Equity-Driven Leadership for School Improvement Planning: Implementing the 2023 Ontario Language Curriculum
Grades 1-8
OPC/CPCO Webinar # 2
March 4, 2025
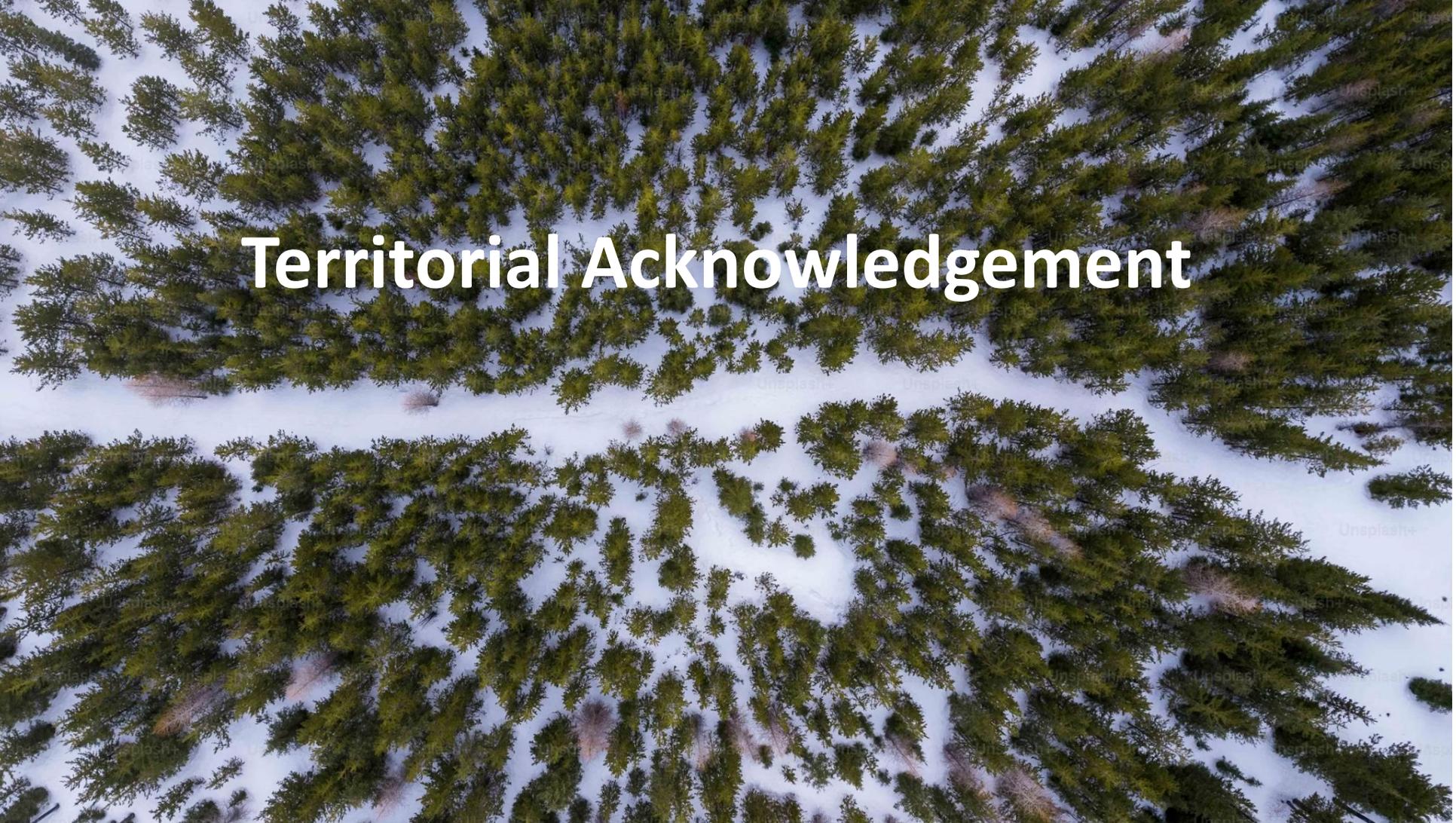
Territorial Acknowledgement

Webinar Team

Lorraine Boulos - Retired 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:

