**TDSB Vision for Learning Slide Presentation (SEAC Meeting, October 12, 2016)**

**Cover Slide**

Toronto District School Board
A Vision for Learning in TDSB
A Process for Engagement in School Effectiveness and School Improvement

Student Learning in a Culture of Shared Leadership

**Slide 2 – TDSB Vision for Learning**

There is a diagram made up of 4 concentric circles with themes identified inside each circular layer.

The innermost circle has the word Student at its centre, surrounded by the themes: Literacy, Numeracy and Digital Fluency

Moving from the centre outwards, the next circle is subdivided into five equitable sectors containing 5 different themes:

1. Critical Thinking and Problem Solving
2. Communication
3. Creativity, Inquiry and Entrepreneurship
4. Global Citizenship and Character
5. Collaboration and Leadership

The 3rd circle has four themes:

1. Curriculum and Instruction
2. Ongoing Assessment
3. Engaging Learning Environment
4. Professional Growth

The outermost circle has three themes – Equity, Achievement and Well-Being

Next to the diagram is the following text:

We have a foundational commitment to equity, student achievement, and well-being, supported by technology through the lens of global competencies.

Action:

Every school, in partnership with their superintendent and school community, will develop authentic foci where equity is embedded throughout the school community.

It is through equity, that we will enable student achievement, well-being and learning.

**Slide 3 – Leadership that Engages and Empowers All**

We are building a system that supports student learning in a culture of shared leadership.

The diagram shows 3 circles:

1. Next to the heading “Improvement for all Students” – there is a small copy of the slide 2 circle
2. Next to the heading “Enhanced Learning Culture” – there is a small circle made up of 2 concentric circles. The innermost circle has the words: Students, Staff, Parents, Communities. The outermost circle has 4 themes:
* Sharing wisdom to enhance practice
* Holding high expectations
* Learning in teams
* Building trusting relationships
1. Next to the heading “Shared Leadership” – there is a small circle made up of 2 concentric circles. The innermost circle has the word Everyone. The outermost circle has 3 themes:
* Honouring Voice
* Creating Optimal Learning Conditions
* Respecting Experience and Expertise

**Slide 4 – Shared Leadership**

On the slide is a list of bulleted ideas, as follows:

* Sharing new learning and solving challenging issues
* Promoting questioning
* Working in collaborative trusting teams
* Encouraging innovation and creativity
* Infusing global competencies through the lens of equity using rich authentic learning tasks
* Holding high expectations for all learners
* Building relationships that are positive leading to increased engagement and empowerment of students, staff, parents and communities

**Slide 5 – Our Process for Engagement**

On this slide there is a main paragraph, two links and additional text following-up on the links.

Paragraph:

In the TDSB, a school’s strategy is not simply about the number of students or its EQAO scores. A school’s strategy is a collection of choices made by every individual in the school. Each and every school’s strategy is unique and its choices must reflect its needs, its communities and its goals. Principals will create conditions for shared leadership in collaboration with all learners.

Links:

Link #1 goes to the TDSB Director’s web page, which has the following content:

**A Vision for Learning in TDSB
Our Commitment is Equity of Access and Outcome for All Students**
TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured.
Each school will determine a learning focus in three areas: equity, well-being and achievement. In addition to identifying the three focus areas, this process will include engaging in the learning to support student improvement in these areas, determining the evidence and data to be collected and monitoring progress.
Learn more in the [A Vision for Learning in TDSB](http://www.tdsb.on.ca/Portals/0/docs/A%20Vision%20for%20Learning%20in%20TDSB_August%2031.pdf) document. *(another link is provided)*

Link #2 goes to a video of Director Malloy speaking to his Message for the 2016-2017 School Year: [Link 2 (Vimeo)](https://vimeo.com/user22707415/visionforlearning)

Next to the links on the slide is the following text:

This collaborative inquiry process will support your team in:

* Developing authentic learning foci in equity, well-being and achievement through the lens of global competencies
* Exploring rich conversations that help your team to share their thinking
* Taking meaningful actions, supported by data, to achieve the TDSB Vision for Learning

This process will enable each and every school to build shared leadership through equity.

**Slide 6 – 6 Key Conversations for Building Shared Leadership**

This slide is composed of a diagram and follow-up text:

The diagram at the top shows a timeline from September to November + (Plus). Along the timeline are placed numbers 1 to 6, indicating actions that take place at that time on the timeline. The numbers 1, 2 and 3 are on the timeline under September to October. The numbers 4 and 5 are under November, and 6 is placed further along the timeline under November + (plus). The text below the timeline diagram follows:

Together, superintendents and principals will have 6 key conversations to develop a strategy that supports the school’s goals of equity, well-being and achievement:

1. **Where are we now?** We start by examining data. By analyzing qualitative, quantitative and perceptual data, we determine: Where are we now?

2. **Where are we going?** Reflecting on the data we begin to focus our thinking to develop three foci - one each for equity, well-being, and achievement for the school.

3. **What do we need to learn?** In order to achieve our goals we need to identify the capabilities our learning community : What do we need to learn together?

