

# Leadership: Driving Continuous Improvement

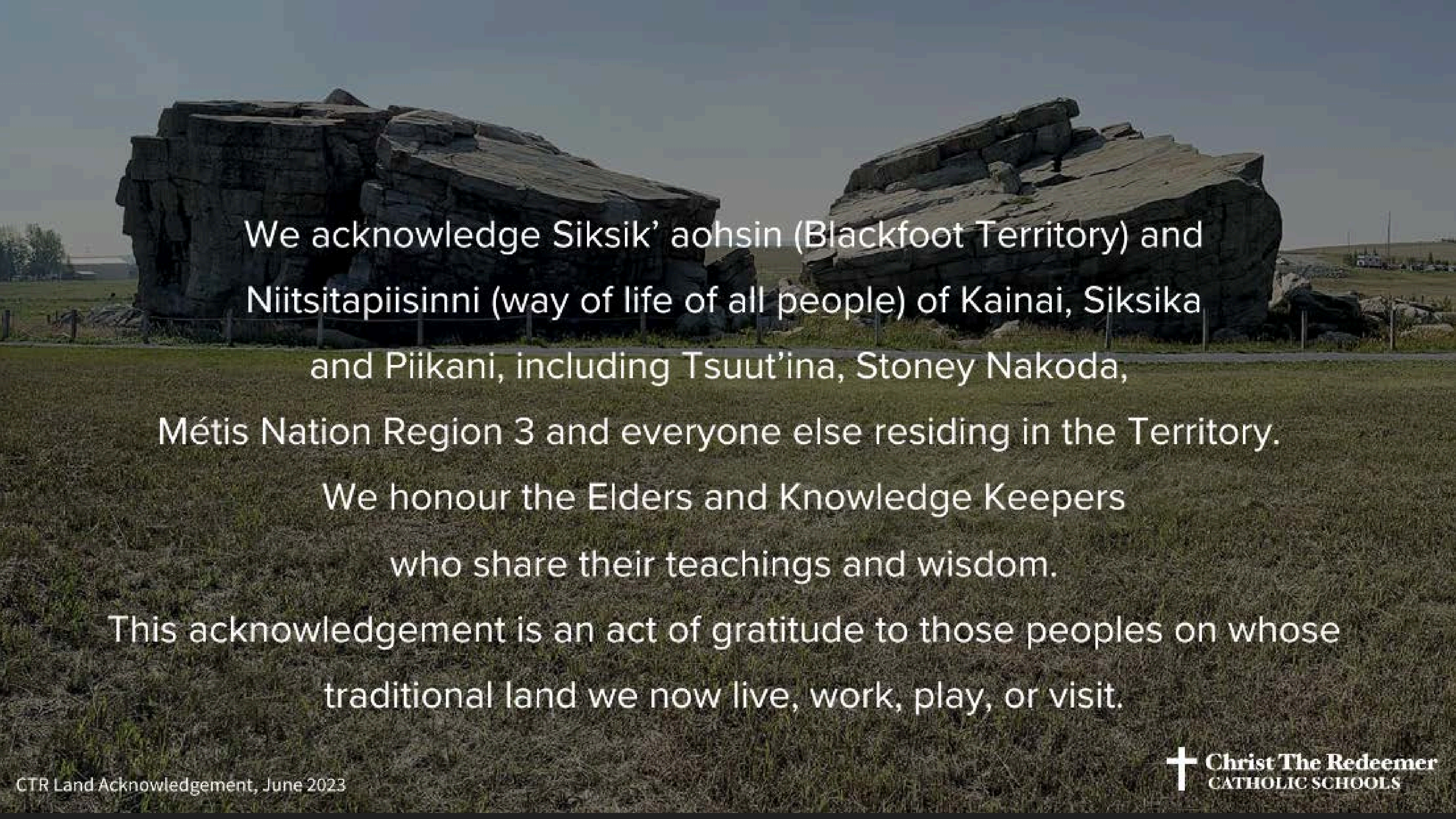


Leading for  
Learning Program  
for Experienced  
School Leaders

Dr. Andrea Holowka



CASS



We acknowledge Siksik' aohsin (Blackfoot Territory) and Niitsitapiisinni (way of life of all people) of Kainai, Siksika and Piikani, including Tsuut'ina, Stoney Nakoda, Métis Nation Region 3 and everyone else residing in the Territory.

We honour the Elders and Knowledge Keepers who share their teachings and wisdom.

This acknowledgement is an act of gratitude to those peoples on whose traditional land we now live, work, play, or visit.

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# Session Goals and Learning Plan

Understand and implement continuous improvement for your school, team, and organization through effective leadership


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LEADERSHIP   
AGENCY AND  
IMPACT

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CONTINUOUS   
IMPROVEMENT  
PLANNING  
PROCESS

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EVIDENCE   
AND YOUR  
NEXT STEPS

9:00–11:00 am



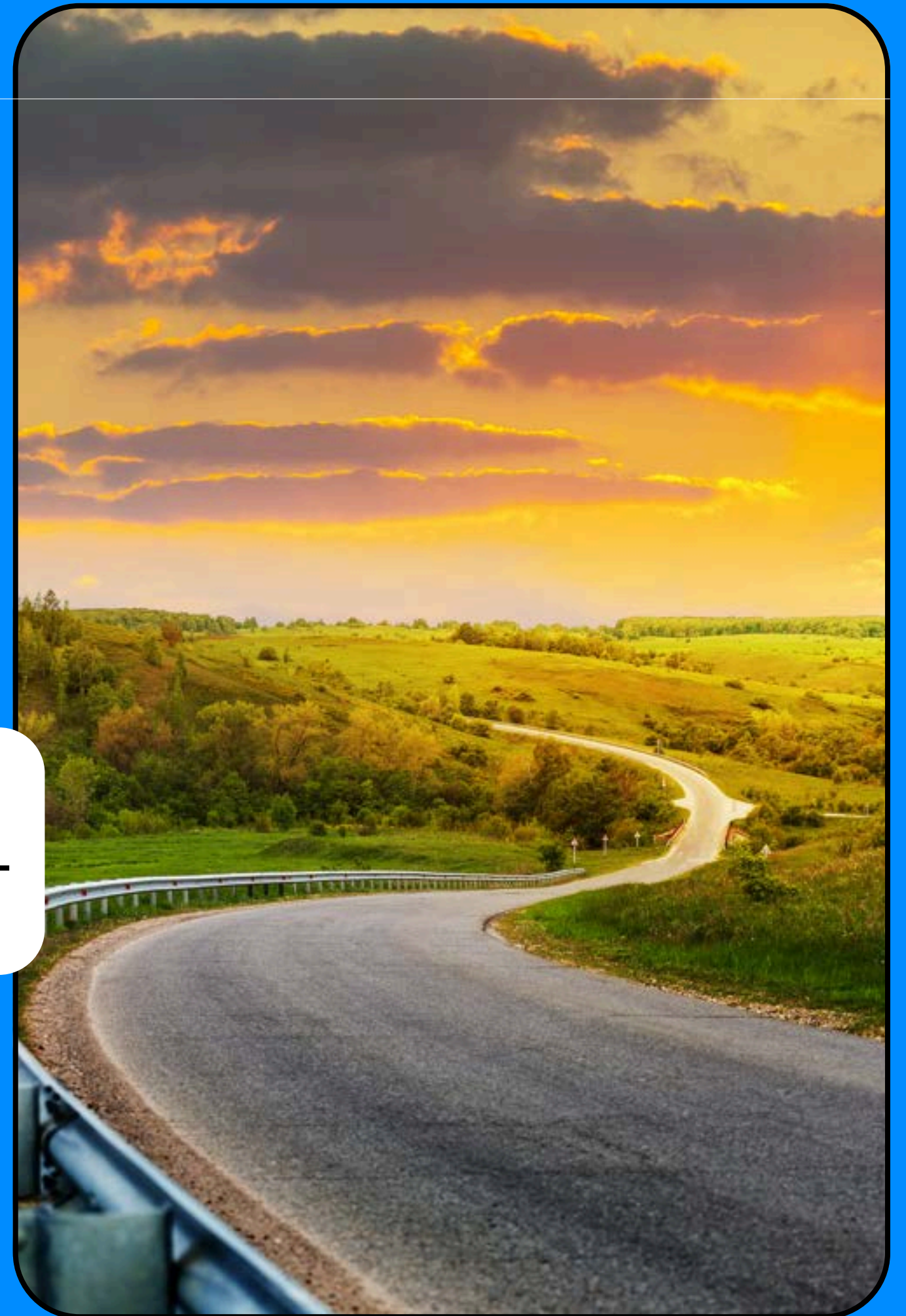
# Leadership Journey Reflection

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- ✓ Past
- ✓ Present
- ✓ Future
- ✓ Organization, Members, Self



**LEADERSHIP  
AGENCY & IMPACT**



# Self-Reflection

What is your current agency and impact?

How is it shaped by:

**YOUR PAST**

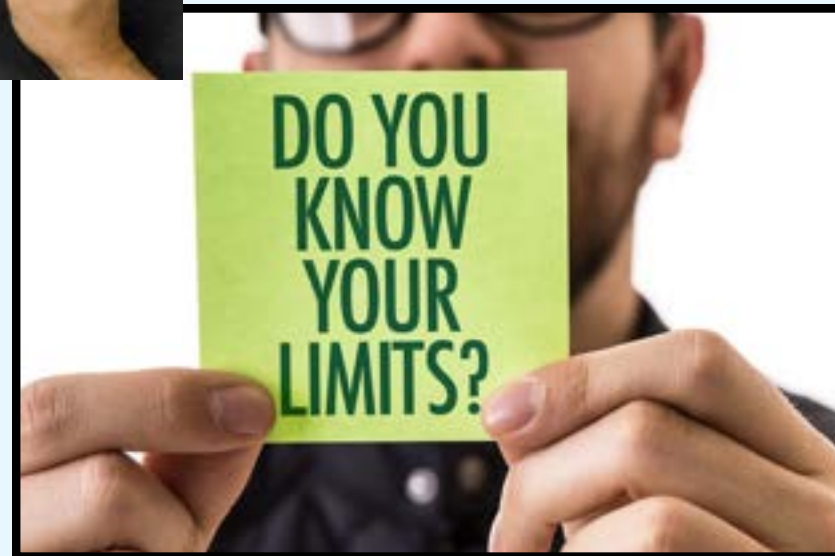
**YOUR PRESENT**

**YOUR FUTURE**

**ATTRIBUTES:  
ORGANIZATION,  
MEMBERS,  
SELF**







We all have strengths, opportunities, and limitations:

