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“Well, good morning. Okay. It's a little bit of participation. I want you to repeat after me. It's all about perception.

It's all about perception.

Okay. I want to start with just kind of giving you this question now. How do others perceive you in your school? Do they see you as a leader that's always in your office? Always in meetings. Um, rarely going into classrooms. Um, I hear from teachers all the time. Certainly administrators do not go into the classrooms unless it's for evaluations or walkthroughs. I'm sure that's not true where you're at. Now, don't get me wrong. I know as a teacher leader that there are many things that happen during the day. All that daily minutia of being a leader happens. It never seems to end, but take a look at this from outside the leader role because it's all about perception that's here.

Okay. You could be going into classes all the time and that's great, but it is all about perception. Perception is a powerful force. How do you teach you remember I'm talking about their perception. We don't see ourselves as others. Yes. This winter with a terrible flu season in Albania, some little teeny tiny country in Europe. Just, um, one day we were really short-handed. I had over six teachers call in sick with the flu. I am one of the classes wasn't [inaudible] early years class for five-year-old. The teacher and the teaching assistant had called in sick. I had no one to cover. I was the teacher for three days in that classroom. Now don't get me wrong, I started out as a kindergarten teacher, believe it or not, many, many years ago. So this wasn't a kindergarten kind of situation.

Some of the students that know me for one or two years that have been going up through our system. One student, it was his very the first day. Okay. Now I want you to think about your own children and the children of other people. Okay. Why do we feel closer to our own children? Okay. Rather than say a stranger's child because we made a personal connection with our own children. Okay. When I went in that class, I reinforced or made a connection with those early years children. Those children saw me as somebody who was involved in the school. They had the perception that I belonged in that school, that I naturally belonged to that classroom. How do we change the



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perception of our staff? Because that's really what it's all about. Okay? Sometimes we have to just nudge them a little bit.

First,

when you go on a classroom visit, schedule it. Okay. Scheduling. It makes it important. When you have a board meeting, a senior leadership meeting, a department meeting, we always honor those meetings and we go to it. The same with classroom visits. Honor those classroom visits and schedule it. Okay? You are more likely to go on those visits if you schedule it. Secondly, invite someone to go along with you. It could be another assistant principal. It could be a teacher. It could be a colleague that makes you more accountable to see that you're going on that visit. Thirdly, let it be known that you're going on the classroom visits. Okay. In my school, I have on my, my door a whiteboard and I list out my schedule for the day so everybody knows which classrooms I'm going into, where I'm at, at all times. Okay. So it's no secret when I go places and if you're really motivated to be seen and known in your school, do things such as model lessons, co-teach lessons, um, ask your teaching colleagues and you can use your expertise in their classroom. I usually tell teachers that part of my contract is that I have to teach some lessons.

I make it up, yeah. I make it so that they think they're doing me a favor by inviting the end. But that's really what I want. I want to be invited in. If you were invited into a place for a specific time and a specific place, you are more likely to do that than if you say, Oh, I'll come in and see us sometime this week.

Okay. I started this with what I call the coalition of the willing. These are the people that I knew would more or less say yes to, to be coming in and modeling a lesson or co-teaching with them. Now I get teachers all the time asking, can I come in or when am I going to come in and do something in their class? So what happens through all this? You have made these personal connections with the teachers, just like those that I made at those early years. Students, teachers, we'll see you beyond being just the leader. They'll see you as the colleague, the coach that cheerleader their number one fan. It's all about the perception. Okay? Students will see you as that passionate educator in which you started out as, okay. It's another way to bring that passion back. Um, this is something that anyone can do. You can create a rich understanding of what goes on in your school building from that personal point of view. So my Pearl is all about being seen and involved in your school. Take the opportunity to get back in the classroom from time to time.



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Plant the seed, create the perception that you're involved in your school. And again, one, two, three,

all about perception and go forth.”