

# Leading the Learning

Instructional Leadership  
 Curriculum, Instruction and Assessment  
**Terry-Lee Beaudry and Tammy Renyard**

## Coming Together

- Think of a time over the last four months where someone has shown strong instructional leadership skills.
- What is the person's first name?
- What was the skill that inspired you?
- **Let's start a waterfall**



## Traditional Welcome

We would like to acknowledge that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands."



## Leading a Culture of Learning (Foreshadowing Fall 2020)

As Educational Leaders, how will we nurture a Growth Mindset?"



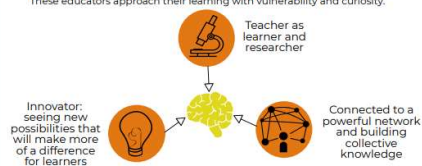
## Our Learning Intentions

- Leading learning from our core values
- Recognizing the importance of Mindset
- Zooming out/Zooming in - Global Lens on Education (OECD) and First Peoples Principles of Learning and our BC Context
- Keeping Learners at the Centre
- Leading Learning in Uncertain Times
- Being a Lead Learner



## Innovative Mindset for Educators

Educators developing the adaptive expertise to transform their learning environments adopt an innovative mindset and have the courage and agency to continually seek the next steps in their learning journey. These educators approach their learning with vulnerability and curiosity.




"In order to transform learning, the most important cultural shift that must occur is the creation of cultures in schools where both adults and children are seen as learners who have deep agency and ownership over the learning that they do."

—Richardson and Dixon

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**ESSENTIALS**  
For New School Leaders

**12 Minute Breakout**



Joining Breakout Rooms...

Breakout Room 1  
It may take a few moments.

Take space, make space – better together

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Organization for Economic Co-operation and Development (OECD)

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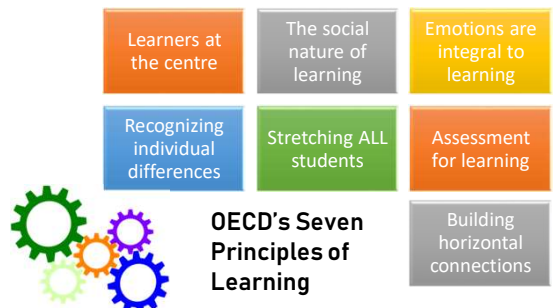
**Pause, Ponder, Share**

*"In order to transform learning, the most important cultural shift that must occur is the creation of cultures in schools where both adults and children are seen as learners who have deep agency and ownership over the learning that they do."*

*Richardson and Dixon*

As a new vice principal/principal, how will you carry an innovative/growth mindset? What would it look like, sound like and feel like?

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OECD's Seven Principles of Learning

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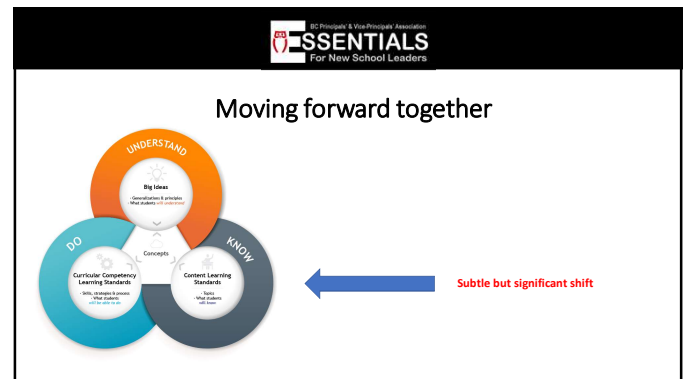
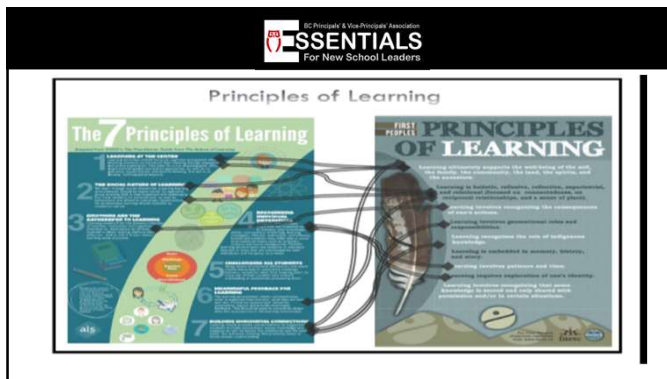
**Aligning BCPVPA Leadership Standard #3 with an Innovative Growth Mindset**

- Focus professional learning and development on addressing the needs of the population through challenging and stretching the status quo.
- Promote reflection and dialogue about teaching and learning
- Inspire and support innovation
- Embed a culture of continuous improvement

Learning involves patience and time

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**THE SCHOOL ACT**  
Section 169 requires that the Minister must articulate a statement of education policy for British Columbia, and that this be approved by Cabinet.