- Internal
- Positional
- Organizational
- Legislative

- **What are the strengths and opportunities that your leadership brings?**
- **What limitations do you face?**



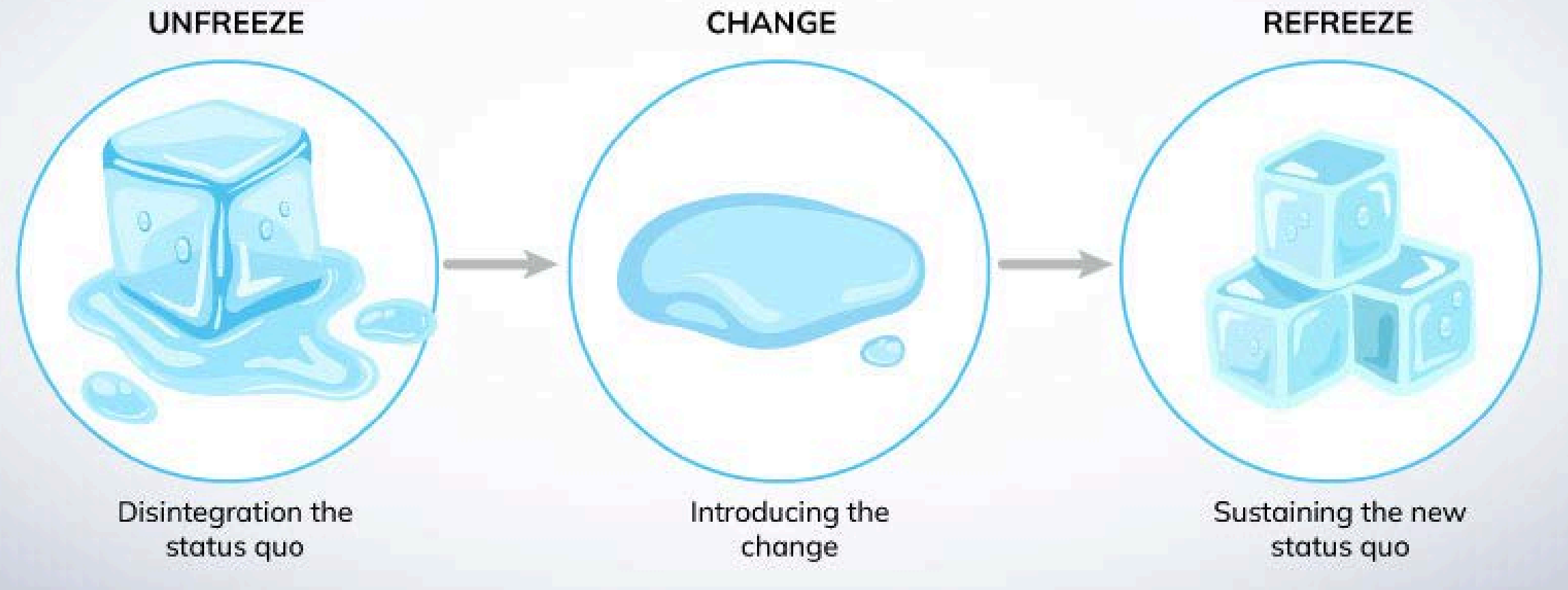
**Partner Chat**



# Shifting Mindsets is the Key to Transformative Change



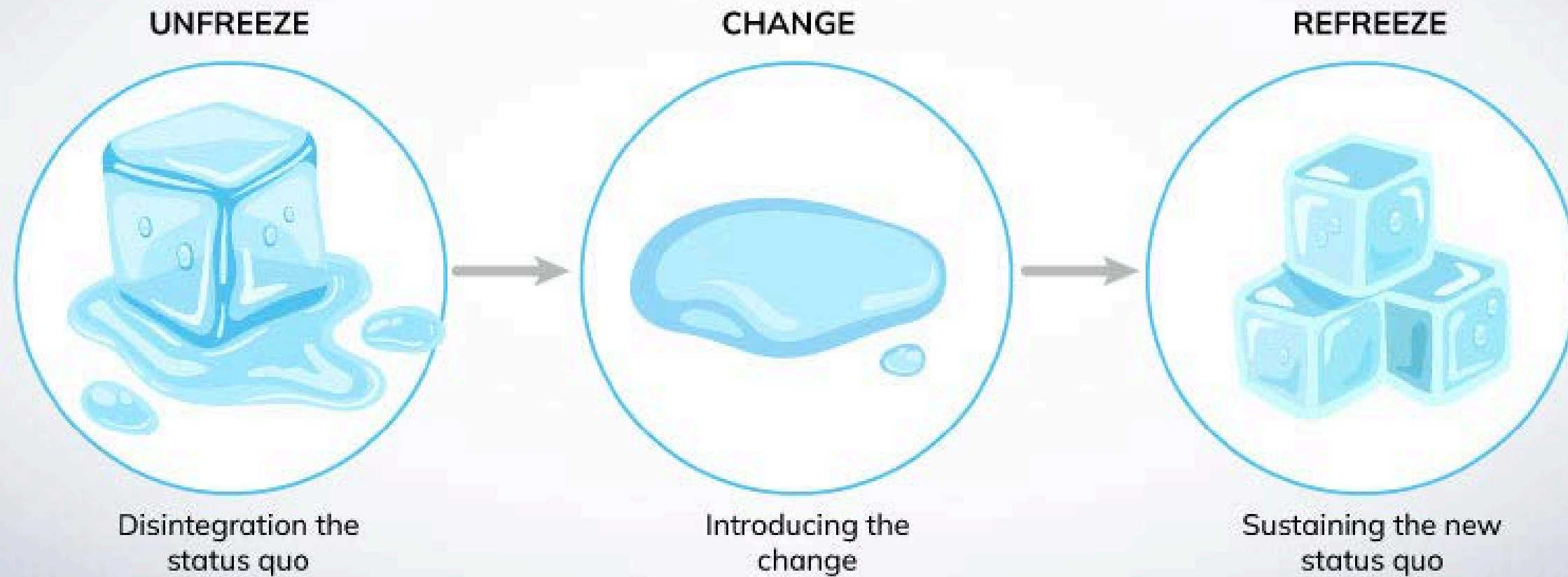
## Lewin's Change Management Model



# Organizational Change Theories



# Lewin's Change Management Model



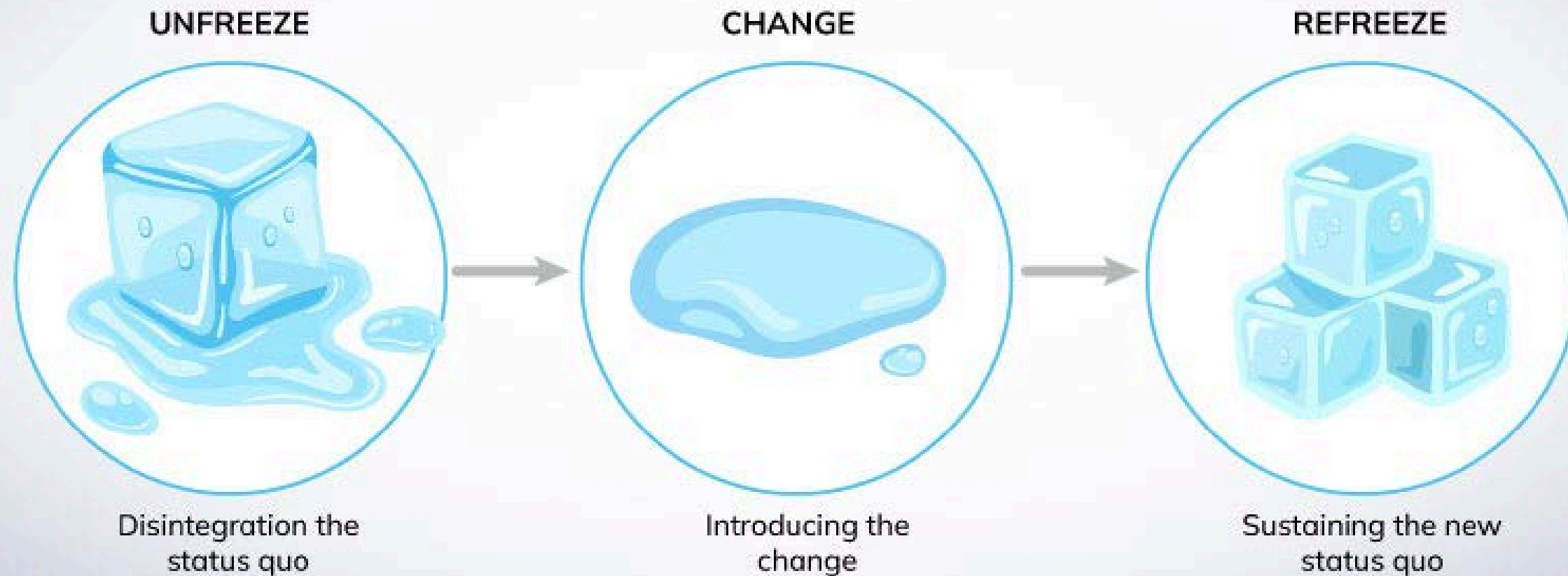
**Dissonance**

**Learning**

**Cognitive  
Redefinition**

Schein's (1996) Psychosocial Model of Change