1. 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

Leadership Support Document

Leading the Implementation of Ontario's Revised Language Curriculum

Professional Learning Resource

Winter 2024

OPC Landing Page

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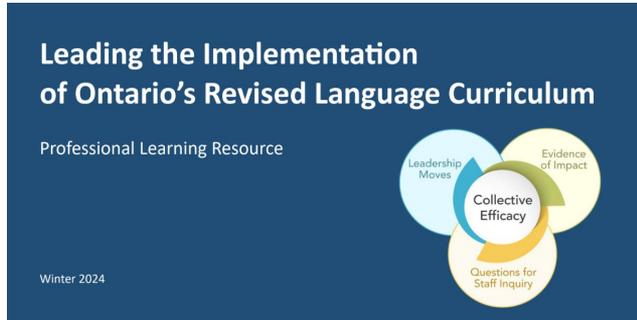
CPCO Landing Page

Ontario's Curriculum and Resources Website

Topic	What's new in 2023?
Introduction	The curriculum emphasizes the foundational knowledge and skills in both

[Language (2023) (gov.on.ca)](Language-2023-gov.on.ca)

SCAN ME

Documents and Resources:

- Curriculum

- Key Changes

- Parent's Guide

- Strand B Continua

- Overall and Specific Expectations (by individual grade and grade comparison charts)

Today's goals:

- Explore 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

Equity-Driven Leadership for School Improvement Planning

**Leading the Implementation of Ontario's Revised Language Curriculum**

Professional Learning Resource

CATHOLIC PRINCIPALS' LEADERSHIP DEVELOPMENT | ONTARIO   LEADERSHIP EN ACTION   PRINCIPAL ASSOCIATION PROJECTS
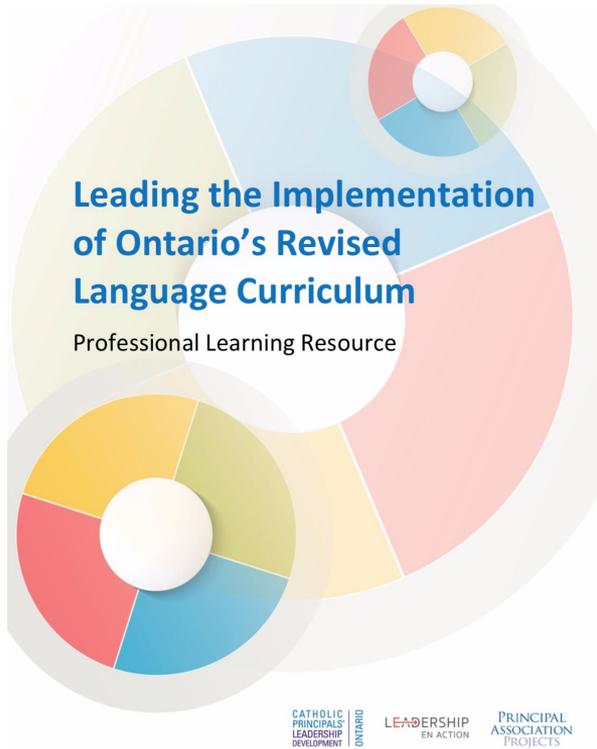
This guide provides the tools and strategies needed to support school improvement planning for literacy achievement, promote equity, and ensure that all students have the opportunity to succeed.

School Learning and Improvement Planning Process

Leadership Reflection • Leadership Moves • Staff Inquiry and Learning • Evidence of Impact •

Understanding the Learner

Interpreting Data

Responding to Data

Co-constructing School Goals

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

*"School leaders must deeply understand the impact of colonization on the public education system."*
By Elena Aguilar

