

Leading Together: Supporting the Conditions for Optimal Learning for All

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Collapse





DOMINATION
CONTROL

SOLIDARITY
FREEDOM

Boss \neq Leader

Hierarchical Authority

Moral Authority

Arrogance

Humility

Commands

Inspires

Demands Compliance

Sets the Example

Pursues Personal Interest

Protects Collective Interest

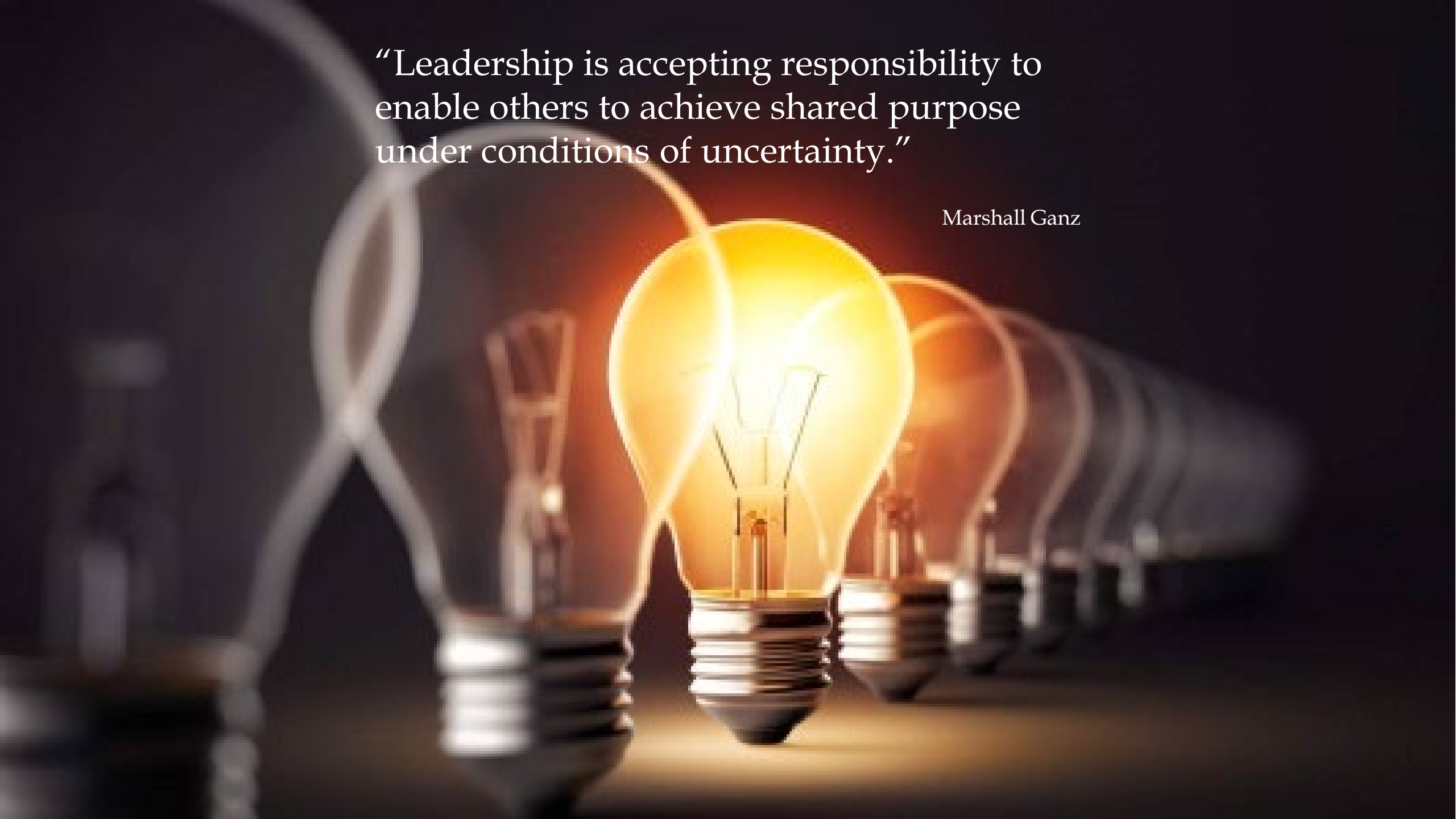
Silences dissidence

Learns from dissidence

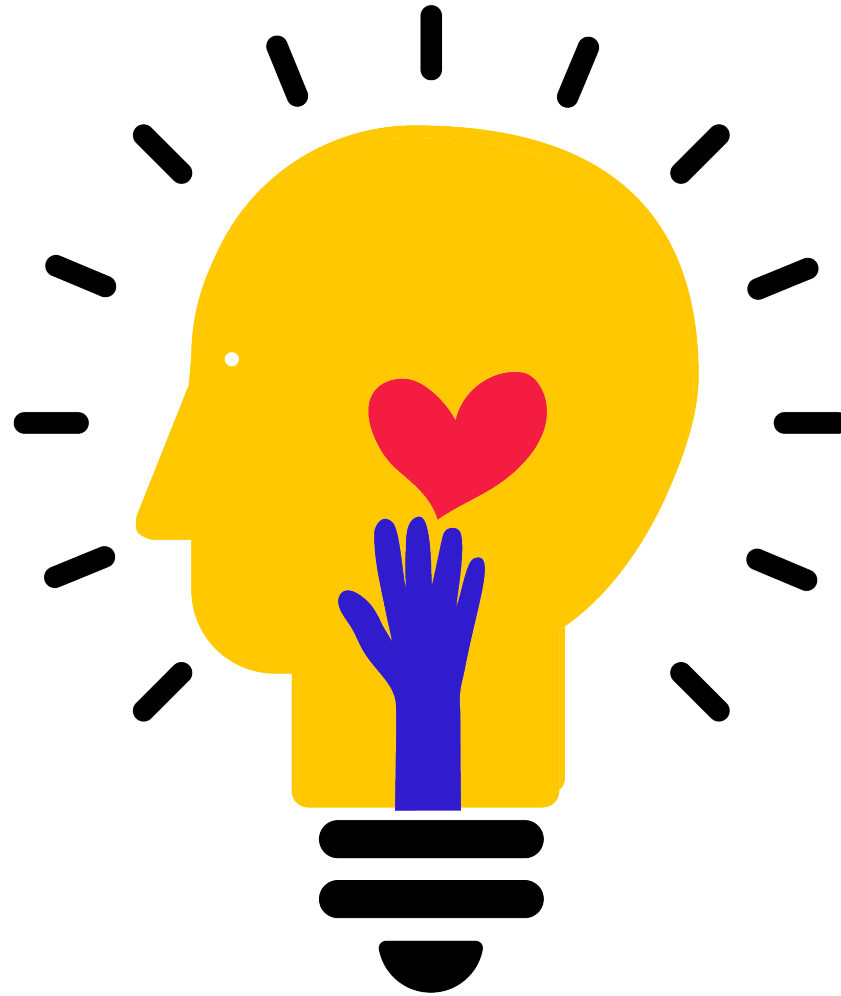


“Leadership is accepting responsibility to enable others to achieve shared purpose under conditions of uncertainty.”

