EcoSchools program and sets out a practical method for successful implementation: (1) establish an EcoTeam, (2) assess the school's needs, (3) identify priorities and develop an action plan, (4) implement the action plan, and (5) monitor and evaluate progress.

2 *Waste Minimization Guide*

This guide outlines the 11 TDSB EcoSchools waste minimization standards. It provides the school's EcoTeam with tips for assessing the school's current waste minimization efforts, sample reviews and action plans and a set of tools for implementing improved waste minimization practices.

3 *Energy Conservation Guide*

Similar in format to the *Waste Minimization Guide*, this resource outlines the 10 TDSB EcoSchools energy conservation standards. It provides the school's EcoTeam with tips for assessing the school's current energy conservation efforts, sample reviews and action plans and a set of tools for implementing improved energy conservation practices.

1



2



3



4



5



6



4 *Waste Minimization by Grade (1-8)*

This resource is organized around "big ideas" about waste and waste minimization that are based on identified clusters of learning expectations in both Science and Technology and Social Studies and Geography. Using these ideas as a focus helps the teacher incorporate ecological thinking into existing curriculum. Annotated Internet resources offer background facts and student learning activities.

5 *Energy Conservation by Grade (1-8)*

Like *Waste Minimization by Grade*, this guide is organized around "big ideas" about energy and energy conservation that are based on identified clusters of learning expectations in both Science and Technology and Social Studies and Geography. Using these ideas as a focus helps the teacher incorporate ecological thinking into existing curriculum. Annotated Internet resources offer background facts and student learning activities.

6 *Systems Thinking: Grades 1-8**

This resource helps shift our view of the nature of the human and natural worlds: instead of being collections of separate parts, they are seen as whole systems greater than the sum of their *interdependent* parts. Seeing the curriculum through a Systems Thinking lens highlights how the *interconnections* among learning expectations bestow the power of describing how the world works – seeing people in relation to the environment. This approach integrates diverse learning expectations into coherent clusters. Available in 2005.

Eco-Literacy Elementary Schools

CONNECTING ECOSCHOOLS TO THE SECONDARY CURRICULUM

7 *Climate Change in Grade 9 Geography (Academic and Applied)**

This resource consists of a culminating task for summative evaluation plus a unit-by-unit breakdown of the conceptual understandings about climate change needed to ensure student success. Students select a Canadian town or small city and develop an annotated map that indicates the changes in the human and natural environments that would reduce greenhouse gases and thus slow climate change. Resource list, student worksheets and evaluation rubric are provided. See #17 for supporting multimedia presentations.

8 *Climate Change in Grade 10 Civics**

This unit introduces students to the concept of citizenship through a series of well-supported activities where they analyze the accomplishments of environmental activists and organizations. A simple Public Policy Primer helps students see points at which they can influence issues. Students apply their knowledge in responding to the Government of Canada's One-Tonne Challenge for reducing climate change gases. An Environmental Citizenship Portfolio containing each student's class work and other materials sums up her/his understanding of environmental citizenship. See #17 for supporting multimedia presentations.

9 *Climate Change in Grade 10 Science (Academic and Applied)**

This resource provides two possible culminating tasks: students are introduced to an actual problem and asked to propose solutions to either The Impact of Transportation Choices or Forest Management and Climate Change. Climate change related concepts have been identified in each strand. Charts link authorized texts and the Teacher Resource for each to relevant learning expectations. A student Checklist of Preparation, annotated Internet resources and evaluation rubrics are also provided. See #17 for supporting multimedia presentations.

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10 *Climate Change in Grade 11 and 12 Science**

This resource ranges over 8 different Science courses (University, University/College, College and Workplace), highlighting learning expectations that can be met using climate change issues as the examples. Focus questions help students connect the learning of facts and concepts in a meaningful way. The questions also suggest ways to adapt the existing curriculum to explore the data, evidence, interactions and technologies related to climate change issues. Lists of resources that suit the needs of the courses are included. See #17 for supporting multimedia presentations.

11 *Climate Change in Grade 11 and 12 Geography**

This resource surveys 5 Geography courses, (University, University/College, and Open). Overall and specific expectations for each course are accompanied by guiding ideas linking these expectations to different parts of the climate change story. Examples are provided for developing topics, and teaching and learning strategies recommended for different student needs. Resources for planning class activities and assignments are listed. See #17 for supporting multimedia presentations.

12 *Interdisciplinary Studies: Climate Change and Your Future - Grade 12 (Open)**

This single-credit course reviews the impacts of climate change on human and natural systems. Students investigate local businesses and agencies to learn about environmental practices that reduce the impact of climate change. Through case studies, students identify emerging work opportunities; in the culminating task students develop a business plan related to mitigating or adapting to climate change. See #17 for supporting multimedia presentations. Available in 2005.