School Learning and Improvement Planning Process
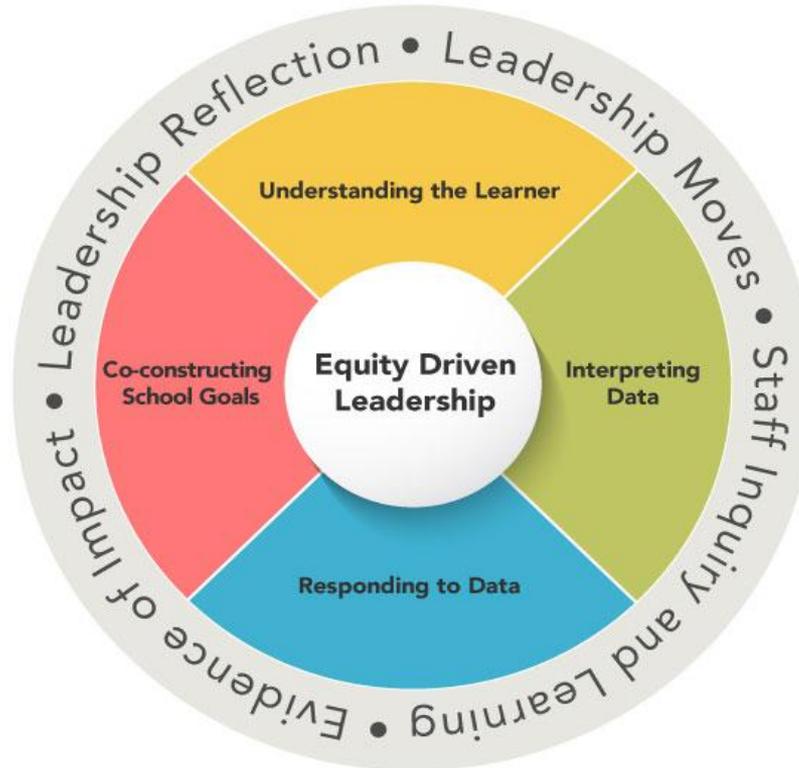
# Listening to Learn

Documentation of Learning

- **Leadership moves**: What specific actions can leaders take to create the conditions for implementation of powerful practices?

- **Impactful inquiry questions**: What questions might inspire and engage individuals or whole staff learning?

- **Evidence of impact**: What might you pay attention to assess your actions and refine your approach?

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Leadership Reflection • Leadership Moves • Staff Inquiry and Learning • Evidence of Impact • Leadership

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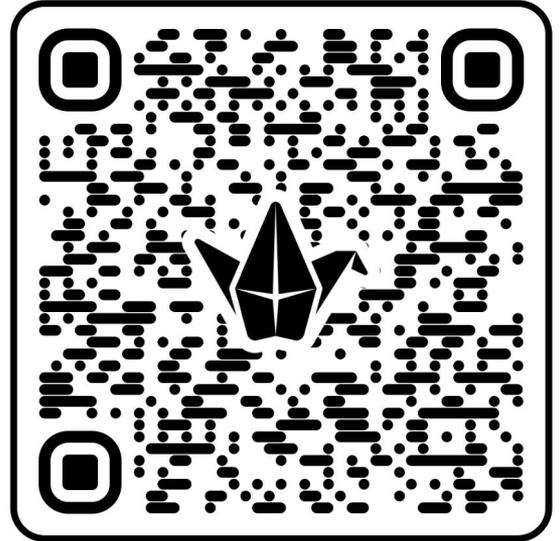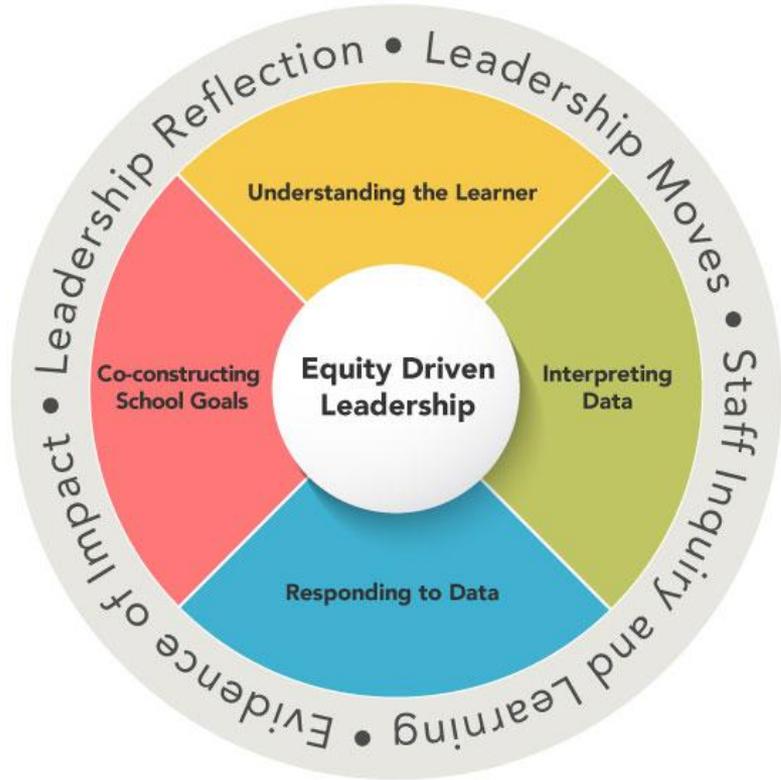
Data Collection to Understand the Learner
"slowing down and engaging in deep listening with school community members"
By Shane Safir and Jamila Dugan