Marshall Ganz







Learning Continuously

Forging Unity of Purpose

*Developing Collaborative
Capacity*



Supporting Implementation of the Professional Practice Standards CASS 2018





Learning Continuously

Forging Unity of Purpose

Developing Collaborative Capacity

1 Building Effective Relationships

2 Modeling Commitment to Professional Learning

3 Visionary Leadership

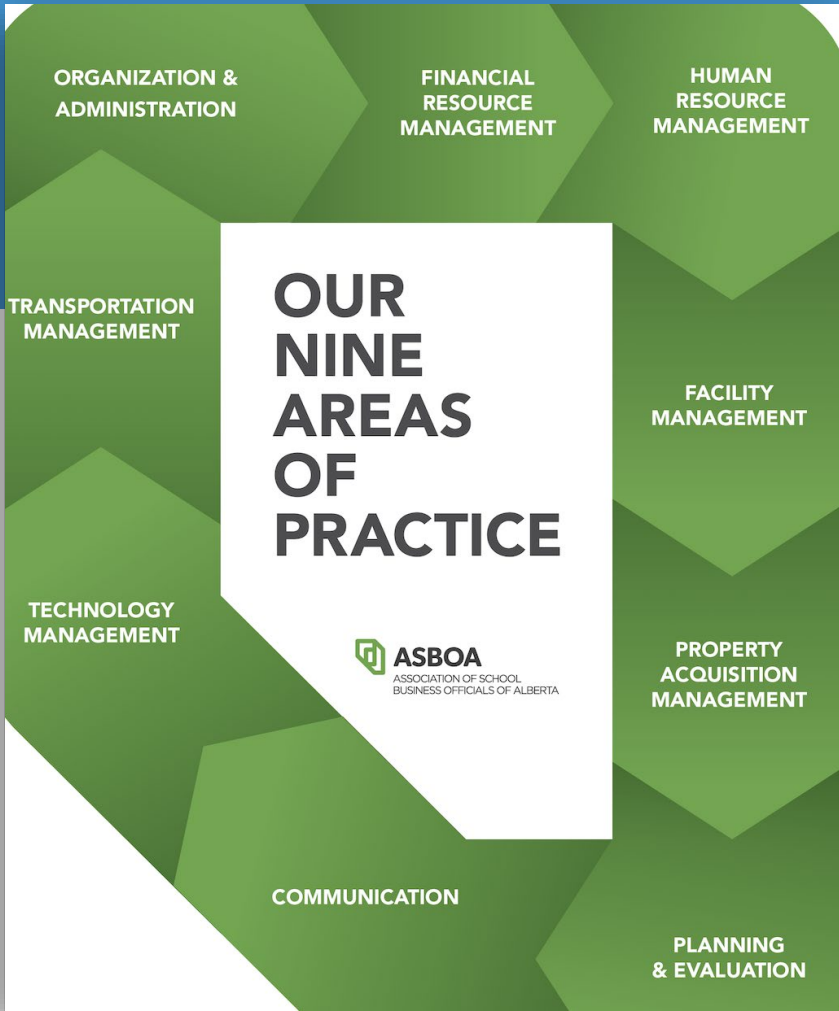
4 Leading Learning

5 Ensuring First Nations, Métis and Inuit Education for All Students

6 School Authority Operations and Resources

7 Supporting Effective Governance





The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance


The Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

MINISTERIAL ORDER #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

PROJECT



Optimum Learning for All Students

Targeted UNIVERSAL Individualized

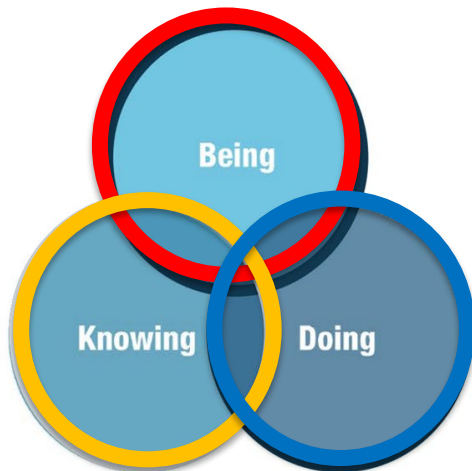
Continuum of Supports and Services

Supporting Implementation of Optimum Learning for All Students
CASS 2023

APRIL - SEPTEMBER 2023

Continuum of Supports and Services:
Visionary Leadership in Action

Policy to Practice: A Being-Knowing-Doing Approach



Effective District Leadership: Domains of Action and Essential Practices



Anderson, S. & Rincon-Gallardo, S. (2021) *Learning to Lead School Districts Effectively: A Literature Review*. Cincinnati, OH: Systems Development and Improvement Center, University of Cincinnati

Practice Profile: Domains of Action and Essential Practices

Prioritizing Improvement of Teaching and Learning

- Learning and Pedagogy: Vision and Goals
- Theory of Action
- System coherence

Building Capacity through Support and Accountability

- Attract, support, retain talent
- Developing capacity for inclusive instructional leadership
- Develop cultures of effective collaboration

Sustaining an Open and Collaborative Culture

- Trust and reciprocal accountability
- Effective collaboration and shared leadership between central office and schools
- Connect and collaborate laterally and upward

