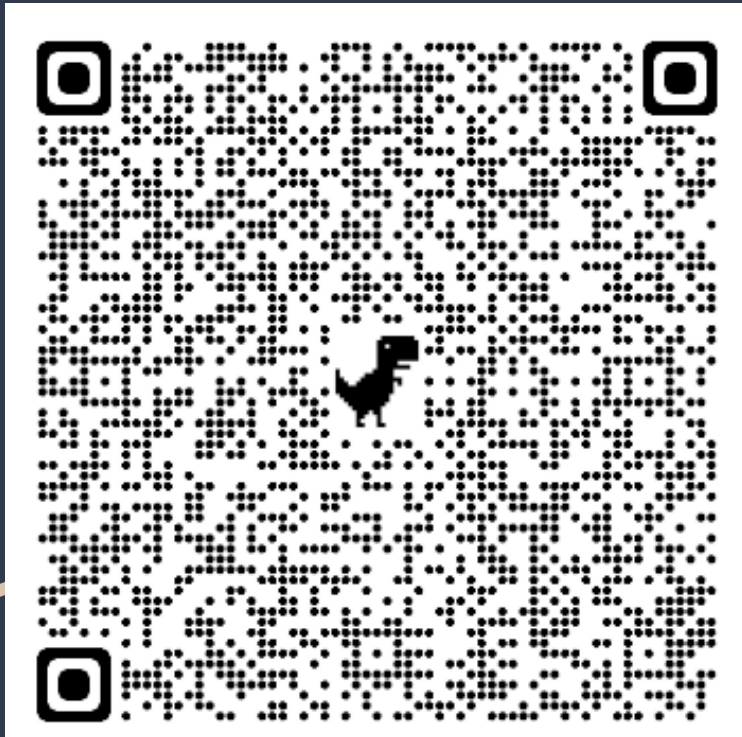


Learning Intentions



1. Recognize the need to change how school leaders support teacher professional growth

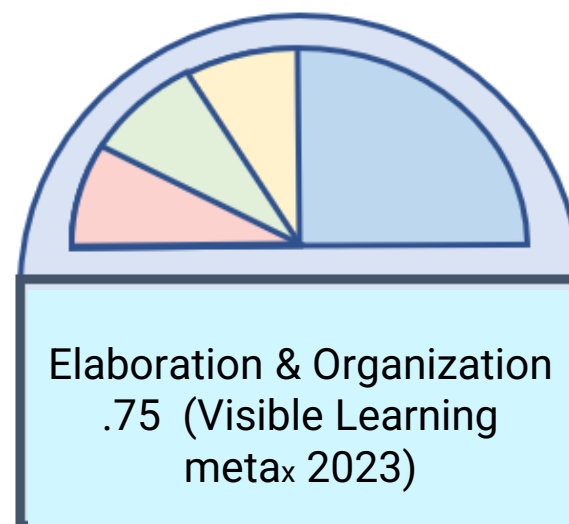
1. Consider goals and processes to leading teacher professional growth in a manageable and sustaining way
 - a. Recognize the power of instructional habit changes,

 - a. Create goals that are grounded in instructional and formative interactions.

