

Striving Toward a Vision of Inclusion

START RIGHT PROGRAM FOR SCHOOL ADMINISTRATORS

JULY 5, 2023



**Start Right
Program for
School Leaders**

Treaty 7 Land Acknowledgement

I acknowledge that I am on Treaty 7 territory, the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, the Kainai. I also acknowledge the TsuuT'ina and the Stoney Nakoda First Nations, and the traditional homeland of the Métis and all the peoples who make their home in the Treaty 7 regions of southern Alberta.

Agenda – 1:00-3:30

- Welcome & Introductions
- Defining Inclusion (What?)
- What are our responsibilities in this work (What/why/how?)
- Creating a Vision of Inclusion (Why?)
- Creating Plans for Inclusion (How?)

Breaks to be determined...

My Journey in Leadership

- My path to leadership
(inclusive and generally)



In service of...

- The school
- The system
- The common good



Leadership Development Decisions



Moving from:

You want me to do what?

To:

This is where I can serve and grow

Reflection: Your Leadership Journey

How have you led in the area of **Inclusive Education** in your past or present roles?



Inclusive Education Leadership

1. All leaders must lead inclusion
2. Inclusion requires proactive planning
3. Being responsive is expected and required



What does inclusion mean to you?

Brainstorm words that describe **inclusion** in education



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Alberta Education's “What” of Inclusion?

Inclusion is a **way of thinking and acting** that demonstrates universal **acceptance** and promotes a sense of **belonging** for all learners.

<https://www.alberta.ca/inclusive-education.aspx>

Alberta 

Further from Alberta Education

- Inclusion is not just about learners with special needs.
- It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta.
- Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

What Does Inclusion Include?

If we consider these aspects of the definition....

- Inclusion is not just about learners with special needs.
- It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta.
- Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

Then...

What Does Inclusion *Include*?

What areas (or topics) would fall under the umbrella of inclusive education?



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Areas Within Inclusion



- Which topics did you also think to include?
- Which did you not consider?
- Are there any that surprise you?
- Do any provide with you a new consideration as a leader?

How do we determine best practice for inclusion?



What is our “how”?

Look to:

- Research
- Legislation
- Competencies
- Action research

Research - Lyons et al., 2016

- Research indicating leadership conditions for successful inclusion experiences
- Successful leadership for inclusion must provide:
 - Clear **vision**
 - Expectation that **all** students are valued
 - Comprehensive **supports** provided
 - **Collaboration**
 - **Resources** required to support inclusion
 - **Flexible and high-quality instruction**
 - Supportive **leadership**
 - **Professional learning opportunities** (including **time** provided for such engagement)

Research - Somma, 2020

- Research related to staff views and competency with inclusion
- Leaders need to model and support **favourable staff attitudes**
- Leaders must help staff learn and **increase their efficacy** regarding inclusive practices and help them gain compassion for these diverse learners

Legislated Mandates

- Alberta Education Act
- Alberta Learning's *Standards for Special Education* (2004)
- Human Rights Acts (federal and provincial)
- *Moore v. British Columbia* (case law in education)



Quality Standards

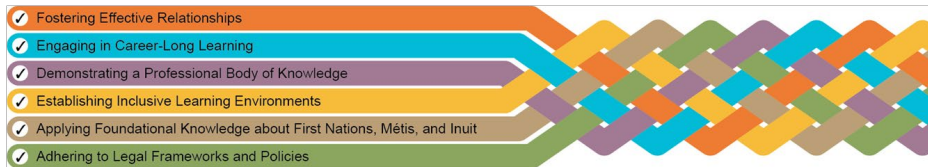
SLQS



LQS



TQS



Teaching Quality Standards

- 4 | Establishing Inclusive Learning Environments –
“A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.”

Leadership Quality Standards and Superintendent Leadership Quality Standards

- 3 | Embodying Visionary Leadership
- 4 | Leading Learning (for all students)
- 6 | Providing Instructional Leadership (for all students)

Action Research - Example

EAL research project

- Leveraging student voice
- Being vulnerable to admitting the need for change
- Setting forth plans to increase student outcomes
- Checking back in to determine success

We must determine our “why” in Inclusive Education.

The first step is in creating a vision...



Visionary Leadership – Your “Why”

- This is a critical area within the LQS that can lead to inclusion
- Leaders must have a **vision for inclusion** and be able to clearly articulate it to their stakeholders
- The positive vision is the first step toward change



Developing a Vision - WHAT – WHY – HOW ?



1. Watch video
2. Consider their WHY-HOW-WHAT
3. Discuss

As a VISIONARY leader...

- What is your WHY for inclusion?
- HOW will you create inclusion in your school community?
- WHAT is the “future ideal state” for successful inclusion in your building?

1. State your vision (WHY – HOW – WHAT)
2. As a leader, state what you stand for.
3. What will you not stand for?
4. How will you demonstrate your commitment to this vision in your school community?
How will people know this?