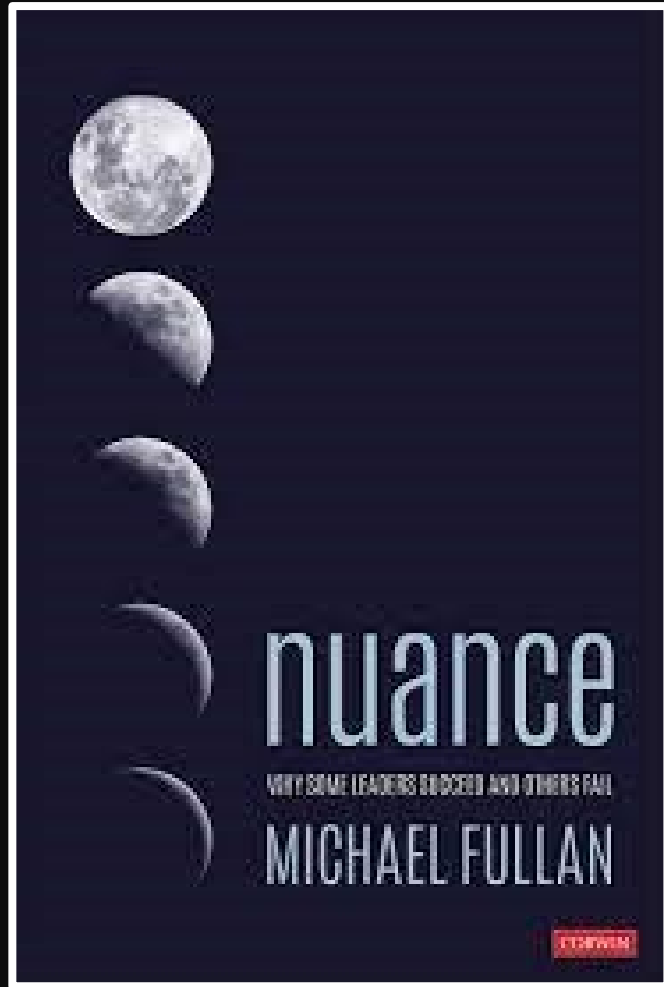
Promoting Systemwide Learning

- Support and model learning
- Develop, test, and refine a theory of action
- Use evidence to hold schools and the district reciprocally accountable



Get a free copy of
the District Leaders
Practice Profile here

Contextual Literacy



When the context
changes, you become
automatically *deskilled*

Michael Fullan, 2019





“There is no power for change
greater than a community
discovering what it cares about.”

Margaret J. Wheatley



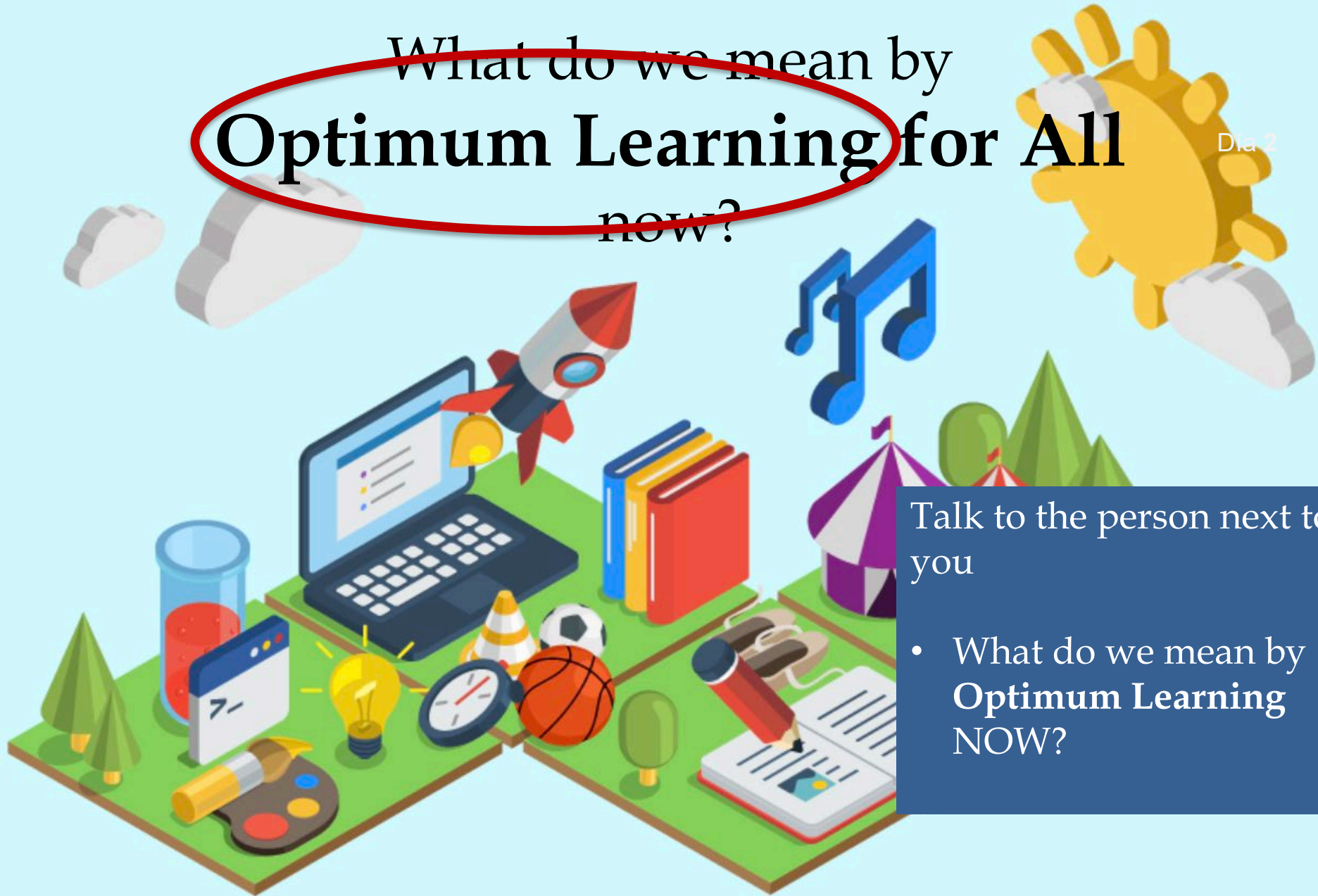
Supporting Implementation of the Professional Practice Standards CASS 2018