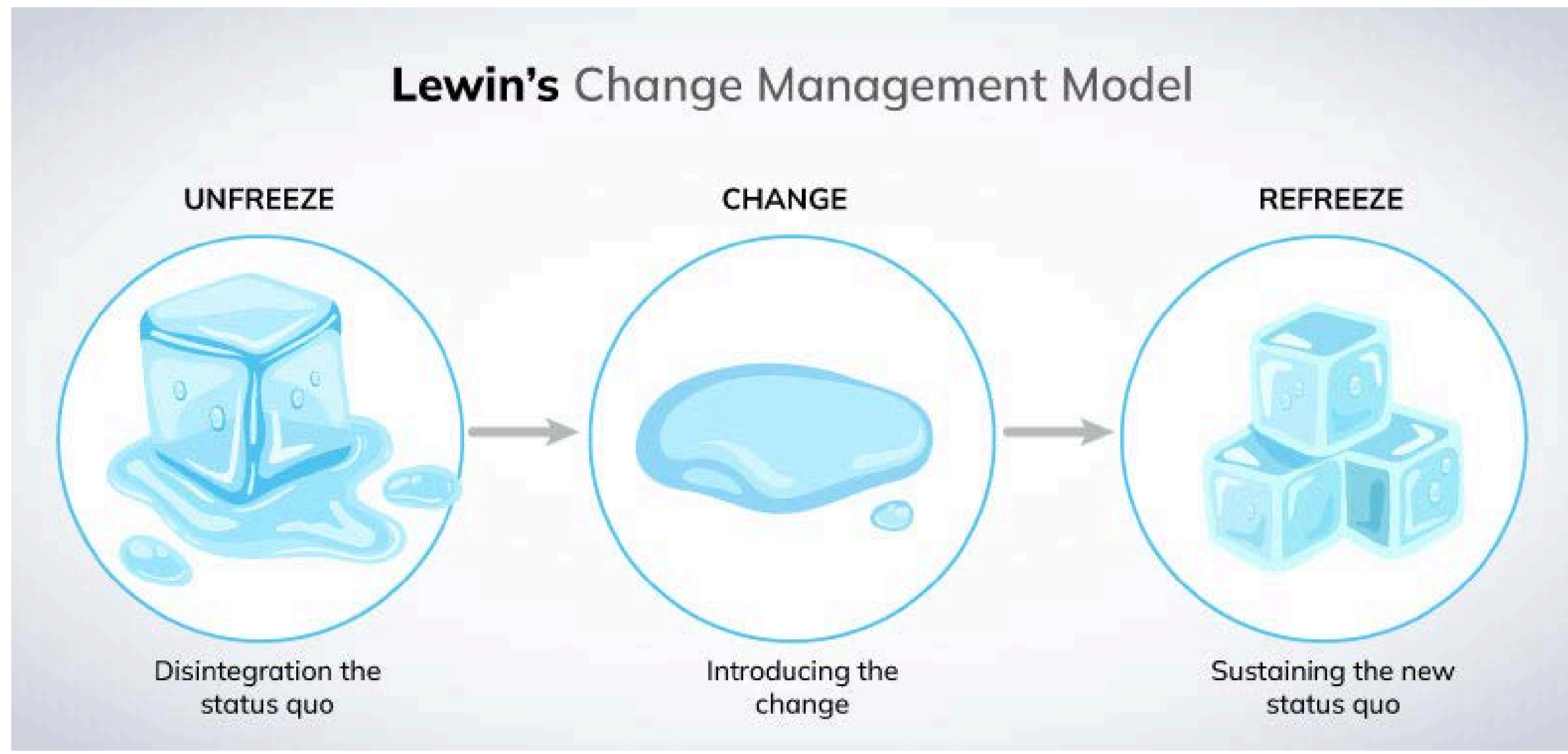
# Lewin's Change Management Model



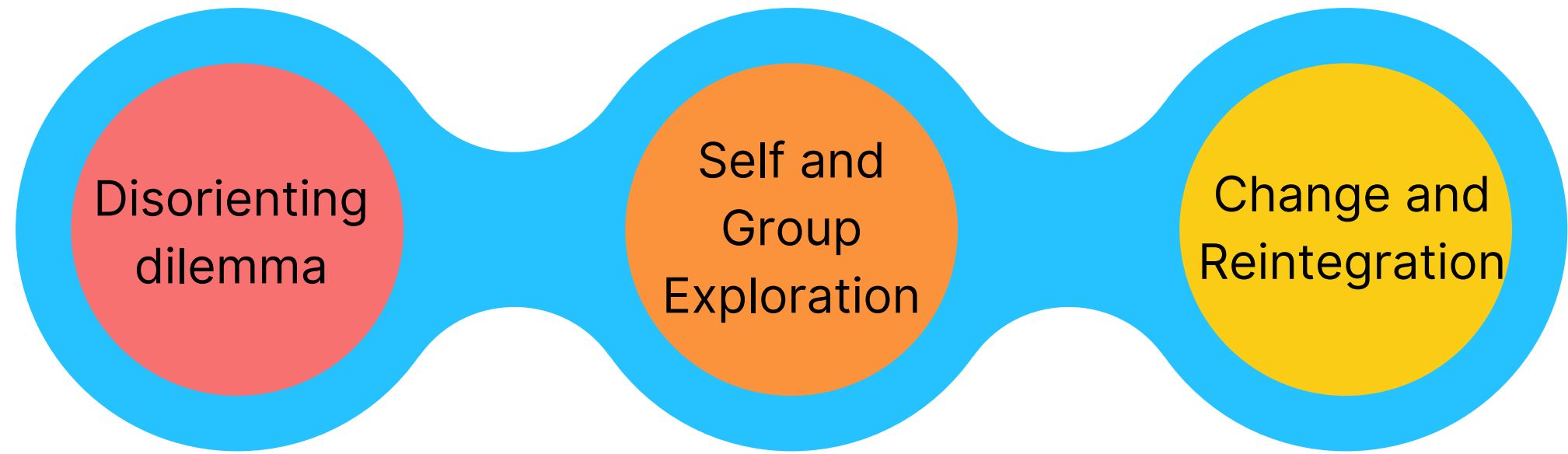
Schein's (1996) Psychosocial Model of Change



Transformative Learning Theory (Mezirow 2013)

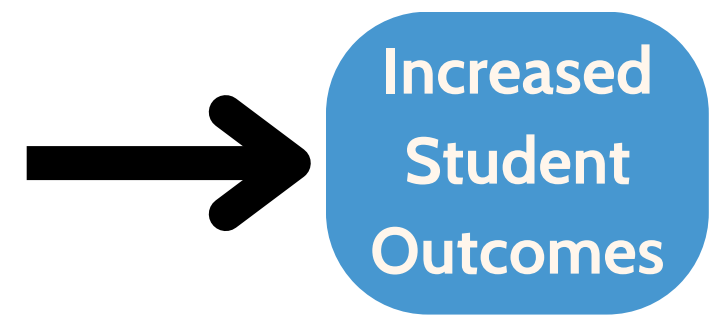
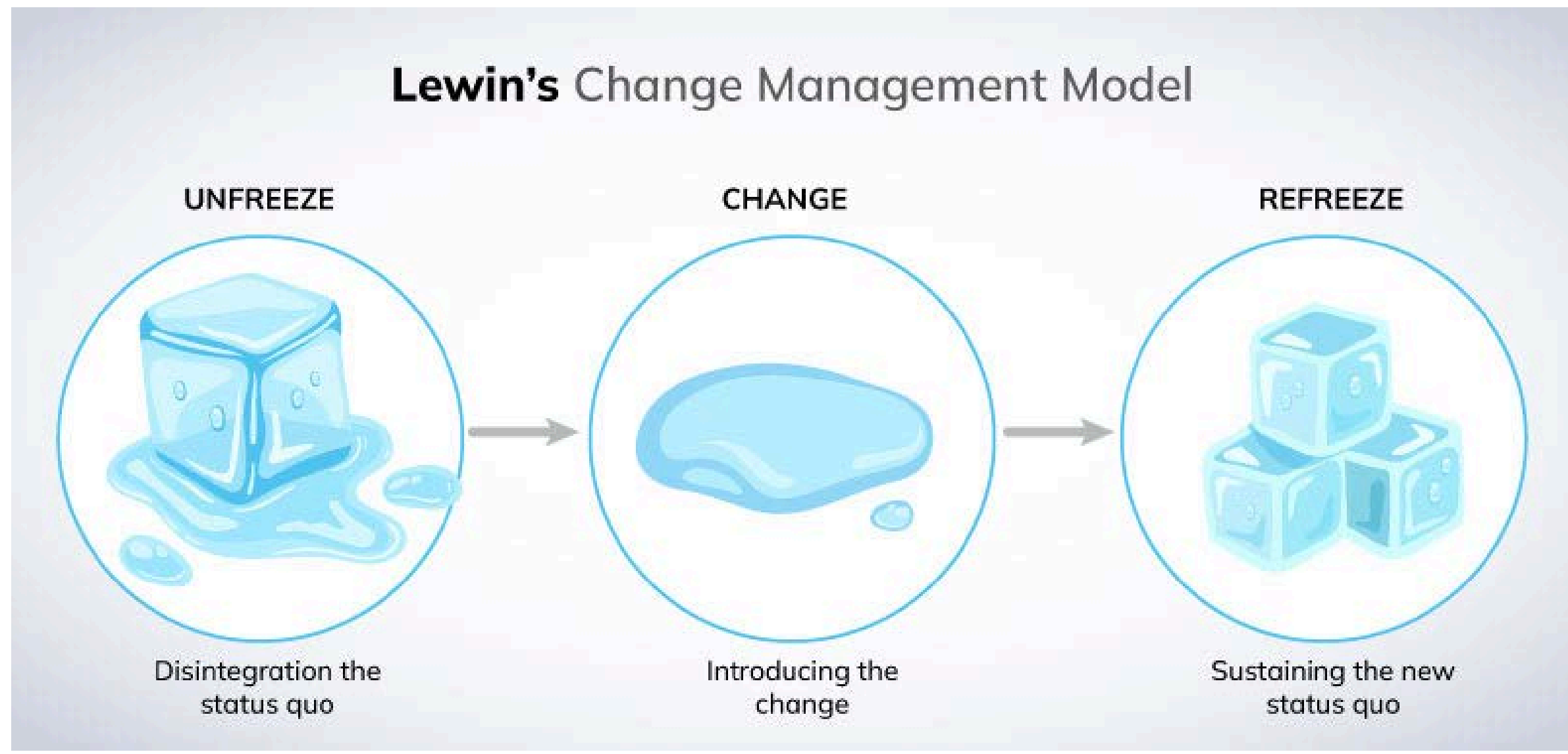


Schein's (1996) Psychosocial Model of Change

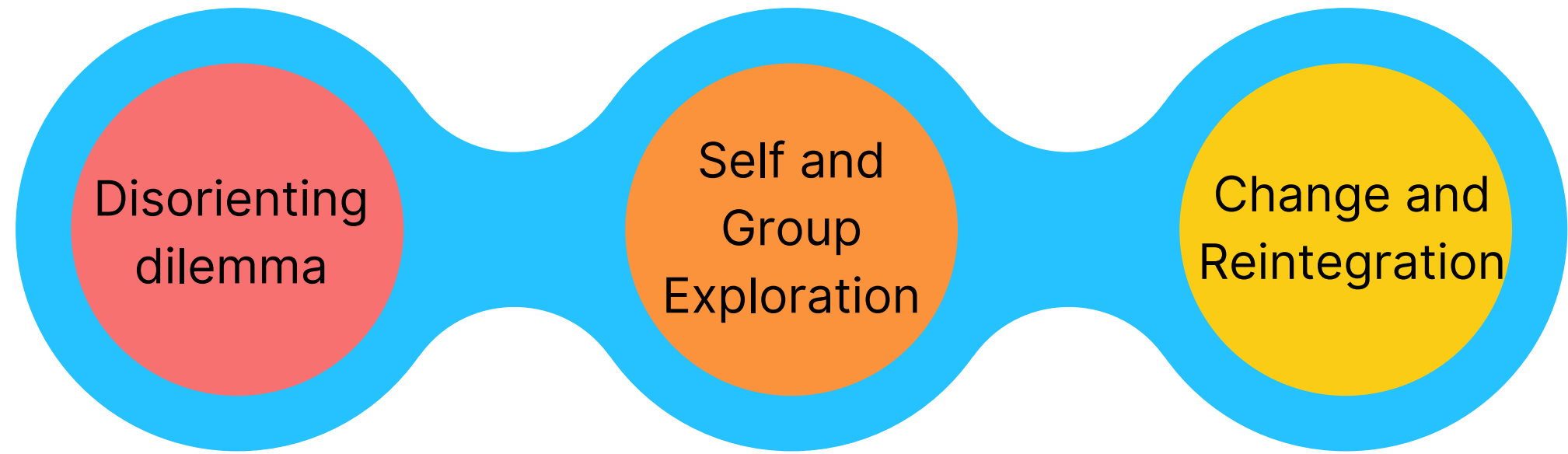


Transformative Learning Theory (Mezirow 2013)





Schein's (1996) Psychosocial Model of Change



Transformative Learning Theory (Mezirow 2013)

Considering any of these change theories...

