Good Morning and Welcome Back
Day 2
Evolving Systems Thinking
Giving and Receiving Feedback

**Giving Feedback**

- Prioritize ideas and understand value
- Concentrate on behaviour, not the person
- Balance the content
- Be specific and realistic
- Own the feedback
- Be timely
- Offer continuing support

**Receiving Feedback**

- Listen to feedback
- Be aware of non-verbal
- Be open
- Understand the message
- Reflect and act
- Follow up
Stop
Actions, activities or behaviours that limit your capacity to learn.

Start
Actions, activities or behaviours that would enrich your learning.

Continue
Actions, activities or behaviours that are supporting and building your capacity to learn.
Our Effective System

Think about your response to this question
Individually

Think about a highly effective school in SWEIC – a school focused on increasing student achievement and well being. What are some of the characteristics that you believe contribute to its effectiveness?

In your group decide on and record the commonalities in your thinking. Be prepared to share with the larger group.

For Scotland's learners, with Scotland's educators
Correlates of Effective Schools

1. Safe & Orderly Environment
2. Climate of High Expectations for Success
3. Instructional Leadership
4. Clear and Focused Mission
5. Frequent Monitoring of School Progress
6. Opportunity to Learn & Time on Task
7. Positive Home – School Relations
Coherence is the Goal

Coherence Making

Alignment is about structures; coherence is about mindsets.

System coherence is about shared mindsets.

A tool is only as good as the mindset using it.

M. Fullan

Source: Ministry of Education Ontario
Coherence Making….1.

1. Its all about doing, working from practice to theory, and getting better by doing more with added knowledge

2. It’s about whole systems- all the schools and all the students in the school/cluster/LA/RIC and country


4. It identifies and establishes the conditions, the cultures if you like, at the school, region, and broad infrastructure levels that push for and support deep implementation.

5. It always determines impact on learners and those who relate to them
Effectiveness Frameworks

Source: Ministry of Education Ontario
Overview of the Ontario Leadership Framework
School Wide Practices

Assessment for, as and end of Learning

1.1. Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
1.2. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
1.3. Students and educators build a common understanding of what students are learning by identifying, tracking, and discussing the learning goals and success criteria.
1.4. During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and constructed student successes.
1.5. Students are involved in setting and evaluating their own assessment criteria, skills, and outcomes.
1.6. Assessment provides relevant and meaningful evidence to evaluate the quality of student achievement at an end of a cycle of learning and to determine next steps.
1.7. Ongoing communication about learning is in place to allow students, educators, and parents to monitor and support student learning.

School and Classroom Leadership

2.1. Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
2.2. Practices and processes are designed to deepen understanding of the curriculum and online instruction to improve student learning and achievement.
2.3. Organizational structures are coherent, flexible, and responsive to the needs of students.
2.4. Individually?, and community, and professional learning, builds capacity, informs instructional practice and contributes to a culture of learning.
2.5. Staff, students, parents, and school community partners and parents collaborate to enhance student learning and achievement.

Student Engagement

3.1. The learning and learning environment is inclusive, provides the intellectually engaged of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
3.2. Students share power that reflect the diversity, needs and interests of the student population on School Improvement Plans (SIPs).
3.3. Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
3.4. Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership, and global citizenship.

Curriculum, Teaching and Learning

4.1. A culture of high expectations supports the belief that all students can learn, progress and succeed.
4.2. A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
4.3. Teaching and learning in the 21st century is collaborative, innovative and creative within a global context.
4.4. Learning is deepened through authentic, relevant and meaningful student inquiry.
4.5. Instructors and assessment are differentiated in response to student strengths, needs, and prior learning.
4.6. Resources for students are relevant, current, accessible, inclusive and meaningful for all.
4.7. Varying and themed assessment supported by a team approach, respond to individual student learning needs, and lifelong experiences.

Pathways Planning and Programming

5.1. Comprehensive and life-long learning experiences are provided that are relevant and meaningful for all students.
5.2. Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools, and communities.
5.3. Students, parents, families, and educators understand the full range of pathways, programs, options and support that are available.
5.4. Students build on in-school and out-of-school experiences and reflect on their interests, strengths, skills and education and career/ life expectations.

Home, School and Community Partnerships

6.1. The School Council has a meaningful role in supporting learning, well-being and achievement for students.
6.2. Students, parents, and community members are engaged and welcomed as resources, valued partners in student learning.
6.4. The school and community build partnerships to enhance learning opportunities and well-being for students.
6.5. Learning opportunities, resources and support are provided to help parents support student learning and family productivity among parent-balanced student communities.

Source: Ministry of Education Ontario

For Scotland's learners, with Scotland's educators
School Effectiveness Framework

Students are the central focus of the framework. High expectations for their learning and achievement are paramount.