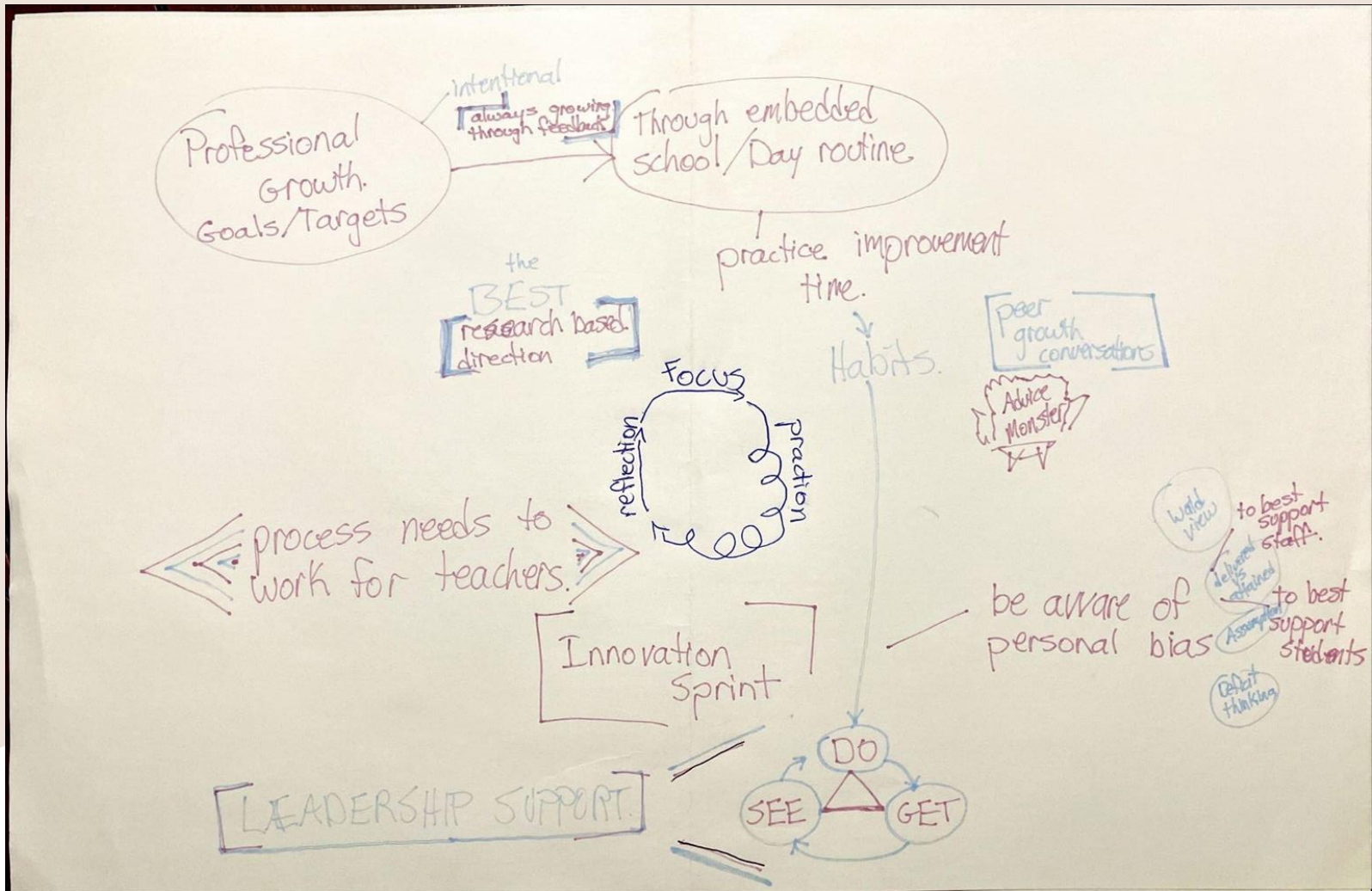
Modeled Learning Strategy

Elaboration & Organization

“These strategies enable learners to commit information and skills to memory. In combination, practices of elaboration (such as note-taking or forming questions about course material) are often combined with practices of organization (such as outlining or information mapping).”