What is the most **significant change** you need to make in your school that requires a **mindset shift**?

What will be required to cause **dissonance** that leads to **cognitive redefinition**?



Then





# Planning for Continuous Improvement



# The Importance of Leaders

Leaders know their contexts better than anyone at the division level

Strong leaders will develop a vision that makes the most sense for the success of their schools

Leaders create the conditions for ALL students to succeed

Leaders can provide staff with:

- Safety
- Focus
- Evidence of results



To establish a culture of Continuous Improvement

# The Importance of Data in Driving Continuous Improvement



# Data Exploration Driving Visionary Leadership



Set goals → Create strategies → Implement → Evidence





Leadership

Continuous Improvement



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=



MINDSET SHIFTS

Curiosity and Wonder

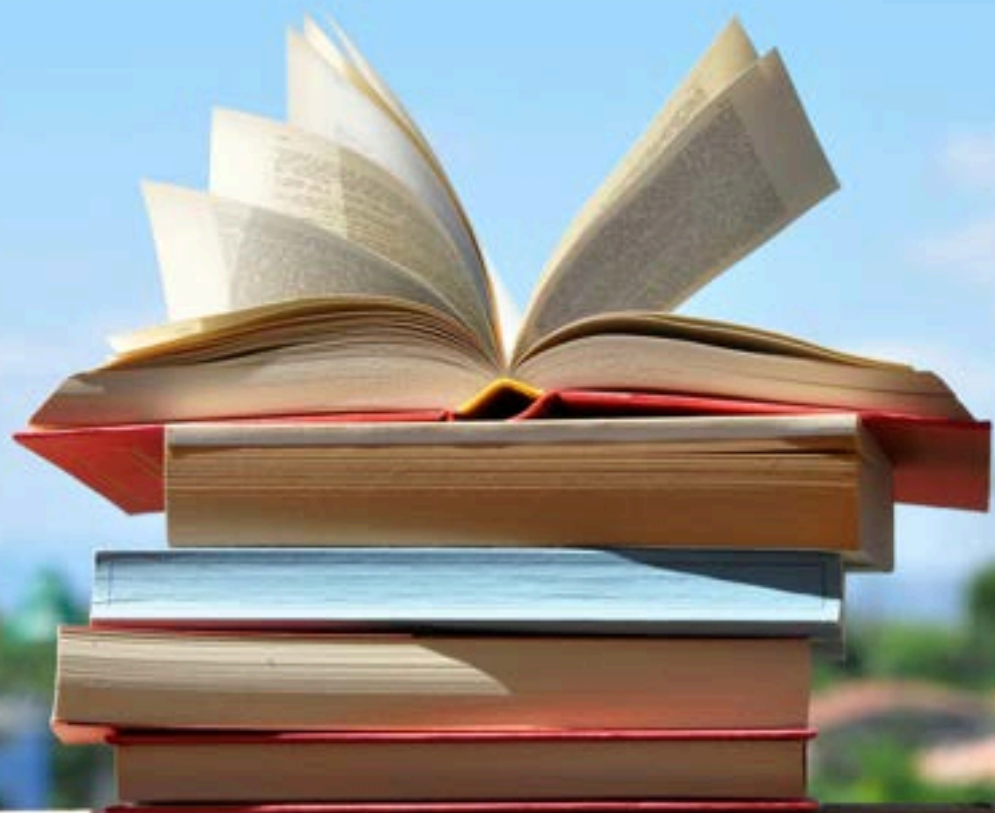
Time and space





# What's your school or division's story?

- Evidence of leadership vision and goals
- Internal and external messaging
- Consideration of equity
- Alignment with division, school, personal leadership vision and goals