Things to ponder as you consider the school improvement planning process:

- *"All data is a catalyst for further learning".*
  - ●
- *"What patterns are emerging from the data?"*
  - ●
- *"Data is like a mirror to our practice and compels us to learn something."*

Lindsay Borden
Principal
Allenby Public School
Toronto District School Board

Understanding the Learner

Build Trust With the Staff First

T	Transparent	• Open, easily reliable, and vulnerable • What you see is what you get
R	Responsive	• Give honest feedback respectfully • Non judgemental
U	Use Caring	• Be compassionate, affirming • Be understanding
S	Sincere	• Consistent • Accountable
T	Trustworthy	• Honourable • Be committed to agreements

Hyler Bracey Ph.D

Harvard Course: Principals risk losing credibility and the power to do their jobs well if they cannot gain the trust of their staff.

Understanding the Learner

Grade 1 Composite Scores (French)
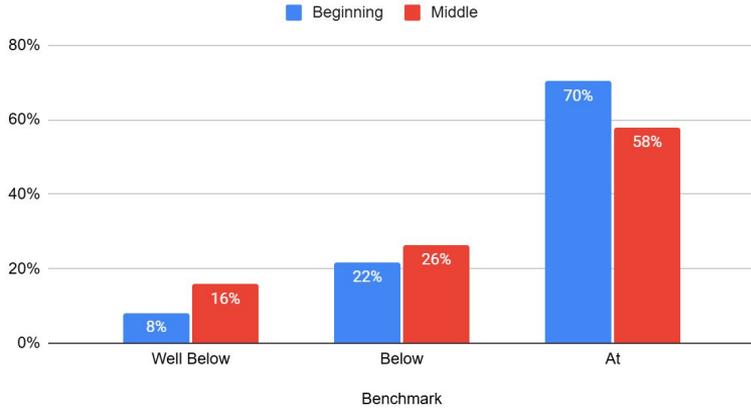
Grade 5 Composite Scores
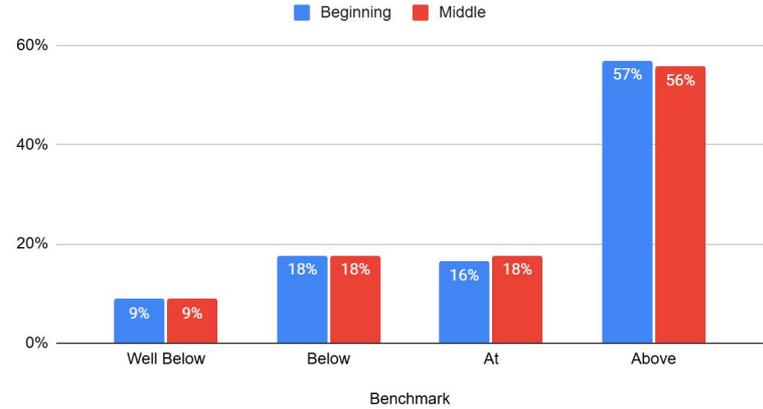
Grade 6 Composite Scores
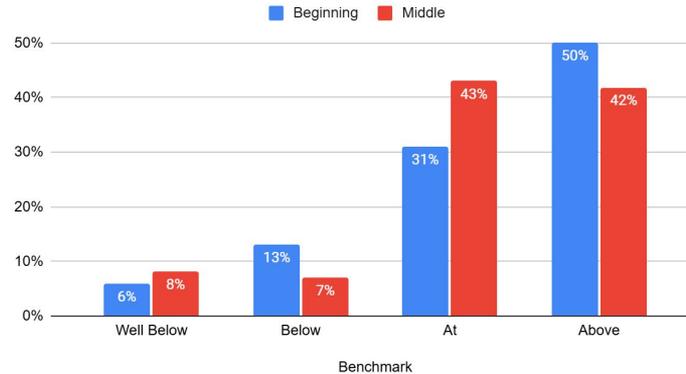
Staff Inquiry: use data to illustrate the impact of explicit reading instruction on student achievement.