1. **How do we know?** What gets measured, gets done. We leverage evidence, data and success criteria to identify the key indicators to understand the impact of our actions.
2. **Act!** Moving beyond thinking, we take action to achieve the results that our school is working on together.
3. **What change will we make to our thinking and behaviour?** At this stage, we reflect on what has been accomplished to re-focus our efforts and determine if our thinking or actions might need to shift.

**Slide 7 - Building Shared Leadership – Key Conversations: Where are we now?**

This slide begins with a repeat of the #1 question from the previous slide, followed by commentary and 4 categories with bulleted lists of considerations, which are related to both the question and commentary, as follows:

**Where are we now?** We start with examining data. By bringing together qualitative, quantitative and perceptual data we reflect by asking ourselves: Where are we now?

Meaningful equity, well-being and achievement foci aren’t always obvious. They need to come from a deep understanding of your current context: inspired by nuanced insights and triangulation of data. To start, explore data about your school, students and community; build on this with qualitative data drawn from your experiences and that of your colleagues. Our goal in this conversation is to have a deep exploration of our current context and to identify areas of opportunity for improvement.

**Inputs**

* Review the Vision for Learning
* Gather data, both quantitative, qualitative and perceptual from board resources and your class of learners

**Resources**

* Vision for Learning, pages 5 and 6
* Data Dashboard including: demographic data, achievement data, well-being/experiential data

**Guiding Questions\***

* Who is not learning?
* What do I believe to be true about equity in my school? Consider: Content, Pedagogy, Access and Climate, What data confirms my beliefs? What data disconfirms them?
* What do I and our school community believe to be true about what certain groups of students are able to achieve? What biases are influencing these beliefs?
* What do I not yet understand about the barriers that exist in the school that might keep students from achieving?
* What Global Competency are our students struggling with? What equity barrier is in their way?

**In the next conversation…**

* Reflecting on the data we begin to focus our thinking to develop our core foci for the school.

**Slide 8 – Let’s get started**

This slide begins with a statement. Beneath the statement is the slide 2 circle diagram with 2 questions, as follows:

The lens of equity is relevant to all of our schools.

Who is not learning?

What are we doing to address barriers, biases and oppression?

**Slide 9 - Equity**

This slide is comprised of the following text:

Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society.

Barriers may be related to sex, sexual orientation, gender identity, gender expression, race, ethnic origin, religion, socio-economic background, physical or mental ability, or other factors.

It is now recognized that several factors may intersect to create additional barriers for some students. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.

**Slide 10 – Exploring Equity**

This slide is the first of 3 on the topic. This slide is comprised of commentary, a subhead “Content” and a bulleted list, as follows:

The outcome of exploring the data will be that each school identify three goals, one each in the areas of equity, well-being and achievement. This exploration will include consideration of content, pedagogy, access and climate, and takes into account school climate, safe schools, demographic and achievement information.

Content:

* What are we teaching (curriculum)?
* How do we ensure the curriculum is inclusive and includes a variety of knowledge of all peoples as the basis for instruction?
* Whose voices are missing and how do we change that?
* How do we ensure students acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive and healthy human relationships among their fellow students, and among all members of society?

**Slide 11 – Exploring Equity**

This slide, the second of three, is comprised of a subhead “Pedagogy” and a bulleted list of questions, as follows:

Pedagogy:

* How do we encourage and support student voice?
* How do we demonstrate commitment that all students are capable of learning and achieving?
* How do we engage in conversations about bias and who is achieving/not achieving?
* How do we demonstrate commitment to equity and inclusion?
* How do we engage in culturally relevant and responsive pedagogy?
* Do we employ a variety of assessment strategies as well as instruments used to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being?
* Do we support co-curricular activities that offer student opportunities to achieve success outside the classroom that can contribute to their engagement in learning and success inside the classroom (e.g. before and after-school child care and/or programs that are focused on sport, recreation, the arts, and culture)?

**Slide 12 – Exploring Equity**

This slide is the last of the three and is comprised of 2 subheads “Access” and “Climate”, with bulleted lists of related questions and a source end note at the bottom of the slide, as follows:

**Access:**

* What are the physical barriers to access (e.g. washrooms, ramps, site safety, special needs equipment, breakfast programs, etc.)?
* Are the social barriers to access (e.g. language, information and data collection, dress codes, school fees, social emotional supports, etc.)?

**Climate:**

* How do we ensure the school environment is welcoming for all (students, staff, parents/guardians, and community)?
* How do we support student engagement opportunities?
* Do students see diversity and equity represented widely?
* How do we ensure students have input into dress codes and school codes? Is safety an issue? Is there a means of safe reporting? Do students understand the causes and impacts of inequity in society, and understand the similarities, differences, intersectionality of multiple social identities and the connections between different forms of discrimination?

