

Purpose of today's session:

- Review insights gained from the consultation process and communicate directions as we plan for next year
- Discuss cultural shifts happening in HWDSB (including the program strategy) and explain how our structure supports a more responsive approach
- Discuss how we will continue learning together – collaborative inquiry; learning teams and networks
- Initiate discussion for school and service department planning

So what is effective strategy development?

- Draws on research and best practice
- Focuses on the work of staff
- Focuses on doing a few things well
- Integrates a few key initiatives that require collaboration
- Requires the organization to function differently to fulfill goals
- Develops the capacity of staff to
 - i. think systemically,
 - ii. plan intentionally,
 - iii. track and evaluate work in light of data,
 - iv. reflect on experience in order to learn,
 - v. continuously look for ways to improve

(Curtis and City (2009))

So what will determine that our strategy is effective?

- Focus, Coherence, Synergy
- Visionary and pragmatic
- Ownership throughout the system

We will be bringing an Annual Operating Plan forward to the Board in June that will communicate:

- **Where we have been in 2010-2011** – what were our commitments and what were the results?
- **Where we are now** – where are we on the implementation continuum, what have we learned, and how will we apply this learning to next year's AOP?
- **Where are we going** – key commitments in 2011-2012 flowing from our performance in 2010-2011?

In other words,

- **What will we do** (areas of focus)
- **How will we do it** (strategies and processes and supports)
- **How will we know we have improved** (measurement)

Our Strategic Directions:

- All students Achieving their full potential
 1. Achievement Matters
 2. Engagement Matters
 3. Equity Matters
- Relevant, Responsive education so that students become life long learners and contributing citizens in a diverse world
- Respect, Creativity, Excellence, Citizenship

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Many of our previous commitments will not change; rather we will deepen our focus and become more precise in our work so that we fulfill our commitments in the strategic direction.

High level commitments:

- Knowing our Students
- Knowing our Staff
- Strengthening our Learning Organization
- Learning for All – Effective Instruction and Intervention
- Engaging Parents and Communities
- Using the Equity Lens
- Creating Effective Processes and Structures

We believe that the most important aspect of our work going forward is:

- Effective Instruction in every classroom
- Effective Conditions for learning
- Excellent service in every department
- Exemplary leadership in every school and department

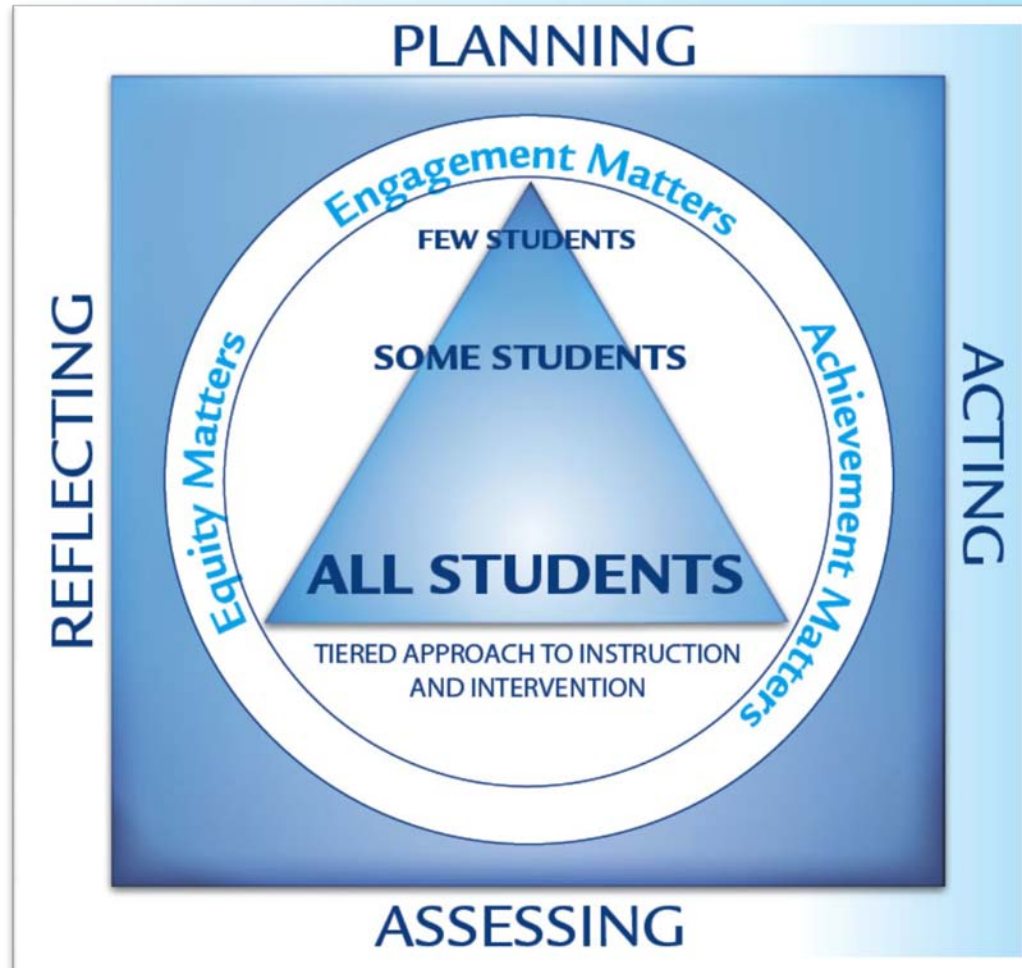
So that student achievement and well-being improves; staff confidence in their skills is enhanced and our parents and our communities are engaged.