**Next Steps
After Reviewing the Data**

Staff Inquiry: How do we reach our "well below" and "below" benchmark students?
- Picture books in the junior grades for interactive read aloud
- Literacy Centres from K to 6
- Partnering for small group instruction
- Lunch and Learns:
  - Supporting students' self-regulation (to help with their focus in class)
  - Developing multi-day lessons for inspirational picture books
  - Supporting students with Dyslexia or slow readers

School Learning and Improvement Planning Process
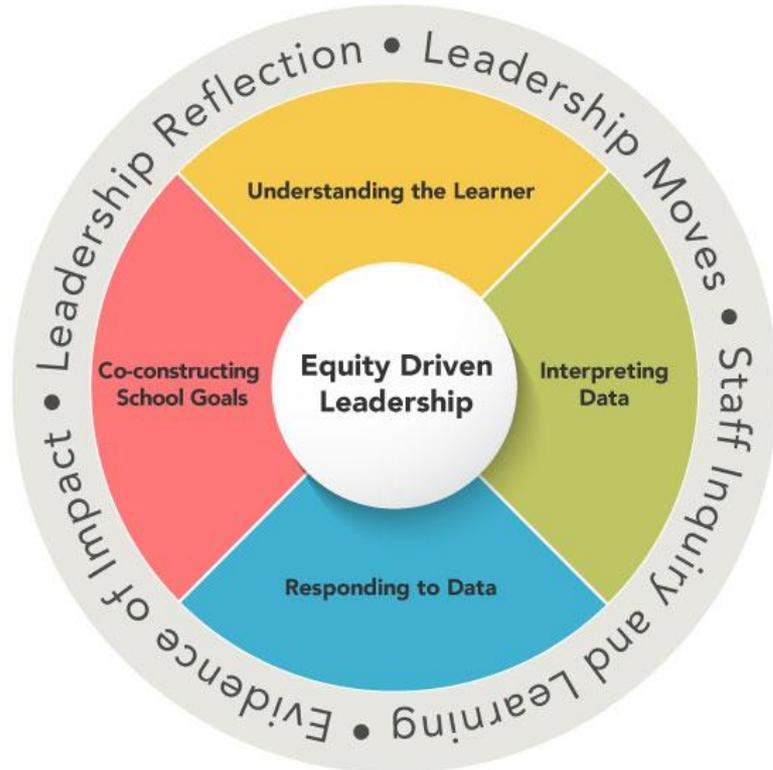
"Real change happens when people feel valued in the process, not just the outcome. When we respect everyone's role, we create accountability and shared purpose."

Dr. Cindy Blackstock

Andrea Carnegie
Coordinating Principal
Mathematics K-12 Curriculum and School Improvement
Peel District School Board

Co-Constructing Goals: Peel DSB Story

Goal-setting Framework

Establish a student need for your goal/s

- Why this goal? Why this time?
- Whose voices are included/missing?
- How are we leveraging educators actions?
- What will your staff un/learn, or get better at, as a result?
- Is this evidence-based?
- How will your outcomes remove disparities for your most marginalized learners?
- How will you know this?

Whole School Literacy Example

At Red Maple Sr Public School our goal is to improve student achievement in literacy by using Culturally Responsive Pedagogy (CRRP) and the Historical Responsive Literacy Framework (HRL) to support reading instruction through a focus on collaborative inquiries, guided reading, tiered reading intervention supports to dismantle colonial and oppressive practices that operate in our school and have disproportionately impacted successful outcomes for Black, students and other marginalized learners.