Personalization provides assessment & instruction tailored to students’ learning needs. Precision links assessment for and as learning to evidence-based instruction. Focused, ongoing job-embedded professional learning supports the seamless weaving together of instruction and assessment.

Big picture view of the school that must be attended to by all staff as they sustain a culture of learning and collaboration. The interrelationships among the elements in the outer circle and the manner in which the elements function together contribute directly to the quality of student learning.

Components that inform instructional practice, programming and professional learning and lead to focused instruction and assessment for each student.

Source: SEF Ministry of Education Ontario
Big Ideas in School Effectiveness Framework

To guide schools with self assessment:
✓ Are we reaching our student learning and achievement goals?
✓ How do we know? What is the quantitative and qualitative evidence that supports this?
✓ What actions will we take to ensure continuous improvement?
Why Frameworks?

To guide schools with self assessment:

✓ Are we reaching our student learning and achievement goals?
✓ How do we know? What is the quantitative and qualitative evidence that supports this?
✓ What actions will we take to ensure continuous improvement?

✓ To provide a robust research foundation on which to focus leadership actions;
✓ To ensure that the key leadership practices and personal leadership resources support the goals of improving student achievement and well being; and
✓ To provide common language and understanding for leaders to engage in discussions about effective practice.

Source: Ministry of Education Ontario
Leadership Practices or Competencies?

**Practices** are bundles of activities exercised by a person which reflect the circumstances in which he/she finds themselves.

**Competencies** are underlying characteristics of an individual that are related to performance in a job.

Source: Ministry of Education Ontario
Big Ideas in Frameworks

- Leadership is contingent: Context is important
- Leadership and management are integrated
- Formal leaders *enact practices directly and indirectly*
- Leadership is best shared in a planned and coordinated way
- System leaders and districts *add significant value* to the learning of students beyond the contribution of schools and classrooms

Source: Ministry of Education Ontario
Frameworks Around the World

- ESL Principal’s Capability Framework
- Australian Professional Standard for Principals
- Ontario Leadership Framework
- Denver, Colorado Framework
- Cayman Islands, Framework

For Scotland’s learners, with Scotland’s educators
International Frameworks
Stop
Actions, activities or behaviours that limit your capacity to learn.

Start
Actions, activities or behaviours that would enrich your learning.

Continue
Actions, activities or behaviours that are supporting and building your capacity to learn.
Good Morning
Welcome to Evolving Systems Thinking

Module 1 Leadership for System Improvement
Module 2 Effective School Systems
Day 3
Stop
Actions, activities or behaviours that limit your capacity to learn.

Start
Actions, activities or behaviours that would enrich your learning.

Continue
Actions, activities or behaviours that are supporting and building your capacity to learn.

Stop Start Continue
<table>
<thead>
<tr>
<th>Definition of leadership</th>
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<tbody>
<tr>
<td>Practices of system leaders that develop a strong district</td>
</tr>
<tr>
<td>9 characteristics of strong districts</td>
</tr>
</tbody>
</table>

**Personal leadership resources**

Source: Ministry of Education Ontario
Personal Leadership Resources

Cognitive Resources
- Problem-solving expertise
- Knowledge of school and classroom conditions that directly affect student learning
- Systems thinking

Social Resources
- Perceive emotions
- Manage emotions
- Act in emotionally appropriate ways

Psychological Resources
- Optimism
- Self-efficacy
- Resilience
- Proactivity

Source: Ministry of Education Ontario
McKinsey Research says…

The experiences of top school systems suggests that three things matter most:

1) getting the right people to become teachers,
2) developing them into effective instructors and,
3) ensuring that the system is able to deliver the best possible instruction for every child.

Characteristics of systems that have moved from good to excellent

Poor to fair - ‘Achieving the basics of literacy and numeracy’
- Providing motivation & scaffolding for low skill teachers
- Minimum standards
- Getting students in seats

Fair to good - ‘Getting the foundations in place’
- Sharp analysis & accountability
- Financial & organisational foundation
- Better teaching & learning

Good to great - ‘Shaping the professional’
- High quality teachers & leaders
- School based decision making

Great to excellent - ‘Improving through peers and innovation’
- Building system capacity
- Creating additional support mechanisms for professionals
- System-sponsored experimentation and innovation across schools

1. A System can make significant gains from wherever it starts and these gains can be achieved in 6 years or less

2. There is too little focus on “process” in the debate today

3. Each particular stage of the school system improvement journey is associated with a unique set of interventions

4. A system’s context might not determine what needs to be done, but it does determine how it needs to be done.

5. Six interventions occur equally at every performance stage for all systems.

6. Systems further along the journey sustain improvement by balancing school autonomy with consistent practice.

7. Leaders take advantage of changed circumstances to ignite reforms

8. Leadership continuity is essential.

Making Sense of Reform

1. Everyone reads the introduction.
2. Individual teams read assigned section
   a. Power of context
   b. Accountability vs responsibility
   c. Relational trust and collaboration
   d. Collaborative leadership for improvement
   e. Issues, tensions and dilemmas
   f. Reflections on moving beyond hierarchies
3. Read the assigned section and identify why leaders need to know this information; four key messages; how this may impact the practices of leaders and how this will impact student achievement. Record your thoughts.