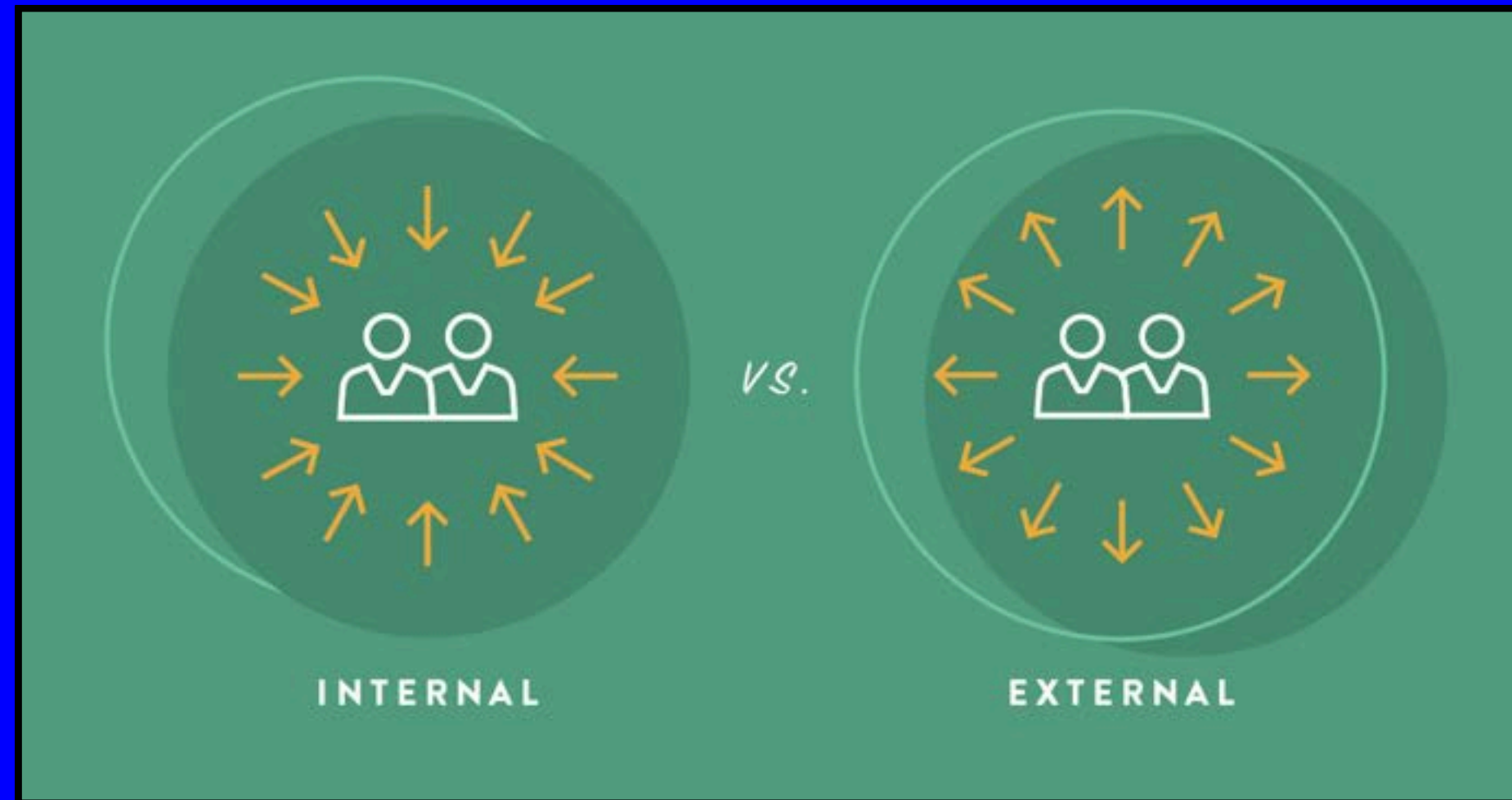




# Telling the Data Story

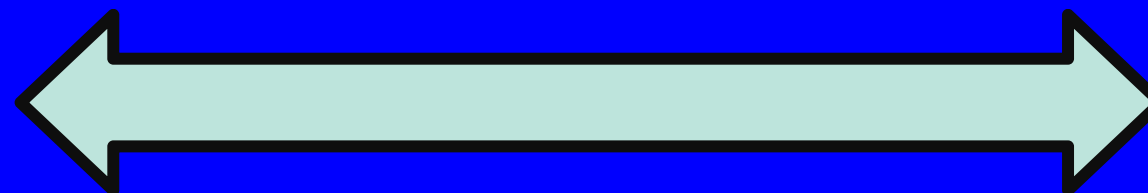
## Internal

- Honest
- Transparent
- Encouraging
- Improvement Focused

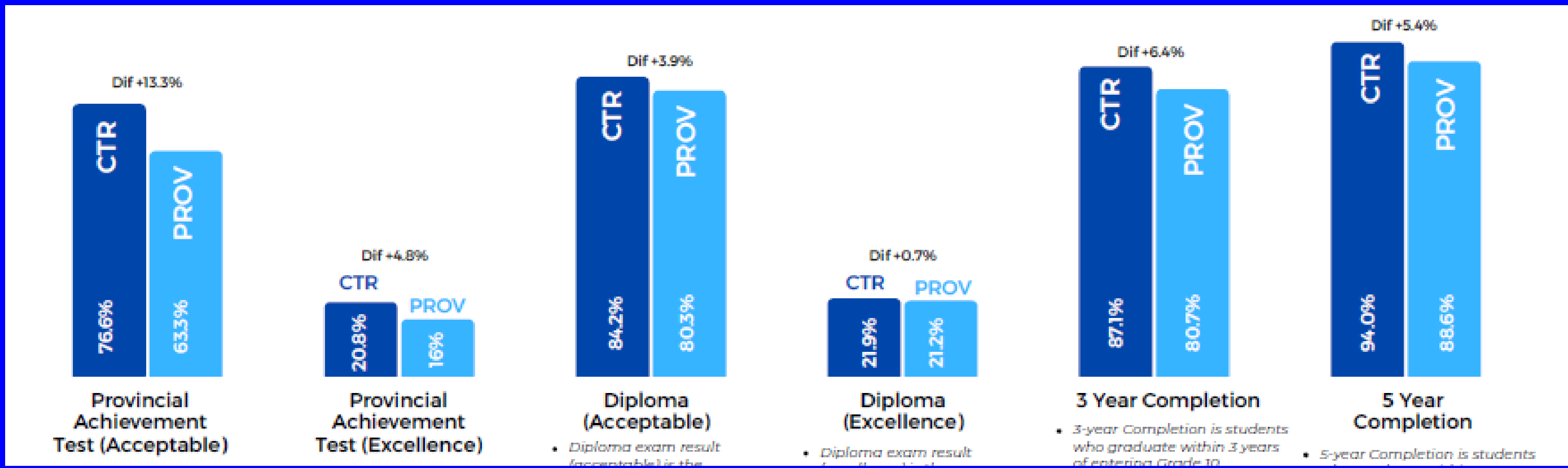
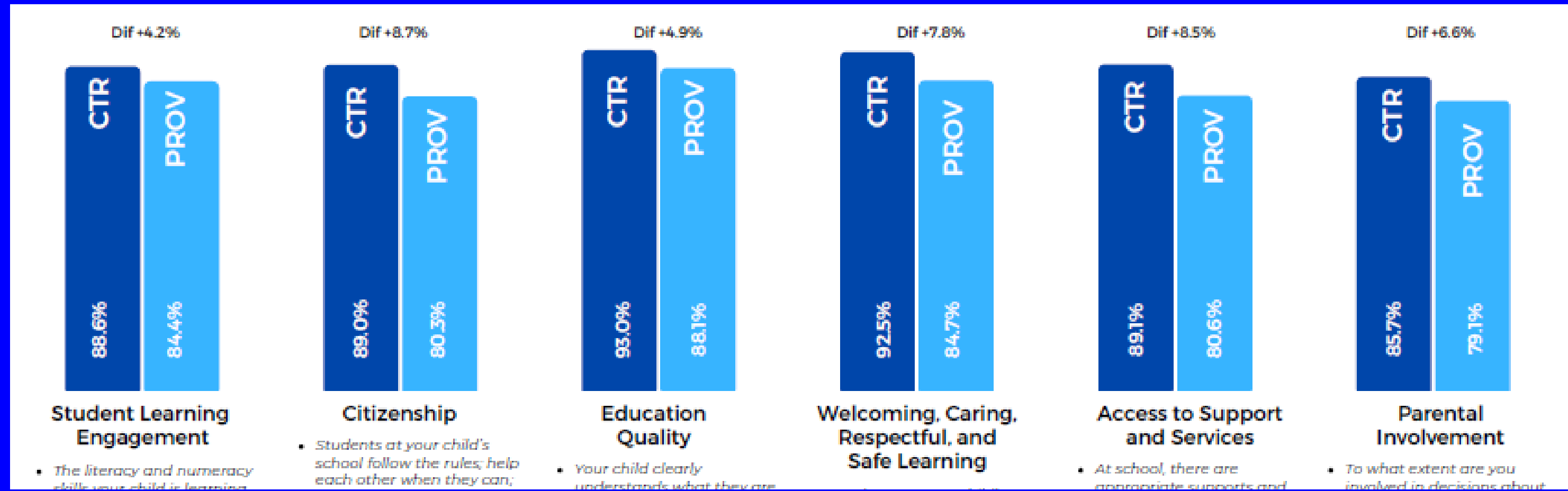


## External

- Positive
- Celebratory
- Visionary
- Improvement Focused



# Christ The Redeemer's Data Story





# CTR 2022-2023 Results At First Glance

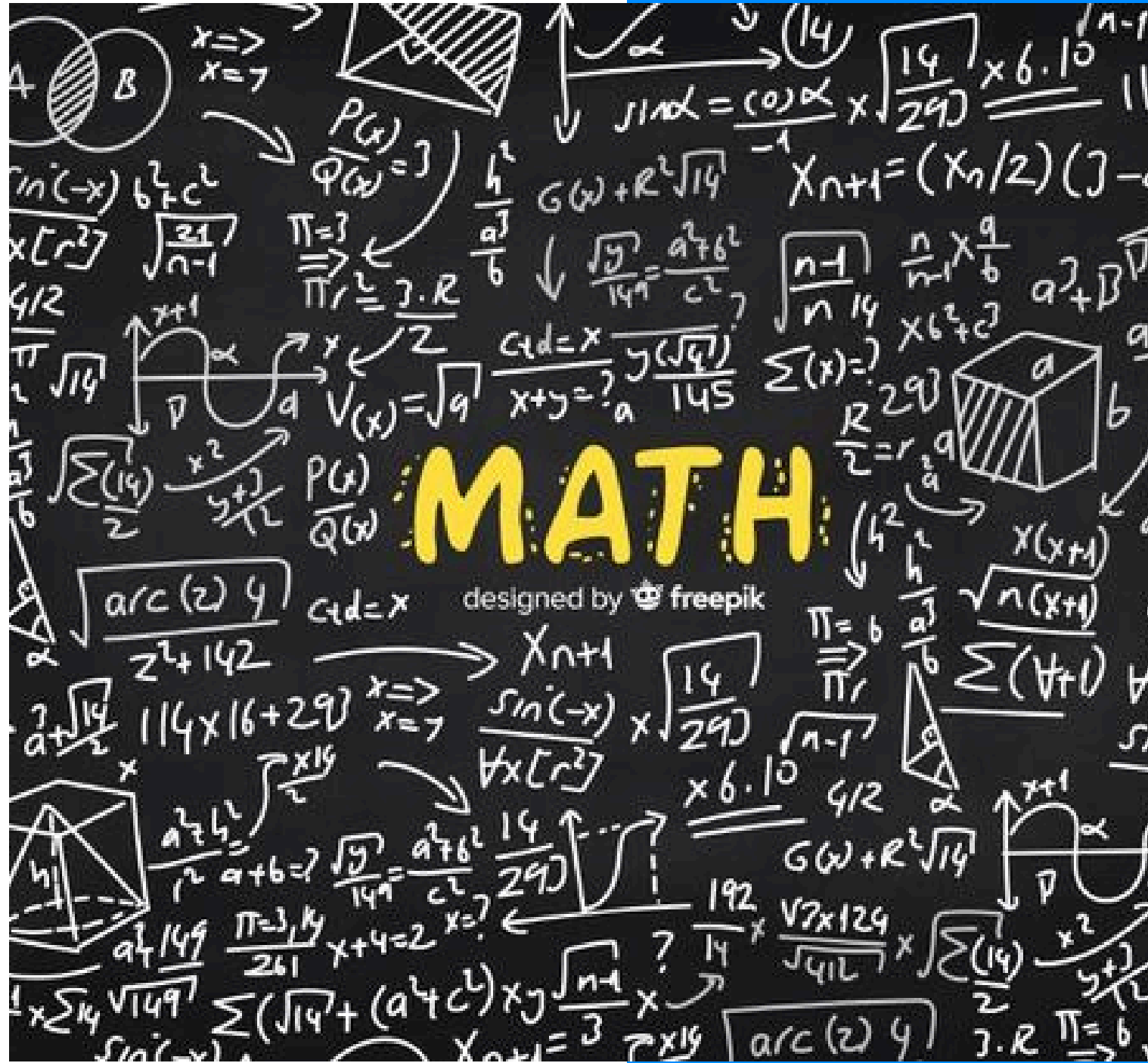
Assurance Domain	Measure	Christ the Redeemer Catholic S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.6	88.3	88.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.0	87.6	89.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	87.1	91.8	89.5	80.7	83.2	82.3	High	Declined	Acceptable
	5-year High School Completion	94.0	94.8	91.9	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	76.6	68.2	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.8	19.6	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	84.2	77.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	21.9	19.3	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	93.0	92.1	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	91.1	91.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	89.1	89.1	89.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	85.7	86.0	87.0	79.1	78.8	80.3	Very High	Maintained	Excellent

# Analysis of CTR Alberta Assurance Measures Results

	22/23			3 Year Average		
	CTR	AB	Difference	CTR	AB	Difference
Student Learning Engagement	88.6	84.4	4.2	88.3	85.1	3.2
Citizenship	89.0	80.3	8.7	89.4	82.3	7.1
3 Year HS Completion	87.1	80.7	6.4	89.5	82.3	7.2
5 Year HS Completion	94.0	88.6	5.4	91.9	86.2	5.7
Education Quality	93.0	88.1	4.9	93.2	89.7	3.5
Safe and Caring	92.5	84.7	7.8	91.1	86.1	5.0
Access to Supports and Services	89.1	80.6	8.5	89.1	81.6	7.5
Parental Involvement	85.7	79.1	6.6	87.0	80.3	6.7
<b>Average Spread CTR vs. AB</b>	<b>89.5</b>	<b>83.3</b>	<b>6.1</b>	<b>89.9</b>	<b>84.2</b>	<b>5.7</b>