What do we mean by **Optimum Learning for All** now?

Dia 2



Talk to the person next to you

- What do we mean by **Optimum Learning NOW?**

Why Educate?

Children, youth and adults who:

- Know themselves
- Think and learn by themselves
- Take care of themselves, others, and the planet
- Better the world



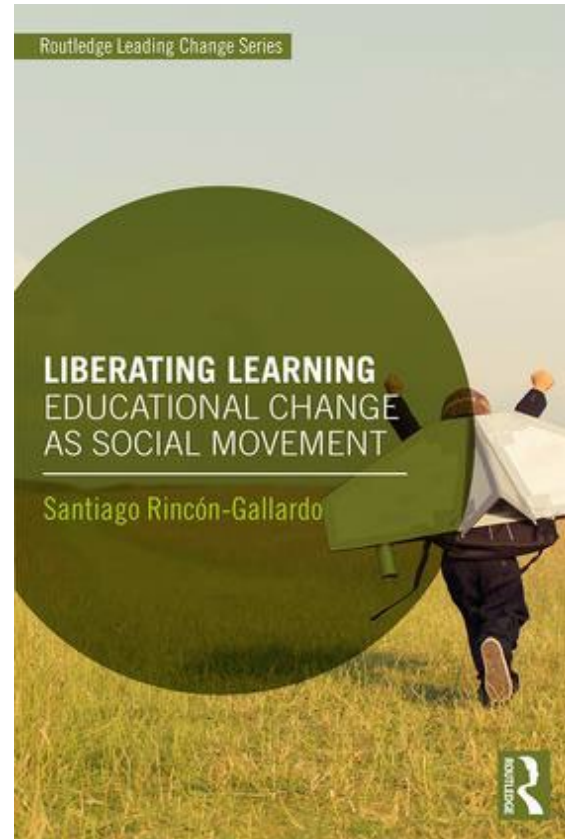
What of this WHY is captured in our understanding of 'optimum learning'?



“Learning is the ability to consciously modify understandings, beliefs, and actions in response to evidence, experience, and reflection.”

Richard Elmore, 2019

“Learning is the process and the result of making sense of questions that matter to us”



Learning to
be taught

≠

Learning
to Learn

LEARNING

The ability to recall and repeat information and algorithms in a precise and appropriate manner .

The ability to intentionally modify understandings , beliefs and behaviors in response to evidence , experience , and reflection .

The process and result of making sense of questions that matter to us

Which version of learning best describes our understanding of 'optimum learning' ?



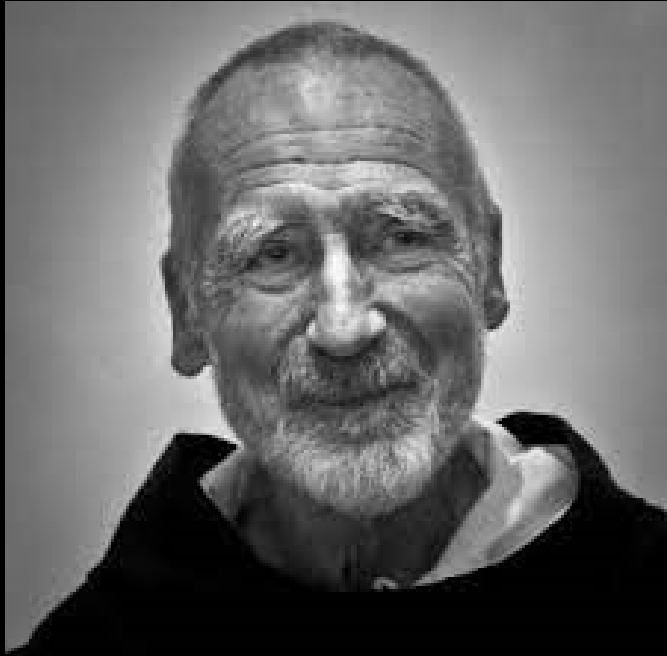
What do we mean by **Optimum Learning for All** now?

