

Equity-Driven Leadership for School Improvement Planning: Implementing the 2023 Ontario Language Curriculum Grades 1-8

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Webinar Team

Lorraine Boulos - Former Principal, Halton Catholic District School Board

Usha James - Executive Director, The Critical Thinking Consortium

Teresa Paoli - Project Lead, CPCO

Carla Robbins - Project Lead, OPC



Where have we been? - Year 1

Three webinars:

- 1. Vision and Goals, Program Planning, and Instructional Approaches
- 2. Supporting Diverse Learners
- 3. Assessment and Evaluation of Student Learning

Three Podcasts:

- Getting Started: Engaging Staff through a Critical Inquiry Approach
- 2. Continuing the Work: Leadership Moves for a Critical Inquiry Approach
- 3. Going Deeper: Leadership Moves for a Critical Inquiry Approach

Collective

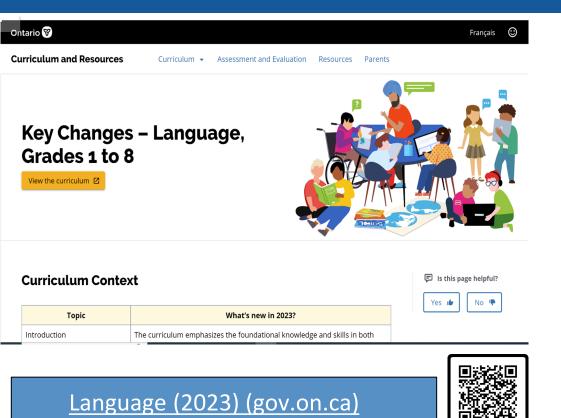
Leadership Support Document







Ontario's Curriculum and Resources Website



Documents and Resources:

- Curriculum
- Key Changes
- Parent's Guide
- Strand B Continua
- Overall and Specific Expectations (by individual grade and grade comparison charts)

Where are we going?

Today's goals:

 Introduce the new Equity Driven Leadership for School Improvement Planning guide/resource

 Deepen understanding of equity-focused leadership and the school learning improvement process

 Think critically about leadership that supports the implementation of the 2023 Language Curriculum

Where Are You Now? Take a moment...

Use the Annotate feature in Zoom. Choose a "stamp" and place it next to the statement that most aligns with your experience.

1. The school improvement process is a "course to be run". It is completed and usually forgotten until the plan needs to be revisited with a superintendent or a group of colleagues. 2. The school improvement process is impactful and supports genuine and meaningful improvement to student learning and achievement. It also provides opportunities for building collective efficacy with staff. 3. The school improvement process is complicated, time consuming and lacks connection to the real work going on in classrooms and in school communities. 4. There is a great deal of support for the school improvement process in my school board. This includes access to resources, central staff, release time to work with staff and mentorship and networking to learn alongside colleagues.

Using the Zoom Annotation Tool



You are looking for the Annotation Tool which is a pencil icon.



When there is a **shared screen**, you can hover your cursor over the three dots beside the screen sharing note (**cpco16aqinstructor**) at the top of your computer screen. From the menu that appears, click on the pencil icon.

If you have a newer version of Zoom, in the bottom left corner, you will see a green circle with a pencil, that is the Annotate tool.

From a **tablet or phone**, tap your screen, you will see a grey circle with a pencil icon.

Click the annotation icon on any device, and a new menu will open up with the option to insert text, draw, and stamp (the check mark). To deactivate the annotation tools, click on the "mouse" icon that looks like a little triangle.

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Literacy Leadership

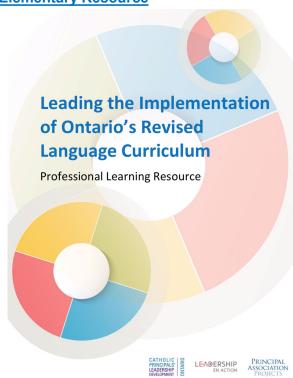
Principals and vice-principals play a pivotal role in shaping literacy outcomes by establishing and monitoring school improvement plans/student achievement plans.

This can include:

- analyzing data
- identifying urgent learning needs
- co-constructing measurable goals
- allocating resources
- coordinating professional learning
- participating in professional learning as a co-learner
- monitoring implementation and student achievement and adjusting plans in response to both

Equity-Driven Leadership for School Improvement Planning

Elementary Resource



This guide provides the tools and strategies needed to support school improvement planning for literacy achievement, promote equity, and ensure that all students have the opportunity to succeed.



Thinking Critically About Leadership

Overarching critical inquiry question	How might we use the school improvement planning process to meaningfully transform the outcomes and experiences of those students who are not being supported by our current practices?			
Lines of Inquiry (sub-questions)	WHO Whose learning and wellbeing benefits from our current practices? Whose learning and wellbeing is adversely affected by our current practices?	WHAT Which classroom and school-wide practices might we affirm, adjust, adopt or abandon to better serve all students?	HOW Which key leadership moves can support thoughtful and impactful implementation that is sustained over time?	



