

Leadership Development

What is our goal?

To support educators and leaders to have the knowledge, skills, and resources to ensure anti-oppressive and equitable practices are in place to support student learning, well-being, effective instruction and service excellence.

How will we achieve it?

- Support the journey from informal to formal leadership through the Leadership Capacity Plan, ensuring aspiring, new and experienced leaders have knowledge and skills in human rights, anti-oppression and equitable practices and how issues of privilege, power and oppression result in inequitable outcomes. Leaders will also develop content knowledge and pedagogical knowledge for leading (ongoing)
- Capacity building of Centrally Assigned Staff will focus on skills needed to support professional learning (facilitation, coaching, monitoring, content knowledge, professional learning design, etc.) (September to December 2019)
- Build capacity for all classroom educators to support the learning of all students in an inclusive learning environment understanding the principles of human rights and equity, anti-racism, Indigenous ways of knowing, deep learning, and Special Education and to engage their students in challenging conversations around issues including: anti-oppression, anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, and other forms of racism and discrimination against racialized groups, such as Sikhs, Roma, people from Latin America as well as homophobia, transphobia, the discrimination faced by those with physical and intellectual disabilities (ongoing)
- New teacher learning will focus on providing face-to-face and mentoring opportunities to develop the skills needed to provide the most enabling, inclusive classroom learning environment (September to December 2019)
- Leadership Learning Teams (LLT) of school administrators and system leaders will focus on developing skills in school improvement planning and authentic leadership inquiries as related to their school's three foci (September to December 2019)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Structural barriers will be removed that may exist because of our commitment to human rights, equity, anti-racism and anti-oppression.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship) because they are engaged in learning experiences/opportunities that promote service, social justice and sustainability.
- The engagement of students, staff, parents and communities will increase because their voice, experience, identity and expertise will be reflected in decision making.
- Superintendents of Education will visit schools every three weeks and progress will be monitored by Learning Centre Executive Superintendents.
- Multiple sources including surveys, focus groups, staff census, student achievement data, observations, professional learning feedback surveys.