Dia 2

Talk to the person next to you

- What do we mean by 'For All' NOW?





“Ethics is how we behave
when we decide that we
belong together.”

David Steindl-Rast

Equity as Solidarity

~~Equity as Condescension~~

Equity as...

CONDESCENSION

SOLIDARITY

for those historically
marginalized

with those historically
marginalized

the minimum acceptable

the best possible

catching up with the *old*
game of schooling

take the lead with the *new*
game of learning

narrow achievement goals

holistic development

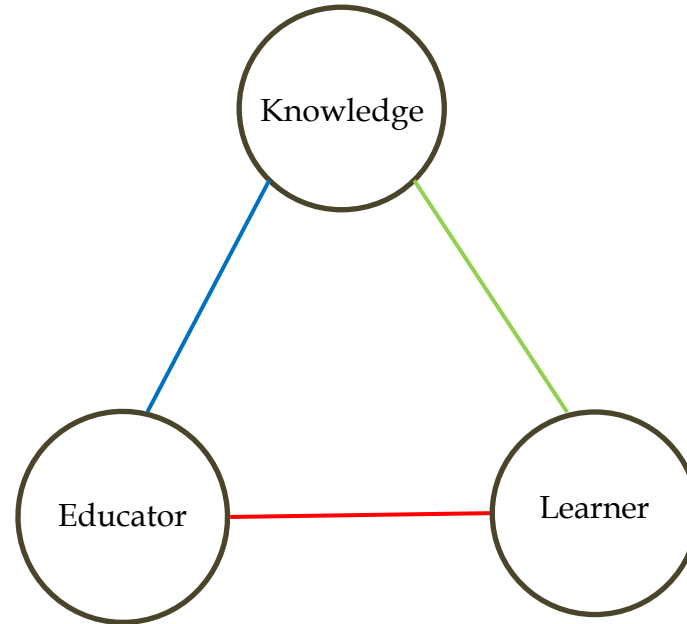
lack/ disadvantage

assets/ opportunities

diversity as nuisance

diversity as value

The Pedagogical Core



...key arena for learning
... key arena for wellbeing
... key arena for equity
... key arena for democracy

The influence of effective leaders
on the pedagogical core is
indirect, but intentional.



Effective pedagogy and leadership, in three lines

The most effective teachers learn alongside their students
(Hattie, 2012)

The most effective school leaders learn alongside their teachers
(Robinson, 2011)

The most effective education systems learn alongside their
schools (Johnson et al, 2015)





“A Lead Learner creates the conditions for everyone to learn while learning alongside them about what works and what doesn’t.”

Michael Fullan



Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

ALBERTA EDUCATION MINISTERIAL ORDER #003/2020

- 1 Building Effective Relationships
- 2 Modeling Commitment to Professional Learning
- 3 Visionary Leadership
- 4 Leading Learning
- 5 Ensuring First Nations, Métis and Inuit Education for All Students
- 6 School Authority Operations and Resources
- 7 Supporting Effective Governance

Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

ALBERTA EDUCATION MINISTERIAL ORDER #002/2020

- 1 Fostering Effective Relationships
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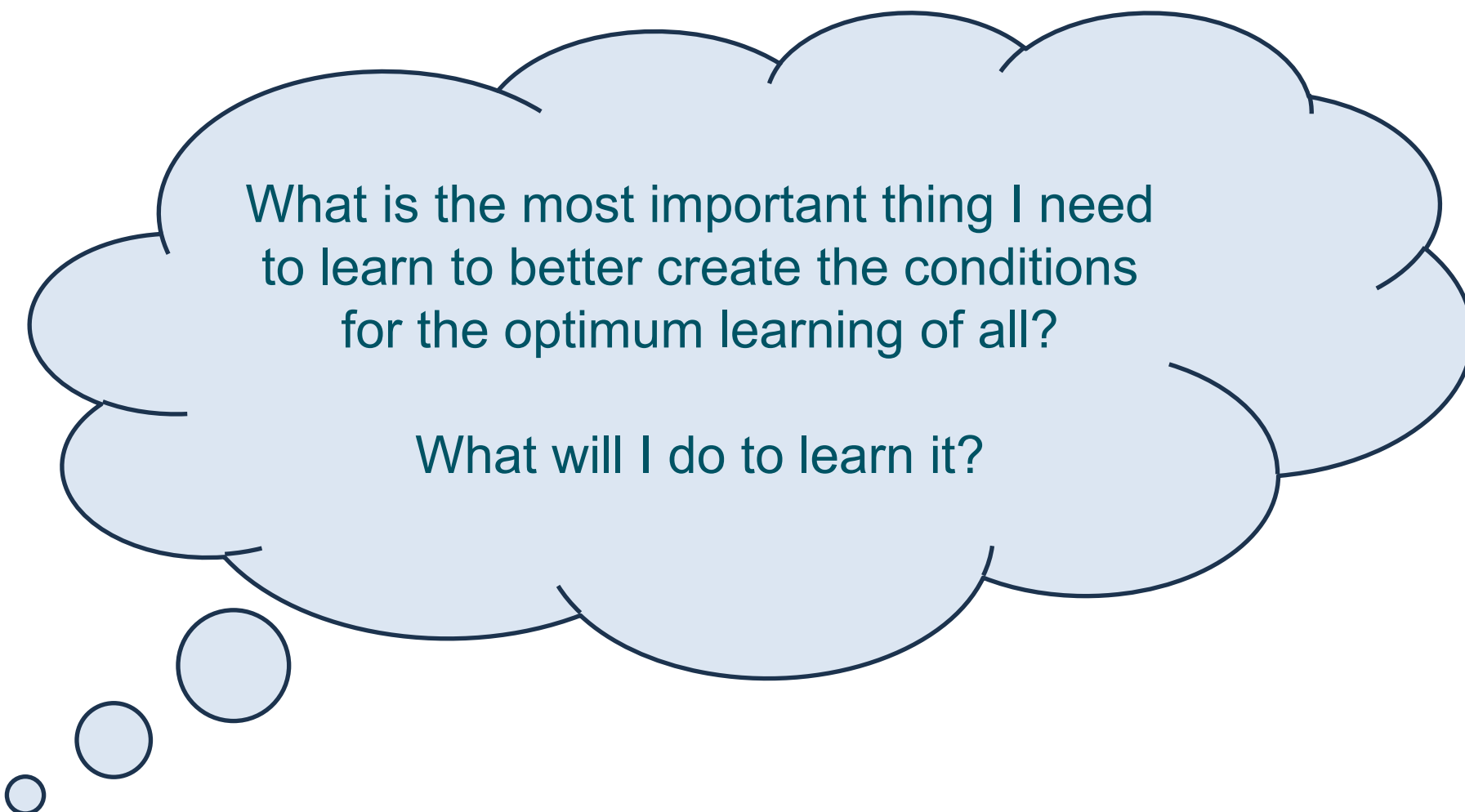
Key conditions for powerful learning

Día 2

- Interest
- Exposure
- Practice
- Feedback
- Reflection
- Collaboration



Which of these conditions am I creating and leveraging for my own learning and growth as lead learner ?



What is the most important thing I need
to learn to better create the conditions
for the optimum learning of all?

What will I do to learn it?



Effective professional learning



“changes leader and teacher practice in ways that make a difference to the learning and wellbeing of their students.”