Note: Nora Allingham, 1992 (From District Process Guide, TDSB, p 2)

**Slide 13 – Our Process is Circular**

This slide is comprised of initial commentary and two diagrams, as follows:

The process is a circular, iterative process that supports each school in their own journey. Like the System Improvement Learning Cycle, at each stage of the process, there will be planning, acting, assessing and reflecting. The process is staged to make explicit the outputs and interactions that facilitate the process. As we explore this process, there are fundamental questions that frame our conversations – these are our guiding questions.

While the process is circular, the output must be:

* Concrete and actionable
* Specific to the school and authentically created for each school
* Demonstrate the thinking between leaders and collaborators

**Diagram 1:**Adapted from Ministry of Education System Improvement Learning Cycle

In this diagram, a circle contains a central theme: School Improvement Learning Cycle. The circle is divided into quadrants which name different stages of action and list the related activities. Arrows project from the central theme, pointing outwards to each quadrant. At the very bottom of the diagram is a two-way arrow, above which are the words Assess/Act/Adapt. The quadrants contain the following content:

* NW Quadrant – Planning Stage (Plan/Reflect) – Identify, reflect on and address system improvement needs and possible opportunities for support through a focused improvement plan.
* NE Quadrant – Initiation Stage (Act/Reflect) – Implement improvement plan established in planning stage, identifying and accessing opportunities for support.
* SE Quadrant – Monitoring Stage (Assess/Reflect) – Using multiple sources of evidence (products, observations and conversations) document, assess and adjust improvement plan actions, engaging with education stakeholders.
* SW Quadrant – Reflective Stage (Reflect) – Using multiple sources of evidence, document and reflect on the impact of improvement plan, engaging with education stakeholders.

**Diagram 2** – This diagram is comprised of the slide 2 circle. The numbers 1 to 6, representing the 6 “key conversations” from slide 6, are placed along a clockwise path that spirals around the circle, illustrating the cyclical nature of the 6 themes. The number 6 appears to end where number 1 begins. The key conversations from slide 6 were:

1. Where are we now?

2. Where are we going?

3. What do we need to learn?

4. How do we know?

5. Act

6. What change will we make to our thinking and behaviour?

**Slide 14 – Begin Exploring**

This slide is comprised of commentary and pictures of two TDSB website pages with an explanatory statement beneath each image, as follows:

The online resource will also include information that will give you a deeper dive into areas in our Vision for Learning. You will be able to click on areas of the Vision for Learning for access to further information and resources. As schools engage in this process, this is a living site with a central repository where others can contribute.

Page #1 – Landing page for School Effectiveness and School Improvement

Page #2 – Mock-up of Equity landing page with information and resource to explore

**Slides 15 to 17 – Resources**

The 3 final slides show images of the resources being used. They include:

1. Equity Continuum: Action for Critical Information in Schools and Classrooms
2. Educator’s Equity Workbook 2nd Edition
3. Educator’s Equity Companion Guide
4. Removing the Margins – The Challenges and possibilities of Inclusive Schooling
5. Inclusive Schooling – A Teacher’s Companion to Removing the Margins
6. A vision for Learning in TDSB – Our Educator’s Guide to School Improvement and Effectiveness
7. Intentional Interruption – Breaking Down Learning Barriers to Transform Professional Practice
8. The Principal as Leader of the Equitable School
9. 21st Century Competencies – Towards Defining 21st Century Competencies for Ontario (Winter 2016 Edition)
10. The Colour of Democracy – Racism in Canadian Society (4th Edition)
11. Data, Data Everywhere – Bringing all the Data Together for Continuous School Improvement

Slide 17 is the final slide and along with its 2 resources, it has a diagram taken from the final resource listed above. The heading of the diagram is: Figure 2.3 “Continuous School Improvement Framework with a Focus on Compliance”.

The diagram is made up of 10 boxes, stacked vertically with a line linking them from top to bottom. Inside each box is a question and next to each box is a subheading and a bulleted list of considerations related to the boxed question, as follows (moving from top to bottom of the diagram):

Top Box – Who are we? – Demographics – District, Schools, Students, Staffs, Community

Box 2 – How do we do business? – Perceptions – Culture, Climate, Values and Beliefs

Box 3 – How are our students doing? – Student Learning – Summative, Formative, Diagnostic

Box 4 – What are our processes? – School Processes – Programs, Instructional, Organizational, Administrative, Continuous School Improvement

Box 5 – What is working/not working? – Contributing causes, Predictive analytics (How did we get where we are?)

Box 6 – Why do we exist? – Purpose, Mission

Box 7 – Where do we want to go? – Vision, Goals, Student Learning Standards (Where do we want to be?)

Box 8 – How can we get to where we want to be? – Continuous Improvement – Plan, Objectives, Strategies, Activities, Budget

Box 9 – How will we implement? – Implementation Strategies – Teaching Strategies, Collaborative Strategies, Professional Learning, Partnerships

Final box – How will we evaluate our efforts? – Formative and Summative Evaluation (Is what we are doing making a difference?)

Two large arrows containing partial statements are superimposed beside the overall diagram. The first arrow points to the word Summative (next to Box 3) with the words: “Many schools begin their school improvement planning here,” The second arrow points to the word Plan (next to Box 8), with the words “…and end their efforts here.”