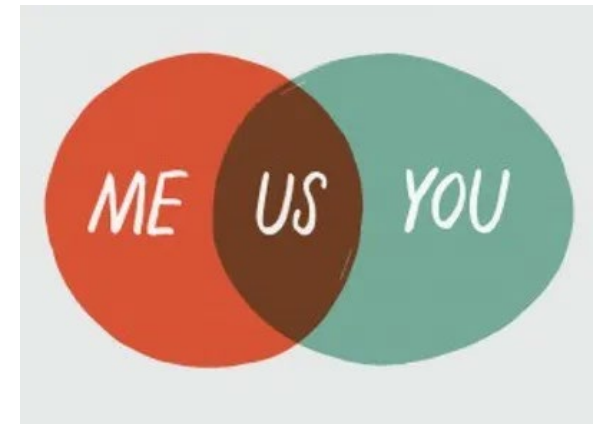


Context is Everything

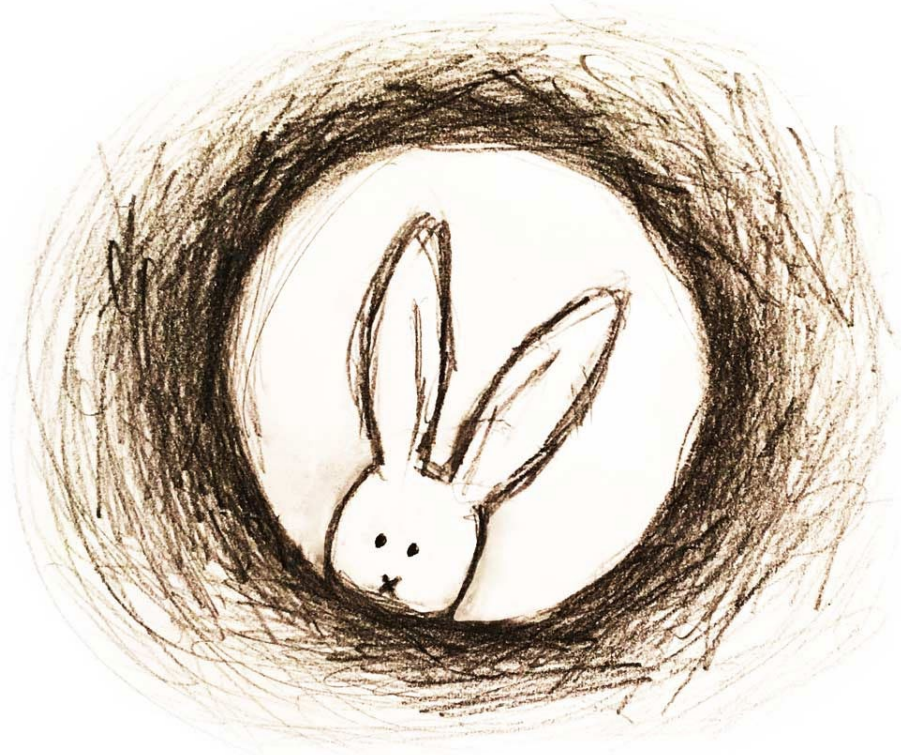
- Inclusion requires diversity
- Resources, mandates and cultures are different across the province
- Each school will support inclusion differently
- Each student requires individualized approaches

While we accept that there are differences...

- Let us embrace the commonalities!



There is Never Enough



But we have to do something!

Stay Out of the Weeds by Naming the Weeds

- What are some of the most pressing issues in inclusive education?

How much of these are within your control?



Review

- We have defined the “What”
- We have discussed the required “How”
- We have considered our own “Why”
- We have accepted that there are contextual factors that are important to acknowledge, commonalities to our work, and are committed to stay out of the weeds
- Now, we must consider **the change we wish to create**, that involves all of the above



Creating the Change

- It is critical to move your school toward a **proactive** and **positive** vision of inclusion
- This will require intentionality, planning, strategic resourcing, and tremendous support
- However, the shift must be carefully constructed with focus, centered on student success

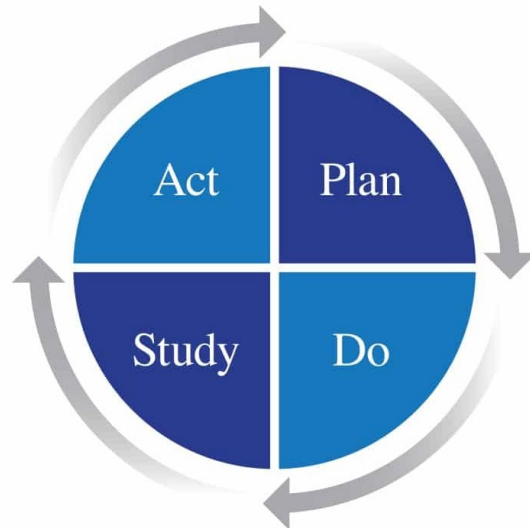


A Change Story - Mental health interventions

- Changing mindsets, systems, and outcomes
- Being vulnerable, strategic, and intentional
- Creating a change plan
- Using a model