Co-Constructing Goals: Peel DSB Story

Whole School Literacy Example

Our goal is in response to data analysis from a variety of sources including Black students and parents/caregiver focus group conversations, student-led townhalls, reading attitude and student engagement surveys, reading diagnostic assessments, as well as report card data which ascertain the need to provide identity-affirming learning spaces where Black students can engage in varied types of media, texts, voice which empower them to provide counter-narratives to the ways in which they have historically experienced literacy.

Through this goal, educators will have a more thorough understanding of Culturally Relevant instruction and assessment practices, which will allow students to see themselves reflected in their learning. In turn, students will be more engaged with the material and their lived experiences will be validated in literacy which will result in improved literacy outcomes.

School Artifact

5 Pursuits

- Identity - self and others
- Skills - curriculum & "how will this help me in future?"
- Intellect - learning more about concepts, world, histories not necessarily in curriculum
- Criticality - anti-racist, social justice, unlearning
- Joy - affirming, culture, celebration, hope

Layering texts to build background knowledge in ways that allow for ever deeper understanding of complex texts. Teaching through CRRP.

GHOLDY MUHAMMAD

Cultivating Genius

AN EQUITY FRAMEWORK FOR CULTURALLY AND HISTORICALLY RESPONSIVE LITERACY

FOREWORD BY BETTINA L. LOVE

SCHOLASTIC
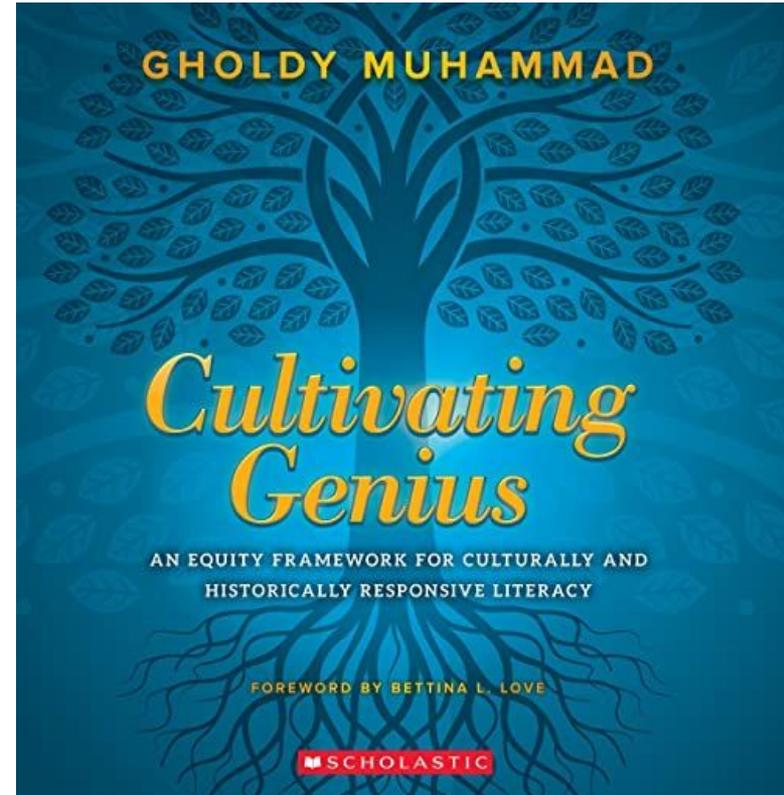
School Artifact - Student Voice

"I did not know about these numbers. I did not realize there was a gap (in) how much Black women are exceeding." **Grade 8 integrated lesson discussing higher academic achievement of Black women in comparison to folx of other races**

"As a Black student I do not agree that Canada is an equitable country". We have racism here. It may not be racism like the one in the U.S., but it's more subtle".

I like that we are in charged of our own learning. Before it feels like February was the only month we existed. After February, it felt like we were missing or like there was no Black History.

It makes me more motivated to go to college or university. I feel I'll go to university because it sounds like a bigger flex.
Grade 8 integrated lesson discussing higher academic achievement of Black women in comparison to folx of other races

I did enjoy this documentary, it was nice to hear all the different things about patties that I didn't know. As a Black person in Brampton our culture isn't really represented enough, so seeing my culture being the main focus in class was very refreshing.