Example - Information Mapping



**All organizations are perfectly
aligned to get the results they get.**

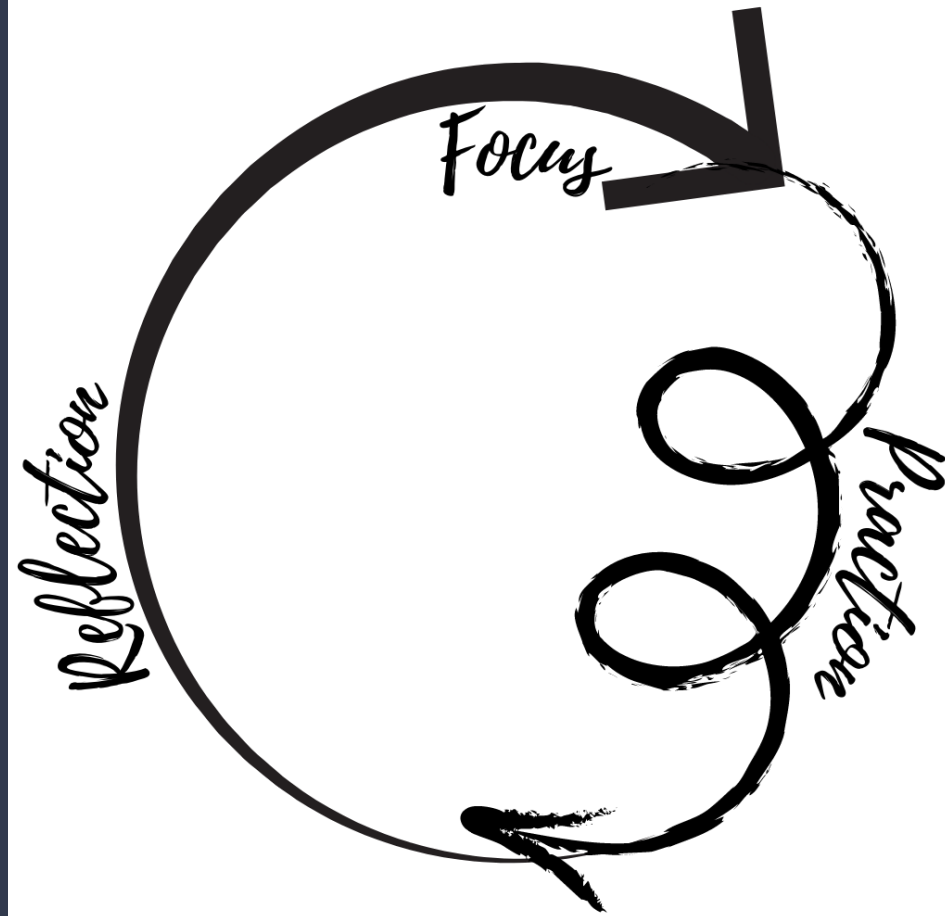
Arthur W. Jones

Levers for Change

Job embedded
professional growth



Professional growth with a
sustained focus on learner
growth



Levers for Change

Access to educational research



Teachers have unprecedented access to be informed by research evidence.

Shared research conversations:

- How are the research strategies similar or different to what I currently do?
- What might I let go of in my current practice if I implement this?
- What would be one thing that's the highest priority to change in this context?

Levers for Change

Access to educational
research

- ★ Simon Breakspear, Teaching Sprints, Research Hub
- ★ Jim Knight, The Instructional Playbook
- ★ Jennifer Gonzalez, Cult of Pedagogy
- ★ John Hattie, Visible Learning

