

NOTES: The paraphrased interview responses have been qualified to **themes**, codes and *actions*--themes in **bold**; codes, underlined; and actions (verbs of building a collaborative culture) in *italics*. These qualifiers are colour-coded and included at the beginning of sections C, D and E.

	Question/Prompt	Notes
A	<p><i>Introduction:</i></p> <p>Thank you for meeting with me today to discuss collaboration in educational leadership. Although this is an opportunity for me to practice interviewing skills, I hope that it also feels like a conversation about learning and leading--for both of us.</p>	
B	<p>-Before we start, would you be open to me recording (audio/video)?</p> <p>-If there is an opportunity where I see that your experiences might benefit the professional growth of others, may I contact you to discuss the possibility of sharing some details from this interview?</p>	<p>N/A</p> <p>Yes.</p>

(*Enacting Leadership* for *Teacher Wellness/Care of*)
(*Learning on Behalf of Others: Collaboration*)
Goal Setting (Professional Learning for Social Capital-SC1)
Network Growth: Past Practice (Building Social Capital-SC2)
Openness to Learning (Building Social Capital-SC3)

So...let's get started.

- c -What attributes have you found/believe to be key to collaborating with others?

-Tell me about a time where you experienced collaboration that you perceived as being effective--that is, consistent or nearly-consistent with your expectations. Explain/Why?

-Social Capital:

In order to collaborate, teachers need to develop social (i.e., network) over human (i.e., knowledge-based) capital.

-Openness to Learning (*Building Social Capital*):

Interviewing questions, in the past, tended to be more skill-oriented, but it has become more important to ask questions that are geared towards determining the mindset of an individual. That is, do they have an open mindset...one where they are able to admit that they are open to learning and can identify next steps in their learning? (Openness to learning is more important than knowledge)

-Network Growth: Past Practice (*Building Social Capital*)

Whole-staff collaboration and team-building was well-supported with SAOs and Program Resource Teachers, and initially, there were more “push” than “pull” factors to growing networks for collaboration. More expectations for this type of learning were put in place for teachers and students.

-E.g., *Goal Setting (Professional Learning for Social Capital)*

At this school, where there was a significant number of students coming from a background of low SES, a rigorous culture of care for students was developed and supported. At this time, the care provided came at the exclusion of academic success.

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-What role did others play in this success? (*Learning on Behalf of Others: Collaboration*)

-What role did you play in this success? (*Enacting Leadership*)

(Currently, we recognize and work with teachers and students to *establish and grow a culture of care*, in part, through supporting academic achievement. Read more, below...)

There were a number of growing *expectations coming from various stakeholders*. And teachers were feeling that they couldn't help their students without support from the parent community. Teachers were also not receiving professional learning at this time.

To help teachers *develop and see their own efficacy*, they were *released for professional development*. As far as a *direction for their professional learning* was concerned, a *common goal* was set for Balanced Literacy. Note that the goal set was *developed as a shared goal* amongst the staff. *Time was provided* for teachers to *recognize what they wanted to work on/learn*. From the outset, the *expectation for teachers* was that they *tried something new*.

As a result of *teachers' learning and teaching (i.e., application to practice)*, we *noted* that teachers *expectations for students'* for self-regulation improved. By the end of the year, each team *came to understand* that the goal was to *learn about assessment* for student learning. Although significant *time was devoted/time was devoted* to this endeavour, great *relational trust* was *built with and between teachers*. Without this trust, it's incredibly difficult to ask and expect others to *challenge themselves by trying something new/different*. It's also key to continue *re-focusing our attention towards a collective goal/re-focusing...*, as life can (sometimes) take our "eye" off of the goal.

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-According to the SEF, district admin teams

- 1-Assist with planning the implementation of the SEF
- 2-Have in-depth knowledge of BIPs
- 3-Help set and guide schools through accountability processes for improvement
- 4-Provide orientation and PL for those that will serve on district teams

-Would you mind sharing an example (or two) of how collaborative mindsets/actions have resulted in administrative teams being able to meet these criteria?

(You are welcome to provide personally-related examples and/or experiences you've observed.)

-From system perspective, the SEF was used to establish a first set of goals for system improvement. This involved *collaboration between system administrators* and SAOs to *create a system-level vision/create a...(SC1)*

-Much like the example provided in C (above), it's a good practice to have *everyone on a learning team/everyone on a...(SC2)* We've noted, systemically, that when teachers are *engaged in professional learning/engaged in...(SC3)* (attending to wellness), their attendance improves. And as a result of improved teacher attendance, student behaviour decreases.

<p> <i>(Enacting Leadership for Teacher Wellness/Care of)</i> <i>(Learning on Behalf of Others: Collaboration)</i> <u>Goal Setting (Professional Learning for Social Capital-SC1)</u> <u>Network Growth: Past Practice (Building Social Capital-SC2)</u> <u>Openness to Learning (Building Social Capital-SC3)</u> </p> <p>E How might you relate your experiences with collaboration and/or the conversation we've had today to our (system)/your (school principal) work in the coming 2018-19 year?</p>	<p>Moving forward, it will be important that each teacher in my care is on a learning team/each teacher is...(SC2) Through these teams, we can deepen our collaboration. I'm also recognizing that it will be important to build relationships/build relationships (SC2, SC3) and build in time (scheduling)/build in time...(SC3) for teacher learning (SC1).</p>
<p><i>Closing:</i> Thank you so much for taking time today to sharing your experiences with collaboration in educational leadership.</p> <p>I'll share a copy of today's notes with you.</p> <p>F If you have other comments, or suggestions, to make, please don't hesitate to contact me (provide phone/email).</p> <p>Again, I might try to reach out to you, in the future, to see if I can repurpose some of our conversations for other professional development.</p>	<p>Notes shared out as Google Doc.</p> <p>Affirmed.</p>