Eco- Literacy

Secondary Schools

T.D.S.B Energy Co-ordinating Committee

- Transdisciplinary approach with 24 reps from facilities, planning, maintenance, eco-schools, inspectorate & finance
- TDSB are 1.5% of all power consumption in Toronto
- Use energy mix template with solar hot water, photo-voltaic, geo-thermal etc to decrease environmental foot print.
- Retro fitted T12 to T 8 Lighting, saving 16 to 42%
- Hedge price for gas daily
- Advance purchase 90% power (options)
- Shared interest in 72 Ontario school boards negotiating energy price
- 'Energy Drill' for schools involves load clipping, load response and self generation

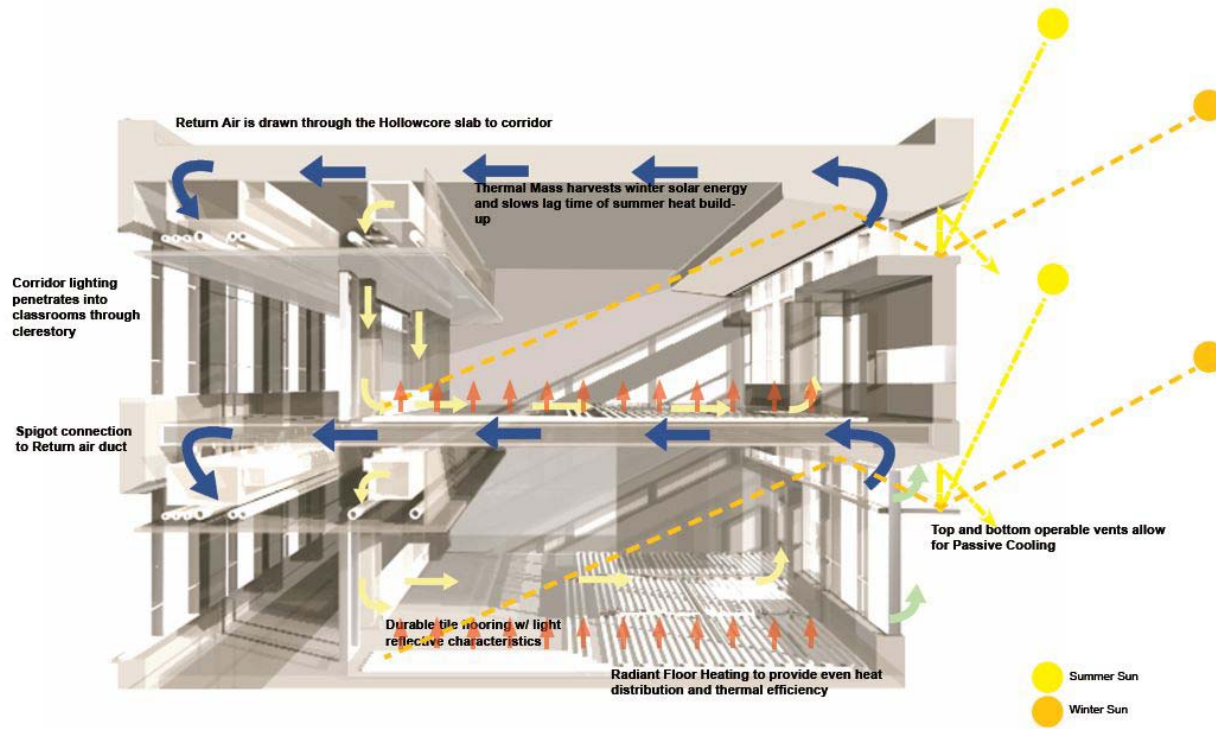
A 5% reduction annually in energy consumption by adopting retro fitting of schools with mechanical energy saving devices and eco-schools education program, plus "lights off program" and "energy drill".

Low apples are all picked. New targets are hard choices to make in the fourth year.

Thomas Wells School: TDSB

- LEED certified to US Green Building Council
- 20% increase in costs of construction
- Payback on energy savings is 12 to 15 years





<Illustration36> ILLUSTRATION OF SECTION PERSPECTIVE OF CLASSROOM SHOWING INTEGRATED SYSTEMS



<Illustration26> IMAGE OF THOMAS L. WELLS P.S. CORRIDOR, Featuring Daylight and Durable Materials

Outcomes

- **For the Schools**
 - A focus, improved, measured outcomes improved school climate and some financial rewards
- **For the Education System**
 - Continued reduced energy savings of 5% per annum
- **For Local Government:**
 - Reduced and eliminated waste sent to expensive landfill
- **For Eco-Schools**
 - Embedded process of successful implementation and centering of Eco-schools in sustainable agenda.

Conclusion

8 Core Principles of Quality

(Business Excellence Framework)

Leadership:	Lead by example, provide Direction and Build organisational alignment
Customers:	Understand what the market and customers value
System Thinking:	Continually improve the system
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Quality in Current Role Focus

Ecological Sustainability

Increase Urgency	Leadership
Build a Guiding coalition	Customers
Get the vision right	System Thinking
Communicate for buy-in	Continuous Improvement
Empowers others to action	People
Create short term wins	Information and Knowledge
Don't let up	Corporate Social Responsibility
Institutionalise the Change	Sustainable Results

Scorecard

	...That Statue	Career Ed.	Healthy Eating	New School Devel.	Eco-Schools Toronto	Sustainable Schools
Leadership	√	√	√	√	√	√
Customers			√	√	√	√
System Thinking	√	√	√	√	√	?
People		√	√	√	√	√
Continuous Improvement		√	√	√	√	?
Information and Knowledge		√	√	√	√	√?
Corporate Social Responsibility		√	√	√	√	√
Sustainable Results	√		√	√	√	√?

C'est Fini

Thank you

A decorative graphic consisting of several thick, dark blue, wavy lines that flow from the right side of the slide towards the left, partially overlapping the 'Thank you' text.