Levers for Change

Goals that matter



Teacher autonomy

Professional judgement



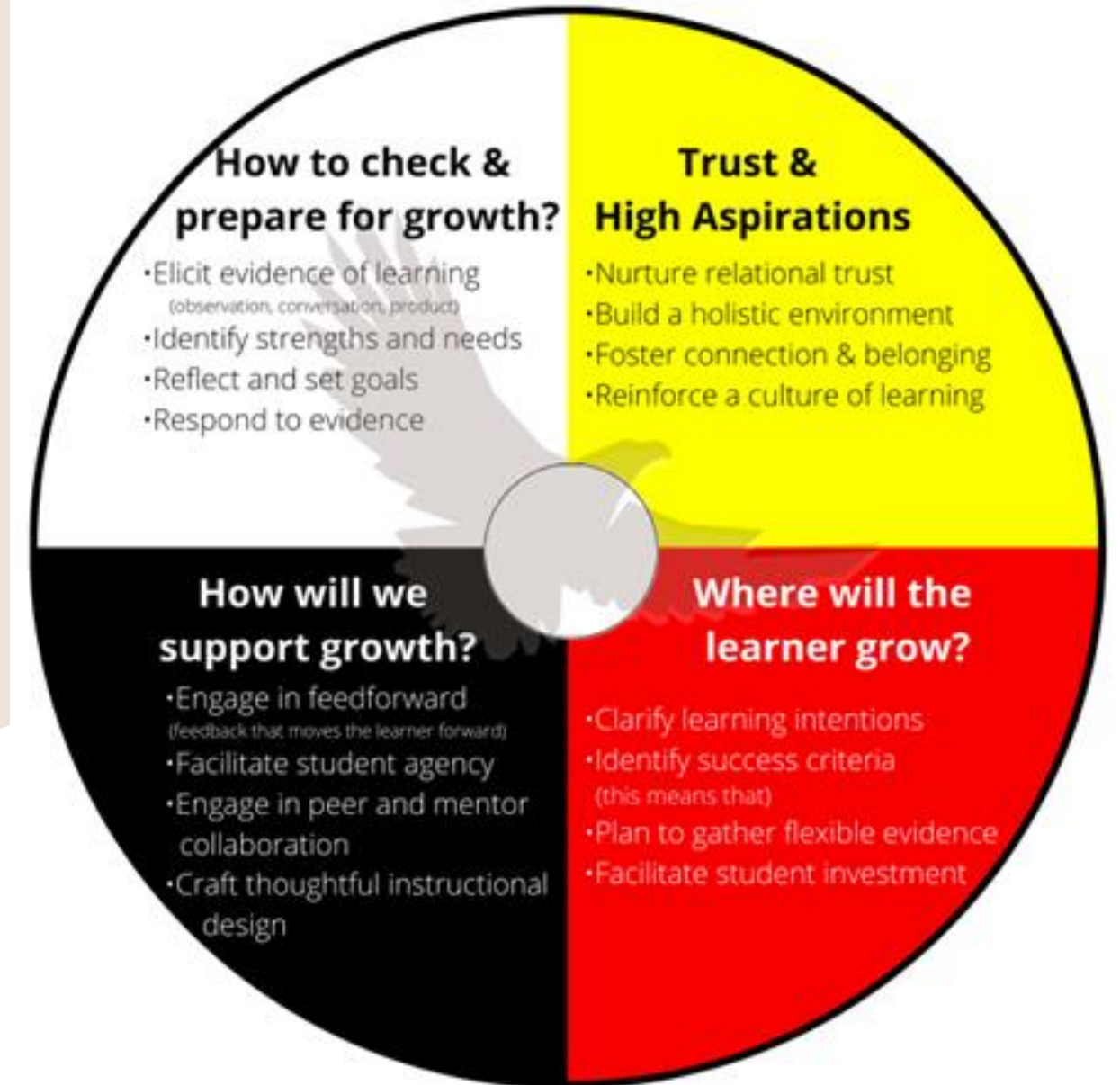
Grounded in a framework
of teaching and learning

Aligned with a unified
direction

Levers for Change

Mikisiw Meskanaw

Goals that matter





WHO AM I?

I am your constant companion.

So I am your greatest help or heaviest burden.

I will push you onwards or drag you down to failure.

And I am completely at your command.

Half the things you do you might just as well turn over to me and I will do them quickly and correctly.

I am easily managed; you must merely be firm with me.

Show me exactly how you want something done and after a few lessons, I will do it automatically.

I am the servant of all great men and women and, alas, of all failures as well. Those who are great, I have made great. Those who are failures, I have made failures.

I am not a machine, though I work with the precision and repetition of a machine, plus the intelligence of a human.

You may run me for profit or run me for ruin, it makes no difference to me.

Take me, train me, be firm with me, and I will place the world at your feet. Be easy with me and I will destroy you.