Models for Change Planning



Change Path Model (Deszca et al., 2020)

- Combines process and prescription
- Involves four steps

Awakening	Mobilization	Acceleration	Institutionalization
Why change?	Activating the gap analysis	Getting from here to there	Using data to help make the change stick
The leader must articulate the reason for change and their initial vision to stakeholders in clear and compelling ways	Demonstrating the difference between the current and future desired state will result in further acceptance and refinement of the vision	Specific actions are undertaken to advance implementation of the desired changes and vision	Measuring change to confirm achievement of vision , and indicate the need for ongoing refinements

Make a Plan for the Change

Awakening	Mobilization	Acceleration	Institutionalization
Why change?	Activating the gap analysis	Getting from here to there	Using data to help make the change stick
<ul style="list-style-type: none"> • What is the powerful vision for change? • How does this differ from the future state? • How will this be communicated? • What stakeholders must you involve? • How can you clearly and effectively “awaken” these stakeholders? 	<ul style="list-style-type: none"> • How can you make the need for change compelling? • How can you ensure that this vision and gap is known across all stakeholders? • How can you involve stakeholders to further acceptance and refinement of the vision? • Who can you leverage to assist with the plan? 	<ul style="list-style-type: none"> • What are your concrete, actionable steps required to implement this plan? • How do you empower others to lead this work? • What professional learning is required? • What structures must be put into place? • How can you build momentum? • What small wins can you celebrate along the way? 	<ul style="list-style-type: none"> • What evidence will you gather to measure change to confirm achievement of vision? • How will you make sure any new changes (processes, structures, mindsets) stick? • How will you know if refinements or modifications to the initial plan are needed?

Systemic Mental Health Interventions Example

Awakening	Mobilization	Acceleration	Institutionalization
Why change?	Activating the gap analysis	Getting from here to there	Using data to help make the change stick
The leader must articulate the reason for change and their initial vision to stakeholders in clear and compelling ways	Demonstrating the difference between the current and future desired state will result in further acceptance and refinement of the vision	Specific actions are undertaken to advance implementation of the desired changes and vision	Measuring change to confirm achievement of vision, and indicate the need for ongoing refinements
<ul style="list-style-type: none"> - Part of our mandate in education - Resources provided through funding manual - Need among youth is necessary - Access opportunity greatest in school 	<ul style="list-style-type: none"> - Global research indicates 20% of youth request counselling - Less than 1% are receiving support - Student survey data demonstrates need 	<ul style="list-style-type: none"> - Allocation review and adjustment - Data collection methods - Student voice survey - Parent voice survey - Counselling staff determine needs - Educate and consult with school and system administrators 	<ul style="list-style-type: none"> - Access data collected - Further surveys to gather voice to confirm or adjust methods and access - Celebrate successes - Communicate to all perspective holders - Consider adjusting to focus on specific population needs

Topics of Focus - Vision, POP and Plan

- Make your own plan to address a need
- Could use one of our previous **Menti** topics

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Groups to Map out Plan

- Select an issue within this topic
- Decide upon a **specific problem** you wish to change
- Create a change plan through the **change path model** or other model



Change Path Model (Deszca et al., 2020)

Combines process and prescription

Involves four steps

Awakening	Mobilization	Acceleration	Institutionalization
Why change? Incorporate YOUR why (vision)	Activating the gap analysis Convince others	Getting from here to there Detailed plan with multiple entry points	Using data to help make the change stick How will you know?
The leader must articulate the reason for change and their initial vision to stakeholders in clear and compelling ways	Demonstrating the difference between the current and future desired state will result in further acceptance and refinement of the vision	Specific actions are undertaken to advance implementation of the desired changes and vision	Measuring change to confirm achievement of vision, and indicate the need for ongoing refinements

Make a Plan for the Change – Questions to Consider

Awakening	Mobilization	Acceleration	Institutionalization
<p>Why change? Incorporate YOUR why (vision)</p>	<p>Activating the gap analysis Convince others</p>	<p>Getting from here to there Detailed plan with multiple entry points</p>	<p>Using data to help make the change stick How will you know?</p>
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Sharing of Plans... with critical friends



I appreciated your thinking on...
Have you thought of...



What are your next steps?

- As you consider your school, table share of the next step or steps for considering inclusion in your building



To Conclude

- Inclusion includes many topics and circumstances
- Making a vision for inclusion is an upstream investment
- While it is easy to be reactive, try to become a proactive leader
- Inclusive education deserves and requires planning as much as other areas of leadership
- And...



With Gratitude...

*Thank
you*