Two stay and three stray
Two members of the team remain at the table and share the information with the other groups as they rotate. Rotations will be timed. Three strays will return to the home table and share the information with the two team members.
Change

https://www.youtube.com/watch?v=o03lUEUNsM

https://www.bing.com/videos/search?q=youtube+fullan+change&&view=detail&mid=AD04DE800736B0CEDF21AD04DE800736B0CEDF21&&FORM=VRDGAR
First and Second Order Change

First Order Change
- Knowledge of and involvement in curriculum, assessment & instruction
- Ideals / Beliefs
- Monitoring / Evaluating
- Culture
- Order
- Communication
- Input

Second Order Change
- Challenge status quo
- Culture change
- Focus on long term potential
- Flexibility
- Knowledge about the research and theory

For Scotland’s learners, with Scotland’s educators
“The leader of second order change must be energetic, exude idealism and enthusiasm and be willing to live through a period of frustration and even anger from staff members. This can take a personal toll on the leader and might explain why many promising practices regarding improved student achievement have ultimately been abandoned.” Fullan

How will you as a leader of second order change maintain your focus, optimism and resiliency during this process?
**Urgent and Important**

“Most of us spend too much time on what is urgent and not enough time on what is important.” Steven R Covey

Important activities have an outcome that leads to the achievement of your school improvement goals whereas urgent activities demand immediate attention (unforeseen or left to the last minute) and are often associated with the achievement of goals less aligned to the school improvement goals.

<table>
<thead>
<tr>
<th>Important</th>
<th>Not Important</th>
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<tbody>
<tr>
<td>Urgent</td>
<td>Quadrant II:</td>
<td>Quadrant IV:</td>
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<td></td>
<td>Not Urgent &amp;</td>
<td>Urgent &amp; Not Important</td>
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<td></td>
<td>Important</td>
<td>Not Important</td>
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<tr>
<td>NOT URGENT</td>
<td>Quadrant III:</td>
<td>Quadrant III:</td>
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<td>Urgent &amp; Not Important</td>
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“The key is not to prioritize what is on your schedule, but to schedule your priorities” Covey

“What is important is seldom urgent and what is urgent is seldom important.” Eisenhower

Source: Stephen Covey, 7 Habits of Highly Effective People
The 7 Habits of Highly Effective People

<table>
<thead>
<tr>
<th>Habit</th>
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<tbody>
<tr>
<td>1. Be proactive</td>
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<tr>
<td>2. Begin with the end in mind</td>
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<td>3. Put first things first</td>
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<tr>
<td>4. Think win-win</td>
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<tr>
<td>5. Seek first to understand, then to be understood</td>
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<tr>
<td>6. Synergize!</td>
</tr>
<tr>
<td>7. Sharpen the Saw: Growth</td>
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“What is important is seldom urgent and what is urgent is seldom important.” – Eisenhower
Leading Change

Ending, Letting Go
- Accept resistance
- Understand emotions
- Listen and communicate
- Maintain focus
- Check knowledge and skills

Neutral Zone
- Maintain and communicate focus
- Give feedback
- Short term goals with quick wins
- Boost morale

New Beginnings
- Maintain and communicate focus
- Resources
- Shared leadership
- Celebrate

Source: William Bridges, Transition Model
Managing Complex Change


Source: Adapted from Knoster T., Villa R. & Thousand, J., A Framework for Thinking about Systems Change
Key Competencies for System Change

- Challenges the Status Quo
- Builds Trust Through Clear Communication and Expectations
- Creates a Commonly Owned Plan for Success
- Focuses on Team over Self
- Has a High Sense of Urgency for Change and Sustainable Results in Improving Student Achievement
- Has a Commitment to Continuous Improvement for Self and Organization
- Builds External Networks and Partnerships
Reflecting on our Learning

• **What** - Identify two concepts discussed in the past three days that resonated with your current work.

• **So What** - Why are these concepts important as you plan forward as a leader in leading student achievement and well being?

• **Now What** - How might your future leadership focus or actions change as a result of this learning?

• Was there anything with which you strongly disagreed/agreed?

• Is there any topic/concept that you would like to explore further?

• Our next modules will focus on Data Practices and Instructional Practices.

https://www.bing.com/videos/search?q=First+follower+dance+youtube&view=detail&mid=5F6EEAAAD88C0C7F841E5F6EEAAAD88C0C7F841E&FORM=VIRE
Reflecting on our Learning