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

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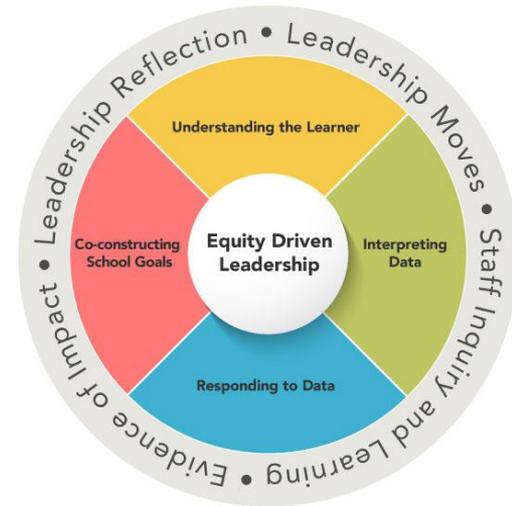
Carol Pascuzzo
Corpus Christi Elementary School Principal
Thunder Bay Catholic District School Board

Interpreting Data: Principal Voice

Initial Stages: Impactful Leadership Moves

- Build Collective Efficacy
- Engage staff in a discussion about the focus on explicit and systematic instruction in Strand B and discuss ways in which classroom practices need to change/evolve to reflect the focus on explicit and systematic instruction
- Focus on Pedagogical practices
- Paradigm Shift in Assessment & Evaluation (Triangulation of Evidence)

Second Year of Implementation

Leadership Moves

- Affirm, Adjust, Adopt, Abandon Framework

- Develop process to allow for a PLC

- Staff leadership

- Ongoing PD at staff meetings

Interpreting Data: Principal Voice

Evidence of Impact

- Classroom timetables for explicit instruction - using the provided Literacy Template

- Use of foundational programs - UFLI, Heggerty, Catch-up Your Code and Morpheme Mage

- Classroom charts/displays/manipulatives reflect foundational skills

- Student progress is monitored and data is used to determine instructional next steps

- Tier 1, 2 and 3 instruction is being offered

Document Your Thinking

Take a moment to reflect upon what you have been hearing and record your thinking on the padlet.

- **Leadership moves**: What specific actions can leaders take to create the conditions for implementation of powerful practices

- **Impactful inquiry questions**: What questions might inspire and engage individuals or whole staff learning?

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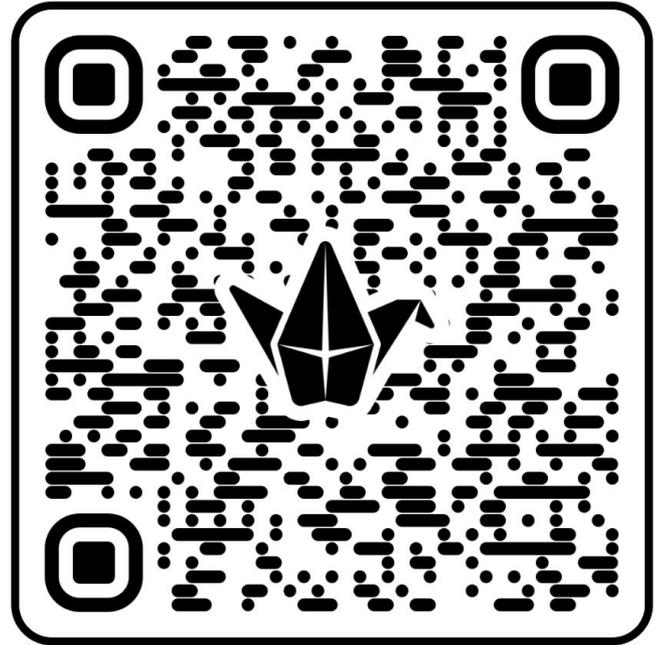
School Learning and Improvement Planning Process
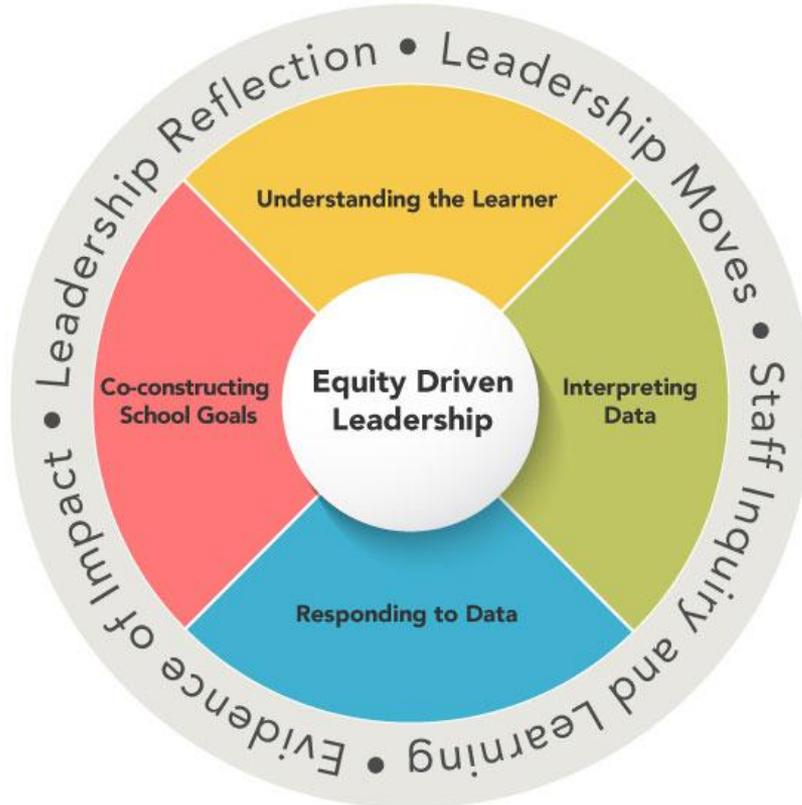
When a team of individuals share the belief that through their unified efforts, they can overcome challenges and produce intended results, groups are more effective. In schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic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