Viviane Robinson

Effective collaboration

Enhances and deepens student learning

Strengthens the professional capacity of teachers and leaders

Contributes to the improvement of the larger system



Change travels at *the speed of trust*

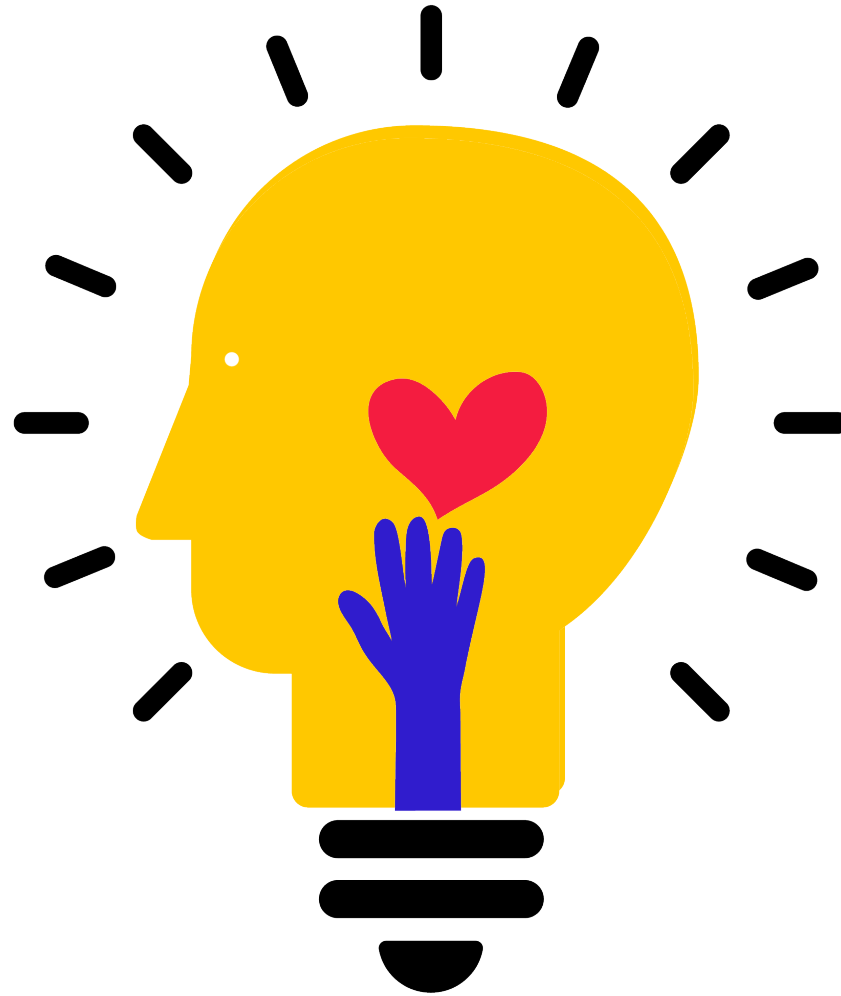


Stephen M. R. Covey, 2008

CONTINUOUS IMPROVEMENT CYCLE



What are we doing or not doing that is contributing to the evidence we're seeing?



*Act, Learn, and Improve
Continuously*

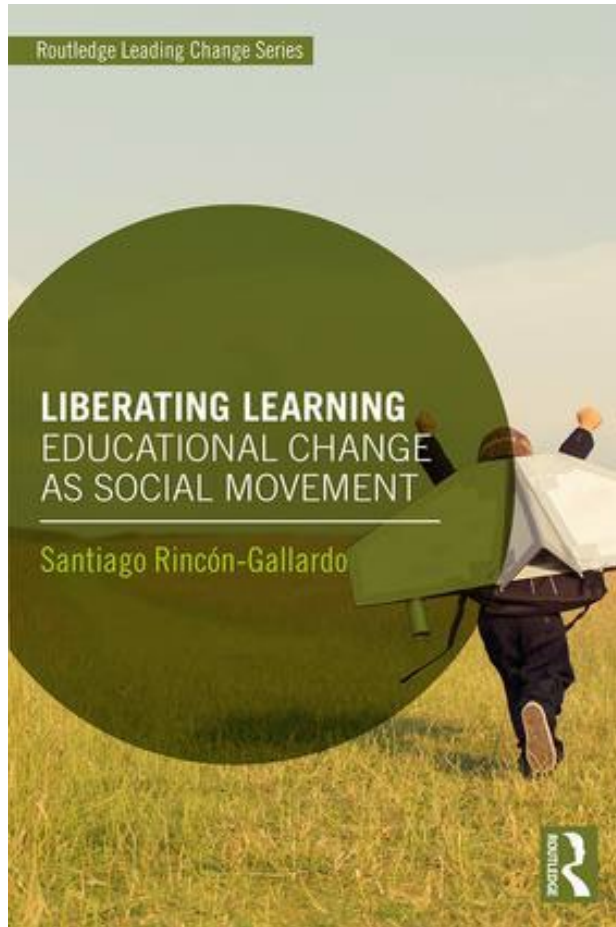
*Clarify your WHY. Use it as
your compass*

*Develop your and your
group's capacity to
collaborate effectively*

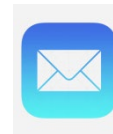


Keeping our and our children's power to learn alive





Thank you!



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LiberatingLearning.com

RinconGallardoSantiago.academia.edu

www.routledge.com/Routledge-Leading-Change-Series/book-series/RLCS