# Analysis of CTR Alberta Assurance Measures Results

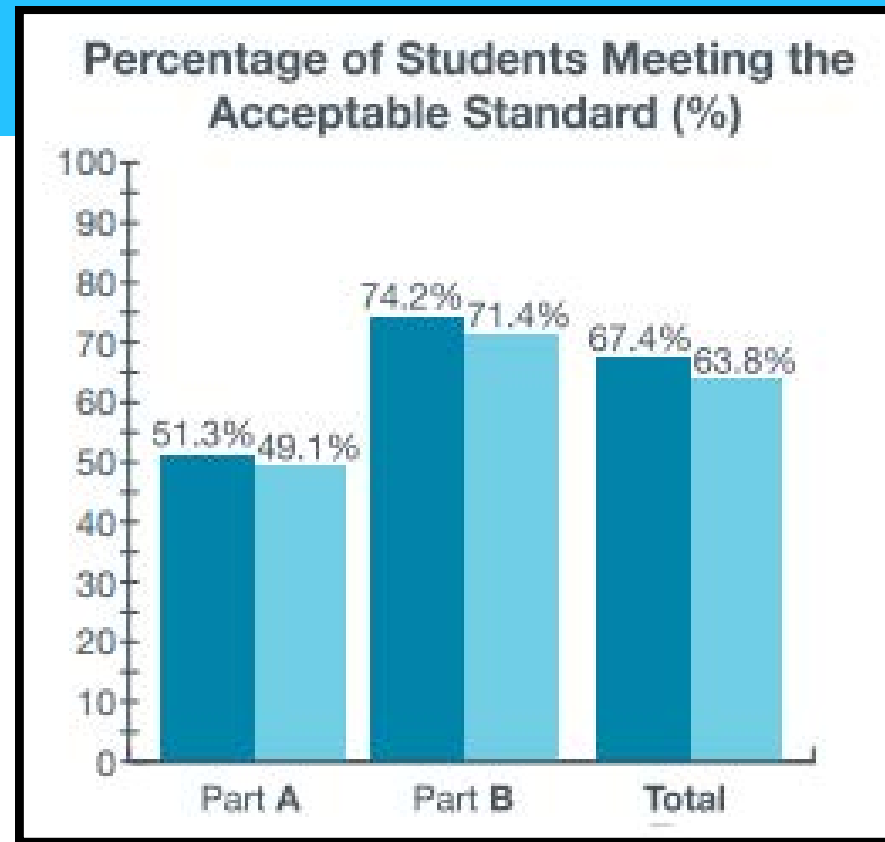
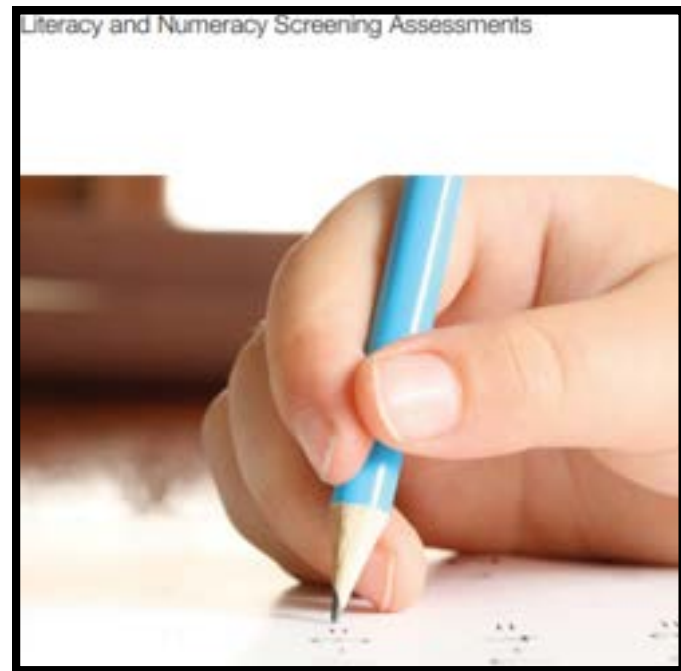
	22/23			Previous Year Result		
	CTR	AB	Difference	CTR	AB	Difference
<b>PAT: Acceptable</b>	<b>76.6</b>	<b>63.3</b>	<b>13.3</b>	<b>68.2</b>	<b>64.3</b>	<b>3.9</b>
<b>PAT: Excellence</b>	<b>20.8</b>	<b>16</b>	<b>4.8</b>	<b>19.6</b>	<b>17.7</b>	<b>1.9</b>
<b>Diploma: Acceptable</b>	<b>84.2</b>	<b>80.3</b>	<b>3.9</b>	<b>77.2</b>	<b>75.2</b>	<b>2</b>
<b>Diploma: Excellence</b>	<b>21.9</b>	<b>21.2</b>	<b>.7</b>	<b>19.3</b>	<b>18.2</b>	<b>1.1</b>



# CTR's Focus on Mathematics



# Why Math?



Mathematicians are born...

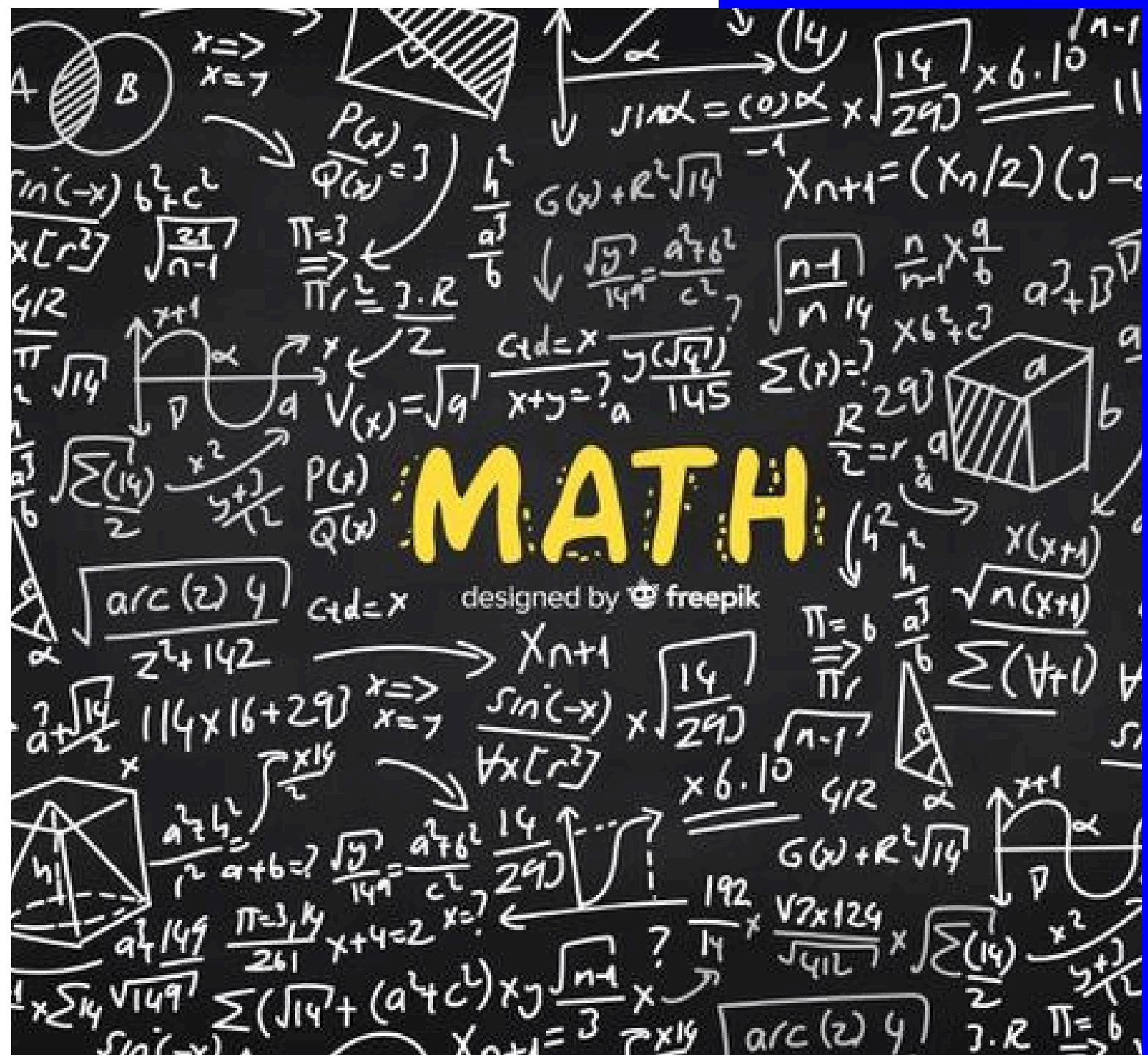
Setting the Stage for New Curriculum  
**Mathematics**  
Divisional CLC – Friday, April 29, 2022

Christ The Redeemer  
CATHOLIC SCHOOLS

The mathematics I am learning at school is interesting to me

2021	70
2022	65
2023	66

Scores	Diploma Examination Mark	
	Prov.	Auth.
A (80 - 100%)	29.5	<b>16.7</b>
B (65 - 79%)	19.4	<b>24.1</b>
C (50 - 64%)	20.4	<b>31.5</b>
F (0 - 49%)	30.6	<b>27.8</b>
Average Percent	63.2	<b>60.9</b>
Standard Deviation	22.7	<b>19.0</b>



# Why Math?

Time and resources devoted to Math in CTR:

- Divisional Lead Teachers
- Retreats
- Numeracy Days
- Mathology

# Table Talk

What does your data story tell you?

What is a significant area of focus for improvement that you can see within the data?

How will you use data from a position of curiosity and wonder to create mindset shifts among those with classroom agency?





# What is CTR's focus in response to our data story?

## Math

- Divisional Team Meetings Jr./Sr. High retreats
- PD at Professional development day - Mathology, Spiral Curriculum, Math Centers, Differentiated instruction, What is Productive Struggle?
- Ongoing conversation at Admin meeting to further support Retreat Team work
- Consider equity within math achievement and assessments

## Celebrate and Share Our Commitments

- Engagement events
- Communication at school and division levels
- School Council Meetings - sharing and feedback opportunities
- “Did you know...” communication via social media



Education Plans and PD Planning Underway!