Leadership Moves
Reflect on the *Planning Considerations, Cross-curricular and Integrated Learning, Transferable Skills* section of the curriculum and gather feedback on confirmed knowledge, new learning and questions/wonderings.

Staff Inquiry and Learning
Where does the Language curriculum introduce the most new learning for us?

Leaders regularly collect quantitative and qualitative data to measure the success of equity-driven literacy interventions.

Consider:
- Inviting student and community voices into the teaching and learning process.
- Surveys and focus groups to gather student feedback on literacy instruction (incorporate this data into decision-making processes).
- Value elders and community members as knowledge-keepers ensuring students' diverse cultural backgrounds are respected and honoured.

"*Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful*." ~ Margaret Wheatley

- What changes to teaching and learning have been made thus far?

- What impact are those changes having on students? On staff?

- Are learning gaps closing?

- What leadership moves can you make next to move closer to school goals?

Document Your Thinking

Summary of thinking today

- **Leadership moves**: What specific actions can leaders take to create the conditions for implementation of powerful practices

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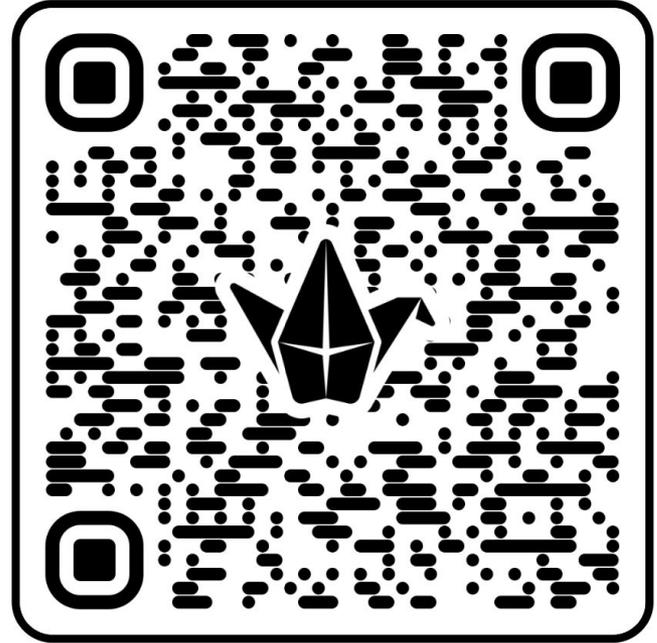
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