

Leading a School in a Montreal Disadvantaged Community

**A Joint study; A Montreal School for All (MELS) and Université de Montréal
(Administration et fondements de l'éducation)**

Elements from Scientific Research

Clear and Shared Vision

- Strong, voiced and well discussed vision
- Main focus is on learning
- Aimed at reducing social inequalities
- Diversity is respected

School Environment

- School: a safe place
- A welcoming environment for student, staff, parents and the community

Strong Focus on Learning

- Orientations and direction for students' learning
- Strong belief that every student can learn
- Setting high expectations for all students
- Managing practices that influence learning
- Learning is the main focus of staff supervision
- Ongoing assessment to support student learning
- Importance is given to learning to read

Moral and Ethical Leadership Based on Social Justice

- Morally engaged (to make a difference for the students)
- Knowledge of the school environment
- Understanding the social inequalities and the questions regarding poverty
- Rejection of false beliefs and prejudices
- To be an agent of change: flexibility, managing the unexpected

School Organization that Supports Learning

- Cycles
- School transportation
- Schedule- Calendar
- Space - Time

Collaboration and Teamwork

- Staff development
- Teaching and monitoring of students
- Shared leadership
- Collective sense of accountability

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Relationship with Parents

- Opening the school to parents
- Participation of parents to their children's school life

Partnership with the Community

- Developing partnership
- Collective responsibility of education

Professional development

- Ongoing improvement of teaching competencies and principal leadership
- Openness to change and innovation
- Knowledge of the school environment and social inequalities

Using Data to Lead

- Use of existing data or production of new data