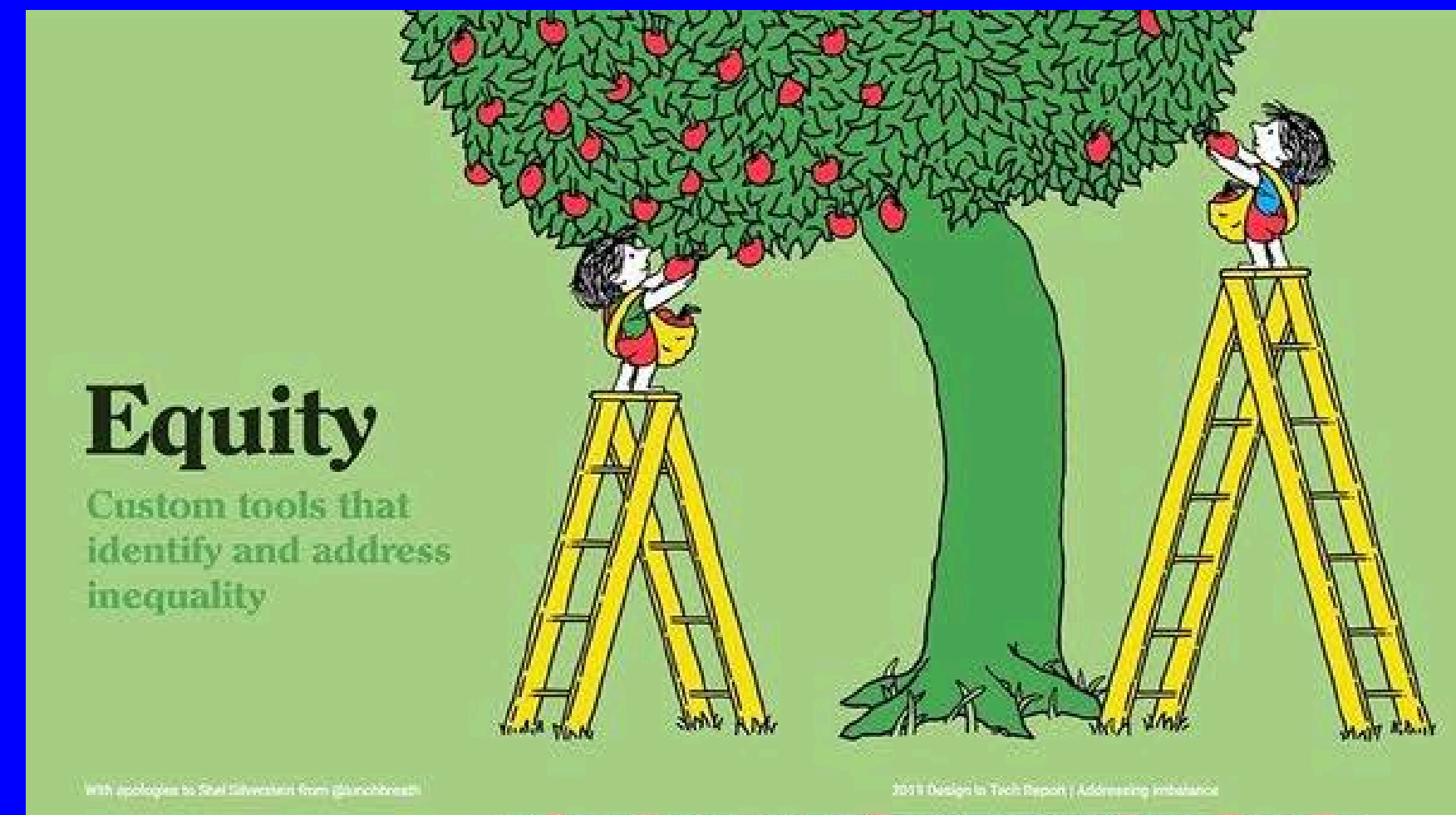
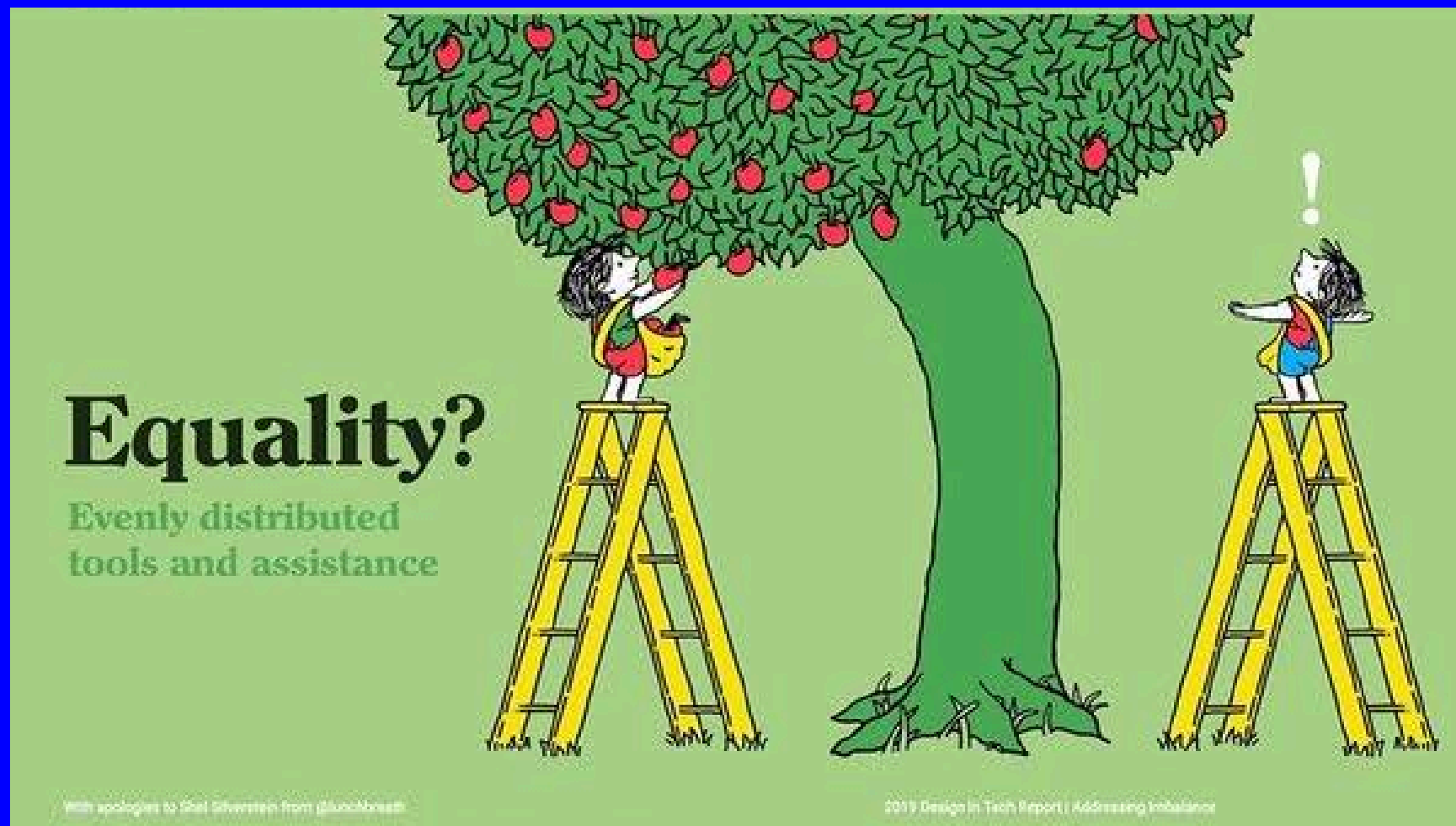
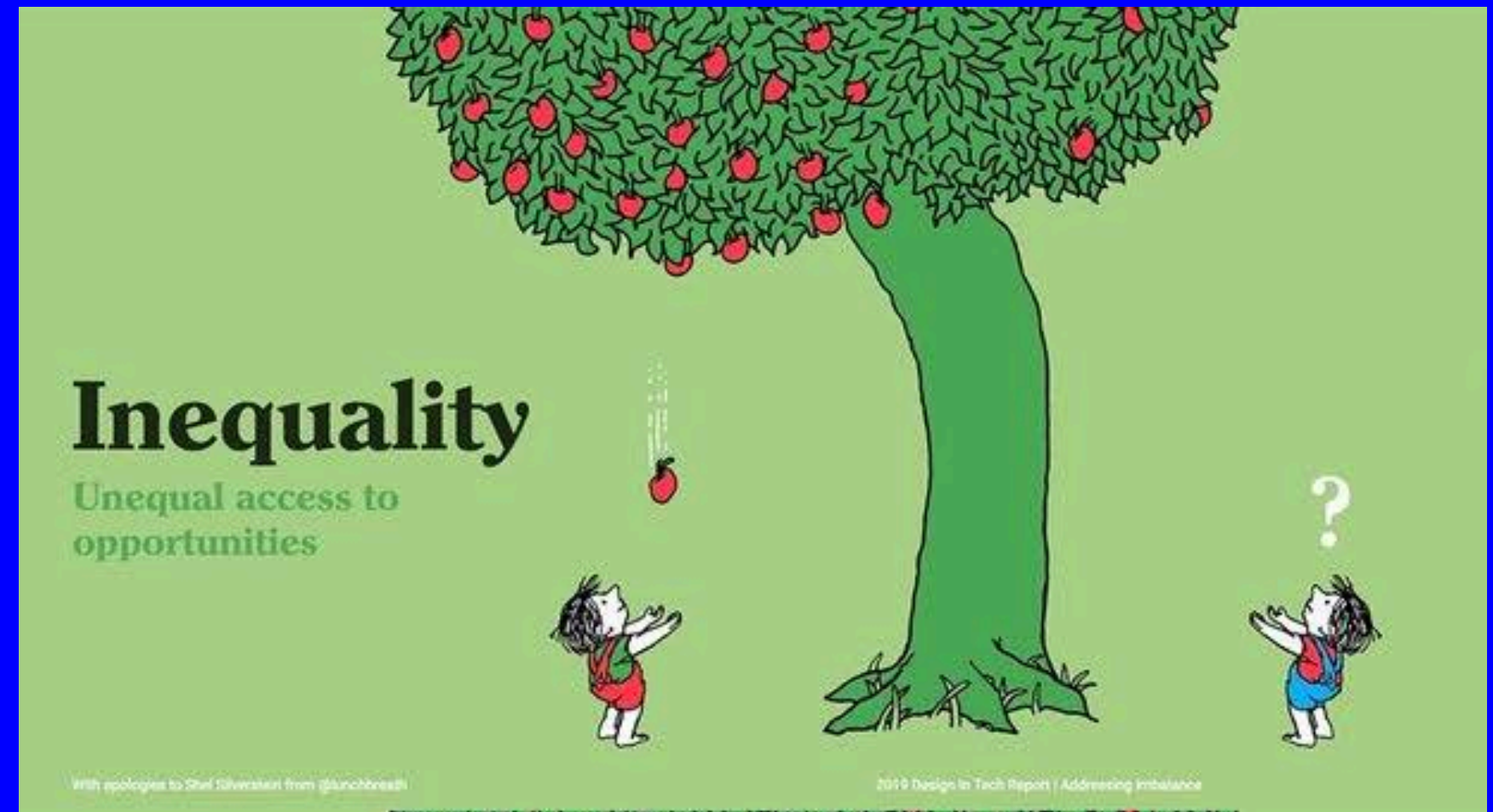


# Data and Equity

What might our data be telling us about the whole or parts of our system?