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Our AOP Planning Guide



STUDENTS ACHIEVING THEIR FULL POTENTIAL

Table Dialogue - Comments,
reflections, reactions, questions
regarding what you have heard so
far . . .

(green sheet)

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So, where are we headed?

Achievement Matters – Engagement Matters – Equity Matters AOP 2011-2012

- **Knowing our students**
 - i. Assessment for, of, as learning informing differentiated instruction
 - ii. Data mobilization strategy
 - iii. Tiered approach to instruction and intervention in order to engage or re-engage each student
 - iv. 21st century fluency skill development through critical and creative literacies
 - v. Student Voice and Student Leadership informing effective conditions for learning
 - vi. Enhance Program Pathways for all Students – Equity of Access Opportunity and Outcome

Achievement Matters – Engagement Matters – Equity Matters AOP 2011-2012

- **Knowing our staff**
 - i. Our Learning Organization – Collaborative Inquiry, Learning teams and Networks, Coaching and facilitation
 - ii. Service Excellence
 - iii. Employee Relations
 - iv. Leadership Development

Achievement Matters – Engagement Matters – Equity Matters AOP 2011-2012

- **Knowing our parents and communities**
 - i. Equitable Allocation of Human and Material Resources
 - ii. Intentional relationships with parents and community partners to support student achievement and well-being

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Each Student reading, achieving, engaging and graduating . . . in a 21st century learning environment “because we know our students, we know our staff, we know our parents and communities and we act on what we learn.”

Table Dialogue –

Is this what we should be doing
for our students?

Will these focus areas help us to
fulfill our strategic directions?

Is there anything missing?

(blue sheet)

Additional information we learned from the consultation process:

- Those who build capacity in the system
- Direct support from Leadership and Learning
- Intermediate students
- Training and PD – Problem-solving approaches to math
- Additional Resources for 21st century fluencies
- Learning Goals and Success Criteria – the importance of feedback
- Connections between technology, math, 21st century learning
- Tier 2 and 3 interventions for Math and Literacy especially grades 3-12

Additional information we learned from the consultation process:

- Narrow the focus
- Transparent Communication
- Navigating Change implementation at the school level
- Restorative Justice
- Consistency from Executive Council
- The importance of Student engagement and student voice
- Clarity around central departments – who does what?
- Role of the LRT
- Communication with parents

Cultural Shifts and our Structure

“An effective strategy requires an organization to function differently to achieve goals”

- Intelligent System
- Learning organization
- Culture of empowerment not prescription
- A Responsive system

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Our Structure

The role of Executive Council

- **SOSA's**
- **Leadership and Learning**

The role of System Principals and Managers

The Role of Consultants, LIPTS, Math Facilitators, ESL teachers

Who does what?

- The Role of the Exec Assistant to the SOSA
- The Role of the Cluster Principal
- Clarity provided by each department

Education in HWDSB and the Program Strategy

- Flexible learning environments
- 21st century fluencies
- Student Voice
- Equitable access

What do all students need,
some students need a few
students need?

Our Program Strategy

- Personalizes learning – How students learn, when they learn, where they learn
- Enhances Program Pathways – All schools, some schools, a few schools
- Insures that students can participate in the most effective program aligned with their interests and learning needs

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In other words, All students are learning effectively (Achievement) because they are engaged in programs that meet their interests and abilities (Engagement) because they are able to attend the most appropriate schools for the programs they desire (Equity).

Table Dialogue – A Responsive System

Note your suggestions or questions

(buff sheet)

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System Leaders Meeting: Collaborative Inquiry

After the Break . . .

Collaborative Inquiry

“There is no power equal to a community discovering what it cares about”

