

## TAKING CHARGE IN A NEW ROLE

New administrators are taking up positions in schools and districts across Canada. These new educational leaders want to ensure that their first steps in these new jobs lead to enduring success.

Whether succeeding a much-admired leader or charged with implementing sweeping, potentially unsettling change initiatives, a new role is fraught with obstacles that can undermine efforts to establish authority and build support. The publication, *Right from the Start*, lays out an action-oriented framework to follow during the early months in a new job. The intention is to prepare leaders for the often-treacherous

task of navigating an organization's strategy, politics, and culture so that work on the new agenda can be smooth and effective. While set in a business context many of the tensions and challenges inherent in any leadership transition apply to new Canadian educational leaders.

**FOR FURTHER INFORMATION - See *Right From the Start: Taking Charge in a New Leadership Role* by Dan Ciampa, Michael D. Watkins - Product #7501**  
[http://www.hbsp.harvard.edu/hbsp/prod\\_detail.asp?7501](http://www.hbsp.harvard.edu/hbsp/prod_detail.asp?7501)  
Phone 1-800-545-7685, ext. 459J

## WHAT CAUSES YOUTH AGGRESSION?

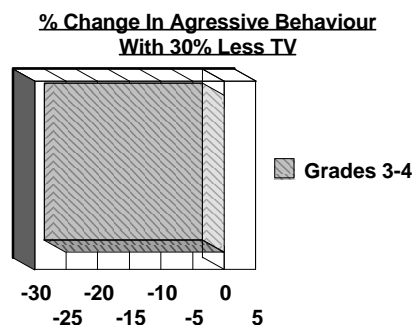
Debates about the causes of aggression in young people look to a number of sources. Recent research indicates that aggressive behaviour as a result of watching TV or playing video games is not a permanent condition.

While past research has linked TV watching and video playing to aggression in young people, only recently has evidence been gathered showing that cutting back those activities will lessen previously established aggressive behaviour.

The research indicates that:

- no single factor indicates a likely increase in aggressive behaviour
- each factor adds to the cumulative likelihood of aggressive behaviour
- television violence accounts for 10% of children's

aggressive behaviour. This is about the same effect as smoking and cancer.



- a childhood pattern of aggression indicates a 30% likelihood of later serious aggressive adolescent behaviour.
- the assets in a family make a difference in aggressive behaviour.

**FOR FURTHER INFORMATION - See <http://archpedi.ama-assn.org/issues/v155n1/ffull/ped00436.html>**

“Top performing, high poverty schools tend to

- use standards extensively to design curriculum and instruction, assess student work, and evaluate teachers. A full 80% of the high-performing, high-poverty schools reported using standards to design instruction. Similarly, the successful schools ... were using standards to assess student work and evaluate teachers.
- increase instructional time in reading and math in order to help students meet standards. A 78% majority of top performing, high poverty schools reported providing extended learning time for their students. This time was primarily focused on reading and math.
- devote a larger proportion of funds to support professional development focused on changing instructional practice. Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools.... As important is that the focus of professional development seems to be centred on helping students meet specific academic standards.
- implement comprehensive systems to monitor individual student progress.

From *Dispelling The Myth: High Poverty Schools Exceeding Expectations* - See <http://www.edtrust.org/documents/dispell.pdf>