**THE EDUCATED CITIZEN**  
*The three overarching goals of education*

- #1** Intellectual Development
- #2** Human and Social Development
- #3** Career Development

ALONG THE BIG CEDAR TRAIL  
COURTESY OF THE  
B.C. EDUCATION PHOTOGRAPHY

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**Guiding Principles take from the Redesigned Curriculum**

- Reduce the prescriptive nature of curriculum
- Allow for flexibility and choice for teachers and student
- Respect inherent logic in disciplines while supporting interdisciplinary learning.
- Enable teachers to be creative and innovative in their design of learning experiences
- Align assessment and evaluation with the redesign of the curriculum

**Pause, Ponder, Share**

Consider the OECD's Principles, First Peoples Principles of Learning and our BC Curriculum...

Where do you feel most confident in leading the learning? **Strength**

Where do you see yourself needing to lean into the learning a little more? **Stretch**



### Aligning BCPVPA Leadership Standard #4

- Communicate, encourage and support the use of current educational **pedagogy**
- Ensure and monitor the use of a variety of effective **assessment** practices
- Deepen the understanding and **integration of the current curriculum**
- Continually and collaboratively **plan, monitor, and review** the effectiveness of instruction
- Involve teachers in **data collection**, analysis, and dialogue about **student learning**
- Promote the **continual development** of teaching and learning

Learning is embedded in memory, history and story.



### Empathy Interviewing

#### Listening to Understand

Empathy Interviews are the cornerstones of Design Thinking

\*Talk less, ask more

\*The AWE Question ~ **And What Else . . .**

The Coaching Habit –

Say Less, Ask More & Change the Way you Lead

Michael Bungay Stanier

(2016)



### Aligning BCPVPA Leadership Standard #3 with Learners at the Centre

- Create a learning environment that recognizes the learners as core participants
- Engage in purposeful and on-going dialogue about student growth
- Promote and support staff in their understanding of local community

Learning involves patience and time



### Leading the Learning in Uncertain Times

Whatever Stage We Are in . . .

View Learning Through a Lens of Equity and Justice

- Foster a Culture of Care

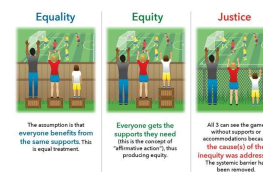
(Empathy Interviewing)  
(Listening to our Learners)

- Support Communities of Learners

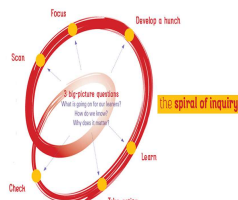
(Grow Networks)  
(Co-plan, Co-teach, Co-Learn)

- Be curious

(Grow your Adaptive Expertise)



### Seeking to Understand What is Going on for our Learners



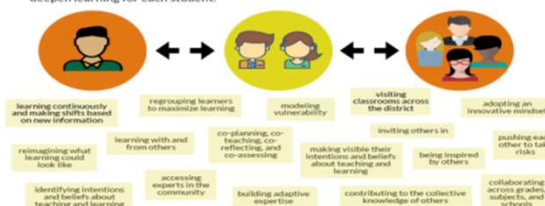
As we welcome back our students, on September 8<sup>th</sup>, 2020, we need to consider:

- What is going on for our learners?
- How do we know?
- Why does it matter?



### Innovative Learning Environments (ILE)

There is no one way to create innovative learning environments. Some educators are choosing to work in community, within their own classrooms, or in any combination of the two. The ultimate goal of ILE is to shift the four elements of the pedagogical core to deepen learning for each student.



Created by members of the Central Okanagan's Instructional Leadership Team [www.okanagan.ca/leadership/leadership.htm](http://www.okanagan.ca/leadership/leadership.htm)

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**12 Minute Breakout**

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**Continue to be a Lead Learner**

*the Spiral Playbook*  
Leading with an inquiry mindset  
in cultural systems and networks  
Linda Fiarri & Judy Hubert


*Learning Knowing Sharing*  
Celebrating  
Successes  
in K-12  
Aboriginal  
Education  
British Columbia

Educational Research and Innovation  
Teachers as Designers  
of Learning Environments  
The Importance of Innovative Pedagogies  
Rigorous Practice and Good Sense  
OECD

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**Pause, Ponder, Share**

- In what ways will you set the conditions for your learners to feel safe to share what is going on for them?
- How will you lead to foster learner agency?



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**Continue to be a Lead Learner**

*"If you don't have time to read, you don't have time to lead."*

*INSIGHT*  
TASHA EURICH

*THE CULTURE CODE*  
THE SECRETS OF HIGHLY SUCCESSFUL GROUPS  
DANIEL COYLE

FOREWORD BY MICHAEL FULLAN  
SHANE SAIFR  
*THE LISTENING LEADER*  
CREATING THE CONDITIONS FOR  
EQUITABLE SCHOOLS, TRANSFORMATION  
ROBERT DAVIS

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**Aligning BCPVPA Leadership Standard #3/4  
to Set the Conditions for Deep Learning**

- Foster collective efficacy through the development and maintenance of collaborative partnerships and networks
- Continually and collaboratively plan, monitor, and review the effectiveness of instruction
- Involve teachers in data collection, analysis, and dialogue about student learning

Learning involves patience and time  
Learning is embedded in memory, history and story.

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Graduating Our Students with Dignity, Purpose, and Options

"Go Forward with Courage." Brad Baker