Start your thinking: Visit our collective *Thoughtbook on Padlet* and post 1 or 2 ideas in any of the sections. Or, add your answer to the chatbox.

Equity-Driven Leadership

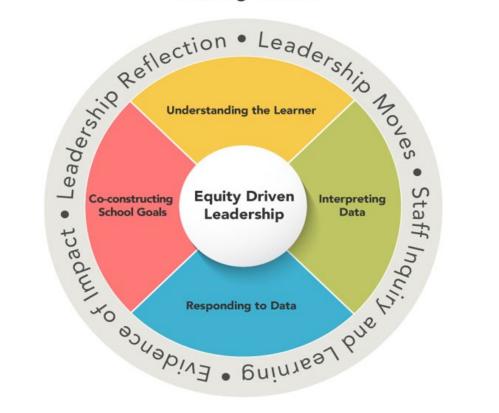
Equity driven leadership requires intentional and sustained actions including:

- Acknowledging systemic inequities
- Examining personal and collective bias
- Identifying and disrupting barriers
- Reallocating resources for equity

- What might you identify as some strengths as a leader?
- What might you like to develop your leadership?

The School Improvement Planning Process

School Learning and Improvement Planning Process



The School Improvement Process: Understanding the Learner

School Learning and Improvement Planning Process



What is the most compelling data that you have examined thus far that is informing your thinking about the direction of your school plan this year?

The School Improvement Process: Co-constructing Goals

School Learning and Improvement Planning Process



- Where are you in the journey of identifying student goals?
- Educator goals?
- School-wide goals?

Interpreting the Data: Instructional Practice

Affirm:

 What current practices are showing a positive impact on student learning?

Adjust:

 What current practices need to be adjusted to ensure the needs of all learners are addressed?

Adopt:

• What new practices, outlined in the Language curriculum (and are evidence based) need to be introduced into classroom practice?

Abandon:

 What practices need to be discontinued given the requirements of the Language curriculum, school/system equity goals and current research in literacy?



Developed by Usha James and The Critical Thinking Consortium

Responding to Data - Professional Learning/ Collective Efficacy

School Learning and Improvement Planning Process



When considering plans for professional learning, it is important to:

- leverage existing structures
- build additional, responsive opportunities for staff
 collaborative learning and planning
- ensure that school structures, such as literacy committees, are representative of a range of diverse staff strengths and experiences.

By **co-constructing** professional learning content and plans alongside educators, school leaders:

- model a culturally responsive leadership style
- honour teacher voice and agency.

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Revisit your thinking: Go to our collective Thoughtbook on Padlet or comment in the chatbox. What might you add or change?

Collective Efficacy

"When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective... In schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement."

The Power of Collective Efficacy (ascd.org)



Collective Efficacy - An Inquiry Approach



Collective Efficacy - Leadership Moves

Conditions to Foster Teacher Collective Efficacy

As educator teams explore and reflect on data, it will be essential to engage in a discussion that considers how current practice must evolve to ensure an evidence-based approach to instruction as outlined in the curriculum.

- Advanced Teacher Influence
- Knowledge About Each Other's Work
- Goal Consensus
- Responsive Leaders
- Effective Systems of Intervention

Collective Efficacy - Leadership Moves

Practical Strategies to Promote Collective Efficacy

 Validate teaching impact through data - teachers attribute results to their actions

- Engage in conversations about achievement teachers regularly reflect on evidence of student growth
- Promote conditions for collaboration teachers have opportunities to engage in collegial discussions

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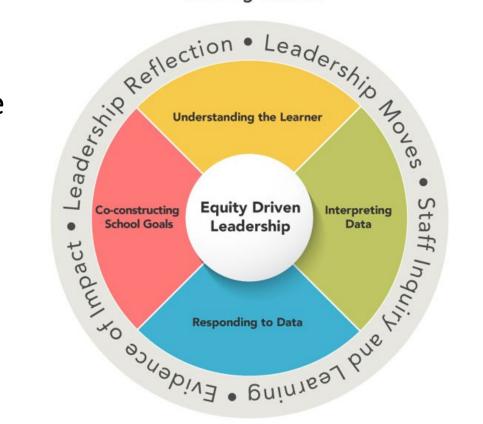
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Wrap Up

"Education is for improving the lives of others and for leaving your community and world better than you found it."

Dr. Gloria Ladson-Billings

School Learning and Improvement Planning Process





See you at webinar #2: March 4, 2025





We appreciate your feedback. Please scan this code to complete a short survey.