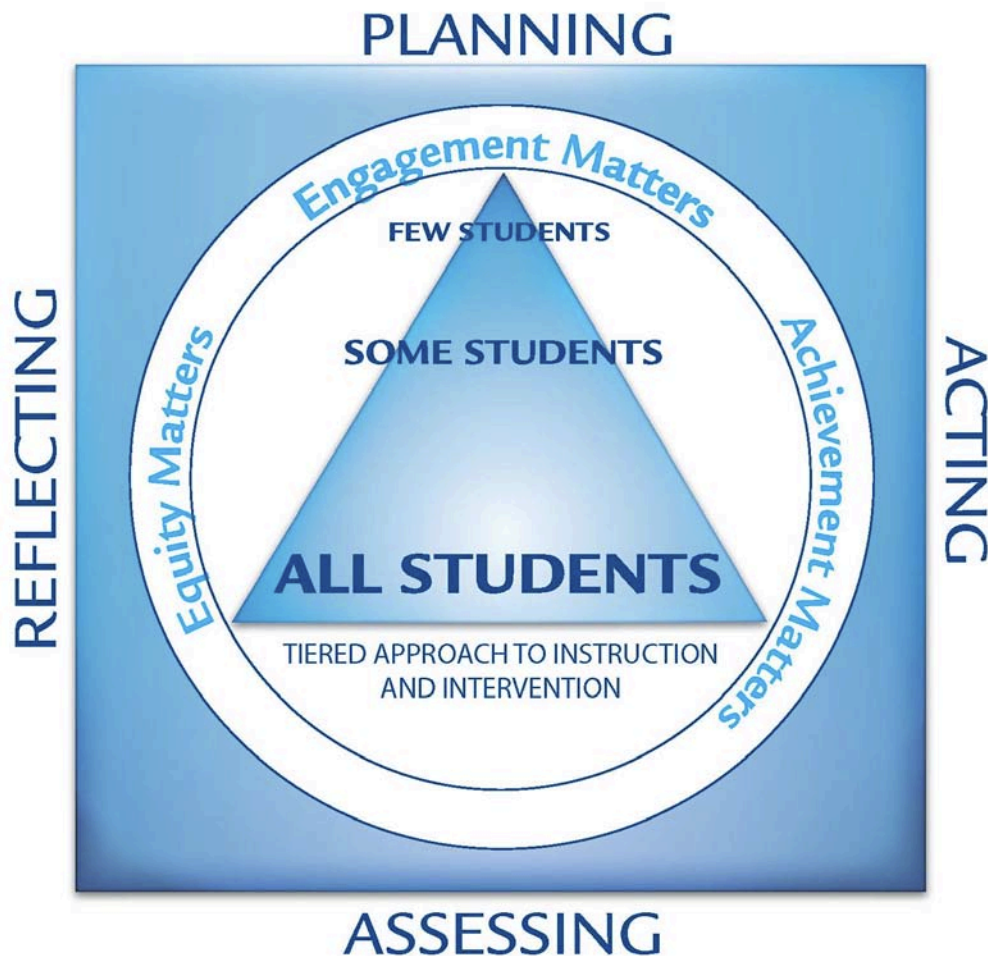
Margaret Wheatley

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AOP PLANNING GRAPHIC



STUDENTS ACHIEVING THEIR FULL POTENTIAL

Purpose/Plan

- Shared
- Concrete and useful
- High leverage in improving student learning
- Compelling, challenging
- Appropriate to the Context

Asking Deeper Questions

- Does the problem really exist?
- How important is it and to whom?
- What do we already know about the problem?
- What data or evidence do we have about this?
- Who specifically is affected by this problem?
- What do we expect our students to learn or our staff to do?
- What do we know about these problems in other places?

Act/Observe

“ They discover while they act and their discovery constantly informs their practice It builds teacher agency – that is personal, creative, relevant, and situational meaning making combined with belief that you should and can affect action and outcomes.”

Militello et.a. (2009)

Assess and Reflect

- Is it working?
- What are we actually doing?
- Is it what we intended to do?
- What do we know about the impact on learning?
- What else is happening to our learners?

Collaborative Inquiry: Many Forms

- TLCP, SDCP, Lesson Study, Action Research, SSSI, Self-Assessment series
- Principal Learning Teams (PLTs)
- School-based, Department-based Learning Teams
- Executive Council Critical Friends
- Networking: across schools and departments

Networks

- Direct their own learning
- Sidestep the limitations of institutional roles, hierarchies, and locations
- Work with many different kinds of people
- Break through isolation
- Develop new skills
- Feel supported for risk taking
- Construct new understanding

Facilitating Collaborative Inquiry

- System Networking Table
- Summer Supports: August 24 and 25
- Cognitive Coaching
- 2011-2012 Regular opportunities to come together to share, learn, provide input
- Responsive model for allocating PD resources

Compelling Questions

- There are 7 quotes on your table.
- Pick one that resonates for you and a few people and share your thinking.

Making Connections

- 1) How do you encourage staff to risk embracing collaborative inquiry so that it is not “the next professional learning flavour of the month”?
- 2) How can a culture of collaborative inquiry dovetail with the work of the School Improvement Plan/Department Improvement Plan?
- 3) How can we meaningfully “cross pollinate” more in the HWDSB?
- 4) When is collaborative inquiry not an appropriate way for staff to learn?
- 5) What are the implications for the system if we all focus on different problems of practice?
- 6) How do the skills associated with cognitive coaching align with collaborative inquiry?
- 7) Within the AOP where are there opportunities to facilitate collaborative inquiry?

Pulling it all Together

Based on all you have heard today regarding the AOP and collaborative inquiry:

- What excites you?
- What worries you?
- What might this mean for your school/department planning for next year?
- What do you need to learn more about?