Who am I?

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Who am I?

I am a Habit.

Anonymous Riddle

Levers for Change

Power of Habit

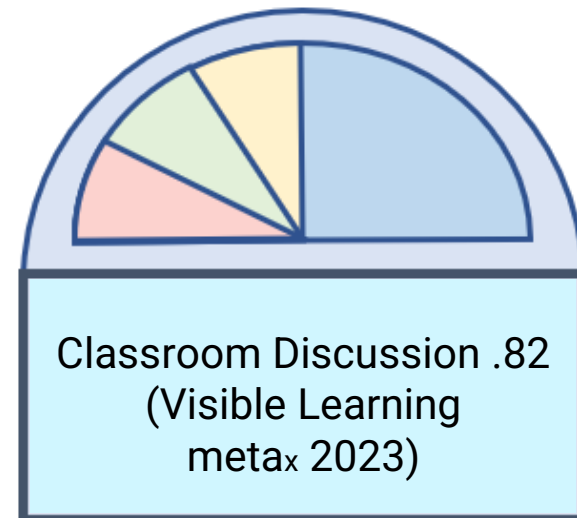
65% of our choices and reactions are a result of habitual or reactionary behavior.



Modeled Learning Strategy

Classroom Discussion

“A form of instruction in which students are invited to speak about the topic at hand. It involves much more than a teacher asking a class a question, then another, etc., but involves students discussing with each other, often prompted from an open and not closed set of questions. Provides a classroom environment that gives all students the opportunity to speak and learn from each other.”



Levers for Change

Power of Habit



Describe the current **organizational routines** in your school that support teachers to focus on their practiced actions (habit building) to improve student learning?

Do current organizational routines support teachers to change and build new instruction/assessment habits?

Levers for Change

Power of Habit

- ★ frequent
- ★ intentional
- ★ practiced action
- ★ executed with fidelity
- ★ focused on teaching and learning - formative interactions

Levers for Change

Recognize how to support the shift; from deficit thinking to growth for all learners



Although we make the collective commitment to ensure learning occurs for every student, staff will connect conditions:

We believe all students can learn at high levies if:

- They come from homes with lots of support and involved parents
- They are well behaved, respectful, and compliant
- They speak the language
- They come from one side of town versus the other side of town
- They are of a certain race
- They have not identified learning disabilities

Williams & Heirck, Starting a Movement. P,10

Article

**Deficit thinking
in schools is a
social justice
issue. Here's
why we need to
do better**
<https://tinyurl.com/4vnbunap>