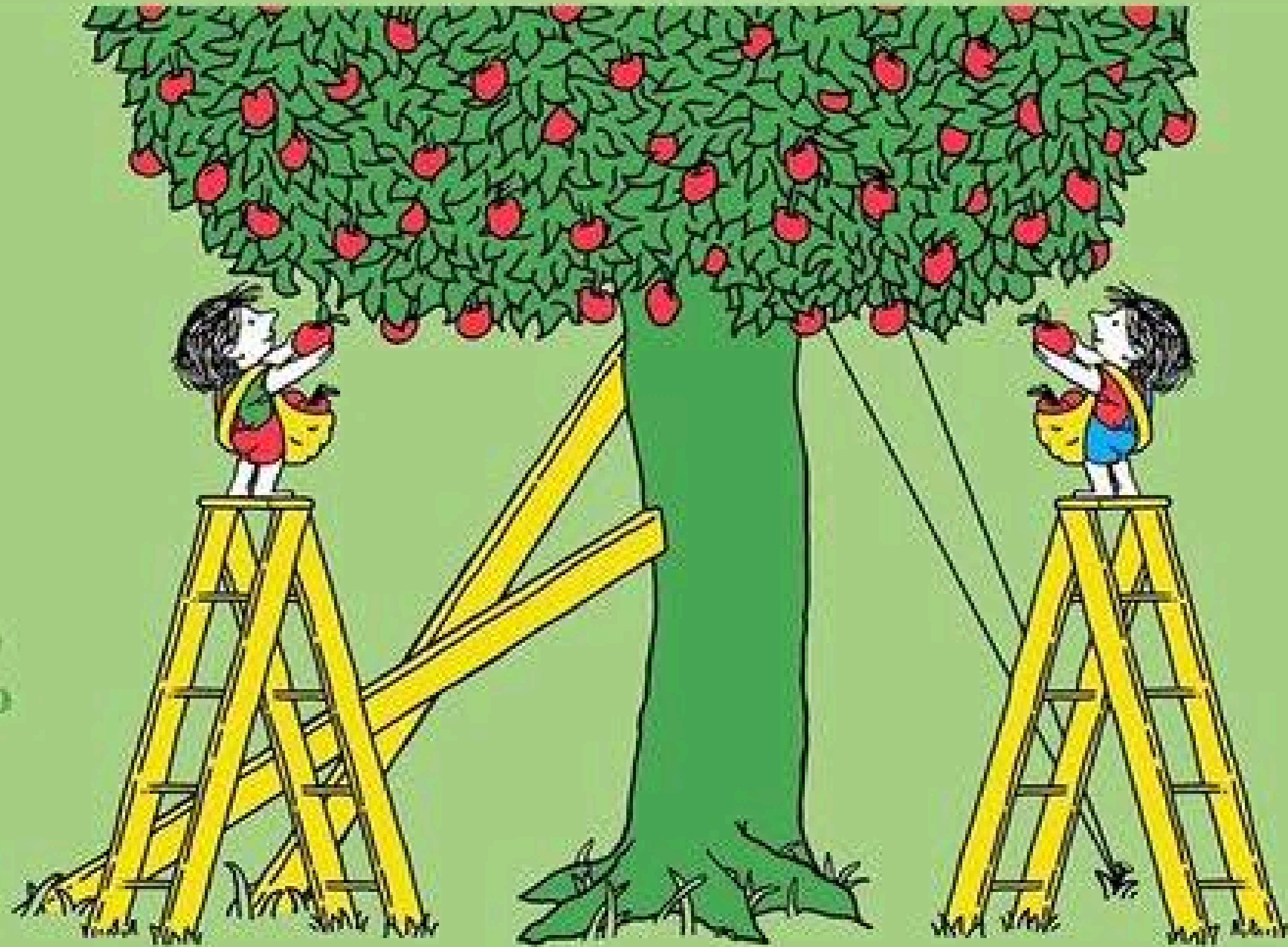


# How is equity (or inequity) represented in your data?



# Justice

Fixing the system to offer equal access to both tools and opportunities



With apologies to Shel Silverstein from (khanacademy)

2019 Design in Tech Report | Addressing Imbalance





What supports do you have in place to help those who need it the most?

Could these supports help all students?

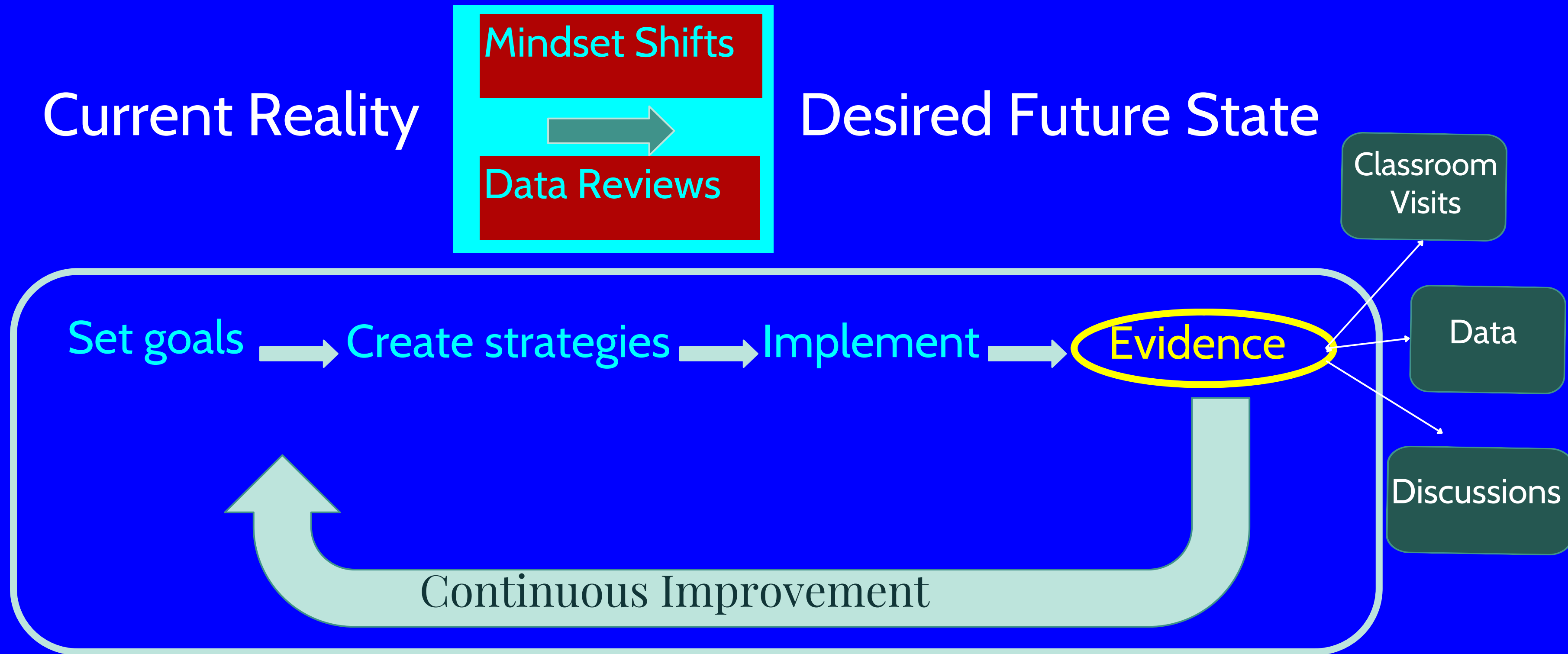
Can equity/justice be a significant tool in shifting mindsets?





# Evidence and Next Steps

# Mindset and Data Driving Visionary Leadership



In consideration of that significant area of focus:

What might be your evidence of success:

- That students have been successful?
- That your staff have shifted their mindsets?
- Of your leadership growth?



Brainstorm and reflect with a partner at your table



NEVER  
GIVE UP!



# Unrelenting Leadership

Laser focused leadership requires:

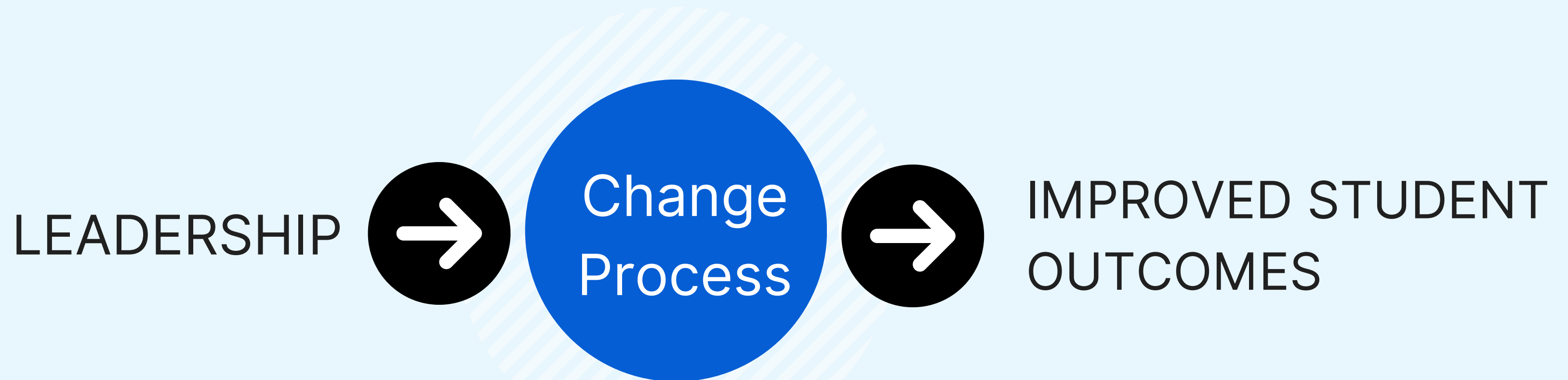
- Recognition of agency
- Constant revisiting
- Evidence of incremental growth
- Empowerment of teachers



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# Leadership is Critical

To Continuous Improvement



**How are YOU being situated for successful leadership?**

**How are YOU being supported in carrying this load?**

# My “Go To” Network



What does your network look like?

How/does it need to grow?

**CASS**

## LEADERSHIP TIPS

### Reflect:

Which are your biggest areas of **growth**?

**Who** can help you?



Get to know your division  
**Learning plan development**



Learn quickly, strategically, and incrementally  
**Cycle and buckets of work associated with role**



Build relationships and trust  
**Tips, experiences, specific groups**



Acknowledge vulnerabilities  
**Mentor reflection and support**



Speak with authority  
**How, when, and with which audience?**



Recognize your *dynamic* agency  
**Reasonableness now and later**



Be patient with others and yourself  
**Practices and support**



- **Be inspired**
- **Dream big**
- **Lead with vision**
- **Focus on data**
- **Don't ever feel alone!**

**YOU  
GOT  
THIS!**







Thank  
you