“

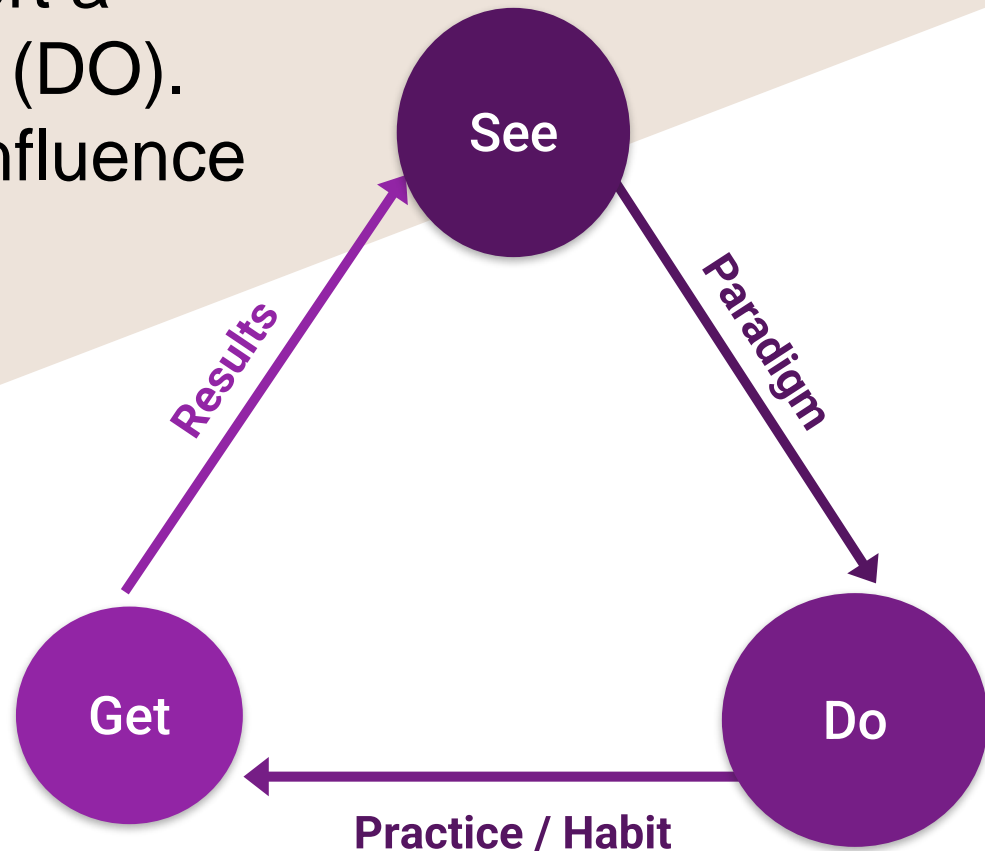
DEFICIT THINKING
BLAMES STUDENTS FOR
THEIR SHORTCOMINGS
AND CAN LEAD TO
EDUCATORS BELIEVING
THAT SUCH
SHORTCOMINGS ARE
INCAPABLE OF BEING
CHANGED OR SUPPORTED
AT SCHOOL

Levers for Change

deficit thinking →

growth for all learners

To change a person's paradigm (SEE), we need to support a change in behavior/habit (DO).
A new result (GET) will influence their perception (SEE)



Covey, Paradigm

Levers for Change

Focused



Goal - **WHY**

Strategy - **HOW** we move toward a goal. What strategy has the potential to have the most impact?

Action - **What?**
When? Where?

- ★ ? - What manageable habit will support me in taking action?

Levers for Change

Continuous
incremental
change

A manageable vision



Levers for Change

Continuous incremental
change

- Direct the rider
- Motivate the elephant
- Shape the path

Chip and Dan Heath, [Switch
How to Change Things When
Change is Hard](#)

We will expect teachers
to develop new
instructional and
assessment behaviors

Knowledge alone does
not change behaviour



Levers for Change

Collective teacher efficacy



Organizational routines to leverage collective efficacy

★ Goal setting - calibrating

★ Huddles - What is different? How do you know?

★ Learning walks (peer observations)

★ Reflective conversations

Levers for Change

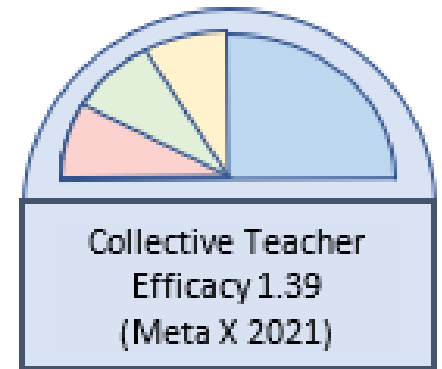
Collective teacher
efficacy

What happens at
our school if a
student doesn't
learn?

“Does your school culture
lend itself to a competition
where ranking and sorting
prevail where you look at
see who is better than
whom?

Or does your culture thrive
on collaboration -a collective
commitment that vows,
“Let's be better for each
other and for

Williams & Heirck,
Starting a Movement



Levers for Change

Relational trust

Heart work
cannot be
evaluative



Levers for Change

Accountability



Evidence

★ Commitment to strategy

★ Fidelity to strategy

★ Effect on learning

-

Learning Intentions

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Levers for Change

